

THE PREPARATION AND EXPERIENCE  
IN THE FIELD OF ELEMENTARY EDUCATION  
OF SCHOOL ADMINISTRATORS  
IN SECOND AND THIRD CLASS CITIES,  
RURAL AND COMMUNITY HIGH SCHOOLS IN KANSAS

by

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B. S., Kansas State College  
of Agriculture and Applied Science, 1949

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A THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE COLLEGE  
OF AGRICULTURE AND APPLIED SCIENCE

1952

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# TABLE OF CONTENTS

INTRODUCTION . . . . .	1
HISTORY . . . . .	3
REVIEW OF LITERATURE . . . . .	4
PROCEDURES . . . . .	25
PREPARATION AND EXPERIENCE . . . . .	26
ADMINISTERING THE SCHOOL . . . . .	46
CONCLUSIONS . . . . .	61
RECOMMENDATIONS. . . . .	66
ACKNOWLEDGMENTS . . . . .	69
BIBLIOGRAPHY . . . . .	70
APPENDIX . . . . .	72
Letter of Transmittal . . . . .	73
Questionnaire . . . . .	74

## INTRODUCTION

The first significant opportunity (26) for graduate study in education was provided under the leadership of Dean James E. Russell when he became the administrative head of Teachers College in 1898. Many individuals who had achieved success in the field of educational administration by the process of trial and error scoffed at the idea that men could be given systematic education to prepare them for administrative responsibility.

It is the purpose of this thesis to present views of a group of Kansas administrators in regard to systematic education of administrators. The objectives are three-fold: (1) to make an investigation concerning the preparation and experience of school administrators in the field of elementary education; (2) to make a comparison of the educational qualifications of these administrators in secondary administration as compared to elementary administration, and (3) to make recommendations and conclusions in the light of the above investigation.

This thesis has taken into account all Kansas high school administrators in second-and third-class cities, and rural and community high schools. Principals of the various high schools were included because many superintendents serve as principals of high schools before taking over the superintendency.

Belief in education as a means for improving the condition of man is so deeply rooted in the thoughts and life of the American people that it is sometimes described as the American religion. The people according to Moehlman (4) have generally been willing to make

real financial sacrifices to realize their ideals for public education. There are still many weaknesses in public education in this country. Two of them are the differences in economic resources among states and the variation in types of state and local school organization. These deficiencies are probably only partially due to difference in economic ability and unwillingness to spend, but stem rather from lack of understanding of changing educational needs.

Most people believe all public schools are excellent, and that they meet all needs of our youth adequately. They are shocked and angered when realistic interpretations of need are objectively presented. This complacency extends not only to the laymen but to a large portion of the teaching profession as well. Except in a crisis of unusual proportions, the teaching profession, particularly administrators, are prone to relax into the complacency of job security instead of providing the people with continuing and realistic appraisals of the educational program.

Every person with leadership responsibility should be expected to furnish tangible evidence of the effectiveness of the school improvement programs that he proposes and puts into operation. Most administrators are quite aware of this fact. They do not, however, seem to be able to show any tangible results of the effectiveness of the leadership which they provide. Only by knowing as accurately as possible the results of instruction can the processes of education be improved.

Administrative officials and supervisors (2) seem, in general, to have been more interested in the development of programs of



activities than in their evaluation. As a consequence, we find ourselves in the position of having reported in the literature of education all kind of school improvement programs and activities recommended by various school personnel, on the basis of their own personal experience, but without scientific validation.

## HISTORY

Teachers and administrators (5) should have an understanding of the major developments in American education, especially during our national period. Our educational system is the result of untiring efforts on the part of many great leaders and a legion of nameless teachers and administrators who believed that the "American Dream" could be realized only through education. A knowledge of the great movements serves to orient the teacher in her present position and to challenge her to make her contribution to further progress.

Webster defines the principal as a leader, chief, or head. He states that a superintendent is one who has the oversight and charge of some place, institution, department, or the like. For our discussion here we will take the definitions as set forth by the Kansas Secondary Principal's Handbook.

"The term principal shall apply to that person in the school system charged with the administrative and supervisory responsibilities of the particular unit of organization." (7)

"The term superintendent shall apply to that person in the school system charged with the administrative and supervisory responsibilities of the several units of organizations within the system." (7)

The education of superintendents of schools, prior to the organization (26) of graduate study in education, was accomplished mainly through apprenticeship. Ambitious teachers achieved the principalship of elementary and high schools where they became acquainted with many of the problems of organization and administration of individual schools. In their capacity as principals they dealt with certain problems of school finance and of community relationships. The most successful principals were chosen as superintendents in village and small city schools. After they had achieved success in the small communities they were able to secure administrative posts in larger cities.

By 1910 the courses for superintendents of schools and the literature of educational administration began to be developed. First courses were general in nature and were concerned with discipline, administration, and organization, supplemented by study of the problems of education in the fields of educational psychology and the history and philosophy of education.

#### REVIEW OF LITERATURE

The unparalleled growth in importance of the office of superintendent (11) of schools is a modern phenomenon. In the span of a century, this office has been created, evolved, and developed. In 1951, almost every American city and hamlet had such an official. Undoubtedly, the superintendent of schools is the best known public servant in the community. He affects more directly the way of life of more people than any other official.

When the office was first instituted in 1837, the superintendent's responsibilities dealt almost exclusively with the internal routine administration (records, reports, etc.) of the schools.

The most important job of the superintendent of schools is to provide leadership. Today the superintendent is expected to be an adviser to the school board, an expert executive, a canny manager, a skilled teacher of all ages, a scholar in all subject fields, a financial specialist, an authority on buildings, a real estate salesman, and a top public relations man.

The success or failure of the superintendent of schools (26) is determined in no small degree by his insight and executive ability in the field of personnel administration. The selection of able persons for service in all phases of the work of the school system, their induction into service, their training in service, their assignment, transfer, and promotion, the provision for their retirement on a sound pension system--all are very important factors in the efficient administration of a school system.

Since the superintendent holds a position of great importance in the school system, his professional training should be extensive enough to provide assurance that his leadership will be competent.

Successful experience as an administrator (17) in a similar school system should be indicative of the probable success of the candidate if elected to the superintendency. Personal and professional growth should have been evidenced throughout the candidate's professional experience.

Experience in educational work should include some classroom teaching in both elementary and secondary schools or special training in both fields if actual teaching has been done in only one. Small systems may waive the requirement of experience for an administrator if successful classroom work suggests that the candidate will be able to perform his duties successfully on the basis of his special training alone. The nature of the school system, its size and problems, and the practice of the system in employing experienced or inexperienced teachers will be factors in determining the policy.

No man who is not thoroughly conversant (26) with the methods that must be employed in the development of the curriculum of the schools and in the improvement of instruction can achieve great success as a school administrator. He has two alternatives: (1) by his own efforts he should seek to adjust the program of activities to meet the needs and capacities of the pupils enrolled in them, or (2) if he is unable to do this, he must secure the advice of curriculum specialists. He should devise methods to meet the demands which our changing society has a right to make upon organized education. He should recognize the fact that children, youth, and adults must, through their education, be prepared to live in a world in which all nations cooperate for the common good.

In their professional work in the college or university, the men and women who are preparing for administrative positions should have many contacts with the practice of teaching and administration as a part of the regular program of graduate study.

"We want men of broad education and understanding in the field

(26) of educational administration. The education of a superintendent of schools will not have been accomplished if he is unable to meet successfully the major problems which confront him in his everyday work."

Many administrators in secondary schools are inadequately prepared as leaders to cope with problems of modern education. Burt and Campbell (10) sent questionnaires to superintendents, principals, classroom teachers, and board members, asking them questions concerning the leadership ability of administrators.

They found superintendents thought their strong points were ability for administrative detail and ability to carry out the mechanical practices of a public relations program. Weaknesses listed by the superintendents were lack of experience and training in both elementary and secondary education and inability to understand modern educational psychology.

Principals thought superintendents according to the above study were unable to speak fluently in public and also thought the superintendents were interested primarily in their own subject field. In other words the superintendent's education seemed to be rather narrow in scope.

Teachers answering thought superintendents should not leave to the teachers the responsibility of operating the guidance program. Leadership was lacking on the part of the superintendent. Teachers thought the superintendents were not too adequately prepared in teaching and supervising teaching personnel.



The School boards replying to the questionnaire stated the superintendent of schools was not sufficiently prepared to supervise teachers. This was especially true for the supervising of beginning teachers. Another weakness was that the superintendent had not altered the course of study in such a manner that the students were being prepared to meet the perplexing problems of life.

Teachers, principals, and superintendents were included in the study by Burt and Campbell agreed that administrators need more training in the various aspects of finance.

In preparing for leadership the administrator should have preparation in the foundations of education (including history and philosophy), apprenticeship under a successful administrator, courses in public speaking, and courses in democratic administrative theory.

The superintendent (3) should be secure only when he is efficient. The man "who superintends the business" should be an expert on the professional side, and should be well informed on the administrative side. He should know whether the pupils in every room get enough fresh air, whether the lighting is adequate, the heating satisfactory, the seating the best possible. He should know that every teacher has an adequate supply of materials and apparatus for accomplishing the results expected of her. He should know what teachers are doing "hack-work", what ones are mechanical, what ones are not working up to their full capacity. The superintendent should know whether the course of study is fitted to the three per cent who go to college or the 97 per cent who do not. If it is applicable to only the three percent he should make a revision

in the curriculum.

If a superintendent does nothing but teach a class or two and serve as a sort of clerk the remainder of the time, he should get less pay not more pay than the other teachers.

The principal who is expected to teach all the time, except possibly one or two recitation periods, is placed in a difficult position -- unless his responsibilities sit lightly on his shoulders.

The following table was taken from a study made by Almack and Bursch: (1)

Table 1. Duties of consolidated-school principals. (Derived from an analysis of State laws, and the rules and regulations of school boards. The last column is the ideal distribution of duties in the judgment of competent educators.)

Functions	:	Percentages		
	:			
	:			
	:	State laws	Rules and regulations	Judgments
	:			
Clerical and legal	50.0	40.0	20.0	
Miscellaneous	18.0	0.0	0.0	
Administration	15.0	30.0	25.0	
Supervision	12.0	15.0	25.0	
Social activities	5.0	0.0	25.0	
Discipline	0.0	15.0	3.0	
Teaching	0.0	0.0	2.0	

A superintendent should be a field man instead of an office man. The only way advancement can be made is by solid attainments, both scholarly and professional, and by growth in personality and executive ability.

The following table was taken from a study made by Almack: (1)



Table 2. Distribution of the average time of twenty high school principals.

Duties	High Schools	
	Time spent in school (per cent)	Time spent out of school (per cent)
1. Teaching	17.9	.8
2. Examining and answering mail	6.4	8.6
3. Inspecting school plant	5.8	6.1
4. Interviewing teachers	5.8	3.9
5. Supervising instruction	4.9	.7
6. Directing school assemblies	4.5	.2
7. Answering telephone	4.0	1.4
8. Handling attendance	3.9	1.4
9. Making out reports	3.7	4.7
10. Meeting visitors and parents	3.6	1.4
11. Supervising entrance and exit	3.2	.5
12. Handling disciplinary cases	2.9	.9
13. Supervising playgrounds	2.6	.4
14. Overseeing janitor service	2.6	2.6
15. Community service	2.4	5.0
16. Correcting papers	2.4	1.7
17. Extra-curricular activities	2.3	7.2
18. Making courses of study	1.8	1.8
19. Supplies and repairs	1.8	2.4
20. Professional reading and study	1.6	4.1
21. Attending principals' meetings	1.6	4.1
22. Conferring with school officials	1.5	1.2
23. Coaching athletics	1.4	3.5
24. Personal recreation	1.4	10.7
25. Social activities	1.3	4.7
26. Classifying pupils	.7	.2
27. Conducting teachers' meetings	.4	1.2
28. Welfare work	.4	2.0
29. Promoting and transferring pupils	.4	.4
30. Parent-teacher associations	.3	1.3
31. Visiting pupils' homes	.2	1.0
32. Testing pupils	.2	.2
33. Fire drills	.1	0.0
34. Miscellaneous	5.8	6.4

There is actually very little supervision done by principals in secondary schools. This is evident in the fact that few teachers ever have the benefit of constructive supervision from the time they are first employed in a public junior or senior high school. They are visited (21) occasionally by the principal or the department head in a large school, especially where ratings are required under law for purposes of tenure or where advancement in salaries depends upon a satisfactory report by administrative officials. This is not supervision in the broadest sense of the word, but merely the performance of routine administrative duties.

The average principal explains his lack of supervisory activity on grounds that too many managerial tasks are piled upon his shoulders and that innumerable details demand most of his time.

Despite the immensity of the task, the principal (23) should never become so involved with school administration that he fails to see it as only a means. The principal should constantly keep his sights trained on the pupil and his community.

Cary (3) says that there are some dangers to be avoided by superintendents of schools. They are as follows:

1. Don't rely upon "pull" to get and to hold a position. This does not strengthen the profession.
2. Don't get lazy and quit studying.
3. Don't expect anybody to boost you.
4. Don't settle down contentedly in one place for a long time unless you and your schools are growing.
5. Don't knock.
6. Don't neglect to cultivate the social graces.
7. Don't grow careless about your English.
8. Read the best literature as a pastime.
9. Lend others a helping hand.
10. Don't worry because you are not getting on faster, and do not think your life wasted if you do not get very far.

11. Go to a university during the summer and study for all you are worth.
12. Give everybody his due; be generous, and do not let the shortcomings of others weight too heavily upon you.
13. Go to educational associations and make the acquaintance of the ablest educators in the country. Visit other schools. Read the great books of all time.
14. Never mind about holding an office in a teacher's association. Let another hold the office unless it comes to you unsought.
15. Cultivate constantly a prompt, decisive but courteous manner.
16. If you fail in any undertaking, don't lose courage or whine. If you do, you stamp yourself as unworthy and commonplace.
17. Keep on studying men and books. Get in touch with the world and be a part of it.

There is perhaps no other profession in America with as great a mortality rate as that of superintendent of schools.

Reasons given for the failure of superintendents are: (22)

1. The inability of the chief administrator to sell the school to the community. A good public relations program is needed.
2. Small degree of democracy characterizing their school system. Take the teachers and pupils into your confidence when making a curriculum or re-vamping an existing curriculum. Selection of personnel is very important.
3. Failure to develop a long term policy. Fail to note progress being made.
4. Failure to build a strong faculty.
5. Boggled down with petty details that they lose sight of their larger responsibility.
6. Failure on the part of the Board of Education for not choosing the right man.

Some points to remember in good supervision are as follows:

(14)

1. Make all supervision creative.
2. Make it objective and scientific.
3. Let it be democratic.
4. See that it is cooperative.
5. Take out the "super" and add more "vision".
6. Camouflage it by enbalming in curriculum revision.
7. Let us all just be "helping" teachers.

Administrators should not be snoopers. Direct supervision according to Friedman (15) is essential. When the supervisor doesn't establish rapport between himself and the teaching staff, he creates distrust. Teachers are not at ease in his presence. Guidance is essential, especially for beginning teachers. Loss of temper and effective supervision are incompatible. Don't accept gossip without checking its veracity.

The effective supervisor is constructive, forward looking and free from prejudice. He knows the immediate needs of his community by taking part in its social life. He is democratic and never jealous of his authority. He is sympathetic and sensitive to all human factors involved. He knows that human beings progress and thrive upon recognition, praise, and security, and he supplies these as he can by encouraging and not stifling the latent talent of his staff. The effective supervisor is never a snooper, never an inspector.

As Fox (14) so aptly phrases it, administrators properly manage arrangements, time schedules, supplies, buildings, teams, offices--but they supervise people. Supervision is a branch of administration but not of management.

Nevertheless, management and supervision shade into one another in such an overlapping fashion that it is often difficult

to know where one leaves off and the other begins.

Supervision is the prime means of improving people. Good supervision is concerned with the improvement of people through the process of learning. Supervision is a process by which teachers are improved.

School supervision is the business of helping teachers to improve themselves professionally so that they may become better teachers and lead richer, fuller, and happier lives.

Classroom visitations are considered to be the least productive of good results. They tend to be inspectional, to encourage problem-solving by the supervisor rather than by the teacher, to focus attention upon minor problems, and to spread supervision too thin.

The workshop, particularly if held just prior to the opening of school in the fall, very often results in marked teacher growth.

In most school situations too little time (14) is available for supervision. But a large part of what time is available is frequently wasted. The supervisor should spend one-half of the time she has available for supervision in informing herself--visiting classes to see outstanding teaching, reading books and periodicals, observing instruction in other systems, attending conferences, and engaging in graduate study. One-half of the time remaining should be spent improving the learning environment of teachers, convincing them of the rich rewards resulting from personal growth and helping them to get started on the right road.



Earmarks of a good superintendent of schools as stressed by Hanson (18 are given below.

A good superintendent of schools:

1. Understands the purposes of education.
2. Recognizes the importance of human resources.
3. Plumbs the depths of human resources in the community.
4. Becomes aware of the role of leadership in school-community organization.
5. Labors unceasingly for adequate financial support for education.
6. Digs deeply into the needs of the school-community in supervising the development of the school budget.
7. Depends on the power and persuasion of knowledge to get things done, rather than upon official dictum.
8. Contributes to the literature of education.
9. Interests lead him to participate in the solution of educational problems which are of regional, state, national, and international consequence.
10. Associates himself vigorously with efforts to develop intercultural understanding.
11. Takes time to think about the important problems of education.
12. Will not compromise the principles upon which he has built his life and upon which he believes education to be founded.
13. Respects the ethics of his profession.

A school system is one functional whole, not a series of separate boxes held together by the disciplinary line of an autocrat. Until recent years (16) teachers have not been active participants in determining such important matters as salary schedules, sick leave and other factors of great moment to their personal security.

Teachers should help build a social program of education. Supervisors, principals, and curriculum leaders will be regarded as essential resources assuring success or encouraging experimentation in important teaching ventures of a program geared to develop alert, active and moral citizens.

The teaching staff (3) could keep the administrator from going to pieces. Teachers feel it is no business of theirs if their principal or superintendent gets into trouble; he should look after himself. The chief reason for this is the flow of authority from the top down. Members of the teaching staff sometimes work together to eliminate the administrator. By the same token they could work together to keep the administrator by helping him to see his shortcomings and offering suggestions for correcting same. There should be in-service improvement of administrators through sincere cooperation on the part of the teachers.

One writer (8) thinks the reason that the position of administrator is hard to fill is that no first-rate educator wants to be branded a bigot, a fool or a thief. Parents assume they own the superintendent, body and soul. An example of this may be seen in the new device, the school strike. A superintendent was relieved of his job because parents thought his ideas concerning school work too progressive. Unless such pressures are relieved, the old-fashion, honest, non-political, well-trained school superintendent will soon become extinct.

In-service education was mentioned in a preceding paragraph. In-service education is any education in the field of administration taken by a high school principal or superintendent after



having entered the active service of the teaching profession. The training and experience standards that secondary school principals might or should desire are probably as varied as would be the qualifications of most any type of professional worker.

Examples of in-service education are as follows (25):

1. Educational experiences which may well include practically every activity contacted in an actual way while in educational service.
2. Formal course work, taken after entering the profession. This may be in regular college sessions, summer school, or extension work, either before or after taking a degree.
3. Education derived from counsel or guidance by superior officers, or others, that aid in performing the functions, or in developing philosophies or creative power, needed in the administrative or supervisory work of the high school principal or superintendent.
4. Growth from within, whether it be reading, experimenting, observation, or just pondering on the problems of the educational profession.

In any event we may well say (25) that a school principal or superintendent of schools is not adequately qualified unless he has had some definite experience as a classroom teacher, and preferably in both the elementary and high schools.

In a survey made by Sifert (25) of 200 high school principals with at least 12 years of teaching experience in high schools of over 500 enrollment some of the following valid types of helpful in-service experiences were listed:

1. Keeping and making of records and reports of all kinds.
2. Selection, training, and supervising of the school and maintenance personnel.

3. Housing problems in all of its multitudinous forms.
4. The problems of finance, including budgeting, insurance, school debts, activity finances.
5. Pupil accounting including law enforcement, census, classification.
6. Guidance in all of its far reaching aspects.
7. Research affording many varied opportunities for local answers.
8. Pupil control and direction.
9. The exacting and extensive extra-curricular programs.
10. Administrative organization.
11. Curricular planning and direction.
12. School interpretation, especially for school patrons.

Here are some questions to consider in professional improvement (12):

Do I:

1. Distribute my time according to some planned schedule or do I take things as they come?
2. Give proper time to the supervision of instruction?
3. Study methods of teaching?
4. Have an adequate personal library of current magazines?
5. Visit other good school systems and make reports of such visitations to teachers?
6. Attend conferences on education? Participate in programs of professional organizations?
7. Prepare short addresses concerning the school system which I can use at club meetings?
8. Consider this to be the best advertisement--

a good school system--chief actors are the teachers and the pupils?

Bliss (9) thinks the following steps should be observed in selecting a superintendent of schools:

1. Make public an official announcement of the vacancy.
2. Prepare a set of standards or specifications to be followed in making the selection. This will vary with the size and need of the school system concerned.
3. Notify college and university placement bureaus. Obtain names of available candidates.
4. Send letters to these men telling of vacancy and how each one's name was secured.
5. When applications come in, each member of the board should study the application.
6. Board must meet as a board. They agree on a list of ten men.
7. Invite these men for an interview.
8. Invite three or four men in for final conference.
9. Make the selection.

Three factors to take into consideration in the selection of a superintendent of schools are personality, experience, and professional training.

Although rules and regulations concerning the certification of secondary-school principals dates back to 1915, the majority of the certificates issued to secondary-school principals have become effective since 1937. Beginning in 1937 and extending through 1939, thirty-six kinds of certificates were made effective; and from 1940 through 1944, seventeen states made effective thirty-eight

varieties of certificates for secondary-school principals. Since 1944, ten states have made effective a total of twenty types of secondary-school principals' certificates. This unusual activity in recent years (5) is an indication of the growing professionalization of the secondary-school principalship. This can also be said of the superintendency.

Forty-seven states now have certification programs for their secondary school principals and these states issue a total of 108 certificates; eleven seek to insure proficiency through general administrative certificates; five states require teachers certificates plus some other training while thirteen merely expect the principal to possess credentials for teaching. (24)

Eleven types of certificates demand previous administrative experience; thirty-six make experience optional; thirty-eight require a teaching background, and twenty-three have no experience requirement.

In Kansas there are two types of Administrative Certificates. The provisional administrative certificate requires teaching experience or administrative experience. The administrative life certificate requires previous administrative experience. Both of these certificates are necessary if an administrator wishes to be in charge of a Class A or Class B high school. Effective in 1952, certification requirements for administrators of Class C high schools are the same as for Class A or B high schools unless the administrator remains in his present position.

As one would expect, the area of general requirements

(character, health, minimum age, and citizenship) is characterized by comparable diversity and disagreement.

Too many who fall short of most of the native requirements for administrative work (24) are trying to prepare themselves for principalships or superintendencies through professional courses. It should be emphasized that the mere acquisition of professional information does not guarantee success in the field of administration. Both the personal qualities and the professional training are needed.

Colleges and universities which presume to provide the professional preparation which is now demanded assume grave responsibilities which they have in many cases failed to discharge competently. To put it bluntly the courses the administrators have taken and the training they have undergone has not guaranteed their proficiency.

According to the Certificate Handbook the following information concerning administrative certificates for Kansas administrators has been made available (6):

The Administrator's Provisional Certificate shall be valid for a term of three years. The applicant for the initial Administrator's Provisional Certificate shall show:

1. That he holds an A. B., B. S., B. S. in Education or Ph. B. Degree including 18 semester hours' undergraduate credit in education.
2. That he has had two years of successful experience in teaching or in school administration.
3. That he holds a Master's degree from a recognized graduate institution.



4. That he has secured eight semester hours' credit from graduate courses in School Administration and Supervision which shall include preparation in:

a. Organization, Administration, and Supervision of elementary and secondary public schools.

b. School Finance and Business Administration.

No person may be issued more than two Administrator's Provisional Certificates. The applicant for a second Administrator's Certificate shall show that he has secured a total of at least sixteen semester hours' credit from graduate courses in School Administration and Supervision.

The Administrator's Life Certificate may be issued at the expiration of the first or second administrator's provisional certificate provided the applicant's credentials shall show:

1. That he holds the initial Administrator's Provisional Certificate.

2. That he has secured three years of successful experience as a school administrator in Kansas.

3. That he has secured a total of at least twenty-four semester hours' credit from graduate courses in School Administration and Supervision which shall include preparation in:

a. Curriculum Construction.

b. City, State, and County School Administration.

c. Personnel, and Guidance.

The 1952 requirements are as follows:

Original certificates shall be issued for a period not greater than three years and renewal on experience shall not be longer than for five years and subsequent renewal requirements shall include a minimum of 6 semester hours of additional approved college study.

In summarizing the "Review of Literature", it may be stated:

The office of the superintendent of schools has been created, evolved, and developed in a span of a century. The superintendent

at first was involved in the internal routine administration of the school. Today his most important job is to provide educational leadership especially on a local level. An important use of this leadership is in his recommendation of persons for employment on the teaching staff. A good teaching staff can help solve many of the problems that an administrator must face. The superintendent is responsible for the developing of a working curriculum. Other phases of leadership have been discussed previously.

There is very little supervision by principals in secondary schools. This is due largely to the number of clerical duties they are expected to perform and the number of class periods they must teach each week.

Administrators' professional training should be extensive enough to provide assurance that their leadership will be competent. Successful experience as an administrator in a similar school system may be indicative of the probable success. He should have had classroom teaching in both elementary and secondary school systems. It is imperative that more supervision take place in our elementary and secondary schools.

Practical work in the performance of administrative and supervisory duties is essential while the prospective candidate is preparing for an administrative position. In-service training is also valuable as a means of becoming a better administrator. The administrator should use every method available that will bring about professional improvement.



The superintendent should be secure only when he is efficient. He should use ethical methods to obtain his position. After obtaining his position he should practice good supervision. Supervision is a branch of administration but not of management. Various methods employed by supervisors are: supervising classroom visitations, in-service training, observing instruction in other systems, attending conferences, and reading books and periodicals.

The majority of certificates issued for secondary-school principals have become effective only since 1937. The requirements necessary to obtain administrative certificates are set forth by the Certificate Handbook.

The courses administrators have taken and the training they have undergone has not guaranteed their proficiency.

It will be the purpose of this study to present in the following pages a resume of the conditions relative to the preparation and experience of Kansas school administrators in the field of elementary education.

A comparison will be made of what the administrators of Kansas think about the inadequacy of this experience and preparation as compared to what was brought out in the "Review of Literature".

## PROCEDURES

To determine the preparation and experience of high school administrators in the field of elementary education, questionnaires were sent to 652 high school administrators of second- and third-class cities and rural and community high schools. The names of the schools in which these administrators are employed were obtained from the Educational Directory, an annual publication of the Kansas State Department of Education. These 652 questionnaires were mailed in September, 1951. Statistical data were tabulated in November, 1951. No follow-up of questionnaires was made. Replies were received from 453 of 652 administrators to whom the questionnaire was sent. This represented a 69.5% return. As such a high percentage of questionnaires were returned, it seems that the findings should be quite reliable.

Questions were asked these administrators concerning their teaching experience and college preparation in the elementary field. Some administrators did not answer all the questions as they felt some of the questions were not applicable to their respective administrative positions.

The term administrator, as used in this report, applies to all those in authority and responsible to the school board as its executive officer regardless of the amount of teaching which is done in addition to administrative duties.

The term preparation as used means college preparation in elementary and secondary education in the field of school administration.

The term experience refers to teaching and administrative experience in both the elementary and secondary fields.

It seems advisable to place these findings under these two categorical headings, viz; (1) Preparation and Experience, and (2) Administering the School.

#### PREPARATION AND EXPERIENCE

Administrators were asked to report the number of semester hours of college credit that they had taken in both the elementary and secondary field. The following data were reported.

Table 3. A comparison of the college credits in elementary and secondary education of high school administrators of second- and third-class cities, and rural and community high schools.

Semester hours of college credit	: No. of administrators	
	:Elementary :education	Secondary education
0	67	3
1-9	117	7
10-18	124	33
19-27	46	54
28-36	37	106
37-45	6	62
46-54	2	40
55-63	11	24
64-72	2	8
73-81	0	3
82-90	0	0
91-99	0	2
100-108	1	5
109-117	0	4
118-126	0	11
127-135	1	6
136-144	0	6
145-153	1	8
154-162	0	11
Above 162	0	21
Totals	415	414
Mean	14.6	54.9
Median	11.1	37.1
Mode	0.0	32.0

Sixty-seven administrators stated that they had no specific preparation in elementary education. Only three administrators state that they had no preparation in secondary education. Nearly four times as much of their training was in the secondary field as was in the elementary field.

Table 4. A comparison of the college credits in elementary and secondary education of principals of high schools of second-class cities.

Semester hours of college credit	: No. of administrators	
	:Elementary education	Secondary education
0	10	0
1-9	11	0
10-18	13	1
19-27	2	7
28-36	4	7
37-45	0	7
46-54	0	8
55-63	1	3
64-72	0	1
73-81	0	2
82-90	0	0
91-99	0	0
100-108	0	0
109-117	0	0
118-126	0	0
127-135	0	0
136-144	0	0
145-153	0	1
154-162	0	1
Above 162	0	2
Totals	41	40
Mean	11.5	53.8
Median	8.7	43.9
Mode	0.0	50.0

From Tables 4, 5, and 6, it can be seen that the mean number of college credit hours in elementary education of the 41 principals of second-class cities answering the questionnaire is 11.5. Whereas, for the 40 principals the mean number of credit hours in secondary

education is 53.8. The mean for the 184 superintendents of second- and third-class city schools is 16.8 college credit hours in elementary education as compared to an average of 53.8 college credit hours in secondary education.

Table 5. A comparison of the college credits in elementary and secondary education of superintendents of second and third-class city schools.

Semester hours of college credit	: No. of administrators	
	:Elementary :education	Secondary education
0	22	2
1-9	47	4
10-18	58	15
19-27	27	21
28-36	18	51
37-45	3	27
46-54	1	15
55-63	5	11
64-72	0	6
73-81	0	1
82-90	0	0
91-99	0	0
100-108	1	2
109-117	0	2
118-126	0	3
127-135	1	5
136-144	0	2
145-153	1	4
154-162	0	4
Above 162	0	9
Totals	184	184
Mean	16.8	53.8
Median	13.1	36.3
Mode	0.0	32.0

The mean number of college credit hours in elementary education for 196 principals of rural and community high schools is 13.4. The mean number of credit hours in secondary education for 204 principals of the rural and community high schools is 60.7. This

means that principals of rural and community high schools have had more training in both elementary and secondary education than principals of second-class city schools. Superintendents are better prepared in elementary education than other administrators, but still there are about 12 per cent of the superintendents that have had no college training in elementary education. One administrator remarked that too often the "grades" suffer because of a "high school minded" superintendent.

Table 6. A comparison of the college credits in elementary and secondary education of principals of rural and community high schools.

Semester hours of college credit	: No. of administrators	
	:Elementary :education	Secondary education
0	36	1
1-9	61	3
10-18	54	17
19-27	18	27
28-36	15	47
37-45	3	29
46-54	1	18
55-63	6	11
64-72	2	2
73-81	0	0
82-90	0	0
91-99	0	2
100-108	0	2
109-117	0	3
118-126	0	8
127-135	0	3
136-144	0	5
145-153	0	3
154-162	0	9
Above 162	0	14
Totals	196	204
Mean	13.4	60.7
Median	9.7	38.7
Mode	0.0	32.0



Table 7. A comparison of the teaching experience of high school administrators of second- and third-class cities, and rural and community high schools in the fields of elementary and secondary education.

Years of teaching	No. of administrators	
	Elementary teaching experience	Secondary teaching experience
0	141	5
1-3	139	45
4-6	64	74
7-9	26	46
10-12	25	46
13-15	14	48
16-18	6	39
19-21	3	33
22-24	3	33
25-27	3	39
28-30	4	12
31-33	1	15
34-36	1	2
37-39	0	0
40-42	0	1
43-45	1	2
Above 45	0	0
Totals	431	440
Mean	4.2	13.9
Median	2.0	13.1
Mode	0.0	5.0

The teaching experience of high school administrators is brought out in the above and following three tables. The administrators of the larger school systems are found to have had more years of teaching experience than other administrators. Superintendents have had more elementary teaching experience than the principals. This tends to point out that boards of education of the larger school systems are hiring administrators with more

teaching experience as well as administrators who have had more balanced college training in elementary and secondary education.

Table 8. A comparison of the teaching experience of high school principals of second-class cities in the fields of elementary and secondary education.

Years of teaching	No. of administrators	
	Elementary teaching experience	Secondary teaching experience
0	12	0
1-3	16	4
4-6	4	6
7-9	2	5
10-12	2	5
13-15	3	5
16-18	1	3
19-21	0	4
22-24	0	2
25-27	1	4
28-30	0	1
31-33	0	1
34-36	0	1
37-39	0	0
40-42	0	0
43-45	0	0
Above 45	0	0
Totals	41	41
Mean	4.2	13.8
Median	5.4	12.8
Mode	0.0	6.0

There are 141 Kansas administrators who responded to this survey who have no elementary teaching experience. This represents approximately thirty-three per cent. Three-hundred sixty-two of the administrators thought elementary teaching was essential for all high school administrators because it would tend to form a closer relationship between elementary and high schools.

Table 9. A comparison of the teaching experience of superintendents of schools in second- and third-class cities in the fields of elementary and secondary education.

Years of teaching	No. of administrators	
	Elementary teaching experience	Secondary teaching experience
0	56	1
1-3	61	24
4-6	32	36
7-9	13	27
10-12	14	22
13-15	4	19
16-18	2	14
19-21	1	11
22-24	3	15
25-27	0	14
28-30	3	3
31-33	1	3
34-36	1	0
37-39	0	0
40-42	0	0
43-45	1	2
Above 45	0	0
Totals	192	191
Mean	4.8	12.5
Median	2.5	11.5
Mode	0.0	5.0

Table 8 shows that about 30 per cent of the principals of high schools in second-class cities have no teaching experience in the elementary field. Table 9 shows that twenty-eight per cent of superintendents of second-and third-class cities have no teaching experience in the elementary field. Superintendents have three times as much teaching experience in the secondary field as in the elementary field.

The preceding information was obtained by comparing the means of the respective groups of respondents.

Table 10. A comparison of the teaching experience of principals of rural and community high schools in the fields of elementary and secondary education.

Years of teaching	No. of administrators	
	Elementary teaching experience	Secondary teaching experience
0	82	5
1-3	64	17
4-6	27	31
7-9	11	14
10-12	10	19
13-15	6	24
16-18	3	22
19-21	2	19
22-24	1	16
25-27	1	21
28-30	1	8
31-33	0	10
34-36	0	1
37-39	0	0
40-42	0	1
42-45	0	0
Above 45	0	0
Totals	208	208
Mean	3.4	15.1
Median	1.5	14.8
Mode	0.0	5.0

Should an administrator have teaching experience in the elementary field? This was a question asked the administrators of Kansas. The answers to this question are recorded in Table 11.

Table 11. Should an administrator have had teaching experience in the elementary field?

Administrators	Reply	
	Yes	No
Administrators of second- and third-class cities and rural and community high schools	362	71
Principals of second class city high schools	30	10
Superintendents of second- and third-class city schools	156	31
Principals of rural and community high schools	176	31

From Table 11 it can be seen that a majority of administrators answering were in agreement that they should have had teaching experience in the elementary field. Eighty-four per cent thought that it was necessary but only 67 per cent have such experience. Of the principals of second-class cities responding, 75 per cent thought this training necessary compared to 30 per cent that actually have the experience. Of the superintendents of second- and third-class cities who answered, 83 per cent thought the training was essential. Seventy-two per cent have such training. Of the principals of rural and community high schools who responded, 85 per cent thought the training was necessary, but only 60 per cent have such training.

Administrators were asked how many years of teaching experience in the elementary field they would recommend. Their recommendations



are presented in Tables 12, 13, 14, and 15.

Table 12. Number of years of teaching in the elementary field as recommended by high school administrators of second- and third-class cities, rural and community high schools.

Years recommended	No. of administrators
0	22
1	39
2	126
3	83
4	22
5	56
6	5
7	1
8	4
9	0
10	4
11	0
12	0
13	0
14	0
15	1
Above 15	0
Total	363
Mode	2

Nearly thirty-five per cent of the administrators who answered thought two years of elementary teaching experience would be enough. Only about six per cent recommended that no elementary teaching experience was necessary.

Only four high school principals in second-class cities who responded recommended that no elementary teaching experience was necessary. In the replies given by superintendents of second- and third-class cities, 95 per cent recommended one year or more.

Only ten administrators of rural and community high schools thought no teaching experience in the elementary field was necessary.

Table 13. Number of years of teaching in the elementary field as recommended by high school principals of second class cities.

Years recommended	:	No. of administrators
0	:	4
1	:	3
2	:	11
3	:	5
4	:	3
5	:	2
Above 5	:	0
Total	:	28
Mode	:	2

Table 14. Number of years of teaching in the elementary field as recommended by superintendents of second- and third-class city schools.

Years recommended	:	No. of administrators
0	:	8
1	:	12
2	:	53
3	:	38
4	:	9
5	:	27
6	:	3
7	:	0
8	:	4
9	:	0
10	:	3
....	:	
15	:	1
Total	:	158
Mode	:	2

Table 15. Number of years of teaching in the elementary field as recommended by administrators of rural and community high schools.

Years recommended	:	No. of administrators
0	:	10
1	:	24
2	:	62
3	:	41
4	:	9
5	:	27
6	:	2
7	:	1
8	:	0
9	:	0
10	:	1
Above 10	:	0
Total	:	177
Mode	:	2

A question was asked the administrators concerning their college preparation in elementary education. Table 16 gives their responses. It can be seen that most of the administrators answering felt that they have insufficient college training in the elementary field. One administrator stated that we need well-qualified high school and grade principals working under a general superintendent. He felt that the field was too large for excellent preparation in both areas. Another administrator thought that if he were to have experience in all the fields that he administered, he would still be preparing to be an administrator. He states that is why we have principals of our grade schools who must have had elementary teaching experience.

Still another administrator thought that because he was teaching in a rural high school that he had no need for elementary training.

Table 16. Do you think that you as administrators have had enough training (college) in elementary education?

Administrators	Reply	
	Yes	No
Administrators of second- and third-class cities and rural and community high schools	161	270
Principals of second class city high schools	14	26
Superintendents of second- and third-class city schools	71	114
Principals of rural and community high schools	76	130

Thirty-five per cent of the principals answering from second-class city high schools stated that they thought they had enough college training in elementary education whereas 65 per cent thought that they were inadequately prepared.

Sixty-two per cent of the 185 superintendents of second- and third-class cities reported that they were inadequately prepared. Sixty-three per cent of the 206 principals of rural and community high schools reported that they were inadequately prepared.

Some of the fields in which the administrators think they are weak are set out in Table 17.

Table 17. Fields in which administrators feel they are inadequately prepared.

Field	High school administrator responses			
	Principals, 2nd and 3rd class cities, rural and community high schools	Principal 2nd class cities	Superintendents 2nd and 3rd class cities	Principals, rural and community high school
Finance	49	8	18	23
Guidance	151	9	68	74
Administration	58	8	25	25
Psychology	83	9	38	36
Supervision	168	15	73	80
Public Relations	71	5	25	41
Curriculum	1	1	0	0
Methods	6	1	2	3
Techniques of Reading	1	0	1	0
Integrated Program	1	0	1	0



One hundred sixty-eight administrators thought they were weak in supervision. One hundred fifty-one thought they were weak in guidance. Administrators of rural and community high schools are so involved in teaching classes and administrative detail that it appears to be impossible for them to spend the time needed for supervision.

Administrators were asked if they thought colleges were doing their part in providing courses for administrators which will prepare them to meet both the qualifications at the elementary and secondary school levels. Table 18 shows their answers. In general, the administrators replied in the positive. They thought the courses were adequate but not the manner in which they were taught.

Comments made by administrators concerning the above question are stated briefly below:

"Too much time is spent on impractical methods for the beginning teacher and administrator without experience."

"In most curricula for administrators there is too much emphasis on the academic work and not enough work on the practical aspects."

"Colleges offer enough but we need a better requirement of balance in courses required."

"I do not think it possible for the colleges to give us what we get by experience. Yet we get no credit for experience in getting a certificate."

Table 18. Do you think colleges are doing their part in providing courses for administrators to meet both the qualifications at the elementary and secondary school levels?

Administrators	Reply	
	Yes	No
Administrators of second- and third-class cities and rural and community high schools	226	192
Principals of second-class city high schools	19	19
Superintendents of second- and third-class city schools	94	82
Principals of rural and community high schools	112	91

Another administrator stated that we needed better organization of courses offered. He seemed to think at the present time there is so much duplication and overlapping that the student gets about the same instruction no matter what the course is called.

Another administrator thought it would be helpful if each college could have one course taught by some one who is actually engaged in public school work. Almost any school in the state would grant a leave of absence for one year to any of its teachers who were selected by the college for this work. This way the college would have a new person on the job every year but it would be someone who knows something about public school work. Such a course should be worth two courses taught by someone who

has not been in a public school for years.

Some administrators feel that more classes composed of teachers from all grades and conducted on round table basis with an expert instructor as the guide are very badly needed.

From the courses that some administrators wanted placed in the college curriculum it is quite evident that these administrators are not informed as to what is being offered by the colleges. This could be seen from the number that answered that a course in guidance should be offered in our colleges. Nearly every college has such a course.

Several administrators, including the writer, are hoping for a good course in school law. Some of the superintendents and principals were hoping that methods in teaching elementary subjects would be a "must" for obtaining an administrative certificate.

Table 19. Additional courses that administrators think should be offered by the colleges.

Courses	High school administrative responses			
	Principals, 2nd and 3rd class cities, and rural and community high schools	Principals of 2nd class cities	Superintendents of 2nd and 3rd class city schools	Principals of rural and community high schools
Ethics and methods of teaching	20	2	12	6
Student-Teacher Relations	1	1	0	0
Improvement of Supervision and Instruction	23	2	9	12
Practical--Not theory	38	2	20	16
School Plant	2	0	2	0
Public Relations	17	3	3	11
Transportation	1	0	1	0
School Law	10	0	6	4
Guidance	32	3	11	18
Elementary Subjects	9	0	5	4
English and Library	8	0	3	5
Testing	1	1	0	0
Forms	5	1	1	3
Better Organization	9	2	4	3
Too many required courses	3	0	2	1
Finance	17	0	5	12
Workshops	5	1	1	3
Curriculum	10	0	4	6
Superintendency I	1	0	0	1
Principalship I	1	0	0	1
Superintendency II	1	0	0	1
Principalship II	1	0	0	1

Table 20. Type of administrative certificates held by high school administrators.

Administrators	Type of certificate		
	Administrative Life	Administrative Provisional	None
Administrators of second- and third-class cities and rural and community high schools	249	139	43
Principals of second-class city high schools	26	13	1
Superintendents of second- and third-class city schools	112	64	12
Principals of rural and community high schools	111	62	30

As an administrator must have a masters degree to secure an administrative certificate, it can be seen that 90 per cent of the administrators responding to this query have masters degree. This compares to 67 per cent in 1940.

There have been 204 masters degrees in education granted the past five years from one state educational institution in Kansas. The impetus has been toward a masters degree for all administrators by 1952. Administrators have been rather complacent in meeting the requirements. Some have waited until the last minute. The pressure has been put upon them by the laymen. It is a pressure that should have a wholesome influence upon the quality of administrators that will administer Kansas schools.



## ADMINISTERING THE SCHOOL

Under this topic shall be included findings relative to the number of hours of supervision Kansas school administrators in the high school each week, the number of hours of supervision in the elementary school or schools each week, the number of class periods taught each week, the number of hours spent in administration each week, and the location of the administrator's office. The latter question was asked administrators to determine if their offices were in a convenient place in which to facilitate good supervision in the elementary school or schools. Another reason for this question was to see if the educators did not put too much emphasis on the planning of the high school rather than the elementary school or schools.

Table 21. A comparison of the number of hours spent each week in supervision in the fields of elementary and secondary education by high school administrators of second- and third-class cities and rural and community high schools.

Number of hours	Frequency	
	Elementary education	Secondary education
0	186	21
1-3	50	48
4-6	88	122
7-9	18	22
10-12	55	114
13-15	18	38
16-18	2	3
19-21	5	11
22-24	0	2
25-27	0	12
28-30	2	11
31-33	0	0
34-36	1	4
37-39	0	0
40-42	0	8
43-45	1	0
Above 45	0	3
Totals	426	409
Mean	4.2	10.4
Median	2.1	8.3
Mode	0.0	5.0

Forty-two per cent of the administrators answering do no supervising in the elementary schools. Most of these administrators, however, are in charge of rural high schools. Only five per cent of the superintendents and principals responding say that they do no supervising in the high schools. By comparing the means in Tables 22, 23 and 24, it can be seen that all administrators

queried in this study--even superintendents of second- and third-class cities--do considerably more supervising in the high schools than in the elementary schools. The means for high school principals of second-class cities are .3 hour of supervision in the elementary field compared to 13.3 hours in the secondary field. Superintendents of second-and third-class city schools supervise on average of 7.7 hours in elementary<sup>c</sup> as compared to 9.0 in the secondary field. Principals of rural and community high schools supervise 1.4 hours in the elementary field compared to 10.2 hours of supervision in the secondary field. It can be seen that the average administrator who responded supervises more in the elementary field than in the secondary field.

Table 22. Acomparison of the number of hours spent each week in supervision in the fields of elementary and secondary education by high school principals in second-class cities.

Number of hours	Frequency	
	Elementary education	Secondary education
0	36	2
1-3	3	3
4-6	1	11
7-9	0	2
10-12	0	9
13-15	0	3
16-18	0	0
19-21	0	2
22-24	0	0
25-27	0	0
28-30	0	6
31-33	0	0
34-36	0	0
37-39	0	0
40-42	0	1
42-45	0	0
Above 45	0	1
Totals	40	40
Mean	.3	13.3
Median	0.0	10.2
Mode	0.0	5.0

Table 23. A comparison of the number of hours spent each week in supervision in the fields of elementary and secondary education by superintendents of schools of second- and third-class cities.

Number of hours	Frequency	
	Elementary education	Secondary education
0	7	11
1-3	34	19
4-6	56	52
7-9	13	13
10-12	44	55
13-15	15	14
16-18	2	1
19-21	5	6
22-24	0	0
25-27	0	4
28-30	2	2
31-33	0	1
34-36	1	1
37-39	0	0
40-42	0	0
43-45	0	1
Above 45	0	0
Totals	179	180
Mean	7.7	9.0
Median	6.1	8.3
Mode	5.0	11.0

Superintendents on the average spend five hours more per week in supervision than do the principals. This is due in part to the number of class periods that a principal must teach.

Table 24. A comparison of the number of hours spent each week in supervision in the fields of elementary and secondary education by principals of rural and community high schools.

Number of hours	Frequency	
	Elementary education	Secondary education
0	142	16
1-3	13	25
4-6	31	60
7-9	5	6
10-12	11	47
13-15	3	23
16-18	0	2
19-21	0	3
22-24	0	2
25-27	0	8
28-30	0	4
31-33	0	0
34-36	0	3
37-39	0	0
40-42	0	5
43-45	0	1
Above 45	0	1
Totals	205	206
Mean	1.4	10.2
Median	0.0	7.5
Mode	0.0	5.0

A total of 18 superintendents stated that they do no supervising in either the elementary or high schools. Most of the superintendents stated that they supervise one hour in the elementary school or schools per day whereas they spend more than two hours per day in the high school. Thirty-one per cent of the principals of rural and community high schools who answered do some form of supervising in the elementary schools.



Table 25. A comparison of the number of class periods taught each week by high school administrators of second- and third-class cities and rural and community high schools.

Number of periods	No. of administrators
0	91
1-3	46
4-6	65
7-9	3
10-12	70
13-15	78
16-18	5
19-21	53
22-24	3
25-27	10
28-30	9
31-33	0
34-36	0
37-39	0
40-42	2
43-45	0
46-48	0
49-51	1
Above 51	0
Total	436
Mean	9.5
Median	10.1
Mode	0.0

Ninety-one administrators stated that they do no teaching of classes. One administrator stated that he teaches 50 class periods per week. The average administrator who responded teaches two class periods per day. However, rural high school principals are teaching more than this.

The mean for the 436 administrators is 9.5 class periods per week. The mean for the 42 principals of second-class cities is 4.2 class periods per week. The mean for the 191 superintendents of second- and third-class city schools is 9.5 class periods per week. The mean for the 205 principals of rural and community high schools is 12.3 class periods per week. The smaller the enrollment of the high schools the more class periods the administrator teaches.

Table 26. A comparison of the number of class periods taught each week by high school principals of second-class cities.

Number of periods	: : : : No. of administrators :
0	22
1-3	1
4-6	7
7-9	0
10-12	10
13-15	2
Above 15	0
Total	42
Mean	4.2
Median	0.0
Mode	0.0

Fifty-two per cent of the principals of second-class city high schools who answered do no teaching. The average is about one class period each day for the remaining 48 per cent. The average number of hours of supervision spent each day by these principals as presented by a previous table was less than three.

The remainder of the time is spent in administration. It appears that more time could be spent in supervision than is indicated by these principals of second-class city schools.

Superintendents who should be spending a large share of their time in supervision are not doing it. At least twenty of those answering teach twenty or more class periods per week. It is impossible for them to have much time left for supervision after their teaching and administrative duties are completed.

Table 27. A comparison of the number of class periods taught each week by superintendents of schools of second- and third-class cities.

Number of periods	:	No. of administrators
0	:	60
1-3	:	17
4-6	:	34
7-9	:	1
10-12	:	28
13-15	:	28
16-18	:	3
19-21	:	13
22-24	:	0
25-27	:	3
28-30	:	2
31-33	:	0
34-36	:	0
37-39	:	0
40-42	:	1
43-45	:	0
Above 45	:	1
Total	:	191
Mean	:	9.5
Median	:	5.1
Mode	:	0.0

of the 51 superintendents of second-class cities reporting, forty do no teaching. Most of the teaching done by superintendents is in third-class city schools.

Table 28. A comparison of the number of class periods taught each week by principals of rural and community high schools.

Number of periods	:	No. of administrators
0	:	13
1-3	:	28
4-6	:	24
7-9	:	2
10-12	:	31
13-15	:	47
16-18	:	2
19-21	:	40
22-24	:	3
25-27	:	7
28-30	:	7
31-33	:	0
34-36	:	0
37-39	:	0
40-42	:	1
43-45	:	0
Above 45	:	0
Total	:	205
Mean	:	12.3
Median	:	12.8
Mode	:	14.0

Only 13 principals answering from rural and community high schools do no teaching. This means that 192 out of the 205 reporting teach several class periods each week in addition to their administrative duties.

The number of hours spent in administration each week by

high school administrators of second- and third-class cities and rural and community high schools is given in the tables on the next four pages.

Table 29. A comparison of the number of hours spent in administration each week by high school administrators of second- and third-class cities and rural and community high schools.

Number of hours	No. of administrators
0	1
1-3	10
4-6	18
7-9	9
10-12	75
13-15	44
16-18	10
19-21	47
22-24	9
25-27	29
28-30	47
31-33	1
34-36	15
37-39	2
40-42	49
43-45	18
46-48	6
49-51	11
52-54	2
55-57	2
58-60	18
Above 60	0
Total	423
Mean	25.6
Median	21.3
Mode	11.0

Thirty-three administrators who responded feel that they spend more than fifty hours in administration each week. Only one says that he spends no time in administration. The mean for the 423 administrators is 25.6 hours per week spent in actual administration.

Table 30. A comparison of the number of hours spent in administration each week by high school principals of second-class cities.

Number of hours	: : : : No. of administrators :
0	0
1-3	0
4-6	0
7-9	1
10-12	3
13-15	2
16-18	0
19-21	4
22-24	0
25-27	1
28-30	9
31-33	1
34-36	3
37-39	0
40-42	7
43-45	5
46-48	0
49-51	0
52-54	1
55-57	1
58-60	3
Above 60	0
Total	41
Mean	33.3
Median	32.0
Mode	29.0

The mean for the 41 principals of high schools of second-class cities is 33.3 hours. The mean for the 189 superintendents of second- and third-class city schools is 24.8 hours while the mean for the 199 principals of rural and community high schools is 21.7 hours per week spent in administration. The rural high school administrators who answered spend less time in



administration than other administrators because they teach more class periods per week. The responses indicate that administrators of second-class city schools are able to spend more time in administration than the other superintendents and principals because they do not teach half as many class periods per week. Nearly one-half of the principals answering from rural and community high schools spend at least four hours each day in administration.

Table 31. A comparison of the number of hours spent in administration each week by superintendents of schools of second- and third-class cities.

Number of hours	No. of administrators
0	11
1-3	4
4-6	7
7-9	3
10-12	23
13-15	23
16-18	5
19-21	18
22-24	4
25-27	10
28-30	25
31-33	0
34-36	9
37-39	2
40-42	16
43-45	10
46-48	4
49-51	5
52-54	0
55-57	1
58-60	9
Above 60	0
Total	189
Mean	24.8
Median	21.9
Mode	29.0

Table 32. A comparison of the number of hours spent in administration each week by principals of rural and community high schools.

Number of hours	No. of administrators
0	0
1-3	6
4-6	11
7-9	5
10-12	49
13-15	19
16-18	5
19-21	23
22-24	5
25-27	17
28-30	25
31-33	0
34-36	3
37-39	0
40-42	13
43-45	3
46-48	2
49-51	6
52-54	1
55-57	0
58-60	6
Above 60	0
Total	199
Mean	21.7
Median	19.1
Mode	11.0

Where is your office located? This was a question asked administrators. The results are shown on the following page.

Table 33. Location of office of school administrators.

Administrators	Location of office					
	In high school bldg.	In elementary school bldg.	On same floor with high school	Combination high and elementary	Combination high and elementary in same bldg.	Combination elementary and high in same bldg.
Administrators of second- and third-class cities and rural and community high schools	249	17	47	20	92	5
Principals of second-class city high schools	36	0	0	1	4	0
Superintendents of second- and third-class city schools	89	13	29	10	40	3
Principals of rural and community high schools	124	4	18	9	48	2

It can be seen that the offices of those answering are located more conveniently for administrator supervision in high school rather than elementary school or schools. Only 13 superintendents of second- and third-class city schools stated specifically that their offices were located within the elementary school.

### CONCLUSIONS

1. In earlier times teachers became administrators through apprenticeship. These teachers had become acquainted with various school systems before being chosen for an administrative position.
2. The superintendent of schools is the best known public servant in the community and thus affects more directly the way of life of more people in the community than any other official.
3. The ability of the administrator to choose his teaching personnel is a very important factor to his success.
4. The administrator's preparation has been rather limited as most of his preparation has been in the secondary field.
5. If an administrator does nothing but teach a class or two and serve as a sort of clerk the remainder of the time, he should get less pay not more pay than the other teachers.
6. Many administrators feel that they are weak in public relations. The inability of the chief administrator to sell the school to the community is one reason for his weakness.

7. A high school administrator is not adequately qualified unless he has had some definite experience as a classroom teacher, and preferably in both the elementary and high schools.

8. Graduate study in education has progressed quite rapidly since it was initiated in 1898. It has developed more in the past six years than any other six-year period of history.

9. The most important function of the superintendent of schools is to provide leadership--especially at the local level.

10. Direct supervision by administrators is essential. When the supervisor doesn't establish rapport between himself and the teaching staff, he creates distrust.

11. The majority of certificates issued for secondary-school principals have become effective since 1937.

12. The mere acquisition of professional information does not guarantee success in the field of administration.

13. Kansas school administrators' preparation is weakest in the field of elementary education. Sixty-seven of 453 administrators queried in this study have no specific preparation in elementary while only three are lacking secondary preparation. principals of rural and community high schools in Kansas have had more training in both elementary and secondary education than principals of second-class city schools. Superintendents are better prepared in elementary education than other administrators in Kansas. However, 62 per cent think that they are still inadequately prepared.

14. Kansas school administrators think that elementary teaching experience is essential. Three-hundred sixty-two of 433 administrators replying to this part of the study thought elementary teaching was essential for all high school administrators. However, there are 141 administrators (33 per cent) with no elementary teaching experience. Twenty-eight per cent of superintendents of second- and third-class city schools have had no teaching experience in the elementary field. Nearly 35 per cent of the administrators thought two years of elementary teaching experience would be enough. In the replies given by superintendents of second- and third-class city schools, 95 per cent recommended one year or more teaching experience in the elementary field. Eighty-four per cent of the administrators thought elementary teaching was essential out only 67 per cent have such experience. Of the principals of second-class cities 75 per cent thought this training necessary compared to 30 per cent actually having the experience. Of the superintendents of second- and third-class cities, 83 per cent thought the training was essential. Seventy-two per cent have such training. Of the principals of rural and community high school 85 per cent thought the experience was necessary, but only 60 per cent have such experience.

15. School administrators of Kansas have insufficient college training in elementary education. Thirty-five per cent of the principals of second-class city high schools stated that they thought they have enough college training in elementary education whereas 65 per cent thought they were inadequately prepared.



Sixty-two per cent of the 185 superintendents of second- and third-class cities reported that they were inadequately prepared. Sixty-three per cent of the 206 principals of rural and community high schools reported that they were inadequately prepared.

16. Most teaching by Kansas administrators has been in the secondary field. They have five times as many years of teaching experience in the secondary as compared to that in the elementary field. Nearly 33 per cent of those administrators replying to the questionnaire have no elementary teaching experience.

17. Administrators of many of the high schools in Kansas are so involved in teaching classes and administrative detail that it appears to be impossible for them to spend the time needed for supervision. More time is spent in teaching classes; hence, less time is left for administration and supervision. The smaller the enrollment of the high schools the more class periods an administrator must teach. Thirty-three of the 423 administrators answering the question concerning administration feel that they spend more than fifty hours in administration each week. Nearly one-half of the principals of rural and community high schools spend at least four hours each day in administration. More time is spent each week in supervision in the secondary school than in the elementary school by superintendents of second- and third-class city schools. At least twenty superintendents of second- and third-class city schools teach twenty or more class periods each week. Most of the teaching done by superintendents is done by superintendents in the third-class city schools.

18. The tenure of administrators in the public school system of Kansas increases with the size of the school system. The information for this statement was obtained from the Kansas Educational Directory.

19. Supervision is slighted in the elementary schools of Kansas. Forty-two per cent of the administrators do no supervising in the elementary schools. Most of these administrators, however, are in charge of the rural high schools. Only five per cent of the superintendents and principals say that they do no supervising in the high schools. Administrators do considerably more supervising in the high schools than in the elementary schools. Superintendents on the average spend five hours more per week in supervision than do principals. A total of 18 superintendents state that they do no supervising in either the elementary or high schools.

20. Very few administrators (less than ten per cent) have no administrative certificate. The number has been decreasing rapidly the past six years. This means that ninety per cent of the administrators have masters degrees.

21. The administrators of the larger school systems are found to have more years of teaching experience than other administrators in Kansas.

22. The offices of the administrators in Kansas have been so located to facilitate the expansion of a high school program rather than an elementary program or both a high school and elementary program. It has been more convenient to manage a secondary school

than an elementary school. Only 13 superintendents of second- and third-class city schools stated specifically that their offices were located within the elementary school. Only 17 out of 249 answering this part of the study stated that their offices were located in the/ an elementary school building.

### RECOMMENDATIONS

1. Administrators should provide the people with continuing and realistic appraisals of the educational program.
2. If administrators are going to place programs in operation, some criteria for evaluating the program should be used.
3. Administrators should be informed as to what procedure is essential in the development of a working curriculum.
4. Too much emphasis is being placed on the experience of Kansas administrators represented by this study. These administrators should be compelled to return to college for graduate study just as the administrators now receiving administrative certificates are compelled to do. It would seem logical that older administrators, in terms of years of service, should return to the college classroom for further study in order to meet the demands that are made by our changing society. The new certification requirement for Kansas administrators should read, "All administrators who have not entered into graduate study the past five years must secure at least six semester hours of college credit and at least six additional semester hours of college credit in each subsequent five-year period."

5. Colleges should release personnel so that they might teach in the public schools and then return to the colleges and be better prepared to teach administrators.

6. Requirements should be the same for all administrators. Administrators in the smaller high schools in the past have not needed administrative certificates.

7. Administrators, if they are going to teach any classes, should do some of their teaching in the elementary field.

8. Some type of in-service training is essential if the high school administrator or other administrators wish to advance in their profession. Round-table discussions concerning elementary and secondary school problems with school administrators, high school teachers, and elementary school teachers as participants, would be a valuable form of in-service training.

9. It is impossible to have a good high school when poorly trained students are sent to it from the grades. More and better supervision should take place in the elementary schools.

10. There must be a better balance of courses offered by our colleges if supervision is to be practiced efficiently. Colleges should offer more practical courses for administrators rather than courses of theory.

11. A good course in School Law should be offered in our colleges and universities and be required of all Kansas administrators before they can secure or retain their administrative certificates.

12. Apprenticeship for administrators and teachers is very essential. Anyone who is studying to become an administrator should

be permitted to work in the field under a competent administrator and receive college credit for same. This would be similar to the practice teaching done by students in our colleges and universities.

13. Supervision should be equally divided between elementary and secondary schools or else more time should be spent in the elementary school than in the secondary school.

14. Administrators should take the teachers and pupils into their confidence when making or revamping a curriculum. Cooperative effort should take place.

15. More "super" should be taken out of supervision and more "vision" should be added. The administrator must depend on the power and persuasion of knowledge to get things done, rather than upon official dictum.

16. Three factors considered in selecting an administrator should be personality, experience, and professional training.

## ACKNOWLEDGMENTS

Appreciation is expressed to Professor O. Kenneth O'Fallon, Department of Education and Psychology, for his interest, constructive criticism, and guidance in the preparation of this master's thesis. The writer wishes to express his appreciation to the high school administrators of Kansas for their valuable assistance in making this study possible.



THE PREPARATION AND EXPERIENCE IN THE FIELD OF  
ELEMENTARY EDUCATION OF SCHOOL  
ADMINISTRATORS IN SECOND AND  
THIRD CLASS CITIES, RURAL AND  
COMMUNITY HIGH SCHOOLS IN KANSAS

by

GEORGE HARLAN SHEPHERD

B. S., Kansas State College  
of Agriculture and Applied Science, 1949

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AN ABSTRACT OF A THESIS

submitted in partial fulfillment of the

requirements for the degree

MASTER OF SCIENCE

Department of Education

KANSAS STATE COLLEGE  
OF AGRICULTURE AND APPLIED SCIENCE

1952

The objectives of this thesis are three-fold: (1) to make an investigation concerning the preparation and experience of Kansas school administrators in the field of elementary education; (2) to make a comparison of the educational qualifications of these Kansas administrators in secondary supervision as compared to elementary supervision, and (3) to give conclusions and to make recommendations in the light of this investigation.

To determine the preparation and experience of Kansas school administrators in the field of elementary education, questionnaires were sent to the high school administrators of second- and third-class cities and rural and community high schools. The names of the schools in which these administrators are employed were obtained from the Educational Directory, an annual publication of the State Department of Education, Topeka, Kansas. These questionnaires were mailed in September, 1951. statistical data were tabulated in November, 1951. No follow-up of questionnaires was made. The questionnaires were sent to 652 Kansas administrators and 453 replied. This represented 69.5 per cent returns.

Questions were asked these administrators concerning their teaching experience and college preparation in the elementary field. Some administrators did not answer all the questions as they felt some of the questions were not applicable to their respective administrative positions.

The results of this study are made available in the following conclusions and recommendations.

The conclusions are as follows:

1. Kansas school administrators' preparation is weakest in the field of elementary education. Sixty-seven of 453 administrators queried in this study have no specific preparation in elementary education while only three are lacking secondary preparation. Principals of rural and community high schools in Kansas have more training in both elementary and secondary education than principals of second-class city schools. Superintendents are better prepared in elementary education than other administrators in Kansas. However, 62 per cent think that they are still inadequately prepared. The administrator's preparation has been rather limited as most of it has been in the secondary field.

2. Kansas school administrators think that elementary teaching experience is essential. Three hundred sixty-two of 433 administrators replying to this part of the study thought elementary teaching was essential for all high school administrators. However, there are 141 administrators who answered (33 per cent) with no elementary teaching experience. Twenty-eight per cent of superintendents of second- and third-class city schools have no teaching experience in the elementary field. Nearly 35 per cent of the administrators thought two years of elementary teaching experience would be enough. In the replies given by superintendents of second- and third-class city schools, 95 per cent recommended one year or more teaching

experience in the elementary field. Eighty-four per cent of the administrators thought elementary teaching was essential but only 67 per cent have such experience. Of the principals of second-class cities 75 per cent thought this training necessary compared to 30 per cent who actually have the experience. Of the superintendents of second- and third-class cities, 83 per cent thought elementary school training was essential. Seventy-two per cent have such training. Of the principals of rural and community high school 85 per cent thought such experience was necessary, but only 60 per cent have elementary school experience.

3. School administrators of Kansas have had insufficient college training in elementary education. Thirty-five per cent of the principals of second-class city high schools stated that they thought they had enough college training in elementary education whereas 65 per cent thought they were inadequately prepared. Sixty-two per cent of the 185 superintendents of Second- and third-class cities reported that they were inadequately prepared in elementary education. Sixty-three per cent of the 206 principals of rural and community high schools reported that they were inadequately prepared in this area.

4. Most teaching by Kansas administrators has been in the Secondary field. They have five times as many years of teaching experience in the secondary teaching as compared to that in the elementary field. Nearly 33 per cent of those administrators

replying to the questionnaire have no elementary teaching experience. A high school administrator is not adequately qualified unless he has some definite experience as a classroom teacher, and preferably in both the elementary and high schools.

5. Administrators of many of the high schools in Kansas are so involved in teaching classes and administrative detail that it appears to be impossible for them to spend the time needed for supervision. It is impossible for the administrator who teaches a large number of classes to spend much time in direct supervision which is essential to good schools. The smaller the enrollment of the high school the more class periods an administrator teaches. Thirty-three administrators of the 423 administrators answering the question concerning administration felt that they spent more than fifty hours in administration each week. Nearly one-half of the principals of rural and community high schools spent at least four hours each day in administration. More time is spent each week in supervision in the secondary school than in the elementary school by superintendents of second- and third-class city schools. At least twenty of the superintendents of second- and third-class city schools teach twenty or more class periods each week. Superintendents of the third-class city schools do more teaching than other superintendents.

6. The tenure of administrators in the public school system Kansas increases with the size of the school system. The information for this statement was obtained from the Kansas educational Directory.

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8. Very few administrators (less than ten per cent) do not have an administrative certificate. The number has been decreasing rapidly the past six years. This means that ninety per cent of the administrators have Master's degrees.

9. The administrators of the larger school systems are found to have had more years of teaching experience than other administrators in Kansas.

10. The offices of the administrators in Kansas have been so located to facilitate the expansion of a high school program rather than an elementary program or both a high school and elementary program. It has been more convenient to manage a secondary school rather than an elementary school. Only 13 superintendents of second- and third-class city schools stated specifically that their offices were located within the elementary school. Only 17 out of 249 answering this part of the study stated that their offices were located in the/an elementary school building.



The recommendations derived from the "Review of Literature" are as follows:

1. Administrators should provide the people with continuing and realistic appraisals of the educational program.

2. If administrators are going to place programs in operation, some criteria for evaluating the program should be used.

3. Administrators should be informed as to what procedure is essential in the development of a working curriculum.

4. Administrators should take the teachers and pupils into their confidence when making or revamping a curriculum. Co-operative effort should take place.

5. More "super" should be taken out of supervision and more "vision" should be added. The administrator must depend on the power and persuasion of knowledge to get things done, rather than upon official dictum.

6. Three factors considered in selecting an administrator should be personality, experience, and professional training.

The recommendations derived from replies to the questionnaires are as follows:

1. Some type of in-service training is essential if the high school administrator or other administrators wish to advance in their profession. Round-table discussions concerning elementary and secondary school problems with school administrators, high school teachers, and elementary school teachers as participants, would be a valuable form of in-service training.



2. There must be a better balance of courses offered by our colleges if supervision is to be practiced efficiently. colleges should offer more practical courses for administrators rather than courses of theory.

3. A good course in School Law should be offered in our colleges and universities and required of all Kansas administrators before they can secure or retain their administrative certificates.

4. Apprenticeship for administrators and teachers is very essential. Anyone who is studying to become an administrator should be permitted to work in the field under a competent administrator and receive college credit for same. This would be similar to the practice teaching done by students in our colleges and universities.

The writer wishes to make these additional recommendations:

1. Too much emphasis is being placed on the experience of Kansas administrators represented by this study. These administrators should be compelled to return to college for graduate study just as the administrators now receiving administrative certificates are compelled to do. It would seem logical that older administrators, in terms of years of service, should return to the college classroom for further study in order to meet the demands that are made by our changing society. The new certification requirement for Kansas administrators should read, "All administrators who have not entered into graduate study the past five years must secure at least six semester hours of college

credit and at least six additional semester hours of college credit in each subsequent five-year period."

2. Colleges should release personnel so that they might teach in the public schools and then return to the colleges and be better prepared to teach administrators.

3. Requirements should be the same for all administrators. administrators in the smaller high schools in the past have not needed administrative certificates.

4. Administrators, if they are going to teach any classes, should do some of their teaching in the elementary field.

5. Supervision should be equally divided between elementary and secondary schools or else more time should be spent in the elementary school than in the secondary school.