

PROFILE OF THE UNIFIED DISTRICT SUPERINTENDENT
IN KANSAS 1965-1966

by

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A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

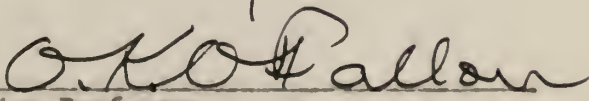
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INTRODUCTION

School administration as a field of knowledge has been closely scrutinated by several groups of interested educators. There has been uncertainty as to what a program should include. Since World War II there has been almost complete agreement that the superintendent of schools should have breadth and depth of knowledge, supplemented by many technical skills. The professional superintendent needs and must have a truly professional preparation.

The following study was undertaken to provide a source of information concerning the status of the superintendency in the unified school districts in the state of Kansas. The study relates to the superintendents' professional experience and educational preparation.

The results of this study should contribute information of importance to people preparing for educational administration, to people whose work is in the field of school administration, and to the colleges and universities which are responsible for the preparation of future and present administrators.

STATEMENT OF THE PROBLEM

Meaningful educational preparation and professional experience are found to be necessary for good school administration. The problem selected for study was to investigate important elements which related to the educational preparation and professional experience of the

superintendents of the unified school districts in the state of Kansas.

Many facts concerning educational preparation and professional experience of Kansas unified school district superintendents were not available and several important questions could not be answered. No particular effort had been made by an institution preparing superintendents to study the professional experience of the administrator in order to know better what experiences were influential in past successes in school administration. Factors of age, salary and certification of unified school district superintendents in the state of Kansas as they identified with educational preparation and professional experience were studied to provide information which would help describe superintendent preparation and experience.

PURPOSES OF THE STUDY

The purposes of this study were:

1. To find out the educational preparation and professional experience of superintendents in the unified school districts in the state of Kansas.
2. To determine patterns of educational advancement beginning with the first educational position and ending with the present position.
3. To ascertain the age of the superintendent, the type of certificate held by the superintendent and the salary of the superintendents of the unified districts in Kansas.

REVIEW OF LITERATURE

According to a booklet issued in 1963 by the American Association of School Administrators,¹ today's superintendent of schools has evolved in a century from the classification of a schoolmaster, through that as a prophet, through that as a manager, through that as a technician to what was termed a professional superintendent. It was stated that broad preparation was needed. In the words of the Association, "The professional superintendent needs, demands and must have preparation that is truly professional."²

Grieder, Pierce and Rosenstengel stated that, "No consensus has yet been reached on the requirements of the position of superintendent, the nature of the curriculum for preparing superintendents or the methodology of graduate study."³ These same authors have stated:

Selection of superintendents is often based largely on successful teaching performance and in not a few cases on successful coaching of athletics, without regard for preparation for administration.

...experience in both teaching and principalship is deemed by most students of this problem essential in the preparation of a superintendent.⁴

¹American Association of School Administrators, The Education of a School Superintendent.

²Ibid., p. 5.

³Calvin Greider, Truman N. Peirce and William Everett Rosenstengel, Public School Administration, p. 147.

⁴Ibid., p. 152.

Fensch, however, pointed out that, "A good teacher will not necessarily become a good administrator despite proper training, experience and desire."⁵

Among the many authors in the field of school administration the opinion seems to be prevalent that the administrator should be an all-round expert. It is not a requirement that he be completely competent in any one field, but it is necessary that he be better than average in many. The superintendent should be a man of culture, knowledgeable of curriculum and have an understanding of school law.

Many authors in the field of school administration seemed to agree on the minimum qualifications required for the superintendency. The Committee on Certification of Superintendents of Schools recommended the following qualifications:

1. Twenty-five years of age
2. United States citizenship
3. Evidence of sound physical and mental health based upon the written statement of an approved physician
4. Four years of both professional and cultural studies in a standard and accredited college, plus a minimum of one year of graduate study terminating in the master's degree
5. Three years of successful experience in classroom, administrative or supervisory positions in public school systems.⁶

⁵ Edwin A. Fensch, The Superintendency Team, p. 11.

⁶ Ward G. Reeder, The Fundamentals of Public School Administration, p. 18.

Reeder had the opinion that because of the importance and the difficulty of the work of school superintendents the superintendent should have a minimum of three years of graduate study terminating in a degree, such as the Ph. D. or the Ed. D. These requirements should eventually be imposed upon all types of administrators.⁷ Reeder continued to remark that the professional preparation of the superintendent should emphasize work in school administration. In such preparation emphasis should be placed upon school finance, business management, curriculum, personnel, public relations and methods of teaching.⁸

Another group of authors stated:

Trends toward improved preparation programs for superintendents seem to be clearly established. Two years of graduate study is seen as a minimum program, and a program culminating in the doctorate is becoming more common.

These improved programs will probably be characterized by a number of other elements. Great reliance on the related disciplines in the social sciences and the humanities seems rather certain. Greater use of theory and research seems to constitute another emerging emphasis. Since administrators must not only know but be able to do, an increasing emphasis on field experience, especially for the younger candidates, will probably characterize the programs. For many candidates a full-time internship for a year may become a very important segment of their preparation.⁹

⁷ Ibid., p. 19.

⁸ Ward G. Reeder, School Boards and Superintendents, p. 48.

⁹ Roald F. Campbell, Lavern L. Cunningham, and Roderick F. McPhee, The Organization and Control of American Schools, p. 24.

Yeager added to the mounting list of areas of concern in developing preservice preparation for educational leaders. He stated that the educational leader should have a thorough understanding of the great areas of learning, especially the social sciences. The educational leader should concern himself with human relationships. Yeager stated that, "He should attain a dynamic educational philosophy, have some experience with the problems in the field through observation, field studies and the internship."¹⁰

Seawell and Homes, however, stated the problem clearly:

So much is expected of the superintendent of schools in terms of leadership, technical knowledges, human relationships and related job skills that it is becoming increasingly difficult for him to prepare fully for his position through preservice preparation programs.¹¹

The American Association of School Administrators sum up the preservice educational curriculum by dividing it into three major parts. These were classified as:

1. Problems, developments and issues in American culture
2. Theory and practice in planning, organizing and administering the program of a school system
3. Research and evaluation, together with skill in communication, particularly as related to school-community relations.¹²

¹⁰ William A. Yeager, Administration and the Teacher, p. 531.

¹¹ W. H. Seawell and George W. Homes III, "Improving Administrative Leadership," The American School Board Journal, 148:10, February, 1964.

¹² American Association of School Administrators, op. cit., p. 17.

A study was made in 1950 in the state of Ohio to determine a profile of the superintendents of schools in that state. The study was reported in the American Association of Administrators' thirtieth year-book.¹³

The study revealed that in 1950 the median age of city superintendents was 49 years of age and the median age of rural superintendents was 47 years of age. The median years of school experience for the city superintendents was 26.8 years and the rural superintendents had had 23.9 years of professional experience. More than 85 per cent of the city superintendents had been high school teachers, 46.2 per cent had been elementary teachers and 73.9 per cent had been high school principals. The rural superintendents reported that 76.3 per cent of their membership had been high school teachers, 61.0 per cent had been elementary teachers and 54.8 per cent had been high school principals.

The study revealed that in 1950 the median salary for the city superintendents was \$6804 and for the rural superintendents the median salary was \$4854. The city superintendents had had a median of 11.9 years experience as a superintendent and the rural administrators had had 8.9 years experience as a superintendent. City superintendents reported that 5.7 per cent of their membership had not obtained the Master's degree and the rural superintendents reported that 35.0 per cent had not been granted the Master's degree. Fourteen per cent of the city

¹³American Association of School Administrators, The American School Superintendency, p. 483-6.

superintendents had obtained the Doctor's degree but only 2.3 per cent of the rural superintendents had earned that degree.

A comparison will be made in the conclusion of this study with a part of the results of the Ohio study of 1950.

METHODS OF RESEARCH

After a review of the literature readily available, it was decided that several items of information were to be secured concerning the educational background and experience of the unified school district superintendents. It was also decided that information regarding age, salary and certification was needed.

An attempt was made to obtain the necessary information from the records in the offices of the State Department of Public Instruction. The information needed was not available from this source, therefore, a questionnaire was devised and was sent to a sample of superintendents of the unified school districts in the state of Kansas.

The population covered in this report was determined from a mailing list of unified school district superintendents obtained from the offices of the Kansas State Department of Public Instruction. The list was divided into two groups. One group, hereinafter designated as Group A, was composed of named superintendents of the unified districts which became operative July 1, 1965. The second group, hereinafter designated as Group B, was composed of named superintendents of unified districts which became operative after July 1, 1965. A sample was made

from each group by selecting every other district superintendent, beginning with number one in Group A and number two in Group B, that had a listed address. The first group, Group A, had 68 district superintendents listed and 34 made up the sample. The group that became operative after July 1, 1965, had 179 district superintendents on the list and 89 were included in the sample.

The questionnaire was then mailed to the sample of 123 unified school district superintendents. The number of replies from Group A was 30 of the 34 sent and 80 of the 89 members from Group B replied. There were a total of 110 replies from 123 questionnaires mailed. The replies represented 89.4 per cent of the questionnaires mailed to the sample population. No follow-up was made.

RESULTS FROM THE QUESTIONNAIRE

The study was based on the results from the questionnaires returned. One hundred ten or about 90 per cent of the superintendents selected returned completed or partially completed questionnaires. Nearly all the replies were received within a few days after they were mailed. The respondents answered, in most cases, all questions. Table I shows the number of questionnaires sent out in each group and the number and per cent who returned questionnaires.

TABLE I
NUMBER OF SUPERINTENDENTS REPORTING

GROUP	Number mailed	Number returned	Per cent of return
Group A	34	30	88.2
Group B	<u>89</u>	<u>80</u>	<u>89.9</u>
Total	123	110	89.4

Field of Academic Preparation

Bachelor's degree. Question one on the questionnaire dealt with the major and minor fields included in the undergraduate degree obtained by the respondents. The major area of preparation was social science as reported by the respondents. Mathematics, science, physical education, industrial arts, business administration and education were the next most important academic areas identified as being the major area of work included on the Bachelor's degree. Elementary education, history, English, music, economics, political science, agriculture and speech were also described as majors by the superintendents. Mathematics and business administration were the most commonly identified majors of the members from Group A. Social science was found to be the most common major among the members from Group B. Table II shows the breakdown of the replies given from both groups.

TABLE II
MAJOR FIELD FROM BACHELOR'S DEGREE

Major	Group A	Group B	Total
Social Science	3	19	22
Mathematics	5	12	17
Science	4	9	13
Physical Education	1	11	12
Industrial Arts	3	9	12
Business Administration	5	7	12
Education	1	9	10
Elementary Education	4	4	8
History	2	2	4
English	0	4	4
Music	1	2	3
Economics	2	0	2
Political Science	0	1	1
Agriculture	0	1	1
Speech	0	1	1
Total*	31	91	121

*Some respondents reported more than one major

Social science was the most frequently listed minor field of preparation included on the Bachelor's degree. Science was the minor field which received the next greatest number of responses. Physical education, education, English, mathematics, history, industrial arts, political science, business, language arts, speech, music, economics, agriculture and sociology, were found to be minor fields of preparation in order of descending frequency. Social science as a minor area was ranked first by replies by members from Group B and third by members from Group A. Science was ranked first as the minor field by the respondents from Group A and was ranked second by the members from

Group B. Physical education as a minor field of preparation was ranked second in responses by the responding superintendents from Group A and fourth by the respondents from Group B. Table III shows how the superintendents replied.

TABLE III
MINOR FIELD FROM BACHELOR'S DEGREE

Minor	Group A	Group B	Total
Social Science	5	22	27
Science	10	15	25
Physical Education	7	8	15
Education	2	9	11
English	4	5	9
Mathematics	2	6	8
History	1	3	4
Industrial Arts	0	3	3
Political Science	0	3	3
Business	0	3	3
Language Arts	0	2	2
Speech	1	1	2
Music	1	0	1
Economics	1	0	1
Agriculture	0	1	1
Sociology	<u>1</u>	<u>0</u>	<u>1</u>
Total*	35	82	117

* Some respondents reported more than one minor

A state supported college or university granted the Bachelor's degree to 23 of the superintendents from Group A and to 58 of the respondents from Group B. A church related institution granted the undergraduate degree to seven superintendents from Group A and to 18 members from Group B. A private institution granted the degree to two

superintendents. Both were members of Group B. Table IV shows the number of superintendents that were granted an undergraduate degree from the three types of colleges or universities.

The majority of the responding superintendents were granted the Bachelor's degree from a state of Kansas college or university. Twenty superintendents from Group A and 68 respondents from Group B were granted the undergraduate degree from a Kansas college or university. An out of state college granted the Bachelor's degree to seven members from Group A and to ten members from Group B. Table IV shows that the majority of the superintendents obtained the Bachelor's degree from a Kansas institution of higher learning.

TABLE IV

COLLEGE OR UNIVERSITY FROM WHICH UNIFIED DISTRICT
SUPERINTENDENTS RECEIVED THEIR DEGREES

University or College	Bachelor's		Total Per Cent	Master's		Total Per Cent	Doctor's		Total Per Cent
	A	B		A	B		A	B	
State	23	58	74.9	29	74	98.2	5	2	100
Church									
Affiliated	7	18	23.2	1	1	1.8	0	0	0
Private	<u>0</u>	<u>2</u>	<u>1.9</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	30	78*	100.0	30	75**	100.0	5	2	100
Kansas	20	68	81.4	21	58	75.2	1	0	14.3
Other State	<u>10</u>	<u>10</u>	<u>18.6</u>	<u>9</u>	<u>17</u>	<u>24.8</u>	<u>4</u>	<u>2</u>	<u>85.7</u>
Total	30	78*	100.0	30	75**	100.0	5	2	100.0

*Two did not respond

**Five did not respond

Master's degree. The second question on the questionnaire dealt with the major and minor fields included in the Master's degree and the college from which the degrees were granted. The major work for the Master's degree was found to be in the area of school administration for both groups of respondents. Education was the only other field that was mentioned more than twice by the responding superintendents. Physical education, business education, social science, mathematics, music, history and industrial supervision were other major areas of preparation included in the Master's degree. Table V shows the number of replies as to the major area of work on the Master's degree.

TABLE V
MAJOR FIELD FROM MASTER'S DEGREE

Major	Group A	Group B	Total
School Administration	23	59	82
Education	5	12	17
Physical Education	1	1	2
Business Education	1	1	2
Social Science	0	2	2
Mathematics	0	1	1
Music	0	1	1
History	0	1	1
Industrial Supervision	0	1	1
Total	30	79*	109

* One member did not respond

Minor areas of preparation as listed by the unified school district superintendents were found to be more varied. Guidance was listed more frequently than any other area by the respondents from both groups. Education was the second area listed by the respondents. Psychology, administration, physical education, science, curriculum, social science, political science, supervision, music, mathematics, English, industrial arts, business administration and history make up the list of minor areas of work included in the Master's degree. Table VI shows that guidance was the leading minor field included in the Master's degree.

TABLE VI
MINOR FIELD FROM MASTER'S DEGREE

Minor	Group A	Group B	Total
Guidance	3	12	15
Education	2	10	12
Psychology	2	4	6
Administration	2	3	5
Physical Education	0	5	5
Science	1	3	4
Curriculum	2	1	3
Social Science	0	3	3
Political Science	1	1	2
Supervision	1	1	2
Music	0	2	2
Mathematics	0	2	2
English	0	2	2
Industrial Arts	0	2	2
Business Administration	0	1	1
History	0	1	1
Total*	14	53	67

*Not all respondents listed a minor

A state college or university granted the Master's degree to more than 98 per cent of the responding superintendents. A church affiliated college granted the degree to the remaining two per cent. A state of Kansas college or university granted the Master's degree to more than three-fourths of the respondents from both groups. An out-of-state institution granted the Master's degree to the remaining superintendents. Table IV gives the type and location of institutions conferring the degree.

Doctor's degree. The third question from the questionnaire dealt with the university granting, year granted and major included in the Doctor's degree. Table VII shows the Doctor's degree was earned by five superintendents or 17 per cent of the respondents from Group A and by two superintendents or 3 per cent of the members from Group B. School administration was the major area of work included in the Doctor's degree for five of the responding superintendents. The other two Doctor's degrees were in the fields of curriculum and education. The oldest of these degrees was earned in 1951 and the most recently earned was in 1964. All of the Doctor's degree were granted from mid-western universities. Those universities were: University of Oklahoma, which granted two, University of Colorado, which granted two, University of Kansas, University of Missouri and the University of Nebraska, which granted one each.

Several individuals from both groups indicated they were working toward the Doctor's degree and others indicated they had obtained or were working on the Specialist's certificate.

TABLE VII
MAJOR FIELD FROM DOCTOR'S DEGREE

Major	Group A	Group B	Total
School Administration	4	1	5
Curriculum	1	0	1
Education	<u>0</u>	<u>1</u>	<u>1</u>
Total	5*	2**	7

*Represents 17 per cent of Group A respondents

**Represents 3 per cent of Group B respondents

Type of Administrator's Certificate Held

The type of administrator's certificate that each superintendent held was the subject of question four of the questionnaire. The Administrator Five Year was held by most of the superintendents who responded. Fifty per cent of the members from Group A and 45 per cent of the members from Group B held The Administrator Five Year certificate. The Administrator Life certificate was the second most common certificate held by the superintendents as 30 per cent of the respondents from Group A and 27.5 per cent of the superintendents from Group B held this certificate. It seems worth mentioning that one superintendent from Group A and thirteen superintendents from Group B held the Administrator Provisional certificate. Table VIII gives a comparison of the replies as to the type of certificate held by the unified school district superintendents.

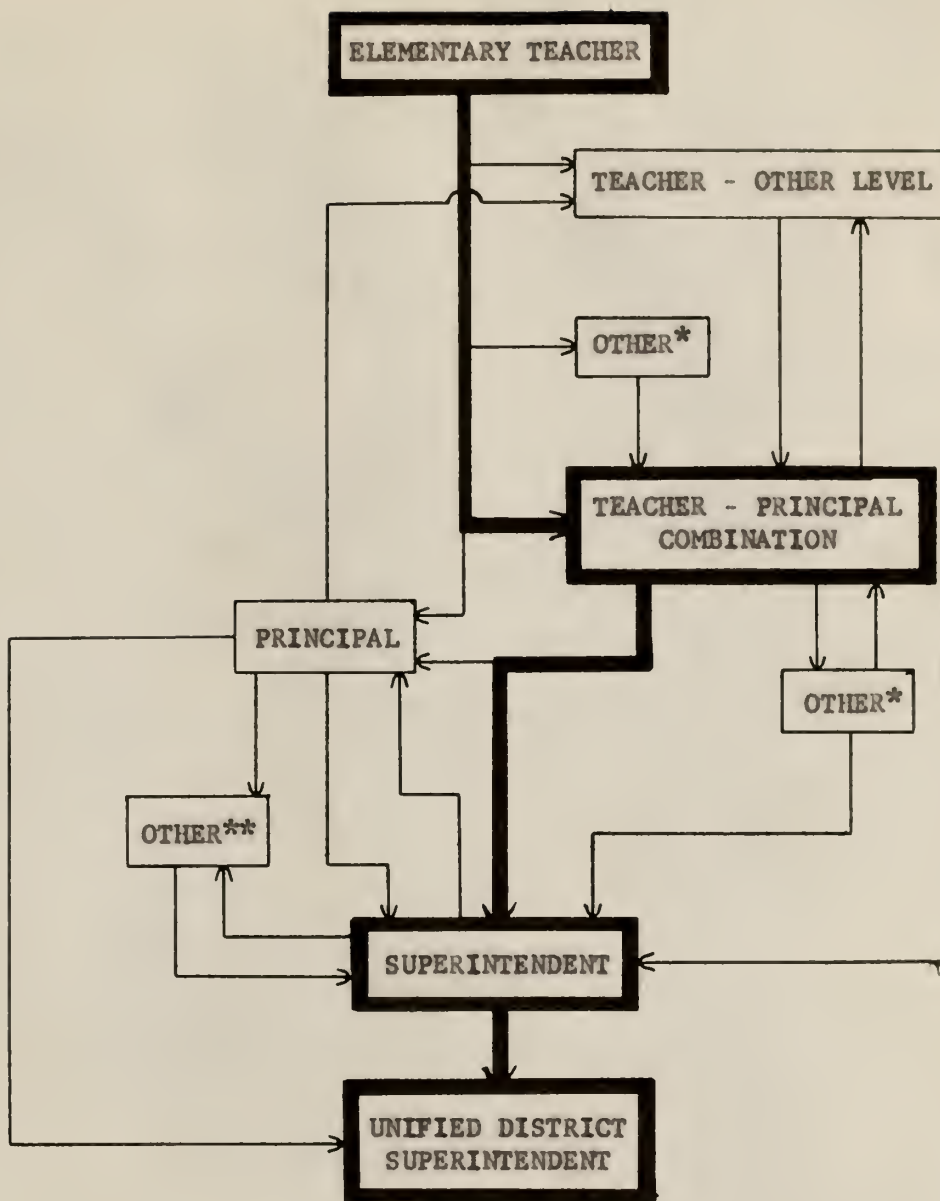
TABLE VIII
TYPE OF ADMINISTRATOR CERTIFICATE HELD BY
UNIFIED DISTRICT SUPERINTENDENTS

Type of Certificate	Group A		Group B		Total	
	No.	Per Cent	No.	Per Cent	No.	Per Cent
Administrator I	1	3.3	2	2.5	3	2.7
Administrator II	1	3.3	0	0.0	1	0.9
Administrator III	3	10.0	7	8.7	10	9.1
Administrator Life	9	30.0	22	27.5	31	28.2
Administrator Five Year	15	50.0	36	45.0	51	46.4
Administrator Provisional	<u>1</u>	<u>3.3</u>	<u>13</u>	<u>16.3</u>	<u>14</u>	<u>12.7</u>
Total	30	99.9	80	100.0	110	100.0

Professional Experience

The fifth part of the questionnaire dealt with the professional experience of each unified school district superintendent. No true pattern was discernible in tracing a path of the superintendents educational experience from the first position through the present position. However, some positions were more commonly held than others. More than three-fourths of the respondents had held a superintendency prior to becoming a unified school district superintendent. The majority of the respondents who began their professional career as a teacher had held a teaching-principalship as their second educational position. More superintendents had been high school teachers than had been elementary teachers.

Figure 1 shows the different positions held by the superintendents from Group A who began as elementary teachers. The most common route was



*Non-educational
 **Educational

Most Common Path —

FIGURE 1

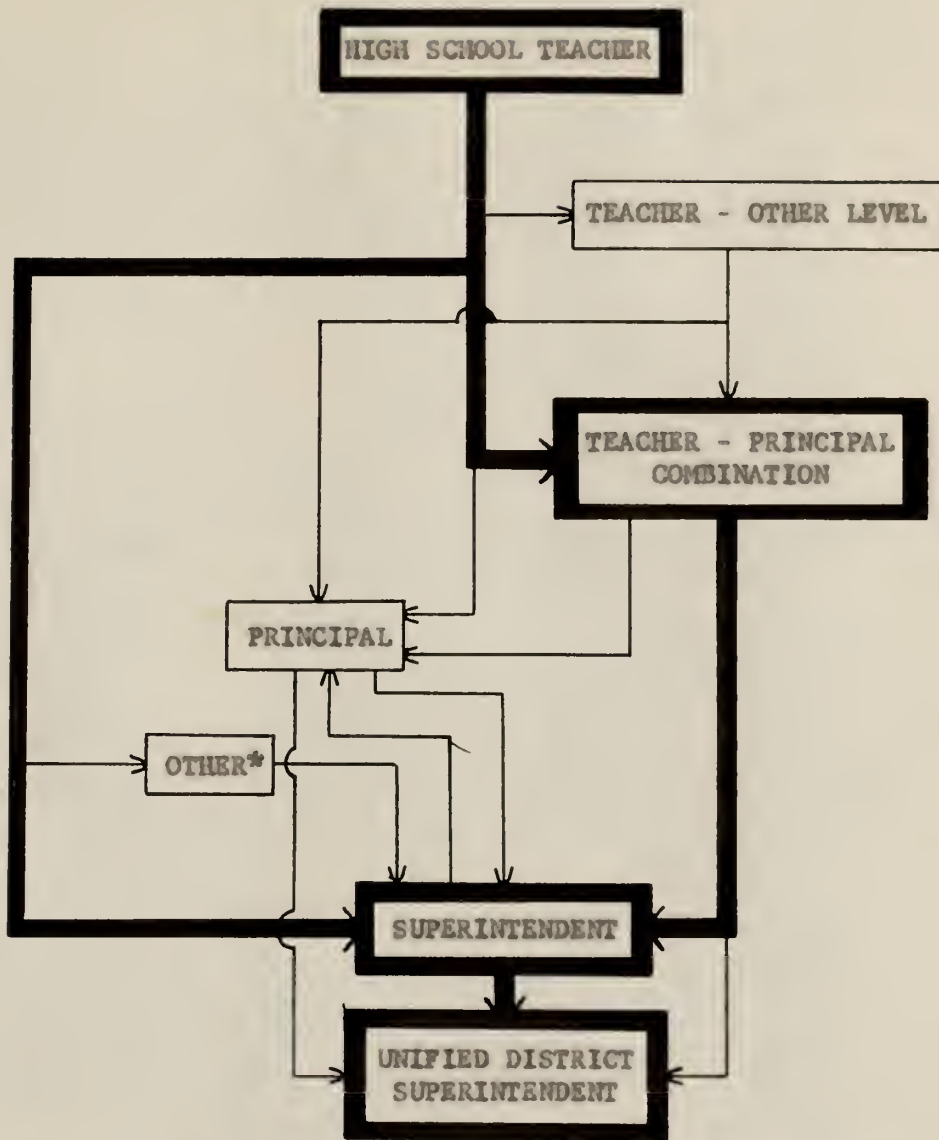
EDUCATIONAL POSITIONS OF UNIFIED DISTRICT
 SUPERINTENDENTS FROM GROUP A WHO
 BEGAN AS ELEMENTARY TEACHERS

from an elementary teacher to a teaching-principal to a superintendent of schools to the superintendency of a unified school district. Seven of the superintendents had also been full-time principals enroute to the superintendency of a unified district.

Figure 2 illustrates the most common paths taken by the superintendents from Group A who began their educational career as high school teachers. Two routes were found to be shared as the common paths of this group. One path begins with the position of high school teacher and progresses to the teaching-principal to the superintendency and to the unified district superintendent. The other route also begins with the position of a high school teacher and goes directly to a superintendent of schools and then to the superintendency of a unified school district. Six of the superintendents became full-time principals at some point while enroute to the superintendency of a unified school district.

The most common path of the superintendents from Group B who began their career as elementary school teachers is shown in Figure 3. This route begins with the position of elementary teacher then goes to the teaching-principal then progresses to the superintendency and ends at the superintendency of a unified district. Three of the superintendents began their career as elementary teaching-principals. Nine superintendents from this group taught at a level other than the elementary level. More than half of the superintendents from this group were full-time principals at one time or another.

Figure 4 illustrates the educational positions held by the unified district superintendents from Group B who began their educational



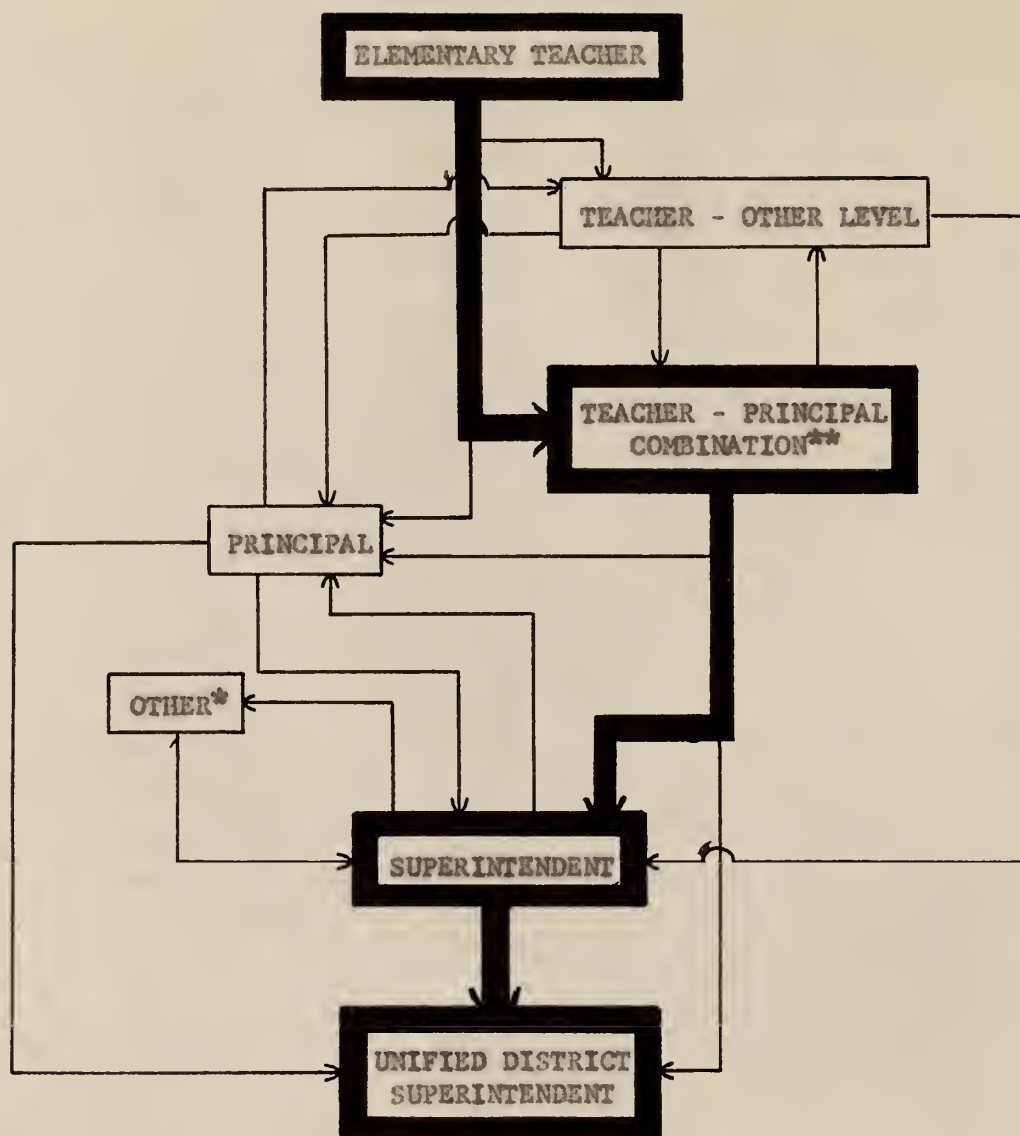
*Educational

Most Common Path



FIGURE 2

EDUCATIONAL POSITIONS OF UNIFIED DISTRICT
SUPERINTENDENTS FROM GROUP A WHO
BEGAN AS HIGH SCHOOL TEACHERS



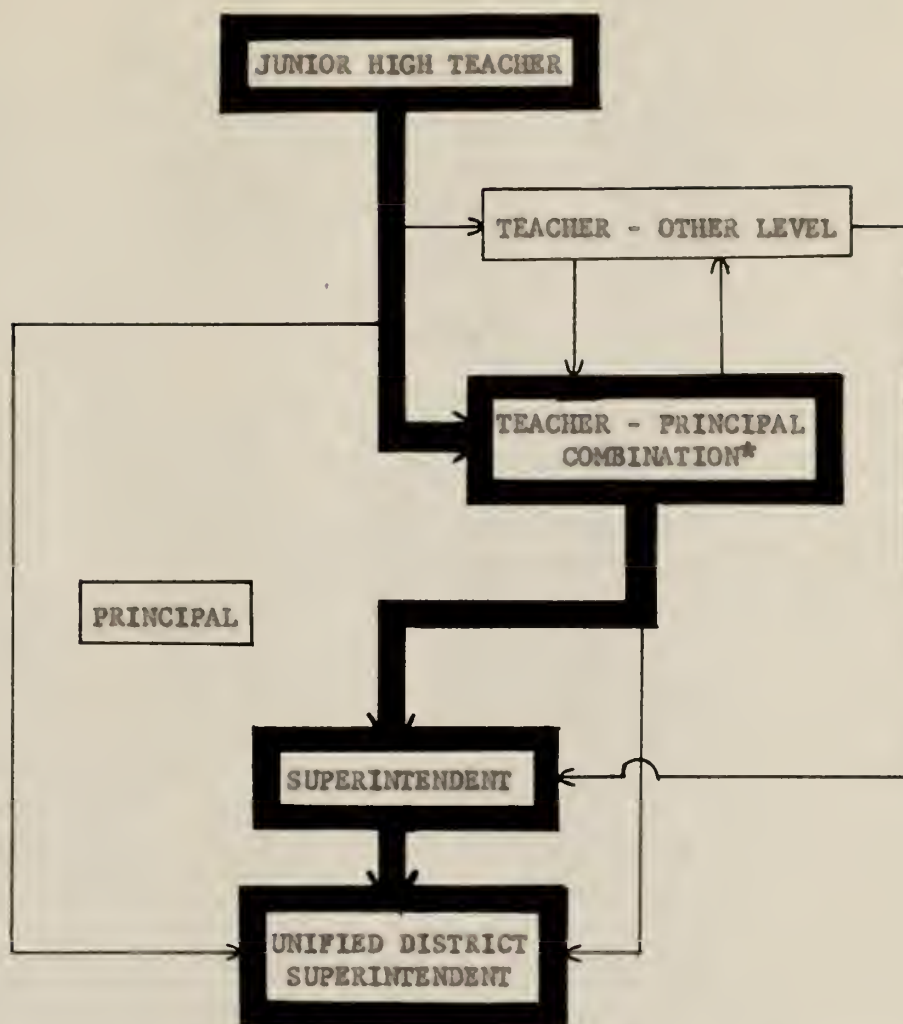
*Educational

Most Common Path

**Three began as elementary teacher-principals

FIGURE 3

EDUCATIONAL POSITIONS OF UNIFIED DISTRICT
SUPERINTENDENTS FROM GROUP B WHO
BEGAN AS ELEMENTARY TEACHERS



*One began as junior high teacher-principal Most Common Path

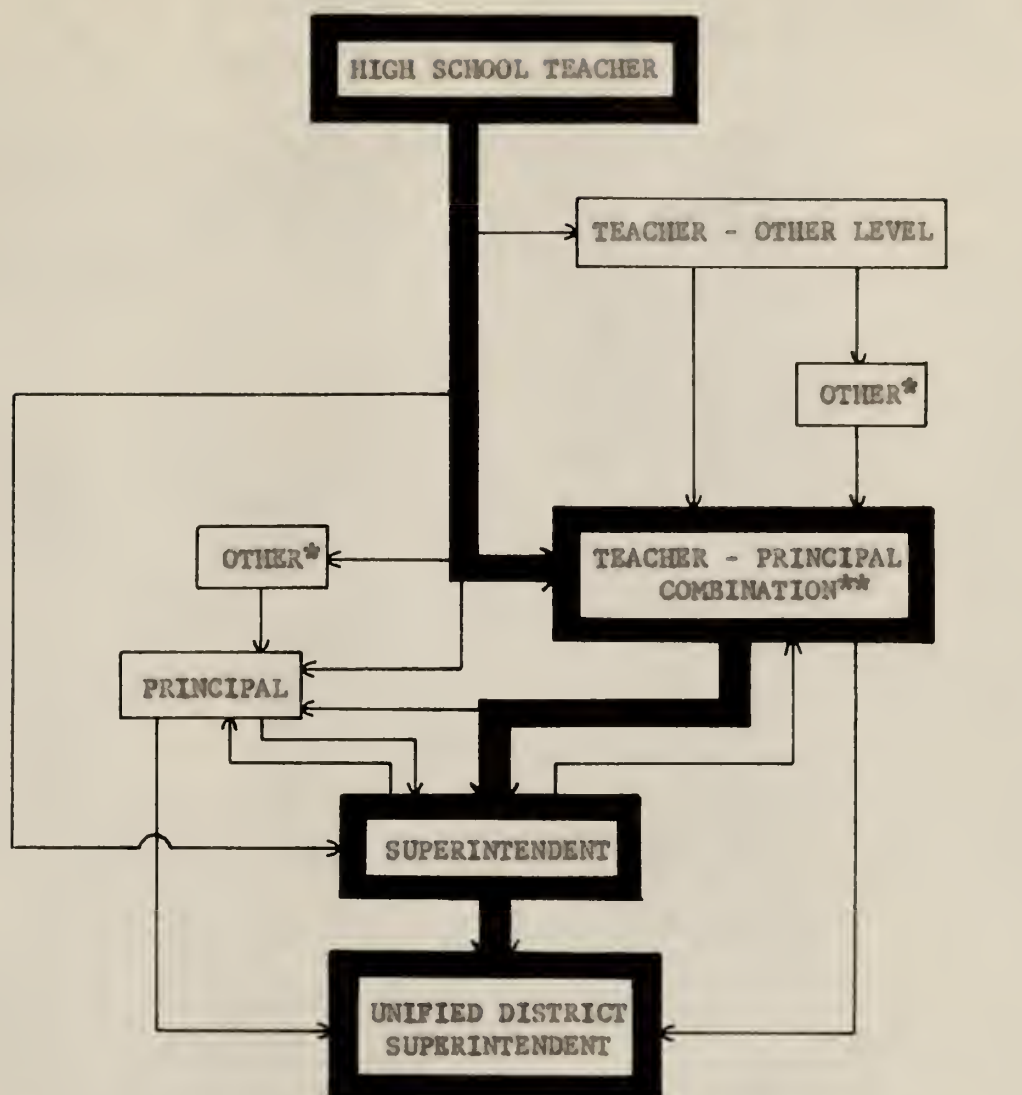
FIGURE 4

EDUCATIONAL POSITIONS OF UNIFIED DISTRICT
SUPERINTENDENTS FROM GROUP B WHO
BEGAN AS JUNIOR HIGH TEACHERS

career as junior high school teachers. The most common path used enroute to becoming a unified district superintendent was from junior high teacher to the teaching-principal to superintendent of schools and ends with the superintendency of a unified district. No members of this group had been a full-time principal.

The most common path of the superintendents from Group B who began their educational career as high school teachers is illustrated in Figure 5. The path began with the position of high school teacher and progressed to the position of teaching-principal and continued to the position of superintendent of schools and culminated in the unified district superintendency. Almost half of the members from this group of superintendents held the office of a full-time principal. Eight superintendents or 16 per cent went directly to the superintendency from a teaching position. Fourteen superintendents or 28 per cent from this group had no prior experience as a superintendent before becoming a unified district superintendent.

Years experience as full-time teacher. The median years experience as a full-time classroom teacher was between four and five years. The median years experience for the superintendents from Group A was four years and the range was from one year to seventeen as a full-time classroom teacher. Five years experience of full-time teaching was the median for the respondents of Group B. The range in years experience was from zero to twenty-one years of teaching. Table IX shows the responses given by the superintendents.



*Educational

Most Common Path

**One began as high school teacher-principal

FIGURE 5

EDUCATIONAL POSITIONS OF UNIFIED DISTRICT
SUPERINTENDENTS FROM GROUP B WHO
BEGAN AS HIGH SCHOOL TEACHERS

TABLE IX

YEARS OF PROFESSIONAL EXPERIENCE PRIOR TO
BECOMING UNIFIED DISTRICT SUPERINTENDENT

Years Experience	Teacher		Principal		Other	
	A	B	A	B	A	B
0	0	1	4	8	3	12
1	3	3	3	6	2	2
2	3	13	2	8	2	10
3	3	9	3	6	4	4
4	7	9	2	9	2	5
5	0	12	2	6	0	5
6	2	10	0	6	0	8
7	1	5	2	6	2	2
8	1	3	1	4	2	1
9	4	3	2	2	0	2
10	0	2	0	4	3	2
11	1	1	1	3	0	4
12	2	3	0	1	1	1
13	0	1	0	2	0	6
14	0	0	1	2	0	2
15	0	1	0	1	1	1
16	0	2	0	0	0	1
17	1	0	0	0	1	0
18		0	0	0	0	2
19		0	0	0	2	2
20		0	1	0	1	1
21		1	2	0	0	1
22			0	0	0	0
23			1	1	0	2
24			1	1	0	1
25				0	0	1
26				1	0	0
27				1	0	0
28				0	1	0
29				1	0	0
32					1	0
40						1
Total	28	79	28	79	28	79
Median Years	4	5	4	5	5.2	7.7

Years experience as a principal. The median years experience spent as a full-time principal or in the teaching-principalship was the same as the median years experience in teaching. Four years experience in the principalship was the median for the respondents from Group A. Five years of experience was the median for the respondents of Group B. As can be seen from Table IX, the range in years experience in the principalship for all respondents was from zero to 29.

Years experience in other educational positions. The median years experience accumulated in educational positions other than full-time teacher, teaching-principal or full-time principal was 5.2 years and 7.7 years for the respondents from Group A and Group B, respectively. First class city superintendent, second class city superintendent, third class city superintendent and common school district superintendent were the major positions included in this category. Guidance counselor, curriculum director, curriculum coordinator, college instructor, college dean, and county superintendent were other positions listed by the responding superintendents.

The range in years experience in positions other than teaching or the principalship was from zero to forty as listed by the respondents. Table IX shows the responses given by the responding members of the sample population.

Elementary grade level taught. All eight grades were taught by 19 or 57 per cent of the 33 superintendents who at one time were elementary teachers or teaching-principals. Thirteen respondents, or 39

per cent, had taught the upper grades and one superintendent had taught the primary grades. Table X shows the breakdown of the responses given by the responding superintendents from each group.

TABLE X
ELEMENTARY GRADE LEVEL TAUGHT BY UNIFIED
DISTRICT SUPERINTENDENTS

Grade Level	Group A	Group B	Total
K - 4	1	0	1
5 - 8	4	9	13
1 - 8	<u>7</u>	<u>12</u>	<u>19</u>
Total	12	21	33

Secondary level subject taught. Most of the superintendents who had been secondary teachers or a secondary teaching-principals taught science or mathematics. Social science, physical education, business, industrial arts, English, history, music, driver education, foreign language, speech and psychology were the other subjects listed as having been taught. Science and social science were the subjects taught most by the respondents from Group B. Business, closely followed by mathematics, were the subjects taught most by the respondents from Group A. Fifteen superintendents indicated they had coached some phase of athletics in addition to the subject matter taught. Table XI shows that science and mathematics were the subjects most commonly taught by the responding superintendents as a group.

TABLE XI
SECONDARY SUBJECT TAUGHT BY UNIFIED
DISTRICT SUPERINTENDENTS

Subject	Group A	Group B	Total
Science	5	16	21
Mathematics	7	14	21
Social Science	2	16	18
Physical Education	5	6	11
Business	8	3	11
Industrial Arts	3	6	9
English	3	5	8
History	3	3	6
Music	0	3	3
Driver Education	0	2	2
Foreign Language	0	2	2
Speech	0	1	1
Psychology	<u>1</u>	<u>0</u>	<u>1</u>
Total	37	77	114*

*Some superintendents taught more than one subject.

Professional Preparation

Recent credit obtained. Question six from the questionnaire dealt with the semester hours of college or university credit acquired in the past two years. Almost 56 per cent of the respondents replied they had obtained some college hours of credit in the two years preceding the study. The median semester hours of college credit earned was seven and six respectively for the superintendents from Group A and Group B had obtained some credit.

TABLE XII
COLLEGE CREDIT EARNED IN PAST TWO YEARS
BY UNIFIED DISTRICT SUPERINTENDENTS

Semester Hours	Group A	Group B
0	14	33
1	0	0
2	0	3
3	3	7
4	0	0
5	1	3
6	3	12
7	1	1
8	1	5
9	1	2
10	1	1
11	1	0
12	0	7
13	0	0
14	2	0
15	0	1
16	0	0
17	0	1
18	0	0
19	0	0
20	0	0
21	0	0
22	0	0
23	0	1
24	<u>1</u>	<u>1</u>
Total	29*	78**
Median Hours	7	6

* One member did not reply

** Two members did not reply

Areas of Professional Education

Each member from the sample population of unified school district superintendents was asked to report the number of semester hours of college credit obtained in eight specific areas of professional education. The eight areas were educational sociology, extra-class activities, school administration, curriculum development, philosophy of education, educational statistics, school finance and guidance. Four superintendents from Group A and ten from Group B did not reply to this part of the questionnaire. Table XIII shows the median number of semester hours of college credit earned in each of the eight areas of professional education for both groups of respondents.

TABLE XIII

SEMESTER HOURS OF PROFESSIONAL EDUCATION OBTAINED BY UNIFIED DISTRICT SUPERINTENDENTS

Educational Area	Group A* Median	Group B** Median
Educational Sociology	3.0	3.0
Extra-Class Activities	0.0	0.0
School Administration	18.5	14.5
Curriculum Development	5.5	6.0
Philosophy of Education	3.0	3.0
Educational Statistics	3.5	3.0
School Finance	3.0	3.0
Guidance	5.0	6.0

*Twenty-six members responded

**Seventy members responded

More semester hours of college credit had been obtained in the area of school administration than any other area as shown by the responses from both groups. The median semester hours of credit earned in school administration was 18.5 for the responding superintendents from Group A and 14.5 for the members from Group B. A high of 90 semester hours credit was reported earned in school administration by one superintendent. Four others each reported 60 semester hours credit in administration was earned.

Curriculum development and guidance ranked second and third respectively in median semester hours credit earned by the respondents from both groups. However, the median hours credit earned in these two fields was about one-third the median hours credit earned in administration. The responses from both groups indicated that philosophy of education, educational statistics, educational sociology and school finance were areas where credit was earned. Extra-class activities was an area where less than half of the responding superintendents had obtained any credit hours.

Some respondents listed other areas in which they had taken courses. Supervision, school law, public relations, speech for administrators, audio-visual aids, economics and readings in education were the areas listed by the respondents. Of this group of courses, supervision was listed the most often and school law was listed the next most often.

Location of Previous Position

The eighth section of the questionnaire pertained to the location of the superintendents immediately preceding their becoming the superintendent of a unified school district. Two-thirds of the respondents reported their position was with a school system within the unified district's boundary immediately prior to their becoming superintendent of schools. An additional 29 per cent of the respondents were employed in other Kansas school districts and about 4 per cent were employed by school districts outside the state. Table XIV shows the number and per cent of responses concerning the location of the superintendents' positions immediately preceding their present position. The members from Group A reported that 58.6 per cent of their membership had been employed within the unified district's boundary, 31 per cent had been employed in Kansas and 10.4 per cent had been employed out of state. The members from Group B reported that 70.9 per cent of their number had been employed within the unified district's boundary, 27.8 per cent had been employed in Kansas and 1.3 per cent had been employed outside the state.

Age of the Superintendents

The ninth and tenth questions in the questionnaire dealt with the ages of the unified school district superintendents. The median age of the superintendents was reported to be about 35 years when they first became a superintendent of schools. The median age was found to be 35 years for the respondents from Group A and 34 years for the respondents

TABLE XIV

LOCATION OF POSITION IMMEDIATELY PRECEDING POSITION OF
SUPERINTENDENT OF UNIFIED DISTRICT

Location	Group A		Group B	
	Number	Per cent	Number	Per Cent
Within Unified District	17	58.6	56	70.9
In Kansas	9	31.0	22	27.8
Out of State	<u>3</u>	<u>10.4</u>	<u>1</u>	<u>1.3</u>
Total	29*	100.0	79*	100.0

*One member of each group did not reply

from Group B. Table XV shows the range in age given in the responses concerning the age when the respondents first became a superintendent.

The median ages at which the respondents became unified school district superintendents were found to be 47 and 44 for Groups A and B respectively. Table XV shows the range of responses given concerning the age when the respondents became a unified district superintendent. The range in age was from 26 to 66.

Degree Held When Became Superintendent

The kind of degree held by the superintendents of the sample population was the subject of the eleventh question in the questionnaire. Table XVI shows that 80.4 per cent of the responding superintendents held the Master's degree when they first entered the superintendency. The Master's degree was held by 75.9 per cent of the

TABLE XV
AGE WHEN BECAME SUPERINTENDENT AND
UNIFIED DISTRICT SUPERINTENDENT

Age	Superintendent		Unified District Superintendent	
	A	B	A	B
65 - 69	0	0	0	1
60 - 64	0	0	3	2
55 - 59	0	4	1	15
50 - 54	0	2	5	8
45 - 49	3	5	8	10
40 - 44	3	9	1	20
35 - 39	10	16	5	12
30 - 34	10	27	4	6
25 - 29	2	15	2	3
20 - 24	<u>1</u>	<u>0</u>	<u>0</u>	<u>0</u>
Total	29*	78**	29*	78**
Median Age	35	34	47	44

*One member did not respond

**Two members did not respond

TABLE XVI
DEGREE HELD WHEN UNIFIED DISTRICT SUPERINTENDENTS
FIRST BECAME SUPERINTENDENTS

Degree	Group A*	Group B**	Total
	Per Cent	Per Cent	Per Cent
Bachelor's	13.8	15.4	15.0
Master's	75.9	82.0	80.4
Specialist's	0.0	1.3	0.9
Doctor's	<u>10.3</u>	<u>1.3</u>	<u>3.7</u>
Total	100.0	100.0	100.0

*One member not responding

**Two members not responding

responding members from Group A and by 82.0 per cent of the responding members from Group B. The Bachelor's degree was held by 13.8 per cent of the respondents from Group A and 15.4 per cent from Group B. The Doctor's degree was held by 10.3 per cent from Group A and only 1.3 per cent from Group B. The Specialist's certificate was held by one member from Group B when he first entered the superintendency.

Years Experience as a Superintendent

The twelfth question in the questionnaire asked the superintendents to give the number of years experience as a superintendent prior to becoming the superintendent of a unified school district. The median years experience in the superintendency prior to becoming a unified district superintendent was 6.5 for both groups of respondents. Table XVII shows that sixteen superintendents had no previous experience as a superintendent. The range in years experience was from zero to 31 for the respondents from Group A and zero to 41 from Group B.

Salary of the Superintendents

The thirteenth and fourteenth questions of the questionnaire inquired as to the salary paid to the superintendent. The median salary paid to the superintendent of the district in which the person was employed prior to unification was in an interval of \$3000 to \$9999. The median salary paid the superintendent of the unified school district in which the person was presently employed was in the interval of \$10,000 to \$11,999. Table XVIII reveals the responses of the superintendents

TABLE XVII
YEARS EXPERIENCE IN THE SUPERINTENDENCY

Years Experience	Group A	Group B
0	4	12
1	1	3
2	2	5
3	6	5
4	0	7
5	0	3
6	2	5
7	1	5
8	2	2
9	0	1
10	2	3
11	0	3
12	1	3
13	0	5
14	1	1
15	0	2
16	2	1
17	0	0
18	3	1
19	1	2
20	0	2
21	0	2
22	0	2
23	0	2
24	1	1
31	1	1
41	<u>0</u>	<u>1</u>
Total	30	80
Median Years	6.5	6.5

in reference to the salary of the superintendent in the district employed prior to unification. Table XIX shows the higher salaries paid to the superintendent of the unified districts were in the interval of \$14,000 to \$15,999 for the respondents from Group B and in the interval of more than \$25,000 for the respondents from Group A.

TABLE XVIII

SALARY OF SUPERINTENDENT IN DISTRICT
EMPLOYED PRIOR TO UNIFICATION

Salary	Group A* Per Cent	Group B** Per Cent	Total Per Cent
Under \$6,000	0.0	0.0	0.0
From \$6,000 to \$7,999	20.7	34.6	30.8
From \$8,000 to \$9,999	41.4	33.3	35.6
From \$10,000 to \$11,999	6.8	24.4	19.6
From \$12,000 to \$13,999	20.7	7.7	11.2
From \$14,000 to \$15,999	10.4	0.0	2.8
From \$16,000 to \$17,000	0.0	0.0	0.0
From \$18,000 to \$19,999	0.0	0.0	0.0
From \$20,000 to \$25,000	0.0	0.0	0.0
Over \$25,000	<u>0.0</u>	<u>0.0</u>	<u>0.0</u>
Total	100.0	100.0	100.0
Median Salary	\$8,000 to \$9,999 (Both Groups)		

* One member not responding

** Two members not responding

TABLE XIX
SALARY OF SUPERINTENDENT IN UNIFIED DISTRICT

Salary	Group A Per Cent	Group B Per Cent	Total Per Cent
Under \$6,000	0.0	0.0	0.0
From \$6,000 to \$7,999	6.7	5.0	5.5
From \$8,000 to \$9,999	40.0	27.5	30.9
From \$10,000 to \$11,999	16.7	43.8	36.4
From \$12,000 to \$13,999	6.7	18.7	15.4
From \$14,000 to \$15,999	20.0	5.0	9.1
From \$16,000 to \$17,999	3.3	0.0	0.9
From \$18,000 to \$19,999	3.3	0.0	0.9
From \$20,000 to \$25,000	0.0	0.0	0.0
Over \$25,000	<u>3.3</u>	<u>0.0</u>	<u>0.9</u>
Total	100.0	100.0	100.0
Median Salary	\$10,000 to \$16,999 (Both Groups)		

SUMMARY AND CONCLUSIONS

The purposes of this study were: (1) to find out the educational preparation and professional experience of superintendents in the unified school districts in the state of Kansas; (2) to determine patterns of educational advancement beginning with the first educational position and ending with the present position; and (3) to ascertain the age of the superintendent, the type of certificate held by the superintendent and the salary of the superintendents of the unified districts in Kansas.

Results of the study revealed the superintendents of the sample population appeared to have a relatively broad education. All respondents had obtained at least the Master's degree. About 6 1/2 per cent of the

superintendents held the Doctor's degree. This compared favorably with the Ohio study of 1950 which found about 6 per cent of the city superintendents held less than the Master's degree and 14 per cent held the Doctor's degree. Thirty-five per cent of the Ohio rural superintendents held degrees below the Master's and only 2 per cent had been granted the Doctor's degree.

Most of the superintendents studied replied that they had majored in school administration when granted the Master's degree. The Master's degree was granted to about 90 per cent of the superintendents by a state university or college and about 75 per cent of the superintendents were granted the Master's degree by a college or university located within the border of Kansas.

The median number of semester hours of credit earned in school administration by the responding superintendents was nearly three times the median number of semester hours of credit in curriculum development and guidance which were ranked second and third in median hours credit earned. Other areas in which the responding superintendents indicated some study were educational sociology, educational statistics, philosophy of education, and school finance. The responses of the superintendents indicated that little study was done in the area of extra-class activities.

More than half of the superintendents from Group A and less than half of the superintendents from Group B had increased their college hours of credit during the two years preceding the study. A median number of six semester hours of credit were obtained by the superintendents who did take additional college courses.

Several superintendents indicated they were working toward the Doctor's degree and others indicated that they were working toward the Specialist's certificate.

The superintendents had a median of 6.5 years experience in the role of a superintendent prior to unification. This compared with the results of the Ohio study of 1950. The Ohio study showed that the median years experience as a superintendent for the city superintendents was 11.9 and for the rural superintendents the median was 8.9.

The typical superintendent had about five years experience as a full-time classroom teacher. Most of the superintendents taught in the high school. The subjects more commonly taught at the secondary level were science, mathematics and social science. Several were coaches. This agrees with the major fields of study included in the Bachelor's degree which the superintendents reported to be their undergraduate major. The entire eight grades was the most common level taught for those superintendents who had had experience teaching at the elementary level. A median number of about five years was spent in the principalship by the superintendents of unified school districts. Several superintendents had experience in other educational positions such as a curriculum director or coordinator, or as guidance counselor.

No true pattern of educational experience was discernible with respect to movement from one educational position to another while enroute to becoming a unified school district superintendent. What could be

ascertained was that more superintendents had been high school teachers than elementary teachers, more superintendents had been teaching-principals than full-time principals and most of the superintendents had held a superintendency prior to unification.

Several other facts concerning the unified district superintendents were obtained from the study. About two-thirds of the superintendents of the newly formed unified districts were selected from those employed by the districts within the unified district's boundary. However, about 4 per cent of the superintendents were selected from outside the state.

An Administrator Five Year certificate was held by more superintendents of the sample population than any other kind. However, these will become Administrator III certificates when renewed according to the change in Kansas certification policy. An Administrator Provisional certificate was held by 12.7 per cent of the respondents and the Administrator Life certificate was held by 28.2 per cent of the responding superintendents.

The Master's degree was held by most of the unified school district superintendents when they first became superintendents of schools. About 80 per cent of the respondents had held the Master's degree but 15 per cent of the respondents had been awarded only the Bachelor's degree.

The median age of the unified district superintendents was about 45 years. The median age of the same superintendents when they first became a superintendent was about 35. The median age of superintendents in the Ohio study of 1950 was about 47 years.

The median salary of the superintendents from both groups of the sample population had increased over what the median salary was in the district in which they had been employed prior to unification. The increase was from the interval of \$8,000 to \$9,999 to the interval of \$10,000 to \$11,999. The higher salaries paid went to the members of Group A even though the median salary was the same for both groups.

The typical Kansas unified school district superintendent held a Master's degree which included school administration as the major area of preparation. The degree was granted to the superintendent by a Kansas state supported college or university. The superintendent was about 45 years of age and had substantial work beyond the Master's degree. The chief administrator held an Administrator Five Year certificate. Prior to becoming a unified district superintendent his educational career began as a high school teacher, teaching science, mathematics or social science which were the major areas of preparation on the Bachelor's degree. Several were coaches of athletics. After five years experience as a teacher five years were spent as a teaching-principal. The typical superintendent served six years as a non-unified school district superintendent, earned between \$8,000 and \$9,999 annually and earned between \$10,000 and \$11,999 annually as a unified district superintendent.

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APPENDIX

6910 Eby
Merriam, Kansas
November 24, 1965

If one were to sound public opinion as to the most powerful influence on American life, it is probable that few would mention the superintendent of schools because his power and responsibility is not widely understood.

The enclosed questionnaire is a part of a study, "Profile of the Unified District Superintendent in Kansas 1965-1966," I am conducting for a Master's Degree at Kansas State University. This study has been developed with the approval and advice of my advisor, Dr. O. Kenneth O'Fallon.

As a representative of school superintendents, you are a member of an influential group that can help answer the questions that arise concerning school administration training and education. It is not necessary to sign your name. No respondent will be identified in the results of this study.

Please co-operate in this study by completing the enclosed questionnaire and returning it in the stamped addressed envelope by December 15, 1965. The results of this study will be available to you in June, 1966, by sending a card to me.

Sincerely yours,

Roger D. Chalk
Director of the Study

QUESTIONNAIRE CONCERNING UNIFIED DISTRICT

SUPERINTENDENT'S BACKGROUND AND EXPERIENCE

When you have completed the questionnaire, please return it in the envelope addressed to: Roger D. Chalk
6910 Eby
Merriam, Kansas

Directions: Please supply the necessary information in the blank provided if it pertains to your situation or indicate with a cross (X) wherever applicable.

1. In the blanks provided give the information concerning your Bachelor's degree.

Major field

Minor field

What College or University

2. In the blanks provided give the information concerning your Master's degree.

Major field

Minor field

What College or University

3. In the blanks provided give the information concerning your Doctor's degree. (if obtained)

Major field

Year received

What College or University

4. Check (X) the type of Administrator's certificate you now hold.

____ Administrator I

____ Administrator II

____ Administrator III

____ Administrator's Life

____ Administrator's Five Year

____ Administrator's Provisional

5. To indicate your professional experience give the following three items of information.

- a. Under column A indicate with a 1 (one) your first position in education, with a 2 (two) your second, and so on up to your present position.
- b. Under column B indicate how many years employed at that position.
- c. Under column C indicate either what elementary grade level or what major subject area was taught at that position.

Position	A	B	C
Elementary Teacher	_____	_____	_____
Junior High Teacher	_____	_____	_____
High School Teacher	_____	_____	_____
Elementary Teacher and Principal combination	_____	_____	_____
Junior High Teacher and Principal combination	_____	_____	_____
High School Teacher and Principal combination	_____	_____	_____
Elementary Principal (Full time)	_____	_____	_____
Junior High Principal (Full time)	_____	_____	_____
High School Principal (Full time)	_____	_____	_____
Common School District Superintendent	_____	_____	_____
Third Class City Superintendent	_____	_____	_____
Second Class City Superintendent	_____	_____	_____
First Class City Superintendent	_____	_____	_____
Other types of positions held (Please list)	_____	_____	_____
_____	_____	_____	_____
_____	_____	_____	_____

6. Have you obtained any College or University credit in the last two years?

_____ No

_____ Yes

_____ If yes, how many semester hours of credit?

7. Give the number of semester hours of credit you have obtained in the following areas of professional education.

_____ Educational Sociology

_____ Extra-class Activities

_____ School Administration

_____ Curriculum Development

_____ Philosophy of Education

_____ Educational Statistics

_____ School Finance

_____ Guidance

Others (Please list)

8. At what location was your position immediately preceding your present position as superintendent of a unified district?

_____ Within the unified district's boundary

_____ Within the state of Kansas

_____ From some other state

9. _____ At what age did you become a superintendent?

10. _____ At what age did you become a superintendent of a unified district?

11. _____ What degree did you hold when you first became a superintendent?
12. _____ How many years of experience as a superintendent did you have before becoming a superintendent of a unified district?
13. The superintendency of the district in which you were employed prior to unification carried a salary at or near:
- | | |
|---------------------------------|---------------------------------|
| _____ Under \$6,000 | _____ From \$14,000 to \$15,999 |
| _____ From \$6000 to \$7999 | _____ From \$16,000 to \$17,999 |
| _____ From \$8000 to \$9999 | _____ From \$18,000 to \$19,999 |
| _____ From \$10,000 to \$11,999 | _____ From \$20,000 to \$25,000 |
| _____ From \$12,000 to \$13,999 | _____ Over \$25,000 |
14. The superintendency in your district carries a salary at or near:
- | | |
|---------------------------------|---------------------------------|
| _____ Under \$6000 | _____ From \$14,000 to \$15,999 |
| _____ From \$6000 to \$7999 | _____ From \$16,000 to \$17,999 |
| _____ From \$8000 to \$9999 | _____ From \$18,000 to \$19,999 |
| _____ From \$10,000 to \$11,999 | _____ From \$20,000 to \$25,000 |
| _____ From \$12,000 to \$13,999 | _____ Over \$25,000 |

PROFILE OF THE UNIFIED DISTRICT SUPERINTENDENT
IN KANSAS 1965-1966

by

ROGER DAVID CHALK

B. S., Kansas State University, 1961

AN ABSTRACT OF A MASTER'S REPORT

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

College of Education

KANSAS STATE UNIVERSITY
Manhattan, Kansas

1967

The purposes of this study were: (1) to find out the educational preparation and professional experience of superintendents in the unified school districts in the state of Kansas; (2) to determine patterns of educational advancement beginning with the first educational position and ending with the present position; and (3) to ascertain the age of the superintendents, the type of certificate held by the superintendents and the salary of the superintendents of the unified districts in Kansas.

A questionnaire was sent to a sample population of 123 unified school district superintendents in Kansas. This sample was divided into two groups. One group was composed of the superintendents whose districts became operative July 1, 1965, and the other group was composed of superintendents whose districts became operative after July 1, 1965. These groups were designated as Group A and Group B respectively. Replies were received from 30 of the 34 sent to members from Group A and from 80 of the 89 sent to members of Group B. In other words, 89.4 per cent of the questionnaires were answered and returned.

Results of the study revealed that all respondents had at least the Master's degree. The majority of the unified school district superintendents majored in school administration. The Doctor's degree was held by 6 1/2 per cent of the respondents. The median semester hours of credit earned in the area of school administration was nearly three times the median number of semester hours credit in curriculum development and guidance which were ranked second and third. Few superintendents mentioned having had semester hours of credit in school law. About half

of the superintendents had increased their knowledge by extending their college hours of credit in the two years preceding the study with six additional hours of college work.

No true pattern of movement from one educational position to another enroute to the unified school district superintendency was discernible. However, more superintendents had been high school teachers than elementary teachers, more had been teaching-principals than full time principals and most had held a superintendency prior to unification.

The typical Kansas unified school district superintendent held a Master's degree which included school administration as the major area of preparation. The degree was granted to the superintendent by a Kansas state supported college or university. The superintendent was about 45 years of age and had substantial work beyond the Master's degree. The chief administrator held an Administrator Five Year certificate. Prior to becoming a unified district superintendent his educational career began as a high school teacher, teaching science, mathematics or social science which were the major areas of preparation in the Bachelor's degree. Several were coaches of athletics. After five years experience as a teacher, five years were spent as a teaching-principal. The typical superintendent served six years as a non-unified school district superintendent, earned between \$8000 and \$9999 annually and earned between \$10,000 and \$11,999 annually as a unified district superintendent.

