

A COMPARATIVE STUDY OF THE GROWTH AND
DEVELOPMENT OF KANSAS SCHOOLS
SINCE 1892

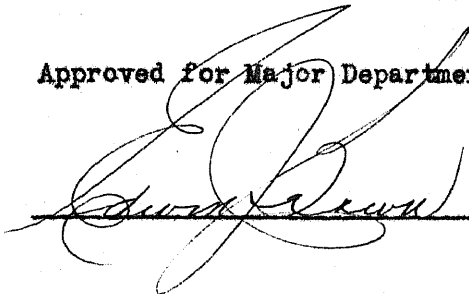
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THE REQUIREMENTS FOR THE DEGREE OF
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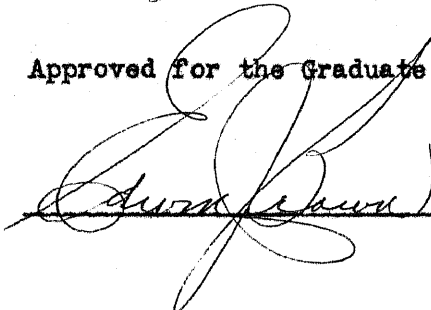
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A. H.

TABLE OF CONTENTS

CHAPTER	PAGE
I. INTRODUCTION	1
The nature of the study	2
Previous studies	2
Sources of data	3
Scope and limitations of the study	4
Method of procedure	5
Presentation of data	5
II. POPULATION, CENSUS, AND ENROLLMENT TRENDS	6
The elementary schools	10
The secondary schools	13
Private and parochial schools	17
The enrollment in kindergartens	19
Enrollment of higher institutions of learning	21
Summary of enrollment in Kansas schools	23
Negro population and enrollment	25
III. TRENDS IN THE NUMBER, SALARY, AND CERTIFICATION OF TEACHERS	28
Negro teachers in Kansas	33
Average salaries of teachers	33
Certificates of public school teachers	39
IV. PROGRESS OF VARIOUS DIVISIONS OF THE KANSAS SCHOOL SYSTEM	41
Cities of the first class	42
Cities of the second class	44
Common school districts	46

CHAPTER	PAGE
County or community high schools	49
Township or rural high schools	49
Junior high schools	52
Junior colleges	52
Private and parochial schools	55
Denominational colleges	57
Negro schools	57
 V. FINANCIAL AND PROPERTY ASPECTS OF KANSAS	
SCHOOL GROWTH AND DEVELOPMENT	60
Expenditures for elementary and secondary school purposes . .	60
Expenditures for higher education	65
Receipts for elementary and secondary school purposes	67
Receipts of institutions of higher learning	71
Public school property	74
Property of institutions of higher learning	77
Private and parochial school property	79
 VI. SUMMARY AND CONCLUSIONS	
Summary	80
Conclusions	87
 SELECTED BIBLIOGRAPHY	
INDEX	93

LIST OF TABLES

TABLE	PAGE
I. Population of Kansas, Children of School Age, and the Per Cent of Population Included in School Census	7
II. Number of Boys and Girls in Each Grade of Public Kindergarten, Elementary, and High Schools of Kansas 1935-1936	17
III. Number of Pupils Enrolled at Various School Levels	25
IV. Negro Population in Kansas, 1892-1930	26
V. Percentage of Negro Children Between the Ages of Seven and Twenty-one in Schools of Kansas in 1930	27
VI. Number of Teachers at the Various School Levels in Kansas in 1936	29
VII. Average Monthly Salary of Men and Women Teaching in Kansas Public Schools, 1892-1932	38
VIII. Certificates of Public School Teachers Employed, 1892, 1915, and 1930	40
IX. Number of Various Types of School Units in Kansas in 1915, and the Percentage of the Total Consisting of Each Type . .	46
X. The Number of Organized Districts, the Percentage of the Total Consisting of Each Type, and the Number of Districts Operating in Kansas in 1936	47
XI. The Number of Organized One-Teacher School Districts and the Number of One-Teacher Schools Operating in Kansas, 1930-1936	48

TABLE

PAGE

XII. The Trend in Junior High School Programs in Kansas Since 1928 52

XIII. Range of Average Monthly Cost per Pupil Enrolled at the
 Various School Levels in Kansas in 1936 in Different
 Types of Schools 64

XIV. Amounts of Money Received for Common School Purposes in 1892,
 1915, and 1936, and Percentage Each Sum is of the
 Total Receipts 69

LIST OF FIGURES

FIGURE	PAGE
1. Children in Kansas Between the Ages of 5 and 21 years	9
2. Total Public, Private, and Parochial Elementary School Enrollment in Kansas, 1892 to 1936	11
3. Percentage of Boys and of Girls in the Elementary School Enrollment of Kansas, 1892 to 1936	12
4. Total Enrollment in Private, Parochial, and Public Secondary Schools	14
5. Percentage of Secondary Enrollment According to Boys and Girls .	16
6. Enrollment in Private and Parochial Schools of Elementary and Secondary Level for the Period 1930-1936	18
7. Growth of Enrollment in Public Kindergartens, 1915-1936	20
8. Total Enrollment in Institutions of Higher Learning, Including Public Junior Colleges	22
9. Percentage of Enrollment in Higher Institutions, Men and Women, 1892 and 1934	24
10. Total Number of Teachers in Kindergarten, Elementary, and Secondary Schools of Kansas, Public, Private and Parochial, 1892, 1915, and 1936	31
11. Percentage of Men and of Women Teaching in Kansas Kindergarten, Elementary, and Secondary Schools, 1892, 1915, and 1936 . . .	32
12. Total Number of Instructors in Institutions of Higher Learning in Kansas During the Years 1892, 1915, and 1934	34
13. Percentage of Teaching Positions Held by Men and by Women in Kansas Institutions of Higher Learning in 1892 and in 1934 . .	35

FIGURE

PAGE

14. Total Number of Negro Teachers in the Schools of Kansas, 1892, 1915, and 1932	37
15. Increase in the Number of Cities of the First Class in Kansas Since 1892	43
16. Increase in the Number of Cities of the Second Class in Kansas Since 1892	45
17. Number of County or Community High Schools in Kansas, 1892 to 1936	50
18. The Increase in the Number of Rural High Schools in Kansas Since 1915	51
19. Increase in the Number of Public Junior Colleges in Kansas Since 1924	54
20. The Number of Private and Parochial Schools in Kansas, 1926-1937	56
21. Decline in the Number of Denominational Colleges in Kansas During the Period from 1892 to 1938	58
22. Increase in the Number of Dollars Spent for Public Elementary and Secondary Schools in Kansas Since 1892	61
23. The Number of Dollars Spent per Pupil in the Common Schools of Kansas in 1892, 1915, and 1936	63
24. Expenditures for Institutions of Higher Learning in Kansas, 1892, 1915, and 1934	66
25. The Increase in Receipts for Common School Purposes in Kansas, 1892, 1915, and 1937	70

FIGURE

PAGE

26. Total Receipts for Higher Educational Institutions of Kansas
and the Amount Received from State and Local Sources,
and from Student Fees, 1916 and 1934 73

27. Value of Public School Property in Kansas, 1892, 1915, and 1937 . 75

28. The Number of Public School Buildings in Kansas in 1892,
1915, and 1937 76

29. Property of Institutions of Higher Learning in Kansas,
1916 and 1934 78

30. Summary of Population and Enrollment Trends in Kansas,
1892-1936 82

31. Summary of Trends in Value of Property of Public Schools Below
College Level; in the Expenditures for Public Schools Below
College Level; and in the Expenditures for Higher Learning . . 86

CHAPTER I

INTRODUCTION

The pioneers of Kansas recognized the importance of education. They were willing to expend every effort possible to provide schools for their children. In a number of counties tax supported schools were organized even before Kansas became a state. After the admission to statehood, progress continued to be slow for several decades. But as the wealth of Kansas increased, more money was spent for schools and a greater per cent of the population came under school influence.

Prompted by a pride in the schools of the state and a desire to promote school progress, the Kansas State Teachers Association, in 1890, appointed a committee "to devise plans and supervise an educational exhibit for the State of Kansas,"¹ at the Columbian Exposition in Chicago, in 1893. Out of the work of this committee, which enlisted the services of other Kansas educators not on the committee, came The Columbian History of Education in Kansas.² This volume contained an account of the public school system, sketches on the several public educational institutions, an outline of the work accomplished in private and denominational schools, and--with other information--a table of miscellaneous statistics for the year 1892.

¹ Columbian History of Education in Kansas. Compiled by Kansas Educators and published under the auspices of the Kansas State Historical Society, (Topeka: Press of the Hamilton Printing Company, 1893) p. 1.

² Loc. cit.

THE NATURE OF THE STUDY

The present study was suggested by the table of miscellaneous statistics prepared for the Columbian Exposition.³ Using the figures for the year 1892 as a basis for comparison, it was decided to study the growth and development of Kansas schools in a physical way since that time. Statistics for the year 1892 have been compared with corresponding figures for the year 1915 and for the most recent year for which figures were available, to determine some of the trends of Kansas schools; to discover advances in education; to observe phases of education which have been neglected; and to make critical comments.

PREVIOUS STUDIES

Many accounts have been written dealing with various phases of Kansas educational history. Several of them have aided in the working out of this investigation and, therefore, deserve mention.

J. Kenneth Little⁴ made a study of costs of public schools in Kansas from 1898 to 1928. He considered the mounting costs of education in the state not only in dollars and cents but also in relation to costs of living, real wages, and the changing value of the dollar for various periods.

Marguerite P. Jester,⁵ in a study made in 1933, traced the development of the kindergarten in Kansas since its beginning.

³ Ibid., pp. 41-42.

⁴ J. Kenneth Little, A Critical Study of Public School Costs in Kansas from 1898 to 1928 (Studies in Education, No. 6, Kansas State Teachers College of Emporia, Emporia, Kansas, March, 1930.)

⁵ Marguerite P. Jester, The Kindergarten Movement, An Historical Study Giving Attention to the Development in Kansas (Unpublished Master's thesis, Kansas State Teachers College of Emporia, Emporia, Kansas, 1933.)

Charles Lawrence Shepherd,⁶ in A Study of the Educational Status of Negroes in Kansas, gave an account of negro population, negro school attendance, negro teachers, special schools for negroes, and other factors related to the status of negro education.

E. Eldon Shupe⁷ made a comparative study of rural education and rural economic progress in Kansas from 1900 to 1930.

Lee Corder⁸ made a comparative study of salaries paid to teachers in Kansas from 1900 to 1930.

SOURCES OF DATA

The statistics upon which this study was based were taken from the Biennial Reports of the State Superintendents of Public Instruction, the Reports of the United States Commissioners of Education, Reports of the United States Bureau of Census, Statistical Abstract, and Bulletins of the United States Bureau of Education. Unless otherwise indicated, figures for the year 1892 were taken from Columbian History of Education in Kansas. Effort was made to use corresponding sources in comparing items for the different periods. However, this was not always possible because classifications varied for the different years even in the same types of sources. In such cases the figures were accepted from the sources which appeared to be most reliable.

⁶ Charles Lawrence Shepherd, A Study of the Educational Status of Negroes in Kansas (Unpublished Master's thesis, Kansas State Teachers College of Emporia, Emporia, Kansas, 1934.)

⁷ E. Eldon Shupe, A Study of the Advancement Made in Rural Education in Kansas from 1900 to 1930 as Compared to Rural Economic Progress During the Same Period (Unpublished Master's thesis, Kansas State Teachers College of Emporia, Emporia, Kansas, 1933.)

⁸ Lee Corder, A Comparative Study of Teachers' Salaries in Kansas from 1900 to 1930 (Unpublished Master's thesis, Kansas State Teachers College of Emporia, Emporia, Kansas, 1933.)

All statistics used for the school years 1934-1935 and 1935-1936, unless otherwise indicated, were secured from the State Department of Education through mimeographed reports distributed for each of the two years under the title Facts of Interest.

SCOPE AND LIMITATIONS OF THE STUDY

No attempt has been made in this investigation to give a detailed account of the educational history of Kansas. Many important phases of educational progress cannot be described in a statistical type of study. Figures can tell little about curriculum changes, course of study changes, changes in the general quality of instruction, or numerous other factors. However, numbers dealing with such facts as population, pupils of school age, school enrollments, number of teachers, number of schools of various types, salaries of teachers, expenditures for education, value of school property, etc., are significant measures of school progress and development. Statistics can call attention to ways in which school improvement has failed to keep pace with material progress. This study was confined to the physical evidences of educational growth and development in Kansas from 1892 to the present as revealed by school figures.

Most reports on education deal primarily with public education. The influence of private and parochial schools has been so great in Kansas that no study would be complete without considering them. The meagerness of reports concerning the private and parochial schools, however, has made a thorough analysis of their development and present status difficult.

The breadth of the subject and the comparatively limited time for this investigation made exhaustive studies of the various aspects of school progress difficult. For instance, no attempt was made to show how the cost of living, or the purchasing power of the dollar, compared with school costs

for any period. Differences in classifying of data in the reports for the various periods complicated the making of accurate comparisons. Changes in school organization and administration practices also made comparisons not only difficult but possibly unreliable. However, every attempt to equate results under changing administration techniques has been made.

METHOD OF PROCEDURE

As was mentioned above, the figures on Kansas schools for 1892 which appeared in The Columbian History of Education in Kansas furnished the basis for this study. Similar figures were compiled for the school year 1914-1915 and for the most recent year for which figures could be secured. In most cases, reports could not be secured for a later period than the school year 1935-1936. It was believed that a more enlightening comparison could be made if figures for some school year between 1892 and the present time were included in the study. Since the year 1914-1915 represented a period about midway between 1892 and the present, and since it represented a time when economic conditions were prosperous, this date was selected for the purpose of comparison.

PRESENTATION OF DATA

From the data obtained, trends and developments have been represented in the form of figures and tables. Explanations, critical comments, and summaries have been included.

CHAPTER II

POPULATION, CENSUS, AND ENROLLMENT TRENDS

For the time being, at least, it appears that the state of Kansas has reached a stage where its population no longer increases. During the period from 1929 to 1937, the population decreased by more than twenty-eight thousand. The stage of maturity in the population growth of the state is even more evident when the number of young people is considered. In 1892, thirty-seven per cent of the population consisted of persons between 5 and 21 years of age. The school census for June, 1937 lists 520,740 children or 28.55 per cent of the total population.¹ The population of Kansas, the number of children between the ages of 5 and 21 years, and the per cent of the total population included in the school census are presented in Table I for each year since 1892.

From Table I and from Figure 1 which follows the table, it can be seen that a decline in the number of children included in the school census has been taking place since 1931. In other words, the population of the state of Kansas is becoming increasingly adult.

¹ The census and population figures for 1937 were secured from the office of the State Superintendent of Public Instruction through a personal interview with Earl Jones, statistician.

TABLE I
 POPULATION OF KANSAS, CHILDREN OF SCHOOL
 AGE, AND THE PER CENT OF POPULATION
 INCLUDED IN SCHOOL CENSUS

Year	Population	School Census	Per cent of population
1892	1,347,428	498,801	37.0
1893	1,366,613	504,997	37.0
1894	1,338,331	496,139	37.1
1895	1,334,734	496,387	37.2
1896	1,336,659	495,771	37.1
1897	1,366,789	495,250	36.2
1898	1,390,969	495,949	35.7
1899	1,425,119	504,130	35.4
1900	1,444,708	508,854	35.2
1901	1,467,808	508,011	34.6
1902	1,464,628	506,820	34.6
1903	1,487,847	497,898	33.5
1904	1,535,160	500,894	32.6
1905	1,544,968	503,314	32.6
1906	1,611,791	503,730	31.3
1907	1,650,160	508,870	30.8
1908	1,656,799	507,827	30.7
1909	1,707,491	510,217	29.9
1910	1,896,361	516,061	30.4
1911	1,686,647	515,427	30.6
1912	1,689,296	510,273	30.5
1913	1,685,621	512,300	30.9
1914	1,672,106	503,011	30.0
1915	1,672,545	507,601	30.35
1916	1,715,463	519,505	30.28
1917	1,736,900	525,072	30.23
1918	1,734,341	520,991	30.04
1919	1,759,793	522,083	29.67
1920	1,779,936	522,457	29.35

TABLE I (continued)

POPULATION OF KANSAS, CHILDREN OF SCHOOL
AGE, AND THE PER CENT OF POPULATION
INCLUDED IN SCHOOL CENSUS

Year	Population	School Census	Per cent of population
1921	1,792,924	529,911	29.56
1922	1,807,157	534,751	29.59
1923	1,823,375	537,776	29.49
1924	1,833,382	537,092	29.30
1925	1,812,986	540,936	29.84
1926	1,822,989	543,746	29.83
1927	1,837,514	543,399	29.57
1928	1,828,425	544,524	29.78
1929	1,852,114	546,368	29.50
1930	1,851,024	555,080	29.98
1931	1,813,385	555,209	30.62
1932	1,813,385	545,839*	30.10*
1933	1,836,449	554,536	30.19
1934	1,836,966	548,342	29.85
1935	1,845,194	540,431	29.29
1936	1,840,749	538,960	29.01
1937	1,823,679	520,740	28.55

Read table thus: In 1892 Kansas had a population of 1,347,428, a school census of 498,801, and the census was equal to 37.0 per cent of the population. Read in like manner for other years.

* According to Earl Jones, statistician in the office of the State Superintendent of Public Instruction, the census figure which appears in the Biennial Report for 1932 is in error. The corrected figure is 553,300 for the census, an amount equal to 30.51 per cent of the total population.

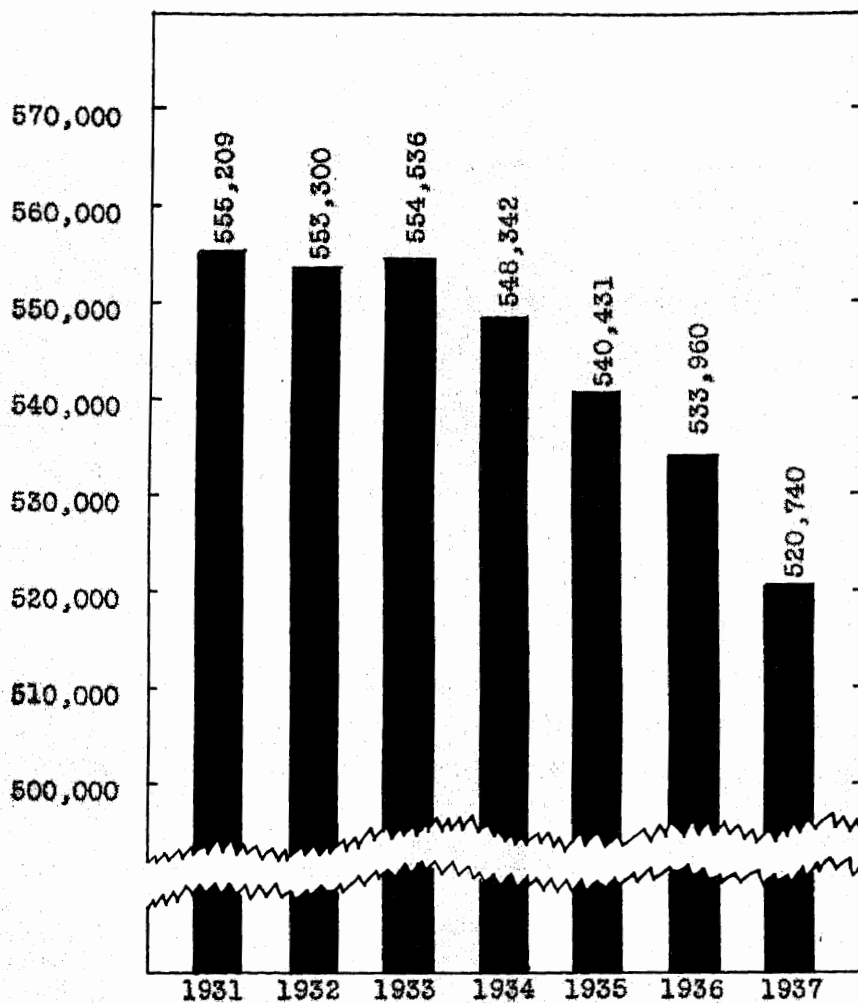


FIGURE 1

CHILDREN IN KANSAS BETWEEN THE
AGES OF 5 AND 21 YEARS

Read figure thus: In 1931 there were 555,209 persons between five and twenty-one years of age; in 1932 there were 553,300 persons. Read in like manner for other years.

The elementary schools. The decline in the number of children of school age necessarily affects the number of pupils enrolled in the schools of Kansas and, in the future, the effects will, no doubt, be greater. The changes, so far, have been most noticeable in the elementary schools. In 1892 the public elementary schools had an enrollment of 368,088 pupils and the enrollment of elementary private and parochial schools brought the total enrollment in the elementary schools to 393,818 pupils. The enrollment in public elementary schools was 346,580 in 1915 and the estimated number of 13,337 pupils² in private and parochial schools made a total elementary enrollment of 359,917. By 1936 the number of elementary school pupils had declined to 296,852 in the public schools. Private and parochial schools, with an enrollment of 17,239 pupils, had shown an increase. Thus there was a total of 314,091 elementary school children in Kansas in 1936.

Of the 393,818 pupils attending the public, private, and parochial elementary schools in 1892, the number of boys exceeded the number of girls by more than seven thousand. The enrollments of boys and girls were 200,648 and 193,170 respectively. In 1915 the number of boys in public elementary schools exceeded the number of girls enrolled by slightly more than seven thousand. By 1936 the enrollment of boys and girls in the public elementary schools was 153,604 and 143,248 respectively. The number of boys then exceeded the number of girls by more than ten thousand. Figure 3 shows the percentage of the enrollment in elementary schools consisting of boys and of girls.

² Report of the Commissioner of Education (Washington: Government Printing Office, 1917), II, p. 2.

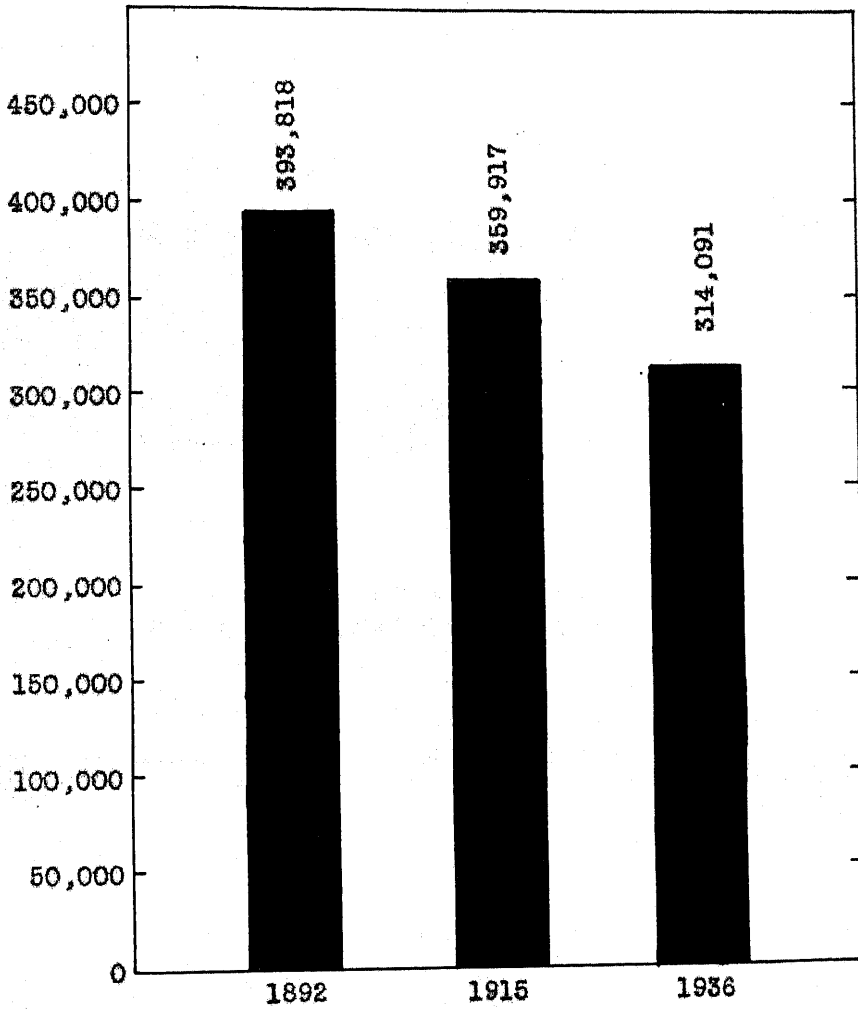


FIGURE 2

TOTAL PUBLIC, PRIVATE, AND PAROCHIAL ELEMENTARY
SCHOOL ENROLLMENT IN KANSAS 1892 TO 1936

Read figure thus: The enrollment in 1892 was 393,818; in 1915 it was 359,917; and in 1936 it was 314,091.

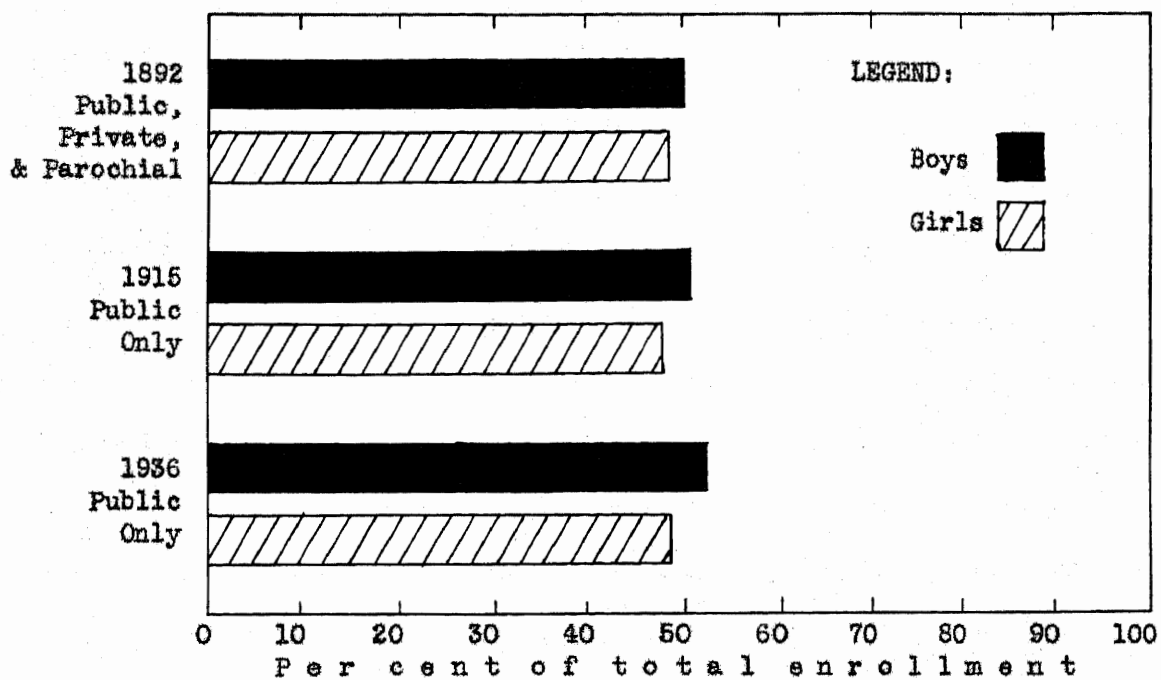


FIGURE 3

PERCENTAGE OF BOYS AND OF GIRLS IN THE ELEMENTARY
SCHOOL ENROLLMENT OF KANSAS, 1892 TO 1936

Read figure thus: In 1892 the number of boys in the elementary schools amounted to 50.95 per cent of the total enrollment; the number of girls, 49.05 per cent. Read in like manner for 1915 and 1936.

Records of pupils in non-public elementary schools in 1915 and in 1936 failed to show the number of boys and girls separately. In the public schools there was a majority of boys in every grade in 1936.

The secondary schools. Paradoxically, the decline in the elementary school enrollment in Kansas has been accompanied by a rapid growth in secondary school population. In the year 1892 only 14,137 pupils were in high schools and academies. Of this number 7,668 were girls, 6,469 were boys. By 1915 the public high school enrollment had grown to include a total of 46,580 and according to Statistical Abstract,³ there was an additional enrollment of 1,663 in private and parochial schools of secondary level, bringing the total number of secondary pupils to 48,243. A phenomenal growth took place in the enrollments of secondary schools between 1915 and 1936. The latter date was the most recent date for which complete and accurate figures were available. At the end of the period from 1915 to 1936 the Kansas public high schools (not including junior colleges) enrolled 106,671 pupils and an additional 3,186 were enrolled in private and parochial schools making a total of 109,857 pupils in secondary schools. A comparison of the enrollments in secondary schools for the different periods has been made in Figure 4.

³ Statistical Abstract of the United States (Washington: Department of Commerce, 1915), p. 101.

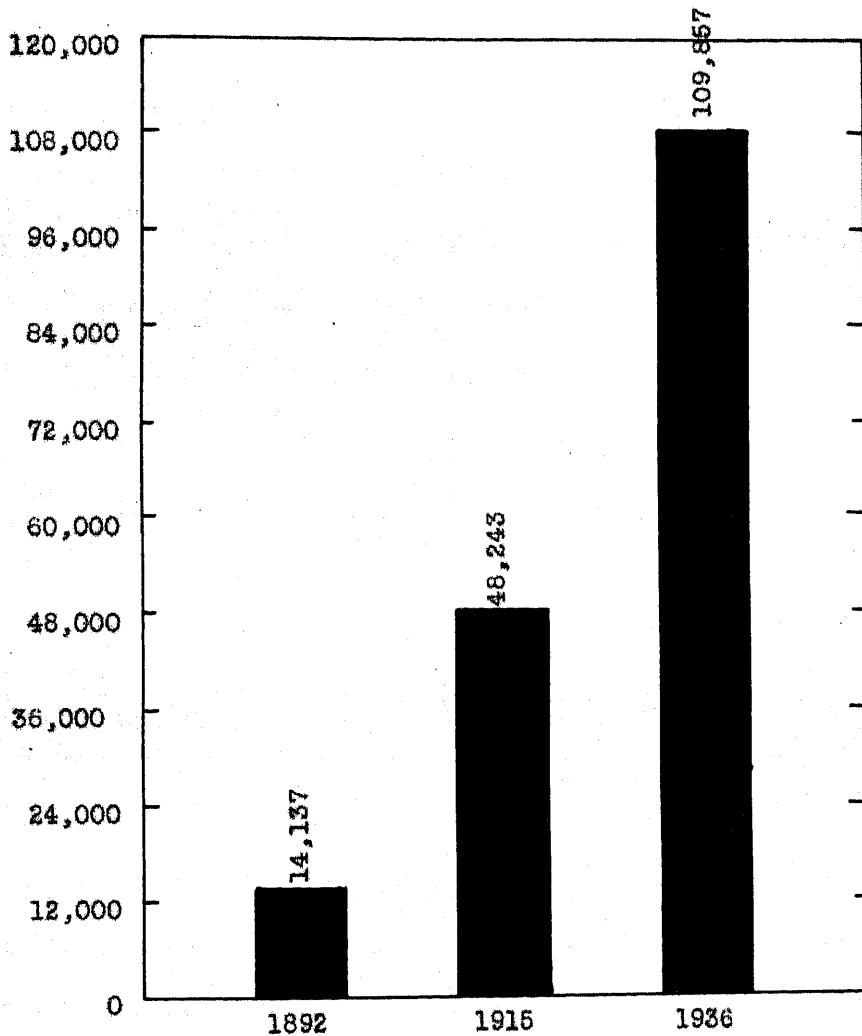


FIGURE 4

TOTAL ENROLLMENT IN PRIVATE, PAROCHIAL,
AND PUBLIC SECONDARY SCHOOLS

Read figure thus: In 1892 there were 14,137 pupils in private, public and parochial schools; in 1915 there were 48,243; in 1936 there were 109,857.

The advantage in numbers which boys have held over girls in the elementary schools has not continued through the secondary schools. As has been previously stated, the total secondary school enrollment in 1892 included 7,668 girls and 6,469 boys. In 1915 the majority of girls over boys was even greater, the figures being 27,709 for the former and 20,534 for the latter. Records for the school year 1935-1936 did not classify the number of girls and boys separately for the private and parochial secondary schools, but merely gave the total enrollment. In the public high schools during that year there were 53,899 girls and 52,772 boys. While there still was a greater number of girls, the majority was not as large as in 1915. The percentage of the total enrollment in secondary schools consisting of girls and of boys has been shown graphically in Figure 5.

In 1936 there were more boys than girls in every grade through the ninth, but from the tenth to the twelfth grade of the public schools there were more girls. This may mean that the rate of survival in the high schools has been greater for girls than for boys. In Table II the enrollment has been shown for each grade during the school year 1935-1936 in public kindergarten, elementary, and secondary schools of Kansas and the number of boys and girls in each grade has been listed separately.

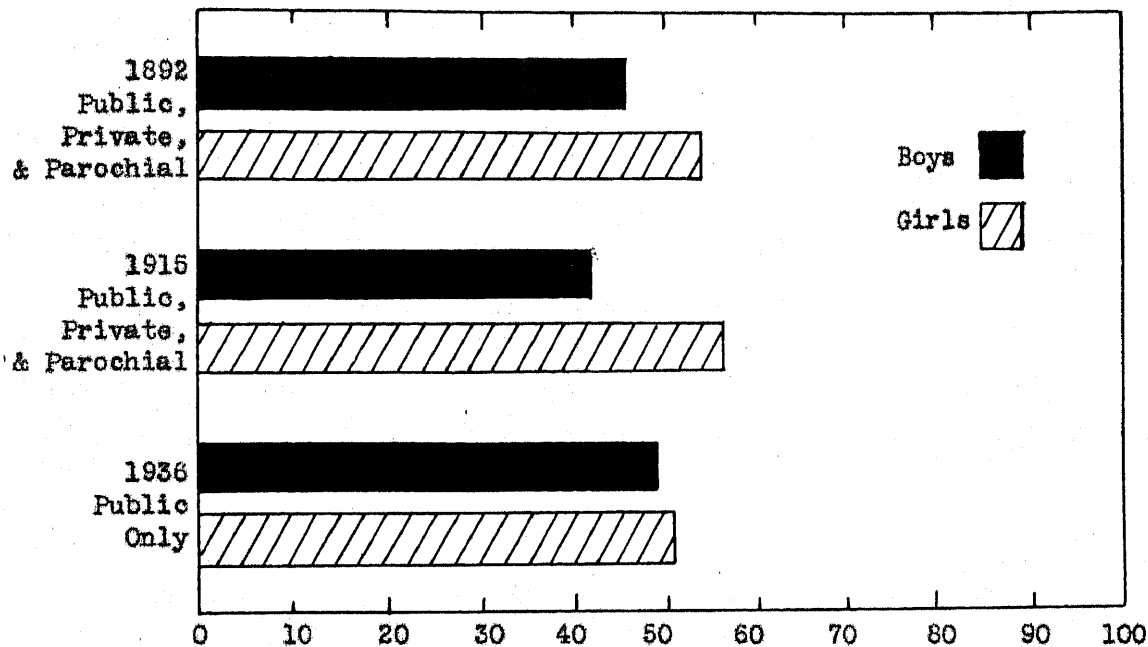


FIGURE 5

PERCENTAGE OF SECONDARY ENROLLMENT
ACCORDING TO BOYS AND GIRLS

Read figure thus: In 1892, 45.76 per cent of the enrollment in public, private and parochial secondary schools was made up of boys; 54.24 per cent was made up of girls. Read in like manner for 1915 and 1936.

TABLE II

NUMBER OF BOYS AND GIRLS IN EACH GRADE OF
PUBLIC KINDERGARTEN, ELEMENTARY, AND
HIGH SCHOOLS OF KANSAS 1935-1936

Grade	Boys	Females	Grade	Boys	Females
Kindergarten	5,501	5,251	Seventh	19,144	17,995
First	20,131	18,229	Eighth	18,686	18,303
Second	18,662	16,991	Ninth	16,275	16,263
Third	18,615	17,454	Tenth	14,387	14,515
Fourth	19,340	17,797	Eleventh	11,442	11,685
Fifth	19,621	18,463	Twelfth	10,147	10,591
Sixth	19,405	18,017	Special	521	845

Read table thus: During the school year 1935-1936 there were 5,501 boys in the kindergartens of Kansas; there were 5,251 girls in the same grade; in the first grade there were 20,131 boys and 18,228 girls, etc.

Private and parochial schools. It is the belief of some people that private and parochial schools below college and university level are rapidly becoming of little importance. In some cases it is simply taken for granted that the present enrollment in such schools is so small that it is of little significance in discussions of education. The number of private and parochial schools of elementary and secondary level has been decreasing since 1930, but in 1936 there were still 20,425 pupils in such schools in Kansas. In other words, four and nine-tenths per cent of the total elementary and secondary school enrollment in 1936 was in the private and parochial schools. In 1892 the private and parochial school enrollment was 25,730, or six and three-tenths per cent of the total. The United States Commissioner of Education⁴ estimated that in 1915 the enrollment in private and parochial schools of elementary level was 15,000, or

⁴ Report of the Commissioner of Education, 1917, II p. 2.

nearly three and seven-tenths per cent of the total enrollment. If the estimate for 1915 is accurate there was a decline in enrollment in private and parochial schools between 1892 and 1915 which was counteracted by an increase between 1915 and 1930. As has been shown in Figure 6, there has been a marked decrease in private and parochial enrollment since 1930 when the period is considered as a whole.

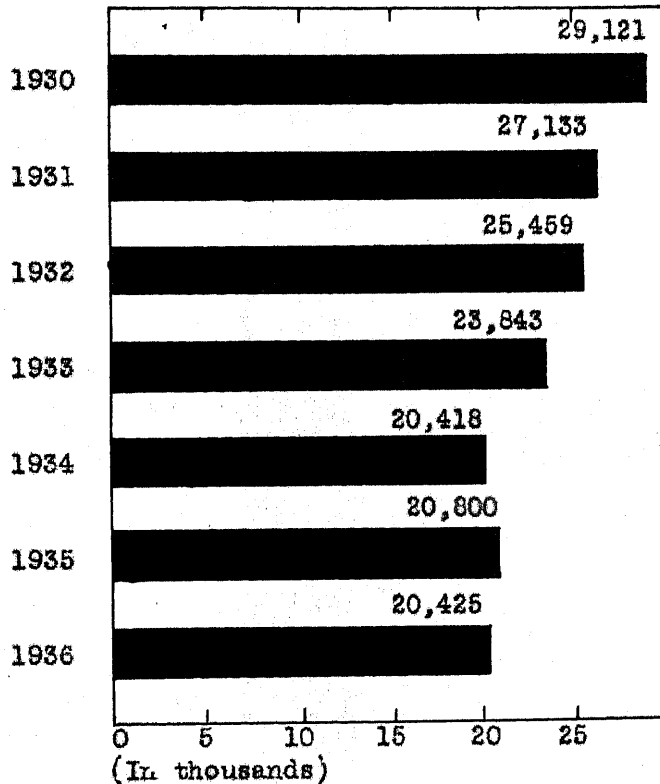


FIGURE 6

ENROLLMENT IN PRIVATE AND PAROCHIAL SCHOOLS OF ELEMENTARY
AND SECONDARY LEVEL FOR THE PERIOD 1930-1936

Read figure thus: In 1930 the private and parochial enrollment was 29,121; in 1931 it was 27,133. Read in like manner for other years.

The enrollment in kindergartens. A law was passed by the state legislature in 1907 giving the district school board of any school district the power to establish and maintain free kindergartens in connection with the public schools of the district.⁵ By 1915 there were fifty-one public school kindergartens in 22 Kansas cities, with a combined enrollment of 1,677, according to the United States Commissioner of Education.⁶ There were also 527 children in kindergartens other than public in 1915. They were enrolled in fourteen cities reporting. So rapid was the growth of the kindergarten movement in Kansas that by 1931 the public kindergarten enrollment was 11,490. From 1931 to 1934 the enrollment dropped, but since 1934 it has increased. By 1936 it had reached 10,752. The growth of the number of pupils enrolled in public kindergartens has been summarized in Figure 7. It has not been possible to secure up-to-date figures dealing with enrollment of kindergartens other than those publicly supported, but according to the United States Bureau of Education,⁷ there were only 215 children in non-public kindergartens during the school year 1932-1933. The enrollment in public kindergartens for the same year was 10,224. It appears that the growth of the public kindergarten has been accompanied by a decline in the enrollment in non-public kindergartens.

⁵ School Laws of Kansas, Revised, 1937, p. 184.

⁶ Op. cit., Vol. II, p. 15-16.

⁷ Statistics of Private Elementary and Secondary Schools, 1932-33, Bureau of Education Bulletin, No. 2, 1935 (Washington: United States Department of Interior, 1936), Ch. VI, p. 11.

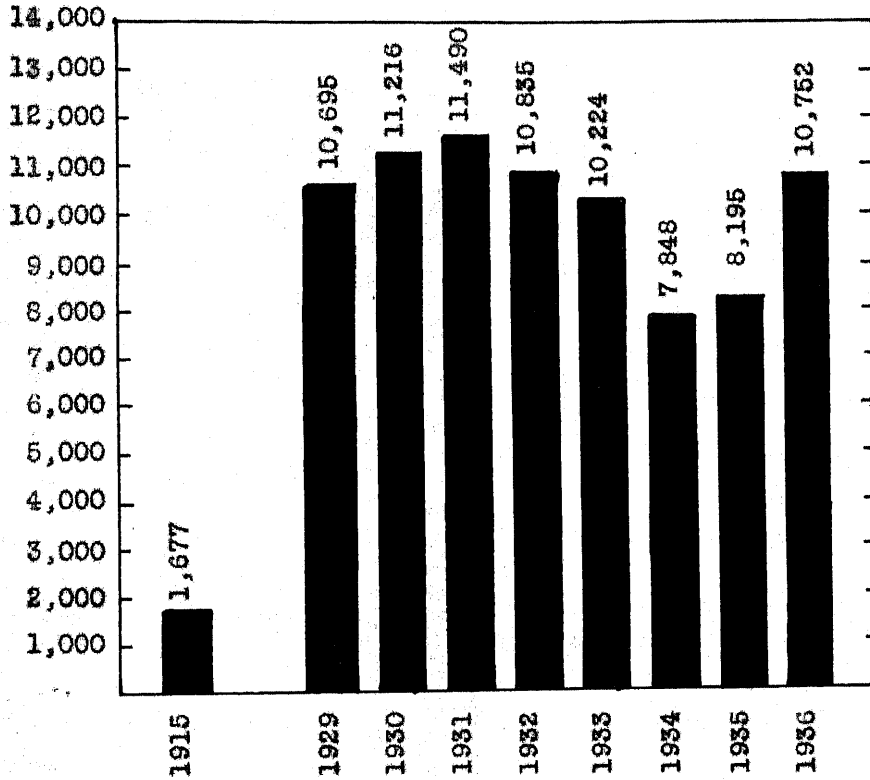


FIGURE 7

GROWTH OF ENROLLMENT IN PUBLIC
KINDERGARTENS, 1915-1936

Read figure thus: In 1915 there were 1,677 children in public kindergartens; in 1929 there were 10,695. Read in like manner for other years.

Enrollment of higher institutions of learning. A tremendous growth took place between 1892 and 1915 in the number of persons attending higher institutions of learning. In 1892 there were 3,469 persons enrolled in educational institutions above the secondary school level. Of this group 2,100 were men and 1,369 were women. In 1915 the number in universities and colleges was 17,671, according to the Report of State Superintendent of Public Instruction.⁸ In September, 1935 the state, public, and private institutions of higher learning in Kansas, including junior colleges, had a combined enrollment of 20,880, according to the Kansas Educational Directory.⁹ This did not include the enrollment of 110 persons at the State School for the Blind¹⁰ nor the 238 persons attending the State School for the Deaf.¹¹ Both of the schools named were included in the report of 1915 and omitted in the figures for 1935. For basis of comparison their enrollment should be added to the enrollment for 1935--36, making a total of 21,228 for that year. The Kansas Educational Directory did not list separately the number of men and women enrolled in the higher institutions in September, 1935. The total enrollment in institutions of higher learning in Kansas for the terms ending in 1892, 1915, and 1936 have been presented graphically in Figure 8.

⁸ Twentieth Biennial Report, State Superintendent of Public Instruction, p. 421.

⁹ W. T. Markham, Kansas Educational Directory, 1935-1936 (Topeka: Kansas State Printing Plant, 1935), pp. 68-70.

¹⁰ Tenth Biennial Report of the Board of Administration (Topeka: Kansas State Printing Plant, 1936) Div. I, p. 23.

¹¹ Ibid., Div. II, p. 17.

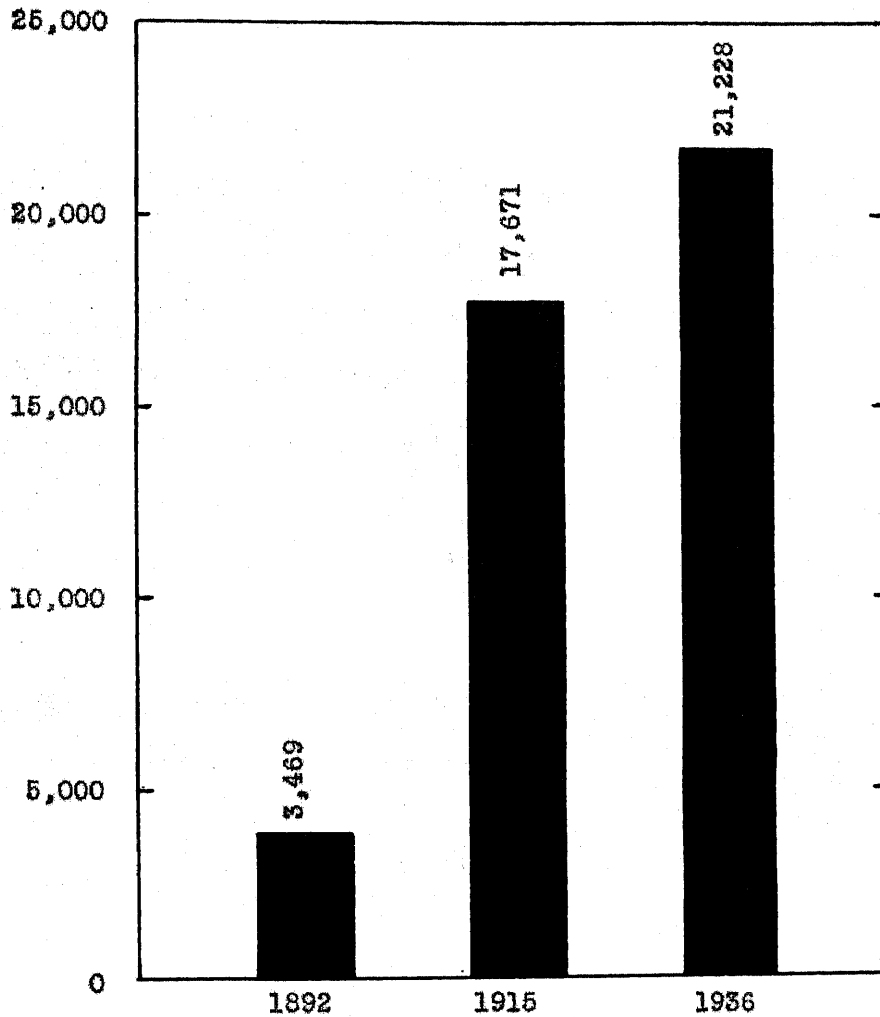


FIGURE 8

TOTAL ENROLLMENT IN INSTITUTIONS OF HIGHER LEARNING,
INCLUDING PUBLIC JUNIOR COLLEGES

Read figure thus: In 1892 there were 3,469 students in institutions of higher learning; in 1915 there were 17,671; in 1936 there were 21,228.

The United States Department of Interior¹² placed the total number of students engaged in higher education in Kansas during the school year 1933-1934 at 20,263, and of the group, 11,335 were men and 8,928 were women. Thus it is evident that more men than women were securing higher education in Kansas in 1933-1934. As shown by Figure 9 the men enrolled in 1933-34 made up 55.94 per cent of the total enrollment in institutions of learning as compared to 44.06 per cent for women. The ratio in 1892 was 60.54 per cent and 39.46 per cent for men and women respectively.

There are a number of schools (business colleges, and schools training for special vocations or trades) which do not report to the State Superintendent of Public Instruction or other central agency. Thus it is difficult to determine the extent of their enrollment for the various periods.

Summary of enrollment in Kansas schools. Through the use of graphs and tables the enrollment at the various levels of education in Kansas has been presented. A summary of the number of pupils enrolled at the various school levels for the years 1892, 1915, and 1936 is found in Table III.

¹² Statistics of Higher Education, 1933-1934, Bureau of Education Bulletin, No. 2, 1935 (Washington: United States Department of Interior, 1937), Ch. IV, p. 50.

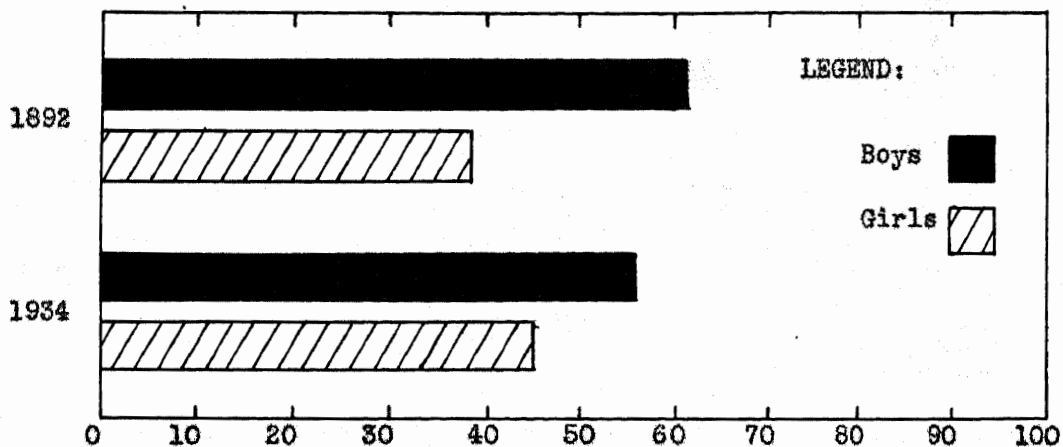


FIGURE 9

PERCENTAGE OF ENROLLMENT IN HIGHER INSTITUTIONS
MEN AND WOMEN, 1892 AND 1934

Read figure thus: In 1892, 60.54 per cent of the enrollment in higher institutions was made up of boys; the same year the percentage of girls was 39.46. Read in like manner for 1934.

TABLE III
NUMBER OF PUPILS ENROLLED AT THE
VARIOUS SCHOOL LEVELS

Type of School	1892	1915	1936
Kindergarten		1,677	10,752
Elementary	393,818	359,917	314,091
Secondary	14,137	48,243	109,857
Higher Institutions	3,469	17,671	20,880
Total	411,424	427,508	455,580

Read table thus: In 1892 there were no children in kindergartens; in 1915 there were 1,677; in 1936 there were 10,752, etc.

Negro population and enrollment. Between 1892 and 1930 the number of negroes in Kansas increased. However, the gain in negro population has not kept pace with the increase in white population. Negroes in 1930 constituted three and five-tenths per cent of the total population¹³ of Kansas as compared to five and three-tenths per cent¹⁴ in 1892. The percentage for 1930, however, was higher than in 1915 when negroes made up only three and two-tenths per cent of the population of Kansas.¹⁵

¹³ Monroe N. Work, editor, Negro Year Book, An Annual Encyclopedia of the Negro 1931-1932 (Tuskegee Institute, Alabama: Negro Year Book Company, 1931), p. 338.

¹⁴ Columbian History of Kansas, p. 42.

¹⁵ Negro Education a Study of the Private and Higher Schools for Colored People in the United States, Bureau of Education Bulletin, No. 39, 1916 (Department of the Interior, 1917) p. 678.

TABLE IV
 NEGRO POPULATION IN KANSAS, 1892-1930

Year	Negro population	Per cent of total
1892	47,713	5.3
1915	54,030	3.2
1930	66,344	3.5

Read table thus: In 1892 the negro population was 47,713 or 5.3 per cent of the total population, etc.

In spite of the growth in negro population in Kansas, the enrollment of negro children has shown a marked decline, as has that of white children. In 1892 the public elementary and secondary schools enrolled 16,227 negro children. Of this number 15,852 were in the elementary schools and the remaining 375 were in the secondary schools. In 1936 the public schools of Kansas had a negro enrollment of 14,578 distributed at the various school levels as follows:

Kindergarten	665
Grades 1-6	9,250
Junior high	2,430
High school	2,233

A larger percentage of the negro population between the ages of seven and twenty-one was in school attendance in 1930 than in either 1910 or 1920, as Table V shows.

TABLE V
 PERCENTAGE OF NEGRO CHILDREN BETWEEN THE AGES
 OF SEVEN AND TWENTY-ONE IN SCHOOLS
 OF KANSAS IN 1930*

Year	Number	Per cent
1910	9,564	65.6
1920	9,925	69.8
1930	12,152	76.7

Read table thus: In 1910 there were 9,564 negro children between the ages of 7 and 21 in Kansas schools, or 65.6 per cent of the population of that age group, etc.

The negro population, like that of the white race, has become increasingly adult. The total school population of negroes has declined in number, but the percentage of negro children between the ages of seven and twenty-one years attending Kansas schools has increased.

* Negroes in the United States (Washington: United States Department of Commerce, Bureau of Census, 1935), p. 214.

CHAPTER III

TRENDS IN THE NUMBER, SALARY, AND CERTIFICATION OF TEACHERS

In spite of the decline in elementary school enrollment in Kansas during the period from 1892 to 1936 there were nearly as many elementary teachers employed in 1936 (exclusive of those in junior high schools) as there were in 1892. Obviously, there has been a decline in the average number of pupils enrolled per teacher in the elementary schools of Kansas.

In 1892 there were 11,939 teachers in the public, private, and parochial elementary schools of Kansas. Of this number 7,691 were women and the remaining 4,248 were men. In a study of the number of elementary school teachers in 1915 the most striking fact to be observed is the overwhelming majority of women teachers. In the public elementary schools during the school year 1914-1915 there were only 1,870 men teachers while the women teachers employed numbered 10,889. In the private and parochial schools, other than colleges and academies, during the same year, there were 448 women and 131 men or a total of 579 teachers employed. There were forty-five kindergarten teachers in the state in 1915, according to the Commissioner of Education.¹ Thus the total number of kindergarten and elementary school teachers in 1915 was 13,383. On account of changes in school organization and in administration practices, schools are no longer classified only as elementary, secondary, and higher institutions. With the organization of junior high schools a clear distinction between teachers of elementary and secondary schools could no longer be made since there is an overlapping of elementary and secondary schools in systems with junior high school organizations. The

¹ Report of the Commissioner of Education, 1917, Vol. II, p. 15.

classifications are made from reports of mixed forms of organizations including the 8-4, 6-2-4, 6-3-3, and the 6-6 plans of organization.

TABLE VI

*NUMBER OF TEACHERS AT THE VARIOUS SCHOOL LEVELS IN KANSAS IN 1936

School Level	Males	Females	Total
Kindergarten		167	167
Grades	1,139	10,752	11,891
Junior High	297	756	1,055
High School	1,690	2,460	4,150
Private and Parochial			828
Total			18,091

Read table thus: The number of kindergarten teachers in 1936 was 167 all of whom were women; in the grades there were 1,139 men and 10,752 women teachers. Read in like manner for other levels.

* Excluding 2,192 superintendents and principals.

Teaching positions in the secondary schools of Kansas in 1892 were almost equally divided between men and women. During that year there were 280 women and 279 men, or a total of 559 high school teachers. In 1915, according to Statistical Abstract,² the number of women teaching in secondary schools exceeded the number of men by more than five hundred, the figures being 1,471 and 916 for women and men, respectively, in the public, private, and parochial secondary schools, or a total of 2,387 teachers. These figures include 53 men and 114 women in private and parochial schools of secondary level but exclude superintendents and principals in the public

² Statistical Abstract, 1915, p. 101.

schools.³

The mixed classification of school organizations in the reports for 1936 has made it difficult to ascertain the number of teachers in the secondary schools during that year. The number of teachers in public high schools and junior high schools in 1936 was 5,205. Of this number 1,989 were classified as teaching in high schools of Kansas and 1,055 were teaching in junior high schools of the state. The total of 5,205 teachers did not include superintendents and principals of which there were 2,192 during the year 1936. Among the teachers employed in high schools and junior high schools in 1936 there were 1,989 men and 3,216 women. Obviously the number of women employed in the secondary schools of the state still exceeded the number of men employed.

It will be seen from the figures just given that, accompanying the rapid increase in secondary school enrollment, there was also a rapid increase in the number of secondary school teachers in Kansas.

The total number of teachers in kindergarten, elementary, and secondary schools (public, private, and parochial) for the years 1892, 1915, and 1936 is shown in Figure 10. Superintendents and principals in public schools are not included in the figures for 1915 and 1936.

A tremendous increase has taken place since 1892 in the number of instructors in the institutions of higher learning in Kansas. In 1892, the total number of college faculty members was 182 as compared with a total of 994 in 1915. According to the United States Bureau of Education,⁴ the instructors in the institutions of higher learning in Kansas numbered 1,819

³ Reports available for the year ending June, 1915, failed to list the number of superintendents and principals in the public schools of Kansas, and they were not included in the total number of teachers.

⁴ Statistics of Higher Education, 1933-1934, Ch. IV, p. 50.

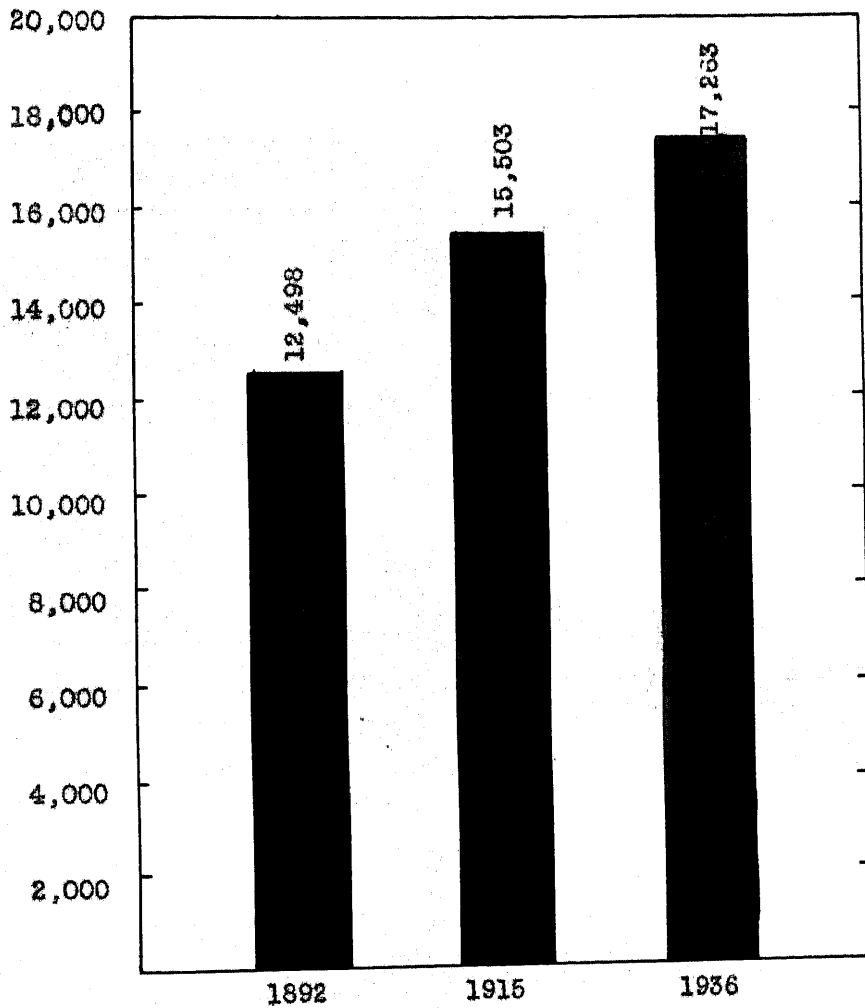


FIGURE 10

TOTAL NUMBER OF TEACHERS IN KINDERGARTEN, ELEMENTARY,
AND SECONDARY SCHOOLS OF KANSAS, PUBLIC, PRIVATE,
AND PAROCHIAL, 1892, 1915 AND 1936

Read figure thus: In 1892 the total number of teachers in kindergarten, elementary and secondary schools of Kansas was 12,498; in 1915 it was 15,503; and in 1936 it was 17,263.

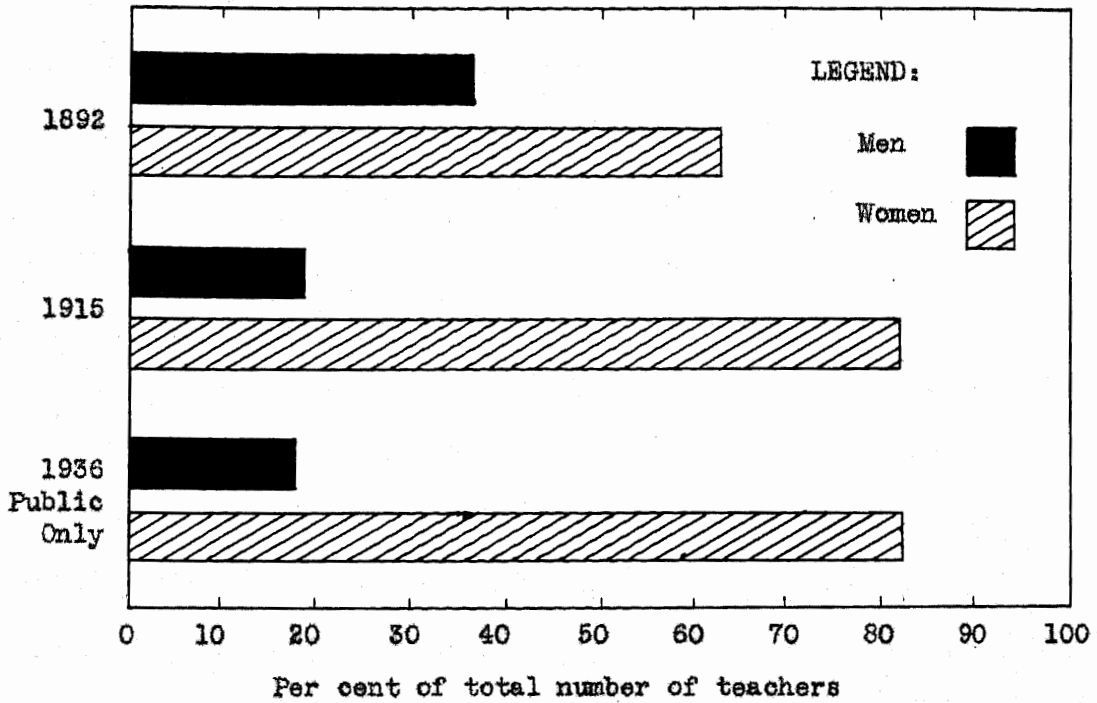


FIGURE 11

PERCENTAGE OF MEN AND OF WOMEN TEACHING IN
KANSAS KINDERGARTEN, ELEMENTARY, AND
SECONDARY SCHOOLS, 1892, 1915,
AND 1936

Read figure thus: In 1892 the number of men teaching in the Kansas schools below college level was 36.8 per cent of the total number of teachers; the number of women teaching in these schools was 63.2 per cent of the total. Read in like manner for 1915 and 1936.

in 1934 when the figures were reduced to a full time teaching basis. Women occupied a larger proportion of the teaching positions in the institutions of higher learning in 1934 than they did in 1892. However, in 1934, nearly two-thirds of the positions as college instructors were still held by men. In 1892 men held over three-fourths of the jobs of this type. Figure 12 represents the total number of instructors in the institutions of higher learning in Kansas for the years 1892, 1915, and 1934, and Figure 13 which follows it, shows the percentage of men and of women on college faculties in 1892 and in 1934.

Negro teachers in Kansas. The per cent of Negro teachers in Kansas has always been small. In 1892 there were eighty-five colored teachers in Kansas and they were in elementary schools. A total of 192 Negroes held teaching positions in Kansas in 1915. Of this number 156 were women and 36 were men. According to figures reported in The Twenty-eighth Biennial Report of the State Superintendent of Public Instruction and interpreted by Shepherd,⁵ only the larger cities and schools had colored teachers during the school year 1931-1932 and there were more colored women than colored men teachers. The total number of colored teachers during the year ending June, 1932, was 250. Of this group, 214 were women and 36 were men. There were no colored teachers reported in junior and senior high schools, in private and parochial schools, or in the rural schools of Kansas in 1932. Practically all of the teachers listed as colored, were teaching in cities of the first or second class. The total number of colored teachers in Kansas in 1892, 1915, and 1932 is shown in Figure 14.

Average salaries of teachers. The Biennial Reports of the State

⁵ Charles Lawrence Shepherd, A Study of the Educational Status of Negroes in Kansas (Unpublished Master's thesis, Kansas State Teachers College of Emporia, Emporia, Kansas, 1934), pp. 24-25.

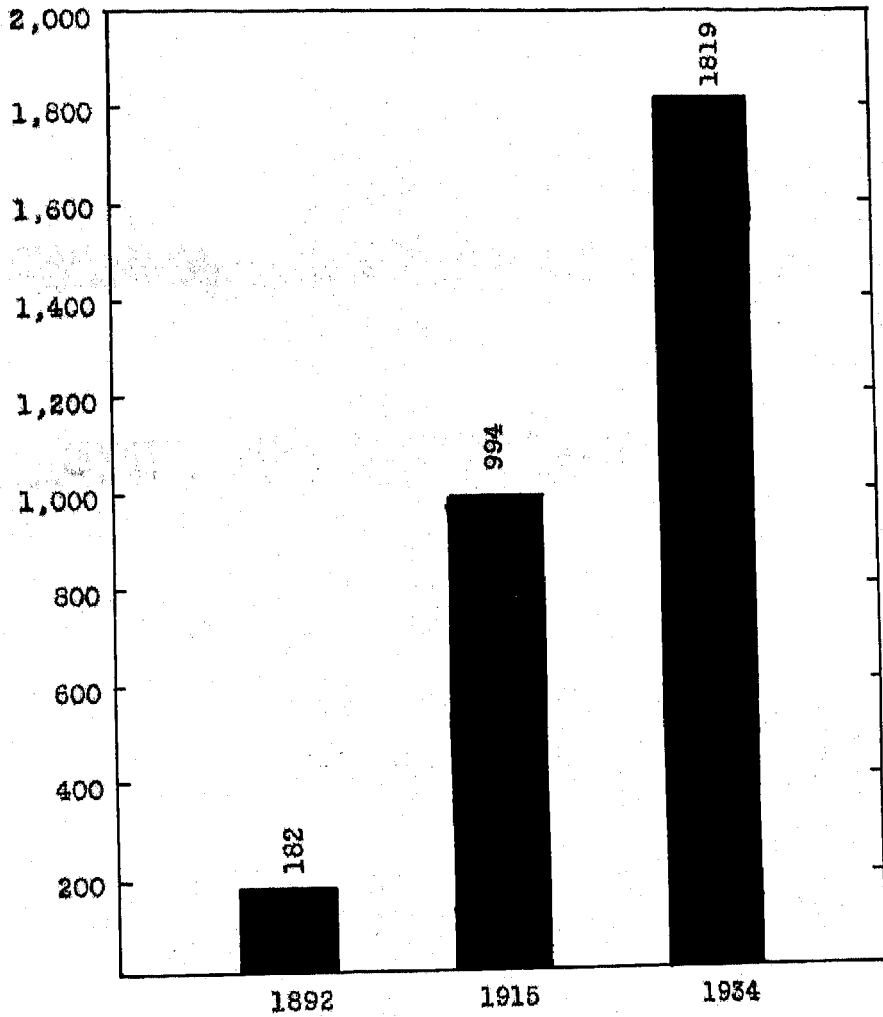


FIGURE 12

TOTAL NUMBER OF INSTRUCTORS IN INSTITUTIONS OF HIGHER
LEARNING IN KANSAS DURING THE YEARS 1892,
1915 AND 1934

Read figure thus: In 1892 there were 182 instructors
in Kansas institutions of higher learning; in 1915 there
were 994; and in 1934 there were 1819.

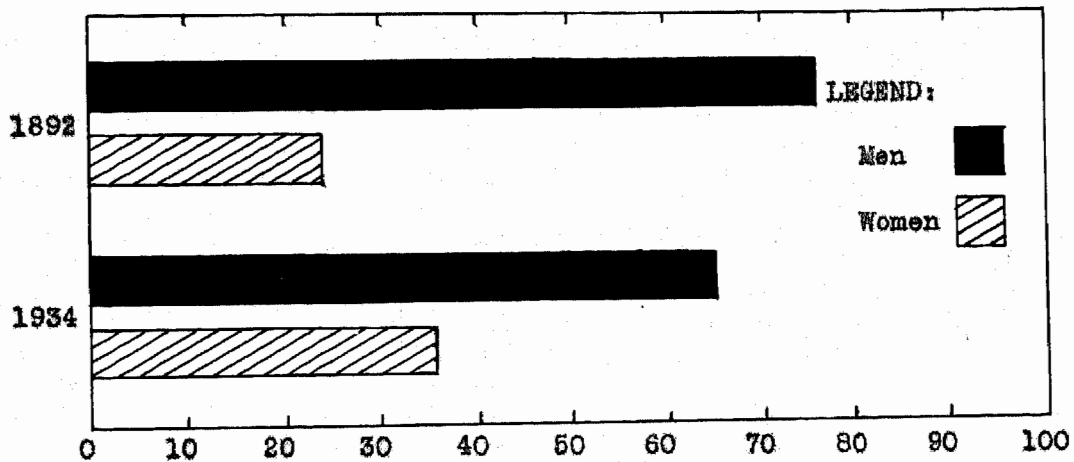


FIGURE 13

PERCENTAGE OF TEACHING POSITIONS HELD BY MEN AND BY
WOMEN IN KANSAS INSTITUTIONS OF HIGHER LEARNING
IN 1892 AND IN 1934

Read figure thus: In 1892 seventy-six and four-tenths per cent of the college instructors in Kansas were men and twenty-three per cent were women; read in like manner for 1934.

Superintendent of Public Instruction list average monthly salaries of teachers in the public schools of Kansas for the various years but accurate statements of salaries paid to teachers of private and parochial schools are unavailable. In many cases payment for actual school teaching and for services rendered to the church are combined in salaries of parochial school teachers so that it is impossible to determine the actual teaching salaries. Table VII shows the average monthly salary of men and women teaching in Kansas public schools in 1892, 1915 and 1932. Since 1932, annual salaries have been reported instead of average monthly salaries. As the length of term varies for different schools, it was impossible to determine the exact average monthly salary.

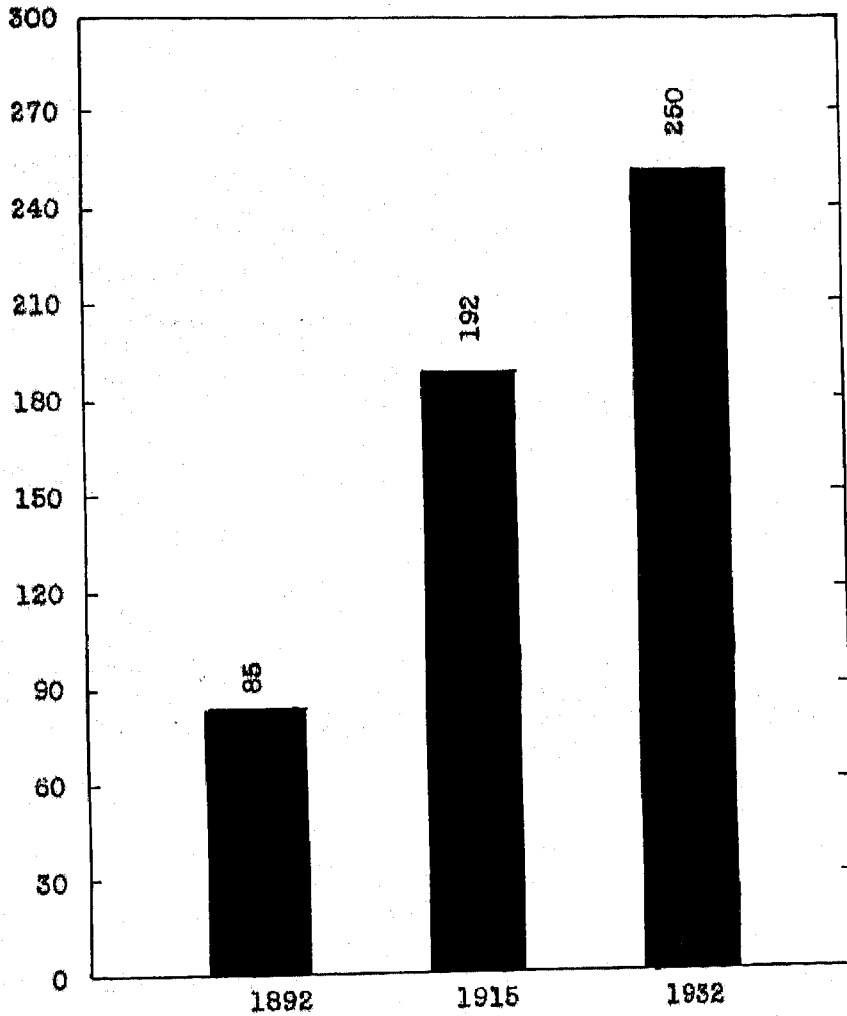


FIGURE 14

TOTAL NUMBER OF NEGRO TEACHERS IN THE SCHOOLS
OF KANSAS, 1892, 1915, AND 1932

Read figure thus: In 1892 there were eighty-five colored teachers in Kansas schools; in 1915 there were 192; and in 1932 there were 250.

TABLE VII

AVERAGE MONTHLY SALARY OF MEN AND WOMEN TEACHING
IN KANSAS PUBLIC SCHOOLS 1892-1932

Year	Average Monthly Salary	
	Men	Women
1892	\$ 42.15	\$ 35.42
1915	83.55	71.69
1932	150.82	111.79

Read table thus: In 1892, the average monthly salary for men in Kansas schools was \$42.15; for women, \$35.42. Read in like manner for 1915 and 1932.

Average salaries mean little unless the varying costs of living, the different standards of living, the increase in length of school term, the changes in amount of training required, and the wages paid to workers in other occupations are given consideration.

The number of secondary school teachers in 1892 was small in comparison with the number of elementary school teachers. Since 1892 the proportion of teachers in secondary school positions has become much larger, and as salaries in high schools are usually higher than those in elementary schools, the increase in the percentage of high school teachers has tended to raise the average of monthly salaries of teachers as a whole. Separate figures on the average salaries of elementary and of secondary school teachers were not available as late as 1900, according to Corder,⁶ who studied teachers' salaries in Kansas for the period from 1900 to 1930. In 1910 Corder found that the salaries paid to secondary teachers averaged about twice as much as the average monthly salaries of teachers in the

⁶ Lee Corder, A Comparative Study of Teachers' Salaries in Kansas from 1900 to 1930 (Unpublished Master's thesis, Kansas State Teachers College of Emporia, Emporia, Kansas, 1933), p. 7.

elementary schools. By 1915 the average salaries of the two groups were more nearly equal, when the average annual salary of high school teachers was \$797 and that of elementary teachers was \$520. In 1930 the average annual salaries of secondary school teachers and elementary school teachers were \$1,658 and \$885, respectively.

Certificates of public school teachers. The system of teacher certification in Kansas has been severely criticized and there have been good grounds for such criticism. Even today, requirements for teachers are not as high as in a number of other states. The 1937 Session of the Kansas Legislature, however, did much to improve the system of teacher certification by granting to the State Board of Education "exclusive authority to issue teacher's, supervisor's, and administrative officer's certificates valid in the state of Kansas"⁷ with a few exceptions, such as certificates based upon training in accredited teachers colleges. Any institution on the accredited list is subject to examination by the state board of education at its pleasure with respect to the course of study, equipment, and the character of its work. In other words since July 1, 1937, there is one certificating agency, with a few other agencies under its supervision, whereas, formerly there were nearly two hundred certificating agencies.

Since 1892, a marked decline has taken place in the proportion of county certificates as compared with the number of certificates issued by the state through normal training high schools or through institutions of higher learning. This fact is shown by Table VIII which indicates the number of certificates of teachers employed during the school years ending in June, 1892, 1915, and 1930. State certificates, as classified in the table, include certificates issued by the State Board of Education through

⁷ School Laws of Kansas, 1937, p. 38.

normal training high schools, certificates based upon work in accredited colleges and temporary certificates issued directly by the State Department of Education.

TABLE VIII
CERTIFICATES OF PUBLIC SCHOOL TEACHERS
EMPLOYED, 1892, 1915, AND 1930

Year	Number of Certificates		
	State	County	Total
1892*	413 (3.5%)	11,475 (96.5%)	11,888
1915	4,129 (36.3%)	7,232 (63.7%)	11,361
1930	16,308.5 (80.8%)	3,870 (19.2%)	20,178.5

Read table thus: In 1892, there were 413 state certificates in force; the same year there were 11,457 county certificates in force, making a total of 11,888 certificates. Read in like manner for 1915 and 1930.

* Eighth Biennial Report of the State Superintendent of Public Instruction, 1891-1892.

Another criticism frequently made concerning education in Kansas is that the rate of turnover in the teaching positions is too rapid. Each year a large number of teachers are beginners. In 1892, the average tenure of teachers in the elementary and secondary schools of Kansas was slightly more than three and a half years. In 1915, there were 2,217 men and women in Kansas who were teaching their first term of school. The number of inexperienced teachers in 1930 was 2,597. Reports of the State Superintendent of Public Instruction fail to give the number of persons who were employed as teachers for the first time during the various years since 1930.

Raising the standards of teacher training and providing for longer tenure would do much to improve the quality of instruction in the Kansas schools.

CHAPTER IV

PROGRESS OF VARIOUS DIVISIONS OF THE KANSAS SCHOOL SYSTEM

The public school system of Kansas, in 1892, consisted of three elementary divisions. They were as follows: (1) cities of the first class, (2) cities of the second class, and (3) ordinary or common school districts. These three classifications are still in use. Other forms of school corporations, however, have been established from time to time. It is the purpose of this chapter to summarize briefly the developments which have taken place since 1892 in the various types of schools and to describe the progress of the new organizations which have been added to the school system of Kansas.

The Columbian History of Education in Kansas described the three elementary divisions of the system as recognized by law, in the following manner:

1. Cities of the First Class. Every city having over 15,000 population becomes a separate school district by virtue of its incorporation as a city of the first class, and its schools are conducted under the laws governing such cities.

2. Cities of the Second Class. Every city having a population of from 2,000 to 15,000 becomes a separate school district by virtue of its incorporation as a city of the second class, and its schools are conducted under the laws governing such cities. The board of education of such city has the power, under certain conditions, to attach adjacent territory for school purposes.

3. The Ordinary School District. With the exceptions noted above, school districts are organized by the county superintendent of public instruction, whose duty it is to divide the county "into a convenient number of school districts when the interests of the inhabitants thereof require it."¹

Several limitations were provided by law upon the power of the

¹ Columbian History of Education in Kansas, pp. 16-17.

county superintendent to form districts, and all acts of the county superintendent respecting district boundaries were made subject to review by the board of county commissioners on appeal, whose decision was to be final.²

Cities of the first class. Five cities--Topeka, Wichita, Atchison, Leavenworth, and Kansas City--had a population large enough to be classified as cities of the first class in 1892. The number of such cities had doubled by 1915 when ten cities of Kansas ranked as cities of the first class. The number of cities in Kansas with a population of more than 15,000 has not increased since 1936. During the entire period from 1892 to the present the school districts in cities of the first class have maintained high schools in addition to the grade schools. The growth in the number of cities of the first class is described in Figure 15.

² Ibid, p. 17.

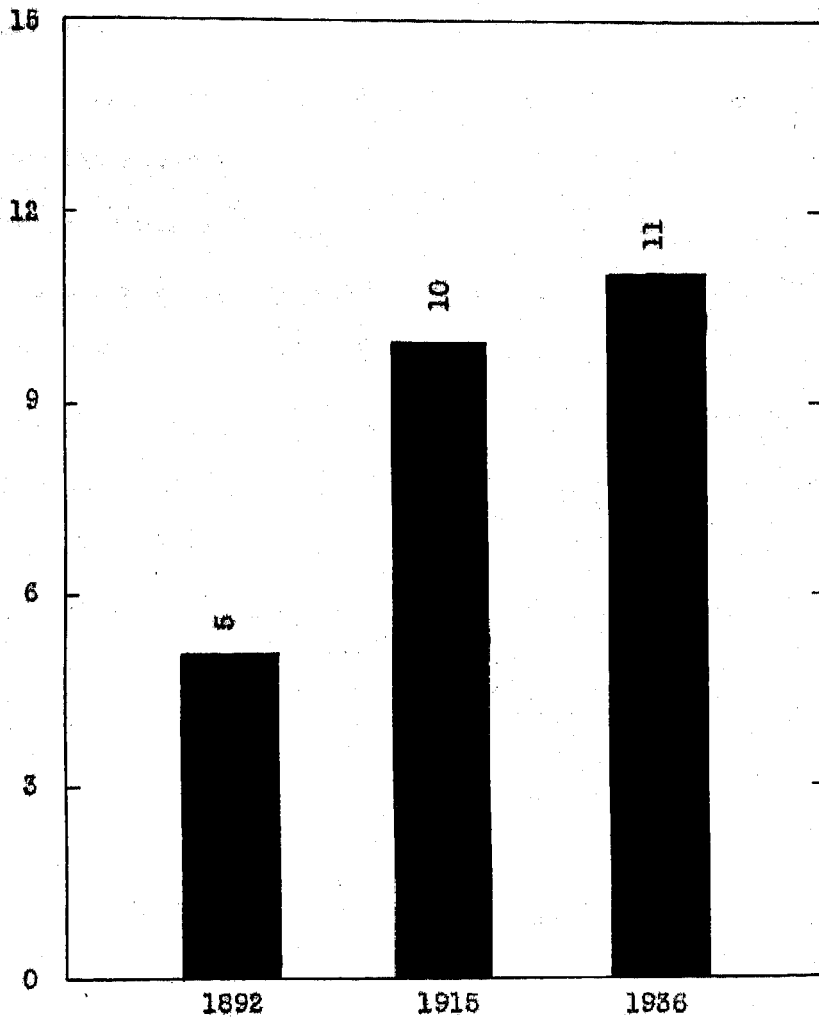


FIGURE 15

INCREASE IN THE NUMBER OF CITIES OF THE FIRST
CLASS IN KANSAS SINCE 1892

Read figure thus: In 1892 there were five cities
of the first class; in 1915, ten; and in 1936, eleven.

Cities of the second class. Between thirty and forty school districts were operating in cities of the second class in 1892. In most of the districts a high school giving a definite course of study of two or three years was being maintained.³ In 1915 there were seventy-five districts operating in Kansas cities of the second class. Of this group seventy-two districts were also offering a four-year high school course, and one district was offering one year of high school work. The Biennial Report of the State Superintendent of Public Instruction failed to indicate the extent of the high school training given by the other two districts during that year. By 1936 Kansas had seventy-seven cities of the second class all maintaining schools offering elementary school work and regular four-year high school courses. Figure 16 illustrates the growth in the number of cities of the second class in Kansas since 1892.

³ Ibid., p. 38.

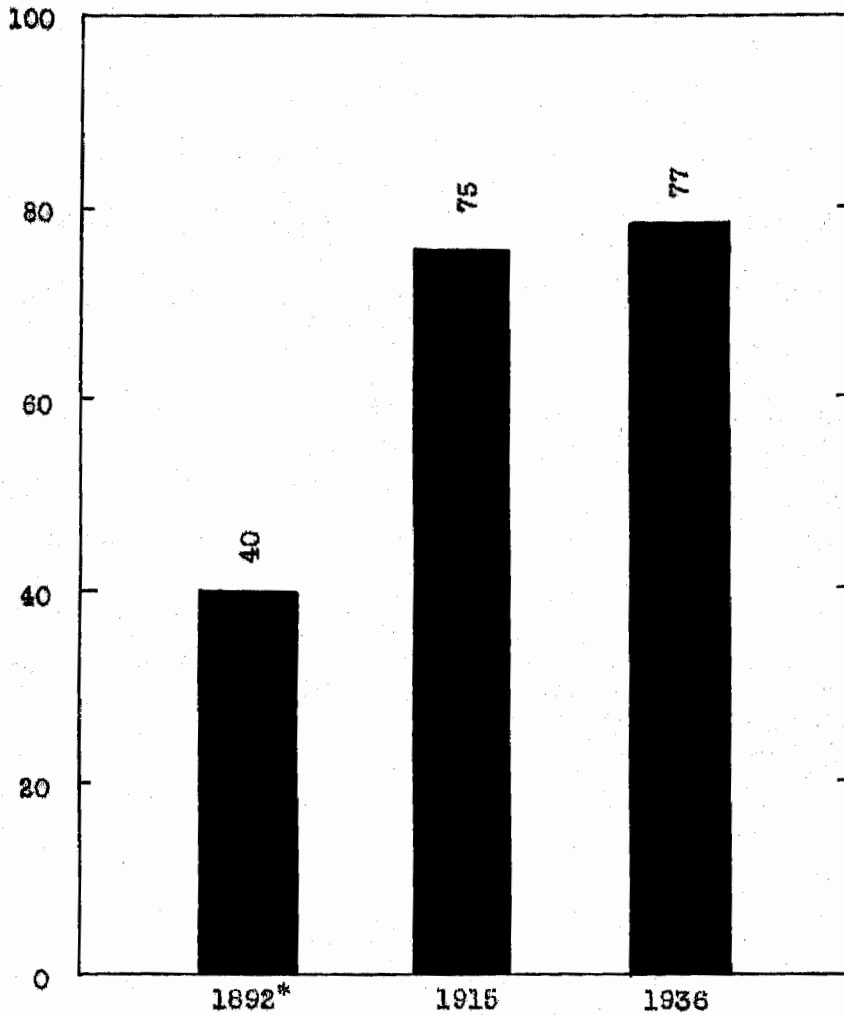


FIGURE 16

INCREASE IN THE NUMBER OF CITIES OF THE
SECOND CLASS IN KANSAS SINCE 1892

Read figure thus: In 1892 there were about forty cities of the second class; in 1915 there were 75; and in 1936 there were 77.

* According to Columbian History of Education the number of cities of the second class in 1892 was between 30 and 40.

Common school districts. The exact number of Kansas schools, other than those in cities of the first and second class, in 1892 was not stated in The Biennial Report of the State Superintendent of Public Instruction for that year. From the records available, it was difficult to secure such facts as the number of one-teacher schools, union schools, or districts operating in cities of the third class. The total number of organized school districts of all types was 9,123 in 1892. Of this number five were in cities of the first class, between thirty and forty were in cities of the second class, and there were two county high schools. Thus, there were more than 9,000 organized districts of other types, such as rural schools with one teacher, union schools with two or more teachers, or graded schools in cities of the third class.

The number of organized public school districts in Kansas during the school year 1914-1915 is shown in Table IX. The districts are classified as one-teacher, two-teacher or more, first class city, and second class city schools. Schools offering high school work only have not been counted in the table.

TABLE IX

NUMBER OF VARIOUS TYPES OF SCHOOL UNITS IN KANSAS
IN 1915, AND THE PERCENTAGE OF THE TOTAL
CONSISTING OF EACH TYPE

Type of school	Number of organized districts	Per cent of total
One-teacher	7,737	89.67
Two-teacher or more	806	9.34
Cities of first class	75	0.87
Cities of second class	10	0.12
Total	8,628	100.00

Read table thus: In 1915 there were 7,737 one-teacher schools comprising 89.67% of all organized districts. Read in like manner for other types of schools.

In 1915 districts actually conducting school in Kansas numbered 8,370. The districts not operating were probably one-teacher schools where few or no pupils were enrolled. With the general decline in elementary school enrollment in Kansas such districts have become more and more common.

The number of organized districts and the number of districts maintaining school in Kansas in 1936 (not including schools offering high school work only) is presented in Table X for various types of schools.

TABLE X

THE NUMBER OF ORGANIZED DISTRICTS, THE PERCENTAGE OF THE TOTAL CONSISTING OF EACH TYPE, AND THE NUMBER OF DISTRICTS OPERATING IN KANSAS IN 1936

Type of school	Number of organized districts	Per cent of organized districts	Number in operation
One-teacher	7,255	86.95	6,777
Two-teacher (or more) elementary only	733	8.79	733
Two-teacher (or more) elementary and high school	267	3.20	267
First class cities	11	0.13	11
Second class cities	77	0.93	77
Total	8,343	100.00	7,865

Read table thus: In 1936 there were 7,255 one-teacher schools in Kansas; they constituted 86.95% of the total number of organized districts; of this number, 6,777 were actually operating. Read in like manner for other types of schools.

The one-teacher schools. As has been previously mentioned, with the decline of the elementary school enrollment in Kansas a large number of the smaller schools could no longer operate because they had no pupils attending. Many others continued to carry on when it was no longer

economical to do so. In spite of the decline in elementary school enrollment more one-teacher schools were operating in 1930 than in 1915. The number of one-teacher districts maintaining school in 1930 was 7,088, while 257 districts of this type were sending their pupils elsewhere, and fourteen were still organized but not maintaining school.

Fear that their school district will lose its corporate existence if it closed its doors or if pupils are sent to some other district, has prompted Kansans to continue maintenance of schools in which valuation is far too low to provide adequate support and in which the enrollment is too small for economical instruction. In spite of the economic depression, the efforts of the State Department of Education, the urging of educational leaders, and the provisions made by the legislature for setting up "co-operative areas," the decrease in the number of one-teacher schools since 1930 has not been rapid. Table XI shows the progress which has been made since 1930 in reducing the number of one-room schools in Kansas.

TABLE XI

THE NUMBER OF ORGANIZED ONE-TEACHER SCHOOL DISTRICTS
AND THE NUMBER OF ONE-TEACHER SCHOOLS OPERATING
IN KANSAS, 1930-1936

Year	Number of organized districts	Number of districts operating
1930	7,359	7,088
1931	7,519	7,037
1932	7,243	6,970
1933	7,340	7,067
1934	7,282	7,004
1935	7,267	6,936
1936	7,255	6,777

Read table thus: In 1930 Kansas had 7,359 one-teacher schools; of this number 7,088 were operating. Read in like manner for other years.

County or community high schools. A law was passed in 1887 authorizing counties in Kansas to establish county high schools by calling an election and securing a majority of those voting. Atchison County was the first to take advantage of the new law and established a county high school at Effingham in 1888. The school opened in 1891. In the meantime the Dickinson County High School had been opened at Chapman in 1890. Thus Dickinson County was the first county in the state to put a county high school into operation.⁴ By 1915 twenty-seven counties had organized high schools under the county high school law. Through a law passed by the legislature in 1923 the county high schools were superceded by the community high schools, and the twenty-three county high schools now operate as community high schools. Figure 17 shows the progress of the movement for community high schools in Kansas since 1892.

Township or rural high schools. Another type of high school organization which has come into existence since 1892 is the rural high school authorized by the legislature of 1911. It was first known as the township high school but later was called rural high school, the name by which it is known today. In 1915 about five township or rural high schools were in existence. By 1936 there were 313 rural high schools in Kansas, and of this number 310 were maintaining school. Figure 18 shows graphically the increase in the number of rural high schools in Kansas since 1915.

⁴ Twenty-seventh Biennial Report of the State Superintendent of Public Instruction, p. 24.

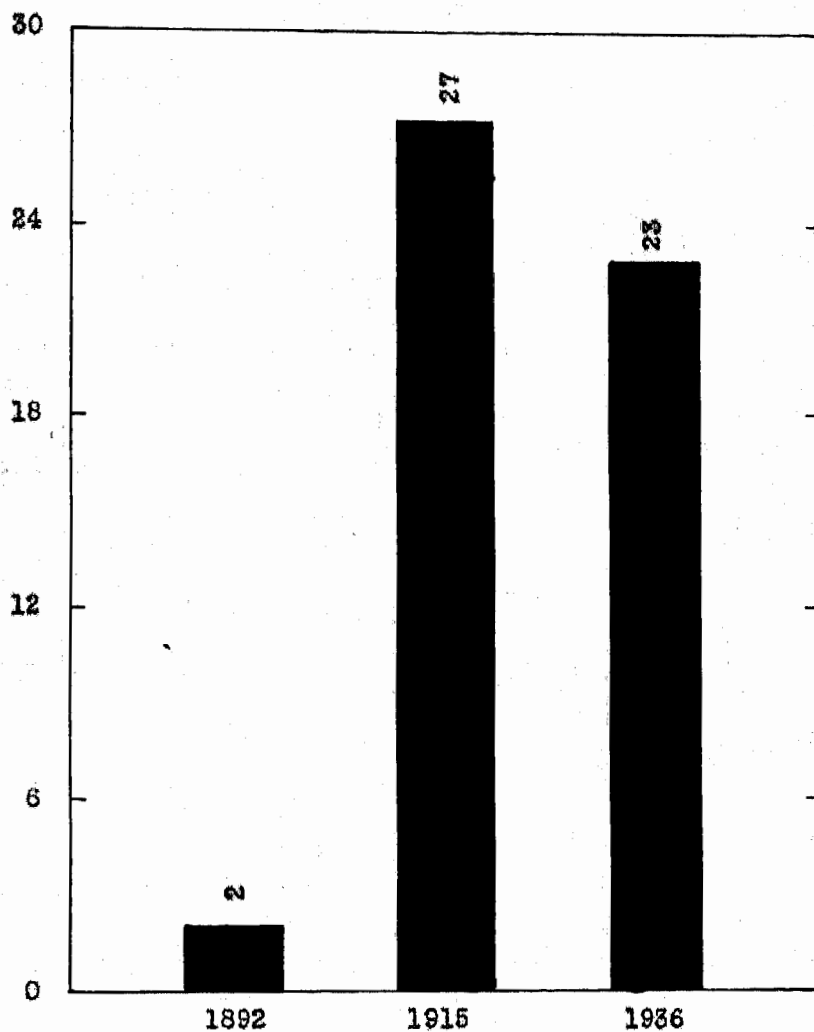


FIGURE 17

NUMBER OF COUNTY OR COMMUNITY HIGH
SCHOOLS IN KANSAS, 1892 TO 1936

Read figure thus: In 1892 there were two county high schools; in 1915, twenty-seven; and in 1936, twenty-three.

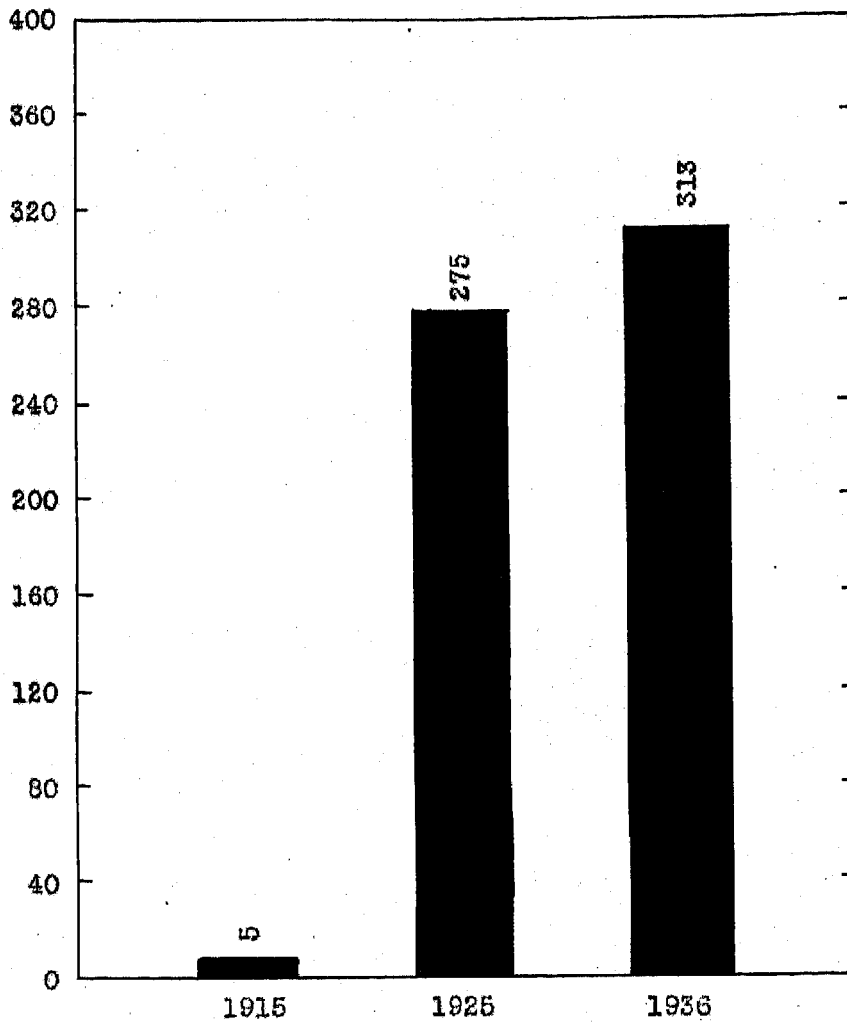


FIGURE 18

THE INCREASE IN THE NUMBER OF RURAL HIGH
SCHOOLS IN KANSAS SINCE 1915

Read figure thus: In 1915 there were five rural high schools; by 1925 there were 275; and in 1936 the total was 313.

Junior high schools. The junior high school is another legally recognized unit of the Kansas school system which has come into existence recently. In 1925 the legislature provided for organization of junior high schools and the State Board of Education adopted regulations concerning them. Junior high schools may be organized in school systems that maintain a four year accredited high school in connection with the grades, or in rural high schools. In 1926 there were fifty junior high schools in the state recognized by the State Board of Education, having seventh, eighth, and ninth grades in a separate unit organized as a junior high school. A larger number were organized with seventh and eighth grades as a distinct unit. Table XII shows the trend of junior high school programs since 1928.

TABLE XII

THE TREND IN JUNIOR HIGH-SCHOOL PROGRAMS
IN KANSAS SINCE 1928

Year	Three-year junior	Two-year junior	Year	Three-year junior	Two-year junior
1928-1929	62	9	1932-1933	76	37
1929-1930	74	20	1933-1934	62	47
1930-1931	74	24	1934-1935	60	40
1931-1932	75	40	1935-1936	61	43

Read table thus: In 1928-1929 there were 62 three-year junior high schools and 9 two-year junior high schools in Kansas. Read in like manner for other years.

Junior colleges. A comparatively recent addition to the Kansas public school system is the junior college. In 1917 the legislature of Kansas granted authority to the board of education of any city of the first or second class, and to the board of trustees of any county high school, to provide for an extension of the high school course of study by

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establishing an additional two-year advanced course prescribed for accredited high schools by the State Board of Education.⁵

By 1924 six junior colleges were on the accredited list. The number had increased to ten by 1931 and in 1937 there were thirteen recognized public junior colleges in Kansas. Figure 19 shows the rise of the public junior college in Kansas.

⁵ School Laws of Kansas, 1937, p. 170.

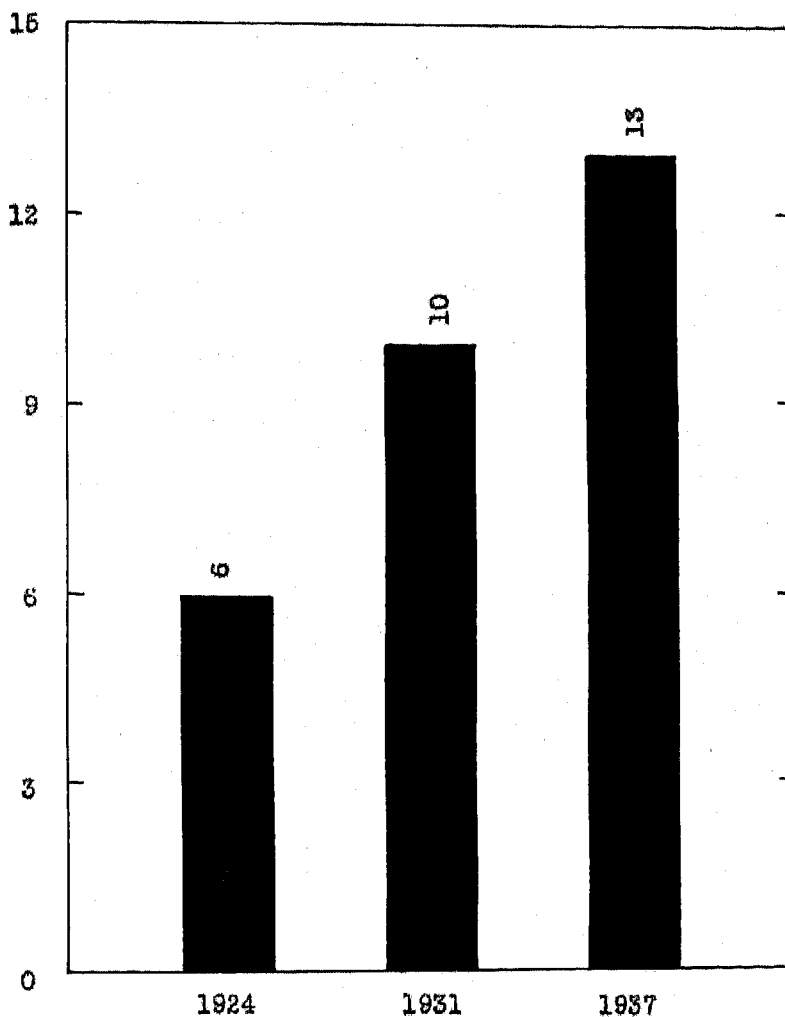


FIGURE 19

INCREASE IN THE NUMBER OF PUBLIC JUNIOR
COLLEGES IN KANSAS SINCE 1924

Read figure thus: In 1924 there were six junior colleges; in 1931 there were ten; and in 1937 there were thirteen.

Private and parochial schools. Prior to 1925 Reports of the State Superintendent of Public Instruction did not state the number of private and parochial schools of elementary and secondary level. There is reason to believe that schools of this type were formerly more numerous than they have been during the past few years. In 1925 there were 219 private and parochial schools in Kansas, and in 1926 there were 216. By 1928 the number had increased to 271, but during the economic depression the number of private and parochial schools declined so that in 1934 there were only 193 schools of this type. By 1936 the number had increased to a total of 220, but in 1937 the number of private and parochial schools in Kansas⁶ had dropped to 211. Figure 20 shows recent trends in the number of private and parochial schools in Kansas.

⁶ The Topeka Daily Capital, April 8, 1938, citing W. T. Markham, Annual Report on Kansas Schools for the Year ending June 30, 1937.

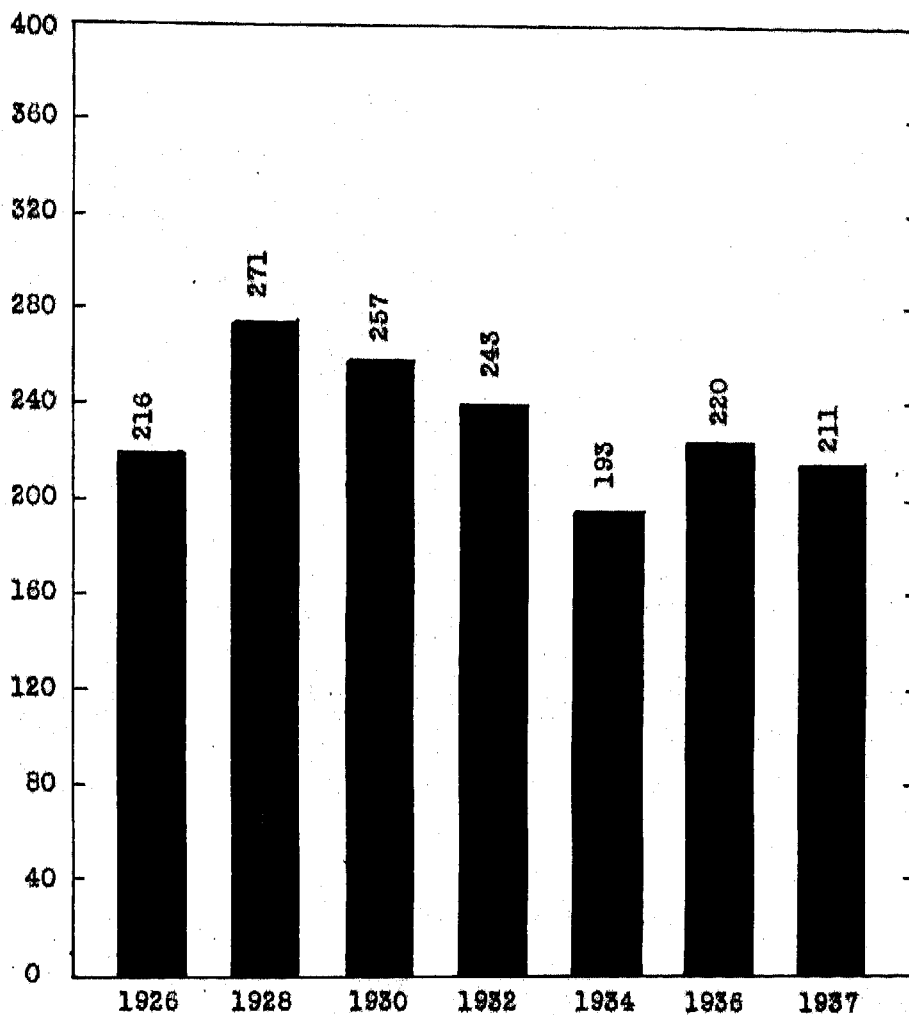


FIGURE 20

THE NUMBER OF PRIVATE AND PAROCHIAL
SCHOOLS IN KANSAS, 1926-1937

Read figure thus: In 1926 there were 216 private and parochial schools in Kansas; in 1928 there were 271. Read in like manner for other years.

Denominational colleges. In spite of the increase in college enrollment in Kansas since 1892, denominational institutions of higher learning have diminished in number. In 1892 there were thirty-eight denominational schools in the state. By 1915 the number had declined to thirty. Since 1915 the decline in the number of such schools has been even more rapid. The Kansas Educational Directory⁷ for the school year 1937-1938 lists only twenty-two private and denominational schools. The decline in the number of denominational schools since 1892 is illustrated in Figure 21.

Negro schools. The public schools of Kansas are legally open to children of all races. However, districts in cities of the first class have the right to maintain separate schools for negro and white children. In 1915 the only city in the state maintaining a separate high school for colored pupils was Kansas City.⁸ This school provided a four-year secondary course including usual high school subjects with "liberal provision for industrial training."⁹

In addition to the Sumner Public High School, as the high school for colored pupils at Kansas City was called, two other special schools for negroes, receiving state support, were being operated in Kansas in 1915. One of these schools was Western University at Quindaro, which was a school of secondary grade with some elementary classes. Western University had been founded during the Civil War and was maintained and operated by the African Methodist Episcopal Church until 1899. Since then it has been operating by receiving part of its support from the African Methodist

⁷ W. T. Markham, Kansas Educational Directory, 1937-1938, pp. 58-60.

⁸ Negro Education, Bureau of Education Bulletin, No. 39, 1916 (Washington: United States Department of Interior, 1917), Vol. II, pp. 678-681.

⁹ Ibid., p. 681.

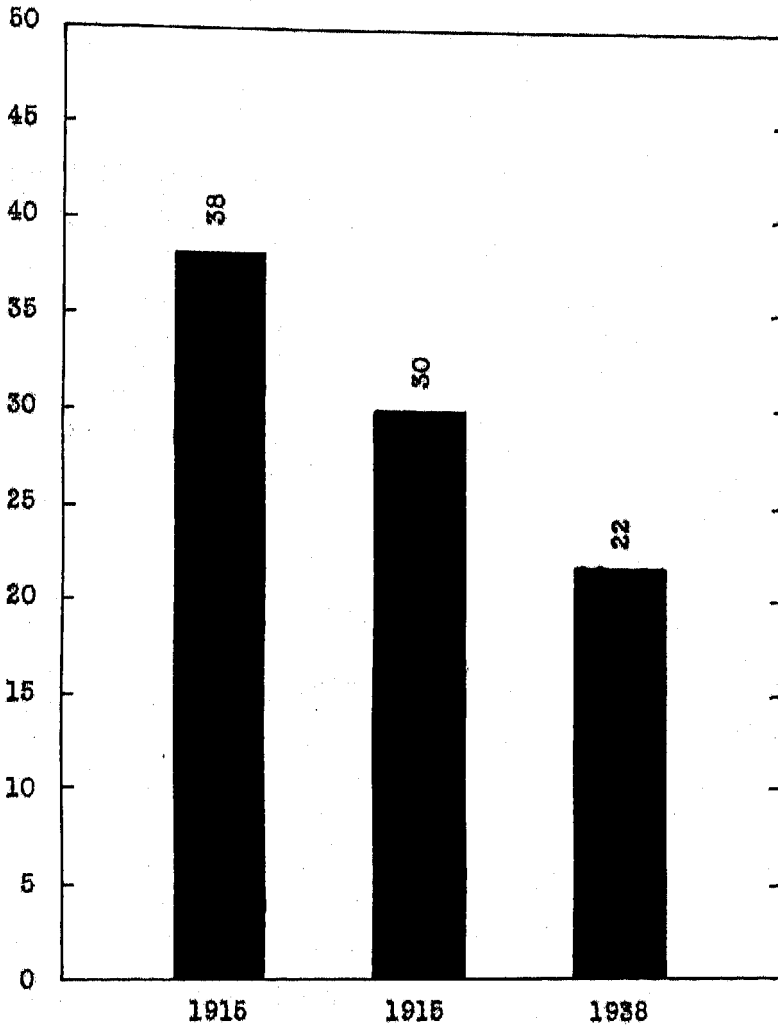


FIGURE 21

DECLINE IN THE NUMBER OF DENOMINATIONAL COLLEGES IN
KANSAS DURING THE PERIOD FROM 1892 TO 1938

Read figure thus: In 1892 there were thirty-eight denominational colleges in Kansas; in 1915 there were thirty; and in 1938 there were twenty-two.

Church and part from the state. Work at the school now consists largely of subjects in high school and courses in trades or vocations, or college work of junior college rank.

The other special school for negroes in 1915 was the Kansas Vocational School. It was established as a church school by the Baptists in 1885 but was conveyed to the state in 1923. The school, which is still operating, is located one and one-half miles east of Topeka. At present the school has courses for training in various trades, and in addition, regular academic high school subjects are taught.¹⁰

According to The Negro Year Book¹¹ three public high schools were being maintained in Kansas during the school year 1929-1930. One of these schools--the Sumner Senior High School in Kansas City--was a senior high school, while the other two--the Northeast Junior High School in Kansas City, and the Toussaint L'Ouverture High School in Wichita--were offering junior high school work. Northeast Junior High School was included in the list of recognized junior high schools of the state during the school year 1935-1936.

Since the negro population of Kansas is comparatively small, the state has provided few separate schools for negroes. In general, segregation has not met with favor. A large part of the negro population is scattered in the rural areas where maintenance of separate schools would be difficult even if it were desirable.

¹⁰ Charles Lawrence Shepherd, A Study of the Educational Status of Negroes in Kansas (Unpublished Master's thesis, Kansas State Teachers College of Emporia, Emporia, Kansas, 1934), pp. 15-16.

¹¹ Monroe N. Work, editor, The Negro Year Book, an Annual Encyclopedia of the Negro, 1931-1932 (Tuskegee Institute, Alabama: Negro Year Book Company, 1931), p. 244.

CHAPTER V

FINANCIAL AND PROPERTY ASPECTS OF KANSAS

SCHOOL GROWTH AND DEVELOPMENT

Expenditures for elementary and secondary school purposes. Records of expenditures for education in private and parochial schools of Kansas are very incomplete. Little information has been available concerning the trend of costs in schools of this type. One of the most striking features of Kansas school history has been the tremendous increase in expenditures for educational purposes. It is reasonable to believe that cost for education in private schools has also risen since 1892.

The total expenditures for maintaining public elementary and secondary schools of Kansas in 1892 was \$4,346,767.43, according to the Biennial Report of the State Superintendent of Public Instruction.¹ By 1915 the costs of the common public schools (elementary and secondary schools) had almost tripled, the amount being \$12,573,540.72. Expenditures for common schools² in 1937 were \$28,441,990.09, more than twice the amount spent in 1915, or six times as much as was spent for public elementary and secondary schools in 1892.

The increase in expenditures for common schools in Kansas since 1892 is shown in Figure 22.

¹ Eighth Biennial Report of the State Superintendent of Public Instruction, 1891-1892, p. 32.

² W. T. Markham, Facts of Interest for Fiscal Year Ending June 30, 1937 (Topeka: State Department of Education, 1938), p. 18.

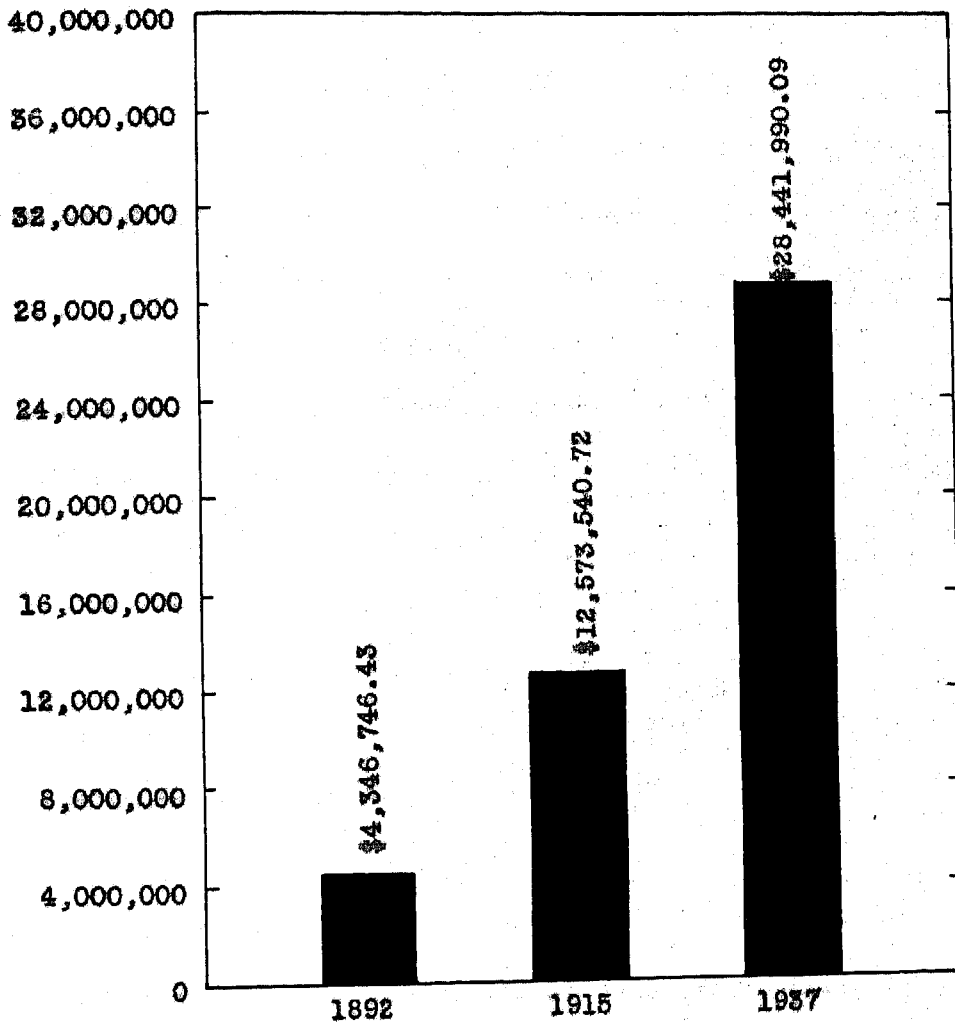


FIGURE 22

INCREASE IN THE NUMBER OF DOLLARS SPENT FOR PUBLIC
ELEMENTARY AND SECONDARY SCHOOLS IN
KANSAS SINCE 1892

Read figure thus: In 1892 expenditures for public elementary and secondary schools in Kansas were \$4,346,767.43; in 1915 they were \$12,573,540.72; in 1937 they were \$28,441,990.09.

The increase in public school costs in Kansas has not been due entirely to increased enrollment. The rise in costs has been much larger, in proportion, than has been the growth of public elementary and secondary school enrollment. This fact is clearly revealed when the annual costs per pupil enrolled during various periods since 1892 are considered. Public schools cost \$11.37 for every pupil enrolled in 1892. The expenditures per pupil enrolled in the common schools of the state in 1915 and 1936 were \$31.59 and \$64.02, respectively. In other words, public school costs per pupil enrolled were almost three times as great in 1915 as they were in 1892, and they were more than five times the amount in 1936 that they were in 1892. The rise in the cost per pupil enrolled in the common schools of Kansas is shown in Figure 23 for the three periods.

One fact which must be remembered in considering the increase in school costs is that the secondary school enrollment of the state has grown from 14,137 in 1892 to 48,243 in 1936. Since the cost per pupil is much greater at the secondary level than at the elementary level, the increase in the number of high school pupils has tended to raise the average cost per pupil in the common schools as a whole. Costs naturally vary in the different types of schools even at the same grade level, depending upon such factors as ability to provide funds, economy in the operation of the school, standards maintained by the school, etc. Table XIII illustrates the increase in average monthly cost per pupil enrolled as the school level becomes higher, by showing the range in average costs per pupil in the different types of schools in 1936.

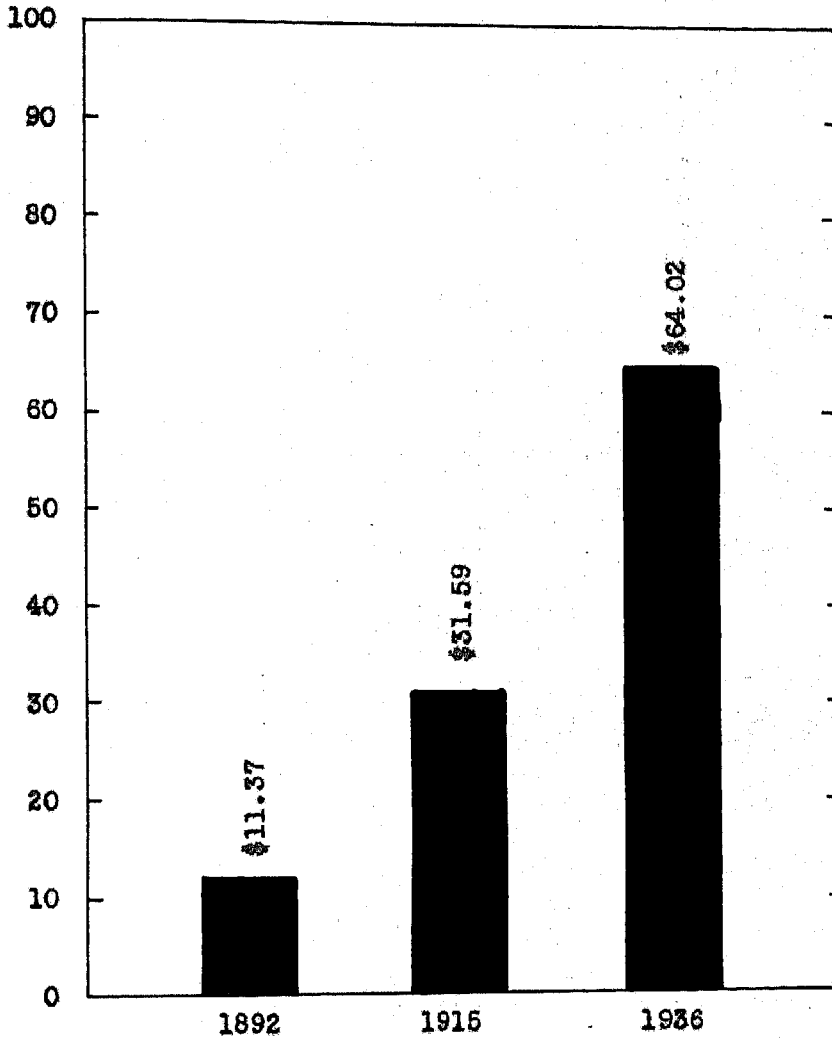


FIGURE 23

THE NUMBER OF DOLLARS SPENT PER PUPIL IN THE COMMON SCHOOLS OF KANSAS IN 1892, 1915, and 1936

Read figure thus: The cost per pupil in the common schools of Kansas in 1892 was \$11.37; in 1915 it was \$31.59; in 1936 it was \$64.02.

TABLE XIII

RANGE OF AVERAGE MONTHLY COST PER PUPIL ENROLLED AT THE
VARIOUS SCHOOL LEVELS IN KANSAS IN 1936 IN
DIFFERENT TYPES OF SCHOOLS

School level	Average cost per pupil per mo. enrolled	
	Highest	Lowest
Kindergarten	\$3.71	\$2.78
Grades	6.22	4.52
Junior high school	6.94	5.77
Senior high school	11.57	7.83

Read table thus: In 1936 the type of school which expended most per month per pupil enrolled, spent an average of \$3.71 per month per pupil enrolled; the type of school which paid least per pupil, expended an average of \$2.78 per month per pupil enrolled. Read in like manner for the other school levels.

The mounting school costs, however, have not been due entirely to the increase in secondary school enrollment. Expenditures for elementary schools in Kansas are also much greater than they were in 1892. The schools of today, on the whole, are rendering far greater educational services than did the schools of previous years. Little³ mentions several evidences of greater educational service. Some of them are:

1. The growth of the high school movement.
2. The increased number of pupils being graduated from high school.
3. The improvement in buildings and equipment.
4. The enrichment of the curricula.
5. The improvement of library facilities.
6. The improvement of teaching efficiency.

³ J. Kenneth Little, A Critical Study of Public School Costs in Kansas from 1898 to 1928 (Studies in Education, No. 6, Kansas State Teachers College of Emporia, Emporia, Kansas, March, 1930), pp. 38-46.

In his conclusions concerning the mounting school costs, Little says:

The increase in school costs between 1898 and 1928 has been large, but nearly one-half of the increase was inevitable. That is, nearly one-half of the increase was due to the factors of an increased attendance, a longer school year, and a decreased purchasing power of the educational dollar.⁴

Expenditures for higher education. Since there were approximately six times as many students in institutions of higher learning in Kansas during the school year 1935-1936 as there were in 1892, it is only reasonable to believe that expenditures for higher education in the state have risen. Accurate and complete figures concerning expenditures for higher education during the various periods have been difficult to secure. The most recent figures available were for the school year 1933-1934. During that year the total amount spent for public, state, private, and denominational institutions of higher learning in Kansas was \$6,877,801, according to the United States Department of Interior.⁵ In 1892 the total expenditures for higher institutions in the state were \$257,709, or only three and nine-tenths per cent of the amount spent in 1934. In 1915 the outlay was \$2,613,442.41, or thirty-nine and one-tenth per cent of the total for 1934. Figure 24 presents graphically the differences in expenditures for higher education in Kansas for the three periods.

⁴ Ibid., p. 55.

⁵ Statistics of Higher Education, 1933-1934, Bureau of Education Bulletin, No. 2, 1935 (Washington: United States Department of Interior, 1937), Ch. IV, pp. 108-109.

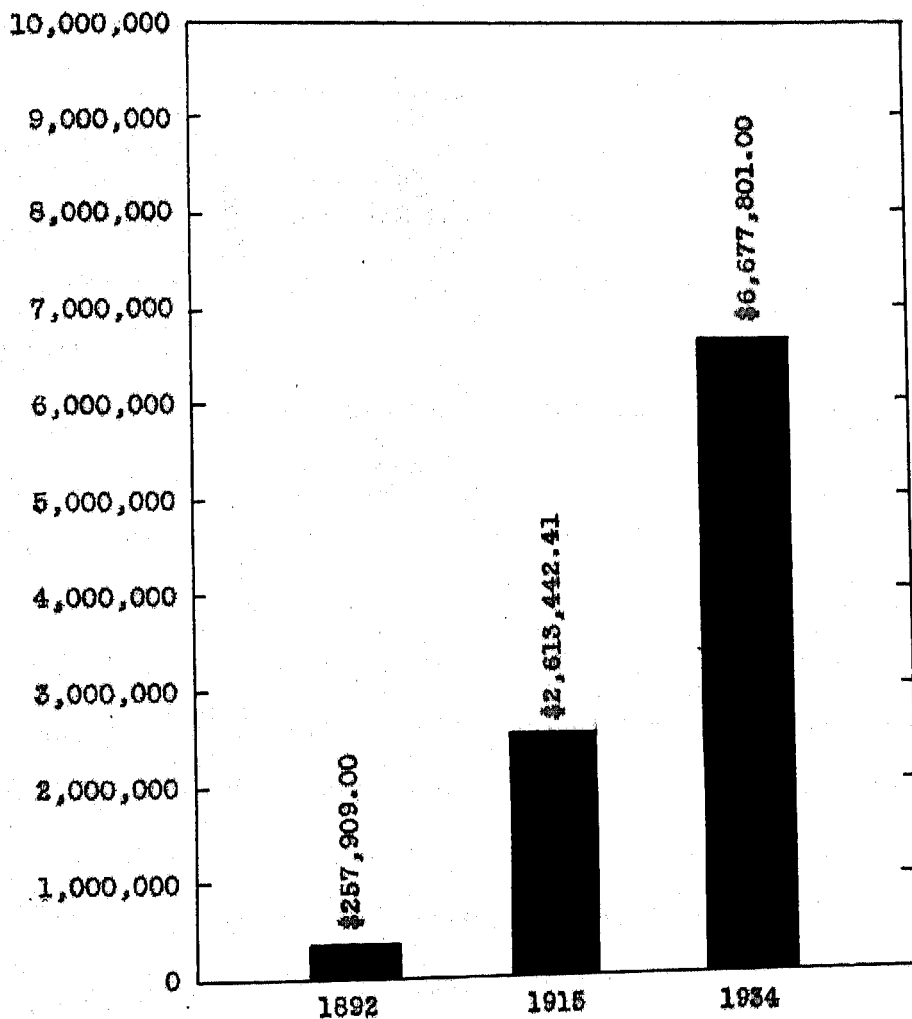


FIGURE 24

EXPENDITURES FOR INSTITUTIONS OF HIGHER LEARNING
IN KANSAS, 1892, 1915, AND 1934

Read figure thus: In 1892 the expenditures for higher education in Kansas were \$257,909; in 1915 they were \$2,613,442.41; in 1934 they were \$6,677,801.

Receipts for elementary and secondary school purposes. Kansas has always depended largely upon local or district taxes for the support of her common schools. The amount of money received from state or federal sources has been very small in comparison to the amount raised from district taxes. Prior to the enactment of the Barnes Law in 1905, little money for school purposes was collected in the state even on a county-wide scale. Of course the state has always apportioned a small amount semi-annually to the various localities as proceeds from the permanent school funds, but these sums have been small in comparison with the money provided by local taxes.

In 1892 taxes levied on property in the local districts of Kansas yielded seventy and seven-tenths per cent of the total receipts for common school purposes. However, there was a balance of \$592,325.31 on hand at the beginning of the year, an amount equal to eleven and eight-tenths per cent of the total receipts, and, no doubt, a large portion of the balance on hand had been raised by local taxation during the preceding years. School bonds sold in 1892 raised a sum of \$205,759.75 or four and one-tenth per cent of the total. Thus it may be seen that the state, county, and other funds provided only thirteen and four-tenths per cent of the total receipts for common school purposes in 1892.

Figures concerning sources of money used for public school purposes in 1915 were very incomplete. According to the Report of the Commissioner of Education,⁶ ninety-three and nine-tenths per cent of the total receipts for common schools of Kansas in 1915 were derived from sources other than income from permanent school funds or rent of school lands. The entire school revenue in the state from all sources in 1915 was \$15,089,924.71 or

⁶ Report of the Commissioner of Education (Washington: Government Printing Office, 1917), II, p. 51.

about three times as great as the total receipts for 1892.

A more complete record of receipts for school purposes has been available for 1936 than for 1915. The total receipts for public schools in Kansas for 1936 were \$35,992,287.99, over twice the amount for 1915 and more than six times the amount for 1892. The balance on hand at the beginning of 1936 was \$7,726,935.10, a sum equal to twenty-two and eight-tenths per cent of the total receipts for 1936. A large part of this balance, no doubt, had been created in previous years through local taxes. The amount received from district taxes in 1936 was \$20,308,751.28 or fifty-nine and nine-tenths per cent of the total receipts. Sale of school bonds provided three and four-tenths per cent of the total, and Barnes Funds in forty counties of Kansas netted \$2,039,986.28 or six per cent of the total revenue for public school purposes. Receipts from state apportionments and county distributions (other than Barnes Funds) made up one and six-tenths per cent of the total revenue, and the amount received from other sources amounted to two and eight-tenths per cent of the total receipts in 1936.

The amounts of money received for common school purposes in 1892, 1915, and 1936, and the percentage each sum was of the total receipts, are shown in Table XIV which appears on the next page.

A detailed report of receipts for common schools in Kansas since 1936 is not available at present. The total receipts from all sources⁷ during the year 1936-1937 were \$35,856,802.77. The state aid fund, provided by law in 1937, did not take effect in time to benefit the schools of Kansas during the year ending June, 1937, but in two distributions,

⁷ W. T. Markham, Facts of Interest for the Fiscal Year Ending June 30, 1937 (Topeka: State Department of Education, 1938), p. 16.

TABLE XIV

AMOUNTS OF MONEY RECEIVED FOR COMMON SCHOOL PURPOSES IN 1892, 1915,
AND 1936, AND PERCENTAGE EACH SUM IS OF THE TOTAL RECEIPTS

Year	Balance on Hand at Beginning of Year	From District Taxes	From Sale of School Bonds	From Barnes Fund	From Tuition	From State and County	From Other Sources	Total Receipts
1892	\$592,325.31	\$3,539,986.11	\$205,759.75			\$492,133.14	\$180,777.66	\$5,010,981.97
1915	**	14,166,696.00*	**	**	**	518,079.10	**	15,089,924.71
1936	7,726,935.10	20,308,751.26	1,168,099.03	\$2,039,986.28	\$1,265,969.15	538,889.50	943,657.67	33,992,287.99
1892	11.8%	70.7%	4.1%			9.8%	3.6%	100%
1915	**	93.9%*	**	**	**	3.4%	**	100%
1936	22.8%	59.9%	3.4%	6.0%	3.5%	1.6%	2.8%	100%

Read table thus: At the beginning of 1892 the school moneys on hand amounted to \$592,325.31 or 11.8 per cent of the total receipts for 1892; the amount received from district taxes during 1892 was \$3,539,986.11 or 70.7 per cent of the total receipts. Read in like manner for other sources of school receipts and for other years.

* Includes local tax or appropriation, state tax or appropriation, and all other sources except income from permanent school funds and rent of school lands.

** Items for which amounts were not available.

October, 1937 and April, 1938, a total of more than \$2,100,000 was apportioned among the school districts of the state.⁸

The increase in receipts for common school purposes in Kansas since 1892 is shown in Figure 25.

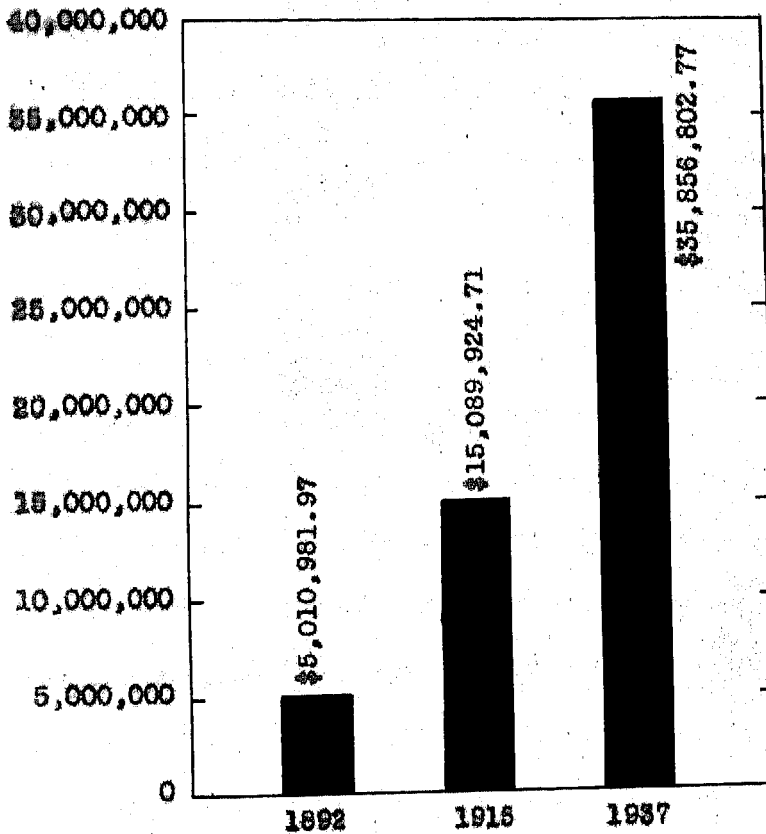


FIGURE 25

THE INCREASE IN RECEIPTS FOR COMMON SCHOOL PURPOSES IN KANSAS, 1892, 1915, AND 1937

Read figure thus: In 1892 the total receipts for common school purposes in Kansas were \$5,010,981.97; in 1915 they were \$15,089,924.71; in 1937 they were \$35,856,802.77.

⁸ News item in The Topeka Daily Capital, April 8, 1938.

Receipts of institutions of higher learning. An accurate account of the total receipts for higher education in Kansas in 1892 has been difficult to secure. Since the expenditures for institutions of higher learning were comparatively small during that year, the total receipts were probably much smaller than at present.

According to the Report of the Commissioner of Education,⁹ the total receipts for colleges and universities in Kansas during the year 1915-1916 were \$2,509,879, including additions to endowments. A sum of \$1,266,570, or a little more than fifty per cent of the total, was derived from state or city funds, and student fees contributed \$377,335, or fifteen per cent of the total receipts for that year. The United States Government furnished \$104,555, or four and two-tenths per cent of the total receipts, and private benefactions accounted for \$379,246, or fifteen and one-tenth per cent. The remainder came from other sources, including income from endowment, sales and services of educational departments, etc.

The total amount received for all institutions of higher education in Kansas reporting to the United States Bureau of Education¹⁰ for the year 1933-1934, was \$7,358,782. Of this sum \$6,161,611 was for actual educational and general current expenses, while the remainder was for auxiliary enterprises and activities, extension of physical plants, or increase of permanent funds. The receipts from state and local sources were \$2,948,433, or more than one-third of the total for the year ending June, 1934. Student fees provided \$1,423,069, or nineteen and three-tenths per

⁹ Report of the Commissioner of Education (Washington: Government Printing Office, 1917), II, p. 303.

¹⁰ Statistics of Higher Education, 1933-1934, Bureau of Education Bulletin, No. 2, 1935 (Washington: United States Department of Interior, 1937), Ch. IV, p. 99.

cent of the total receipts. The federal government furnished \$342,172, or four and seven-tenths per cent, and private gifts and grants were responsible for \$644,248, or eight and eight-tenths per cent of the total receipts for higher learning in 1934. The balance came from other sources, such as income from endowments, etc.

The total receipts for higher educational institutions in Kansas for 1916 and 1934, and the amounts received from state and local sources, and from student fees, are shown in Figure 26.

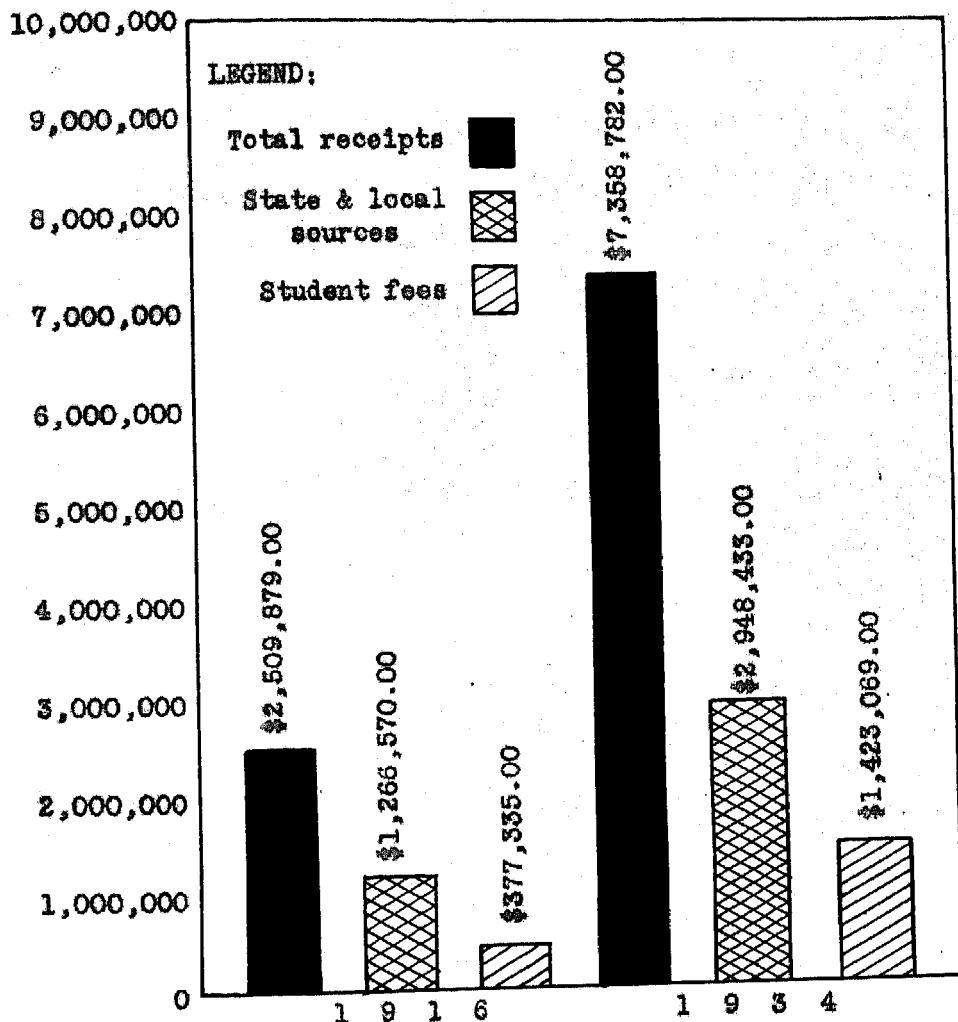


FIGURE 26

TOTAL RECEIPTS FOR HIGHER EDUCATIONAL INSTITUTIONS OF KANSAS, AND THE AMOUNT RECEIVED FROM STATE AND LOCAL SOURCES, AND FROM STUDENT FEES, 1916 AND 1934

Read figure thus: In 1916 the total receipts for higher education in Kansas were \$2,509,879.00; of this amount \$1,266,570 was from state and local sources, and \$377,335 was from student fees. Read in like manner for 1934.

Public school property. With the rapid growth of expenditures for schools in Kansas, it is reasonable to expect that there should also be an increase in the value of school property. In 1892 the value of public elementary and secondary school property of the state was \$10,703,708, according to the Eighth Biennial Report of the State Superintendent of Public Instruction.¹¹ In 1915 the value of public school property in Kansas was \$27,927,740, or more than two and one-half times as much as it was in 1892. An even more rapid growth has taken place since 1892. In 1937 the total value of buildings, grounds, furniture, and apparatus of public schools¹² was \$108,423,916, or more than ten times the value of public school property in 1892. The increase in the value of public school property since 1892 is shown in Figure 27.

¹¹ Eighth Biennial Report of the State Superintendent of Public Instruction, 1891-1892, p. 52.

¹² W. T. Markham, Facts of Interest for the Fiscal Year Ending June 30, 1937 (Topeka: State Department of Education, 1938), p. 15.

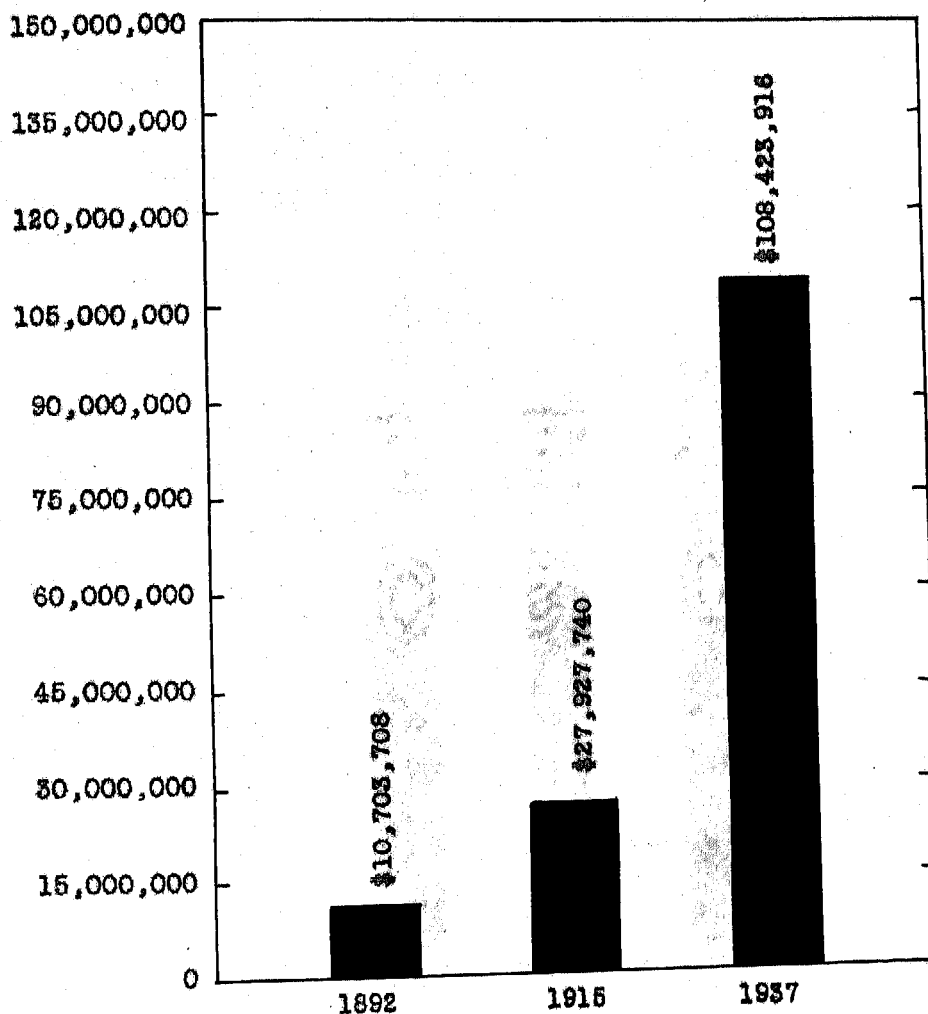


FIGURE 27

VALUE OF PUBLIC SCHOOL PROPERTY IN
KANSAS, 1892, 1915, AND 1937

Read figure thus: The value of public school property of Kansas was \$10,703,708 in 1892; in 1915 it was \$27,927,740.00; and in 1937 it was \$108,423,916.

Only a slight increase has taken place in the number of public school buildings in Kansas since 1892. Kansas public schools of all types occupied 9,088 buildings in 1892, and by 1915 the number had increased to 9,343. In 1937 the number of buildings used for public school purposes¹³ was 9,435. The trend in the number of school buildings in Kansas since 1892 is shown in Figure 28.

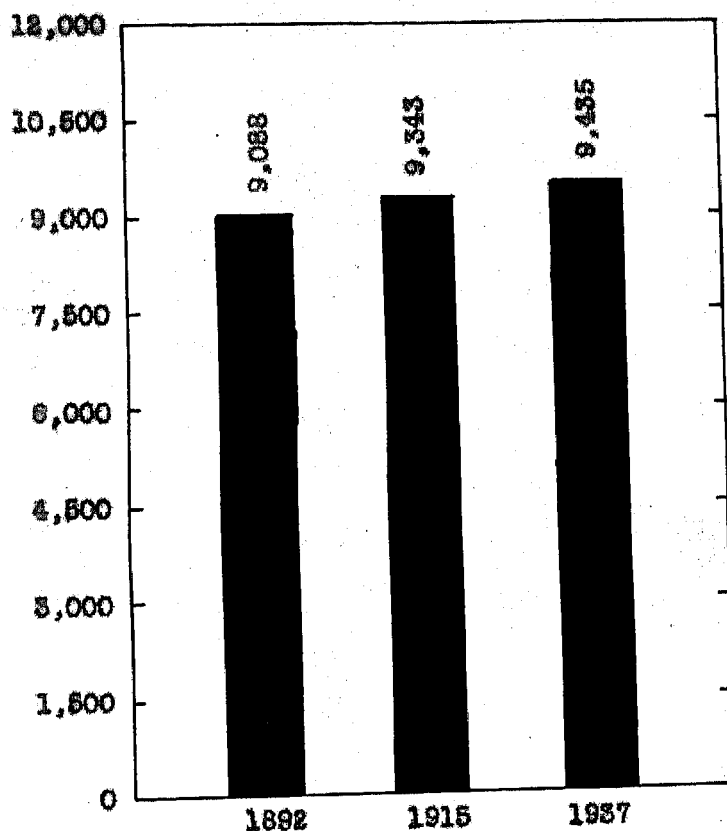


FIGURE 28

THE NUMBER OF PUBLIC SCHOOL BUILDINGS
IN KANSAS IN 1892, 1915, AND 1937

Read figure thus: In 1892 there were 9,088 public school buildings in Kansas; in 1915 there were 9,343; in 1937 there were 9,435.

¹³ Ibid., p. 14.

Property of institutions of higher learning. Reports for 1892

which have been available have failed to indicate the value of property held by institutions of higher learning in Kansas during that year. The total value of all school property, public and private, from elementary to college level was only \$17,417,679 in 1892. So it may be seen that the amount of property held by the various institutions of higher learning was small when compared with the value of property held by Kansas colleges and universities at present. Property of higher institutions of Kansas was valued at \$10,060,881 in 1916, according to the Report of the Commissioner of Education.¹⁴ By 1934 college and university property of the state was valued at \$41,734,640, or more than four times as much¹⁵ as in 1916. Figure 29 shows the difference between the values of property of higher institutions in 1916 and in 1934.

¹⁴ Report of the Commissioner of Education (Washington: Government Printing Office, 1917), II, p. 305.

¹⁵ Statistics of Higher Education, 1933-1934, Bureau of Education Bulletin, No. 2, 1935 (Washington: United States Department of Interior, 1937), Ch. IV, p. 114.

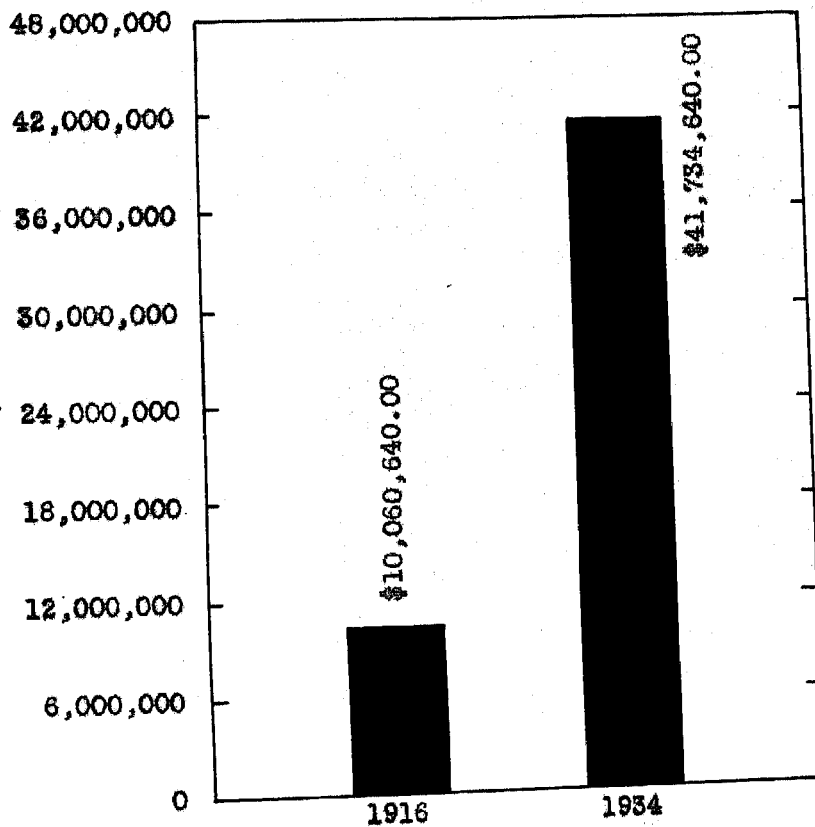


FIGURE 29

PROPERTY OF INSTITUTIONS OF HIGHER LEARNING IN
KANSAS, 1916 AND 1934

Read figure thus: In 1916 the value of college and university property in Kansas was \$10,060,640; in 1934 it was \$41,734,640.

Private and parochial school property. Information concerning the value of property of private and parochial elementary and secondary schools in 1892 has not been available. The value of property of denominational and private schools of elementary, secondary, and college level was \$3,503,517 in 1892. Private and parochial elementary schools had property valued at \$2,641,596 and private secondary schools had buildings, grounds, equipment, etc., valued at \$3,819,161 in 1933, according to the United States Bureau of Education.¹⁶ Thus the total value of property of elementary and secondary schools, supported by means other than public, was \$6,460,757 in 1933, or nearly twice as much as the value of property held by private and denominational schools of all levels in 1892.

¹⁶ Statistics of Private Elementary and Secondary Schools, 1932-1933, Bureau of Education Bulletin, No. 2, 1935 (Washington: United States Department of Interior, 1936), Ch. VI, pp. 17-21.

CHAPTER VI

SUMMARY AND CONCLUSIONS

SUMMARY

Kansas has reached the stage where, for the time being at least, its population is no longer increasing. Since 1929 the population of the state has decreased by more than twenty-eight thousand. In 1892 the number of children between the ages of five and twenty-one years of age was thirty-seven per cent of the population of Kansas. In 1937 the number of children included in the school census was slightly more than twenty-eight per cent of the entire population of the state.

Since 1931 there has been a marked decline in the number of children of school age. The recent decline in the number of children included in the school census has necessarily affected the number of pupils enrolled in the elementary schools, and will, no doubt, affect high school enrollments in the near future.

A phenomenal growth has taken place since 1892 in the number of high schools in Kansas and in the number of pupils attending high schools in the state. Over three times as many pupils were enrolled in secondary schools in 1915 as in 1892, and there were nearly eight times as many pupils in 1936 as there were in 1892.

Throughout the entire period from 1892 to the present, more boys than girls have been enrolled in elementary schools of the state. In 1936 there were more boys than girls in every grade through the ninth, but from the tenth grade through the twelfth grade of the public schools there were more girls than boys.

The percentage of the total elementary and secondary school population enrolled in private and parochial schools has decreased since 1892. A marked decline has taken place in the private and parochial school enrollment since 1930 when the period since that year is taken as a whole. In 1936 the private and parochial school enrollment was 25,730 or six and three-tenths per cent of the entire common school enrollment.

A gradual growth has taken place in the number of kindergartens in Kansas since 1892, and the trend has been decidedly in favor of public kindergartens rather than private kindergartens.

Approximately six times as many students were attending institutions of higher learning in 1936 as in 1892. Far more men than women attended higher institutions in 1892. In 1934, however, the percentage of men enrolled in colleges and universities was about fifty-six per cent of the total enrollment in higher institutions of Kansas.

Population and school enrollment trends in Kansas since 1892 are summarized in Figure 30.

The number of negroes in Kansas has increased since 1892, but the gain in negro population has not been as great in proportion as has been that of white population. The number of negro children has declined, as has the number of white children. A larger percentage of negro population between the ages of seven and twenty-one was in school attendance in 1930 than in either 1910 or 1920. The negro population, like that of the white race, is becoming increasingly adult.

The decline in the number of elementary school teachers in Kansas since 1892 has not been as rapid as the decline in the number of elementary school pupils enrolled. Women teachers have consistently outnumbered men teachers in the elementary schools of Kansas by a large majority.

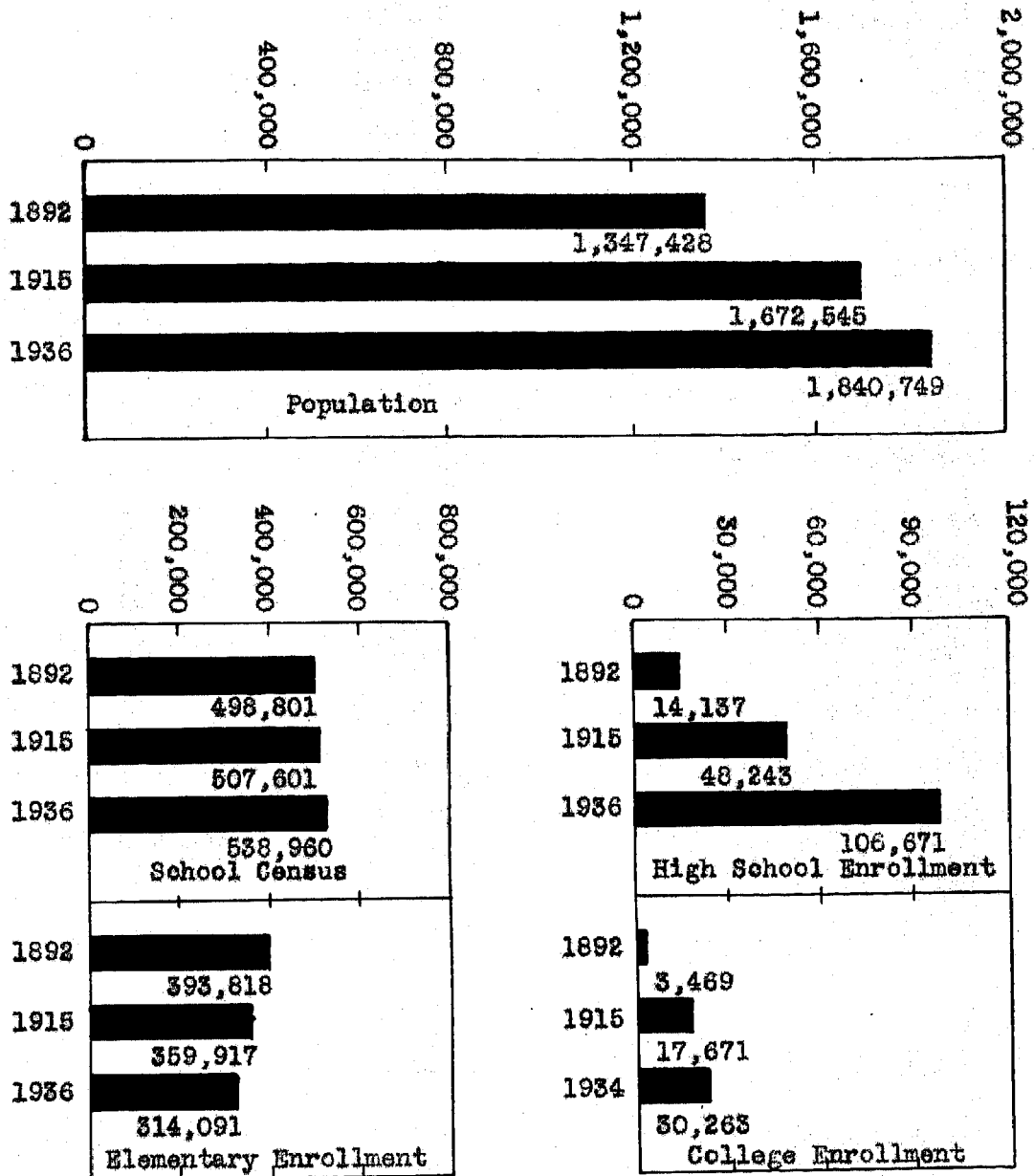


FIGURE 50

**SUMMARY OF POPULATION AND ENROLLMENT TRENDS
IN KANSAS, 1892-1936**

Read figure thus: In 1892 the total population of the state was 1,347,428; in 1915 it was 1,672,545; and in 1936 it was 1,840,749. Read in like manner for other items.

Accompanying the rapid rise of the high school in Kansas there has also been a large increase in the number of secondary school teachers. The number of women employed in secondary schools of Kansas in 1892 was about equal to the number of men employed, but in 1936 the number of women teachers in secondary schools greatly exceeded the number of men teachers.

Nearly ten times as many instructors were employed in institutions of higher learning of the state in 1934 as there were in 1892. Women occupied a larger proportion of the teaching positions in colleges in 1934 than they did in 1892, but nearly two-thirds of the positions as college instructors were still held by men in 1934.

The percentage of negro teachers in Kansas has always been small. In June, 1932, there were 250 negro teachers in the state, practically all of whom were teaching in cities of the first and second class.

Average salaries of teachers in Kansas have increased greatly since 1892. Part of the increase in average salaries has been due to the larger percentage of high school teachers who generally receive higher salaries than elementary school teachers.

A marked decline has taken place in the proportion of county certificates of teachers employed in Kansas, as compared with the number of certificates issued by the state through institutions of higher learning or through normal training high schools.

The number of cities of the first class and of the second class has increased in Kansas since 1892. At present there are twelve cities of the first class and seventy-seven cities of the second class in the state.

As a result of the drop in elementary school enrollment in Kansas a large number of schools have found it impossible to continue operation because there are no pupils attending. Many others have continued to maintain

school when it has no longer been economical to do so. In spite of the decline in elementary school enrollment, more one-teacher schools were operating in 1930 than in 1915. Since 1930 there has been a gradual decrease in the number of one-teacher schools in Kansas.

County, or community, high schools were authorized by law in 1887, and since then twenty-three counties have established such schools.

Township or rural high schools, junior high schools, and junior colleges are types of Kansas school units which are comparatively recent in origin. Township high schools were authorized by the legislature in 1911. Later they were called rural high schools. In 1936 there were 313 rural high schools in Kansas. Junior high schools had their origin in 1925 and they have increased rapidly in number since that year. In 1936 there were sixty-one, three-year and forty-three two-year junior high schools in Kansas. Junior colleges were made possible by law in 1917. Cities of the first class, cities of the second class, and county high school districts are permitted by law to maintain junior colleges. In 1937 there were thirteen recognized public junior colleges in Kansas.

Denominational colleges have diminished in number since 1892. There were thirty-eight colleges of this type in 1892, whereas in 1938 only twenty-two denominational colleges were listed in The Kansas Educational Directory.

Since the negro population of Kansas is comparatively small the state has provided few separate schools for negroes. In 1930 three public high schools were being maintained in Kansas for negroes only. A large part of the negro population of the state is distributed in rural areas where separate schools would be difficult to maintain.

Receipts and expenditures for elementary schools and secondary

schools were more than six times as large in 1937 as they were in 1892. The increases in receipts and expenditures for higher education were even greater than those for elementary and secondary schools. The mounting costs were due to such factors as increased enrollment, growth of the high school movement, more educational services, a longer school term, and decreased purchasing power of the educational dollar.

Accompanying the growth of school costs a great increase took place in the value of school property in Kansas. In 1937 the value of public school property was more than ten times as much as the property of public schools in 1892. The increase in the value of property of higher institutions was as great as that of the public schools.

The growth of expenditures for public school purposes since 1892 and the increase in the value of public school property are summarized in Figure 31.

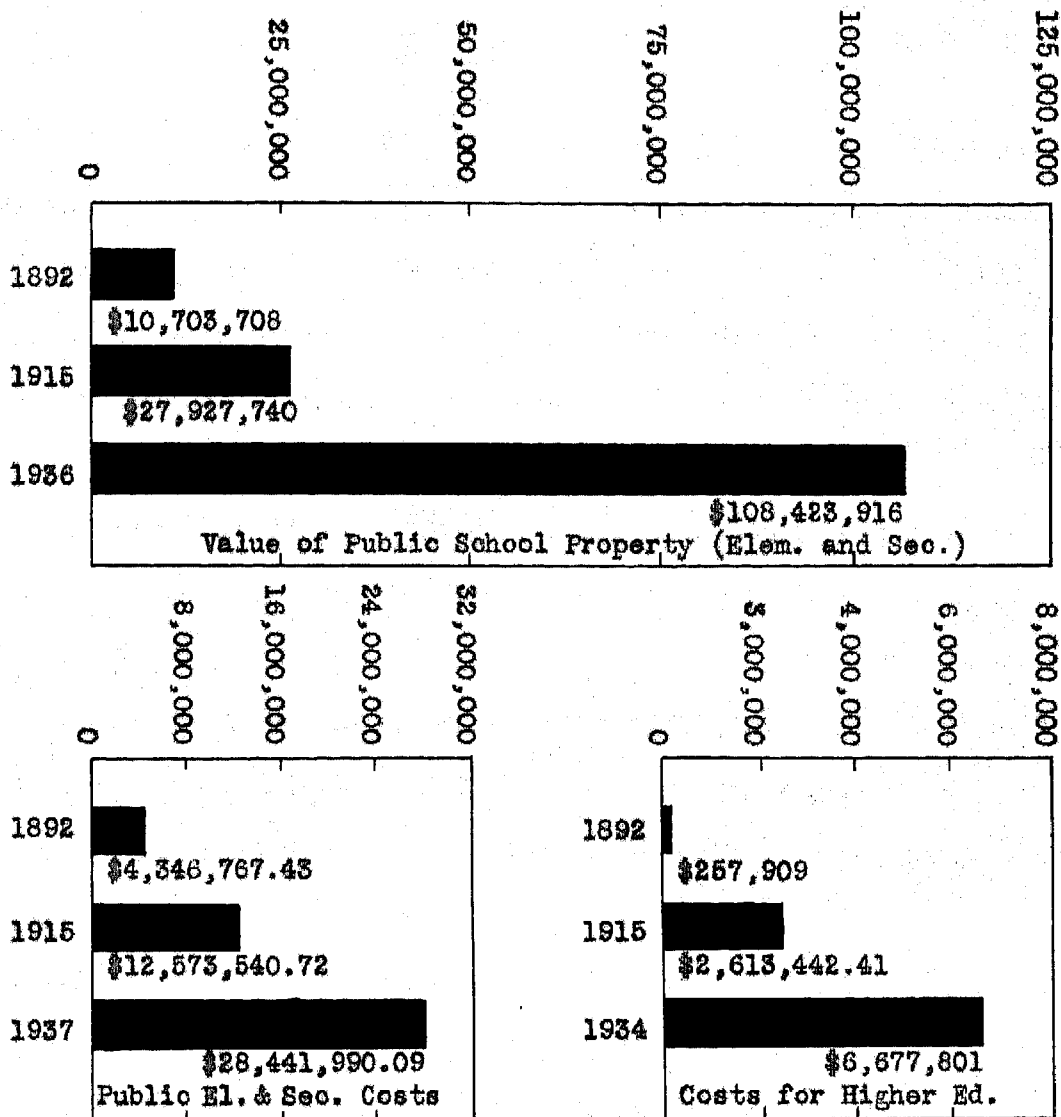


FIGURE 31

**SUMMARY OF TRENDS IN VALUE OF PROPERTY OF PUBLIC SCHOOLS
BELOW COLLEGE LEVEL; IN THE EXPENDITURES FOR PUB-
LIC SCHOOLS BELOW COLLEGE LEVEL; AND IN THE
EXPENDITURES FOR HIGHER LEARNING**

Read figure thus: In 1892 total value of property of public schools below college level was \$10,703,708; in 1915 it was \$27,927,740; in 1936 it was \$108,423,916. Read in like manner for school costs.

CONCLUSIONS

Several general and rather commonly recognized facts concerning Kansas schools have been confirmed by this study. A few of them are:

1. The population of Kansas has increased since 1892, when the period is considered as a whole, but since 1929 there has been a marked decline in the population of the state. (Page 6; Table I, pages 7-8.)

2. There has been a gradual decline in the percentage of the total population of the state included in the school census. (Page 6; Table I, pages 7-8.)

3. Expenditures for education in Kansas have risen more rapidly, in proportion, than the total school enrollment has increased. (Table III, page 25; page 60; Figure 22, page 61; page 62; Figure 23, page 63; Table XIII, page 64; Figure 24, page 66.)

A few of the facts revealed by this study, which are not so generally recognized or known, are the following:

1. There has been a decrease in the total number of negro children enrolled in the elementary schools of Kansas as well as in the number of white pupils enrolled in the elementary schools. (Page 10; Figure 2, page 11; page 26.)

2. The rapid decline in the number of children of school age in Kansas during recent years indicates that the drop in elementary school enrollment will continue, and, in the near future, high school enrollment may also begin to decline. (Page 6; Table I, pages 6-7; Figure 1, page 9.)

3. The survival rate in high schools of Kansas is greater for girls than for boys. This is indicated by the fact that, in spite of the

greater number of boys enrolled in the public elementary schools of Kansas during the years 1892, 1915, and 1936, there was a larger number of girls than boys in the public secondary schools during the same periods. (Page 10; Figure 3, page 12; page 15; Figure 5, page 16.)

4. While their enrollment has declined, particularly from 1930 to 1933, private and parochial schools still have a significant part in the education of Kansas children. This is shown by the following facts:

a. There were 20,425 pupils enrolled in private and parochial schools of the state in 1936. (Page 17; Figure 6, page 18.)

b. Four and nine-tenths per cent of the total elementary and secondary school enrollment in 1936 was in private and parochial schools. (Page 17.)

c. The enrollment of private and parochial schools has increased slightly since 1934. (Figure 6, page 18.)

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INDEX

INDEX

A

Atchison, a city of first class, 42.
Atchison County, first county high school in, 49.

B

Barnes funds, 68.
Barnes Law, 67.
Basis of the study, 5.
Boys: enrollment of in elementary schools, 10, 12-13; in secondary schools, 13, 15-17, 80-81, 87-88.

C

Census: decline in number included in, 6-8, 87; Figure showing in Kansas, 9, 82; number of children included in, 6; per cent of population included in, 6-8, 80; table showing 7-8.
Certification of teachers, 39-40, 83; Chapman, community high school at, 49.
Chicago, Columbian Exposition at, 1.
Cities of first class, 41-43, 83.
Cities of second class, 41, 44-45, 83.
Colleges: denominational, 57-58, 84; enrollment in, 21-25; expenditures for, 65-66, 85-86; increase in number of instructors in, 30, 33-34; junior, 21-22, 52-54; men and women instructors in, 30, 33, 35; property of, 77-78, 85; receipts for 71-73, 85.
Columbian exposition, exhibit prepared for, 1-2.
Columbian History of Education in Kansas: Origin of, 1; description of, 1; a source of data for the study, 3, 5.
Common school districts, 46-47.
Community high schools, 49-50, 84.

Corder, Lee: study of on teachers' salaries, 3; on teachers' salaries, 38.
County certificates, 39-40, 83.
County high schools, 49-50, 84.

D

Data: sources of, 3; presentation of, 5.
Denominational colleges, 57-58, 84.
Dickinson County, first county high school in, 49.

E

Education: early importance of, 1; study on costs of, 2; Shupe, on rural, 3.
Effingham, first county high school organized at, 49.
Elementary divisions of Kansas school system, 41-42.
Elementary schools: enrollment in, 10-13, 80, 82, 84, 87; expenditures for, 61-65, 84-86; figure showing enrollment of, 11, 82; figure showing per cent of boys and girls in, 12; negroes in, 26, 87; receipts for, 67-70, 84-85.
Enrollment: in elementary schools, 10-13, 26, 80, 82, 87; in higher institutions of learning, 21-25, 81-82; in kindergartens, 19-20; 81; in secondary schools, 13-18, 80, 82-83.
Expenditures: for common schools, 61-65, 84-86; for higher learning, 65-66, 85-86.

G

Girls: enrollment of in elementary schools, 10, 12-13, 80-81, 87-88; in secondary schools, 13, 15-17, 80-81.

H

Higher institutions of learning:
enrollment in, 21-25, 81-82; enrollment of men and women in, 21, 23-24, 81; expenditures for, 65-66, 85-86; figure showing enrollment in, 22, 24, 83; instructors in, 30-33-34, 83; negroes in, 26; property of, 77-78, 85; receipts for 71-73.

High schools: community, 49-50, 84; county, 49-50, 84; enrollment in, 13-18, 80, 82; expenditures for, 61-65, 85-86; increase in number of, 80, 82; junior, 26, 52, 84; receipts for, 67-70, 85; rural, 49, 51, 84; township, 49, 51, 84.

I

Introduction, 1.

J

Jester, Marguerite P., previous study of, 2.

Jones, Earl, on census figures, 8.

Junior colleges: 21, 84; figure showing growth of, 54; growth of, 52-54, 84.

Junior high schools: growth of, 26, 52, 84; negroes in, 26.

K

Kansas City: a city of first class, 42; Northeast Junior High School at, 59; school for negroes, 57, 59; Sumner Public High School at, 57, 59.

Kansas State Teachers Association, 1.
Kansas Vocational School, 59.

Kindergartens: enrollment in, 19-20, 81; figure showing enrollment in, 20; Jester's study on, 2; negroes enrolled in, 26; origin of public, 19; private and public, 19, 81; teachers in, 28.

L

Leavenworth, a city of first class, 42.

Limitations of the study, 4.

Little, J. Kenneth; study of school costs, 2; on expenditures for schools, 64-65.

N

Nature of the study, 2.

Negro: enrollment in higher institutions, 26; enrollment in high schools, 26; enrollment in junior high schools, 26; enrollment in kindergartens, 26; number of men and women teaching, 33, 37, 83; population and school enrollment, 25-27; study of educational status of in Kansas, 3; teachers in Kansas, 33, 37.

O

One-teacher schools, 47-48.

P

Pioneers, and education, 1.

Population: becoming adult, 6; negro, 25-27, 81; no longer increasing, 6, 80, 82, 87; of Kansas, 6-8; per cent of included in census 6, 80; table showing for various periods, 7-8.

Previous studies, 1.

Private and parochial schools: considered in the study, 4; elementary enrollment in, 10; property of, 79; secondary enrollment in, 13-18; trends of, 55-56, 81, 88.

Procedure, method of, 5.

Property: of higher institutions, 77-78, 85-86; of private and parochial schools, 79; public school, 73-76, 85-86.

Q

Quindaro, Western University at, 57.

R

Receipts: for elementary and secondary schools, 67-70, 84-85; for higher learning, 67-70, 84-85.
Rural high schools, 49, 51, 84.

S

Salaries of teachers: 3, 33, 36, 38-39, 83; Corder's study of, 3.
Schools: common, 46-47; early provisions for, 1; enrollment in elementary, 10-13, 80, 82, 84, 87; enrollment in elementary and secondary, 18, 82; enrollment in secondary, 13-18, 26, 80, 82, 87; for negroes, 57, 59, 84; in cities of first class, 41-43, 83; in cities of second class, 41, 44-45, 83; negroes in 25-28, 81, 84, 87; number of buildings, 76; one-teacher, 47-48; ordinary district, 41, 46-48; private and parochial, 10, 13-18, 55-56, 79, 81, 88.

Scope of the study, 4.

Secondary schools: enrollment in, 13-18, 26, 80, 82; expenditures for, 61-65, 86; figure showing enrollment in, 14, 16, 18; negroes in, 26; receipts for 67-70, 84-85.

Shepherd, Charles Lawrence: study of, 3; on negro teachers in Kansas, 33.

Shupe, E. Eldon, study on rural education.

State School for the Deaf, enrollment in, 21.

Sumner Public High School, 57, 59.

Superintendents and principals, number of, 29.

T

Teachers: Average number of pupils per teacher, 28; certification of, 39-40, 83; figure showing number of, 31, 35; in higher institutions, 30, 33-34, 83; in elementary schools, 28-30, 81; in kindergartens, 28; in private and parochial schools, 28; in secondary schools, 28, 83; more women than men, 28, 81; negro, 33, 37; number of, 28-35; salary of, 3, 33, 36, 38-39, 83; tenure of, 40.
Topeka: city of first class, 42; Kansas Vocational School near, 59.
Toussaint L'Ouverture High School, 59.
Township high schools, 49, 84.

W

Wealth of the state and education, 1.
Western University, 57, 59.

Wichita: city of first class, 42; Toussaint L'Ouverture High School at, 59.