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# The Executive Of The Consolidated Schools In Western Kansas

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THE EXECUTIVE  
of the  
CONSOLIDATED SCHOOLS  
in  
WESTERN KANSAS

By

Alexander Vardaman Anderson

Presented to the Graduate Council  
of the Kansas State Teachers College, Hays,  
Kansas, July 19, 1930, in partial fulfil-  
ment of the requirements for the degree of  
Master of Science in Education.

Master's Thesis.

1930.

Approved by \_\_\_\_\_



### APPRECIATION.

This study has been made possible by the cooperation of more than two hundred persons, executives and teachers, in the following consolidated schools: Brewster, Quinter, Trousdale, Wallace, Holcomb, Claflin, Belpre, Zook, Ingalls, Adams, Webster, Page, Jennings, Montezuma, Kirwin, Monument, Plains, Palco, Winona, Wesken, Portis, Levant, Sitka, Edson, Oakley, Protection, Englewood, Coolidge, Rolla, and Isabel. To each cooperating executive and teacher the writer expresses his sincere thanks.

Dr. Homer B. Reed, head of the Department of Psychology, Kansas State College of Hays, has offered many valuable suggestions on the method of collecting the data, checked the several check-lists that were used as means of collecting data, guided the writer in grouping and displaying the data herein presented, and offered valuable criticisms on both the statistical and literary phases of this thesis. The writer feels much indebted to him for this splendid assistance.

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CHAPTER I.

Purpose.

The purposes of this study are:

1. To determine the extent or scope of the activities performed by the executives of consolidated schools in Western Kansas.
2. To discover the amount of time which those executives devote to each of such activities.
3. To ascertain the personal and professional qualifications of the executives of consolidated schools in Western Kansas.
4. To enumerate the mistakes or failures of the executives of consolidated schools in Western Kansas from the viewpoint of the teachers under supervision.
5. To determine if the administration of consolidated schools might be improved and to suggest remedial measures for such improvement if found needful.

## CHAPTER II.

### Collection of the data.

The data upon which this thesis is based were obtained directly from the consolidated school executives and teachers in twenty-nine consolidated schools in Western Kansas. There were four check-lists used. Three of the check-lists concerned the executives--their activities, the distribution of their time, and their qualifications. The fourth check-list deals with the executives' failures. The first three lists were checked up by the executives themselves, and the fourth was used by the teachers in reporting on the executives' failures.

In collecting the data, the writer visited as many of the schools in person as possible. In doing so he was able to readily explain the nature of the study and its purposes, and solicit the executive's co-operation. If cooperation was obtained, the executive was then asked to check list number I, (page 4), which deals with the scope of the executive's activities, and also check list number III, (page 9), which deals with the executives' qualifications. These two lists were checked on the day of the writer's visit, and were taken along with him. A copy of check-list number II, (page 7), was left with each of the cooperating executives, and they were asked to record thereon their time distribution on ten different school days. They were to state the number of minutes which they devoted to each item on the list, for each day represented in their reports. Check-list number IV, (page 10), which deals with the failures of the executives, was delivered to each cooperating teacher by the writer in person in every case where it was possible to do so. There were a few executives who insisted on distributing these lists to the teachers, and there were a few schools whose cooperation was sought and obtained exclusively by mail. To each teacher the purpose of the study was explained, and the teacher was assured that her report would not come to the hands of her executive, nor would her

report be allowed to reflect in a harmful way upon her executive's professional record. Each teacher was asked to make this report a secret ballot by checking the list of failures and mailing it to the writer, without affixing her signature. The lists were codified before hand so that when the reports arrived they could be credited to the proper executive.

After all individual reports from executives and teachers were received the results were summarized for each check-list and from the summaries made the statistical tabulations appearing in succeeding chapters were formed.

Check-list No. I, exhibited on page 4, is the McGuffey check-list. It was used by Dr. Verne McGuffey in his study, the "Differences in Activities of the Teachers in Rural One-teacher Schools and of Grade Teachers in Cities." This study by McGuffey was made in 1929 and was published by Teachers College under the title—"Columbia University Contribution to Education, No. 346."

Check-list No. II and check-list No. III, exhibited on pages 7 and 9 respectively, are the check-lists used by Carl T. Feelhaber, Creston, Iowa, in his study—"The Duties of the High School Principal in The State of Nebraska," (the results of which are reported in School Review, volume 35, pages 188-193, March 1927)

Check-list No. IV is one compiled from the writer's experience and observations.

The data were collected during the months of March, April, and May of the year 1930. Approximately one-third of the blanks were distributed in each of the three months named above. By spreading the investigation over a period of three months, it was hoped to minimize any error which might occur due to sampling. This precaution was necessary only in the study of the distribution of the executive's time. Because the seasonal changes in the executive's work affect the distribution of time, it was believed these data would be more reliable if spread over at least three months. The four original check-lists used in this study are reproduced on the remaining pages of this chapter.



## CHECK-LIST No. I.

A COMPARATIVE STUDY OF THE DUTIES, ACTIVITIES, AND OPINIONS OF EXECUTIVES  
IN THE CONSOLIDATED SCHOOLS IN WESTERN KANSAS.

Below will be found a list of activities (58). If you do the activity, place a check (✓) mark in column 1; If you do not do the activity but think you should do it, place a check (✓) mark in column 2; If you think some one else should do the activity, place a check (✓) mark in column 3.

Column 1. "If you do it."

Column 2. "If you do not do it but think you should."

Column 3. "If you think some one else should do it."

	Column		
	1	2	3
ACTIVITIES OFTEN PERFORMED BY EXECUTIVES.			
1. Meet with the school board _____			
2. Advise school board on school needs _____			
3. Advise school board on school law _____			
4. Determine holidays and vacations _____			
5. Order school supplies _____			
6. Purchase school supplies _____			
7. Act as purchasing agent for pupils _____			
8. Receive and audit school supplies _____			
9. Make final decisions in cases of discipline _____			
10. Administer all punishment _____			
11. Make final decisions in cases of promotion _____			
12. Take responsibility for enforcement of health laws _____			
13. Take responsibility for enforcement of attendance laws _____			
14. Keep school census record _____			
15. Keep clerical records for the school board _____			
16. Collect and account for school and activity funds _____			
17. Investigate absences _____			

No.	Item	Column		
		1	2	3
18.	Make the curriculum for the school			
19.	Establish friendly personal relations with patrons			
20.	Provide publicity for the school			
21.	Formulate plans for educational advancement of community			
22.	Direct a campaign for the improvement of the school			
23.	Teach regular classes			
24.	Organize school in harmony with farming community			
25.	Conduct tests and measurements			
26.	Hold conferences with individual teachers			
27.	Hold group conferences on professional matters			
28.	Supervise instruction			
29.	Hold conferences with county or state supervisors			
30.	Attend meetings on supervision			
31.	Do professional reading and study			
32.	Hold conferences with parents and visitors			
33.	Investigate teachers' credentials and recommend for hire			
34.	Drive school bus			
35.	Hold conferences with bus drivers			
36.	Inspect bus routes			
37.	Assist in opening roads after snow storms			
38.	Plan bus routes			
39.	Attend Council of Administration			
40.	Personally manage student social affairs at school			
41.	Discipline students at public programs held in school			
42.	Coach Athletics			
43.	Coach high school plays			
44.	Coach high school debate teams			
45.	Direct high school music			

No.	Item	Column		
		1	2	3
46.	Accompany students when away on contest work			
47.	Attend Sunday School			
48.	Teach Sunday School Class			
49.	Act as Sunday School Superintendent			
50.	Act as member of church board			
51.	Active member of local lodge			
52.	Active member of Community Club			
53.	Referee foreign athletic games			
54.	Supervise playground at recess and noon			
55.	Arrive before teachers arrive at school in morning			
56.	Leave building last in the afternoons			
57.	Personally supervise instruction			
58.	Personally supervise and manage Lyceum course.			

7  
CHECK-LIST No. II

Name of school \_\_\_\_\_

Name of school executive \_\_\_\_\_

Complete enrollment: Grade \_\_\_\_\_ High School \_\_\_\_\_ Total \_\_\_\_\_

Number of teachers in faculty: Grade \_\_\_\_\_ High School \_\_\_\_\_ Total \_\_\_\_\_

**THE NUMBER OF MINUTES DEVOTED TO VARIOUS ACTIVITIES AND DUTIES EACH DAY BY  
THE EXECUTIVES OF CONSOLIDATED SCHOOLS IN WESTERN KANSAS.**

No.	Duty of Activity	No. minutes to each.
-----	------------------	-------------------------

**INSTRUCTIONAL LOAD.**

1. Teaching classes \_\_\_\_\_
2. Class preparation (laboratory or lessons) \_\_\_\_\_
3. Helping pupils with school work \_\_\_\_\_
4. Correcting papers \_\_\_\_\_

**ADMINISTRATIVE LOAD.**

1. Inspection of school plant and playground \_\_\_\_\_
2. Conference with principal, teacher or county superintendent \_\_\_\_\_
3. Conferences with pupils concerning work (not discipline) \_\_\_\_\_
4. Conferences with pupils on matters of discipline \_\_\_\_\_
5. Conferences with parents \_\_\_\_\_
6. Schedule making for pupils and school \_\_\_\_\_
7. Ordering and distributing school supplies and equipment \_\_\_\_\_
8. Conferences with janitor or custodian \_\_\_\_\_
9. Conference with mechanics and drivers \_\_\_\_\_
10. Preparing for board meetings \_\_\_\_\_
11. Planning the school organization \_\_\_\_\_
12. Budget planning \_\_\_\_\_
13. Entertaining visitors \_\_\_\_\_

No.	Duty or Activity.	No. minutes to each.
-----	-------------------	----------------------

**INSTRUCTIONAL SUPERVISION LOAD.**

1. Class visitation \_\_\_\_\_
2. Conferences with individual teachers \_\_\_\_\_
3. Supervision of playground, corridors, lunch room, library \_\_\_\_\_

**PROFESSIONAL LOAD.**

1. Conducting or attending faculty meetings \_\_\_\_\_
2. Special committee work \_\_\_\_\_
3. Professional reading \_\_\_\_\_

**CLERICAL LOAD.**

1. Keeping attendance and tardiness records \_\_\_\_\_
2. Recording students' grades \_\_\_\_\_
3. Writing letters pertaining to school business \_\_\_\_\_
4. Miscellaneous office routine \_\_\_\_\_

**EXTRA CURRICULAR LOAD.**

1. Arranging school programs \_\_\_\_\_
2. Sponsoring clubs and classes \_\_\_\_\_
3. Preparing articles for school publication or school news \_\_\_\_\_
4. Coaching athletics or directing physical education \_\_\_\_\_
5. Coaching plays, debates, or orations \_\_\_\_\_
6. Preparing for and appearing at assembly programs \_\_\_\_\_

**COMMUNITY ACTIVITY LOAD.**

1. Church work, Sunday School, Church board work, Committees \_\_\_\_\_
2. Social work, speaking at clubs, attending lodges etc. \_\_\_\_\_

**OTHER ACTIVITIES.**

1. Recreation \_\_\_\_\_
2. Activities for additional income (bus driving, refereeing etc.) \_\_\_\_\_

## CHECK-LIST No. III.

PERSONAL AND PROFESSIONAL QUALIFICATIONS OF THE CONSOLIDATED SCHOOL  
EXECUTIVE IN WESTERN KANSAS.

---

No.	Item.
1.	How many years school work above high school have you had? _____
2.	How many semester hours in school administration have you had? _____
3.	How many semester hours in school supervision have you had? _____
4.	How many semester hours in Educational Psychology have you had? _____
5.	How many semester hours in other educational subjects have you had? _____
6.	How many semester hours have you had towards your masters degree? _____
7.	Number of years experience as elementary school teacher? _____
8.	Number of years experience as high school teacher? _____
9.	Number of years experience as high school principal? _____
10.	Number of years experience as superintendent of schools? _____
11.	How many years have you lived on a farm? _____
12.	What is your present salary? _____
13.	What has been your tenure of office in your present position? _____

## CHECK-LIST No. IV.

MISTAKES OF THE CONSOLIDATED SCHOOL EXECUTIVES AS ENUMERATED BY THE  
TEACHERS UNDER SUPERVISION.

## Instruction.

Place a "✓" in column 1 if your executive is NOT guilty.  
 Place a "✓" in column 2 if your executive is slightly guilty.  
 Place a "✓" in column 3 if your executive is seriously guilty.

No.	Item	Column		
		1	2	3
1.	Thinks teachers' opinions do not count			
2.	Never consult teachers about making changes in management			
3.	Jealous of power and authority. Refuses to delegate responsibility to his teachers			
4.	Disregards teachers and pupils as live thinking beings			
5.	Interferes too much with teachers' work etc.			
6.	Afflicted with a sense of superiority			
7.	Maintains a haughty domineering attitude towards teachers			
8.	Attempts to do too much himself			
9.	Fails to take pupils, teachers or parents into his confidences			
10.	Takes care of matters that ought to be delegated to others			
11.	Attempts to care for too many things at once			
12.	Lacks interest in teachers' experiments			
13.	Unconsciously creating weaknesses in teachers by withholding responsibility			
14.	Takes to himself credit for all the successes in school			
15.	Feebleness or absence of directive effort			
16.	Frequent change of policy			
17.	Insufficient amount of time given to inspection			
18.	Inspection of building on basis of arbitrary standards			
19.	Inspection of work on basis of ill-defined standards			
20.	Inspection without definite purpose			
21.	Fails to utilize the results of inspection			

No.	Item	Column		
		1	2	3
22.	Fails to report inspectional findings back to teachers			
23.	Permits inspectional findings to be influenced by personal elements			
24.	Criticizes teachers in conversation with other teachers			43952
25.	Criticizes teachers in presence of pupils or parents			
26.	Secretly spying upon teachers			
27.	Fails to organize and coordinate the work of the building			
28.	Abdicates his position of professional leadership in favor of office routine			
29.	Lacks clear vision of ends to be attained			
30.	Fails to develop a technique of directing the work			
31.	Fails to develop a technique of inspection of work			
32.	Fails to energize and inspire teachers and pupils			
33.	Fails to apportion his time so that important matters receive most attention			
34.	Weakness in initiative			
35.	Aloofness from teachers and pupils			
36.	Unsympathetic attitude towards teachers and pupils			
37.	Fails to establish discipline and order within the building			
38.	Maintains a closed mind on educational matters			
39.	Exercises professional timidity			
40.	Attempts important innovations without previous preparation			
41.	Fails to train teachers during service			
42.	Aloofness from community life			
43.	Partial in his treatment of pupils, teachers, and parents			
44.	Neglects school records			
45.	Untidiness			
46.	Lacks self-control			



No.	Item	Column		
		1	2	3
47.	Excess intimacy with pupils or teachers			
48.	Manifestation of false dignity			
49.	Inclines to carry small details to higher authority			
50.	Takes pupils' misdemeanors as personal offences against him			
51.	Over sensitive over discussion of his work or management			
52.	Fails to supply materials needed			
53.	Tends to direct by don'ts			
54.	Too much Ego. Not enough co-operation			
55.	Tends to discipline without facts			
56.	Tells parents what they want to hear rather than tell them the truth about their children			
57.	"Passing the Buck"			
58.	Takes sides in community wrangles			
59.	Fails to live the part of a full grown citizen			

## CHAPTER III.

## FINDINGS

## The Per Cent of Executives of Consolidated Schools Who Perform Certain Activities.

In this chapter will be found the data compiled from the returns on check-list number I. Twenty-nine executives gave sufficiently full reports to justify consideration here.

TABLE I.

Per Cent of 29 Executives Who Undertake the Duties, Activities, and Responsibilities or Express Opinions Concerning Items on The Check-List.

Column 1. Per cent of 29 executives who perform the activities named.

Column 2. Per cent of 29 executives who do not perform the activity, but who think they should perform it.

Column 3. Per cent of 29 executives who think some one else should perform the activity in question.

No.	Item	Column		
		1	2	3
SECTION I.		7.	7.	7.
Activities Often Performed by Executives of Consolidated Schools in The Capacity of Administrator.				
1.	Meet with the school board _____	80	17	0
2.	Advise school board on needs of school _____	100	0	0
3.	Advise school board on school law _____	77	13	10
4.	Determine holidays and vacations _____	70	3	37
5.	Take responsibility for enforcement of quarantine laws _____	63	3	63
6.	Take responsibility for enforcing compulsory school laws _____	66	7	50
7.	Investigate absences _____	100	0	3
8.	Make the curriculum for the school _____	90	3	7
9.	Provide publicity for the school _____	97	3	7
10.	Formulate plans for the educational advancement etc. _____	80	7	10
11.	Direct a campaign for improvement of the school _____	77	7	13
12.	Organize school in harmony with a farming community _____	77	10	0
13.	Hold conferences with county and state supervisors _____	87	7	0
14.	Investigate teachers' credentials and recommend for hire _____	73	25	0

TABLE I (Continued)

No.	Item	Column		
		1	2	3
15.	Hold conferences with bus drivers	53	20	7
16.	Inspect bus routes	47	20	27
17.	Plan bus routes	40	13	57
18.	Attend Council of Administration	57	30	3

SECTION II.

Activities Involved in The Capacity of Supervision.

19.	Make final decisions in cases of discipline	100	0	7
20.	Administer all punishment	57	7	57
21.	Conduct tests and measurements	90	10	3
22.	Hold conferences with individual teachers	97	3	3
23.	Hold group conferences on professional matters	87	3	0
24.	Supervising instruction	77	13	0
25.	Attend meetings on supervision	67	23	0
26.	Arrive at school ahead of teachers in the mornings	80	0	0
27.	Leave building last in the afternoon	77	7	3

SECTION III.

Activities Performed in The Capacity of Clerk-Bookkeeper.

28.	Order school supplies	93	3	10
29.	Keep pupils' scholastic and extra-curricular records	87	7	10
30.	Act as purchasing agent for the pupils	50	0	43
31.	Receive and audit school supplies	83	7	13
32.	Keep school census record	47	30	26
33.	Keep clerical records for the school board	30	0	67
34.	Collect and account for school and activity funds	67	0	33

SECTION IV.

Activities Performed in The Capacity of Class Teacher.

35.	Teach regular classes	90	7	3
-----	-----------------------	----	---	---

SECTION V.

Activities Performed as Supervisor of Extra-Curricular work.

36.	Manage student socials when held under auspices of school	53	3	43
-----	-----------------------------------------------------------	----	---	----

37.		27	3	65
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TABLE I (Continued)

No.	Item	Column		
		1	2	3
38.	Coach high school plays _____	7	3	80
39.	Coach high school debate teams _____	13	3	73
40.	Direct high school music _____	7	3	77
41.	Go with students when away on contests _____	53	10	30
42.	Referee foreign athletic games _____	33	7	33
SECTION VI.				
Activities Performed in the Capacity of Disciplinarian.				
43.	Managing playgrounds at noons and recesses _____	57	7	63
44.	Maintain order at meetings held in the school but which are not school affairs _____	70	7	57
SECTION VII.				
Activities Performed in Community Work.				
45.	Make friendly acquaintance with patrons of the school _____	93	3	3
46.	Attend Sunday School _____	83	0	20
47.	Teach Sunday School Class _____	57	0	43
48.	Act as Sunday School Superintendent _____	23	0	63
49.	Act as member of church board _____	30	0	60
50.	Active member of local lodge _____	30	13	17
51.	Active member in Lyons or other Community Clubs _____	40	17	13
52.	Supervise and manage Community Lyceum Course _____	20	13	43
53.	Assist in opening roads after snow storms _____	37	0	63
SECTION VIII.				
Activities Performed for Extra Pay.				
54.	Drive a school bus _____	0	3	80
SECTION IX.				
Activities Performed for Professional Improvement.				
55.	Professional reading _____	100	3	0

OBSERVATIONS.

The data in Table I are divided into nine sections as follows: Activities often performed in the capacity of administrator; Activities involved in the capacity of supervisor; Activities performed in the capacity of clerk-bookkeeper; Activities performed in the capacity of class-room teacher; Activities performed in supervising extra-curricular work; Activities performed in the capacity of disciplinarian or police duty; Activities performed for extra pay; Activities performed for professional improvement; Activities performed in community work. Each group will now receive detailed consideration.

As the introduction of this chapter shows, Table I is compiled from the reports of 29 executives of consolidated schools and the data are to be read as follows: Of the 29 executives who reported, 80% meet with their school board, 17% do not meet with their school board, but think they should, and there are no executives who believe that this duty should be performed by some one else, (Activity No. 1). Again, take Activity No. 3, ("Advise school board on school law"). The data are read thus: Of the 29 executives who reported, 77% of them advise their school boards on school law, 13% of them do not advise their boards on school law, but think they should, and 10% of them are of the opinion that to advise school boards on school laws, is a duty some one else should do. With this brief suggestion on how to read the data the first group of activities is taken up for study.

Group No. I, "Activities often performed by executives of consolidated schools in the capacity of administrator", contains 18 items. Of these 18 items only four items are performed by 90% or more of the executives. The four items performed by 90% or more of the executives, the index numbers and the per cent of executives performing them are here repeated.

No. 2. Advise school board on the needs of the school	_____	100 %
No. 7. Investigate absences	_____	100 %
No. 8. Make the curriculum for the school	_____	90 %
No. 9. Provide publicity for the school	_____	97 %

Another significant list of items from group No. I consists of three which are performed by 80% of the reporting executives. Here is the list:

No. 1. Meet with the school board _____	80 %
No. 10. Formulate plans for educational advancement of community _____	80 %
No. 13. Conferences with county and state supervisors _____	87 %

A list of activities from group No. I which is performed by 70% to 80% of the reporting executives is as follows:

No. 4. Determine holidays and vacations _____	70 %
No. 14. Investigate teachers' credentials and recommend for hire _____	75 %
No. 3. Advise school boards on school laws _____	77 %
No. 11. Direct a campaign for the improvement of the school _____	77 %
No. 12. Organize the school in harmony with a farming community _____	77 %

Those activities of group No. I which are performed by less than 70% of the cooperating executives constitute the following list:

No. 17. Plan bus routes _____	40 %
No. 16. Inspect bus routes _____	43 %
No. 15. Hold conferences with bus drivers _____	53 %
No. 5. Take responsibility for enforcement of quarantine laws _____	63 %
No. 6. Take responsibility for enforcement of attendance laws _____	66 %

#### THE DISCUSSION.

It is significant to note that 100% of the executives advise school boards as to the needs of schools. The executive is the only one who can intelligently advise the boards on this important matter, because he is the only one who is in the position to know of the needs in all departments of the school. This duty cannot easily be assigned nor evaded. Investigation of absences is another activity performed by 100% of the executives. This duty could be assigned to assistants in cases of temporary or occasional absences. The unusual cases must come up to the executives, and in the cases of prolonged or too frequent absence, the duty might well be assigned to the

the truant officer designated by law, who receives remuneration for making himself obnoxious with the stubborn parent who persists in violating the law by keeping his child out of school.

Making a curriculum for the school is performed by 90% of the executives. This activity presents two problems. The first of these is the problem of the small school. It may be stated thus: What is the least number of subjects the small school may offer and still be accredited by the state department? This problem is particularly one for the small high school. But in the grade school department of a small consolidated school, there is a slight variance in the problem, and the problem in its varied form may be stated thus: What is the least equipment and the smallest number of teachers that may be maintained and the school remain on the accredited list? In the larger consolidated schools the problem is reversed, and it may be stated in this manner: How long a list of subjects may be offered, (extent of curriculum), and how many extras may be placed in the school without the state department objecting? The state's restriction is felt at either end of curriculum making. Perhaps it is well to have such restriction, for curriculum making is a subject that requires broad training, skills and technique, and much time.

As will be seen in the next chapter, Table II shows the executive of the consolidated school has very little time for anything except to teach classes, hence he would not have a sufficient amount of time to devote to curriculum making. Providing publicity for the school is a duty performed by 97% of the 29 reporting executives. Without a thought of casting any reflection upon the ability of anyone, it might be suggested that the fact that the executive is the publicity agent for the school is responsible for the very poor publicity that most schools receive. The ostensible public servant--the politician--feigns modesty in telling the "dear people" how much he loves them. He buys a newspaper and employs a high-powered publicity agent to create his Lord and Master's greatness and manufacture his virtues. Why? Because it is embarrassing for one to be talking about his own virtues. This instinct of

modesty is shared by the consolidated school executive. When he is preparing his school news and articles for publication, he sees to it that every department and each teacher, also all students and members of the board, get ample favorable mention, but he will say very little or nothing about his own good works. About all that can be said of this practice is that it shows a fine spirit but proves to be poor business practice for the executive. The good works of the executive should be made to serve in strengthening him with the patrons. But it is evident that if he is left to "toot his own horn" it will not be "tooted." As a final suggestion on this point, it is suggested that this activity of providing publicity for the school be delegated to some competent teacher on the faculty, or to some class under the guidance of some competent teacher, or it may be placed in the duties of a capable student with whom the executive can work in preparing publicity materials.

Of the three items which are performed by 80% to 90% of the cooperating executives, namely; Meet with the school board; Formulate plans for educational advancement of the community; And hold conferences with county and state supervisors, it might be said that to meet with the school board is a duty every executive should be expected to perform. It was surprising to learn that only 80% of the executives do meet with their boards. The writer was told personally, by some of the executives, that their boards did not want the executives to meet with them except upon invitation from the board to do so. The formulation of plans for educational advancement of a community must be based upon a careful survey of the social and economic status of the community. To make such a survey requires much time, effort, and skillful manipulation of the various forces to be met with in the survey. In the next chapter it will be shown that the executive of the consolidated school does not have time for projects of this type. Schemes for advancement not based upon such a community survey, would be doomed to failure in so far as the executive of the school would be concerned.



There are five activities which are performed by 70% to 80% of the cooperating executives. To determine holidays and vacations under ordinary circumstances is not considered to be of much concern, but this item becomes more important in the consolidated school which may experience mud holidays, or snow holidays and lost time becomes a problem. The duty of investigating teachers' credentials and recommending teachers for hire, falls logically to the executive of the school. But only 75% of the executives do this. That means that 27% of the school boards in consolidated schools employ their teachers without the guidance or advice of the executive. Much opportunity lies here for discord, misfits, and political play. Teachers who receive contracts without the consideration of the executive will often feel that the executive's opinion is not rated very highly by the board, hence she will not willingly submit to supervision. The average board of consolidated schools is unable to distinguish the several types of certificates held by teachers. Because of the fact that school boards in consolidated schools are often composed of men who formerly held such official rank in the one-room, one-teacher rural school before it consolidated, they are likely to believe as the typical rural school board thinks--A certificate is a certificate and good anywhere the board wishes to place the teacher holding it. The possible political factor lies in the practice of many school boards employing home town teachers, in which cases, the qualifications of the applicant becomes a secondary matter, too often.

The transportation system in a consolidated school district is one of the best means of selling this type of school to the rural peoples. A successful transportation system will make and hold many loyal boosters for the school. An unsatisfactory transportation system will do more to break down community morale and community spirit upon which the success of the school depends so largely, than any one other thing. Then why should only 40% to 50% of the executives be interested in the bus system? Activities Number

17, (Plan bus routes), and Number 16, (Inspect bus routes), reveal a seeming lack of interest in the transportation system of the school. Only 53% of the executives hold conference with bus drivers. There is no doubt in the mind of any one who has had any consequential part in selling the consolidated school to the people of Western Kansas, that there has come a great change among executives of such schools in regards their attitude towards transportation of school children. The executive a decade ago was quick to make use of the transportation system in the school to tie the rural and urban patrons in a bond of common interest. Probably the change has come about through the turn-over among executives. New and younger men have advanced to take the places of those who struggled to establish the consolidated schools and to sell the idea of consolidation to Western Kansas. These younger men do not feel the challenge the problem of transportation offered to their predecessors.

More than half of the executives take the responsibility for the enforcement of quarantine and compulsory school laws. The initial move in each case might well come from the executive, but both activities are such as might be passed to some one else. Health officers and truant officers are appointed in every county in Kansas. Only by delegating activities to others will the executive in the consolidated school be able to make his work the most effective. He should conserve his time and energy for those activities by which his work will be measured and evaluated.

#### THE CONCLUSION.

From the foregoing observations on group No. 1 in check-list No. I, the following facts seem to be established:

1. A large per cent of the executives are doing things that might well be delegated to some one else.
2. 27% of the school boards of consolidated schools do not as yet consider trained leadership of any importance in selecting their teachers.
3. The transportation system for the conveyance of pupils, as an important factor in the success of the consolidated school, seems to be overlooked by the executives. Probably this is due to executive turn-over.

OBSERVATIONS-DISCUSSION.

Section II, Table I.

Activities Involved in The Capacity of Supervisor.

In the study of this section there will be found considerable evidence to justify the belief that in the average consolidated school the rural element is largely dominant. For the activity "Make final decision in cases of discipline", 93% of the executives reported they did it. Only 7% indicated they believed some one else should do it. This shows the large per cent who look upon discipline as one of the routine matters of the executive of the consolidated school. Again, by way of comparison, only 37% of the executives administer all punishment. And 57% state that they believe some one else should do the punishing act. To merely be responsible for the final decision in discipline may mean the approval or disapproval of the means of correction chosen by the teacher. The fact that 37% of the executives do all the disciplining in the school, shows that 37% of the school boards still regard the executive as chief disciplinarian. Since so many of the boards of education for consolidated schools are composed of men who formerly served on the country school board before consolidation, it seems likely this practice of assigning the duty of chief disciplinarian to the executive is a hold-over from their former positions, when the country teacher was considered to be good when he "could do the sums and make the children mind." Because formal direct discipline of children is becoming more and more unpopular, often the executive's first open break with a community comes through his attempt to discipline a pupil for an assistant teacher. The disgruntled parent will little remember which teacher is responsible for the case being checked up to the executive, but he will long remember that the executive administered the punishment. It is the executive who suffers for "doing the strong arm act" for the teacher, who may be inexperienced, weak in personality, lacking in tact, or perhaps she is a home girl who is seeking to avoid arousing the anger of her neighbor towards her.

Conducting test and measurements is practiced by 90% of the cooperating executives. Whether this duty is performed occasionally or regularly these data do not show. The significance of the fact is that the executives of consolidated schools have begun to realize that Intelligence Tests, Diagnostic Tests, and Achievement Tests are valuable accomplices to successful school supervision. When 97% of the executives hold conferences with individual teachers and 87% hold group conferences, the impression is left that this conference supervision is an important phase of the executives' work. But only 77% of the executives actually visit classes in their supervisory duties. The question arises: How effective can supervision be made by the 33% of executives who neglect to visit classes for purposes of supervision? Moreover the individual teacher and group conferences could not be so effective if the executive has not first hand knowledge of existing conditions in various classes. How can an executive lead in an interesting faculty meeting or be able to offer constructive criticism of a teacher's work except he know class room conditions and attendant problems? Perhaps this suggests the secret of the cause of the boredom which prevails in the usual faculty meeting.

CONCLUSIONS.

The following statements are deduced from the foregoing observations based on Section II of Table I, dealing with the supervisory activities of the consolidated school executive.

1. Administering all punishment is a function with 37% of the executives of consolidated schools. This is probably due to the rural element of district.
2. The importance of tests and measurements have begun to be realized by 100% of the executives of consolidated schools. 90% of them already give tests and 10% do not but think they should give them.
3. Supervision through individual or group conferences has little or no practical value unless based upon the executive's first hand knowledge gained by observing the teacher at work in her class room.

OBSERVATIONS-CONCLUSIONS-DISCUSSION.

Section III, Table I.

Activities Performed in The Capacity of Clerk-bookkeeper.

The seven activities comprising this section of Table I are here reproduced for convenience. The figure in the first column at the right is the per cent of executives who perform the duty; those in the second column represent the per cent who do not perform the duty but who think they should; and the third column show the per cent of the executives who think some one else should perform the activity. Numbering order was rearranged purposely.

No.	Item	%	%	%
28.	Order school supplies_____	93	3	10
30.	Act as purchasing agent for the pupils_____	50	0	43
31.	Receive and audit school supplies_____	83	7	13
29.	Keep pupils' scholastic and extra-curricular records__	87	7	10
33.	Keep clerical records for the school boards_____	30	0	60
34.	Collect and account for school and activity funds_____	67	0	33
32.	Keep school census record_____	47	30	26

An obvious fact from these data is that if done properly, the clerical load of the executive in the average consolidated school is heavy.

The executives are not delegating much of the clerical work. This might be done as will be shown in the discussions to follow.

In at least a third of the districts the executives are doing work that properly belongs to the clerk of the district.

Approximately 50% of the executives in consolidated schools do not have ready access to an up-to-date school census. A business man is thus trying to operate a business without a reliable invoice to guide him in his accounting.

DISCUSSION.

The executive of a consolidated school should have training in the art of

accounting, office filing, and other office technique. This necessity arises from the fact that he collects and handles, and accounts for, school district funds in the form of tuitions, Manual Arts fees, sale of property, and special funds usually allowed him for incidentals. In addition, he often has the debate, dramatic, class, and athletic funds to keep and account for. To be able to do this well is often the difference between a good and bad reputation for the executive.

Executives could delegate many of these duties and thus conserve their energies for executive thought. Orders for goods and supplies could be prepared by those whose departments would be served by them, and the orders could be laid upon the executive's desk for approval and signature. The supplies could be received and audited by the department receiving them and a report filed in the office by the auditor. The matter of keeping the scholastic records of the students is so important that few executives deem it wise to delegate the activity. Yet, most anyone would do as well as the executive in keeping the records, for he has too many interests, hence neglects the scholastic records, or reduces them to the minimum. To keep a full and accurate system of child accounting similar to that found in the up-to-date urban schools, requires much time. Students deserve to have kept for them a full record of their school work, in order that in the future they may not be denied any privileges to which their graduation should entitle them, and in order that they not suffer embarrassment when they come to present their transcript for entrance standing <sup>in</sup> higher institutions of learning.

#### OBSERVATIONS.

##### Section IV, Table I.

This section needs no comments to make obvious its truth. The only item here involved is that of "Teaching regular classes." This is done by 90% of the cooperating executives. This item will come up again for consideration in chapter IV. Discussion will be dispensed with here. In chapter IV, in connection with Table II, it will be interesting to learn how much of the school day the executive devotes to the duty of class teacher.

## OBSERVATIONS.

## Section V, Table I.

Performed in The Capacity of Extra-Curricular Supervisor.

This section deals with activities which are almost exclusively performed out of school hours. And, too, as will be seen in the subsequent chapter, the time allotted to these activities is insignificant. For this reason no further discussion will appear here.

## OBSERVATIONS.

## Section VI, Table I.

Activities in The Capacity of Disciplinarian.

Of the two items in this section, but one will receive attention. Item No. 44—"Maintaining order at meeting held at the school, but which are not school affairs", is performed by 70% of the cooperating executives. It is interesting to note that 57% of these executives believe that some one else should perform this duty. The obvious truth is this: The large per cent of executives who attempt this activity do so under a protest. These executives doubtless attempt this duty from board requirement or because the community expects it of them. Why should the school executive do the policing for the Grange, Ladies Aid, Lyceum, American Legion, etc. etc., at an affair which does not concern himself nor the school?

## OBSERVATIONS.

## Section VII, Table I.

Activities Performed in The Name of Community Work.

In this section the attempt was made to get a slant on the social inclination of the executives of consolidated schools, and to ascertain their attitudes towards community life. For convenience and emphasis the nine items in this section are being reproduced for careful study. The executive's tenure of office depends as much upon his social status in his community as it does upon class work or any other phase of his work. The executive may have a splendid professional rating, but if he fails to make community contacts, and make friends for himself and the school, he must pass on to a new position every year or two.

Section VII, Table I.

Activities Performed in The Name of Community Work.

The entire section is repeated for quick reference.

Column 1, shows the per cent of 29 executives who perform the activity.  
Column 2, shows the per cent who do not but think they should perform them.  
Column 3, shows the per cent who think some one else should perform them.

No.	Item	%	%	%
45.	Establish friendly acquaintance with patrons of the school	93	3	3
46.	Attend Sunday School	83	0	20
47.	Teach Sunday School Class	57	0	43
48.	Act as Sunday School Superintendent	23	0	63
49.	Act as member of church board	30	0	60
50.	Active member of the local lodge	30	13	17
51.	Active member of Lyons or Community Club	40	17	13
52.	Assist in opening roads after snow storms	37	0	63

Obvious facts deduced from the data above repeated are:

1. Practically 100% of the executives believe that to make friends is one of their duties.
2. The per cent of the 29 cooperating executives who take part in any kind of church work is decidedly small, when the mere attendance at Sunday School is eliminated. Not much opportunity is here for community contact.
3. It appears that a relatively small per cent of the executives make the clubs and lodges a means of social contact with the community.
4. In this section of the table I, the per cent of the executives who think some one else should do the activity is unusually large. This may reflect an attitude which may react unfavorably to the executive in his efforts to make an effective social contact.
5. An indifferent attitude towards community work may indicate that the executives are confining their efforts and attentions to the narrow scope of routine and detail school functions.



6. 85% of the executives attend Sunday School and 20% say that some one else should do it. When the activity calls for active attendance (by that is meant participation beyond mere attendance) the per cent doing church activities rapidly falls.

There are two reasons to justify the belief that the social contact the executives are able to make through church and lodges, is inadequate. The one reason is that too few executives take active part in these community works. The second is too few of the patrons attend either church or lodges. The executive in the average consolidated school in Western Kansas may be faithful in regular attendance at the church of his choice in a given community and in the course of a year he will become acquainted with but a very few of the influential families of the community. This is true because the average community is divided along denominational lines and there are but few families who attend at any one of the churches. Too often, for the executive to take a stand with any one of the churches is to alienate himself from the rest of the community. The executive often appreciates this fact and seeks to maintain a neutral position, in which case, all churches join hands against him.

#### Section VIII, Table I.

(Returns too insignificant to be discussed here)

#### OBSERVATIONS.

#### Section IX, Table I.

#### Activities Performed for Professional Improvement.

The data show that 100% of the executives do some professional reading. The actual amount of time devoted to such professional reading is insignificant (See Table II, Chap. IV). According to data in Table II, the executive spends 6.5 minutes daily in professional reading. This is not a heavy reading course. As a consequence, the school and students receive daily from the executive's store of 'canned knowledge.'

In this age of scientific investigation, school men arise in the morning to find their educational theories of the day previous, obsolete. He must study continually to keep up with progress. He studies 6.5 minutes daily.

## S U M M A R Y .

The executives of consolidated schools are doing a great many things that might well be delegated to others. Among such things are: "Take responsibility for enforcement of quarantine laws," "Take responsibility for the enforcement of compulsory attendance laws," "Investigate absences," "Provide publicity for the school," "Administer all punishment," "Order school supplies," "Keep pupils' scholastic and extra curricular activity records," "Act as purchasing agent for pupils," "Receive and audit school supplies," "Keep clerical records for the school board," "Collect and account for activities funds," "Manage school socials," "Coach athletics," "Referee foreign athletic games," "Maintain order at meetings held at the school but which are not school affairs."

The method of selecting teachers with proper qualifications has not advanced with the evolution of the school system from the one-room rural to the consolidated school. At least one-third of the executives are not asked about the teachers selected.

In more than one-third of the consolidated schools, the executives administer all punishment.

The importance of tests and measures is being realized by the executives of consolidated schools. 90% of the executives now use tests to some degree.

The executive is also a class room teacher. 90% of the executives teach regular classes.

It is surprising to note that 70% of the executives take it as part of their duties to maintain order at non-school programs held at the school.

The opportunity of making and maintaining social contact afforded by church affiliation alone appears inadequate, for two reasons: First, The executives' church activities are nil when the mere attendance at Sunday School is ignored. Second, only a few families of a community attend a given church, hence the executives' acquaintance is seriously limited. If he attempts to divide his time among the several churches (three to five),

he will be charged with unorthodox behavior, and what social contact had been established will react to the detriment of the executive. X

CHAPTER IV.

FINDINGS (Continued)

Distribution of The Executive's Time.

In this chapter it will be shown just how the executive of the consolidated school in Western Kansas spends his school day. Table II shows the median number of minutes of the school day devoted to various activities. These medians were calculated from the reports from twenty-nine schools.

TABLE II.

THE MEDIAN NUMBER OF MINUTES DEVOTED DAILY TO VARIOUS ACTIVITIES AND DUTIES BY TWENTY-NINE EXECUTIVES OF CONSOLIDATED SCHOOL IN WESTERN KANSAS.

No.	Duties or activities	Med. No. Min. to Each.
Instructional Load.		
1.	Teaching classes _____	206.5
2.	Making preparation for class (laboratory or lessons) _____	34.0
3.	Helping students with school work _____	18.0
4.	Correcting or grading papers _____	17.5
Total _____		276
Portion of school day _____		74 %
Administrative Load.		
5.	Inspection of school plant and playground _____	8.66
6.	Conferences with teachers, principal or county superintendent _____	8.00
7.	Conferences with students concerning school work _____	5.50
8.	Conferences with students on matters of discipline _____	3.00
9.	Conferences with parents _____	1.50
10.	Making and revision of daily programs and schedules _____	2.50
11.	Conference with janitor or custodian _____	3.50
12.	Conference with mechanics and drivers _____	2.75
13.	Preparing for board meetings _____	6.50
14.	Planning school organization _____	4.00

TABLE II (Continued)

No.	Duty or activity	Med. No. Min. to Each.
15.	Budget planning (returns insignificant)	0.00
16.	Entertaining visitors	2.66
	Total	52.5
	Portion of school day	15 %
Instructional Supervision Load.		
17.	Class visitation	6.00
18.	Conferences with individual teachers	6.50
19.	Supervising playground, corridors, lunch room, library	14.66
	Total	27.16
	Portion of school day	7 %
Clerical Load.		
20.	Keeping attendance and tardiness records	6.50
21.	Recording students' grades and care of register etc.	4.00
22.	Ordering and distributing school supplies	2.50
23.	Writing letters pertaining to school business	8.00
24.	Miscellaneous office routine	16.00
	Total	37.0
	Portion of school day	10 %
Professional Load.		
25.	Attending teachers' meeting, local or foreign	4.00
26.	Special committee work (Returns: Median less than 1)	X.XX
27.	Professional reading	6.50
	Total	10.5
	Portion of school day	3 %
Extra Curricular Activity Load.		
28.	Arranging school programs	5.20
29.	Sponsoring clubs and classes (Median less than 1)	X.XX

TABLE II (Continued)

No.	Duty or activity	Med. No. Min. to Each.
30.	Preparing school news and articles for publicity _____	3.00
31.	Coaching athletics or directing physical education (M less than 1)	X.XX
32.	Coaching plays debates etc. (Median less than 1) _____	X.XX
33.	Preparing for and appearing in assembly programs _____	2.6-
Total _____		10.86
Portion of school day__		3 %

Community Activity Load.

34.	Church work, Sunday School, Committees, Church board etc. (Median less than 1) _____	X.XX
35.	Other social work, lodges, clubs, etc. (Median less than 1)_	X.XX
Total (Insignificant)__		X.XX

Other activities

36.	Recreations _____	11.00
37.	Activities for additional income (drive bus, referee, etc.) (Median less than 1) _____	X.XX
Total _____		11.00
Portion of school day__		3 %

## OBSERVATIONS.

The data in Table II have been divided into eight parts. For quick reference the following summary is made of Table II.

Item	Total Median Minutes.	Portion school day.
Instructional Load	276.00	74 %
Administrative Load	52.60	15 %
Instructional Supervision Load	27.16	7 %
Clerical Load	37.00	10 %
Professional Load	10.50	3 %
Extra-Curricular Load	10.86	3 %
Community Activity Load (M. less than 1)	X.XX	X.XX
Other Activities	11.00	3 %

The chief function of a consolidated school executive is that of class teacher. He spends 74% of his school day teaching and preparing to teach.

The administrative duties covering 12 activities are given but 15% of the school day.

Clerical Load, five major items (and a horde of others not mentioned) demands 10% of the executive's school day.

Important as supervision of instruction is, there is but 7% of the school day devoted to it. This 7% of the time allotment is divided as follows: Class visitation is given 6 minutes daily, 6.5 minutes daily are given to conferences with teachers, and supervision of playground, corridors, lunch room and library gets 14.66 minutes.

The executive's chance for self improvement through professional reading is limited to what he can do in 6.5 daily.

The executive devotes 3% of his school day to extra-curricular work.

The reports on community work were so meager, the median number of minutes devoted to any and all such works being less than 1, the results are insignificant.

Three per cent of the school day is devoted to recreation.

## DISCUSSION.

From the data presented in Table II it is evident that the title "Executive", "Superintendent", "Administrator", or "Supervisor" of a consolidated school is a misnomer. The school board in the average consolidated school district employs one under some such title as those enumerated above, pays him extra money to fill the position, then proceeds to reduce the executive to the status of a class room teacher. The median number of minutes given to teaching is 206.5 per day. This in terms of 40 minutes to a period means approximately 5 periods per day, which is the standard teaching load for the teacher in an accredited high school. If this was all the time devoted to instructional duties the executive would still have three 40-minute periods in which to look after all other duties. But this is not the case. A glance at the table will show the executive spends 34 minutes daily preparing laboratory materials and lessons, and he spends 18 minutes more helping students with work and 17 minutes are spent in grading papers. This totals 276 minutes per day or 7 periods of 40 minutes each approximately.

After his teaching program is consummated, the executive turns his attention to administrative duties for 52 minutes per day. This more than takes the eighth and last 40 minute period of the day. Any other activities must be done out side of school hours. As for supervision, it is largely done by conference, and often after or before school. The median enrollment in the 29 consolidated schools studied is 165. The median number of teachers employed is 8.5. When the executive finds that he has 27 minutes to devote to supervision, even if it may be by denying demands for time, and attention to other duties, he has just 3.2 minutes for each teacher per day. The medians for teachers and enrollment quoted above were calculated from reports on Check-list No. II.

The office and clerical work falls to fifth place of importance from the point of time devoted to it. Thus one of the most important duties of



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the school, that of keeping accurately and safely the students' records, falls into the group of activities which receives fifth place in the executive's program. This no doubt accounts for the too frequent difficulty the students of a school have in securing an accurate and complete transcript of their credentials for entrance acceptance at some college. It was pointed out in the last chapter, (page 25), that many of these clerical duties might be delegated, but the fact is, in actual practice, they are not delegated. Therefore, it appears that an executive of a consolidated school should receive some office training to aid him in his work. He needs such training as typewriting, filing and bookkeeping. Whether he does the office work or delegates it a few hours in business training would act as a great time saver for the executive.

It was observed in Table I, (page 15), that approximately 100% of the cooperating executives believed it important to establish friendly relations with patrons. But the data in Table II, (page 15), show that the time devoted to community social work such as in socials, churches, and lodges, is insignificant. Therefore, the natural conclusion is that the executives are not making the friendly community contacts so necessary to their tenure. In connection with this point it might be well to recall (Table I, item 9) that 97% of executives act as publicity agent for their schools. The question arises, can not the executive make his necessary community contact through the news paper? This question is effectively answered in the discussion on pages 18 and 19 where it was pointed out that such publicity as came from the executive is such as to make generally known all the good things about the school system except the good work of the executive himself.

In this age of scientific procedure in all lines, education has finally yielded to the same procedure and practices. To-day's knowledge or to-day's science of education may be discounted tomorrow, in part or in whole, by the results of some new experiment. The executive who has ample time to read

and study finds it difficult to slough off old practices, and discard old concepts for new. What can be expected of the man who devotes but 10 minutes daily to this process of revising his mental composition and his procedure in school work? Again it seems that one who cannot devote more time to professional improvement than 10 minutes daily, will go on teaching things and working with methods that may be out of date.

#### S U M M A R Y   C O N C L U S I O N S .

The consolidated school executive spends 74% of his school day as a teacher. He therefore does not have sufficient time to execute his many other duties properly.

When the time for administrative and supervisory duties is combined it is found that but 22% of the day is given to these important duties. The executive is a regular teacher first, then he is administrator and supervisor second. Since most of the time is taken by the teaching load, and when the administrative and supervisory duties are added to teaching practically the entire day is taken, the clerical work must be done out side of school hours.

From the study of this chapter it is easy to conclude that the consolidated school executive is not doing what his position implies.

In the next chapter it shall be the purpose to show how well the consolidated school executives are succeeding from the standpoint of the teacher under supervision. The teachers were asked to report on their executives' failures.

As the closing features of the present chapter, the reader's attention is called to the graphs and tables on pages 38 to 41, inclusive, which are offered here for comparative study of how school principals, spend their school time, in various other places. Also, the analysis of the executive's clerical load found on pages 42 to 44 inclusive, will be of much interest.

## CHART No. I.

The graph on this page illustrates the data exhibited in Table II, pages 51, 52, and 53. It shows how the executives of the consolidated schools in Western Kansas distribute their time among the various activities they perform.

From Table II it is observed that the executives devote:

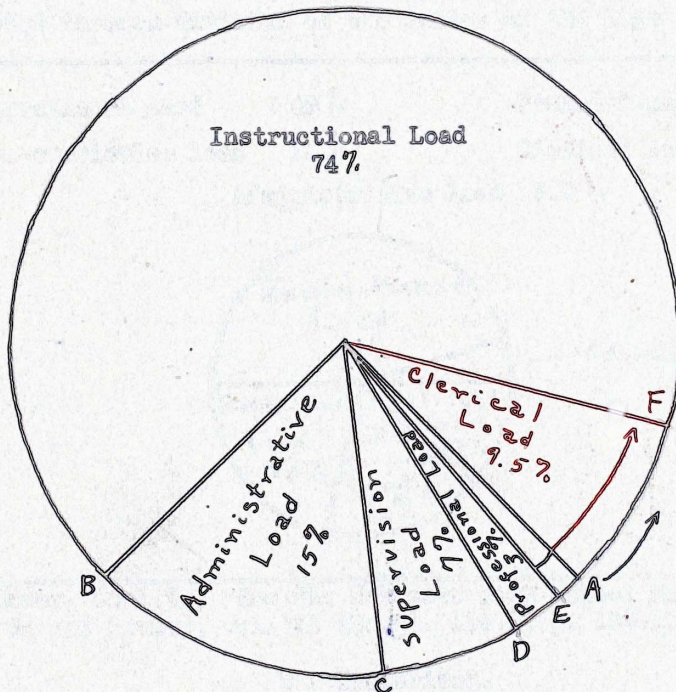
74% of the school day to teaching of classes,

15% of the school day to administrative work,

9.5% of the school day to clerical work,

7% of the school day to supervision,

3% of the school day to professional reading.



This graph shows the day to be almost entirely spent before the daily schedule is finished. The clerical load is accounted for in the graph. It does not matter which duties are performed during the school day and which outside the school day hours, the fact of significance is that the executive cannot get all his duties performed within the school day.

The red arrow shows how much over a full day the executive must work in getting the clerical work done.

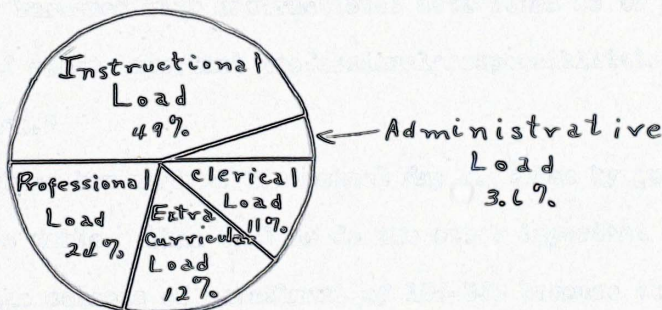
HOW THE NEBRASKA HIGH SCHOOL PRINCIPALS SPEND THEIR SCHOOL DAY.<sup>1</sup>

The reader should bear in mind that the study represented in the following chart included principals in all types of high schools in Nebraska. The study is referred to here in order to show the executiveship of consolidated schools and the principalship of high schools are different in the point of the distribution of the executive's time. Back of this comparison, of course, is the assumption that the data exhibited in this thesis represents a fair sampling of consolidated schools and that the Nebraska study represented in the chart below is based upon a fair sampling of high schools in general.

The circle represents the school day. The per cents show the amount of time devoted to each division of the duties of the high school principal.

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Instructional load	49%	Professional load	24%
Extra-curricular load	12%	Clerical load	11%
Administrative load	3.6%		




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1. Feelhaber, Carl T., "How The Nebraska High School Principals Spend Their Time", School Review, vol. 35 (March, 1927), p. 188-193.

The Comparison.

It appears that the instructional load for the executives in consolidated schools in Western Kansas is approximately 50% heavier than that for the high school principals of all types of schools in Nebraska. In the consolidated schools 3% of the executive's time is devoted to professional improvement while in Nebraska the high school principals devote 24% of their school day towards professional improvement. The ratio of the chances for professional improvement while in service then stands as 1/8 in favor of the high school principals. On pages 40 and 41 appear additional contrasts to which the attention of the reader is now directed.

CHART No. III.

HOW THE PRINCIPALS OF HIGH SCHOOL IN CALIFORNIA SPEND THEIR SCHOOL WEEK.<sup>1</sup>  
MEDIAN NUMBER OF HOURS DEVOTED WEEKLY TO SEVERAL CLASSES OF PROFESSIONAL  
ACTIVITY.

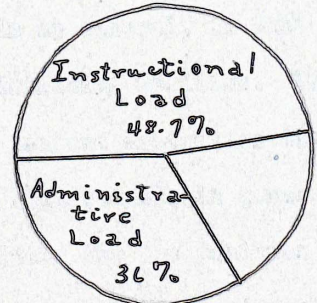
Class of Activity.	High schools grouped by the numbers enrolled.		
	550 and over	150-349	150 and less
Instructional load.....	--	16.25	30.00
Administrative load.....	18.25	12.00	6.00
Clerical duties.....	9.00	8.50	5.50
Supervision load.....	13.25	10.25	6.00
Professional load.....	8.00	8.75	7.00
Additional income and community activities....	7.50	6.25	5.50

1. After John, as reported in Koos' "American Secondary School", p. 683.

Koos says: "The question may well be raised whether the principal of the small high school, even if it is admitted that he should do some teaching, is not so heavily burdened with instructional activities as to prevent the proper discharge of other important professional responsibilities more peculiar to the position."

The graph below shows how much of the school day is taken by just two of the groups in the above table. When will he do the other important duties? The graph represents the schools of enrollment of 150-349 because that group compares favorably with the enrollment of the average consolidated school in Western Kansas. The median enrollment in the consolidated schools is 165.

The California high school principals' teaching load is just 2/3 as heavy as that for the consolidated school executive in Kansas. The advantage is as 2/3 in favor of the California principals.



The California high school principal has nearly three times as much time for professional improvement as has the consolidated school executive in Kansas.

Note: This study included high school principals in all types of high schools in California. It is useful here only as contrasting data.

CHART No. IV.

HOW THE PRINCIPALS OF THE HIGH SCHOOLS APPROVED BY THE NORTH CENTRAL ASSOCIATION SPEND THEIR TIME.

In an investigation of the way principals in schools approved by the North Central Association of Colleges and Secondary Schools spend their time, Davis found that the distribution shown in the accompanying table represents the activities of the average principal on an average day.<sup>1</sup>

Duties.	Number of minutes spent weekly.
1. Inspection of building.....	40
2. Supervision of instruction.....	40-60
3. Teaching.....	90
4. Study hall.....	40
5. Office routine.....	60
6. Teacher conference.....	30
7. Pupil conference.....	30
8. Conference with callers.....	30
9. Students' Activities.....	30
10. Civic life.....	30

1. C. O. Davis. "Duties of the High School Principal," School Review, vol. 29, p. 344-350, May 1921.

Conclusions.

From a study of the foregoing charts comparatively, it will be easy to see that the executiveship of the consolidated school is different from that of corresponding rank in schools in general, in that it is first a teaching position, and second and administrative position. It requires that the executive be efficient in many more tangent activities than is required by the executiveship of equal rank in high schools in general. These differences require different types of training for the position contrasted. Because of the greater breadth of activities the executive of the consolidated school is required to cover he must have a broader training than is required of his professional equal in other types of schools.

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A TYPICAL CROSS-SECTION OF THE EXECUTIVE'S SCHOOL DAY IN ONE HIGH SCHOOL.

In order that the reader of this thesis may know something of the true nature of the typical office routine work of the average school executive, the following quotation is made from "The Duties of The High School Principals" by C. O. Davis, reported in School Review, vol. 29, p. 340. Davis asked several high school principals to state just what they did on a given date. In that way he hoped to be able to determine the true nature of the principal's work.

The following is a letter Davis received from one principal. He gives it in the report referred to above in School Review, as representative.

It covers all phases of clerical work nearly, and many administrative and supervisory deeds.

THE LETTER.

"I have your letter of April 2, 1920, on the subject of high school principals' duties. It happens that on April 15 I kept a record of the things that I did during three hours one morning. They are as follows:

1. Had a conference with Miss A on the subject of special public-speaking classes.
2. B told me of C. A., one of our boys who is carrying thirty-three hours of work per week in school and is earning \$8.00 a day.....(besides)
3. Declined an invitation to eat at a Y. M. C. A. banquet tonight.
4. Had a conference with Miss C. about her salary and summer work.
5. Miss D. came in to show me how she had smashed one of her fingers in one of our improved doors.
6. Had a consultation with grade principal on increase in absence.
7. Had a conference with...our janitor, on the following subjects:
  - a. Rooms for Miss S. who is to give a demonstration in Physical Training
  - b. Clean brick out of auditorium.
  - c. Make a requisition for new plaster in our back entry.
  - d. Use cinders to fill up mud hole in yard.....
  - e. Rake up tin cans that have been strewn about the year....
  - f. Looked at one of Mr. L's fingers which he got jammed in one of our improved doors.

- g. Make requisition for broken window rope.
- h. Make a requisition for new lights in the auditorium.
- 8. Interview with F. J. regarding scholarship and conduct.
- 9. Arrange with Miss T. to close bookstore during periods V and VIII.
- 10. Issued a permit to J. H. to drop R. O.T.C. on account of his health.
- 11. Conference on the approaching election at the Teachers' Club.
- 12. Conference with Mr. W. about opera tickets.
- 13. Received the records made by our pupils at M College during the first semester.....
- 14. Conference with Miss D. about E. C. She is a high-rank student and should go to college, but her father thinks she must stop and earn some money as a stenographer.
- 15. Miss N. brought in an excellent poem in free verse by M. B., the subject being "Why one should study Greek."
- 16. Mrs. R. M. called up to arrange about a boy from St. Louis who wishes to enter 8 A.
- 17. J. A. hurt his foot in the gymnasium.
- 18. Suspended O. H. for chronic truancy.
- 19. Had a call from A. B. S, Davenport, Iowa.....
- 20. Had a session with Mr. W., the auditor. The business manager claimed that I owed him \$350.00. The auditor finds that he owes me \$65.00.
- 21. E. C. and S. F. have received conditions in French 4 A. As they are pupils working for Cum Laude diplomas, Mr. G. thinks there is something wrong with the French department.
- 22. A delegation of boys called upon me to get permission to raise money to buy rings for the basket-ball team.
- 23. Our record at B College for the first semester showed six B's, three C's and one E.
- 24. Dictated letters as follows:
  - a. Acknowledged eleven applications for jobs.
  - b. Signed E. W.'s college recommendation.
  - c. Wrote C. W. F. about his daughter.
  - d. Sent \$2.00 to H. V. C. for dues in the National Association of Secondary Principals.
  - e. Mailed financial statement to Mr. I.
  - f. Wrote O. W. D. about his son's truancy.



- h. Wrote Mr. C. A. J. about young Thompson.
- i. Wrote Mr. F. Z. S. about our county educational system.
- j. Wrote Professor L. M. Y.

Mr. Davis quotes the following from another letter he received in his investigation which suggests a few new things not touched upon in this study.

"Among other things that a high school principal does, I think, in passing, of the following: (1) Hire teachers; (2) plan course of study; (3) rate teachers' standing; (4) hold teachers' meetings; (5) visit classes; (6) attend teachers' conventions; (7) attend high school shows; (8) attend high school games; (9) attend all sorts of public meetings; (10) assist in running the Parent-Teachers' Association; (11) answer questionnaires from college professors and from about fifty-seven varieties of other people."

## CHAPTER V.

## FINDINGS (Continued).

## Qualifications and experience.

What type of school men are employed to the position of executive in consolidated schools? What educational qualifications and what experience have they had that will enable them to successfully cope with the problems they will meet in this type of school? What is the executive's tenure of office in consolidated schools? These questions may be answered by a study of the following table. This table is based on the reports from twenty-nine executives.

TABLE III.

ITEMS IN THIS TABLE EXPLAIN THEMSELVES.

No.	Items	
1.	Median years of college work above high school _____	4.35
2.	Median number semester hours in school administration _____	10.00
3.	Median number semester hours in Educational Psychology _____	6.60
4.	Median number semester hours in other Education subjects _____	18.00
5.	Median number years experience as grade or high school teacher	4.50
6.	Median number years experience as principal or superintendent	2.66
7.	Median number years spent in farm life _____	20.35
8.	Median tenure in years as executive in present position _____	3.20
9.	Median salary in present position (all salaries included) _____	\$2136.00
10.	Average salary received by those who hold Masters degrees _____	\$2545.00
11.	Per cent of the 29 executives who hold not college degree _____	6.00
12.	Per cent of the 29 executives who hold a bachelor's degree _____	78.00
13.	Per cent of the 29 executives who hold a Master's degree _____	16.00
14.	Per cent of 29 executives who have done some graduate work _____	4.30

## OBSERVATIONS.

The executive in the consolidated school is well prepared from the point of view of collegiate training. The median years of scholastic training above high school being 4.5.

The consolidated school executive has a total of 35 college hours in Education divided as follows: 10 hours School Administration; 6.6 hours in Educational Psychology; and 18 hours in other Educational courses. This is considerably above the minimum required by the state as being necessary for certification.

The executive's experience as teacher before he was elevated to the executiveship is limited to 4.5 years.

The executive of consolidated schools is young both in point of experience as teacher and as executive. His median years service as executive is 2.66.

There can be no questions about whether the educational leaders, as a rule, in the consolidated schools are qualified by virtue of farm experience. The median years spent on farm being 20.33.

There seems to be a frequent turn-over of executives in consolidated schools since the median tenure of service as executive is 5.20.

The per cent of consolidated school executives who hold no college degrees is very small, just 6%.

78% of the executives hold Bachelor's degrees; 4.3% have had work towards a Master's degree; and 16% already hold Masters' degrees...

## DISCUSSION.

These data show conclusively that the consolidated school makes possible the bringing of properly trained intelligent leadership to the rural boys and girls who are privileged to attend a consolidated school. And it means more than this. It means that to every community which has seen fit to establish this type of school, there has come an intelligent social leadership. It was pointed out in the last chapter that the executive spends very little of his

time in community work. Thus this statement about bringing trained leadership to the community may seem contradictory. But it must not be forgotten that nearly all of these executives are married men whose wives are also college bred. It is largely assigned to these intelligent women to make the necessary social contacts for the executives. This is done through activities in the various clubs.

The median salary received by the executives is \$2156. The average salary received by the 16% of the executives who hold their Master's degrees is \$2345. These salaries show that the executive who holds the higher degree receives but little advantage in salary over those who hold the Bachelor's degrees. This might be properly regarded as a point in favor of the executives' professional spirit. Since many of them are going on with graduate study whether they can see increased remuneration or not, they must be guided by the motive of becoming better prepared merely in order to be of greater service to those who employ them.

Where did the executives of consolidated schools receive their experience and technique for supervision of instruction? The median number of years of teaching experience is 4.5. It must be remembered also that many of these executives have never taught in elementary schools. They accepted positions in high school directly from college graduation. They spent the first year or two in the usual way--trying to sift from their store of educational theory what few parcels that have practical value, and trying to discover ways in which the things they read about in college subjects could possibly apply to the ordinary school problems. After two, three, or more years trying to solve for themselves the problems of a teacher, they find themselves elevated to the executiveship. In this new position they have under their supervision teachers who have much more experience than the executives, and hence resent being supervised. Other teachers they have who are just beginning, and they expect expert supervision and are disappointed if it is not forthcoming. Then they find themselves in a dilemma. The teachers expect them to meet their duties as executives, but they cannot do so satisfactorily, because

their instructional load requires 276 minutes of the school day, and they have but 3.2 minutes for each teacher under supervision (see again page 35) To do effective supervision in so little time limit is beyond the ability of executives of long experience and great and broad training. How then can it be expected of young executives of limited experience and training? This question is raised here because its importance will be recalled in the next chapter where the failures of the executives have been enumerated by the teachers under supervision.

CONCLUSIONS.

In summarizing, it can be said that from the point of collegiate training the subjects of this study rank well, so long as the type of training is not questioned. Some question might rightly be raised as to the training they have had fitting them for the multiple factor position of school executive in the schools of the size of the consolidated schools in Western Kansas, so soon after graduation from college.

It appears that increased salary is not the motive in graduate work because the data show that those holding Master's degrees have a very slight advantage in point of salary.

The executive of the consolidated school is young in both experience as teacher and as executive. His experience of 4.5 years as teacher is probably too short to permit him to train himself for the higher position.

## CHAPTER VI.

## FINDINGS (Continued).

## The Failures of The Consolidated School Executive as Enumerated by The Teachers Under Supervision.

We have seen in Table I, (pages 13-15), that the executive of the consolidated school in Western Kansas undertakes to do a great many things during the course of his school day. In Table II, (page 31-32), we discovered how the executive spent his time, and how many minutes he devoted daily to each of his many duties. In Table III, (page 45), facts were shown concerning the educational qualifications and experience, training and salary of the 29 executives who cooperated in this study. The following table will reveal the failures of the executives of consolidated schools. The check-list prepared for this study is one compiled from suggestions received here and there in the investigator's observations, and supplemented by items from his own experience of 13 years as executive of consolidated schools. Perhaps the items enumerated are not all that could have been named. Perhaps there are many items that have little or no value. In favor of the list, however, it can be claimed to be sufficiently extensive and applicable as to make it possible to get a fair evaluation of the executives' work from the point of view of the teachers under supervision. This phase of this study was delicate due to its very nature. There were executives who felt that perhaps adverse reports by prejudiced teachers might be allowed to endanger the executives' professional reputation. But after the purpose of this study was explained and the executives were assured that their name and reputation would not be endangered in the least they willingly agreed to have the study made.

In order to induce honest evaluations, free from bias either favorable or prejudicial, the writer endeavored to see as many of the teachers as possible and explain to them the purpose of the study and the manner in which the data were to be handled. They were assured that strong favorable reports would not be allowed to benefit their executives, nor would unfavorable re-

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ports result in harm to their executives. The check-list was delivered to each cooperating teacher by the investigator in person as far as possible. Each teacher was asked to check the list as per instruction, and without affixing her signature, the blank properly checked was to be mailed directly to the Hays address of the investigator. The executives were not to see the check-list as mailed. This report was to be a secret ballot by each teacher. One hundred seventy reports were received from teachers. As they were received, they were carefully credited to the proper executive, which was made possible by a secret marking of the ballots by the writer for the purpose of identification upon their arrival. The one hundred seventy reports were summarized and calculated into per cents, and the results shown in the following table.

TABLE IV.

THE PER CENT OF 170 TEACHERS WHO REPORT THEIR EXECUTIVES AS BEING NO FAILURE,  
A SLIGHT FAILURE, AND A SERIOUS FAILURE IN THE  
VARIOUS ITEMS IN THE CHECK-LIST.

COLUMN 1, NOT GUILTY; COLUMN 2, SLIGHTLY GUILTY; COLUMN 3, MUCH GUILTY.

No.	Items	1	2	3
<u>Administrative Field</u>				
1.	Think teachers' opinions do not count _____	82	10	1
2.	Never consults teachers about changes in management _____	75	16	3
3.	Jealous of powers. Refuses to delegate responsibility _____	86	6	3
4.	Disregard pupils and teachers as live thinking beings _____	90	3	2
5.	Attempts to do too much himself _____	72	21	2
6.	Attempts to care for too many things at once _____	63	24	7
7.	Unconsciously creating weaknesses in teachers by withholding responsibility _____	80	13	2
8.	Never takes pupil, teacher, nor parent into confidences _____	74	16	3
9.	Lacks interest in teachers' experiments _____	77	17	2
10.	Feebleness, or absence of directive effort _____	60	24	9
11.	Frequent change of policy _____	74	15	4

No.	Item	1	2	3
Administrative Field (Continued).				
12.	Criticises teachers in presence of teachers _____	60	24	9
13.	Criticises teachers in presence of pupils or parents _____	88	3	3
14.	Fails to organize and coordinate the work in the school _____	74	16	5
15.	Abdicates professional leadership for office routine _____	71	20	5
16.	Fails to organize and inspire teachers and pupils _____	66	25	9
17.	Weakness in initiative _____	65	25	10
18.	Unsympathetic attitude towards pupils and teachers _____	85	8	4
19.	Maintains a closed mind on educational matters _____	85	9	3
20.	Exercises professional timidity _____	72	19	4
21.	Attempts important innovations without preparing for them _____	79	12	2
22.	Shows partiality among parents, teachers and pupils _____	79	11	7
23.	Inclined to carry small details to higher authority _____	79	16	7
24.	Oversensitive about discussion of his own work _____	79	15	2
25.	Fails to supply materials needed for school work _____	84	10	2
26.	Tells parents what they want to hear instead of telling the truth about the pupils and their work _____	86	6	2
27.	"Passing the Buck" _____	66	20	6
	Averages _____	77	14	5

Supervision Field.

28.	Interferes too much with teachers' work _____	90	4	1
29.	Takes care of matters that should be delegated to others _____	70	22	2
30.	Insufficient amount of time given to inspection _____	36	42	15
31.	Inspection of work on basis of arbitrary standards _____	78	11	1
32.	Inspection of work on basis of ill defined standards _____	78	9	3
33.	Inspects without definite purpose _____	69	17	4
34.	Fails to utilize the results of inspection _____	65	20	6
35.	Fails to report inspectional findings back to teachers _____	55	21	12



No.	Item	1	2	3
Supervision Field (Continued)				
36.	Permits inspection to be influenced by personal elements	76	9	5
37.	Lacks clear vision of ends to be attained	70	18	5
38.	Secretly spies upon teachers	89	10	2
39.	Fails to develop a technique of directing the work so that the teachers will bear a large share of the burden	68	18	3
40.	Fails to develop a technique of inspection	58	26	10
41.	Fails to establish discipline and order within the building	59	23	14
42.	Fails to train teachers in service	51	34	9
43.	Has a tendency to direct by "don'ts"	80	10	3
44.	Has a tendency to discipline without facts	76	12	1
	Averages	68	18	6

Personal Attitudes.

45.	Afflicted with a sense of superiority	78	15	2
46.	Maintains a haughty domineering attitude towards teachers	88	5	2
47.	Takes to himself credit for all the success of the school	81	9	4
48.	Maintain aloofness from teachers and pupils	84	9	3
49.	Untidiness	86	9	2
50.	Maintains aloofness from community life	82	13	2
51.	Lacks self-control	79	13	3
52.	Excess intimacy with teacher or pupil	89	4	4
53.	Manifestation of false dignity	91	3	6
54.	Viewing pupil misdemeanor as personal offence towards him	87	5	3
55.	Too much Ego. Not enough cooperation	80	14	2
56.	Takes sides in community wrangles	89	6	1
57.	Failure to live the part of a full grown citizen	92	2	1
	Averages	97	8	3

Clerical Field.

58.	Fails to apportion his time so as to favor important matters	67	23	3
		90	5	2

## OBSERVATIONS.

There are so many items in this table, that not all will receive individual discussion. It shall be the purpose here to interpret a few of the facts in defence of the cooperating executives whose teachers reported upon the items shown in the table.

Teachers expect their executives to regard them as parts of an organic system, in which each teacher should have an opportunity to impress the system with her ideas. Item 1, "Thinks teachers' opinions do not count", Item 2, "Never consults teachers about changes in management", Item 3, "Jealous of powers and refuses to delegate responsibility", Item 4, "Disregard pupils and teachers as live thinking beings", Item 14, "Fails to organize and coordinate the work of the building", and Item 21, "Attempting important innovations without first making preparations for them", all reflect the attitude of the teachers relative to the place and the function of the teacher in a school system. The figures in the columns at the right of the table, indicate the per cent of the 170 teachers who made reports, who regard their executives as more or less failures when according teachers their proper place in the school system. Since the executive has so little time to devote to individual supervision, he must make his group faculty meetings count for much towards establishing the desirable relationships between himself and his teachers. All five of the items just listed refer to attitudes that may be largely established, cultivated and maintained in group faculty meetings. It is interesting to note that from 70% to 80% of the executives are not unaware of this fact and hence are checked as NOT GUILTY on these points. Again, take Item 5, "Attempts to do too much himself", Item 6, "Attempts to care for too many things at once," and Item 7, "Unconsciously creating weaknesses in his teachers by withholding responsibility." From the teachers view point, the executives in cases of items 5 and 6, are, in 25% to 30% of schools, failing. It was made clear in the last chapter that the executive was carrying a full teaching load. If he does anything but teach classes he could

truthfully be charged with attempting to do too many things, and with taking care of too many things at once. Now referring to Item 7, "Creating weaknesses by withholding responsibility", again, it is found that 20% of the executives are failing here. These facts suggest a possibility of delegating duties in an effort to reduce the per cent failures on Items 5 and 6. The surprising thing in this connection is--not that 25% to 35% of the executives are marked failures in point of attempting to do too many things, and caring for too many things at once, but that only about one-third of the teachers in consolidated schools seem to realize that their executives are actually attempting to do too many things etc. Item 10, "Feebleness or absence of directive effort", which the figures show approximately 40% of the reporting teachers check as a point of failure against their executives, may be accounted for by the fact that the executive has not the time for directive work. Since he is confined to regular class instruction mostly, he must leave each teacher to work out her own salvation. 25% of the teachers report their executive as failing in professional leadership, and that the executive is neglecting this function of professional leadership for routine office work, (Item 15). This is but the natural consequence of the conditions existing in the average consolidated school. It has been shown that the executive in such schools has many duties, and that his teaching load plus his supervisory load take up practically all the school day, to say nothing of the clerical load. In neglecting his professional leadership, for office routine the executive merely shows that he is trying to work into his school day his clerical duties, and if in doing so he neglects his professional leadership, he can trust to the teachers to manage their respective departments without his leadership. Of what value would be his suggestion if the executive has but 15% of his time to devote to supervision? How much could the executive do in the 3.2 minutes he has to devote to each teacher under his supervision? Leadership requires time for thinking. That is the weakness of the consolidated school system. Outside of his routine duties,

the executive has not time for planning, thinking, and directing. There is one stray thought that should be given in this connection. In view of the fact that the consolidated school executives are young in teaching and executive experience, and in view of the limited training in subjects that would prepare them for professional leadership, may it not be felt by many of the executives that they are better prepared by training for the instructional and clerical duties, than they are prepared for the administrative-supervisory duties? Hence, is it not natural that one will do first, the things he feels best prepared to do, and in which the success of his labors can be definitely measured by accomplishments?

In the field of supervision, Item 30, "Insufficient amount of time given to inspection," is marked as a failure by 57% of the teachers. And then on Item 34, "Inspects without definite purpose", only 69% of the teachers find that their executives have a purpose for inspection. Inspection without a purpose is the practice that teachers have called "Snoopervision." Only 63% of the executives ever utilize the results of their inspections. Teachers have a right to know what their supervisor expects of them, and they also have a right to be informed as to how well they are progressing towards the goal expected of them. Only 53% of the executives report back to their teachers the result of their inspections, (Item 35). This is poor practice in the light of experimental psychology which has proved that the individual works better when he has knowledge of his progress. All of these items concerning inspection require much time. The executive of the consolidated school does not have sufficient time for effective work in his supervisory duties. Being seriously limited in time for supervision, the technique of inspection (Item 40), becomes all the more important and necessary. Still it is found that approximately 40% of the teachers report their executives as failing on this point. As a last point from the supervision field, to receive comment, Item 42, "Failure to train teachers in service," should

be mentioned for its value in reflecting the attitude of the young inexperienced teacher. Approximately 40% of the teachers report their executives as failing on this point. What does this fact imply? First, that there are a goodly number of beginning teachers who expect their executives to assist them in their teaching technique and in solving the unusual problems which the inexperienced teachers cannot rightly be expected to solve alone. Second, that the executives might be able to render valuable help but does not have the time to do so. And third, the teachers must look to the colleges for the development of teaching skills and technique rather than to expect their executives to train them, if they are going to begin their teaching career in a consolidated school.

In the group of activities listed under "Personal Attitudes," four items should be mentioned. They are Item 45, "Afflicted with a sense of superiority," on which 17% of the teachers reported their executives as failures; Item 51, "Lacks self-control," which 16% of the teachers say is characteristic of their executives; and Item 49, "Aloofness from community life" and Item 55, "Too much Ego..." each claimed to be failures of executives by 16% of the teachers. These points reflect attitudes of executives which go far towards determining their tenure of office. Weaknesses on these points cannot be justified on the claim of lack of time.

DISCUSSION.

No provision was made in this study to obtain data that would indicate the teacher's professional fitness to judge her executive on the points in the check-list. But that may not be a serious oversight, since the fact exists, that competent or not, the teacher does judge her executive. The executive can not justify the criticism his teachers make by claiming that his teachers are not competent to judge his work. Teachers do judge. And teachers do talk to others about their executives. Regardless of the teacher's fitness to judge, it is the executive's problem to put his program across in a manner that will count and maintain the favorable professional relation-

ship that should prevail between himself and his co-workers, and he must perform his duties and conduct his affairs so as to demand respect both personal and professional, of his teachers, the pupils and patrons. Failing to do this, the executive of consolidated schools in Western Kansas must go on experiencing frequent changes in position, and be regarded as more or less a failure in his work, by his teachers and constituents who may never know that he is a victim of a combination of circumstances many of which are beyond his control.

#### SUMMARY.

Teachers expect to have an active part in construction of the school organization which they are asked to support. They expect their executives to delegate to them a large share of detailed responsibility.

The executive of the consolidated school is charged with abdicating his professional leadership for office routine. This fault is probably due to the fact that the executive does not have time for exercising professional leadership after he spends 74% of his school day in teaching classes, or because he has limited experience and collegiate training in school administration, he feels that he is better trained to do the office routine, hence neglects his professional duties. In doing his daily office work, he has more or less definite measure for his accomplishment. In his professional duties much work, "cutting and trying", thinking and planning must be done to which no definite measure can be applied, hence there is nothing to show for his time and effort. School boards and tax payers want tangible results. The executive is therefore given a full teaching load, and inherits the administrative, supervisory, and clerical duties more or less as good measure.

More than half of the executives are charged with giving insufficient amount<sup>of</sup> time to inspection, and approximately 40% of them fail to utilize the inspectional findings. This reveals a weakness in executive practice. The recent psychological discoveries show that the human mind works best when it

has knowledge of its achievements. To inspect without purpose, to fail to report back to teachers the inspectional findings, and to fail to offer constructive criticism on the teacher's work, is the type of administrative practice that merits the title "Snoopervision." This practice keeps the teacher running a maze that provokes an uneasiness that accompanies a sense of uncertainty.

The fact that the executive has but 7% of his school day to devote to supervision, demands that he have his technique of supervision carefully developed and systematized. Approximately 40% of the teachers who reported, say that their executives do not develop such technique.

Teachers expect to be trained in service. 40% of the teachers claim their executives do not train teachers. With only 3.2 minutes per day to give each teacher for supervision, the executive needs to have much experience and a carefully planned technique, if he is to do any effective work in training his teachers in service. The implication is: The teacher must look to the colleges for more of her teaching skills and class room procedure.

Teachers may not be professionally qualified to judge their executives. This does not justify the executive in perpetuating the objectionable practices. The fact is that teachers do judge and will judge, and the teachers' judgements are often the determining factor in the executive's tenure of office. The executive is duty bound then to adjust his executive practice to his teachers in order to obtain and maintain their support for his program.

## Problems and Suggested Remedies.

What are the problems discovered through this study? Without again giving a detailed summary as found at the close of each chapter, it might be well to state the major problems in general terms as a preliminary to suggested remedies. The following list covers the major problems.

1. The problem of the proper distribution of the executive's time.
2. The problem of teaching.
3. The problem of administrations, and supervision.
4. The problem of clerical work.
5. The problem of trained leadership.
6. The problem of faculty harmony and cooperation.

The problem of the Proper Distribution of the Executive's Time:- In previous chapters it was pointed out that the executives of consolidated schools have many and varied activities. So many duties fall on the executive that it appears that the executiveship is more or less a "job" which calls for a "Jack-of-all-trades." The executive is so encumbered with details that he often expresses a preference for departmental work. It is reasonable to suppose then that the additional salary he would receive as an executive over the salary he would receive as a department teacher, is the determining factor in his choice. There is no distinction between the certificate held by the school executive and the certificate held by the department teacher. Because of this fact young and inexperienced teachers are tempted to seek executive positions, and school boards seek the younger and less experienced because they can be had or employed for less money than the more experienced teachers, or experienced executives. Thus many of the executives in the consolidated schools in Western Kansas have limited experience as teachers when they enter the executive field. Limited in experience, and with but a median of 10 semester hours in school administration and supervision, the executive comes to his position with vague notions of what his duties are.



He begins fretting about doing a little of everything from scrubbing the office floors to pronouncing the benediction at the graduating exercises in order to have something tangible and measurable to show for his efforts and time. He does not know how to distinguish his field of activities from that of his co-worker, hence he finds himself dabbling about in all of them.

Who is responsible for this state of affair? Surely the executive has a right to be ambitious. The teacher has a right to attain a position of higher rank just as fast as opportunity opens the way. School boards often employ teachers of little or no experience in the executiveship of their schools. The school boards expect their executive to do many things. The teachers under supervision expect many other things of their executives. The young executive enters upon his duties with vague notions of what they really are. He fails to delineate his field of action. He turns his efforts into diverse ways. He therefore becomes a general "Flunky" instead of a professional leader.

The Suggested Remedy for Problem Number 1:- The remedy for problem No. 1, lies with the teachers' college and the state. It lies with the teachers' college in that training courses in case study, practice supervision and lectures on administrative procedure should be offered as a part of the college training before a teacher is recommended for executive work. These courses should not deal in generalities, but should deal with the true nature of the executiveship, delineate the field of operation for the executive and direct careful study into approved administrative and supervisory technique. Most of the courses in school administration deal primarily with the duties of the teacher. Perhaps that is true because writers of such courses assume that before one becomes an executive he must have ample experience as teacher. But this study reveals the fact that the executive of the consolidated school is limited in teaching experience and lacks collegiate training that is particularly designed to fit him for the duties of a school executive. This means that each teacher who is elevated to an executiveship in a school must begin right where his

predecessor began. He profits little from the experience of the elder executives. Thus one of the chief functions of the school--that of transmitting to the new generations the beneficial experience of the preceding generations--is not realized in the experience of the executives. The question may be raised: Do not the executives first serve an apprenticeship as principal or as office assistant? The answer is no. There is a growing tendency among school executives to dispense with the so-called principal in the interest of greater faculty harmony and unity of purpose. Ambitious young principals often forget their professional ethics and seek to undermine and underbid the executive in order to advance themselves.

The solution for problem Number 1 also lies with the state in that the plan of certification of teachers should differentiate between the individual who is qualified by experience and collegiate training to successfully fill an executive position and the individual who is merely trained for the duties of teaching. Such a plan of certification would guarantee to the executive who has been willing to take the special training and get ample experience, a reasonable degree of security of tenure in his work and a satisfactory salary. A further benefit such a plan of certification would have would be the protection it would offer to the rural and semi-rural school boards who manage the affairs of the consolidated schools in Western Kansas. Two candidates holding the same kind of a certificate, are likely to be considered of equal qualifications, but one may have several years' successful experience as an executive and the other may have only teaching experience or may possibly have no experience at all.

In summarizing, the problem, its suggested remedies, and the reasons for the remedies may be stated thus:

1. The executive in the consolidated school does find the matter of distributing his time over his field of activities to be a problem.
2. The solution of the problem lies with the teachers' colleges, in that special courses bearing directly upon the executive's problems and

dealing with such topics as distribution of time to various duties, delegation of certain duties to subordinates, what supervision means and how to attack certain problems arising in the field of supervision, and how to take care of the necessary clerical work in the short time devoted to that work, should be offered and required of any teacher who expects to become an executive in school work.

3. The solution also lies with the state in that the plan of certification should clearly differentiate between the teacher who is trained for teaching only and the one who has special training for the executive work.

4. The reason the teachers' colleges should be expected to contribute to the solution of this problem is that the average school board is inclined to employ the lowest bidder irrespective of qualifications. The innocent children of the state should be protected against such harm as may come through the ignorance, carelessness, and ultra economy of school boards. Every teacher, before receiving the recommendations of the colleges for executive work, should be required to pursue special courses in school administration, school supervision and business training.

5. The state should share in the responsibility because the state has the authority to set standards. School boards do not ordinarily resent the state's dictation as to the standards that must be met before the schools they govern can receive a given rank. By a process of gradation, the rating of a school should be placed as much on the special qualification of the executive as upon the general qualification of the teachers. The teachers' qualifications have been raised. The requirements for the executive have remained stationary. And if there were additional requirements for the qualification of the executive there is no plan of official recognition for such additional preparation. A higher certificate based upon ample successful experience and training, or based upon graduate work in which the major subject was Educational Administration, and a minor in kindred fields of supervision and business training, would aid materially in the solution

of this perplexing problem of time distribution. Such a certificate would indicate a training conducive to greater efficiency and greater efficiency in his various lines of duties would enable the executive to place more of his time upon the most important matters, and delegate many minor activities.

The Problem of Teaching:- The solution of this problem may be found only in the state regulation of schools. The school board that would require the executive to teach more than fifty per cent of the school day would, in most instances, yield willingly to a state regulation restricting the executive's teaching load to fifty per cent or less, if by yielding the school in question should receive a higher rank in accrediting. Again, the regulation which has recently become effective in all class "A" high schools, which require all teachers in such school to teach only in subjects in which they have a teaching major, could profitably be applied in most of the consolidated schools. This regulation would forestall the usual practice of the school boards in assigning to the executive any and all subjects not otherwise provided for previous to his employment.

It appears then that the executive's problem of teaching which grows out of the fact that he spends 74% of his school day in teaching and preparing to teach classes, may best be solved and the executive's teaching load reduced by state regulation in raising the standards for accrediting of schools.

B. The Problem of Administration and Supervision:-The solution of this problem lies with the teachers' colleges in the same sense and for the same reasons that the solution of the problem No. 1 lies with the teachers' colleges. But the solution of the problem also lies with the state. By a system of certification giving special recognition to executives of superior training and experience the state could largely govern the practice of school boards in the election of executives, and guarantee in a measure a greater efficiency in the executive's work throughout the state. Then by restricting the employment of teachers in other schools as is now done in class "A" high school, the school boards would feel obliged to employ the executives first and assign

to them the duty of selecting the teachers to instruct in the various departments. This practice would tend to dignify the executive's position and would cause the teacher to be a bit more willing to be supervised, for she would have greater respect for her executive if she thought his opinion counted for something towards her employment.

Then it appears that this problem of administration and supervision is a problem in which the solution may be discovered through special training for administrative duties and by state regulation of accredited schools. The teachers' colleges should aid by offering suitable training courses because during the short experience preliminary to becoming an executive, the teacher has little direct experience which tends to aid him directly with administrative problems. The state should aid in the solution because the school boards have grown accustomed to acquiesce in state standardization.

The Problem of Clerical Work:- The solution of this problem lies with the teachers' college. Chart No. 1, page 38 shows that the executive of the consolidated school spends the equivalent of 10% of his school day in clerical work. The clerical duties are many and some of them are very important. In order that he may have the advantage of business training in his office routine the executive should have training in typewriting, the elements of bookkeeping, office filing, business letter writing and commercial law. In case this training had been a part of the executive's high school training, the courses may not be again required in college. The short time devoted to clerical work demands that the executive be able to do his clerical work with system and speed. And too, he should be able to keep a set of accounts accurately that he may protect his reputation and integrity. He should be able to keep, and perhaps it should also be said, he should be willing to keep the necessary scholastic records of the pupils fully and correctly, for these records are valuable to the students. Great emphasis should be placed upon child accounting during the executive's training and the teachers' college should offer the training.

**The Problem of Trained Leadership:-** This problem exists because in the present system teachers may be promoted before they are trained for the new position. Especially is this true in cases of teachers being promoted to the executiveship. School boards cannot be expected to change their practice of employing executives, until they are able to distinguish between the well qualified and the poorly qualified candidate. The solution of the problem of trained leadership then lies with the teachers' colleges in that a different training should be required of any one who seeks executive work before the colleges would endorse him for such a position. And the solution lies with the state in that the professional training for work in the executive field should be considerably above that required for teaching only. Then the plan of certification should recognize the teacher who has received the proper training for executive work. Educational standards are not set by the laity. The people wait on their leaders. The teachers' colleges and the state should be expected to set the educational standards. They should therefore aid in the solution of this problem of trained leadership.

**The Problem of Faculty Harmony and Cooperation:-** This is a vital problem in every school system. Discord within the faculty is perhaps the rule rather than the exception. It may be slight or it may be pronounced. It may not be allowed to seriously influence the school and impair its work, and then it may disrupt an otherwise efficient system. But in any case, the lack of faculty harmony is a symptom and not a disease. It is a result of clashing personalities. The teacher feels himself to be equal in training, ability, and prestige to the supervisor. The supervisor cannot succeed in his work if he regards himself as dictator. As an administrator he must regard his teachers and pupils as live thinking beings and give them some part in the organization of the school. As a supervisor he must not be arbitrary. His standards of measures should reflect careful thought and must respect the feelings, and opinions of the supervised. In a system in which the teacher and the executive are of the same educational training and professional rank the teacher looks

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upon the administrator as merely a referee of the game. School boards expect the executive to "get along with the teachers." There are three factors in the solution of this problem, namely, the individual executive, the professional ethics of the supervised, and training of both.

The executive must be alert to the peculiar problems a given situation may produce. He must be a student of human nature, know his official limitations, and he should know more than those whom he supervises. Especially in the executive or administrative field is the last statement true. If he does not possess superior training and experience, proverbially, the blind will lead the blind and the ditch will catch all of them. The supervised will lose confidence in the supervisor and a lack of confidence in the leader is a fertile field for the seed of discord. Professional ethics is that intangible something to which one refers when he desires to express the desirable attitude or relationship among teachers. It represents that something which enables teachers to work in harmony and accord with each other in their common duties while at the same time there may exist personal ill will or even antagonism. Professional ethics is that something which tends to cement a faculty together for mutual benefits of its members, restrains faculty jealousies, and exalts the teaching profession in the mind of the public. The executive can have much to do towards the solution of this problem if he himself possesses a goodly amount of professional ethics, and by virtue of this possession, he is able to lead the teachers to experience it. The teachers' colleges may help in the solution by laying more stress upon team work in school work. The teachers' colleges may aid in another respect by training executives in the best administrative and supervisory technique with special emphasis on the methods of procedure that are most conducive to faculty harmony. If the teacher is trained to cooperate, and the executive is instructed how to avoid some of the pitfalls he would inevitably experience were he allowed to run the usual executive maze the dangers of faculty discord would be appreciably diminished.

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