THE PRESENT PRACTICES OF SCHOOL BUSINESS
MANAGERS IN THE SCHOOLS OF TEXAS

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MANAGERS IN THE SCHOOLS OF TEXAS

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CHAPTER I

INTRODUCTION

Many aspects of modern public school administration have a tendency toward more of a business than an educational nature. This situation has been brought about by the tremendous growth of schools during the last century and the greatly expanded functions of schools. Some of these expanded functions are transportation of pupils, operation of school cafeterias, vocational training, adult education, guidance programs, health programs, physical education, and athletics.

School business today is big business and should therefore operate according to the best business principles. Roberts states:

Our nation-wide public schools now constitute one of the nation’s largest businesses and involve the expenditure of billions of dollars annually. The public is extremely tax conscious and critical, not only to the amounts being expended, but also to the manner in which they are being expended. Adequate reason for, and efficiency in, each business transaction is expected and demanded. . . .

In order that the public schools may meet this high standard of business practice, it seems expedient that they

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secure trained business personnel for the purpose of administering school business.

Statement of the Problem

The purpose of this study is to determine the present practices with respect to business managers in the school systems of Texas. This study attempts to determine from present practices what the business manager's duties and qualifications are; what the scholastic population of a school should be in order to employ a business manager; what the relationship of the business manager to the superintendent and the school board is; what experience and training the business managers have had; what the salaries of business managers are; what the trends in the employment of business managers are; and from what fields business managers are drawn.

Scope of the Problem

This study was made of all public schools in Texas having a high school population of one hundred and fifty or more and of a hundred other selected schools of smaller size.

Sources of Data

The sources of data for this study were obtained from (1) standard textbooks on administration, treating the subject of business management of public schools; (2) periodical articles; (3) annual proceedings of national organizations;
(4) unpublished theses written on the problems of school business managers; and (5) a questionnaire, which was sent to all superintendents of schools having a high school population of one hundred and fifty or more and to one hundred superintendents of smaller representative schools.
CHAPTER II

RELATED READINGS

History of the Problem

Schools have been a part of the American scene since the earliest arrival of settlers and the founding of colonies. In many instances the school consisted of a private tutor hired to teach the children of one family. In other instances tutors were hired to teach children from several families. Also, at about this same time, private schools were formed and were operated for profit. The earliest public schools were operated by townships and the policies and procedures were dictated by the citizens of the towns in public meetings. As the size of the towns and the schools increased and differences of opinion became more pronounced, the operation of schools by this method became more difficult. Citizen committees were then selected to operate the schools, and these eventually evolved into the modern boards of education.

The first administrative officer to be noted in the American schools was the head teacher or principal. Englehardt and Overn confirm this fact by the following statement:

It was in the academy that the position of secondary-school principal had its origin. In many areas the
principal of the academy was the recognized leader in educational and public affairs and wielded a tremendous influence in the area the school served.¹

The first public school superintendents were teachers or principals who gave a part of their time to the direction of the schools of their district or city. The first city school superintendent was elected in 1837. From this beginning, the idea of having a superintendent of schools grew rapidly, and by 1870 there were almost two hundred such officers in the United States. Fleming states:

The usual situation in many of the largest cities was that the superintendent was responsible for educational administration only; the board of education was responsible for the handling of all business problems.²

The school superintendent, however, was not the first purely administrative officer in all schools. In some instances in large cities, a business manager was selected before the school obtained a superintendent. Smith reveals this situation in the following excerpt:

The first superintendent of schools in Philadelphia was elected in 1833. There was in existence at that time the business manager of the school system, who was known as the secretary of the board and of the school system. It was not the intention of the board when it elected a city superintendent to make him its executive officer. The real purpose

¹Fred Englehardt and A. V. Overn, Secondary Education, p. 83.

²Paul Fleming, "What Do the Administrative Helpers of the Superintendent Do?" Nation's Schools, III (May, 1929), 55-61.
of bringing a city superintendent in was to place him in charge of the supervision of instruction in the elementary schools. 3

The great changes in size, functions, and finances of schools during the last half-century have brought many changes in the administration of schools. As duties have increased, new executives have been appointed to carry out some of these duties. Fleming states:

Little attention has been paid to efficient organization of school administration. Most city school offices like Topsy "just grew." As duties increased assistants were added without an organizing idea that would unify the functions of individuals and bring about efficient administration. 4

Today in the small schools the superintendent must be a man well trained in many fields to take care of both the educational and business administration of all the affairs of the school. In the larger schools the superintendent should be the generalissimo of the school administration, having delegated to him the authority to appoint and direct such helpers as are required to perform properly all of the many duties that are a part of public school administration. One of the first of these, and perhaps the most important one, should be a properly trained, responsible person known as the business manager. The superintendent and the business manager should then work in close harmony, each realizing that the

3H. P. Smith, Business Administration of Public Schools, p. 6.

4Fleming, op. cit., pp. 55-56.
education of the children of the community is their primary purpose.

Duties of Business Managers

The office of the school business manager, as compared to other school positions, is in its infancy, and for that reason there is not the standardization of title, functions, and duties that is to be found in the other positions. Standard administration texts seem to agree on the duties that should be assigned to business managers in large school systems. In the smaller systems the delegation of duties and the authority to perform these duties is given more slowly, Monroe says:

To the business manager is usually assigned the duty of keeping a complete set of books or accounts, and an itemized record of all income and expenditures; of issuing all warrants for the payment of regular employees, and for all labor and materials furnished; of approving all requisitions for supplies and material; and of classifying and recording all expenditures of whatever kind. Under the close direction of the board, he acts as its financial agent, and is permitted to incur a limited indebtedness, and to act in emergencies without previous authorization. Where no other officials exist for the special purpose, he handles the purchase and distribution of all school supplies; employs and oversees the janitor and engineering force in the care and management of school property; executes all contracts for the board; and oversees the construction and repair of school buildings.5

A more general classification of the duties of the business manager is given by Wynkoop in the following outline:

The organization of a business manager's duties and responsibilities may be outlined as follows:

1. He must supervise all employees in the business department of the administrative offices, all engineers, the custodians, the plumbers, the electricians, the carpenters, the painters, the delivery men and the warehouse employees. Cafeteria, lunch room and department supervision comes within the scope of his duties.

2. He must control all finances, accounting, and insurance.

3. He must be responsible for the purchase and distribution of all supplies for all departments.

4. He must supervise the maintenance, repairs and improvements of all buildings, grounds, equipment and heating plants.

5. He must supervise all building construction as to capacity and the curriculum layout as presented by the superintendent of schools and approved by the board of education.6

The list of duties suggested by Cubberly, professor of education at Leland Stanford University, were:

He keeps a complete set of books, covering all financial transactions of the school department, and an itemized and classified record of all income, expenditures, and appropriations. He approves all contracts, and all bills for materials or services, and draws all warrants on the treasurer of the board for salaries, services, materials, work completed, and other items. He is the custodian of all securities, insurance policies, contracts, or legal papers of the board, and also acts as the official secretary of the board and its committees. Where no property department has been organized, he also handles the purchases and distribution of all school supplies, employs and oversees the janitors, and the repair and engineering forces temporarily or permanently employed, oversees the construction and repair of school buildings, and looks after deeds, insurance, and any legal matters relating to the real estate or the personal property of the school department. In all matters involving legal procedure he may consult with the attorney retained by the school board as the legal advisor of itself and the offices of the school department. The

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6 J. B. Wynkoop, "In Defense of the Business Manager," The Nation's Schools, LIX (March, 1939), 47-49.
employment and dismissal of janitors, mechanics, day laborers, clerks, and other employees in his department naturally rests with him.  

Corse, as a result of his study of the business managers in the schools of Texas in 1940, lists twelve duties that business managers should perform as assigned by 33 per cent of the superintendents questioned. These duties were the responsibility of (1) compiling the budget, (2) keeping daily budget, (3) assessing and collecting taxes, (4) taking the census, (5) making transportation reports, (6) making high school tuition reports, (7) financing new buildings, (8) keeping insurance accounts, (9) maintenance operation, (10) keeping records that do not pertain to child accounting, (11) preparing the payrolls, (12) serving as purchasing agent as specified by the budget.  

There is a wide difference in the duties performed by business managers. This is partly because of the reluctance of boards of education and superintendents to delegate authority for the performance of these tasks and partly because of the selection of improperly trained business managers.

7 E. P. Cubberly, Public School Administration, pp. 376-377.

Gillen, in a study of schools in Texas having a high school scholastic population of three hundred or more, tabulated the replies of twenty business managers on the duties they performed as follows:

Secretary to the board of education 9
Make out monthly financial statements 18
Pay bills with board approval 19
Keep books on all funds 19
Make out the school budget 14
Procure revenue for the school 10
Prepare tax statements for mailing 7
Collect current taxes 7
Send notices on delinquent taxes 7
Secure bids and let contracts on construction of buildings 7
Estimate cost of building construction 7
Plan finance of school capital outlay 12
Plan bond issues 8
In charge of maintenance of school plant 13
In charge of school buildings and their use during and after school hours 13
In charge of janitors 11
In charge of school plant insurance 16
In charge of school buses and transportation 7
Make purchases 14
Make out school payroll 17
Bargain with labor unions 3
Audit books 4
Control all operation expenses 9

To Whom Responsible

In the beginning of school administration the superintendent of schools was generally the recognized director of the school. However, with the advent of the business manager as an administrative official, there developed a divided authority. In many schools during the last of the nineteenth century a business manager was hired before a ____________________

9Personal letter.
superintendent was obtained. Thus there developed two distinct types of school administrations, each represented by large city schools. Two of the most outstanding examples of the dual-control type were Harrisburg, Pennsylvania, and Cleveland, Ohio. Each of these systems had a superintendent who was the educational executive and a business manager who was the business executive of the schools. The unit type of school organization is that type in which one individual administers in person or directs the administration of the whole organization. In that type, the function of directing both the educational and the business departments is placed in the hands of one individual. Many studies have been made in the past comparing these two types of systems by such outstanding educators as Reeder, Heer and Marberry. In each case these men have concluded that the unit-control type is the most efficient and have recommended that this system should be adopted by all schools. It should be kept in mind, however, that these studies were made by educators and represent the opinions of professional educators. To complete the picture, Smith reports two other studies made by groups who were not composed of educators. These groups then would represent the views of the business man. Smith says:

The New York Bureau of Municipal Research made a survey several years ago of the organization administration of the public schools of Harrisburg, Pennsylvania. After a careful study of the existing system
and the state school code, the following statement was made:

"It is therefore recommended that the board include in a program of the state legislation . . . a proposal so to amend the state education law that the superintendent of the school district of Harrisburg may act as the chief executive officer of the school system. Under such a reorganization there should be an assistant superintendent in charge of business affairs and other assistant superintendents in charge of educational affairs as assigned by the superintendent of schools."

The Cleveland Board of Education recently appointed a citizen's committee of twenty-four prominent men and women to make a careful study of the administrative organization of the Cleveland schools. The committee concluded a long report to the board with the following statement:

"The Board of Education should establish, as soon as reasonably possible, single-headed executive management of the school system, preferably by setting up a commissioner of education, as outlined in the report, to have general supervision of, and responsibility for, the operation of the school system, subject to the advice and control of the Board of Education."

In general, the more recent school administration authorities have been much in accord on the proper relationship of the business manager to the superintendent. Reeder makes the following statement:

School administration may be divided into two fields—namely, educational administration and business administration. This classification is only general, however, for the line of demarcation between the two fields cannot be entirely separated; indeed no attempt should be made to separate them, because the aim of both is the same—to facilitate the giving of instruction."

From the above references it can be seen that there is a general agreement, among authorities, as to whom the business

10Smith, op. cit., p. 82.

manager should be responsible. This is not generally true in practice. An article in the *American School Board Journal* in 1928 reported:

In forty-two of the fifty-five cities in the United States having a population of more than one hundred thousand, business managers are employed by the school systems.

The United States Bureau of Education which announces this fact further says: "In nineteen of these forty-two cities, the business manager is responsible to the board of education through the superintendent of schools, and in twenty-three is directly responsible to the board. In twenty-three cities the business manager is appointed upon the recommendation of the superintendent. The supplies and equipment are purchased on the approval of the superintendent in twenty-nine of the forty-two cities.

Eighty-four of the one hundred and thirty-one cities between thirty thousand and one hundred thousand population state that they employ a business manager and in forty-two of these the office of business manager and secretary of the board are combined.

In thirty-two of the eighty-four cities the business manager is responsible to the superintendent, in thirty-two to the board and in twenty to the superintendent and board jointly. In forty-seven of the eighty-four cities, the business manager is appointed on the recommendation of the superintendent, and in fifty-eight cities supplies and equipment are purchased on the approval of the superintendent of schools.12

From this statement it is readily seen that in 1928 only half of the business managers in large cities were responsible to the superintendent. A more recent study made of selected schools in Texas seems to indicate some improvement. A survey made by Penn of ninety-two schools in Texas, fifty having business managers in 1949, showed that 38 per cent of the business managers were responsible to the superintendent;

14 per cent were responsible to the school board; and 48 per cent were responsible to both.\textsuperscript{13}

The improvement is seen in the decrease in the percentage of business managers responsible to the school board and the increase in the percentage responsible to both the superintendent and the school board.

Qualifications, Training, and Experience of Business Managers

The business manager, now recognized as a useful and necessary executive of public school administration, must meet certain qualifications in order to fill his place properly and to maintain his usefulness. The importance of the proper selection is stressed many times in the literature on public school administration. Bruce wrote in 1930:

The expediency and value of securing a trained expert in conducting the business affairs of the schools is often a saving as his salary is earned many times over in the economies which he can and does put into effect. This thought of the business manager's job is based upon the supposition that it is filled by one who not only possesses a general knowledge of business affairs but who enters into the exigencies and needs of his school system.\textsuperscript{14}

In 1932 H. L. Mills, business manager of the Houston Public Schools, gave his list of qualifications desired in business managers as follows:

\textsuperscript{13} R. T. Penn, "The Relation of the Business Manager to Public School Administration" (Unpublished Master's thesis, Department of Education, University of Texas, 1949), p. 45.

\textsuperscript{14} W. G. Bruce, "Editorial," American School Board Journal, LXXX (March, 1930), 66.
In my opinion the qualifications of a business manager are: first, he should be a man who has had some actual experience as a teacher or principal in the public schools; second, he should be a college trained man; and third, he should be a man with a general knowledge of business affairs.15

A rather long discussion of the qualifications of business managers, written by Cooper in 1929, may be summarized in the following six points: first, he should be an educated man; second, he should have an educational point of view; third, he should have special training for his job; fourth, he should be alert to progress; fifth, he should have good judgment and a sense of proportion; and sixth, he should know how to deal with the public.16

Schools are not always careful in the selection of business managers, and many mistakes have been made in the past. In 1949 Bruce again wrote an editorial stressing the importance of the right man and pointing out some of the mistakes of the past. An excerpt from the article follows:

The appointment of the business manager is, next to the selection of the superintendent of schools, the most important task of the board of education. The job deserves to be approached with the same care and the same attention to basic qualifications of the man as that of the chief executive. There can be no excuses for considering the clerical or bookkeeper type of man because he is likely to be more docile or satisfied with a low salary; it is fatal to engage a man because


16 W. J. Cooper, "The Ideal Business Manager of Schools from the Point of View of the Superintendent," The American School Board Journal, LXXVIII (June, 1929), 43-44.
he is a good note getter or a genteel failure who needs a job; it is a serious error to consider an able man whose experience has so narrowed his outlook that he cannot take his place in the administration hierarchy and assume a social-educational point of view in his work.

It seems to us that the new appointment to the school business managership must be limited: (1) to relatively young men and women; (2) to individuals with a college education; (3) to persons with five to ten years' experience in teaching business subjects, or with equal experience as an executive in industry or business; (4) to individuals with an attractive personality and with a clear indication of ability to grow in a job and to work cooperatively under the superintendent of schools. 17

A study of the qualifications desired of business managers, according to nine authorities in the field of school business administration, nineteen superintendents employing business managers, twenty-seven superintendent-business managers, and twenty-three business manager, was made by Corse in the schools of Texas in 1940. Nineteen items, established as the criteria on the qualifications, listed in order of their rank of importance were:

Knowledge of school accounting
Knowledge of purchasing school supplies
Knowledge of financing capital outlay
Knowledge of planning and constructing school buildings
Knowledge of the storage of school supplies
Business experience
Knowledge of the distribution of school supplies
Knowledge of school taxation
Knowledge of school budgeting
Knowledge of architectural service
Knowledge of cost accounting
Knowledge of school transportation
Knowledge of school bonds
Knowledge of selecting school sites

Experience as a teacher
Knowledge of school personnel
Knowledge of school management
Knowledge of the school survey
Knowledge of making the school inventory.18

According to Roberts, the things to look for in a business manager are: "(1) business training, (2) education administration training, and (3) previous service in education and in business."19

The training of business managers is not always so extensive as it should be. "Practically all," says Reeder, "have catapulted into their positions from another position in the school system or from another position in industry."20

Heer summarizes the findings of his study in 1925 in these words:

The median number of years of schooling beyond the elementary school, which these specialists have undergone, is five. Approximately one executive in three has spent four years in college. Very few of them have taken special courses in college or university courses that are calculated better to qualify them to perform the functions of school business executives.21

The present day business manager is much better trained for his position than were his predecessors. This may be because of an increasing demand for better trained personnel.

18 Corse, op. cit., p. 25.
20 Reeder, op. cit., p. 40.
In a study of the qualifications of business managers, Gillen found that forty-six of the fifty superintendents polled thought that business managers should be college graduates. In the same study twenty school business managers participated, and the returns showed that fifteen of them had college degrees, two had two years of college training, and three had no college training. From the results of this study Gillen also proposed a course of study for the professional field of school management leading to the Bachelor of Business Administration degree in Texas schools. The courses listed were: Cost Accounting, Property and Casualty Insurance, Financial Statements, Short Term Finance, School Administration and Supervision, Personnel Management, Governmental Accounting, and Public School Education in Texas. 22

Penn, in a study of the training and experience of business managers in Texas schools in 1949, found that their college training was not so good as reported by Gillen. Only 36 per cent of the fifty business managers reported having college degrees; 58 per cent had business training; 44 per cent had school experience prior to becoming business managers; and 60 per cent had prior business experience. 23

From the preceding statements it would seem that experience in schools or in business is an important stepping stone

22 Personal letter.

23 Penn, op. cit., p. 78.
to the position of school business management. This is the opinion also of many of the educators on the subject of school administration. Reeder points this out when he says:

The most prolific source of supply for such executives is the school system itself; thus, teachers, principals, and school clerks are frequently made business executives. Accountants and building contractors are also frequently given the position in question.²⁷

Practices in Hiring Business Managers

With the rapid growth of schools came the realization that it was necessary to have a capable person to manage the business affairs of the schools. With this new knowledge, it would seem that boards of education would be particularly careful in selecting the right man. Needless to say, this has not been the case in many schools. Many instances are on record showing that the boards have been very lax, often hiring incompetent managers merely because they were good bookkeepers or good friends of the board members and in need of work.

Noted educators have shown from their research in school surveys that it is more satisfactory for the school superintendent, as the chief administrative officer of the school, to select and recommend to the board the man to be elected as the business manager for the school. The next procedure should then be a proper definition of the relationship of the superintendent to the business manager. Penn, in a study

²⁷ Reeder, op. cit., p. 40.
of the relation of the business manager to the public school administration in Texas, found that only 1½ per cent of the schools gave the superintendent authority to appoint business managers; 24 per cent gave the appointive authority to the school board; and 62 per cent gave divided authority to both the superintendent and the board.\textsuperscript{25}

In general, it seems that business managers are given a one-year contract in public schools, but after they have once started as business managers they show a tendency to become permanent fixtures in the position. Probably the most common entry into the profession is as school teachers and particularly as business training teachers.

When to Employ a Business Manager

The most difficult question to answer in regard to business managers seems to be when to employ one. Many statements are to be found on this subject but they are neither convincing nor concise. Bruce, editor of \textit{The American School Board Journal}, wrote in 1930: "It has become a custom of the public school systems of this country, having attained sufficient size and importance to employ a business manager."\textsuperscript{26} Later in the article he quotes H. L. Mills, business manager of the board of education of Houston, Texas, as saying:

\textsuperscript{25}Penn, \textit{op. cit.}, p. 45.

\textsuperscript{26}W. G. Bruce, "When Should the School System Have a Business Manager?" \textit{American School Board Journal}, LXXVIII (January, 1929), 88.
Any school district in this country spending as much as $50,000 a year in its public schools should have a person in charge of its business affairs. The superintendent, if he is to be truly the educational leader of his school, must have his system upon a smoothly functioning financial plan. No superintendent can do his best work if he is forced to look after the details of purchasing and distributing of supplies, maintenance, and repair work, as well as innumerable other details that pertain to the business side of any large undertaking. It is not only unfair to the superintendent, but it is most costly to the school system and patently unjust to the pupils and to the tax payers.\(^\text{27}\)

In 1932 in the *Texas Outlook* Mills wrote:

I believe I would . . . say that any school district in this country having as many as 2,500 scholastics or spending as much as $150,000 a year in operating its public schools should have a person in charge of its business affairs.\(^\text{28}\)

No studies have been found where an effort has been made to determine when a school should employ business managers, but Monroe says:

In recent years the establishment of business positions in the schools has moved apace, and there are now few school systems, particularly among those having at least 1,000 pupils, which do not have one or more full-time business executives.\(^\text{29}\)

### Salaries of Business Managers

Salaries of business managers should be commensurate with the special qualifications, training, and experience as well as with the importance of the functions which they are

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\(^{27}\)Ibid.


expected to perform. Those who hold such positions, having been selected on a basis of qualifications, should have a secure tenure so long as they are efficient. Not all of the returns to a business manager can be measured in terms of the dollars he receives. One author aptly states this idea when he says:

The business management of city school systems affords opportunities for educational service of far-reaching implications, for life careers affording as fine professional satisfaction as any branch of teaching, and for social recognition in the community second only to the superintendent of schools. 30

Corse, in his study of the reports of twenty-three business managers, found that their median salary in 1940 was $2,750 a year. The salary range was from $1,380 to $10,000 a year. 31

In 1949 Gillen, in a study of the reports of twenty business managers, found that the mean salary was $5,320 a year and the range was from $3,000 to $9,500 a year. 32

The results of these studies would indicate that there has been a great increase in the mean salaries of business managers during the last nine years. Considering the great amount of special training required, these salary figures do not seem to represent a fair salary for these executives.

31 Corse, op. cit., p. 25.
32 Personal letter.
It is only when the proper consideration is given to the satisfaction derived from improving the conditions for the training of the boys and girls of today, who are the men and women of tomorrow, that the business manager can feel that he has been properly compensated for his efforts.
CHAPTER III

RESULTS OF THE STUDY

Securing the Data

The items of the questionnaire were compiled from those found in other studies; from texts on administration which listed the duties, qualifications and responsibilities of school business managers; and from the need for certain types of information to answer the problems of the study. A copy of the questionnaire is included in the Appendix.

The data were secured from the questionnaires which were sent to the superintendents of all accredited school systems in Texas having a high school enrollment of 150 or more and to 100 superintendents of selected, accredited school systems in Texas having a high school enrollment of fewer than 150. The names of the schools were obtained from the Texas State Department of Education bulletin, Standards and Activities of the Division of Supervision and Accreditation of School Systems, 1948-1949.¹ The names of the superintendents of the schools polled were secured from the Texas State Department of Education bulletin,

Public School Directory, 1949-1950. The letters were addressed personally to each superintendent and a self-addressed, stamped envelope was enclosed with each letter and questionnaire.

Four hundred and fifty questionnaires were mailed to superintendents and 342 were returned, which represented 76 per cent of the total. Only three of the returned questionnaires were so incomplete or inaccurate as to be unusable.

Results

The data from the questionnaires were tabulated and arranged in tables. In the first five tables the schools were arranged into five groups according to the number of scholastics in order to give a better interpretation of the present practices in employing business managers in the schools of Texas. Group one includes all schools having a scholastic population of 10,000 or more; group two includes all schools having a scholastic population from 5,000 to 9,999; group three includes all schools having a scholastic population from 2,000 to 4,999; group four includes all schools having a scholastic population from 1,000 to 1,999; and group five includes all schools having a scholastic population of fewer than 1,000.

Table 1 shows the number and percentage of schools answering the questionnaire who do and who do not have business

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### TABLE 1

NUMBER AND PERCENTAGE OF SCHOOLS ANSWERING THE QUESTIONNAIRE THAT DO AND DO NOT HAVE BUSINESS MANAGERS

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Schools</th>
<th>Have Business Managers</th>
<th>Do Not Have Business Managers</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Number</td>
<td>Percentage</td>
<td>Number</td>
</tr>
<tr>
<td>1</td>
<td>10</td>
<td>10</td>
<td>100</td>
</tr>
<tr>
<td>2</td>
<td>18</td>
<td>16</td>
<td>89</td>
</tr>
<tr>
<td>3</td>
<td>59</td>
<td>27</td>
<td>46</td>
</tr>
<tr>
<td>4</td>
<td>117</td>
<td>31</td>
<td>26.5</td>
</tr>
<tr>
<td>5</td>
<td>135</td>
<td>28</td>
<td>21</td>
</tr>
<tr>
<td>Total</td>
<td>339</td>
<td>112</td>
<td>33</td>
</tr>
</tbody>
</table>

Managers. In group one there are 10 schools, each of which has a business manager. Of the 18 schools in group two, 16, or 89 per cent, have business managers; and 2, or 11 per cent, do not have business managers. There are 59 schools in group three; 27, or 46 per cent, of them have business managers; and 32, or 54 per cent, of them do not have business managers. Thirty-one, or 26.5 per cent, of the 117 schools in group four have business managers; and 86, or 73.5 per cent, of the schools do not have business managers. In group five there are 135 schools; 28, or 21 per cent, have business managers; and 117, or 79 per cent, do not have business managers.

The largest school with a business manager had a scholastic population of 89,995. The smallest school with a business manager had a scholastic population of 4,830.
The scholastic population of the median school having a business manager was 1,900.

The largest school that did not have a business manager had a scholastic population of 5,554. The smallest school that did not have a business manager had a scholastic population of 88. The scholastic population of the median school reporting that it did not have a business manager was 1,014.

Table 2 shows the length of time the 112 schools have had a business manager. In group one all of the schools have had a business manager for more than 12 years; four have had a business manager from 13 to 24 years; and the other six have had a business manager for 25 or more years. In group two there are four schools that have had a business manager 2 years or fewer; three schools have had a business manager from 3 to 5 years; five schools have had a business manager from 6 to 12 years; two have had a business manager from 13 to 24 years; and two have had a business manager for 25 or more years. Group three had five schools that have had business managers for 2 years or fewer; six schools that have had business managers from 3 to 5 years; seven schools that have had business managers from 6 to 12 years; seven schools that have had business managers from 13 to 24 years; and two schools that have had business managers for 25 or more years. Group four had 8 schools that have had business managers for 2 years or fewer; eight schools that have had business managers
from 3 to 5 years; seven schools that have had business managers from 6 to 12 years; six schools that have had business managers from 13 to 24 years; and two schools that have had business managers for 25 years or more. Group five had eight schools that have had business managers for 2 years or fewer; six schools that have had business managers from 3 to 5 years; six schools that have had business managers from 6 to 12 years; four schools that have had business managers from 13 to 24 years; and four schools that have had business managers for 25 or more years.

**TABLE 2**

LENGTH OF TIME 112 SCHOOLS HAVE HAD A BUSINESS MANAGER

<table>
<thead>
<tr>
<th>Group</th>
<th>0-2 Years</th>
<th>3-5 Years</th>
<th>6-12 Years</th>
<th>13-24 Years</th>
<th>25 or More Years</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>***</td>
<td>***</td>
<td>***</td>
<td>4</td>
<td>6</td>
<td>10</td>
</tr>
<tr>
<td>2</td>
<td>4</td>
<td>3</td>
<td>5</td>
<td>2</td>
<td>2</td>
<td>16</td>
</tr>
<tr>
<td>3</td>
<td>5</td>
<td>6</td>
<td>7</td>
<td>7</td>
<td>2</td>
<td>27</td>
</tr>
<tr>
<td>4</td>
<td>8</td>
<td>8</td>
<td>7</td>
<td>6</td>
<td>4</td>
<td>31</td>
</tr>
<tr>
<td>5</td>
<td>8</td>
<td>6</td>
<td>6</td>
<td>4</td>
<td>4</td>
<td>28</td>
</tr>
<tr>
<td>Total</td>
<td>25</td>
<td>23</td>
<td>25</td>
<td>23</td>
<td>16</td>
<td>112</td>
</tr>
</tbody>
</table>

In the 112 schools that have business managers, twenty-five had had them for 2 years or less; twenty-three, for 3 to 5 years; twenty-five, for 6 to 12 years; twenty-three, for 13 to 24 years; and sixteen, for 25 or more years. There has been a rather rapid increase in the number of business managers in the schools of Texas during the past few years.
The range in length of time that these schools have had business managers was from one month to over 40 years. The median length of time was 10 years; and 43, or nearly 43 per cent, of the positions were created during the past five years.

Table 3 shows the number and percentage of 227 schools not having business managers that plan to have one or have had one in the past. Group one, of course, is blank, because all of the schools have business managers. Of the two schools in group two, 1 had plans to hire a business manager.

<table>
<thead>
<tr>
<th>Group</th>
<th>Number of Schools</th>
<th>Plan to Have One</th>
<th>Percentage</th>
<th>Have Had One</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>1/2</td>
<td>2</td>
<td>1</td>
<td>50</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>32</td>
<td>8</td>
<td>25</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1/4</td>
<td>86</td>
<td>7</td>
<td>8.2</td>
<td>1</td>
<td>1.2</td>
</tr>
<tr>
<td>5</td>
<td>107</td>
<td>3</td>
<td>2.8</td>
<td>1</td>
<td>.94</td>
</tr>
<tr>
<td>Total</td>
<td>227</td>
<td>19</td>
<td>3.4</td>
<td>2</td>
<td>.88</td>
</tr>
</tbody>
</table>

In group three, 8 of the 32 schools had plans to hire a business manager. In group four 7 of the 86 schools plan to hire a business manager; and in group five only 3 of the 107 schools had plans for hiring a business manager. Nineteen of the 227 schools, or 8.4 per cent, had plans for hiring a business
manager. There were two schools that have had business managers in the past; one was in group four and one in group five. This would seem to indicate that when the office of business manager is once created, it is found to be a worthwhile addition to the administrative staff of the school. It may be observed that over 25 per cent of the schools with a scholastic population of more than 2,000 have planned to hire a business manager.

Table 4 shows the number of members on the business staff of each of the 112 schools. In group one there were two schools that had 4 members on the staff and eight schools that had 5 or more staff members. In group two, there were four schools that had 1 person on the business staff; two schools that had 2 people on the business staff; three schools that had 3 people on the business staff; one school that had 4 staff members; and six schools that had 5 or more people on the business staff. Group three had four schools with 1 person on the business staff; ten schools with 2 staff members; ten schools with 3 staff members; three schools with 4 staff members; and there were no schools that had more than 4 people on the business staff. In group four there were thirteen schools with 1 person; twelve schools with 2 people; five schools with 3 people; one school with 4 people; and no school had more than 4 on its business staff. In group five there were sixteen schools with 1 person; twelve schools with 2 staff members; and no school had more
than 4 on its business staff. Thirty-seven, or almost one-third, of the schools had only 1 person on the staff; and thirty-six schools had a staff of 2.

### TABLE 4

**NUMBER OF MEMBERS ON THE BUSINESS STAFF OF EACH OF 112 SCHOOLS**

<table>
<thead>
<tr>
<th>Group</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5 or More</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>2</td>
<td>8</td>
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<tr>
<td>2</td>
<td>4</td>
<td>2</td>
<td>3</td>
<td>1</td>
<td>6</td>
</tr>
<tr>
<td>3</td>
<td>4</td>
<td>10</td>
<td>10</td>
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<td>***</td>
</tr>
<tr>
<td>4</td>
<td>12</td>
<td>12</td>
<td>5</td>
<td>1</td>
<td>***</td>
</tr>
<tr>
<td>5</td>
<td>12</td>
<td>12</td>
<td>...</td>
<td>...</td>
<td>***</td>
</tr>
<tr>
<td>Total</td>
<td>37</td>
<td>36</td>
<td>18</td>
<td>7</td>
<td>14</td>
</tr>
</tbody>
</table>

No school with a scholastic enrollment of fewer than 5,000 reported having more than 4 people on the business staff. Almost two-thirds of the schools do not have more than 2 members on the staff.

Table 5 shows the annual salaries of 112 school business managers. In group one there was 1 business manager whose salary was between $4,000 and $5,999; there were 2 whose salaries were between $6,000 and $7,999; and there were 7 whose salaries were $8,000 or more. In group two there was one business manager whose salary was between $2,000 and $3,999; there were 10 whose salaries were between $4,000 and $5,999; and 5 whose salaries were between $6,000
and $7,999. In group three there were 5 business managers whose salaries were between $2,000 and $3,999; 18 whose salaries were between $4,000 and $5,999; and 4 whose salaries were between $6,000 and $7,999. In group four there were 2 business managers whose salaries were less than $2,000; 12 with salaries between $2,000 and $3,999; 9 with salaries between $4,000 and $5,999; and 3 whose salaries were between $6,000 and $7,999. In group five, there were 2 business managers whose salaries were less than $2,000; 19 whose salaries were between $2,000 and $3,999; and 7 whose salaries were between $4,000 and $5,999.

**TABLE 5**

ANNUAL SALARIES OF 112 SCHOOL BUSINESS MANAGERS

<table>
<thead>
<tr>
<th>Group</th>
<th>Less Than $2,000</th>
<th>$2,000-$3,999</th>
<th>$4,000-$5,999</th>
<th>$6,000-$7,999</th>
<th>$8,000 Up</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td>2</td>
<td>...</td>
<td>1</td>
<td>10</td>
<td>2</td>
<td>7</td>
</tr>
<tr>
<td>3</td>
<td>...</td>
<td>5</td>
<td>18</td>
<td>4</td>
<td>...</td>
</tr>
<tr>
<td>4/5</td>
<td>2</td>
<td>12</td>
<td>9</td>
<td>3</td>
<td>...</td>
</tr>
<tr>
<td>5</td>
<td>2</td>
<td>19</td>
<td>7</td>
<td>...</td>
<td>...</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>4</td>
<td>37</td>
<td>45</td>
<td>14</td>
<td>7</td>
</tr>
</tbody>
</table>

Of the 112 business managers, 4 salaries were less than $2,000; 37 were between $2,000 and $3,999; 45 were between $4,000 and $5,999; 14 were between $6,000 and $7,999; and 7 were $8,000 or more. The range in salaries was from $1,500 to $14,000 a year. The median annual salary was $4,300.
The 7 business managers whose salaries were $8,000 or more were all in schools having 10,000 or more scholastics, and the 4 business managers whose salaries were less than $2,000 were in schools of less than 2,000 scholastics.

Table 6 shows the duties performed by 112 business managers and the number and percentage of business managers performing each duty. Eighty-one, or 72 per cent, perform the duties of tax assessor and collector and administrator of school insurance. Fifty-nine, or 53 per cent, supervise the maintenance of school property. Sixty-three business managers, or 56 per cent, act as the purchasing agent for their schools; 54, or 48 per cent, act as the finance administrator; 57, or 51 per cent, administer the budget; 70, or 62 per cent, are in charge of building bonds; and 38, or 34 per cent, make tuition reports and supervise the clerical help. Forty-three, or 38 per cent, of the business managers supervise the janitorial help; 47, or 42 per cent, supervise the transportation; and 37, or 33.3 per cent, administer the legal matters of their schools. Other duties performed by the business managers and added to the questionnaire were: business secretary, performed by 10, or 9 per cent; school census, performed by 6, or 7 per cent; cafeteria supervisor, performed by 4, or 3.6 per cent; payroll clerk, performed by 3, or 2.7 per cent; and athletic business manager, performed by 1, or .9 of 1 per cent. This table shows that there is a very great difference in the
TABLE 6
DUTIES PERFORMED BY 112 BUSINESS MANAGERS AND THE NUMBER AND PERCENTAGE PERFORMING EACH DUTY

<table>
<thead>
<tr>
<th>Duty</th>
<th>Number Performing Duty</th>
<th>Percentage Performing Duty</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tax assessor and collector</td>
<td>81</td>
<td>72.3</td>
</tr>
<tr>
<td>Maintenance of school property</td>
<td>59</td>
<td>52.7</td>
</tr>
<tr>
<td>Purchasing agent</td>
<td>63</td>
<td>56.2</td>
</tr>
<tr>
<td>Finance administrator</td>
<td>54</td>
<td>48.2</td>
</tr>
<tr>
<td>School budget</td>
<td>57</td>
<td>50.3</td>
</tr>
<tr>
<td>Building bonds</td>
<td>70</td>
<td>62.5</td>
</tr>
<tr>
<td>Tuition reports</td>
<td>38</td>
<td>33.9</td>
</tr>
<tr>
<td>Supervisor of clerical help</td>
<td>38</td>
<td>33.9</td>
</tr>
<tr>
<td>Supervisor of janitorial help</td>
<td>43</td>
<td>38.4</td>
</tr>
<tr>
<td>Supervisor of transportation</td>
<td>47</td>
<td>41.9</td>
</tr>
<tr>
<td>Administrator of legal matters</td>
<td>37</td>
<td>33.3</td>
</tr>
<tr>
<td>Administrator of school insurance</td>
<td>81</td>
<td>72.3</td>
</tr>
<tr>
<td>Others</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Business secretary</td>
<td>10</td>
<td>8.9</td>
</tr>
<tr>
<td>School census</td>
<td>8</td>
<td>7.1</td>
</tr>
<tr>
<td>Cafeteria</td>
<td>4</td>
<td>3.6</td>
</tr>
<tr>
<td>Payroll clerk</td>
<td>3</td>
<td>2.7</td>
</tr>
<tr>
<td>Athletic business manager</td>
<td>1</td>
<td>0.9</td>
</tr>
</tbody>
</table>

*Not on questionnaire.*

number of duties assigned to school business managers. Only six of the duties listed on the questionnaire were performed by more than half of the business managers and no duty was performed by as many as three-fourths of the business managers.

Table 7 shows the number and percentage of 112 business managers who were responsible to the superintendent, the board of education, or both. There were 43, or 36 per cent, of the business managers who were directly responsible to the superintendent; 18, or 16 per cent, who were responsible to the board of education only; and 51, or 45.5 per cent,
TABLE 7
NUMBER AND PERCENTAGE OF 112 BUSINESS MANAGERS RESPONSIBLE TO THE SUPERINTENDENT, THE BOARD OF EDUCATION, OR BOTH

<table>
<thead>
<tr>
<th>Responsible to</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Superintendent</td>
<td>43</td>
<td>38.4</td>
</tr>
<tr>
<td>Board of Education</td>
<td>18</td>
<td>16.1</td>
</tr>
<tr>
<td>Both</td>
<td>51</td>
<td>45.5</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>112</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

who were responsible to both the superintendent and the board of education.

Table 8 shows the amount of college education of each of the 112 business managers. There were 20 business managers, or 18 per cent, who had received their master's degree; and 27, or 24 per cent, who had received the bachelor's degree. This made a total of 47, or 41 per cent, who had degrees. There were 2, or 1.8 per cent, who had

TABLE 8
COLLEGE EDUCATION OF 112 BUSINESS MANAGERS

<table>
<thead>
<tr>
<th>College Education</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master's degree</td>
<td>20</td>
<td>17.3</td>
</tr>
<tr>
<td>Bachelor's degree</td>
<td>27</td>
<td>24.1</td>
</tr>
<tr>
<td>Four years' college</td>
<td>2</td>
<td>1.8</td>
</tr>
<tr>
<td>Three years' college</td>
<td>2</td>
<td>1.8</td>
</tr>
<tr>
<td>Two years' college</td>
<td>1½</td>
<td>12.5</td>
</tr>
<tr>
<td>One year college</td>
<td>2</td>
<td>1.8</td>
</tr>
<tr>
<td>Business college graduate</td>
<td>5</td>
<td>4.4</td>
</tr>
<tr>
<td>None</td>
<td>36</td>
<td>32.2</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>112</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>
three years of college education; 14, or 12.5 per cent, who had two years of college training; and 6, or 5.4 per cent, who had one year of college training. There were 5 business managers, or 4.4 per cent, who had graduated from business college. There were 36, or 32 per cent, who had no college education. This shows that almost a third of the business managers have had no special preparation in school for the position that they hold.

Table 9 shows the number and percentage of 112 business managers who have had and who have not had previous school experience.

<table>
<thead>
<tr>
<th>Experience</th>
<th>Number</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teacher</td>
<td>42</td>
<td>37.5</td>
</tr>
<tr>
<td>Principal</td>
<td>24</td>
<td>21.4</td>
</tr>
<tr>
<td>Superintendent</td>
<td>16</td>
<td>14.2</td>
</tr>
<tr>
<td>Business manager</td>
<td>2</td>
<td>1.8</td>
</tr>
<tr>
<td><strong>Total with experience</strong></td>
<td><strong>47</strong></td>
<td><strong>42%</strong></td>
</tr>
<tr>
<td><strong>Total without experience</strong></td>
<td><strong>65</strong></td>
<td><strong>58%</strong></td>
</tr>
</tbody>
</table>

*The apparent error is because some business managers have had experiences in two or more positions.

There were 42, or 37.5 per cent, of the business managers who had experience as teachers; 24, or 21.4 per cent, who had been principals; 16, or 14.2 per cent, who had been superintendents; and 2, or 1.8 per cent, who had been business
managers prior to their present position. Many of the business managers had previous experience in more than one field in the schools; actually 47, or 42 per cent, reported previous school experience. Sixty-five, or 58 per cent, of the business managers have had no previous school experience.

Table 10 shows the business experience that 112 business managers have had. Eighteen have been merchants; 10 have been bankers or bank clerks; 8 have been tax assessors and collectors; 8 have been bookkeepers; 7, accountants; 5, farmers; 4, salesmen; 3, mercantile business men; 3, railroad workers; 3, real estate dealers; 3, automobile dealers; 2, county clerks; 2 purchasing agents; 2, construction workers; and 2, oil company clerks. Other business experiences mentioned by only one business manager were: district attorney, cotton gin owner, district clerk, abstract business, insurance, funeral home director, city secretary, president of a business school, express agent, personnel director, cotton buyer, health worker, saw mill operator, Y. M. C. A. director, boarding house manager, federal land bank worker, light company, W. P. A. worker, law clerk, hotel elevator boy, secretary, textile business, Triple A, director of a transport company, and business manager of a university. Seventy-four business managers have had business experience, and 38 have had no business experience.
### TABLE 10

PREVIOUS BUSINESS EXPERIENCE OF 112
BUSINESS MANAGERS

<table>
<thead>
<tr>
<th>Type of Experience</th>
<th>Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Merchant</td>
<td>18</td>
</tr>
<tr>
<td>2. Banking</td>
<td>10</td>
</tr>
<tr>
<td>3. Tax assessor and collector</td>
<td>8</td>
</tr>
<tr>
<td>4. Bookkeeper</td>
<td>8</td>
</tr>
<tr>
<td>5. Accountant</td>
<td>7</td>
</tr>
<tr>
<td>6. Farmer</td>
<td>5</td>
</tr>
<tr>
<td>7. Salesman</td>
<td>4</td>
</tr>
<tr>
<td>8. Mercantile business</td>
<td>3</td>
</tr>
<tr>
<td>9. Railroad</td>
<td>3</td>
</tr>
<tr>
<td>10. Real estate</td>
<td>3</td>
</tr>
<tr>
<td>11. Automobile dealer</td>
<td>3</td>
</tr>
<tr>
<td>12. County clerk</td>
<td>2</td>
</tr>
<tr>
<td>13. Purchasing agent</td>
<td>2</td>
</tr>
<tr>
<td>14. Construction</td>
<td>2</td>
</tr>
<tr>
<td>15. Oil company</td>
<td>2</td>
</tr>
<tr>
<td>16. District attorney</td>
<td>1</td>
</tr>
<tr>
<td>17. Gin owner</td>
<td>1</td>
</tr>
<tr>
<td>18. District clerk</td>
<td>1</td>
</tr>
<tr>
<td>19. Abstract business</td>
<td>1</td>
</tr>
<tr>
<td>20. Insurance business</td>
<td>1</td>
</tr>
<tr>
<td>21. Funeral home director</td>
<td>1</td>
</tr>
<tr>
<td>22. City secretary</td>
<td>1</td>
</tr>
<tr>
<td>23. President of business school</td>
<td>1</td>
</tr>
<tr>
<td>24. Express agent</td>
<td>1</td>
</tr>
<tr>
<td>25. Personnel director</td>
<td>1</td>
</tr>
<tr>
<td>26. Cotton buyer</td>
<td>1</td>
</tr>
<tr>
<td>27. Health worker</td>
<td>1</td>
</tr>
<tr>
<td>28. Saw mill operator</td>
<td>1</td>
</tr>
<tr>
<td>29. Director of Y. M. C. A.</td>
<td>1</td>
</tr>
<tr>
<td>30. Manager of boarding house</td>
<td>1</td>
</tr>
<tr>
<td>31. Federal Land Bank</td>
<td>1</td>
</tr>
<tr>
<td>32. Light company</td>
<td>1</td>
</tr>
<tr>
<td>33. W. P. A. worker</td>
<td>1</td>
</tr>
<tr>
<td>34. Law clerk</td>
<td>1</td>
</tr>
<tr>
<td>35. Secretary</td>
<td>1</td>
</tr>
<tr>
<td>36. Hotel elevator boy</td>
<td>1</td>
</tr>
<tr>
<td>37. Textile business</td>
<td>1</td>
</tr>
<tr>
<td>38. Triple A</td>
<td>1</td>
</tr>
<tr>
<td>39. Business manager of a university</td>
<td>1</td>
</tr>
<tr>
<td>40. Director of transportation</td>
<td>1</td>
</tr>
<tr>
<td>41. No business experience</td>
<td>38</td>
</tr>
</tbody>
</table>
Table 11 shows the number and percentage of 112 business managers who were employed in the school system prior to becoming the business manager.

**TABLE 11**

**NUMBER AND PERCENTAGE OF 112 BUSINESS MANAGERS WHO WERE EMPLOYED IN THE SCHOOL SYSTEM PRIOR TO BECOMING THE BUSINESS MANAGER**

<table>
<thead>
<tr>
<th>Number Employed</th>
<th>Percentage</th>
<th>Number Not Employed</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>37</td>
<td>33.3</td>
<td>75</td>
<td>66.7</td>
</tr>
</tbody>
</table>

Thirty-seven, or 33.3 per cent, of the business managers were previously employed in the school system, and 75, or 67.7 per cent, were not previously employed in the school system.
CHAPTER IV

CONCLUSIONS AND RECOMMENDATIONS

Conclusions

1. Present practice in Texas indicates that all schools having a scholastic population of 1,900 or more should have a business manager.

2. Present practice indicates that Texas schools having a scholastic population of fewer than 1,014 should not have business managers. This leaves a range of almost a thousand scholastics in which it is still questionable whether a school should employ a business manager or not.

3. There is definitely an accelerated trend in Texas to employ more school business managers.

4. Once the office of business manager is established in a school system it almost invariably becomes a permanent part of the administrative staff of the school.

5. A school that has fewer than 5,000 scholastics does not need more than three members on the business staff.

6. The salaries of business managers are less than the salaries of school superintendents.

7. The salaries are adequate enough to demand specialized training for the position.
8. There is a definite lack of uniformity in the duties performed by and assigned to business managers.

9. There is still a division of responsibility for school business managers in Texas but this study also agrees with a trend predicted in previous studies that the condition is improving.

10. Most business managers have received some college training for the position they hold, but there are still an alarming number who have received no specialized training. This is a condition that needs to be eliminated.

11. All school business managers should have previous school experience. This is a very important part of the training that all business managers should have in order to develop the educational point of view so necessary to the proper performance of their duties.

12. The school system itself is still the most prolific single source in producing business managers.

13. Business managers are very secure in their positions as long as they perform their duties. Only 2 of the 112 had had experience in any other position than the one they now hold. This shows that business managers have only a small chance to advance from one system to another in the business management field.

14. Present practice indicates that there is no one business experience which is outstanding as a stepping stone to the school business managership. Business experience,
however, seems to be a good qualification for the position.

15. Many school business managers are selected from the local school system. This would indicate that the way to become a school business manager is to secure an education in the business field, secure experience in the business world, become a school teacher in the system of one's choice and hope that an opening occurs soon in the business manager position.

Recommendations

It is recommended that:

1. All schools in Texas, having a scholastic population of 1,900 or more, secure a business manager as a subordinate part of the administrative staff.

2. The business manager be recommended by the superintendent, subject to confirmation by the board of education.

3. The business manager be directly responsible to the superintendent and indirectly responsible to the board of education.

4. The duties and the authority of the school business manager be clearly defined in written rules and regulations adopted by the board of education.

5. A standard course of study for the preparation of business managers be set up by the colleges and universities of Texas.
6. A standard program of certification for school business managers be established by the Texas Education Commission.

7. A period of apprenticeship in the school systems of Texas be one of the requirements for certification.

8. Provisions be made in the Minimum Foundation Program for a business manager and that a minimum salary scale be established.

9. Other research studies be made to determine when a school should obtain a business manager, using as criteria such items as the total budget, and per capital expenditures.
APPENDIX

Dear Sir:

I am making a study of the duties and qualifications of business managers in the public schools of Texas.

In order to conserve your time, the accompanying questionnaire has been made as brief as possible.

Your cooperation in filling out the questionnaire and returning it promptly in the enclosed, self-addressed envelope will be greatly appreciated.

If you desire a summary of the results of this study, please check here ( ).

Thanking you, I am

Sincerely yours,

C. G. Sivells, Jr.
Questionnaire

1. School Data:
   a. Total number of scholastics: (White and Colored, Elementary and High School) ______
   b. Number of teachers ______

2. Does your school system have a business manager? Yes ___
   No ___
   a. If yes, (1) How long have you had a business manager? ___
      (2) How many people are on the management staff? ______
      (3) Salary of business manager per year: $_____
   b. If no, (1) Do you plan to employ a business manager? ___
      (2) Have you had one at some time in the past? ___

3. Check each of the following duties that is assigned to the business manager:
   a. Tax assessor and collector ___
   b. Maintenance of school property ___
   c. Purchasing agent ___
   d. Finance administrator ___
      (1) School budget ___
      (2) Building bonds ___
      (3) Tuition reports ___
   e. Supervisor of clerical help ___
   f. Supervisor of janitorial help ___
g. Supervisor of transportation ___
h. Administrator of legal matters ____

i. Administrator of school insurance ____

j. Other duties ____

4. To whom responsible:

a. Superintendent ____

b. Board of Education ____

c. Both ____

5. Training and experience:

a. College education:

(1) Number of years ____

(2) Number of business courses ____

(3) Degrees held ______________

b. Years of school experience:

(1) Teacher ____

(2) Principal ____

(3) Superintendent ____

(4) Business manager ____

c. Previous business experience: ________________________________

6. Employment practice:

a. Was the business manager previously employed in the local school system? Yes ____ No ____
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