

Approved March 4, 1985  
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

The meeting was called to order by Representative Don Crumbaker at  
Chairperson

3:30 ~~xxx~~ p.m. on February 26, 1985 in room 519-S of the Capitol.

All members were present except: Representatives Hensley, Leach, Polson, Ramirez and Reardon, who were excused.

Committee staff present:

Ben Barrett, Legislative Research Department  
Avis Swartzman, Revisor of Statutes' Office  
Dale Dennis, State Department of Education  
Judy Crapser, Secretary to the Committee

Conferees appearing before the committee:

Representative Duane Goossen  
Darryl Woodson, Marion USD 408 Superintendent  
Dr. Dale Brooks, Area Director of Central Kansas Area Vocational Technical School  
Connie Hubbell, State Board of Education  
Dr. Richard Funk, Kansas Association of School Boards Assistant Executive Director  
M. D. McKenney, Acting Director of United School Administrators of Kansas  
Craig Grant, Kansas-National Education Association  
Representative Richard Harper  
Fred Campbell Jr., Fort Scott USD 234 Superintendent  
Glee Jones, resident of Sabetha  
Representative Elaine Hassler  
Representative Denise Apt  
Representative Melvin Neufeld  
Cathy Kruzic, Kansas Department of Economic Development  
Ken Rogg, Schools for Quality Education  
George Barbee, Travel Industry Association of Kansas

The minutes of February 18, February 19 and February 20, 1985 were approved.

The Chairman opened the hearing for HB 2297 which affects student tuition and fees payments from school districts for vocational education.

Representative Duane Goossen presented HB 2297. He stated that this bill would change the responsibility of payment for vocational education from the school district of legal residence to the school district of enrollment.

Darryl Woodson, Superintendent of Marion USD 408, testified in support of HB 2297. He stated their position that the school district that receives the state aid should be the one that is responsible for the payments.

Dr. Dale Brooks, Area Director of CKA VTS, testified in support of HB 2297. He stated that his school has students from various schools. (ATTACHMENT 1) This bill would make billing of their services much easier, and in their opinion, more equitable by billing the school district of SDEA enrollment.

As no opponents of HB 2297 appeared, this concluded the hearing for HB 2297. The Chairman opened the hearing for HB 2461 which allows exemption from certification for non-degreed personnel and other selected classes.

Connie Hubbell, State Board of Education, testified in support of HB 2461. (ATTACHMENT 2)

Dr. Richard Funk, Assistant Executive Director of KASB, testified in support of HB 2461. (ATTACHMENT 3)

M. D. McKenney, USA, testified in support of HB 2461 by stating that they would lend support to this measure.

Craig Grant, K-NEA, testified in support of HB 2461 by stating that they had no problems with the bill and would support the change proposed.

As no opponents of HB 2461 appeared, this concluded the hearing for HB 2461. The Chairman opened the hearing for HB 2074 which would require a course in Kansas history to be taught in grades 4, 5 and 6.

Unless specifically noted, the individual remarks recorded herein have not been transcribed verbatim. Individual remarks as reported herein have not been submitted to the individuals appearing before the committee for editing or corrections.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,  
room 519-S, Statehouse, at 3:30 ~~am~~/p.m. on February 26, 1985

Representative Richard Harper testified in support of HB 2074. (ATTACHMENT 4)

Fred Campbell Jr., Superintendent at Fort Scott USD 234, testified in support of HB 2074. (ATTACHMENTS 5, 6, & 7)

Glee Jones, resident of Sabetha, testified in support of HB 2074. (ATTACHMENT 8)

Representative Elaine Hassler testified in support of HB 2074. She stated that the present requirement of Kansas history being taught does not offer the sense of conformity necessary for the students to acquire an adequate knowledge in our state history. She added that the lack of a textbook is no longer a problem as it was several years ago.

Representative Denise Apt testified in support of HB 2074. She added that she would prefer this bill be made into a resolution to urge the State Board of Education to develop a curriculum in Kansas history rather than a mandate for curriculum. Added in the resolution could be an urging for the Board of Regents to provide the proper courses at that level also.

Dr. Richard Funk, KASB, testified in opposition of HB 2074. (ATTACHMENT 9) He reiterated that KASB is not opposed to teaching Kansas history, just the mandating of the curriculum.

M. D. McKenney, USA, testified in opposition of HB 2074. (ATTACHMENT 10)

Representative Melvin Neufeld, on behalf of Ford County Bureau of Tourism, testified in support of HB 2074. He stated that this bill would be a step forward in correcting the "image" problem that the citizens of Kansas have of their own State. He added that a result of a survey done in Ford County involving individuals traveling through the state, mainly native residents of Kansas were the ones to "bad-mouth" Kansas.

Craig Grant, K-NEA, testified with comments to HB 2074. He stated their unofficial position that they would prefer not having the grade level at 4 and 5 and 6. They feel concentrating at one grade level would be more advantageous. He added that they would support the suggestion of Representative Apt to urge the Universities to provide preparatory courses to teachers.

Cathy Kruzic, Kansas Department of Economic Development, testified in support of HB 2074. She stated their concern with the efforts to improve the image of Kansas, and they feel that this would be an excellend step in the right direction toward that goal. She added that she would not like the idea of changing the bill to a resolution as resolutions have a way of being forgotten.

Ken Rogg, Schools for Quality Education, testified with comments of HB 2074. He stated their agreement with the concept and goals, but they have problems with mandating at the state level. They support keeping this type of control at the local level.

George Barbee, Travel Industry Association of Kansas, testified in support of HB 2074. He stated that Kansas history is not being taught currently in all schools, no matter what the statutes say. He feels that at this time the students are being taught the history too disjointedly to be effective.

The meeting was adjourned at 4:58 p.m.

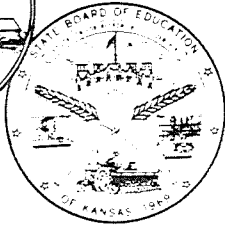
The next meeting of the Committee will be February 27, 1985 at 3:30 p.m. in Room 519-S.



TUITION PROBLEMS  
RESIDENCE IN USD OTHER THAN HIGH SCHOOL OF ATTENDANCE

1983-1984

Student Name	Resident of USD	Attends High School	Attends Vocational Program at
Dave Price	#373 Newton	Hesston High School	Moundridge Ag.
Garry Gurney	#423 Moundridge	Hesston High School	Welding-MTC
C. Jason Cooper	#262 Valley Center	Sedgwick High School	Newton Ag.
C. Weston Cooper	#262 Valley Center	Sedgwick High School	Newton Ag.
Troy Hale	#440 Halstead	Sedgwick High School	Newton Ag.
Shawn Kessler	#440 Halstead	Moundridge High School	Welding-MTC.
Roger Abernathy	#308 Hutch.	Nickerson High Schhol	Hutch. Auto Mech.
William Wille	#310 Langdon	Nickerson High School	Hutch. Auto Mech.
Ron Zolman	#312 Haven	Haven High School	Hutch. Auto Body
Jody Faris	#373 Newton	Hesston High School	Newton Auto Mech.
Tony D. Platt	#373 Newton	Hesston High School	Moundridge Ag.



# *Kansas State Department of Education*

*Kansas State Education Building*

120 East 10th Street Topeka, Kansas 66612

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February 26, 1985

TO: House Education Committee

FROM: Connie Hubbell, State Board of Education

SUBJECT: 1985 House Bill 2461

My name is Connie Hubbell, a member of the State Board of Education from Topeka.

House Bill 2461 will, if enacted, provide the State Board of Education the flexibility to serve the needs of Kansas schools. In preparing for implementing the current statute requiring a test for initial certification of teachers, two areas of concern have been identified by local school districts, college and university teacher educators, and State Department of Education staff.

The first issue relates to who will be required to take the test. Currently, the State Department of Education issues teaching certificates to a variety of persons other than classroom teachers—support personnel such as school psychologists, social workers, nurses, speech pathologists. Other groups such as nondegreed area vocational-technical instructors, junior ROTC instructors, and student teachers are issued teaching certificates. Though some type of test may be appropriate for these groups, the National Teacher Examination, the test selected for validation in Kansas, is not appropriate for several reasons: (1) Many AVTS endorsements do not require a degree or any academic background in teaching. (2) To require these people to pass the test would severely limit the pool of available teachers in areas where a specific technical skill seems to be the key to successful teaching. (3) The support personnel described earlier do not in most cases go through a teacher education program. It would, therefore, be illogical for these persons to pass a test designed for teachers. (4) Student teaching is part of the teacher preparation program. Student teachers are under the supervision of an experienced, certified teacher, and should not, therefore, be required to pass the test prior to the issuance of a student teaching certificate. (5) The validity of the NTE Core Battery will be judged only for those persons who go through a teacher education program. There will be no basis for assuming the test is valid for those who have not completed such a program.

The second issue relates to the need for provisional certification without the test. Often it is necessary for a district to hire a teacher late in the summer or during the school year. Since national testing dates are in the fall, spring, and early summer, these teachers, especially if the district has to recruit out of state, may not have had the opportunity to take the National Teacher Examination. In addition, test score results will not be available from Educational Testing Service for at least six weeks after taking the test. School personnel officers, especially those in the western part of the state, indicate that some type of test exemption or probationary period without the test is essential. K.S.A. 72-1388 states, "Any person holding a teaching certificate valid in any other state may be exempted from the examination required by this act if the requirements under which the certificate was issued are comparable, in the

opinion of the State Board of Education, to the requirements of this state, other than examination, for issuance of a teaching certificate." Clearly, the law allows for the exemption local school districts are requesting for out-of-state candidates. The question then becomes, is this fair to some in-state candidates who, though they may have had an opportunity to take the test, for some reason have not taken it. Such things as illness or a late summer graduation date might have affected a candidate's ability to take the test.

The proposed amendment is essential to ensure equity between in-state and out-of-state applicants and to allow the State Board of Education the flexibility it needs to ensure that the testing requirement has a positive effect on the quality of education in our state.

KANSAS  
ASSOCIATION



OF  
SCHOOL  
BOARDS



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

TESTIMONY ON H.B. 2461

by

Richard Funk, Assistant Executive Director  
Kansas Association of School Boards

House Education Committee  
February 26, 1985

Mr. Chairman and Members of the Committee. I appear today in support of H.B. 2461. As you know, this bill will put into law what the legislature authorized last year in H.B. 3091 regarding a precertification test for teachers seeking initial certification in the state of Kansas.

The first thing you will notice about H.B. 2461 is the exemption provisions beginning on line 046. As a member of the policy committee drafting the guidelines for a precertification test, we felt it was necessary to look at some of the problems, unique and otherwise, that Kansas educators have faced and what happened in other states that have teacher certification tests. Two areas of concern emerged.

The first exemption would bring us into compliance with interstate certification agreements that the State Board has and will enter into.

The second area of exemption takes into account the validation study to be undertaken by the University of Kansas under contract with the State Board of Education. The precertification test will be validated only for those Kansans

who will be or have graduated from approved teacher training programs in the state. That decision was reached based upon two factors: (a) the cost of the validation study and (b) previous court decisions dealing with validation studies and implementation of a state wide precertification test.

We would ask the Committee to favorably report H.B. 2461. Thank you.



RICHARD L. HARPER  
 REPRESENTATIVE, ELEVENTH DISTRICT  
 BOURBON, CRAWFORD, AND LINN COUNTIES  
 R.F.D. NO. 3  
 FORT SCOTT, KANSAS 66701



TOPEKA

COMMITTEE ASSIGNMENTS  
 CHAIRMAN: ELECTIONS  
 MEMBER: JUDICIARY  
 TRANSPORTATION

HOUSE OF  
 REPRESENTATIVES

February 26, 1985

Mr. Chairman and Members of the Education Committee:

HB 2074 would require a course in Kansas history be taught in grades 4, 5, and 6, in the Kansas school system.

This bill was introduced at the request of a number of my constituents, including teachers, school administrators and interested parents.

I have attached information from the National Survey - Social Studies Education, Kindergarten - Grade 12, which was prepared in 1976 by the Division of Secondary Education of the Virginia Department of Education. It is the most recent survey of the states regarding mandatory social studies curriculum that seems to be available.

As you will observe, the listing does not indicate whether a state history requirement is based on a statutory requirement or whether it is a mandate of the state education agency.

Also, it should be noted that the length of time that is devoted to teaching of history was specified in only a few of the states.

Kansas law K.S.A. 72-1101 requires every accredited elementary school to teach Kansas history, but as far as I know, the State Board of Education has not mandated a specified time that has to be devoted to teaching this subject, nor has it specified any certain grade level at which introduction must be given. This has been left to the discretion of the local school districts. However, most often, state history is introduced at the 4th grade level.

The purpose of HB 2074 is to make the teaching of Kansas history more uniform throughout the state.

Thank you for giving me this opportunity to be heard on this bill, and at this time, I will attempt to answer any questions you may have on this subject.

Representative Richard L. Harper  
 District # 11

## STATE HISTORY REQUIREMENTS

STATE	REQUIRED/ RECOMMENDED	GRADE LEVEL	TIME REQUIRED
ALABAMA	Required	4,9	1 semester each
ALASKA			
ARIZONA	Required		
ARKANSAS	Required	7-9	1 semester
CALIFORNIA	Required	4,5	Optional
COLORADO	Required		
CONNECTICUT	Required		
DELAWARE	Required	4-8	
DISTRICT OF COLUMBIA	Recommended	7	
FLORIDA	Required		
GEORGIA	Required	8 (Most Divisions)	2/3 of a year
HAWAII	Required	4,7	1 year each
IDAHO	Required		
ILLINOIS	Recommended	3,4	
INDIANA	Approved, not required	3,4	
IOWA	Required	1-6	
KANSAS	Required		
KENTUCKY	Required	2,4,7,8,9 (Suggested)	Local option
LOUISIANA	Recommended	8	2 semesters
MAINE	Recommended	7,8	9 weeks
MARYLAND	Offered	4,5,8,9	
MASSACHUSETTS	Required	Secondary	
MICHIGAN			
MINNESOTA	Offered	4,6	
MISSISSIPPI	Required	9	1 semester
MISSOURI	Required	Local option	Local option

## STATE HISTORY (con't.)

STATE	REQUIRED/ RECOMMENDED	GRADE LEVEL	TIME REQUIRED
MONTANA			
NEBRASKA			
NEVADA	Required	7,8,10,11	2 semesters
NEW HAMPSHIRE	Required		
NEW JERSEY	Required	1-8	Optional
NEW MEXICO	Required		Statute
NEW YORK	Required	7	Optional
NORTH CAROLINA	Recommended	Integrated in American History	
NORTH DAKOTA	Required (State Constitution)		
OHIO	Required	7	
OKLAHOMA	Required	9	1 semester
OREGON	Oregon and Pacific Northwest	8	
PENNSYLVANIA	Required	4	Integrated with other classes
RHODE ISLAND			
SOUTH CAROLINA	Required	8	2 semesters, with U. S. History
SOUTH DAKOTA	Recommended	Local option	
TENNESSEE	Required	4-8	
TEXAS	Required (and Geography)	7	130 clock hours
UTAH			
VERMONT			
VIRGINIA	Required	K-12	
WASHINGTON	Required	4,9	1 semester
WEST VIRGINIA	Required	8	1 year
WISCONSIN	Recommended		
WYOMING	Required (State Constitution)		

Comments Before the House Education Committee on HB 2074

Thank you, Mr. Chairman and members of the committee. My name is Fred Campbell, and I am Superintendent of Schools in the U-234 School District in Bourbon County. I speak on behalf of my school district and the citizens of Bourbon County. I appreciate the opportunity to bring information to the committee regarding this bill.

Comments:

I. The state of Kansas history in the public schools at this time:

A. What is being done now -

1. Legislative Resolution - 1984 - recommendation that the Kansas Day be commemorated in the public school.
2. A multitude of school districts teach some type of Kansas history at some level - especially in regard to Kansas Day.
3. Fort Scott - every grade - K-8 - commemorates Kansas Day.

Grade five has four to six weeks study of Kansas history.

Grade eight has nine weeks to study history, geography, and government.

B. But it cannot be left to chance -

II. The need to preserve and transmit Kansas heritage:

A. Present requirement to teach a course in American government and United States history during high school - purpose

B. This bill would guarantee that the rich heritage of Kansas was equally transmitted primarily through the elementary school.

III. Arguments in the past - against the inclusion in the curriculum of the public schools of Kansas.

A. Not exciting, or uninteresting or unimportant - not so!

b. Bleeding Kansas period through westward expansion:

Late 1850's - John Brown

James Montgomery - Civil War

Cattle drives - railroad building

Cowboy heroes - Bat Masterson, Wild Bill Hickok, Wyatt Earp, and  
Buffalo Bill Cody

Miracle of winter wheat -

Homesteading of Western Kansas

Melting pot of 1860's- 1900

Western Kansas communities - Germans, Russians, Czechoslovakians  
Swedes

Southeast Kansas - coal mines - Italians, French, Austrians, and Welsh

Today - cattle and wheat products

Development of the oil and aviation industry

State of new beginnings and innovations - William Allen White

2. No up-to-date textbook

Kansas - Our Pioneer Heritage - by Dr. Robert Manley - grades 4, 5  
others available.

IV. We need to have pride in Kansas

A. Texas -

B. Editorial by George Neavoll

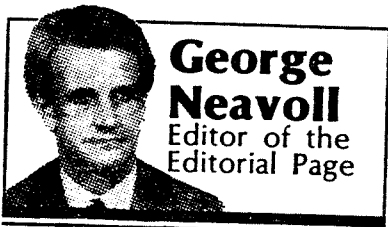
Conclusion - Do not leave passing on our rich Kansas heritage to chance.

## Kansas Day Stocktaking

# What Became of Kansas Pride?

I'M proud to be a Kansan, and don't feel any need whatever to apologize for any aspect of the state.

Kansans sometimes are their own worst enemies in this regard. Kansas Day, on Tuesday, would be a good time for the people of this



**George Neavoll**  
Editor of the  
Editorial Page

state to take stock of where they are and where they're going.

What they find won't be half bad, regardless of what the naysayers say.

I get so tired of Kansans bad-mouthing their own state — and native Kansans can be the worst of the lot — that I sometimes want to shout, "Enough! How can we improve our 'image' (the latest buzz word among Kansas critics) if we ourselves are convinced it's so bad?"

Frankly, all the talk about image bores me, because I think it's largely a non-issue.

Now, don't get me wrong. I support, and our newspaper supports, liquor by the drink and multibank holding companies — the first because of the hypocrisy of the current system and the second because of what this would do for the financial health of the state.

But these issues should be judged on their merits, not on how much their resolution will do for our "image." What's needed for our "image" is for Kansans to start being proud of their state again.

**W**ILLIAM Allen White was one of the state's greatest proponents of Kansas pride, despite some of his earlier writings on such subjects as "What's the Matter With Kansas?"

In a 1922 editorial, the Emporia editor described Kansas as "the Mother Shipton, the Madame Thebes, the Witch of Endor, and the low barometer of the nation.

When anything is going to happen in this country, it happens first in Kansas.

"Abolition, prohibition, Populism, the Bull Moose, the exit of the roller towel, the appearance of the bank guarantee, the blue sky law, the adjudication of industrial dispute as distinguished from the arbitration of industrial differences — these things came popping out of Kansas like bats out of hell. Sooner or later other states take up these things, and then Kansas goes on breeding other troubles. Why, no one seems to know."

Clyde Reed, another famous Kansas editor, wrote a Kansas Day piece for the Parsons Sun a few years back that said Kansas wasn't like that anymore. The state's reluctance to take risks and its abiding conservatism, he wrote, raised the question of whether we ever will "regain our momentum."

**S**INCE that time, however, some roadblocks to progressive government have been removed, and there's a feeling across the state — for those who are receptive to it — that Kansas is on the move again.

Recent legislative leadership changes alone should ensure that many important issues at least get a hearing now — something that had been denied by previous leaders. A new spirit of cooperation between the governor and the Legislature — and between the governor and the state's business community — also should make a difference.

The ascension of Bob Dole to the Senate majority leader's office — making the state's senior senator arguably the second most powerful person in the country —

guarantees a prime place in the national spotlight for Kansas in the months and years ahead.

And with both Mr. Dole and Nancy Kassebaum, the state's junior senator, already being mentioned prominently as presidential or vice presidential material, Kan-



Kansas Committee for the Humanities

**Early version of Kansas seal: As state's 125th year begins, a time for looking inward**

sas' role — its "image," if you will — as a political pace-setter is enhanced even more.

**J**UST as Kansas is viewed in a favorable light politically — at least, by those beyond its borders — so it is viewed, for the most part, in every other area of life as well.

Before I moved here from Michigan seven years ago, I don't recall a single soul running down the state. I didn't encounter that until I got to Kansas.

The talk there instead was of Alf Landon and Dwight D. Eisenhower — and William Allen White. The implication was that I would be in good company in the land of such American giants.

And so are we all. Let's do ourselves a much deserved favor, as Kansas nears the beginning of its 125th year of existence, and congratulate ourselves for having the good sense, and good fortune, to consider Kansas home.

schools are helping children develop appreciation for our nation through dramatization of historical events and mock sessions of representative bodies. Many groups visit the state capitol, see the legislature in session, visit the state supreme court, and have a moment or two with government officials.

Stories about famous individuals in history help children develop a sense of value and an understanding of our way of life.

Schools are interested in developing children with a world outlook. Peoples of the world are studied, customs are compared, the structure, function and goals of the United Nations are learned. In an effort to teach about other peoples, similarities among peoples are stressed. Efforts are made to develop understandings of the educational level of peoples, ways children spend their leisure time, the common needs, and hopes of all peoples.

## Kansas

A pupil's knowledge of Kansas history, geography, government, resources, industries, transportation and communication systems provides added understandings of the United States and world relationships. Elementary school children are aware of many phases of the state government and organizations through the purchase of car license tags, hunting and fishing licenses, and sales taxes.

The early history of Kansas is colorful and exciting to school children. They enjoy reading about the vast herds of buffalo and the plains Indians. The thrilling drama of Coronado's journey to Kansas, the westward expansion from cowboys and covered wagon days to the streamlined trains and jet planes; and the rapid development of farming and industries all have produced a vast amount of interest on which to build factual learning.

As pupils mature they should develop considerable ability to think geographically and to think in terms of man's relationship to his natural environment. Cause and effect thinking is important and pupils soon understand that it is not by accident that things are found in certain places—that crops and livestock do well in one area and that industries prosper in other areas.

The story of Kansas appeals to all age pupils and so cannot be delegated to any one grade. Ease of transportation has widened the concept of community. Teachers capitalize on pupils' experiences and so are able to introduce units on state transportation, industries, beauty areas, towns, rivers, and air travel in the early grades. As pupils reach the intermediate grades they show more interest in the pioneer days, highways, conservation, climate, crops and livestock,

and industries. Upper grade pupils continue to be interested in the early days, and become interested in the government organization, communication, transportation, and in Kansas' interdependency with the other states and the world.

## Mass Communication

New inventions have brought better ways of communicating and working together, and new ideas are spread and accepted much more rapidly than before. The new mass means of communication have greatly speeded up the educative process in the world community. The minds of millions of persons are now more easily reached and influenced. The means of communication and their use have become tremendously important in today's world.

The schools have a definite responsibility to prepare their pupils for the mass communication they will encounter. They too are involved in it as readers of books, newspapers, magazines, bulletins, directions, and communications from various sources. They look at catalogs, advertisements, circulars. They listen to radio programs, talks. They see and listen to movies, plays, television, athletic games. The children exchange ideas, participate in class discussions, give reports and participate in dramatic productions.

The administrator often sends out a newsletter or a bulletin to the school and to the patrons.

The local newspapers are usually willing to publish school news. Sometimes a newspaper staff has a school reporter who visits the schools and writes stories about the work done.

There have been educational tours for the laymen when the school representatives explain the program and answer questions.

The work that the child takes home as well as written reports sent to the home indicate to some extent the scope of the school program. Conferences with the teacher show how the children have improved.

The school paper is a means of bringing school and home together. It also stimulates good writing, furnishes activity for all age levels; it encourages accepting responsibility. It is a group project in which the responsibility is shared.

Radio has a strong emotional effect on children. Parents should be helped to see that radio is now established as a popular teaching medium on a mass basis. It may be used in school to enrich the curriculum by supplementing classroom instruction. Radio programs fit into the ongoing curriculum in the same way as maps, globes, charts, movies, or dramatizations. In many instances, children's literature has gained in importance as stories are told, poetry is read,

TESTIMONY GIVEN TO THE HOUSE EDUCATION COMMITTEE ON HB 2074

I think we will all agree that there is something special about the Great State of Kansas. This is our home and we have every right to be proud of our state. Kansas was born in a time of national tragedy, but born with an ideal--the ideal that all men are created equal. This is the accepted philosophy now, but it took many Kansas lives to make the ideal a reality.

In order to appreciate Kansas, it is necessary to know something about the History of Kansas. The young person that studies the thrilling and true story of the transformation of the vast prairie into our productive farms and cities will have a new appreciation of courage and industry.

The story of John Brown and his willingness to sacrifice his life for a cause he deemed more valuable than life itself--the cause of freedom--must inspire the young scholar to appreciate the cost of our institutions.

The coming of Hard Red Winter Wheat to Kansas in 1874 made us the bread basket of not only our nation but even much of the world. To many people the word Kansas means wheat-bread-food. There are many starving people in the world today, but without Kansas there would be a lot more hungry people and many of them would be here in the United States. Our young people can see from our history that Kansas is a vital part of this nation.

Our state motto is "To The Stars Through Difficulties" and there have been many difficulties--floods, droughts, grasshoppers, depression, and even a few crack pot politicians. History will show that our people were able to live with these difficulties, make the best of situations that were less than ideal, and come out a winner. Above



all, the people of Kansas have never lost sight of the stars through these difficulties. In these days of energy problems and recession, our young people should realize that we have gone this way before and have come out on top.

A few evenings ago, I heard a speaker ask a group of young people what happened on January 29, 1861. It was some time before he got the answer--the birthday of Kansas. We would do well to have a state pride or at least an appreciation of our heritage. In order for our young people to appreciate what our state has contributed to this great nation, they must know something of Kansas History. Therefore, Kansas History should have a rightful place in our Kansas schools. Ours is a story that should be preserved not alone in museums and libraries, but in the minds and hearts of our youth.

However, the most important aspect of Kansas History is greater than an appreciation of the past. It is a preparation for the future. The day of the pioneer is gone, but the industry and courage that enabled him to survive and prosper in the home on the range will also enable his great-grandchildren to survive and prosper in the atomic age. The problems of today and tomorrow are and will be great. Our young people will see in Kansas History that we have had great problems before and take these problems in the usual Kansas stride. I see this study stirring an interest within our youth and instilling a pride that should result in retaining them as permanent Kansas citizens, as they leave college and set up their homes and business futures. Our Economic Development Department and Kansas Chamber of Commerce should greatly benefit from this teaching. Our state has always been able to see the stars through the difficulties. A study of Kansas History will

February 26, 1985  
testimony of Glee Jones  
Page Three

inspire our Kansas youth to also keep their goals fixed upon the stars.

A man named John J. Ingles once wrote that: "Of all the states, that three will live in glory: Massachusetts with her Plymouth Rock, Virginia with her nobel stock, and Kansas with her wars and glory."

I respectfully urge your passage of HB 2074.



TESTIMONY ON H.B. 2074

by

Richard Funk, Assistant Executive Director  
Kansas Association of School Boards

House Education Committee  
February 26, 1985

Mr. Chairman and Members of the Committee. I appear today as an opponent to H.B. 2074. We oppose the concept of mandatorily imposing a curriculum upon local districts, particularly:

WHEREAS, The study of Kansas History is a vital and important part in the education of Kansas citizens; and

WHEREAS, On the birthday of Kansas, our school children take an active role in the celebration indicating that they are learning about Kansas History; and

WHEREAS, This learning is manifested by the pictures and poster art found in the Capital and by all the little scutters running around the Capital; and

WHEREAS, Kansas Statutes Annotated 72-7513 gives to the State Board of Education the power to set courses of study and curriculum; and

WHEREAS, Kansas Statutes Annotated 72-1101 already requires that Kansas History be taught in all accredited elementary schools: Now Therefore,

Be it resolved that this power be kept with the State Board and, Be it further

resolved that H.B. 2074 would be better suited as a resolution urging and encouraging local boards of education to expand their curricular offerings in Kanss History.

Thank you Mr. Chairman.



# 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: House Education Committee

FROM: M. D. McKenney, Acting Executive Director  
United School Administrators

DATE: February 26, 1985

SUBJECT: HB 2074

Thank you, Mr. Chairman and members of the committee. I am M. D. McKenney, Acting Executive Director of the United School Administrators of Kansas, speaking in opposition to this bill.

United School Administrators has an ongoing legislative resolution which opposes imposition of any curriculum decision upon the local district. We believe that local district personnel recognize the need for certain areas of study to be within the instructional program and that Kansas history is one of those already addressed according to the priorities established within a district's curriculum. Such imposition as is contained in this bill would deny a local district the traditional right of local option.

ATTACHMENT 10 2-26-85  
House Education Committee