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REPORT OF THE COMMITTEE

ON

TEACHER SUPPLY PROBLEMS IN KANSAS

FOR THE NEXT TWENTY YEARS

FOR THE

GOVERNOR'S CONFERENCE ON EDUCATION

Kansas State Teachers College
Pittsburg, Kansas
September 30, 1955

PREFACE

Each of the state schools and the two municipal universities in Kansas has been asked to direct a section of the Kansas report for the White House Conference on Education. The presidents of each institution accepted this responsibility and agreed to appoint a committee to make the study.

President Rees H. Hughes of Kansas State Teachers College, Pittsburg, appointed the following committee: Dr. William A. Black, Head, Education and Psychology Department, KSTC, Pittsburg, Chairman; F. Floyd Herr, Director of Certification, State Department of Public Instruction, Topeka; Russell G. Vickers, Banker, Neodesha; Mrs. Hugh Blevins, housewife, Fort Scott; Earl R. Bevan, Superintendent of Schools, Pittsburg; W. L. Rambo, Crawford County Superintendent of Schools, Girard; Dr. Claude W. Street, Retired Head of the Education Department, KSTC, Pittsburg; and Dr. L. L. Tracy, Director of Field Services, KSTC, Pittsburg.

The Committee concerned with "Teacher Supply" held several meetings during the spring and summer. Each member made definite contributions to the report not only during the frequent meetings, but also through outside studies, surveys, and research. The major responsibility for gathering research materials and preparing the manuscript was carried out by Dr. Claude W. Street. The Committee made frequent and extensive use of material prepared in the office of F. Floyd Herr. The attempt to determine the living standards of teachers which was made by Russell G. Vickers of Neodesha is a unique contribution to the study.

This report is to be combined with six other reports for the use of the citizens of Kansas and specifically for the Second Governor's Conference on Education to be held in the Fall of 1955. It is also to be used by the Kansas delegates at the President's White House Conference on Education later in the fall.

William A. Black, Chairman
L. L. Tracy, Jr., Secretary

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I INTRODUCTION

Nature and Scope of Assignment

How to get enough good teachers is a problem of first importance in American education. It is the old problem of balancing teacher supply and demand under difficult conditions. Two opposing factors, a marked increase in birth rates and pupil enrollments, and a concurrent general shortage of trained specialized manpower, are largely responsible for a teacher shortage which has been serious for the past decade and continues as a serious threat to the public schools. The issue takes on added significance from the fact that the teacher is the primary cog in the whole educational program.

The Committee has interpreted its assignment as a three-fold task requiring three closely related studies:

1. A survey of the probable demand for new elementary and secondary teachers in Kansas for the next twenty years.
2. A survey of the supply of properly qualified teachers in relation to increasing demands.
3. A study of promising adjustments for effecting proper balance of teacher supply and demand.

It was soon evident that the task was a difficult, but challenging one, involving many complex, variable factors, - social, political, and economic.

To promote clarity, definitions of a few technical terms, used repeatedly in the study, are needed. "Supply" denotes the available number of legally qualified personnel. "Demand" means the number of new teachers needed at a given time, with due consideration to qualifications and requirements for specific positions.

The phrase "supply and demand" is said to have originated in the field of economics where it is used to describe market conditions. Supply and demand always tend toward equilibrium with any trend away from equality resulting in upward or downward movement in price. Likewise in teaching, when demand for teachers is large and supply small, salaries tend to rise, and vice versa. The aim should be to keep the supply slightly in excess of the demand. When a large oversupply occurs there is waste in teacher education and frustration to trainees. When rising birth rates and other factors, as at present, create a greatly increased demand for teachers, prompt and adequate measures are called for, if a crisis in education is to be avoided or alleviated.

Sources of Data Used

The Group has drawn heavily upon research, records, and reports of the following organizations and governmental agencies:

American Educational Research Association of the NEA
Kansas State Department of Public Instruction
Kansas State Teachers Association

National Citizens Commission for the Public Schools
National Commission on Teacher Education and Professional Standards of the NEA
Research Division of the NEA
Office of Education, U. S. Dept. of Health, Education, and Welfare
U. S. Bureau of the Census.

Three questionnaire studies, conducted by the Education and Psychology Department of Kansas State Teachers College, Pittsburg, during the summer of 1955, provided useful information on teachers and teaching in Kansas.

To avoid confusion the Group has depended chiefly upon the findings of other studies particularly that of Study Group II of the 1955 Governor's Conference on Education for estimates of pupil enrollment.

Brief Overview of this Report

Part II, which follows, is devoted to background information on phases of teacher status in Kansas most closely related to effecting proper balance in teacher supply and demand.

Part III gives careful estimates of numbers of new teachers needed for replacements and mounting enrollments by years and teaching levels.

Part IV summarizes available data on sources and current status of teacher supply, and analyzes the current shortage of teachers by teaching levels.

Part V reviews briefly some of the more promising proposals for alleviating teacher shortages. These fall into two general groups: (1) proposals designed to help balance supply and demand by decreasing demand, and (2) those designed to aid in effecting proper balance by increasing the supply. An action program for Kansas is suggested.

Part VI gives a brief summary of the problem as it applies to kindergartens and higher education.

Part VII concludes the report with a brief summary of the conclusions of the Group.

II BACKGROUND DATA ON TEACHER PERSONNEL

Age, Sex, and Marital Status

Age. Teachers can no longer be characterized as a group of single men and women. Fifty years ago the typical teacher was a young woman about twenty-four years old teaching for a few years before marriage or a young single man using teaching as a stepping-stone to another profession or career. Today teaching is a mature profession; teachers constitute a cross-section of the American people in age, sex and marital status.

The average age of teachers has risen gradually from decade to decade. Recently there has been considerable increase in the upper-age brackets due to the influx of mature married women.[1] From the standpoint of supply and demand, the increase in number of older teachers will mean a gradual, but temporary, step-up in the annual loss on account of retirement.

Sex. Kansas ranks above the national average in the proportion of men teachers in the public schools as indicated below:

Per Cent:	Kansas Public Schools		Continental U.S.	
	Men	Women	Men	Women
Elementary	13.0	87.0	13.6	86.4
Secondary	53.0	47.0	46.1	53.9
All Teachers	27.0	73.0	25.1	74.9[2]

The ratio of men to women teachers (1 to 3 at present) has increased perceptibly since World War II and now exceeds the 1940 ratio of 1 to 5. Kansas is one of only 12 states in which men teachers outnumber women teachers on the secondary level but ranks below the national average in the per cent of men in the elementary field. It is generally thought that, from the standpoint of the child, the best situation is one in which the number of men and women teachers above the first four grades is balanced.

Marital Status. Available data on teacher personnel in Kansas afford only meager information on marital status of Kansas teachers in recent years. It is a matter of common observation that the number of married teachers, particularly of married women teachers in the elementary grades, has increased considerably since World War II. The discriminations against married women teachers, so common during depression years, have gradually been relaxed as a result of the growing shortage of teachers. The shortage was first felt acutely in elementary schools of rural areas. Consequently it was not surprising to learn from reports of county superintendents in a questionnaire study that approximately 55 per cent of elementary teachers in the rural and village schools of Kansas last year were married women.

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[1] See U. S. Census Reports for 1930 and 1950

[2] Advance Estimates, NEA Research Division, Nov., 1954.

The employment of married women teachers helps to balance supply and demand in the present crisis, not only by providing a big reservoir of potential teachers, but by encouraging more young women to make teaching a life career and by decreasing the turnover of teachers. It also means a saving in public money expended on the initial training of teachers.

Preparation of Kansas Teachers

Table 1* gives a summary of the preparation status of public school teachers in Kansas for recent years showing that educational qualifications of teachers have been steadily improving despite growing shortages. Table I shows that teachers in one-teacher schools fall far behind elementary teachers as a whole in teaching preparation. For example nearly all of the teachers with less than 60 hours and all with less than 30 hours college credit are found in one-teacher schools. This is a deplorable situation, not only because of the greater difficulty of teaching in one-teacher schools, but chiefly because of the added handicap it places upon pupils in those schools.

The exact rank of Kansas among the states with respect to teacher preparation could not be ascertained, but the 1955 Teacher Supply and Demand Report gives some indication as to our relative standing in 1954-55. Analysis of returns from 32 states and Alaska on average preparation of elementary teachers in semester hours affords the following comparison:

Preparation of All Elementary Teachers	Per Cent of Total	
	32 States & Alaska	Kansas
120 or more hours	67.6	59.1
60-119 hours	26.3	37.5
Less than 60 hours	6.1	3.4

The Kansas Department of Public Instruction on recommendation of the Kansas Advisory Council on Education has been gradually stepping up certificate requirements for new elementary teachers from low standards of war years. The goal has been to raise the requirement from the low level of no college hours in 1947 to the degree level by 1959. Such an achievement would bring Kansas up to the present level of twenty other states which now require a bachelor's degree or equivalent. So far in Kansas, advances in certification standards have been attended by gradual increase in the preparation of teachers. Paradoxical as it may seem, raising educational qualifications, if accompanied by corresponding salary advances, usually enlarges rather than reduces the supply of teachers.

*Note-Arabic numerals are used in designating tables in the Appendix; Roman numerals for tables in the text.

TABLE I

Analysis of Preparation in Semester Hours of Elementary Teachers in Kansas, 1954-55*

Preparation in Semester Hours	Teachers in One-teacher Schools		All Elementary Teachers	
	Number	Percent	Number	Percent
150 or more	27	1.2	2145	16.3
120-149	448	20.6	5624	42.8
90-119	250	11.6	1579	12.0
60-89	1106	50.9	3361	25.5
30-59	302	13.9	408	3.1
Less than 30 hrs.	38	1.8	38	0.3
TOTAL	2,171	100.0	13,155	100.0

* Source: Division of Certification and College Accreditation, Kansas State Department of Public Instruction

Teacher Turnover and Tenure

Teacher Turnover in Kansas. Teacher turnover refers to the extent of change in teaching positions for a given period. A low rate of turnover in a school indicates a reasonable degree of stability and a feeling of security on the part of the staff. "Where rates of turnover are above 25 percent annually," according to Yeager, "there is reason to suspect unsatisfactory conditions of some consequence...The efficiency of a school system cannot be maintained under conditions where extensive turnover prevails; nor can teachers give good service where constant change is the pattern."[1]

It will be seen from Table 2 in the Appendix that the rate of yearly change exceeds one-third in one-teacher schools in Kansas and is regrettably high in the other county schools. Such a condition naturally goes with small school units and relatively low salaries. It will continue to exist in Kansas until reorganization of school units as proposed by Study Group IV takes place.

Status of Teacher Tenure in Kansas. Little objective information on the status of teacher tenure in Kansas was found, but it is generally believed that job security for Kansas teachers has been improved somewhat as a result of the Continuing Contract Law. Professional security of teachers has also been strengthened

[1] William A. Yeager, Administration and the Teacher, New York: Harper and Brothers, 1954, 232-33.

beyond doubt by constructive work of the KSTA Security Committee in formulating suggestive "Standard Employment Practices for Kansas Schools," and the efforts of interested and well-informed citizenry. A good start, too, seems to have been made in the provision of "definite orderly procedures," as recommended by the NEA Committee on Tenure and Academic Freedom, "to protect competent satisfactory teachers from unjust dismissal." The next step might well be directed toward more general agreement on the part of administrators, boards of education and teachers' organizations on what constitutes justifiable reasons for dismissal of teachers.

The Group is convinced that systematic, gradual improvement of tenure and employment conditions in Kansas would uplift the morale of teachers immeasurably by giving them a feeling of job security. The natural result would be to make teaching more satisfactory as a profession and thus reduce annual turnover.

Community Status of Kansas Teachers

Numerous studies have shown that teachers as a class are not accorded social status and prestige on a par with other respected groups in the community. This explains in part the difficulty encountered in attracting a high calibre of youth to teaching. While conditions have been improving steadily, it is evident that some unreasonable restrictions are still placed upon the personal lives of teachers.

Some light on conditions may be gleaned from responses by teachers in one of the KSTC questionnaire studies conducted on the campus during the summer of 1955. Responses to three questions on community status are summarized here:

1. Do you think that teachers in communities where you have taught are socially well accepted? ___ Fairly well accepted? ___ Poorly accepted? ___

   Responses:

Socially well accepted	75.8 per cent
Fairly well accepted	20.6 per cent
Poorly accepted	1.0 per cent
No answer	2.6 per cent

2. Are teachers in these communities restricted unduly in their social activities? Yes ___ No ___.

   Responses:

   Restricted unduly?

Yes	6.9 per cent
No	79.5 per cent
No reply	13.6 per cent

3. Are teachers in those communities occasionally subject to unfair discrimination because of political, religious or racial prejudices? Yes ___ No ___.

Responses:

Yes 10.9 per cent
No 83.3 per cent
No Reply 5.8 per cent

Living Conditions

The KSTC questionnaire study contained a section on living conditions available to teachers in this area. Teachers were asked: Do you think that living conditions in communities where you have taught are good? ___ Reasonably satisfactory? ___ Unsatisfactory? ___

Responses of the teachers, largely from Kansas, were:

Good - - - - - - - - - - - 43 per cent
Reasonably satisfactory- 47 per cent
Unsatisfactory - - - - - 10 per cent

The question on how well new teachers were assisted in the selection of living accommodations brought the following responses:

Very satisfactory - - 42.4 per cent
Fairly satisfactory - 49.2 per cent
Unsatisfactory - - - 8.4 per cent

It was found that over 90 per cent of married teachers maintain private homes and nearly 50 per cent own their homes. More than 90 per cent of the teachers reported having modern lighting, bath and toilet facilities.

Economic Status of Teachers in Kansas

Importance of Economic Factor. The Committee is agreed that the economic factor is of prime importance in effecting a proper balance of teacher supply and demand. A relatively high schedule of salaries is needed for several reasons. In the first place it must provide beginning salaries comparable to those in other occupations requiring similar preparation. Otherwise the profession will not attract in sufficient numbers promising persons with suitable qualifications. In the second place the salary schedule must provide successful teachers with satisfying opportunities for economic advancement. This is the crux of the problem. Hundreds of our best teachers leave the profession each year because of inadequate salaries. For the most part they entered teaching

hopefully, motivated by a love for young people and a desire to serve them. They would prefer to remain in the profession if salaries afforded them social status and standards of living approximating those of other cultured people.

Overview of Kansas Salaries. A combination of factors such as financial inequalities, small administrative units and high degree of local autonomy have resulted in wide variation in teachers' salaries in Kansas. Table 3 (see Appendix) shows average salaries in 1954-55 by types of districts and teaching areas. Greatest variations are found in the elementary field with averages ranging from less than $2700 in one-teacher schools to over $3600 in first-class cities. This is accompanied by corresponding inequality in preparation of teachers as pointed out earlier. It will be observed that high-school salaries average considerably higher than elementary-school salaries, even in first-class cities where levels of preparation are more nearly equal. Clearly Kansas schools have not yet adopted the single salary schedule so widely advocated by professional leaders. The large differential in favor of high-school teachers accounts largely for the chronic shortage of properly qualified elementary teachers.

Further information on the current salary situation in the Kansas area was obtained from a survey study of students, largely from Kansas, attending the 1955 Summer Term at KSTC, Pittsburg. The median experience of the group of 619 teachers was 8 years plus and some 40 per cent held bachelor degrees. The median salary for 1954-55 was found to be $3020 with the middle fifty per cent ranging from $2590 to $3460. Only 10 per cent, mainly principals, reported salaries above $4150. The median of salaries reported for 1955-56 was $3230, and increase of $210 over 1954-55.

The supplement to the KSTA Salary Survey, presented in Table 4 of the Appendix, not only indicates great variation in minimum and maximum salaries but a lack of range in salaries in all categories. Even in first-class cities, the ranges in salaries appear to be low compared to what they would be if salary schedules provided maximum salaries double beginning salaries in conformity with sound principles. The $2000 salary reported as the highest elementary salary by a second class city and the $2150 listed as the highest secondary salary in that classification were maximum salaries of a small second class city which for years has operated under serious financial handicaps.

Adequacy of Kansas Salaries. There are a number of simple, but fairly objective, tests which may be used in evaluating the adequacy of teachers' salaries in any state. Three such evaluations of Kansas salaries are briefly summarized in following paragraphs.

One of the best tests of adequacy of teachers' salaries is a comparison of the earnings of teachers with those of other vocational groups. Numerous studies have pointed out gross inadequacy of teachers' salaries on that basis. Data presented by the Research Division of the NEA in 1951 showed that the average salary of classroom teachers, $3020 in 1950, was lower than the average annual earnings of groups such as "manufacturing employees", "government employees", and "all employed persons", exceeding only that of "farm employees". Comparisons with three of the professions indicated that the average net income of dentists and lawyers was approximately 300 per cent, and of physicians 400 per cent higher than average salaries of teachers, despite the fact that teachers' salaries had more than doubled in the previous decade. Under such conditions, it is not strange that Kansas, with an average salary of classroom teachers $466 below the national average, is having difficulty in attracting and holding sufficient numbers of well-qualified teachers.

A second test of possibly greater significance than the first involves a comparison of average salaries in Kansas with those of the United States and of bordering states. The Research Division of the NEA estimated the average salary of classroom teachers in Kansas for 1954-55 to be $3350 which was $466 or approximately 12 per cent under the average of $3816 for the 48 states. This gives Kansas salaries a ranking in 31st place. The comparison appears less favorable to our state, when it is recalled that Kansas has generally ranked well above average in ratings on per capita wealth and income per pupil.

Table II shows that Kansas ranks somewhat better in the comparison of its average salaries with those of the four bordering states, ranking second in average salary of secondary teachers and third in averages for elementary teachers and for all classroom teachers.

A state which ranks very much below the national average in annual salary will naturally lose more teachers than it gains in the interstate exchange of teachers. A relative increase of about $500, in average salary, would put Kansas in a more favorable position among the states in the increasing competition for teachers.

A third test which is commonly used in evaluating state or local salaries is the simple one of determining whether teachers' salaries receive a fair share of expenditures for education. It is commonly agreed by specialists in school finance that expenditures for teachers' salaries should represent at least 70 per cent of the total operating budget of each school. A recent

TABLE II

Estimated Average Salaries of Classroom Teachers in Kansas and Bordering States in 1954-55 with Rankings among the 48 states*

	Elementary	Secondary	All	National Rank
Colorado	$3400 (1)	$3900 (1)	$3530 (1)	25th
Kansas	$3065 (3)	$3790 (2)	$3350 (3)	31st
Missouri	$3060 (4)	$3700 (3.5)	$3235 (4)	32nd
Nebraska	$2600 (5)	$3700 (3.5)	$2900 (5)	38th
Oklahoma	$3325 (2)	$3625 (5)	$3445 (2)	28th
United States	$3615	$4194	$3816	

Study by the KSTA Salary Schedule Committee showed that average per cents of school budgets devoted to teachers' salaries in Kansas for recent years were as follows:

Budget Year	Per Cent
1946-47	68.4
1947-48	59.4
1948-49	58.2
1949-50	56.4
1950-51	56.4
1951-52	53.9
1952-53	56.2
1953-54	56.7
1954-55	58.8

With a total school budget of over $100,000,000 in Kansas, an expenditure of 70 per cent instead on 58.8 per cent for salaries would provide over $11,000,000 more for that purpose. This would permit an average increase in salaries of about $500 per teacher.

Such an increase would put teachers more nearly on a par with other respected citizens in standards of living. That they do not so rate at present in Kansas is indicated by a questionnaire study made by a lay member of this committee in his own (second class) city. Responses of public school teachers and administrators, Rotary Club members, Lions Club members, and bank employees on some 37 items involving standards of living showed the school people trailing in third or fourth rank on nearly all of the items. See Table 5 in Appendix.

*Source: Estimates of the Research Division, NEA
Figures in parenthesis give comparative rankings of average salaries of the 5 states by teaching areas.

III. PREDICTED DEMAND FOR TEACHERS IN KANSAS FOR THE NEXT TWENTY YEARS

Analysis of the Problem

The problem of predicting teacher needs is a difficult one, involving many complex factors, most of which are not subject to accurate determination. Consequently our estimates on teacher needs, based more largely on assumptions than facts, should be interpreted as representing probability and broad trends rather than actual conditions.

"Demand" as used here connotes needs for new teachers. New teachers consist of two groups: (1) those needed to replace teachers leaving the profession, and (2) additional teachers necessitated by expanding educational conditions such as increased enrollments.

Elementary teachers, unless otherwise designated, are those in grade 1 to 8 inclusive; high school teachers, those teaching in grades 9 to 12. Under this classification, junior high school teachers are considered as being two-thirds elementary and one-third high school teachers.

The number of new teachers needed for a particular situation will depend on the number of pupils assigned to teachers. This is denoted as the pupil-teacher or teacher-pupil load or ratio. The average number of pupils per teacher has been advancing and now stands at 24-1 in elementary schools in Kansas. Since it is generally conceded that the average should not exceed 25, either in elementary or secondary schools, that number was used as the divisor in computing teacher needs with this exception. The low pupil-teacher ratio in many small high schools seemed to necessitate a flexible ratio for the early secondary estimates. Starting with 21 to 1 in 1955-56, the average is stepped up one pupil per year until 25 to 1 becomes the standard ratio in 1959-60.

In estimating additional teacher needs, the Committee used predictions of Study Group II on increased enrollments in grades 1-12 inclusive for the next twenty years. (See findings of the group, noting particularly the assumptions upon which they are based.)

The Committee found considerable difficulty in getting reliable data on current replacement needs. The Research Division of the NEA estimates replacement needs of the nation to be about 8 per cent of the teaching force, with a breakdown of reasons for leaving teaching about as follows:

Marriage or Family Reasons	32%
Retirement for Old Age or Disability	15%
Going to Other States	18%
Entering Other Types of Employment	14%
Miscellaneous Other Reasons	21%

The Research Division estimated total teacher replacement needs in Kansas to be roughly 2000 in 1953-54 and 2250 in 1954-55, which would make the replacement rate more than 10 per cent. Reports from the State Department of Public Instruction on the number of

new teachers at the beginning of recent school years led to the conclusion that the NEA estimates for Kansas were too high. It was felt, too, that replacement rate in Kansas might be gradually reduced by proper measures such as those suggested later in this report. Accordingly 8 per cent, the average for the nation, was used in estimating annual replacements for the next 5 years; 7 per cent for the years 1960-65; 6 per cent for the following 5 years; and 5 per cent for the last 5 years.

Since parochial and other non-public schools share the task of educating the children of Kansas, information is needed on the extent of such education. The report of Study Group II gives a comparison of public and non-public school enrollments in Kansas for 1953-54, and points out "that enrollments in private schools are growing as are those of public schools." It is evident that the number of elementary teachers in private schools is about 9 per cent of the total number in public schools. On the high school level the corresponding per cent drops to 5.5. On this basis Kansas schools had approximately 21,021 teachers in grades 1-12 last year distributed as follows:

	Elementary	Secondary	Total
Public	13008	6485	19493
Private	1171	357	1528
Total	14179	6842	21021

Recent Changes in Teacher Demand

The impact of increased enrollments, described by Study Group II, did not affect the demand for teachers noticeably until 1948-49. Since then there has been considerable increase in the number of teachers particularly in the elementary grades. KSTA reports show increases of teachers in Kansas public schools for recent years as follows:

Year	Increase	Year	Increase
1947-48	?	1951-52	457
1948-49	235	1952-53	844
1949-50	165	1953-54	661
1950-51	472	1954-55	722

The 722 increase for the past year represented increments by school levels as follows:

Elementary Teachers	601
High School Teachers	121

KSTA, on the basis of estimates of county and city superintendents, predicts an increase of 650 teachers for 1955-56, - 72 under 1954-55. The KSTA survey throws some light on the question as to where the additional teachers are needed. As the following tabulation shows,

additional teachers are needed chiefly in cities of the first class:

Last Year's (1954-55) Increase by Cities and Counties	
Cities of the First Class	340
Cities of the Second Class	146
Counties	236
Total	722
Next Year's Estimates (1955-56)	
Cities of the First Class	307
Cities of the Second Class	175
Counties	168
Total	650

Further analysis shows that nearly 90 per cent of the increase in first class cities results from demands for additional teachers in the five largest cities. Significantly county schools and those of second class cities, feeling the impact of increased enrollments, are largely in the area of the five big cities. It is apparent that the teacher shortage is an urban rather than a rural problem. (See report of Study Group II for further evidence on this point.)

Predicted Demand for Teachers in Kansas from 1954-55 to 1974-75

Tables 6, 7, and 8 in the Appendix afford the interested person detailed information as to the probable demand for new teachers over the next twenty years, and some idea of the technique used by the Committee in its predictions. Table 8 shows the yearly increases in total number of teachers which may be expected from additional teacher needs revealed in Tables 6 and 7. It will be seen that a total increase of 11,424 teachers is predicted for the next 20 years, with increases by teaching levels as follows:

Predicted Number of Teachers

Year	Grades 1-8	Grades 9-12	Total
1954-55	14179	6842	21021
1974-75	21731	10714	32445
Increase	7552	3872	11424
Percent of Increase	53.3	56.6	54.3

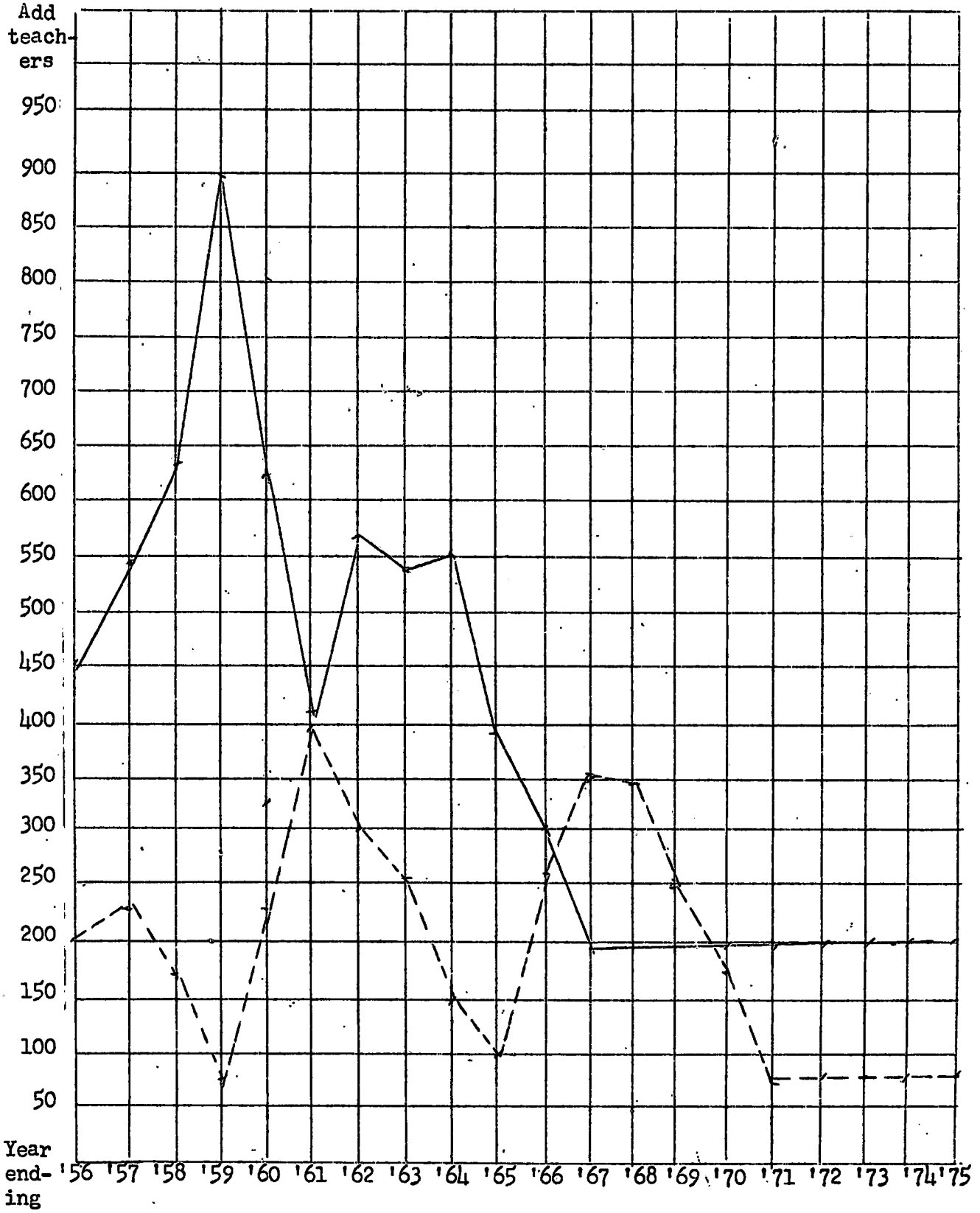
Table 8 also gives information on the number of new teachers that may be needed to replace those leaving the profession in Kansas. The replacement estimates, based on the flexible turnover ratios explained above, are shown by teaching levels for intervals of five years. It will be observed that a reduction in the total needs for

new teachers may be expected by 1965-66 if replacement needs are lowered 2 per cent in ten years as proposed.

Figure I, derived from Tables 6 and 7, depicts graphically the change from year to year in probable needs for additional teachers. It will be seen that the crest in demand for additional elementary teachers is expected about 1958-59, when the yearly increment will reach an all-time high of about 900. Two peaks are shown for high-school teachers, one of nearly 400 in 1960-61 and another of about 350 for years 1967 to 1969. Significantly, the demand for additional teachers levels off at about 200 per year after 1966 in grades 1-8, and at approximately 75 in grades 9-12 after 1970.

Figure 1 showing estimated number of additional teachers needed in Kansas 1955-56 to 1974-75

—— represents no. of additional elementary teachers
---- represents no. of additional high school teachers



IV. CURRENT SUPPLY OF TEACHERS IN KANSAS

Background

The findings of Study Group III on Manpower are of basic significance as background for the Teacher Supply Problem. (See Manpower Report)

The general impact of decreasing numbers of college graduates upon the number preparing to teach in recent years is summarized in Table 9 of the Appendix. It is encouraging to find that the total number prepared to teach since 1950 dropped only 24.9 per cent compared to a drop of 34.4 per cent in bachelor degree graduates. Significantly, too, 1955 is the first year since 1950 in which graduates prepared to teach outnumber those of the preceding year. In Kansas colleges, total enrollments last fall, (1954) were up 12 per cent with 24 per cent more students enrolled in curricula for teachers than the year before. There is sound reason to believe that 1955 marks a turning point. By 1965 there should be a marked increase in the total number of new teachers.

Sources of Supply

An analysis of the problem shows that teachers for a given year must be drawn mainly from the following groups:

1. Teachers continuing in the same or other schools in Kansas.
2. The crop of newly qualified teachers from the institutions of higher education in Kansas and other states.
3. Experienced teachers from other states who may be attracted to Kansas.
4. Former teachers, including many married women, qualified to teach, who may be influenced to rejoin the profession.
5. Other mature persons, especially returning service men, who are qualified for teaching but have never taught.

Kansas Colleges as Source of Teachers. The primary source of teachers is through some institution of higher education. Kansas has forty-one schools accredited for teacher education: 5 state schools, 2 municipal universities, 14 church related colleges, 12 public junior colleges, and 8 private two-year colleges.

Table 10 gives sources of college preparation in Kansas of teachers securing new certificates or renewals for the calendar years 1952, 1953, and 1954. (See Appendix). One may deduce that public supported colleges furnished about 70 per cent and church related or private colleges 30 per cent of Kansas residents granted certificates in 1954.

Reports of the Kansas Department of Public Instruction afford data on number of students in Kansas colleges completing standard

preparation to teach in recent years as follows:

Type of Preparation	1952-53			1953-54			1954-55		
	Men	Women	Total	Men	Women	Total	Men	Women	Total
Elementary	119	724	843	160	927	1087	124	881	1005
Secondary	465	399	864	408	388	796	551	436	987
Total	584	1123	1707	568	1315	1883	675	1317	1992

Evidently the number of trainees in Kansas has increased slightly in each of the last two years.

Unfortunately not all who qualify for certificates become teachers. A study by F. Floyd Herr of occupations on October 1, 1954, of persons who graduated from Kansas colleges in 1954, with qualifications to teach, showed a big initial loss to the profession. Only 52 per cent of the men and 73 per cent of the women were teaching in Kansas on that date. Military service took over 12 per cent of the men and marriage accounted largely for deflection of women. The net loss to teaching was not as heavy as the above would indicate since nearly 12 per cent of the graduates were teaching in other states. Some of the 7 per cent who continued in school took teaching positions later in the year. Mr. Herr's study did not include trainees below the degree level who were qualified to teach. It is possible that the loss from the latter would be less than that from the degree group.

If we assume that 60 per cent of the potential men teachers from Kansas colleges in 1954-55, and 75 per cent of the women, become teachers in Kansas, the 1992 college trainees reported above would provide 1394 teachers for Kansas schools, in 1955-56, distributed as follows:

New Teachers (1955-56)	Men	Women	Total
Elementary	75	661	736
Secondary	331	327	658
Total	406	988	1394

If college enrollments increase as predicted by Study Group II,[1] there will be an increase of approximately 43 per cent in total undergraduate enrollments of Kansas colleges in the next ten years. If this were accompanied by a moderate increase of 35 per cent in the number of teacher-trainees, the supply of teachers for Kansas schools from Kansas colleges would be increased to nearly 1900 by 1965-66. Since our estimate for that year calls for slightly under 2300 new teachers, it would seem that the shortage should be about over in another ten years.

[1] See Table 11 in Appendix for estimates.

Out-of-State Source. Another source, which constitutes an important and growing segment of the teaching profession in Kansas, is the out-of-state teacher. TABLE 12 in the Appendix shows that the number of certificates issued annually to out-of-state teachers has nearly doubled in the last seven years, increasing from 1223 in 1947 to 2410 in 1954. This seems to have resulted largely from two favorable factors: (1) a liberal policy in certification of outside teachers, and (2) relatively high beginning salaries and other desirable conditions in Kansas. Although Oklahoma, which furnished the largest number of out-of-state applicants (764 in 1954), has slightly higher average salaries than Kansas, it has noticeably lower salaries for beginners. In 1954 such certificates were granted to 2410 applicants from 42 widely scattered states. The four bordering states contributed 66 per cent of the total, but there were fifty or more applicants from each of seven other states. Illinois, Iowa, Nebraska, and Wisconsin were largely represented, due no doubt to the Central State Reciprocity Agreement which they signed jointly with Kansas.

Reports from the State Department of Public Instruction do not give the total number of out-of-state teachers in Kansas, but a conservative estimate, based on the per cent of certificates renewed annually, places it as not less than double the number of annual certificates going to that group. This would mean that approximately 5,000 or roughly one-fourth of the teachers in Kansas come from other states.

In addition to its significance as a source of supply, this large influx from all parts of the nation represents a broadening influence. It, too, means an upgrading in teaching preparation since a large proportion of the out-of-state teachers hold bachelor degrees.

If the out-of-state source contributes its proportionate share of new teachers at least 400 of the new teachers in 1955-56, estimated at 2,305, will come from other states. State department records indicate that about 70 per cent of these will be elementary teachers.

Other Sources of Teachers. Another large but indefinite source of teachers is sometimes referred to as the "hidden source". It consists of former teachers, largely mature married women. This source has been drawn upon heavily in recent years; without it many rural schools would have been obliged to close. It has not been tapped extensively in most urban communities except in emergencies. Some hard-pressed cities have recently raised their upper age limit to enable teachers over forty to qualify for employment. Generally the former teacher must take at least eight hours of refresher work to secure a certificate. Many former teachers were attending 1955 summer sessions in Kansas colleges to that end.

Some former teachers, it appears, are attracted back in order to qualify for social security. It seems, too, that some teachers about to retire are staying on for an extra year or two for the same purpose.

Adequacy of the Current Teacher Supply

The tabulation which follows compares findings on the demand for new teachers in Kansas for 1955-56 with the probable supply from the two main sources.

Supply and Demand Estimates for 1955-56	Elementary	Secondary	Total
Demand for New Teachers	1587	748	2335
Predicted Supply:			
From Kansas Colleges	736	658	1394
From Out-of-State Colleges	280	120	400
Total (Supply)	1016	778	1794
Surplus (+) or Shortages (-) of Supply	-571	+30	-541

The apparent surplus of 30 secondary teachers probably does not give a true picture of the teacher-supply situation because of the very uneven demand for teachers in various subject fields. For several years there has been a considerable shortage of properly qualified teachers for chemistry, commercial subjects, English, home economics, mathematics, music, physical education (women), physics, and school librarian. It is in these subjects that a real shortage is most likely to occur.

A check on our findings is afforded by the Teacher Shortage Survey just completed by F. Floyd Herr which shows a shortage of only 213 teachers on August 11, 1955, compared to 423 for August 11 of the preceding year. (See Table 13 in Appendix.) In commenting on his survey, Mr. Herr says: "Past experience indicates legally qualified teachers will be found before the opening of schools if not more than 500 additional teachers are needed at the time of the survey."

For the 1955-56 school year teachers have been found for most school positions but the prospects for the next five years are not as promising. To fill all present Kansas teaching positions with teachers who hold degrees would require 6230 immediate replacements. In the years ahead many of this number will be supplied by present non-degree teachers who will complete their preparation.

All evidence at hand points to the conclusion that effective cooperation of all agencies and organizations concerned with education in Kansas will be required if a teacher crisis is to be avoided.

V. HOW CAN WE GET ENOUGH GOOD TEACHERS?

Classified Summary of Promising Plans

The Group found numerous proposals for alleviating teacher shortages. These may be classified functionally into two groups: (1) those designed to further balance supply and demand by decreasing demand, and (2) those designed to aid in effecting proper balance by increasing supply. A combination of adjustments will probably be required if Kansas is to cope with a serious teacher shortage.

Proposals for Decreasing Demand. Plans for decreasing demand for qualified teachers generally provide for extending services of qualified teachers to more pupils by adjustments such as the following:

1. Raising pupil-teacher ratios without detriment to pupils or teachers by reorganization procedures of various kinds, and
2. Using parents and other carefully chosen persons as teacher-aides to relieve teachers of many time-consuming non-professional and semi-teaching duties. The Bay City-Central Michigan State College Study, now in its third year, is experimenting in use of teacher-aides with promising results.

Proposals for Increasing Supply. Suggested plans for increasing supply of teachers are more numerous and of greater variety than those designed to decrease demand. They include:

1. Recruitment of more new teachers through improved state-wide recruitment programs of the continuous type. Plans being used in Florida, Illinois, and several other states afford good examples of what can be accomplished by better recruitment practices including liberal use of scholarships. A number of states are finding a promising new source of teachers in the large reservoir of mature, unemployed women, holding liberal arts degrees.
2. Re-employment of trained teachers who have left teaching because of marriage or other reasons. The Kansas Re-employment Programs of 1951 and 1952, conducted by the Kansas Commission on Teacher Education and Professional Standards of KSTA in cooperation with various organizations, resulted in re-employment of hundreds of qualified elementary teachers. In commending the plan, F. Floyd Herr said:

> To a considerable extent we attribute the fact that we were able to get by without the issuance of any original emergency certificates to the success of this drive.

3. More effective guidance in teacher-education institutions for the purpose of influencing a larger proportion of college graduates, qualified for teaching certificates, to enter teaching. The need for such efforts is shown by the following excerpt from The 1955 Teacher Supply and Demand Report:

A total of 86,696 members of the 1955 graduating class will come from college and university campuses with standard preparation to enter teaching in elementary and high schools next September. Of this group, 35,278 will have completed four years of college preparation for service in elementary schools, and 51,418 will have completed a like span of preparation for high school classroom service. But only 79 per cent or about 27,800 of the potential elementary and only 56 per cent of the potential high school teachers will actually find their way into classrooms when the new school year opens. These facts high light this, the Eighth Annual National Teacher Supply and Demand Report.

4. Reduction of turnover by making teaching a more attractive profession. Ways for doing this include:

a. Improving salaries and salary schedules. Unfortunately, many small schools provide maximum salaries very little higher than their minimum salaries, and some schools actually pay beginning teachers more than teachers continuing on the staff.

b. Improving the security status of teachers through sound plans of health protection, leaves of absence, tenure and retirement.

c. General improvement in housing for teachers, in working conditions and in community status. These frequently are more potent factors than salary in causing turnover in small communities.

Criteria for Evaluating Adjustments

Special Group B of the Miami Beach Conference of 1953 recommended these criteria:

1. It is the right of every child to be under the direction of a qualified teacher. It is the corresponding responsibility of the community and the school to provide this opportunity.
2. Any teaching situation should be so arranged that a teacher can know each child personally, his home, his aspirations, and his problems.
3. To render the best service to the greatest number of children or youth, a teacher should be able to concentrate on professional duties. He should be freed from operational details and other routine duties which could be performed equally well by a person with less professional preparation.
4. Procedures devised to extend the services of qualified teachers should be evaluated primarily in terms of the effect upon children. Secondary considerations would include the effect upon the teachers, the cost, and other administrative problems.
5. Caution must be taken to see that none of the adjustments made will initiate or perpetuate practices which tend to lower standards for entrance into the profession. The teacher shortage will not be solved by lowering standards, but rather by raising them to professional levels.

6. The school is a community enterprise of teachers, parents, children, and the community at large. Although the school board is the constituted authority for making adjustments, changes in school affairs will be more effective and more readily accepted if procedures are employed to involve meaningfully all segments of the community which will be affected.

An Action Program for Kansas

A. General Suggestions.

The proposals above are fairly suggestive of possible adjustments for improving the critical teacher supply situation in Kansas. The Group feels strongly that the great need in Kansas is to conserve our supply of teachers by making the profession more attractive. It firmly believes that the high rate of annual turnover can be reduced considerably. One thing that is imperative is reduction of teaching load for teachers with excessive loads. In the KSTC Questionnaire Study, one-fourth of the teachers reported average class loads in excess of 30 pupils. Nearly half thought their total job load "heavy" compared to 5 per cent who said it was "light".

Another thing indicated by our findings is that more assistance needs to be given new teachers in finding satisfactory housing and in adjusting to school and community life.

Tenure conditions, too, for career teachers of standard professional qualifications need to be improved as suggested earlier in this study. It should be noted that the Group does not approve of any plan for balancing supply and demand that calls for lowering professional standards. It believes that conditions will improve faster and much more satisfactorily if minimum certification requirements for all teachers are raised to the degree level as early as possible. A minimum of two years of professional work beyond the bachelor's degree should soon become the major goal or standard for "master" teachers.

B. District Reorganization a Major Need.

In its study of teacher personnel in Kansas, the Group was repeatedly reminded of the inadequacies of small administrative units so common in Kansas. Many of the children in these schools are handicapped as a result of meager preparation, inadequate salaries, and high turnover of teachers.

It is not the function of this Group to recommend a program for reorganization of school units. It feels compelled, however, to voice its deep conviction that a sound program of district reorganization is basic to any comprehensive plan for improving educational conditions in Kansas. It is confident that such reorganization would help very much in solving teacher personnel problems. It is hoped that findings of Study Group IV will lead to an effective state-wide action program for better schools through more adequate school units.

C. Selective Teacher Recruitment.

For more than a decade Kansas has had an increasingly effective program of teacher recruitment under leadership of a committee of the Kansas State Teachers Association. In 1948 the committee was reorganized as the Kansas Commission on Teacher Education and Professional Standards, and became affiliated with the NEA commission of similar name. Its chief objectives have been (1) to inform the public of the critical shortage of teachers through an effective public relations program, and (2) to encourage qualified persons to enter teaching with emphasis on "good schools for the children". From the start the goal has been to enlist the hearty cooperation of all lay and professional groups interested in education. The cooperative programs inaugurated by the commission have contributed effectively in balancing teacher supply and demand in Kansas, and in raising, at the same time, professional standards despite the threatened teacher shortage. The increase in the proportion of Kansas college students enrolled in teacher education curricula for several years is due in part to the well-organized program of the commission for recruitment of promising high school graduates. However, as the commission points out, the success of the program has been largely the result of the splendid cooperation of the colleges, teachers, administrators, the State Department of Public Instruction, and other professional and lay organizations.

In extending the program, more attention should be given to competent high school graduates who are not attending college; also to liberal arts graduates who may be interested in taking intensive professional work on the post-graduate level. Provision annually of some five hundred liberal scholarships would help in selective recruitment from these and other groups.

The NEA Commission on Teacher Education and Professional Standards has proposed the following principles as guides to action in selective recruitment.

A selective recruitment program:

1. Is a major responsibility and opportunity of the profession.

2. Should enlist the help of all interested lay organizations to persuade the public to accept the responsibility for seeing to it that our schools are properly staffed with an adequate number of competent teachers.

3. Must place the emphasis upon quality, selecting only those best fitted for the profession.

4. Should be consistent with the philosophy of sound guidance, assisting each student to make a vocational choice consistent with his aptitudes and interests.

5. Should reach the child at the elementary school age and guidance should be continued through the secondary and college levels.

6. Should be a long-range program based on the realization that selectivity and guidance will be as essential in periods of teacher surplus as in times of teacher shortage.

7. Recognizes the necessity of taking measures to retain in the profession the better-trained and more successful teachers so that teaching will be maintained as a true career profession.

8. Should portray the teaching profession in a positive way, emphasizing the opportunities and satisfactions and placing the disadvantages in their proper perspective.

9. Should be unified, each program undertaken only in relation to other teacher-recruitment programs within a state, with well-directed coordination of efforts.[1]

D. Proposed Salary Program for Kansas.

Guiding Principles. The Research Division of the NEA in its latest salary report endorsed the following as essential principles of salary scheduling:

1. Minimum salaries should be high enough to attract well-educated, promising young people into teaching.

2. Maximum salaries should be high enough to retain highly competent and professionally ambitious men and women in classroom teaching.

3. Equity of treatment to classroom teachers of like qualifications and experience is essential.

4. Annual increments should provide an orderly progress to the maximum salary.

5. The salary schedule should offer professional stimulation thru incentives in recognition of professional qualifications.

6. Salary schedules should be adjusted periodically, with due consideration for trends in earnings in other professions and for changes in the cost of living.

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[1]Teacher Selective Recruitment Programs, 1952, p. 4.

7. Salaries of professional school personnel other than classroom teachers should be scheduled in accordance with the principles that apply to classroom teacher, with suitable recognition of responsibilities and preparation for leadership.

8. There should be professional participation by classroom teachers in the development and administration of salary policies.[1]

Recommendations of KSTA Salary Schedule Committee. The KSTA Salary Committee, F. L. Schlagle, Chairman, in its 1955 report, made the following recommendations:

Because of Special Economic and Professional Conditions, Notably:

1. The relatively low salaries in Kansas. (The Kansas average is $452 below the national average in 1954-55.[2])

2. The disproportionate division of the Kansas school budget for instructional purposes in comparison with the expenditures for other operational costs, capital outlay, transportation, etc.

3. The inadequate salary recognition given experienced teachers to remain and grow in the profession.

4. The continued serious competition with other states whose standards and higher.

5. The increasing average of the teacher population. (Who will take their places when they retire?)

6. The increasing percentage of teachers leaving the profession. (Business and industry continue to compete for trained manpower.)

7. The rapidly increasing school population. (96,000 more Kansas school children by 1960 than in 1950.)

It is Recommended that Teacher Budgets for 1955-56 Provide:

1. Definite and substantial salary increases to career teachers on the basis of experience and professional training...

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[1] NEA Research Division. "Professional Salaries for America's Teachers." NEA News 8:3; March 26, 1954.

[2] All estimates hover around this figure. Small discrepancies are due to the time of the year the study is made.

2. Special salary adjustment for the career teacher of five or more years of experience to bring the salary in line with the position on the KSTA Salary Schedule as determined by training and experience.

3. An increase of at least $300 in salary for each career teacher in Kansas for 1955-56.

4. At least seventy per cent of general fund expenditures should be made for teachers' salaries.

5. Substantial increases in salaries of administrators, which for ten years have lagged behind the percentage advances of teachers.

The Salary Committee recommended a Minimum Salary Schedule based upon preparation as follows:

68 College Hours:	$2800 to $3400	(3 $200 increments)
90 College Hours:	$3000 to $4000	(6 $200 increments)
Bachelor's Degree:	$3200 to $5000	(9 $200 increments)
Master's Degree:	$3400 to $6400	(15 $200 increments)

This Committee endorses the KSTA Salary Recommendations as minimum essentials and practical first steps in solving the teacher shortage problem in Kansas. As indicated by the NEA Research Committee, the proposed salary schedule would need periodic revision with due consideration for trends in earnings in business, industry, and the professions and for changes in the cost of living. Harold F. Clark, noted Economic Analyst of Columbia University, in an analysis of probable effects of prospective wage increases in many industries, said recently:

> Teachers are interested in these increases in two ways. First, will the increases lead to higher prices of goods the teacher buys? This will make securing enough teachers more difficult.
>
> Second, and more important, if other wages are going to increase 5 to 10 per cent in one year, teachers' wages will have to go up that much. If teachers' wages do not advance that much, their salary situation will get worse and it will become even harder to get good instructors. When one remembers that teachers' salaries are already relatively too low, the seriousness of the situation becomes apparent.
>
> One thing is already clear. Communities that do not want the relatively high quality of their teachers to drop will have to plan on approximately a 10 per cent increase immediately in teachers' salaries.[1]

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[1] The School Executive, August, 1955.

Opinions vary as to how much salaries must be advanced to make them attractive from a competitive standpoint. Apropos of this problem, the following excerpt from The Guide for Discussion Leaders of the Illinois Pre-White House Conference is highly suggestive:

> Studies at the University of Illinois, involving teacher education graduates in service, as well as many investigations elsewhere recall that inadequate salaries represent the chief source of dissatisfaction among teachers. The beginning salary for teachers should perhaps be $4500 or $5000 to compete with beginning salaries for other professional workers. Some school districts now offer maximum salaries to classroom teachers in excess of $8000; perhaps the figure should be $9000, or higher.

VI KINDERGARTENS AND HIGHER EDUCATION

Although its assignment did not comprise the kindergarten or higher education, the Committee decided to include a few observations on the status of the kindergarten and junior colleges in Kansas.

Kindergarten

The kindergarten has become a vital and accepted phase of the educational program of the state and the nation. In Kansas the full burden of financial support rests on the shoulders of the local community.

Each year additional kindergartens are established. In 1954-55 there were 544 kindergartens in operation in nearly 250 cities of the state. It is assumed that in the next 10-20 years the kindergarten will become a common experience of the school children in Kansas.

There is at present a great shortage of teachers especially prepared for kindergarten work and this is expected to increase as kindergarten training is made available to the balance of the children of Kansas. It is common knowledge at present that many kindergarten positions are filled with teachers who are without special training for this level of teaching.

Approximately 100 kindergarten teachers are new to this position in teaching each year.

There are two facets of the kindergarten movement which should be corrected. First, there are some unsupervised private kindergartens operating within the state. Second, there are some cases in which uncertified teachers are receiving salaries from public funds for kindergarten teaching.

A careful audit of school funds would assist in controlling the second of these conditions. But a local desire for kindergartens and inadequate state provision, particularly with reference to finance, encourages these undesirable practices.

A plentiful supply of adequately trained teachers would also assist in correcting the situation.

Junior College

Every professional group which has considered higher education in recent years has predicted a great expansion in higher education in the years ahead.

In Kansas the junior college providing two years of college work and terminal education has become an accepted part of the extension of local education. There are at present 14 public, locally-supported junior colleges and 8 church-related junior colleges in Kansas.

All junior and 2-year colleges in the state must employ certified teachers and operate under a set of state standards in order to maintain state accreditation. More emphasis on religion is found in the church-related colleges and more terminal and vocational education is generally found in the public junior colleges. All seek to serve community needs.

The junior college enrollment has at times been as high as 33 per cent of all college freshmen and sophomores within the state.

Some new public junior colleges should be established in Kansas according to authorities in the field since not all sections of the state are adequately served by 2 or 4-year colleges.

In the next 10-20 years the enrollment of junior colleges will probably double and approximately twice as many teachers will be needed as at present.

VII CONCLUSIONS

The findings of this study seem to warrant these conclusions:

1. Kansas has weathered the teacher shortage to date, but at a loss to the pupils which is difficult to estimate.

2. Constructive, vigorous action will be necessary if Kansas is to attain and maintain as adequate supply of fully qualified teachers for the years immediately ahead.

3. Three interrelated factors which cause an excessive demand for teaching personnel in Kansas are:

(a) Prevalence of many small administrative units, both elementary and secondary, in which the number of pupils per teacher is low.

(b) A large annual loss of teachers due to a variety of unsatisfactory conditions underlying the profession.

(c) Inadequate salaries, and salary schedules which fail to provide cost of living increases and annual salary increments in many schools.

The elimination of these unfavorable conditions would largely solve the teacher shortage problem and improve education in Kansas.

4. Boards of education and administrators should extend to teachers greater participation in policy making, especially in matters concerning tenure, teacher load, sick leave, salaries and other conditions of employment.

5. More attention should be given in the orientation program to helping new teachers (a) procure satisfactory housing and living conditions, (b) adjust to the new position, and (c) gain social recognition and status on a par with that of other community leaders.

6. Standards for preparation of teachers must be raised to the degree level as rapidly as possible. Low qualifications have been largely responsible for low salaries, low prestige of teaching compared to other professions, and high annual turnover. Before 1965 a fifth year of professional preparation should become the standard practice. As William G. Carr declared at the Albany Conference: "Every inadequately prepared teacher admitted to the profession tends to make it that much more difficult for the most competent teachers to remain."

7. The success of an action program for improvement of educational conditions will be contingent upon a sound public-relations program. The people must be informed and convinced concerning the supreme importance of education to American civilization. "Emphasis should be given to the fact that unhealthy schools suffering from malnutrition tend to have serious and continuing shortages; that

instability in the profession is more expensive to the American people, in the long look, than the cost of adequate teachers' salaries and good working conditions; that the cost of preparing hordes of people for teaching, people who teach a year or two and quit, is greater than the maintenance of salary levels which would cut in half the annual leaving rate, to say nothing of the social waste and the frustration of occupational change."[1]

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[1]The National Commission on Teacher Education and Professional Standards, Competent Teachers for American Schools, The Albany Conference Report, 1954, p. 8.

APPENDIX

TABLE 1

TEACHER PREPARATION IN KANSAS

	(1) Number 1954-55	(2) Percent 1954-55	(3) Percent 1953-54	(4) Percent 1952-53	(5) Percent 1950-51	(6) Percent 1947-48
TOTAL NUMBER TEACHERS & ADMRS. .	19,790		(19,068)	(18,407)	(17,563)	(16,469)
ELEMENTARY TEACHERS & ADMRS. . .	12,213	#61.7	#61.3	#60.9	#60.4	#59.7
Master's Degree	846	6.9	6.3	5.4	4.0	2.3
Bachelor's Degree	5,163	42.3	40.5	38.9	30.3	20.3
90-119 Hours.	2,262	18.5	16.9	15.3	12.8	9.3
60-89 Hours	3,500	28.7	30.8	30.8	26.8	22.0
30-59 Hours	391	3.2	4.9	8.5	21.3	18.1
Less Than 30 hours.	51	.4	.6	1.1	4.8	28.0
JR. HIGH SCHOOL TEACHERS & ADMRS.	1,192	# 6.0	# 5.7	# 5.7	# 5.3	# 5.8
Master's Degree	399	33.4	36.3	31.5	29.7	26.5
Bachelor's Degree	790	66.3	62.7	65.9	68.2	66.8
90-119 Hours.	3	.3	.9	2.5	1.0	3.6
60-89 Hours	0	0	.1	.1	1.0	3.0
Less Than 60 hours.	0	0	.0	.0	.1	.1
HIGH SCHOOL TEACHERS & ADMRS.	6,089	#30.8	#31.4	#31.8	#32.6	#32.7
Doctor's Degree	10	.2	.1	.4	.1	.5
Master's Degree	1,957	32.1	30.7	29.8	26.5	23.8
Bachelor's Degree	4,099	67.3	68.5	69.2	71.9	69.7
Less Than Bachelor's Degree .	23	.4	.7	.6	1.5	6.0

- Per cent of Total Number of Teachers and Administrators Reported

This survey on the preparation of teachers in Kansas has been compiled by KSTA from reports provided by County Superintendents and Superintendents of Schools in cities of the First and Second Class.

TABLE 2

MOBILITY OF TEACHERS IN KANSAS
1954-1955

	(1) Number of Tchrs & Admrs.	(2) Number New to Position	(3) Percent New to Position	(4) Number New to Tchg.	(5) Percent New to Tchg.	(6) % of "2" New to Tchg.
ELEMENTARY TCHRS. & ADMRS.						
One-Tchr Schools. . . .	1,824	622	34.1	97	5.3	15.6
3rd Class Cities. . . .	5,623	1,692	30.1	355	6.3	21.0
2nd Class Cities. . . .	2,229	486	21.8	126	5.7	25.9
1st Class Cities. . . .	2,537	568	22.4	162	6.4	28.5
TOTAL	12,213	3,368	27.6	740	6.1	22.0
JR. H.S. TCHRS & ADMRS.						
2nd Class Cities. . . .	359	71	19.8	24	6.7	33.8
1st Class Cities. . . .	833	146	17.5	45	5.4	30.8
TOTAL	1,192	217	18.2	69	5.8	31.8
HIGH SCHOOL TCHRS & ADMRS.						
3rd. Cl Cities, RHS, Comm. H.S.	3,923	1,092	27.8	324	8.3	29.7
2nd Class Cities. . . .	1,321	266	20.1	73	5.5	27.4
1st Class Cities. . . .	845	114	13.5	19	2.2	16.7
TOTAL	6,089	1,472	24.2	416	6.8	28.3

This survey is based on reports from County Superintendents and Superintendents of First and Second Class City School Systems, supplemented by data from the State Department of Public Instruction.

Source: Department of Professional Relations
Kansas State Teachers Association

TABLE 3

AVERAGE SALARY OF KANSAS PUBLIC SCHOOL TEACHERS IN 1954-1955

Kind of Schools	Average Salaries
Elementary Teacher	
One Teacher School	$2,687
Two or more Teacher School	3,002
Cities of the Second Class	3,112
Cities of the First Class	3,614
Average elementary salary	3,099
Jr. High Teacher	
Cities of the Second Class	3,610
Cities of the First Class	3,997
Average Jr. High Salary	3,886
High School Teacher	
Cities of the Third Class, Rural High School, Community High School	3,665
Cities of the Second Class	3,769
Cities of the First Class	4,340
Average High School Salary	3,790
Average Salary for all Classroom Teachers	3,666

Source: Circular of Kansas State Teachers Association, December 9, 1954, Topeka, Kansas

TABLE 4

TEACHER SALARIES IN KANSAS
1954-1955

FIRST CLASS CITIES

1		2	3	4	5
Teaching Area		Lowest Salary Reported	Highest Salary Reported	Average Salary Reported	
Elementary Teachers	High	$2,900	$5,325	$3,829	Average Salary For All Schools ($3,614)
	Low	2,300	3,275	3,017	
	Median	2,600	4,250	3,400	Average of the Highest Salaries ($4,254)
Jr. High School Teachers	High	$3,200	$5,425	$4,186	Average Salary for All Schools($3,997)
	Low	2,800	4,050	3,360	
	Median	2,975	4,750	3,900	
High School Teachers	High	$3,650	$5,925	$5,925	AVERAGE Salary for All Schools ($4,340)
	Low	2,560	4,400	2,560	
	Median	3,050	5,025	4,126	Average of Highest Salaries ($5,122)

SECOND CLASS CITIES

Elementary Teachers	High	$3,175	$4,750	$4,750	Average Salary for All Schools ($3,112)
	Low	(#887			
		(1,350	2,000	1,892	Average of the Highest Salaries (3,568)
	Median	$2,625	3,625	3,025	
Jr. High School Teachers	High	$3,500	$5,050	$3,877	Average Salary for All Schools ($3,610)
	Low	2,500	3,200	3,108	
	Median	2,950	4,175	3,610	

Cont.

TABLE 4 (Cont.)

1		2	3	4	5
Teaching Area		Lowest Salary Reported	Highest Salary Reported	Average Salary Reported	
High School Teachers	High	$4,850	$5,250	$4,220	Average Salary for All Schools ($3,769)
	Low	1,500	2,150	1,988	
	Median	3,070	4,505	3,710	Average of the Highest Salaries ($4,501)
			COUNTIES		
Elementary Teachers		Lowest	Highest	Average	State Average
One-Teacher Schools	High	$3,200	$5,400	$3,760	
	Low	1,200	2,000	2,000	
	Median	2,555	3,180	2,772	($2,687)
Two-or- more Teachers Elementary	High	$3,324	$5,450	$3,596	
	Low	(#900			
		(2,000	2,500	2,100	($3,002)
	Median	2,395	3,555	2,910	
High School Teachers	High	$4,500	$6,500	$4,625	
	Low	(#900			
		(1,950	3,500	2,770	($3,665)
	Median	3,005	4,475	3,640	

- Salaries of Sisters

Source: KSTA Supplement to Salary Survey Report.

TABLE 5

COMPARISON OF PUBLIC SCHOOL TEACHERS AND THREE OTHER GROUPS OF CITIZENS BY ITEMS INVOLVING LIVING STANDARDS
(Second Class City in Kansas, 1955)

	Public School Teachers and Administrators	Rotary Members	Lions Members	Bank Employees
Own Home	69.57%	85.71%	75.00%	66.67%
Median Market Value	$6,000.00	$10,000.00	$10,000.00	$14,000.00
Rent Home	39.13%	8.57%	16.67%	8.33%
Monthly Rental (median)	$30.00	$55.00	$55.00	$37.50
(average)	$35.56	$56.67	$37.50	$37.50
Married	52.17%	94.29%	94.44%	58.33%
Single	47.83%	5.71%	5.56%	41.67%
Own Automobile	86.96%	100.00%	97.22%	91.67%
Median Year Model	1951-52	1952-53	1953	1952
Television	43.48%	71.43%	72.22%	33.33%
Electric Washer	63.04%	77.14%	88.89%	50.00%
Electric or Gas Refrig.	67.39%	88.57%	88.89%	75.00%
Record Player	34.78%	60.00%	63.89%	33.33%
Garbage Disposal	2.17%	28.57%	25.00%	25.00%
Telephone	78.26%	100.00%	86.11%	66.67%
Radio	93.48%	94.29%	91.67%	83.33%
Mangle	10.87%	20.00%	16.67%	None
Air Conditioner	10.89%	65.71%	41.67%	33.33%
Sewing Machine	69.57%	77.14%	77.78%	41.67%
Camera	54.35%	54.29%	83.33%	66.67%
Central Heating	23.91%	31.43%	27.78%	33.33%
Electric DishWasher	4.34%	11.43%	8.33%	None
Electric Dryer	4.34%	22.86%	8.33%	None
Piano	39.96%	42.86%	52.78%	25.00%
Electric Sweeper	71.74%	85.71%	88.89%	66.67%
Picture Projector	8.70%	22.86%	50.00%	8.33%
Golf Clubs	10.87%	31.43%	36.11%	25.00%
Attend at least one movie per month	34.78%	34.29%	44.44%	50.00%
Concert Ticket Purchase	32.61%	11.43%	27.78%	8.33%
Stage Production Attendance	28.26%	22.86%	27.78%	41.67%
Book of Month Membership	50.00%	34.29%	36.11%	33.33%
College Sport Attendance	45.65%	77.14%	66.67%	66.67%
Vacation Travel	71.74%	60.00%	75.00%	83.33%
Life Insurance	95.65%	100.00%	97.22%	91.67%
Stocks	26.09%	60.00%	75.00%	50.00%
Bonds	63.04%	68.57%	69.44%	58.33%
Savings	71.74%	71.43%	55.56%	75.00%
Other Wage Earners in Household	69.54%	11.43%	11.11%	33.33%

TABLE 6

ESTIMATED NUMBERS OF TEACHERS NEEDED IN KANSAS
TO CARE FOR INCREASED ENROLLMENTS IN GRADES 1-8 FOR YEARS 1955-1975
(Ratio 1-25)

Increase in Enrollment Over Previous Year *		Number of Additional Teachers Needed	
Year	Number	Each Year	Cumulative
1955-1956	11,321	453	453
1956-1957	13,612	544	997
1957-1958	16,577	633	1660
1958-1959	22,452	898	2558
1959-1960	15,838	626	3184
1960-1961	10,553	422	3606
1961-1962	13,093	524	4130
1962-1963	12,397	496	4626
1963-1964	12,683	507	5133
1964-1965	9,824	393	5526
1965-1966	7,788	312	5838
1966-1967	4,573	183	6021
1967-1968	4,619	185	6206
1968-1969	4,666	187	6393
1969-1970	4,712	189	6582
1970-1971	4,758	190	6772
1971-1972	4,808	192	6964
1972-1973	4,855	194	7158
1973-1974	4,904	196	7354
1974-1975	4,954	198	7552

* Derived from enrollment data shown in Table 11.

TABLE 7

ESTIMATED NUMBERS OF TEACHERS NEEDED IN KANSAS
TO CARE FOR INCREASED ENROLLMENTS IN GRADES 9-12 FOR YEARS 1955-1975

Increase in Enrollment Over Previous Year		Number of Additional Teachers Needed	
Year	Number	Each Year	Cumulative
1955-56	4221	201	201
1956-57	5021	228	428
1957-58	4049	176	604
1958-59	1960	82	686
1959-60	5508	220	906
1960-61	9839	394	1300
1961-62	7366	295	1595
1962-63	8466	259	1854
1963-64	3853	154	2008
1964-65	2729	110	2118
1965-66	6512	260	2378
1966-67	8854	354	2732
1967-68	8616	345	3077
1968-69	6064	243	3320
1969-70	4323	173	3493
1970-71	1854	74	3567
1971-72	1871	75	3642
1972-73	1892	76	3718
1973-74	1910	76	3794
1974-75	1928	77	3871

Based on teacher-pupil ratios as follows:
1955-56, 1-21
1956-57, 1-22
1957-58, 1-23
1958-59, 1-24
1959-60 to 1974-75, 1-25

TABLE 8

ESTIMATES OF NUMBERS OF ELEMENTARY AND SECONDARY TEACHERS NEEDED IN KANSAS FOR YEARS 1955-1975

Year Ending	Predicted Number of Teachers			Additional Teacher Needs			Teacher Replacement Needs			New Teachers Needed for Replacement and Enrollment Increases		
	Grades 1-8	Grades 9-12	Grades 1-12	Grades 1-8	Grades 9-12	Grades 1-12	Grades 1-8	Grades 9-12	Grades 1-12	Grades 1-8	Grades 9-12	Grades 1-12
1955	14,179	6,842	21,021									
1956	14,632	7,043	21,675	453	201	654	1,134	547	1,681	1,587	748	2,335
1957	15,176	7,271	22,447	544	228	772						
1958	15,839	7,447	23,286	663	176	839						
1959	16,737	7,529	24,266	898	82	980						
1960	17,363	7,749	25,112	626	220	846						
1961	17,785	8,143	25,928	422	394	816	1,216	542	1,758	1,638	936	2,574
1962	18,309	8,438	26,747	524	295	819						
1963	18,805	8,697	27,502	496	259	755						
1964	19,312	8,851	28,163	507	154	661						
1965	19,705	8,961	28,666	393	110	503						
1966	20,017	9,221	29,238	312	260	572	1,182	538	1,720	1,494	798	2,292
1967	20,200	9,575	29,775	183	354	537						
1968	20,385	9,920	30,305	185	345	530						
1969	20,572	10,163	30,735	187	243	430						
1970	20,761	10,336	31,097	189	173	362						
1971	20,951	10,410	31,361	190	74	264	1,038	517	1,555	1,228	591	1,819
1972	21,143	10,485	31,628	192	75	267						
1973	21,337	10,561	31,898	194	76	270						
1974	21,533	10,637	32,170	196	76	272						
1975	21,731	10,714	32,445	198	77	275	1,077	532	1,609	1,275	609	1,884
Total Increase	7,552	3,872	11,424									
Percent of Increase	53.3	56.6	54.3									

TABLE 9

NUMBER OF COLLEGE GRADUATES IN THE U. S.;
NUMBER PREPARED TO TEACH IN HIGH SCHOOL AND ELEMENTARY SCHOOL:
PERCENT OF YEAR-BY-YEAR CHANGE, 1950-55

COLLEGE GRADUATES	1950	1951	1952	1953	1954	1955
Receiving Bachelor Degree	433,734	384,352	331,924	304,857	292,880	284,500
Percent Change from 1950	-------	-11.4%	-23.5%	-29.7%	-32.5%	-34.4%
Total Prepared to Teach in H.S.	86,890	73,015	61,510	54,013	48,916	51,418
Percent Change from 1950	------	-16.0%	-29.2%	-37.8%	-43.7%	-40.8%
Total Prepared to Teach in Elem. Schools	28,587	33,782	37,649	37,430	36,885	35,278
Percent Change from 1950	------	+18.2%	+31.7%	+30.9%	+29.0%	+23.4%
Grand Total Prepared to Teach	115,477	106,797	99,159	91,443	85,801	86,696
Percent Change from 1950	-------	- 7.5%	-14.1%	-20.8%	-25.7%	-24.9%

Source: 1955 Teacher Supply and Demand Report, p. 9

TABLE 10

SUMMARY OF CERTIFICATES (ORIGINAL AND RENEWAL) ISSUED BY THE KANSAS DEPARTMENT OF EDUCATION ON BASIS OF CREDIT FROM KANSAS COLLEGES FOR CALENDAR YEARS 1952-54

Institutions Providing Preparation	Number of Certificates for Year		
	1952	1953	1954
University of Kansas	430	402	410
Kansas State College	603	658	663
Emporia Teachers College	905	1062	856
Fort Hays State College	658	657	635
Pittsburg Teachers College	582	729	722
Washburn and Wichita Univ.	461	525	542
Church Related Colleges	1341	1491	1602
Junior Colleges Public and Private	599	732	646
Total	5579	6256	6076

Source: Reports of Kansas State Department of Public Instruction

TABLE 11

SUMMARY OF PREDICTED ENROLLMENTS IN KANSAS SCHOOLS AND COLLEGES FROM 1954 TO 1975

Year	Elementary 1-8	Secondary 9-12	Total 1-12	Colleges*
1954	298160	95307	393467	28970
1955	312209	98002	410211	29036
1956	323530	102223	425753	29604
1957	337142	107244	444386	29850
1958	353719	111293	465012	29907
1959	375171	113253	488424	30813
1960	391009	118761	509770	32446
1961	401562	128600	530162	34082
1962	414655	135966	550621	35033
1963	427052	144432	571484	35284
1964	439735	148285	588020	37689
1965	449559	151014	600573	41585
1966	457347	157526	614873	43258
1967	461920	166380	628300	45309
1968	466539	174996	641535	46367
1969	471205	181060	652265	47675
1970	475917	185383	661300	49958
1971	480675	187237	667912	52953
1972	485483	189108	674591	55348
1973	490338	191000	681338	56899
1974	495242	192910	688152	58071
1975	500196	194838	695034	58652

*Undergraduate four-year and two-year colleges

TABLE 12

CERTIFICATES ISSUED BY KANSAS STATE DEPARTMENT OF EDUCATION
TO OUT-OF-STATE APPLICANTS (by calendar year)

State	1947	1952	1953	1954	State	1947	1952	1953	1954
Alabama	5	7	6	9	New Hampshire	1	0	0	0
Arizona	3	5	4	4	New Jersey	0	3	6	4
Arkansas	30	70	62	71	New Mexico	7	17	13	20
California	9	27	29	24	New York	20	41	40	50
Colorado	109	180	212	188	North Carolina	0	3	7	9
Connecticut	2	0	7	2	North Dakota	6	8	7	9
Delaware	0	2	0	0	Ohio	9	25	21	29
Florida	4	2	5	9	Oklahoma	394	547	651	764
Georgia	3	2	6	2	Oregon	5	1	3	4
Idaho	4	4	2	2	Pennsylvania	14	15	21	18
Illinois	52	82	87	112	Rhode Island	0	1	0	0
Indiana	28	52	43	74	South Carolina	3	4	5	1
Iowa	37	79	59	59	South Dakota	8	18	14	16
Kentucky	8	10	11	12	Tennessee	6	8	17	27
Louisiana	4	6	8	11	Texas	35	72	52	62
Maine	1	0	0	1	Utah	2	4	3	1
Maryland	3	1	2	1	Vermont	0	1	2	0
Massachusetts	8	10	10	12	Virginia	1	8	7	7
Michigan	6	19	15	21	Washington	6	5	5	7
Minnesota	8	16	19	25	West Virginia	0	4	6	2
Mississippi	1	6	6	10	Wisconsin	29	28	50	54
Missouri	243	415	363	444	Wyoming	4	2	7	6
Montana	0	4	22	3	District of Columbia	7	2	5	12
Nebraska	98	204	187	209	Foreign Countries	0	3	2	3
Nevada	0	0	0	0					
TOTAL						1223	2023	2109	2410

Compiled by The Office of Certification and College Accreditation

TABLE 13

August 11 Kansas Teacher Shortage Survey 1955

	Elementary	Secondary
First Class City Elementary	27½	
First Class City Secondary		15
Second Class City Elementary	16	
Second Class City Secondary		17
Third Class City, Rural and Community High Schools		87½
Third Class City Elementary	21	
One Teacher and Other Graded Schools	28	
Other (crippled children)	1	
Total Elementary	93½	
Total Secondary		119½
Total Shortage		213

AUGUST TEACHER SHORTAGE
RECAPITULATION

Year	August 11 Shortage
1943	1029
1944	1039
1945	1281
1946	750
1947	616
1948	559
1949	407
1950	210
1951	424
1952	521
1953	506
1954	423
1955	213

Source: Office of Certification and College Accreditation

Marcella Bares VSA

THE IMPACT OF INCREASING ENROLLMENTS

By White House Study Group No. II

Washburn University

October 1955

THE IMPACT

OF INCREASING

ENROLLMENTS

A Report by

Study Group II

Nathaniel H. Evers, Chairman
Head, Department of Education, Washburn University

Max Bickford
Superintendent of Schools, El Dorado

Minter Brown
Director of Public and Professional Relations
Kansas State Teachers Association

Jess O. Cullison
Professor of Education, Ottawa University

C. C. Eustace
Supervisor of Vocational Agriculture
State Board for Vocational Education

George Frey
Director of Information
State Department of Education

Walter Hines
Formerly principal, Highland Park Rural High School

E. C. Swisher
Assistant Professor of Education, Washburn University

Raymond Tilzey
Director of Census and Attendance
Public Schools of Topeka

Washburn University October 1955

FOREWORD

Study Group II reports here on the impact of increasing enrollments to schools in Kansas. Such a report, especially as it affects the future, must be tentative in nature. The effect of many factors cannot be estimated fully at this time.

This report attempts to make predictions based upon valid data. Predictions on future enrollments are made on the basis of

1. children already enrolled in schools,
2. children already born but not yet in school, and
3. from what seems to be a reasonable supposition as to future birth trends.

Enrollment predictions in this report are concerned with the state as a whole. The problem of where these children will be within the state has not been considered. In some communities schools will have large enrollment increases. In others school enrollments will remain about the same as they now are, while elsewhere in Kansas enrollments will actually decrease.

The "impact" of enrollments will obviously be affected by many significant variables which, in part, belong to study areas of the other committees. Other factors affecting the impact are outside the scope of this study.

Predictions made in this report are based on these assumptions:

1. Births will increase at the rate of one per cent a year.
2. There will be no violent economic upheaval.
3. The migration factor in Kansas will not change substantially.
4. The ratio of births to school enrollments will remain relatively constant.
5. The ratio of progression from one grade to the next will remain relatively constant.
6. The projection does not define the range of possibility but is reasonable and possible.

This report, however, gives delegates to the Governor's Conference on Education and the White House Conference on Education a view of the impact on Kansas as a whole for the next 20 years.

THE IMPACT OF INCREASING ENROLLMENTS

By White House Study Group No. II

Enrollments in Kansas schools will increase nearly 50 per cent in the next ten years, 75 per cent in the next 20 years.

During the first ten-year period, high schools will grow at a slightly greater rate, percentage wise, than the elementary schools. During the 1965 to 1975 decade, high schools will double their present enrollments while the elementary school enrollment will be 68 per cent higher than present classroom populations.

Undergraduate college enrollments in Kansas are expected to double in the next 20 years.

These predictions are made from statistics showing children already enrolled, children already born but not yet in school, and what seems a reasonable supposition as to future birth trends.

TABLE I
CHILDREN BORN IN KANSAS*

1930--33,974	1935--30,407	1940--28,885	1945--31,429	1950--43,911
1931--33,087	1936--29,914	1941--30,417	1946--38,770	1951--47,352
1932--31,706	1937--29,140	1942--33,920	1947--44,511	1952--49,945
1933--31,144	1938--29,574	1943--36,021	1948--42,575	1953--51,890
1934--32,608	1939--29,288	1944--34,976	1949--43,773	1954--53,559

Table I shows the recent increase in births in Kansas. In the next two to five years there may be a slight drop in the number of resident Kansas births. Most of the young couples now having babies were, for the most part, born in the depression years of the early 1930s when the birth rate was 30 to 40 per cent below the current years. In eight or ten years from now the birth figure should take another big leap upward as the children born in the years of the "baby boom" since 1942 begin to reach maturity and form families of their own.**

*Division of Vital Statistics, State Board of Health.

**Peter F. Drucker in "America's Next Twenty Years," Harper's Magazine, March 1955.

Thus the indications are that school enrollments in Kansas will continue upward for the next 20 years and beyond.

Table II shows the actual public school enrollments in Kansas by grade for the elementary and secondary schools from 1938 to 1953. The table also projects enrollments by grade from 1954 to 1975 on the basis of the six assumptions listed on page 3 of this report.

The jagged underlining in Table II, beginning with the first grade in 1959, follows one group of children throughout their twelve years of school attendance.

Table III shows the total elementary, secondary, and college undergraduate enrollment predictions from 1954 to 1975.

The figures in Table II and Table III indicate that in ten years there will be a 49 per cent enrollment increase in grades one through twelve. In 20 years the enrollment increase will be 75 per cent over current figures. Kansas college enrollments will double in the next two decades.

The percentage increases over 1954-55:

	Grades 1 to 8	Grades 9 to 12	Grades 1 to 12	Undergraduate College
1964-65	47.5	55.6	49.4	30.1
1974-75	67.8	102.4	74.9	100.0

The projection in Tables II and III is based on the assumption that births will increase at the rate of one per cent a year. As of now this seems to be a conservative prediction.

The first grade predictions in Table II are computed at 1.0946 times the births of six years before (migration, incomplete birth reporting, and duplications in enrollment figures probably account for most of the first grade increase over births of six years previously). This ratio, plus the following, are based on recent Kansas experience:

Grade 2 enrollment is .9586 of the previous first grade
Grade 3 enrollment is .9889 of the previous second grade
Grade 4 enrollment is .9890 of the previous third grade
Grade 5 enrollment is .9926 of the previous fourth grade
Grade 6 enrollment is .9821 of the previous fifth grade
Grade 7 enrollment is .9952 of the previous sixth grade
Grade 8 enrollment is .9816 of the previous seventh grade
Grade 9 enrollment is .9667 of the previous eighth grade
Grade 10 enrollment is .9400 of the previous ninth grade
Grade 11 enrollment is .9140 of the previous tenth grade
Grade 12 enrollment is .9189 of the previous eleventh grade

TABLE II
SCHOOL ENROLLMENTS IN KANSAS
1938-1953; Projected 1953-1975

School Year	First Grade	Second Grade	Third Grade	Fourth Grade	Fifth Grade	Sixth Grade	Seventh Grade	Eighth Grade	Ninth Grade	Tenth Grade	Eleventh Grade	Twelfth Grade
1938	33986	32451	33121	32248	32950	32605	33558	33680	32010	29742	25969	23001
1939	31830	31010	31780	32015	31367	31763	31740	32303	31065	29827	26212	23587
1940	32324	29779	30293	31093	31235	30544	31133	31085	29909	28802	25973	23472
1941	32650	30755	30143	30438	31074	30999	30204	30391	28926	27591	25206	23091
1942	34437	31795	31400	30729	31032	31058	31284	30194	27820	26300	23359	21563
1943	33102	30636	30055	29697	29163	29103	29486	27937	26481	24075	20504	18522
1944	33584	30319	29682	28996	28795	27884	28129	27983	26739	23856	20248	17514
1945	33792	31293	29701	29344	28553	27853	27379	26718	26233	24315	20406	17602
1946	32387	30057	29716	28252	27725	26928	26893	25666	24765	24095	21150	18952
1947	33213	30251	29534	29052	27502	26942	26486	25783	24250	22879	21183	19471
1948	36161	31118	29647	28759	28335	26665	26549	25617	24381	22508	20560	19284
1949	37912	34618	31099	29394	28613	27882	26557	26140	24661	22780	20355	18962
1950	36819	36351	34197	30839	29304	28106	27852	25963	25005	23403	20752	18825
1951	36030	35623	35806	33888	30870	28942	28152	27441	25158	23494	21258	18985
1952	43457	35017	35591	35708	33714	30332	28775	27717	26619	23584	21709	19512
1953	48977	40737	34087	34663	34823	32831	29885	28094	26892	25019	21770	19852
1954	46602	46949	40284	33712	34406	34199	32673	29335	27158	25278	22867	20004
1955	47913	44672	46427	39840	33462	33790	34034	32071	28358	25528	23104	21012
1956	48065	45929	44176	45916	39545	32863	33628	33408	31003	26657	23333	21230
1957	51831	46075	45419	43690	45576	38837	32705	33009	32296	29143	24364	21441
1958	54670	49685	45564	44919	43367	44760	38651	32103	31910	30358	26637	22388
1959	58905	52407	49133	45063	44587	42591	44545	37940	31034	29995	27747	24477
1960	59494	56466	51825	48593	44730	43789	42387	43725	36677	29172	27415	25497
1961	60089	57031	55839	51255	48233	43929	43579	41607	42269	34476	26663	25192
1962	60690	57601	56398	55225	50876	47370	43718	42777	40221	39733	31511	24501
1963	61297	58177	56962	55778	54816	49965	47143	42914	41353	37808	36316	28955
1964	61909	58759	57531	56335	55365	53835	49725	46276	41485	38872	34557	33371
1965	62529	59346	58107	56898	55918	54374	53577	48810	44735	38996	35529	31754
1966	63154	59940	58687	57468	56477	54917	54113	52591	47185	42051	35642	32648
1967	63786	60539	59275	58041	57043	55466	54653	53117	50840	44354	38435	32751
1968	64424	61145	59867	58623	57611	56022	55200	53647	51348	47790	40540	35318
1969	65068	61757	60466	59208	58189	56580	55753	54184	51861	48267	43680	37252
1970	65719	62374	61071	59801	58770	57147	56308	54727	52380	48749	44116	40138
1971	66375	62998	61682	60399	59358	57718	56873	55272	52905	49237	44557	40538
1972	67039	63627	62299	61003	59952	58295	57441	55827	53431	49731	45003	40943
1973	67709	64264	62921	61614	60552	58879	58015	56384	53968	50225	45454	41353
1974	68386	64906	63551	62229	61158	59468	58596	56948	54506	50730	45906	41768
1975	69070	65555	64186	62852	61769	60063	59183	57518	55052	51236	46367	42183

KANSAS SCHOOL ENROLLMENTS

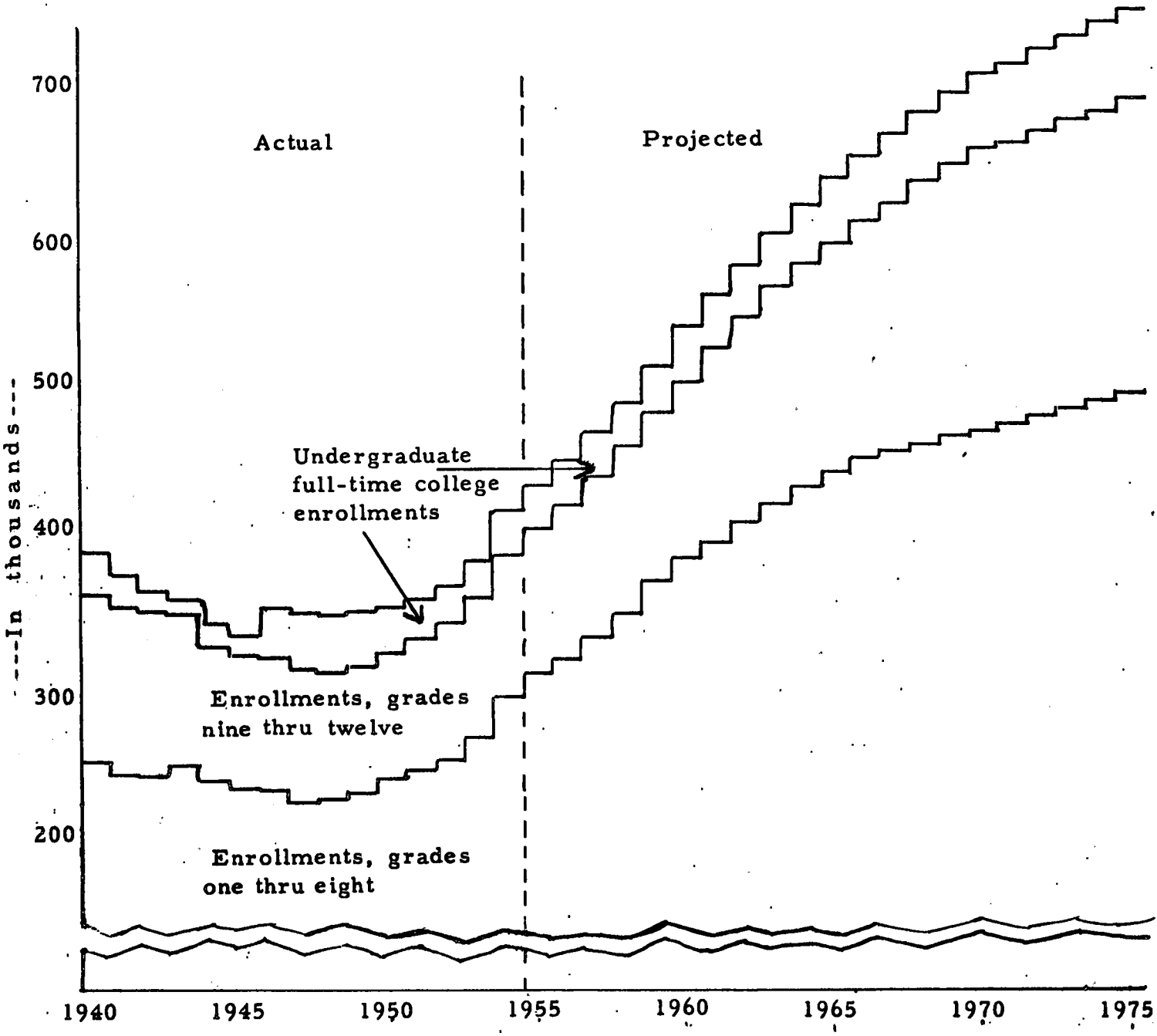

TABLE III

Year	Elementary 1-8	Secondary 9-12	Total 1-12	Undergraduate* Four-year and two-year Colleges
1954	298160	95307	393467	28970
1955	312209	98002	410211	29036
1956	323530	102223	425753	29604
1957	337142	107244	444386	29850
1958	353719	111293	465012	29907
1959	375171	113253	488424	30813
1960	391009	118761	509770	32446
1961	401562	128600	530162	34082
1962	414655	135966	550621	35033
1963	427052	144432	571484	35284
1964	439735	148285	588020	37689
1965	449559	151014	600573	41585
1966	457347	157526	614873	43258
1967	461920	166380	628300	45309
1968	466539	174996	641535	46367
1969	471205	181060	652265	47675
1970	475917	185383	661300	49958
1971	480675	187237	667912	52953
1972	485483	189108	674591	55348
1973	490338	191000	681338	56899
1974	495242	192910	688152	58071
1975	500196	194838	695034	58652

PAROCHIAL SCHOOLS

Not all children are enrolled in public schools. Following is a comparison of public and parochial school enrollments in Kansas for the 1953-54 school year:

	first	second	third	fourth	fifth	sixth
Public	48,977	40,737	34,087	34,663	34,823	32,831
Private	4,738	4,010	3,159	3,060	3,024	2,864

	seventh	eighth	total
Public	29,885	28,094	284,791**
Private	2,507	2,425	25,787
			310,578

	ninth	tenth	eleventh	twelfth	9-12 total	1-12 total
Public	26,892	25,017	21,770	19,852	93,531	378,322
Private	1,480	1,349	1,252	1,105	5,186	30,973
					98,717	409,295

*These statistics include only undergraduate full-time students (those carrying at least 6 hours of college work. If part-time and graduate students were included, total enrollments would be materially larger. The sharp increase in college enrollments reported for the fall semester of 1955 indicates that the projections are probably too conservative.

**Includes 694 ungraded elementary pupils.

Percentages of enrollments for public and parochial schools for the 1953-54 school year:

	per cent public	per cent parochial
grades 1 to 8	91.7	8.3
grades 9 to 12	94.7	5.3
grades 1 to 12	92.4	7.6

During the 1953-54 school year there were other children who were not enrolled in either locally supported public schools or parochial schools. These included:

135	Boys Industrial School
65	Girls Industrial School
31*	Receiving Home for Children
134#	Kansas Children's Home
361	Winfield State Training School
292	Parsons State Training School
230	School for the Deaf
106	School for the Blind
362	Emporia State Teachers College laboratory school
407	Pittsburg State Teachers College laboratory school
449**	Haskell Institute

VOCATIONAL EDUCATION

The vocational education program of below college grade that is supervised by the State Board for Vocational Education and financed partly by federal and/or state funds has been growing in Kansas.

Considerable information has been prepared by the staff of the State Board for Vocational Education. The school age boys and girls in vocational education programs are already enrolled in the public schools of Kansas, therefore they do not add to the impact of enrollments except as high school boys and girls might remain in school because of vocational offerings who might otherwise leave school before graduation. Therefore, the vocational information is briefly summarized here.

The vocational education program also includes night classes for adults. These classes use school buildings and equipment already available, so they do not add to the impact on the schools. They do extend the public school services to their communities.

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* These children are transient and are enrolled in Kansas schools.
#These children are enrolled in the Atchison city schools.
**These are Indian children which live in several states and attend the federal school at Lawrence.

Vocational education enrollments for 1938 and 1954:

	Day school 1938	Day School 1954	Adult 1938	Adult 1954
agriculture	4,491	6,778	1,189	2,140
homemaking	2,702	4,222	8,805	6,604
industrial education	448	1,194	7,629	5,530
distributive education	---	232	455	927

In 1938 there were 78 per cent of the farm boys in high schools offering vocational agriculture that were enrolled in the program. That percentage grew, with some fluctuations, to 88 per cent in 1953 and 97 per cent in 1954.

WHERE IS THE IMPACT?

Information so far in this report refers to Kansas as a whole. No effort has been made in the predictions to indicate where and to what extent the impact will be on a localized basis. Enrollment growth rates in various communities will not be uniform if past experience holds true.

From 1939 to 1950 in Kansas 86 counties lost 53,146 pupils. At the same time 19 counties were gaining 16,459 pupils.

But from 1950 to 1954 the trend changed. There were 65 counties with enrollment increases while 40 counties lost pupils. Four counties--Sedgwick, Wyandotte, Johnson, and Shawnee--accounted for 67 per cent of the enrollment increase of the state.

Thus comparing the two periods, 50 counties reversed from losses to gains, 15 continued to gain, 36 continued to lose at a decelerated rate, and four reversed from gains to losses.

More details concerning school enrollments by counties are in Table IV beginning on page 14.

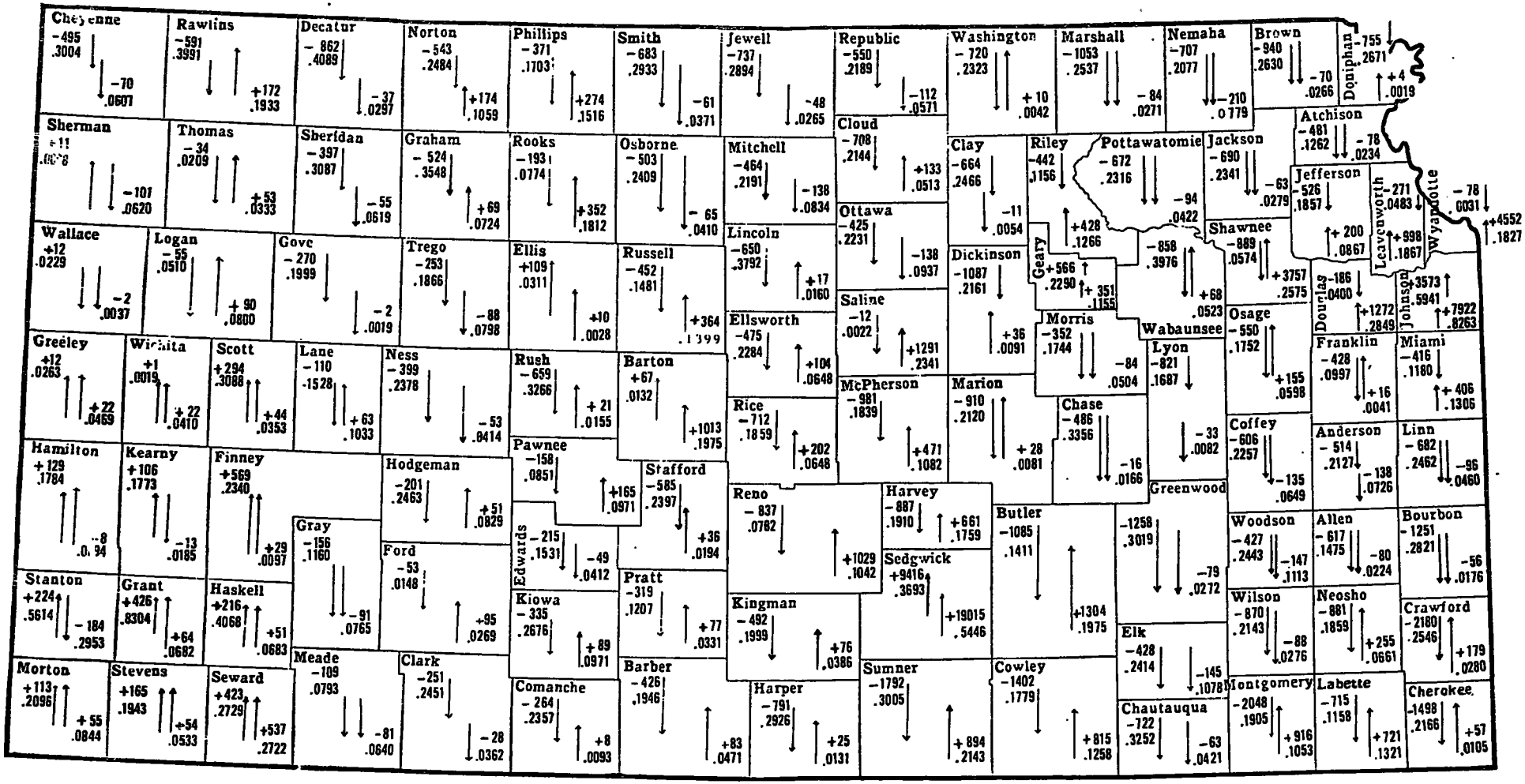
The basic movement of population in Kansas, as in other states, is from rural to urban areas. Urban, in this report, follows the U. S. census definition of 2,500 population or larger. A comparison of rural and urban population and enrollment shifts from 1938 to 1954 is found in Table V on page 24.

1940-50:
86 counties lost while,
19 counties gained.

12 lost over 30%

1950-54:
40 counties lost while,
65 counties gained.
4 counties alone account for 67% of this gain.

Comparing the two periods:
50 reversed from loss to gain
15 continued to gain
36 continued to lose (but at decelerated rate)
4 reversed from gain to loss.



CHANGES IN DISTRIBUTION OF KANSAS SCHOOL ENROLLMENTS
1940-50 and 1950-54 Grades 1-12

Upper left figure shows gain ↑ or loss ↓ 1940-50 Lower right figure shows gain ↑ or loss ↓ 1950-54

HIGHER EDUCATION IN KANSAS

The impact of enrollments will also affect higher education.

College enrollments in Kansas are on the increase--omitting the decrease during World War II years and the large increase caused by the GIs following 1945.

The total undergraduate enrollments for all four-year and two-year colleges in Kansas, as furnished by the registrars of all four-year and two-year colleges, 1938 to 1954:

Fall	Freshmen	Sophomores	Juniors	Seniors	Total
1938	8,991	5,828	3,788	3,427	22,034
1939	10,058	6,111	3,888	3,327	23,384
1940	9,624	7,737	3,878	3,212	24,451
1941	8,900	5,667	3,369	2,959	20,895
1942	7,921	4,492	2,665	2,297	17,375
1943	4,983	2,717	1,685	1,531	10,916
1944	4,882	2,538	1,632	1,414	10,466
1945	6,995	3,314	2,286	1,814	14,409
1946	16,621	7,463	4,387	3,437	31,908
1947	13,577	11,022	6,178	4,729	35,506
1948	11,938	9,203	7,628	6,143	34,912
1949	11,214	8,172	6,171	7,619	33,176
1950	9,952	7,571	5,445	6,003	28,971
1951	9,674	6,318	4,555	4,813	25,360
1952	10,385	6,510	4,343	4,455	25,693
1953	11,235	6,837	4,271	4,330	26,673
1954	12,227	7,943	4,597	4,203	28,970

A breakdown of the undergraduate college enrollment figures for the fall of 1954, shows the following:

	Fresh.	Soph.	Juniors	Seniors	Total
State Universities and Colleges	5,307	3,827	3,159	2,861	15,154
Municipal Universities	1,755	1,158	571	600	4,084
4-year Church Related	2,274	1,268	867	742	5,151
Public Junior Colleges	2,330	1,314	---	---	3,644
2-year Church Related	561	376	---	---	937
	12,227	7,943	4,597	4,203	28,970

These figures do not include persons enrolled in graduate or professional schools. If all persons are counted in Kansas colleges and universities, including graduate and professional schools, then 34,026 persons were enrolled.

In making a projection of college enrollments for the purposes of this report, the estimated numbers in high school senior classes, shown by the statistics on page 6, were used as base figures. From these base figures, using the perseverance ratios for 1948 to 1953 from high school senior classes through the undergraduate collegiate years, the following table is presented:

Fall of	12th Grade	Fresh. 1 yr. later	Soph. 2 yr. later	Juniors 3 yr. later	Seniors 4 yr. later
1954	20,004	11,202	7,482	4,908	4,809
1955	21,012	11,756	7,853	5,151	5,047
1956	21,230	11,888	7,941	5,209	5,104
1957	21,441	12,006	8,020	5,261	5,155
1958	22,388	12,537	8,374	5,493	5,383
1959	24,477	13,707	9,156	6,006	5,885
1960	25,497	14,278	9,537	6,256	6,130
1961	25,192	14,107	9,423	6,181	6,057
1962	24,501	13,720	9,164	6,011	5,890
1963	28,955	16,214	10,830	7,104	6,961
1964	33,371	18,687	12,482	8,188	8,024
1965	31,754	17,782	11,878	7,791	7,635
1966	32,648	18,282	12,212	8,011	7,850
1967	32,751	18,340	12,251	8,036	7,875
1968	35,318	19,778	13,211	8,666	8,492
1969	37,252	20,861	13,935	9,141	8,958
1970	40,138	22,477	15,014	9,849	9,652
1971	40,538	22,701	15,164	9,947	9,748
1972	40,943	22,928	15,315	10,046	9,845
1973	41,353	23,157	15,468	10,147	9,944
1974	41,768	23,390	15,624	10,249	10,044

These projected undergraduate college enrollments shall hold, assuming:

1. No catastrophic war or epidemics.
2. No violent economic upheaval.
3. The migration factor will not change substantially.
4. The ratio of births to school enrollments, and the ratio of high school to college enrollments remain the same.
5. The ratio of progression from high school to college remains relatively constant.

Then college undergraduate enrollments in Kansas in 1960 will be 12 per cent greater than they were in the fall of 1954; in 1965, enrollments would be 43.5 per cent greater than in 1954, in 1970, 72.5 per cent greater and in 1975, 102.46 per cent greater -- more than double enrollments in 1954-55.

But since 1900 the percentage of college-age youth in college has grown from 4.5 per cent to 30.6 per cent in 1950. There is reason to believe the percentage of college-age youth in college will rise to 36 per cent in 1960, 40 per cent in 1965, and 43 per cent in 1970. If this should prove correct, the college projections on page 11 will be too low.

It is interesting to note here that during 1949-50 Kansas had 34 per cent of its college age population enrolled in college.* The United States as a whole had 27 per cent. Variations ranged from 15 per cent in Mississippi to 52 per cent in Utah.

* The American Association of Collegiate Registrars and Admissions Officers, The Impending Tidal Wave of Students, 1954.

APPENDIX

TABLE IV

KANSAS SCHOOL ENROLLMENTS*
Number and Percentage Gain or Loss--By Counties
(Decreases marked "-" Increases no mark)
Years ending June 1940, 1950, 1954

	1940	1950	Diff.	%Diff.	1954	Diff. (50-54)	%Diff.
ALLEN							
Elem.	2956	2682	-274	-.0927	2546	-136	-.0507
Sec.	1227	884	-343	-.2795	940	56	.0633
Tot.	4183	3566	-617	-.1475	3486	- 80	-.0224
ANDERSON							
Elem.	1621	1327	-294	-.1814	1199	-128	-.0965
Sec.	795	575	-220	-.2767	565	- 10	-.0174
Tot.	2416	1902	-514	-.2127	1764	-138	-.0726
ATCHISON							
Elem.	2510	2405	-105	-.0418	2312	- 93	-.0387
Sec.	1302	926	-376	-.2838	941	15	.0162
Tot.	3812	3331	-481	-.1262	3253	- 78	-.0234
BARBER							
Elem.	1473	1228	-245	-.1663	1326	98	.0798
Sec.	716	535	-181	-.2528	520	- 15	-.0280
Tot.	2189	1763	-426	-.1946	1846	83	.0471
BARTON							
Elem.	3560	3689	129	.0362	4531	842	.2282
Sec.	1503	1441	- 62	-.0413	1612	171	.1187
Tot.	5063	5130	67	.0132	6143	1013	.1975
BOURBON							
Elem.	3107	2418	-689	-.2218	2421	3	.0012
Sec.	1328	766	-562	-.4232	707	- 59	-.0770
Tot.	4435	3184	-1251	-.2821	3128	- 56	-.0176
BROWN							
Elem.	2407	1842	-565	-.2347	1820	- 22	-.0119
Sec.	1167	792	-375	-.3213	744	- 48	-.0606
Tot.	3574	2634	-940	-.2630	2564	- 70	-.0266
BUTLER							
Elem	5250	4799	-451	-.0859	5929	1130	.2355
Sec.	2437	1803	-634	-.2602	1977	174	.0965
Tot.	7687	6602	-1085	-.1411	7906	1304	.1975
CHASE							
Elem.	991	682	-309	-.3118	644	-38	-.0557
Sec.	457	280	-177	-.3873	302	22	.0786
Tot.	1448	962	-486	-.3356	946	-16	-.0166

*These figures taken from County Superintendents Reports. They include duplications caused by children enrolling in more than one school in a year. Best correction figure we have is .966 for high school and .912 for elementary.

CHAUTAUQUA							
Elem.	1618	1113	-505	-.3121	1057	-56	-.0503
Sec.	602	385	-217	-.3605	378	- 7	-.0182
Tot.	2220	1498	-722	-.3252	1435	-63	-.0421
CHEROKEE							
Elem.	4927	4061	-866	-.1758	4055	- 6	-.0015
Sec.	1990	1358	-632	-.3176	1421	63	.0464
Tot.	6917	5419	-1498	-.2166	5476	57	.0105
CHEYENNE							
Elem.	1230	843	-387	-.3146	777	- 66	-.0783
Sec.	418	310	-108	-.2584	306	- 4	-.0129
Tot.	1648	1153	-495	-.3004	1083	- 70	-.0607
CLARK							
Elem.	706	522	-184	-.2606	529	7	.0134
Sec.	318	251	- 67	-.2107	216	-35	-.1394
Tot.	1024	773	-251	-.2451	745	-28	-.0362
CLAY							
Elem.	1819	1483	-336	-.1847	1419	-64	-.0432
Sec.	874	546	-328	-.3753	599	53	.0971
Tot.	2693	2029	-664	-.2466	2018	-11	-.0054
CLOUD							
Elem.	2255	1880	-375	-.1663	1968	88	.0468
Sec.	1047	714	-333	-.3181	759	45	.0630
Tot.	3302	2594	-708	-.2144	2727	133	.0513
COFFEY							
Elem.	1836	1477	-359	-.1955	1393	- 84	-.0569
Sec.	849	602	-247	-.2909	551	- 51	-.0847
Tot.	2685	2079	-606	-.2257	1944	-135	-.0649
COMANCHE							
Elem.	748	602	-146	-.1952	622	20	.033
Sec.	372	254	-118	-.3172	242	-12	-.0472
Tot.	1120	856	-264	-.2357	864	8	.0093
COWLEY							
Elem.	5519	4756	-763	-.1382	5376	620	.1304
Sec.	2361	1722	-639	-.2706	1917	195	.1132
Tot.	7880	6478	-1402	-.1779	7293	815	.1258
CRAWFORD							
Elem.	5779	4675	-1104	-.1910	4926	251	.0537
Sec.	2784	1708	-1076	-.3865	1636	- 72	-.0422
Tot.	8563	6383	-2180	-.2546	6562	179	.0280
DECATUR							
Elem.	1339	800	-539	-.4025	851	51	.0638
Sec.	769	446	-323	-.4200	358	-88	-.1973
Tot.	2108	1246	-862	-.4089	1209	-37	-.0297

DICKINSON							
Elem.	3257	2760	-497	-.1526	2826	66	.0239
Sec.	1773	1183	-590	-.3328	1153	- 30	-.0254
Tot.	5030	3943	-1087	-.2161	3979	36	.0091
DONIPHAN							
Elem.	2043	1568	-475	-.2325	1525	- 43	-.0274
Sec.	784	504	-280	-.3571	551	47	.0933
Tot.	2827	2072	-755	-.2671	2076	4	.0019
DOUGLAS							
Elem.	3143	3337	194	.0617	4348	1011	.3030
Sec.	1508	1128	-380	-.2520	1389	261	.2314
Tot.	4651	4465	-186	-.0400	5737	1272	.2849
EDWARDS							
Elem.	879	833	- 46	-.0523	784	- 49	-.0588
Sec.	525	356	-169	-.3219	356	--	- -
Tot.	1404	1189	-215	-.1531	1140	- 49	-.0412
ELK							
Elem.	1287	967	-320	-.2486	833	-134	-.1386
Sec.	486	378	-108	-.2222	367	- 11	-.0291
Tot.	1773	1345	-428	-.2414	1200	-145	-.1078
ELLIS							
Elem.	2701	2766	65	.0241	2811	45	.0163
Sec.	804	848	44	.0547	813	-35	-.0413
Tot.	3505	3614	109	.0311	3624	10	.0028
ELLSWORTH							
Elem.	1450	1133	-317	-.2186	1248	115	.1015
Sec.	630	472	-158	-.2508	461	- 11	-.0233
Tot.	2080	1605	-475	-.2284	1709	104	.0648
FINNEY							
Elem.	1807	2318	511	.2828	2284	-34	-.0147
Sec.	625	683	58	.0928	746	63	.0149
Tot.	2432	3001	569	.2340	3030	29	.0097
FORD							
Elem.	2439	2495	56	.0230	2729	234	.0938
Sec.	1153	1044	-109	-.0945	905	-139	-.1331
Tot.	3592	3539	- 53	-.0148	3634	95	.0269
FRANKLIN							
Elem.	2921	2806	-115	-.0394	2787	- 19	-.0068
Sec.	1370	1057	-313	-.2285	1092	35	.0331
Tot.	4291	3863	-428	-.0997	3879	16	.0041
GEARY							
Elem.	1758	2454	696	.3959	2737	283	.1153
Sec.	714	584	-130	-.1821	652	68	.1164
Tot.	2472	3038	566	.2290	3389	351	.1155

GOVE							
Elem.	945	756	-189	-.2000	752	- 4	-.0053
Sec.	406	325	- 81	-.1995	327	2	.0062
Tot.	1351	1081	-270	-.1999	1079	- 2	-.0019
GRAHAM							
Elem.	1097	713	-384	-.3500	734	21	.0295
Sec.	380	240	-140	-.3684	288	48	.2000
Tot.	1477	953	-524	-.3548	1022	69	.0724
GRANT							
Elem.	393	743	350	.8906	790	47	.0633
Sec.	120	196	76	.6333	213	17	.0867
Tot.	513	939	426	.8304	1003	64	.0682
GRAY							
Elem.	936	866	- 70	-.0748	790	- 76	-.0878
Sec.	409	323	- 86	-.2103	308	- 15	-.0464
Tot.	1345	1189	-156	-.1160	1098	- 91	-.0765
GREELEY							
Elem.	302	344	42	.1391	363	19	.0552
Sec.	155	125	- 30	-.1935	128	3	.0240
Tot.	457	469	12	.0263	491	22	.0469
GREENWOOD							
Elem.	2902	2069	-833	-.2870	2029	- 40	-.0193
Sec.	1265	840	-425	-.3360	801	- 39	-.0464
Tot.	4167	2909	-1258	-.3019	2830	- 79	-.0272
HAMILTON							
Elem.	506	646	140	.2767	637	- 9	-.0139
Sec.	217	206	- 11	-.0507	223	17	.0825
Tot.	723	852	129	.1784	860	8	.0094
HARPER							
Elem.	1866	1365	-501	-.2685	1450	85	.0623
Sec.	837	547	-290	-.3465	487	- 60	-.1097
Tot.	2703	1912	-791	-.2926	1937	25	.0131
HARVEY							
Elem.	3223	2771	-452	-.1402	3375	604	.2180
Sec.	1422	987	-435	-.3059	1044	57	.0578
Tot.	4645	3758	-887	-.1910	4419	661	.1759
HASKELL							
Elem.	378	565	187	.4947	600	35	.0619
Sec.	153	182	29	.1895	198	16	.0879
Tot.	531	747	216	.4068	798	51	.0683
HODGEMAN							
Elem.	623	455	-168	-.2697	506	51	.1121
Sec.	193	160	- 33	-.1710	160	---	----
Tot.	816	615	-201	-.2463	666	51	.0829

JACKSON							
Elem.	2117	1651	-466	-.2201	1580	- 71	-.0430
Sec.	830	606	-224	-.2699	614	8	.0132
Tot.	2947	2257	-690	-.2341	2194	- 63	-.0279
JEFFERSON							
Elem.	1905	1654	-251	-.1318	1822	168	.1016
Sec.	927	652	-275	-.2967	684	32	.0491
Tot.	2832	2306	-526	-.1857	2506	200	.0867
JEWELL							
Elem.	1793	1295	-498	-.2777	1263	- 32	-.0247
Sec.	754	515	-239	-.3170	499	- 16	-.0311
Tot.	2547	1810	-737	-.2894	1762	- 48	-.0265
JOHNSON							
Elem.	4278	7464	3186	.7447	14108	6644	.8901
Sec.	1736	2123	387	.2229	3401	1278	.6020
Tot.	6014	9587	3573	.5941	17509	7922	.8263
KEARNY							
Elem.	460	556	96	.2087	518	- 38	-.0683
Sec.	138	148	10	.0725	173	25	.1689
Tot.	598	704	106	.1773	691	- 13	-.0185
KINGMAN							
Elem.	1700	1460	-240	-.1412	1463	3	.0021
Sec.	761	509	-252	-.3311	582	73	.1434
Tot.	2461	1969	-492	-.1999	2045	76	.0386
KIOWA							
Elem.	850	668	-182	-.2141	758	90	.1347
Sec.	402	249	-153	-.3806	248	- 1	-.0040
Tot.	1252	917	-335	-.2676	1006	89	.0971
LABETTE							
Elem.	4258	3922	-336	-.0789	4472	550	.1402
Sec.	1917	1538	-379	-.1977	1709	171	.1112
Tot.	6175	5460	-715	-.1158	6181	721	.1321
LANE							
Elem.	477	430	- 47	-.0985	501	71	.1651
Sec.	243	180	- 63	-.2593	172	- 8	-.0444
Tot.	720	610	-110	-.1528	673	63	.1033
LEAVENWORTH							
Elem.	4192	4112	- 80	-.0191	5002	890	.2164
Sec.	1424	1233	-191	-.1341	1341	108	.0876
Tot.	5616	5345	-271	-.0483	6343	998	.1867
LINCOLN							
Elem.	1071	703	-368	-.3436	704	1	.0014
Sec.	643	361	-282	-.4386	377	16	.0443
Tot.	1714	1064	-650	-.3792	1081	17	.0160

LINN							
Elem.	1888	1501	-387	-.2050	1377	-124	-.0826
Sec.	882	587	-295	-.3345	615	28	.0477
Tot.	2770	2088	-682	-.2462	1992	- 96	-.0460
LOGAN							
Elem.	752	766	14	.0186	813	47	.0614
Sec.	326	257	- 69	-.2117	300	43	.1673
Tot.	1078	1023	- 55	-.0510	1113	90	.080
LYON							
Elem.	3267	2813	-454	-.1390	2873	60	.0213
Sec.	1599	1232	-367	-.2295	1139	- 93	-.0755
Tot.	4866	4045	-821	-.1687	4012	- 33	-.0082
MARION							
Elem.	2889	2387	-502	-.1738	2405	18	.0075
Sec.	1404	996	-408	-.2906	1006	10	.0100
Tot.	4293	3383	-910	-.2120	3411	28	.0083
MARSHALL							
Elem.	2669	2026	-643	-.2409	2018	- 8	-.0039
Sec.	1481	1071	-410	-.2768	995	- 76	-.0710
Tot.	4150	3097	-1053	-.2537	3013	- 84	-.0271
McPHERSON							
Elem.	3665	3171	-494	-.1348	3567	396	.1249
Sec.	1668	1181	-487	-.2920	1256	75	.0635
Tot.	5333	4352	-981	-.1839	4823	471	.1082
MEADE							
Elem.	978	955	- 23	-.0235	835	-120	-.1257
Sec.	396	310	- 86	-.2172	349	39	.1258
Tot.	1374	1265	-109	-.0793	1184	- 81	-.0640
MIAMI							
Elem.	2448	2333	-115	-.0470	2688	355	.1522
Sec.	1076	775	-301	-.2797	826	51	.0658
Tot.	3524	3108	-416	-.1180	3514	406	.1306
MITCHELL							
Elem.	1436	1142	-294	-.2047	1081	- 61	-.0534
Sec.	682	512	-170	-.2493	435	- 77	-.1504
Tot.	2118	1654	-464	-.2191	1516	-138	-.0834
MONTGOMERY							
Elem.	7569	6384	-1185	-.1566	7169	785	.1230
Sec.	3182	2319	- 863	-.2712	2450	131	.0565
Tot.	10751	8703	-2048	-.1905	9619	916	.1053
MORRIS							
Elem.	1350	1203	-147	-.1089	1119	- 84	-.0698
Sec.	668	463	-205	-.3069	463	---	----
Tot.	2018	1666	-352	-.1744	1582	- 84	-.0504

MORTON							
Elem.	338	480	142	.4201	559	79	.1646
Sec.	201	172	- 29	-.1443	148	- 24	-.1395
Tot.	539	652	113	.2096	707	55	.0844
NEMAHA							
Elem.	2404	1878	-526	-.2188	1759	-119	-.0634
Sec.	1000	819	-181	-.1810	728	- 91	-.1111
Tot.	3404	2697	-707	-.2077	2487	-210	-.0779
NEOSHO							
Elem.	3263	2796	-467	-.1431	2988	192	.0687
Sec.	1476	1062	-414	-.2805	1125	63	.0593
Tot.	4739	3858	-881	-.1859	4113	255	.0661
NESS							
Elem.	1132	858	-274	-.2420	793	- 65	-.0758
Sec.	546	421	-125	-.2289	433	12	.0285
Tot.	1678	1279	-399	-.2378	1226	- 53	-.0414
NORTON							
Elem.	1473	1212	-261	-.1772	1330	118	.0974
Sec.	713	431	-282	-.3955	487	56	.1299
Tot.	2186	1643	-543	-.2484	1817	174	.1059
OSAGE							
Elem.	2160	1859	-301	-.1394	2006	147	.0791
Sec.	980	731	-249	-.2541	739	8	.0109
Tot.	3140	2590	-550	-.1752	2745	155	.0598
OSBORNE							
Elem.	1420	1113	-307	-.2162	1056	- 57	-.0512
Sec.	668	472	-196	-.2934	464	- 8	-.0169
Tot.	2088	1585	-503	-.2409	1520	- 65	-.0410
OTTAWA							
Elem.	1284	1044	-240	-.1869	954	- 90	-.0862
Sec.	612	429	-183	-.2990	381	- 48	-.1352
Tot.	1896	1473	-425	-.2231	1335	-138	-.0937
PAWNEE							
Elem.	1239	1220	- 19	-.0153	1349	129	.1057
Sec.	618	479	-139	-.2249	515	36	.0752
Tot.	1857	1699	-158	-.0851	1864	165	.0971
PHILLIPS							
Elem.	1497	1350	-147	-.0982	1544	194	.1437
Sec.	681	457	-224	-.3289	537	80	.1751
Tot.	2178	1807	-371	-.1703	2081	274	.1516
POTTAWATOMIE							
Elem.	1981	1471	-510	-.2574	1441	- 30	-.0204
Sec.	921	759	-162	-.1759	695	- 64	-.0843
Tot.	2902	2230	-672	-.2316	2136	- 94	-.0422

PRATT							
Elem.	1800	1651	-149	-.0828	1762	111	.0672
Sec.	843	673	-170	-.2017	639	- 34	-.0505
Tot.	2643	2324	-319	-.1207	2401	77	.0331
RAWLINS							
Elem.	1075	728	-347	-.3228	773	45	:0618
Sec.	406	162	-244	-.6010	289	127	.7840
Tot.	1481	890	-591	-.3991	1062	172	.1933
RENO							
Elem.	7650	7257	-393	-.0514	8254	997	.1374
Sec.	3060	2616	-444	-.1451	2648	32	.0122
Tot.	10710	9873	-837	-.0782	10902	1029	.1042
REPUBLIC							
Elem.	1754	1411	-343	-.1956	1323	- 88	-.0624
Sec.	758	551	-207	-.2731	527	- 24	-.0436
Tot.	2512	1962	-550	-.2189	1850	-112	-.0571
RICE							
Elem.	2665	2258	-407	-.1527	2372	114	.0505
Sec.	1165	860	-305	-.2618	948	88	.1023
Tot.	3830	3118	-712	-.1859	3320	202	.0648
RILEY							
Elem.	2566	2485	- 81	-.0316	2917	432	.1738
Sec.	1256	895	-361	-.2874	891	- 4	-.0045
Tot.	3822	3380	-442	-.1156	3808	428	.1266
ROOKS							
Elem.	1399	1367	- 32	-.0229	1645	278	.2034
Sec.	707	576	-131	-.1853	650	74	.1285
Tot.	2106	1943	-163	-.0774	2295	352	.1812
RUSH							
Elem.	1461	961	-500	-.3422	965	4	.0042
Sec.	557	398	-159	-.2855	415	17	.0427
Tot.	2018	1359	-659	-.3266	1380	21	.0155
RUSSELL							
Elem.	2185	1902	-283	-.1295	2135	233	.1225
Sec.	868	699	-169	-.1947	830	131	.1874
Tot.	3053	2601	-452	-.1481	2965	364	.1399
SALINE							
Elem.	3773	4067	294	.0779	5292	1225	.3012
Sec.	1754	1448	-306	-.1745	1514	66	.0456
Tot.	5527	5515	- 12	-.0022	6806	1291	.2341
SCOTT							
Elem.	610	952	342	.5607	960	8	.0084
Sec.	342	294	- 48	-.1404	330	36	.1224
Tot.	952	1246	294	.3088	1290	44	.0353

SEDGWICK							
Elem.	17342	26850	9508	.5483	43035	16185	.6028
Sec.	8157	8065	- 92	-.0113	10895	2830	.3509
Tot.	25499	34915	9416	.3693	53930	19015	.5446
SEWARD							
Elem.	1139	1555	416	.3652	1988	433	.2785
Sec.	411	418	7	.0170	522	104	.2488
Tot.	1550	1973	423	.2729	2510	537	.2722
SHAWNEE							
Elem.	10946	10799	-147	-.0134	14362	3563	.3299
Sec.	4532	3790	-742	-.1637	3984	194	.0512
Tot.	15478	14589	-889	-.0574	18346	3757	.2575
SHERIDAN							
Elem.	996	675	-321	-.3223	609	- 66	-.0978
Sec.	290	214	- 76	-.2621	225	11	.0514
Tot.	1286	889	-397	-.3087	834	- 55	-.0619
SHERMAN							
Elem.	1116	1160	44	.0394	1102	- 58	-.0500
Sec.	503	470	- 33	-.0656	427	- 43	-.0915
Tot.	1619	1630	11	.0068	1529	-101	-.0620
SMITH							
Elem.	1618	1190	-428	-.2645	1159	- 31	-.0261
Sec.	711	456	-255	-.3586	426	- 30	-.0658
Tot.	2329	1646	-683	-.2933	1585	- 61	-.0371
STAFFORD							
Elem.	1722	1294	-428	-.2485	1346	52	.042
Sec.	719	562	-157	-.2184	546	- 16	-.0285
Tot.	2441	1856	-585	-.2397	1892	36	.0194
STANTON							
Elem.	312	348	36	.1154	338	- 10	-.0287
Sec.	87	275	188	2.1609	101	-174	-.6327
Tot.	399	623	224	.5614	439	-184	-.2953
STEVENS							
Elem.	612	811	199	.3252	817	6	.0074
Sec.	237	203	- 34	-.1435	251	48	.2365
Tot.	849	1014	165	.1943	1068	54	.0533
SUMNER							
Elem.	4087	2942	-1145	-.2802	3680	738	.2508
Sec.	1877	1230	- 647	-.3447	1386	156	.1268
Tot.	5964	4172	-1792	-.3005	5066	894	.2143
THOMAS							
Elem.	1033	1184	151	.1462	1248	64	.0541
Sec.	593	408	-185	-.3120	397	- 11	-.0270
Tot.	1626	1592	- 34	-.0209	1645	53	.0333

TREGO							
Elem.	978	810	-168	-.1718	741	- 69	-.0852
Sec.	378	293	- 85	-.2249	274	- 19	-.0648
Tot.	1356	1103	-253	-.1866	1015	- 88	-.0798
WABAUNSEE							
Elem.	1469	900	-569	-.3873	960	60	.0667
Sec.	689	400	-289	-.4194	408	8	.0200
Tot.	2158	1300	-858	-.3976	1368	68	.0523
WALLACE							
Elem.	365	378	13	.0356	397	19	.0503
Sec.	158	157	- 1	-.0063	136	- 21	-.1338
Tot.	523	535	12	.0229	533	- 2	-.0037
WASHINGTON							
Elem.	2139	1650	-489	-.2286	1630	- 20	-.0121
Sec.	960	729	-231	-.2406	759	30	.0412
Tot.	3099	2379	-720	-.2323	2389	10	.0042
WICHITA							
Elem.	376	405	29	.0771	402	- 3	-.0074
Sec.	159	131	- 28	-.1761	156	25	.1908
Tot.	535	536	1	.0019	558	22	.0410
WILSON							
Elem.	2831	2354	-477	-.1685	2251	-103	-.0438
Sec.	1228	835	-393	-.3200	850	15	.0180
Tot.	4059	3189	-870	-.2143	3101	- 88	-.0276
WOODSON							
Elem.	1269	947	-322	-.2537	888	- 59	-.0623
Sec.	479	374	-105	-.2192	286	- 88	-.2353
Tot.	1748	1321	-427	-.2443	1174	-147	-.1113
WYANDOTTE							
Elem.	17676	18906	1230	.0696	22886	3980	.2105
Sec.	7318	6010	-1308	-.1787	6582	572	.0952
Tot.	24994	24916	- 78	-.0031	29468	4552	.1827

TABLE V

Kansas Population and School Enrollments
1938 and 1954

	1938*	Per cent of Totals	1954**	Per cent of Totals	Gain or Loss	Per cent Gain or Loss
Total Population of Kansas	1,805,694	--	1,999,457	--	193,763	10.7
A. "Rural" areas	1,045,944	57.9	1,015,005	50.8	-30,939	-2.9
B. "Urban" areas (Cities of 2500 or more)	759,750	42.1	984,452	49.2	224,702	29.6
1. Cities 2,500-5,000	109,314	6.1	126,056	6.3	16,742	15.3
2. Cities 5,000-25,000	309,286	17.1	366,380	18.3	57,094	18.4
3. Cities 25,000-50,000	32,638	1.8	66,861	3.4	34,223	104.7
4. Cities 50,000 and over	308,512	17.1	425,155	21.2	166,643	54.0
Total Enrollment, Grades 1-12	395,953	--	378,322	--	-17,631	-4.5
A. "Rural" areas	230,976	58.3	194,196	51.3	-36,780	-15.9
B. "Urban" areas	164,977	41.7	184,126	48.7	19,149	11.6
1. Cities 2,500-5,000	30,029	7.6	28,731	7.6	-1,298	-4.3
2. Cities 5,000-25,000	71,407	18.0	69,753	18.4	-1,654	-2.3
3. Cities 25,000-50,000	6,618	1.7	11,974	3.2	5,356	80.8
4. Cities 50,000 and above	56,923	14.4	73,668	19.5	16,745	29.3

*Figures include cities of indicated population in 1938.
**Figures include cities of indicated population in 1954.