THE COUNTY SUPERINTENDENT
OF KANSAS
PEARL WYRILL
THE UNIVERSITY OF WICHITA

THE COUNTY SUPERINTENDENT OF KANSAS

Acknowledgment

The writer wishes to acknowledge her great appreciation for the assistance by Dr. Earl Y. Hibbard, Dean of the Graduate School of the University of Wichita. Whatever merit this study may have is largely due to his suggestions, ever-ready helpfull assistance.

A DISSERTATION

SUBMITTED TO THE GRADUATE FACULTY

IN CANDIDACY FOR THE DEGREE OF

MASTER OF ARTS

DEPARTMENT OF EDUCATION

BY

PEARL WYRILL

WICHITA, KANSAS

MAY, 1931
Acknowledgment

The writer wishes to acknowledge her great appreciation for the assistance by Dr. Earl K. Hillbrand, Dean of the Graduate School of the University of Wichita. Whatever merit this study may have is largely due to his suggestions, never-failing helpfulness, and encouragement. She wishes, also, to mention her appreciation of the assistance given by Dr. O. L. Troxel of the Colorado State Teachers College in furnishing plans and helps for this study. She would also express her gratitude to J. T. Anderson, of the State Teachers College of Kearney, Nebraska, for the permission to use his study of the Nebraska county superintendents; and to Mr. George A. Allen, Jr., state superintendent of Kansas, and to the county superintendents supplying the much needed material.
# TABLE OF CONTENTS

<table>
<thead>
<tr>
<th>Chapter</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>I. INTRODUCTION.</td>
<td>1</td>
</tr>
<tr>
<td>II. A CRITICAL REVIEW OF THE EXISTING LITERATURE ON THE PROBLEM.</td>
<td>6</td>
</tr>
<tr>
<td>III. THE METHOD OF INVESTIGATION</td>
<td>10</td>
</tr>
<tr>
<td>IV. STATISTICAL SUMMARY OF QUESTIONNAIRE DATA</td>
<td>13</td>
</tr>
<tr>
<td>V. A STUDY OF THE DATA BY GROUPS</td>
<td>33</td>
</tr>
<tr>
<td>VI. GENERAL CONCLUSIONS</td>
<td>48</td>
</tr>
<tr>
<td>BIBLIOGRAPHY.</td>
<td>51</td>
</tr>
<tr>
<td>APPENDIX A.</td>
<td>52</td>
</tr>
<tr>
<td>APPENDIX B.</td>
<td>56</td>
</tr>
</tbody>
</table>
CHAPTER I
INTRODUCTION
The Problem

"Rural life is now facing a terrific crisis. It is imperative that it be given the highest leadership through the development of a rural education that will equip youth to face the new day intelligently and courageously." ¹

Thinking that a careful analysis of this question would render a service to education, the writer has undertaken in this personnel study of the county superintendent to discover some facts here in Kansas upon which reliable and valid conclusions may be based. It may be defined as an attempt to describe the quality of the professional rural leadership in an average county of Kansas.

As well might we hope to repeal the law in physics which says water cannot rise above its source as to plan a rural school system, in any county, that is to reach above and beyond the ideals and objectives of the county superintendent. "The county superintendent is the key to the problem of rural education. Where he is able, well trained, well paid, secure in tenure, and a real leader of the people of his county, reforms needed in rural education quickly come about." ²

² Ibid., p. 9.
The rapid changes in rural life have thrust new responsibilities on the superintendent as well as on the teachers. He still retains the clerical and financial duties given the office at its founding. The instructional work of the school has grown in importance and requires much of his time. The selection of textbook equipment also is left more and more to the superintendent. The holding of institutes for teachers and annual meetings of the school officers are recently added responsibilities unknown in the days of early school committee. To perform these duties satisfactorily the superintendent must be an expert in the instructional and administrative phase of teaching.

Such a multiplicity of school work is quite beyond the abilities of the person chosen merely for clerical aptness from the general electorate. It demands, first of all a good organizer. It requires a man of exceptional business ability. Then, too, he must be a professional supervisor with good ability to assist in the teaching process; a man of unlimited energy and, withal, a man who has the courage of his convictions. That it is difficult to find all these qualities in one person is evident. Thus it appears that the position of supervisor is at once a most important office and a most difficult one to fill well - if rural school supervision is to be more than incidental inspection.3

The rural community, in spite of its limitations, has always been noted for its development of men and women of character. It is a striking fact that in almost any group of leaders in state or national affairs a substantial majority will have been country born and bred. In the fifteen largest cities in America whose superintendents are written up in Who's Who, thirteen were born and reared in the country and the villages. Jones of Cleveland and O'Shea of New York are the only exceptions.4 Lest this be charged to the newness of our country, one needs merely recall the statement

---


made by the great Irish farmer and poet, George Russell, before the recent meeting of the American Country Life Association at Madison. He pointed out that under city conditions life loses its vitality; that in London the first city generation is less numerous and less vigorous than the stock which came in from the country; the second generation is further reduced in vigor; in the third generation actual deformities appear; and in the fourth generation the stock practically dies out.5

These facts are given to suggest that the success of rural life is essential to the success of America and that when we are considering the problem of the rural child we are playing with elements of national destiny and survival. Cities know that they must look to the country not only for food and raw material, but also for men and women to head their business, their industries, and to be the fathers and mothers of their children, if men and women who are three generations removed from the soil do not rear children.

But let us suppose the cities and the wealthier counties were ready to help and that Uncle Sam could see his way to aid the weaker states, then we should be almost to the place where dreams come true, provided our county superintendents were all ready to administer as experts. Otherwise, in many places we shall have waste, and unthinkable inequality in a land where equality of opportunities is supposed to be the

At the foundation of a more intelligent rural community must be schools which are something more than drill shops in charge of temporary instructors. The rural school of to-morrow will be a service institution which will contribute new vitality to practically every phase of rural life. It will be a health center equipped to make the rural community the healthiest community there is. It will help to build up home life by teaching the planning, design, and management of the farm home. It will help to maintain an intellectual life by giving attention to the education of adults. The rural school of to-morrow will concern itself with citizenship to the end that farm community may be better governed and that farm leaders shall be better able to protect the interests of rural life in legislative halls.

The rural school of to-morrow will be shot through with scientific agriculture, including distribution and marketing, and an application of the advantages of living in the free surroundings of the open country. Scientific agriculture will surround the school in the form of a school farm. Every day from the first day of school until graduation and even after graduation, there will be emphasis on the possibilities of farm life with specific instruction how those possibilities can be realized.

The rural school of to-morrow will concern itself with leisure and beauty. Farm homes have a wonderful setting for recreation, built around human needs rather than around the desire to exploit leisure for selfish gain. Here is an opportunity to develop creative art and community interest of the finest type.

Twelve million and more of country boys and girls look to their county superintendent for effective leadership in their school career. The public school system judged by cost, number engaged, and value of the finished product is the biggest business in the world.

Some one recently said a new wind is blowing across the world and that wind is for every worker to love his work and have faith in reaching his goal. He told of a big business man who died recently in a small city. One of his admirers said in a memorial service, 'Nature never marked that man for genius or a great man at all, but he loved his business
and everybody in it. That enabled him to touch and make over the lives of ten thousand men and women."

Every county superintendent can vitally touch ten thousand men and women. From three to six thousand girls and boys he must touch if he is effective. Willis A. Sutton, president of the N. E. A., further maintains, "Any teacher, who has had a child for a period of nine months and exercises due diligence in the watching of that child, can so impress his moral nature that he will never go astray."

---

A. The professional training, educational experience, salary, and salary of Nebraska county superintendents.

B. The system under which they serve.

An attempt is made to analyze the qualifications of those holding the office of county superintendent in Nebraska and to determine, if possible, those qualities which are successful and those which are not. The report was made by the Nebraska Educational Directory, and from the University of Nebraska and the University of Nebraska, and from the Nebraska Educational Directory. The report was made by the Nebraska Educational Directory, and from the University of Nebraska and the University of Nebraska.

Findings: In the seventy-three counties from which reports were received:

The number of districts range from 5 to 215,

The number of teachers range from 30 to 90, not including Lancaster and Nebras of counties in which

---

7 A. C. Burton, op. cit., p. 68.
A number of studies which relate to the problem discussed in this dissertation have been made.

J. T. Anderson of the State Teacher's College, Kearney, Nebraska, in the hope that a little more light may be thrown on the rural school situation in matters of supervision and administration, attempted in his study to find out something of the value regarding,

1. The professional training, educational experience, tenure, and salary of Nebraska county superintendents.

2. The system under which they serve.
   An attempt is made to analyze the qualifications of those holding the office of county superintendent in Nebraska, and to determine, if possible, those qualities which are successful and those points of weakness which hinder the development of public education.

Data for the study were obtained from a questionnaire sent to the ninety-three county superintendents of Nebraska from the Nebraska Educational Directory, and from the University of Nebraska records. Seventy-one of the ninety-three county superintendents of the state answered the questionnaire.

Findings - In the seventy-one counties from which reports were received;

The number of districts range from 9 to 215.

The number of teachers range from 30 to 328, not including Lancaster and Douglas counties in which are located the cities of Lincoln and Omaha.
Of the county superintendents reporting:

- 45.6 per cent have office assistants.
- None have assistant supervisors.
- 84.5 per cent have had four years of high school training, 7 per cent have had none and the average is 3.6 years.
- 46 per cent have had some college training and the average is 2.4 years.
- 45 per cent report no training in school administration and supervision and 16.9 per cent have had less than five semester hours in these fields.
- 82 per cent have had four years of high school training, 7 per cent have had none and the average is 3.6 years.
- 9 per cent have had some college training and the average is 3.6 years.
- 45 per cent report no training in school administration and supervision and 16.9 per cent have had less than five semester hours in these fields.
- 42.2 per cent have no college credit in educational psychology and the average is 6.9 semester hours.
- 47.7 per cent have no training in other educational courses and 8.4 hours is the average amount of other educational work that those taking courses have had.
- 33.8 per cent hold college degrees, whereas 80.2 per cent of the city superintendents in the same county seats hold degrees.
- 93 per cent have had teaching experience in rural schools, 1.4 per cent have had 16 or more years of such teaching experience, and the average is 4.6 years.
- 71.8 per cent report high school teaching experience and the average number of years taught in high school is four.
- 4.9 years is the median tenure of county superintendent, whereas 3.7 years is the median tenure of city superintendents in the same county seats.
- $1825.00 is the median salary paid county superintendents, while the median salary for city superintendents in the same county is $2963.63.
- 73 per cent of the county superintendents are women; only 4.3 per cent of the city superintendents in the same county seats are women.

On basis of his study and his own experience as a county superintendent, J. T. Anderson reached the following conclusions:

- The duties of the county superintendent are varied and scattered. The fact that each one-room school is a unit of organization in itself and each has its complexity of problems and the fact that the superintendent is both an
administrator and a supervisor adds to the multiplicity of duties to be performed by the superintendent who must travel over a whole county in performing them.

Under the present system there is lack of uniformity and definiteness of purpose. Schools and counties are of different sizes; tax levies within the same county vary from one to twenty-five mills; superintendent's training varies from merely satisfying the legal requirements to the doctor's degree; one group of school officials and patrons purpose to have the best school in the county and another is satisfied merely to "get by".

Systematic organization and vigorous execution are hardly possible under the present system where one person must be responsible for so many duties scattered over so large a territory.

As compared with city superintendents, county superin­
tendents are poorly prepared by training for their work.

The tenure of county superintendents is slightly longer than that of city superintendents. The tenure of county superintendents in Nebraska is fixed by law at four years with the privilege of reelection to as many terms as the public sees fit.

The salaries of county superintendents in Nebraska are too low, if the salaries of city superintendents may be used as a basis for comparison, and hardly justify one in spending four or five years in college preparing for the position when the salaries of city superintendents are so much more attrac­
tive.

Since seventy-three per cent of the reporting county superintendents of Nebraska are women, it is evident that the position attracts women very much more than it does man.

Dr. Troxel, Professor of Education in the Colorado State Teachers College, attempts in a personnel study to describe the quality of the professional leadership in the smaller cities of Colorado. Outside of the city of Denver, which includes about one-third of the population of the state, Colorado is a state of large rural areas and small cities. Since it is a study primarily of the city
superintendents in the smaller cities, Denver is not included in the study.

A comparison of the training of these Colorado city superintendents with the training of the city superintendent in New England as reported by Dean Benner seems to be all in favor of the Colorado city superintendent. He reported sixty-six per cent of the city superintendents in small schools and fifty-eight per cent of those cities under twenty-five thousand population inadequately trained. He classed as adequately trained those who had four years or more training beyond the high school, including professional studies. By the same criterion not more than twenty-five per cent of the Colorado city superintendents included in this study would be classed as inadequately trained.
CHAPTER III

THE METHOD OF INVESTIGATION

The basal plan of studying this problem is the normative method of science. It may be defined as that method in determining what is best. Back of the question, "What is best?" is usually the question, "What is best to do?" In every field a beginning has to be made, and no one need apologize in the infancy of a science for using crude instruments of measurement. In the end, the results of the normative methods are subjected to just as severe tests as the laws derived from experiment. With all the advantages of norms and standards, they offer the most satisfactory means of deriving and expressing the data of social sciences.

The technique involved is the survey of facts obtained from the questionnaire, whose place must be in the normative sciences. The conclusion arrived at here is that the questionnaire is a useful device, and at times indispensable in practical affairs. As an instrument of research, its use is confined, with one exception, to early and preliminary stages. This exception is in normative science, where, if properly used, the questionnaire may function in obtaining expert judgment (as a criterion), and in gathering recorded facts.

---

2Ibid., p. 138.
3Ibid., p. 214.
data that cannot readily be obtained otherwise.\textsuperscript{4}

There are questionnaires and questionnaires, and since no two situations in which they are used are exact duplicates of each other, the reliability and validity of each will have to be determined independently of any general conclusion that they are or are not dependable.\textsuperscript{5}

We offer a word, therefore, in behalf of the questionnaire on these counts. First, it often affords the only means of securing information. Let the investigator take every reasonable precaution to assure himself that his problem falls under this head. Second, the topic must be worthy; it must not be trivial. Assured on these two points, the investigator should boldly decide to issue his blank. Third, the recipients of the questionnaires owe something to the cause of education. Many who loudly condemn these instruments are glad enough to have the educational chariot move forward yet are unwilling to put their shoulder to the wheel.

Let the investigator look to his procedure; he must, of course, use a correct technique in writing the questionnaire. Others have said much on this point, and for that reason we leave the field to them. There are courtesies, however, to be observed not only because courtesy is a virtue but because it is effective. The investigator may well send out a preliminary inquiry and secure the assent of his prospective correspondents. He should discriminate in selecting even the preliminary group, and if he must send a second and more detailed questionnaire, he should obtain in the first one the names and addresses of the persons who are best informed about the details. From time to time the investigator should send progress reports to those who have cooperated with him, and at the close of the project, he should make a final report. He should at all times be quick to acknowledge the assistance he has received.

As we see it, therefore, the indiscriminate censure of the questionnaire is unjustified. Rightly used it is a proper and indeed an inevitable means of securing information. Moreover, a real obligation rests upon educational people

\textsuperscript{4}Ibid., p. 215.

\textsuperscript{5}Ibid., p. 214.
to contribute something through this means to the general good.  

The nature and merit of the questionnaire largely determines the adequacy of the response. If the returns are to justify worthwhile conclusions, they must be based upon a sufficient number of replies to give a high degree of reliability. "Fifty per cent of returns is normal." Only when exceptional care is used in the form, when special inducements are offered for a reply, and when the subject is of exceptional interest and importance, can an investigator realize a seventy-five per cent return. Dogged persistence in follow-up is associated with the method, too, as a matter of course. In defense of the questionnaire, there are certain problems which can be solved by no other method than the questionnaire, and it is indispensable in school administration.

It was possible in this study of seventy-two replies to check the accuracy of the returns of questionnaire data by the official biennial report of the State Superintendent of Public Instruction in Kansas and the Kansas School Code.

That these data might be studied to the best advantage, all of them were reduced to the point form and weighed statistically, by means of central tendency. The findings are further recorded by graphic and tabular technique.

---

7 John G. Almack, op. cit., p. 216.
8 Ibid., pp. 215-216.
CHAPTER IV

STATISTICAL SUMMARY OF QUESTIONNAIRE DATA

Personnel Study of County Superintendents

I. State total: 105  Men - 40  Women - 65
Study total: 72 " - 28 " - 44

<table>
<thead>
<tr>
<th></th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>40</td>
<td>28</td>
<td>68</td>
</tr>
</tbody>
</table>

II. Age levels:

<table>
<thead>
<tr>
<th>Age Range</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>20-29</td>
<td></td>
<td></td>
<td>9</td>
</tr>
<tr>
<td>30-39</td>
<td></td>
<td></td>
<td>33</td>
</tr>
<tr>
<td>40-49</td>
<td></td>
<td></td>
<td>19</td>
</tr>
<tr>
<td>50-59</td>
<td></td>
<td></td>
<td>11</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>72</td>
</tr>
</tbody>
</table>

III. Nationality:

<table>
<thead>
<tr>
<th>Nationality</th>
<th>Men</th>
<th>Women</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>American</td>
<td></td>
<td></td>
<td>71</td>
</tr>
<tr>
<td>Foreign-born</td>
<td></td>
<td></td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td></td>
<td>72</td>
</tr>
</tbody>
</table>

(Scotch-Irish
(English-American
(German
(Irish
(English-Irish
(Irish-German
(Penn-Dutch
(Scotch-Irish-and German

-13-
Birth state:

- Kansas: 57
- Nebraska: 3
- Missouri: 3
- Illinois: 3
- Indiana: 1
- Oklahoma: 1
- Tennessee: 1
- Kentucky: 1
- Massachusetts: 1
- Denmark: 1
- Remaining equal: 15

Total: 72

III. Married Men: 27
- Single Men: 1

Married Women: 19
- Single Women: 25

Total: 72

(Children:

- None: 34
- One: 14
- Two: 8
- Three: 10
- Four: 2
- Six: 2

Remaining equal: 72
<table>
<thead>
<tr>
<th>Father's birth state</th>
<th>Mother's birth state</th>
</tr>
</thead>
<tbody>
<tr>
<td>Indiana / / / / / / /</td>
<td>Kansas / / / / / / / / / /</td>
</tr>
<tr>
<td>Illinois / / / / / / /</td>
<td>Illinois / / / / / / /</td>
</tr>
<tr>
<td>Ohio / / / / / / /</td>
<td>Ohio / / / / / / /</td>
</tr>
<tr>
<td>Kansas / / / / / /</td>
<td>Indiana / / / / / /</td>
</tr>
<tr>
<td>Penn. / / / / / /</td>
<td>Penn. / / / / / /</td>
</tr>
<tr>
<td>Kentucky / / / /</td>
<td>Kentucky / / / /</td>
</tr>
<tr>
<td>Missouri / / / /</td>
<td>Missouri / / / /</td>
</tr>
<tr>
<td>Michigan / / / /</td>
<td>Michigan / / / /</td>
</tr>
<tr>
<td>Iowa / / / / / /</td>
<td>Iowa / / / / / /</td>
</tr>
<tr>
<td>Tennessee / / / /</td>
<td>Tennessee / / / /</td>
</tr>
<tr>
<td>New Jersey / / / /</td>
<td>Virginia / / / /</td>
</tr>
<tr>
<td>New York / / / /</td>
<td>New York / / / /</td>
</tr>
<tr>
<td>Maine / / / /</td>
<td>Oklahoma / / / /</td>
</tr>
<tr>
<td>Wisconsin / / / /</td>
<td>Wisconsin / / / /</td>
</tr>
<tr>
<td>Germany / / / /</td>
<td>Germany / / / /</td>
</tr>
<tr>
<td>Ireland / / / /</td>
<td>England / / / /</td>
</tr>
<tr>
<td>Canada / / / /</td>
<td>Scotland / / / /</td>
</tr>
<tr>
<td>Ontario / / / /</td>
<td>Ireland / / / /</td>
</tr>
<tr>
<td>Switzerland / / / /</td>
<td>Canada / / / /</td>
</tr>
<tr>
<td>Denmark / / / /</td>
<td>Denmark / / / /</td>
</tr>
<tr>
<td>England / / / /</td>
<td>Ontario / / / /</td>
</tr>
<tr>
<td>1 Extra / / / / /</td>
<td>Sweden / / / /</td>
</tr>
</tbody>
</table>

One gave birth date of parents rather than state.
<table>
<thead>
<tr>
<th>Occupation</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Farmer</td>
<td>49</td>
</tr>
<tr>
<td>School teacher and farmer</td>
<td>4</td>
</tr>
<tr>
<td>Carpenter and farmer</td>
<td>1</td>
</tr>
<tr>
<td>Stockman and farmer</td>
<td>1</td>
</tr>
<tr>
<td>Tanner and farmer</td>
<td>1</td>
</tr>
<tr>
<td>Merchant and farmer</td>
<td>1</td>
</tr>
<tr>
<td>City superintendent of schools</td>
<td>1</td>
</tr>
<tr>
<td>Physician</td>
<td>2</td>
</tr>
<tr>
<td>Surgeon</td>
<td>1</td>
</tr>
<tr>
<td>Mechanic</td>
<td>1</td>
</tr>
<tr>
<td>Nurseryman</td>
<td>1</td>
</tr>
<tr>
<td>Rural Mail</td>
<td>1</td>
</tr>
<tr>
<td>Janitor</td>
<td>1</td>
</tr>
<tr>
<td>Editor</td>
<td>1</td>
</tr>
<tr>
<td>Lawyer</td>
<td>1</td>
</tr>
<tr>
<td>Business</td>
<td>1</td>
</tr>
<tr>
<td>Merchant</td>
<td>1</td>
</tr>
<tr>
<td>Baker</td>
<td>1</td>
</tr>
<tr>
<td>Blacksmith</td>
<td>1</td>
</tr>
<tr>
<td>Blank</td>
<td>1</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>72</strong></td>
</tr>
</tbody>
</table>

(17 Occupations represented)
V. Reared Where?

- Farm: 56
- Village: 11
- 2nd class city: 3
- 1st class city: 2

Total: 72

Three mentioned living in a large city after they were older.

VI. Rank in age as to brothers and sisters:

- 1st: 26
- 2nd: 16
- 3rd: 6
- 4th: 10
- 5th: 3
- 6th: 2
- 7th: 4
- 8th: 2
- 9th: 1
- 10th: 1

One was a thirteenth child.

Total: 72

VII. Religious training:

- Yes: 41
- No: 31

Two had religious training but not strict
VIII. Church Membership:

<table>
<thead>
<tr>
<th>Church</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methodist</td>
<td>32</td>
</tr>
<tr>
<td>Baptist</td>
<td>4</td>
</tr>
<tr>
<td>Christian</td>
<td>7</td>
</tr>
<tr>
<td>Presbyterian</td>
<td>8</td>
</tr>
<tr>
<td>Congregational</td>
<td>5</td>
</tr>
<tr>
<td>Lutheran</td>
<td>2</td>
</tr>
<tr>
<td>United Brethren</td>
<td>1</td>
</tr>
<tr>
<td>Episcopal</td>
<td>2</td>
</tr>
<tr>
<td>Dunkard</td>
<td>1</td>
</tr>
<tr>
<td>None</td>
<td>3</td>
</tr>
<tr>
<td>Blank</td>
<td>7</td>
</tr>
</tbody>
</table>

Church preference:

<table>
<thead>
<tr>
<th>Church</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>Methodist</td>
<td>17</td>
</tr>
<tr>
<td>Presbyterian</td>
<td>3</td>
</tr>
<tr>
<td>Congregational</td>
<td>2</td>
</tr>
<tr>
<td>Christian</td>
<td>4</td>
</tr>
<tr>
<td>Seventh Day Adventist</td>
<td>1</td>
</tr>
<tr>
<td>Lutheran</td>
<td>1</td>
</tr>
<tr>
<td>United Brethren</td>
<td>1</td>
</tr>
<tr>
<td>Friends</td>
<td>1</td>
</tr>
<tr>
<td>Blank</td>
<td>42</td>
</tr>
</tbody>
</table>

---

72
IX. College fraternities

<table>
<thead>
<tr>
<th>Fraternity Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>33</td>
</tr>
<tr>
<td>Blank</td>
<td>23</td>
</tr>
<tr>
<td>One Organization</td>
<td>7</td>
</tr>
<tr>
<td>Two Organizations</td>
<td>2</td>
</tr>
<tr>
<td>Three Organizations</td>
<td>2</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
</tr>
</tbody>
</table>

(Social group  
(Honorary  
(Professional  
(Pi Gamma Mu  
(Philemathan  
(Phi Delta Kappa  
(Phi Alpha Kappa  
(Epsilon Sigma Alpha

X. Fraternal membership now:

<table>
<thead>
<tr>
<th>Fraternity Type</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td>12</td>
</tr>
<tr>
<td>Blank</td>
<td>26</td>
</tr>
<tr>
<td>One Organization</td>
<td>14</td>
</tr>
<tr>
<td>Two Organizations</td>
<td>11</td>
</tr>
<tr>
<td>Three Organizations</td>
<td>6</td>
</tr>
<tr>
<td>Four Organizations</td>
<td>3</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
</tr>
</tbody>
</table>

(I.O.O.F.  
(Masons  
(Eastern Star  
(Royal Neighbors  
(Rebekah  
(B. P. W. C.  
(A. F. & A. M.
XI. Extra-curricular activities:

(Took no part in high school) 25
(Took no part in either high school or college) 20
(Took some part in college) 30
(Athletics in high school) 25
(Debate in high school) 21
(Debate in college) 15

High school
 Literary societies
 Music
 Dramatics
 Y. W. C. A.

College
 Music
-21-

(Literary Societies ////)
(Dramatics ///)
(Y. W. C. A. //)

Grand Total - high school extra-curricular participation 74

Grand Total - college extra-curricular participation ... 51

XII. Honors won:

(Total of //// //// //// //// //// 41

(Letters or trophies

<table>
<thead>
<tr>
<th></th>
<th>high school</th>
<th>college</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>//// //// //// //// 24</td>
<td>//// //// 3</td>
</tr>
</tbody>
</table>

(Officer ships in clubs or fraternities

<table>
<thead>
<tr>
<th></th>
<th>high school</th>
<th>college</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>//// //// //// 12</td>
<td>//// //// 10</td>
</tr>
</tbody>
</table>

(Class officership

<table>
<thead>
<tr>
<th></th>
<th>high school</th>
<th>college</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>//// //// //// 15</td>
<td>//// //// 7</td>
</tr>
</tbody>
</table>

(Membership on dramatic or debating team

<table>
<thead>
<tr>
<th></th>
<th>high school</th>
<th>college</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>//// //// //// //// 19</td>
<td>//// //// //// 10</td>
</tr>
</tbody>
</table>

(Grand Total of high school honors ....... 70
(Grand Total of college honors ......... 30
XIII. Work:

(Worked for pay while in high school) 27

(Supported themselves wholly or in part in college) 21

(Total worked for pay both high school and college) 11

(Did not work outside to support themselves while in either school) 41

XIV. Support:

(Left school to go to work, before completing college) 72

(1st grade) 11

(7th grade) 11

(8th grade) 11

(9th grade) 11

(10th grade) 11

(11th grade) 11

(12th grade) 11

(13th grade) 11

First work:

Teaching 42
First Work: (continued)

Preaching / 1
Farm Work /// 4
Newspaper // 2
Music / 1
Telephone operator / 1
Blank ///// ///// ///// ///// 21
Total . . . . . . . . . . . . . . . . . . 72

XV. College vocational preparation:

Teaching ///// ///// ///// ///// ///// ///// ///// ///// 50

Special fields rural /music
agricultural

Ministry / 1
Medical / 1
Law // 2
Business / 1
Blank ///// ///// ///// // 17
Total . . . . . . . . . . . . . . . . . . 72

XVI. Guidance:

Decided in favor of school work while
in elementary school ///// ///// 12
high school ///// ///// ///// ///// ///// /////

College ///// // 49
Blank or did not plan ///// 7
Total . . . . . . . . . . . . . . . . . . 72
XVII. Reasons given for educational work:

Liked educational work and children

Salary or pay

Started teaching to earn money to complete college work

Matter of chance

Position was offered

Easy to get a job

Influence of teacher and parents

Total

XVIII. Reasons given for administrative work:

Opportunity for advancement

Liked responsibility

Greatest service

Matter of chance

Better pay

Natural step

Desire to lead

Chance to avoid routine incident upon class-room teaching

Total
XIX. Executive experience outside of school:

Yes - Teaching experience ........ 72

Types - Rural teaching
  Grade principal
  High school principal
  Junior high school principal
  Music supervisor
  High school teaching

Range 26 1
  25 1
  22 2
  17 2
  15 1
  14 2
  13 1
  12 2
  10 2
  9 2
  8 5
  7 5
  6 2
  5 2
  4 5
  3 2
  2 2

  1 1

40

(Median 8 Range 1 - 26 years)

No outside experience ////////// ////////// //////////

 ////////// 20

Yes outside experience ////////// ////////// /// 12

Total. .................. .......... 72

Types of outside of executive experience

  Home manager
  Army
  Farm manager
  Sunday School teacher
  Furniture business
  President of Teachers' Association
  Manager of a store
XX. Organization relationships with active participation:

(Educational character - ////// ///// ///// ///// (60)

(Community character - ////// ///// ///// ///// //

(Religious work - ////// ///// ///// ///// ///

(Politics - ////// ///// ///// ///// ///. . . . . (25)

XXI. Personal and recreational interests:

Athletics ////////// ////////// /// (18)
Reading and study ////////// ////////// (12)
Social activities ////////// ////////// (11)
Home making ////////// /// (9)
Music ////////// /// (9)
Golf ////////// /// (8)
Tennis ////////// (4)
Gardening ////////// /// (7)
Radio ////////// (3)
Lodge ////////// (5)
Shows /// (2)
Club Work /// (2)
Farming /// (2)
Bible /// (2)
Checkers /// (2)
Movies /// (2)
Horse-shoe pitching // (1)
Hunting and fishing // (2)
Swimming / 1
Dance / 1
Bridge club / 1
Left Blank ///// ///// 10
No time ///// 5
72

XXII. Insurance:

(Amount carried for life:

- $15,000. 1
- $13,000. 2
- $10,000. 3
- $8,000. 1
- $7,000. 1
- $6,500. 1
- $5,000. 4
- $4,500. 1
- $4,000. 2
- $3,500. 2
- $3,000. 5
- $2,500. 3
- $2,000. 8
- $1,500. 1
- $1,000. 13
- $200. 1

(Carried but did not state amount ///// //) 3

(Definitely carried no insurance ///// ///// //) 12

(Failing to report //) 3

(All carry life insurance but ///// ///// ///// ///// //) 72

(Life insurance range 200 to 15,000

Median $2,000.)
(Range of the middle fifty per cent from $1,000 to $5,000)

(Accident and health insurance)

(Amounts reported:

<table>
<thead>
<tr>
<th>Amount</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>$10,000</td>
<td>2</td>
</tr>
<tr>
<td>5,000</td>
<td>2</td>
</tr>
<tr>
<td>3,500</td>
<td>1</td>
</tr>
<tr>
<td>3,000</td>
<td>1</td>
</tr>
<tr>
<td>2,000</td>
<td>5</td>
</tr>
<tr>
<td>1,500</td>
<td>1</td>
</tr>
<tr>
<td>1,000</td>
<td>2</td>
</tr>
<tr>
<td>Median amount</td>
<td></td>
</tr>
<tr>
<td>Range 1,000 to 10,000</td>
<td></td>
</tr>
<tr>
<td>Yes, but did not state amount</td>
<td>10</td>
</tr>
<tr>
<td>No</td>
<td>15</td>
</tr>
<tr>
<td>Blank</td>
<td>26</td>
</tr>
</tbody>
</table>

Old age insurance

Building and Loan

XXIII. Own a car:

<table>
<thead>
<tr>
<th>Yes</th>
<th>67</th>
</tr>
</thead>
<tbody>
<tr>
<td>No</td>
<td>4</td>
</tr>
<tr>
<td>Blank</td>
<td>1</td>
</tr>
<tr>
<td>Total</td>
<td>72</td>
</tr>
</tbody>
</table>

(Car insured)

Total | 54 |
XXIV. Educational history:

No college work

Some college work

(Life diploma)  (6)
(College degree) (11)
(A. M.) (1)
(A. B.) (4)
(B. S.) (5)
(L.L.B.) (1)

(Major subjects:

Education (14)
English (5)
History (4)
Math. (3)
Bi. Science (4)
Music (3)
Latin (3)
Home Economics (2)
Commerce (2)
Law (1)

(Minor subjects:

Education (4)
English (8)
(Minor subjects: (Continued)

<table>
<thead>
<tr>
<th>Subject</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>History</td>
<td>8</td>
</tr>
<tr>
<td>Math.</td>
<td>3</td>
</tr>
<tr>
<td>Science</td>
<td>6</td>
</tr>
<tr>
<td>Music</td>
<td>2</td>
</tr>
<tr>
<td>Commerce</td>
<td>2</td>
</tr>
<tr>
<td>Agricultural</td>
<td>1</td>
</tr>
</tbody>
</table>

(College or University:

<table>
<thead>
<tr>
<th>College</th>
<th>Count</th>
</tr>
</thead>
<tbody>
<tr>
<td>K. S. A. T. Emporia</td>
<td>19</td>
</tr>
<tr>
<td>K. S. T. C. Hays</td>
<td>11</td>
</tr>
<tr>
<td>K. S. T. C. Pittsburg</td>
<td>6</td>
</tr>
<tr>
<td>K. S. A. C. Manhattan</td>
<td>4</td>
</tr>
<tr>
<td>Kansas University</td>
<td>5</td>
</tr>
<tr>
<td>University of Wichita or Fairmount</td>
<td>3</td>
</tr>
<tr>
<td>Southwestern</td>
<td>3</td>
</tr>
<tr>
<td>Friends University</td>
<td>2</td>
</tr>
<tr>
<td>Boulder, Colo.</td>
<td>6</td>
</tr>
<tr>
<td>Illinois Music University</td>
<td>2</td>
</tr>
<tr>
<td>Kansas Wesleyan</td>
<td>4</td>
</tr>
<tr>
<td>Baker</td>
<td>3</td>
</tr>
<tr>
<td>Campbell</td>
<td>4</td>
</tr>
<tr>
<td>Greeley S. T. C.</td>
<td>1</td>
</tr>
<tr>
<td>Cotner</td>
<td>1</td>
</tr>
<tr>
<td>Kirksville T. C.</td>
<td>1</td>
</tr>
<tr>
<td>Sterling</td>
<td>3</td>
</tr>
</tbody>
</table>
Penn. / (1)
Marysville / (1)
Harris T. C. / (1)
Valpariso U. / (1)
George Washington Univ. / (1)
Columbia Extension / (1)
Washburn // (2)
McPherson College / (1)
Salt City Business College / (1)

(Self-supporting

(All ///// ///// ///// /////

 ///// ///// ///

38

(Part ///// ///// /////

15

(Educational courses:

(College preparation for administrative work

Yes ///// ///// ///// /////

 ///// ///// / . . . 36

No ///// ///// ///// /////

 ///// ///// / . . . 36

72

(Reported hours in administrative study

 ///// ///// ///// ///// 19
XXIV. (Continued)

(Semester Hours County Supt.

<table>
<thead>
<tr>
<th>Hours</th>
<th>Supt.</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>1</td>
</tr>
<tr>
<td>10</td>
<td>1</td>
</tr>
<tr>
<td>8</td>
<td>3</td>
</tr>
<tr>
<td>6</td>
<td>5</td>
</tr>
<tr>
<td>4</td>
<td>2</td>
</tr>
<tr>
<td>3</td>
<td>3</td>
</tr>
<tr>
<td>2</td>
<td>3</td>
</tr>
</tbody>
</table>

(Median 5)

(Range 2 to 12 or 10)

XXV. Further college work

<table>
<thead>
<tr>
<th>Work</th>
<th>Yes</th>
<th>No</th>
<th>Blank</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>///</td>
<td>///</td>
<td>///</td>
<td>49</td>
</tr>
<tr>
<td></td>
<td>///</td>
<td>///</td>
<td>///</td>
<td>13</td>
</tr>
<tr>
<td></td>
<td>///</td>
<td>///</td>
<td>///</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>72</td>
</tr>
</tbody>
</table>

XXVI.

Teaching and administrative experience

<table>
<thead>
<tr>
<th>Certificate</th>
<th>Yes</th>
<th>No</th>
<th>Blank</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>Elementary certificate</td>
<td>///</td>
<td>///</td>
<td>///</td>
<td>56</td>
</tr>
<tr>
<td>Life Diploma</td>
<td>///</td>
<td>///</td>
<td>///</td>
<td>6</td>
</tr>
<tr>
<td>High school certificate</td>
<td>///</td>
<td>///</td>
<td>///</td>
<td>10</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>72</td>
</tr>
</tbody>
</table>

Salary Fixed by Legislature

Range $800. to $3,000.

Average $1600.
CHAPTER V

A STUDY OF THE DATA BY GROUPS

The purpose and plan of this study. The present article attempts to describe the quality of the professional rural leadership in the one hundred-five counties of Kansas.

The basis of this personnel study is found in the returns of a questionnaire sent February 26, 1931, to the one hundred-five county superintendents in the state. Of the one hundred-five questionnaires sent out seventy-two were returned wholly or partially filled out. This is a return of over sixty-eight per cent, a very good return for this type of study.

Accurate measurement of the individuals composing a group is only the first step in the comparison of the group with other groups measured by the same scale. The mean, obtained by adding all the individual measurements together and dividing by their number, is a convenient single index, but is not fully representative of an entire group and is frequently misleading as to the character of the group as a whole. A distribution of the measurement of a group, showing how many individuals made each different score, is the most satisfactory basis for comparing one group with another. Graphic representations of such distributions are effective in giving an easily comprehended picture of the gross difference between groups. For making exact statistical statements of differences, the calculation of various percentile points is desirable. The 50 percentile or median point is a particularly convenient point of reference in any distribution of scores.¹

Social composition of the county superintendent. Of the seventy-two county superintendents reporting their ages in the personnel study in the grouped age series, the range

was from twenty- to fifty-nine years inclusive. Nine are reported in the first level of twenty to twenty-nine years; thirty-three are in the second level of thirty to thirty-nine years; nineteen in the third level of forty to forty-nine years; and eleven are in the fourth level of fifty to fifty-nine years. The median age was thirty-eight years with the middle half ranging from thirty-three to forty-six.

All seventy-two of the county superintendents are American born excepting one from Denmark. Eighteen county superintendents also claim a foreign heritage differing thus as, Scotch-Irish, six; English-American, three; German, four; Irish, two; and one each from English Irish, Irish-German, and Scotch-Irish-German.

Fifty-seven county superintendents are native Kansans; three each from Illinois, Missouri, and Nebraska; and one each from Indiana, Oklahoma, Tennessee, Kentucky, Massachusetts, and Denmark.

The birthplaces of the fathers and mothers of these county superintendents follow much the same location as of the county superintendents themselves, except that in general these fathers and mothers were farther East. They represent the early pioneer spirit that prompted western immigration and the reclaiming of the territory. Nineteen came from nine different foreign countries. However, six fathers and thirteen mothers were born in Kansas. Illinois, Indiana, Ohio, Iowa, and Missouri lead in that order as birth places
of both fathers and mothers. Over half of the fathers and mothers of these Kansas county superintendents were born in those four states. Ten fathers and nine mothers were born in foreign countries.

Of the one hundred five county superintendents in the state, forty are men and sixty-five are women. The questionnaire returns were from twenty-eight men and forty-four women. Twenty-seven of the men are married and one man is single, nineteen of the women have been or are married and twenty-five are single. The men do have the larger percentage of return of the questionnaire accordingly than the women, which fact is to their credit professionally.

Thirty-four of the county superintendents had no children, fourteen had one child each, eight had two children each, ten had three children each, two had four each, and one had six children. This makes an average for the thirty-six county superintendents reporting children of slightly over two per family.

The occupation of the fathers of these county superintendents provide an interesting sidelight on the social and economic origin of the county superintendents. Forty-nine, or over half, come from farm homes. Five more had fathers whose occupation was partially that of a farmer. Seventeen occupations are represented with not more than two fathers in any one occupation other than farming. Of these county superintendents fifty-six were reared on farms and eleven
more in villages. Only five stated that a part or all of their youth had been spent in a city of over twenty-five hundred in population and only two of these had ever lived in a city of over twenty-five thousand population.

Of the group reporting, twenty-six were the eldest child in the family; sixteen were the second in the family; six were the third; and ten were fourth. This leaves thirteen who were from the fifth to the tenth in the family.

The seventh child is represented by four county superintendents, and one was a thirteenth child.

To the question, "Did you have strict religious training at home?" forty-one replied "yes". Three admitted no present religious affiliations. Of those answering, thirty-two belonged to some Methodist denomination; eight to the Presbyterian; seven to the Christian group; five to the Congregational; four to the Baptist; and two each to the Lutheran and Episcopal; and one each to the United Brethren, and Dunkard. The Catholic church is not represented. For church preference forty-two left the item blank, but again the trend was seventeen for the Methodist; four for the Christian; three for Presbyterian; two for the Congregational; and one each for the Lutheran, United Brethren, Seventh Day Adventist and Friends.

The county superintendents' social background is indicated to some degree by his membership in fraternal and social organizations. Twelve county superintendents indicated
no present membership in fraternal organizations and twenty-six left the item blank. Fourteen claimed present membership in one fraternal organization, eleven belonged to two; six to three; and three belonged to four organizations. The organizations to which the largest number belonged were in order Eastern Star, Masons, I.O.O.F., Royal Neighbors, B.P. W.C., and Rebekah with thirteen, ten, six, five, five, and four memberships respectively. The American Legion was represented by two memberships, and no out-of-school organization not already mentioned listed more than three memberships, and most of them only one. Thirty-three county superintendents stated that they did not belong to any college fraternity, and twenty-eight left the item blank. Of the eleven who belonged to college fraternities, seven belonged to one organization, two to two organizations, and two to three organizations. Of these memberships, eight were social, five honorary, and five in the professional group. These figures indicate that only a few of the county superintendents may be of the "joiner" type, though a clear majority belong to either no organization in college or to just one either in college or to some present fraternal organization.

A further indication of the type of person who became county superintendent is found in the study of the extra-curricular activities in which they took part in high school or college. Twenty-five stated that they took no part in extra-curricular activities in high school, and forty-two
took no part in such activities in college. Twenty of these took no part in extra-curricular activities in either high school or college. No doubt the lack of participation was accounted for by lack of facilities. In both high school and college, athletics form the type of activity most commonly participated in; this activity was rather closely followed by debate. Of those reporting, twenty-five participated in some form of athletics, baseball, basketball, football, and track, while in high school; and sixteen took some part in athletics in college; and debate claimed the attention of twenty-one in high school, and of fifteen in college. Literary societies, music, dramatics, and Y.W.C.A. followed in high school with eleven, eight, five, and four participants respectively. In college the order was music, literary societies, dramatics, and Y.W.C.A. with eleven, five, four, and two participants respectively. The grand total of all extra-curricular participation in high school, counting each mention of each activity, was seventy-four; while in college such participation decreased to fifty-one. This decrease is significant since it is usually due to the extra time necessitated in the preparation of lessons.

Forty-one county superintendents won honors, such as being an officer of a class or other organizations, a member of a debating team, inter-school declamation or oratory, or athletic honors. The grand total of such honors in high school was seventy and in college thirty. It would appear
from these facts that the prospective county superintendent had won fairly well her share of honors for such activities.

The tabulations show that over one-half of the county superintendents appreciated the fact that extra-curricular activities were a contributing factor to one's education, and they availed themselves of the privileges which these activities afforded. At the same time twenty-seven county superintendents stated that they followed gainful pursuits while in high school, and twenty-one supported themselves wholly or partially while in college. A total of eleven contributed toward their own support both in high school and in college, whereas forty-one contributed nothing toward their own support while in either school.

Since the data reveal the fact that each of the seventy-two county superintendents left high school to go to work at the modal grade of twelve or at the completion of high school, it is of special interest to note that later when these same persons enter college, that the majority of them are able to pay all college expense without following any gainful occupation. This may be accounted for by the fact that the increase in salaries during the intervening years and the recognition given to educational work has enabled the county superintendent to meet their college expenses without being burdened with outside work.

The majority of the county superintendents are members of and take an active part in some type of school or
community organization. Various types of state and local organizations of an educational character claim some of the time of practically all county superintendents in some educational organization outside of school, and all but twenty share in active participation for the community welfare. Teachers meetings and associations, county and state, were the most popular organizations mentioned; while community affairs ranked next. A total of forty stated that they took some part in religious work; twenty-five admitted an active interest in politics.

It is questionable if the majority of superintendents are fulfilling to an acceptable degree their function of community leadership through the work of these community organizations. While membership in such organizations does not necessarily mean community leadership, nor does lack of participation in such organizations mean lack of leadership, it is rather safe to say that, in general, the community leadership of the county superintendent may be measured fairly well by his connections with community organizations. However, the office of county superintendent seems to be so occupied with statistical data and matters of detail that it appears to function more in a clerical way than in a directive supervisory capacity.

Fifty-seven county superintendents reported a total of one hundred-five personal and recreational interests in which they indulged away from their school community.
Leading the list was some form of athletics with eighteen participants; some form of study and reading, twelve; social activities, eleven; home making, eight; music and art, ten; golf, eight; tennis, four; radio, three. The recreations mentioned by fewer than three county superintendents were checkers, hunting and fishing, swimming, horse-shoe pitching, shows, movies, card parties, and dancing. For the fifty-seven county superintendents who reported this information, there is a total of twenty-two different recreational activities. Ten county superintendents left the item blank, and five stated definitely that they had none.

The Kansas county superintendent uses Saturday for the official office day to direct the clerical work, and to attend to county-wide school problems. Usually the five school days are intended for supervision of the schools and institutes.

All but fifteen of the county superintendents stated that they carried life insurance; three county superintendents failed to report at all on this item, and twelve stated definitely that they carried no insurance. Eight additional county superintendents stated that they carried life insurance, but did not state the amount carried. One referred to his building and loan as insurance. The range in amounts is from $200. to $15,000. with a median of $2,500. and a range of the middle fifty per cent from $1,000. to $5,000. Twenty-one county superintendents reported accident and health
insurance. The median amount is $2,000, and a range of $1,000 to $10,000. In the listed amounts, ten did not state amounts, thirteen replied that they carried none, and twenty-six left it blank. Nine have some form of old age insurance.

Sixty-seven county superintendents owned automobiles. Four county superintendents did not own a car, and one left the item blank. Fifty-four county superintendents carried insurance on their car with the maximum amount of $1,000.

The training of the county superintendent. Most of college training for the county superintendent was taken after entering the teaching profession. Only a few occupations are represented in the college vocational preparation of the county superintendent. However, fifty specify that teaching is their chief concern in vocational preparation, yet they list three extra fields of training; namely, rural, agricultural, and music. One county superintendent, each, has chosen the following vocational preparation interests: music, medicine, vocational farming, domestic science, ministry, law and business, and one took no particular vocational preparation in college. Twelve county superintendents decided while in the elementary school to enter school work, and forty-seven decided after finishing high school to take up the teaching profession, seven decided in college, and three left the item blank.

The reasons given for the decision to enter the educational work are many and varied. Thirty-four county
superintendents stated that they liked educational work and children; eleven needed the salary or the pay; six started teaching to earn money to complete their college work; eight stated that it was a matter of chance; five stated that the position was offered to them; two stated that it was easy to get a job; and six credited the immediate influence to some favorite teacher or to his parents. The family tradition of teaching seems to carry over, and the same tendency is found in the new generation.

The reasons for turning to the administrative field after entering the teaching profession are about as varied as the reasons given for entering the teaching profession. There is more maturity of decision. Nineteen county superintendents were seeking opportunity for advancement; seven liked the responsibility, and ten felt the call for greater service. However, twelve credited it as a matter of chance; seven stated that it was better pay; seven thought it the natural step in the chosen profession; four sought the chance to avoid the routine incident upon class room teaching. The desire to lead and the fitness for administrative work claimed six. A few extra reasons were added as; honor and prestige; to be near the children while in high school. The terms drafted and persuaded, no doubt, carried the same meaning. A few minor reasons were given.

Twelve county superintendents reported executive experience outside of school work before becoming a county
superintendent, and all claimed the executive experience of teaching or principalship. The range of years in teaching experience was from one to twenty-five years with a median of eight years. Twenty claimed no outside experience and forty listed school experience. The type of work in which the administrative experience was gained covered no unusual field of work other than the long tenure of teaching or principalship. The experience included fields of business, a store manager, army service, home manager, music work, farm manager, office work, head mechanic, Sunday School teacher, and the President of the Teacher's Association.

Thirty-six county superintendents reported no college training in school administration and supervision. Of the thirty-six reporting, nineteen county superintendents listed the number of hours in administrative study; five county superintendents had five hours credit; three had six; three, two hours respectively; two had four hours; and one, each, had twelve, ten, and eight hours of study.

The different colleges attended by these county superintendents are mostly the educational state institutions; nineteen county superintendents list Emporia; eleven Hays; six each Pittsburg and Boulder, Colo.; five Lawrence; four each at Manhattan, Kansas Wesleyan, and Campbell college; three each at the University of Wichita or Former Fairmount, Southwestern, Baker, and Sterling; two each at Friends, Washburn, and Illinois Music University; one each at Cotner,
Marysville, Greeley, Penn., Kirksville, Harris, Valparaiso, McPherson, George Washington, Columbia (extension), and Salt City Business College.

In reporting degrees and the major and minor subjects, it was not possible to tell exactly what was intended. There were just two county superintendents who did graduate work. One held an A.M. and A.B. degree; the other one had ten hours graduate credit. Four county superintendents held an A.B. degree, and two held a B.S. degree in music, and two a B.S. degree in education and one B.S. in domestic science, or a total of eleven persons holding a college degree. Six held life diplomas, or the equivalent of two years in college. Forty-three listed some college hours; while twelve stated that they had no college work; and the rest left the item blank. One of these with no college work said that her "high school work was obtained under private teachers and that the strongest subjects were mathematics and history".

The ten different fields reported for study had the most common major in education and the most common minor in English. The subjects were as follows: fourteen had a major in education and four had a minor; four had a major in history and eight had a minor; five had a major in English and eight had a minor; three had a major in mathematics and three had a minor; four had a major in science and six had a minor; three had a major in music and two had a minor; three had a major in Latin; two each had a major in domestic science and
commerce; and one had a major in law.

For additional information. The number of school districts under the supervision of the county superintendent in the seventy-two different counties ranges from fifteen to one hundred fifty-three; the number of teachers ranges from twenty-two to three hundred twelve; twenty-five counties have office assistants; the tax levy varies from no mills to thirty mills; the longest tenure in office has been thirteen terms or twenty-six years; and the average salary is sixteen hundred dollars, with an additional fee of two dollars for each yearly school visitation, the range is from eight hundred to three thousand. The salary is fixed by law and full time office help is governed by the number of teachers in each county.

For the number of hours spent each day in supervision, in clerical and routine work, in professional growth and study, in community leadership, and in recreations, it is understood that by necessity these are approximations rather than exact distributions, but a careful study of the reports seems to indicate that eight hours usually constitute the working day. Most recreational indulgence was no longer than one hour.

In reply to the item on the questionnaire asking for suggestions for prospective courses or types of study for the county superintendent, or for the college course that had helped most in executive problems, the list was as follows:
administration, business administration and social leadership, school code provisions, courses in rural supervision, rural problems, research into methods of remedial teaching in rural school, a plan for supervision, psychology of abnormal, study of human nature, educational tests and measurement for rural schools, educational psychology, and simplification of duties. For further inquiry to the question, "Do you intend to further college work?" seven county superintendents failed to report on the item; fifty-seven answered in the affirmative, and eight in the negative.
CHAPTER VI

GENERAL CONCLUSION

This study presents a fair cross section of the county superintendent of the state. The typical county superintendent of Kansas may be described in a composite picture somewhat as follows: She is an older woman, in her early thirties, or ranks in the age level of thirty to thirty-nine years. She is usually a single woman, who has devoted the greater part of her life to the teaching profession. She was born in the Middle West in her own native state of Kansas, or in Nebraska, Illinois, or Oklahoma.

Her father is a native of Illinois, Indiana, or Ohio; her mother is a native of Kansas, Illinois, or Ohio. Her father's occupation was farming. This particular county superintendent was brought up on a farm, but the village or even the large city are no longer the remote experience, for the modern means of conveyance serves her very well.

She was the eldest or next to the eldest in the family. She did not always have strict religious training in the home. Some protestant denomination and usually the Methodist church claimed her membership. Membership in the Methodist church is a selective grouping for her in habits, ideals and behavior, but the fact that she admits church preference may indicate the modern trend of church federation. She belonged to a few fraternities in college. The same indifference is no longer manifested toward the present fraternal membership.
She belongs to the Eastern Star, or to the Royal Neighbors, the Rebekah, or to some other lodge auxiliary. She took no part in extra-curricular activities in high school, except athletics and debate with some interest in music and dramatics. She achieved some honors in high school, but she achieved decidedly fewer honors in college. It was a letter or some trophy in high school, an officership, an organization presidency, a membership on the debating or the dramatic team. College claimed little time for such activities. She worked her way partially, at least, through school. She left school to go to work before completing college. It was usually upon the completion of high school that she began her rural school teaching.

In college her vocational preparation was in favor of teaching, as she had decided in favor of school work while in the elementary school. The reason for entering educational work was that she liked school and children. The administrative work, it seems, was rather a natural, but also an accidental step, in the profession. Her executive experience had been only that of teaching in rural schools, or principalship in grades, junior high school, or regular four year high school, with a median of about eight years teaching experience.

She has been active with organization relationships in educational participation, community concern, religious endeavors, and political foresight. Her personal and
recreational interests outside of school work were some form of athletics, the social activities, reading, music, the radio, and some gardening and home making.

She carries life insurance to the amount of $2,500.00, accident and health for $2,000.00, and some form of old age insurance. She owns a car and carries insurance on it. She has a broad field for service, but can she always meet such opportunities effectively?

This typical county superintendent is in charge of an educational system with a median professional staff of one hundred fifty teachers. She receives $1,600 a year for twelve months of her services. About one half of her time is spent in supervision, or in visiting schools, the other half of her time is spent in the administrative part of the office routine. She is the holder of an elementary certificate, and has not completed her college work. She seems to give preference to the universities in the state for further college work as she intends to do further college work. Her major is education and her minor is English, but the field of history, mathematics, science, commerce and law are very interesting. She is self-supporting and is resourceful enough to attempt administrative work without the college preparation as her teaching experience has fostered the executive ability.
BIBLIOGRAPHY

Articles


Morgan, Joy Elmer, "The Rural Life of Tomorrow," The Journal of the National Education Association, XIX (December, 1930), 281-282.

Books


APPENDIX A
Letter and Questionnaire

The Munipal
UNIVERSITY OF WICHITA
Wichita, Kansas

February 26, 1931

The School of Education of the University of Wichita is attempting to enrich and reorganize its professional courses in Administration by a state wide personnel survey in all of the counties of Kansas. The information we are asking for in this question blank is, we believe, essential to the proposed plan. We will greatly appreciate your cooperation by giving us promptly, say before March 10th, this information requested. No personal data will appear in the study. All information will be held confidential. A summary of results will be furnished you if you care to receive it. A stamped, addressed envelope is enclosed for return of the blank.

Thanking you for your cooperation, I am

Sincerely yours,
signed Earl K. Hillbrand
Dean of Graduate School

PERSONNEL STUDY OF COUNTY SUPERINTENDENTS
(check where possible)

1. Name________________________________ County__________________________

2. Age level - 20 to 29 Nationality________________________________
    30 to 39 Birth state________________________________
    40 to 49 ________________________________
    50 to 59 ________________________________

3. Married - Yes No No. of children______________________________

4. Father's birth state_______Mother's birth state_______

5. Were you reared on farm?_______
    Village?_______
    City-2nd class?_______
    City-1st class?_______

6. What is your rank in age as to brothers and sisters?
    (1st - eldest, etc.)
    1st____2nd____3rd____4th____5th____6th____

7. Did you have strict religious training at home? Yes ___ No ___

8. Church membership ______ Church preference ______

9. To what fraternity did you belong in college? ______
   Social ______ Honorary ______ Professional ______

10. What fraternal membership do you have now? ______

11. What extra-curricular activities did you engage in?
   In high school ________ In college ________

12. Did you win honors? ________
   high school ________ college ________
   Athletic letters or trophies ________
   Officerships in clubs or fraternities ________
   Class officerships ________
   Membership on dramatic or debating team ________

13. Did you work for pay while in college? Yes ___ No ___
   High school? Yes ____ No ___

14. What school grade were you in when you first stopped
   school to go to work? ______
   Type of work first engaged in ______

15. What vocation did you prepare for in college? ______

16. When did you decide to go into school work:
   While in High school ________ or college ________

17. Why did you enter the teaching profession? ______

18. Why did the office of county superintendent attract you?
    ______

19. What executive experience did you have outside of
   school before you became a superintendent?
   Kind ________ No. of years ________

20. List any organization relationships (clubs, etc.) you
    have with:
    Teachers ________ Religious work ________
    Community ________ Politics ________

21. Do you carry insurance?
    Life ________ Amount ________
    Auto Yes ___ No ___
    Accident and Health ________ Old age ________

22. Do you own a car? Yes ___ No ___

23. ____
24. Personal Educational History

<table>
<thead>
<tr>
<th>School year</th>
<th>Name of college</th>
<th>Degree</th>
<th>Self-or Supporting</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

25. Do you intend to do further college work? Yes __ No __

26. Teaching and Administrative experience.

<table>
<thead>
<tr>
<th>School Year</th>
<th>Positions</th>
<th>Rural (Subjects)</th>
<th>Salary</th>
<th>Grade of Certificate</th>
<th>Grades of H.S.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

27. Additional information on present position:

- Number of terms in office ________________
- Number of school districts ______________
- Have you full time office help? __________
- Tax levy varies from lowest ____________ To highest __________
What has been the longest tenure of service for the superintendent in your county? ____________

Number of school buildings:
The white "box car" type Standard modern Proverbial "little red school" Consolidated

28. How many hours each day do you spend in:
   a) Supervision.
   b) Clerical and routine work.
   c) Professional growth and study.
   d) Community leadership.
   e) Recreation.
   f) Number of terms in your present position

29. Please give any suggestions you have as to present or prospective courses or types of study for the county superintendent of schools.

30. Kindly send a late directory or list of school-district officers and teachers to The Graduate School, University of Wichita - Wichita, Kansas.
APPENDIX B

COUNTIES IN KANSAS NUMBERED AND RECORDED FROM QUESTIONNAIRE RETURNS

<table>
<thead>
<tr>
<th>Number</th>
<th>County</th>
<th>Number</th>
<th>County</th>
<th>Number</th>
<th>County</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Allen</td>
<td>47</td>
<td>Kearny</td>
<td>93</td>
<td>Stafford</td>
</tr>
<tr>
<td>2</td>
<td>Anderson</td>
<td>48</td>
<td>Kingman</td>
<td>94</td>
<td>Stanton</td>
</tr>
<tr>
<td>3</td>
<td>Atchison</td>
<td>49</td>
<td>Kiowa</td>
<td>95</td>
<td>Stevens</td>
</tr>
<tr>
<td>4</td>
<td>Barber</td>
<td>50</td>
<td>Labette</td>
<td>96</td>
<td>Sumner</td>
</tr>
<tr>
<td>5</td>
<td>Barton</td>
<td>51</td>
<td>Lane</td>
<td>97</td>
<td>Thomas</td>
</tr>
<tr>
<td>6</td>
<td>Bourbon</td>
<td>52</td>
<td>Leavenworth</td>
<td>98</td>
<td>Trego</td>
</tr>
<tr>
<td>7</td>
<td>Brown</td>
<td>53</td>
<td>Lincoln</td>
<td>99</td>
<td>Wabaunsee</td>
</tr>
<tr>
<td>8</td>
<td>Butler</td>
<td>54</td>
<td>Linn</td>
<td>100</td>
<td>Wallace</td>
</tr>
<tr>
<td>9</td>
<td>Chase</td>
<td>55</td>
<td>Logan</td>
<td>101</td>
<td>Washington</td>
</tr>
<tr>
<td>10</td>
<td>Chautauqua</td>
<td>56</td>
<td>Lyon</td>
<td>102</td>
<td>Wichita</td>
</tr>
<tr>
<td>11</td>
<td>Cherokee</td>
<td>57</td>
<td>Marion</td>
<td>103</td>
<td>Wilson</td>
</tr>
<tr>
<td>12</td>
<td>Cheyenne</td>
<td>58</td>
<td>Marshall</td>
<td>104</td>
<td>Woodson</td>
</tr>
<tr>
<td>13</td>
<td>Clark</td>
<td>59</td>
<td>McPherson</td>
<td>105</td>
<td>Wyandotte</td>
</tr>
<tr>
<td>14</td>
<td>Clay</td>
<td>60</td>
<td>Meade</td>
<td></td>
<td></td>
</tr>
<tr>
<td>15</td>
<td>Cloud</td>
<td>61</td>
<td>Miami</td>
<td></td>
<td></td>
</tr>
<tr>
<td>16</td>
<td>Coffey</td>
<td>62</td>
<td>Mitchell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>17</td>
<td>Comanche</td>
<td>63</td>
<td>Montgomery</td>
<td></td>
<td></td>
</tr>
<tr>
<td>18</td>
<td>Cowley</td>
<td>64</td>
<td>Morris</td>
<td></td>
<td></td>
</tr>
<tr>
<td>19</td>
<td>Crawford</td>
<td>65</td>
<td>Morton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>20</td>
<td>Decatur</td>
<td>66</td>
<td>Nemaha</td>
<td></td>
<td></td>
</tr>
<tr>
<td>21</td>
<td>Dickinson</td>
<td>67</td>
<td>Neosho</td>
<td></td>
<td></td>
</tr>
<tr>
<td>22</td>
<td>Doniphan</td>
<td>68</td>
<td>Ness</td>
<td></td>
<td></td>
</tr>
<tr>
<td>23</td>
<td>Douglas</td>
<td>69</td>
<td>Norton</td>
<td></td>
<td></td>
</tr>
<tr>
<td>24</td>
<td>Edwards</td>
<td>70</td>
<td>Osage</td>
<td></td>
<td></td>
</tr>
<tr>
<td>25</td>
<td>Elk</td>
<td>71</td>
<td>Osborne</td>
<td></td>
<td></td>
</tr>
<tr>
<td>26</td>
<td>Ellis</td>
<td>72</td>
<td>Ottawa</td>
<td></td>
<td></td>
</tr>
<tr>
<td>27</td>
<td>Ellsworth</td>
<td>73</td>
<td>Pawnee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>28</td>
<td>Finney</td>
<td>74</td>
<td>Phillips</td>
<td></td>
<td></td>
</tr>
<tr>
<td>29</td>
<td>Ford</td>
<td>75</td>
<td>Pottawatomie</td>
<td></td>
<td></td>
</tr>
<tr>
<td>30</td>
<td>Franklin</td>
<td>76</td>
<td>Pratt</td>
<td></td>
<td></td>
</tr>
<tr>
<td>31</td>
<td>Geary</td>
<td>77</td>
<td>Rawlins</td>
<td></td>
<td></td>
</tr>
<tr>
<td>32</td>
<td>Gove</td>
<td>78</td>
<td>Reno</td>
<td></td>
<td></td>
</tr>
<tr>
<td>33</td>
<td>Graham</td>
<td>79</td>
<td>Republic</td>
<td></td>
<td></td>
</tr>
<tr>
<td>34</td>
<td>Grant</td>
<td>80</td>
<td>Rice</td>
<td></td>
<td></td>
</tr>
<tr>
<td>35</td>
<td>Gray</td>
<td>81</td>
<td>Riley</td>
<td></td>
<td></td>
</tr>
<tr>
<td>36</td>
<td>Greeley</td>
<td>82</td>
<td>Rooks</td>
<td></td>
<td></td>
</tr>
<tr>
<td>37</td>
<td>Greenwood</td>
<td>83</td>
<td>Rush</td>
<td></td>
<td></td>
</tr>
<tr>
<td>38</td>
<td>Hamilton</td>
<td>84</td>
<td>Russell</td>
<td></td>
<td></td>
</tr>
<tr>
<td>39</td>
<td>Harper</td>
<td>85</td>
<td>Saline</td>
<td></td>
<td></td>
</tr>
<tr>
<td>40</td>
<td>Harvey</td>
<td>86</td>
<td>Scott</td>
<td></td>
<td></td>
</tr>
<tr>
<td>41</td>
<td>Haskell</td>
<td>87</td>
<td>Sedgwick</td>
<td></td>
<td></td>
</tr>
<tr>
<td>42</td>
<td>Hodgeman</td>
<td>88</td>
<td>Seward</td>
<td></td>
<td></td>
</tr>
<tr>
<td>43</td>
<td>Jackson</td>
<td>89</td>
<td>Shawnee</td>
<td></td>
<td></td>
</tr>
<tr>
<td>44</td>
<td>Jefferson</td>
<td>90</td>
<td>Sheridan</td>
<td></td>
<td></td>
</tr>
<tr>
<td>45</td>
<td>Jewell</td>
<td>91</td>
<td>Sherman</td>
<td></td>
<td></td>
</tr>
<tr>
<td>46</td>
<td>Johnson</td>
<td>92</td>
<td>Smith</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>