

A STUDY TO DETERMINE THE ADVISABILITY OF SUPERVISED  
SCHOOL AREAS IN POTTAWATOMIE COUNTY

by

ROY RAYMOND CAMERON

B. S., Kansas State College  
of Agriculture and Applied Science, 1927

---

A THESIS

submitted in partial fulfillment of the  
requirements for the degree of

MASTER OF SCIENCE

KANSAS STATE COLLEGE  
OF AGRICULTURE AND APPLIED SCIENCE

1936

Spec  
C611  
LD  
2668  
T4  
1936  
C31

TABLE OF CONTENTS

	Page
INTRODUCTION.....	1
PURPOSE.....	4
PROCEDURE.....	4
REVIEW OF LITERATURE.....	14
RECOMMENDATIONS.....	16
CONCLUSIONS.....	39
ACKNOWLEDGEMENTS.....	40

## INTRODUCTION

Our one-room type of rural school was organized over a century ago to meet the needs of a particular type of people under particular circumstances. It was a time of little interest in general system of public education, when communities had little means of communication and but little interest in each other. It was well adapted to give instruction only in the rudiments of education.

It was first organized in New England and spread rapidly to the West and South and became firmly established before conditions were ripe for any other type of organization.

Today when practically all conditions which gave rise to its origin have passed away, the old rural school still prevails.

That the rural school has outgrown its usefulness is evidenced by the fact that the rural population is no longer the same; its habits and tastes are different. Farm tenantry is displacing the old native farmer in many of our best agricultural sections. The progress of invention has greatly decreased the demand for farm labor, and as a result rural populations in many sections have materially decreased.

The advent of the telephone, radio and automobile have tended to cement communities together in a fashion not known to our forefathers.

In the early days the youth attended the rural school, learned the three R's and returned to the community and became one of its substantial citizens. This is now no longer the case. The lure of the city has called many of the youth from the farming communities.

Rural home life and society have been profoundly changed. The old rural social life has disappeared, yet, the old rural school is little changed from that of a quarter of a century ago.

One of the fundamental problems of rural life that the rural schools must help to solve is that of giving the country people a larger outlook on life. The social instincts of youth--recreation, play, friendship and social life--are instincts that the rural schools must satisfy. The whole situation calls for a reconstruction adapted to more up-to-date educational, social and economic needs. The fact has been recognized by many leading educators.

According to Cubberley (1), "The district system as a unit of school organization has been condemned by educators for fifty years, yet it is clung to by the rural people of many of our states, largely because they remember its early



advantages and are blind to its present defects."

Nelson (7) states, "For some years the conviction has been growing in the minds of our educators, that the rural school is not doing all for the pupils that ought to be accomplished. When comparison is made with the graded schools in the town or city, it is seen that the rural school pupil is at a disadvantage."

"Rural education," as quoted from Dawson (3), "directly involves the welfare of more than half the children of the nation. Some of the most difficult problems of today primarily concern people on farms."

He continues, "A great body of knowledge about children, society, and the curriculum acquired through study and experiment has been put into practice in many school systems. There are, however, probably half the children of the nation mostly in our rural schools yet without the benefit of the best that is known and practiced in teaching and in school administration."

It has only been within comparatively recent years that the condition of rural schools has attracted the attention of school men generally.

## PURPOSE

With the above facts in mind and with an experience of eleven years as an administrator in the high schools of Pottawatomie county, the writer decided to make a study of his own county to discover the comparative achievements of rural and graded school pupils when they enter high school, to discover the causes of the difference, and to suggest a constructive program designed to improve the present conditions.

## PROCEDURE

There are eleven rural high schools and only two small city systems in Pottawatomie county. The rural high schools were selected as the units from which to make the study. Arrangements were made with the principals of eight of the rural high schools, whereby achievement tests were given the freshmen during the first semester of 1935-1936. The test selected was "The Modern School Achievement Test", published by Bureau of Publications, Teacher's College, Columbia University, New York. It is a battery test including ten subjects: reading comprehension, reading speed, arithmetic computation, arithmetic reasoning, spelling, health knowledge, language usage, history and civics, geography and elementary science.

The tests were distributed with careful instructions as to procedure, so that all tests were given under as nearly the same circumstances as possible. Only one out of the eight schools failed to give the tests.

The seven schools cooperating were Wamego, St. Marys, Westmoreland, Havensville, Emmett, St. George, and Fostoria. One hundred fourteen graded school pupils and seventy-seven rural school pupils were tested.

The papers were returned to the writer where they were carefully scored, then checked and rechecked. The results were compiled and evaluated by means of certain statistical formulæ explained later.

#### EXPLANATION OF TESTS

In the standardizing process, the Modern School Achievement Tests were given to 6,710 children in thirty-seven different cities. In addition to scores on the achievement tests, scores on the Pintner Rapid Survey intelligence test, Forms A and B, were available. This permitted the elimination of any groups that were atypical to be used for the establishment of norms. The grade and age norms based on the median for all children in the standardizing group are given at the end of each test.

At the extremes of the scale, no definite age or grade

value can be given for the scores, since, beyond a certain score in each test, the score is higher than that of the median pupil at the end of the eighth grade. Any score which is above this median is thus simply marked H, and if it exceeds the score which marks the top twenty-five per cent of pupils, at the end of the eighth grade, it is marked V or very high. In the same way, scores below the lowest grade for which norms were established are marked L.

Table 1. The explanation of scoring the tests.

Test	Possible Score	Median at End 8th Grade	Upper 25% at End 8th Grade above
Reading Comprehension	78	60	66
Reading Speed	50	32	36
Arithmetic Comprehension	35	30	32
Arithmetic Reasoning	35	30	32
Spelling	76	70	74
Health Knowledge	55	45	49
Language Usage	60	39	43
History and Civics	60	36	40
Geography	60	39	43
Elementary Science	50	34	38

From Table 1 it will be seen that a score above sixty, in reading comprehension, will be marked H and one above sixty-six will be designated as V, and so with all the other tests.

Table 2 shows the distribution of scores by the two groups and the method by which the median norm for each subject was found.

It will be seen that the norms range from 5.0 to V in each group. Seven and three-tenths per cent of the rural school norms and four per cent of the grade school norms fell within the lowest scale, while twelve per cent of the rural school and seventeen and seven-tenths of the grade school norms fell within the highest group.

This table also shows the difference in medians between each group in the different subjects. For example, the age median for rural school pupils in reading comprehension represents the norms for the eighth grade, while the age median of the graded schools represents seven months past the eighth grade. The graded school pupils surpass the rural school pupils by seven months.

Thus it will be seen that the graded school pupils surpass the rural school pupils with the exception of arithmetic computation and elementary science, in which case the





Table 3. Subject Medians for Each School.

Rural School Pupils										
SCHOOL	Reading Comprehension	Reading Speed	Arithmetic Computation	Arithmetic Reasoning	Spelling	Health Knowledge	Language Usage	History and Civics	Geography	Elementary Science
Wamego	7.4	6.2	7.1	7.5	6.5	8.3	8.3	7.5	7.3	8.1
Emmett	8.7	V	7.7	7.8	7.8	H	H	H	V	H
Fostoria	8.5	8.3	7.7	7.8	6.8	7.2	6.7	7.8	7.3	7.3
Westmoreland	6.2	4.0	6.4	7.3	5.8	6.8	6.4	6.1	6.3	6.8
Havensville	V	7.7	7.5	H	H	8.8	H	H	8.2	H
St. George	H	6.9	H	H	H	H	H	V	V	8.8
St. Marys	8.4	V	6.2	7.5	9.0	8.3	8.3	9.0	7.8	6.8
Graded School Pupils										
Wamego	9.0	7.7	8.2	8.2	6.1	H	H	9.0	7.8	7.8
Emmett	7.8	8.7	6.9	6.6	8.4	8.9	8.8	H	H	7.2
Fostoria	7.9	V	6.7	5.7	7.7	8.7	7.2	7.7	7.2	7.0
Westmoreland	H	5.3	8.2	8.8	6.1	H	H	H	8.4	V
Havensville	V	H	V	V	H	H	8.7	H	V	H
St. George	8.4	6.3	8.7	7.3	8.3	7.7	8.5	7.7	7.3	7.6
St. Marys	8.3	V	7.1	7.1	7.7	7.6	7.0	7.5	6.8	7.7

Table 4. Differences of Medians and Significance.

Subject		M	S.D.	P.E.m	P.E.d	Critical Ratio
Reading	Grade	57.65	10.642	.6751	1.024	3
Comprehension	Rural	54.05	11.036	.7714		
Reading	Grade	31.56	14.46	.911	.978	4.8
Speed	Rural	26.87	8.249	.3582		
Arithmetic	Grade	26.42	5.55	.35	.545	2.2
Computation	Rural	25.22	5.45	.418		
Arithmetic	Grade	26.26	6.27	.396	.18	1.7
Reasoning	Rural	25.96	5.6	.431		
Spelling	Grade	60.71	12.76	.803	1.5	2.89
	Rural	56.32	19.14	1.47		
Health	Grade	42.74	7.04	.445	.23	6.35
Knowledge	Rural	41.28	7.03	.54		
Language	Grade	39.07	7.15	.451	.22	7.09
Usage	Rural	37.51	6.92	.532		
History and	Grade	35.05	28.56	2.19	2.27	1.65
Civics	Rural	31.30	7.66	.588		
Geography	Grade	36.43	8.8	.55	1.06	1.3
	Rural	35.00	7.96	.907		
Elementary	Grade	29.31	5.7	.534	.23	.39
Science	Rural	28.42	6.26	.493		



Table 5. Showing Teacher Qualifications.

Rural Schools								
College Hours								
No. of Teachers	none	8	16	20	24	27	60	90
34	26	1	2	1	1	1	1	1
Years Experience								
Years	1	2	3	4	5	6	7	8
No. of Teachers	8	7	9	2	2	1	2	3
Certification								
Kind of Certificate	County 2nd	County 1st	N. T.	3 yr. State				
No. of Teachers	20	6	6	2				
Years in Present Position								
Tenure	1	2	3	4	5			
No. of Teachers	22	7	1	3	1			
Graded Schools								
College Hours								
No. of Teachers	none	13	30	52	63	80	College Diploma	
8	1	1	1	1	1	1	2	
Years Experience								
Years	2	3	6	12	18			
No. of Teachers	2	1	2	2	1			
Certification								
Kind of Certificate	County 2nd	County 1st	Per. State	Life Dip. Elem.	Life			
No. Teachers	2	1	2	1	2			
Years in Present Position								
Years	2	3	4	6	12			
No. of Teachers	3	1	1	2	1			

two groups were identical and represent a grade score eight months beyond the seventh grade.

It will be seen than in the remaining eight subjects the graded school pupils surpassed the rural school pupils as follows:

Reading comprehension, seven months.  
Reading speed, one year and two months.  
Arithmetic computation, three months.  
Spelling, eight months.  
Health knowledge, five months.  
Language usage, four months.  
History and civics, one year.  
Geography, five months.  
Average excess, 5.2 months.

Table 3 merely shows the median age scores of each school in the different subjects for both groups. It is included merely for comparison among the participating schools.

In Table 4 without exception the mean of the graded school is higher than that of the rural schools. The differences in the means ranged from .3 in elementary science to 4.69 in reading speed. It was found that the tests which showed the least differences in the means were identical on the basis of the median, and those that showed the greatest difference on the basis of the median also showed the greatest difference between the means.

In arriving at the significance of the results of the tests, the critical ratio was determined by use of the

following formulae.

$$\sqrt{\frac{\sum X^2}{N} - M^2} = \text{S.D. (Standard deviation)}$$

$$.6745 \times \frac{\text{S.D.}}{\sqrt{N}} = \text{P.E.m (Probable error of the mean)}$$

$$\sqrt{(\text{P.E.m}_g)^2 - (\text{P.E.m}_r)^2} = \text{P.E.d (Probable error of the difference)}$$

$$\frac{M_g - M_r}{\text{P.E.d}} = \text{c.r. (Critical ratio)}$$

According to Holzinger (9) a critical ratio of 3 as in reading comprehension would indicate that there 957 chances in 1,000 that the difference is significant.

In an attempt to find a cause for these differences between the two groups an investigation was made of the qualifications of the rural and graded school teachers whose pupils were included in the study. Records in the office of the county superintendent were examined to find the number of hours of college training, years of experience, kind of certificate held, and number of years in the present position.

Table 5 shows the results of this investigation. It will be seen that twenty-six of the thirty-four rural school teachers had no training beyond high school. The experience

ranged from one to nine years with an average of 2.16 years per teacher. Twenty of these teachers were teaching on the lowest type of certificate issued, the county second grade, and twenty-two had been in the present position but one year.

On the other hand, only one of the graded school teachers had no college training. The experience ranged from two to eighteen years, with an average of 7.6 years per teacher. Two were teaching on a county second grade certificate, and the years in present position ranged from two to twelve.

From these results it would seem that the rural school teachers as a group are unprepared, immature and inexperienced in teaching skill, and that supervision is greatly needed.

#### REVIEW OF LITERATURE

Several studies similar to this have been made in various states and localities, a few of which are here briefly reviewed.

By use of the Stanford Achievement Test May (6) tested one hundred ninety-seven rural pupils of Robinson Township High School, Illinois, and compared them with pupils from

village schools. The village school pupils surpassed those from the rural schools by twelve points in spelling, 10.5 points in reading, 7.5 points in history-literature, two points in language usage and five points in nature study.

Stone and Curtis (4) tested one hundred and fourteen seventh, eighth and ninth grade pupils of one-teacher schools and an equal number of pupils from graded schools in Spokane County, Washington. The seventh grade pupils from the graded schools showed 13.2 per cent greater achievement than those from the rural schools, or a difference of 5.6 months. The eighth grade surpassed those of the rural schools by 3.9 per cent or 4.5 months.

The comparison of 45 of these pupils on the state eighth grade examination showed that the graded school pupils surpassed the rural school pupils by 5.2 per cent.

In a test of 2,000 ninth grade pupils in Wisconsin, Osburn (8) found that thirty per cent did not exceed the sixth grade standard in silent reading ability. On investigation it was learned that most of the deficient pupils had come from the rural schools.

O'Brien and Smart (5) tested one hundred eight graded school pupils and seventy-one one-teacher school pupils of grades 3 to 8 inclusive in Johnson County, Kansas. The

results show that the pupils in the graded schools surpassed those of the one-teacher schools in every test employed.

These facts and those that are being added as the testing program continues should arouse further the interests of educators to the point where they will attempt to improve the conditions in their own communities.

#### RECOMMENDATIONS

The deplorable conditions of our rural schools is sufficient to provoke serious thinking of intelligent people everywhere. The situation calls for immediate action which should arouse school men and the general public to a realization of their responsibilities if rural youth are to have equal opportunities with those of the city.

To quote from Cubberley (2), "Not until the district system is abolished by general state law and a larger unit of organization and administration substituted in its stead, will any substantial progress be made in providing rural school children with schools that are the equal, for their needs, of those now enjoyed by city children."

According to Dawson (3), "The contrast of the county superintendent with city school administrators is almost



painful. The city superintendent usually has at least a master's degree. More than half the county superintendents do not have a bachelor's degree."

Rural people and teachers should advocate laws providing for the selection of rural school administrators by boards of education, for better salaries and tenure of these administrators.

With the idea of improving the rural schools of Pottawatomie County, the writer is suggesting the supervised school area. By this plan the principal of the rural high school will so arrange his schedule as to give one-fourth to one-half day each week in the rural schools of his district as supervisor.

It is not the intention that the county superintendent shall no longer function. He will still have general supervision over all schools in the county. There are ninety rural schools, fifteen graded schools and thirteen high schools in Pottawatomie county, all under the supervision of the county superintendent. It is quite obvious that adequate supervision is impossible under these circumstances.

Since many of the rural schools cannot at present be practically supervised under the proposed plan, these

schools will be left entirely to the county superintendent who, with part of his responsibilities removed, should be better able to supervise than before.

According to Stonecipher (11), "School supervision is a cooperative enterprise which recognizes the teacher as the most important factor in instruction and the child as the object for which the school exists. The task of the supervisor is to aid in promoting the growth and development of the child. This help is provided largely through:

- (a) cooperative planning, (b) classroom visitation,
- (c) demonstration teaching, (d) directed observation,
- (e) personal conferences, (f) teachers' meetings, (g) interpreting courses of study, (h) carefully prepared outlines and (i) assistance in selecting supplemental books and teaching materials."

Experiments have been conducted that show quite conclusively that supervision in rural schools does pay.

In Indiana an experiment was conducted by Sherwood (10) whereby two counties were chosen as demonstration counties and compared with two other counties. The objectives agreed upon were: improvement of instruction, improvement of rural life and health, education of people as to the work of the school, and improved organization of the schools. Stanford



Achievement tests were given in the fall and again in the spring of the first year and it was found that the pupils in the supervised counties scores 14.3 per cent above those in the unsupervised counties. Tests were given again the second year. This time it was found that the children in the demonstration counties scores 25.7 per cent more than the unsupervised.

On the assumption that they advanced at the same rate throughout the entire school year as they did at the period between the tests, the children in the demonstration counties received as a result of supervision, during the first year, the equivalent of 22.9 extra days of instruction; during the second year 41.1 extra days of instruction.

As reported by Stonecipher (11), experiments have also been made with rural school supervision in Michigan. The State Department of Education and the Rural School Department of the Michigan State Normal School cooperated. Forty-three schools in Macomb County were paired with forty-three schools in Oakland County. The teachers were paired on training, age, experience, school enrollment, etc.

Standard tests were given in the fall and again in the spring. The following table shows the results in each type of school:

Table 6. Showing Results of Supervision.

	Supervised	Unsupervised
Reading	130	46
Addition	188	135
Subtraction	190	151
Multiplication	172	143
Division	154	100
Arithmetic Reasoning	154	106
Correct Answers	185	113
Language	180	24
Spelling	180	52
Average	<u>170.8</u>	<u>97</u>

Many of the states have enacted laws providing for rural school supervision and report the plan as being entirely successful.

From the above facts, it would seem that rural school supervision is one solution of our difficulties. The writer, therefore, proposes to block out nine areas in Pottawatomie County which seem to lend themselves favorably to the proposed plan.

These areas will include Wamego, St. Marys, Onaga, Westmoreland, Havensville, Emmett, St. George, Fostoria and Olsburg, all of which are rural high school centers. A study of the accompanying map will show the location of these areas.

It is the plan to include only those schools that lie within the radius of five miles of the supervision centers, and to exclude all schools lying without the county.

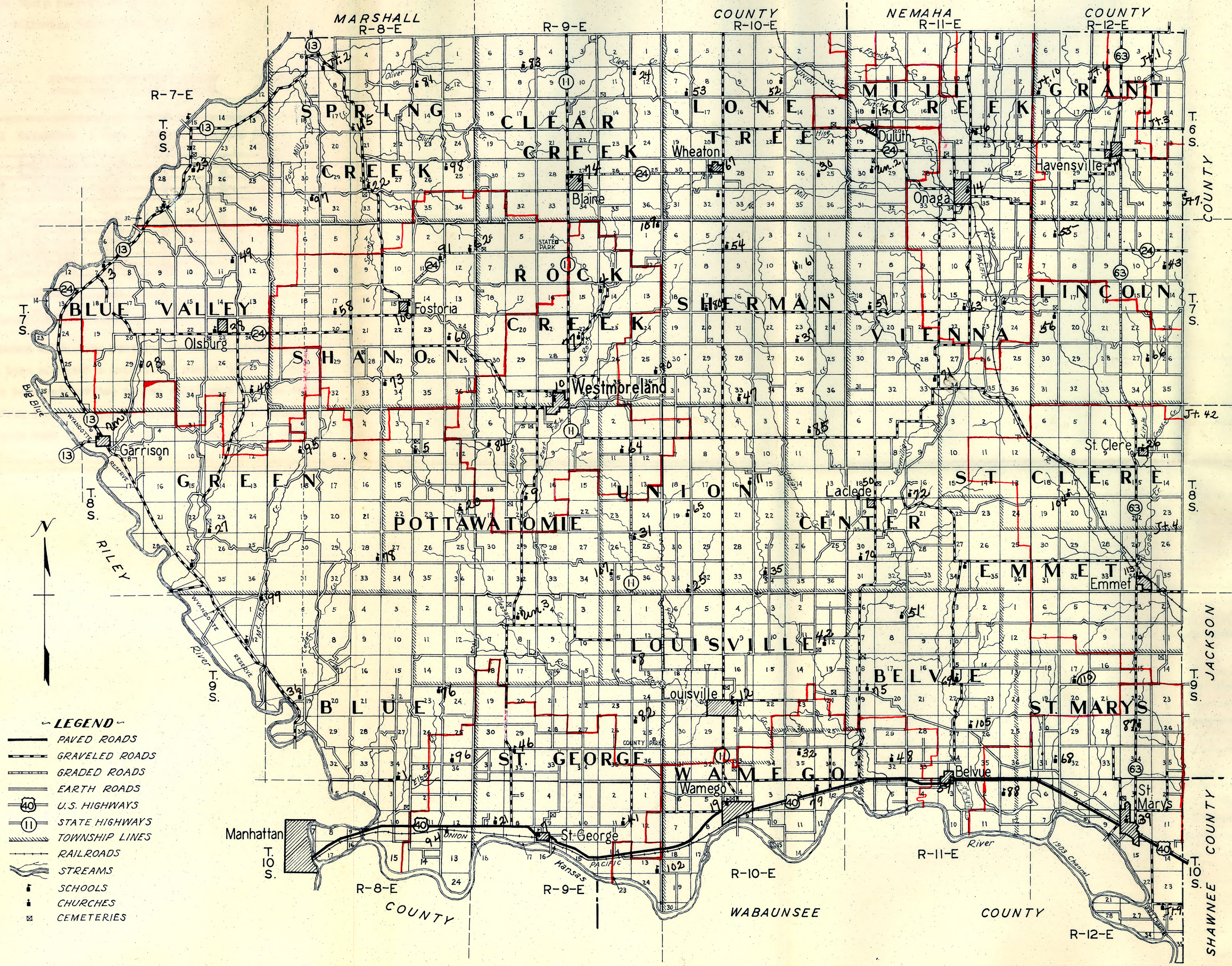
Inasmuch as the rural high school principal is paid from funds collected from the entire district, it seems logical that his services might well be spread over the district insofar as it does not interfere with the progress of the high school.

On assuming the supervisory capacity suggested in this study, it will be necessary for the principal to drive to the rural schools; thus it seems logical to assume that since he is acting in the capacity to serve the entire district, it would be feasible to allow a minimum charge for the use of his car. The writer therefore suggests that the minimum be five cents per mile, to be paid out of the general fund.

Pottawatomie County is located in the third tier of counties from the east. It is bounded on the west by the Blue and on the south by the Kaw. U.S. Highway No. 40 passes through the southern part of the county. There are one hundred sixty-five miles of graveled roads and one hundred twenty miles of railroad. The county is somewhat rough in the northern part gently rolling toward the south to the Kaw Valley which is one of the fertile spots in Kansas. The county embraces an area of 860 square miles with a population of 15,571 and a total property valuation of \$24,547,257.00.



# POTTAWATOMIE COUNTY KANSAS



### LEGEND

- PAVED ROADS
- - - GRAVELED ROADS
- GRATED ROADS
- EARTH ROADS
- 40 U.S. HIGHWAYS
- 11 STATE HIGHWAYS
- TOWNSHIP LINES
- RAILROADS
- STREAMS
- SCHOOLS
- CHURCHES
- ☒ CEMETERIES



A study was made of the rural high schools of the county to determine the capacities for assuming the supervision of their respective areas.

The following table shows the results of the investigation.

Table 7. Showing statistical information concerning rural high schools in Pottawatomie County.

School	Valuation	Levy	Number Teachers	Periods	Length Period	Princ. Period
Blaine	1,174,185	3.35	3	8	40	6
Emmett	1,811,678	3.57	5	8	40	5
Fostoria	914,897	3.0	3	8	40	5
Garrison	890,000	4.0	3	8	40	7
Havens- ville	1,080,000	4.5	5	6	60	3
Olsburg	879,389	2.8	2	8	40	8
Onaga	2,850,000	3.5	7	6	65	4
St. Marys	2,025,874	3.84	6	8	45	4
St. George	1,125,343	4.09	4	8	45	4
Wamego	4,801,619	4.77	10 $\frac{1}{2}$	8	40	2
Westmore- land	1,259,809	6.0	6	8	40	3
Average	1,786,618	3.99	4.9			4.6

Because of reasons peculiar to its own school, Blaine has not been assigned a supervised school area. Garrison has also been omitted due to the small area and low valuation. With the levy already alightly above the average it was thought best not to suggest a supervised area at this time.

THE HAVENSVILLE PLAN

The Havensville Rural High School District comprises an area of approximately sixty-four square miles, embracing territory in Pottawatomie, Jackson and Nemaha counties.

The building and four of the rural schools in the district are within Pottawatomie county and one rural school in each of the other two counties.

Five full time teachers are employed, four of whom have been in the system six years or more.

The program is built on the supervised study plan using the 60-minute split period. This allows six periods per day, the last of which is the activity period.

During the year of 1935-1936 the principal was teaching two subjects in the forenoon and one in the afternoon, with a period in the morning for office work and one period from two until three o'clock for supervision.

	Present Schedule	Proposed Schedule
9:00-10:00	class	class
10:00-11:00	office	class
11:00-12:00	class	class
1:00- 2:00	class	supervision
2:00- 3:00	supervision	supervision

The proposed plan for this area is to assign the office duties to a senior girl from the commercial department who could check attendance and records and handle the general office routine. This will allow the principal the entire afternoon for supervision in his high school and in the rural schools in his area.

Table eight shows the schools under his supervision.

Table 8. Rural Schools Included in the Havensville Area.

School District	Distance	Enrollment
Jt. 7	3	15
43	5	15
Jt. 6	3.5	10
Jt.10	5	4
55	4.5	4
Total	<u>21</u>	<u>48</u>

The principal will travel approximately a total of 1,544 miles during the rural school year of 32 weeks. At five cents per mile this supervision will cost the district \$67.00

Since the principal will have but one-fourth day in each school, the rural school program should be shifted in order that he may be able to supervise all periods of the school day.

Any duties that may devolve upon the principal during

his absence from the high school may well be delegated to one of the teachers who has been in the system nine years, with a Master's degree from Columbia University, and who is fully acquainted with the administrative policies.

THE WESTMORELAND PLAN

Westmoreland is the county seat of Pottawatomie county. It is an inland town, centrally located, and surrounded by considerable grazing country. The rural high school district embraces an area of seventy square miles and includes seven rural schools.

The schedule is organized with 40-minute periods, thus providing eight periods in the daily schedule. The faculty consists of six full-time teachers.

During 1935-1936 the principal was teaching three periods, office, study hall and supervision occupying the other five periods. It seems quite evident to the writer that with three periods devoted to supervision, part of this time could well be used in the rural schools.

	Present Schedule	Proposed Schedule
8:40- 9:20	office	class
9:20-10:00	class	class
10:00-10:40	supervision	class
10:40-11:20	study hall	study hall

(Con't. on next page)



11:20-12:00	study hall	study hall
1:00- 1:40	class	supervision
1:40- 2:20	class	supervision
2:20- 3:00	supervision	supervision

The proposed plan for this area is to delegate the first hour office work to a member of the commercial department. This will allow the principal an opportunity to move his one o'clock class to this period, and by switching the ten o'clock and 1:40 periods he would have the entire afternoon for supervision. Table 9 shows the schools in this area.

Table 9. The Rural Schools in the Westmoreland Area

School District	Distance	Enrollment
4	4.5	17
9	3.5	20
64	2.5	13
77	2.0	6
84	3.5	4
Total	<u>16.0</u>	<u>50</u>

It will be seen that the estimated distance the principal will drive will be 1,024 miles, allowing five cents per mile, this will make an additional cost to the district of \$51.20.

With five subordinate teachers in the system, the duties of the principal might well be delegated to one of them during the principal's absence from the high school.

### THE ONAGA AREA

The Onaga Rural High School was organized at a time when rural high school sentiment ran high and when area was easily attached. As a result the district contains one hundred twelve square miles and includes fifteen rural school districts.

The program is built on the supervised study plan, allowing six periods of sixty-five minutes excepting the activity period which is fifty minutes in length. Eight full-time teachers are employed.

	Present Schedule	Proposed Schedule
8:45- 9:50	class	class
9:50-10:55	class	class
10:55-12:00	class	class
12:45- 1:50	office	supervision
1:50- 2:40	activity period	supervision
2:40- 3:45	class	supervision

It is quite evident that the teaching load assigned to the principal is heavier than should reasonably be expected. Although the school employs a regular office secretary, no time is left for supervision. Two of the teachers have each assumed one of the principal's subjects, thus reducing his load to three subjects for the year 1936-1937.

The suggested plan for this area is to place the three

classes allotted to the principal in the forenoon leaving his afternoons free for supervision in the high school and in the rural schools in his area. The schools in this area are shown in Table 10.

Table 10. Rural Schools in the Onaga Area.

School District	Distance	Enrollment
13	4	6
15	5	3
16	2	14
63	4	13
Jt. 8	5	7
Total	<u>20</u>	<u>43</u>

The 1,280 miles would cost approximately \$64.00.

#### THE ST. MARYS AREA

The St. Marys Rural High School district is located in the extreme southeast corner of Pottawatomie County. It is forty-two square miles in area and contains four rural school districts.

Since the completion of the new high school building in 1930, six full time teachers are employed.

The daily schedule contains eight forty-minute periods. During 1935-1936 the principal was teaching four classes with one study hall, two office periods and he coached athletics.

	Present Schedule	Proposed Schedule
9:00- 9:45	study hall	class
9:45-10:30	class	class
10:30-11:15	class	class
11:15-12:00	office	class
1:00- 1:40	class	supervision
1:40- 2:20	class	supervision
2:20- 3:00	office	supervision
3:00- 3:40	athletics	supervision

By a slight shift this schedule can be arranged to allow for supervision. The first hour study hall can well be delegated to one of the teachers, and by assigning the office duties to the commercial department and moving the afternoon classes to the forenoon, the entire afternoon will be open for supervision. The athletics can well be taken by one of the other two men in the system. The schools in this area are shown in Table 11.

Table 11. Rural Schools in the St. Marys Area.

School District	Distance	Enrollment
89	4	9
88	3	15
68	3	15
9	2.5	17
Total	<u>12.5</u>	<u>56</u>

The distance to be traveled by the principal is approximately 800 miles at a cost of \$40.00.

THE ST. GEORGE AREA

The St. George Rural High School district extends northward from the Kaw river. Its area is forty-two square miles and includes seven rural school districts. The schedule contains eight 45-minute periods and employs the time of four full time teachers.

The principal, in 1935-1936, was teaching four periods each day with three study halls and athletics.

	Present Schedule	Proposed Schedule
9:00- 9:45	study hall	office
9:45-10:30	class	class
10:30-11:15	class	class
11:15-12:00	class	class
1:00- 1:45	study hall	supervision
1:45- 2:30	class	supervision
2:30- 3:15	study hall	supervision
3:15- 4:00	athletics	supervision

This is another situation in which the principal is over-loaded. There seems little possibility of relief from the other teachers as their schedules are also full. There is, however, the possibility of employing a study hall teacher, who can also do much of the office work. This will relieve all teachers of study halls and allow the shifting of one of the principal's subjects to another teacher, and allow him the first period for office work. The coaching should be delegated to the other man in the

system.

There are several persons in the community qualified to assume the duties of study hall teacher and could be procured for not to exceed \$20.00 per month. Table 12 shows the rural schools in this area.

Table 12. The Rural Schools in the St. George Area.

School District	Distance	Enrollment
21	2	7
41	3.5	11
46	5	6
94	3	13
96	5	13
Total	<u>18.5</u>	<u>50</u>

This represents a distance of 1,184 miles at a cost of approximately \$60.00. The cost of the additional teacher would not exceed \$180.00, making a total cost of \$240.00.

#### THE WAMEGO AREA

The Wamego Rural High School district embraces an area of approximately 110 square miles. Its size is due to the consolidation with the Louisville and Belvue high school districts. Fourteen rural schools and two graded schools are within the high school district. One building houses the grades and the junior and senior high schools.

The program contains eight 40-minute periods, employing ten full time teachers, one half-time teacher and a librarian. The librarian does much of the office work of the superintendent.

During the year 1935-1936 the superintendent was teaching two classes each day, thus leaving eight periods for supervision and office work.

	Present Schedule	Proposed Schedule
9:02- 9:42	office	office
9:47-10:27	supervision	class
10:32-11:12	class	class
11:17-11:57	office	office
1:00- 1:40	office	supervision
1:45- 2:25	class	supervision
2:30- 3:10	supervision	supervision
3:15- 3:55	supervision	supervision

By shifting the afternoon class to the second period in the morning, the entire afternoon is free for supervision in the high school and in the rural schools in this area. The included schools are shown in Table 13.

Table 13. Rural Schools in the Wamego Area.

School Districts	Distance	Enrollment
102	4	15
79	2	6
48	5	8
32	4	17
Total	<u>15</u>	<u>46</u>

This makes a distance of approximately 650 miles at a cost of \$32.50.

The duties of the superintendent can well be assumed by a man who has been in the system five years and who has a master's degree and some extra work in administration.

#### THE EMMETT AREA

The Emmett Rural High School district is in the extreme eastern edge of the county, embracing seventy square miles and including five rural schools, two of which have discontinued to hold school the past two years.

The school operates on the 40-minute period, employing five full time teachers.

The principal's present schedule includes five class periods, one study hall and two office periods.

	Present Schedule	Proposed Schedule
9:00- 9:42	class	class
9:45-10:27	study hall	class
10:30-11:12	class	class
11:15-11:55	office	class
12:50- 1:32	class	supervision
1:35- 2:17	class	supervision
2:20- 3:02	class	supervision
3:05- 4:00	office	supervision

This schedule is also too heavy and there is little chance of relief from the other members of the faculty. However, the employment of a study hall teacher would re-



lieve six study halls thereby giving the other teachers an opportunity to absorb the extra subjects of the principal. The office work can be assigned to the commercial department, and by moving the activity period to the last period in the day, the entire afternoon is left free for supervision. The schools in this area are shown in Table 14.

Table 14. Rural Schools Included in the Emmett Area.

School District	Distance	Enrollment
26	5	21
104	<u>5</u>	<u>5</u>
Total	<u>10</u>	<u>26</u>

The distance here is 320 miles at a cost of approximately \$16.00. This together with the cost of the study hall teacher at \$180.00 would make a total approximate cost of \$196.00.

Two schools just over the line in Jackson County, within the five mile limit, could also be supervised.

#### THE FOSTORIA AREA

The Fostoria Rural High School district contains approximately fifty square miles and includes seven rural

schools. The program is constructed on the eight period plan allowing forty minutes for each class, employing three full time teachers.

	Present Schedule	Proposed Schedule
9:00- 9:42	class	class
9:54-10:27	class	class
10:30-11:12	class	class
11:15-11:55	class	class
12:50- 1:32	study hall	supervision
1:35- 2:17	class	supervision
2:20- 3:02	office	supervision
3:05- 3:45	athletics	supervision

In this case all teachers are overloaded leaving no chance to shift subjects.

The best plan for this district is the employment of another man to take charge of the athletics and relieve the principal of one class. By relieving each of the other teachers of one class, there is still the opportunity of enriching the course by the addition of another subject. This arrangement will allow the entire afternoon for supervision. The schools supervised are shown in Table 15.

Table 15. Rural Schools in the Fostoria Area.

School District	Distance	Enrollment
58	2	12
60	2	5
62	4	17
73	5	13

91		<u>3.5</u>	<u>26</u>
	Total	16.5	73

The extra cost for this arrangement will be approximately \$52.80 for mileage and the extra teacher can be employed for not to exceed \$90.00 per month, making a total of \$862.00 for the school year. This will call for an additional levy, but as the present levy is only three mills, an additional levy of one mill will make the total levy still under the average for the county.

#### THE OLSBURG AREA

The Olsburg Rural High School district contains forty-eight square miles and four rural schools. The periods are forty-five minutes in length, and two teachers are employed.

It is quite obvious that with only two teachers attempting to manipulate a four year high school, the schedule will be heavy.

Present Schedule		Proposed Schedule
9:00- 9:45	class	class
9:45-10:30	class	class
10:30-11:15	class	class
11:15-12:00	class	class
1:00-1:45	class	supervision
1:45-2:30	class	supervision
2:30-3:15	class	supervision
3:15-4:00	class	supervision

This unusually heavy schedule is to be discouraged for the benefit of the pupils involved. No time is allowed for supervision, none for extra-curricular activities, and there are no athletics in the high school.

Since the levy in this district is the lowest in the county (2.8) and no building bonds to retire, it is quite evident that this district is not doing as much for its children as could be done.

The plan is, therefore, the addition of another teacher to take care of four of the classes now taught by the principal, also to relieve the other teacher of one class and to sponsor some form of athletics in the high school. The supervised schools are included in Table 16.

Table 16. Rural Schools Included in the Olsburg Area.

School District	Distance	Enrollment
3	5	11
40	3	7
49	2.5	8
93	4	19
Total	<u>14.5</u>	<u>45</u>

The 928 miles would cost approximately \$46.40. The additional teacher at \$90.00 per month would make the total cost \$850.00. This can easily be done through a levy increase of one mill.

## CONCLUSIONS

From the facts obtained from this study it is quite evident that:

1. Rural school pupils of Pottawatomie County are not as far advanced as graded school pupils. The graded school pupils excel the rural school pupils by an average of 5.2 months.

2. The rural school teachers are poorly prepared. Seventy-six per cent of the rural school teachers had no training beyond high school as compared with twenty-five per cent of the graded school teachers.

3. The rural school teachers are inexperienced. The average period of experience of the rural school teachers is 2.16 years, while that of the graded school teachers is 7.6 years.

4. The rural school teachers are unstable in their positions. Sixty-five percent were in the present position for the first year. The tenure of the graded school teachers ranged from two to twelve years.

5. Supervision is badly needed in the rural schools.

6. The teaching load of many of the rural high school principals is too heavy. Of the eleven rural high school principals, eight were teaching five or more subjects per day.

7. Supervised school areas could be operated by a slight rearrangement of classes and small cost.

8. There is no legal machinery for such a program, but an opportunity for a gentlemen's agreement whereby the plan could be put into operation at once.

9. This type of organization might easily serve as a basis for excusing pupils of the supervised schools from the diploma examinations as is done in some of our third class city schools.

10. Similar studies be made in other counties and an effort made to establish similar supervision.

11. Rural high school principals should prepare themselves for such supervision.

#### ACKNOWLEDGEMENTS

Acknowledgement is hereby made to V. L. Strickland, Ph. D., professor of education and major instructor, for his constructive criticism and timely suggestions; to W. E. Sheffer, Ph. D., for suggesting the study and assisting in the collection of materials; to the high school principals of Pottawatomie County who cooperated in conducting the tests, and to my wife, Janie Cameron, for invaluable service in checking and copying manuscript.

## REFERENCES CITED

- (1) Cubberley, Elwood P.  
Public school administration. Chicago, Houghton  
Mifflin Co. 476 p. 1922.
- (2) Cubberley, Elwood P.  
An introduction to the study of education. Chicago.  
Houghton Mifflin. 479 p. 1925.
- (3) Dawson, Howard A.  
Rural life and education. Jour. Nat. Ed. Ass'n.  
p. 155-158. May, 1936.
- (4) Stone, C. W. and Curtis, J. W.  
Progress of equivalent one-room and graded school  
pupils. Jour Ed. Res., 16:260-264. Nov., 1927.
- (5) O'Brien, F. P. and Smart, T. J.  
Schooling in one-teacher schools. Bul. U. of Kans.  
22(18)12. Dec. 1, 1921.
- (6) May, E. O.  
Comprehension of rural and village pupils. The  
Illinois Teacher. 16:196-197, 226-227. Nov., 1927.
- (7) Nelson, Frank  
Twelfth biennial report state superintendent of  
public instruction of Kansas. p. 22-23. 1899-1900.
- (8) Osburn, W. J.  
Educational measurements of the schools of Wiscon-  
sin. Jour. Rural Ed. 1 (10):441-46. June, 1922.
- (9) Holzinger, Karl J.  
Statistical methods for students in education.  
Boston. Ginn and Co. 372 p. 1928.
- (10) Sherwood, Henry Noble  
Value of rural school supervision. Department of  
Public Instruction, Indiana. Bul. 84, 67 p. 1926.
- (11) Stonecipher, E. E.  
The elimination of diploma examinations through the  
employment of helping teachers for Kansas rural



schools. Bul. Kansas congress parents and teachers,  
1 (3):1-11. May 20, 1936.