

T H E S I S

---

A STUDY OF THE PROFESSIONALIZATION OF THE  
CONSOLIDATED SCHOOL SUPERINTENDENTS OF  
COLORADO.

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FORT COLLINS, COLO.

Submitted by  
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for the Degree of Master of Science  
Colorado Agricultural College  
Fort Collins, Colorado  
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THIS THESIS HAS BEEN READ  
APPROVED AND RECOMMENDED  
FOR CREDIT

  
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## Chapter I.

### INTRODUCTION

The Consolidated School is a new type of institution, which has just recently passed through the experimental stage of organization, and development. It has for its purpose the revitalizing of rural education and rural life. Almack and Bursch compares the consolidation movement in the rural field of education, with the junior high school movement in the city. However we find that the junior high school movement is not limited to the city, but has been included as a part of the organization of the larger consolidated schools in Colorado. In general the aim of this new type of school is to supply a type of training and instruction for rural children that is in keeping with the new spirit and new needs of rural life, which have been brought about by motor transportation, scientific agriculture, changed economic conditions, and the urbinization of the rural community through radio, telephones, and good roads.

Fifteen years ago the Colorado Agricultural College began a state-wide campaign for rural school improvement through its department of Rural and Vocational Education, under the direction of C. G. Sargent, professor of Rural Education and State Director of Vocational Education.

Professor Sargent has been continuously connected with this work since 1912, and largely through his efforts more than one hundred and eighty consolidations have been brought about in Colorado. This is more than three percent of all the consolidated schools in the United States, while Colorado has a little less than one percent of all the rural population in the United States. This shows that Colorado has made more progress in the matter of consolidation than has many of the other states of the Union. The consolidation movement in Colorado, with its new type of organization has come a demand for a high type of leadership. A type of leadership far superior to that demanded in the old type of rural school. Society rightly looks to the superintendent of the new type of school to supply this leadership. The position is one of grave responsibility, and of supreme importance. It is the purpose of this study to determine to what extent the position of Consolidated School Superintendent of Colorado is being professionalized. How much training does he have? Where was he trained? What are his responsibilities? Are women taking the place of men as consolidated school superintendents? What are typical salaries in first, second and third class consolidated school districts? Is salary advancement characteristic of promotion from smaller to larger schools? What have been the types of experience in educational work of consolidated school

superintendents? What is their allotment of time for administrative and supervisory duties? Do consolidated school superintendents constitute a stable professional group, or do they plan to transfer to some other line of work? The following report attempts to answer the questions stated above, and other minor questions that have to do with the professionalization of the consolidated school superintendent, for the state of Colorado.

The author is greatly indebted to Professor C. G. Sargent of the Colorado Agricultural College, for a list of one hundred consolidated schools of Colorado with the superintendent's name and address of each, and for the help and advice given at various times during the planning and preparing of this report. The author is also indebted to Eikenberry, D. H., and Orlie M. Clem and Samuel J. McLaughlin for the suggestions received from the study of "The Status of the High School Principal," Bureau of Education Bulletin No. 24, 1925, and, "A Study of the Professionalization of the High School Principalship in Maine," Educational Administration and Supervision Vol. XIII, No. I, Jan. 1927, in planning and preparing this report.

The material for this report was obtained by sending out a questionnaire to one hundred consolidated school superintendents of Colorado. The schools selected

were typical of the Colorado consolidated school. In the list were first, second and third class districts. From the one hundred questionnaires sent out the author had returned to him properly filled out eighty-four. Some of the superintendents who did not fill out the questionnaire returned them with various excuses as to why they did not fill them out. Others did not reply at all. The questionnaire was the results of an analysis, to determine the factors that should be considered in determining the professionalization of the consolidated school superintendent, and contained one hundred and thirty-two questions, most of which could be answered by a check mark or by writing in a date. This report is based wholly on the replies made to the questions in the eighty-four questionnaires that were returned properly filled out. The author is greatly indebted to the eighty-four superintendents who cooperated in this work by filling out and returning the questionnaires. Without this splendid cooperation the work would have been impossible.

## Chapter II.

### THE SUPERINTENDENT'S SALARY AND SCHOOL ORGANIZATION IN THE FIRST, SECOND AND THIRD CLASS SCHOOL DISTRICTS

For the purpose of convenience as well as for the purpose of making a more accurate and fair investigation of the professional status of the consolidated school superintendents, the consolidated schools of Colorado were divided into three groups on the basis of whether or not they were first, second or third class districts. The first group includes those schools having a school census population above one thousand; the second group 350 to one thousand; the third, one to 350. The number of first, second and third class school districts, the school census, average enrollment and number of schools are given in table I.

Table I.

Class of School District	:	School Census	:	Average Enrollment	:	Number of Schools
I	:	1000 up	:	1630	:	5
II	:	350 - 1000	:	464	:	18
III	:	1 - 350	:	155	:	61

Table I shows 5 first class, 18 second class and 61 third class districts that were included in this study. For every first class district included in this report there

were nearly 17 second and third class districts, and for every second class district there were 3.4 third class districts. Table I shows the average enrollment in the first class districts to be 1630. The smallest enrollment in the first class district was 1000, and the largest 2600 pupils. The second class have an average enrollment of 464 pupils. The lowest enrollment in the second class district was 300 and the largest 630. The third class districts have an average enrollment of 155, the lowest enrollment being 40 and the highest being 310. Table I shows a difference in average enrollment between the first and second class districts of 1166, and a difference of 309 between the first and second class districts.

The division of these 84 superintendents by sex shows a very large predominance of men. Of the total 94 percent are men. The proportion of women rapidly declines as the size of the school increases. Among the superintendents of third class districts 91.8 percent are men, and in first and second class districts the superintendents are exclusively men. The 8.2 percent of women superintendents in the third class districts were all with one exception in the smaller schools of this class. Clem and McLaughlin in their study of the high school principals of Maine found a similar condition regarding

women principals. In high schools with an enrollment of from 10-100 pupils 92.8 percent of the principals were men; in those with an enrollment of from 100-350; 95.4 percent were men and in those with an enrollment above 300 were men principals exclusively. These two investigations seem to indicate that women do not care for the administrative side of educational work or else they do not make good administrators. Below Table II shows the numerical and percentage distribution by sex of the consolidated school superintendents in each class of school district:

Table II.

Class of School Dist.	Number of Schools	Men		Women	
		Number	Percent	Number	Percent
I	5	5	100	0	0
II	18	18	100	0	0
III	61	56	91.8	5	8.2

Not only are women superintendents very much in the minority in the consolidated schools but the salaries paid those who attain to such positions are notably lower than the median for the group. The salaries of men show a consistent trend to advance very rapidly from the smaller to the larger school districts. The salaries of the women also show a tendency to advance from the smaller to the

larger schools in the third class districts, however this comparison between different class districts can not be made since all the women superintendents were in the third class districts. The median salaries of men in the first, second, and third class districts are as follows: \$4,100.00, \$2,750.00, and \$2,100.00, respectively. It is interesting to note here that just as there was a much greater difference in enrollment between the first and second class districts, than between the second and third class districts, there was also a greater difference between the median salaries of the superintendents of the first and second class districts than between the second and third class districts. The difference between the median salary in the first and second class district was \$1,350.00, and that between the second and third \$650.00. The difference between the lowest and highest salaries paid the superintendents in the first class districts is only \$650.00; in the second class districts \$1800.00, and in the third class districts \$2010.00. This wide difference in superintendent salaries decreases very rapidly from the third to first class districts. This investigation indicates that there is a much more uniform salary schedule for the superintendents in the first class districts than in the second and third class districts. While the median salary for the women in the third class districts is lower than the median salary

for men in the same class districts, there is not as wide a difference between the lowest and highest salaries for women as for men. The difference between the median salary for men and the median salary for women in the third class districts is \$435.00 in favor of the men. Table III shows the lowest, median, and highest salaries for men and women in the three classes of school districts:

Table III.

Class of School Dist.	Lowest		Median		Highest	
	Men	Women	Men	Women	Men	Women
I	\$3850.00	--	\$4100.00	--	\$4500.00	--
II	2200.00	--	2750.00	--	4000.00	--
III	990.00	1250.00	2100.00	1665.00	3000.00	2000.00

Comparing the first, second, and third class school districts in this report as to the total number of teachers in each school, we find a wider difference between the average number of teachers in the first and second class districts than between the second and third class districts. The average number of teachers in the first class districts was 54, second class 20.6, and third class 7.6. If we compare the districts on the percentage basis there is a greater difference between the second and third class districts than between the first and second class districts.

Comparing the different class districts as to teacher load in the first class districts each teacher has an average of 30.1 pupils, second class 22.5 pupils, and third class 20.5 pupils. Going from the smaller to the larger schools the teacher load increases.

The average number of grade teachers in the first, second and third class districts is as follows: 32.6, 10.9, and 4.2. There is a much larger proportion of the total number of teachers in the grade schools of the first class districts, than in the second and third class districts. This would indicate that if the superintendent gives the same amount of supervision to each teacher in the system that the greater part of the time for supervision in the first class districts would go to the grade schools. All three classes of districts show a smaller proportion of teachers in the high school than in the grade school. In the third class districts only 53 of the 61 schools studied had high schools. If we compare the number of grade and high school teachers in the 53 third class districts we find that the number is practically the same. The average number of high school teachers in the first class districts is 21.4, second class 10.9, and third class 4.2. In many cases the superintendents were included among the high school teachers of the third and second class districts, but more often in the third class districts, and never in the first. The average number of

grade principals decreases rapidly from the first to the third class districts. In many cases in the third class districts the superintendent also acts as grade and high school principal. This gives many of the superintendents in the third class districts a greater variety of administrative duties than we find in the first and second class districts. Of the 61 third class districts included in this report only 12 had grade school principals, and 17 had high school principals. And as will be shown later in this report the amount of time devoted to teaching is much greater among the superintendents of the third class districts than among those of the second and first class districts. Does this mean that the superintendents in the smaller school are being over-worked, or that some of their duties are being neglected, or both?

The average number of high school principals in the second class districts is larger than in the first class districts. Two of the second class districts have branch high schools in connection with them. This increased the average number of high school principals in the second class districts. The average number of special supervisors in the different schools reporting varies from 2.8 in the first class districts to .1 in the third class districts, with .66 in the second class districts. Practically all the

special supervision in the third class districts is done by the superintendent or isn't done at all. This topic will be discussed in another chapter. There isn't a wide difference in the average number of busses operated in the different class districts. The average number of busses operated in the first class districts is 5.2, second 6 and the third 4. This small difference in the average number of busses operated can be accounted for since all of the first and most of the second class districts are in larger towns than the third class districts. Table IV shows the average number of teachers, grade teachers, high school teachers, grade and high school principals, special supervisors, and busses operated in the first, second, and third class school districts.

Table IV.

Class of School Dist.	Average number of teachers in en-tire system:	Average number of High Grade: school	Average number of High Grade: school	Average number of principals High school	Average number of special supervisors:	Average number of busses operated	
I	54	32.6	21.4	2.6	1	2.8	5.2
II	20.6	10.9	9.7	1.0	1.2	.66	6.0
III	7.6	4.2	3.4	.2	.25	.1	4.0

All the first and second class school districts operated busses and fifty of the sixty-one third class districts.

### Chapter III

#### THE SUPERINTENDENT'S TRAINING

Except for the third class districts only one superintendent included in this report had had less than four years of training in college or university. One superintendent of a larger second class district had completed only two years of college work and was receiving a salary of \$3500.00 per year. In this particular case the superintendent had had seventeen years teaching experience in the grade schools, no experience in high schools, no previous experience as superintendent and had held his present position for less than one year. Out of the 61 superintendents of the third class districts 13 had completed less than four years of college or university work, but almost without exception these 13 were in the smaller schools of the third class districts.

Two superintendents of the first, 5 of the second, and 15 of the third class districts had finished only four years of college or university training. Three of the first, three of the second, and 12 of the third class districts had had 5 or more years training in college or university. A much larger percentage of superintendents in the first class districts had completed 5 or more years work in college or

university, than had those in the second and third class districts. The third class districts showed a higher percentage of superintendents with 5 or more years training in college or university than did the second class districts. However the difference was very slight.

All of the superintendents of the first class districts entered college between the years of 1900-1910. Two of the 18 superintendents of the second class districts entered college before 1900, three between the years of 1900-1910, 13 between the years of 1910-1920. Of the 61 superintendents of third class districts, 6 entered college before 1900, 13 between the years 1900-1910, 26 between the years 1910-1920, and 16 after 1920. This report showed a much wider variation as to the time the superintendents of the third and second class districts entered college than was found in the first class districts, with the greatest difference shown in the third class districts. This indicates a very uniform group as to age among the superintendents in the first class districts, with a very non-uniform group among the second and third class districts, with the more extreme variations in the third class districts. In the third class districts we have a group of superintendents varying in age from very old men to young men just out of college, and some not yet through college. We have two groups here, those who

have been in the work many years without progressing very much so far as the size of the school they have charge of is concerned, and those who are just entering the work for the first time. All of the superintendents of the first class districts have been out of college more than 15 years yet they are not old, since all of them entered college after 1900. Below table V. shows the date of college entrance and number of years training of the consolidated school superintendents of Colorado.

Table V.

Class of School Dist.	Number of Schools	Date of College Entrance:				Number of years training			
		Before 1900	1900-1910	1910-1920	After 1920	With less than four years	With four years	With more than four years	With five or more years
I	5		5				2		3
II	18	2	3	13		1	5	8	3
III	61	6	13	26	16	13	15	21	12

Twenty-four of the 84 superintendents of consolidated schools studied in this report had attended state universities; 27, state teachers colleges; 17, state agricultural colleges; 15, normal schools; 30, universities or colleges other than state, and three, state institutions other than the ones mentioned above, as some of the superintendents had attended two or more of the institutions mentioned above they were counted

two or more times depending upon the number of institutions attended. A larger number had attended colleges and universities other than state, and state teachers colleges, than any of the other institutions. The state universities, state teachers colleges, and colleges and universities other than state were tied for first place in attendance record by the superintendents of the first class districts. The state universities and state agricultural colleges rank first in attendance record by the superintendents of the second class districts, and state teachers colleges and colleges and universities other than state, first by the superintendents of the third class districts. There has been a fairly equal distribution in attendance by the superintendents between the state universities, state teachers colleges, and state agricultural colleges. This seems to indicate that all of these institutions offer work that would prepare one for the superintendency of the consolidated school.

Table VI shows the kind of school or college that the consolidated school superintendent attended.

Table VI

Class of School Dist.	Number of Schools	Kind of School or College Attended	State:Uni- :vers- :ity	State:Teach- :ers :College	State:Agri- :cul- :tural :College	Other:State :Col- :leges	Univers- :ity or :college :other than :state	Normal :School
I	5		2	2	1	1	2	2
II	18		7	5	6	1	4	3
III	61		15	20	11	1	24	10

Forty-seven superintendents held the bachelor of arts degree, 24 the bachelor of science and one each of the following: Ph.B., B.D., B.L. and L.I. All the superintendents in the first class districts held the bachelor of arts degree, 3 held the master of arts degree in education. In the second class districts 9 superintendents held the bachelor of arts degree, 9 the bachelor of science degree, 5 the master of arts degree, and 2 the master of science degree. All of the higher degrees were in education. One superintendent of the second class districts held the following degrees: L.I., A.B., B.S., M.A., and had done one year's work toward a Ph.D. degree. Another man held the B.S. and M.S. degrees, and had worked two summers toward a Ph.D. degree at Columbia University. Thirty-three superintendents of the third class districts held the bachelor of arts degree, 15 the bachelor of science degree,

9 the master of arts degree, and 11 held no degrees. Six of the master degrees were in education, three not in education. Eighteen superintendents out of the 84 studied held a master's degree and 16 of the 18 were in education. This shows that the superintendents are definitely preparing themselves for educational work.

Table VII shows the number and kinds of degrees held by the superintendents.

Class of School Dist.	Number of Schools	Kind of Degree held by Superintendents						
		A.B.	B.S.	M.A.	M.S.	Master degree in Education	Other degrees	No degree
I	5	5		3		3		
II	18	9	9	5	2	7	1	1
III	61	33	15	9		6	3	11

One of the most interesting facts in a study of the training of consolidated school superintendents is the frequency and recency of their attendance upon summer session. Over 50 percent of the entire number of the administrative officers reported were in attendance during either the summer of 1925 or 1926. The proportions increased from the first class to the third class districts. This can possibly be explained since there are more young superintendents in the third class districts who are still working for a bachelor's

or master's degree during the summers. However Clem and McLaughlin in their study of the high school principals of Maine found just the opposite to what was found in this report. This high percentage of summer school attendance in 1925 and 1926 and especially among the superintendents of the third class districts indicates that the profession is fast becoming stabilized. If we look at the percentage of superintendents in summer school attendance since 1916 the proportion increases from the third to the first class districts. This is what one would expect since the men in the first and second class districts have been out of college longer than those in the third class districts. The proportion of the superintendents in the first class districts attending summer school since 1916 was 80 percent, second class districts 88 percent, and third class districts 70 percent. The average number of summer schools attended by the superintendents in the first class districts was 4, second districts 3.4, and third class districts 2.77.

However 20.7 percent have not attended a summer session since 1916. Clem and McLaughlin in their study of the high school principals of Maine found that 44.5 percent had never attended a summer school. The percentage of Colorado consolidated school superintendents who have not attended a summer session since 1916 is much smaller than the

percentage of Maine's high school principals who have never attended a summer school. All of the superintendents from the first class districts who had attended summer sessions since 1916 were working for a higher degree in education. Thirteen of the superintendents in the second class districts were working for a higher degree in education and two were working for a higher degree in something other than education. Twenty-eight of the administrators in the third class districts were working for higher degrees in education and eleven were working for higher degrees in something other than education. A larger percentage of administrators in the first and second class districts were working for higher degrees in education than in the third class districts. Table VIII shows the percentage of superintendents in attendance at summer sessions during 1925-1926 and since 1916.

Table VIII.

Class of School Dist.	1925 or 1926		Since 1916		Average number of summer schools attended since 1916
	Number	Percent	Number	Percent	
I	2	40	4	80	4
II	10	55	10	88	3.4
III	35	57	45	70	2.77

The courses in the field of education taken by the superintendents of Colorado were considered in two ways: Number taken, and frequency with which particular courses

have been taken. This information was obtained by listing 25 courses in education and asking the superintendents to check those they had studied. The number of courses taken range widely among the whole group of superintendents, from 3 to 25. It is interesting to note that the average number of educational subjects taken by the entire group is 10.1. Clem and McLaughlin in their study of the high school principals of Maine found that 38.3 percent of them had never come in contact with courses in education, while 35.5 of the rest had had only two, or three courses.

The particular courses reported to have been taken ranged widely in content. There were 25 different courses reported altogether, and of these 8 were found to have been taken by more than half of the superintendents. These are educational psychology, history of education, principles of education, methods, educational tests and measurements, public school finance, high school administration, and curriculum. Only three of these courses are prescribed by the State Superintendent of Public Instruction, for a state teachers certificate. Thirteen courses were found to have been taken by more than a third of the superintendents, and 17 by more than one fourth of them.

If the number of courses taken in education means anything, the consolidated school superintendents seem to be a fairly highly professionalized group.

Table IX shows the percentage of superintendents who reported they had taken certain courses in education.

Table IX

I	Educational Psychology	84.5
II	History of Education	77.5
III	Principles of Education	69
IV	Methods	67.8
V	Educational Test and Measurements	67.8
VI	Public School Finance	65.4
VII	High School Administration	63
VIII	Curriculum	51
IX	Educational Sociology	48.8
X	Supervision of Instruction	42.8
XI	Problems in Secondary Education	42.8
XII	Elementary Education	42.8
XIII	Philosophy of Education	39.28
XIV	Applied Psychology	32.1
XV	Problems in Rural Education	27.3
XVI	Child Psychology	27.3
XVII	Rural Sociology	25
XVIII	School Sanitation	23.8
XIX	Vocational Guidance	22.6
XX	Junior High School Administration	20.2
XXI	Rural Education	20.2

XXII	: Vocational Education	: 19
XXIII	: Methods in Agriculture	: 17.8
XXIV	: Abnormal Psychology	: 11.9
XXV	: Philosophy of Vocational Education	: 4.7

An attempt was made to secure the superintendents' opinion as to the academic courses taken which seemed to be of most use to them as superintendents. A list of 32 subjects all outside the field of education, was given to the superintendents and they were asked to indicate the 5 subjects that in their opinion had been of most use to them as superintendents. The subject coming in for most frequent designation is English with 77.4 per cent. This is followed by mathematics with 54.7 per cent. Then comes public speaking with 40.4 per cent followed by sociology and history with 33.3 per cent each. We have been considering the training in education of consolidated school superintendents. It is pertinent also to consider their preparation that has been of value to them along other lines. The subjects represented in the work show a spread over most of the whole academic range, but the superintendents' estimated value of such special lines as, music, commercial, agriculture, farm shop work, manual training and graphic arts, show that these subjects are either neglected or else the superintendent's training along this line is not adequate for his work as

a supervisor and administrator. Table X shows the percentage of all superintendents reporting the 5 academic subjects that have helped them most in their work as superintendents.

Table X

Subjects	Per Cent
I : English	77.4
II : Mathematics	54.7
III : Public Speaking	40.4
IV : Sociology	33.3
V : History	33.3
VI : Chemistry	27.4
VII : Physical Training	27.4
VIII : Physics	25
IX : Economics	19
X : Latin	17.8
XI : Political Science	16.6
XII : Zoology	11.9
XIII : Agriculture	10.7
XIV : Music	9.5
XV : Philosophy	9.5
XVI : Shop Work	7.1
XVII : Animal Husbandry	6
XVIII : Ethics	6
XIX : Botany	6

Table X (Cont.)

XX	Physiology	6
XXI	Commercial	4.7
XXII	Spanish	4.7
XXIII	Military Training	2.4
XXIV	Mechanical Drawing	2.4
XXV	Greek	2.4
XXVI	Physical Geography	2.4

#### Chapter IV.

### THE SUPERINTENDENT'S UNDERGRADUATE OCCUPATIONAL PLANS, AND SUBJECTS HE WOULD EMPHASIZE IN FURTHER TRAINING.

In this study an attempt was made to determine whether or not the consolidated school superintendents of Colorado, planned as early as during undergraduate years to enter upon the special work in which they are now engaged; or if the decision to engage in their present line of work was an after-thought rather than something toward which they directed the selection of their college courses? To ascertain this, superintendents were asked to indicate their plans as undergraduates.

Their responses show that 64.4 per cent had planned to enter educational work of one sort or another. Of these, 30 per cent had selected teaching as their occupational work, 16.6 per cent had planned to become superintendents, 8.3 per cent meant to become principals, 6.0 percent had prepared themselves to become vocational agricultural instructors and 3.5 per cent had planned to become instructors in trades and industrial work.

The results of the answers to the question show that 35.6 per cent of the superintendents have entered the occupation without having planned to do so during the period of undergraduate training other than that necessary for teaching.

In the first class districts only 2 of the 5 superintendents had planned as undergraduates to enter educational work. One of these had planned to be a teacher and the other planned to be a superintendent. The other three had selected for their occupations, medicine, farming and ministry. Only 20 per cent of the superintendents in the first class districts had planned as undergraduates to enter the work in which they are now engaged.

A much larger percentage of the superintendents from the second and third class districts, had planned as undergraduates to enter educational work. Sixty-six and six tenths per cent of the superintendents from the second class districts had planned as undergraduates to enter educational work, and 65.3 per cent from the third class districts.

Table XI shows occupational choice of consolidated school superintendents as undergraduates.

Table XI

Occupations		Per Cent		
		: Class of	: Class of	: Class of
		: School	: School	: School
I	Educational Work	: Dist. I	: Dist. II	: Dist. III
1.	Teaching	20	22.2	32.7
2.	Superintendency	20	16.6	16.3
3.	Principalship		11.1	8.1
4.	Instructor of Voc. Agriculture		5.6	6.4
5.	Instructor in Trade and Industry		11.1	1.6
II. Other Occupations				
1.	Business		16.6	9.7
2.	Engineering		5.6	6.4
3.	Medicine	20	5.6	6.4
4.	Farming	20	5.6	5.0
5.	Ministry	20		3.7
6.	Law			3.7
III. No Plan				

The superintendents were asked to indicate whether they had shifted to education in their graduate work or not. Thirty-six and eight tenths per cent indicated that they had, 37 per cent indicated that they had not and 26.2 per cent did not reply to this question.

This would indicate that the superintendents after entering the profession realized their lack of professional

training and need of further equipment.

If you were to make further preparation for the work of superintendent, what sort of training would you emphasize? All the answers to this question were divided into two groups: educational topics and other closely related subjects. The educational topics far outnumbered the other subjects.

The most common educational topic among the large number listed is "administration", 77.3 per cent of the superintendents listed it, and this is next followed by supervision with 63 per cent. Curriculum was listed by 48.8 per cent of the superintendents and methods of teaching by 47.6 per cent. The most common other subject is rural sociology followed by sociology.

In chapter three the superintendents were asked to check from a long list the subjects they had studied in college. Vocational education and agriculture were found to be subjects that very few superintendents had studied. Later they were asked to list subjects they would emphasize if they were to make further preparation for work of superintendent, and a very small per cent listed either of these subjects. Does this mean that vocational education and agriculture are unimportant in the consolidated schools of Colorado, or does it mean that the superintendents are not aware of the needs of their schools or that it is 'nt

necessary for the superintendents to be trained in this line of work? Table XII shows the frequency with which certain subjects are reported by Colorado consolidated school superintendents as those they would emphasize in further preparation.

Table XII

Subject	Class of School : Dist. I : Per Cent	Class of School : Dist. II : Per Cent	Class of School : Dist. III : Per Cent
Education			
1. Administration	80.0	77.7	77
2. Supervision	40.0	94.4	55.7
3. Curriculum	40.0	61.1	45.9
4. Methods of Teaching	60.0	50.0	45.9
5. Extra Curricula Activities	20.0	38.8	34.4
6. School Finance	40.0	33.3	22.9
7. Measurements and Test	20.0	38.8	21.3
8. Vocational Guidance		22.2	27.8
9. Psychology	20.0	22.2	19.6
10. Rural Education		11.1	18.0
11. Vocation Education			14.7
Others			
12. Rural Sociology		11.1	19.6
13. Sociology			18.0
14. School Laws			9.8
15. Physical Education			9.8
16. Rural Economics	20.0	5.5	8.2
17. Agriculture		5.5	3.3
18. School Architecture		11.1	1.6
19. No Reply	20.0		1.6

## Chapter V

### THE SUPERINTENDENT'S EXPERIENCE AND OCCUPATIONAL PLANS.

What type of experience has the superintendent had prior to his work as superintendent? Although the average superintendent has had a wide variety of educational experience including even teaching in grade schools, high schools and colleges, the lines in which he rendered longest service are high school teaching and principalships. Many of the superintendents have been teaching in the high school during their period of service as superintendents, however, in most cases this time is counted only as administrative experience. These figures show that the period of apprenticeship in teaching appears to be longer in the larger schools of the first class districts than in the second and third class districts. This indicates that for the positions of larger responsibility there must be a longer period of apprenticeship than for the positions of lesser responsibility. In all of the third class and in many of the second class districts, the superintendent's work is nearly always that of teacher with the superintendent's duties in addition. However he usually does not teach full time.

The superintendents of the first and second class districts have had the same amount of experience as principals, but the superintendents of the first class districts have had

more experience in the elementary grades and high school teaching. The superintendents of the third class districts have had on the average more experience in grade teaching than have those of the first and second class districts, but less experience as principals. The superintendents of the first class districts have had far more experience as superintendents than have those of the second and third class districts. The amount of experience as superintendent rapidly increases from the third to the first class districts. Considering all the schools, there seems to be a fairly close correlation between years experience as superintendent and the amount of salary received. However, there are many exceptions to the statement just made, but there is a closer correlation between the amount of experience as superintendent and the amount of salary received than there is between the amount of training the superintendent has had and the amount of salary received. The average number of years experience in consolidated schools, by the superintendents of the first class districts was 10.2, second class 5.5 and third class 4.0. This indicates that the amount of experience in consolidated schools is a determining factor in going from the smaller to larger schools.

Table XIII shows the average number of years of experience of consolidated school superintendents in various types of educational work.

Table XIII

Types of Experience	District I	District II	District III
Grade Teaching	1.8	1.2	2.1
High School Teaching	6.2	3.2	4.2
College Teaching	.5	.36	.2
Principalship	2.6	2.6	1.9
Superintendency	15.0	5.5	2.9
No. Yrs. Exp. in Con. School:	10.2	5.5	4.0

Where were the consolidated school superintendents of Colorado reared? Eighty and nine tenths per cent of all the superintendents were reared on the farm or in a village, while 16.6 per cent were reared in the city and 3.5 per cent did not reply to this question. All of the superintendents of the first class districts were reared on the farm or in a village. A larger percentage of the superintendents of the second class districts were reared in the city than of the third class districts. The larger percent of superintendents reared on the farm or in the small village indicates that they are better adapted to the smaller communities than are people who are reared in the city or else the city man does not care to enter the profession in the smaller communities.

Are Colorado consolidated school superintendents satisfied with their occupation to the point of being willing to remain in it? To ascertain this, superintendents were asked, "Do you plan to remain in the work of consolidated

school superintendent?" The digest of answers to this question shows that 58.3 per cent of all are planning to continue as superintendents. There was very slight difference in the percentage of superintendents in the different class districts who planned to continue in the work as superintendents of consolidated schools. In the first class districts 60 per cent of the superintendents planned to stay in the work as superintendents, 40 per cent did not reply to the question. Sixty-one per cent of the superintendents in the second class districts plan to remain in the work, 22.3 per cent plan to change occupations and 16.6 per cent did not express themselves. Fifty-seven and three tenths per cent of those in the third class districts plan to remain in educational work as consolidated school superintendents, 31.1 per cent are planning on changing occupations, 6.6 per cent were undecided and 5.0 per cent did not reply to the question.

The median salary of the superintendents who plan to remain in educational work as administrators is slightly lower than those who plan to change occupations. This indicates that those who are leaving the work are not doing so because they are more poorly paid than those who plan to remain in the work. It may be that the business world is more attractive to this group than educational work or the uncertainty of tenure is too great. One would have guessed that there would be a high correlation between the extremely poorly paid superintendents and the desire to quit the pro-

fession, but this doesn't seem to be the case with the consolidated school superintendents of Colorado.

## Chapter VI

WHAT PER CENT OF THE SUPERINTENDENT'S TIME IS DEVOTED TO THE VARIOUS ADMINISTRATIVE AND SUPERVISORY DUTIES, AND WHICH OF THESE DUTIES DOES HE ASSUME MOST OF THE RESPONSIBILITY FOR?

In order to perform the professional duties of his position as head of the school system, the superintendent must have time for the work. The percentage of time the superintendents have free each day for administrative and supervisory responsibilities is much greater in the first and second class districts than in the third. In the first class district the superintendents give on the average 18 per cent of their time to supervision and 22 per cent to administration and in the second class districts they give 24 per cent to supervision and 26 per cent to administration. The superintendents in the third class districts give 11.6 per cent to supervision and the same amount to administration.

The superintendent in the second class districts give more time to supervision and administration than do the superintendents of the first class districts. This can be explained since the average number of special supervisors in the first class districts is 2.8 while the average number in second is .66. The larger number of special supervisors in the first class districts lessens the supervisory work of the superintendent, while in the second class districts most of the supervision is done by the superintendent. In the first class districts no doubt the high school and grade principals

do more administrative work than they do in the second class districts. In the third class districts there are practically no special supervisors and in most instances the superintendents perform the duties of grade and high school principals, and teach on the average 60.4 per cent of the school day. This leaves very little time for each of the many duties they are called upon to perform. Many of the superintendents of the third class districts in answering the question as to how much of their school time they gave to keeping records, office routine and miscellaneous work, stated that they did this work after school hours. The indications are that the superintendents in the smaller schools are burdened with duties that they cannot perform efficiently, and that they are overworked in the attempt to perform all the duties for which they are called upon. No attempt was made to determine the number of outside duties the superintendents are called upon to perform.

A larger percentage of the superintendent's time in the first class districts is devoted to office routine than to any other duty. The amount of time given to office routine by the superintendents rapidly increases from the third to the first class districts. The average per cent of the superintendents time in the first class districts devoted to teaching is 4 per cent, in the second class districts 30 per cent and in the third class districts 60.5 per cent. The average amount of the superintendent's time spent in

teaching increases rapidly from the first to the third class districts.

Table XIV shows the percentage distribution of the superintendent's time among the various duties.

Table XIV

Class of District	I			II			III		
	Low-est	Ave-:rage	High-est	Low-est	Ave-:rage	High-est	Low-est	Ave-:rage	High-est
Supervision	10	18	25	2	24	50	1	11.6	25
Administration	10	22	40	10	26	50	1	11.6	33
Teaching		4	16		30	60	25	60.5	100
Keeping Records	5	10	10	2	5	20	1	2.3	12
Office Routine	10	29	40	1	11	50	1	5.2	20
Miscellaneous	20	22	30	2	4	25	1	8.8	25

Inquiry was also made to ascertain from the Colorado consolidated school superintendents the facts concerning the number and variety of important activities that they assume most of the responsibility for. The activities in which the larger percentage of superintendents are assigned initiative are selecting text books and equipment, closely followed by planning courses of study, selecting teachers and recommending salary promotions. The activity for which the smallest percentage of superintendents assume most of the responsibility, is controlling athletic relations. In the larger schools the high school principals are given considerable responsibility in

performing certain activities especially in organizing class schedules, disciplinary control, and controlling athletics. However, in most cases these responsibilities seem to be shared jointly by the superintendent and principal. All the superintendents in the first class districts assume all the responsibility for selecting text books, planning courses of study, recommending salary promotions, and selecting teachers. However, none of them assume the responsibilities for organizing class schedules. Of the ten administrative and supervisory activities listed, some of the superintendents of the first class districts assume most of the responsibility for nine and in the second and third class districts, some of the superintendents assumed the responsibility for all ten activities. Three fourths of all the superintendents reporting indicated that they were responsible for keeping records and making reports for the school buses operated.

Table XV shows the percentage in which initiative in certain activities is located in the superintendent.

Table XV

	Per Cent		
	Class of Dist. I	Class of Dist. II	Class of Dist. III
Selecting New Teachers	100	89	59
Recommending Salary Promotions	100	72.2	37.5
Planning Courses of Study	100	83.3	72.1
Organizing the Class Schedule		72.2	91.8
Directing Janitors	60	72.2	62.3
Selecting Text Books and Equipment	100	94.4	78.6
Controlling Athletic Relations	20	61.1	77.0
Disciplinary Control	20	66.6	82
Visiting Class Work for Supervisory Purposes	80	89.0	62.2
Making Annual or Semi-Annual Financial Reports	60	61.1	46.0

## Chapter VII.

### SUMMARY.

The main points in chapter I are the average enrollment, number of schools, number and per cent of men and women superintendents, the median salaries of men and women superintendents, and the average number of teachers, in the grade and high schools in the first, second and third class districts. The average enrollment is 1630 in the first class districts, 464 in second class, and 155 in the third class. The number of schools included in this report was 84, and 94 per cent of the superintendents were men. All the women superintendents were in the third class districts.

The median salaries for the superintendent of the first, second and third class districts are \$4100.00, \$2750.00 and \$2100.00 respectively. The median salary for the women superintendents was \$1665.00.

The average number of teachers in the first class districts was 54, second class 20.6, and third class 7.6. With the larger enrollment and larger number of teachers goes a greater responsibility and a much larger salary.

Except for the third class district, only one superintendent included in this report had less than four years of training in college or university. Thirteen of the 61 superintendents of the third class districts had taken less

than four years of college or university training.

There was a much wider range between the dates of college entrance of the superintendents in the second and third class districts than in the first class districts, which indicates a wider difference in age.

Twenty-four of the 84 superintendents of the consolidated schools studied in this report had attended state universities, 27 state teachers colleges, 17 state agricultural colleges, 15 normal schools, 30 universities or colleges other than state, and 3 state institutions other than the ones mentioned above. Forty-seven of them held the bachelor of arts, 24 the bachelor of science, and one each of the following, Ph.B., B.D., B.L., and L.I. degrees. Seventeen held the master of arts and 2 the master of science degrees. Fourteen of the master of arts degrees and all of the master of science degrees were in education.

Over 50 per cent of the entire number of administrative officers included in this report were in summer school attendance during either the summer of 1925 or 1926. Seventy-nine and three-tenths per cent have attended summer sessions since 1916.

The courses in the field of education reported to have been taken by the consolidated school superintendents of Colorado ranged widely among the whole group, from 3 to 25. The average number of educational subjects taken by the entire group is 10.1. There were 25 different courses reported

altogether, and of these 8 were found to have been taken by more than half of the superintendents. These are educational psychology, history of education, principles of education, methods, educational test and measurements, public school finance, high school administration, and curriculum. Only three of these courses are prescribed by the State Superintendent of Public Instruction for a state teacher's certificate.

The superintendents were asked to designate five academic subjects that had been of most value to them in their work as superintendent. The subject coming in for most frequent designation is English, with 77.4 per cent. This is followed by mathematics with 54.7 per cent. Then comes public speaking with 40.4 per cent, followed by sociology and history with 33.3 per cent each.

In this study an attempt was made to determine whether or not the superintendents planned as early as during undergraduate years to enter upon the special work in which they are now engaged. This report shows that 64.4 per cent had planned to enter educational work of one sort or another. Of these, 16.6 per cent had planned to become superintendents. The result of this study shows that 35.6 per cent of the consolidated school superintendents have entered their present occupation without it having been planned for during the period of undergraduate training. Thirty-six and eight-tenths per cent of the superintendents indicated that they had shifted to education in their graduate work.

The superintendents were asked to indicate the sort of training they would emphasize if they were to make further preparation for the work of superintendent. The most common educational topic among the wide variety listed is "administration"; 77.3 per cent of all the superintendents listed it. This is next followed by "supervision" with 63 per cent, "curriculum" with 48.8 per cent, and "methods of teaching" with 47.6 per cent.

The average superintendent has had a variety of educational experience before becoming superintendent. The lines in which he rendered longest service are high school teaching and principalships. The figures obtained show that the period of apprenticeship in teaching is longer in the larger schools of the first class districts than in the second and third class districts. This indicates that for the positions of greater responsibility there must be a longer period of apprenticeship than for the positions of lesser responsibility.

This study disclosed the fact that 80.9 per cent of the consolidated school superintendents were reared on the farm or in a village, and that all the superintendents of the first class districts were reared on the farm or in a village. The large proportion of consolidated school superintendents coming from the farm or village seems to indicate that they are better adapted for this particular work, or

that the larger percentage of the city men do not care to enter this field of educational work.

Fifty-eight and three-tenths per cent of all the superintendents studied in this report expressed themselves as planning to continue in educational work as consolidated school superintendents, while a large number did not express themselves. This indicates a rather stable group of educational workers.

One of the most surprising things revealed in this report was that the median salary of the superintendents who plan to remain in educational work as superintendents was slightly lower than for those who plan to change occupations.

The percentage of time the superintendents have free each day for administrative and supervisory responsibilities is much greater in the first and second class districts than in the third. The superintendents in the first class districts give on the average 4 per cent of their time to teaching, those in the second class districts 30 per cent, and those in the third class 60.5 per cent.

The activities for which the larger percentage of the superintendents assumed most of the responsibility, were selecting text books and equipment, closely followed by planning courses of study, selecting teachers, and recommending salary promotions.

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