

T H E S I S

ADMINISTRATIVE ORGANIZATION OF CONSOLIDATED
SCHOOLS IN WESTERN KANSAS.

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CHAPTER I

A SURVEY OF THE ADMINISTRATIVE ORGANIZATION OF CONSOLIDATED SCHOOLS IN WESTERN KANSAS

A. The problem stated.- The problem involved in making this study is to determine what constitutes the administrative job and how much of it is actually being done.

The major problem resolves itself into the following sub-problems:

1. Determining what duties and responsibilities are contained in the administrative organization of the consolidated schools in Western Kansas.
2. Determining what these duties are and classifying them.
3. Finding the frequency and percentile of their performance.
4. Finding the efficiency of the transportation in the typical consolidated districts.
5. Compiling summary tables of the facts that were found.

B. The procedure.- An extensive survey was made in the field of educational administration to determine what were the duties of such an administrator. As the result of this study and investigation 176 questions were incorporated into a questionnaire, and mailed to each of the 71 superintendents of consolidated schools in the

western half of the state. Fifty-nine of these superintendents very gratefully filled out and returned the questionnaire used as a part of this study.

It is to be understood that these questionnaires were sent to superintendents of consolidated school systems irrespective of type organization, to determine not only what duties they performed, but when and how often they were performed. Aside from obtaining this information, we would naturally want to know the extent of the extra curricular activities in the several schools as well as the characteristics of their curriculum organization and administration. Ten schools were arbitrarily selected as a basis for the study of transportation, as it is believed that they present all the problems found in any of the consolidated schools of this area. A comparative study is also made of these schools with regard to their extra curricular and type organization for reasons of interest.

To obtain the necessary information relative to the efficiency of the transportation, we were obliged to look to other sources for data. While we know that the administration of the transportation facilities is quite the same each succeeding year, yet it invariably becomes a problem of economic importance. Out of due fairness to the present administration, and the reliability of facts

obtained, the study is carried over a period of five years. This was possible through the cooperation of the Rural Education Department and the Extension Service of the Kansas State Teachers College of Hays, Kansas.

The next and last task was to organize the information thus found. This task involved the frequent use of tables in order to get the results of such a study before the reader without the endless use of words.

CHAPTER II

WHY CONSOLIDATION IS A NECESSITY

It could hardly be expected that a school administrator in Kansas could resist an opportunity to study the schools of his commonwealth.

Seventy-five and one tenth percent of the Knasas people live in rural districts or villages of 2500 or less, and 49 out of every 100 of the entire population of the state reside on farms and till its soil. Of the total land area of the state 86.8 percent is in farms, of which over two thirds are improved, and 58 percent of which are cultivated by the owners.

Kansas lays claim to a high percentage of literacy; only Iowa, Nebraska, Oregon and Idaho outrank Kansas in this particular.

The Russell Sage Foundation in 1920 ranked Kansas twenty-seventh among the states with regard to its educational standing. While the report may not represent a true comparison, it is nevertheless significant to the alert administrator of the exceedingly low educational rating.

The study will be of interest, primarily, to administrators in Kansas. Yet it is hoped that any one interested in Consolidated School administration might gain some valuable ideas from the reading of these few pages.

William Allen White once said, "Kansas is like Gaul--divided into three parts. The eastern part has been bought and paid for; the central part bought and under mortgage; while the western part is still being 'dickered' for." It is this western part that we will deal with in this study.

Contrary to public belief, tenantry and absentee landlordism has worked a hardship towards consolidation. With the ever increasing place of corporation farming in the western part of the state, this problem is confronting the enthusiasts of the movement in that section of the state. These absentee landlords, having educated their children, are found in the cities, and today often find no interest in educating the children of their tenants except when assured that their education will bring them returns in a financial way. The reverse of this is an exception rather than a general rule.

There are certain steps to be taken and data to be secured to bring about consolidation in a proposed locality. The data to be obtained consists of information regarding the location and value of each school district and its equipment, the distance the schools are apart, the number of teachers employed together with their salaries and qualifications, so as to obtain the educational conditions of the community; the location of the farm homes; the

condition of the roads, the topographical features, the number of pupils and their ages and scholastic attainments.

A quiet campaign of instruction may be followed by a series of educational meetings at the schoolhouse and the church, and discussions thru the newspaper. The normal school, the church and agricultural college should all be called upon for aid. The chief point to be aimed at is the creation of a desire for cooperation, and a broader, closer relationship between the different communities. It is an excellent plan to have, at this stage, a lecture illustrated with lantern slides, pictures and charts given by some person who has made a thorough study of consolidation. It is a good plan to hold these meetings in every schoolhouse. Combined meetings of districts should be held later.

In ascertaining the sentiments of the district toward consolidation, a house-to-house canvass campaign has been found to be very good. First, notice the number of children that one finds scampering around the household. Second, note the progress and interest that the previous generation of this household has taken in education thru obtaining access to the school records. By doing so, one will be able to make concrete predictions of the future in the light of the past which will enable one to begin at the point in the presentation of the advantages of the

consolidated schools. Now point with pride to the following factors which have manifested themselves in other schools:

(1) Persistent effort and determination of a few, in spite of the opposition experienced from the conservative masses; (2) Lower cost per teacher unit; (3) The uniqueness of the work done; (4) Opportunity to make use of the work that is particularly good or suggestive at exhibits throughout the year; (5) A pre-vocational program that will discover the child's native ability and aptitudes; (6) Attract leaders of extra curricular activities who will turn out a social and civic product useful to his or her community; (7) A program that will take care of the child's physical prowess. This is all very good, was it not for the fact that too many superintendents and Boards of Education have been fully conscious of the limitations imposed upon them by conditions under which they work. The majority of them seem to have been even more conscious of the uncertainty of their tenure which is largely determined by their efforts to improve upon the situation or to leave it alone.

It has long been conceded that no adequate provision has even been made for professional supervision and administration of a large number of schools left largely under the direction of a county superintendent whose

experience and training has in too many instances been sadly neglected. Consolidation of schools in the western part of Kansas has made it possible to pay salaries commensurate with their training and professional supervision. Under intelligent administrative organization of consolidated schools in the western part of that state, we find these results to be in evidence:

1. A modern school in the center of the district.
2. Preparation of happy life on the farm and rural areas.
3. Environment hygienic with modern equipment.
4. Lengthened recitation periods.
5. Supervised study and sustained interests.
6. Better trained teachers and a longer tenure.

As this study deals primarily with the consolidated schools of western Kansas, it would be only fair to commend the untiring efforts and enthusiasm of Dr. C. E. Rarick, head of the Rural Education Department of the Kansas State Teachers College, Hays, Kansas, who has been inseparably linked with the development of consolidation. Many of these beautiful school buildings that adorn these western prairies will stand as monuments to his memory. Recognition and appreciation is here extended him for the many helpful suggestions and assistance which helped to

make this study possible. A like acknowledgment is extended Dr. C. G. Sargent, head of the Department of Education of the Colorado Agricultural College who gave most willingly of his time and criticisms in connection with the outline and development of the survey.

CHAPTER III

ADMINISTRATIVE WORK OF THE OFFICE

Not all of the administrative work of the superintendents of consolidated schools is done outside of the office as is evident from their answers to the following questions. It is to be understood that each of the 59 superintendents had an opportunity to answer each question, and for our purpose here we shall give only the number who answered the question in the affirmative.

1. Is there adequate clerical or stenographic force in the office? In answer to this question, but nine superintendents reported as having ample clerical assistance.

2. Has the superintendent time to organize the work of the office? For this all important task of an efficient school administration we find but 21 superintendents as having time to devote to it.

3. Have the records been kept complete and accurate? As the answer to this question presupposes a condition that has existed prior to the present administration, it is gratifying to know that 38 of the superintendents have found the records of their schools complete and accurate.

4. Does the superintendent make out his own

budget account? Twenty-four school administrators make out their own budgets--a service which every administrator should be permitted to perform.

5. Thru what agencies is vocational guidance given the youth? The number of schools dispensing this information is as follows: conferences, six; club work, three; tests, four; the regular school work, two; superintendent, two; while 42 made no attempt to answer the question.

6. Does the school study itself thru the use of statistics? Twenty-four of the superintendents are rendering this service to their schools and communities.

7. Does the superintendent route the busses? We find 28 superintendents laying out the bus routes, while three work in conjunction with the Board.

The sad thing about the organization of these schools, tho no fault of the administrator, is the fact that he has neither adequate clerical force in his office nor time to organize this important post of duty. From the above answers it is apparent that the condition is quite common among the consolidated schools of western Kansas. It is time that some impetus be brought to bear on those responsible for the maintenance of adequate and competent assistants, thereby enabling the other 21 superintendents to keep their records complete and accurate. No

other institution would think of running without the necessary office help which has for its purpose the turning out of an efficient and useful product. When schools are given the clerical and stenographic help that they of right deserve, more schools will be studying themselves thru the use of statistics as can be seen by visiting schools of this area that maintain adequate clerical assistance.

Budgeting: The privilege of making out and spending the budget is one that has been held dear to the hearts of every school board. The result of this investigation shows that less than half of the superintendents have anything to do with the making of the yearly budget. This practice may be all right where the school district is represented by two or more professionally trained and alert board members; otherwise it might reasonably be left to the superintendent who should have had training with regard to this before coming on the job.

With the growing popularity of Public School Finance courses in our colleges and universities it is natural to suppose that every prospective superintendent will include this in his college course. Where his experience and ability does not warrant him taking over this very important administrative function he should be asked to attend summer school and acquaint himself with the technic of this duty and responsibility.

Many systems of budgeting have been worked out for schools, but the one which we would commend to those responsible for a budget is the one now in use in the Sargent Consolidated School of Monte Vista, Colorado.

Acknowledgements are due the National Educational Association and Wayne M. Akin, superintendent of the Sargent Consolidated School of Monte Vista, Colorado, for the following system which has the advantage of being

adequate, simple and of a uniform type. This system breaks up the expenditures into nine major classifications and many sub-heads. The major classifications are as follows:

GENERAL CONTROL - Expenses of the Board of Directors, superintendent's office and other administrative costs.

INSTRUCTIONAL SERVICE - Teachers' salaries, supplies used in instruction, and other instructional costs.

OPERATION OF PLANT - Janitors' wages, fuel, power, janitors' supplies, etc.

MAINTENANCE OF PLANT - Repair of buildings; repair and replacement of equipment, furniture, etc.

FIXED CHARGES - Insurance, etc.

DEBT SERVICE - Bond interest, sinking fund, payment of registered warrants, etc.

CAPITAL OUTLAY - New buildings, alteration of buildings, purchase of new equipment of any kind which is not a replacement, etc.

AUXILIARY AGENCIES - Libraries, health service, recreation, etc.

TRANSPORTATION - Gasoline, oil, repairs, mechanics' and drivers' wages, depreciation of busses, and all other expense of bus operation.

It goes without saying that an intelligent administrator can make out a total school budget and apportion it in terms of percentages which will enable any one to understand the percentile costs of all items in a detailed budget. When the public can visualize the comparative expenditures and know that they are getting value received

it is easier to make them see the need for more things than they ordinarily do.

Vocational Guidance: The question of vocational guidance is one that confronts every superintendent. When, how, and by whom should it be given are very vital issues in successfully administering a consolidated school where the enrollment is largely rural.

Dr. R. L. Cooley, president of the American Vocational Association once said, "The schools are responsible for the output of the putouts." And in like manner without undue criticism of much of the immatured advice given the youth of today, we would like to quote and endorse the time honored quotation of John Ruskin when he said, "No teacher can truly promote the cause of education, until he knows the mode of life for which that education is to prepare his pupils." Granting that many schools have instructors on their faculties with as matured reasoning powers as those possessed by the superintendent, we contend that it is an exception rather than the rule; such guidance as the pupils might receive would naturally, therefore, become a part of the office routine.

Seven superintendents are modest to admit that there have been calamities as the result of the meager vocational guidance given former students of their schools, while 52 would admit that to the best of their knowledge there have been no bad results from such vocational guidance or counselling. We realize, however, that

the answer given to this question invariably depended on the tenure and the administrator's idea as to what really constituted a calamity.

The answers to question five of this chapter need no elaboration at this point save to say, that the relative short tenure experienced by far too many of the superintendents is responsible for many of them not being seriously disturbed about calamities growing out of such misdirection. It is only when the school gives its superintendent a reasonable guarantee of long tenure and commences to study itself through the use of statistics that the true conditions are revealed. It is at this point that the school might well profit by mistakes of the past.

CHAPTER IV

FREQUENCY AND PERCENTILE OF DUTY PERFORMANCES

The purpose of this chapter is to list all the obvious duties of the superintendent under their respective administrative head or division in the order of their frequency of performance.

After waiting a reasonable length of time for the return of the questionnaires used in this survey, it was found that 59 superintendents had complied with the request for this information. A composite summary report of all the schools was then made and the data thus assembled was again rearranged according to the greatest number of superintendents performing each particular duty. For an example: Fifty-two superintendents interviewed candidates for positions and recommended school equipment. These duties were placed at the head of the list under the frequency column. General management and supervision came next as having been performed by 50 superintendents and was assigned a place just below 52. Other duties were assembled in their respective places in a like manner.

As a possible additional interest to the reader the study was carried one step further to determine the percentage of superintendents that actually performed these same duties. As any one of these duties may have been

performed by all of the 59 superintendents, 100 percent is here given as being representative of possible 59 performances, each performance of any duty being equivalent to 1.69 percent on the scale of distribution. Hence, if a duty was performed by 52 superintendents, the percentile rating would be 52 times 1.69 or 87.8 percent. This is placed in the percentile column just to the right of the frequency, which is to be interpreted that 87.8 of the superintendents perform that particular duty and so on down to the end of the list.

It is hoped that this chapter will serve as a job analysis for those who expect to become superintendents of consolidated schools. H. K. Thompson, superintendent of the Radium Consolidated Schools, in a concluding answer to the questionnaire said, "I certainly did not know I had so many duties." Supt. C. W. Howard of Holcomb stated that he worked from eight in the morning until five in the evening with but thirty minutes off at noon. He further concludes that community work takes up most of his evening, and that his work is not scheduled to come at regular times, but could be so arranged if he had secretarial help.

This analysis of the duties and responsibilities of superintendents of consolidated schools is to give the administrator as well as the student preparing to become an administrator an idea of the great task before him, ever

remindful of the fact that school administration is like what Mark Twain said about the weather, "There has been a whole lot said about it, but not very much done about it."

Administrative Duties	Freq- uency	Perce- ntile
1. Interview candidates for positions	52	87.8
2. Recommend school equipment	52	87.8
3. General management and supervision	50	84.0
4. Attend board meetings	49	82.3
5. Recommend the hiring of teachers	49	82.3
6. Hear the complaints of parents	49	82.3
7. Arrange for, and preside at Commencement	49	82.3
8. Supervisory control of activity funds	48	80.4
9. Hold teachers' meetings	47	78.7
10. Supervise janitors and their service	47	78.7
11. Order, receive and give out supplies	47	78.7
12. Revise and develop the curriculum	46	77.2
13. Care for, and inspect school property	46	77.2
14. Prepare and adjust class schedules	46	77.2
15. Arrange for school assemblies, etc.	45	75.6
16. Determine the graduation requirements	45	75.6
17. Fill the temporary vacancies	43	72.2
18. Enforce the compulsory attendance law	42	70.5
19. Keep informed on school legislation	41	68.8
20. Suspend pupils	40	67.2
21. Supervise the medical inspection	40	67.2
22. Assign and transfer the teachers	38	63.8
23. Recommend and select the text-books	37	62.1
24. Supervise and manage all athletics	35	58.8

Administrative Duties (cont.)		Freq- uency	Percen- tile
25.	Approve or suggest plans for buildings	35	58.8
26.	Give general supervision of transportation	35	58.8
27.	Supervise and manage activities of school	33	55.4
28.	Supervise and manage the playgrounds	33	55.4
29.	Supervise and manage plays, debates, etc.	32	53.7
30.	Prepare the annual budget	31	52.0
31.	Act as executive officer of the Board	30	50.4
32.	Distribute and collect the text-books	23	38.6
33.	Approve the construction of new buildings	20	33.6
34.	Take or direct the school census	15	25.2
35.	Conduct the bond campaigns	12	20.1
Supervisory Duties			
1.	Aid teachers in their problems of discipline	54	90.7
2.	Visit classes to observe work of teachers	50	84.0
3.	Interest teachers in new teaching methods	50	84.0
4.	Confer with teachers about special pupils	50	84.0
5.	Help teachers to solve their problems	49	82.3
6.	Confer with teachers regarding technic	49	82.3
7.	Create interest in the welfare of the pupils	49	82.3
8.	Hold teachers' meetings	48	80.4
9.	Make classifications of pupils	44	73.9
10.	Cultivate spirit of teamwork among teachers	44	73.9

Supervisory Duties (cont.)		Freq- uency	Percen- tile
11.	Give general supervision of all classes	43	72.2
12.	Give and supervise educational testing	43	72.2
13.	Supervise promotion and demotion	42	70.5
14.	Define the general aims for the teachers	41	68.8
15.	Encourage teachers to do professional work	41	68.8
16.	Help the teachers interpret results of tests	40	67.2
17.	Hold conferences with all teachers	40	67.2
18.	Stimulate experimentations by teachers	40	67.2
19.	Discuss merits and faults of class work	39	65.5
20.	Encourage professional organization	37	62.1
21.	Provide for professional growth of teachers	35	58.8
22.	Interest teachers in correspondence work	35	58.8
23.	Counsel with teachers about advancements	34	57.1
24.	Conduct the reading circle work	30	50.4
25.	Provide for teacher's individual improvement	29	48.7
26.	Rate the efficiency of teachers	29	48.7
27.	Direct the observation work of teachers	27	45.1
28.	Measure results by a testing program	27	45.1
29.	Provide for group improvement of teachers	25	42.0
30.	Provide for teacher's general improvement	24	40.3
31.	Give occasional demonstration lessons	23	38.6

Clerical and Routine Duties	Freq- uency	Percen- tile
1. Render discipline	52	87.3
2. Meet and dispose of agents	52	87.3
3. Open and read the mail	51	85.6
4. Receive the annual reports from teachers	50	84.0
5. Attend to all types of correspondence	49	82.3
6. Make annual reports to Board of Education	48	80.4
7. Receive and care for new supplies, etc.	47	78.7
8. Receive and dispose of callers	47	78.7
9. Pass upon excuses of tardiness	46	77.2
10. Make annual report to County Superintendent	44	73.9
11. Make and file pupils' permanent records	44	73.9
12. Make monthly reports to County Superintendent	43	72.2
13. Answer inquiries and questionnaires	43	72.2
14. Serve on duty during the noon hour	43	72.2
15. Encourage graduates to attend college	43	72.2
16. Write requisition for new supplies, etc.	41	68.8
17. Write notices to pupils and parents	40	67.2
18. Answer and use the telephone	39	65.5
19. Keep record of each teacher's work	38	63.8
20. Make out monthly high school reports	38	63.8
21. Check the temperature of the building	37	62.1
22. Prepare and revise the record forms	37	62.1
23. Make monthly report to Board of Education	32	53.7
24. Handle and sell school text-books	29	48.7

Clerical and Routine Duties (cont.)		Freq- uency	Percen- tile
25.	Sell tickets to public events	29	48.7
26.	Make inventory of books	29	48.7
27.	Collect and keep record of tuition	27	45.1
28.	Give dictation	25	42.0
29.	Make and revise transportation chart	23	38.6
30.	Make out the monthly bus reports	21	35.2
31.	Make out the annual bus reports	19.	31.9
Professional Growth and Study			
1.	Attend educational conventions	54	90.7
2.	Read educational journals and magazines	50	84.0
3.	Hold membership in teachers' associations	50	84.0
4.	Keep informed of conditions elsewhere	49	82.3
5.	Visit classes	47	78.7
6.	Study the character of instruction	45	75.6
7.	Attend conferences of superintendents	42	70.5
8.	Interpret the results of instruction	41	68.8
9.	Study professional literature	41	68.8
10.	Visit other schools	40	67.2
11.	Attend summer school	37	62.1
12.	Study bulletins, U. S. Bureau of Education	36	59.2
13.	Address professional gatherings	36	59.2
14.	Do committee work	33	55.4
15.	Conduct research on school problems	31	52.0

Professional Growth and Study (cont.)		Freq- uency	Percen- tile
16.	Take an active part in Extension work	23	38.6
17.	Write educational articles	12	20.1
Community Leadership Duties			
1.	Acquaint parents with school practice in order to make for better cooperation	51	85.6
2.	Provide for newspaper publicity in order to give parents a knowledge of the school	45	75.6
3.	Arrange for exhibits of pupils work and visiting days for the parents	43	72.2
4.	Take part in men's clubs, commercial and community welfare organizations	41	68.8
5.	See that the teachers secure wholesome and pleasant places in which to room and board	41	68.8
6.	Encourage the parents to confer with teachers in the interest of their children	41	68.8
7.	Assist in the organization of school clubs, and other beneficial societies	39	65.5
8.	Speak at any social or fraternal gathering or reception	39	65.5
9.	Encourage families in the district to include teachers in their social life	35	58.8
10.	Confer with the citizens concerning the community's needs	34	57.1
11.	Take part in, and become a part of, the religious activities of the community	34	57.1
12.	Supervise evening socials and be present at class and school parties	34	57.1
13.	Assist in the organization of school clubs for the benefit of the young people	29	48.7
14.	Entertain prominent people who are of like nature professionally interested	26	43.6

Community Leadership Duties (cont.)		Freq- uency	Percen- tile
15.	Promote the taking and making of community surveys	25	42.0
16.	Organize Parent-Teachers associations	23	38.6
17.	Issue mimeographed letters to parents	23	38.6
18.	Teach classes in religious education	19	31.9
19.	Act as scout master for the boys	15	25.2
Teaching Duties			
1.	Give examinations	51	85.6
2.	Make out grades	50	84.0
3.	Prepare for classes	49	82.3
4.	Teach regular classes in high school	47	78.7
5.	Help individual pupils	40	67.2
6.	Supervise the study of pupils	31	52.0
7.	Do substitute teaching	30	50.4
8.	Give vocational guidance to the youth	27	45.1
9.	Coach plays	22	36.9
10.	Teach regular classes in elementary school	20	33.6
11.	Conduct the eighth grade examinations	14	23.5
12.	Conduct Americanization classes	11	18.4
13.	Teach Extension classes	9	15.1
Recreation Duties			
1.	Attend football and basketball games	53	89.0
2.	Attend church	50	84.0

Recreation Duties (cont.)	Frequency	Percentile
3. Attend lodges	49	82.3
4. Attend lectures, shows, operettas, etc.	48	80.4
5. Take part in social events	48	80.4
6. Attend social events	47	78.7
7. Read for general culture	46	77.2
8. Take opportunities for physical culture	43	72.2

CHAPTER V

WHEN THE SUPERINTENDENTS PERFORM THE DUTIES OF THEIR POSITIONS

For brevity and ease of comparison it is the purpose of this chapter to list each duty as it appeared in the questionnaire, giving in each case, the number of superintendents performing each of these duties during and after school hours, at the conclusion of which the reader will find the medians and quartiles of each of the seven classified lists of duties.

From the data on pages 34 and 35 it would appear that the major portion of the superintendents were performing their administrative duties after the regular school hours. It is also interesting to learn that the administrator is obliged to take time for these duties, which should be used for his own professional growth and study--a practice which, in itself, is detrimental to the best interest of the school.

In a similar study of these schools it was found that chief executive officers of four schools were devoting the entire school day to the giving of instruction within the class-room. In 42 of the 59 schools the superintendent does all the work of the administration; while in 29 of the same 59 schools there are committees wherein teachers may make contributions towards the solution of the school's

problems. It is an foregoing conclusion that either there were no contributions made in 30 of the schools reporting, or the superintendent did not see fit to use them. A vast majority of the superintendents are evidently doing their part towards building up a democratic responsibility among their faculty members, as 42 of them delegate responsibilities to their teachers which bring them into the administration of the school; it behooves the administrator, however, to find that these responsibilities are evidently so little realized or so seldom performed.

The sad thing about both the administrative and supervisory duties is that he does more of them after school than during the school day which a summary at the conclusion of the following tables will show. Until Boards of Education provide the administrator with an adequate faculty and clerical assistance there can be but little solution to this crucial situation.

Long hours of school work have caused many of the better superintendents to seek other employment where their training and experience is often more appreciated. As a result, their positions are taken over by the inexperienced and immature administrator who proves very soon to be quite expensive to the school system in terms of recognized efficiency. Our plea here is to give the able administrator ample time to devote to these important duties so

that his ultimate aims and objectives may be realized in terms of the results to be obtained.

In the administrative offices of many of the consolidated schools routine procedures are followed which are designed to systematize office administration and conserve the time of the administrative officers in a way that tends to increase their efficiency on some more important job. Many of these little routine jobs which require a needless expenditure of time and energy on the part of the chief executive officer are being taken over by the necessary clerical assistance with a saving to the school in terms of administrative efficiency.

Many factors combine to determine the acceptance or rejection of current beliefs with regard to the professional growth and study of the administrator. Hence, it is important to isolate as many of the factors as possible that have no bearing upon the situation and study only those which are instrumental in developing modern scientific theories and practices. The administrators of western Kansas consolidated schools are to be commended upon their efforts to develop themselves professionally thru study and practice. The fact that twice as many superintendents perform their professional duties after school hours, as compared to the number who take advantage of the school day is indicative of the desire and willingness to give of

their very best to the school they serve. Many of the superintendents are doing this at a sacrifice of time which should be theirs for recreation. Superintendents of one-half of the schools studied in this survey stated that they attended summer school which in itself will mean in time, either of two things: that the better and more progressive superintendents will move on into better positions, or that the efficiency of the administration will be increased by so doing.

While this is primarily an administrative study, we cannot do justice to it without calling attention to the time that is actually spent in teaching by the three executive officers of the schools in the appendix of this book. From a close study of this data, the reader will know why the position is taken that there is entirely too much time given over to instruction on the part of these administrative heads which might reasonably be given over to the major tasks and responsibilities of their positions.

In order that the reader might clearly understand the following tables it might be well for him to observe the following instruction governing the interpretation of them. While the duties performed here are the same as stated in a previous chapter, the purpose here is to give the reader an idea as to when the superintendents actually perform the duties of their office. The 149 duties are here classified and listed under their respective heads

or sub-divisions of the administration. In the first column to the right of the duty "Act as the executive officer of the Board" the reader will find the total number of superintendents who perform that particular duty during the school day. In the second column to the right he will, likewise, find the number of superintendents who perform this same duty after school hours.

It might be said at this point that while some superintendents checked some of the duties as having been performed by them, they made no similar mention as to when they did it. Hence, we trust that the reader will understand that we can only present the facts as we find them.

Administrative Duties	Number Per- forming Duty	
	During school	After school
1. Act as the executive officer of the Board	10	21
2. Attend board-meetings	11	35
3. Recommend the hiring and dismissal of teachers	3	24
4. Assign and transfer teachers	6	8
5. Interview candidates for positions	18	28
6. Develop the curriculum	14	16
7. Recommend and select text-books	8	10
8. General management and supervision	28	20
9. Suspend pupils	15	4
10. Supervise and manage activities	10	8
(a) Playgrounds	11	4
(b) Athletics	17	7
(c) Plays, dramatics or debate	7	8
11. Hold teachers' meetings	13	24
12. Hear complaints of parents	17	26
13. Fill temporary vacancies	15	7
14. Supervise janitors and their service	22	16
15. Care and inspection of school property	20	19
16. Arrange for school assemblies, etc.	18	15
17. Prepare the budget	8	11
18. Take or direct the school census	2	6
19. Approve the construction of buildings	2	2
20. Approve or suggest plans for buildings	5	7
21. Direct the enforcement of compulsory attendance	11	9

Administrative Duties (cont.)	Number Per- forming Duty	
	During school	After school
22. Supervise the medical inspection of the school	14	5
23. Recommend school equipment	9	17
24. Order, receive and give out supplies	11	14
25. Extend supervisory control to all funds of school activities	10	14
26. Arrange for, and preside at Commencement	9	15
27. Determine and recommend requirement for graduation	8	10
28. Prepare and adjust class schedules	15	12
29. Distribute and collect text-books	4	3
30. Conduct bond campaigns	3	5
31. General supervision of transportation	4	10
32. Keep informed on school legislation	10	20
Supervisory Duties		
1. General supervision of all classes	22	4
2. Supervision, promotion and demotion	18	4
3. Hold teachers' meetings	3	20
4. Give demonstration lessons	3	6
5. Give or supervise the giving of educational tests	19	1
6. Cooperate with the teachers in interpreting the results of the intelligence and educational tests	11	10
7. Direct the observation work of the teachers	8	2

Supervisory Duties (cont.)	Number Per- forming Duty	
	During school	After school
8. Provide for the improvement of teachers in service, teaching and supervision	9	5
(a) Individual	6	6
(b) Group	5	5
9. Hold conferences	11	11
10. Visit classes to observe work of teachers	12	3
11. Interest teachers in new plans, methods and devices of teaching	16	13
12. Measure the results of teaching thru a trusting program	6	3
13. Confer with teachers concerning problem of teaching technic	17	13
14. Define for the teacher the general aims and objectives of the work and its relation to the whole of the educational progress	13	17
15. Aid teachers in solving their problems of discipline	25	26
16. Confer with teachers concerning special types of pupils	15	25
17. Confer with teachers about their problems and help them to solve them	15	23
18. Classification of pupils	10	12
19. Create an enthusiastic interest in the welfare of the pupils in general	14	15
20. Provide for the professional growth of teachers	8	13
21. Acquaint the teachers with the merits and faults to be considered in appraising classroom work	8	14
22. Stimulate experimentation with subjects of instruction on the part of the more resourceful teachers	11	12

		Number Per- forming Duty	
		During	After
Supervisory Duties (cont.)		school	school
23.	Counsel with teachers concerning professional advancement within the school and elsewhere	7	12
24.	Encourage teachers to perform work on committees or sections of professional organizations	6	10
25.	Encourage teachers to affiliate with professional organizations	7	15
26.	Cultivate a spirit of friendliness and teamwork among teachers	14	16
27.	Enlist the teacher's interest in correspondence work, extension course and summer school, etc.	7	11
28.	Conduct reading circle work	2	8
29.	Rate the efficiency of the teachers	4	6
Clerical and Routine Duties			
1.	Open and read mail	20	15
2.	Attend to all types of correspondence	18	20
3.	Give dictation	9	2
4.	Keep records of teacher's work	11	8
5.	Make monthly reports to County Superintendent	12	13
6.	Make monthly reports to Board of Education	5	10
7.	Make annual reports to County Superintendent	7	16
8.	Make annual reports to Board of Education	6	15
9.	Make monthly bus reports	3	3
10.	Make annual bus reports	1	3
11.	Make monthly reports of high school pupils	7	12

Clerical and Routine Duties (cont.)	Number Per- forming Duty	
	During school	After school
12. Answer inquiries and questionnaires	10	17
13. Write notices to teachers, pupils and parents	9	12
14. Write requisition for supplies	8	12
15. Receive and care for new supplies, equipment, etc.	12	17
16. Make and file permanent record of each pupil	12	16
17. Receive the annual reports from the teachers	12	17
18. Answer the telephone	17	11
19. Receive the callers	18	13
20. Serve on noon duty	6	3
21. Check temperature of building	15	4
22. Handle and sell school texts	8	6
23. Collect and keep record of tuition	7	5
24. Sell tickets to public events	5	8
25. Pass on excuses for tardiness	16	9
26. Make inventory of books	6	9
27. Prepare and revise record forms	8	9
28. Make transportation chart	5	6
29. Encourage graduates to attend college	12	10
30. Meet and dispose of agents	24	26
31. Discipline	28	19
Professional Growth and Study		
1. Keep informed of conditions elsewhere	6	23

Professional Growth and Study (cont.)	Number Per- forming Duty	
	During school	After School
2. Visit other schools	10	12
3. Attend educational conventions	9	20
4. Read educational journals	6	23
5. Study the bulletins of U. S. Bureau of Education, etc.	11	7
6. Personally conduct research on school problems, etc.	8	14
7. Study the character of instruction	16	14
8. Interpret results of instruction	10	12
9. Visit classes	23	6
10. Hold membership in teachers' associations	6	7
11. Do committee work	2	9
12. Address professional gatherings	3	14
13. Write educational articles for publication	0	6
14. Take part in extension courses	1	10
15. Attend summer school	3	11
16. Attend conferences of superintendents and specialists in your field	3	14
17. Study professional literature for professional advancement and increased usefulness	7	14
Community Leadership Duties		
1. Attend and take part in men's clubs, commercial and community welfare organizations	4	22
2. Assist in organizing school clubs	9	14
3. Promote the making of community surveys	5	10
4. Confer with citizens concerning community	5	10

Community Leadership Duties (cont.)	Number Per- forming Duty	
	During School	After School
5. Organize and take part in Parent-Teachers associations	2	14
6. See that the teachers secure wholesome and pleasant places to board and room	3	17
7. Encourage clubs, societies and encourage individual families to include teachers in their social life	6	12
8. Acquaint parents with school practice in order to make for cooperation	6	20
9. Arrange for the exhibits of the pupils' work and visiting days	10	26
10. Provide for newspaper publicity in order to give parents and others a knowledge of the school	10	18
11. Encourage parents to confer with teachers on matters pertaining to the welfare of their children	10	16
12. Take part in religious activities	6	18
13. Assist in organizing community clubs, etc., for the benefit of the young people	2	10
14. Speak at any kind of a function	6	17
15. Act as scout master	2	4
16. Entertain for prominent visitors	3	10
17. Issue letters to patrons mimeographed	4	13
18. Teach classes in religious education	4	6
19. Supervise evening socials	1	9
Teaching Duties		
1. Regular class in high school	21	2
2. Regular class in elementary school	9	3

Teaching Duties (cont.)	Number Per- forming Duty	
	During School	After School
3. Substitute in either	13	2
4. Prepare for these classes	21	19
5. Make out grades	18	22
6. Give examinations	24	7
7. Give and grade the eighth grade county examinations	6	4
8. Help the individual pupils	22	10
9. Supervise study of pupils	21	10
10. Coach plays	10	6
11. Conduct Americanization classes	4	3
12. Teach extension classes	3	4
13. Give vocational guidance	8	9
Recreation		
1. Read for general culture	4	22
2. Attend public lectures, theatre, opera or motion pictures	2	24
3. Avail yourself of opportunities for physical culture	3	18
4. Attend church	2	22
5. Attend social events	0	17
6. Attend lodges	0	16
7. Attend football or basketball games	4	19
8. Take part in social events	6	18

Now, for the benefit of the reader who would care to know what duties were above or below any given quartile or median with regard to the number of superintendents performing them, we offer the following summary. This summary was found by rearranging each duty in its descending order of performance. Interpretations might, therefore, be made in the following manner: If administrative duty number six was performed by fourteen superintendents during the school day, this duty is said to be between the median and the third quartile.

DURING SCHOOL

AFTER SCHOOL

Administration

Duties' Third Quartile	14.75	Duties' Third Quartile	17.75
Duties' Median (50)	10.00	Duties' Median (50)	10.50
Duties' First Quartile	6.75	Duties' First Quartile	7.75

Supervision

Duties' Third Quartile	14.25	Duties' Third Quartile	15.25
Duties' Median (50)	9.50	Duties' Median (50)	11.00
Duties' First Quartile	6.75	Duties' First Quartile	5.75

Clerical and Routine

Duties' Third Quartile	12.25	Duties' Third Quartile	15.25
Duties' Median (50)	9.00	Duties' Median (50)	10.50
Duties' First Quartile	6.00	Duties' First Quartile	6.00

DURING SCHOOL

AFTER SCHOOL

Professional Growth

Duties' Third Quartile	9.75	Duties' Third Quartile	14.00
Duties' Median (50)	6.00	Duties' Median (5)	12.00
Duties' First Quartile	3.25	Duties' First Quartile	7.25

Community Leadership

Duties' Third Quartile	6.00	Duties' Third Quartile	17.00
Duties' Median (50)	4.50	Duties' Median (50)	13.50
Duties' First Quartile	2.75	Duties' First Quartile	10.00

Teaching

Duties' Third Quartile	21.00	Duties' Third Quartile	9.75
Duties' Median (50)	11.50	Duties' Median (50)	5.00
Duties' First Quartile	6.66	Duties' First Quartile	3.00

Recreation

Duties' Third Quartile	4.00	Duties' Third Quartile	22.00
Duties' Median (50)	2.00	Duties' Median (50)	18.00
Duties' First Quartile	0.00	Duties' First Quartile	17.00

Aside from knowing how many of these duties were performed during and after school, it is of like interest to know the frequency with which they are performed. How many of the superintendents perform any particular duty, daily, weekly, monthly or occasionally may be determined by referring to the condensed "Frequency of performance" table. Instructions as to the use and interpretation of this table are as follows:

I. Number of superintendents giving daily performance to this duty.

II. Number of superintendents giving weekly performance to this duty.

III. Number of superintendents giving monthly performance to this duty.

IV. Number of superintendents giving occasional performance to this duty.

Administrative Duties	Frequency of Performance			
	I	II	III	IV
1. Act as the executive officer of the Board	4	1	13	10
2. Attend board meetings	3	0	33	13
3. Recommend the hiring and dismissal of teachers	1	1	8	20
4. Assign and transfer teachers	1	1	0	15
5. Interview candidates for positions	4	1	0	15
6. Develop the curriculum	3	2	2	12
7. Recommend and select text-books	2	2	1	6
8. General management and supervision	14	3	4	7
9. Suspend pupils	4	3	1	8
10. Supervise and manage activities	9	1	1	4
(a) Playgrounds	7	1	2	3
(b) Athletics	9	2	2	4
(c) Plays, dramatics or debate	3	0	3	8
11. Hold teachers' meetings	3	4	10	9
12. Hear complaints of parents	5	2	2	11
13. Fill temporary vacancies	6	0	0	11
14. Supervise janitors and their service	13	0	0	5
15. Care and inspection of school property	11	0	0	5
16. Arrange for school assemblies, etc.	5	9	2	6
17. Prepare the budget	2	2	1	8
18. Take or direct the school census	1	0	0	5
19. Approve the construction of buildings	1	0	1	5
20. Approve or suggest plans for buildings	3	0	0	8

Administrative Duties (cont.)		I	II	III	IV
21.	Direct the enforcement of compulsory attendance	5	2	1	9
22.	Supervise the medical inspection of the school	5	4	1	10
23.	Recommend school equipment	4	3	1	12
24.	Order, receive and give out supplies	6	7	2	9
25.	Extend supervisory control to all funds of school activities	5	2	1	12
26.	Arrange for, and preside at Commencement	3	1	2	12
27.	Determine and recommend requirement for graduation	2	1	1	10
28.	Prepare and adjust class schedules	2	1	3	10
29.	Distribute and collect text-books	3	0	1	3
30.	Conduct bond campaigns	4	0	2	1
31.	General supervision of transportation	5	2	0	8
32.	Keep informed on school legislation	6	4	3	9
Supervisory Duties					
1.	General supervision of all classes	4	4	4	11
2.	Supervision, promotion and demotion	3	1	4	6
3.	Hold teachers' meetings	0	6	12	11
4.	Give demonstration lessons	0	2	1	9
5.	Give or supervise the giving of educational tests	1	0	6	15
6.	Cooperate with the teachers in interpreting the results of the intelligence and educational tests	0	2	2	13
7.	Direct the observation work of the teachers	2	1	1	7

Supervisory Duties (cont.)		I	II	III	IV
8.	Provide for the improvement of teachers in service, teaching and supervision	1	1	1	10
	(a) Individual	1	2	0	9
	(b) Group	1	1	3	9
9.	Hold conferences	3	5	4	12
10.	Visit classes to observe work of teachers	3	8	2	10
11.	Interest teachers in new plans, methods and devices of teaching	2	6	3	13
12.	Measure the results of teaching thru a testing program	1	4	0	7
13.	Confer with teachers concerning problem of teaching technic	0	6	1	14
14.	Define for the teacher the general aims and objectives of the work and its relation to the whole of the educational process	0	2	3	17
15.	Aid teachers in solving their problems of discipline	5	2	1	18
16.	Confer with teachers concerning special types of pupils	5	4	3	12
17.	Confer with teachers about their problems and help them to solve them	2	4	1	17
18.	Create an enthusiastic interest in the welfare of the pupils in general	4	4	0	17
19.	Classification of pupils	2	1	0	14
20.	Provide for the professional growth of teachers	2	3	2	10
21.	Acquaint the teachers with the merits and faults to be considered in appraising classroom work	2	4	4	11

Supervisory Duties (cont.)		I	II	III	IV
22.	Stimulate experimentation with subjects of instruction on the part of the more resourceful teachers	3	2	1	13
23.	Counsel with teachers concerning professional advancement within the school and elsewhere	1	1	1	11
24.	Encourage teachers to perform work on committees or sections of professional organizations	0	4	1	12
25.	Encourage teachers to affiliate with professional organizations	2	3	3	14
26.	Cultivate a spirit of friendliness and teamwork among teachers	6	4	3	10
27.	Enlist the teacher's interest in correspondence work, extension course and summer school, etc.	1	0	1	7
28.	Conduct reading circle work	2	4	2	6
29.	Rate the efficiency of the teachers	0	1	1	11
Clerical and Routine Duties					
1.	Open and read mail	17	1	1	3
2.	Attend to all types of correspondence	15	2	1	3
3.	Give dictation	6	1	1	0
4.	Keep records of teacher's work	6	1	3	3
5.	Make monthly reports to county superintendent	1	2	13	2
6.	Make monthly reports to the Board of Education	3	2	7	4
7.	Make annual reports to the Board of Education	1	0	1	8

Clerical and Routine Duties (cont.)				
	I	II	III	IV
8. Make annual reports to the county superintendent	0	1	1	8
9. Make monthly bus reports	1	0	6	2
10. Make annual bus reports	1	1	2	4
11. Make monthly reports of high school pupils	0	1	9	1
12. Answer inquiries and questionnaires	0	3	0	16
13. Write notices to teachers, pupils and parents	1	1	0	14
14. Write requisition for supplies	0	3	1	11
15. Receive and care for new supplies, equipment, etc.	0	3	1	16
16. Make and file permanent record of each pupil	1	0	4	8
17. Receive the annual reports from the teachers	1	0	2	10
18. Answer the telephone	9	1	3	8
19. Receive the callers	7	2	2	8
20. Serve on noon duty	9	1	2	5
21. Check temperature of building	7	3	0	4
22. Handle and sell school texts	3	0	1	7
23. Collect and keep record of tuition	0	1	5	3
24. Sell tickets to public events	2	0	2	7
25. Pass on excuses for tardiness	11	1	0	6
26. Make inventory of books	0	0	2	5
27. Prepare and revise record forms	0	0	1	13
28. Make transportation chart	1	1	0	7

Clerical and Routine Duties (cont.)				
	I	II	III	IV
29. Encourage graduates to attend college	4	1	1	14
30. Meet and dispose of agents	4	2	3	19
31. Discipline	13	4	2	20
Professional Growth and Study				
1. Keep informed of conditions elsewhere	3	3	1	15
2. Visit other schools	1	0	1	16
3. Attend educational conventions	2	1	4	15
4. Read educational journals	3	7	3	9
5. Study the bulletins of U. S. Bureau of Education, etc.	1	1	3	9
6. Personally conduct research on school problems, etc.	2	1	1	9
7. Study the character of instruction	1	2	1	12
8. Interpret results of instruction	4	2	2	6
9. Visit classes	3	8	3	11
10. Hold membership in teachers' associations	0	1	1	4
11. Do committee work	0	0	1	7
12. Address professional gatherings	1	1	2	10
13. Write educational articles for publication	0	1	1	4
14. Take part in extension courses	0	0	3	7
15. Attend summer school	1	2	2	12
16. Attend conferences of superintendents and specialists in your field	0	1	2	10

Professional Growth and Study (cont.)				
	I	II	III	IV
17. Study professional literature for professional advancement and increased usefulness	0	2	5	9
Community Leadership Duties				
1. Attend and take part in men's clubs, commercial and community welfare organizations	0	2	4	12
2. Assist in organizing school clubs	0	1	1	11
3. Promote the making of community surveys	1	0	0	5
4. Confer with citizens concerning community needs	1	0	0	15
5. Organize and take part in Parent-Teachers Associations	0	0	7	5
6. See that the teachers secure wholesome and pleasant places to board and room	2	1	3	12
7. Encourage clubs, societies and encourage individual families to include teachers in their social life	0	1	1	12
8. Acquaint parents with school practice in order to make for cooperation	1	4	3	11
9. Arrange for the exhibits of the pupils' work and visiting days	0	1	1	11
10. Provide for newspaper publicity in order to give parents and others a knowledge of the school	2	12	3	11
11. Encourage parents to confer with teachers on matters pertaining to the welfare of their children	3	1	1	13
12. Take part in religious activities	4	12	1	7
13. Assist in organizing community clubs, etc., for the benefit of the young people	1	0	0	10

Community Leadership Duties (cont.)				
	I	II	III	IV
14. Speak at any kind of a function	1	1	1	16
15. Act as scout master	0	2	1	2
16. Entertain for prominent visitors	0	0	2	9
17. Issue letters to patrons mimeographed	1	1	3	8
18. Teach classes in religious education	0	1	2	3
19. Supervise evening socials	1	0	0	13
Teaching				
1. Regular class in high school	18	2	0	4
2. Regular class in elementary school	5	1	0	3
3. Substitute in either	1	3	3	6
4. Prepare for these classes	17	3	3	4
5. Make out grades	8	5	11	5
6. Give examinations	3	2	9	7
7. Give and grade the eighth grade county examinations	1	0	1	5
8. Supervise study of pupils	9	0	2	4
9. Help the individual pupils	8	0	3	6
10. Coach plays	0	2	1	3
11. Conduct Americanization classes	0	2	0	4
12. Teach extension classes	0	0	3	2
13. Give vocational guidance	0	0	3	9
Recreation				
1. Read for general culture	13	4	1	7

Recreation (cont.)		I	II	III	IV
2.	Attend public lectures, theatre, opera or motion pictures	0	5	1	16
3.	Avail yourself of opportunities for physical culture	8	6	1	7
4.	Attend church	0	9	2	12
5.	Attend social events	0	2	4	10
6.	Attend lodges	0	3	5	9
7.	Attend football or basketball games	2	8	2	12
8.	Take part in social events	3	4	3	17

In like comparison of the frequency with which superintendents attend to their several duties a similar summary is here presented for the convenience of the reader. It might be said that an orderly arrangement of these performances was necessary in order that this information might be given in such a condensed form. First find the number of superintendents performing these duties as listed in either of the four frequency columns. Obtaining this information, the reader can now turn to the summary and find within the range of what quartile this duty is being performed, whether it is above or below the median of performance. The summary follows:

ADMINISTRATIVE DUTIES	Daily	Weekly	Monthly	Occasionally
Duties' Third Quartile	5.25	2.00	2.00	11.00
Duties' Median (50)	3.50	1.00	1.00	8.75
Duties' First Quartile	2.75	0.00	0.75	5.00
SUPERVISORY DUTIES				
Duties' Third Quartile	3.00	4.00	3.00	14.00
Duties' Median (50)	2.00	2.00	1.75	11.00
Duties' First Quartile	0.75	1.00	1.00	9.00
CLERICAL AND ROUTINE DUTIES				
Duties' Third Quartile	6.75	2.00	3.00	10.75
Duties' Median (50)	1.00	1.00	1.00	7.00
Duties' First Quartile	0.00	0.00	1.00	3.00

PROFESSIONAL GROWTH AND STUDY Daily Weekly Monthly Occasionally				
Duties' Third Quartile	2.00	3.00	3.00	11.25
Duties' Median (50)	1.00	2.00	2.00	9.00
Duties' First Quartile	0.00	1.00	1.00	7.00
COMMUNITY LEADERSHIP DUTIES				
Duties' Third Quartile	1.00	1.75	3.00	12.00
Duties' Median (50)	1.00	1.00	1.00	11.00
Duties' First Quartile	0.00	0.00	0.75	6.50
TEACHING DUTIES				
Duties' Third Quartile	8.00	2.00	2.00	5.25
Duties' Median (50)	2.00	1.50	1.50	4.00
Duties' First Quartile	0.00	0.00	0.00	3.25
RECREATION DUTIES				
Duties' Third Quartile	3.00	6.00	3.00	12.00
Duties' Median (50)	0.00	4.00	2.00	10.00
Duties' First Quartile	0.00	3.00	1.00	7.00

CHAPTER VI

THE CURRICULUM OF THE CONSOLIDATED SCHOOL

The building of better courses of study is one of the fundamental movements in American education. Each year there is an increasing demand for adaptations necessary to adjust the school to changing social needs. The curriculums and courses of study in our consolidated schools of the future: (1) will be constantly changing; (2) will train for life; (3) will take account of the facts of child growth, psychological arrangements, adaptations to individual differences, the vocations, and the larger objectives.

The proponents of consolidation do not contend that they are advocating anything so distinctively new in the way of a curriculum as it is exceedingly interesting to study the schools of sixty years ago and note that among the pioneers of education there were some with vision and great foresight. In 1867, in the city of Leavenworth, a sagacious superintendent and an ultra-modern school board adopted a very practical course of study for the high school. One might be astonished to know that physical education was required daily, and that modern and ancient languages were elective. It is this practical course of study that is made possible thru the consolidated school idea which is enabling the rural child to acquire abilities,

habits, attitudes and powers of judgment involved in living the community life of which they are a part.

What to place into the curriculum of the consolidated school is a matter of great concern. Some well meaning superintendents have gone into their positions with the idea that the whole course of study should be built around a plan of vocational education; others hold tenaciously to the traditional and formalized type of a curriculum. The tendency is away from the latter, but not towards the former. Happy will be the day when every administrator realizes the need for both. We will long have need for doctors, lawyers, and technicians as well as representatives from other professions, and it becomes the duty of the consolidated school to place into the curriculum those courses which will be in line with the interest and aptitudes of the pupils whose parents pay the bill.

Aside from the courses which might be reasonably placed into the curriculum of the consolidated schools, which after all is a matter of local concern, we turn to the characteristics of its organization which can be best explained by the use of Table I.

TABLE I

CHARACTERISTICS OF THE CURRICULUM ORGANIZATION
IN-FIFTY NINE CONSOLIDATED SCHOOLS

Question Asked	Number of Schools Reporting		
	Yes	No	Not Answered
1. Is there participation of the student body in the school government?	25	32	2
2. Is there time for the practice of moral and civic virtues?	39	15	7
3. Does the curriculum meet the social and economic need of the students?	40	17	2
4. Is the curriculum traditional?	15	9	35
5. Is the faculty constantly studying the curriculums?	30	24	5
6. Is there ample opportunity to supervise the teaching?	14	44	1
7. Is the teaching regularly supervised by the superintendent?	25	30	4
8. Is there a special effort to develop the new teacher?	47	8	4

Questions, numbers six and seven, would seem to again indicate that the administrator will necessarily have to be given more time for the larger tasks of his position.

After the superintendent has his courses of study all logically arranged in his curriculum he must then determine what type of an organization he will set up that will best fit into his particular school system. It is interesting to learn that 42 of the 59 schools have retained the 8-4 plan of organization and enroll but 68 percent of the school population. This is because it is the smaller schools which have largely held to the 8-4 plan of organization, whereas the larger systems are working under either the 6-2-4 or the 6-3-3 plan. The Kansas Educational Directory lists the 8-2 organization as systems maintaining a two year approved high school in addition to the usual eight grades of the elementary school. Colby and Holcomb are excellent examples of a smooth working 6-2-4 plan, while Weskan is operating very nicely under a 5-3-4 plan of organization. Each of these type organizations have their merits and are worthy of comment, but it is not the purpose of this survey to go into the matter with lengthy discussion other than to present to the reader a summary of the information given by the superintendents of the several schools. The summary is exceedingly interesting for two reasons: (1) It should give the reader an idea as to the relative number of consolidated schools which maintain each of the distinct types of organization. (2) It should show a tendency towards a reorganization of the

curriculum away from the 8-4 type to a type where the changes into each division are not so radically different.

TABLE II
SUMMARY OF TYPE-ORGANIZATION OF
FIFTY-NINE CONSOLIDATED SCHOOLS

Kind of Organization		Enrollment in Each Division			
Type	Number of schools	Grades	Jr. H.S.	Sr. H.S.	Total
8-4	42	4584	0	2067	6651
8-2	4	279	0	46	325
8	4	529	0	0	529
6-6	0	0	0	0	0
6-2-4	5	925	175	367	1467
6-3-3	3	262	124	119	505
5-3-4	1	75	45	55	175
4	0	0	0	0	0
TOTALS	59	6654	344	2654	9652
AVERAGE					163.59 ^(a)

(a) Average number of students enrolled in the
fifty-nine schools

Extra Curricular Activities: From the questionnaire method of investigation and personal interviews with superintendents of consolidated schools in western Kansas, we find that extra curricular activities have not been receiving the attention that they deserve. Several of the superintendents give the reasons for this as being: (1) lack of community interest, and (2) the inability to secure teachers who are qualified to sponsor them. While a goodly number of schools report as offering the several extra curricular activities, the frequency of their performance is relatively small. The reasons for these conditions are too well known to the superintendents to need any elaboration at this point, aside from saying that there is a growing need for more and better trained teachers who are able to lead the pupils right into the performance of these social and civic virtues.

Training in Boy Scouts, Parliamentary Law, and Hi-Y work is being neglected by a vast majority of the schools, while debate and public speaking are losing much of their old time popularity in almost four-fifths of the schools. Dramatics, publicity work and music are being fairly represented in most of the schools.

Extra curricular activities may be defined as those voluntary tasks which are carried by the pupils in addition to the regular class-room requirements, either after regular school hours or at a time within the program specially

designated for such purposes. It is a well known fact that the pupils have various desires that they wish to satisfy thru clubs and organizations. Faculty sponsorship should be given only to those activities which are truly of value in the attainment of ethical conduct, development of character, social efficiency, preparation for citizenship, exploration of aptitudes and abilities, acquisition of skills and opportunity for their use, and attainment of healthful avocational interests. A program of extra curricular activities, to obtain the best results, should be continuous from the grades thru the senior high school.

Two classifications of activities are possible in a consolidated school as in any other form of educational institutions. They may be thought of as related to the school program, based on the character of the activity or departmental relationship. Each activity that is connected with the school in any way should be supervised, preferably by a teacher fitted by knowledge and interests to oversee that particular group. This control must not crush student spontaneity but encourage it. To this end the faculty supervisor should serve in an advisory capacity, as far as possible, and preserve the proper conduct of the organization and the good name of the school.

The salaries paid teachers in the consolidated schools of western Kansas are sufficient to obtain the services of those who have had special training in the

organization and leadership of these respective extra curricular activities.

TABLE III

SUMMARY OF THE EXTRA CURRICULAR ACTIVITIES IN FIFTY-
NINE CONSOLIDATED SCHOOLS IN WESTERN KANSAS

Activity	No. Schools Reporting	Regular Performances each week					Irregular In Performance
		1	2	3	4	5	
1. Debate	12	3	4			2	3
2. Dramatics	34	4	4			2	24
3. Publications	18	2	3			3	10
4. Hi-Y	6	5	1				0
5. Girl Reserves	15	4					11
6. Girl Scouts	12	8					4
7. Parliamentary Law	6	2				1	3
8. Public Speaking	12	1	2	1		4	4
9. Boy Scouts	10	7					3
10. Orchestra	25	8	8	4		5	0
11. Glee Club	34	3	16	6	2	6	1
12. Choral Work	24	5	7	4		3	5

Athletics was not made a part of this study as it was assumed that all schools had physical training in some form or other.

The boards of education should make the necessary inquiries relative to the candidate's extra curricular abilities, and in many cases should not hold tenaciously to their long cherished "senatorial" approval of their superintendent's right of appointment and dismissal, looking wise and seeing no incongruities.

It is very odd that a system, developed by our New England forefathers three centuries ago when life was very simple and society homogeneous, should still be in force in the civilization of an amazing complexity. What every school system needs is a differentiation and correlation of activities that will definitely locate responsibility for the different types of duties and permit an assignment of these duties to teachers who can efficiently perform them.

CHAPTER VII
ADMINISTRATIVE RESPONSIBILITIES
INVOLVED IN TRANSPORTATION

The purpose of this part of the study is to: (1) make a work sheet of the factors involved in ascertaining reliable data relative to transportation; (2) determine what has been the experience of ten consolidated schools of western Kansas over a five year period; (3) make tables over these periods for comparisons; (4) to find how well transportation is functioning in getting children to school without loss of time.

In all cases included, the district owned and operated the entire transportation system. Every effort has been made to make the facts herein given absolutely accurate. It is hoped that they are sufficient for all practical purposes, and highly worthy of consideration by those who are responsible for providing better school facilities for the school children of the farm home.

One of the greatest, if not THE greatest problem confronting the administrator is that of transportation. Too frequently his tenure depends on the handling of some more or less significant duty having its origin in transportation. Experience and interviews would seem to indicate that an administrator may do many great things in the interest of his school, but when a few fanatics become

alarmed over some relative insignificant factor of cost in transportation, a change in superintendents and a board member appears to be their logical cure for their existing ills. Let us first notice in brief the history of the growth, mills levied and the taxable valuation of each of the ten consolidated schools under special study, that we may know something of the administrator's possibilities and handicaps. For the convenience of the reader the following information is offered, which should be of much interest to the capable administrator. It is as follows:

**Financial Growth and Decline
of Ten Districts**

Name of School	Number of square miles in district				
	1924-25	1925-26	1926-27	1927-28	1928-29
Brewster	86.00	86.00	86.00	86.00	86.00
Colby	67.00	67.00	67.00	67.00	67.00
Holcomb	125.50	125.50	125.50	125.50	125.50
Jennings	84.56	84.56	84.56	84.56	84.56
Oakley	120.00	120.00	120.00	140.00	140.00
Palco	44.00	44.00	44.00	44.00	44.00
Quinter	37.50	37.50	37.50	54.75	54.75
Rexford	46.75	46.75	46.75	46.75	46.75
Weskan	198.00	198.00	198.00	198.00	198.00
Winona	100.00	105.00	105.00	115.00	115.00

Name of School	Total school levy in mills				
	1924-25	1925-26	1926-27	1927-28	1928-29
Brewster	.0274	.0267	.0295	.0323	.0323
Colby	.0174	.0985	.02025	.01987	.02225
Holcomb	.0195	.0195	.0195	.0195	.0195
Jennings	.0133	.0160	.0167	.0170	.0160
Oakley	.01200	.01307	.01576	.0158	.0107
Palco	.0171	.0177	.0118	.0234	.0210
Quinter	.0190	.0225	.0162	.0151	.0155
Rexford	.0242	.0227	.0239	.0287	.0312
Weskan	.1870	.1850	.1760	.1870	.1800
Winona	.0120	.0120	.0190	.0190	.0190
Name of School	The taxable valuation				
	1924-25	1925-26	1926-27	1927-28	1928-29
Brewster	\$1,187,097	\$1,321,852	\$ 954,320	\$ 954,320	\$ 958,589
Colby	2,076,190	2,299,262	2,247,510	2,252,106	2,480,375
Holcomb	2,800,000	2,800,000	2,800,000	2,800,000	2,800,000
Jennings	1,521,959	1,569,006	1,515,691	1,503,978	1,582,142
Oakley	1,698,024	2,985,585	2,730,429	2,725,042	3,111,625
Palco	1,145,000	1,154,503	1,154,000	1,050,406	1,049,671
Quinter	1,077,468	1,136,282	1,441,306	1,571,680	1,553,930
Rexford	1,042,201	1,111,135	695,377	699,857	723,656
Weskan	1,243,426	1,398,201	1,543,242	1,682,415	1,860,717
Winona	1,220,000	1,220,000	1,324,000	1,324,012	1,324,012

If transportation is to become recognized as a successful achievement it becomes the duty of every administrator within a given area to make out a monthly summary report regarding the costs of maintenance of the transportation system of his school.

Among the superintendents of the consolidated schools in western Kansas there are many faithful ones who do this each month. A copy of this report is then mailed to Dr. C. E. Rarick, head of the Rural Education Department of the Kansas State Teachers College of Hays, Kansas, who is best known to them as a pioneer in the movement for consolidation in western Kansas. Dr. Rarick then makes out combined monthly and yearly summary reports and sends them each a copy. These reports are not only of interest to districts already organized, but to the more obstinate and reticent districts as well.

Attention is called to Table IV which is a combined summary of transportation facts for the ten schools reporting for a five-year period. It has been found that for the past five years it has cost on an average of 29.86 cents per day per child to transport children to the consolidated school. On the average, it cost 15.19 cents for every mile traveled in doing this. The cost per child-mile averaged 8.4 mills for the same period. The interesting thing about this table is that it shows a tendency toward a lower cost each year.

The facts that should impress the opponents of the consolidated school movement in that state are: (1) The average daily cost per child has been reduced from 32.6 cents in 1924-25 to 26.9 cents in 1928-29, and that the five-year average was 29.8 cents. (2) The average cost per running mile to accomplish this has been reduced from 16.8 cents to 13.7 cents with an average of 15.19 cents over the same period. (3) In like comparison the average cost per child-mile has been reduced from 8.5 mills to 7.7 mills. It is thought by many of the administrators that the child-mile is the most accurate measurement of the transportation costs which is also revealed in this Table IV. If this be true, then for the ten schools involved in this study, there was a decline of 10.6 percent in the cost of transportation over the five-year period.

TABLE IV

SUMMARY OF FACTS CONCERNING TRANSPORTATION COSTS
OF THE TEN SCHOOLS REPORTING FOR FIVE YEARS

	1924-1925	1925-1926	1926-1927	1927-28	1928-1929	TOTALS
Total number of days covered by reports	1654	1613	1522	1598	1425	7812
Total miles traveled each year	347675	336888	309955	323393	318384	1,636,395
Total number of transportations (Each child two daily transfers)	368947	381606	332884	352425	302994	1,738,856
Total number of children transported daily	2610.6	1870.7	1093.5	1108.6	1166.8	1576 ^(a)
Total number of busses reporting	59	61	62	62	59	60.8 ^(b)
Total costs	\$56,661.47	\$53,250.93	\$46,459.05	\$45,358.52	\$41,117.21	\$242,847.18
Average daily cost per child	.3263	.3073	.3100	.2806	.2691	.2986
Average cost per running mile	.1688	.1556	.1546	.1432	.1374	.1519
Average cost per child per mile	.0085	.0068	.0088	.0083	.0077	.0084

(a) Average number of children transported daily by all schools reporting

(b) Average number of busses operating each day by all schools reporting

DAYS OF SCHOOL LOST BECAUSE OF ROADS OR WEATHER
BY THE TEN SCHOOLS REPORTING
DURING

1924-25, 1925-26, 1926-27, 1927-28, 1928-29

The purpose of the facts summarized in Table V is to determine the percent of days lost each year due to the unfavorable condition of roads or weather.

The average number of days lost by the ten schools for the five-year period on account of roads and weather was 1.2 percent. This is equivalent to 2.16 days out of a school year of nine months.

It can be seen from Table V that the Winona Consolidated School heads the list with only 2 percent of days missed over the entire five-year period. Quinter is second with three-tenths of one percent of trips missed, while Weskan and Jennings tied for third place with a five-year average of one-half of one percent of trips missed.

The interesting thing about this Table is that it should convince the most obstinate person as to the possibility of operating a consolidated school almost irrespective of weather or roads. One is warranted in the statement that the actual percent of days missed thru consolidation is no more than that experienced by the average one-teacher rural school of the same county if the actual attendance of the latter means anything.

It is gratifying to know that with a good road-program almost guaranteed, the percent of days missed due

to the condition of the roads and weather will be still further reduced, and another barrier toward consolidation removed. There are several reasons for this. Better roads, more improved vehicles, better administration, better educated citizenry, and enlargement of the consolidated district have each had a part.

The administrators of these consolidated schools apparently have the transportation facilities well organized and controlled, and it is believed from the information found by the questionnaire method of investigation that their problems and experiences are comparable to those found in other consolidated schools in the western part of the state.

TABLE V

DAYS OF SCHOOL LOST BECAUSE OF ROADS OR WEATHER
BY TEN SCHOOLS REPORTING DURING
1924-25, 1925-26, 1926-27, 1927-28, 1928-29

School year	1924-25		1925-26		1926-27		1927-28	
Schools	Days oper- ated	Days missed	Days oper- ated	Days missed	Days oper- ated	Days missed	Days oper- ated	Days missed
Brewster	162	13	175	0	174	0	171	4
Colby	178	2	178	0	177	3	160	0
Holcomb	167	3	167	6	171	3	164	14
Jennings	173	2	No Report		60	0	118	0
Oakley	175	3	173	0	177	3	170	10
Palco	175	0	154	1	175	1	131	5
Quinter	159	0	159	0	175	1	175	2
Rexford	131	9	100	0	115	0	177	3
Weskan	159	1	160	0	120	0	176	1
Winona	175	0	176	0	176	0	156	2
Totals	1654	33	1442	7	1520	11	1598	41

Table V. (Cont.)

School year	1928-29		SUMMARY (totals)				
Schools	Days oper- ated	Days missed	Months re- ported	Days oper- ated	Days missed	Total number days reported	Percent days missed
Brewster	175	0	45	855	17	872	1.9
Colby	No Report		35	693	5	698	0.7
Holcomb	169	7	45	838	33	871	3.7
Jennings	20	0	19	371	2	373	0.5
Oakley	175	1	45	870	17	387	1.9
Palco	58	0	36	693	7	700	1.0
Quinter	159	0	42	827	3	830	0.3
Rexford	150	0	35	673	12	685	1.7
Weskan	176	2	40	791	4	795	0.5
Winona	173	0	44	858	2	860	0.2
Totals	1255	10	386	7469	102	7071	1.2 ^(a)

(a) Average percent of trips missed by schools during five years.

Records in the Rural Education office of the Kansas State Teachers College of Hays, Kansas, show that 25 schools reported during the five-year period from 1924 to 1929. The purpose of the facts summarized in Table VI is to determine the percent of days lost each year due to unfavorable conditions of roads or weather over which the administration has possibly no control. Ten of the schools included in this table reported for less than a total of 300 days each during this five-year period. This is less than one-third the time school was in progress. Five of the schools missed no days at all for the time they reported, while the other five missed the following percents of the days they reported: four-tenths of one percent, 5, 8.2, 11.3, and 18.7, respectively. It can be seen that the reports from these schools do not cover a sufficient number of days to warrant a reliable conclusion. The average number of days lost by all the other schools, 15 in number, was 1.6 percent. This is equivalent to a little less than three days out of a school year of nine months.

TABLE VI

DAYS OF SCHOOL LOST BECAUSE OF ROADS OR WEATHER
BY ALL SCHOOLS REPORTING DURING
1924-25, 1925-26, 1926-27, 1927-28 and 1928-29

School year	1924-25		1925-26		1926-27		1927-28	
Schools	Days oper- ated	Days missed	Days oper- ated	Days missed	Days oper- ated	Days missed	Days oper- ated	Days missed
Bloom	20	0	No Report		No Report		No Report	
Brewster	162	13	173	0	174	0	171	4
Morrowville	152	3	151	0	168	0	177	2
Bucklin	157	0	No Report		No Report		No Report	
Colby	178	2	178	0	177	3	160	0
Gem	65	15	No Report		No Report		No Report	
Holcomb	167	3	167	6	171	3	164	14
Jennings	173	2	No Report		60	0	118	0
Kanorado	47	6	No Report		No Report		No Report	
Kingsdown	No Report		No Report		98	0	No Report	
Levant	No Report		No Report		No Report		No Report	
Menlo	120	18	79	0	No Report		No Report	
Montezula	No Report		38	2	No Report		No Report	
Monument	98	0	99	0	No Report		No Report	
Oakley	175	3	173	0	177	3	170	10
Palco	175	0	154	1	175	1	131	5
Plains	175	0	163	3	170	4	170	15
Protection	177	0	153	2	140	0	No Report	
Quinter	159	0	159	0	175	1	175	2
Rexford	131	9	100	0	115	0	177	3
Ruleton	No Report		No Report		No Report		119	1
Trousdale	135	0	109	4	152	3	168	6
Weskan	159	1	160	0	120	0	176	1
Winona	175	0	176	0	178	0	156	2
Zook	38	0	No Report		No Report		No Report	
Totals	2838	75	2232	18	2250	18	2232	65

TABLE VI (continued)

School year	1928-29		SUMMARY (totals)				
Schools	Days oper- ated	Days missed	Months re- ported	Days oper - ated	Days missed	Total number days reported	Percent days missed
Bloom	No Report		1	20	0	20	0
Brewster	175	0	45	855	17	872	1.9
Morrowville	73	0	39	721	5	726	0.6
Bucklin	No Report		9	157	0	157	0
Colby	No Report		35	693	5	698	0.7
Gem	No Report		4	65	15	80	18.7
Holcomb	169	7	45	838	33	871	3.7
Jennings	20	0	19	371	2	373	0.5
Kanorado	No Report		3	47	6	53	11.3
Kingsdown	No Report		5	98	0	98	0
Levant	147	0	8	147	0	147	0
Menlo	No Report		11	199	18	217	8.2
Montezula	No Report		2	38	2	40	5.0
Monument	No Report		10	197	0	197	0
Oakley	175	1	45	870	17	887	1.9
Palco	58	0	36	693	7	700	1.0
Plains	92	8	41	770	30	800	3.7
Protection	No Report		24	470	2	472	0.4
Quinter	159	0	42	827	3	830	0.3
Rexford	150	0	35	673	12	685	1.7
Ruleton	116	0	12	235	1	236	0.4
Trousdale	No Report		30	564	13	577	2.2
Weskan	176	2	40	791	4	795	0.5
Winona	173	0	44	858	2	860	0.2
Zook	No Report		2	38	0	38	0
Totals	1683	18	587	11235	194	11429	1.6 ^(a)

(a) Average percent of trips missed by all schools during five years.

INSTRUCTIONS FOR THE USE OF
TRANSPORTATION REPORT BLANKS

Concerning Form No. 1: Form No. 1 is the Driver's Weekly Report. Superintendents of schools should place a copy of this report in the hands of each driver at the beginning of each week and collect the same at the close of the week, after all items on this blank have been carefully and fully answered by the driver.

It is assumed that each truck will have a regular driver and that the driver makes this report. The superintendent will have to furnish to the driver the average number of pupils due daily for the week.

It is further suggested that the driver keep the report blank that he is working on during the week in a safe and convenient place in the truck so that it may be easily accessible to him to work on, and also that it can be seen by the mechanic and by the superintendent of schools. In this way the mechanic will know constantly of any troubles that the driver may have and be better able to keep the truck in satisfactory service.

The superintendent should instruct the drivers in making out these reports and insist that they be fully and promptly made.

Concerning Form No. 2: Form No. 2 is the Mechanic's Weekly Report. The superintendent of schools should

furnish the mechanic at the beginning of each week with as many copies of this blank as there are trucks in use in the school and collect all at the close of the week, after every item has been carefully and fully answered by the mechanic.

These reports should be kept in a convenient place and in regular order during the week that they are in use so that the superintendent or any official of the school may have easy access to them.

Form No. 1.

DRIVER'S WEEKLY REPORT

(To be filed with the Superintendent at the close of each week.)

Truck No.....Route No.....Week Ending.....

19.....Length of route in miles.....

Average number of pupils due daily for the week.....

No. pupils late to reach bus.....

Day	Minutes Late				Extra Miles Traveled and cause	No. Children carried		Tire Trouble	Other Trouble
	Arriving		Leaving						
	A. M.	P. M.	A. M.	P. M.		A. M.	P. M.		
Monday....									
Tuesday...									
Wednesday..									
Thursday...									
Friday....									
Totals..									

Was bus flagged across railway tracks?.....No. of trips missed on this route this
wk?

(Count two trips daily).....Remarks.....

.....

School..... Driver.....

Form No. 2.

MECHANIC'S WEEKLY REPORT

(To be filed with the Superintendent at the close of each week)

Truck No..... Route No.....

Week Ending.....19.....Kind of Truck.....

..... Kind of Body.....

Day	TOTAL COST			TIRE EXPENSE		Other Repairs		Special Labor Cost
	Gas	Oil	Grease	Tubes	Casings	Kind	Cost	
				New Repairs	New Repairs			
Monday.....								
Tuesday....								
Wednesday..								
Thursday..								
Friday....								

Number of trips missed by truck this week: (Count two trips daily).....

Cause.....

Remarks.....

School.....Mechanic.....

THE SUPERINTENDENT'S MONTHLY SUMMARY
TRANSPORTATION REPORT

This blank is in the hands of the superintendent of schools only and is made out by him in duplicate; one copy remains in his hands and the other copy is mailed to Dr. C. E. Rarick, head of the Department of Rural Education, Kansas State Teachers College, Hays, Kansas.

It is a little difficult to make this report; practice, however, will soon make the matter less difficult. Careful attention that all the items contained on forms No. 1 and 2 are accurately and fully given will make it easier to complete this report.

Concerning total number of children carried:

The "total number of children carried" means the number that ride in the bus in the evening. That sum represents the total number of children carried each day. Then, adding together the totals for each day, we have the total number of children carried during the month. By adding the totals of each bus for the month, we have the sum total of children carried during the month by all the trucks.

Concerning weekly maintenance costs: The column dealing with "total weekly maintenance costs for the month" should include the items which have to be paid for in cash at the end of each day or each week and that cannot be carried to the close of the month. This would probably

include in many places gas, oil and such other items as would have to be paid for in cash or within a few days.

Concerning additional monthly costs and any other costs: Under the term "additional monthly costs" there should be included the salaries of the "drivers", "mechanics", "storage", and "any other costs". Under the term "drivers" place the drivers' salaries for the month for driving each bus. Under the term "mechanic" apportion the mechanic's salary among the several trucks and place in that column his salary for the month. The term "storage" is meant to include the item of housing the bus and should be included whether or not it is actually paid out. It is chargeable against transportation costs. It usually amounts to about \$2.50 per month per bus. Unless you have costs that vary from this figure, I suggest that it be used as a basis for our study, and that amount be placed in the "storage" column.

Under the item "any other costs" list all other costs that cannot be called strictly investment costs.

Concerning investment cost: There are two items under "investment cost"; they are "interest" and "replacement"

Interest should be figured at the rate of 6 percent per annum on the total investment in each truck. This should be figured regardless of whether or not the truck is

paid for by the district. The interest is chargeable just the same. When you have figured 6 percent per annum on the total investment as an interest charge, divide this amount by nine, the number of months in a school year. This quotient is the amount that should appear in the proper space each month on this report. For example: A school district has \$22,000.00 invested in 10 school trucks. Six percent of that amount is \$1320.00. Divide \$1320.00 by nine and we have an interest investment cost for each school month of \$146.67. Now divide this \$146.67 among 10 busses and we have \$14.67 as an interest charge to be placed monthly in the column under "interest" and opposite each truck.

Now as to the item of "replacement"; this should be figured on the basis of a yearly depreciation of 15 percent of the original cost. This amount would then be divided by nine and the resulting quotient would be the number of dollars that would represent the monthly replacement costs. Taking the same school again with \$22,000.00 as an original investment in 10 trucks; 15 percent of this amount is \$3300.00. Dividing \$3300.00 by nine, the number of months in a school year, we have \$366.67. Dividing \$366.67 by 10, the number busses, we have \$36.67 as an investment charge to be placed monthly in the column under "replacement" and opposite each truck.

Caution: It should be noted that the column for "repairs, tires or labor" on form No. 2 should not be used as an interest or replacement charge, but occurs either as a weekly or a monthly maintenance cost.

Concerning the total cost: The total cost of transportation should consist of the sum of columns numbered 1, 2, 3, 4, respectively, and no other items whatever.

Caution: The weekly maintenance cost should not be included with the monthly maintenance cost; if it were included, there would be a duplication, for the total cost consists of four items; that is, "weekly maintenance costs", "monthly maintenance costs", "interest", and "replacement".

Concerning the summaries: Now as to the next three items on this blank, namely the "daily cost per child", "the cost per mile", and "the cost per child per mile", are found in the following manner:

The daily cost per child is found by dividing the total cost of transportation for one day by the total average number of children carried by all the busses on each trip.

The cost per mile is found by dividing the total monthly cost by the total number of miles traveled during that month.

The cost per child per mile is found by dividing the cost per mile (item just found in the preceding) by the average number of children carried on each bus on each trip.

Month Ending _____ 19__

	1	2	3	4	5	6	7	8 (a)
Kind								
Miles traveled								
Total number children carried								
Weekly maintenance costs								
Monthly costs of drivers								
Monthly costs of the mechanics								
Storage costs								
Investment costs								
Total of all costs								
Daily cost per child								
Cost per mile								
Cost per child per mile								
Trips missed								
Maintenance costs for the month								

1. Days lost by entire school _____

2. Days lost by all the routes _____

Superintendent _____

(a) Numbers represent the No. of the bus and route.

School _____

Bus drivers' bonds and salaries: While the question of salaries paid bus drivers may be considered as having no relation to the work of the superintendent, it, nevertheless, becomes a problem when making out the yearly budget. It is to be understood that all schools studied in this survey operate district-owned conveyances. While it is not our purpose here to criticize any of the schools, we wish to call the reader's attention to two things, namely: (1) that but nine of the fifty-nine schools place their drivers under bonds; (2) that extremely low salaries are paid the drivers of the busses in the vast majority of the schools. As these problems constitute a study in themselves, we conclude our survey of the administrative organization of consolidated schools in western Kansas with the following information regarding them. The bonds and salaries of the drivers connected with each of the several schools are as follows:

School	Bond	Salary
1. Alden	None	\$40.00
2. Alexander	\$500	\$45 and \$50
3. Anson	None	\$75.00
4. Alton	None	\$45.00
5. Arnold	None	\$40.00
6. Brewster	None	\$40.00
7. Burdett	None	\$90.00
8. Burr Oak	\$100	\$45.00
9. Colby	None	\$40.00
10. Cedar Point	None	\$40.00
11. Clements	None	None
12. Coyville	None	\$50.00
13. Dresden	None	\$90.00
14. Edson	None	\$35.00
15. Elgin	None	\$40.00
16. Esbon	\$500	\$45.00
17. Gem	None	\$35.00
18. Hewins	\$100	\$15 and \$25
19. Hillsdale	\$100	\$75.00
20. Holcomb	None	\$20.00
21. Isabell	None	\$30.00
22. Jennings	None	\$1.00 a day
23. Kanorado	None	\$70.00
24. Kingsdown	None	\$20.00

25.	Kirwin	None	\$60.00
26.	Lewis	\$1000	\$20.00
27.	Long Island	None	\$25.00
28.	Manning	None	\$50.00
29.	Menlo	None	\$40.00
30.	Milton	None	\$85.00
31.	Morehead	None	\$55.00
32.	Mitchell	None	\$25.00
33.	Montezuma	None	\$25.00
34.	Monument	None	\$50.00
35.	Oakley	None	\$25 to \$30
36.	Oil Hill	None	None
37.	Page City	None	\$45.00
38.	Palco	None	\$50.00
39.	Piper	None	None
40.	Plains	None	\$75.00
41.	Quincy	None	\$70 to \$100
42.	Quinter	None	\$50.00
43.	Radium	None	\$20.00
44.	Randolph	\$500	\$70.00
45.	Rexford	None	\$40.00
46.	Ruleton	None	\$30.00
47.	Russell Springs	None	\$50 to \$80
48.	Shallow Water	None	\$2 a day
49.	Sharon	None	\$100

50.	Sitka	None	\$40.00
51.	Sylvia	\$500	\$50.00
52.	Talmage	None	\$75 to \$80
53.	Vesper	None	\$45.00
54.	Wallace	\$200	\$60.00
55.	Walton	None	\$25 to \$30
56.	Weskan	None	\$45.00
57.	Winona	None	\$50.00
58.	Wilmore	None	\$60.00
59.	Zook	None	\$20.00

APPENDIX

The Linn Public Schools

D. W. REES, Superintendent

HIGH SCHOOL
O. O. BISHOP, Director
B. A. SMUTZ, Clerk
F. J. SLIPSAGER, Treasurer
GRACE BLOOME REES, Principal

GRADE SCHOOL
H. J. MEIERKORD, Director
E. C. COLLINS, Clerk
W. P. COOKE, Treasurer
MAMIE CASINE, Principal

LINN, KANSAS

Dear Fellow-worker:

I am writing a Master's Thesis on "The Administrative Organization of Western Kansas Consolidated Schools" and shall appreciate your answering the attached questionnaire.

As a reciprocation of this favor I shall be very glad to mail you a composite report of the results found in this survey, if you will write "Yes" in the upper right hand corner of the questionnaire.

Trust that you will fill out the questionnaire and return it at your earliest convenience; and that I shall, aside from mailing you the composite report, have an opportunity of rendering you a like favor, I am

Very truly yours,

Donovan W. Rees

QUESTIONNAIRE

Administrative Organization of Consolidated Schools in Western Kansas

Name of School Superintendent

I. Type of Organization (Please check type in use and the number of students in each division.)

	Check here	No. of Students			
		Gr.	Jr.	H.	Sr. H.
8-4	.....	.....	
6-6	.....	.....	
6-2-4	.....	.....	.....
6-3-3	.....	.....	.....
Total number of graduates in last 5 years					
Number going to college in last 5 years					
Number returning to the farms in last 5 years					
1. Supervisors		Time devoted to teaching			
A. Superintendent		.....Minutes			
B. H. S. Principal		.....Minutes			
C. Grade Principal		.....Minutes			
2. Teachers	No. of Men	No. of Women			

II. ADMINISTRATIVE ORGANIZATION

1. Does the Superintendent do all the work of the administration?
2. Is there a delegation of responsibilities which bring teachers into administration of the school?
3. Are there faculty committees wherein teachers may make contributions to school problems?
4. Is there adequate clerical or stenographic force in office?
5. Has the superintendent time to organize work of office?
6. Have the records been kept complete and accurate?
7. Does the superintendent make out his own budget account?
8. Through what agencies is vocational guidance given the youth?
9. Has there been any calamities as the result of misdirection?
10. Does the school study its own practices and results through use of statistics?
11. Is there an adequate library administration by a librarian trained in library methods and technic?
1. Does the superintendent route the busses?
- A. Is the routing of the busses an annual affair?
- B. If not, how often is it done?
2. Does the district own its own busses?
3. Does the superintendent approve of student drivers?
- A. Has the school board ever found them satisfactory?
4. Are the drivers under bond?
- A. If so, how much?
5. What salary do bus drivers receive?

QUESTIONNAIRE

Administrative Organization of Consolidated Schools in Western Kansas

II. ADMINISTRATIVE ORGANIZATION (Con.)

6. Do the busses call at the homes for the children?
 A. Average No. of pupils transported daily?
 B. Average load per bus?
 C. Average length of bus route?
7. What compensation, if any, is given the teachers in case the board declares a "snow blockade"?
 A. Is the time lost by this "snow blockade" made up?
 a. Is this made up on Saturdays?
 B. Do you find any objection to making this work up on Saturdays?.....

IV. CURRICULUM ORGANIZATION

1. Is there any democratic organization of the student body for participation in school government?
 2. Is there time and opportunity for the practice of moral and civic virtues?
 3. Does the curriculum meet the need of the social and economic groups in the student body?
 4. In what way is the curriculum traditional?
 5. Is the faculty constantly studying curriculums?
 6. Is there ample opportunity to supervise teaching?
 7. Is teaching regularly supervised by superintendent?
 8. Is there a special effort to develop the new teacher?
 9. What is the length of your class periods?

V. EXTRA CURRICULUM ACTIVITIES.

	Check those offered	Time allowed	Times per week
Debate
Dramatics
Publications
Hi-Y
Girl Reserves
Girl Scouts
Parliamentary Law
Public Speaking
Boys Scouts
Orchestra
Glee Clubs
Choral Work

VI. SEX EDUCATION (Please check the subjects taught in which sex education is integrated.)

Check the supplemental devices made use of in promoting sex education.

1. Exhibits 2. Books and pamphlets
 3. Conferences as a result of physical examinations

Check duty perform- ed	Is Duty Performed		Frequency of Performance			
	During School	After School	Da.	Wk.	Mo.	Occas.

1. Act as the executive officer of the board.
2. Attend board-meetings.
3. Recommend the hiring and dismissal of teachers.
4. Assign and transfer teachers.
5. Interview candidates for positions.
6. Develop the Curriculum.
7. Recommend and select textbooks.
8. General management and supervision.
9. Suspend pupils
10. Supervise and manage activities.
 - (a) Playgrounds.
 - (b) Athletics.
 - (c) Plays, dramatics or debate.
11. Hold teachers meetings.
12. Hear complaints of parents.
13. Fill temporary vacancies.
14. Supervise janitors and their service.
15. Care and inspection of school property.
16. Arrange for school assemblies, etc.
17. Prepare the budget.
18. Take or direct the school census.
19. Approve the construction of buildings.
20. Approve or suggest plans for buildings.
21. Direct the enforcement of compulsory attendance
22. Supervise the medical inspection of the school.
23. Recommend school equipment.
24. Order, receive and give out supplies.
25. Extend supervisory control to all funds of school activities.
26. Arrange for, and preside at Commencement exercises.
27. Determine and recommend requirement for graduation.
28. Prepare and adjust class schedules.
29. Distribute and collect textbooks.
30. Conduct bond campaigns.
31. General supervision of transportation.
32. Keep informed on school legislation.

1. General supervision of all classes.
2. Supervision, promotion and demotion.
3. Hold teachers' meetings.
4. Give demonstration lessons.
5. Give or supervise the giving of Educational tests.
6. Co-operate with the teachers in interpreting the results of the intelligence and educational tests.
7. Direct the observation work of the teachers.
8. Provide for the improvement of teachers in service, teaching and supervision.
 - (a) Individual
 - (b) Group
9. Hold Conferences
10. Visit classes to observe work of teachers.
11. Interest teachers in new plans, methods and devices of teaching.
12. Measure the results of teaching through a trusting program.
13. Confer with teachers concerning problem of teaching technic.

Duties Performed By Superintendents of Consolidated Schools

	Check duty perform- ed	Is Duty During School	Performed After School	Frequency of Performance			
				Da.	Wk.	Mo.	Occas.
II. SUPERVISION (Con.)							
14. Define for the teacher the general aims and objectives of the work and its relation to the whole of the educational process.							
15. Aid teachers in solving their problems of discipline.							
16. Confer with teachers concerning special types of pupils.							
17. Confer with teachers about their problems and help them to solve them.							
18. Create an enthusiastic interest in the welfare of the pupils in general.							
19. Classification of pupils.							
20. Provide for the professional growth of teachers.							
21. Acquaint the teachers with the merits and faults to be considered in appraising class-room work.							
22. Stimulate experimentation with subjects of instruction on the part of the more resourceful teachers.							
23. Counsel with teachers concerning professional advancement within the school and elsewhere.							
24. Encourage teachers to perform work on committees or sections of professional organizations.							
25. Encourage teachers to affiliate with professional organizations.							
26. Cultivate a spirit of friendliness and teamwork among teachers.							
27. Enlist the teacher's interest in correspondence work, extension course and summer school, etc.							
28. Conduct reading circle work.							
29. Rate the efficiency of the teachers.							
III. CLERICAL AND ROUTINE							
1. Open and read mail.							
2. Attend to all types of correspondence.							
3. Give dictation.							
4. Keep records of teacher's work.							
5. Make monthly reports to County Superintendent.							
6. Make monthly reports to the Board of Education.							
7. Make annual reports to the Board of Education.							
8. Make annual reports to the County Superintendent							
9. Make monthly bus reports.							
10. Make annual bus reports.							
11. Make monthly reports of high school pupils.							
12. Answer inquiries and questionnaires.							
13. Write notices to teachers, pupils and parents.							
14. Write requisition for supplies.							
15. Receive and care for new supplies, equipment, etc.							
16. Make and file permanent record of each pupil.							
17. Receive the annual reports from the teachers.							
18. Answer the telephone.							
19. Receive the callers.							
20. Serve on noon duty.							
21. Check temperature of building.							
22. Handle and sell school texts.							
23. Collect and keep record of tuition.							
24. Sell tickets to public events.							
25. Pass on excuses for tardiness.							
26. Make inventory of books.							
27. Prepare and revise record forms.							
28. Make transportation chart.							
29. Encourage graduates to attend college.							

	Check duty perform- ed	Is Duty During School	Performed After School	Frequency of Performance			
				Da.	Wk.	Mo.	Occas.
III. CLERICAL AND ROUTINE (Con.)							
30. Meet and dispose of agents.							
31. Discipline.							
IV. PROFESSIONAL GROWTH AND STUDY							
1. Keep informed of conditions elsewhere.							
2. Visit other schools.							
3. Attend educational conventions.							
4. Read educational journals.							
5. Study the Bulietins of U. S. Bureau of Education, etc.							
6. Personally conduct research on school problems, etc.							
7. Study the character of instruction.							
8. Interpret results of instruction.							
9. Visit classes.							
10. Hold membership in teachers' associations.							
11. Do committee work.							
12. Address professional gatherings.							
13. Write educational articles for publication.							
14. Take part in extension courses.							
15. Attend summer school.							
16. Attend conferences of superintendents and specialists in your field.							
17. Study professional literature for professional advancement and increased usefulness.							
V. COMMUNITY LEADERSHIP							
1. Attend and take part in men's clubs, commercial and community welfare organizations.							
2. Assist in organizing school clubs.							
3. Promote the making of community surveys.							
4. Confer with citizens concerning community needs.							
5. Organize and take part in Parent-Teachers Associations.							
6. See that the teachers secure wholesome and pleasant places to board and room.							
7. Encourage clubs, societies and encourage individual families to include teachers in their social life.							
8. Acquaint parents with school practice in order to make for co-operation.							
9. Arrange for the exhibits of the pupils' work and visiting days.							
10. Provide for newspaper publicity in order to give parents and others a knowledge of the school.							
11. Encourage parents to confer with teachers on matters pertaining to the welfare of their children.							
12. Take part in religious activities.							
13. Assist in organizing community clubs, etc., for the benefit of the young people.							
14. Speak at any kind of a function.							
15. Act as scout master.							
16. Entertain for prominent visitors.							
17. Issue letters to patrons mimeographed.							
18. Teach classes in religious education.							
19. Supervise evening socials.							
VI. TEACHING							
1. Regular class in high school.							
2. Regular class in Elementary school.							
3. Substitute in either.							

[illegible]

Linn, Kansas
Feb. 6, 1930

Dear County Superintendent:

I am writing a Master's thesis on the "Administrative Organization of Consolidated Schools in Western Kansas," and would appreciate you giving me the following bit of information regarding the below mentioned consolidated schools and return the sheet to me at your earliest convenience.

Very truly yours,

Supt. Donovan W. Rees

	NUMBER SQUARE MILES IN DISTRICT				
Name of School	1924-25	1925-26	1926-27	1927-28	1928-29

	TOTAL SCHOOL LEVY IN MILLS				
Name of School	1924-25	1925-26	1926-27	1927-28	1928-29

	TAXABLE VALUATION				
Name of School	1924-25	1925-26	1926-27	1927-28	1928-29

KEY TO YEARLY SUMMARY TRANSPORTATION TABLES

- 1.(a) Number of months reporting
- 1.(b) Total number of days operated
2. Total miles traveled
3. Total number transported for the year
4. Average number carried each day
5. Number of busses operated
6. Total weekly maintenance costs for year
7. Total monthly maintenance costs for year
8. Interest
9. Replacement
10. Total cost
11. Daily cost per child
12. Cost per mile
13. Cost per child per mile
14. Days missed because of roads or weather
15. Kinds of busses
16. Number of square miles in district
17. District valuation
18. Mills levied

1924-1925

Transportation table

	1(a)	1(b)	2	3	4	5	6
Brewster	9	162	43899	30347	187.3	9	676.16
Colby	9	178	24980	15393	84.4	3	827.56
Holcomb	9	167	67819	110882	663.9	12	1680.14
Jennings	9	173	34998	39320	227.2	7	1171.15
Oakley	9	175	55068	47206	269.7	9	1246.23
Palco	9	175	16976	27435	156.7	3	668.86
Quinter	8	159	14990	23720	149.1	3	437.14
Rexford	7	131	15367	14346	109.5	3	211.07
Weskan	8	159	50480	42620	330.9	7	786.45
Winona	9	175	23098	17678	101.0	3	500.95
Totals	86	1654	347675	368947	2610.6	59	8205.71

	7	8	9	10	11	12
Brewster	3343.70	411.39	928.80	5360.05	.355	.138
Colby	2116.00	242.00	549.70	3735.26	.488	.149
Holcomb	3943.55	2617.05	3486.82	11737.56	.211	.173
Jennings	2205.00	756.00	1890.00	6022.15	.308	.172
Oakley	4411.17	842.40	2925.14	9424.94	.286	.171
Palco	1559.10	429.29	1022.22	3679.47	.269	.216
Quinter	1609.13	482.70	649.97	3178.94	.270	.212
Rexford	2351.88	156.73	288.63	3008.31	.425	.195
Weskan	3857.13	476.00	1190.00	6309.58	.289	.124
Winona	1466.76	405.00	832.50	3205.21	.362	.138
Totals	26903.42	6818.56	13763.78	55661.47	3.263	1.688

	13	14	15	16	17	18
Brewster	.011	36	1I, 8F	84	1,325,815	
Colby	.010	4	2R, 1F	67	2,329,388	
Holcomb	.006	20	1R	125	225,000	
Jennings	.010	14	1I	55	1,253,264	
Oakley	.008	9	3I, 6R	94	4,421,183	
Palco	.008	8	1I	34	1,295,076	
Quinter	.008	0	1R, 1I, 10	180	2,345,422	
Rexford	.010	18	1I, 2F	47	1,141,813	
Weskan	.006	2	5F, 2R	148	1,459,554	
Winona	.008	8	1R	87	1,060,919	
Totals	.085	119	38	921	16,654,934	

F, Fords

I, Internationals

O, Oldsmobiles

R, Reo

1925-1926

Transportation table

	1(a)	1(b)	2	3	4	5	6
Brewster	9	173	54615	39993	208.2	9	912.88
Colby	9	178	3388	19979	80.9	4	584.36
Holcomb	9	167	72622	107273	575.6	13	1271.64
Jennings	9	173	34998	39320	111.4	7	1171.15
Oakley	9	173	55471	53317	277.6	9	1338.35
Palco	8	154	14934	23036	119.6	3	458.97
Quinter	8	159	15560	25680	131.2	3	617.77
Rexford	5	100	10841	10661	53.6	3	98.71
Weskan	8	160	48960	42742	213.6	7	777.77
Winona	9	176	25499	19605	99.0	3	705.45
Totals	83	1613	336888	381606	1870.7	61	7937.05

	7	8	9	10	11	12
Brewster	4316.55	411.39	928.53	6569.35	.330	.120
Colby	2410.00	301.88	368.42	3664.66	.367	.108
Holcomb	3827.03	1565.46	3903.06	10567.19	.198	.145
Jennings	2205.00	756.00	1890.00	6022.15	.308	.172
Oakley	4107.31	842.40	2925.18	9213.24	.345	.166
Palco	1519.92	376.87	865.05	3220.81	.282	.215
Quinter	1080.00	343.20	559.92	2600.89	.204	.167
Rexford	1988.00	75.00	178.56	2340.27	.441	.215
Weskan	3205.70	476.00	1190.00	5649.47	.265	.115
Winona	1684.95	405.00	607.50	3402.90	.333	.133
Totals	26344.46	5553.20	13416.22	53250.93	3.073	1.556

	13	14	15	
Brewster	.009	14	1I, 8F	
Colby	.007	6	2R, 1F, 1D	
Holcomb	.005	28	9R, 4F	
Jennings	.010	14	1I, 1F	
Oakley	.009	14	3I, 6R	
Palco	.008	12	3I	
Quinter	.006	0	1I, 1R, 10	
Rexford	.012	0	1I, 2F	
Weskan	.006	0	5F, 2R	
Winona	.006	8	3R	
Totals	.068	96	57	

F, Fords O, Oldsmobiles R, Reos, I, Internationals
D, Dodges

1926-1927

Transportation table

	1(a)	1(b)	2	3	4	5	6
Brewster	9	174	23699	22898	65.6	8	526.26
Colby	9	177	33024	18600	52.4	4	555.15
Holcomb	9	171	67854	103608	302.0	13	2088.34
Jennings	3	70	12172	14006	116.7	7	205.30
Oakley	9	177	59250	53405	150.8	10	1273.51
Palco	9	175	16841	27372	78.2	3	397.21
Quinter	9	175	16720	31780	91.5	3	920.99
Rexford	6	115	11801	11361	49.3	3	209.18
Weskan	6	120	44030	32873	136.9	8	768.21
Winona	9	178	24565	16981	50.1	3	362.38
Totals	78	1522	309955	332884	1093.5	62	7306.53

	7	8	9	10	11	12
Brewster	3241.54	332.44	718.10	4818.34	.432	.215
Colby	2383.73	377.45	674.88	3991.22	.458	.120
Holcomb	3587.56	1565.46	3913.56	11154.72	.223	.165
Jennings	915.00	260.20	451.62	1832.12	.295	.150
Oakley	4939.12	1188.36	1964.70	9365.69	.361	.158
Palco	1742.27	386.82	629.82	3156.12	.229	.187
Quinter	1215.00	386.10	629.91	3152.00	.198	.189
Rexford	933.03	205.80	379.98	1727.99	.289	.146
Weskan	2650.60	291.84	579.84	4290.49	.262	.096
Winona	1595.50	405.00	607.50	2970.36	.353	.120
Totals	23203.35	5399.47	10549.91	46459.05	3.100	1.546

	13	14	15	
Brewster	.025	12	1I, 7F	
Colby	.009	4	2R, 2F, 1D	
Holcomb	.006	18	9R, 4F	
Jennings	.008	0	7I	
Oakley	.010	4	6R, 3I, 1F	
Palco	.006	12	3I	
Quinter	.005	10	1R, 1I, 10	
Rexford	.007	10	1I, 2D	
Weskan	.005	0	2R, 6F	
Winona	.007	7	3R	
Totals	.088	77	63	

F, Fords O, Oldsmobiles R, Reos I, Internationals
D, Dodges

1927-28

Transportation Table

	1(a)	1(b)	2	3	4	5	6
Brewster	9	171	23274	24499	73.8	7	443.48
Colby	8	160	27752	16565	52.9	4	333.77
Holcomb	9	164	61224	90048	282.2	12	1396.92
Jennings	6	118	25488	27580	117.1	7	510.33
Oakley	9	170	50607	54064	159.0	10	999.14
Palco	7	131	12997	22185	84.0	3	236.94
Quinter	9	175	28361	42264	120.7	5	900.24
Rexford	9	177	17281	18913	53.4	3	262.93
Weskan	9	176	52670	41149	117.0	8	797.97
Winona	8	156	23738	15158	48.5	3	313.15
Totals	83	1598	323393	352425	1108.6	62	6194.87

	7	8	9	10	11	12
Brewster	2882.26	309.06	659.79	4294.58	.342	.180
Colby	2188.25	335.52	599.92	3457.46	.408	.124
Holcomb	3408.25	952.56	1709.64	7467.37	.165	.121
Jennings	1667.25	600.60	979.86	3758.04	.271	.147
Oakley	4408.72	1188.36	1964.70	8560.92	.316	.168
Palco	1349.70	300.30	489.93	2376.87	.214	.182
Quinter	2025.00	452.16	794.79	4172.19	.189	.147
Rexford	1417.50	308.70	569.97	2559.10	.270	.148
Weskan	4095.33	437.76	869.76	6200.82	.300	.110
Winona	1295.00	343.20	559.92	2511.27	.331	.105
Totals	24737.26	5228.22	9198.28	45358.52	2.806	1.432

	13	14	15	
Brewster	.017	18	1I, 6F	
Colby	.009	0	2R, 1F, 1D	
Holcomb	.005	32	6R, 6F	
Jennings	.008	4	7I	
Oakley	.011	20	6R, 3I, 1F	
Palco	.006	18	3I	
Quinter	.005	10	1R, 1I, 10, 2C	
Rexford	.008	6	1I, 2D	
Weskan	.008	8	6F, 2R	
Winona	.006	8	3R	
Totals	.083	124	62	

F, Fords O, Oldsmobile R, Reos I, Internationals D, Dodges

1928-1929

Transportation Table

	1(a)	1(b)	2	3	4	5	6	
Brewster	9	175	24820	27468	78.4	5	463.12	
Colby	9	160	27752	16565	52.9	4	333.77	
Holcomb	9	169	73837	107213	317.1	12	1732.37	
Jennings	1	20	4080	4800	120.0	6	98.84	
Oakley	9	175	57777	15951	147.5	10	1210.92	
Palco	3	58	6046	10187	87.8	3	112.21	
Quinter	8	159	28978	40009	125.7	5	965.98	
Rexford	8	150	13491	14240	47.4	3	262.18	
Weskan	9	176	54753	46667	132.5	8	914.79	
Winona	9	173	26850	19894	57.5	3	401.22	
Totals	73	1425	318384	302994	1166.8	59	6495.40	

	7	8	9	10	11	12
Brewster	2337.39	248.94	509.85	3559.30	.258	.143
Colby	2188.25	335.52	599.92	3457.46	.408	.124
Holcomb	3972.23	815.22	1544.67	8064.49	.150	.109
Jennings	257.50	85.80	139.98	582.12	.242	.142
Oakley	4633.84	1188.36	1964.70	8997.82	.348	.155
Palco	610.89	128.70	209.97	1061.77	.208	.175
Quinter	1800.00	401.92	706.48	3874.38	.193	.133
Rexford	1300.00	274.40	506.64	2343.22	.329	.173
Weskan	4119.61	437.76	869.76	6341.92	.271	.115
Winona	1417.50	386.10	629.91	2834.73	.284	.105
Totals	17637.21	4302.72	7681.88	41117.21	2.691	1.374

	13	14	15	
Brewster	.009		1I, 4F	
Colby	.009	0	2R, 1F, 1D	
Holcomb	.004	7	7F, 4R, 1G	
Jennings	.007	0	6I	
Oakley	.010	1	6R, 1F, 3I	
Palco	.012	8	2I, 6R, 1F	
Quinter	.005	0	1R, 1I, 10, 2C	
Rexford	.010	0	1I, 2D	
Weskan	.006	2	2R, 6F	
Winona	.005	0	3R	
Totals	.077	18	65	

F, Fords O, Oldsmobiles R, Reos I, International D, Dodges

SUMMARY OF TIME SPENT IN TEACHING
BY THE SCHOOLS' EXECUTIVES

1. Number of teachers in the high school.
2. Number of teachers in the elementary school.
3. Number of minutes taught by superintendent.
4. Number of minutes taught by High School Principal.
5. Number of minutes taught by Ele. School Principal.

	(1)	(2)	(3)	(4)	(5)
1. Alden	5	4	150	300	300
2. Alexander	4	4	255	225	X
3. Anson	1	2	XXX	280	330
4. Alton	7	5	XXX	280	300
5. Arnold	4	4	240	XX	360
6. Brewster	5	7	135	240	300
7. Burdett	4	3	---	---	---
8. Burr Oak	4	4	180	240	240
9. Cedar Point	3	3	240	XX	360
10. Clements	4	3	140	XX	360
11. Coyville	3	3	180	XX	330
12. Dresden	3	3	200	X	X
13. Edson	3	3	240	XX	X
14. Elgin	6	4	130	XX	X
15. Esbon	2	2	360	225	300
16. Gem	3	4	175	XX	---
17. Hewins	1	4	330	330	330

18.	Hillsdale	1	4	240	XX	360
19.	Holcomb	7	12	45	180	360
20.	Isabell	5	4	180	225	300
21.	Jennings	4	4	180	240	330
22.	Kanorado	5	6	120	200	250
23.	Kingsdown	5	3	100	XX	X
24.	Kirwin	6	4	180	XX	X
25.	Lewis	6	9	30	XX	240
26.	Long Island	5	4	200	240	X
27.	Manning	2	2	240	---	X
28.	Menlo	5	5	240	XX	X
29.	Milton	4 $\frac{1}{2}$	4 $\frac{1}{2}$	120	200	310
30.	Morehead	3	3	200	XX	360
31.	Mitchell	1	3	280	XX	X
32.	Montezuma	5	9	360	XX	X
33.	Monument	3	4	120	XX	300
34.	Oakley	10	11	130	270	240
35.	Oil Hill		19	140	---	280
36.	Page City	2	2	200	XX	X
37.	Palco	6	5	120	200	X
38.	Piper	3	3	XXX	160	X
39.	Plains	7	7	90	225	240
40.	Quincy	4	4	60	60	60
41.	Quinter	7	4	160	XX	X
42.	Radium	5	3	160	XX	X
43.	Randolph		4	360	XX	X

44.	Rexford	5	4	160	240	360
45.	Ruleton	2	2	260	XX	330
46.	Russell Springs	2	3	160	XX	X
47.	Shallow Water	2	3	240	XX	X
48.	Sharon	3	3	120	XX	360
49.	Sitka		3	360	XX	X
50.	Sylvia	6	6	240	180	260
51.	Talmage	2	3	240	XX	X
52.	Vesper	3	3	200	XX	X
53.	Wallace	3	4	300	XX	300
54.	Walton	4	5	170	215	360
55.	Weskan	5	5	100	XX	X
56.	Winona	4	5	220	240	360
57.	Wilmore	5	4	240	225	300
58.	Zook	2	3	240	XX	X
59.	Colby	10	14	0	120	240

XXX--No Supt.

XX--No High School Prin.

X--No Grade Prin.

SUPERINTENDENTS OF CONSOLIDATED SCHOOLS WHOSE ASSISTANCE
AND COOPERATION MADE THIS STUDY POSSIBLE.

Alden	J. D. McIlwaine
Alexander	George Marquardt
Alton	F. A. Paschal
Anson	E. A. Dennis
Arnold	Walter Bolinger
Brewster	E. S. Hanlon
Burdet	L. V. Wedel
Burr Oak	Albert Oglevie
Cedar Point	Dodds Turner
Clements	Lawrence Haus
Colby	D. F. Klemm
Coyville	J. K. Watt
Dresden	Clifford Miller
Edson	Thomas A. Arnold
Elgin	Louis Floyd
Esbon	Evelyn Hofhines
Gem	R. G. Tebow
Hewins	Wm. E. Dial
Hillsdale	F. L. Luttrell
Holcomb	C. W. Howard
Isabel	Russell Smith
Jennings	J. J. Brooks
Kanorado	Logan Britton
Kingsdown	A. L. McMahon

Kirwin	Will A. Joseph
Larned	H. D. Horton
Lewis	F. E. Niles
Long Island	Glenn V. Stitt
Manning	Roy E. Mohr
Menlo	A. F. Hueftle
Milton	H. H. Baker
Miltchell	Wiley O. Bolton
Montezuma	Marion Williams
Monument	L. A. Fleming
Morehead	John Ferpotto
Oakley	F. H. Bailey
Oil Hill	W. F. Bigler
Page City	O. A. Peterson
Palco	Benj. Bowman
Plains	W. E. Woodward
Piper	Marvin Linnerson
Quincy	K. W. McFarland
Quinter	B. L. Bowman
Radium	H. K. Thompson
Randolph	Mrs. Maud Daniels
Rexford	C. C. Cokerham
Ruleton	Otis E. Doane
Russell Springs	Torry Avery
Shallow Water	Lloyd Miller
Sharon	Earle T. Anderson

Sitka	Floyd Palmer
Sylvia	Lester Barrington
Talmage	Murl Hayden
Vesper	M. L. Curtis
Wallace	A. Van der Smitten
Walton	Albert C. Voth
Weskan	Hugh Burnett
Wilmore	H. Manahan
Winona	L. O. Watson

B-I-B-L-I-O-G-G-R-A-P-H-Y

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Abstract of the Thesis
By Chapters

Chapter I.

The Administrative Organization of Consolidated
Schools in Western Kansas.

Effort is here made to state the aims and objectives which the writer had in mind in making this survey.

The major problem is to determine what constitutes the administrative organization of the consolidated schools in Western Kansas. This involved itself into the following sub-problems:

1. Determining what duties and responsibilities are contained in the administrative organization of the consolidated schools in Western Kansas.

2. To determine what these duties are and to classify them.

3. Find the frequency and percentile of their performance.

4. Find the efficiency of the transportation in ten typical consolidated school districts.

5. Sompile summary tables of the facts that were found.

The interest in this problem manifested itself when the writer was superintendent of the Weskan Consolidated Schools. Such interesting questions are discussed

each year at the Northwest Consolidated School Conference, and it was thought that a study of this kind might be of mutual interest to the school administrators in this section of the state. The writer has been since 1926 gathering data to be of use in this investigation; the results of which we hope will be of interest to the reader and administrator.

Chapter II.

Why Consolidation is a Necessity

In this Chapter an effort was made to point out some of the reasons why Western Kansas should have the benefits of consolidation. Likewise, is it important to know the difficulties that will have to be overcome in obtaining it and the benefits derived after it has been established.

They are:

A. Difficulties experienced in making a survey of this need.

1. Opposition on the part of absentee landlordism.
2. Educational survey of the district or districts.
3. A quiet campaign of instruction by series of educational meetings at the schoolhouse, church and through the newspapers.
4. Obtaining a desire for cooperation and a broader and closer relationship between different communities.

5. Ascertain the sentiments of the district towards consolidation.
 6. To find the number of children scampering about the household and not the progress and interest of the previous generation in education.
- B. Benefits derived as a result of consolidation.
1. Lower cost per teacher unit.
 2. The uniqueness of the work done.
 3. Opportunity to make use of the work that is particularly good or suggestive.
 4. A pre-vocational program that will discover the child's native ability and aptitudes.
 5. The ability to attract leaders of extra curricular activities who are leaders in their line.
 6. A program that will take care of the child's physical prowess.
 7. Preparation of a happy life on the farm and rural areas.
 8. Environment hygienic with modern equipment.
 9. Lengthened recitation periods.
 10. Supervised study and sustained interests.
 11. Better trained teachers and a longer tenure.

Chapter III

Administrative Work of the Office

The purpose of this chapter was to summarize in brief what would seem to be the situation with regard to amount and quality of the work done in the offices of the superintendents of the consolidated schools. It is assumed that the reader understands that we are dealing with only the conditions as they exist with relation to fifty-nine schools in this study.

1. Nine of the schools have adequate clerical assistance.
2. Twenty-one superintendents have time to organize the work of their office.
3. Record have been kept complete and accurate in thirty-eight schools.
4. Manner and number of the schools giving vocational guidance are as follows:
Conferences, six; club work, three; tests, four; regular school work, two; superintendents, two; while 42 made no attempt to answer the question.
5. Twenty four superintendents are studying their school through the use of statistics.
6. Twenty-eight of the superintendents route the busses independently of the board, while three work in conjunction with the board.

It is understood that the rest have little if any part in this important function.

Chapter IV.

Frequency and Percentile of Duty Performances.

This chapter involves the use of frequency and percentile columns to find out just how many superintendents really performed the duties of their office. For the convenience of study and facts to be obtained on the part of the reader all of his duties were divided under seven major divisions as follows: Administrative, Supervisory, Clerical, Professional, Community Leadership, Teaching, and Recreation. The Percentile column is the percent of superintendents who really perform their duties. As space does not permit going into the summary of either the frequency or percentile; we refer the reader to a condensed analysis as found within the chapter itself.

Chapter V.

When the Superintendents Perform the Duties of Their Office

In order that the reader might know what duty was above or below the median or any quartile with regard to the number of superintendents performing them we present here a combined summary report after each duty has been re-arranged according to its actual performance with regard to time and frequency. The summary is as

follows:

1. Number performing duty during the school day
2. Number performing the duty after school
3. Number performing duty daily
4. Number performing duty weekly
5. Number performing duty monthly
6. Number performing duty occasionally

<u>Administrative Duties</u>	(1)	(2)	(3)	(4)	(5)	(6)
Duties' Third Quartile	14.75	17.75	5.25	2.00	2.00	11.00
Duties Median (50)	10.00	10.50	3.50	1.00	1.00	8.75
Duties First Quartile	6.75	7.75	2.75	0.00	.75	5.00

Supervisory Duties

Duties' Third Quartile	14.25	15.25	3.00	4.00	3.00	14.00
Duties Median (50)	9.50	11.00	2.00	2.00	1.75	11.00
Duties First Quartile	6.75	5.75	.75	1.00	1.00	9.00

Clerical and Routine

Duties Third Quartile	12.25	15.25	6.75	2.00	3.00	10.75
Duties Median (50)	9.00	10.50	1.00	1.00	1.00	7.00
Duties First Quartile	6.00	6.00	0.00	0.00	1.00	3.00

Professional Growth

Duties Third Quartile	9.75	14.00	2.00	3.00	3.00	11.25
Duties Median (50)	6.00	12.00	1.00	2.00	2.00	9.00
Duties First Quartile	3.25	7.25	0.00	1.00	1.00	7.00

Community Leadership

Duties Third Quartile	6.00	17.00	1.00	1.75	3.00	12.00
Duties Median (50)	4.50	13.50	1.00	1.00	1.00	11.00
Duties First Quartile	2.75	10.00	0.00	0.00	.75	6.50

Teaching Duties

Duties' Third Quartile	21.00	9.75	8.00	2.00	2.00	5.25
Duties Median (50)	11.50	5.00	2.00	1.50	1.50	4.00
Duties First Quartile	6.66	3.00	0.00	0.00	0.00	3.25

Recreation Duties

Duties Third Quartile	4.00	22.00	3.00	6.00	3.00	12.00
Duties Median (50)	2.00	18.00	0.00	4.00	2.00	10.00
Duties First Quartile	0.00	17.00	0.00	3.00	1.00	7.00

Chapter VI.

The Curriculum of the Consolidated School

The purpose of this chapter is not to set up a curriculum for the use in the consolidated schools of Western Kansas, but to try to reveal to the reader the following facts as they relate to the curriculums now in use. Namely; (1) the type of curriculum organizations now in use in Western Kansas with an idea as to respective popularity of each in terms of the number of schools using them; (2) Characteristic of the curriculum organization irrespective of type; (3) and in short present a quantitative analysis of the number of schools actually participating in any or all of the extra curricular activities. Athletics was not mentioned in the questionnaire or study as this is not a physical education problem and it is generally understood that each and everyone of these schools have a physical education program commensurate to time and opportunities available, as unanimously expressed by the superintendents attending the Northwest Kansas Consolidated School Conference at Oakley, Kansas in October of 1926.

Repetition of the facts assembled in Tables I, II, and III as they relate to characteristics of the curriculums will be found on pages 59, 62 and 66, respectively and for the sake of time and space we will not enumerate them again at this point, except to call

attention to these pages.

Chapter VII.

Administrative Problems Involved in Transportation

Administrative problems involved in transportation as it relates to consolidation in Western Kansas are as follows:

1. Routing of the busses.
2. Arranging the schedule to allow for possible late arrivals of busses, due to weather and roads.
3. Considering how and when this time shall be made up.
4. Instruct drivers and mechanics as to the technic and necessity of making out their daily and weekly reports.
5. The making out of the superintendent's monthly report and mailing it to some central office which makes it possible for that office to disseminate the sum total of the facts as they relate to all the schools within a given area.
6. Study bus driver's salaries and keep them as commensurate with efficiency as possible and check up closely regarding the latter.

As this constitutes a problem, if not the largest any one problem in an efficient administration, it becomes the duty of every superintendent of these schools to map out an efficient policy regarding this part of the administration and keep himself alert to conditions and be able to sense the opinions of the

community. In the end, he will likely sell them the idea of an efficient administration.