

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by SENATOR JOSEPH C. HARDER at
Chairperson

1:30 ~~XXX~~ ~~AM~~ p.m. on TUESDAY, FEBRUARY 15, 1983 in room 254-E of the Capitol.

All members were present except:

Senator Rehorn (excused)

Committee staff present:

Mr. Ben Barrett, Legislative Research Department
Ms. Avis Swartzman, Legislative Revisor's Office
Mrs. Millie Randell, Secretary

Conferees appearing before the committee:

HB 2032 - Vocational education courses and programs, donations, gifts, grants and bequests. (Rep. Campbell)

Proponents:

Dr. Bob Severance, Director, North Central Kansas Area Vocational-Technical School, Beloit

SB 78 - An act relating to school district finance; authorizing the deposit of miscellaneous revenues in the general fund; amending K.S.A. 72-7062 and repealing the existing section. (Education)

Proponents:

Mr. John Koepke, Associate Executive Director, Kansas Association of School Boards
Mr. Kenneth Rogg, Schools for Quality Education
Dr. Jim Yonally, USD 512, Shawnee Mission

SB 174 - An act concerning the school personnel evaluation law; relating to the time for evaluation of certain employees. (Education)

Proponents:

Dr. Jerry Schreiner, Executive Director, United School Administrators

After Chairman Joseph C. Harder called the meeting to order, he recognized Representative Clifford Campbell, who explained HB 2032 by stating that the Area Vocational-Technical School at Beloit had been receiving a considerable amount of private donations which are being used for various purposes, including capital outlay. However, he continued, the school was made aware by an Attorney General's opinion that its actions were not in accord with the law. Representative Campbell then introduced Dr. Bob Severance, Director of the Vocational-Technical School at Beloit, who testified in support of HB 2032. Dr. Severance affirmed the explanation given by Representative Campbell and stated that without this bill, private donations could only be used for the conduct of programs and not for capital outlay. This bill, he iterated, would give Type 2 Vocational Schools the same privilege of receiving and using donations as is presently experienced by Type 1 Schools. Dr. Severance added that the bill also allows them to keep any moneys that have already been donated to the school.

The Chairman announced that the bill would be taken under advisement.

SB 78 - Mr. John Koepke testified on behalf on SB 78 and explained that the bill is only a short-term solution which allows flexibility to some current financial problems of school districts. (Attachment 1)

Mr. Dale Dennis, U.S.D. 501, in responding to a question posed by the Chairman, answered that the bill would not give school districts any additional budget authority.

Mr. Kenneth Rogg of Schools for Quality Education testified that he is representing some 70 rural school districts and a good portion of no-aid districts. He stated that because of the farm machinery tax exemption, the districts he represents will have substantial mill levy increases and this bill might offset part of these increases

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,
room 254-E, Statehouse, at 1:30 ~~xxx~~ p.m. on TUESDAY, FEBRUARY 15, 1983

Dr. Jim Yonally, U.S.D. 512, testified that because of a recent cutback in state aid, his district is losing 1.8 million dollars as well as additional state administrative funds. He felt that being able to deposit the interest income into the General Fund could help offset some of his district's loss of moneys. Dr. Yonally stated that the district is trying to reduce its budget as much as possible.

Mr. Onan Burnett, U.S.D. 501, affirmed Dr. Yonally's statements as a proponent of SB 78.

The Chairman announced that the hearing on SB 78 had concluded.

SB 174 - Dr. Jerry Schreiner, United School Administrators, stated that he was testifying as a proponent of SB 174 on behalf of the Kansas Association of School Boards as well as for the United School Administrators. Dr. Schreiner explained his support for extending the evaluation time from 40 to 60 days for school employees during the first two consecutive school years of employment. (Attachment 2)

The Chairman honored a request by Dr. Jerry Schreiner to distribute copies of a magazine, "Kansas: The State of Education". (Attachment 3) Dr. Schreiner stated that the magazine's purpose is to give an overview of Kansas education and that it tells people how to build better schools. Dr. Schreiner, also, distributed lapel buttons expressing "Confidence in Kansas Public Education".

When the Chairman asked the Committee's pleasure regarding HB 2032, Senator Allen moved, and Senator Montgomery seconded a motion to recommend HB 2032 favorably for passage, and the motion carried.

In response to the Chairman's call for action on SB 78, Senator Warren moved, and Senator Winter seconded the motion to recommend SB 78 favorably for passage, and the motion carried.

When the Chairman inquired if the Committee wished to act upon SB 174, Senator Montgomery moved, and Senator Warren seconded a motion to recommend SB 174 favorably for passage, and the motion carried.

Senator Bogina then moved, and Senator Parrish seconded a motion to approve minutes of the February 9 Committee meeting, and the motion carried.

The Chairman adjourned the meeting at 2:30 p.m.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: February 15, 1983

GUEST LIST

NAME

ADDRESS

ORGANIZATION

Jim Yonally	Shawnee Mission	USD #512
John Koepke	Topeka	K.A.S.B.
Ken Rogg	Paula	S Q E
Vicky Wile	Lawrence	Ken Winter
Oran Bennett	Topeka	USD 501 #

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: February 15, 1983

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
<i>A.W. Smith</i>	<i>Wichita</i>	<i>USH. 259</i>
<i>M D MCKENNEY</i>	<i>TOPEKA</i>	<i>United School Administrators</i>
<i>Bob Swamee</i>	<i>Benoit</i>	<i>NCR-DO TECH</i>
<i>Clifford V Campbell</i>	<i>Beloit</i>	<i>Rep. 106</i>
<i>Jerry Schreier</i>	<i>Topeka</i>	<i>USA</i>

KANSAS
ASSOCIATION



OF
SCHOOL
BOARDS

5401 S. W. 7th Avenue Topeka, Kansas 66606
913-273-3600

Testimony on S.B. 78

by

John W. Koepke, Associate Executive Director
Kansas Association of School Boards

Mr. Chairman and members of the Committee, we appreciate the opportunity to express our support for a bill which will assist school districts in providing flexibility to deal with the financial problems which plague all units of government in Kansas in these uncertain times. S.B. 78 would allow school districts for the remainder of this fiscal year and for the next fiscal year to deposit interest income in the school district general fund.

While we do not believe, as a general rule that it is sound fiscal practice to depend on interest income to fund school district general fund budgets, these are extraordinary times. For many school districts, the use of interest income will allow them to deal with the shortfalls in school district budgets occasioned by the allotment system which was instituted on January 1. As a short term solution, we believe that this practice has merit.

By using interest income to meet revenue shortfalls, rather than drawing down the district carryover, future property tax increases can be alleviated by local boards of education. We appreciate your rapid and favorable consideration of this measure, so that school districts can proceed with their fiscal planning for the remainder of this fiscal year and next. Thank you for the opportunity of presenting our views.

2/15
Attachment 1



UNITED SCHOOL ADMINISTRATORS OF KANSAS

1906 EAST 29TH

TOPEKA, KANSAS 66605

913-267-1471

JERRY O. SCHREINER
EXECUTIVE DIRECTOR

M.D. "MAC" MCKENNEY
ASSOCIATE EXECUTIVE DIRECTOR

TO: Senate Education Committee
FROM: Jerry O. Schreiner, Executive Director
DATE: February 15, 1983
SUBJECT: SB 174 - Evaluation of Personnel

The United School Administrators and the Kansas Association of School Boards support the amendment to the school personnel evaluation law as proposed in SB 174.

At the present time, the law provides that "each employee in the first two consecutive school years of employment shall be evaluated at least one time per semester not later than the 40th school day of the semester."

School administrators feel that the law should be amended to provide that employees would be evaluated not "later than the 60th school day of the semester." This change would allow beginning teachers more time to adjust to the school system and to make needed improvements. This time extension would also allow school administrators to conduct better evaluations of individual teachers, especially if there are several new teachers to be evaluated.

We respectfully request that you report SB 174 favorably for passage.

dm

2/15
Attachment 2

Kansas: **The State of Education**



Confidence in Kansas Public Education Task Force 1983

Dear Kansan:

You have been selected to receive this copy of KANSAS: THE STATE OF EDUCATION. We encourage you to read it and, then, to share this information with your friends and neighbors who respect your views and opinions.

The Confidence in Kansas Public Education Task Force, a coalition of the major education and public organizations in our state, is proud of our public schools and our students. We wish to share this pride with you and your community. We also wish to reaffirm our efforts to continue with the fine educational system in Kansas and to improve the quality of educational opportunities offered to every child.

Thank you for your kind attention and sharing of this publication.

Yours truly,

*CONFIDENCE IN KANSAS PUBLIC
EDUCATION TASK FORCE*



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Kansas: The State of Education

Preface

This publication, *Kansas: The State of Education*, is a product of the newly created Confidence in Kansas Public Education Task Force, a growing coalition of organizations dedicated to preserving and improving free and equal, quality public education for all in this state.

Member organizations include:

- Kansas Association of Area Vocational-Technical Schools (KAVTS)
- Kansas Association of Community Colleges (KACC)
- Kansas Association of School Boards (KASB)
- Kansas Congress of Parents and Teachers (PTA)
- Kansas Department of Economic Development (KDED)
- Kansas-National Education Association (K-NEA)
- Kansas School Public Relations Association (KanSPRA)
- Kansas State Board of Education (KSBE)
- Kansas State Department of Education (KSDE)
- Kansas State High School Activities Association (KSHSAA)
- United School Administrators of Kansas (USA).

The purpose of the Task Force and this publication is to increase public awareness of the positive aspects of public education in Kansas, while recognizing the need for constant improvement.

Introduction

Education has always been a popular subject for debate. Some of the issues date back to ancient Greece, the model on which Western education is based. Should the poor and lowly be educated, as well as the rich and noble? Should girls, as well as boys, be educated? Should the emphasis be on reading, writing and arithmetic or on philosophy and rhetoric? Which is better — to learn by doing or to learn by memorization? And what about discipline? Is it true that children are born into sin so that it is necessary literally to “beat the devil out of them” before learning can take place?

The list goes on. Some of these issues may never be resolved. Even today there are those who

disagree over whether or not all Americans should have equal access to free, quality public schools. The Confidence in Kansas Public Education Task Force believes they must. With this in mind, we are dedicated to increasing public confidence in education in Kansas and, at the same time, recognizing the need for constant improvement.

One of the virtues of public education in the United States has always been that the public is free to criticize it. Currently, the debate involves religion, patriotism, the “basics,” drug abuse, discipline and taxes. Some believe we should “go back to the good old days” when religion and love of country were stressed and the rest of the curriculum was devoted to the three R’s “taught to the tune of a hickory stick.”

The majority of Americans, however, are happy with the public schools. In recent public opinion polling, Emporia State University found that 56 percent of Kansans give their public schools a grade of A or B, with 81 percent giving them a C or better.

Regardless of their satisfaction with the system, few Kansans would disagree that public education can and must continue to improve. “It could not be otherwise,” wrote James H. Sutton in the May 5, 1982, issue of *Education Week*, “because free public education was never designed to deliver quantity with quality. It was designed to deliver equity ... to provide every child with a chance to obtain an education ... We are the first nation in the history of the



world to give everyone a chance for an education. No critic can demean or deny the significance of this achievement."

Quantity vs. quality vs. equity — what does this really mean in terms of public education's capabilities? Can we reasonably expect all three from our schools? The Confidence in Kansas Public Education Task Force believes we can. In fact, our firm belief in the system has led to the birth of our motto, "Kansas Public Schools: No Better Place to Learn."

Public education in the United States has experienced many growing pains since its beginnings in 1647 when Massachusetts required both public elementary and secondary schools. The same is true of this state's education system. The family tree of Kansas public education has its roots in Council Grove, where the first free school for white children of government employees, traders and others along the Santa Fe Trail was established in 1851. It was not until the 1870's, however, that many log and sod schools appeared in Kansas.

For many years conditions were frightful. Few schools had out-houses. In many districts, livestock lived better than students. To

become a teacher, all you had to do was write your name, read a paragraph from a newspaper and answer an oral question or two. It took five years of faithful, faultless service to merit a 25-cent-a-week raise. High schools and libraries were a thing of the future. So were special programs for the handicapped, the gifted and the deprived. Financing was almost non-existent.

By 1876, the number of public school districts in Kansas had grown to 9,284. This enormous number of small districts was created with the idea that every student could walk to school.

After the turn of the century, the state began to take a more active role in public education. Junior high and high schools, community colleges and vocational-technical schools were established. Legislation dealing with school libraries and other enrichment programs was passed. The first state financial aid began with \$2.1 million in 1937-38.

Following World War II, financial aid was increased; school districts were consolidated (today there are 306); college degree requirements for teacher certification were set; and, by constitutional amendment, a lay State Board of

Education was established.

Probably the most profound changes in American public education since colonial days have occurred in recent years. Kansas has been a significant factor in the changing status of American education. In 1954, with the United States Supreme Court decision in *Brown v. The Topeka Board of Education*, desegregation began. Schools segregated by race were declared unequal and, therefore, unconstitutional.

For some time, Kansas has tried to educate all its children, including the less fortunate. As early as 1949, Kansas educators recognized the need for special programs for the handicapped and gifted student. But it was not until recent decades that much was known about educating children with mental, physical and emotional handicaps as well as the gifted. Public Law 94-142, mandating special education, marked a turning point for public education in the United States. As of October 1, 1977, services must be provided for all students, regardless of the type or severity of impairment — whether it is physical, mental or emotional.



Buzzard Roost school, near Jennings, Decatur county had a larger enrollment than most of its contemporaries in the area.

The System: How It Works

In 1966, Kansas voters amended the State Constitution, approving a new Article 6, which established an elected rather than appointed State Board of Education. Voters elect one board member from each of ten districts throughout the state. Members serve four-year terms, with five members being elected every two years. The Board, in turn, appoints a Commissioner of Education.

The State Board of Education is directly responsible to the voters. The governor and the legislature exercise indirect control over the board through the budget.

All public elementary, secondary, vocational-technical schools and community colleges are under the supervision of the State Board of Education. The state is divided into 306 unified school districts including Ft. Leavenworth, each operating under the same

set of statutes. The state's public education system also includes 13 area vocational-technical schools and one vocational division attached to a community college; 19 community colleges; Kansas State School for the Deaf; and Kansas State School for the Visually Handicapped.

Public higher education in Kansas state universities is the responsibility of the State Board of Regents, a nine-member board appointed by the governor. Its authority covers the six four-year universities principally financed by state public funds.

In 1965, the legislature enacted a law providing for a state system of community colleges. Currently, there are 19 community colleges in Kansas, providing a wide range of two-year programs.

Presently, student population in these schools is changing. The

number of students from the traditional 17 to 24-year-old age bracket is decreasing, while the number of adults in the over-24 category is increasing.

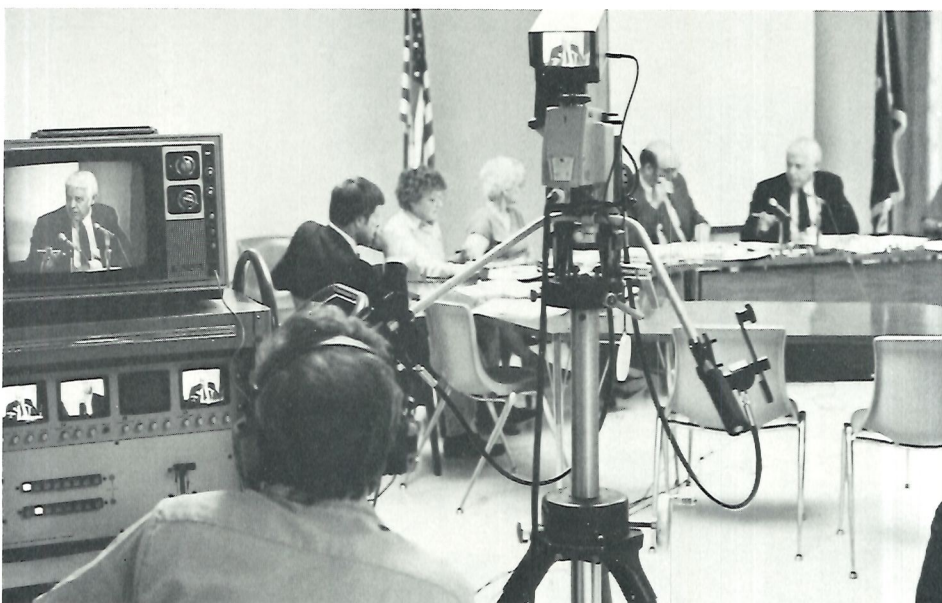
Community colleges are financed through a combination of tuition, state and local funds, and some minor federal support, with increased emphasis on state support.

With the 1966 legislation, the State Department of Vocational Education was merged with the State Department of Public Instruction. The merger resulted in the State Department of Education under the direction of a new State Board of Education whose members are now elected rather than appointed by the governor.

Vocational education is one of the fastest growing areas of education. In Kansas, these programs are designed to meet the occupational and skill needs of individuals and of private industry. Like community colleges, the enrollment trend is toward an increasing percentage of adults.

The State Department of Education also monitors proprietary schools operating or recruiting students in the state. These privately owned business or trade schools offer more than 200 programs preparing graduates for a broad range of careers. These schools depend entirely on tuition and fees for financial support.

Community education programs are now available in about 100 Kansas communities. These programs offer courses designed for the specific interests of the residents. Considering that approxi-



mately 50 percent of the Kansas population does not have children in school, these programs are important because they increase interest in and awareness of education.

Local control of public education has a long history in Kansas. The state provides supervision, basic financing and related resources as well as general guidelines. Educational policies and operational matters are left to the local districts.

Even though the Kansas Constitution provides for local school districts, it was not until the Unification Act of 1963 that there was some standardization of school districts. Now, all schools in a particular district, kindergarten through twelfth grade, come under the control of one school board. There are presently 306 unified school districts in Kansas, controlled by 306 boards of education, with seven members each.

Local boards are responsible for the quality of educational services available in their communities. They select their own textbooks and teaching materials, determine what is taught, establish graduation requirements and hire their own staffs. Among other matters, board members deal with budgets, curriculum, student-employee-community relations, staff evaluations, and teacher contract negotiations.

To serve on the local board an interested patron must be a qualified voter of the school district and the board member election district for which he is seeking office. Board members serve four-year terms and do not receive any payment for their services.

From the State Board of Education to the local school districts, Kansas educators and administrators have one major goal in mind — providing the best possible education for every student in the state.



Kansas Public Schools: No Better Place to Learn

The first day of school arrives. The long-awaited — but somewhat uncertain — experience begins. From the very first time a child enters school until his graduation, he has his own hopes and expectations about what will take place during the next twelve years.

It is true that throughout his formal education, each child will be exposed to all of the skills and information he needs to live a productive life; but, exposure and acceptance are two different things. Will the child accept what is presented to him? Or will he fail to see the importance of learning and grow disinterested in what school has to offer?

This is the challenge facing Kansas educators — to motivate and nurture young minds, to create a desire to learn. In short, to *reach* each and every student.

Kansas schools believe in the success of each child. This is reflected in the courses offered. Traditional programs are combined with new ideas to make reading, language arts, math and social science “real” — to help each student understand how these skills are part of daily life. In addition, students are encouraged to develop individual talents through after-school and extracurricular activities, ranging from clubs to sports to social events.

Innovative approaches to the arts, to vocational training, to the education of the handicapped and gifted and to keeping potential dropouts in school have broadened the scope of education in Kansas. A closer look at what goes on in the classroom

from kindergarten through twelfth grade shows that truly there is no better place to learn than Kansas public schools.

Elementary Education

The first years of education are devoted primarily to the basics — reading, writing, language usage and development, math and social sciences. What’s really exciting is watching each child as he begins to build a foundation of skills that he will continue to use the rest of his life.

Reading instruction builds on the skills a child learns in the home. This begins with letter recognition and proceeds to phonics and sight word development used to associate correct sounds with letters and combinations of letters.

Once a child learns to pronounce and recognize words, he begins to attach meaning to the written language. This, in turn,

results in understanding what he reads.

Elementary teachers know that developing a love for reading opens the door to endless new experiences. Through their enthusiasm and encouragement, classroom teachers have designed innovative programs to promote reading outside of the classroom. These vary from bookworm clubs to special certificates or buttons to interschool reading competitions. Often, these programs help a child discover the world contained in books and stimulate a lasting love for reading.

Arithmetic in the elementary grades begins the long journey through the world of mathematics, a world of equations and formulas which, in turn, leads to such accomplishments as putting a man on the moon. The major goal in early grades is that each child learns addition, subtraction, multiplication and division so that he can solve problems relating to real life situations.

Teaching math begins in kindergarten with counting, place value and some addition and subtraction of whole numbers. By the end of sixth grade, students should know the four basic operations as well as fractions and decimals, estimation, measurement, geometry, graphing, problem solving, and other skills such as finding averages, ratios, percents and working with integers and probability.

Innovative programs at each grade level encourage both accuracy and speed. Becoming the class mathematician, a member of the multiplication 60-second club, or the Around the



World Champion are a few specific examples of such programs. Increasing numbers of elementary Kansas schools also have microcomputer programs designed to motivate and guide students in math.

Language development in the elementary public schools emphasizes proper English, spelling and creative writing. Sentence structure and word usage begin in kindergarten. First grade introduces the parts of speech, and from then on students learn both written and oral communications skills.

These language arts skills play an important part in every area of the elementary curriculum. Children are taught not only how to punctuate, capitalize, abbreviate and hyphenate, but also how to use the telephone correctly, how to introduce people, and how to use a variety of reference materials.

Social and scientific concepts and skills go beyond facts and figures. Social studies guide youngsters on journeys to other countries, revealing civilizations and cultures where not only nuclear energy but also the simple processes involved in land conservation are yet to be discovered. Within our own communities, students learn about people, careers and governmental systems.

Observation and experimentation demonstrate that scientific knowledge is ever-changing. In Kansas, public school children are taught to control variables, interpret data, formulate hypotheses, define operationally and experiment in order to solve problems. These processes help children understand plant and animal survival on this planet.

Kansas elementary public schools focus on the basics. Yet,

there is also room for stimulating experiences in art, vocal and instrumental music, foreign language, physical education and hobbies. Elementary education strives to appeal to every child's ability, every specific need and concern, with enough time out to soothe a broken heart or laugh with a delighted child.

Secondary Education

Secondary education in Kansas builds on the firm foundation laid by teachers in earlier grades. The primary focus continues to strengthen basic skills. Courses in reading, math, language arts, science and social studies stress the applications of skills necessary for success in adult life. In addition, many other programs are offered to meet individual needs of students and their particular goals for career and vocational training.



Junior Highs and Middle Schools

Junior highs and middle schools bridge the gap between the elementary program for younger children and the subject-centered program of the high school.

At one time, there were no middle level schools of any kind in the United States. Most school districts had eight years of elementary school followed by four years of secondary grades. In the 1920's the concept of separate junior high schools for grades seven, eight and nine began to gain in popularity. From a modest beginning, the number of junior high schools grew from 55 in 1920 to 6,600 in 1964.

Junior high students enjoy a more flexible schedule than younger children. Instead of the one-teacher-one-classroom pattern of the elementary grades, students meet six or more classes a day, with different teachers trained in specific subject matter areas. Of these classes, some are

required such as math, science, English and history. Others are elective and include such options as vocal music, band, orchestra, art, foreign language, typing and driver's education. These classes let a student explore individual areas of interest without neglecting the "basic" education.

Academics and activities are planned to make the transition from elementary to high school a smooth one.

The number of middle schools in Kansas, which may include grades five, six, seven, eight and nine, has increased dramatically in the past six years — a 400 percent increase from 16 in 1976 to 80 in 1982.

Although the same subject matter is taught, many middle school classes have a different structure from junior high classes. Team teaching, or interdisciplinary teaching, uses teachers from different departments to coordinate a specific lesson. The English and history teachers might plan a

section on the Civil War, for example, with the English teachers presenting literature from the period and the history department the facts and events of the time.

Advisor base or teacher-advisor programs assign each child an advisor, someone on the staff the student can turn to for help in academics or personal situations.

Exploratory-activities programs support basic classroom work by developing personal interests and talents. They also encourage students to become involved in making decisions and developing leadership.

Both junior highs and middle schools in Kansas meet the educational and social needs of their students with a variety of well-planned courses and activities. By strengthening basic knowledge and skills, these middle grades prepare students for the new freedom of choice they will experience in high school.

High School

Entering high school is a big step for teenagers. They know that the next three or four years are the last of a mandatory formal education. Often, this is the turning point for a teenager — the point at which he decides to continue school beyond graduation or to end his days in the classroom.

Regardless of his decision, it is very important that each student uses this time to sharpen his skills as much as possible. Kansas high schools strive to prepare teenagers for the future with some required basic courses and other elective classes. The wide variety is designed to meet all of the individual needs and talents of Kansas high school students.

As in earlier grades, reading continues to be emphasized, with improved vocabulary and understanding a constant goal. Teachers work in small groups and individually with students who have problems in this area. Also, many districts have special courses and reading labs to improve reading skills.



Writing is another area of concentration. Good grammar and techniques for good writing head the list in many language arts programs. In addition, Kansas teachers use literature to give students a background in our culture and history. Also, literature demonstrates firsthand the importance and beauty of clearly expressing ideas through the written word.

Math classes emphasize both computational and problem-solving skills. Many Kansas schools have developed programs to allow students to progress at their own rate. Recently, computers have been added to the curriculum and are used to improve skills and to develop thinking and logic. Many Kansas school districts believe that computer knowledge will be a "basic" in the future. Therefore, there are new courses being added in computer programming and application.

Science classes take a laboratory and discovery approach. Students, both college and non-college bound, are required to take courses that offer an understanding of the physical world. Hands-on experience in fields such as biology is typical of most science programs. Certain districts around the state also use high school students to present special topics to elementary students. This increases motivation and competence for the high school students and creates a special excitement and desire for learning among elementary students.

One major difference between the elementary curriculum and the secondary curriculum is the choice given to students. Gradually, through middle levels, students have more and more opportunities to select areas of interest for their study. Drama and debate expose the students to public performance and competition. Foreign language opens the door to a second or third language and an understanding of other lifestyles and cultures. Business courses prepare many

students for job entry immediately following graduation and for vocational schools or college. Practical arts such as tailoring, food preparation, child development and care are often popular. Health and physical education are required, with advanced offerings as electives. Within these programs, students learn nutrition, first aid, physical conditioning and general good mental and physical health habits.

Art education classes let students explore and build skills in such diverse areas as glass blowing, photography, drawing and painting, weaving and textiles, jewelry, sculpture and graphic arts. Special arts festivals and workshops are also popular.

Music students have many options, such as instruction and participation in choral groups, orchestra and band. Independent study in both art and music is available in many Kansas high schools.

In addition to maintaining a strong foundation in the basics, most school districts in Kansas also provide career education. From kindergarten through twelfth grade, students observe the roles of workers in their community,

develop their own self-identity, and explore their individual interests and abilities related to a career field. Students also examine the job application process, interviewing techniques and general preparation necessary for entering the job market.

Sophisticated learning materials are being developed nationwide for career education. At the kindergarten level, a child may work with puzzles and games to learn about helpers in his neighborhood. By the ninth or tenth grade, the student will have had the opportunity to pinpoint his specific interests and abilities. Students in Kansas public school classrooms also have access to current employment opportunities, career interest areas and post-secondary educational institutions through the use of the *Kansas Careers* microcomputer program and other computer systems, such as the GUIDANCE INFORMATION SYSTEM.

The goal of these career education activities, along with basic skills learning, is to provide the Kansas public school student with the best possible chance for both personal fulfillment and career success.



Special Services

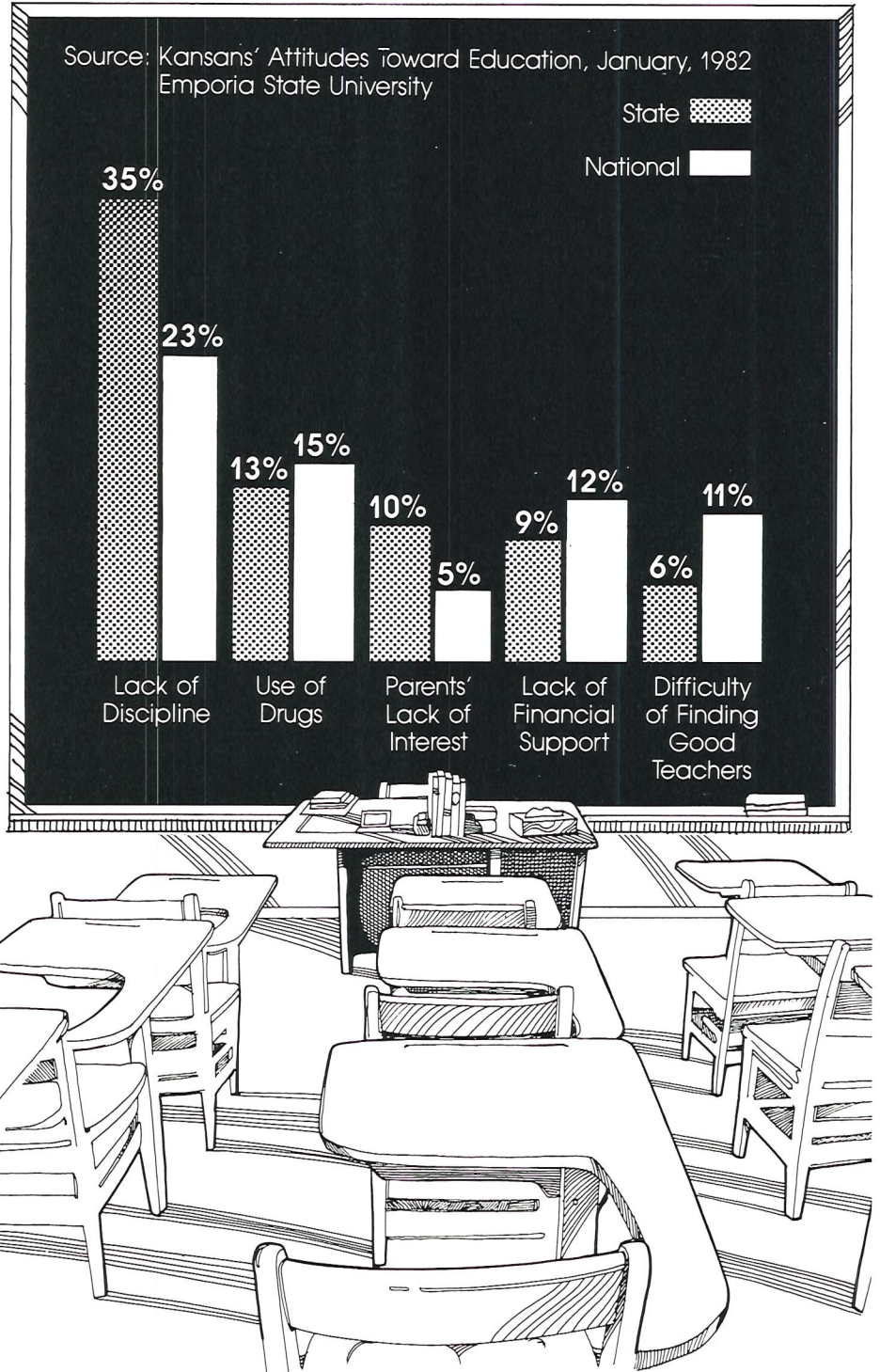
In examining the elementary and secondary curriculum, you cannot overlook the supportive areas and services that are vital to the success of Kansas public education. These support areas include library media, guidance and counseling, discipline, drug education and special education.

The library media center has become a classroom partner in the education of all elementary and secondary students. Teachers and students use the center for special projects and for gaining depth and understanding of required materials. Video tape, films, slides and recordings are an increasingly important part of classroom learning. Staff members use these facilities and techniques and also allow students to produce their own audio visual materials. This improves learning and gives students the chance to apply what they have learned while organizing materials for their own presentation.

Guidance and counseling work hand in hand with the curriculum in Kansas public schools. Counselors have particular responsibility for helping students in the areas of personal and social growth and academic and career planning. Counselors help students to better understand and accept themselves, to develop problem-solving and decision-making skills, to develop respecting and effective relationships with others, to develop and achieve realistic educational goals and to develop career plans. Parents may also receive help from counselors in understanding students' educational needs and goals and in developing effective educational programs.

In Kansas, approximately 40 school districts have elementary school counselors, approximately 200 school districts have junior high or middle school counselors, and all school districts are required to have high school counselors who provide services to

Areas of Public Concern



students, parents, teachers and administrators.

Discipline, according to Gallup findings, consistently ranks highest on the list of perceived problems in public schools. Not surprisingly, Kansans reflect many of these same concerns. The issue of discipline, however, is difficult to address because the school system is confronted not only with actual problems, but also with individuals' perceptions of them.

Those outside the Kansas public school system may not realize that problems often associated with public education may be exaggerated. Thus, correcting the public's impressions of the problem is as important as correcting the actual problems.

As a first step, Kansas school districts are developing plans to:

- Define current discipline problems from information both from within and without the school districts.
- Establish a philosophy of discipline.
- Develop a comprehensive training program for teachers.
- Analyze and refine current disciplinary procedures and practices such as in-house suspensions and assertive discipline techniques.
- Identify and define alternative programs.
- Develop an effective system for monitoring and evaluating student discipline.

To meet these goals, there are many school-based workshops for

teachers and others in the area of discipline. Also, school districts are trying to open up communications with parents and expand ties with social and community agencies involved in the care of children so that they can better identify and serve youngsters with problems that could lead to disruptive behavior in the classroom.

Developing new programs, however, is only one phase to improved student discipline. School districts also need to correct false stereotypes about Kansas schools and to assure the public that Kansas schools are safe and effective places to learn.

Closely related to the public's concern about student behavior



Assertive Discipline

As a response to the public's concern about student discipline, Kansas public schools are taking part in a program known as Assertive Discipline.

This program is designed to help teachers and administrators deal with student discipline problems. It identifies and illustrates what assertive teachers do to avoid discipline problems.

During the 1981-82 school year, a total of 3,228 teachers and administrators of Kansas schools participated in this workshop. To date, 11 Kansas

districts have used this program for their entire teaching and administrative staff and approximately 20 more have already scheduled the program for early in the 1982-83 school year.

Assertive Discipline is but one of 14 inservice or staff development programs offered to teachers and administrators to keep their skills and knowledge current and in tune with changing conditions and roles in education in Kansas.

A Kansas-based educational consulting and publishing firm has made available to Kansas

educators another program known as Positive Student Discipline. Since August 1, 1981, its staff has worked with 1,813 teachers and administrators to improve student discipline and motivation.

The consulting fees paid to these firms and organizations represent a significant commitment and investment of school district resources in an attempt to provide quality education in a quality atmosphere for teaching and learning.

and discipline is the issue of drug abuse. There are two major difficulties surrounding drug abuse—identifying the extent of drug and alcohol use among students and working with the legal aspects of the issue.

Throughout Kansas public schools, a variety of programs has been implemented. The common goal is to provide students of all ages with necessary information to avoid the often tragic effects of drug and alcohol abuse. These programs include:

- Training teachers and other personnel to recognize the symptoms of drug abuse and to confront these problems in the classroom.
- Working closely with community agencies that deal with drug abuse.
- Providing drug and alcohol awareness activities for students.
- Developing district-wide programs aimed at reducing the risks of drug abuse. Drug abuse programs such as these emphasize not only information, but also provide opportunities for the student to develop coping and decision-making skills.

As Kansas school districts

continue to address the problem of drug abuse and as more accurate information becomes available, the school system expects a marked improvement in this area of concern.

Special Education

About 12 percent of Kansas children are served by special education. This includes programs designed for the gifted student as well as the less fortunate. Some are placed in regular classrooms most of the day and meet with their special education teachers at a scheduled time. Those with more severe handicaps may be placed with special education teachers all or most of the day.

The local school districts make every effort to see that children's needs are met. Each year, Count-Your-Kid-In clinics are held throughout the state. At these free clinics, children from infancy to age 21 are screened and referred for services if they are needed. When districts find handicapped children, they prepare programs for them. Because of teacher shortage in these specialized fields, districts cannot always find the teachers they need. In that case, they use the services of other districts or those of state and

private agencies. Children are served by their local schools until they complete their high school education or until they reach the age of 21.

The education of a handicapped child costs more than that of the average child. Nonetheless, the money is wisely spent. It costs less to educate handicapped children in local schools than in institutions. About nine out of every ten children who receive special education training become self supporting and grow up to be taxpaying citizens. In the long run, the dollars spent for special education pay off.

Vocational Education

Vocational education is designed to prepare students for a specific career. Vocational education programs can be classified into seven broad categories. The first of these is trade and industry, with courses such as welding, auto mechanics, drafting, commercial art, graphic arts and cosmetology.

Technical training programs qualify a graduate for employment in direct support of professional personnel such as a doctor, engineer or scientist.

Agriculture courses meet the ever-changing needs of our state's

major industry. Some of the programs offered include agribusiness technology, chemical technology, farm equipment mechanics, farm and ranch management, feeds and feeding, nursery management, landscaping, ornamental horticulture and production agriculture.

Distributive occupation courses cover retail selling, business organization, marketing functions, advertising, display, fashion merchandising, customer service, human relations, personality

development and hotel-motel operations.

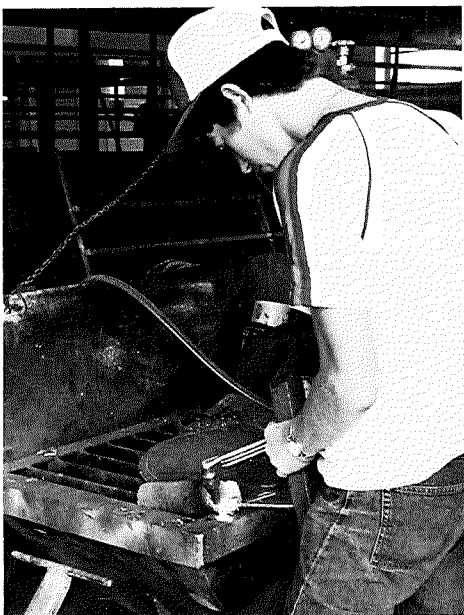
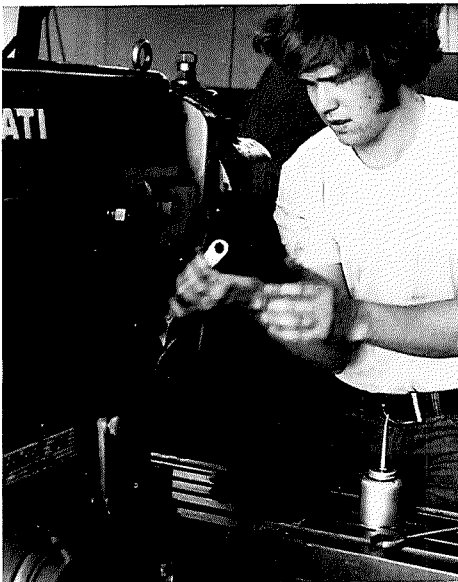
Business and office occupations prepare the student for such careers as secretaries, data processors, stenographers, computer programmers, accountants, key punch operators and other office and business-related jobs.

Health occupation programs such as practical nursing, dental assistant and technician, medical lab assistant, operating room technician, mental retardation assistant and nurse's aide are

available.

Home economics focuses on family-oriented programs such as consumer education, family living, child development, home management, housing, nutrition and foods, and clothing.

Approved vocational-technical programs must maintain regular follow-up information on their graduates. This data helps determine the effectiveness of the training program and justifies its operation.



Activities

Activities are an integral part of the total curriculum of Kansas schools. A strong activities program can and should complement a school's academic program. A well-balanced activities program provides the opportunity for physical, social and emotional development. The academic program teaches the three R's. The activities program teaches responsibility, the fourth R. Responsibility is learned through dedication, discipline and determination.

In 1979, the Kansas State High School Activities Association (KSHSAA) surveyed Kansas secondary administrators to determine what percentage of dropouts had been involved in activities. The results were startling! Of the 7,023 dropouts in 1978-79, only 6 percent were involved in activities.

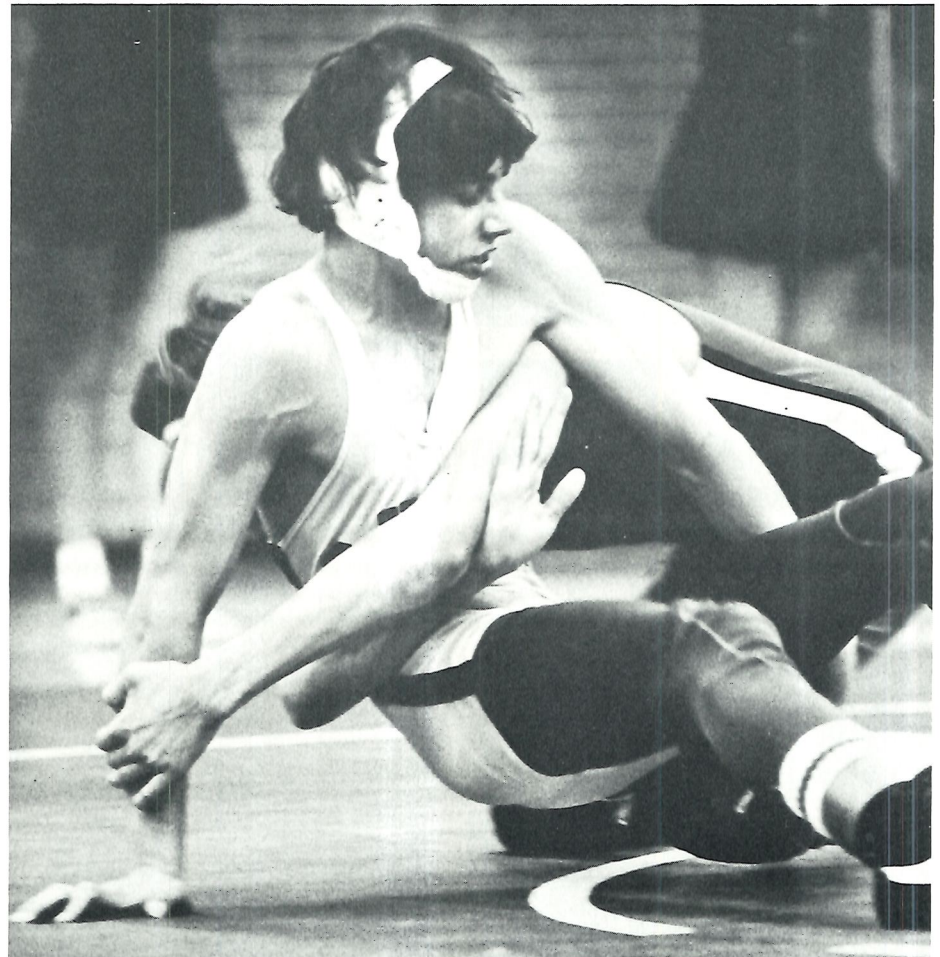
Participation in school activities includes all students without regard to sex, race or creed and teaches it is a privilege and an honor to represent one's school. Youngsters learn to accept success and failure, gain poise and confidence, achieve tolerance and understanding of others and gain the self-satisfaction of accomplishing goals.

A wide spectrum of activities is provided for those students at the secondary level who meet eligibility requirements and scholastic standards. Leadership and citizenship experiences are learned through Student Council and the Kansas Association for Youth (Kays and Kayettes). These two groups encourage young people to become involved in voluntary activities to improve the school and community.

Academic activities such as debate, drama, forensics and music are extensions of the classroom. Young people involved in these activities further develop their talents and an appreciation of the arts. They also prepare some students for their future profession.

Sports activities for both boys and girls encourage students to develop the highest standards of health and sportsmanship. They also learn the importance of self-discipline.

It is through the activities program that thousands of students are encouraged to remain in school. Often, academic goals are reached because young people have entered into meaningful experiences with their fellow students through activities.



Testing and Achievement

Each year college-bound students take tests that are designed to indicate their preparedness for college. Two of these exams most commonly taken by Kansas juniors and seniors are the American College Testing Assessment (ACT) and the Preliminary Scholastic Aptitude Test/National Merit Student Qualifying Test (PSAT/NMSQT).

About 50 percent of Kansas seniors take the ACT Assessment each year. The ACT Assessment has tests in four subject matter areas: English, math, social studies and natural sciences. For each of the four tests, the number of correct answers is the raw score. Raw scores are converted to standard scores on a scale ranging from 1 (low) to 36 (high). The composite score is the average of the combined standard scores on the four tests.

For the last ten years, the Kansas average ACT scores in all four tests have been higher than the national average ACT scores. The average ACT math scores for both Kansas and the nation have gradually declined for the last ten years.

Approximately 25 to 30 percent of Kansas juniors take the PSAT/NMSQT each year. The PSAT/NMSQT includes verbal and mathematics tests. The standard scores are on a scale which ranges from 20 (low) to 80 (high).

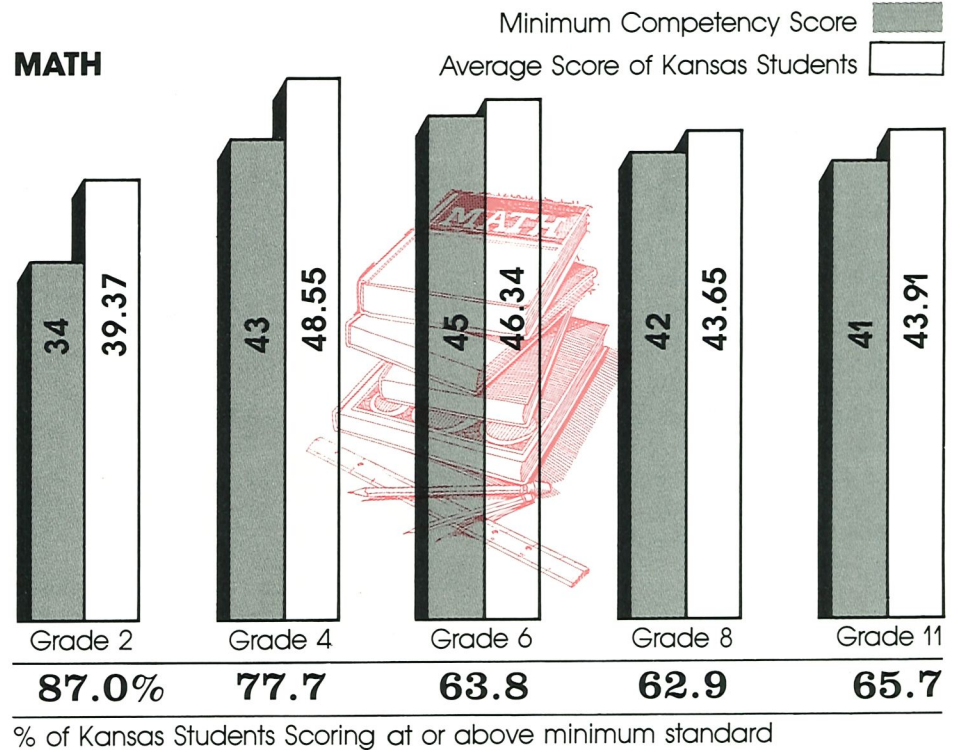
For the last seven school years, the Kansas average PSAT/NMSQT scores have been higher than the national average.

By Kansas law, all public school students in grades 2, 4, 6, 8 and 11 are tested to determine competency levels in reading and math. The only students excluded from the test are those enrolled in special education programs providing entirely nonacademic and nonvocational activities.

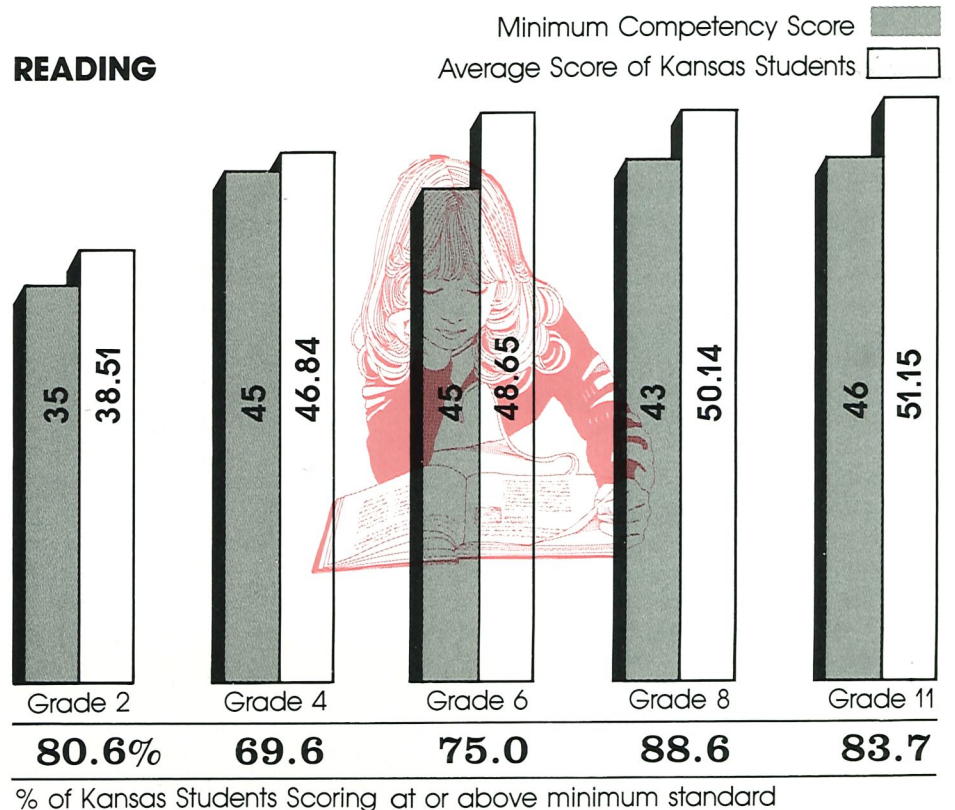
This program, the Kansas Minimum Competency Testing Program, is designed to ensure all Kansas students similar opportuni-

Kansas Minimum Competency Assessment Program

Source: Kansas State Board of Education



Source: Kansas State Board of Education



ties for learning. Also, the program provides the public, the Kansas State Board of Education and the legislature with information about student performance in reading and math.

The results of these tests are used to identify individual needs and track the progress of Kansas students.

The majority of Kansas high school graduates enroll in some type of postsecondary education program the fall after graduation. Of the 29,397 1981 graduates, 36 percent enrolled in four-year colleges or universities, 17 percent enrolled in community colleges, five percent enrolled in area vocational technical schools, and three percent enrolled in private trade and business schools. Twenty-six percent of the 1981 high school graduates started to work and three percent entered the military services.

Ancillary Services

Contributing to the efficiency of the Kansas public schools are supportive services such as the food service program, school facilities and transportation.

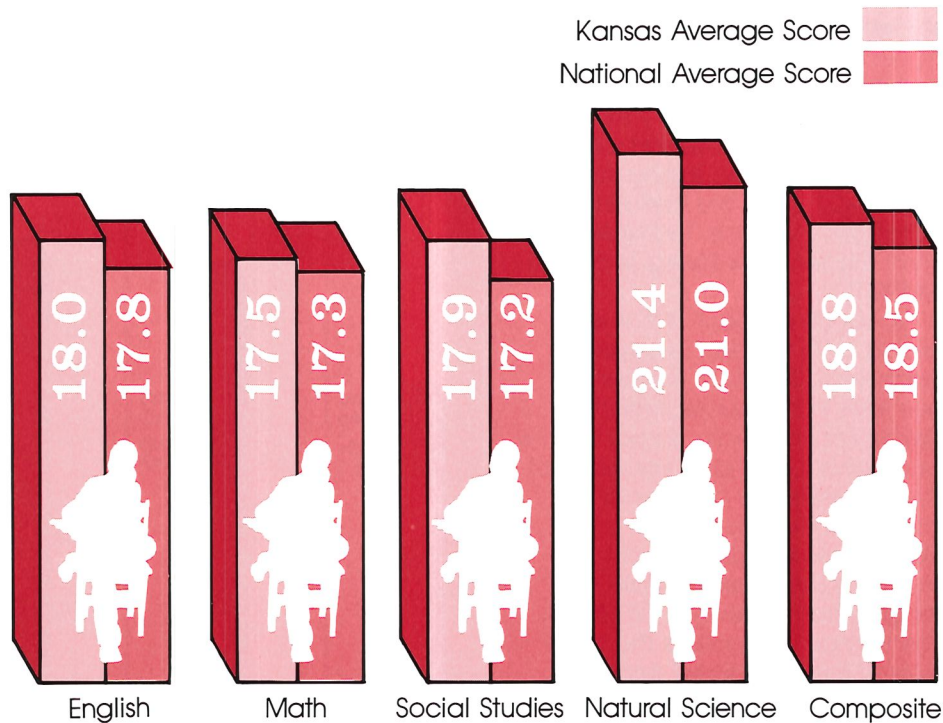
Kansas, a leader in educational programs, is also a leader among states in its child nutrition programs. School food service specialists are located in districts throughout the state. Their responsibility is to visit schools in their district to check for compliance with federal and state requirements. Continuing education classes offered to food service employees are only one of the outstanding programs. In recent years, this has been expanded to cafeterias and classrooms through the use of nutrition education and training funds.

The food service and nutrition education programs have grown tremendously. Over 22 million students participate in the school lunch program in the United States. Kansas has 245,000 students taking part.

Federal regulations governing

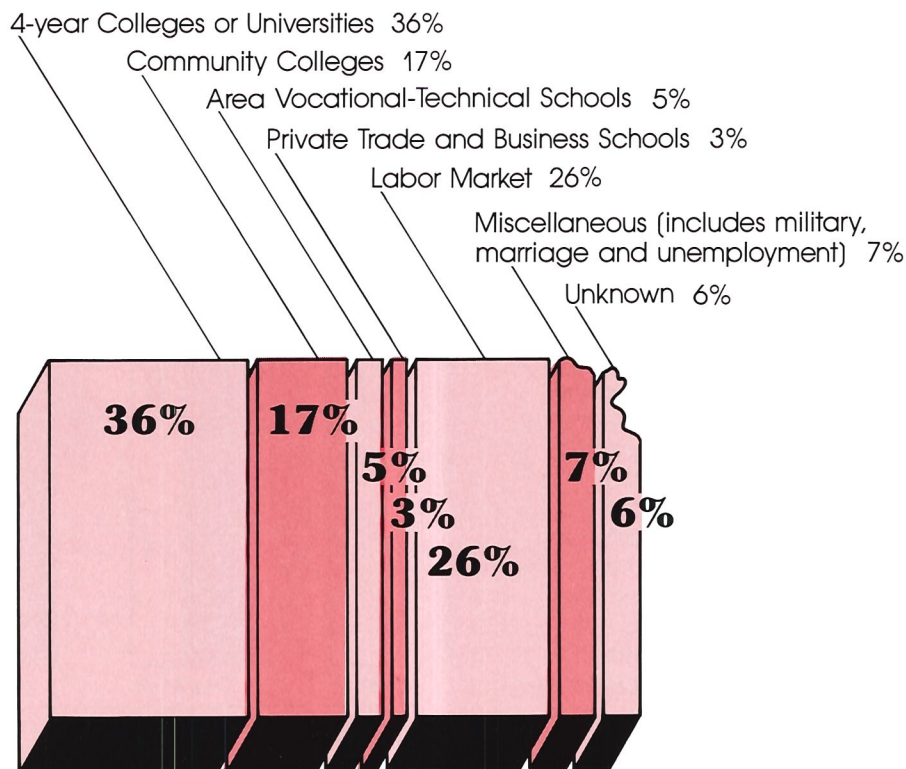
ACT Scores

Source: 1980-81 ACT Scores



Placement of Kansas High School Graduates, 1981

Source: LEA Finance Section, Division of Financial Services
Kansas State Department of Education



29,397 High School Graduates in Kansas

these programs require both nutrition education for students and the involvement of students and parents in advisory roles. Youth Advisory Councils (YACs) are now active in many districts in Kansas. This has resulted in improved dining conditions, selective menus and better communications between students, principals, food service personnel and the community.

By far the most exciting and forward-looking addition to school food service and education are the efforts to link food and learning through nutrition education for the classroom and cafeteria. With the help of a special federal program, Kansas schools have produced several outstanding educational guides and classroom teaching materials that have been distributed to 50 schools through-

out the state.

The other most important change in school food service is in the area of selective menu offerings. This expansion of menu items reflects student preferences of kinds and amounts of food. Many new ideas have come to life in Kansas in the form of self-service salad bars, choice tables and family-style service.

Currently, Kansas has over 1,525 school buildings, housing approximately 400,000 students from kindergarten through twelfth grade. Enrollment in districts varies widely, from the small rural school with only 25 students to the large urban school with more than 2,000 students. But, regardless of size and location, local school boards are committed to providing good buildings and furnishings, and good personnel. Careful construc-

tion and maintenance have enabled districts to continue using many of the facilities built in the early 1900's.

Fifty-four hundred school buses travel 40,800,000 miles annually to bring approximately 170,000 students to Kansas elementary and secondary schools. These buses travel some 300,000 miles daily, the equivalent of 12 trips around the world each of 180 days of the school year. An additional 14,000,000 miles are traveled in transporting exceptional children and in providing activity trips designed to enrich curriculum and provide extracurricular experiences for all students.



Staffing

During the past 20 years, the teaching profession has undergone some dramatic changes. To provide highly qualified, professional personnel, the preparation of Kansas teachers and administrators must keep pace with the change through a comprehensive, up-to-date course of study, as well as practical, on-the-job experience.

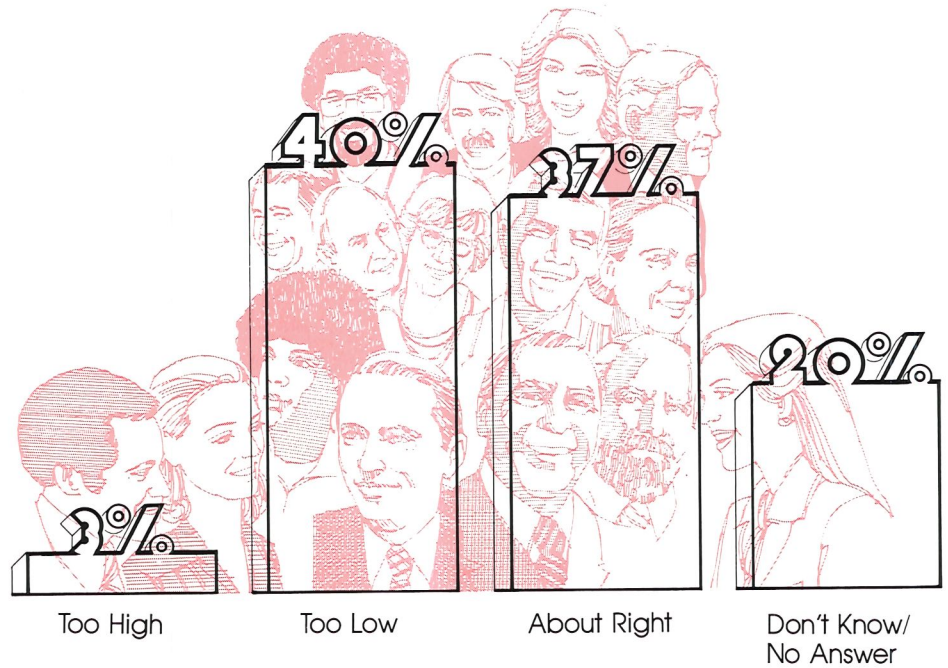
Teacher preparation begins with a solid background in the subject matter area and in the history of education, teaching methods, child development, psychology, counseling and learning styles. Pre-teaching experiences in the classroom and lab experiences offer the student teacher hands-on learning opportunities in classroom management.

Because of rapidly changing needs, teacher preparation programs are undergoing constant change. Programs of the future look toward more classroom experience for the student teacher. In addition, teacher educators will have more direct contact with the public school classroom so their own teaching methods can be more closely related to those in the schools. This direct contact will include the exchange of ideas between college instructors and classroom teachers. This sharing of ideas will be beneficial to everyone concerned and will allow for continued improvement of the system.

Preparation of school administrators is equally comprehensive. Course work in administrative processes, organization and operation, staff development, professional ethics, funding and school-community relations are only some of the areas of study. In addition, an applicant must have two years of teaching experience for building-level administrative positions and three years experience for district-level administration.

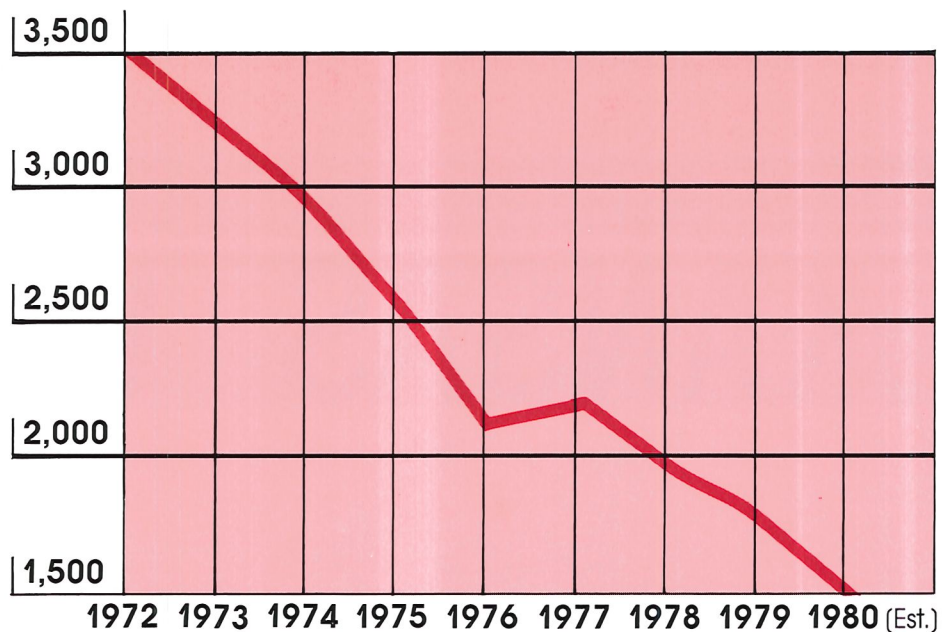
After completing these requirements, the new administrator is

Are Teachers' Salaries Too High, Too Low, or About Right?



College Graduates Prepared for Public School Teaching

Source: Board of Regents, State of Kansas, 1980



given a university-supervised field assignment for his first year.

Academic preparation alone does not qualify a teacher for service in the public school system. Before teaching, a person must be certified by the Kansas State Board of Education. This indicates that the person is ready to enter the teaching profession and that he has fulfilled the necessary requirements of the state. Certification standards are set by the Kansas State Board of Education with one goal in mind: quality education for all Kansas youth.

Kansas teachers and administrators do not end their formal training once they begin working in the public school system. Continued professional growth is necessary for periodic certificate renewal and is encouraged through in-service programs. Throughout the state, districts offer seminars, additional course work and updated programs for the continued growth and development of staff personnel.

Kansas educators are becoming increasingly aware of the need for a statewide staff development system, funded and supported by the state. This program will serve as an immediate response to problems and a basis for timely change in the educational system.

Perhaps one of the main areas of concern in the teaching profession in Kansas is that of salaries. In 1981-82, Kansas ranked 37th among the 50 states in terms of teacher salaries. The average salary during that time period was \$16,359 — \$2,617 below the national average of \$18,976.

As a result of this, as well as other factors, the number of young people attracted to the teaching profession is declining. The Kansas Board of Regents recently reported a 53 percent drop in the number of graduates from state schools of education in the past nine years. Nationwide, the rate of decline is 65 percent.

What does this mean with

regard to the education of Kansas youth? Some observers predict a general shortage of teachers by 1987 or 1988. Already, there is a nationwide shortage of teachers in some fields, such as mathematics, science, physics, vocational and special education and industrial arts and agriculture. Currently, there are some 16,000 school districts in the United States, but only 10,000 physics teachers. The youth suffer from this lack of educators.

For two decades, Kansas teachers have ranked near the top nationally in formal preparation. More than a third have master's degrees or better. This does not reflect the thousands of special college hours and other inservice training which does not apply toward a degree.

These considerations deserve serious attention. A solution to the

problem is essential to maintaining quality public education in Kansas. Currently, about half of the Kansas districts determine teacher salaries through professional negotiations regulated by Kansas law. However local districts approach the problem of teachers' salaries, it must be confronted and solved.

On-the-job performance is also an area of public concern. The Certificated Personnel Evaluation Act, more commonly known as the Educator Evaluation Act, is for this purpose.

Under the law, every local school board in Kansas must have an up-to-date written policy of teacher evaluation on file at all times with the Kansas State Board of Education in Topeka. The factors in the evaluation normally include efficiency, personal qualities, professional conduct, ability, physical and mental health, and the ability to discipline students.

During the first two years on the job, a teacher is evaluated twice a year. During the third and fourth years, teachers are formally evaluated at least once a year. After that, teachers are evaluated at least once every three years.

All evaluations of teachers and administrators must be made in writing and kept on file at least three years. The files are available to local school boards and a few key, responsible representatives of the local school district, but not to the entire community.

Employees must be allowed to participate in their evaluations, including an opportunity for self-evaluation. Ideally, the process includes conferences between the evaluator and the employee. The evaluator should make specific suggestions on how to improve when the need for improvement is apparent.

The goal of the Educator Evaluation Act is to provide for the continuous improvement of classroom teachers and administrators and the Kansas public school systems which they serve.



Funding

The funding of schools in Kansas is primarily a shared responsibility between the local community and the state. Federal funding is about seven percent, while the major source of local funding is the property tax. State funding is achieved primarily through sales and income tax.

To equalize educational opportunities statewide, the legislature distributes state aid based on a formula which considers the wealth of the district. This is intended to make the amount of money spent in low-wealth districts equitable with that spent in wealthier districts. Over the years, the legislature also has placed budget limitations on districts, allowing poorer districts more money than wealthier ones.

The Kansas State Department of Education estimates that in the 1982-83 school year, state aid to schools was \$555 million. Aid from local property tax levies was \$560 million, including bonds and interest. There were 389,000 students, taught by 30,400 teaching professionals.

1981-1982 Actual Sources of School Revenue in Kansas

Source: State Department of Education, August, 1982

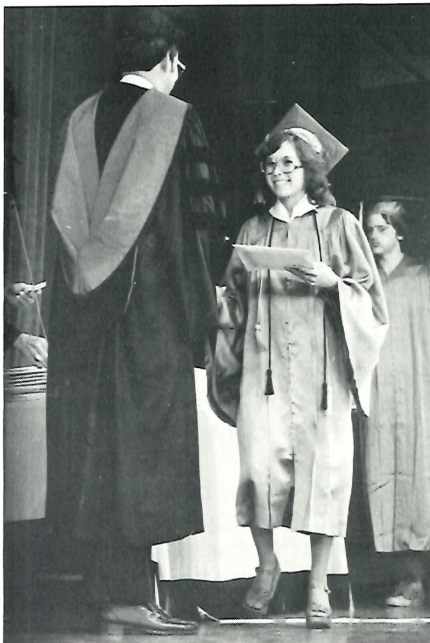


44.5% Local

49.4% State*

6.6% Federal

*includes all operating funds



The Results: Where Do We Go From Here?

"Public education" — what exactly does this term imply? What are realistic expectations and limitations of the public school system in Kansas? First of all, "public education" means that public schools are open to all and must serve the needs of all students, however diverse those needs may be. And second, these schools belong to the public. They must serve the public good and listen to the desires of the community which supports them.

For the public schools of Kansas to remain strong, they need not only the financial support of their communities, but also an active, involved citizenry, willing to commit to making the schools the best possible. The community needs to openly support the efforts of the staff as they work with students. This is important if schools are to continue to improve, but more importantly, this involvement is vital to the community as a whole. A community's most important natural resource is its young people. The future of the community and of the nation depends on the maintenance of a well-educated citizenry. For, as Thomas Jefferson stated in a letter to Colonel Charles Yancey in 1816, "if a nation expects to be ignorant and free, in a state of civilization, it expects what never was and never will be."

Sharing in the responsibility for improving education is a community obligation. Currently, there are numerous citizen-involvement programs operating in Kansas schools. Among these are advisory councils and committees, school boards, Parent-Teacher Associa-

tion units, volunteer programs, adopt-a-school programs for business and other interested groups, speakers bureaus and field trip volunteers, teacher/staff recognition programs, student activities, scholarships and grants and marquee/advertising displays promoting good schools and good programs. The key to success for all of these groups is community support and active participation.

The Confidence in Kansas Public Education Task Force was born out of this desire for community support and awareness, out of the desire to strengthen the public's confidence in Kansas public education.

In the spring and summer of 1981, many Kansans discovered a shared desire to re-awaken citizen awareness of the potential of a powerful Kansas resource — its system of public education. Individuals and groups, including both educators and non-educators, began to seek contacts and alliances. On October 23, 1981, representatives of eight organizations met in Topeka and agreed to seek support from their organizations to form a continuing coalition. In meetings over the following months, a Statement of Purpose was drafted and eleven organizations became active participants in the Confidence in Kansas Public Education task force.

The task force then established the following goals:

- To develop a statewide, on-going campaign to strengthen public confidence in Kansas

public education, including efforts at both the state and local levels.

- To seek and secure the involvement of non-educator organizations in Kansas in this campaign and on the Task Force.
- To increase public awareness of the positive aspects of public education in Kansas.

Members of the task force also established two specific goals for the 1981-82 school year. The first goal was to produce this publication, summarizing available data on public education in order to inform the state's citizens of the quality of Kansas public education. The second goal was to produce a television-radio public service announcement to increase general awareness of Kansas public education.

In this publication, *Kansas: The State of Education*, the task force has presented an open look at the positive and negative influences on the state of today's educational system. In spite of problems and concerns confronting public education, the task force firmly believes that Kansas public schools are doing a fine job of educating today's youth. Furthermore, the joint commitment of task force members is to a stronger Kansas through strengthened confidence in Kansas public education. Lastly, but perhaps most importantly, the Confidence in Kansas Public Education Task Force is a firm believer and supporter of the motto, "Kansas Public Schools: No Better Place to Learn."



Amelia Earhart



Dwight Eisenhower

George Washington Carver — Attended school in Olathe, Minneapolis and Kansas City.

Walter P. Chrysler — Born in Wamego and grew up in Ellis. Graduated from Ellis High School. Established the Chrysler Corporation in 1925.

Charles Curtis — Attended Topeka High School. Served as a United States Senator from Kansas and Vice President under Herbert Hoover.

Robert Dole — Attended elementary and high school in Russell. Also attended University of Kansas and Washburn University. Elected to the House of Representatives in 1950. Currently a Senator from Kansas and serving as Chairman of the Finance Committee.

Amelia Earhart — Attended Atchison elementary schools. The first woman granted a pilot's license by the National Aeronautics Association. First woman to fly solo across the Atlantic Ocean.

Dwight Eisenhower — Raised in Abilene. Served as Commander-in-Chief of the Allied Armies in Europe during World War II. President of the United States from 1953-1961. Buried in Abilene.

Joe Engle — Attended Chapman Public Schools and the University of Kansas. Astronaut on space shuttle Columbia.

Ron Evans — Attended Topeka public schools and the University of Kansas. Apollo 17 commander.

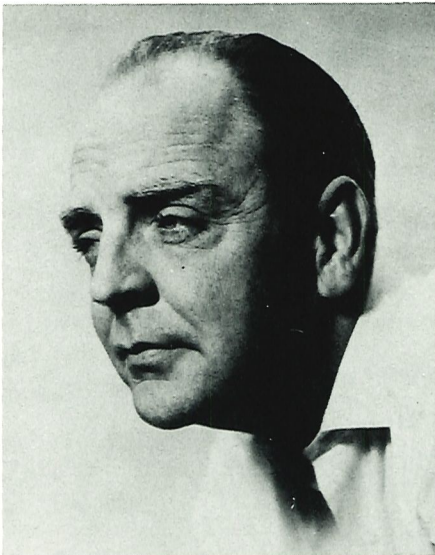
Dorothy Canfield Fisher — Born and raised in Lawrence. An American novelist who wrote *The Bent Twig*.

Merrell Gage — Attended Topeka elementary schools, Topeka High and Washburn University. Sculptor who created "Seated Lincoln" and "Pioneer Mother" on state house grounds.

Dr. Robert V. Haderlein — Attended Frontenac public schools and Pittsburg State University. Member of Girard Board of Education since 1957. President of Kansas Association of School Boards, 1963-64. First Kansan to be elected president of National School Boards Association, 1981.

Ben Hibbs — Born in Fontana. Graduated from Kingman High School. Editor of *Saturday Evening Post* from 1942-1961. Senior editor of *Reader's Digest* from 1962-1972.

William Inge — Native of Independence. Attended grade school and high school in Independence. Graduated from the University of Kansas. Pulitzer Prize winning playwright.



William Inge



Karl Menninger

Nancy Landon Kassebaum — Attended Topeka schools (Gage Elementary, Roosevelt Junior High, and Topeka High) and the University of Kansas. First woman in the United States to be elected to a full term in the United States Senate.

Alf Landon — Student at the University of Kansas. Governor of Kansas from 1933-1937. Republican presidential nominee in 1936.

Karl Menninger — Attended Topeka public schools, Washburn University and the University of Wisconsin. Founded and operates the world famous Menninger Foundation, a mental health facility.

Franklin Murphy — Attended Kansas City schools and the University of Kansas. Chancellor of the University of Kansas. Nationally known leader in the medical field.

F. L. Schlagle — Graduated from Wyandotte High School and Kansas State Teacher's College. Served on the War & Peace Fundraising Campaign, as a Consultant on Education to the United Nations. Superintendent of Kansas City, Kansas public schools for 30 years.

Oscar Stauffer — Attended Emporia public schools and the University of Kansas. Publisher of eight newspapers in Kansas, Nebraska, Oklahoma and Missouri.

Milburn Stone — Attended elementary and secondary schools in Burrton. Received a congressional appointment to the United States Naval Academy at Annapolis. Actor who played "Doc" on television series *Gunsmoke*.

Rex Stout — Attended elementary schools in Wakarusa and Belvoir, Topeka High and the University of Kansas. Author who wrote Nero Wolfe mystery stories.

Earl Sutherland — Born in Burlingame. Attended Washburn University and Washington University School of Medicine in St. Louis. Won the Nobel Prize for Physiology and Medicine in 1971.

William Allen White — Attended El Dorado public schools, Emporia College and the University of Kansas. Editor and publisher of the *Emporia Gazette*. William Allen White School of Journalism at the University of Kansas named after him.

Ruth Stout Wright — Attended elementary schools in Wakarusa and Belvoir, Topeka High and the University of Kansas. Dean of Students at Washburn University. Elected president of the National Education Association.

Contributors

The Confidence in Kansas Public Education Task Force gratefully acknowledges the following individuals and organizations for their contributions to this publication. Donations from \$50 to \$499 are designated as Contributors; from \$500 to \$999 are noted as Advocates; and \$1,000 or more are Trustees.

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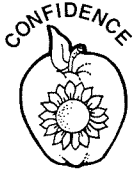
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- Kansas-National Education Association
- National Education Association
- United School Administrators of Kansas

Advocates

- National School Public Relations Association

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- USD #470, Arkansas City, Terry L. Terril, Superintendent



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