

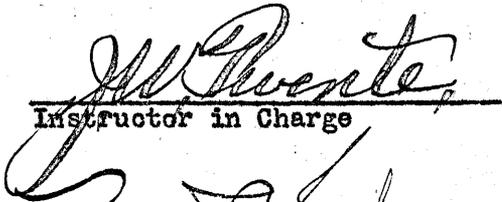
A STUDY OF SEVENTY-EIGHT JUNIOR HIGH SCHOOL PRINCIPALS OF  
KANSAS, RELATIVE TO SALARY, EXPERIENCE, AND TRAINING

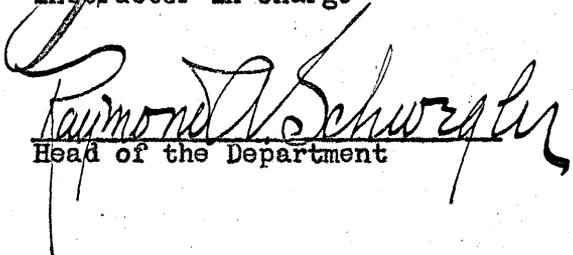
by

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F.M.G.

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## INTRODUCTION

The junior high school organization is now recognized as having an important place in American secondary education. One of the outstanding factors in such an organization is the increasingly important position of the principalship. This is especially true since the principal is looked upon as an executive and administrator, who is largely responsible for determining the policies and functions of this comparatively new school.

An interest in this particular field of administration was stimulated by my work as a junior high school principal. Consequently, the qualifications of others having similar positions were of personal appeal. Much depends upon the principal, who is charged with the responsibility of meeting the demands of this new educational unit. The relative recency of the origin and development of this type of secondary education, probably accounts for the fact that educational literature bearing upon this new position of principalship, is unfortunately lacking.

A number of educational leaders in Kansas are conscious of the rapid growth and development of the junior high school in this state. Naturally, the question arises as to whether the principalship is keeping step with the forward movement of this institution.

A careful consideration of the statistics and data compiled in this study should reveal some conditions, which have a tendency to show the professional status of the junior high school principal of Kansas. This investigation was made relative to his salary, experience, and training.

## CHAPTER I

## SCOPE AND RELATED LITERATURE

This study involves seventy-eight junior high school principals of first, second and third class cities in Kansas. Considerably more than half of the junior high schools represented by this group of seventy-eight principals, have been officially recognized as such by the State Board of Education. In the opinion of the writer, those not recognized are of sufficient importance in this investigation to warrant similar treatment and consideration. A complete list of the principals and cities represented in this study will be given elsewhere.

The development of the junior high school finds Kansas at the conclusion of the school term 1927-28 with 61 recognized junior high schools of which 19 are in first class cities, 24 in second class cities and 10 in third class cities. (1)

One of the outstanding purposes of this investigation is to make inquiry concerning the professional status of the junior high school principal of Kansas, relative to his training and experience. Another, was to make some salary comparisons of principals in first, second and third class cities.

It is quite important for the profession to know something of the status of the leaders of this comparatively new movement in the field of education. It seems obvious that we

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(1) McConnell, W.W. "The Junior High School Movement in Kansas" Thesis-University of Kansas.

should expect a high type of leadership for this forward looking institution in the state of Kansas.

Koos says, "With the junior high school an institution so largely on our educational frontier, so to speak, and with a teaching staff largely without extended specific preparation for its work, the position of the junior high school principalship is indeed a vital one. Much depends upon the appointment of principals who are alert to all that is demanded of this new educational unit who are equipped in the respects in which teachers are lacking, and who are capable of leading and directing their training during service. Principals of these parts working with compromise staffs of teachers will be able to bring the junior high schools to an estimable level of functioning. As with salaries of junior high school teachers, the remuneration of principals in these schools should be such as to attract and retain competent school heads."<sup>(1)</sup>

As far as the writer was able to learn, very few studies have been made dealing with the junior high school principal from a professional standpoint. A large number of studies have been made concerning the status of the junior high school teaching staff in general. What is probably the most outstanding and com-

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(1) Koos, L.V. "The Junior High School" Ginn & Company, 1927. Chapter 13.

plete study along the line of secondary school principalship is a very careful piece of research made by L.V. Koos, Professor of Secondary Education at the University of Minnesota. It deals with the "High School Principal", his training, experience, and responsibilities. The editor in his introduction makes this (1) comment: "Little has been done, however, to study the organizers--the school principals themselves, who have the greatest influence in determining what high schools are to be. We know a great deal about the professional history, training, and effectiveness of the ordinary high school teacher, but it is quite amazing how little we know about the high school executive."

In view of this fact, it is quite reasonable to understand why this newer field of administration, the junior high school principalship, has also been studied very little. Since Kansas is one of the outstanding states of the union in the development of the junior high school, it seems highly desirable to consider carefully the junior high principal as he is.

Another study somewhat closely related to the one in hand was made concerning the teaching staffs in 99 junior high schools representing 36 states by Samuel B. Strayer. (2) He

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(1) Koos, L.V. "The High School Principal" Houghton Mifflin Co. 1924.

(2) Strayer, Samuel B. "The Status of Teachers in Junior High Schools" School Review (May, 1921) Vol. XXIX pp. 379-87.

found that the proportion of junior high school teachers who are graduates of Colleges and Universities was 39% for all schools represented, and 29% and 42% respectively for the schools composed of seventh and eighth grades only and the schools including seventh, eighth and ninth grades. This difference led Strayer to conclude that the three-grade junior high school, as would be expected, draws a larger proportion of college men and women.

## CHAPTER II

### TECHNIQUE AND DATA

This is a survey type of investigation. The study is partially subjective because those who answered the questionnaires were called upon to give their opinions in some instances. The simplest statistical technique is used to present the materials of this investigation. Tables are used quite extensively throughout this work.

The sources of information used in this study are the following: (1) The Kansas Educational Directory 1927-28. From this publication, issued by State Superintendent George A. Allen, Jr., was obtained the list of Kansas Junior High School principals for the first and second class cities together with the annual salaries of each. (2) A personal letter of inquiry was sent to State Superintendent George A. Allen, Jr., in which he was asked to furnish the annual salaries for the junior high school principals in third class cities aiding in this study. (3) A checking sheet on The Study of the Junior High School Principal of Kansas Relative to Training and Experience. This questionnaire was composed of the following main divisions and questions: (a) classroom teaching experience; (b) principalship experience; (c) superintendency experience; (d) college or university attendance; (e) type of certificate; (f) type of degree; (g) institution granting degree; (h) major and minor subjects; (i) semester hours of professional

training in education; (j) semester hours of academic training;  
 (k) courses taken in normal school, college or university;  
 (l) list of courses showing where taken; (m) specific grades under  
 your direction. An exact copy of the questionnaire used will be  
 found in the appendix.

The following tabulation shows the number of questionnaires sent out, the number returned and the percentage received from each class in Kansas.

<u>Cities</u>	<u>Number Sent Out</u>	<u>Number Received</u>	<u>Percent Received</u>
First Class	27	25	92.5%
Second Class	57	41	71.7%
Third Class*	42	12	28.5%
Total Cities	126	78	61.9%

\* A number of questionnaires were mailed to cities which did not have a so-called junior high school and that accounts for this percentage being lower.

### CHAPTER III

#### PRESENTATION AND INTERPRETATION OF DATA

The 78 junior high school principals who have made this study possible are divided for consideration into three groups. Group I consists of 25 junior high school principals in first class cities of Kansas. Group II consists of 41 junior high school principals in second class cities. Group III is made up of 12 third class city principals. In some instances it has seemed advisable to tabulate data for the total number disregarding groups.

This study attempts to show the status of the junior high school principal of Kansas, relative to salary, experience and training. These items will be presented and interpreted in the order just mentioned. No attempt is made to say what his status should be. In connection with this problem these questions naturally present themselves for consideration:

- (a) What are the salary trends?
- (b) What are the specific grade combinations of junior high schools in Kansas?
- (c) How much classroom teaching experience have the principals had?
- (d) To what extent have the principals had administrative experience?
- (e) What training have the principals had as indicated by degrees held?
- (f) What training have the principals had as indicated by general academic courses and certain professional courses?
- (g) What courses do the principals consider most valuable to them in their work?

TABLE I

Distribution of the Annual Salaries for Twenty-five Junior High  
School Principals in First Class Cities of Kansas. (1927-1928)

<u>Salary Groups</u>	<u>No. of Principals</u>
\$3600-3400-----	7
3400-3200-----	0
3200-3000-----	1
3000-2800-----	5
2800-2600-----	4
2600-2400-----	6
2400-2200-----	1
2200-2000-----	0
2000-1800-----	1
True Range-----	\$2000-\$3600
Median-----	2820.00
Q-----	439.88
Q <sup>1</sup> -----	2541.66
Q <sup>3</sup> -----	3421.43

### Explanation of Table I

Seven junior high school principals receive \$3600 to \$3400 each. Salaries for the twenty-five principals in first class cities have a true range of \$2000 to \$3600 with a median salary of \$2820. The quartile divisions show that 25% of the salaries are ~~above~~ \$2541.66 or  $Q^1$  and that the upper 25% of salaries are above \$3421.43 or  $Q^3$ . Therefore it follows that 50% of the salaries range from \$2541.66 to \$3421.43.

Table II

Distribution of the Annual Salaries for Forty-one Junior High  
School Principals in Second Class Cities of Kansas. (1927-1928)

<u>Salary Groups</u>	<u>No. of Principals</u>
\$4000-3700-----	2
3700-3400-----	1
3400-3100-----	0
3100-2800-----	5
2800-2500-----	4
2500-2200-----	7
2200-1900-----	7
1900-1600-----	7
1600-1300-----	7
1300-1000-----	1
True Range-----	\$1125-\$4000
Median-----	2135.71
Q-----	467.41
Q <sup>1</sup> -----	1696.42
Q <sup>3</sup> -----	2631.25

### Explanation of Table II

Two junior high school principals receive \$4000 to \$3700 each. Salaries for the forty-one principals of second class cities included in this study show a true range of \$1124 to \$4000 with a median salary of \$2135.71. The quartile divisions show that 25% of the salaries of this group are below \$1696.42 or  $Q^1$  and that the upper 25% of salaries are above \$2631.25 or  $Q^3$ . Therefore it follows that 50% of these salaries range from \$1696.42 to \$2631.25.

TABLE III

Distribution of the Annual Salaries for Eleven\* Junior High School Principals in Third Class Cities of Kansas. (1927-1928)

<u>Salary Groups</u>	<u>No. of Principals</u>
\$2600-2400-----	4
2400-2200-----	1
2200-2000-----	0
2000-1800-----	0
1800-1600-----	0
1600-1400-----	0
1400-1200-----	4
1200-1000-----	2
True Range-----	\$1125-\$2600
Median-----	1375.00
Q-----	612.50
Q <sup>1</sup> -----	1237.50
Q <sup>3</sup> -----	2462.50

\*One principal's salary not given. Therefore only eleven used in this tabulation.

### Explanation of Table III

Salaries for the eleven junior high school principals of third class cities show a true range of \$1125 to \$2600 with a median of \$1375. Four of these principals receive \$2600 to \$2400 each. The quartile divisions show a distribution for the upper 25% of salaries above \$2462.50 or  $Q^3$ . 25% of the salaries are below \$1237.50 or  $Q$ . Thus 50% of the salaries are between \$1237.50 and \$2462.50.

TABLE IV

Distribution of the Annual Salaries for Seventy-seven\* Junior  
High School Principals in Kansas. (1927-1928)

<u>Salary Groups</u>	<u>No. of Principals</u>
\$4000-3700-----	2
3700-3400-----	8
3400-3100-----	1
3100-2800-----	10
2800-2500-----	13
2500-2200-----	14
2200-1900-----	8
1900-1600-----	7
1600-1300-----	10
1300-1000-----	4
True Range-----	\$1125-\$4000
Median-----	2403.57
Q-----	513.75
Q <sup>1</sup> -----	1825.00
Q <sup>3</sup> -----	2852.50

\*One principal's salary not given. Therefore only seventy-seven  
used in this tabulation.

#### Explanation of Table IV

Salaries for the seventy-seven junior high school principals of Kansas show a true range of \$1125 to \$4000 with a Median of \$2403.57. Two of these principals receive \$4000 to \$3700 each. Eight of them receive \$3700 to \$3400. Twenty-five percent of the salaries are below \$1825 or  $Q^1$ . Twenty-five percent of the salaries listed are above \$2852.50 or  $Q^3$ . Thus 50% of the salaries range from \$1825 to \$2852.50.

TABLE V

Lowest, Highest, Median and Quartile Salaries for Junior High Principals in Each Group. The Last Column Includes All Principals Studied

<u>Measure of Tendency</u>	<u>Groups</u>			
	<u>I</u>	<u>II</u>	<u>III</u>	<u>All</u>
Lowest	\$2000.00	1125.00	1125.00	1125.00
First Quartile	2541.66	1696.42	1237.50	1825.00
Median	2820.00	2135.71	1375.00	2403.57
Q	439.88	467.41	612.50	513.75
Third Quartile	3421.43	2631.25	2462.50	2852.50
Highest	3600.00	4000.00	2600.00	4000.00

### Explanation of Table V.

Group one corresponds to the first class cities showing the lowest salary as \$2000 and the highest as \$3600. Group two includes the second class cities showing \$1125 as the lowest salary and \$4000 as the highest. Group three corresponds to the third class cities showing \$1125 as the lowest salary and \$2600 as the highest. All the principals studied show \$1125 as the lowest salary with \$4000 as the highest. The lowest salaries paid are found in Group two and Group three. While the lowest salary in Group one is \$2000 it is \$875 more than the lowest salaries in Group two and Group three respectively. The median shows a gradual decline from Group one to Group three as follows:

Group I -----Median \$2820.00

Group II-----Median \$2135.71

Group III-----Median \$1375.00

While the median salary is \$2403.57 for all junior high school principals studied it is \$1028.57 more than the median for Group three and \$267.86 more than the median for Group two. The median for all the principals is only \$416.43 less than the median for Group one.

Table VI

## Number of Principals Supervising Various Grade

## Combinations

<u>Grades</u>	<u>Group</u>			<u>All</u>
	<u>I</u>	<u>II</u> *	<u>III</u>	
7-9	19	11	2	32
7-12	3	8	2	13
7-14	0	1	0	1
7-8	0	10	4	14
1-8	0	5	2	7
1-9	2	1	0	3
1-12	0	0	2	2
9-10	1	0	0	1
8-9	0	1	0	1
6-8	0	1	0	1
6-12	0	1	0	1
No Reply		1		1
(1-4) (7-8)	0	1	0	1

\*One principal supervised kindergarten and first grade  
in addition to 7-9.

## Explanation of Table VI

According to the number of principals reporting the junior high school which has grades seven, eight and nine occurs most frequently in the first and second class cities of Kansas. This type of junior high school is almost the only kind found in first class cities, there being 19 of this type and only 6 organizations of other kinds reported. Three first class city principals reported as having grades 7 to 12 inclusive under their jurisdiction. Two have the supervision of grades 1 to 9 inclusive and 1 supervises grades 9 and 10. Therefore, the junior high school plan of organization which includes grades 7 to 9 is used far more widely than any other by first class cities in Kansas. Group II cities reported as using two types of junior high school organization. One type includes the seventh, eighth, and ninth grades and the other includes the seventh and eighth grades only. Another form of organization which seems to be popular in second class cities alone is that which includes both the junior high school grades 7-8-9 and the senior high school grades 10-11-12.

Eight second class city principals reported as having grades 7-12 under their supervision. Five principals of second class cities reported that they acted as principal for grades 1 to 8 inclusive. Third class city principals reporting have five kinds of junior high school organization under their supervision. Four principals supervise grades 7 and 8, while two have grades 7-9,

two 7-12, two 1-8, and two 1-12.

The junior high school organization which includes grades 7-8-9 was reported by thirty-two of the seventy-eight junior high school principals and is therefore the outstanding type in Kansas. The organization which has the 7th and 8th grades ranks second.

It is interesting to discover that the outstanding types of grade combinations for Kansas are correspondingly the same as S.B. Strayer's findings for 99 junior high schools representing 36 states.<sup>(1)</sup> The returns of his investigation show approximately 66% of the junior high schools reporting to be of the three grade type (7-8-9) and 33% to be of the two grade type (7-8).

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(1) Strayer, S.B. "Status of Teachers In Junior High Schools." School Review, Vol. 29, (1921) pp. 379-87.

Table VII

Average Number of Years Experience of Seventy-eight Junior High  
School Principals in Various Types of Educational Work

<u>Types of Experience</u>	<u>Groups</u>			<u>All</u>
	<u>I</u>	<u>II</u>	<u>III</u>	
Rural Teaching	1.6	1.4	1.9	1.6
Elementary Teaching	0.4	2.0	1.0	1.1
Junior High Teaching	0.9	2.1	1.2	1.4
Senior High Teaching	3.1	1.8	3.1	2.7
College Teaching	0.1	0.08	0.2	0.1
Principalship	6.6	6.7	4.9	6.1
Superintendency	2.3	0.6	2.9	1.9

### Explanation of Table VII

Although the seventy-eight junior high school principals of Kansas have a varied type of teaching experience, it is quite significant that all of those reporting average only 1.4 years of junior high school teaching experience. However, some experience of this type may also be included in their 1.6 years of rural teaching. The largest average number of years spent in teaching has been in the senior high classroom. As the junior high school is organized similarly to the senior high school this experience is of some value. Since the average number of years of experience of all principals, spent in the five types of teaching is 6.9 years, it is apparent that no great amount of teaching experience has been deemed necessary as a prerequisite to the junior high principalship.

It is also significant that principals of second and third class cities have had more experience in junior high school teaching than those of first class cities. A possible explanation for this is that they do part time teaching along with their administrative duties. The largest amount of experience of all the principals has been gained in administrative work, especially in the principalship.

Principals of the first class cities have had an average of 8.9 years of experience in administrative work, including both the principalship and the superintendency. Those in the second class cities have had an average of 7.3 years of administrative experience while those of third class cities have had an average of 7.8 years. Thus principals of the first class cities have had an average of

7.3 years of administrative experience while those of third class cities have had an average of 7.8 years. Thus principals of the first class cities have exceeded those of the second and third class cities by more than one year's experience.

Six and one-tenths years is the average experience of all the junior high school principals in the principalship while they have averaged 1.9 years in the superintendency. Their average number of years in administrative work including both the principalship and the superintendency is 8 years. Therefore, these principals have had an average of 8 years of experience in administrative work, as compared to an average of 6.9 years of actual teaching experience in the five various types of classroom teaching (Rural, Elementary, Junior High, Senior High and College).

Table VIII

Number of Principals With and Without Various Types of Classroom  
Teaching Experience

<u>Classroom Teaching</u>	<u>With Experience</u>				<u>Without Experience</u>			
	<u>I</u>	<u>II</u>	<u>III</u>	<u>Total</u>	<u>I</u>	<u>II</u>	<u>III</u>	<u>Total</u>
Rural	15	16	6	37	10	25	6	41
Elementary	8	21	3	32	17	20	9	46
Junior High	8	20	8	36	17	21	4	42
Senior High	19	22	6	47	6	19	6	31
College	4	3	1	8	21	38	11	70

### Explanation of Table VIII

A little more than half of the junior high school principals in Group I have had experience in rural teaching and the number who have had experience in the elementary grades is considerably smaller. A significant fact is that only eight of the twenty-five first class city principals have had classroom teaching experience in the work which comes under their supervision. More of the first class city principals have had experience in classroom teaching in the senior high school than in any other type of teaching. The number of those having college teaching experience is exceedingly small.

The principals of Group II have had varied types of teaching experience and the number for each of the four types of classroom teaching, i.e., rural, elementary, junior high, senior high, is very much the same. It is interesting that more principals in this group have also had experience in senior high school teaching. Considerably more of these have had experience in junior high school teaching than the first class city principals.

More of the principals in Group III have had experience in junior high school teaching than in any other field.

Table IX

Percentage of Principals With and Without Various Types of  
Classroom Teaching Experience

<u>Classroom Teaching</u>	With Experience				Without Experience			
	<u>I</u>	<u>II</u>	<u>III</u>	<u>Total</u>	<u>I</u>	<u>II</u>	<u>III</u>	<u>Total</u>
Rural	60	39	50	47.4	40	60.9	50	52.5
Elementary	32	51.2	25	41	68	48.7	75	58.9
Junior High	32	48.7	66.6	46.1	68	51.2	33.3	53.8
Senior High	76	53.6	50	60.2	24	46.3	50	39.7
College	16	7.3	8.3	10.2	84	92.4	91.6	89.7

## Explanation of Table IX

The percentages of all principals reporting who have had the various types of classroom teaching experience is given in this table. The facts to be found are necessarily very similar to those in Table VIII. A larger per cent (60%) of principals in the first class city junior high schools (Group I) have had experience in rural schools than those of the second and third class cities. This group also shows a larger percentage (76%) of its principals to have had experience in senior high school classroom teaching than the other groups.

The largest percentage of principals having experience in teaching in the elementary schools is found in the second group or principals of junior high schools in second class cities. Fifty-one and two tenths percent of this group have had the above type of classroom experience. A slightly larger percentage of principals in Group II have had experience in senior high school teaching than in any other type of teaching.

Group III has a larger percentage of its principals who have had actual classroom teaching experience in the junior high school than either of the other groups. Sixty-six and six tenths per cent of this group have classroom experience in the work which comes under their supervision.

Taking all the principals into consideration, 60.2% have had experience in senior high teaching. This type of classroom teaching has been participated in by the largest percentage of

these seventy-eight junior high school principals in Kansas.

The percentages of principals having experience in rural teaching, elementary teaching, and junior high school teaching are approximately equal. Ten and two-tenths percent of the seventy-eight principals have had college teaching experience.

Table X

Percentage of Principals in Each Group and in All Junior High Schools Studied, with Bachelors Degrees, Masters Degrees, and Life Certificates Only.

<u>Degrees or Certificates</u>	Group			
	<u>I</u>	<u>II</u>	<u>III</u>	<u>All</u>
Bachelor of Science	56	51.2	33.3	50
Bachelor of Arts	48	21.8	41.6	33.3
Master of Arts	52	9.7	0	21.7
Master of Science	12	7.3	0	7.6
Life Certificates Only	4	24.3	25	20.5

## Explanation of Table X

It is a significant fact that Group I has 4% of principals who have only life certificates, all the others having degrees of some type. The Bachelor of Science degree is held by a larger percentage (56%) of principals in Group I than any other degree. It is interesting to note that 52% of this group have the Master of Arts degree. In Group II the largest percentage of the principals also hold Bachelor of Science degrees. The percentage of these principals holding Master of Arts or Master of Science degrees is small but not negligible. The principals of Group III reporting have two types of degrees, Bachelor of Science or Bachelor of Arts. Taking the seventy-eight principals as a whole, fifty percent have Bachelor of Science degrees, thirty three and one-third percent have Bachelor of Arts degrees, twenty and five-tenths percent have Life Certificates Only. Twenty-one and seven-tenths percent of all these principals have Master of Arts degrees. Seven and six tenths percent have Master of Science degrees.

From the standpoint of degrees held the principals of Group I have had considerably more of the higher training.

Table XI

Number of Principals Having Undergraduate Degrees Granted by  
 University, State Teachers College, and Denominational  
 College

<u>School</u>	<u>Group</u>			<u>All</u>
	<u>I</u>	<u>II</u>	<u>III</u>	
University	6	5	2	13
State Teachers College	12	18	4	34
Denominational College	6	7	3	16
Both State Teachers College and Denomina- tional College	1	0	0	1
Not Stated	1	11	3	15

### Explanation of Table XI.

In Group I 12 or 44% of the junior high school principals have undergraduate degrees granted by State Teachers Colleges. Universities and Denominational Colleges each have granted 6 or 24% of the undergraduate degrees. One principal reported undergraduate degrees from both a State Teachers College and a Denominational College. One principal of this group made no reply.

In Group II 12.1% of the junior high school principals have undergraduate degrees granted by Universities. The larger number of principals in this group have undergraduate degrees granted by State Teachers Colleges the percentage being 43.9%. The Denominational Colleges rank second with 17%. However, it should be stated that 24.3% of the junior high principals in this group made no reply to the questionnaire on this point.

In Group III 16.6% of all undergraduate degrees were granted by Universities. The State Teachers Colleges have granted the highest percentage of undergraduate degrees which is 33.3%. Denominational Colleges rank second with 16.6%. Attention is called to the fact that 16.6% of this group made no response to this question.

Institutions granting undergraduate degrees to the seventy-eight junior high school principals of Kansas rank as follows:

- (1) State Teachers Colleges
- (2) Denominational Colleges
- (3) Universities

Table XII

Percentage of Principals by Groups with Different Types of  
Higher Training

<u>Groups</u>	University or College			Graduate School		
	<u>144 Wks. or More</u>	<u>Less Than 144 Wks.</u>	<u>No Att.</u>	<u>Less Than 36 Wks.</u>	<u>36 Wks.</u>	<u>More Than 36 Wks.</u>
I	100	0	16	36	8	40
II	60.9	39	65.8	21.9	4.8	7.3
III	50	50	66.6	25	8.3	0
All	71.7	28.2	50	26.9	6.4	16.6

### Explanation of Table XII

Group I has 100% of its principals who have had 144 weeks or more of University or College training. The percentages with this amount of Colleges or University training gradually decrease in the other two groups. Seventy-one and seven-tenths percent of all the junior high school principals included in this study have had 144 weeks or more of University or College training.

The percentage of principals in Group I who have done work in the graduate school is much higher than that for the other principals of the groups. Forty percent of Group I have had more than 36 weeks in the graduate school, 8% having had 36 weeks, and 36% have had less than 36 weeks. Sixteen percent have not attended a graduate school. The percentages of Group II and Group III are much less than those of Group I showing 65.8% of Group II and 66.6% of Group III with no attendance in the graduate school. Fifty percent of these 78 junior high school principals of Kansas have not attended a graduate school, 26.9% have attended less than 36 weeks, 6.4% have attended 36 weeks and 16.6% have attended more than 36 weeks.

Thus the conclusion is that principals in the larger junior high schools of Kansas have spent more time in preparing themselves for their particular position than those in the smaller junior high schools.

Table XIII

Number of Principals Whose Undergraduate Majors and Minors Were  
In Education and In Other Subjects

<u>Subject</u>	<u>Undergraduate Major</u>	<u>Undergraduate Minor</u>
Education	29	12
Social Science	17	14
Science	13	12
English	3	16
All Others	11	19

Five Principals Made No Reply.

### Explanation of Table XIII

The largest number of the junior high school principals chose education in preference to other subjects as their major or minor when doing their undergraduate work. Twenty-nine chose education as their major and 12 selected it as their minor, making a total of 41 or more than 50% who specialized in education. Social science ranks second among these subjects which were chosen a major or a minor in undergraduate work, 31 principals or 42% thus reporting it. Twenty-five principals reported science as their undergraduate major or minor, 19 reported English and 30 mentioned other subjects. As noted above, no reply was made by five principals. It is interesting to discover that when doing undergraduate work and possibly a life work had not been definitely chosen, more of the principals manifested an interest in education than in any other subject.

Table XIV

Number of Principals Reporting as Having Taken Certain Academic Courses in High School, College or Both High School and College. Also the Number of Principals Considering Courses Taken as Among the First Five of Most Value

<u>Name of Course</u>	<u>High School</u>	<u>Col- lege</u>	<u>Both H.S.-Col.</u>	<u>Ranking Among First Five</u>
English	74	74	72	51
Psychology (Gen.)	24	71	19	40
History	73	70	67	37
Public Speaking	17	50	10	32
Mathematics	73	70	68	27
Sociology	4	62	4	24
Physical Education	28	63	28	19
Philosophy	1	41	0	14
Physics	60	31	19	10
Political Science	12	39	8	9
Chemistry	16	44	5	9
Physiology	40	29	20	7
Music	26	23	10	7
Economics	6	39	4	6
Commercial	19	12	6	6
Latin	53	17	13	5
Zoology	10	25	1	3
Agriculture	35	23	12	2
German	17	30	7	1
Botany	41	30	12	1
Physiography	38	10	6	1
Greek	1	7	0	1
Shop-Work	13	16	7	1
Spanish	2	10	1	0
Geology	2	31	0	0
Homemaking	0	0	0	0

Other miscellaneous subjects written in on the questionnaire are not tabulated.

### Explanation of Table XIV

The junior high school principals have made contact with all of the academic subjects listed on the questionnaire with the exception of homemaking. The frequency with which certain subjects have been taken in high school by 50% or more of the administrators is as follows:

<u>Subjects</u>	<u>Principals</u>
English	74
History	73
Mathematics	73
Physics	60
Latin	53
Botany	41
Physiology	40

This tabulation tends to show that a high percentage of the junior high school principals have made themselves acquainted with the major fields of high school education.

The frequency with which 50% or more of the administrators have taken certain academic courses in college is as follows:

<u>Subjects</u>	<u>Principals</u>
English	74
Psychology	71
History	70
Mathematics	70
Physical Ed.	63
Sociology	62
Public Speaking	50
Chemistry	44
Philosophy	41
Economics	39
Political Science	39

The junior high school principals of this study have a rather extensive preparation along the general academic lines.

More of them have had training in English than any other academic course. History and mathematics have been studied as extensively in both high school and college. Those courses in which the fewest principals have had training are, with the exception of music, shopwork and homemaking, courses which do not ordinarily appear in the junior high school curriculum. It is worthy of note that most of the principals have had some training in the majority of general courses usually offered in the junior high school. Hence, they should be better equipped to supervise these courses than they would be if such were not the case.

The subjects listed by ten or more principals as ranking among the first five of greatest value are as follows:

<u>Subjects</u>	<u>Principals</u>
English	51
Psychology	46
History	37
Public Speaking	32
Mathematics	27
Sociology	24
Physical Ed.	19
Philosophy	14
Physics	10

Since almost 75% of these junior high school principals consider English a subject of great value to them in their work, and since almost 50% rank public speaking highly, training which aids the principals in self-expression may be said to be of special value. The principals ranking history, sociology, and philosophy among those of value probably consider them thus because of the more correct idea which these subjects furnish them of the place of the school in modern society. Psychology is possibly valued because of the knowledge it gives of the processes of learning and of human nature in general.

Table XV

Number of Principals Reporting as Having Taken Certain Courses  
 In Education. Also the Number of Principals Considering  
 Certain Courses Taken as Among the First Five of Most  
 Importance

<u>Name of Course</u>	<u>No. of Prin. Taking Course</u>	<u>No. of Prin. Ranking Course Among First Five</u>
Educational Psychology	65	38
Junior High School	42	33
Educational Measurements	51	29
Supervision	48	26
Psychology of Adolescence	33	25
High School Administration	53	24
Statistical Methods	43	15
Educational Sociology	42	15
Principles of Secondary Ed.	38	13
Mental Measurements	44	11
Practice Teaching	40	11
City School Administration	36	11
Technique (General Methods)	39	10
Curriculum	26	10
Vocational Guidance	22	9
Principles of Education	46	9
High School Curriculum	20	8
History of Education	55	8
Special Methods	26	7
Industrial & Vocational Ed.	15	6
Philosophy of Education	29	6
Psychology of High School Subj.	26	5
Elementary School Curriculum	15	4
Foreign School Systems or Comparative Education	14	1
Experimental Education	12	1
Rural Education	14	1

Other miscellaneous subjects written in on the questionnaire  
 are not tabulated.

### Explanation of Table XV

The junior high school principals from the standpoint of the number of educational courses taken, have made contact with a comparatively large number of professional subjects in their graduate and undergraduate work. A fairly large number of principals reported as having studied each of the educational courses listed, the course in Experimental Education being mentioned by the smallest number.

The twelve courses of this list which have been studied by 50% or more of the junior high school principals are as follows:

<u>Subjects</u>	<u>Principals</u>
Ed. Psychology	65
History of Education	55
High School Administration	53
Educational Measurements	51
Supervision	48
Principles of Education	46
Mental Measurements	44
Statistical Methods	43
Junior High School	42
Educational Sociology	42
Practice Teaching	40
Technique (Gen. Methods)	39

The following educational courses were reported by ten or more of the principals as ranking among the first five of greatest value to them in their work as principals:

<u>Subjects</u>	<u>Principals</u>
Educational Psychology	38
Junior High School	33
Educational Measurement	29
Supervision	26
Psychology of Adolescence	25
High School Administration	24
Statistical Methods	15
Educational Sociology	15
Principles of Sec. Education	13
Mental Measurements	11
Practice Teaching	11
City School Administration	11
Technique (Gen. Methods)	10
Curriculum	10

Two courses ordinarily prescribed by colleges and universities for teachers in training are history of education and principles of education. It is interesting that although 55 principals reported as having studied history of education, only 8 of them considered it as ranking among the first five courses of value to them. Principles of education was studied by 46 of these junior high school principals and only 9 ranked it among the first five. The two courses considered of value to the highest percentage of those studying them are Junior High School (78%) and Psychology of Adolescence (65%). It is evident that these principals consider the courses in education most valuable to them which relate closely to their own particular line of work.

CHAPTER IV  
SUMMARY OF FINDINGS

- (1) Salary trends are as follows:
  - (a) The true range of salaries in Group I is \$2000 to \$3600 with a median salary of \$2820. The middle 50% of these salaries range from \$2541.66 to \$3421.43.
  - (b) Salaries in Group II show a true range of \$1125 to \$4000, the median salary being \$2135.71. The middle 50% of these salaries range from \$1696.42 to \$2631.25.
  - (c) Group III shows a true range in salaries of \$1125 to \$2600 with a median of \$1375. The middle 50% of salaries in this group range from \$1237.50 to \$2462.50.
  - (d) Salaries for all the junior high school principals reporting show a true range of \$1125 to \$4000. The range of the middle 50% is \$1825 to \$2852.50 with a median of \$2403.57.
- (2) The outstanding type of junior high school organization according to this study is the one having grade combinations 7-8-9. The type of junior high school which has grade combinations 7-8 ranks second. Another form of organization found in Kansas is that which includes both the junior high school grades 7-8-9 and the senior high school grades 10-11-12.
- (3) The largest average number of years spent in classroom teaching has been done in the senior high school. The average number of years of experience for all principals in the various types of teaching is 6.9 years. It seems apparent that no great

amount of classroom teaching experience has been deemed necessary as a prerequisite to the junior high school principalship. It seems significant that principals of Group II and Group III have had more experience in junior high school teaching than those of Group I.

- (4) Junior high school principals in Group I had an average of 8.9 years of experience in administrative work, including both the principalship and the superintendency. Those in Group II have averaged 7.3 years and those in Group III have had an average of 7.8 years.
- (5) Training as indicated by degrees held is as follows:
- (a) In Group I 96% of the principals have Bachelor's Degrees, 64% have Master's Degrees, and 4% have Life Certificates only.
  - (b) In Group II 70.7% of the principals have Bachelor's Degrees, 17.07% have Master's Degrees, and 24.3% have Life Certificates only.
  - (c) In Group III 75% of the principals have Bachelor's Degrees, none of the principals have Master's Degrees, and 25% of them have Life Certificates. The majority of all principals have received their undergraduate degrees from state teachers colleges. The denominational colleges rank second and the universities third.

Another aspect of training that is important is the percentages of principals having done work in the graduate school. Eighty-four percent of Group I, 34% of Group II, and

33% of Group III have done some graduate work. Judging from the degrees held and graduate school attendance, the principals of Group I have trained themselves more extensively than those of other Groups.

- (6) The junior high school principals of this study have rather extensive preparation along the general academic lines. English, history, and mathematics have been studied more extensively than other courses. Most of the principals have had some training in the majority of general courses usually offered in junior high schools.

The twelve educational courses which have been studied by 50% or more of the junior high school principals are as follows: Educational psychology, history of education, high school administration, educational measurements, supervision, principles of education, mental measurements, statistical methods, junior high school, educational sociology, practice teaching, technique (general methods). The other courses listed on the questionnaire were reported less frequently but by at least 15% of all the principals.

- (7) Since almost 75% of the 78 junior high school principals consider English a subject of great value to them in their work, and since almost 50% rank public speaking highly, training which aids the principal in self-expression may be said to be of special value. Psychology is considered of special value by 58% of the principals. This is no doubt largely due to the knowledge it gives of the processes of learning and human nature in general.

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**APPENDIX**

**A. Personal Letter and Questionnaire**

**B. List of Principals Contributing to This Study**

Pittsburg, Kansas

March 20, 1928

Dear Principal:

I am making a study of the Junior High School Principal in the first, second and third class cities of Kansas relative to training and experience. This investigation is being made under the direction of the School of Education of the University of Kansas.

Your most earnest co-operation is desired in making this study. Since there is a relatively small number of Junior High Principals in the State of Kansas, we especially solicit your assistance. Will you kindly fill out the enclosed questionnaire and return it to us in the stamped envelope at your earliest convenience?

Thanking you most cordially for your courtesy, I beg to remain

Yours very truly,

CHECKING SHEETS ON THE STUDY OF THE JUNIOR HIGH SCHOOL  
PRINCIPAL OF KANSAS RELATIVE TO TRAINING AND EXPERIENCE

I. Indicate the number of years you have taught full time as a  
class room teacher previous to this year in each of the following:

1. Rural School:

- (a) one-teacher school 2 years
- (b) two-teacher school \_\_\_\_\_ years
- (c) three-teacher school (or more) \_\_\_\_\_ years
- (d) consolidated school \_\_\_\_\_ years

2. Elementary Grades:

- (a) first-class city \_\_\_\_\_ years
- (b) second-class city \_\_\_\_\_ years
- (c) third-class city \_\_\_\_\_ years

3. Junior High School:

- (a) two year school \_\_\_\_\_ years
- (b) three year school 1 years

4. Senior High School:

- (a) three year school \_\_\_\_\_ years
- (b) four year school \_\_\_\_\_ years

5. College:

- (a) junior \_\_\_\_\_ years
- (b) senior \_\_\_\_\_ years

II. Indicate the number of years experience you have had as principal in each of the following:

1. Rural School:

	Principal full time teaching	Principal part time teaching	Principal no time teaching
(a) two-teacher school	_____ yrs	_____ yrs	_____ yrs
(b) three-teacher school or more	_____ yrs	_____ yrs	_____ yrs
(c) consolidated school	_____ yrs	_____ yrs	_____ yrs

2. Elementary Grades:

(a) first class city	_____ yrs	_____ yrs	_____ yrs
(b) second class city	_____ yrs	_____ yrs	_____ yrs
(c) third class city	1 _____ yrs	_____ yrs	_____ yrs

3. Junior High School:

(a) two year school	_____ yrs	_____ yrs	_____ yrs
(b) three year school	_____ yrs	1 _____ yrs	_____ yrs

4. Senior High School:

(a) two year school	1 _____ yrs	_____ yrs	_____ yrs
(b) three year school	_____ yrs	1 _____ yrs	_____ yrs
(c) four year school	_____ yrs	8 _____ yrs	_____ yrs

5. Junior-Senior High School \_\_\_\_\_ yrs \_\_\_\_\_ yrs \_\_\_\_\_ yrs

III. Indicate the number of years' experience you have had as superintendent in each of the following:

1. County superintendent of schools \_\_\_\_\_ yrs

	Supt. full time teaching	Supt. part time teaching	Supt. no time teaching
2. First class city	_____ yrs	_____ yrs	_____ yrs
3. Second class city	_____ yrs	_____ yrs	_____ yrs
4. Third class city	_____ yrs	_____ yrs	_____ yrs
5. Consolidated school	_____ yrs	_____ yrs	_____ yrs

IV. Indicate the number of weeks you have attended the following:  
(count 36 weeks for each full college year)

1. University or four-year College 144 (no. weeks)
2. Normal School \_\_\_\_\_ (no. weeks)
3. Junior College \_\_\_\_\_ (no. weeks)
4. Graduate School 39 (no. weeks)

V. What type of certificate do you now hold? Life

VI. Draw a circle around the type of degree that you now hold:

B.S.; A.B.; M.S.; Ph.B.; Ph.D.

VII. Give name of institution granting degree K.U.  
 \_\_\_\_\_ Year granted 1921-1926

VIII. Major subjects 1. Education 2. Psychology  
 Minor subjects 1. Political Economy 2. \_\_\_\_\_

IX. Give total number of semester hours you have had in professional training in Education: 41 (Undergraduate hrs.)  
18 (Graduate hrs.) 59 (Total hours)

X. Give total number semester hours of academic training 155 hrs.

XI. Draw a circle around the letter before course you have taken in Normal School, College or University. Also indicate the five courses which are of most value to you as a Junior High School Principal by numbering in the parenthesis ( ) 1, 2, 3, 4, 5 in the order of their importance.

- a. Foreign school systems or Comparative Education ( )
- b. Vocational Guidance ( )
- c. Industrial and Vocational Education ( )
- d. Statistical Methods ( 5 )

- e. Experimental Education ( )
- f. Mental Measurements ( )
- g. Educational Measurements ( )
- h. Psychology of High School Subjects ( )
- i. Psychology of Adolescence ( )
- j. Educational Psychology ( 1 )
- k. Practice Teaching ( )
- l. Junior High School ( 2 )
- m. Special Methods ( )
- n. Technique (or General Methods) ( )
- o. Supervision ( )
- p. City School Administration ( )
- q. High School Administration ( )
- r. Educational Sociology ( 3 )
- s. Elementary School Curriculum ( )
- t. High School Curriculum ( )
- u. Curriculum ( 4 )
- v. Philosophy of Education ( )
- w. Principles of Secondary Education ( )
- x. Principles of Education ( )
- y. History of Education ( )
- z. Rural Education ( )

\_\_\_\_\_ ( )

\_\_\_\_\_ ( )

\_\_\_\_\_ ( )

XII. Draw a line under the word after each academic course showing where pursued. Also indicate the five courses which are of greatest value to you as a Junior High School Principal by numbering in the parenthesis ( ) 1, 2, 3, 4, 5 in the order of importance.

- ( ) Spanish (high school, college)
- ( ) Geology (high school, college)
- ( ) Political Science (high school, college)
- ( ) Physics (high school, college)
- ( ) Chemistry (high school, college)
- ( ) French (high school, college)
- ( ) Zoology (high school, college)
- ( ) German (high school, college)
- ( ) Botany (high school, college)
- ( 2 ) English (high school, college)
- ( ) Physiography (high school, college)
- ( ) Greek (high school, college)
- ( ) Physiology (high school, college)
- ( ) History (high school, college)
- ( ) Agriculture (high school, college)
- ( 1 ) General Psychology (high school, college)
- ( 5 ) Music (high school, college)
- ( ) Shop-work (high school, college)
- ( ) Philosophy (high school, college)
- ( ) Mathematics (high school, college)

- ( 4 ) Physical Education (high school, college)
- ( ) Homemaking (high school, college)
- ( ) Economics (high school, college)
- ( 3 ) Public Speaking (high school, college)
- ( ) Economics (high school, college)
- ( ) Sociology (high school, college)
- ( ) Latin (high school, college)
- ( ) Commercial (high school, college)
- ( ) \_\_\_\_\_ (high school, college)
- ( ) \_\_\_\_\_ (high school, college)
- ( ) \_\_\_\_\_ (high school, college)

XIII. Draw a circle around the numbers that indicate the specific grades which are under your direction as principal:

1 2 3 4 5 6 ⑦ ⑧ ⑨ 10 11 12

Signature S.H. Stark

Address 414 Elmwood, Topeka, Kans.

A Complete List of the Junior High School Principals That  
Contributed to This Study

Principal	City	Classification
Wright	Atchison	First
Benefiel	Coffeyville	"
Hiatt	Fort Scott	"
Stienheimer	Hutchinson	"
Jarrott	Hutchinson	"
Kruger	Kansas City, Kans.	"
Harmon	Kansas City, Kans.	"
Shaw	Kansas City, Kans.	"
Allen	Kansas City, Kans.	"
Young	Leavenworth	"
Rule	Parsons	"
Reynolds	Parsons	"
Matter	Pittsburg	"
Green	Pittsburg	"
Briggs	Pittsburg	"
Kemper	Salina	"
Oyler	Topeka	"
Magaw	Topeka	"
Todd	Topeka	"
Parsons	Topeka	"
Stark	Topeka	"
Reed	Wichita	"
Crosswhite	Wichita	"
Lovenguth	Wichita	"
Dotzour	Wichita	"
Strange	Augusta	Second
Loucks	Arkansas City	"
Williams	Anthony	"
Clarke	Bonner Springs	"
Kissick	Caldwell	"
Collins	Columbus	"
Robinson	Caney	"
Gill	Cherryvale	"
Hemphill	Chanute	"
Calloway	Dodge City	"
Jones	Emporia	"
Hoss	Eureka	"

(Continued)

Principal	City	Classification
Edwards	Eldorado	Second
Danner	Fredonia	"
Perrussell	Florence	"
Monahan	Frontenac	"
Richards	Girard	"
Carpenter	Great Bend	"
Caldwell	Holton	"
Zentmyr	Horton	"
Bilger	Hawatha	"
Miller	Hoisington	"
Carman	Hays	"
Stevens	Independence	"
Garrison	Iola	"
Patterson	Junction City	"
McAlexander	Kingman	"
Buskirk	Liberal	"
Stonecipher	Lawrence	"
Uhrlaub	McPherson	"
Bergman	Manhattan	"
Palmer	Marion	"
Waldmeier	Minneapolis	"
Williamson	Newton	"
Jacques	Norton	"
Reid	Olathe	"
Glad	Pratt	"
Whitzel	Sabetha	"
Baldwin	Sterling	"
Newman	Wellington	"
Evans	Winfield	"
Pocock	Atlanta	Third
Balyeat	Colony	"
Hall	Cedar Vale	"
Brewer	Formosa	"
McMahon	Kingsdown	"
Boll	Luray	"
Stickler	Medicine Lodge	"
Niles	Lewis	"
Godding	Oskaloosa	"
Millard	Sedan	"
Longwell	Waterville	"
Meyers	West Mineral	"