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THE LEGAL STATUS OF THE COUNTY SUPERINTENDENT



By

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ED STATES GOVERNMENT PRINTING OFFICE - - - - - WASHINGTON, 1932

FOR SALE BY THE SUPERINTENDENT OF DOCUMENTS, WASHINGTON, D. C.

CONTENTS

	Page
Letter of transmittal.....	v
Acknowledgments.....	vi
Introduction.....	1
Chapter I.—Early development.....	3
Scope of the study.....	3
Development of county and State control.....	3
Varied ways of initiating the office.....	4
Creation of the office of county superintendency in each State.....	6
Varied provisions for salary.....	7
Varied prescriptions of qualifications for office.....	8
Length of term.....	8
Early duties of the county superintendent.....	8
Chapter II.—Legal status of the county superintendent in the several States in 1880, 1905, and 1930.....	11
States with county superintendents.....	11
Term of office of county superintendents.....	12
Bond of county superintendents.....	12
States which required the county superintendents to devote all their time to office duties.....	13
Assistants allowed the county superintendent.....	14
Expenses allowed the county superintendents in the performance of duties.....	17
Supervision by the county superintendent.....	19
Enforcing the compulsory school attendance laws and taking the school census.....	20
Certain vested appointive powers.....	21
Certain vested powers and duties concerning school finance.....	25
Certain vested powers in matters of school organization.....	27
School buildings.....	28
Chapter III.—Qualifications, salaries, and method of selection of county superintendents in the several States in 1880, 1905, and 1930.....	30
Salaries of county superintendents.....	31
Qualifications.....	34
Appendix.....	39

LETTER OF TRANSMITTAL

DEPARTMENT OF THE INTERIOR,
OFFICE OF EDUCATION,
Washington, D. C., April, 1932.

SIR: We are always interested in a study which involves the legal status of some school officer. When Prof. N. William Newsom submitted his manuscript on *The Legal Status of the County Superintendent*, we read it with great interest. It outlines the legal status at three periods, namely, 1880, 1905, and 1930. This makes it show not only duties to be performed but trends, and consequently we consider the manuscript of great value. As one would expect, the growth in many countries has meant the growth in the county superintendents' office. Who appoints the assistant county superintendents, and under what limitations, is here revealed.

I am transmitting this manuscript with the recommendation that it be printed as a bulletin of this office.

Respectfully submitted.

WM. JOHN COOPER,
Commissioner.

The SECRETARY OF THE INTERIOR.

ACKNOWLEDGMENTS

To Dean John W. Withers and Prof. Paul V. West, I express my appreciation of the counsel and direction given me during the entire study. I also acknowledge my indebtedness to Prof. Robert K. Speer for advice in the selection of the problem and to Prof. Allen O. Hansen for numerous criticisms.—N. W. N.

vi

THE LEGAL STATUS OF THE COUNTY SUPERINTENDENT

INTRODUCTION

The educational literature dealing with school administration reveals much criticism of the office of the county superintendency and its personnel in many States. It is said that the office is too much mixed with politics; that the personnel lacks academic and professional training and experience, and is below the standards of district and city superintendents; that the powers, duties, and responsibilities of the county superintendent are not sufficiently definite; that the superintendent lacks clerical assistance and traveling expenses; that the salary attached to the office is insufficient to secure high-grade professional service; and that the position is uncertain, due to the political nature of the office. The allegations contained in the criticism are important. They are concerned with conditions and factors regarded as essential to the proper administration and supervision of education in rural communities. Since the position of county superintendent is created and governed by law, the criticisms above mentioned relate principally to the laws affecting that position.

The main purpose of this publication is to present the legal status of the county superintendent in those States which have such officials. This involves three problems: (1) To show the early development of the office of the county superintendency; (2) to ascertain and show trends in the legal prescriptions relative to the county superintendency in the different States over a period of years; and (3) to set up bases for the evaluation of the present legal status of the county superintendent.¹

This study is limited to a study of constitutional and statutory provisions relating to the county superintendent in force at three different periods during the past 50 years, namely, 1880, 1905, and 1930. These dates are selected for the reason that they are regarded as sufficient to show reliable trends. The year 1880 was chosen because it was considered that it would show the prescriptions at a time sufficiently removed from the results of the Civil War as not to be affected greatly thereby.

¹ Doctor Newsom also included in his thesis a fourth problem, namely, that of evaluating the present legal status of the county superintendency according to criteria set up by professional opinion, which is not included in this publication.

For the time prior to 1880 a brief survey of the early development of the office of the county superintendency and some of the legal prescriptions are given in order to supply a brief background for the more important part of the study.

The office of the county superintendency is characteristic of the American school system. This office is found at present in 39 States (including Virginia, in which State the jurisdiction of the "division superintendent" is generally coterminous with the county).²

² States in which there are no county school superintendents are New York, Delaware, Nevada, and the 6 New England States. In New York each county is divided into supervisory districts, and a superintendent is elected for each district at a meeting of all the school directors. Delaware supervision is provided from the State department of education, and in Nevada 6 deputy State superintendents of public instruction perform the functions usually performed by county superintendents. In the New England States, superintendents are employed by towns or unions of 2 or more towns.

CHAPTER I.—EARLY DEVELOPMENT

SCOPE OF THE STUDY

The purpose of this chapter is to show briefly the early development of the office of county superintendency, and to present some of the more important legal prescriptions relative to the county superintendent when this official was first provided for by law. The legal prescriptions concerning the county superintendency before 1880 are not dealt with in any great detail. No attempt has been made in this chapter to exhaust this particular phase of the problem, nor to trace the early development of the office before 1880, for it is recognized that this alone would require a separate study. Anything more than a brief summary of the laws dealing with the early development of the office of the county superintendency would neither enhance the value of the study nor serve the major purpose of the study.

In presenting this particular part of the problem, seven phases are considered: (1) Need for the office, (2) evolution of the office, (3) mode of selection of the county superintendents, (4) salary, (5) tenure or term of office, (6) qualifications, and (7) duties and functions of this official. All States are not considered nor dealt with in each phase of this particular subject, but only such States as are fairly representative of the particular phases. This is presented because it is deemed necessary that the early development of the office be shown as a background for an appreciative understanding of the more important aspects of the problem.

DEVELOPMENT OF COUNTY AND STATE CONTROL

After the Revolutionary War the American people were confronted with the problem of building a strong nation for the preservation and extension of the newly gained liberties and freedom. Thus they turned to education as one of the possibilities for the attainment of this goal. As certain States were subdivided into counties, the county was made the political unit of control for administrative and governmental affairs, representing the local units of the county on the one hand and the State on the other. With such a political set-up as a background, it was natural that the county should finally become, to some extent, the unit of administration and control in education.

As education developed into a movement of state-wide significance there grew up a need of some responsibility for education by the State. When the States began to collect information and data concerning education, some one was needed for its collection. As the need for

common school increased, the State needed some one to promote the interest of common education. The States also needed some one as an "organ of communication between the State superintendent and the several township boards of education," and to check up on local school officials. In some instances in the beginning of this office it was felt that some one representing the county as a whole, rather than each local unit independently, would see that the State requirements were more uniformly carried out. The gifts of school lands by the Federal Government had to be looked after, and as they were scattered over the county, some one was needed for this purpose. For such reasons the office of county superintendency was established, although in the beginning it was not created outright as such in all States.

VARIED WAYS OF INITIATING THE OFFICE

The office of county superintendency is a creation of law and the result of many experiments. In many States it evolved out of some other office which preceded it. In some States it passed through a succession of preceding offices before finally being established as such. The first State to provide by law for a county superintendent was Delaware. This was done in 1829.

In the State of New York the county superintendency, before being created as such, passed through three stages of evolution. The office of town inspector was provided for in 1827, and in 1841 the State legislature created the office of deputy superintendency of common schools of each county. Under this law the county board of supervisors in counties having 200 or more school districts was permitted to appoint two deputy superintendents of common schools for each county. In this State the office of county superintendency was created in 1843. Also under this law (1843) the county boards of supervisors were allowed to appoint in counties with 150 or more school districts two county superintendents at their discretion, but if they did provide for two county superintendents they were required to divide the county into two districts and designate the person who was to serve each district. This law, together with the law of 1841 and subsequent laws, is really the beginning of the district superintendency in this State, which prevails at the present time.

In the State of Ohio the office of county superintendency, which was established in 1847 evolved out of the county examiner, which was provided for in 1831. The county superintendency in the State of North Carolina evolved from a succession of offices. In 1833 this State created the office of county superintendency, consisting of 5 to 10 members in each county, which was in reality a county board of education. From their number they were to select a chairman who was given some powers of a county superintendent. In 1847 this

State provided for a committee of examiners of the county, and in 1848 this same board of examiners was directed by law to appoint some one to visit the schools of the county. According to the law of 1869 one county examiner was to be appointed, and finally the county superintendent was provided for in 1881.

In Mississippi the county board of school commissioners in 1846 was authorized by law to examine and license teachers, and in 1848 the office of county superintendency was created in 25 counties. In 1859 the legislature provided for a county examiner for all counties of the State, and finally the Mississippi constitution of 1869 provided for county superintendents for all counties.

Missouri, in 1828, provided that the county clerk perform many of the clerical duties now performed by the county superintendent, and in 1853 a county commissioner of schools was provided, while in 1866 the office of county superintendency was established.

In Illinois the law first provided for a county land commissioner, but in 1844 provided that the school commissioner be ex officio county superintendent, and finally, in 1855, the office of county commissioner of schools was created.

In Indiana the county superintendency passed through a succession of offices before being established. In 1817 the county land commissioner was provided for, and in 1841 the law provided that the county auditor perform some of the duties commonly performed by the county superintendent. In 1855 county examiners were provided for, and finally, in 1873, the office of county superintendency was created.

Georgia first provided that the county ordinary perform some clerical duties and other duties in connection with school finance in 1858, and in 1859 county examiners for each county were established. The law of 1866 in this State created the office of county commissioner of common schools.

In Michigan the town superintendency was created in 1837, and 30 years later (1867) the county superintendency was established. This office was abolished in 1875, but reestablished in 1891.

The district inspector, created in 1833 in Pennsylvania, was a forerunner of the county superintendency which was established in 1854.

In 1851 California established town supervising committees, and in 1852 provided that the county assessor be ex officio county superintendent, and finally established, in 1855, the office of county superintendency.

Only three New England States have ever had a school official representing the county as a whole, and only two of them prior to 1880. In 1852 the State of Maine created the office of county com-

6 LEGAL STATUS OF THE COUNTY SUPERINTENDENT

missioner of common schools. In 1869 this State changed the title to county supervisor of schools, but the law of 1872 abolished this office. New Hampshire established the office of commissioner of common schools in each county in 1850, but abolished it in 1867.

From the foregoing record of States which has been used to illustrate the evolution of the office of county superintendency, it is readily seen that the office generally passed through a succession of offices before finally being established as such.

CREATION OF THE OFFICE OF COUNTY SUPERINTENDENCY IN EACH STATE

The year in which the different States which have provided for the office of county superintendency created the office, as shown in Table 1. By 1879 there were 38 States in the Union; 34 States and 4 Territories had created the office of county superintendency prior to this time, but 7 States—Delaware, Maine, Maryland, Michigan, New Hampshire, New York, and Ohio—which had created this office prior to 1879 had abolished it, leaving 28 States at this time (1879) with this office.

TABLE 1.—States which have created office of county superintendency and dates

State	Date	State	Date	State	Date
1	2	1	2	1	2
Delaware.....	1829	Pennsylvania.....	1854	South Carolina.....	1848
New York.....	1841	Alabama.....	1856	Nebraska.....	1869
Illinois.....	1844	Iowa.....	1858	Colorado.....	1870
Virginia.....	1845	Kansas.....	1858	Indiana.....	1872
Louisiana.....	1847	Nevada.....	1861	Texas.....	1873
Ohio.....	1847	Wisconsin.....	1861	Wyoming.....	1873
Mississippi.....	1848	North Dakota.....	1862	Idaho.....	1874
North Carolina.....	1848	South Dakota.....	1862	Arizona.....	1879
New Hampshire.....	1850	West Virginia.....	1862	Montana.....	1883
Oregon.....	1850	Minnesota.....	1864	New Mexico.....	1884
California.....	1852	Maryland.....	1865	Vermont.....	1888
Maine.....	1852	Arkansas.....	1866	Washington.....	1890
Florida.....	1853	Georgia.....	1866	Oklahoma.....	1893
Missouri.....	1853	Tennessee.....	1866		
		Utah.....	1867		
		Michigan.....	1867		
		New Jersey.....	1867		

1 Deputy superintendent for each county. 2 All counties.
 2 Not a State when the office was created. 3 President of the county board of education.
 3 Ex officio. 4 County school supervisor.
 4 In 20 counties.

TABLE 2.—Method of selection of county superintendents when first provided for in 24 States

State	Method of selection	
	General election	Appointed or elected by—
1	2	3
Alabama.....	✓	
Arkansas.....	✓	
California.....	✓	
Colorado.....	✓	
Delaware.....	✓	
Florida.....		Governor.
Georgia.....	✓	
Illinois.....	✓	Grand jury of superior court.
Indiana.....	✓	
Iowa.....		President of trustees of county townships.
Louisiana.....	✓	
Maine.....	✓	
Michigan.....	✓	Governor and council.
Minnesota.....	✓	
Mississippi.....	✓	County commissioners.
Missouri.....	✓	
New Hampshire.....		County courts.
New Jersey.....		Governor and council.
New York.....		State board of education.
Ohio.....		County board of supervisors.
Pennsylvania.....		Clerks of school districts.
Tennessee.....		Convention of school directors of county.
Virginia.....		State superintendent of education. ¹
Wisconsin.....	✓	County school commissioners.

¹ Appointed by county board of police when office was first created in 25 counties in 1848, but by popular election when office was created in all counties under constitution of 1869.

² First superintendent to be appointed; thereafter to be appointed by the directors of school districts.

The methods of selection of the county superintendent in 24 States, when the office of county superintendency was first created, were: Popular vote, 11; appointment by the governor, 3; election by the county commissioners or supervisors, 3; election by the county court, 1; election by the county school officials, 3; election by the county grand jury, 1; appointed by the State board of education, 1; and appointed by the State superintendent of education, 1.

VARIED PROVISIONS FOR SALARY

In the early beginning of the office the salaries of the county superintendents varied greatly, not only among the States but also often within each State. In many States the determination of how much salary should be paid to the county superintendents was left to the discretion of the county supervisors or commissioners. However, in some of the States salaries were fixed at so much per day. In certain States the body which was empowered to select the county superintendents determined the salary to be paid this official. The number of inhabitants of the county determined the salary of the county superintendents in Wisconsin, whereas in Virginia the amount of salary allowed the county superintendent depended upon the amount of money expended for the purpose of education within the

county, while New Jersey made the sum to be paid this official dependent upon the number of educable children within the county. Delaware, the first State to create this office, did not allow the county superintendent any remuneration.

VARIED PRESCRIPTIONS OF QUALIFICATIONS FOR OFFICE

Seventeen States are here considered as examples to show the qualifications prescribed for the office of county superintendency. Only five States required any educational qualifications, if the requirements may be called educational qualifications, for this office. However, the qualifications as prescribed by law for these five States were very meager, and only three in reality may be said to be of an educational nature.

Pennsylvania required the county superintendent "to be of literary and scientific attainments and of skill and experience in the art of teaching." The law of Missouri of 1865 specified that the county commissioner "possess qualifications of a competent teacher of the public schools," while the State of Arkansas required the county superintendent "to be of literary and scientific attainment and skilled in the art of conducting schools."

LENGTH OF TERM

In the beginning the length of term of the office of county superintendency showed great diversity among the States. This is shown in Table 3 for 17 States.

TABLE 3.—Length of term of county superintendents when first provided for in 17 States

State	Length of term				State	Length of term			
	1 year	2 years	3 years	4 years		1 year	2 years	3 years	4 years
1	2	3	4	5	1	2	3	4	5
Alabama.....		✓			Maine.....	✓			
Arkansas.....		✓			Missouri.....		✓		
California.....		✓			New Hampshire.....	✓			
Delaware.....	✓				New Jersey.....			✓	
Georgia.....				✓	New York.....		✓		
Illinois.....		✓			Tennessee.....		✓		
Indiana.....		✓			Virginia.....	✓			
Iowa.....		✓			Wisconsin.....		✓		
Louisiana.....				✓					

EARLY DUTIES OF THE COUNTY SUPERINTENDENT

The early duties of the county superintendent as specified by law were primarily clerical, and included making reports and furnishing such other information as might be required by the State. In Dela-

ware the law (1829) prescribed the duties of the county superintendent thus:

It shall be the duty of the superintendent to correspond with all persons concerned in executing this act, and to aid in all matters connected with its execution; to supply school districts with proper forms, and advise them in regard to their procedure; to see that notice of the division into districts is given; to collect information and to report to the general assembly the state of the districts in such matters as he shall deem proper to be communicated to their consideration.

The inspectors of the common schools of the town of New York (1827) were given power and duties including examination of teachers, granting and annulling certificates, visiting schools, giving advice to teachers and trustees; while the deputy superintendents of common schools of the county (1841) were given practically the same duties as the town inspectors had had. However, when the office of county superintendency (1843) in this State was created, additional duties of acting in cases of appeals were given.

The duties of the county examiners of common schools in Ohio (1831) were in connection with the examination and certification of teachers, but when the county superintendency was created in 1847 in 25 counties the duties of the county superintendent included the examination and certification of teachers and the visitation of common schools of the county. He was also required to examine the conditions of the schools of the county, address the people and school-teachers on the subject of education, and encourage the formation of township and county educational societies, teachers' associations, and promote the diffusion of intelligence relating to the cause of education. He was also required to make annual reports to the State superintendent of education, containing an abstract of records of his examination of the schools of the county.

In California, when the county assessor was acting as ex officio county superintendent of common schools, his duties consisted in appointing school commissioners for school districts and apportioning the school money. However, in 1855, when the county superintendency was established, the duties of the county superintendent consisted in exercising general supervision over the schools of the county, distributing forms and blanks, appointing commissioners of common schools for towns, cities, and villages, keeping records, making annual reports to the State superintendent and the county trustees, and visiting the schools of the county.

The duties of the county commissioner of school lands in Indiana (1829) consisted in looking after the school lands and keeping records of them, and in case of incapacity he was allowed to appoint a deputy. The law of 1855 of this State providing for a county examiner, provided that his duties should be the examination and certification of teachers. But in 1872, when the county superintendent was provided

for, he was given general supervision of the schools of the county, was required to visit each school of the county at least once a year, hold teachers' examinations, and examine the books, records, and accounts of the justices of peace, prosecuting attorneys, etc. This law (1872) made the county superintendent ex officio president of the county board of education.

In Georgia the county commissioner of schools (1866) was required to visit the schools, enforce the use of the State-adopted textbooks, call election of trustees of each school district, receive reports from the local school trustees, and forward the same to the State superintendent of education, and to divide the county into school districts, and alter them at the request of the citizens. He was also required to hold examinations for teachers, grant certificates, visit the schools of the county, and examine the buildings and mode of instruction.

The county superintendent's duties (1854) in Pennsylvania were to see that the schools in each district were taught, provide teachers where local trustees failed to do so, examine candidates for the profession of teaching, issue and annul certificates, make reports to the State superintendents of common schools as to the conditions of the schools of the county, and make such other suggestions as he deemed fit.

The law of 1824 in Illinois provided that the clerk of the county commissioner's court make an abstract of the reports of the several school trustees and forward it to the secretary of state, and the county school commissioner (1840) was required to make sales of the common-school lands of the township, loan and collect the school money, keep records of all land sales, and make a report to the auditor of public accounts on the condition of the finances; but when the county commissioner was made ex officio county superintendent of schools, his duties included visiting all townships in the county, inquiring into conditions and manner of conducting schools, and using his influence for the carrying out of the system proposed by the State superintendent. The law of 1865, making him county commissioner of schools, added the following duties: Examination of persons proposing to teach common schools and issuing certificates to all who qualified, making reports to the State superintendent, keeping records, and supervising the course of study.

CHAPTER II.—LEGAL STATUS OF THE COUNTY SUPERINTENDENT IN THE SEVERAL STATES IN 1880, 1905, AND 1930

The purpose of this chapter is to present the legal status of the county superintendent in 1880, 1905, and 1930, with the exception of the salaries, qualifications, and method of selection of the county superintendents, and to show trends in the legal prescriptions concerning this official during the three periods. Cross sections of the laws of the several States which had or now have county superintendents, at each period, are presented for the purpose of showing the legal status at each of the three periods and the trends in the legal prescriptions from one period to another. No attempt, however, is made to trace the detailed changes in the legal prescriptions from one period to another, but only to show the legal status at each period, and thereby show trends in the legal prescriptions from one period to another.

STATES WITH COUNTY SUPERINTENDENTS

Table 1 shows the States which had county superintendents at and during each period 1880, 1905, and 1930. In 1880 there were 28 States which had county superintendents, in 1905 there were 36, and at present (1930) the number is 38. Virginia had county superintendents in 1880, but not during either of the other two periods, having changed to the divisional superintendency; however, these divisions outside of cities are generally coterminous with counties. In 1880 Nevada had county superintendents, and in 1905 the district attorney was ex officio county superintendent, but at the present time this State does not have the office of county superintendency.

TABLE 1.—States with county superintendents in 1880, 1905, and 1930

State	1880	1905	1930	State	1880	1905	1930
1	2	3	4	1	2	3	4
Alabama.....	✓	✓	✓	Montana.....			✓
Arizona.....			✓	Nebraska.....	✓	✓	✓
Arkansas.....	✓	✓	✓	Nevada.....	✓	✓	
California.....	✓	✓	✓	New Mexico.....			✓
Colorado.....	✓	✓	✓	New Jersey.....	✓	✓	✓
Delaware.....		✓		North Carolina.....	✓	✓	✓
Florida.....	✓	✓		North Dakota.....		✓	✓
Georgia.....	✓	✓	✓	Ohio.....			✓
Idaho.....		✓	✓	Oklahoma.....			✓
Illinois.....	✓	✓	✓	Oregon.....	✓	✓	✓
Indiana.....	✓	✓	✓	Pennsylvania.....	✓	✓	✓
Iowa.....	✓	✓	✓	South Carolina.....	✓	✓	✓
Kansas.....	✓	✓	✓	South Dakota.....	✓	✓	✓
Kentucky.....	✓	✓	✓	Tennessee.....	✓	✓	✓
Louisiana.....	✓	✓	✓	Texas.....	✓	✓	✓
Maryland.....	✓	✓	✓	Utah.....		✓	✓
Michigan.....		✓	✓	Virginia.....	✓		✓
Minnesota.....		✓	✓	Washington.....			✓
Mississippi.....		✓	✓	West Virginia.....	✓	✓	✓
Missouri.....	✓	✓	✓	Wisconsin.....	✓	✓	✓
				Wyoming.....		✓	✓

1 "Division superintendents" over divisions generally coterminous with counties.

TERM OF OFFICE OF COUNTY SUPERINTENDENTS

The term of office of the county superintendent in the several States in 1880, 1905, and 1930 is shown in Table 2.

TABLE 2.—Term of county superintendents in the several States in 1880, 1905, and 1930

State	1880	1905	1930	State	1880	1905	1930
1	2	3	4	1	2		
Alabama.....	2	4	2-4	Montana.....	(1)	2	2
Arizona.....	(1)	(1)	2	Nebraska.....	2	2	4
Arkansas.....	1	4	(7) (7)	Nevada.....	2	(7)	(7)
California.....	4	4	4	New Jersey.....	(7)	3	3
Colorado.....	2	2	2	New Mexico.....	(1)	(1)	2
Delaware.....	(7)	2	(7)	North Carolina.....	2	2	2
Florida.....	4	4	4	North Dakota.....	(1)	2	2
Georgia.....	4	4	4	Ohio.....	(7)	(7)	3
Idaho.....	(1)	2	2	Oklahoma.....	(1)	(1)	2
Illinois.....	4	4	4	Oregon.....	2	4	4
Indiana.....	2	4	4	Pennsylvania.....	3	3	4
Iowa.....	2	2	3	South Carolina.....	2	2	4
Kansas.....	2	2	2	South Dakota.....	(1)	2	2
Kentucky.....	4	4	4	Tennessee.....	2	2	2
Louisiana.....	4	4	4	Texas.....	(7)	2	2
Maryland.....	(7)	6	4	Utah.....	(1)	2	2
Michigan.....	(7)	4	4	Virginia.....	4	(7)	(7)
Minnesota.....	2	2	4	Washington.....	(1)	2	4
Mississippi.....	4	4	4	West Virginia.....	2	4	4
Missouri.....	2	2	4	Wisconsin.....	2	2	2
				Wyoming.....	(1)	3	4

¹ Not a State at this period.

² No more than 3.

³ No county superintendent at this period.

⁴ In Maryland the county school board determined the length of term of the county superintendent. In Nevada the district attorney was ex officio county superintendent.

⁵ Except certain counties.

⁶ County judge was county superintendent.

⁷ 2-year term provided for by 1931 legislature.

⁸ Division superintendents selected for 4-year term.

Summary.—The States of Alabama, Arkansas, Indiana, Iowa, Minnesota, Missouri, Nebraska, Oregon, Pennsylvania, South Carolina, Washington, West Virginia, and Wyoming have increased the length of term of the county superintendents from one period to another. Maryland is the only State which has decreased the length of the term of office of the county superintendents. The predominant length of term during each of the three periods was four years.

BOND OF COUNTY SUPERINTENDENTS

Thirteen of the 28 States which in 1880 had county superintendents required the county superintendents to furnish bond. In 1905 there were 22 of the 36 States with county superintendents which made the same provision, while at the present time (1930) the county superintendents in 30 of the 38 States with the office of county superintendency are required by law to give bond.

STATES WHICH REQUIRED THE COUNTY SUPERINTENDENTS TO DEVOTE ALL THEIR TIME TO OFFICE DUTIES

The States which provided by law that the county superintendents devote all of their time to the duties of the office in 1880, 1905, and 1930 are given in Table 3.

TABLE 3.—States in which the county superintendents were required by law to devote all their time to the duties of the office in 1880, 1905, and 1930

(a) Did not have county superintendents at this time. (b) If required by the county board of supervisors. (c) Not a State at this time. 1. Means that county superintendent is required to devote full time to the duties of the office.)

State	1880	1905	1930
1,	2	3	4
Alabama.....			1
Arizona.....	(c)	(c)	1
Arkansas.....			1
California.....	If salary over \$1,500 per year.	If salary \$1,500 per year.	If salary over \$1,500 per year.
Delaware.....	(a)	1	(a)
Florida.....		1	1
Georgia.....		1	1
Idaho.....	(c)		1
Illinois.....			1
Indiana.....			1
Iowa.....		1	1
Kansas.....	If salary \$600 per year.	If salary \$600 per year.	If salary \$600 per year.
Kentucky.....			1
Louisiana.....			1
Maryland.....		1	1
Michigan.....	(a)		(b)
Minnesota.....			1
Mississippi.....		1	1
Missouri.....		1	1
Montana.....	(c)	1	1
Nebraska.....			1
Nevada.....			1
New Jersey.....			(a)
New Mexico.....	(c)	(c)	1
North Carolina.....			1
North Dakota.....	(c)		1
Ohio.....	(b)	If salary \$1,200 per year.	1
Oklahoma.....	(c)	(a)	1
Oregon.....		(c)	1
Pennsylvania.....	1	1	1
South Carolina.....			1
South Dakota.....	(c)		1
Tennessee.....			
Texas.....		Some counties, others no.	Yes, except where judge is county superintendent.
Utah.....	(c)		
Virginia.....		(a)	1 (a)
Washington.....	(c)		
West Virginia.....			1
Wisconsin.....		1	1
Wyoming.....	(c)		1

¹ Division superintendent.

The amount of time which the county superintendents are required to devote to the duties of the office has increased from 1 State in 1880 to 10 in 1905, and to 28 at the present time, without regard

to the amount of salary to be paid. Two States during each of the three periods provided that the county superintendents should devote all of their time to the duties of the office, if the salary was equal to or above a specified amount, while in 1905 there was another State which had the same provision.

ASSISTANTS ALLOWED THE COUNTY SUPERINTENDENT

Assistant county superintendents.—In 1880 three States—California, Maryland, and Minnesota—provided by law for one assistant county superintendent, but the allowance of the assistant depended either upon the population of, or the number of schools within, the county. There were, however, two States—Colorado and Iowa—during this period which permitted the county superintendents to employ an assistant superintendent, but specified that the salary of the assistant should be paid by the county superintendent. By 1905 there were seven States—California, Illinois, Louisiana, Maryland, Michigan, Minnesota, and North Dakota—which allowed one or more assistant county superintendents. However, during this period the States of Colorado, Idaho, Nevada, Oregon, Utah, Washington, and Wisconsin allowed the county superintendent to employ an assistant but specified that they should pay the salaries. During the same period Iowa and Mississippi provided for the employment of an assistant county superintendent only in case the county superintendent was unable to perform the duties of the office. At the present time (1930) there are 32 States which make legal provision for assistant county superintendents.

In 1930 the assessed valuation of the county determined the number of assistant county superintendents to be allowed in the State of Wyoming, no other State having made such a provision during either of the other two periods. In Maryland in 1905 the number of assistant county superintendents was determined by the number of teachers within the county, while at the present time the same provision prevails in the States of Kansas, Montana, North Dakota, Pennsylvania, South Dakota, and Wisconsin. In 1880 two States—Maryland and Minnesota—specified that the number of assistant county superintendents should depend upon the number of schools within the county, and Michigan (number of school districts) and North Dakota had a like provision in 1905, while at the present time Minnesota is the only State which has this provision. The county boards of education in 1880 were not given any power in any State except Maryland as to the employment of assistant county superintendents, but by 1905 the county boards of education in Illinois, Iowa, Louisiana, and Maryland were given the authority to determine the employment of assistant county superintendents. At the present time there are 13 States—Alabama, Arkansas, Cali-

ifornia, Florida, Georgia, Illinois, Kentucky, Louisiana, Maryland, North Carolina, Ohio, Texas, and Utah—in which the county boards of education have the power to determine the number of assistants to be employed.

The laws of 10 States—Arizona, Colorado, Idaho, Iowa, Indiana, Michigan, Oregon, South Dakota, Washington, and Wyoming (in some counties)—in 1930 provide that the county boards of supervisors or commissioners or county court shall determine whether or not assistant county superintendents shall be employed, and in 1905 the laws of Minnesota had a like provision. The population of the county in California in 1880 and 1905 and in Oklahoma and South Carolina at the present time is the basis used for determining the employment of assistant county superintendents.

Summary.—(1) The number of States which allowed assistant county superintendents increased from 3 States (11 per cent) in 1880 and 7 States (19 per cent) in 1905 to 32 States (81.5 per cent) in 1930. (2) The number of States which provided that the number of schools within the county should determine whether or not assistant county superintendents should be allowed decreased from two States in 1880 and 1905 to one in 1930. (3) The number of States which based the allowance of assistant county superintendents on the number of teachers within the county increased from one in 1905 (none in 1880) to five in 1930. (4) By 1930 one State made the assessed valuation of the county the basis for the allowance of assistant county superintendents. (5) The number of States which provided that the county boards of education determine the number of assistant county superintendents rose from 4 in 1905 (none in 1880) to 13 in 1930. (6) The number of States in which the county boards of supervisors or commissioners or county court determined the number of assistant county superintendents increased from 1 in 1905 (none in 1880) to 10 in 1930. (7) Only one State during each of the three periods made the population of the county the absolute basis for determining the number of assistant county superintendents to be allowed. (8) The number of States which allowed the county superintendents to employ an assistant county superintendent, but required the county superintendents to pay the salaries of the assistant county superintendents, decreased from two States in 1880 to none in 1905, but one in 1930.

County school supervisors.—In 1880 and 1905 no State made specific provision for county school supervisors, so designating this official as a supervisor. In 1930 there were 15 States that provided for the employment of county school supervisors. — In the States of Louisiana and Maryland, county school supervisors may be employed by the parish or county boards of education, but they are not so designated by law; the laws of these States, however, may be reasonably inter-

preted to include this official. At the present time the laws of Alabama, Illinois, Kentucky, Louisiana, Maryland, North Carolina, Oregon, South Carolina, Tennessee, and Utah authorize the county boards of education to determine whether or not county school supervisors shall be employed, while the county boards of supervisors or commissioners in the States of Michigan and Oklahoma are given like authority. In Mississippi the assessed valuation of the county is used as the basis for allowance of the supervisor, while the State board of education, together with the State commissioner of education, in New Jersey has the power of determination. Wisconsin now allows county school supervisors based upon the number of schools under the county superintendents' supervision.

The general trends in the laws of the several States concerning the employment of county school supervisors are: (1) Thirteen States provide specifically by law for the employment of county school supervisors, although none did so in 1880 and 1905. This does not include two States from the laws of which it is reasonably interpreted that the county or parish boards of education have such power. (2) Ten States allow the county boards of education to determine the employment of county school supervisors, although none did in 1880 and 1905. (3) Two States provide that the county boards of supervisors or commissioners shall determine and allow the employment of county school supervisors, although none did in 1880 and 1905. (4) One State provides that the assessed valuation of the county shall be used as the basis for the employment of county school supervisors, while none did in 1880 and 1905. (5) One State provides that the population of the county shall be the basis for the number of county school supervisors to be allowed, while none made such provision in 1880 and 1905. (6) One State allows county school supervisors upon the basis of the number of schools under the county superintendents' supervision, while none did in 1880 and 1905.

Clerical assistants.—In 1880 no State provided by law for clerical assistants for the county superintendents, but in 1905 there were two States—Louisiana and Maryland—which provided by law for clerical assistance, while at the present time all States except six allow the county superintendents some clerical assistance.

In 1905 the county boards of education in the State of Louisiana were given authority to determine the allowance of the clerical assistants for the county superintendents, and at the present time there are 14 States—Alabama, California, Florida, Georgia, Illinois, Kentucky, Louisiana, Maryland, Minnesota, North Carolina, Ohio, Tennessee, Utah, and Wisconsin—in which the county boards of education have this authority. The number of teachers within the county was used as the basis for the allowance of clerical help in Maryland in 1905, and is now (1930) the basis in Montana and

Pennsylvania (if allowed by the county board of commissioners), while the assessed valuation of the county now determines the allowance in the State of Mississippi. At the present time in the States of Michigan and New Mexico the number of schoolrooms within the county is used as the bases for the allowance, while the number of schools within the county is now used in South Dakota and the number of school districts in Washington. The population of the county in the State of Oklahoma at the present time determines the clerical assistants to be allowed. The county board of supervisors or commissioners in nine States—Arizona, Idaho, Iowa, Kansas, Mississippi (if assessed valuation of the county is sufficient), Nebraska, New Jersey, Pennsylvania (if the number of teachers in the county are sufficient), and Wyoming—at the present time have the authority to allow clerical help. The county courts in Missouri, Oregon, and West Virginia at the present time allow the clerical assistants.

Laws of several States in allowing the county superintendents clerical help show the following trends: (1) They favor allowing clerical assistants for the county superintendents. (2) Thirteen States in 1930 grant county boards of education authority to allow clerical help, while only one did so in 1905. (3) The number of States making the number of teachers, assessed valuation, number of schoolrooms, number of school districts, number of schools, and population of the county the bases for the allowance of clerical help for the county superintendents shows a small increase. (4) While there was no State in which the county boards of supervisors or commissioners determined the employment of clerical help for the county superintendents in 1880 and 1905, there were eight in 1930. (5) Three States authorized the county courts to determine the employment of clerical help for the county superintendents; none did in 1880 and 1905.

EXPENSES ALLOWED THE COUNTY SUPERINTENDENTS IN THE PERFORMANCE OF DUTIES

The expenses allowed the county superintendents by law in the several States during each period for the performance of duties connected with the office are given in Table 4.

TABLE 4.—*Expenses allowed county superintendents in 1880, 1905, and 1930*

State	1880	1905	1930
	Yearly amount	Yearly amount	Yearly amount
1	2	3	4
Alabama.....			As allowed by county board of education. Not to exceed \$500. Allowed by county board of supervisors.
Arizona.....	(1)	(1)	

¹Not a State at this period.

TABLE 4.—Expenses allowed county superintendents in 1880, 1905, and 1930—Continued

State	1880	1905	1930
	Yearly amount	Yearly amount	Yearly amount
1	2	3	4
Arkansas.....			As allowed by county board of education.
California.....	Actual expenses.....	\$10 per school district.....	Not to exceed \$10 per school district.
Colorado.....	do.....	Not to exceed \$5 for each school district.	Necessary expenses, not to exceed \$1,000 per year.
Florida.....			As allowed by county board of education.
Georgia.....			\$150.
Idaho.....	(1).....		Sum fixed by county board of commissioners.
Illinois.....		\$1 per day.....	As allowed by county board of education.
Indiana.....			\$300 per year.
Iowa.....	Necessary expenses.....	\$20 per month.....	Not to exceed \$400 per year.
Kansas.....	do.....	\$1 per school per year.....	\$2 per teacher.
Kentucky.....			Necessary expenses as allowed by county board of education.
Louisiana.....	Not to exceed \$125 per year.	As allowed by parish board of education.	As allowed by parish board of education.
Maryland.....	As allowed by county board of school commissioners.	As allowed by county school board.	Necessary expenses.
Michigan.....	(?).....	Necessary expenses, as allowed by county board of supervisors.	As allowed by county board of supervisors.
Minnesota.....	Whatever is actually needed.	Not to exceed \$800 per year (includes clerk hire).	10 cents per mile.
Mississippi.....			Not to exceed \$400.
Missouri.....			Not to exceed 25 per cent of salary.
Montana.....	(1).....	Necessary and actual.....	Actual expenses as allowed by board of county commissioners.
Nebraska.....			10 cents per mile as allowed by county court.
Nevada.....	Necessary expenses.....		(?)
New Jersey.....	Not to exceed \$300 per year.	Not to exceed \$350 per year.....	\$250 per quarter.
New Mexico.....	(1).....		\$250 to \$600, depending on number of schoolrooms in county.
North Carolina.....		Actual expenses.....	As allowed by county board of education.
North Dakota.....	(1).....	10 cents per mile.....	15 cents per mile.
Ohio.....	(1).....	(?).....	\$300.
Oklahoma.....	(1).....		Necessary expenses.
Oregon.....	As allowed by county board of examiners.	Necessary expenses.....	Not to exceed \$200.
Pennsylvania.....			\$300 per year 1 county, \$50 to \$100 in others.
South Dakota.....	(1).....	5 cents per mile.....	\$500 per year.
Tennessee.....			15 cents per mile, not to exceed \$8 per school under supervision.
Texas.....	10 per cent additional to salary.		As allowed by county board of education.
Utah.....	(1).....	Actual and necessary.....	Not to exceed \$300.
Washington.....	(1).....	5 to 10 cents per mile, according to size of county.	As allowed by county board of education.
West Virginia.....			Actual expenses.
Wisconsin.....			\$300 per year.
Wyoming.....	(1).....	Necessary expenses.....	Necessary expenses.
			As allowed by county board of commissioners.

¹Not a State at this period.²No county superintendents at this period.

The general trends in the laws of the several States allowing the county superintendents necessary expenses in the performance of duties are as follows: (1) The number of States which allow the county superintendents expense money increased from 10 in 1880 to 19 in 1905 and to 38 in 1930. (2) The number of States which allow the county superintendents necessary expenses, the amount of which is limited by law, rose from 3 in 1880 to 11 in 1905 and to 21 in 1930. (3) The number of States which allow the county superintendents necessary expenses, but do not specify the amount by law, increased from 8 in 1880 to 17 in 1930. (4) The number of States in which the county boards of education are given authority to determine the amount of money to be allowed for necessary expenses was 3 in 1880 and 1905, but 15 in 1930.

SUPERVISION BY THE COUNTY SUPERINTENDENT

All States which had (or now have) county superintendents during each of the three periods provided by law for some form of supervision to be carried on by the county superintendents. The laws of the several States have in general about the same requirements in this regard. A number of States, however, have provisions in their laws to the effect that certain types or classes of schools shall be exempt from the supervision of the county superintendent, while others specify that the county superintendent shall have only general supervision over certain classes of school districts or schools.

School visitation is one of the most commonly specified requirements in the matter of supervision to be carried on by the county superintendents in the several States. In 1880 the county superintendents in 14 States were required by law to visit each school within the county at least once per year, and by 1905 this number had increased to 26 States, while by 1930, 22 States made the same requirement. Three States—Georgia, Kansas, and Oregon—in 1880 required the county superintendents to visit each school at least twice a year. In 1905 there were two States—Kansas and Utah—which had a like provision, and at the present time (1930) there are three States—Kansas, North Carolina, and Oklahoma—with this requirement. In 1880, three or more visits were required in two States—Colorado and Maryland—but in 1905 and at the present time, only two States prescribe such a requirement. Tennessee is the only State during each of the three periods which did not specify any definite number of visits. In 1880, seven States—Mississippi, Missouri, North Carolina, Pennsylvania, South Carolina, Virginia, and Wisconsin—in 1905, five States—Alabama, Arkansas, Missouri, North Carolina, and Pennsylvania—and in 1930, nine States—Alabama, Arizona, Louisiana, Maryland, New Jersey, Ohio, Pennsylvania, Utah, and West

Virginia—required the county superintendents to visit the schools of their respective counties, but did not specify any definite number of visits.

ENFORCING THE COMPULSORY SCHOOL ATTENDANCE LAWS AND TAKING THE SCHOOL CENSUS

The States which placed the direction of, or the ultimate responsibility for, enforcing the school attendance laws, or a combination of the two, and taking the school census upon the county superintendents in 1880, 1905, and 1930 are given in Table 5.

TABLE 5.—States which place (placed) direction and the ultimate responsibility of enforcing the compulsory school attendance laws and taking the school census upon the county superintendents in 1880, 1905, and 1930

Function	1880	1905	1930
1	2	3	4
Enforcement of compulsory school attendance laws.	-----	California, Colorado, Delaware, Florida, Georgia, Maryland, Michigan, Missouri, Montana, Nebraska, Nevada, New Jersey, Utah, Washington.	Alabama, Arizona, Arkansas, ¹ California, Colorado, Florida, Georgia, Idaho, Illinois, Indiana, Kansas, Kentucky, Louisiana, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Jersey, ¹ New Mexico, North Carolina, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, South Dakota, Tennessee, Texas, Utah, Washington, Wisconsin, Wyoming.
School census, taking of.	Alabama, Arkansas, California, Colorado, Florida, Georgia, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Minnesota, Mississippi, Missouri, Nebraska, Nevada, New Jersey, North Carolina, Oregon, Pennsylvania, South Carolina, Tennessee, Texas, Virginia, West Virginia, Wisconsin.	Alabama, Arkansas, California, Colorado, Delaware, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, New Jersey, North Carolina, North Dakota, Oregon, Pennsylvania, South Carolina, South Dakota, Tennessee, Texas, Utah, Washington, West Virginia, Wisconsin, Wyoming.	Alabama, Arizona, Arkansas, California, Colorado, Florida, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Louisiana, Maryland, Michigan, Mississippi, Montana, Nebraska, New Mexico, North Dakota, Ohio, Oklahoma, Oregon, South Dakota, Texas, Tennessee, Utah, Washington, West Virginia, Wisconsin, Wyoming.

¹ Implied by law.

The enumeration of the educable children within the county is one of the responsibilities commonly placed in the county superintendents in the several States. This does not mean, however, that the county superintendents in all States with such legal prescriptions are personally to take the census nor that they shall have immediate direction of this particular activity. In some States the teachers or the local school officials within their respective districts are required to take the school census or employ some one to do it. In cases of

this kind the enumeration lists are sent to the county superintendent, who in turn compiles the lists for the county and forwards the same to the State School officials. In 1880 and in 1905 all States which had county superintendents placed the ultimate responsibility for or the direction of enumerating the educable children of the county in the hands of the county superintendents.

Of the 38 States which have county superintendents, 32 had such a provision by 1930.

CERTAIN VESTED APPOINTIVE POWERS

Assistant county superintendents.—In 1880 in the States of California, Iowa, and Minnesota the county superintendents were allowed to appoint the assistant county superintendents, and by 1905 they had the same authority in the States of California, Colorado, Idaho, Michigan, Minnesota, Mississippi, Nevada, North Dakota, Oregon, Utah, Washington, and Wisconsin, while in 1930 the laws of 19 States—Arizona, California, Colorado, Idaho, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Mississippi, North Dakota, Oklahoma, Pennsylvania, South Carolina, South Dakota, Texas, Washington, and Wyoming—had made like provisions for the appointment of assistant county superintendents by the county superintendents. The county boards of education in Maryland in 1880 were given the power to appoint the assistant county superintendents, and by 1905 two more States—Iowa and Louisiana—were added, while at the present time in 11 States—Alabama, Arkansas, Florida, Georgia, Kentucky, Louisiana, Maryland, North Carolina, Ohio, Pennsylvania, and Utah—the county boards of education appoint the assistant county superintendents. In 1880 and 1905 no State allowed the county board of commissioners or supervisors to appoint the assistant county superintendents; but at the present time the laws of Montana provide for this method of selection.

Concurrent with the power to appoint in some States is the power to remove the assistant county superintendents, but there is no expressed uniformity in this among the States. The county superintendents in California in 1880 were given this authority; in 1905 in Colorado, Idaho, Minnesota, North Dakota, Oregon, Utah, Washington, and Wisconsin they also had this authority; and at the present time there are 18 States—Arizona, California, Colorado, Idaho, Illinois, Indiana, Iowa, Kansas, Michigan, Minnesota, Mississippi, North Dakota, Oklahoma, South Carolina, South Dakota, Texas, Washington, and Wyoming—with the same specific provision in the laws, Maryland in 1880 was the only State which allowed the county boards of education to remove the assistant county superintendents, and by 1905 Louisiana also had a like provision in the laws, while 10 States—Alabama, Arkansas, Florida, Georgia, Kentucky, Louisi-

ana, Maryland, North Carolina, Ohio, and Utah—in 1930 authorized the removal of the assistant county superintendents by the county boards of education.

County school supervisors.—In 1880 and 1905 no State provided by law for the employment of county school supervisors, although the laws of Louisiana and Maryland in 1905 implied that the parish and county school boards might employ county school supervisors. At the present time the county superintendents in Illinois, Mississippi, and Wisconsin, are authorized by law to appoint county school supervisors, while the county boards of education in seven States—Alabama, Kentucky, Louisiana, Maryland, North Carolina, Oregon, and Tennessee—are permitted by law to make the appointments. No State at the present time allows the county boards of supervisors or commissioners to appoint county school supervisors.

In Illinois, Michigan, and Wisconsin the county superintendents are now empowered by law to remove the county school supervisors, while the county boards of education in all States in which they are allowed to appoint the county school supervisors are also allowed to remove them.

Clerks-stenographers.—In 1880 no State provided for the employment of clerks or stenographers for the county superintendent's office to be paid from county school funds. In 1905 Minnesota directed the county superintendents to appoint the clerks and stenographers for this office, and in 1930 the county superintendents in 21 States—Arizona, California, Idaho, Illinois, Iowa, Kansas, Michigan, Minnesota, Montana, Missouri, Nebraska, New Jersey, New Mexico, Oklahoma, Pennsylvania, South Carolina, South Dakota, Washington, West Virginia, Wisconsin, and Wyoming—make the appointments. Louisiana and Maryland in 1905 and eight other States—Alabama, Florida, Georgia, Kentucky, North Carolina, Ohio, Tennessee, and Utah—at the present time give the county boards of education the authority to appoint the clerks. Mississippi is the only State during either of the three periods which placed this appointive power in the county boards of supervisors, and only during the present time.

The county superintendents in 1905 and 1930 in all States in which they were given the authority to appoint the clerks (and stenographers were also given the authority to remove them, and also the county boards of education were allowed to dismiss the clerks (and stenographers) in all States in 1905 and 1930 in which they had the power to appoint. The law of Mississippi is silent as to who shall dismiss the clerks which may be employed for the county superintendent, but the law seems to indicate that the county superintendent has the authority.

Teachers.—In most States the power to appoint teachers has been and now is vested in the local school officials. The laws of some States, however, authorize the county superintendents or county boards of education to select and appoint teachers under certain conditions, as to fill vacancies, or when the local school officials fail to elect the teachers by a specified time. In some States the county boards of education appoint all teachers for the county except in certain classes of school districts. Similar provisions in the laws of several States relative to the removal or dismissal of teachers prevail.

The power to appoint teachers under certain conditions in Arkansas, California, Kentucky, and Mississippi in 1880, in Colorado and Mississippi in 1905, and in California, Florida, and Mississippi at the present time is vested in the county superintendents. In 1880 the county superintendents, together with the local school trustees, appointed the teachers in the county in the State of Louisiana. The county boards of education in 1880 in four States—California, Florida, Georgia, and Maryland—were authorized to appoint teachers. By 1905 this number had increased to six States—California, Georgia, Maryland, Minnesota, Missouri, and Nevada—while at the present time the laws of nine States—Alabama, Florida, Georgia, Kentucky, Louisiana, Maryland, New Mexico, Ohio, and Tennessee—provide for appointment of teachers within the county by the county boards of education. In some of these States the county boards of education have this authority only in certain classes of school districts or under certain other conditions.

The county superintendents in Colorado and Kentucky in 1880, in Kentucky, Mississippi, and North Dakota in 1905, and at the present time in Mississippi and New Mexico, under certain conditions, are allowed to remove the teachers. The laws of Florida, Georgia, Louisiana, and Maryland in 1880 provided for the removal of teachers by the county boards of education. In 1905 the county boards of education in Maryland, New Mexico, and North Carolina had the same power, while at the present time teachers may be removed by the county boards of education in nine States—Alabama, Florida, Georgia, Kentucky, Louisiana, Maryland, North Carolina, Ohio, and Tennessee. In some of these States the county boards of education likewise have this right only under certain conditions or in certain classes of school districts.

Local school trustees.—The selection of trustees of local school districts is a right generally placed in the electorate of the local school district. In some of the States, however, the county superintendents and county boards of education are vested with the power to appoint the local school officials under certain conditions and in certain classes of school districts.

In 1880 the county superintendents in 10 States were allowed to appoint local school trustees, but by 1905 this number had increased to 13 States, while at the present time the laws of 19 States provide that the county superintendents appoint local school trustees; however, during each of the three periods the county superintendents have this power only under certain conditions, as filling vacancies, and appointment of local school officials for newly created districts. The county boards of education in 1880 and 1905 each appointed local school officials in 6 States, but at the present time these boards appoint local school trustees in 10 States. Louisiana is the only State which gives the power to the county boards of education not only to appoint the local school trustees but also the determination of whether or not there shall be trustees for the local schools.

The trends in the laws of the several States relative to certain appointive powers vested in the county superintendents, county boards of education, and county boards of supervisors or commissioners (or other county governing bodies) during the three periods are:

I. *Assistant county superintendents.*—(A) Appointment: (1) An increase in the number of States which authorized the county superintendents to appoint the assistant county superintendents, from 3 in 1880 to 12 in 1905, and to 19 in 1930. (2) An increase in the number of States which vested the power to appoint assistant county superintendents in the county boards of education, from 1 in 1880 to 3 in 1905, and to 11 in 1930. (3) Only one State allowed the county boards of commissioners or supervisors to appoint the assistant county superintendents, and that is during the present period. (B) Removal: (1) An increase in the number of States in which the county superintendents were allowed by law to remove the assistant county superintendents, from 1 in 1880 to 8 in 1905, and to 18 in 1930. (2) An increase in the number of States which gave the power of removal of assistant county superintendents to the county boards of education, from 1 in 1880 to 2 in 1905, and to 12 in 1930.

II. *County school supervisors.*—(A) Appointment: (1) During the first two periods, 1880 and 1905, no State specifically provided by law for county school supervisors, although the laws of Louisiana and Maryland in 1905 might be interpreted to include them. (2) By 1930 the county superintendents were allowed to appoint county school supervisors in three States. (3) By 1930 the county boards of education in seven States were permitted to appoint the county school supervisors. (4) No State provides by law for the appointment of county school supervisors by the county boards of commissioners or supervisors. (B) Removal: (1) Three States allow the county superintendents at the present time to discharge the county school supervisors. (2) The county boards of education in seven States at

the present time have the authority to dismiss the county school supervisors.

III. *Clerks-stenographers*.—(A) Appointment: (1) In 1880 no State provided for clerks or stenographers for the county superintendents, the salaries of whom were to be paid from county funds. (2) An increase in the number of States which provided by law for the appointment of clerks and stenographers by the county superintendents, from 1 in 1905 to 21 in 1930. (3) An increase in the number of States in which the county boards of education were authorized by law to appoint the clerks and stenographers for the county superintendent's offices, from 2 in 1905 to 10 in 1930. (4) Only one State authorized (1930) the county boards of commissioners or supervisors to appoint the clerks and stenographers. (B) Removal: (1) An increase in the number of States in which the county superintendents were allowed to discharge the clerks and stenographers employed, from 1 in 1905 to 18 in 1930. (2) An increase in the number of States which vested the power of removal of the clerks and stenographers in the county boards of education, from 2 in 1905 to 10 in 1930.

IV. *Teachers*.—(A) Appointment: (1) A decrease in the number of States which placed the power of appointment of teachers in the county superintendents, from 5 in 1880 to 2 in 1905, and to 3 in 1930. (2) An increase in the number of States in which the county boards of education appointed teachers, from 4 in 1880 to 6 in 1905, and to 9 in 1930. (B) Removal: (1) A shift in the number of States which allowed the county superintendents to discharge teachers, from 2 in 1880 to 3 in 1905, and to 2 in 1930. (2) An increase from 4 States in 1880 to 3 in 1905, and to 9 in 1930, in which the county boards of education were given authority to remove teachers.

V. *Local school trustees*.—(1) An increase in the number of States which allowed the county superintendent to appoint local school trustees or officials, from 10 in 1880 to 13 in 1905, and to 19 in 1930. (2) An increase in the number of States which vested in the county boards of education the power to appoint local school trustees, from 6 in 1880 and 6 in 1905 to 10 in 1930. (3) Only one State gave to the county boards of education the right and power to determine whether or not there should be local school trustees, and this is at the present time.

CERTAIN VESTED POWERS AND DUTIES CONCERNING SCHOOL FINANCE

For the proper administration of county school systems, certain duties concerning school finance have and are now required of the county superintendents and the county boards of education in the several States during each of the three periods as shown by Table 6. In some States where duties are required of the county boards of

education in connection with school finance, the county superintendents act as an agent or adviser to the county boards of education or as an adviser to some other county board of which the law makes the requirements.

TABLE 6.—*Certain duties required of the county superintendents in the several States concerning matters of school finance in 1880, 1905, and 1930*

Function	1880	1905	1930
1	2	3	4
Apportionment of county school funds.	Arkansas, California, Colorado, Florida, Georgia, Illinois, Kansas, Kentucky, Nebraska, Nevada, New Jersey, Oregon, Texas, West Virginia, Wisconsin.	Alabama, California, Colorado, Georgia, Idaho, Illinois, Kansas, Kentucky, Minnesota, Montana, Nebraska, North Dakota, Oregon, South Carolina, South Dakota, Texas, Utah, Washington, West Virginia, Wisconsin, Wyoming.	Arizona, California, Colorado, Georgia, Idaho, Illinois, Kansas, Montana, Mississippi, Nebraska, New Jersey, North Dakota, Ohio, Oklahoma, Oregon, South Carolina, South Dakota, Texas, Utah, Washington, West Virginia, Wyoming.
Preparation of a county school budget.	California, Colorado, Georgia, Iowa, Kansas, ¹ Kentucky, Louisiana, Maryland, Mississippi, Missouri, South Carolina, Wisconsin. ¹	California, Colorado, Florida, Georgia, Illinois, Iowa, Kansas, Kentucky, Louisiana, Maryland, Michigan, Montana, Nevada, North Carolina, Utah.	Alabama, Arizona, Arkansas, California, Colorado, Florida, Georgia, Idaho, Illinois, Kansas, Kentucky, Louisiana, Maryland, Michigan, ¹ Minnesota, Mississippi, Missouri, Montana, ¹ Nebraska, New Mexico, New Jersey, North Carolina, Ohio, Oklahoma, Oregon, South Carolina, ¹ Tennessee, Texas, Utah, ¹ Washington, West Virginia, ¹ Wyoming.

¹ Implied from certain provisions in the law.

Apportionment of county school funds.—In 1880 the county superintendents in 15 States were directed to apportion the county school funds to the respective school districts within the county. By 1905 this number had increased to 21 States, and at the present time in 22 States the county superintendents are required to make the apportionment.

School budget.—One of the most important functions connected with school finance of the county school system is the preparation of the budget. Some States listed in Table 6 do not specify that a budget shall be prepared, but only an estimate, while the laws of other States imply that a budget must be prepared. After the budgets have been prepared in some States, they are presented to the county boards of education, which, in turn, present them to the county governing body, while in other States, where the county superintendents are either expressed or impliedly required by law to prepare a budget, the budgets are presented direct to the county governing bodies. In some States the laws expressly provide that the county boards of education shall prepare a budget, while in others a reasonable interpretation of the law implies this.

In 1880 the county superintendents in 12 States were required to make an estimate or prepare a budget for the county school systems, and in 1905 there were 15 States with the same provision. At the present time the laws of 32 States have like provisions. In 1880 in California, Florida, Georgia, Louisiana, Maryland, and South Carolina, and in 1905 in California, Delaware, Florida, Georgia, Iowa, Louisiana, Maryland, and Nevada, but at the present time in 16 States—Alabama, Arkansas, Florida, Georgia, Illinois, Kentucky, Louisiana, Maryland, Minnesota, New Mexico, North Carolina, Ohio, South Carolina, Tennessee, Texas, and Utah—the county boards of education are required by law to prepare or have prepared a budget of school finances for the county.

CERTAIN VESTED POWERS IN MATTERS OF SCHOOL ORGANIZATION

The organization of school or school districts is a power often granted in some States to the county superintendents and county boards of education, as well as the governing bodies of the county. Generally the power of organization is vested in the people of the local area. In some States, however, the county superintendents and the county boards of education act jointly in matters connected with school districts and the establishment or dissolution of schools only upon petition of the people of the local district, the initiative originating with the people of the local district. In the presentation of this phase of the study the different classes of schools and school districts are not differentiated.

School districts.—In the matter of creating and dissolving school districts the county superintendents and the county boards of education have certain powers in a number of States. In some States these officials are given this authority only on a petition presented to them by the people of the local area or under certain conditions, while in other States the county boards of education of their own initiative may create and dissolve school districts.

Ten States in 1880 and five States in 1905 authorized the county superintendents to create certain classes of school districts under certain conditions which were specified by law and which vary in different States, but no State at the present time gives this authority to the county superintendents. The county boards of education in 4 States in 1880, 10 States in 1905, and 16 States at the present time may create school districts, in some States of their own initiative and in others under certain conditions.

The power to dissolve school districts under certain conditions was vested in the county superintendents in 3 States in 1880, 4 States in 1905, and 2 States—Kansas and Nebraska—at the present time. In 4 States in 1880 and 9 States in 1905 the county boards of education were allowed to dissolve school districts, in some of which, how-

ever, they had this power only in certain classes of school districts. At the present time the laws of 17 States place this power in the county boards of education.

Establishment of schools.—Under certain conditions, which vary among the States, the county boards of education and the county superintendents during each of the periods were authorized to establish schools. In some States the county boards of education were vested with the power to establish schools of their own initiative. The county superintendents in Kentucky in 1880, Oregon and Tennessee in 1905, and Kansas at the present time, under certain conditions specified by law, may establish schools. In 1880 the county boards of education in seven States were authorized to establish schools within their respective counties. By 1905 there were 10 States with like provisions in their laws, while at the present time this power is vested in the county boards of education in 14 States. In some of these States, however, this authority is granted only under certain conditions.

SCHOOL BUILDINGS

In many States the people or the local school officials of the districts are given complete authority over the matters of school buildings and sites. In a number of States, however, the county superintendents and the county boards of education have certain powers over school buildings and sites.

The county boards of education were authorized by law in 1880 to construct school buildings in Florida, Georgia, Louisiana, and Maryland, and in 1905 they had the same authority in seven States—Florida, Georgia, Louisiana, Maryland, Minnesota, Nevada, and North Carolina—while at the present time the laws of nine States—Alabama, Florida, Georgia, Kentucky, Louisiana, Maryland, New Mexico, North Carolina, and Utah—provide that the county boards of education may construct school buildings within the county. The county superintendents in California, Florida, Georgia, Iowa, Kentucky, Nevada, Texas, and West Virginia in 1880 were given the authority to approve plans for school buildings. In 1905 the county superintendents had similar powers in California, Georgia, Iowa, Kentucky, North Carolina, and West Virginia, and at the present time plans for school buildings are required by law to be approved by the county superintendents in 12 States—Alabama, Arkansas, California, Georgia, Kentucky, Illinois, Iowa, Montana, North Dakota, Oklahoma, Oregon, and Washington.

Sites—Locations.—During each of the three periods the county superintendents in Nebraska were allowed to locate sites for school buildings. The county boards of education in Florida, Georgia, Louisiana, Maryland, and North Carolina in 1880 and 1905 located

sites for school buildings. At the present time the county boards of education in 10 States—Alabama, Florida, Georgia, Kentucky, Louisiana, Maryland, New Mexico, North Carolina, Ohio, and Utah—have the same powers.

Purchase or sale of sites.—The laws of Illinois and Nebraska in 1880 directed the county superintendents to purchase or sell school sites, and in 1905 the laws of Idaho and Illinois had like provisions, while at the present time the county superintendents in Idaho, Illinois, Kansas, and Oklahoma are allowed the same privileges. The authority to purchase or sell sites, or both, was vested in the county boards of education in Florida, Georgia, Louisiana, and Maryland in 1880, and to this number of States North Carolina was added by 1905, while the same authority is allowed the county boards of education at the present time in nine States—Alabama, Florida, Georgia, Kentucky, Louisiana, Maryland, New Mexico, North Carolina, and Utah.

In some of the States the laws provide that the county superintendents shall act as representatives or agents of State school officials. No distinction is made here concerning the powers and duties of the county superintendents when acting as agents of State officials and when acting in their own right and powers. In some of the States shown in this table the county superintendents are members of committees which have this power in certain phases of teacher certification, but no distinction is here as to this differentiation.

CHAPTER III.—QUALIFICATIONS, SALARIES, AND METHOD OF SELECTION OF COUNTY SUPERINTENDENTS IN THE SEVERAL STATES IN 1880, 1905, AND 1930

METHOD OF SELECTION

The method of selection of the county superintendents varied among the States, and often within the States, from one period to another, as shown by Table 1.

TABLE 1.—Method of selection of county superintendents in the several States in 1880, 1905, and 1930

Method of selection	1880	1905	1930
1	2	3	4
Elected by popular vote....	California, Colorado, Florida, Illinois, Iowa, Kansas, Kentucky, Minnesota, Missouri, Nebraska, Nevada, Oregon, South Carolina, Texas, ¹ West Virginia, Wisconsin.	Alabama, California, Colorado, Idaho, Illinois, Iowa, Kansas, Kentucky, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, Nevada, ² North Dakota, Oregon, South Carolina, South Dakota, Utah, Washington, West Virginia, Wisconsin, Wyoming.	Alabama, ¹ Arizona, California, Colorado, Florida, Georgia, Idaho, Illinois, Kansas, Michigan, Minnesota, Mississippi, Missouri, Montana, Nebraska, New Mexico, ³ North Dakota, Texas, Washington, West Virginia, Wisconsin, Wyoming, Oklahoma, Oregon, South Carolina, South Dakota.
Appointed (elected) by the county board of education.	Georgia, Louisiana, Maryland, North Carolina.	Florida, Georgia, Louisiana, Maryland, North Carolina.	Alabama, ¹ Arkansas, Kentucky, Louisiana, Maryland, North Carolina, Ohio, Utah, Virginia. ⁴
Appointed (elected) by county board of commissioners' court.	Texas.....
Appointed (elected) by the county court.	Tennessee.....	Arkansas, Tennessee....	Tennessee.
Appointed by the governor.	Delaware.....
Appointed by State superintendent of education.	Alabama.....	N w Jersey.
Appointed by the State board of education.	Mississippi, New Jersey, Virginia.	New Jersey.....
Elected by township trustees in convention.	Indiana.....	Indiana.....	Indiana.
Elected by county school directors or trustees.	Arkansas, Pennsylvania.	Pennsylvania.....	Iowa, Pennsylvania.

¹ In some counties.
² County judge was ex officio county superintendent.
³ District attorney was ex officio county superintendent.
⁴ Division superintendent.

The trends in the laws of the several States concerning the method of selecting county superintendents are: (1) Popular vote was, and still is, the predominant method, the number of States in which this was used having increased from 17 (60.7 per cent) in 1880 to 24 (66.6 per cent) in 1905, and to 26 (68.4 per cent) in 1930. (2) An increase in the number of States in which the county boards of education have been allowed to elect the county superintendents, from 4 (14 per cent)

in 1880 to 5 (14 per cent) in 1905, and to 8 (22 per cent) in 1930. (3) Only one State provided for selection of the county superintendent by the county board of commissioners' court, and this was in 1905. (4) In one State, in 1880 and 1930 each, and in two States in 1905 the county courts elected county superintendents. (5) In one State in 1905 only were county superintendents appointed by the governor. (6) The State superintendents of education in one State, in 1880 and 1930 each, appointed the county superintendents. (7) The number of States which provided for selection of the county superintendents by the State boards of education, from three in 1880, one in 1905, to none in 1930. (8) During each of the three periods in one State the township trustees in convention selected the county superintendents. (9) In two States, in 1880 and 1930 each, and in one State in 1905 the county school directors or trustees elected the county superintendents.

SALARIES OF COUNTY SUPERINTENDENTS

The trends in the laws of the several States concerning the salaries of the county superintendents are: (1) The maximum amount provided in the States in which the law specified the salaries increased from \$2,000 in 1880 to \$3,600 in 1905, and to \$12,000¹ in 1930. (2) The number of States in which the maxima and minima salaries were specified by law, but the amounts between the ranges were determined by the county boards of education, increased from 2 in 1880 to 3 in 1905, and to 6 in 1930. (3) The number of States in which the county boards of supervisors or commissioners (or other like county bodies) were authorized to determine the county superintendents' salaries decreased from 11 in 1880, and 14 in 1905 to 6 in 1930. (4) Provision in four States in 1880 and 1930 that county superintendents' salaries be based upon the assessed valuation of the county. (5) The number of States in which the county superintendents' salaries were based upon the number of school districts within the county decreased from four in 1880, one in 1905, to none in 1930. (6) The number of States which allowed the salaries of the county superintendents according to school population or school census of the county decreased from 3 in 1880 and 4 in 1905 to 2 in 1930. (7) An increase in the number of States which used the number of schoolrooms within the county as the basis for determining the salaries of the county superintendents, from none in 1880 and 1 in 1905 to 3 in 1930. (8) The number of States in which the county superintendents' salaries were dependent upon the amount of county school funds decreased from 3 in 1880 (4 in 1905) to 1 in 1930. (9) The number of States in which the population of the county was used as the basis for determining the salaries of the county superintendents increased from 4 in 1880 to 7 in 1905, and to 14 in 1930.

¹ Cook County, Ill., only.

TABLE 2.—Summary of principal legal provisions governing the salaries of county superintendents¹

State	Salary	Paid by—	Fixed by—	Basis
1	2	3	4	5
Alabama.....	Minimum and maximum fixed by legislature in some counties, which generally vary from \$1,500 to \$3,000; no limits in other counties.	County.....	Generally fixed by county board of education.	Judgment of county board of education.
Arizona.....	\$2,400, \$2,400, \$2,000, and \$1,500 in first, second, third, and fourth class counties, respectively.	do.....	Law.....	Counties are grouped into 4 classes on basis of evaluation.
Arkansas.....	\$1,500 minimum; no maximum fixed by law.	State pays \$1,500.	Amount over \$1,500 fixed by county board of education.	Judgment of county board of education.
California.....	Varies from \$1,000 to \$5,000, with few exceptions.	County.....	Law.....	Fixed for each county by separate legislative act.
Colorado.....	Salaries vary from \$3,000 in first-class counties to \$100 in eighth-class, depending on classification of county.	do.....	do.....	Counties are grouped into 8 classes on basis of population.
Florida.....	Minimum varies from \$600 to \$2,400, according to classification of county.	do.....	do.....	Receipts of school money and population; counties are grouped into 7 classes, according to receipts, and into 4 classes on basis of population.
Georgia.....	Minimum of \$450 plus \$150 for traveling expenses; no maximum fixed by law.	State.....	County board of education may increase.	Judgment of county board of education.
Idaho.....	Minimum, \$1,000; maximum, \$2,000.	County.....	County board of commissioners, subject to limits stated.	Judgment of county board of commissioners.
Illinois.....	Minimum varies from \$2,500 to \$5,000, according to classification of county; except in Cook County, where the minimum is \$12,000. No maximum fixed by law.	State (deducted from county's share of school fund).	Board of county commissioners may increase.	Counties grouped into 9 classes on basis of population.
Indiana.....	Minimum, \$1,800; no maximum fixed by law.	County.....	Township school trustees may increase.	Judgment of township school trustees.
Iowa.....	Minimum, \$1,800; maximum, \$3,000.	do.....	County board of supervisors, subject to limits stated.	Judgment of county board of supervisors.
Kansas.....	Salaries vary from \$4 per day (for not more than 180 days per year) to \$2,500 per year, according to classification of county.	do.....	Law.....	Counties are grouped into 4 classes on basis of school population, and into 3 classes on basis of general population.
Kentucky.....	Minimum, \$1,200; no maximum fixed by law.	do.....	County board of education may increase.	Judgment of county board of education.
Louisiana.....	No limits fixed by law.	Parish (county).	Parish board of education.	Judgment of parish board of education.
Maryland.....	Minimum varies from \$2,500 to \$4,140, depending on number of teachers and years of service.	County, one-third; State, two-thirds.	County boards of education may increase.	Number of teachers and tenure of office.

¹ As revised by Dr. Ward W. Kessecker, of the Office of Education, which shows the legal provisions in force in 1931.

TABLE 2.—Summary of principal legal provisions governing the salaries of county superintendents—Continued

State	Salary	Paid by—	Fixed by—	Basis
1	2	3	4	5
Michigan.....	Minimum salary ranges from \$500 to \$2,000, according to classification of county. No maximum salary fixed by law.	County.....	County board of supervisors may increase.	Counties grouped into 6 classes on basis of number of school-rooms.
Minnesota.....	Minimum, \$15 per school up to \$1,000, thereafter \$12.50 per school up to \$2,000; \$2,400 in certain counties having more than 60 townships and 45,000 population. No maximum fixed by law. ¹	do.....	County board of education may increase.	Number of schools in county; also number of townships and population.
Mississippi.....	Salaries vary from \$2,500 to \$3,600, according to classification of counties.	do.....	Law.....	Counties grouped into 8 classes on basis of valuation.
Missouri.....	Salaries vary from \$1,050 to \$6,000, according to classification of counties.	County and State; State pays \$400 to each county.	do.....	Counties grouped into 10 classes on basis of population.
Montana.....	Salaries vary from \$2,000 to \$2,400, according to classification of county.	County.....	do.....	Counties are classified on basis of valuation.
Nebraska.....	Minima vary from \$1,200 to \$2,500, according to classification of county; no maximum fixed by law.	do.....	County board of education may increase.	Counties are grouped into 8 classes on basis of school population.
New Jersey.....	Fixed at \$5,000 in all counties.	State.....	Law.....	
New Mexico.....	Salaries vary from \$1,600 to \$2,500, according to classification of county.	County.....	do.....	Counties grouped into 5 classes on basis of number of school-rooms.
North Carolina.....	Salaries vary from \$2,000 to \$4,000, according to classification of county.	do.....	do.....	Counties grouped into 5 classes on basis of population.
North Dakota.....	Salaries vary from \$1,800 to \$3,000, according to classification of county.	do.....	do.....	Counties grouped into 4 classes on the basis of population.
Ohio.....	Minimum, \$1,200. (None is nearly so low); no maximum fixed by law.	State pays one-half of salary up to \$2,000; remainder paid by county.	County board of education may increase.	Judgment of county board, but can not be less than \$1,200.
Oklahoma.....	Fixed by special acts in a few counties, varying from \$1,800 to \$4,000; varies in other counties, depending on population.	County.....	Law.....	Total population.
Oregon.....	Fixed by special acts; vary from \$1,200 to \$3,000, one county excepted, which is \$400.	do.....	do.....	
Pennsylvania.....	Minimum varies from \$3,000 to \$4,500, according to classification of county; no maximum fixed by law.	do.....	Local boards of school directors of county may increase.	Counties are grouped into 4 classes on basis of total population.
South Carolina.....	Fixed by special acts; vary from \$700 to \$4,000.	do.....	do.....	
South Dakota.....	Salaries vary from \$1,000 to \$2,500, depending on population of county.	do.....	Law.....	Counties grouped into 3 classes on basis of total population; salaries in each class may vary on basis of population.

¹ In a few other counties salaries are fixed by special law.

TABLE 2.—Summary of principal legal provisions governing the salaries of county superintendents—Continued

State	Salary	Paid by—	Fixed by—	Basis
1	2	3	4	5
Tennessee.....	No limits fixed by law.....	County.....	County court.....	Judgment of county court.
Texas.....	Minimum salary varies from \$1,600 to \$2,800, based on total population. ¹	do.....	County board of education may supplement, subject to certain limits.	Counties grouped into 9 classes on basis of population.
Utah.....	No limits fixed by law.....	do.....	County board of education.	Judgment of county board of education.
Virginia (district superintendent).	Minimum, \$1,000 in counties of less than 3,000 population; \$1,600 in counties with more than 3,000 population plus \$10 for each additional 100 population or major fraction thereof. ²	One-half paid by State; remainder by county or local division.	Local school board may increase with approval of State board of education.	Total population.
Washington.....	Salaries vary from \$1,200 to \$3,600, depending on classification of county.	County.....	Law.....	Counties grouped into 9 classes on basis of total population.
West Virginia.....	Salaries vary from \$1,200 to \$2,100, depending on classification of county. ³	State. (Deducted from county's share of school fund.)	do.....	Counties grouped into 4 classes on basis of number of school-rooms.
Wisconsin.....	Minimum varies from \$1,200 to \$1,600, depending on classification of county; no maximum fixed by law.	County.....	County board of education may increase.	Counties grouped into 3 classes on basis of number of teachers.
Wyoming.....	Salaries vary from \$500 to \$1,000, depending on classification of county.	do.....	Law.....	Counties grouped into 3 classes, depending on valuation.

¹ May not be less than \$2,800 nor more than \$3,800 in counties having between 10,001 and 150,000 population. A few counties by special acts may exceed \$3,800, e. g., it is fixed at \$4,000 for Dallas County.

² In counties or divisions with fewer than 3,000 population, State board may fix salary at \$750 when superintendent acts as school principal or performs other school work.

³ County superintendent is ex officio county financial secretary of school matters, for which he receives, in addition to his salary as county superintendent, \$75 per annum, or 75 cents per teacher if in county with more than 100 teachers.

QUALIFICATIONS

The qualifications prescribed by law for the office of county superintendent in the several States at the present time are here given in Table 2. While certain qualifications are prescribed, the laws of many States specify certain alternates, under either of which the applicants for the office may qualify.

TABLE 3.—Qualifications prescribed for the office of county superintendency in the several States in 1930

State	1930
Alabama.....	To hold an Alabama certificate in administration and supervision, based as a minimum upon graduation from a standard normal school or equivalent thereto, with at least 1 year additional study of college grade and proof of 3 years' successful teaching experience (and qualified elector in certain counties).
Arizona.....	Holder of a legal certificate to teach in the schools of Arizona; able to speak, write, and read English, and to be a citizen of the United States, Arizona, and the county.

TABLE 3.—Qualifications prescribed for the office of county superintendency in the several States in 1930—Continued

State	1930
Arkansas.....	To meet the standards of qualifications prescribed by the State board of education, and to have been certified by the State department of public instruction as having met said standards.
California.....	To be the holder of a teacher's certificate authorizing him to teach in the public schools of the State, have had at least 2 years' experience as a teacher, supervisor, or administrator, as prescribed by the State board of education, and be a qualified elector of the State and county.
Colorado.....	To be a citizen of the United States over 21 years of age, a qualified elector of the State and county, and have resided in the county 1 year preceding election.
Delaware.....	This State does not have county superintendents.
Florida.....	To be of good moral character, temperate, upright, respectable, competent, in full sympathy with the public educational system of the State, a holder of a Florida certificate, and a qualified elector of the county.
Georgia.....	To have had 3 years of teaching experience, holder of a first-grade high-school license, or, in lieu thereof, to be the holder of a diploma from a literary college or normal school, or to have had 5 years' experience in actual supervision of schools, pass an approved examination before a State board of education as to qualifications, and to be a person of good moral character, never convicted of any crime involving moral turpitude, and be a qualified elector of the State and county.
Illinois.....	To be of good moral character, actually engaged in educational work, and the holder of a valid county supervisor's certificate, or a State certificate granted by the State superintendent of public instruction, to have had at least 4 years' experience in teaching, and be a qualified elector of the State and county.
Indiana.....	To have had 3 years' successful experience in public schools, and to be the holder at the time of election of a professional life license granted upon examination held by the State board of education, or a life license granted by the State board of education or a 4-year standard course, or a 4-year normal course, or a county superintendent's certificate granted without examination by the State board of education to a graduate of a 4-year standard college, or a 4-year standard normal school, or to be a holder of a first-grade high-school principal's license, or to have had at least 4 years of successful experience out of a period of 12 years next preceding the passage of this act (1925), either as a superintendent of schools of any city, or town, or county of Indiana, or to be a holder of a first or second grade superintendent's license, requiring at least the holder of a high-school diploma.
Iowa.....	To be the holder of a regular 5-year State certificate or life diploma, and to have had 5 years' experience in teaching or superintending.
Kansas.....	To be the holder of a first-grade certificate or a State certificate, or be a graduate of an accredited college or normal school, have taught at least 18 months (and a qualified elector of the county). ¹
Kentucky.....	To be the holder of a proper certificate in scholarship, administration, and supervision issued to applicants who file evidence of having taught at least 4 years in public schools or college and have satisfied the requirements for the issuance of a standard or professional certificate for high-school teaching, and in addition thereto to have had college credit of 6 semester hours in public-school administration and supervision.
Louisiana.....	To meet the qualifications as fixed by the State board of education from time to time (but not required to be a resident of the county).
Maryland.....	To be the holder of a certificate in administration and supervision granted by the State superintendent of public schools, requiring graduation from a standard university or college, or the equivalent in scholastic preparation, and the completion in addition thereto of 1 year of graduate work in addition in a recognized university, including public-school administration, supervision and methods of teaching, or the equivalent in scholastic preparation, and 2 years' experience as a teacher.
Michigan.....	To be a graduate of a literary department of a reputable college or university or normal school, with a 3-year course, or to be the holder of a State teacher's certificate, or of an indorsed first-grade certificate, or of a certificate granted not in the State of Michigan, and in each to have had 12 months' experience as a teacher in the public schools in the State of Michigan, and to be a qualified elector of the county and State. In counties with 50 or fewer teachers, the holders of a second-grade certificate is eligible for election in the county where the certificate is granted.

¹ Opinion of the State superintendent of public instruction, Nov. 29, 1929.

TABLE 3.—Qualifications prescribed for the office of county superintendency in the several States in 1930—Continued

State	1930
Minnesota.....	To be a citizen of the United States, and qualified elector of the State and county.
Mississippi.....	To be a qualified elector and resident citizen of the State of Mississippi for 4 years, and the county for 2 years, immediately preceding election; to pass an examination prescribed by law and have received a certificate accordingly; to be graduate of a high school requiring at least 15 units for graduation or the equivalent thereof, and have had 2 years' successful experience as a teacher in the public schools of the State, or be a graduate of a standard college or university.
Missouri.....	To be 24 years of age, to have taught or supervised schools as the chief work during the last 2 years, or have been a student in a State teachers college or university; to be the holder of a diploma from a State normal school or university, or to be the holder of a State certificate or a first-grade county certificate, and to be a qualified elector of the county.
Montana.....	To be a citizen of the State and elector of the county, 21 years of age, without regard to sex.
Nebraska.....	To be the holder of a first-grade county certificate issued by the State and in full force at the time of election.
Nevada.....	Does not have county superintendents, but assistant State superintendents over a number of counties within the State.
New Jersey.....	To be the holder of the highest teacher's certificate issued in the State, and to have been a resident of the State for at least 3 years immediately preceding appointment.
New Mexico.....	To be a citizen of the United States and the State of New Mexico, and a qualified elector of the county without regard to sex.
New York.....	This State does not have the county superintendent, but has district superintendents.
North Carolina.....	To be a practical teacher or administrator who holds or is entitled to hold a superintending certificate under the rules and regulations of the State board of education and is physically fit.
North Dakota.....	To be a graduate of some reputable normal school or higher institution of learning, or to be a holder of a second-grade professional certificate and have had at least 2 years' successful experience in teaching, one of which must have been in the State of North Dakota, and be a qualified elector of the State and county.
Ohio.....	To have had 5 years' experience as a superintendent and to be the holder of a life high-school certificate or to have had 6 years' experience in teaching, with 2 years' additional experience in supervision, and to be the holder of at least a 3-year high-school certificate or to have had 5 years' experience as a superintendent, and to be the holder of a county high-school certificate and to be a graduate of a recognized college or university, or to have had 5 years' teaching experience with 1 year of professional training in school administration and supervision in a recognized college or university, and to be the holder of a high-school life certificate or to have had 5 years' experience with 1 year's professional training in a college or university in administration and supervision; to be the holder of a county high-school certificate, and be a graduate of a college or university.
Oklahoma.....	To be the holder of a county first-grade certificate and to be a qualified voter of the county.
Oregon.....	To have been actually engaged in teaching not less than 27 school months, 12 of which must have been in the State of Oregon, county superintendency to count as the actual experience; to be the holder of a certificate based upon graduation from a standard normal school, university, or college, or to be the holder of a life certificate entitling him to teach in all the grades of public elementary schools and public high schools of Oregon, and to furnish proof of same.
Pennsylvania.....	To be the holder of a diploma from a college or other institution approved by the College and University Council of Pennsylvania; having had 6 years' successful teaching experience, not less than 3 of which must have been in a supervisory or administrative capacity, provided that completing any college or university, a graduate course in administration which is approved by the college or university council shall be accepted in lieu of 3 years of service in a supervisory or administrative capacity (and qualified elector in the county and State). ¹
South Carolina.....	Qualified elector of the county and State.

¹ Opinion of State superintendent of public instruction, Nov. 29, 1929.

TABLE 3.—Qualifications prescribed for the office of county superintendency in the several States in 1930—Continued

State	1930
South Dakota.....	To have had 2 years' experience, to be the holder of a South Dakota State certificate for 1-year prior to induction into office, and a qualified elector of the State and county.
Tennessee.....	To be a person of literary attainments and experience in the art of teaching and administration, and to be the holder of a certificate of qualifications issued by the State board of education and pass a physical examination (and in certain counties when the office is elective a qualified elector of the county).
Texas.....	To be a person of educational attainments of good moral character, executive ability and the holder of a teacher's first-grade certificate or teacher's permanent certificate, and a qualified elector of the county.
Utah.....	To be the holder of a life diploma of a grammar-school grade, and subscribe to the constitutional oath.
Virginia.....	Does not have a county superintendent, but a divisional superintendent.
Washington.....	To have taught at the time of election in the public schools of the State for 2 years, of a 9 months' term each, and to be the holder of a first-grade or higher certificate.
West Virginia.....	To be a resident of the county and to possess one of the following qualifications: (1) To be the holder of a life certificate with 9 weeks of training in school administration and supervision, or (2) to be the holder of a supervisor's certificate, or (3) to be the holder of a diploma of graduation from a standard normal course, or who in the judgment of the State board of education has completed work equivalent thereto, or (4) to be the holder of a first-grade elementary certificate or its equivalent issued prior to July 1, 1922, with 10 years' experience as teacher, and 9 months of training in school administration and supervision, and be a qualified elector of the State and county.
Wisconsin.....	To be a resident citizen of the county and State; to have taught 8 months in the schools of Wisconsin, and to be the holder of a certificate entitling him to teach in any public school of the State.
Wyoming.....	To be the holder of a Wyoming teacher's certificate of as high a rank as first class in full force and effect during his term of office and to be a qualified elector of the county and State and a citizen of the United States.

In 1880 the only absolute educational qualifications prescribed in 3 States—Iowa, Mississippi, and Missouri—were teachers' certificates, but by 1905 the number of States with this prescription had increased to 13—Arkansas, Indiana, Iowa, Kentucky, Mississippi, Missouri, Nebraska, New Jersey, North Dakota, Oregon, Texas, Utah, and Wisconsin—and at the present time (1930) the laws of 14 States—Arizona, Florida, Michigan, Nebraska, New Jersey, North Dakota, Oklahoma, Ohio, South Dakota, Tennessee, Texas, Utah, West Virginia, and Wyoming—prescribe teachers' certificates as the only educational prerequisites. In 1880 no State prescribed any definite amount of experience, although some States prescribed that the county superintendents should be experienced in the art of teaching. By 1905 there were 9 States—Delaware, Idaho, Kansas, Michigan, Montana, North Carolina, Oregon, Washington, and Wisconsin—in which a definite amount of teaching experience was required as a prerequisite for the office, and in 1930 experience in a definite amount is a prerequisite in 17 States—Alabama, California, Georgia, Idaho, Illinois, Indiana, Iowa, Kansas, Kentucky, Mary-

land, Mississippi, Ohio, Oregon, Pennsylvania, South Dakota, Washington, and Wisconsin.

No State in 1880 specifically required the county superintendents to be college or normal-school graduates, but in 1905 Pennsylvania made this a prerequisite for the office. At the present time (1930) the States of Alabama, Maryland, Ohio, and Pennsylvania require the county superintendents to be college or normal-school graduates. In some States, however, the State departments of education are given authority to fix the qualifications required for the office of county superintendency, which may include college graduation.

During the periods of 1880 and 1905 no State required the county superintendents to hold special superintendents' or supervisors' certificates, but at the present time this is a requirement in five States—Alabama, Illinois, Kentucky, Maryland, and North Carolina. Only two States—Alabama and Maryland—have ever required (1930) the county superintendents to have had graduate work in college or university as a prerequisite for the office.

In 1880 there were 20 States in which citizenship was the only absolute requirement, and by 1905 this number had been reduced to 13 States, but at the present time only 5 States specify citizenship as the only requirement for the office.

APPENDIX

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In the section entitled "Types and quality of education available to rural children" subjects pertaining to the salaries paid rural-school teachers, their training, teaching experience, tenure, and stability, etc., are discussed briefly.

- 1931, No. 4. CURRENT PRACTICES IN THE CONSTRUCTION OF STATE COURSES OF STUDY. *By Mina M. Langvick.* Price 15 cents.

Of value to supervisors interested in certain factors contributing to the success of supervisory efforts to adapt and reorganize the elementary curriculum, such as the findings of recent State educational surveys in relation to the development of the curriculum; plans and techniques employed in the process of curriculum construction; and educational values desired for children of elementary age.

- 1932, No. 3. STATUS OF TEACHERS AND PRINCIPALS EMPLOYED IN THE RURAL SCHOOLS OF THE UNITED STATES. *By W. H. Gaumnitz.* (In press.)

- 1932, No. 6. THE COUNTY SUPERINTENDENT IN THE UNITED STATES. *By Julian E. Butterworth.* (In press.)

The above publications are available from the Superintendent of Documents, Government Printing Office, Washington, D. C.

The following bibliographies may be had free of charge from the Commissioner of Education, Department of the Interior, Washington, D. C.:

- NO. 1. TEACHERS OF RURAL SCHOOLS: STATUS AND PREPARATION. *By W. H. Gaumnitz.*

- NO. 3. SUPERVISION OF INSTRUCTION IN RURAL SCHOOLS. *By Annie Reynolds.*