

A STUDY OF KANSAS NONPUBLIC EDUCATION,  
K-12, 1966-1981

By

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## PREFACE

This study examined the enrollment of the nonpublic schools in Kansas during the period 1966-1981 and compared statewide enrollment trends with national trends in nonpublic education during the same period. Ascertaining the enrollment of nonaccredited Christian schools in Kansas required that a questionnaire be distributed to 133 schools in the state which had not sought accreditation by the Kansas State Department of Education. This study was the first attempt to determine the number of students enrolled in such schools.

A special debt of gratitude is owed to the chairman of my committee, Dr. James Kenneth St. Clair, for his encouragement and assistance with my project during the past two years. I also wish to thank the members of my committee, Dr. Wilbur D. Johnson, Dr. William E. Segall, and Dr. Kenneth Stern for their concern and counsel. The personal interest in the study displayed by the committee is indicative of the positive attitude I have found to be predominant among the faculty at Oklahoma State University. My decision to seek a degree at Oklahoma State University has never been regretted.

This study could not have been completed without the support and aid of my wife, Mary Kay. Her patience and energy, as usual, were boundless. I hope that someday my children, Ann and Douglas, will appreciate their father's accomplishment.

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## CHAPTER I

### INTRODUCTION AND STATEMENT OF PROBLEM

The current abundance of criticism concerning America's public schools has also focused attention on the nonpublic schools of this country. Some of the interest comes from those who present qualities common to nonpublic schools as possible solutions to the problems being experienced in the public schools. Coleman (1981), in his major study of Catholic high schools, proposes that public high school administrators could learn much from the example of parochial schools.

Growing interest in tuition tax credits and voucher systems stems from a traditional conflict over tax support for private schools and a more recent concern over qualitative differences between public and nonpublic schools. This argument enrages teacher unions, supporters of secular education, school boards, and administrators. Thrust into the political arena, public and nonpublic school educators do overt battle and bring notoriety to the issue.

Recent court cases and the challenges of church schools against state certification standards have injected legal questions that further polarize opinion on both sides. This usually places the public officials in a position of appearing to force public education on dissenting families, rekindling a controversy as old as the nation itself.

Private elementary and secondary schools seem to be proliferating as many parents and churches exercise their right to give their children an alternative education. Schools associated with evangelical churches have experienced substantial growth in the numbers of facilities and students attending. Whether in Kansas or the other 49 states, few communities of over 10,000 have not had evangelical church schools started in the past 10 years.

All of the interest in nonpublic schools that has been generated recently ignores the fundamental changes which have occurred in this area since 1965. Little has been written about the substantial loss of enrollment which has been experienced by the elementary and secondary schools associated with the Catholic church. The National Institute of Education indicated that there had been a decline of approximately 30% in Catholic K-12 enrollment from the period of 1965 to 1975 (Abramowitz and Rosenfield, 1978). The 400% increase in enrollment in evangelical Protestant schools nationwide noted by NIE had, by 1978, not compensated for the loss of Catholic students (Abramowitz and Rosenfield, 1978).

The national trend is clear: there has been a substantial decline in Catholic school enrollment, K-12, and an explosion in attendance at schools operated by fundamentalist Protestant denominations. What has occurred in Kansas? There has not been a study of the enrollment in the nonpublic elementary and secondary schools of Kansas other than the limited statistical studies carried out by the Kansas State Department of Education. Even this information, due to lack of interest and limited resources, has not been analyzed in a comprehensive manner.

### Purpose of the Study

The purpose of this dissertation was to examine the enrollment in the nonpublic schools of Kansas, K-12, during the period 1966 to 1981. Specifically, the study attempted to answer the following four questions:

1. What was the enrollment of Kansas nonpublic elementary and secondary schools in 1966?
2. What changes have occurred in the enrollment in Kansas nonpublic schools, K-12, since 1966?
3. How do the changes in the enrollment of Kansas nonpublic schools, K-12, during the period 1966-1981 compare with changes nationally in nonpublic school enrollment at the elementary and secondary level over the same period?
4. What possible implications exist for the Kansas public school systems due to changes in enrollment patterns of Kansas nonpublic schools, grades, K-12?

### Significance of the Study

The information gained from this study should prove helpful to school administrators in Kansas and to those in the state legislature who oversee public education. For the first time, accurate figures are available to both groups as they attempt to assess the impact of nonpublic education in the state. Those Kansans involved with the nonpublic schools will also have enrollment figures available and a comparison established with national trends. Furthermore, organizations such as the Kansas Association of School Boards and the Kansas

State Department of Education which maintain data banks will be enhanced by the information that is presented in this dissertation.

## CHAPTER II

### LITERATURE REVIEW

One of the primary purposes of this study was to compare the enrollment trends in the nonpublic schools of Kansas during the period 1966-1981 with those of nonpublic schools nationally. The review of the literature presents an historical overview of the development of nonpublic education and the enrollment trends which have emerged during the past 20 years.

#### Definitions

The terms "private school," "parochial school," and "nonpublic school" are used by many educators and lay persons interchangeably to refer to the nonpublic sector of American education. There exists little understanding for the various terms outside of private school educators, and there are numerous other terms or classifications which need to be defined for the purpose of this study.

The terms requiring definition are as follows:

Private Schools/Nonpublic Schools - These terms are interchangeable for the purpose of this study and refer to schools which are not managed or primarily financed by a unit of government. Kraushaar (1972), in his major study of nonpublic schools, listed four characteristics that private or nonpublic schools possess: private governance, financial support from nonpublic sources, practice of selective

admissions, and mutuality of voluntary choice. The last characteristic refers to the fact that nonpublic schools are selected by parents and that the school does not have to accept the student.

Parochial School - Schools that are operated by the diocese and orders of the Roman Catholic Church are often referred to as parochial schools, but the term actually refers to any school which is supported and directed by a religious denomination.

Independent School - While not common in Kansas, several nonpublic schools in the state can be described as independent schools. Kraushaar (1972) defined an independent school as a nonpublic school which is characterized by a rigorous college preparatory curricula, highly selective entrance standards, and substantial tuitions. This category of school may be affiliated with a religious denomination but its primary purpose is academic rather than religious.

Christian School - The fastest growing category of nonpublic schools are those operated by evangelical non-mainstream Protestant denominations. These denominations are conservative and fundamental in theological perspective. The majority of these schools are supported by single congregations rather than being denominational in nature such as Catholic, Seventh Day Adventist, and Lutheran.

#### Historical Overview

The concept of public education in America is a phenomenon which developed gradually and only became predominant after the Civil War. Prior to the second half of the nineteenth century, the majority of elementary and secondary schools in America were nonpublic in nature. Schooling during the colonial period and early years of the Republic

was not considered to be a function of government; and the churches, especially in New England and the Middle colonies, took an active role in promoting education. The Puritans, Quakers, and Presbyterians promoted the establishment of schools to further literacy and civility. Academies, which became the nation's first secondary schools, flourished in the mid-eighteenth century; and again, they were church supported institutions.

The exploding population, industrialization, and urbanization of the nineteenth century provided a fertile ground for the seeds of public, universal education which was being promoted by Horace Mann. By the end of the century, public schools became the rule, and private schools were the exception. In school year 1899-1900, the Report of the U.S. Commissioner of Education indicated that only 7.6% of American elementary age students attended nonpublic schools, and 17.6% at the secondary level (U.S. Department of Health, Education, and Welfare, 1969). Public schools triumphed, but their victory brought a fundamental change to the nature of private elementary and secondary schools.

Universal literacy was the predominant reason that public education thrived, but the movement was not an attempt to secularize education. Horace Mann, for instance, wanted the public schools to instill values and universal religious principles. Civil religion was taught in public schools along with the three R's. The predominance of Protestantism in the United States caused the civil religion to be oriented towards Protestant views, a focus which caused the Catholic school system to be formed (Kraushaar, 1976).

The hostility towards Catholics and especially the new immigrants expressed by Protestants created a climate which encouraged the Roman



Catholic leadership to form their own schools. Only one Catholic school existed prior to the Revolution; and this was an expression of the desire by early Catholic leaders, mainly Bishop John Carroll, that Catholics not maintain a separate school system. The wave of Irish immigration which brought a million new Catholics to this country by 1850 created a need for education for these immigrants and set off a wave of anti-Catholic feeling which culminated with the emergence of the Know-Nothing Party. In 1852, the First Plenary Council encouraged parishes to start their own schools; still, some Bishops resisted the separation of the church from the public schools. However, in 1884, the Third Plenary Council "rejected public schools as dangerous to Catholic faith and morals and decreed that a parish school be maintained near every church" (Kraushaar, 1976, p. 27).

Private schools operated by Protestant denominations did not disappear with the advent of public education. New Lutheran immigrants from Scandinavia and Germany sought to perpetuate their language and culture by maintaining private schools. The results of their early efforts remain today as the various Lutheran synods maintain more schools than any other Protestant denomination (Stellhorn, 1963).

In addition, the Seventh Day Adventists, a Protestant sect organized in 1863, has emerged as one of the "Big Three" by maintaining schools for most of the children of its membership. The group's desire for separate schools stems from its desire to educate the "whole being" which involves more than an academic education. Ellen G. White, the founder of the Adventist movement, stated that her visions from God called for the establishment of denominational

schools to promote its theology. Today they operate over 5,000 elementary and secondary schools (Kraushaar, 1972).

The mainstream Protestant denominations--the Episcopal, Presbyterian, Methodist, and Baptist--have generally supported the public schools since the end of the Civil War. Various Presbyterian groups operated 260 schools by 1861, but the numbers began to decline after that date. Episcopal parish and boarding schools existed in 11 states by 1862; some of these institutions (Groton and Peabody, for instance) became the foundation of the American preparatory school movement. The Methodist church relied mainly on Sunday school for religious instruction and showed little interest in encouraging the development of parochial schools (Kraushaar, 1976).

The various Baptist groups (at least 30 exist in this country) have an inconsistent record towards private education. While some schools operated by the Baptist groups can trace their history to the pre-Civil War academies and mission schools, most have been started during this century as a reaction to the secularization of the public schools (Kraushaar, 1976). Nevin and Bills (1976), in their book, The Schools That Fear Built, pointed out the role that Baptist congregations in the South have had in starting schools in recent years to offer an alternative to bussing and the Supreme Court decision on school prayer. This phenomenon will be discussed thoroughly later in this chapter.

The first Hebrew school was established in America in 1730, but growth in numbers was very slow, with a mere seven established in 1854 and only 30 operating by 1940 (Kraushaar, 1972). Since World War II, however, the Hebrew day school movement has been one of the most active

sectors of nonpublic education. Over 500 elementary and secondary supported by the four principal American Hebrew groups are currently in operation (Abramowitz and Rosenfield, 1978).

Independent schools in America are difficult to distinguish from other nonpublic schools since many have a religious affiliation. They may be Episcopal, Presbyterian, Quaker, or Catholic in affiliation; but they are considered to be unique in their orientation. Denominational association is marginal among those independent schools which have a religious affiliation as they tend to be recognized primarily for their academic excellence. Some independent schools are also military schools, some are boarding schools while others are day schools, some are coeducational while others are single sex institutions. In many cases the only similarity that exists among them is their membership in the National Association of Independent Schools, a group of approximately 775 schools (Abramowitz and Rosenfield, 1978).

American independent schools developed from the work of Joseph Cogswell and George Bancroft, the founders of Round Hill School at Northampton, Massachusetts in 1823. It was a boys' boarding school with an educational theory based on the ideas of Johann Pestalozzi as interpreted by Immanuel von Fellenberg. Graduates of this institution are credited with assisting in the founding of the Flushing Institute, St. James', St. Paul's, St. Mark's, and Milton Academy. A desire to upgrade the level of college preparation led to the founding of Hotchkiss, Exeter, and Andover. Independent schools for girls developed from two differing philosophies--the academic college preparatory type such as Emma Willard and Mount Holyoke, and the schools which stressed development of the feminine virtues (Abramowitz and Rosenfield, 1978).

Boarding schools were the predominant form of independent schools during the nineteenth century, but during this century day schools located in or near major cities became the most rapidly growing segment of the independent school movement. The independent day schools, of which there were over 100 by 1937, represent a variety of educational philosophies. Most offer traditional academic, college preparatory curriculums while others have modeled themselves after the British open school concept or the teachings of Maria Montessori. The child-centered ideas of John Dewey caused numerous independent schools to adopt progressive educational philosophies during the 1920's (Kraushaar, 1976).

Nonpublic schools represent a diversity which is often overlooked when they are viewed by educators. They are not all religiously affiliated, though the majority do have a denominational connection. Private schools are not predominantly schools with traditional college preparatory curriculums, but instead they represent the entire gamut of past and current educational thought. The importance of nonpublic schools to the assurance of educational pluralism in America often times is not appreciated, especially when issues like tuition tax credits and vouchers appear. Instead, private schools are viewed as a threat to the existence of the public schools.

#### National Enrollment Figures and Trends for Nonpublic Schools, K-12, in America

The previous part of this chapter was an examination of the historical development of American nonpublic education. Since one of the purposes of this study was to compare the recent trends in nonpublic

elementary and secondary enrollment with those which have occurred in the nonpublic schools of Kansas, the remainder of the chapter presents the enrollment statistics and trends for America's nonpublic schools, K-12, for the period 1966-1981.

Enrollment in American nonpublic schools has not been consistent; it has varied over the past 100 years in reaction to the political, social, and economic conditions in this country. During school year 1899-1900, the Report of the U.S. Commissioner of Education listed private school enrollment to be 1,353,000 students with 1,241,000 enrolled in elementary schools (K-8) and 111,000 enrolled in secondary schools. These figures represented 7.6% of the students enrolled in elementary schools and 17.6% of the students enrolled in secondary schools (U.S. Department of Health, Education, and Welfare, 1969). The combined percentage of American students attending private schools in 1899-1900 was 7.6%, and this figure grew during this century, reaching a peak in 1965 and then declining slightly. Provided in Table I is an illustration of this trend, showing nonpublic school enrollment in 10 year intervals from 1899-1900 to 1959-1960. Precise annual figures concerning private school enrollments were not available because the government only collected the information with the 10 year census until the past decade when interest developed in annual figures.

Kraushaar (1972), in his landmark study American Nonpublic Schools, indicated that nonpublic school enrollment reached its zenith in 1965-1966. In that school year 6,305,000 students were enrolled in the nation's private elementary and secondary schools. Almost five million students were enrolled in grades K-8, and one and a third

TABLE I  
ELEMENTARY AND SECONDARY SCHOOL ENROLLMENT  
IN THE UNITED STATES, 1899-1960

Year	In Thousands							% Private Total Enrollment
	Elementary (K-8)			Secondary (9-12)				
	Public	Private	% Private Total Elementary	Public	Private	% Private Total Secondary		
1899-1900	14,984	1,241	7.6	519	111	17.6	7.6	
1909-1910	16,899	1,558	8.4	915	117	11.3	8.6	
1919-1920	19,379	1,486	7.1	2,200	214	8.9	7.3	
1929-1930	21,279	2,310	9.8	4,399	341	7.2	9.4	
1939-1940	18,832	2,153	10.3	6,601	458	6.5	9.3	
1949-1950	19,387	2,708	12.3	5,725	672	10.5	11.9	
1959-1960	27,602	4,640	14.4	8,485	1,035	10.9	13.6	

Source: U.S. Department of Health, Education, and Welfare, Digest of Educational Statistics (1969).

million in high school. The elementary figures represented 14% of the students attending in those grades, and private school enrollment accounted for 10.3% of secondary school students. Combined, they represented 13% of all students in American schools in 1965-1966 (U.S. Department of Health, Education, and Welfare, 1969).

Ten years later (school year 1975-1976), the National Institute of Education estimated that nonpublic elementary and secondary enrollment had dropped by nearly 1,800,000 students to 4,501,000 students, which represented 9.1% of the student attending in grades K-12 nationwide. The school age population had declined substantially during the 10 year period but, as is indicated by the 9.1% figure, nonpublic school enrollment had declined more significantly than public school enrollment. The public schools had gained students at the expense of the private schools (Abramowitz and Rosenfield, 1978).

The 1980 census collected data on nonpublic school enrollment for the school year 1979-1980 and found 4,663,000 students attending private elementary and secondary schools out of 46,006,000 students enrolled in grades K-12. Private school enrollment represented 10.13% of the students enrolled in grades K-12 (U.S. Department of Commerce, Bureau of the Census, 1982). While this figure is up slightly from the 1975-1976 survey conducted by the National Institute of Education (1978), a difference in the data collection techniques between the two studies tends to reduce the significance of the findings. The census surveys households while the National Institute of Education surveys denominations and private school membership organizations. Even if both sets of figures are accurate, the percentage of school age youngsters attending private schools had fallen by three percentage points

from the 1965-1966 school year high point. This three point decline represents a loss of approximately 1,700,000 students in nonpublic school enrollment during the period from 1965-1966 to 1979-1980.

A loss of three percentage points from a high point of 13% is a decline of major proportions. Nonpublic schools lost enrollment as compared to the total number of students attending school, thus narrowing their share substantially. When nonpublic school enrollment is compared with itself, there were 36% fewer students attending private elementary schools in 1979-1980 than there were in 1964-1965. Private high school enrollment fell by nearly 20% between 1964-1965 and 1969-1970, declining from 11 to 8% of total high school enrollment. This percentage for nonpublic high school enrollment has not changed significantly since 1969 (U.S. Department of Commerce, Bureau of the Census, 1982). It should be noted that the decline in elementary enrollment began in 1965 while the total elementary school population continued to grow until 1970. Nationally, high school enrollments continued to grow until 1977, but private high school enrollment began to decline in 1965 (U.S. Department of Commerce, Bureau of the Census, 1982).

The overall loss of enrollment experienced by nonpublic schools between 1965 and 1980 is important, but more significant are the changes that have occurred in the make-up of private school enrollment. Declining nonpublic elementary and secondary enrollment since 1965 is primarily the result of a loss in enrollment experienced by schools supported by the Catholic Church. A vast majority of nonpublic school enrollment has traditionally been in the Catholic elementary and secondary schools. As Kraushaar (1972) stated in American



Nonpublic Schools: "Since Catholic schools alone account for about 77 percent of the total of nonpublic schools, what happens in that domain greatly affects the total" (p. 15). If one would understand what has occurred in private school enrollment, Catholic school enrollment since 1965 must be closely examined.

### Catholic Schools

The number of Catholic schools and their enrollments grew rapidly during the period 1900 to 1960. Illustrated in Table II is the growth in the number of schools and enrollment from 1900 to 1960 by 10 year intervals. Starting with 3,811 elementary schools and 1,549 secondary schools and seminaries, Catholic education experienced an explosion of growth which eventually developed into a system with over 10,000 elementary schools and 2,400 secondary schools by 1965. As can be noted in Table II, the postwar baby boom caused enrollment to increase from 3,066,387 in 1950 to 5,253,791 in 1960, an increase of 58%. Enrollment increases continued, but more slowly during the first half of the sixties. Catholic elementary enrollment peaked in 1963 and secondary enrollment reached its zenith in 1965 (National Catholic Education Association, 1970).

The number of Catholic elementary and secondary schools and their enrollment began a steady decline in the mid sixties. Illustrated in Table III is the loss in enrollment which occurred between 1967-1968 and 1981-1982. At the end of the period, 2,121,598 fewer students were enrolled in Catholic elementary and secondary schools. This represents a 40.7% loss of enrollment during the period and a 25.9% drop in the number of Catholic elementary and secondary schools. The

decline in school age population, nationally, between 1970 and 1980 was 11%, so the loss in Catholic school enrollment significantly exceeded the drop in school age population (National Catholic Education Association, 1982).

TABLE II  
CATHOLIC ELEMENTARY AND SECONDARY SCHOOL  
ENROLLMENT AND NUMBER OF SCHOOLS,  
1900-1960

Year	Elementary		Secondary	
	Number	Enrollment	Number	Enrollment
1900	3,811	854,523	1,201	N.A.
1910	5,856	1,237,251	1,549	N.A.
1920	6,551	1,795,673	1,552	129,848
1930	7,983	2,222,598	2,123	241,869
1940	7,944	2,035,182	2,105	361,123
1950	8,589	2,560,815	2,189	505,572
1960	10,501	4,373,422	2,392	880,369

Source: National Catholic Education Association, A Statistical Report on Catholic Elementary and Secondary Schools for the Years 1967-68 to 1969-70 (1970).

The decline in Catholic school enrollment was the result of a combination of factors. However, loss in the total number of school age youngsters also contributed to the decline. Numerous studies have examined the phenomena and concluded that a combination of factors caused the decline to exceed demographic changes. Two different studies, one by Notre Dame and the other by Boston College, found

that loyalty to Catholic schools

was stronger among the less affluent, poorly-educated, older, more traditional Catholics than among the more affluent, better educated, more forward looking adherents to the faith. As Catholics moved up the socio-economic ladder they were less apt to send their children to Catholic schools. The studies noted that the new status being experienced by Catholics coupled with the liberal outlook of Vatican II caused many Catholics to lose their 'siege mentality' (Abramowitz and Rosenfield, 1978, p. 90).

TABLE III  
UNITED STATES CATHOLIC ELEMENTARY AND SECONDARY  
SCHOOL ENROLLMENT AND NUMBER OF SCHOOLS,  
1967-1982

Year	Elementary		Secondary	
	Number	Enrollment	Number	Enrollment
1967-68	10,350	4,105,805	2,277	1,092,521
1968-69	10,113	3,859,709	2,192	1,080,891
1969-70	9,695	3,607,168	2,076	1,050,930
1970-71	9,370	3,356,000	1,980	1,008,000
1971-72	N.A.*	3,076,000	N.A.	959,000
1972-73	N.A.	2,871,000	N.A.	919,000
1973-74	8,550	2,711,000	1,219	903,000
1974-75	N.A.	N.A.	N.A.	N.A.
1975-76	N.A.	N.A.	N.A.	N.A.
1976-77	N.A.	N.A.	N.A.	N.A.
1977-78	8,204	2,421,000	1,593	868,000
1978-79	8,159	2,355,000	1,564	853,000
1979-80	8,100	2,293,000	1,540	846,000
1980-81	8,043	2,269,000	1,516	837,000
1981-82	7,996	2,266,000	1,498	828,000

\*Categories marked "N.A." represent areas where figures were not available.

Source: National Catholic Education Association, A Statistical Report on Schools, Enrollment, Staffing, and Finances (1982).

A study of Catholic school enrollment in Kansas City pointed out that the upward mobility of Catholics also meant that they moved to the suburbs where Catholic schools often did not exist. Suburban parishes were found to be reluctant to build schools in areas where the public schools were of superior quality (Greeley, McCreedy, and McCourt, 1976).

Rising tuition costs, due to the increasing reliance on lay teachers rather than religious staff members, comprise another contributing factor to the decline in Catholic school enrollment. From 1920 to 1950 the percentage of teachers in Catholic schools which were priests, sisters, or brothers was above 80%. In 1960, 73.1% of the teachers in Catholic elementary schools were from religious orders, but by 1965 the percentage had fallen to 63.3%. The decline was similar in Catholic secondary schools, which had 65.8% of their teachers from religious orders (National Catholic Education Association, 1970). Lay teachers became the majority in the 1970-1971 school year with 51.5% (National Catholic Education Association, 1974). During the 1980-1981 school year, 73% of Catholic elementary and secondary instructors were lay teachers (National Catholic Education Association, 1982). Tuition increases followed this trend as Catholic schools had to pay lay teachers salaries which were more competitive with those paid to public school teachers. However, the study of declining Catholic school enrollment by Notre Dame showed no statistical relationship between tuition costs and enrollment at the elementary level (Abramowitz and Rosenfield, 1978).

### Lutheran Schools

Schools operated by the three principal Lutheran groups in

American--Missouri Synod, Wisconsin Synod, and American Lutheran--have traditionally been second in magnitude of enrollment in nonpublic schools. The Missouri Synod has had the largest enrollment, with 171,966 students reported in the 1965-1966 school year. A total of 27,448 elementary and secondary students were enrolled in schools operated by the Wisconsin Synod that same school year, and 8,795 students were enrolled in American Lutheran schools (Abramowitz and Rosenfield, 1978). The enrollment statistics for the 15 year period indicate no consistent pattern in Lutheran school enrollment.

Schools operated by the Missouri Synod, with headquarters in St. Louis, Missouri, have experienced declining enrollments during the period from 1965-1966 to 1980-1981. Enrollment declined 5%, from 171,966 to 163,386, between 1965-1966 and 1970-1971. Enrollment increased to 165,604 by the 1975-1976 school year, but the figures included pre-kindergarten enrollment which was a growing segment of the Lutheran school program in suburban areas (Abramowitz and Rosenfield, 1978). Figures released by the Missouri Synod for the 1980-1981 school year indicated that 166,740 students attended elementary schools (including pre-kindergarten), while high schools operated by the Missouri Synod enrolled 15,839 in September of 1980 (Luebke, 1983). It is difficult to compare the enrollment figures over the period studied because pre-kindergarten and day care enrollments have been added; but, considering that the total school age population declined by 11% between 1970 and 1980, Missouri Synod schools have not fared badly.

The schools supported by the most conservative Lutheran group, the Wisconsin Evangelical Synod, have experienced uninterrupted growth

during the period examined. In 1965-1966, their schools enrolled 27,448 students (Abramowitz and Rosenfield, 1978), and during school year 1982-1983, the enrollment had grown to 36,363--an increase of 32% (Dickman and Luebbe, 1983). Schools operated by the American Lutheran Church have also experienced sizeable enrollment increases during the period since 1965-1966 when its schools enrolled only 8,795 students. Since 1973, the enrollment in the denomination's schools has grown at an annual rate of 5%. Much of the growth has been in the area of pre-kindergarten education, but church members' dissatisfaction with the moral climate of the public schools is credited with contributing to the growth (Abramowitz and Rosenfield, 1978). Figures released for the 1982-1983 school year enrollment credited American Lutheran schools with 31,284 elementary students (includes pre-kindergarten) and 813 in grades 9 through 12 (Dickman and Luebbe, 1983).

#### Seventh Day Adventist Schools

The elementary and secondary schools operated by the Seventh Day Adventist Church have experienced a growth in enrollment since the mid 1960's. During most of the second half of this century the Seventh Day Adventist schools have had the third largest enrollment behind the Roman Catholics and Lutherans. In the 1965-1966 school year there were 951 Adventist elementary and secondary schools in the United States. Their K-8 enrollment was 47,532, and the 9-12 enrollment was 2,933, for a total of 50,465 students. Between 1965-1966 and 1974-1975, the enrollment increased to 75,722, with most of the increase occurring at the secondary level. Seventh Day Adventist secondary enrollment grew to 23,132 by the 1974-1975 school year as the church

emphasized the addition of secondary departments in their schools (Abramowitz and Rosenfield, 1978).

### Independent Schools

The difficulty in developing a comprehensive definition for independent schools was discussed in Chapter II. Numerous categories of schools exist under the umbrella term of "independent." It cannot be said that they are independent because they are not church related, since many are affiliated with a denomination. Some are Catholic, Episcopal, or Friends, while others are categorized as military schools, and many maintain no religious affiliation. It is difficult to examine independent school enrollment because of overlapping memberships and associations. For instance, a Catholic "independent" school would have its enrollment included in national Catholic school statistics as well as those released by the National Association of Independent Schools. The National Association of Independent Schools is the primary organization serving independent schools, but not all schools that consider themselves independent belong to it. The common characteristics of independent schools are selectivity, heavy reliance on tuition, college preparatory curriculum, high academic standards, and a strong extracurricular program.

The member schools of the National Association of Independent Schools have reported increased enrollment since the 1965-1966 school year. In that year, 199,329 students were enrolled in their member schools, and the figure had grown to 277,406 students by the 1975-1976 school year--an increase of 14.1% (Abramowitz and Rosenfield, 1978). The past 20 years have brought three major changes to the composition

of independent school enrollment. One has been a shift from single-sex enrollment policies to coeducational ones with 110 single-sex schools becoming coeducational, and 83 additional single-sex schools merging to create coeducational schools. In 1964-1965, 261 schools were coeducational and that increased to 541 by 1974-1975. The second trend has been the decline of the boarding schools from 217 in 1965-1966 to 186 in 1974-1975. By 1975, 76% of National Association of Independent Schools were day schools (Abramowitz and Rosenfield, 1978). The decline of the military school is the third trend. During the 1950's, the number of military schools grew to 169, but less than 50 exist today. Declining enrollments due to the anti-military atmosphere fostered by the war in Viet Nam, high tuition costs, and desire for less structure in educational institutions took their toll on military school enrollments. Recent changes in values, however, are projected to help enrollment in military schools (Abramowitz and Rosenfield, 1978).

### Jewish Schools

Since World War II the schools operated by major Jewish groups have grown steadily. The Holocaust and the establishment of Israel have created a desire among Jews for schools that foster self-identification and knowledge of Judaism. In 1945, three Rabbis formed Torah Umesorah, the National Society for Hebrew Day Schools, which is affiliated with the Orthodox branch of American Judaism. From an enrollment of approximately 7,000 in 1945, the enrollment grew to 83,500 by 1975. The number of schools grew in the same period from 39 to 435. The second figure includes 25 schools associated with the



fundamentalist Chasidic branch of Judaism. Conservative Judaism began to encourage local synagogues to maintain day schools during the early 1950's, and 8,262 students attended "Solomon Schechter Day Schools" in 46 locations by 1976. Reform congregations were reluctant to start day schools until the 1970's, but a few have been established in the past 10 years as a liberal experiment (Abramowitz and Rosenfield, 1978). Total enrollment in Jewish elementary and secondary schools during the 1978-1979 school year was 101,800, which represents more than a 90% increase since the 1965-1966 school year (National Catholic Education Association, 1982).

### Christian Schools

The most interesting and least studied phenomena to occur in private school enrollment has been the major growth in the numbers of and enrollment in schools operated by fundamentalist Protestant denominations. These schools are often established by individual congregations rather than by denominational impetus, and very few belong to any national association. Furthermore, it is difficult to get data about these schools because they are, for the most part, not accredited by the states in which they are located. They are usually started by local fundamentalist Protestant churches because of a desire to promote Bible centered education in reaction to the secularization which they perceive has occurred in the public schools (Abramowitz and Rosenfield, 1978).

Nevin and Bills (1976) studied the development of the fundamentalist schools. They looked specifically at the segregationist academies in the South but identified trends which have implications

nationally. The schools that sprang up in the South during the 1960's and 1970's as a reaction to integration were, they found, most often associated with evangelical Protestant denominations. Nevins and Bills estimated that approximately 750,000 students attended 3,000 to 4,000 Christian academies in the South, but, because of their independent orientation, accurate figures do not exist. The authors pointed out, however, that race is not the only issue which caused the creation of the Christian school movement.

The proliferation of schools operated by fundamentalist Protestant churches is a reaction to the polarization of American society. The parents who enroll their children in these schools are attempting to escape the things they find disturbing, including

. . . the end of old-fashioned patriotism, the new view of America's role in the world, the changing attitude towards authority and leaders, shrinking church attendance, dirty movies, public nudity, foul language, the loosening of constraint and custom, abortion, crime, drugs, erosion of the work ethic, textbooks that question old values and old heroes and the countless other manifestations of a new view of themselves that many Americans now are entertaining (Nevin and Bills, 1976, pp. 19-20).

Nevins and Bills, by interviewing the proprietors and patrons of these schools, found that they were not just protesting integration or the general direction of society. Instead, they possessed a sense of mission about their schools, hoping that they were "creating enclaves in which their children's lives can go on seemingly unchanged" (Nevin and Bills, 1976, p. 20).

#### National Enrollment Trends

Three major enrollment trends for nonpublic schools can be noted

from an examination of the data presented in this chapter. They are:

1. Nonpublic school enrollment K-12 began to decline in number and as a percentage of total school population in the mid-sixties. Nonpublic school enrollment, while still declining, began to increase as a percentage of school population in the late seventies.

2. There has been a significant decline since the mid-sixties in the number of pupils attending Catholic elementary and secondary schools. Catholic school enrollment today constitutes a smaller share of nonpublic school enrollment than it did in the mid-sixties.

3. Other church and nonchurch related private elementary and secondary school enrollment has increased since the mid-sixties, despite an overall decline in the school age population.

These three trends in nonpublic school elementary and secondary enrollments are important and will serve as a basis for a study of nonpublic school enrollment, K-12, in the State of Kansas during the period 1966-1981. The general trend in nonpublic school enrollment can be summarized as a decline in overall numbers of students attending elementary and secondary schools supported by the Catholic church. Increasing enrollment being experienced by other categories of nonpublic schools have not offset the major losses in Catholic school enrollments.

## CHAPTER III

### METHODOLOGY

This study was concerned with finding answers to the following research questions:

1. What was the enrollment of Kansas nonpublic elementary and secondary schools in 1966?
2. What changes have occurred in the enrollment in Kansas nonpublic schools, K-12, since 1966?
3. How do the changes in the enrollment of Kansas nonpublic schools, K-12, during the period 1966-1981, compare with changes nationally in nonpublic school enrollment at the elementary and secondary level during the same period?
4. What possible implications exist for the Kansas public school systems due to changes in enrollment patterns of Kansas nonpublic schools, grades K-12?

#### Design

The design of this study was descriptive in nature involving the presentation of numeric and percentage data developed from an examination of the enrollment figures for each category of schools. The base year for the study was selected as the 1966-1967 school year, since it was the first year that data was collected on nonpublic schools, K-12, by the Kansas State Department of Education. The 1981-1982 school

year was selected as the concluding year of the study because it allowed ample time for enrollment data collected by private and public sources to be compiled and published.

The first question addressed in the study was: What was the enrollment of Kansas nonpublic elementary and secondary schools in 1966? This question served to establish a point of comparison for the subsequent questions that the study examined.

Information on the accredited Catholic, Lutheran, Seventh Day Adventist, other Protestant denomination supported schools, and independent schools was developed from data collected from statistics available from the Kansas State Department of Education in Topeka. Since 1966, all nonpublic schools seeking accreditation were required to complete the 18-F Report. This report included enrollment data as well as other information about each school. The 18-F Reports are bound each year and are deposited in the Assistant Commissioner's office.

Annually, the Kansas State Department of Education compiles all enrollment data on public schools and accredited private schools, along with a wealth of other data in the Annual Statistical Report. This report supplied total enrollment figures for each year of the study (Chapter IV).

The second question addressed by the study was: What changes have occurred in enrollment in Kansas nonpublic schools, K-12, since 1966? Beginning with the 1966-1967 school year and continuing each year through the 1981-1982 school year, enrollment figures for Kansas nonpublic schools, grades K-12, were examined. Total enrollment, percentages of increase or decline, and enrollment by category are

presented to establish overall trends in nonpublic school enrollment from 1966 to 1982.

Statistical information on accredited nonpublic school enrollment was compiled from information found in the 18-F Reports and the Annual Statistical Report. Since accredited private schools enrolled the majority of nonpublic school students during the period being studied, data on enrollment was available for most nonpublic schools. The growth in the number of nonaccredited private schools in Kansas during the 1966-1982 period created a problem because nonaccredited private schools did not submit the annual 18-F Report. Thus, another means needed to be utilized to obtain enrollment information for that category of school.

A questionnaire and an explanation letter were sent to all nonaccredited private schools in the State of Kansas (Appendix A). A list of schools was developed from two sources. During the 1980-1981 school year, all public school superintendents were polled by the Assistant Commissioner of Education, Kansas State Department of Education. The superintendents were requested to supply the names and addresses of all nonaccredited private schools in their districts. All superintendents responded listing 93 schools, of which 4 were accredited. The next school year the state legislature passed a law requiring all nonpublic schools to register with the State Department of Education. One hundred thirteen nonaccredited schools registered during the 1981-1982 school year.

A total of 133 nonaccredited nonpublic schools received the initial enrollment questionnaire. There were 20 different schools

reported by the superintendents, in addition to those registered with the State Department, for a total of 133 schools.

Schools that failed to respond to the initial survey were sent a second inquiry (Appendix B). This questionnaire was followed up by a letter and survey to the superintendents of the school districts which had nonpublic schools that failed to return the second inquiry (Appendix C).

The questionnaire sent to the nonaccredited private schools asked for the name of the school, address, year the school started, and enrollment information, starting with the 1966-1967 school year and running through the 1981-1982 school year. This information was used to develop enrollment figures for a category of schools that did not complete statistical reports sent by the Kansas State Department of Education.

The third question addressed by this study is: How do changes in the enrollment of Kansas nonpublic schools, K-12, during the period 1966-1981, compare with changes nationally in nonpublic school enrollment at the elementary and secondary level during the same period? The information to answer this question was drawn from the data collected answering the second question and data reported in Chapter II.

Various sources of national enrollment information were utilized to develop the national enrollment trends. The National Institute of Education Statistics, a branch of the Department of Education, began collecting enrollment figures for nonpublic schools in the early 1970's. Several special reports were published, and they proved to be most comprehensive. The National Catholic Education Association and the Lutheran Church (Missouri Synod) publish annual enrollment figures

for their schools nationwide. All these sources were used to gather national enrollment data which was compared with nonpublic school enrollment trends in Kansas.

The last question examined in this study was: What possible implications exist for the Kansas public school systems due to changes in enrollment patterns of Kansas nonpublic schools, grades K-12? This question addressed the important issue of the possible impact that nonpublic education might have on the public schools of Kansas. Have changes in nonpublic school enrollment in the State of Kansas been of the magnitude to have had a financial impact on the public schools due to changes in enrollment patterns? Data collected to infer answers to this question were drawn from information compiled for question number two and district and state enrollment figures available from the Kansas State Department of Education.



## CHAPTER IV

### RESULTS OF RESEARCH

Any examination of the changes in the size and composition of Kansas nonpublic school enrollment, grades K-12, must have a point of reference from which to begin the study. The school year 1966-1967 approximately corresponds with the national high point for nonpublic school enrollment at the elementary and secondary level and is the first year that the State of Kansas kept enrollment figures for private schools. The first research question of this study was: What was the enrollment of Kansas nonpublic elementary and secondary schools in 1966?

#### Enrollment of Kansas Nonpublic Elementary and Secondary Schools in 1966

During the 1966-1967 school year the elementary and secondary schools, public and nonpublic, in the State of Kansas enrolled 591,323 students. Of that total, 497,972 attended public schools in grades 1-12, and an additional 44,150 students were attending kindergartens in public schools. The 234 accredited private schools enrolled 49,201 students in grades K-12, but only 554 students attended kindergartens in nonpublic schools (Kansas State Department of Education, Annual Report, 1967). Only two schools during the 1966-1967 school year were not accredited by the Kansas State Department of Education: Fort Scott

Christian Heights, Fort Scott; and Kansas City Christian School, Kansas City. Approximately 300 students attended these schools.

The most accurate comparison between public and nonpublic school enrollment would involve examination of enrollments in grades 1-12, since very few private schools operated kindergartens. A comparison of this nature indicates that 8.9% of Kansas students attended nonpublic schools; including kindergarten figures, 8.3% were attending private schools in Kansas during the 1966-1967 school year. Thus, the statewide figure for nonpublic school enrollment as a percentage of total school enrollment was below the national average of 13% for 1966-1967 (Kraushaar, 1972).

Schools affiliated with the Catholic Church were predominant in the state during the 1966-1967 school year, a condition which conforms with the national trend. Of the 234 accredited private schools in Kansas that year, 190 were operated by Catholic dioceses or religious orders. These schools enrolled a total of 45,568 students, or 92.6% of the students enrolled in Kansas nonpublic schools. There were 163 Catholic elementary schools, and they enrolled 36,074 students. Twenty-seven Catholic high schools were in operation, enrolling 9,494 students. The majority were coeducational, but there were seven high schools for girls and four schools enrolling only boys (Kansas State Department of Education, Annual Report, 1967).

All but four Catholic schools in the state were operated by the four dioceses: Wichita, Kansas City, Salina, and Dodge City. Catholic religious orders maintained Maur Hill, a boarding high school for boys in Atchison; St. Joseph Military Academy, a boarding high school for boys in Hays; Mount St. Scholastica, a boarding high school for

girls in Atchison; and Ursuline Academy, a boarding high school for girls in Paola (Kansas State Department of Education, Annual Report, 1967).

Nationally, schools operated by the three Lutheran denominations maintained the second largest enrollment, and this was true for Kansas during the 1966-1967 school year. Twenty-six schools were supported by Lutheran denominations, and they enrolled a total of 2,324 students. All the schools were elementary, K-8 or 1-8 schools; there were no Lutheran high schools operating in Kansas during the 1966-1967 school year. While most Lutheran schools were located in the urban areas of the state, several small towns with sizeable Lutheran congregations maintained schools. They were: Bremen, Cheney, Alma, Duluth, Haven, Hanover, Hepler, Lincoln, Palmer, and Sylvan Grove. Each of these communities had Lutheran schools which had been operating prior to 1900 and which represented a link with the ethnic heritage of the area (Kansas State Department of Education, Annual Report, 1967).

The Seventh Day Adventist Church operated nine schools in the state during the 1966-1967 school year. Only 273 students attended the schools, which were primarily located in the larger cities. Most of the schools were offering grades 1-8, with no Seventh Day Adventist high school in the state during the 1966-1967 school year (Kansas State Department of Education, Annual Report, 1967).

The Friends Church and a Jewish synagogue also maintained schools in the state. Friends Bible College, a high school founded in 1892 in Haviland, enrolled 85 students in 1966-1967. Hebrew Academy, a K-3 school located in Shawnee Mission, enrolled 34 students (Kansas State Department of Education, Annual Report, 1967).

Two high schools operated in the state during the 1966-1967 school year which were not affiliated with specific denominations, and a third maintained a relationship with the Episcopal Church. Central Christian High school, located in Hutchinson, was founded in 1948. It received support from various congregations in the city and enrolled 91 students in grades 9-12. Berean Academy in Elbing, near El Dorado, was founded in 1946 and enrolled 115 students in grades 9-12. St. John's Military Academy in Salina was founded in 1887 and affiliated with the Episcopalian Church. It still maintains the affiliation but can best be described as an independent school. In 1966-1967, the school had an enrollment of 211 boys in grades 7-12 (Kansas State Department of Education, Annual Report, 1967).

Independent schools were uncommon in Kansas, as no preparatory school tradition existed in the state. The two military schools that were in operation in 1966-1967, St. John's and St. Joseph, had a combined enrollment of 633. The two Catholic boarding high schools operating in Atchison, Mount St. Scholastica and Maur Hill, had a long history of academic excellence and certainly fit the definition of independent schools. The Kansas City area was served by preparatory schools which were located in Missouri, and none existed in Topeka. Wichita Collegiate School was founded in 1963 by Robert Love, a successful businessman, who desired an academically challenging environment for his own children. The school, which maintains a preschool through high school program, enrolled 224 students in 1966-1967 (Kansas State Department of Education, Annual Report, 1967). (Table IV illustrates the size and composition of school enrollment in Kansas during the 1966-1967 school year.)

TABLE IV  
 KANSAS PUBLIC AND NONPUBLIC ELEMENTARY AND  
 SECONDARY ENROLLMENT, 1966-1967 SCHOOL  
 YEAR (ACCREDITED SCHOOLS ONLY)

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Public School Enrollment, K-12 (headcount)	542,122
Catholic School Enrollment, K-12 (headcount)	45,568
Lutheran School Enrollment, K-12 (headcount)	2,324
Seventh Day Adventist School Enrollment, K-12 (headcount)	273
Other Religious Affiliated School Enrollment, K-12 (headcount)	325
Independent and Military School Enrollment, K-12 (head- count) (not associated with the Catholic Church)	435
Special Institutions (Orphanages and Special Education Facilities Operated by Private Groups)	276
Total Kansas School Enrollment	591,323

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Source: Kansas State Department of Education, Annual Report: Non-public Schools 1966-67 (1967).

A comparison between the state nonpublic enrollment figures and similar data collected nationally indicated the following:

1. Kansas nonpublic enrollment in 1966-1967, as a percentage of total school age population in grades K-12, was 8.3%, which was less than the national average of 13%.
2. The percentage of Kansas nonpublic school students attending Catholic schools was 92.6%, which was higher than the national average for the mid-sixties of 77%.
3. Schools operated in Kansas by Lutheran denominations ranked second in total enrollment, with .47%. This figure, however, was

substantially below the national average for Lutheran schools of approximately 5% in the mid-sixties.

4. Independent schools, three of which were operated by Catholic orders, enrolled a total of 1,395 students, or .28% of the total non-public school enrollment. This figure was substantially below the figure of 14% on the national level.

5. During the 1966-1967 school year, all but two nonpublic schools sought recognition by the Kansas State Department of Education. No trend towards not seeking State Department accreditation existed during the 1966-1967 school year.

6. Other than Catholic and Lutheran supported schools, no other religious denomination maintained a substantial school presence in the state during the 1966-1967 school year.

#### Changes in Kansas Nonpublic School Enrollment, 1966-1981

The second question addressed by this study is: What changes have occurred in the enrollment in Kansas nonpublic schools, K-12, since 1966? This section examines the enrollment changes in the nonpublic schools of Kansas during the 16 year period beginning with the 1966-1967 school year through the 1981-1982 school year.

Nonpublic school enrollment in Kansas has declined significantly during the 1966-1981 period. The nonpublic schools enrolled a total K-12 headcount of 49,201 students in the 1966-1967 school year, and that figure had declined to 29,534 in the 1981-1982 school year. The decline over the period was 39.97%. School age population declined statewide from 591,323 students, grades K-12, in 1966-1967 to 439,443

students during the 1981-1982 school year, a decline of 25.68%. The figures for the nonpublic schools of Kansas included only those schools that sought accreditation. Enrollment figures for the nonaccredited schools will be presented later in this section (Kansas State Department of Education, Annual Statistical Report, 1982).

Comparing the loss in nonpublic school enrollment from 1966-1981 with the decline in school age population of the state showed that private school enrollment has decreased more significantly than the loss of total school age population. Reported in Table V is an illustration of this trend, presenting the total K-12 school enrollment decline for the 1966-1981 period, the public school enrollment, and accredited nonpublic enrollment for the period. The downward trend in private school enrollment, however, stopped in the 1975-1976 school year when the number of students enrolled in nonpublic schools increased for the first time since the 1966-1967 school year. Since 1975-1976, the accredited nonpublic school enrollment has stayed relatively constant, fluctuating no more than a thousand students. More importantly, private school enrollment as a percentage of total school enrollment in Kansas has increased annually since 1975-1976, ending a nine year decline. (The information presented in Table V is illustrated in Figures 1 and 2, Appendixes D and E.)

#### Catholic School Enrollment, 1966-1981

A study of the changes in nonpublic school enrollment in Kansas during the period 1966-1981 is primarily an analysis of the changes which have occurred in the Catholic schools of the state. Since schools operated by the Catholic dioceses and orders enrolled over 90%

of the students attending nonpublic schools in Kansas during 1966, any substantial change in the enrollment would have to be the result of decreased enrollment in Catholic schools. During the period selected for study, enrollment in the Catholic elementary and secondary schools fell, and the number of schools operated by the dioceses declined.

TABLE V  
KANSAS ELEMENTARY AND SECONDARY PUBLIC AND  
ACCREDITED NONPUBLIC SCHOOL ENROLLMENT,  
1966-1981

Year	Total Enrollment	Public School Enrollment, K-12	Accredited Non-public School Enrollment, K-12	Accredited Nonpublic % of Total
1966-1967	591,323	542,122	49,201	8.3
1967-1968	595,073	548,222	46,851	7.9
1968-1969	596,148	553,128	43,020	7.2
1969-1970	583,066	543,024	40,042	6.7
1970-1971	584,946	548,231	36,715	6.3
1971-1972	574,987	539,732	35,255	6.1
1972-1973	525,070	492,993	32,077	6.1
1973-1974	510,359	479,344	31,015	6.1
1974-1975	497,731	471,460	26,271	5.3
1975-1976	494,871	465,355	29,516	6.0
1976-1977	488,095	458,330	29,765	6.1
1977-1978	475,339	446,592	28,747	6.1
1978-1979	462,552	433,547	29,005	6.3
1979-1980	451,734	422,924	28,810	6.4
1980-1981	444,445	415,291	29,154	6.6
1981-1982	439,443	409,909	29,534	6.7

Source: Kansas State Department of Education, Annual Report: Non-public Schools (1966-1981).



Depicted in Table VI is the enrollment in Kansas elementary and secondary schools operated by the Catholic Church from 1966 to 1981. As indicated, the total K-12 enrollment of the schools was 45,568 in the 1966-1967 school year. Six years later, during the 1972-1973 school year, only 28,236 students were enrolled in Catholic schools in Kansas, grades K-12. The decline over the six year period was 7,838 students, or a 21.73% loss. During the same period, enrollment in the elementary and secondary public and nonpublic schools of Kansas declined from 591,323 students in the 1966-1967 school year (Kansas State Department of Education, Annual Statistical Report, 1967) to 525,070 in school year 1972-1973 (Kansas State Department of Education, Annual Statistical Report, 1973). The loss of 66,253 students was a 11.20% decrease in enrollment statewide. Loss in Catholic school enrollment was substantially greater than the decline being experienced by all schools in the state; in fact, it was nearly double the overall rate of decline.

Catholic school enrollment losses also caused a decline in the number of schools the church operated. In 1966-1967, 190 schools were maintained by the four dioceses in the state (Kansas State Department of Education, Annual Report, 1967). By 1972-1973, the number had dropped to 118 schools, a decline of 72, or 37.89% (Kansas State Department of Education, Annual Report, 1973). During a seven year period of time, over one-third of the Catholic schools in Kansas closed. Many small rural towns lost their Catholic schools, while larger cities such as Kansas City and Wichita experienced a consolidation of facilities. For instance, there were 16 Catholic elementary schools in Kansas City, Kansas, during the 1966-1967 school year

(Kansas State Department of Education, Annual Report, 1967), but by 1972-1973, only 12 were in existence (Kansas State Department of Education, Annual Report, 1973). Catholic high schools in Concordia (2), Dodge City (1), Paola (1), Parsons (1), Seneca (1), and Wichita (2) closed during the period. A trend towards more coeducational high schools developed as two high schools for girls closed in Wichita, and two other girls' schools closed in other parts of the state. By 1972-1973, only two girls' schools and two boys' schools existed among the Catholic high schools in the state (Kansas State Department of Education, Annual Report, 1973).

TABLE VI

KANSAS CATHOLIC ELEMENTARY AND SECONDARY SCHOOL  
ENROLLMENT AND NUMBER OF SCHOOLS, 1966-1982

Year	Catholic K-12 Enrollment	No. Schools
1966-1967	45,568	190
1972-1973	28,236	118
1974-1975	24,444	114
1980-1981	24,573	113
1981-1982	25,066	112

Source: Kansas State Department of Education, Annual Report: Non-public Schools (1966-1982).

School year 1974-1975 marked the low point for nonpublic school enrollment in Kansas, with 26,271 students enrolled in grades K-12, or 5.28% of the students in these grades statewide (Kansas State Department of Education, Annual Statistical Report, 1975). Enrollment in Catholic schools in that year was 24,444, down 3,792 students in two years, a 13.43% loss. The decline in Catholic school enrollment continued the trend which began in the mid-sixties. The number of schools stood at 95 elementary and 19 high schools, only four less than two years before (Kansas State Department of Education, Annual Report, 1975).

Catholic school enrollment in Kansas stabilized by 1980, with 24,573 students enrolled in grades K-12. There were 6,409 students attending the 19 high schools and 18,164 students were attending 94 Catholic elementary schools. The number represented a slight increase over Catholic school enrollment during the mid-seventies. The number of Catholic schools in the state also had stabilized after the many closings experienced in the 1966-1973 period (Kansas State Department of Education, Annual Report, 1981).

Enrollment in Catholic elementary and secondary schools increased by nearly 500 students between 1980 and 1981 and 1981-1982 school years; the last two school terms studied. The 1981-1982 enrollment was 25,066 students (Kansas State Department of Education, Annual Report, 1982) as compared with 24,573 students the previous year of 1980-1981 (Kansas State Department of Education, Annual Report, 1981). While there was an increase in enrollment, it occurred only at the elementary level. High school enrollment fell to 6,181 students, or approximately a loss of 200 students from the previous year. Marian

High School, a girls' school in Hays, merged with Thomas More Preparatory, previously a boys' school, to reduce the number of Catholic high schools in the state to 18 (Kansas State Department of Education, Annual Report, 1982).

During the period being studied, the enrollment in the Catholic elementary and secondary schools of Kansas declined substantially. From an enrollment, K-12, in 1966 of 45,568 students, the number of students declined to 25,066 in 1981-1982. The loss in enrollment during the period was 20,502 students, or a decline of 45%. Enrollment in Catholic elementary schools fell from 36,074 students in 1966-1967 to 18,885 students in 1981-1982. The elementary enrollment declined by 17,189 students, or a loss of nearly 48%. High school enrollment fell from 9,494 students in 1966-1967 to 6,181 in 1981-1982. The 3,313 fewer students represented a 35% decline.

The decline in Catholic School enrollment, when compared with the loss in total school population in the state, indicates that the loss in Catholic school enrollment was greater than the decline in school age population due to the lower birth rate. Between the 1966-1967 and 1981-1982 school years, the number of students enrolled in Kansas public and nonpublic schools, grades K-12, declined from 591,323 students to 439,443 students. The decline of 151,880 students represents a 25.68% loss. When compared with Catholic school enrollment, the difference is between a 45% decline in enrollment for Catholic schools and a 25.68% decline for all schools. Clearly, Catholic school enrollment declined at a rate significantly greater than the decline in school age population in Kansas.

Fewer Catholic elementary and secondary schools was a result of the smaller enrollment. There were 190 Catholic schools in Kansas during the 1966-1967 school year. By 1981-1982, the number stood at 112, a reduction of 78, or 41.05% fewer schools. The greatest number of closings were elementary schools, which dropped from 163 in 1966-1967 to 94 in 1981-1982. There were nine less Catholic high schools in the state during 1981-1982 than in 1966-1967. The school closings over the period left 54 communities which were no longer served by Catholic schools. While Catholic schools in metropolitan areas such as Wichita and Kansas City consolidated to survive, many small cities located in rural areas experienced closings of their Catholic schools. Towns as large (over 5,000 persons) as Chanute, Augusta, Concordia, El Dorado, Fredonia, Iola, and Wellington were left without any Catholic schools. The percentage of nonpublic school enrollment from Catholic elementary and secondary schools also dropped during the period from 1966-1967 to 1981-1982. In 1966-1967, 92.6% of the students in the nonpublic schools of Kansas attended schools operated by the Catholic dioceses or orders. That percentage had fallen to 84.9% by school year 1981-1982.

When Catholic school enrollments were examined over the period studied, the following trends appeared:

1. Catholic elementary and secondary school enrollment in Kansas declined significantly between 1966-1967 and 1982-1982.

2. Catholic elementary and secondary school enrollment in Kansas declined at a rate which was significantly greater than the decline in the school age population in the state during the 1966-1967 through 1981-1982 period.

3. The number of Catholic elementary and secondary schools in Kansas was reduced significantly during the period from 1966-1967 through 1974-1975.

4. Catholic elementary and secondary school enrollment has remained relatively stable since the low point experienced in the 1974-1975 school year.

5. The percentage of Kansas nonpublic school students attending Catholic elementary and secondary schools has declined since 1966-1967.

#### Lutheran School Enrollment, 1966-1981

The enrollment in the Lutheran schools in Kansas declined during the period examined. Enrollment in Lutheran schools was 2,324 students during the 1966-1967 school year (Kansas State Department of Education, Annual Report, 1967). That figure fell to 1,783 students in 1976-1977; 1,672 students in 1980-1981; and 1,660 students in school year 1981-1982 (Kansas District, The Lutheran Church--Missouri Synod, 1984). The difference between 1966-1967 and 1981-1982 was 664 students, or a decrease of 28%. However, when Lutheran school enrollment is compared to the state school age population, the decline during the period of 25.68% is only slightly larger than the decline in the school age population. Obviously, Lutheran school enrollment during the period fared better than Catholic school enrollment.

The number of Lutheran schools in the state decreased from 26 in 1966-1967, to 21 in 1981-1982. Lutheran schools in Duluth, Hepler, Lincoln, Preston, and Sylvan Grove closed during the period, and several schools combined to survive. One new school started in

Wichita during the early eighties, and another began in Liberal. Most Lutheran schools in the state are organized K-8, with many also offering preschool instruction. No Lutheran high school is in operation (Kansas District, The Lutheran Church--Missouri Synod, 1984).

#### Seventh Day Adventist Enrollment, 1966-1981

Schools affiliated with the Seventh Day Adventist denomination experienced modest growth during the period 1966-1973. One less elementary school existed with the closing of the facility at Bison at the conclusion of the 1967-1968 school year. Two schools, one in Overland Park and the other in Wichita, had added the ninth and tenth grades. Enterprise Academy, a boarding high school located in Enterprise near Abilene, enrolled 113 students. Total enrollment grew from 273 students in 1966-1967 to 376 by 1972-1973 (Kansas State Department of Education, Annual Report, 1973). Two years later, school year 1974-1975, enrollment had grown to 414, and one new school had opened (Kansas State Department of Education, Annual Report, 1975).

Seventh Day Adventist schools continued to grow at a modest rate during the late seventies into the 1981-1982 school year. Eleven elementary schools were in operation during 1981-1982, two schools offered the ninth grade, and Enterprise Academy continued as the only Seventh Day Adventist high school in the state. Total enrollment was 432 in grades 1-12. Many Seventh Day Adventist schools were unable to maintain state accreditation, which requires the employment of certified teachers. The schools located in Pittsburg, Enterprise (elementary only), Garden City, Eureka, Overland Park, Bison, Salina, Wichita, and Liberal were not accredited during the 1981-1982 school

year, but filed reports with the State Department of Education giving statistical information (Kansas State Department of Education, Annual Report, 1982).

#### Independent School Enrollment, 1967-1981

During the 1966-1967 school year the only schools in Kansas which could qualify as independent schools were as follows:

1. Maur Hill, boys' boarding high school in Atchison operated by the Benedictine Order (272 students).
2. Mount St. Scholastica, girls' boarding high school in Atchison operated by the Benedictine Order (266 students).
3. St. Joseph Military Academy, boys' boarding high school in Hays operated by a Catholic Order (422 students).
4. St. John's Military Academy, boys' boarding school in Salina, grades 7-12, affiliated with the Episcopal Church (211 students).
5. Wichita Collegiate School, a coeducational elementary and secondary school in Wichita (224 students).

Combined, the schools enrolled 1,395 students in 1966-1967, or 2.8% of the students attending Kansas nonpublic schools (Kansas State Department of Education, Annual Report, 1967).

The number of independent schools remained the same until the mid-seventies, when enrollment declined slightly. At the start of the 1970-1971 school year, St. Joseph's Military Academy in Hays dropped its ROTC affiliation and became Thomas More Preparatory. Even this change did not keep the enrollment from falling to 281 boys by the 1972-1973 school year. St. John's Military Academy retained its ROTC affiliation, but enrollment fell to 149 students in 1972-1973, and a



junior department was added to attract students down to grade four (36 boys were enrolled in grades 4-8). The enrollments at Maur Hill and Mount St. Scholastica fell about 10% between 1966 and 1973. Wichita Collegiate, however, grew rapidly, and by the 1972-1973 school year it had enrolled 76 students in grades 9-12 and 305 in grades K-8. Total independent school enrollment stood at 1,359 in school year 1972-1973. Considering the loss in total school age population during the period, the independent schools of Kansas fared well (Kansas State Department of Education, Annual Report, 1973).

Several new independent schools started during the mid to late 1970's, and the previously existing schools experienced mixed fortunes during the period being studied. Oxford Park opened in 1975 and enrolled 71 students in 1981-1982. Topeka Latin School opened in 1981 and had 17 students in 1981-1982 (Kansas State Department of Education, Annual Report, 1982). The Independent School opened in Wichita in 1980 with 14 students, grades K-6. St. John's Military Academy suffered a continuing loss of enrollment, and in 1981-1982, it has 132 high school students and 42 students in grades 4-8. Thomas More Preparatory merged with Marian High School, a Catholic girls' school in Hays, at the end of the 1980-1981 school year (Kansas State Department of Education, Annual Report, 1981). Combined, they enrolled 423 students in 1981-1982. Maur Hill had 266 boys, and Mount St. Scholastic enrolled 189 girls in school year 1981-1982. Wichita Collegiate had 341 students in grades K-8 and 117 students in the high school (Kansas State Department of Education, Annual Report, 1982).

It is difficult to study independent school enrollment in Kansas, for a number of reasons. For instance, numerous independent schools

operate in Kansas City, Missouri, attracting students from the affluent suburbs in Johnson County, Kansas. Missouri based independent schools such as Barstow, Sunset, Pembroke Country Day, and Rockhurst enroll many students from Kansas, but these students do not appear in Kansas figures. In addition, many non-Catholic students enroll in high schools supported by the four dioceses of Kansas because some have strong academic and extracurricular programs. Bishop Meige High School in Johnson County and Kapaun-Mount Carmel High School in Wichita appear to serve a broader clientele than just Catholic high schools. Consequently, the 1,592 students enrolled in independent schools of Kansas during 1981-1982 may not be indicative of the total number of students who are attending independent schools (Kansas State Department of Education, Annual Report, 1982).

#### Christian School Enrollment, 1966-1981

The growth in the numbers of and enrollment in Christian schools was the major phenomenon in Kansas nonpublic education in the late 1970's and early 1980's. Over 100 schools have been established during the past 10 years; most of these have survived the rigors of the initial years. It is not known how many Christian schools exist because most do not seek accreditation, nor do they belong to organizations which normally compile statistical information about their membership.

State accreditation requires that a school employ certified teachers. A college degree plus professional courses and student teaching are prerequisites for certification in Kansas.

Some educators credit the explosion in the number of evangelical Christian schools to the availability of packaged instructional materials. Accelerated Christian Education, known as ACE, supplies individual learning materials which allow a school to offer an educational program from elementary reading to high school biology. The National Institute of Education's assessment of the "canned" curriculum stated:

. . . the ACE system seems well designed to help make a struggling new school, operating on a shoestring and handicapped by lack of know how, as teacher-proof as possible. Followed consistently, the system itself will do much to ensure that students master the basic essentials (Abramowitz and Rosenfield, 1978, p. 104).

The growth of Accelerated Christian Education is, in itself, an indicator of the growth in the Christian education movement. In the fall of 1971 it served five schools, but by 1978 it supplied materials to 1,400 schools in the United States (Abramowitz and Rosenfield, 1978).

Kansas has been spared many of the turmoils that other states have experienced with the Christian school movement. While other states have challenged the schools in the areas of certification of teachers, accreditation, and compliance with state prescribed curriculum, the Kansas legislature and State Department of Education have avoided all confrontations with the new schools. Registration is the only requirement imposed by the legislature, and it only involves submitting the name and address of the school and the name of the custodian of the school's records. No other information is sought, so enrollment figures for these schools are sketchy.

The new Christian schools are supported by individual church congregations rather than denominations such as Catholic, Lutheran, and Seventh Day Adventist schools. Usually founded by fundamentalist,

evangelical congregations, the schools are reluctant to cooperate with state authorities, since such cooperation is viewed as a violation of the separation of church and state. Many of these schools are started for the purpose of countering the proliferation of "secular humanism" in the public schools, and there exists a suspicion among many Christian school educators of contacts with public school officials. Furthermore, the doctrinal differences which exist among the individual churches keep Christian schools from forming strong associations. Thus, no dominant professional association for Christian schools has appeared, and this further complicates efforts to gain enrollment information.

Christian schools are not new to Kansas. In 1966-1967, Christian schools not affiliated with the Catholic, Lutheran, Seventh Day Adventist, or Friends denominations were operating in the state. Central Christian High School in Hutchinson and Berean Academy in Elbing were both founded in the late 1940's and operated on an interdenominational basis. Both sought and received state accreditation. Nonaccredited Christian schools operating in 1966-1967 were the Kansas City Christian School in Kansas City, Kansas, started in 1951, and Fort Scott Christian Heights in Fort Scott, started in 1947 (Kansas State Department of Education, Annual Report, 1967).

The first attempt by the State Department of Education to assess the growth in the number of Christian schools occurred in the 1980-1981 school year. A questionnaire was sent to all public school superintendents by the Assistant Commissioner of Education, requesting the names and addresses of all nonaccredited private schools. All superintendents responded to the survey listing 93 nonaccredited

schools. A number of the schools, four, were accredited private schools, leaving 89 schools.

A year later, the State Legislature passed Senate Bill 843, which required all private elementary and secondary schools to register with the State Board of Education. The law was an attempt to determine the number of nonaccredited schools and to facilitate the transfer of student records between schools. It was not an attempt to accredit the schools, and the response was excellent, with 113 schools registering for the 1981-1982 school year. A comparison by the author of the responses by the superintendents in 1980 and to Senate Bill 843 showed that 20 schools failed to register.

The nonaccredited schools were not asked to give enrollment information when fulfilling the registration requirement under Senate Bill 843. No enrollment information was available from any source; yet, with over 100 nonaccredited private schools in the state, a large number of students could have been attending Christian schools. A questionnaire sent by the researcher to the 133 nonaccredited schools registered under Senate Bill 843 or reported by school district superintendents, was an attempt to determine the number of students enrolled in nonaccredited schools in Kansas.

Responses were received from 70 schools in the initial two mailings which went to the nonaccredited private schools in Kansas. An additional five questionnaires were returned by the post office, since the schools were no longer in operation. Combining the two, the initial response data rate was 52.63%. Schools that did not respond were the topic of a questionnaire sent to the superintendents of the districts in which the schools were located, and this inquiry netted

information on an additional 23 schools. The enrollment data was collected on 93 nonaccredited private schools, for a 69.92% return rate.

Schools operated by evangelical Protestant congregations accounted for the vast majority of the schools surveyed. Christian schools in the nonaccredited group numbered 112, 15 were not religiously affiliated, 4 were nonaccredited Seventh Day Adventist schools, and 2 were nonaccredited Lutheran schools. The responses of the nonaccredited schools appear in Appendix D.

Presented in Table VII are the enrollment figures for nonaccredited Christian schools who responded to the questionnaire. It must be noted that the enrollment information is only partial, with only three-fourths of the schools returning the questionnaire; the superintendent surveys, in many cases, yielded only approximate enrollment figures. A detailed report on nonpublic school enrollment prepared by A. W. Dirks of the Wichita Public Schools was helpful in developing enrollment information on the nonaccredited schools in Wichita.

As the information presented in Table VII indicates, enrollment in nonaccredited Christian schools has grown tenfold during the period. Starting with a negligible sum in 1969, it grew to over 4,000 by the end of the period under study. If the schools that did not respond to the questionnaire have similar enrollment patterns, it is possible that another 1,200 students might be enrolled in nonaccredited Christian schools. The total of 4,094 students does not seem significant, but when compared with a total accredited nonpublic school enrollment in Kansas of 29,534 during the 1981-1982 school year, it represents a substantial number of students. After Catholic

schools, the nonaccredited Christian schools have become the second largest enrollment category.

TABLE VII  
K-12 ENROLLMENT IN KANSAS NONACCREDITED  
CHRISTIAN SCHOOLS, 1969-1982

School Year	No. Schools Responding	No. Students
1969-1970	2	387
1970-1971	3	449
1971-1972	3	495
1972-1973	3	655
1973-1974	3	661
1974-1975	8	683
1975-1976	10	686
1976-1977	14	1,074
1977-1978	19	1,407
1978-1979	31	1,799
1979-1980	43	2,355
1980-1981	60	3,159
1981-1982	72	4,094

Source: Survey of nonaccredited schools conducted by author (Appendixes A, B, and C)

Accredited Christian schools also grew in enrollment during the period 1966-1981. Four accredited Christian schools joined Berean Academy and Central Christian School to form this category. Kansas City Bible College, operated by the Church of God Holiness in Overland Park, and Independence Bible School, operated by the Fire Baptized Holiness Church in Independence, both maintained accredited high

schools. The school in Overland Park was accredited in 1973-1974 (Kansas State Department of Education, Annual Report, 1974), and the school in Independence was accredited in 1976-1977 (Kansas State Department of Education, Annual Report, 1977). Two accredited Christian schools started in Wichita during the 1970's. Christian Challenge School began in 1971-1972, and received state accreditation that year (Kansas State Department of Education, Annual Report, 1972). Bethel Life School was started in 1975, and was accredited in 1980-1982 (Kansas State Department of Education, 1981). During the 1981-1982 school year the accredited Christian school enrollment figure was 1,500 (Kansas State Department of Education, Annual Report, 1981).

Christian school enrollment, accredited and nonaccredited, in 1981-1982 was over 5,500 students. Compared to the total state public school enrollment in 1981-1982 of 409,909, it represents a small percentage of the total students attending school. Considering, however, the moderate size of Kansas nonpublic school enrollment, and the rapid growth that has been experienced in Christian school enrollment since the mid-1970's, it is important.

#### Other Schools Enrollment, 1966-1981

A number of schools defy categorization in the previous classifications. While they enroll a small number of students, they are worthy of mention. Two unique schools operating in the state are the Kickapoo Nation School in Powhattan, and the Hebrew Elementary School in Shawnee Mission. Scattered around the state there are also a number of Montessori method schools which offer educational programs for primary level youngsters.



The Kickapoo Nation School was started in 1981 when the public school serving the Kickapoo Indian Reservation in Powhattan was closed. A K-12 program was offered to the 104 students, and the school is not accredited. The Hebrew Elementary School in Shawnee Mission is the successor of the Hebrew Academy which was in operation in 1966-1967. The school, which offered a K-3 program for 34 students during the first year of this study, enrolled 159 students in grades K-9 in 1981-1982. The Hebrew Academy is accredited and is operated by a Jewish congregation (Kansas State Department of Education, 1982).

Ten Montessori method schools were in operation during the 1981-1982 school year. They were located in Shawnee Mission, Wichita, Manhattan, Olathe, and Kansas City. Usually these schools are combination preschools and primary schools. A number, however, do offer programs up through the sixth grade. Most are nonaccredited, and the total enrollment in 1981-1982 was less than 200 students statewide, as reported via the questionnaire sent to nonaccredited schools by the author.

### Trends in Kansas Nonpublic School Enrollment, 1966-1981

An examination of the enrollment data presented on nonpublic elementary and secondary school enrollment in Kansas from the 1966-1967 to 1981-1982 school year indicates that the following trends exist:

1. Kansas nonpublic school enrollment, K-12, has declined in both number and as a percentage of total school age population during the period studied. During the 1966-1967 school year, 49,201 students

attended accredited nonpublic schools in Kansas, and that figure dropped to 29,534 students in the 1981-1982 school year, a drop of 19,667 students, or 39.97%. Approximately 8.3% of Kansas elementary and secondary students attended accredited nonpublic schools in 1966-1967, and that figure dropped to 6.72% in 1981-1982.

2. Kansas accredited nonpublic school enrollment declined at a rate that was greater than the loss of school age population experienced by the state during the period studied. The total school age population dropped from 591,323 in 1966-1967 to 439,443 in 1981-1982, a decline of 151,880, or 25.68%.

3. Kansas Catholic schools have experienced a substantial decrease in the number of students during the period studied. The elementary and secondary Catholic schools in the state enrolled 45,568 students in 1966-1967, and 25,066 in 1981-1982, a loss of 20,502, or 44.99%.

4. Nonpublic school enrollment in the state declined until the 1975-1976 school year. Since that year it has experienced a moderate increase. Enrollment in Kansas nonpublic schools bottomed out in the 1974-1975 school year when only 5.28% of the school age population attended accredited private schools. By the end of the period being studied, 1981-1982, the percentage of students attending accredited nonpublic schools had increased to 6.72%.

5. While all categories of schools, except Catholic and Lutheran schools, experienced increases in enrollment during the period, Christian schools received the largest increase in numbers of students and as a percentage of school age population. Accredited and nonaccredited Christian schools in Kansas enrolled over 5,000 students in 1981-

1982. The majority of the Christian schools do not apply for state accreditation and were founded since the mid-1970's.

A Comparison Between Kansas Nonpublic Enrollment Trends and National Nonpublic School Enrollment During the Period 1966-1981

The third research question addressed in the study is: How do the changes in enrollment of Kansas nonpublic schools, K-12, during the period of 1966-1981 compare with changes nationally in nonpublic school enrollment at the elementary and secondary level? This section will present the areas of similarity and uniqueness which exist when comparing Kansas and national private school enrollment trends. In the Review of Literature, an overview of national trends in nonpublic school enrollment was presented, and much of the information required for the comparison will utilize data appearing in Chapter II. Only data that did not appear previously will be footnoted.

Nonpublic School Enrollment: National and Kansas

At the national level and in Kansas similar patterns exist for total nonpublic school enrollment. There has been a decline in private school enrollment in Kansas and the nation since the mid-1960's. Total nonpublic school enrollment as a percentage of the total school population fell substantially at both levels, but since the late 1970's, has begun to increase as total school enrollment declined more rapidly than nonpublic school enrollment.

Nationally, nonpublic school enrollment dropped from 6,305,000 students in 1965-1966, to 4,501,000 students in 1975-1976. This drop represented a 28.5% decline with only 9.1% of the total school population attending nonpublic schools in 1974-1975, compared with 13% in 1965-1966 (Abramowitz and Rosenfield, 1978). Recent figures and projections reported by the U.S. Department of Education (1978) indicate that nonpublic school enrollment has remained stable since the mid-1970's; however, it will climb to 11.2% of the K-12 enrollment nationally by 1985.

Statewide, nonpublic school enrollment declined substantially between 1966-1975. Nearly 20,000 fewer students attended nonpublic schools in Kansas in the 1981-1982 school year than during the 1966-1967 school year. As a percentage of total school population, nonpublic school enrollment fell from 8.3 in 1966-1967 to 6.7% in 1981-1982. The decline in nonpublic school enrollment in Kansas surpassed the decline in the school population with a loss of 40% in nonpublic school enrollment and a 25% decline in K-12 school population statewide.

Nonpublic school enrollment stopped declining statewide in 1975-1976 and began to grow slightly, increasing its share of the Kansas school enrollment by one and one-half percent between 1976 and 1982. This increase is based only on the accredited nonpublic school enrollment, and, as has been reported, additional increases can be included due to the rapid growth in nonaccredited school enrollment.

Comparing the trend in total nonpublic school enrollment since 1966 with Kansas nonpublic school enrollment during the same period, similar changes have occurred. The decline in private school enrollment nationally was 28.55 in contrast to a 40% decline in Kansas. No

doubt the larger loss experienced by Kansas nonpublic schools was due to the impact of the Catholic school enrollment drop and the fact that Catholic schools constituted a larger segment of nonpublic school enrollment in Kansas than nationally. It is important to note, however, that private school enrollment has been growing in Kansas since 1975-1976, while enrollment in nonpublic schools nationally has not shown an increase. In summary, one can conclude that the national and state trend in nonpublic enrollment since 1966 has been a sharp drop of enrollment from 1966 to 1976, and then a slight growth in Kansas, and stable enrollment nationwide.

Catholic School Enrollment: National  
and Kansas

It can be stated that the nonpublic schools of America and Kansas were primarily comprised of schools supported by the Catholic Church. At both levels the trend that dominates any investigation of nonpublic school enrollment is the significant loss of pupils that has occurred in the Catholic schools of Kansas and the nation. During the mid-1960's, over 75% of nonpublic students in the United States attended Catholic schools. The figure in Kansas was 92.6%, substantially higher than the national figure.

The nation's Catholic elementary and secondary schools lost over two million students between the 1967-1968 and 1981-1982 school years. Enrollment fell from 5,198,326 to 3,094,000 during the period--a 40.7% loss. Due to the drop in enrollment, approximately 25% of the nation's Catholic schools closed during the period under study.

The Catholic schools of Kansas experienced a 44.9% decrease in enrollment between 1966 and 1981. There were 20,502 fewer students enrolled in the Catholic elementary and secondary schools of Kansas, resulting in the closing of 41% of the Catholic schools.

At both the Kansas and national levels, Catholic school enrollment plunged at a similar rate. In Kansas, the decline resulted in more school closings, but this can be credited to the rural nature of the state which caused Catholic school enrollment to be widely dispersed. While Catholic schools in urban areas were able to merge to survive, those in rural areas had no alternative but to close when enrollment dropped below levels that would allow for continued operation.

#### Lutheran School Enrollment: National and Kansas

Nationally, the schools operated by the three Lutheran denominations have ranked second behind the Catholic schools. Traditionally, this was the case in Kansas until the mid-1970's, when Christian schools surpassed Lutheran school enrollment. While Lutheran school enrollment in Kansas has never been large, it has enrolled a similar percentage of total nonpublic school enrollment as was experienced on the national level.

Lutheran school enrollment has declined in Kansas, while it has declined and then grown at the national level during the 1966-1981 period. The number of students in Kansas Lutheran schools dropped from 2,324 students to 1,660 students during the period, or a loss of approximately 25%. Missouri Synod Lutheran schools, the only Lutheran group active in Kansas nonpublic education, lost 5% of their students

nationally between 1966-1967 and 1970-1971. After that year, enrollment began to steady nationally and, by the end of the 1970's, the Missouri Synod Lutheran schools were growing modestly.

The 25% loss in Lutheran school enrollment in Kansas, however, corresponds with the loss of school age population in the state during the period. Whatever the reason, however, Lutheran schools in Kansas experienced a major loss of enrollment between 1966 and 1981, dropping from 2,324 students in 1966-1967 to 1,674 students in 1981-1982.

Seventh Day Adventist Schools Enrollment: National and Kansas

Schools operated by Seventh Day Adventist congregations have grown substantially in enrollment at the national level since 1966. During school year 1965-1966, 50,465 students attended Seventh Day Adventist operated schools; by 1974-1975, 75,722 students were enrolled. Four years later, 148,200 students attended 1,106 Seventh Day Adventist schools nationwide (U.S. Department of Education, 1981).

Kansas Seventh Day Adventist schools grew from 1966 to 1975, and then stabilized for the rest of the period being examined. Starting with a modest 273 students in 1966-1967, Seventh Day Adventist school enrollment in Kansas grew to 414 students by 1974-1975. Since the mid-1970's, however, enrollment in Seventh Day Adventist schools in Kansas has only grown to 432. Obviously, the denomination has not experienced the growth in the state that it has experienced nationally.

Independent Schools: National and Kansas

Enrollment in independent schools has grown more robustly at the

national level than in Kansas. While the U.S. Department of Education, National Center for Education Statistics (1981) estimated that between 1965 and 1981, independent schools had grown in enrollment from 341,300 to 746,700 students, enrollment in Kansas independent schools only increased from 1,395 to 1,592 students. Nationwide independent schools more than doubled in enrollment, while in Kansas the growth was insignificant.

It has been mentioned earlier in this chapter that Kansas has not had an independent school tradition, and this may account for the small independent school enrollment. No doubt, the rural-small town distribution of the population contributes to the trend.

#### Christian Schools Enrollment: National and Kansas

It has been discussed earlier that it is difficult to determine precisely the number of students attending the nonaccredited Christian schools which have appeared in abundance since the mid-1970's. Without accreditation by state or regional agencies, and in the absence of umbrella membership groups, it is impossible to come any closer than an educated guess as to how many of these schools exist.

Federal efforts to gain data about nonpublic schools since 1975 have given an indication of the substantial growth occurring nationwide in this segment of private elementary and secondary education. Illustrated in Table VIII are the U.S. Department of Education's (1981) estimate of Christian school enrollment. Combining figures on Baptist schools and other non-mainstream Protestant supported schools gives some indication of the enrollment in Christian schools. These figures



exclude Catholic, Lutheran, Seventh Day Adventist, Jewish, Episcopal, Methodist, Presbyterian, and Friends supported schools.

TABLE VIII  
NATIONAL CHRISTIAN SCHOOL ENROLLMENT,  
1965-1966 AND 1978-1979

	1965-1966		1978-1979	
	Schools	Pupils	Schools	Pupils
Baptist	145	25,200	858	204,000
Other Church Related	612	83,700	1,531	281,200
Total	757	108,900	2,389	485,200

Source: U.S. Department of Education, National Center for Education Statistics, The Condition of Education (1981).

The information presented in Table VIII indicates that Christian schools have had a growth of 77.5% from 1965-1966 to 1978-1979. Furthermore, in school year 1978-1979, of the 5,084,300 students attending nonpublic schools in America, over 9.5% attended Christian schools. This was, after Catholic and independent schools, the third largest enrollment category at the national level.

Schools operated in Kansas by evangelical Protestant denominations grew in number and enrollment during the period at a substantial

rate. In school year 1966-1967, there were only four schools in the state which could be categorized as Christian schools; two were accredited and two were nonaccredited, but all four had a combined enrollment of fewer than 500 students. Starting in the mid-1970's, the number of schools in this category began to grow and, by 1978-1979, at least a dozen new schools were being founded each year. That year, the 31 nonaccredited Christian schools in Kansas who responded to the author's survey enrolled 1,799 students. By the end of the period being studied, 1981-1982, over 4,000 students attended 72 nonaccredited Christian schools. In four years the enrollment more than doubled, and the number of schools grew by a similar rate. Six accredited schools operated by evangelical congregations added approximately 1,500 more students to the category, bringing the total to over 5,500.

The Christian school movement in Kansas closely corresponds with national trends. Enrollment in this category at both levels has grown geometrically. While other categories of nonpublic schools which experienced a growth in enrollment during the period 1966-1981 were fortunate to grow in two digit numbers, Christian schools in Kansas and nationally grew in three digit sums. Accurate comparisons between state and national trends is difficult because no recent nationwide figures have been compiled by the Department of Education. (The last study published in 1981 only covered enrollment figures through 1978-1979.)

### Summary

The third question addressed in this study was: How do changes

in the enrollment of Kansas nonpublic schools, K-12, during the period 1966-1981, compare with changes nationally in nonpublic school enrollment at the elementary level? A summary of the information presented to address this question shows the following similarities and differences between the national nonpublic enrollment trends and those in Kansas during the 1966-1967 and 1981-1982 school years:

1. Nonpublic school enrollment suffered a significant loss of students in both Kansas and on the national level. A drop of 18.5% in enrollment was experienced by nonpublic schools nationally between 1966 and 1975. The decline in Kansas was 40% between 1966-1982.

2. Nonpublic school enrollment fell at a rate that surpasses the loss of total school population, nationally and in Kansas, during the period studied. Nationwide, the total school population dropped by 11% between 1970 and 1980, and in Kansas the loss was 22% during the 1970-1980 period.

3. Catholic school enrollment plunged in Kansas and at the national level during the period. Kansas Catholic schools lost 44.9% of their students during the 1966 and 1981 school years, and a 40.7% loss in enrollment was the national average for Catholic schools.

4. Schools operated by the Lutheran denominations, Seventh Day Adventists, and those categorized as independent schools experienced enrollment increases nationally during the period being examined, but this was not the case in Kansas.

5. Schools operated by evangelical Protestant congregations proliferated during the period in Kansas and nationwide. Enrollment increased dramatically, with a fourfold increase nationally and an eightfold increase in Kansas.

Enrollment patterns or trends for nonpublic schools in Kansas and the nation were similar. Between 1966-1975, nonpublic schools in Kansas and nationwide lost enrollment, and this loss can be attributed to the decline in enrollment experienced by Catholic schools. Nationally, Christian school enrollment grew rapidly during the period, and the same was true in Kansas. The only major difference in enrollment trends was the failure of Lutheran, Seventh Day Adventist, and independent schools in Kansas to receive increased numbers of students as they did at the national level.

#### Implications for Kansas Public Schools

The fourth question addressed in this study was: What possible implications exist for the Kansas public school system due to changes in enrollment patterns of Kansas nonpublic schools, grades K-12? Two primary changes in nonpublic school enrollment have occurred in Kansas since 1966. Most important is the substantial loss in Catholic school enrollment, and next in importance is the growth of the Christian school movement. Both of these trends have had an impact on the public schools of Kansas, and this part of Chapter IV will examine this question.

The accredited nonpublic schools of Kansas enrolled 29,534 students in 1981-1982. This figure represented 6.72% of the total school enrollment, which was 439,443. An additional 4,000 to 5,200 students were enrolled in nonaccredited private schools, most of which were operated by evangelical Protestant church congregations. Combining the nonaccredited school enrollment (using the optimum figure of

6,000) with the state figures increases the percentage of students attending nonpublic schools to 7.97%.

The total nonpublic school enrollment in Kansas comprises a very small part of the total school population of the state. As has been reported, nonpublic school enrollment was smaller in 1981-1982 than during the 1966-1967 school year in actual number of students, as well as a percentage of school population. Consequently, little significance can be assigned to the total enrollment figures in Kansas for nonpublic schools as of the 1981-1982 school year.

Individual school districts, however, have been affected by the enrollment changes that have occurred in nonpublic schools since 1966. A close examination of the impact of the loss of Catholic school enrollment and growth of Christian schools showed that individual public school districts have been both positively and negatively affected by the two trends.

The major drop in Catholic school enrollment has helped some districts because of the school closings. Catholic schools experienced an enrollment loss that was far greater than the drop in total school population. Thus, it is safe to assume that many former Catholic school students found their way into the public schools, especially in those districts where Catholic schools closed. During the period studied, the number of Catholic schools dropped from 190 to 112, or 41%.

Public schools in rural communities and small cities were positively impacted by the closings, while in urban areas Catholic schools consolidated. Seven of the larger cities in Kansas had no Catholic schools by the end of the period. They were: Chanute, Augusta,

Concordia, El Dorado, Winfield, Iola, and Wellington. Smaller towns such as Ashland, Atwood, Cawker City, Chase, Claflin, Clyde, Columbus, Cunningham, Ellsworth, Eudora, Goddard, Gorham, Herrington, Horton, La Crosse, Lincoln, Lyons, Mulvane, Osawatomie, Pratt, Scott City, Ulysses, Valley Falls, Wamego, Wathena, and Fredonia all experienced Catholic school closings that left the communities without any area Catholic schools. (Data developed from a comparison of the 18-F Reports from the 1966-1967 school year and the 1981-1982 school year.)

The precise impact on public school enrollment in the public school districts in the above mentioned communities is impossible to assess because total school enrollment in the state declined substantially during the period. Annual enrollment figures for a vast majority of the school districts located in communities where Catholic schools closed would show consistent losses in enrollment. Since Catholic school enrollment in Kansas declined at a rate greater than the drop in total school population, however, it can be assumed that these public school districts in the communities mentioned benefited from the closings.

State aid to the public schools of Kansas is based on enrollment reported every September 15th. An increase in enrollment generates more aid, and conversely, a loss of enrollment less state aid. An examination of Catholic school enrollment indicates that when compared with the loss of total state enrollment, Catholic schools lost students to a greater degree. This benefited some public school districts, since state aid is dependent on enrollment.

Christian schools in Kansas grew in number and enrollment at a substantial rate during the last half of the period being examined.

While few students are represented (less than 6,000), many districts have been adversely affected by the Christian schools. This is especially true for many small public school districts as well as the Wichita and Shawnee Mission school districts.

The founding of new schools by non-mainstream, evangelical, Protestant congregations was a widespread occurrence starting in the mid-1970's. Small rural communities, as well as urban areas experienced the opening of Christian schools. The state is divided into four categories in Table IX to illustrate the distribution of the 112 nonaccredited Christian schools in Kansas.

TABLE IX  
DISTRIBUTION OF NONACCREDITED CHRISTIAN  
SCHOOLS--KANSAS

Category of Community	No. of Schools
Large city-----50,000 to 300,000 population	31
Small city----- 5,000 to 49,999 population	33
Small town----- 1,000 to 4,999 population	31
Rural communities----- 100 to 999 population	17

Source: Survey conducted by author (Appendixes A, B, and C).

Table IX illustrates that, among three of the categories, there is nearly equal distribution of the schools. There are four cities

included in the "large city" category: Wichita; Shawnee Mission area; Topeka; and Kansas City, Kansas. Shawnee Mission is not an incorporated city; instead, it is a school district which serves the dozen plus "bedroom" communities in Johnson County, a suburb of Kansas City, Missouri. Together, these four cities or areas make up approximately one-third of the total population of the state. The 31 nonaccredited Christian schools in these areas are joined by four of the six accredited Christian schools in the state. The range of enrollments for the Christian schools, accredited and nonaccredited, located in these communities was 500 to 8, with an average enrollment of 61 students.

The Wichita Public Schools, Unified School District number 259, is the only district in the group to do a study of the nonpublic schools in their district. This study showed that during the 1981-1982 school year 8,574 students attended the nonaccredited and accredited private schools in the district. The Christian schools accounted for 747 students in nonaccredited schools and 1,024 in accredited schools, for a total of 1,771 students. Considering that the district received approximately \$1,200 per student in state aid during the 1981-1982 school year, the district lost over two million dollars in aid due to students attending Christian schools. Regardless of the size of the district's budget, the amount lost due to Christian school enrollment is sizeable.

Kansas City, Kansas; Shawnee Mission; and Topeka have not compiled a study of Christian school enrollment. The author found from inquiries to these three school districts concerning nonaccredited school enrollments that the above districts had no idea how many nonaccredited schools were operating in their districts or how many



students attended them. Both Shawnee Mission and Kansas City, Kansas, have many Christian schools located in their districts which enroll large numbers of students. The author estimates from the results of the questionnaire that the Christian school enrollments in Kansas City, Kansas, and the Shawnee Mission area are each close to 1,000 students. Each has Christian schools that enroll large numbers of students besides the numerous smaller schools. Maranatha Academy in Kansas City enrolled 380 students in 1981, and Open Door Academy enrolled 320 students during the same year. Large Christian schools in Shawnee Mission include Shawnee Mission Christian School, with 136 students and Kansas City Christian School, with 263 students, K-12. Consequently, both districts have large numbers of students that are enrolled in Christian schools and are losing state aid.

The modestly sized communities in Kansas have also experienced the growth in Christian schools. Thirty-three nonaccredited schools are operating in the cities with 5,000 to 49,999 populations, and 31 schools have been founded in the small towns in Kansas. Listed in Table X are the towns that had accredited or nonaccredited Christian schools in operation during the 1981-1982 school year.

Twenty-one small cities had nonaccredited Christian schools, and two cities, Hutchinson and Independence, also each had an accredited Christian school. Twenty small towns had Christian schools in 1981-1982, and as indicated in Table X, seven had more than one.

Rural communities have not escaped the founding of Christian schools. Even though they each had less than 1,000 inhabitants, 17 of these communities had nonaccredited Christian schools in operation

TABLE X  
KANSAS CITIES AND TOWNS WITH CHRISTIAN  
SCHOOLS, 1981-1982

Small Cities 5,000 to 49,999)	No. Christian Schools	Small Towns (1,000 to 4,999)	No. Christian Schools
Great Bend	(2)	Osawatomie	(1)
Fort Scott	(1)	Burlington	(3)
Clay Center	(1)	Girard	(1)
Arkansas City	(2)	Ulysses	(3)
Abilene	(2)	Syracuse	(2)
Lawrence	(1)	Halstead	(3)
Hays	(2)	Harper	(1)
Garden City	(2)	Valley Falls	(1)
Dodge City	(1)	Greensburg	(1)
Ottawa	(1)	Lansing	(1)
Junction City	(3)	Hillsboro	(1)
Newton	(1)	Louisburg	(1)
Parsons	(2)	Phillipsburg	(1)
Emporia	(1)	Wamego	(1)
Independence	(1)	Scott City	(2)
Coffeyville	(1)	Clearwater	(1)
Chanute	(1)	Goodland	(1)
Hutchinson	(3)	Fredonia	(3)
Manhattan	(2)	Garnett	(2)
Salina	(2)	Hoisington	(1)
Liberal	(1)		
Total	33	Total	31

Source: Survey conducted by author (Appendixes A, B, C).

during the last year of the study. Elbing, another small community, was the location of Berean Academy, an accredited Christian school. Listed in Table XI are the rural communities with nonaccredited Christian Schools in 1981-1982.

TABLE XI  
RURAL COMMUNITIES WITH NONACCREDITED CHRISTIAN  
SCHOOLS, 1981-1982

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Waverly	Copeland
Burns	Edgerton
Whitewater	Miltonvale
Weir	Gem
Hallowell	Moundridge
Quinter	Inman
Cimarron	Galva
Montezuma	Leonardville
	Sun City

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Source: Survey conducted by author (Appendixes A, B, C).

As the information suggests, the Christian school movement has not been isolated to any one area of the state. The rural areas, as well as metropolitan areas, have been affected by the growth in Christian schools since the mid-1970's. The fact that over 100 have been founded during the past eight years is important in itself. However, the growth in Christian schools and their enrollment must be

viewed in the context of what has been occurring in public school enrollment during the period.

Public school enrollment in Kansas has been falling since the 1971-1972 school year. Between the 1971-1972 and the 1981-1982 school years, the public schools of Kansas lost 138,322 students, a drop of 25.2%. This decline in enrollment has been experienced by all but a very few of the school districts in the state. Since the mid-1970's, however, nonpublic school enrollment has been growing, with approximately 3,000 new students in accredited private schools and between 4,000 and 5,200 students in nonaccredited schools.

The 7,000 to 9,000 new nonpublic school students make up a very small portion of the 138,000 student loss experienced by the public schools. Growth of nonpublic school enrollment has occurred at a time when declining enrollment is a major problem for the public schools. Any enrollment lost, whatever the cause, means reduced state aid and a redistribution of tax dollars. At the statewide average for 1981-1981 of \$1,200 in aid per public school child, 7,000 to 9,000 new nonpublic school students since 1975 have caused a seven to nine million dollar loss in state aid to local school districts.

The implications of rising nonpublic school enrollment for the public schools of the state are clear. Christian school enrollments and, to a lesser extent, accredited nonpublic school enrollments, are growing at the expense of the public schools of Kansas. While the numbers up to 1981-1982 were small, an extended trend toward growth in private school enrollment will continue to cause the public schools to lose state aid and public support.

## CHAPTER V

### SUMMARY, CONCLUSIONS, FURTHER CONSIDERATIONS, RECOMMENDATIONS FOR PRACTICE, AND FUTURE RESEARCH

#### Summary of Study

This paper has addressed four research questions. They are:

1. What was the enrollment of Kansas nonpublic elementary and secondary schools in 1966?
2. What changes have occurred in the enrollment of Kansas nonpublic schools, K-12 since 1966?
3. How do the changes in the enrollment of Kansas nonpublic schools, K-12, during the period 1980-1981, compare with changes nationally in nonpublic school enrollment at the elementary and secondary levels over the same period?
4. What possible implications exist for the Kansas public school systems due to changes in enrollment patterns of Kansas nonpublic schools, grades K-12?

These four questions were addressed by examining government publications and other research to ascertain national and state enrollment trends and by a survey conducted by the author of all nonaccredited nonpublic schools in Kansas.

The first question examined by the study was: What was the enrollment of Kansas nonpublic schools in 1966? The following results were developed from an examination of annual reports submitted by the nonpublic schools during school year 1966-1967:

1. In school year 1966-1967, 49,201 students attended the nonpublic schools of Kansas. This figure represented 8.3% of the students attending school, K-12, in Kansas and was less than the national average of 13%.

2. The 163 schools operated by Catholic dioceses and orders enrolled 92.6% of the students attending nonpublic schools in Kansas in 1966. This figure was substantially higher than the national average of 77%.

3. Independent schools and those operated by other religious denominations comprised the remaining 7.5% of the nonpublic school enrollment in Kansas.

4. In school year 1966-1967, only two nonpublic schools in Kansas were nonaccredited, and they enrolled approximately 300 students.

The second question addressed by the study was: What changes have occurred in the enrollment of Kansas nonpublic schools, K-12, since 1966? Information to answer this question was gained by an examination of the annual reports submitted by the accredited nonpublic schools and by an enrollment survey of nonaccredited schools conducted by the author. The following results were presented:

1. Kansas nonpublic school enrollment, K-12, declined in both number and as a percentage of total school age population during the 1966-1981 period. Enrollment dropped to 29,534 students by the

1981-1982 school year, a loss of 39.97%. The percentage of students in Kansas attending accredited nonpublic schools in 1981-1982 was 6.72.

2. Kansas accredited nonpublic school enrollment declined at a rate that was greater than the loss of school age population of 25.68% experienced during the 1966-1981 period.

3. Kansas Catholic schools suffered a sharp decline in enrollment and number of schools. Catholic schools lost 20,502 students, or 44.99%, and 78 Catholic elementary and secondary schools closed during the period studied.

4. Since the 1975-1976 school year, nonpublic school enrollment in the state has increased by approximately 3,000 students in accredited schools and by 4,000 to 5,200 students in nonaccredited schools.

5. A major increase in enrollment occurred in the Christian schools of Kansas. The author found that over 5,000 students attended the six accredited and 112 nonaccredited Christian schools in the state. This was a tenfold increase in enrollment since 1966.

The third question that was examined in the study was: How do the changes in enrollment of Kansas nonpublic schools, K-12, during the period 1966-1981, compare with changes nationally in nonpublic school enrollment at the elementary and secondary level? The following findings resulted from the comparison:

1. Nonpublic school enrollment in Kansas and nationally declined significantly between 1966 and 1981. Private school enrollment nationally dropped 18.5%, and the decline experienced in Kansas was 40%.

2. In Kansas and nationally, nonpublic school enrollment fell at a rate that surpassed the losses in total school enrollment.

Nationwide, the total school population dropped 11% between 1970 and 1980. The loss in Kansas was 22%, or twice the national rate.

3. Catholic school enrollment, in Kansas and nationally, plummeted during the 1966-1981 period. The Catholic schools in Kansas suffered a 44.9% drop in enrollment, compared with a 40.7% loss nationally.

4. While independent schools and schools operated by Lutheran denominations and the Seventh Day Adventists experienced sizeable enrollment increases nationally, this was not the case in Kansas.

5. Schools operated by evangelical Protestant congregations proliferated during the period in Kansas and nationwide. Enrollment in Christian schools increased fourfold nationally and eightfold in Kansas.

The last question that was posed in the study was: What possible implications exist for the Kansas public school system due to changes in enrollment patterns of Kansas nonpublic schools, grades K-12? Two primary changes in nonpublic enrollment were examined: the decline in Catholic school enrollment and the growth in Christian schools. The following implications were presented:

1. The decline in Catholic school enrollment in Kansas had caused 41% of Catholic schools to close. As a result, many communities no longer had Catholic schools, which helped the enrollment of many public school districts in the state.

2. The advent of Christian schools was widespread and affected all segments of the state. The estimated 4,000 to 5,200 students attending nonaccredited Christian schools in Kansas have withdrawn from the public schools during the period in which the public schools



have experienced a 138,000 loss in enrollment. The loss of enrollment to Christian schools is costing Kansas public schools an estimated seven to nine million dollars in state aid.

### Conclusions

A number of conclusions can be drawn from this study of nonpublic elementary and secondary enrollment in Kansas, 1966-1981. They represent the logical results of the findings.

1. The study revealed that nonpublic school enrollment in 1966 and 1981 was of little consequence. Less than eight students per 100 in the state were attending private schools, and this was, and still is, less than the national average.

2. Nonpublic school enrollment in Kansas has performed in a similar manner to the national trends during the period being examined. The only major exceptions were the stagnant performances of the state's Lutheran, Seventh Day Adventist, and independent schools. At the national level, schools in these categories experienced major growth.

3. The decline in enrollment experienced by the Catholic schools in Kansas was amazingly similar to what occurred nationally. The plunge in Catholic school enrollment, nationally and in Kansas, had an overwhelming impact on nonpublic school enrollment at both levels.

4. The study attempted to present an accurate picture of the growth of the Christian schools in Kansas since the mid-1970's. These schools have experienced a significant growth in the number of schools and students. Even though the research was incomplete, the author found that over 4,000 students were attending these institutions in

1981-1982. The study also revealed that Christian schools were present in all areas of the state and affected large and small school districts.

#### Further Considerations

The author undertook this study because of an interest in determining what had occurred in nonpublic school enrollment in Kansas. Growing numbers of Christian schools in Kansas and the national publicity that was being focused on private elementary and secondary education prompted this examination. The formation of Christian schools impacted many public school districts in Kansas, causing them to become a common topic of conversation among public school administrators. An adversary relationship had developed in many communities because many congregations had attacked the public schools, placing the public schools on the defensive. It was for these reasons, and in this atmosphere, that this study was initiated.

A preliminary examination of the enrollment trends, both in Kansas and nationally, indicated to the author that concern over nonpublic enrollment is out of proportion to the actual numbers. At both levels, private school enrollment in 1981-1982 made up a smaller segment of the total school enrollment than it did in 1966-1967. Plummeting Catholic school enrollments have reduced the size of nonpublic enrollment in Kansas and nationwide. This phenomenon has not been widely discussed and in itself is worthy of additional study.

The growth of Christian schools in Kansas has been rapid and, in dimension, greater than at the national level. While not enrolling a vast number of students, their performance runs counter to the

downward trend in enrollment experienced by the other nonpublic schools in Kansas. The distribution of these schools gives light to why they are so widely discussed among public school administrators. Few communities in the state have been spared the appearance of one or more Christian schools, and the recent nature of this trend, coupled with the national debate over tuition tax credits and separation of church and state, has contributed to the apparent concern.

The increase in Christian school enrollment is evidence of a reduction in the consensus, which is necessary for a viable public school system. Parents, exercising the choice to send their youngsters to a nonpublic school, are voting with their feet and are going to be less interested in supporting the public schools. Lost state aid then becomes only part of the potential financial impact of nonpublic school enrollment.

This study confirms that the nonpublic schools of Kansas are much different in make up now than during the mid-1960's. Catholic schools are less important, while Christian school enrollment has soared. The curricular differences are substantial when Christian schools are compared with public schools. This is important because it again illustrates that the public school consensus is eroding.

Renewed discussion of tuition tax credits and vouchers are a logical result of the growth in nonpublic school enrollment. How long will the public schools be able to maintain their funding monopoly? It can be argued that the singular control of access to taxes by public schools has been as counterproductive to the public schools as any monopoly situation is in the business world. Efforts by teacher unions, school board associations, and school administrators to hamper

the operation of nonpublic schools are, in reality, comparable to the domestic content bills being promoted by American unions and industries. If people do not want their youngsters to attend public schools there is little that can be done to compel attendance in tax supported schools.

The loss in school enrollment that has occurred in Kansas since the late 1960's was not the topic of this study but is, no doubt, the most important trend reported. The total school age population of Kansas declined by over 25% between 1966 and 1981, and even the "baby boomlet" currently being experienced is not predicted to substantially reverse this trend. Furthermore, Kansas is predicted to have only a 2% overall increase in population during the 1980's.

The changing demographics, due to the loss in enrollment and increase in the number of persons in Kansas over 45, will have a major impact on the schools of the state. As the population of the state ages, what will happen to support for public schools? Tax dollars may be directed toward services for senior citizens or limited by tax relief measures. It is a trend that certainly needs to be watched closely and, combined with the impact of the changes in the nonpublic school sector, will create problems for the public schools in Kansas.

The author was disappointed that there was not a greater rate of return for the private school enrollment questionnaire. No one knows precisely how many youngsters are enrolled in the nonaccredited private schools of Kansas. That over 100 of these schools exist, and that most have been founded in the past 10 years, would seem to be important. However, the author could find no evidence of attempts by other individuals or groups to gain enrollment information. A review

of dissertation topics and government documents indicated that this was the case nationally.

As the study progressed, many questions occurred to the author as being worthy of pursuit. After all, the ground was untilled and ripe with potential. The suggestions for future research which follow this section will present several ideas for further investigation. A great deal of satisfaction has been garnered by the author because of the historical-descriptive nature of the study. As a former history teacher, the author's prior training fit the topic.

#### Recommendations for Practice and Future Research

As public school administrators attempt to come to grips with the rise of the Christian school it would seem to be helpful if they learned more about what was occurring in Kansas and the nation with this segment of nonpublic education. Rather than viewing the formation of a local Christian school as an isolated event, public school administrators need to examine it in a broad perspective. While not organized, the Christian school movement is a national phenomenon that is best understood as a reaction to society as a whole.

Public school administrators, state officials, board members, and the lay public need to begin a dialogue with Christian school educators. The present lack of communication compounds the suspicion that exists on both sides. Christian schools may be only a transitory trend, one that will disappear after evangelical Protestant congregations become less seige oriented towards the condition and values of society. Or, on the other hand, Christian schools might develop the

permanency that Catholic schools have obtained after a similar start over a century ago.

The decline in Catholic school enrollment is, as has been mentioned earlier, almost an unknown event among public school educators. The substantial drop in enrollment in the Catholic elementary and secondary schools of Kansas between 1966 and 1975 has reduced the influence of Catholic education in many areas of the state, leaving the way open for Christian schools to become preeminent as the alternative to public education.

The major question that must be asked by public educators is, if they continue to grow, will Christian schools begin to develop political clout? Will parents, accustomed to sending their children to Christian schools, continue to support financially a public school system they view as malignant? Catholic school educators have lobbied for transfer payments since the 1940's, but the Christian school movement might be more successful, given its urgent piety.

The area of nonpublic schools is rich with possibilities for future research. The decline in Catholic school enrollment, plus the closing of a vast number of their schools in Kansas, is worthy of additional research. No comprehensive history of Catholic education in Kansas exists, yet the story of the contributions of these schools since their first appearance in 1857 needs to be told. The manner in which Catholic schools in the state have adapted to the decline in enrollment is another area deserving of further research.

Christian schools supply an important area for additional study. Very important to all public educators would be a continued monitoring of the enrollment in Christian schools. If they continue to grow with

the rapidity of the past 10 years, Christian schools could become a major influence on the education of the young people of Kansas.

The attitudes of parents who send their children to Christian schools are open to, and worthy of, investigation. Are they reacting to the local school setting or to the broader appeal of such topics as secular humanism? Dissertations done in other states suggest that most Christian school parents are reacting to deficiencies in the local public schools. As they grow in numbers, Christian school parents need to be polled as to their attitudes toward vouchers, tax credits, compulsory education, etc.

The quality of education received by students attending nonaccredited Christian academies is the area which is most important for future research. However, because it is the heart of the debate over nonaccredited schools, it will be difficult to undertake projects in this area. The topic is so important to public education and the nation that studies must be attempted. If the quality is there, then many of the pedagogical foundations of public education will be swept away. On the other hand, if Christian schools, by their departure from educational norms, cannot supply a quality education, then the benign attitude of state and national governments towards these schools will be unwarranted. No question can be more important than the quality issue, but because of its importance, it may be the most difficult to address.

This study has answered several questions about the direction of Kansas nonpublic school education. Many additional questions, however, have been raised by the study, and it is the author's hope that further work will be done in this area. The examination of Kansas

nonpublic school enrollment is different than the common research projects, but it has produced important data.



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APPENDIX A

FIRST LETTER AND QUESTIONNAIRE TO  
NONACCREDITED SCHOOLS

April 30, 1984

Gene Buinger  
R. R. 3, Box 322-4  
Arkansas City, Kansas

Dear Fellow Educator,

During the past fifteen years, there has been an increase in the number of private elementary and secondary schools in the state of Kansas. This trend is important but, due to the lack of enrollment figures, the significance of the growth in the number of nonpublic schools cannot be assessed.

The subject I selected for my doctoral dissertation at Oklahoma State University is Kansas nonpublic school enrollment grades K-12 from 1966 to 1981. Your assistance in ascertaining these enrollment figures is being solicited.

Please complete the attached questionnaire by listing the enrollment of the school with which you are associated for the categories requested during the years that the school has been in operation. I want to assure you that the information you supply will only be utilized for this dissertation. Your school's enrollment figures will be added with those from the other private schools in the state to develop aggregate figures.

Your cooperation in completing the enclosed questionnaire will be appreciated and will greatly facilitate the completion of my study. Please return the questionnaire in the enclosed self addressed, stamped envelope. Thank you for your assistance.

Sincerely,

Gene Buinger  
Doctoral Student

## ENROLLMENT QUESTIONNAIRE

NAME OF SCHOOL \_\_\_\_\_

ADDRESS \_\_\_\_\_

PERSON COMPLETING QUESTIONNAIRE \_\_\_\_\_  
& POSITION \_\_\_\_\_

YEAR SCHOOL OPENED \_\_\_\_\_

## ENROLLMENT BY YEAR

School year	1966-67	1967-68	1968-69	1969-70
grades K	_____	_____	_____	_____
1-8	_____	_____	_____	_____
9-12	_____	_____	_____	_____

School year	1970-71	1971-72	1972-73	1973-74
grades K	_____	_____	_____	_____
1-8	_____	_____	_____	_____
9-12	_____	_____	_____	_____

School year	1974-75	1975-76	1976-77	1977-78
grades K	_____	_____	_____	_____
1-8	_____	_____	_____	_____
9-12	_____	_____	_____	_____

School year	1978-79	1979-80	1980-81	1981-82
grades K	_____	_____	_____	_____
1-8	_____	_____	_____	_____
9-12	_____	_____	_____	_____

\_\_\_\_\_ If you would like to receive a copy of the abstract for the completed dissertation, please check the blank to the far left.

APPENDIX B  
SECOND LETTER AND QUESTIONNAIRE TO  
NONACCREDITED SCHOOLS



May 19, 1984

Gene Buinger  
R.R. 3, Box 322-4  
Arkansas City, Ks.

Dear Fellow Educator,

Two weeks ago your school received a questionnaire requesting enrollment figures, and as of this date, the questionnaire has not been returned. If you have already completed the questionnaire, please disregard this letter. However, if you have not completed the form, your cooperation is still badly needed to assure that the data collected is comprehensive and accurate.

The enrollment figures will be used in my doctoral dissertation, Kansas Nonpublic Schools, K-12, 1966-1981, to compare the enrollment trends in Kansas nonpublic schools with national ones. If you would like to receive a copy of the abstract of the dissertation when it is completed, please check the line at the bottom of the questionnaire.

Thanking you in advance for your cooperation.

Sincerely,

ENROLLMENT QUESTIONNAIRE

Gene Buinger

NAME OF SCHOOL \_\_\_\_\_

ADDRESS \_\_\_\_\_

PERSON COMPLETING QUESTIONNAIRE \_\_\_\_\_  
& POSITION \_\_\_\_\_

YEAR SCHOOL OPENED \_\_\_\_\_

ENROLLMENT BY YEAR

School year	1966-67	1967-68	1968-69	1969-70
grades	K _____	_____	_____	_____
	1-8 _____	_____	_____	_____
	9-12 _____	_____	_____	_____
School year	1970-71	1971-72	1972-73	1973-74
grades	K _____	_____	_____	_____
	1-8 _____	_____	_____	_____
	9-12 _____	_____	_____	_____
School year	1974-75	1975-76	1976-77	1977-78
grades	K _____	_____	_____	_____
	1-8 _____	_____	_____	_____
	9-12 _____	_____	_____	_____
School year	1978-79	1979-80	1980-81	1981-82
grades	K _____	_____	_____	_____
	1-8 _____	_____	_____	_____
	9-12 _____	_____	_____	_____

APPENDIX C

LETTER TO SUPERINTENDENTS IN DISTRICTS  
WITH NONACCREDITED SCHOOLS

Gene A. Buiinger  
R. R. 3, Box 322-4  
Arkansas City, Kansas 67005

June 7, 1984

Mr. Dean Oberhelman, Ass't. Superintendent  
USD 379  
Clay Center, Kansas 67432

Dear Dean:

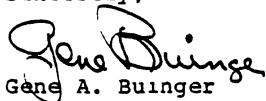
The topic I have selected for my doctoral dissertation is Kansas Nonpublic Schools, K-12, 1966-81. Among other things, it will attempt to present data about the changes in enrollment in private elementary and secondary schools in the state over a fifteen year period, and your assistance is being solicited.

During the past six weeks, I have attempted to get the unaccredited nonpublic schools in the state to submit their enrollment figures to me. Most schools have replied but, as one would expect, some have not. At least one unaccredited nonpublic school in your district has not sent the requested information, and I would appreciate your help.

No doubt, you do not have precise enrollment figures, but I hope that you will be able to supply approximate figures as well as the year the school started. If the schools has closed, please note that on the questionnaire.

A stamped, self-addressed stamped envelope is enclosed for you to return the information. Thank you in advance for your assistance.

Sincerely,

  
Gene A. Buiinger

GB:mkb

## ENROLLMENT QUESTIONNAIRE

\_\_\_\_\_ was reported to be in operation in your district during the 1981-82 school year. They have not responded to my inquiry, and I would appreciate their approximate enrollment.

If they are no longer in operation, please list the years that you believe they were open. \_\_\_\_\_

School year	1966-67	1967-68	1968-69	1969-70
grades	K _____	_____	_____	_____
	1-8 _____	_____	_____	_____
	9-12 _____	_____	_____	_____
School year	1970-71	1971-72	1972-73	1973-74
grades	K _____	_____	_____	_____
	1-8 _____	_____	_____	_____
	9-12 _____	_____	_____	_____
School year	1974-75	1975-76	1976-77	1977-78
grades	K _____	_____	_____	_____
	1-8 _____	_____	_____	_____
	9-12 _____	_____	_____	_____
School year	1979-79	1979-80	1980-81	1981 82
grades	K _____	_____	_____	_____
	1-8 _____	_____	_____	_____
	9-12 _____	_____	_____	_____

\_\_\_\_\_ If you would like to receive a copy of the abstract for the completed dissertation, please check the blank to the far left.

APPENDIX D

ENROLLMENT IN KANSAS PUBLIC AND NONPUBLIC  
SCHOOLS, GRADES K-12, 1966-1981

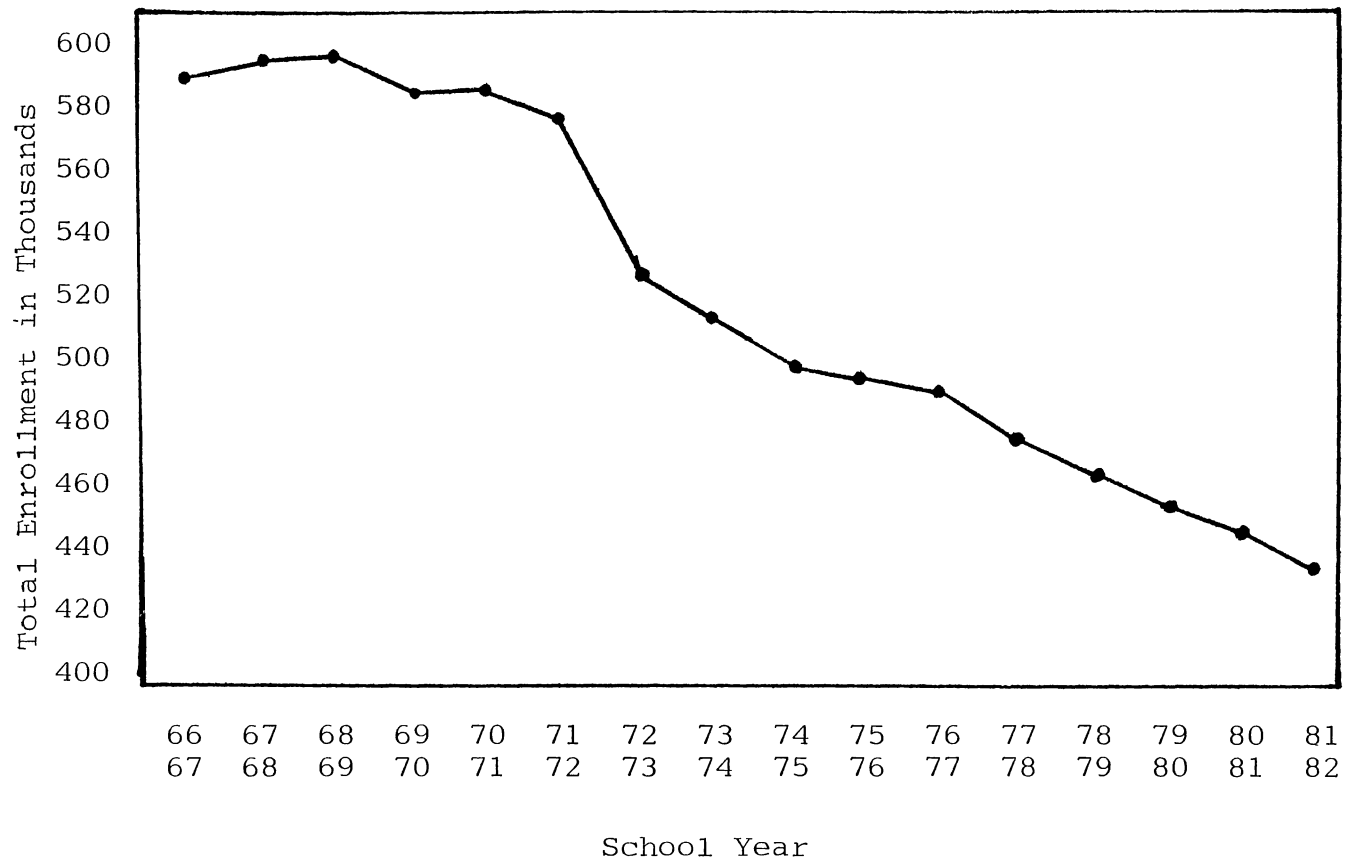


Figure 1. Enrollment in Kansas Public and Nonpublic Schools, Grades K-12, 1966-1981

APPENDIX E  
KANSAS NONPUBLIC SCHOOL ENROLLMENT,  
GRADES K-12, 1966-1981

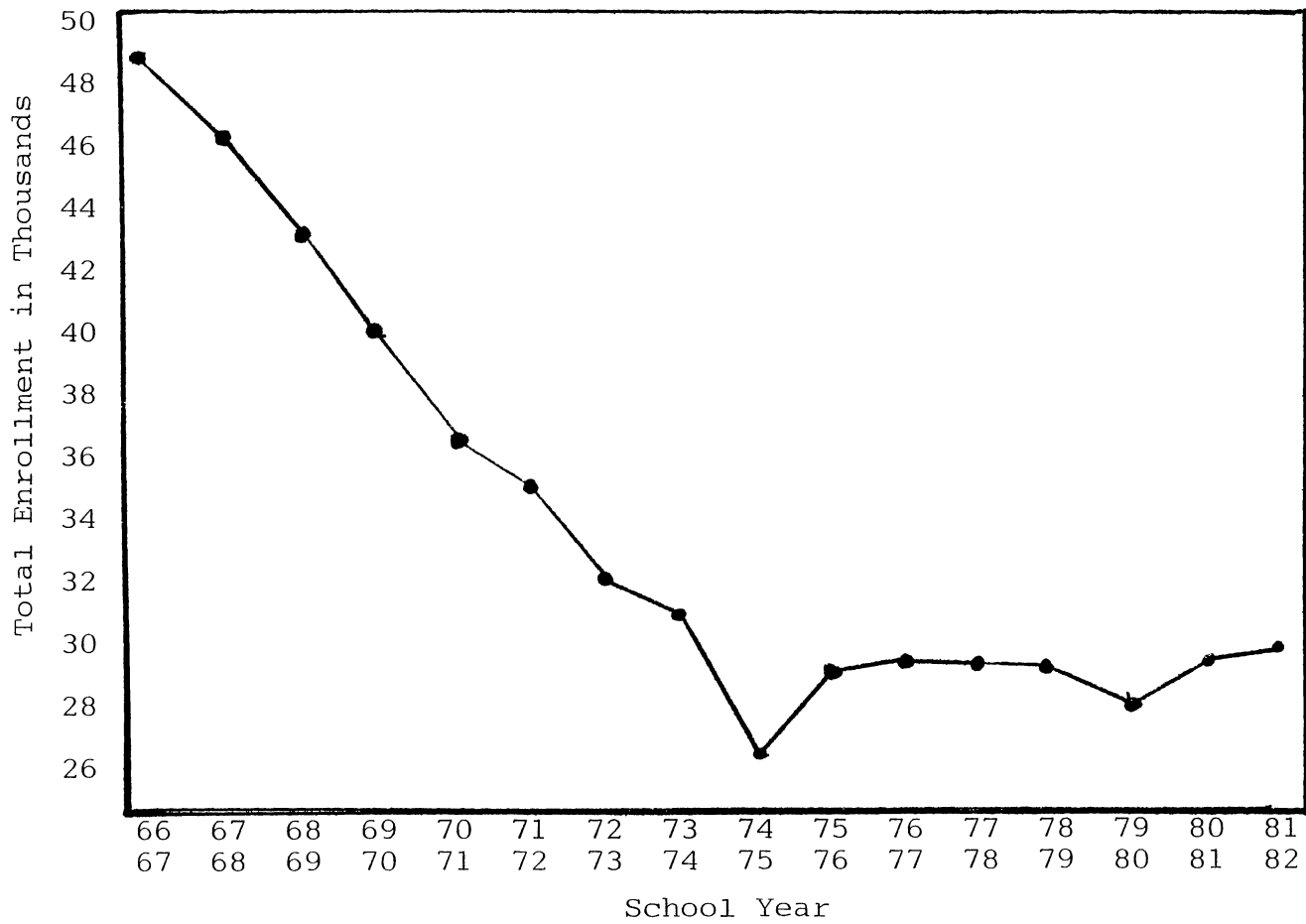


Figure 2. Kansas Nonpublic School Enrollment, Grades K-12, 1966-1981



APPENDIX F

LIST OF NONACCREDITED SCHOOLS

TABLE XII  
LIST OF NONACCREDITED SCHOOLS IN KANSAS

School and Town	Type		First Request	Second Request	Supt. Survey	No Longer Operating	Comments
	Christian	Other					
Pathways--Garnett	X		no	no	yes		
Trinity Baptist--Garnet	X		no	yes			
Baptist Church--Sun City	X		no	yes			
Berean Christian--Great Bend	X		no	no	yes		
Hoisington Bible	X		yes	yes			
Ft. Scott Christian Heights	X		no	yes			
Kickapoo Nation--Powhattan		X	yes				Indian School
Eden Christian	X		no	no	yes		
Countryside--Whitewater	X		no	no	no		
Faith Christian--Weir	X		no	no	no		
Hallowell Christian	X		no	no	no		
Earth Haven--Clay Center	X		no	no	yes		
Life Christian--Burlington	X		yes				
Christian Lighthouse-- Burlington	X		no	no	no		
Community Christian-- Arkansas City	X		yes				

TABLE XII (Continued)

School and Town	Type		First Request	Second Request	Supt. Survey	No Longer Operating	Comments
	Christian	Other					
Pittsburg Seventh Day Adventist	X		no	yes			information included in SDA enrollment
Cross Roads Academy-- Girard	X		no	no	no		
Abilene Baptist	X		yes				
Life Giving Academy-- Abilene	X		no	no	yes		
Douglas Co. Christian-- Lawrence	X		yes				
High Plains Christian-- Hays	X		yes				
Shalom Academy--Hays	X		no	yes			
Garden City Seventh Day Adventist	X		yes				information included in SDA enrollment
Seekers Christian--Garden City	X		yes				
Dodge City Christian	X		no	yes			
Community Christian-- Ottawa	X		no	no	yes		also listed as Community Revival Center
Abundant Life--Junction City	X		no	no	yes		

TABLE XII (Continued)

School and Town	Type		First Request	Second Request	Supt. Survey	No Longer Operating	Comments
	Christian	Other					
Calvary Baptist--Junction City	X		no	no	yes		
Evergreen School--Junction City						X	
Faith Tabernacle--Junction City	X		no	yes		X	
Heritage Baptist--Great Bend	X		no	no	yes		
Little Prairie--Quinter	X		no	no	no		
Community Chapel--Ulysses	X		yes				
New Horizons--Ulysses	X		yes				
Western Plains Christian--Ulysses	X		no	yes			
Cimmaron Christian	X		no	no	no		
Montezuma Mennonite	X		yes				
Salem Valley--Copeland	X		no	yes			
Eureka Seventh Day Adventist	X		yes				figures included in SDA information
Bible Baptist--Syracuse	X		yes				

TABLE XII (Continued)

School and Town	Type		First Request	Second Request	Supt. Survey	No Longer Operating	Comments
	Christian	Other					
Garden View Christian-- Halstead	X		yes				
Halstead Bible School	X		no	no	yes		
Newton Bible School	X		no	no	no		
Countryside Christian-- Halstead	X		no	yes			
Calvary Baptist--Harper	X		no	no	no		
Ferguson Road--Valley Falls	X		no	no	no		
Academy Montessori--Leawood		X	no	no	no		Montessori School
Berean Christian--Olathe	X		yes				
Emmanuel Christian--Gardner	X		yes				
Faith Baptist--Olathe	X		no	no	no		
Genesis Christian Academy-- Edgerton	X		no	no	no		
Heritage Montessori--Olathe		X	no	no	no		Montessori School
Heritage Montessori-- Shawnee Mission		X	no	no	no		Montessori School
Highlawn Montessori Pre- school--Prairie Village		X	no	yes			Montessori School

TABLE XII (Continued)

School and Town	Type		First Request	Second Request	Supt. Survey	No Longer Operating	Comments
	Christian	Other					
Community Religious--Shawnee Mission	X		no	no	no		
Kansas City Christian--Shawnee Mission	X		no	no	no		duplicate--See Kansas City, Kansas
Liberty Christian--Olathe	X		no	no	no		
Little Saints Montessori Overland Park		X	no	yes			Montessori School
Longview School--Spring Hill	X		no	no	no		
Oxford Park Academy--Overland Park		X	yes				Independent School
Shawnee Christian Academy	X		yes				
Shawnee Mission Christian--Westwood	X		no	yes			
Sunrise Academy--Overland Park	X					X	
Son Shine Academy--Olathe	X		no	no	no		
Valley View Christian--Greensburg	X		yes				
Parsons Christian Academy	X		yes				
Country School--Parsons	X		no	no	no		

TABLE XII (Continued)

School and Town	Type		First Request	Second Request	Supt. Survey	No Longer Operating	Comments
	Christian	Other					
Victory Christian--Lansing	X		no	no	no		
Westside Christian Academy --Emporia	X		no	yes			
Alexanderfeld Christian-- Hillsboro	X		yes				
Meadowlark Christian-- Moundridge	X		no	no	yes		
Plainview Christian--Inman	X		no	yes			
Sunflower--Galva	X		yes				
Faith Christian--Osawatomie	X		no	yes			
Pioneer Baptist Academy-- Louisburg	X		no	no	no		
Independence Christian Center	X		yes				
Heritage Christian Academy --Coffeyville	X		no	no	yes	X	closed end of '81-'82 school year
Bethel Baptist Christian-- Chanute	X		yes				
Christian Academy--Phillips- burg	X		yes				

TABLE XII (Continued)

School and Town	Type		First Request	Second Request	Supt. Survey	No Longer Operating	Comments
	Christian	Other					
Bible Baptist--Wamego	X		no	yes			
Pilgrim Christian--Hutchinson	X		yes				
Victory Christian--Hutchinson	X		no	no	no		
Apostolic Church School-- Hutchinson	X		no	no	yes		
Christian Liberty Academy-- Leonardville	X					X	
Living Learning School-- Manhattan	X		no	no	no		
Manhattan Montessori		X	yes				Montessori School
District 13 SDA School-- Bison	X		yes				figures included in SDA information
Church Alive Christian-- Salina	X		yes				
Faith Christian--Salina	X		no	yes			
Scott County Christian Academy--Scott City	X		no	no	yes		
Sunny Plains--Scott City	X		no	yes			
Alpha Montessori--Wichita		X	yes				Montessori School



TABLE XII (Continued)

School and Town	Type		First Request	Second Request	Supt. Survey	No Longer Operating	Comments
	Christian	Other					
Baptist Tabernacle--Wichita	X		no	no	yes		
The Independent School--Wichita		X	yes				figures included in Independent school data
Air Capitol Christian School--Wichita	X		yes				
Betterway Christian School--Wichita	X		no	no	yes		
Christian Center Academy--Wichita	X		no	no	yes		
Heartland Baptist Academy--Wichita	X		no	yes			
Lighthouse Christian Academy--Wichita	X		no	yes			
Messiah Lutheran Academy--Wichita	X		no	no	no		included in Lutheran information
Ninnescah Christian Academy--Clearwater	X		no	no	no		
Parents of Spastics Center--Wichita		X	yes				enrollment not included in figures--special education school

TABLE XII (Continued)

School and Town	Type		First Request	Second Request	Supt. Survey	No Longer Operating	Comments
	Christian	Other					
Rounds Montessori--Wichita		X	no	no	yes		K-3 only, figures included in Montessori Schools
Wichita Collegiate School--Wichita		X	yes				figures included in Independent Schools
Wichita Heights Baptist--Wichita	X		no	no	yes		
Derby Christian School--Derby	X		no	no	yes		
Grace Lutheran School--Liberal	X		no	no	no		data collected from state Lutheran Report
Fellowship Baptist School--Liberal	X		yes				
Cair Paravel School--Topeka	X		yes				
Faith Baptist Christian--Topeka	X		yes				
Knollwood Baptist--Topeka	X		no	no	no		
Topeka Christian Academy--Topeka	X		no	no	no		

TABLE XII (Continued)

School and Town	Type		First Request	Second Request	Supt. Survey	No Longer Operating	Comments
	Christian	Other					
Topeka Latin School--Topeka		X	yes				figures included in Independent School data
Goodland Christian School	X		no	no	no		
Bible Baptist Christian School--Fredonia	X		no	yes		X	
Emmanuel Christian School--Fredonia	X		no	yes			
Mennonite Church School--Fredonia	X		no	no	yes		
Lighthouse Christian School--Gem	X		yes				
Agape Academy--Kansas City	X		yes				
Bible Baptist School--Bonner Springs	X		no	no	no		
Kansas City Christian School--Kansas City	X		yes				
Maranatha Academy--Kansas City	X		yes				
Muncie Christian School--Kansas City	X		no	no	no		

TABLE XII (Continued)

School and Town	Type		First Request	Second Request	Supt. Survey	No Longer Operating	Comments
	Christian	Other					
New Concept Learning Center--Kansas City		X	yes				
Oak Grove Christian School--Kansas City	X		no	no	no		
Open Door Baptist School--Kansas City	X		no	no	yes		
Wyandotte Tabernacle Academy--Kansas City	X		no	no	no		
Moonshadow Academy--Kansas City	X		no	yes			
Hillcrest Bible Baptist Academy--Arkansas City	X		yes				
Alleluia Academy--Burlington	X		yes				
Manhattan Baptist Temple Academy	X		no	no	no		
Syracuse Christian	X		yes				
Life Learning Center--Waverly	X					X	
Community Life Fellowship--Redfield	X					X	

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## VITA

Gene Alan Buinger

Candidate for the Degree of

Doctor of Philosophy

Thesis: A STUDY OF KANSAS NONPUBLIC EDUCATION, K-12, 1966-1981

Major Field: Educational Administration

Biographical:

Personal Data: Born in Kansas City, Missouri, June 27, 1945, the son of George W. and Eunice Buinger. Married to Mary Kay Mapes on January 25, 1969.

Education: Graduated from Shawnee Mission East High School, Prairie Village, Kansas, in May, 1963; received Associate of Arts degree from Wentworth Military Academy, Lexington, Missouri, in May, 1965; received Bachelor of Arts degree in History from Fort Hays State University, Hays, Kansas, in May, 1967; received Master of Arts degree in Education from University of Missouri at Kansas City in August, 1973; completed requirements for the Doctor of Education degree at Oklahoma State University in December, 1984.

Professional Experience: Secondary Teacher, USD #229, Stanley, Kansas, August, 1968 to June, 1974; High School Assistant Principal, USD #229, Stanley, Kansas, July, 1971 to June, 1976; High School Principal, USD #440, Halstead, Kansas, August, 1976 to June, 1978; Superintendent of Schools, USD #440, Halstead, Kansas, July, 1978 to July, 1981; Assistant Superintendent of Schools, USD #470, Arkansas City, Kansas, August, 1981 to June, 1983; Superintendent of Schools, USD #470, Arkansas City, Kansas, July, 1983 to present.

Professional Organizations: American Association of School Administrators, United School Administrators of Kansas, Kansas Association of School Administrators, Council for Basic Education, and Association for Supervision and Curriculum Development.