

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

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

3:37 ~~am~~/p.m. on February 25, 1986 in room 313-S of the Capitol.

All members were present except: Rep. Moomaw who was excused

Committee staff present: Avis Swartzman, Revisor of Statute's Office
Ben Barrett, Legislative Research
Lynda Cory, Secretary to the Committee

Conferees appearing before the committee:

| | | |
|----------------------------|----------------|----------------------|
| Representative Robin Leach | Richard Reeves | Jeff Coatney |
| Representative Leroy Fry | Richard Proehl | - - - - - |
| Kenneth Rogg | Vic Hedberg | Written testimonies: |
| Paul Gump | Steve Piper | Dr. Jonathan Sher |
| Fran Parmley | Fred Peterson | Clifford Gilbert |
| Jacque Spangler | Richard Brauer | John Murphy |
| Al Tickwart | Sherman Parks | Marcia Hiebert |

The Chairman welcomed the huge crowd in the old Supreme Court Room and then invited Rep. Leach to present HB 2676. (Attachment 1)

Rep. Fry gave support for HB 2676. (Attachment 2)

Kenneth Rogg, Schools of Quality Education, supported HB 2676 because the closing of schools affects the community as a whole and gave several examples in rural areas. (Attachment 3)

Paul Gump, Professor of Psychology at KU, and Fran Parmley from the Center for Rural Education both gave support of HB 2676. (Attachment 4)

A citizen from Walton, Kansas, Mrs. Jacque Spangler, was in support of HB 2676 because school closing perpetuates economic decline and out of 170 top graduates in Kansas last year, only 33 found employment in Kansas. (Attachment 5)

Using a map of the Shawnee Mission School District, Al Tickwart, Mayor of Westward Hills, Ks., showed the committee how that school district is already practicing the procedures outlined in HB 2676. He felt that public free education has a monopoly and needs its checks and balances that this bill would allow. "Without this law, we'd lose it all."

Richard Reeves, President of the Citizens for Community Schools, supported HB 2676 because it would relieve the animosity that develops from the people not having a voice in the closing of their school.

Richard Proehl, a citizen from McCune, Kansas, talked about the economic impact school closing had on the community. (Attachment 6)

Vic Hedberg, school board member from Marquette, Kansas, gave examples of how the closing of Marquette High School affected their community in an adverse way.

Steve Piper, citizen from Marquette, and Fred Peterson, Treasurer of the Citizens for Community Schools, were both in support of HB 2676. (Attachments 7, 8)

Richard Brauer, a citizen from Linwood, Kansas, and Sherman Parks, Jr., a citizen from a local PTA group, both spoke in favor of HB 2676.

Jeff Coatney, Vice President of Citizens for Community Schools, stated that if Shawnee Mission School District is already using the policy of HB 2676, then it should prove that it works and should be supported. (Attachment 9)

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,
room 313-S, Statehouse, at 3:37 ~~am~~ /p.m. on February 25, 1986

An unnamed conferee handed out written testimony at the end of the meeting. It was announced he was from Walton, Kansas, and his testimony was to be added to the other written testimonies that the committee had been given for those who could not attend the meeting. (Att.10,11,12,13)

The Chairman announced that the opponents would be heard the next day in room 519-S. Another conferee from Eskridge asked to be heard as a proponent of HB 2676, and the Chairman scheduled him for the next day's meeting.

The meeting adjourned at 5:00 p.m.

DATE 2-25-86

GUEST REGISTER
HOUSE
EDUCATION COMMITTEE

| NAME | ORGANIZATION | ADDRESS |
|--------------------|--|----------------------|
| Debbie M. Gaughey | | McCracken, Ks 67556 |
| Rachel Coatsney | | Linwood, Ks. 66052 |
| Vicki McInerney | | Linwood, Ks. 66052 |
| James G. Hunter | | McCracken, Ks. 67556 |
| Carol Diner | Citizens for Community Schools | Brookville, Ks 67423 |
| Jack P. Wilson | " " " " " | McCracken Ks 67556 |
| Arlene Britchard | | Linwood Ks 66052 |
| Dan W. Henson | parent grand parent concerned citizen | Eshridge Ks 66423 |
| Paul Bosworth | Citizens for Com Ed | Linwood Ks 66052 |
| John Swisher | " " " " | Marquette Ks. 67464 |
| Ruth Swisher | " " " " | " " " |
| Lois Dancer | Citizens for Comm. Ed. | Brookville, Ks |
| Ruby Hunt | " " " " | Marquette, Ks |
| Quinn Olson | " " " " | Marquette, Ks |
| Marvin Lipin | " " " " | Marquette Ks |
| Alpha Cooper | " " " " | " " |
| Fred Peterson | " " " " | Wichita, Ks |
| Bill Tector | " " " " | Marquette |
| Janice Hughes | Rt. 1 | Marquette Ks |
| Arnold D Hedberg | School Board USD 480 | Marquette Ks |
| Marion Coatsney | Citizens for Community Schools | Linwood, Ks |
| Marquand Lyngander | Rt 1 W | Walter |
| Rain Schmidt | P.O. Box 177 | Walter, Ks |

DATE 2-25-86

GUEST REGISTER

HOUSE

EDUCATION COMMITTEE

| NAME | ORGANIZATION | ADDRESS |
|---------------------|---|---------------------|
| Mrs Phyllis Odell | | R#2 Lindsborg Ks |
| Mary Smith | Parent | Marquette |
| Bella Tietz | | Marquette |
| Charlotte Knackstet | | Marquette, Ks |
| Lain Johnson | | Marquette |
| Barbara A Rose | | Marquette |
| Linda Larson | | Marquette |
| Charlene Sims | Ab. Save Our Schools | Park |
| Donna Cushing | Citizen for Community Schools | Palmyra |
| Patty Conklin | Concerned Citizens of 362 | Parker |
| Johanna Kuhn | CCS Linwood Ks Community Citizens for Schools | Linwood |
| Jan Oyster | | Linwood |
| Dorothy Brown | CCS | Linwood |
| Carman Johnson | CCS | Linwood, Ks |
| Ernie Malone | concerned parent | Linwood, Ks |
| Nona Jones | CCS | Linwood, Ks |
| Mae O'Leary | CCS | " " |
| Yuth Dismeyer | concerned parent | Linwood, Ks |
| Richard Brauer Jr. | CCS | Linwood, Ks |
| Ingrid Peterson | CCS | Marquette, Ks |
| Laura M Scholtz | CCS | Brookville Ks |
| Al Johnson | Self | Westwood Hills, Ks. |
| Richard Brown | CCS | Marquette, Ks |
| Helen S. Reeves | CCS | Douance Ks |

ROBIN D. LEACH
 REPRESENTATIVE DISTRICT 47
 LEAVENWORTH AND JEFFERSON COUNTIES
 RR NO 1 BOX 117
 LINWOOD, KANSAS 66052



TOPEKA

HOUSE OF
 REPRESENTATIVES

February 25, 1986

COMMITTEE ASSIGNMENTS
 RANKING MINORITY MEMBER ASSESSMENT AND
 MEMBER EDUCATION TAXATION

HB 2676 is not a new concept but it is the law that was enacted prior to school unification. There was a huge push to gently nudge the people of Kansas to vote in favor of unification.

The legislature in its wisdom knew then that to pass a measure of this magnitude the people must be allowed to have a voice in government, a direct voice.

The key to the unification promise was that the people of each attendance center would have the right to vote should they disagree with the decisions of the local board.

Apparently the people of this state believed that unification was needed and that the promise of the right to vote was sincere and unification became the law of the land.

Years passed and schools were closed, closed when even the people had a right to vote. The point is things seemed to work.

Then for many reasons, the legislature decided that old promises were no longer needed, so we then embarked on a new course, a new course needed for budgetary reasons, a new course needed because school boards contended they could no longer close attendance centers because the people who paid the bills no longer were capable of deciding what was in their best interests.

However, current law varies as to where you live, this is of course not intended to say that Shawnee Mission boards are not capable of deciding what is in the best interests of their districts, nor does this necessarily mean that the large school boards are more intelligent and know what is best for their districts than do the smaller school districts who operate under a different rule.

These, I believe, were political decisions made in Topeka to solve a particular problem.

I suppose the main reason we are here today is to confirm whether these past decisions were right, or even in the best interests of Kansas children.

I believe we should reaffirm old promises and put forward a statute that treats all districts the same.

This bill will undoubtedly be opposed by some who will say we can no longer afford to keep these small, paid-for schools open but build new where we can become more efficient. The handout before the committee shows what happens when attendance centers are closed, in no case did the budget per pupil go down. An example - Lebanon High School whose budget per pupil increased from \$4,818.00 to \$5,793.00.

This bill in no way usurps the power of the boards, however is only intended to guarantee the power of Kansas citizens are not circumvented.

In closing, a statement was made on February 25, 1982 that still holds true. I quote, "I find it ironic that during a time when American sentiment so clearly favors decentralization, we should be discussing a topic that rests so close to the heart of the bureaucracy creation."

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

Held in Room 313-S, at the Statehouse at 1:30 xxxxx/p. m.,
on Thursday February 25, 1982.

All members were present except:

Senator John Chandler (excused)

The next meeting of the Committee will be held at 1:30 xxxxx/p. m.,
on Monday March 1, 1982.

These minutes of the meeting held on February 25, 1982 were
considered, corrected and approved.

J. C. Harder
Chairman

The conferees appearing before the Committee were:

HB 2633 - School districts, require boards of education to adopt
plans for closing school buildings (Task Force on School
Finance)

Proponents:

Mr. John Koepke, Asst. Executive Director, Kansas Association
of School Boards
Dr. Jerry Schreiner, Exec. Director, United School Admini-
trators

Opponents:

Mr. Larry Salmons, parent, USD 228, Hanston
Representative Max Moomaw
Mr. Tom Armenoff, The Kansas State University Center for Rural
Education and Small Schools
Ms. Wanda Reed, Board member, USD 438, Skyline; Past President,
Schools for Quality Education
Ms. Sue Saylor, Board member, USD 329, Paxico
Mr. Marvin Paulson, USD 407, Gorham
Mr. Duane G. Sloan, Mayor of Dorrance
Mrs. Jim Dobbins, citizen, Goff

Staff:

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

Following a call to order by Chairman Jo C. Harder, the Chairman
called upon the first conferee, Mr. John Ke. Mr. Koepke testified
that if the issue of economy of operation and pupil-personnel ratios
are truly concerns of the Committee, he would encourage members to
give local boards the tools to deal with these issues by amending
HB 2633 to give all school boards the authority to close attendance
centers by a majority vote of the local boards of education. (Attach-
ment 1)

Dr. Jerry Schreiner testified that he supports Mr. Koepke's proposal
that local school boards should be given the authority to close at-
tendance centers within their boundaries and that there should be a
uniform procedure for all school boards to implement this action. He
stated that this responsibility should belong to the local school boards.

Mr. Larry Salmons testified that school closure was a highly emotional
issue in his community and that if the bill should pass, it would be
many years before his school would consider consolidating with other
schools. He said that closing their school would mean closing their
town. Mr. Salmons felt that the present provisions for closing a
school are satisfactory and that the patrons of his school district
would, in time, ask for a school to be closed if they felt this action
was truly needed. He felt that the bill represents a tremendous breach
of promise and urged the Committee to retain the present method for
school closure.

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



CONTINUATION SHEET

Minutes of the SENATE Committee on EDUCATION February 25, 1982

Representative Max Moomaw, speaking as a private citizen, also opposed HB 2633 and criticized it as a breach of promise. He explained that when his school district had become a unified district, the school board and superintendent had promised that no school would be closed unless the patrons of that original school district voted to close their school. (Attachment 2)

Mr. Thomas C. Armenoff testified that over 80% of the schools Kansas children attend have the potential for being affected by HB 2633 and cautioned that the matter of school closing is of considerable importance. Mr. Armenoff pointed out that HB 2633, as expressed in its present form, presents clear possibilities for injuring the morale of rural and small school patrons by allowing indiscriminate closing of their schools. He felt that the reasons for initiating the bill have been obscured and should be addressed directly. (Attachment 3)

Ms. Wanda Reed identified herself as a representative of Schools for Quality Education, which, she stated, represents 77 rural schools in Kansas. She explained the organization's philosophy and its reasons for opposing HB 2633. In comparing small schools to large ones, Ms. Reed noted that the CBE test scores were higher in the small schools and that running large schools is more like running a bureaucracy. She urged the Committee to let the people of Kansas run their own lives.

Ms. Sue Saylor, testifying against HB 2633, labeled the bill a broken treaty between the State of Kansas and the People of Kansas, and she referred her remark to the promise made at the inception of unification in K.S.A. 72-8213: "No attendance facility in our state would be closed without the vote of the people within the attendance center in which the attendance facility is located if those schools still maintained the 3/4 valuations and territory stipulations as provided". She emphasized that without this promise - THE TREATY -, unification would NOT have become a fact. (Attachment 4)

Mr. Marvin Paulson testified that HB 2633 would be detrimental to the future of every small town and smaller school in Kansas. He felt that if dollars alone are to be the sole consideration in school closure, then some of the largest districts in the state with higher than median budget per-pupil cost should also be examined. He felt that although boards of education, school administrators and entire school staffs should demonstrate fiscal responsibility, other facts such as areas being served and the desires of local patrons should also be considered. (Attachment 5)

Mr. Duane G. Sloan also presented testimony against HB 2633, and his testimony is found in Attachment 6.

Mrs. Jim Dobbins spoke against HB 2633 on behalf of her husband as well as herself. (Attachment 7)

The Chairman asked Mr. Kenneth Rogg of Schools for Quality Education if he would present his testimony at the next meeting of the Committee due to lack of time, and Mr. Rogg agreed to do so.

Mr. Charles W. Johns, Director of Governmental Relations, Kansas-NEA, left testimony for distribution to Committee members. (Attachment 8) Mr. John's testimony supports the premise that local boards of education should have the authority for closing schools but cautions that consideration should also be taken regarding the impact on students, faculty, and other related concerns.

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

I am Representative Max Moomaw. I am here speaking in opposition to HB 2633 as a concerned citizen.

When my home school district, the Amy School District, became a unified district we were promised by the school board and superintendent that no school would be closed unless the patrons of that original boundary school district themselves voted to close their school.

We have, since that time closed all but one of the small rural schools in our district. In each case the original patrons voted to close their own schools. The original boundary rule has worked very well for us, a promise was made and I believe should be honored.

Each of the four counties in my representative district (the 117th) have at least two unified school districts within their boundaries. Enrollment in all but one county is dropping. I believe we could see some consolidation of those unified districts. If two of the unified districts consolidated into one district they could close a small high school but leave the grade school open. Under the existing law the original patrons of that small district would control how long their grade school remains open. Under HB 2633 all the patrons of the two consolidated districts would control how long that grade school stayed open. I believe HB 2633 would be detrimental to any further consolidation of school districts.

I would be happy to respond to any questions.



Department of Curriculum
and Instruction

College of Education
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Testimony on HB2633
Senate Education Committee
February 24, 1982

by
Thomas C. Armenoff
Center for Rural Education and Small Schools
Kansas State University

Mr. Chairman, Members of the Committee:

What I have to say will not take long. The issues central to school closings admittedly are complex. But, I believe much of the complexity is a result of obscurity, a clouding of issues arising from the temptation to focus on face values rather than substantive qualities.

I would like to preface my remarks today by pointing out that although I am employed through the Center for Rural Education and Small Schools at Kansas State University, I am not representing the official position of the University. I would also like to point out, however, that my opinions and observations are the products of a somewhat unusual background, one which has afforded me the opportunity to examine rural and small school education in a more objective manner. Growing up and attending school in Los Angeles, my involvement with rural and small schools has been a matter of choice and not an accident of birth. This involvement has included experiences in teaching and administrative capacities and has been tempered by my professional training as an educational researcher. Finally, my present affiliation with the University has provided an even broader overview.

You are faced with considering action in the form of the School Closings Bill that has strong implications for children attending the state's smaller schools. Considering that well over 80% of the schools Kansas children attend have the potential for being affected, the matter is of considerable importance. Yet, there are inherent difficulties which must be overcome before a sound decision can be made. First and foremost, I believe the objectives underlying the bill must be carefully examined.

In supporting the initial recommendation for changing the law concerning procedures to be followed in closing a school building, the 1981 Interim Task Force on School Finance suggested the final result would be, and I quote:

Attachment 3

...all registered voters in the district will be entitled equally to participate in a decision that affects both their own tax burden and the quality of education of the school district.¹

They were also concerned to clear up the "patchwork" of existing laws governing school closings. Two primary objectives are clearly identifiable:

1. First, it is desired that decisions affecting tax burdens and quality of education be shared among all voters in the district.
2. The second objective involves eliminating complex and confusing school closing laws.

Now, I question whether the first objective, with its allusion to improving the quality of education while reducing the tax burden, can be attained by encouraging the closing of schools. With regard to the second objective, I wonder whether the complex laws have not evolved in direct response to the complex nature of school closings. In other words, perhaps equitable decisions related to closing a school demand laws of a more specific character and simple, across-the-board procedures will be unable to weigh all the factors relevant in a particular situation.

Unfortunately, with respect to rural and small schools, no comprehensive, valid, and reliable data-base presently exists. Consequently, reference made to these schools is ordinarily very opinion and emotion laden. This fact makes it all the more important to rigidly employ logic and exercise great care when important decisions affecting these schools are made. Such is the caveat I wish to stress today.

That small communities are proud and extremely supportive of their schools has been reported widely in the literature. In New York, for example, David Monk of Cornell University points to this community involvement as the reason that districts there are no longer reorganizing appreciably despite enticing state offered incentives.² Other authors report similar findings for different regions and Douglas and Shelley refer to strong school-directed community loyalties in their study of rural development in Kansas.³ One question I wish to raise is: How will revision of the school closing laws impact on residents of small communities?

As House Bill 2633 is expressed in its present form, there are clear possibilities for injuring the morale of rural and small school patrons by allowing indiscriminate closing of their schools. For instance, this is highly probable in those situations where a large attendance center and one or more smaller attendance centers are joined within a district by virtue of unification. School buildings in the smaller centers could be closed, without due regard to the feelings of patrons, as economies of scale are pursued simply for their own sake. Another possibility is escalation of a situation we have had occasion to observe in our state with respect to inter-community acrimony arising between unified small attendance centers financially pressed to consider school closing. The law we presently have at least includes a measure safeguarding the local citizenry's ability to avoid losing their own school due entirely to superior numbers of voters from outside their community.

You know, I find it ironic that during a time when American sentiment so clearly favors decentralization, we should be discussing a topic that rests so close to the heart of bureaucracy creation. It seems that nation-wide, and in Kansas particularly, people are becoming disillusioned with the notion that: "Bigger is Better" on its own accord. Encouraging the development of larger educational entities, and that is exactly what H.B. 2633 is all about, in an effort to gain higher quality education at a lower cost may hold false promise. This is the topic I would now like to address.

Jonathan Sher, former director of the National Rural Center, points out in his book, *Education in Rural America*, that smaller schools provide many intrinsic benefits to students and communities as a whole.⁴ Other authors suggest that what is already found naturally in the majority of small community schools represents the goal toward which larger schools are professing to strive.⁵ Indeed, in examining the literature pertaining to education, one finds constant reference made to the necessity of attempting to establish community involvement, low pupil-teacher ratios, increased visibility and familiarity on the part of the teachers and administrators and, most importantly, attention to the individual needs of students. These characteristics are, most frequently, found in our small schools. Why, then, do we want to do away with them, only to find ourselves later seeking to gain what we already had?

One would have to be extremely naive to claim that small schools are devoid of problems. Small schools have their share of problems too, probably the most outstanding of which involves finances. It, quite simply, requires more money at the present time to educate children in small school settings. However, before issuing authority for unilateral school closings, it may be in best interest to assess the financial issue more carefully. What about hidden costs? It may be that school closings will breed a plethora of unconsidered costs.

There is the problem of pupil transportation. In most cases, the closing of schools will necessitate additional miles of bus travel. Students spending more time on buses have less time to spend in school learning activities. Additionally, more miles mean higher fuel and maintenance expenditures. Since even districts receiving no equalization aid are reimbursed for transportation, these costs may be reflected in a significant increase in the drain on the state, as the money ultimately must come from somewhere. And speaking of revenue drains upon the state, will school closings be accompanied by reduction in equalization aid? For that matter, will there even really be reductions in per pupil expenditures? These issues warrant serious consideration.

The encouragement of school closings seems to be to be a rather round about way of approaching the objectives which are purported to have inspired House Bill 2633. I submit that if it is an improvement in the quality of education children receive in smaller schools that is desired, then this issue should be addressed directly. Along the same lines, if it is an objective, lowered costs for educating children should receive the same treatment. Only by dealing directly with the intended objectives can true gains be expected without unforeseen adverse side-effects.

We have the knowledge and technology available today by which rural and small school education can be made more cost effective and higher in quality. What is needed is a vehicle through which this knowledge can be applied expressly to rural and small schools. A data-base for rural and small schools must be established on a foundation of sound research, not opinions and emotional investments. Further, advancements in education which hold promise for rural and small schools must be disseminated to those who may derive benefit.

I do not believe that making it easier to close schools will help improve education in our rural and small communities. I do believe that improvement can be brought about by recognizing the inherent worth of our rural and small schools. I encourage backing up this recognition on the state level by supporting programs which specifically address the unique needs of our rural and small schools, while gaining as much as possible from the advantages they offer. An advocate is needed for our rural and small schools.

In summary, what I am asking is: Rather than introducing still another measure which will chip further away at the educational structure's foundation, which in this state is the rural and small schools, why not attack the problems themselves directly and constructively? In other words, why not work to provide the means whereby rural and small schools can be improved, instead of allowing them to be done away with altogether?

Thank you.

REFERENCES

1. Report on Kansas Legislative Interim Studies to the 1982 Legislature. Legislative Coordinating Council. Topeka, Kansas: Legislative Research Department, December, 1981.
2. Monk, David H. Kenneth A. Strike and Frederick H. Stutz. "Potential Effects of the Overburden Argument on the Funding of Rural Schools." Interim Report to the New York Special Task Force on Equity and Excellence in Education. Ithaca, New York: Cornell University, Department of Education, February, 1981.
3. Douglas, Louis H. and Scott Shelley. Community Staying Power: A Small Rural Place and Its Role in Rural Development. Manhattan, Kansas: Agricultural Experiment Station, Kansas State University, February, 1977.
4. Sher, Jonathan P., ed. Education in Rural America: A Reassessment of Conventional Wisdom. Boulder, Colorado: Westview Press, 1977.
5. Thompson, Margery. "A Lot We Can Learn From Those Not-So-Second-Rate Rural Schools." The American School Board Journal. ERIC: EJ 181 480.

ATTENDANCE CENTERS CLOSED FOR SCHOOL DISTRICTS WITH LESS THAN 1,600 STUDENTS

| | <u>FTE Enrollment</u> <u>9-15-82</u> | <u>Name of Attendance Center Closed</u> | <u>Preceding Year Headcount Enrollment of Attendance Center Closed</u> | <u>General Fund Budget Per Pupil (Last Year of Operation)</u> | <u>General Fund Budget Per Pupil (Year After Closing)</u> |
|-----------------------------|---|---|--|---|---|
| <u>1982-83</u> | | | | | |
| #284 - Chase County | 551.3 | Saffordville Elem. | 16 | \$ 2,579.61 | \$ 2,811.54 |
| #351 - Macksville | 287.5 | Radium Elem. | 28 | 3,530.48 | 3,677.98 |
| #392 - Osborne | 499.1 | Alton Elem. | 14 | 2,590.51 | 2,804.78 |
| #442 - Nemaha Valley | 482.7 | Kelly Elem. | 18 | 2,313.08 | 2,686.09 |
| | | | | | |
| <u>1983-84</u> | <u>9-15-83</u> | | | | |
| #236 - Lebanon (a) | 84.0 | Lebanon H.S. | 37 | \$ 4,818.01 | \$ 5,793.68 |
| #332 - Cunningham | 288.5 | Nashville-Zenda H.S. | 28 | 4,452.65 | 4,614.38 |
| #333 - Concordia | 1,343.5 | Jamestown Elem. | 21 | 2,486.80 | 2,769.64 |
| #378 - Riley County | 501.6 | Leonardville Elem. | 105 | 2,533.42 | 2,895.06 |
| #380 - Vermillion | 625.5 | Corning Elem. | 32 | 2,517.70 | 2,845.72 |
| #397 - Centre | 349.9 | Pilsen Elem. | 65 | 3,150.60 | 3,415.49 |
| #406 - Wathena | 472.3 | Blair Elem. | 83 | 2,578.19 | 2,968.97 |
| #407 - Russell | 1,407.7 | Dorrance H.S. | 36 | 2,917.93 | 3,204.81 |
| #427 - Belleville | 600.5 | Republic Elem. | 30 | 2,924.81 | 3,323.36 |
| #434 - Santa Fe Trail (b) | 1,178.8 | Carbondale Middle | 82 | 2,482.76 | 2,722.54 |
| #482 - Dighton | 363.2 | Shields Elem. | 18 | 3,236.94 | 3,796.81 |
| | | | | | |
| <u>1984-85</u> | <u>9-15-84</u> | | | | |
| #206 - Remington-Whitewater | 500.0 | Elbing Elem. | 43 | \$ 3,191.54 | \$ 3,789.48 |
| #389 - Eureka (c) | 788.8 | Midwest Elem. | 55 | 3,096.62 | 3,527.59 |
| #389 - Eureka (c) | 788.8 | Tonovoy Elem. | 174 | 3,096.62 | 3,527.59 |
| #407 - Russell | 1,381.5 | Gorham H.S. | 54 | 3,204.81 | 3,531.81 |
| #491 - Eudora (d) | 699.5 | Eudora Jr. High | 169 | 2,928.57 | 3,266.62 |

- (a) School district disorganized
- (b) Closed middle school building and opened a newly constructed K-8 elementary school
- (c) Construction of new building
- (d) Closed through reorganization

SPECIAL NOTE: Any savings that might result from closure of an attendance center cannot necessarily be ascertained by comparing the school district's general fund budget or budget per pupil for the year prior to the closure and the following year.

Prepared by: State Department of Education and
Legislative Research Department
September 20, 1985

STATE OF KANSAS

LERROY F. FRY
REPRESENTATIVE, 105TH DISTRICT
ELLSWORTH, MCPHERSON, RICE COUNTIES
LITTLE RIVER, KANSAS 67457
(316) 897-6330



TOPEKA

HOUSE OF
REPRESENTATIVES

COMMITTEE ASSIGNMENTS
MEMBER: ASSESSMENT AND TAXATION
ENERGY AND NATURAL RESOURCES
LOCAL GOVERNMENT

February 25, 1986

TO: HOUSE EDUCATION COMMITTEE

RE: HOUSE BILL 2676

Mr. Chairman and Members of the Committee:

It is a fact that rural communities differ from urban communities in a number of significant ways, and further that there exists a rich diversity among rural communities which adds to the complexity of developing public policy for schools in rural America.

The first step in moving toward a more differentiated policy of rural school improvement is redefining the problem of rural education. This redefinition will require both a shift in who defines the problems and by what criteria. Historically, the problems of rural education have, by and large, been defined by the leaders of the "urbanized" education profession who believe that if a rural school cannot get bigger it cannot get better. School consolidation for instance, while meeting the test of rational arguments for "efficiency and effectiveness", as defined by those who view centralization as good, makes little sense to those who value rural communities and define efficient and effective education in terms of close community ties and maximum participation of all students in school activities.

Analizing and redressing the balance of educational policy to be more favorable to rural communities will require the establishment of advocacy procedures to get the issues into public discussion and create the necessary political support to bring about more appropriate policy. State education agencies are also

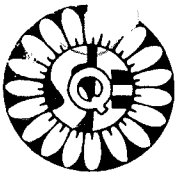
Rep. LeRoy F. Fry
HB 2676
House Education Committee
February 25, 1986

likely to find it difficult to respond in a new way to rural schools. Despite good intentions to be a service agency, their primary role is still one of regulation enforcing of a common school system.

In accepting rural reality, it becomes necessary to take a critical look at the present organization and conduct of schooling to see if changes need to be made to achieve a better fit between the process of education and rural communities. I am not suggesting going back to the one-room school. What is needed is to evolve some new models, and "intermediate technology" of education that falls somewhere between the country school of days past and the "urban" school that has taken its place. Just what a school would look like and how it would operate in different types of communities is difficult to imagine.

All of the educators, parents and community people have for so long seen schooling in only one way, that re-thinking and developing alternatives for rural communities will be a long and arduous task. Accepting the reality of rural America opens a whole array of possibilities not previously available. It opens a possibility that rural education might just look and operate differently. It opens a possibility that inherance in size and sparcity are reasons for school finance formulas to provide more money for rural education at all levels, developing and providing services as well as teaching and administration, without having to move to the cities to "get to the top" of the education career ladder. And it opens the possibility that rural children can receive a quality education designed specifically for their needs rather than a second rate program defined by urban standards.

HB 2676 may not be the whole answer, just an echo of the approaching problem affecting attendance centers of this state.



Schools for Quality Education

PURPOSE . . .

To Pursue the quality of excellence in education.

To Give identity, voice and exposure to the peculiar quality of Rural Schools.

To Enhance the quality of life unique in the rural community.

Statement to
House Committee on Education
Regarding
HB2676
by
Kenneth Rogg, Legislative Representative
Schools for Quality Education

February 25, 1986

Mr. Chairman and members of the committee; as there are many conferees to be heard today and much specific information to be presented, I will keep my remarks general and brief.

Schools for Quality Education is in support of HB2676. In 1969 approximately 40 school districts were invited to meet in Hutchison to discuss the possibility of forming a united front against any further forced consolidation. Since that time maintaining the autonomy of the people most affected has remained our principal purpose.

Having stated our position I will now pose 4 reasons why you should vote favorable on HB2676:

1. The bill which contained current language which repudiates the promise included in the Unification law could not stand on its own merits. After being soundly defeated during the session it was ressurected during the final few days by being amended onto a much needed and popular bill. To have voted against the amended bill would have been to "throw the baby out with the wash". Passage of HB2676 would re-establish a promise we feel was broken by default.
2. Language included in current law nullifies the one means of recourse, which we believe was amended in good faith. That amendment appears in the stricken language on page 4, section (d). We believe the intent of this section was to provide the affected party one last-ditch effort, another opportunity to plead their case. However, on the same page section (g) nullifies section (d). What can be done and what is to be done, is to "change the use" rather than "close" a building and thereby circumvent the people's right to a vote. For example, a high-school could be "closed" by reassigning secondary students and continue to use the building $\frac{1}{2}$ day a week for one kindergarten class. We do not believe this was the intent of the Legislature.

3. HB2676 expands the contents to be included in any plan which is required prior to a vote to close an attendance center. We believe that the inclusion of social, and economic, factors provided on page 2, sections (a) through (e) would provide a much more comprehensive plan and since other conferees will provide specific information, I will not attempt to go into detail.
4. Finally, removing the right of the people most affected to determine closing of a school defeats the original intent. "We must make it easier for boards of education to close small, uneconomical schools", we were told. True, all boards do now have that power. However, current economic conditions may well be the beginning of another reorganization in the education of rural youth. With the decline in rural economy and lack of economic opportunity as well, further decline in enrollment and rising per pupil costs will force many districts to explore cooperative methods of educating our youth. In many cases this will be by district reorganization. This this will not occur voluntarily as long as the current language remains in the law.

Thank you for this opportunity to present our concerns.

SCHOOLS FOR QUALITY EDUCATION
MEMBERSHIP LIST
1985 - 86

DIST. NO. SCHOOL NAME

NORTH CENTRAL REGION

| | |
|-----|-----------------------|
| 104 | White Rock - Esbon |
| 269 | Palco |
| 278 | Mankato |
| 307 | Ell-Saline-Brookville |
| 324 | Eastern Heights-Agra |
| 326 | Logan |
| 395 | LaCrosse |
| 399 | Paradise-Natoma |
| 403 | Otis-Bison |
| 426 | Pike Valley-Scandia |
| 427 | Belleville |

SOUTH CENTRAL REGION

| | |
|-----|----------------------|
| 254 | Medicine Lodge |
| 311 | Pretty Prairie |
| 327 | Ellsworth |
| 328 | Lorraine |
| 332 | Cunningham |
| 354 | Clafin |
| 358 | Oxford |
| 359 | Argonia |
| 360 | Caldwell |
| 418 | McPherson |
| 422 | Greensburg |
| 424 | Mullinville |
| 438 | Skyline-Pratt |
| 444 | Little River |
| 455 | Cuba |
| 474 | Haviland |
| 496 | Pawnee Heights-Rozel |
| 502 | Lewis |
| 509 | South Haven |
| 511 | Attica |

NORTHEAST REGION

| | |
|-----|--------------------------|
| 221 | North Central - Haddam |
| 222 | Washington |
| 329 | Alma |
| 335 | Jackson Heights - Holton |
| 417 | Council Grove |
| 449 | Easton |

DIST. NO.

SCHOOL NAME

SOUTHEAST REGION

| | |
|-----|----------------------------|
| 245 | LeRoy-Gridley |
| 252 | South Lyon Co. - Hartford |
| 256 | Marmaton Valley - Moran |
| 258 | Humboldt |
| 283 | Elk Valley - Longton |
| 285 | Cedarvale |
| 286 | Chautauqua County -- Sedan |
| 362 | Prairie View - LaCygne |
| 366 | Yates Center |
| 386 | Madison |
| 387 | Altoona - Midway |
| 390 | Hamilton |
| 397 | Centre |
| 462 | Burden |
| 471 | Dexter |
| 479 | Crest - Kincaid |
| 492 | Flinthills - Rosalia |

SOUTHWEST REGION

| | |
|-----|-----------|
| 209 | Moscow |
| 214 | Ulysses |
| 216 | Deerfield |
| 217 | Rolla |
| 219 | Minneola |
| 220 | Ashland |
| 225 | Fowler |
| 227 | Jetmore |
| 228 | Hanston |
| 363 | Holcomb |
| 371 | Montezuma |
| 374 | Sublette |
| 476 | Copeland |
| 477 | Ingalls |
| 507 | Santanta |

NORTHWEST REGION

| | |
|-----|----------------------------|
| 241 | Sharon Springs |
| 242 | Weskan |
| 275 | Triplains - Winona |
| 280 | West Graham - Morland |
| 291 | Grinnell |
| 292 | Grainfield |
| 293 | Quinter |
| 295 | Prairie Heights - Jennings |
| 301 | Utica |
| 302 | Smokey Hill - Ransom |
| 304 | Bazine |
| 314 | Brewster |
| 316 | Golden Plains - Rexford |
| 468 | Healy |

STATEMENT PREPARED FOR THE HOUSE COMMITTEE ON EDUCATION

Fran Parmley, Assistant Director

Center for Rural Education and Small Schools

Introduction:

Rural communities are heterogeneous, diverse and complex. This very diversity makes it difficult to make any type of general assumptions about the nature of the community. Rural schools are no different. They are closely attuned to the community and their characteristics are influenced by that same diversity and complexity. Much of what is unique about rural communities and schools defies quantitative analysis or statistical description. The primacy of local circumstances is as applicable to the formulation of rural educational policies as it is to the rural communities in general. Often, definitions of ruralness are population based and arbitrary and are not substantiated by definitive research.

It is easiest to define the nature of the rural community by the very differences which separate them from their urban counterparts: (1) there is a close and binding relationship between the community and the school and (2) the very size of schools and school districts. It is ironic that citizen participation and community control of schools have come to be seen as urban issues, but are indeed the factors that most influence rural communities and have existed there from the beginning.

Those factors which are assumed to be a part of the rural education experience have been researched very little but are generally considered to be descriptors of rural schools. Slower pace, less pressured environment, a spirit of cooperation, opportunities for leadership development, less formal interaction among students, staff and parents are but a few. Most will agree that these factors are generally present in rural schools and rural communities. However, there is one factor upon which there is usually no disagreement -- the small scale nature of the rural school.

It is upon that one factor that the research I will discuss relates to student achievement and student attitudes. Unbiased studies are essentially unavailable. Rigorous comparisons between large schools and small rural schools controlled for social class are few. The statistics which exist are broad and undifferentiated. It is difficult to distinguish the effects of social class, student motivation and other variables. Gene Glass, et al, have made an attempt to synthesize the research which has been done with regard to size -- specifically class size through a process they term meta analysis. In essence, what they have done is to correlate numerous studies and the data from those studies into a comprehensive picture.

Class Size and Affective Effects on Pupils, Effects on Instructional Processes and Effects on Teachers:

Attitudes of pupils and teachers as they relate to class size are illustrated here (use overhead). 371 comparisons using 59 studies were made measuring various effects on teachers, students and instruction. Eighty eight percent of those comparisons indicated positive correlations between smaller class size and positive effects. The effects by category are noted below.

Student Effects: attitude toward teachers, self concept, mental health, attitude toward life, attendance, study habits, on-task behavior, creative thinking, social interaction, discipline.

Teacher Effects: teacher organization and planning, morale, attitude toward students, workload, absences, professional growth, perception and satisfaction.

Instructional Effects: teacher knowledge of students, teacher/student interaction, more involvement in learning, cohesiveness, positive teacher control, task structure, creative activities, positive evaluation, general school climate, informality, goal direction, use of space, innovation, student choice of activities.

The graph is plotted for the average student (50th percentile) in a class of 30. It is significant that the smaller the class size, the more positive the effects.

Class Size and Pupil Achievement:

Using 725 comparisons, 60% favored the smaller class. In only two cases were the results modified by features of the studies. Also note that the instructional hours also have an effect. The more instructional hours, the greater the positive effect on student achievement.

Effective Schools Research:

Recent research has identified characteristics of effective schools. (1) School climate is orderly, serious, safe and attractive. (2) Schools have a clear school mission. (3) Instructional leadership of the principal. (4) High expectations for student achievement. (5) Student opportunity to learn and time on task, (6) frequent monitoring of student progress, (7) supportive home-school relations.

Advantages of small enrollment size can be summarized as follows:

Students are at the center of the school

Discipline is usually not as serious a problem, resulting in increased time spent in learning.

Teachers have a sense of control and investment in what they teach.

There is a flexibility in decision making due to a minimum of bureaucracy

Low pupil/teacher ratios foster more individualized instruction.

Relationships between the actors (teachers, students, parents, administrators, school board) are closer.

Parental and community involvement is stronger.

Submitted for your reference is the following testimony presented to the House
Representatives Educational Committee Hearing on Bill #2676, Feb. 25, 1986. The
particular testimony was presented by Jacque Spangler.

I'm Jacque Spangler from Walton, Ks. We are a small community that has been
taken in by a larger district. The last two years the district has been studying
possible school closings, including our elementary school. It appears at this point
we may be allowed to stay open. Either way, as a community, we believe in the concept
of House Bill #2676. Proponents of this bill in our community are not only the
parents of children, but all citizens in and around Walton.

In the event of our school closing, we also saw the probability of our town
dying. Families have chosen to buy property and move into Walton (while commuting to
work) in order to place their children in our elementary school. Schools are often
the tie that binds - with a school closing we see an erosion of the economical fabric
in a town, (people move out, people do not move in to take their place...i.e.,---a
decline is seen in population, a decline in property valuation, a decline in commer-
cial sale, and eventually a death of the community.

We believe these problems can result from the natural affects of a recessive
economical situation, but we, like others don't need the added stress of arbitrary
school closings. As a community, we strive to solve our problems from within. When
we saw that as a community, we could no longer give our high school children an affor-
able, competitive, quality education, we made the decision to close our high school.
The district has pointed out that we have a high cost per/pupil (\$2500.00-which accord-
ing to the State Journal is still well within the meduim cost range throughout this
state) we again have found a way as a community to lower this cost to a rate acceptable
to our local school board. When we lost our only cafe and store, we pooled together
and have begun construction of a new facility for this use.

Communities can and will find ways to overcome these kinds of problems without
being liabilities to the State or local funding and governing agencies because of
their belief in the importance of preserving Walton and like communities throughout
our State.

I was privilaged to hear Mike Hayden speak a few weeks ago. He echoed a senti-
ment felt by us in Walton - we need to keep the #1 natural resource, our children in
this state - and when possible, in our local communities. Mr. Hayden stated that of
the 170 top graduates from our universities last year, only 33 found employment in
Kansas. Yes, increased economical development in this state would go a long way in
eleviating this problem, however, we need to maintain the existing ones. School
closings often perpetuate economical decline in small towns and rural areas. With
these declines, our children must look to other states or our limited urban areas
within this state for advancement. These urban areas cannot and should not have to
provide the needed employment opportunities for all our newly graduated. We must main-
tain a strong smaller community and rural economical strength also.

Unnecessary school closings (at times simply for the sake of Administrative
convenience) are a definite detriment to this goal. I understand that there are
justifiable cases for school closings. With the passage of House Bill #2676 this
would still be possible. We do not want to hinder the decision making process of
school boards, we wish only to alter their voting provisions and allow communities
to activiely decide the future of their schools, children, and towns. In doing so;
we must ask you to put a little faith in us, the people of Kansas, as we have you
our governing bodies. Schools and districts have been known to close themselves
when their children could no longer be provided quality education. We have a variety
of concerns in our state now, but in the end our children should come first.

I would also like to submit copies of a petition taken as a poll of people in
USD #373 concerning the concept of community schools vs. major consolidation on an
elementary level. There are approximately 1,955 signatures out of an active voting
census of 4,00 from our district. Many people without children in school have signed.
People seem to be more willing to pay tax dollars for education than for other budget
items. Afterall, many budget items deal in services - education deals in human lives.
These human lives that we are educating now will be making decisions for you and me
in the near future. Let's do our best as a state to insure that they obtain the needed
skills through quality schools and that we can harvest and employ our #1 crop, our
children, for the benefit of all residing in the State of Kansas. Thank you.

Testimony before the House Education Committee
in favor of House Bill 2676
Richard J. Proehl, Box 8, McCune, Kansas 66753

Mr. Chairman, members of the House Education Committee, thank you for giving me the opportunity to testify in favor of House Bill #2676.

I am Richard Proehl, a resident of McCune, Kansas. McCune is a rural community of about 500 located in Crawford County, Unified School District #247, in the southeast corner of the state.

I purchased and became President of the McCune State Bank in September of 1976. We were part of the community for three full years before the closing of the High School in the fall of 1979. Because I was not born and raised in this community, I felt no special allegiance to the high school and took no active part in the long and bitter fight that resulted from the closing. Little did I realize the economic impact it would have on our community and the local businesses.

Enrollment in the High School at the time of the closing was about 100. Enrollment in the elementary school dropped approximately 25 students the first two years following the closing of the school. Since the drop of 25 students, the grade school enrollment of now about 150 has remained constant. Since 1979, we have had no new families move into our community with high school students. We have however, had families with elementary children move to our community.

Since 1979, McCune has lost the following businesses:

- two grocery stores
- one insurance agency
- our only restaurant
- one beauty shop
- one mechanic shop
- two appliance stores
- one construction company
- one cabinet shop
- one plumbing and heating sales and service

People tend to shop where there are many school activities. Reduction in traffic flow due to the closing of the high school caused several of our businesses to fail.

The economic impact on communities after a school closing is not limited to Southeast Kansas. I talked with a banker in McCracken, a town of approximately 300, which is located in western Kansas in the Unified School District #395. He states that his community lost between \$75,000 to \$80,000 in the first 1½ years following the closing of their high school. This excludes banking, insurance, and implement repair.

There were seven families who left as a direct result of the closing, five were teachers who spent the majority of their salaries in the town and county. The cafe lost 15 to 20% of their trade and virtually all of their evening business. The grocery store lost approximately \$30,000 in sales. The furniture store experienced a 20% decrease in sales. The Family Parlor, a teenage hang-out, lost all their evening trade and are barely making expenses. The filling station and beauty shops also experienced a loss of income.

Another community which has experienced the same problems is Ensign. In talking with the implement dealer in Ensign, he feels his community has seriously suffered economically since their high school closed two years ago.

As a banker, I realize that economically, we cannot maintain schools in all small towns. However, allowing individual communities to have a voice in their school closing will provide for compromises. By passing H. B #2676, local school boards and individual communities will be required to work together for the benefit of all students. When school boards close attendance centers without patron input, bitter fighting results which divides school districts and can only hinder quality education.

Members of the House of Representatives Education Committee, Fellow Kansans.

During the weeks leading up to the start of this session of the legislature and since the session began, in nearly every news article, and television and radio report, one issue has been predominate, "OUR ECONOMY".

Lotteries, parimutual betting, tax increases, ways to expand industry are being discussed. Our big three industries Agriculture, Oil and aircraft are at a low point. Efforts are being made to improve the economy by helping our industries. But at the same time you are attempting to improve our states economy there exists a law that severely handicaps efforts to improve the economic climate. That law KSA 72-8213 allows school boards to literally destroy small towns by closing schools through changing the use of a school building.

What aircraft is to Wichita, Beef packing plants to Garden City, in the small towns of Kansas the school is often the major industry next to agriculture. In towns such as my home Marquette, the school is the major employee. Until last year 30% of the jobs in Marquette were school jobs, after the closing of our high school by changing the use of the building the school system provides 20% of the workforce but our taxes that are used to pay that workforce didn't decrease.

This past year Gates Lear Jet announced plans to close one of its plants at either Wichita or Tuscon. Immediately our Governor, legislators and other government officials stepped in to offer assistance in keeping the jobs. And while this was happening the State through its school closing law was reducing the work force at Marquette by 10%. What the state did for Marquette was not an isolated happening. Dorrance, McCracken, Galva, Geneseo, Gorham to name a few were also beneficiaries of Robin Hood in reverse. Their schools were closed because of KSA 72-8213 and with the closings went jobs, jobs that provided thousands of dollars to their economies, jobs that are a higher percentage of the total work force in small towns than Gates Lear Jet is to Wichita.

Don't get me wrong I strongly support keeping the Gates Lear Jets and helping any other industry to locate here or to expand, we must do all we can but we need consistency, whats good for Wichita is good for the small towns.

We offer millions of dollars to other industries to help provide jobs. Why not put our money to use providing education jobs. And the best part about keeping education jobs in our small towns is that it really doesn't cost any more than what we already are spending. There are those who try and tell us we must close small schools to save money.

I would challenge anyone to show this committee that school districts that have closed schools are in any better financial shape then those that still operate the smaller schools. There are those who try and tell us we can't let the education of our children be compromised just because a community may be hurt, but can this committee honestly say that small schools are not providing a good solid education for our children.

To bring about the economic growth that this state needs we cannot forget the small towns with their small schools. Improvement is not made by destroying one town to help another and that is what school closings are all about, the big town in a unified district taking from the small town. And in the end everyone loses. The small town is literally destroyed, the tax base dwindles, people move, and for those that are left taxes continue to rise. The bigger town sees decreases in sales with local businesses because the people of the small town who helped support them are gone and their taxes also continue to rise.

But yet we continue to see efforts made to close schools to save money. Newton is now attempting to close Waltons grade school. We must use the lessons of History. Money is not saved, education is not improved and everyones economy is hurt.

During recent debate on the lottery issue, one member of the legislature suggested Kansas be renamed "The Past." If we continue to allow school boards to close schools in small towns "The Past" is going to be the name of many towns.

I would urge this committee to put an end to the state sponsored genocide of our small communities and vote favorably for the bill before you, 2676.

Economic improvement must include the entire state and as long as we allow school boards to close schools without recourse we will continue to slide backwards.

Small towns are what Kansas is all about. I urge you to give us the opportunity to have a voice in our future by letting us decide whether or not we want our school to continue. Kansans know what is best for their children and their towns, and if a school is too small or not providing a good education, Kansans will want better and close the school.

That was the agreement between the state and the people of Kansas at the time of unification. We should return to that principle.

The current statute allows school boards to close schools, but gives the people the right to petition for a district wide election. In USD 400 the board voted to close the Smolan school, the school in Governor Carlin's hometown a petition was passed, an election held and the people voted to keep the school open with 20-25 students. Six months later the school board voted to close Marquette High by changing the use of the building. Present law does not allow for petition or an election, and the 50 student high school was closed. A 20 student grade school is kept open, a 50 student high school closed. The law needs changes.

Steve Lynn
Marquette Ks

Mr. Chairman, Members of the Education Committee, audience in this chamber:

I wish to speak briefly about assurances given and about justifiable reasons for State-wide dissension in the affected areas of unified school districts.

- I. Direct Assurance - Written into State law that local schools would not be closed without the vote of the people whom that attendance center served.
- II. Indirect Assurance - Sept. 9, 1964 edition of the Topeka Journal, Mr. Fred W. Rausch, Jr., chairman of the Shawnee County Unification Board was quoted in regards to rural schools. "Parents feel what is good for them educational wise, is also good for their children. They don't want to see their doors nailed up. This is another ungrounded fear." (unquote)
- III. Changes in State law, since 1965, that have caused dissension State-wide
 - A. Change of use of the facility (redesignation)
 - B. People of the entire school district voting on whether a local school should be closed
 - C. The institution and repeal of the special operating cost assessment district
 - D. The automatic closing a school by a school board in a unified school district with an enrollment of more than 1600
- IV. Dissension - Larger School Districts (Topeka, Wichita, Newton, and Salina)
 - A. Concern among neighborhood parents because childrens' broken friendships, transportation of children farther from home, and having bought houses close to the neighborhood school to be closed
 - B. Concern that schools now closed will have to be reopened in a few years because of a recent baby boom
- V. Dissension - Smaller School Districts (Dorrance, Walton, Geneseo, McCracken, Gorham, and Marquette)
 - A. Dissension about not allowing the affected patrons to vote on the closing of their local school has caused high school students from Dorrance, Geneseo, and Marquette to attend out-of-district schools.
 - B. The U.S.D. 400 Example - Marquette, Lindsborg, and Smolan
 1. June, 1984 - School board allowed a district-wide vote on the closing of Smolan elementary school. Result: People voted to keep it open.
 2. Jan. 1985 (7 months later) - School board changed the use of the Marquette school from a K-12 to a K-8 without even allowing a district-wide vote. School board members quote the "change of use" law.
 3. Marquette facility represent 25% of the cost to the school district, but supplies 33% of the tax base.
 4. The City Council of Marquette voted to build a new grades 9-12 building with 5 rooms for \$110,000 at no cost to the school district. The offer was rejected by the school board.
 5. No consideration by the school board to the social impact on the Marquette community

5. (continued)
 - a. High school students were so split by the decision that this year they are going to school in-district at Lindsborg and out-of district at Ell-Saline, Little River, and McPherson.
 - b. The former Marquette high school students now have little in common; barely speak to each other; have lost local identity of the community; lost local concern of citizens in their activities; spend more time on busses.
 6. No consideration by the school board given to the economic impact on Marquette
 - a. Marquette population of 600. There will be a conservative loss of \$10,000 of business in Marquette due to school trade and activities this school year
 - b. If you translated that loss proportionately to a city of 300,000 (like Wichita), there would be a loss of \$5,000,000.
 - c. Or a proportional loss of \$35,000,000 to the State of Kansas
 - d. You can now understand why the loss of a school is severe to a small community.
 7. In summary, the School Board discounted:
 - a. A more than adequate tax base
 - b. A willingness to build a new high school without cost to the rest of the district
 - c. A district-wide vote on Marquette High School even though 7 months earlier Smolan elementary was allowed a district-wide vote
 - d. A consideration of the economic and social impact on the community
- C. More dissension coming in U.S.D. 400 in regard to Capital Outlay
1. Lindsborg High School needs (?) concrete parking lots: \$150,000
 2. Lindsborg Elementary needs (?) angle parking : \$ 60,000
 - Total: \$210,000
 3. \$210,000 is \$100,000 more than it would have cost to build a new high school at Marquette.

I believe that I have now shown that there is dissension statewide in large and small unified school districts and have given reasons for that dissension. Reasons that are not emotional. Reasons that have substance. Reasons to show that people of an affected area need to have a voice.

Schools are the centers of neighborhoods; schools are the stars of small communities. Let us not shoot down any more of these stars. I urge you not to further accelerate the decline of small communities or to increase and heighten the frustration in neighborhoods of larger cities.

In order to restore some measure of faith in government; in order to set an example of justness and fairness; I urge you to support this bill.

Thankyou

Fred Peterson
1222 Cloverdale
Wichita, Ks. 67219

THE ECONOMIC AND CONFLICT OF INTEREST IMPLICATIONS
OF FORCED SCHOOL CLOSINGS

(An Outline of Salient Factors)

Presented to the Kansas House Education Committee

February 25, 1986

Jeffery R. Coatney
Vice-President
Citizens for Community Schools
Linwood, Kansas 66052

Forward:

Proposed school closings usually denote a period of crisis within a neighborhood or community. Parents are faced with the prospect of having their children transported to a more remote location. The community faces the prospect of losing the center of its focus. Emotions become charged and bitterness threatens to overwhelm rational consideration of the issues. Unfortunately, proponents of school closings often take such emotionalism as an implicit admission that facts militating against closings are either inadequate or entirely unavailable. And, the cacophony of anguish in the affected community is often sufficient to overwhelm the very presentation of facts which could save them.

The economics of loss with regard to school closings have repeatedly been discussed. When a community loses its school several factors combine to spell hardship and even disaster to that community's economy. Usually overlooked is the effect of the closing on the community which may absorb its neighbor's school. When the effects of both are considered, a balanced equation appears: The loss of one equals the gain of the other. The presentation which follows will direct itself toward the economic implications of both the losing and the gaining communities.

The Losing Community

When a community (particularly in a rural environment) suffers a school closing the following adverse economic circumstances result:

1. Property values decline.
2. A large payroll is lost (teachers administrators, clerical, maintenance and food service personnel).
3. Retail trade declines (ultimately resulting in the failure of some businesses).

The Gaining Community

When one community forces the closing of another community's school, the following economic advantages accrue:

1. Property values increase (An adjacent area without a school to attract and retain families with children has just been created).
2. A large payroll is added.
3. Retail trade increases (prompted by the influx of children, professional staff and auxiliary personnel).
4. Economic competition from a nearby community is reduced or eliminated.

When the economic results of school closings are considered, the possibilities for conflict of interest are highlighted. Under current Kansas Law, no standards of proof are required for a school board to make a determination of academic or economic inefficiency. When no such proofs are required, the possibility of board members being swayed by factors unrelated to school district interests is evident. It may well be tempting for even the most conscientious board member to rationalize where the good of the schools lie when his own or his community's economic benefit may be augmented. The converse may also be true; a board member may sincerely believe that a particular school warrants closing but will hesitate to vote to allow it because of fears of apparent impropriety. Standards of proof are necessary both for the protection of individual board members and the communities which they serve. Such standards of proof are required by HB 2676.

Entire communities may be affected by the same economic temptations that can afflict individuals. It is an anomaly of current law that a **consolidated school district is the only political subdivision in Kansas which potentially allows one community to vote to acquire the assets of another.** House bill 2676 addresses this problem by limiting a referendum on the issue to the affected community. While not free from the same economic considerations that all decisions of this type involve, communities faced with the loss of their school have these factors tempered by the desire to do whatever is best for their own children -- A desire that in the long run usually overrides all other concerns.

The idea that children are the principal concern of any community is evidenced by the fact that prior to 1982, many Kansas communities voted to close their own schools when they became genuinely convinced that their children could be better served by doing so. A more recent example of this is offered by the Shawnee Mission Schools. [Note: S.M. is at this time the only school district which already incorporates the essential provisions of HB 2676 in its school closing procedure.] The Shawnee Mission School Board recently voted to close four schools within its district boundaries, using the same standards of proof required by HB 2676. Voters in one attendance area did not agree with the sufficiency of the board's evidence and voted to keep that school open. However, voters in the three other affected areas did not protest the board's decision - hardly supporting the contention that people will automatically vote to always keep a school open.

It is not to be argued that schools once opened should never be closed. However, considering the upheavals caused by many closings and the serious potential for conflicts of interest, the present complete lack of guidelines for making such a determination must be remedied. House Bill 2676 will accomplish this. It works in Shawnee Mission - it will work in the rest of Kansas.

20 February 1986

PREPARED TESTIMONY OF DR. JONATHAN F. SHER
PRESIDENT, RURAL EDUCATION AND DEVELOPMENT, INC.

Although I regret being unable to appear in person at this hearing, I appreciate the opportunity to submit written testimony on the school closure/consolidation issue in Kansas. This testimony reflects fifteen years of research and active involvement in rural school organization and finance issues across the United States and overseas.

In particular, my comments draw upon a report I prepared several years ago for the National Conference of State Legislatures--later published by NCSL as Revitalizing Rural Education: A Legislator's Handbook. In my view, the fundamental arguments made then are still applicable. In fact, the passage of time has served primarily to make the weaknesses of the arguments that "bigger is better" and "centralized is more economical and efficient" in education even more apparent.

No rural education issue has been as long-lived or volatile as the reform of school and district organization. Beginning in the middle of the nineteenth century with Horace Mann's advocacy of rural school consolidation and continuing unabated even today, proposed reforms of the ways in which educational services and institutions in rural areas are

organized have sparked widespread controversy and dissension.

Ironically, the rural school consolidation and reorganization movement has been opposed most vehemently by the groups on whom such reforms would have the greatest effect and supported most strongly by groups on whom the direct effects would be minimal. In this sense, rural school consolidation in the United States is a classic example of an externally instigated and imposed reform; that is, one which is done to communities rather than by them.

Over the years educational policy makers and researchers have tried to behave as if consolidation and reorganization were strictly technical issues.

Heavy emphasis was placed on demonstrating that these reforms would result in more economical and efficient schools in rural areas. Study after study was undertaken to show that educational inputs (e.g., teacher credentials, course offerings, school facilities, available equipment and specialized services) were all expanded and/or improved as a result of school and district consolidation. The inference was repeatedly made that these upgraded inputs would lead to greater success not only in college, but in the students' adult lives as well. In short, leading policy makers and academics (particularly at the state and national levels) argued that their studies and research on the technical aspects of consolidation proved that bigger schools and bigger school districts were inherently better ones.

In 1976, a critical analysis of the literature on this topic, entitled Economy, Efficiency and Equality: The Myths of Rural School and District Consolidation, was published by the National Institute of Education. Basically, the report attempted to show that the technical information used to justify consolidation was severely flawed and unreliable. More specifically, it stated:

Given the enthusiasm with which consolidation was advocated, one would expect the empirical evidence supporting this policy to be overwhelming. It is not. The evidence on consolidation is incomplete. Most of the research not only fails to document the alleged benefits of consolidation, but also fails to acknowledge potential liabilities or problems. With rare exceptions, this body of research is methodologically unsound, with almost every study open to criticisms severe and significant enough to make the findings extremely suspect. The conclusions are, at best, inconclusive, and at worst, simply incorrect. In short, there is no strong empirical base to support the assumptions and assertions of school and district consolidation advocates.

Yet consolidation has been useful and beneficial in some rural communities. As a result of the consolidation movement, most of the grossly inadequate rural schools in the United States were closed, and schools which previously had very little in terms of specialized curricular offerings or sophisticated resources were able to upgrade their programs. Occasionally, consolidation even brought some cost savings and increased efficiency.

It is also clear, however, that in at least as many situations, consolidation's benefits were illusory. Many rural communities were forced to send their children long distances to attend consolidated schools which were no

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better than the community schools they replaced. In addition, consolidation occurred in thousands of communities in which such a drastic reform was neither appropriate nor necessary. Often, the values of smallness were lost in the process of consolidation and rural communities received little (educationally or economically) in return.

Consolidation advocates reasoned that "economies of scale" would be achieved through consolidation at both the school and district levels. However, in making these arguments, they either forgot or ignored two essential economic considerations. The first is that rural citizens had already made numerous concessions to frugality over the years. By paying salaries well below the standards of metropolitan districts, they relinquished the opportunity to effectively compete for highly credentialed teachers and administrators, but were able to retain lower pupil-teacher ratios. By utilizing extensive volunteer assistance and in-kind contributions from the community, by hiring generalists who could perform multiple roles in the schools, and by promoting individualized instruction instead of extensive formal course offerings, rural schools were able to ease the financial burdens confronting them.

But, most of all, rural residents offset the inherent costs of sparsity by simply "doing without." By and large, rural schools opted to stick to their conception of the "basics" and resisted the temptation to buy lots of fancy equipment, construct expensive facilities, and adopt very

sophisticated and specialized curricular areas and offerings. Whatever the educational merits of these decisions (and a reasonable case can be made both for and against the decisions on educational grounds), it is clear that they enabled rural districts to keep their per-pupil expenditures in line with metropolitan ones.

The second mistake made by consolidators was their refusal to take seriously the diseconomies of bigger, more sophisticated schools. Transportation is a key cost that usually rose dramatically with consolidation. Yet, there were several other expenses which grew as the size of rural schools and districts grew. For example, personnel costs tended to rise substantially after a consolidation. To make the merger politically palatable, administrators (and often teachers as well) were assured that no one would lose his or her job. So, instead of replacing the three former superintendents with one (a move that would save some money), it was far more common for the new district to pick one of the three to be the new superintendent and then hire the remaining two as assistant superintendents (with no resultant savings). Similarly, when old districts merged, the common practice was to "level up" everyone's salary to meet the schedule of the highest-paying district. And, finally, in order to keep their promises, consolidated districts recruited more specialized and highly credentialed staff members, even though the salaries they commanded were often significantly higher than those of the generalists

they replaced. Far from saving money, consolidated rural schools had to greatly increase pupil-teacher ratios in order to even approximate former spending levels.

In the final analysis, though, local circumstance was probably the key determinant of the relative economic and educational merits, not only of one-teacher versus consolidated schools, but also of the consolidation process at all levels of implementation. In communities having four ramshackle, one-teacher schools with an ill-prepared teacher and an average enrollment of less than 10 pupils, all located within a 10-square-mile area, school consolidation was probably a propitious strategy. However, in communities having four well-maintained, one-teacher schools with an excellent teacher and an average enrollment of approximately 20 students, all spread out over a 50-square-mile area, school consolidation was probably devoid of any economic or educational justification.

The divisive struggles and intense controversies engendered by school and district consolidation occurred not because of transportation costs, administrative inefficiencies or curricular offerings, or any other technical concerns. Rather, it was (and still is) the battleground on which larger questions of values and control have traditionally been fought out in rural areas.

Rural parents and taxpayers may be dissatisfied with their schools, but they are adamant in asserting their ability, and right, to control these schools. Similarly,

many rural people have valued having a school in the community more than they have have valued the resources educators associated with consolidation. Thus, consolidation is essentially a political issue, rather than an educational or economic one, for it always involves a choice among values, not simply a choice among "objective" facts.

On the basis of current knowledge and understanding, five conclusions seem evident:

1. That "good" schools and "bad" schools (however defined) come in all sizes. Educational improvement and economic efficiency are the real challenges, and schools of every size could benefit from efforts in this direction. However, there is simply no basis for the belief that making a school (or district) bigger is likely to make it better.
2. After more than 30 years of experience with school and district consolidation, it is clear that consolidation has not lived up to the claims made by its supporters. By and large, the benefits have been exaggerated and the liabilities simply ignored.
3. While some schools and districts can benefit economically or educationally by consolidating, such places are a distinct minority and are becoming increasingly rare. In most cases, it is far more sensible to devise creative ways of bringing resources to children rather than forcing children to go long distances for these resources. However, in all cases, local circumstance should be the key determinant of consolidation's merits.
4. Any decision about consolidation involves trade-offs. To some individuals, getting what big schools and districts can offer (e.g., more equipment and more specialists) is worth the costs (e.g., loss of a community institution, more transportation, and reduced participation in school and extra-curricular activities). To other individuals, the benefits are not worth what must be given up to get them.

- 5. The decision to consolidate should not be made hastily or without careful consideration of its likely effects. Unlike most educational decisions (for example, the choice of textbooks), consolidation is almost irreversible. Once old schools have been closed, new ones built, and new buses and equipment purchased, it is very difficult to go back to the way things were, even if consolidation doesn't work very well.

The National Conference of State Legislatures' report mentioned earlier went on to propose the following recommendations (with discussion of each eliminated here for the sake of brevity):

- 1. Abolish or prevent the passage of all mandatory consolidation or reorganization legislation.
- 2. Eliminate all direct and indirect incentives to consolidate or reorganize.
- 3. Establish a program of appropriate technical assistance to small rural schools and school districts.
- 4. Create a special classification system for very small or isolated rural schools and school districts.
- 5. Ensure that consolidated schools and districts are accountable to their rural constituents.
- 6. Encourage and develop alternatives to consolidation and reorganization.

The NCSL handbook concluded this section with the following remarks, which may well be as applicable to Kansas in 1986, as they were to the nation as a whole when they first appeared:

While the policy of rural school and district consolidation is not totally devoid of worth, its strengths have been greatly exaggerated, its weaknesses often ignored, and its overall merits as a strategy for educational reform and improvement overstated and oversold.

Despite the massive human and financial investments made on its behalf, consolidation has not dramatically

alleviated the educational problems endemic to rural areas. More important, consolidated units have not proven more successful than existing small schools and small districts--which have had to make do with relatively meager resources and professional attention.

State legislatures have a unique opportunity--and obligation--to learn from the excesses of the consolidation movement, correct present inequities and assume a leadership role in developing patterns of rural school and district organization which are sensible, appropriate and beneficial to all concerned.

Thank you for your consideration of this testimony.

Testimony On House Bill No. 2676

Before the House Education Committee

By Clifford B. Gilbert, McCracken

February 25, 1986

Mr. Chairperson and members of the Committee, my name is Clifford B. Gilbert. I am a resident of McCracken and am here to testify in favor of House Bill 2676. WE are supporting H.B. 2676 because of what happend in our own unified school district number 395. The sequence of events is a follows:

On December 6, 1983 the Board of Education of USD# 395 voted 4-3 to transport the McCracken High School students to LaCrosse, the other high school within the district, effective as of August 1984.

At the regualr board meeting November 7 the Board President announce that the Board would have a special meeting on November 17 for the purpose of discussing the goals and objectives for the unified district. The Board has previously agreed to develop district Educational Goals and Objectives. It was also announced that this would be an open meeting without public participation.

A few days before the November 17 special meeting the Board members recieved as support material seven options that were possible organizational patterns and their effect on facilities, staff, and transportation that had been drawn up by the districts three

principals at the request of the superintendant.

For our purposes for today we will refer to options two, four, and six. Option two did not make a change in attendance centers, but would have reduced the staff by 5.5 teachers. Option four put all high schools students at LaCrosse and all grades six, seven, and eight at McCracken. There also was the possibility of one elementary school being closed in LaCrosse with this option. Option six involved placing all nine through twelve grades at LaCrosse.

At the November 17 special board meeting the seven options, Educational goals, and objectives were discussed without any major decisions being made. The Board President announced to the patrons in the audience that there would be another special meeting to discuss district goals and objectives and again there would be no audience participation. After that meeting there would be a public meeting to hear patrons and then a vote might be taken to make changes in the districts attendance centers. This promised public meeting DID NOT take place.

At the regular Board meeting on December 5 the Board voted to adjourn until December 6 at which time they would explore and narrow down the seven options or make a choice on a final option.

The Board meet December 6 in regular session at 7:30 p.m. They recessed and moved to a larger accomadations in another building across town. The Board President read the seven options a loud to

patrons present. The Board voted in favor of option six thus closing McCracken High School. They voted to hold a public meeting in McCracken with school patrons sometime after Christmas. This public meeting did finally take place January 19. The Board agreed to listen to patrons but without comments by the Board Members. There was a brief explanation of district Educational goals and objectives. The meeting adjourned at 8:45 p.m., lasting only one hour and fifteen minutes.

After the Board voted to close McCracken High School, the suprintendant was requested by the Board President to do a financial study of option six and to send it in the support material to other board members and to publish it in the Rush County News. One Board Member requested a financial study for options two and four. The request was denied.

Please note that these options were not published, there were no financial studies done on any of the seven options, the Board DID NOT conduct public hearings, and no review of the feasibility studies conducted by the district in previous years were done before the Board voted on December 6 to close McCracken High School.

Under the present law our school was closed and the patrons had no recourse. They were denied public hearings, there was no petition or vote by the district patrons because present law permits the Board of Education to "change use of". Both buildings in McCracken now

house grades one through eight and kindergarten.

When schools are to be closed or attendance centers changed the people of the affected community should have an effective voice in the decision of where their children are to be educated and how their tax dollar is spent. No community wants to lose its' school but when it comes to the time parents believe their children are not receiving a proper education then they will make the change. Parents are not going to deprive their children of the best education possible.

H. B. 2676 would protect the education of the children and the rights of the patrons of a school district whose board members do not have the welfare of the entire unfied district as their primary objective.

The residents of McCracken and I respectfully request this committee to act favorably on the passage of House Bill 2676.

We appreciate the opportunity to present our views to the committee.

Honorable Senators & Representatives.

My name is John Murphy and I am a resident of Gorham, Kansas. Several years ago our High School and Jr. High was closed or I should say redesignated as an attendance center by Unified School District No. 407; at that time our Community banded together and pleaded with the School Board to let our school remain open, but without success. We tried several approaches to keep our school open even to change legislation by introducing a Senate Bill and House Bill to form our own school district, however both bills were defeated.

We were backed into a corner by Unified School District No. 407 in that we agreeded to close our High School in order that USD #407 transfer building and land to our Community so that we could open a private public school, which we did. The Gorham Community Jr. Sr. High School was formed and has been in operation for 1½ years and meets all of the state standards in order that it be a credited school. We receive NO State or Federal aid and we charge no tuition, as we operate strictly on donations.

With the operation of this school it is a hardship on the Gorham Community to pay County levies of School taxes and also support our school.

We feel with the passing of this type of legislation Senate Bill No. 638 & House Bill No. 2676 in the State of Kansas at least the local patrons in Communities will have a say as to what type of status they want with their own school, which we did not have at Gorham, Kansas.

We feel at Gorham our School should have never been closed for our taxes went up the following year 10.49 mills and dropped 3.2 mills the second year, also we are told we can expect an increase of 5.0 mills in the 1986 mill levy.

Our per pupil cost in our private school for 1985-1986 school year is \$2813.00 verses USD #407 per pupil cost of \$3863.00 our school operates at about 1/3 less cost.

Units of credits offered our students prior to closing was 38 units, the credits offered at present are 47 units an increase of 24%.

I thank you for your kind attention and hope that you will consider this bill favorably.

Exhibit A. Russell County Tax Levies
For 1983
1984
1985

Exhibit B. Russell Daily News Artical

Exhibit C. Gorham School Statistics

The Gorham High School was closed at the end of the 1983 - 1984 school year, as you can see our taxes went up 10.58 mills and then the second year it dropped 3.24 mills, we are told by our school board representative that in 1986 they are going to raise the mill levey 5.00 mills because of the lose of State aid.

1983 TAX LEVIES — RUSSELL COUNTY, KANSAS

VALUATION — \$101,579,259

Before Gorham
School

Rate Expressed in Dollars Per 100 Tangible Valuation

| STATE | | TOWNSHIPS | | | | | | | | | | | | | |
|-------------------------------|--------------|--------------------------|--|--|--|--|--|--|--|--|--|--|--|--|--|
| Ed. Building Fund | .100 | | | | | | | | | | | | | | |
| Ele. Building Fund | .050 | | | | | | | | | | | | | | |
| TOTAL | .150 | | | | | | | | | | | | | | |
| COUNTY | | UNIFIED SCHOOL DISTRICTS | | | | | | | | | | | | | |
| General | .412 | | | | | | | | | | | | | | |
| Road and Bridge | .500 | | | | | | | | | | | | | | |
| Special Road | .500 | | | | | | | | | | | | | | |
| Special Bridge | .200 | | | | | | | | | | | | | | |
| Special Road and Bridge | .100 | | | | | | | | | | | | | | |
| Noxious Weed | .076 | | | | | | | | | | | | | | |
| Health | .024 | | | | | | | | | | | | | | |
| Free Fair | .039 | | | | | | | | | | | | | | |
| 4-H Building | .050 | | | | | | | | | | | | | | |
| Election Expense | .037 | | | | | | | | | | | | | | |
| Appraiser | .049 | | | | | | | | | | | | | | |
| Ambulance | .100 | | | | | | | | | | | | | | |
| Employee Benefits | .304 | | | | | | | | | | | | | | |
| Extension Council | .075 | | | | | | | | | | | | | | |
| Historical Society | .020 | | | | | | | | | | | | | | |
| Mental Health | .066 | | | | | | | | | | | | | | |
| Economic Development | .010 | | | | | | | | | | | | | | |
| TOTAL | 2.562 | | | | | | | | | | | | | | |

| CITIES | Gen. | Bond | Lib. | Nox. Weed | Indus. | Rec. | Pers. Bene. | Fire Equip. | Soc. Sec. | Retire-ment | Work. Comp. | Air-port | Twp. Cem. | Total |
|-------------------|-------|-------|------|-----------|--------|------|-------------|-------------|-----------|-------------|-------------|----------|-----------|-------|
| Bunker Hill | 1.674 | 3.000 | | .100 | | | | | .165 | | | | .018 | 4.957 |
| Dorrance | 3.269 | | | .160 | | | | | .453 | | | | | 3.882 |
| Gorham | 1.800 | .471 | | .100 | | | .198 | | | | | | | 2.569 |
| Lucas | 4.792 | .718 | .200 | .100 | .050 | .050 | | | | | | .050 | .103 | 6.063 |
| Luray | .838 | | | .100 | | | | | .441 | .192 | .239 | | | 1.810 |
| Paradise | 1.497 | | | .100 | | | | | | | | | | 1.597 |
| Russell | 2.544 | 1.050 | .412 | .037 | .058 | .197 | .460 | .098 | | | | | | 4.856 |
| Waldo | 1.337 | | | .105 | | | | | | | | | | 1.442 |

| BUNKER HILL | | DORRANCE | | LUCAS | | FIRE DISTRICTS | | | | | | | | |
|--------------------|---------------|--------------------|---------------|--------------------|---------------|----------------|--|--|--|--|--|--|--|--|
| State | .150 | State | .150 | State | .150 | | | | | | | | | |
| County | 2.562 | County | 2.562 | County | 2.562 | | | | | | | | | |
| City | 4.957 | City | 3.882 | City | 6.063 | | | | | | | | | |
| U-407 | 4.559 | U-407 | 4.559 | U-407 | 4.559 | | | | | | | | | |
| Cam. 1 | .159 | F.D. No. 4 | 1.157 | F.D. No. 2 | .539 | | | | | | | | | |
| Jr. College | .048 | Jr. College | .048 | Jr. College | .048 | | | | | | | | | |
| Spec. Lib. | .070 | Spec. Lib. | .070 | | | | | | | | | | | |
| TOTAL | 12.505 | TOTAL | 12.428 | TOTAL | 13.921 | | | | | | | | | |

| GORHAM | | LURAY | | RUSSELL | | CEMETERIES | | | | | | | | |
|--------------------|---------------|--------------------|--------------|--------------------|---------------|------------|--|--|--|--|--|--|--|--|
| State | .150 | State | .150 | State | .150 | | | | | | | | | |
| County | 2.562 | County | 2.562 | County | 2.562 | | | | | | | | | |
| City | 2.569 | City | 1.810 | City | 4.856 | | | | | | | | | |
| U-407 | 4.559 | U-407 | 4.559 | U-407 | 4.559 | | | | | | | | | |
| F.D. No. 1 | .150 | LFD | .570 | Jr. College | .048 | | | | | | | | | |
| Jr. College | .048 | Jr. College | .048 | | | | | | | | | | | |
| Spec. Lib. | .070 | Spec. Lib. | .070 | | | | | | | | | | | |
| TOTAL | 10.108 | TOTAL | 9.769 | TOTAL | 12.175 | | | | | | | | | |

| PARADISE | | WALDO | |
|--------------------|--------------|--------------------|--------------|
| State | .150 | State | .150 |
| County | 2.562 | County | 2.562 |
| City | 1.597 | City | 1.442 |
| U-399 | 1.846 | U-399 | 1.846 |
| F.D. No. 3 | .250 | G.C. Cem. | .112 |
| Jr. College | .048 | F.D. No. 3 | .250 |
| Spec. Lib. | .070 | Jr. College | .048 |
| TOTAL | 6.523 | Spec. Lib. | .070 |
| | | TOTAL | 6.480 |

STATE OF KANSAS
COUNTY OF RUSSELL, SS:

I, Betty J. Laubhan, County Clerk of Russell County, Kansas, do hereby certify that the above is a correct and complete list of tax levies on all taxable tangible property in Russell County for the year 1983.

BETTY J. LAUBHAN
County Clerk

(SEAL)

1984 TAX LEVIES — RUSSELL COUNTY, KANSAS

After Gorham School loss

VALUATION — \$96,812,222

Rates Expressed in Dollars Per 1000 Tangible Valuation

| STATE | TOWNSHIPS | | | | | | | | | | |
|-------------------------------|--------------|---------|------|---------|------|------|-------|-------|-------|---------|--|
| Ed. Building Fund | 1.00 | General | | Noxious | | Fire | | Cem. | | No Fund | |
| Ele. Building Fund | .50 | Road | Weed | Weed | Fire | Cem. | Wrts. | Bldg. | Total | | |
| TOTAL | 1.50 | | | | | | | | | | |
| COUNTY | | | | | | | | | | | |
| General | 4.09 | | | | | | | | | | |
| Road & Bridge | 5.01 | | | | | | | | | | |
| Special Road | 5.01 | | | | | | | | | | |
| Special Bridge | 2.00 | | | | | | | | | | |
| Special Road and Bridge | 1.00 | | | | | | | | | | |
| Noxious Weed | 1.04 | | | | | | | | | | |
| Health | .25 | | | | | | | | | | |
| Free Fair | .45 | | | | | | | | | | |
| 4-H Building | .50 | | | | | | | | | | |
| Election Expense | .13 | | | | | | | | | | |
| Appraiser | .54 | | | | | | | | | | |
| Ambulance | 1.00 | | | | | | | | | | |
| Employee Benefit | 3.03 | | | | | | | | | | |
| Extension Council | .87 | | | | | | | | | | |
| Mental Health | .33 | | | | | | | | | | |
| Historical Society | .20 | | | | | | | | | | |
| Economic Development | .10 | | | | | | | | | | |
| Developmental Service | .50 | | | | | | | | | | |
| TOTAL | 26.05 | | | | | | | | | | |

| UNIFIED SCHOOL DISTRICTS | | | |
|--------------------------|---------|----------------|-------|
| | General | Capital Outlay | Total |
| U-328 | 37.17 | 2.00 | 39.17 |
| U-399 | 20.26 | 1.96 | 22.22 |
| U-407 | 52.08 | 4.00 | 56.08 |

| | | | |
|------------------------------|-----|--------------------------|------|
| Junior College | .45 | | |
| Central Kansas Library | .75 | Spillman Watershed | 2.21 |

| CITIES | General | Bond | Lib. | Noxious Weed | Indus. | Rec. | Pers. Bene. | Social Sec. | Work. Comp. | Air-port | Twp. Cem. | Total |
|-------------------|---------|-------|------|--------------|--------|------|-------------|-------------|-------------|----------|-----------|-------|
| Bunker Hill | 27.00 | 5.00 | | 1.00 | | | | .76 | | | | 33.76 |
| Dorrance | 20.66 | | | 1.00 | | | | 2.15 | | | | 23.81 |
| Gorham | 33.00 | 6.23 | | 1.00 | | | 2.98 | | | | | 43.21 |
| Lucas | 44.20 | 8.80 | 2.00 | 1.00 | .50 | | | | | | 1.02 | 57.52 |
| Luray | 14.10 | | | 1.05 | | | 2.01 | 4.63 | .61 | | | 22.40 |
| Paradise | 15.02 | | | 1.00 | | | | | | | | 16.02 |
| Russell | 31.87 | 15.44 | 5.04 | .14 | .25 | 2.02 | 5.20 | | | | | 59.96 |
| Waldo | 14.32 | | | 1.07 | | | | | | | | 15.39 |

| BUNKER HILL | | | DORRANCE | | | LUCAS | | | FIRE DISTRICTS | | | |
|--------------------|---------------|--|--------------------|---------------|--|--------------------|--------|--|--------------------|---------|-------|------|
| State | 1.50 | | State | 1.50 | | State | 1.50 | | | | | |
| County | 26.05 | | County | 26.05 | | County | 26.05 | | | | | |
| City | 33.76 | | City | 23.81 | | City | 57.52 | | | | | |
| U-407 | 56.08 | | U-407 | 56.08 | | U-407 | 56.08 | | | | | |
| Cem. 1 | 2.92 | | F.D. No. 4 | 8.64 | | F.D. No. 2 | 5.44 | | Gen. | No-Fund | Total | |
| Jr. College | .45 | | Jr. College | .45 | | Jr. College | .45 | | Warrant | | | |
| Spec. Lib. | .75 | | Spec. Lib. | .75 | | TOTAL | 147.04 | | Gorham No. 1 | 1.50 | | 1.50 |
| TOTAL | 121.51 | | TOTAL | 117.28 | | | | | Lucas No. 2 | 5.44 | | 5.44 |

| GORHAM | | | LURAY | | | RUSSELL | | | CEMETERIES | | |
|--------------------|---------------|--|--------------------|---------------|--|--------------------|--------|--|--------------------|------|--|
| State | 1.50 | | State | 1.50 | | State | 1.50 | | | | |
| County | 26.05 | | County | 26.05 | | County | 26.05 | | | | |
| City | 43.21 | | City | 22.40 | | City | 59.96 | | | | |
| U-407 | 56.08 | | U-407 | 56.08 | | U-407 | 56.08 | | | | |
| F.D. No. 1 | 1.50 | | LFD | 5.67 | | Jr. College | .45 | | No. 1 | 2.92 | |
| Jr. College | .45 | | Jr. College | .45 | | TOTAL | 144.04 | | No. 2 | 1.13 | |
| Spec. Lib. | .75 | | Spec. Lib. | .75 | | | | | No. 3 | -0- | |
| TOTAL | 129.54 | | TOTAL | 112.90 | | | | | No. 4 | -0- | |
| | | | | | | | | | Grand Center | 1.00 | |

| PARADISE | | | WALDO | | |
|--------------------|--------------|--|--------------------|--------------|--|
| State | 1.50 | | State | 1.50 | |
| County | 26.05 | | County | 26.05 | |
| City | 16.02 | | City | 15.39 | |
| U-399 | 22.22 | | U-399 | 22.22 | |
| F.D. No. 3 | 2.50 | | G.C. Cem. | 1.00 | |
| Jr. College | .45 | | F.D. No. 3 | 2.50 | |
| Spec. Lib. | .75 | | Jr. College | .45 | |
| TOTAL | 69.49 | | Spec. Lib. | .75 | |
| | | | TOTAL | 69.86 | |

STATE OF KANSAS
COUNTY OF RUSSELL, SS:

I, Betty J. Laubhan, County Clerk of Russell County, Kansas, do hereby certify that the above is a correct and complete list of tax levies on all taxable tangible property in Russell County for the year 1984.

BETTY J. LAUBHAN
County Clerk

(SEAL)

1985 TAX LEVIES — RUSSELL COUNTY, KANSAS

After Gorham School Closing

1985 VALUATION — \$92,009,268

Rates Expressed in Dollars Per 1000 Tangible Valuation

| STATE | | TOWNSHIPS | | | | | | | | | | | |
|-----------------------------|--------------|---------------------------------|-----|--------------------------|------|------------------------------|------|-----------------------|---------|-------|-------|---------|-------|
| Ed. Building Fund | 1.00 | TOWNSHIPS | | Gen. | Road | Nox. | Fire | Cem. | No. Fd. | Wrts. | Bldg. | Prairie | Total |
| Ele. Building Fund | .50 | Big Creek | | | 5.13 | .21 | | | | | | | 5.34 |
| TOTAL | 1.50 | Center | | | 6.89 | .72 | .91 | | | | | | 8.52 |
| COUNTY | | Fairfield | .23 | | 4.44 | .14 | | | | | | | 4.81 |
| General | 1.54 | Fairview | | | 9.42 | 1.77 | | 1.11 | | | | | 12.30 |
| Road & Bridge | 5.58 | Grant | | | 5.70 | .45 | 1.16 | | | | | | 7.31 |
| Special Bridge | 2.23 | Lincoln | | | 6.90 | .35 | | | | .35 | | | 7.60 |
| Special Road & Bridge | 1.12 | Luray | | | 9.19 | 1.77 | | | | 1.12 | 1.17 | | 13.25 |
| Noxious Weed | 1.12 | Paradise | | | 4.79 | .28 | | | | | | | 5.07 |
| Health | .38 | Plymouth | | | 8.93 | 1.70 | 1.11 | | | | .47 | | 12.21 |
| Free Fair | .46 | Russell | .51 | | 7.50 | 1.22 | 1.11 | | | | | | 10.34 |
| 4-H Building | .50 | Waldo | | | 9.55 | 1.86 | | | | | | .14 | 11.55 |
| Election | .23 | Winterset | .48 | | 7.02 | .54 | | | 4.65 | | | | 12.69 |
| Appraiser | 1.65 | UNIFIED SCHOOL DISTRICTS | | | | | | | | | | | |
| Ambulance | 1.12 | | | General | | Capital Outlay | | Total | | | | | |
| Employee Benefit | 1.21 | U-328 | | 40.56 | | 2.00 | | 42.56 | | | | | |
| Extension Council | .90 | U-399 | | 29.13 | | 3.00 | | 32.13 | | | | | |
| Historical Society | .20 | U-407 | | 48.84 | | 4.00 | | 52.84 | | | | | |
| Mental Health | .37 | | | Junior College | | Central Kansas Library | | .81 | | | | | |
| Developmental Service | .50 | | | Spillman Watershed | | General .75 | | Employees Benefit .06 | | | | | |
| Economic Development | .10 | | | 2.26 | | .75 | | .06 | | | | | |
| TOTAL | 19.21 | | | | | | | | | | | | |

| CITIES | General | Bond | Lib. | Nox. | Weed | Indus. | Rec. | Pers. Bene. | Fire Equip. | Soc. Sec. | Retire-ment | Work. Comp. | Air-port | Twp. Cem. | Total |
|-------------------|---------|-------|------|------|------|--------|------|-------------|-------------|-----------|-------------|-------------|----------|-----------|-------|
| Bunker Hill | 29.00 | 3.00 | | 1.00 | | | | | | .71 | | | | | 33.71 |
| Dorrance | 21.07 | | | 1.01 | | | | | | 2.11 | | | | | 24.19 |
| Gorham | 31.80 | 5.58 | | .72 | | | | 3.60 | | | | | | | 41.70 |
| Lucas | 45.63 | 6.02 | 2.01 | 1.01 | 1.01 | | | | | 4.34 | .99 | 1.58 | .50 | 1.11 | 57.29 |
| Luray | 23.65 | | | 1.03 | | | | | | | | | | | 31.59 |
| Paradise | 15.73 | | | 1.05 | | | | | | | | | | | 16.78 |
| Russell | 27.80 | 18.70 | 4.70 | | | 1.90 | 4.20 | | | | | | | | 57.30 |
| Waldo | 15.55 | | | 1.16 | | | 7.29 | | | | | | | | 24.00 |

| BUNKER HILL | | | DORRANCE | | | LUCAS | | | FIRE DISTRICTS | | | | |
|--------------------|---------------|--|--------------------|---------------|--|--------------------|--------|--|----------------------------|------|------|------|--|
| State | 1.50 | | State | 1.50 | | State | 1.50 | | No-Fund | | | | |
| County | 19.21 | | County | 19.21 | | County | 19.21 | | General Warrant Total | | | | |
| City | 33.71 | | City | 24.19 | | City | 57.29 | | Gorham No. 1 | 1.50 | | 1.50 | |
| U-407 | 52.84 | | U-407 | 52.84 | | U-407 | 52.84 | | Lucas No. 2 | 5.60 | | 5.60 | |
| Cem. 1 | 2.22 | | F.D. No. 4 | 4.50 | | F.D. No. 2 | 5.60 | | Waldo-Paradise No. 3 | 3.17 | | 3.17 | |
| Jr. College | .38 | | Jr. College | .38 | | Jr. College | .38 | | Dorrance No. 4 | 4.50 | | 4.50 | |
| Spec. Lib. | .81 | | Spec. Lib. | .81 | | TOTAL | 136.82 | | Luray F.D. | 2.27 | 3.92 | 6.19 | |
| TOTAL | 110.67 | | TOTAL | 103.43 | | | | | | | | | |

| GORHAM | | | LURAY | | | RUSSELL | | | CEMETERIES | | | |
|--------------------|---------------|--|--------------------|---------------|--|--------------------|--------|--|--------------------|--|--|--|
| State | 1.50 | | State | 1.50 | | State | 1.50 | | No. 1 | | | |
| County | 19.21 | | County | 19.21 | | County | 19.21 | | No. 2 | | | |
| City | 41.70 | | City | 31.59 | | City | 57.30 | | No. 3 | | | |
| U-407 | 52.84 | | U-407 | 52.84 | | U-407 | 52.84 | | No. 4 | | | |
| F.D. No. 1 | 1.50 | | LFD | 6.19 | | Jr. College | .38 | | Grand Center | | | |
| Jr. College | .38 | | Jr. College | .38 | | TOTAL | 131.23 | | 1.00 | | | |
| Spec. Lib. | .81 | | Spec. Lib. | .81 | | | | | | | | |
| TOTAL | 117.94 | | TOTAL | 112.52 | | | | | | | | |

| PARADISE | | WALDO | |
|--------------------|--------------|--------------------|--------------|
| State | 1.50 | State | 1.50 |
| County | 19.21 | County | 19.21 |
| City | 16.78 | City | 24.00 |
| U-399 | 32.13 | U-399 | 32.13 |
| F.D. No. 3 | 3.17 | G.C. Cem. | 1.00 |
| Jr. College | .38 | F.D. No. 3 | 3.17 |
| Spec. Lib. | .81 | Jr. College | .38 |
| Cem. No. 3 | .30 | Spec. Lib. | .81 |
| TOTAL | 74.28 | TOTAL | 82.20 |

STATE OF KANSAS COUNTY OF RUSSELL, SS:

I, Betty J. Laubhan, County Clerk of Russell County, Kansas, do hereby certify that the above is a correct and complete list of tax levies on all taxable tangible property in Russell County for the year 1985.

(SEAL) BETTY J. LAUBHAN
County Clerk

Daily News

Mostly clear and cold tonight, low about 18. Winds abating, mostly sunny and cold Wednesday. High about 32. Easterly winds.

THURSDAY, NOVEMBER 19, 1985

USPS 473-520 Official City Paper — Official County Paper

8 PAGES

School Board Studies Funding Cuts

—Enrollment Drop Confuses Projections

Superintendent Lee Tarrant, anticipating severe cuts in state school finance from the 1986 Legislature, will prepare a preliminary study for school board members to be presented at the December meeting. Reporting on proposed funding at the November meeting opening at 8 p.m. Monday in the Unified School District 37 central office, he said information coming now from Topeka indicates a 2 percent limit in budget increases, cuts in transportation or cuts in special education or a combination of

any or all of the three.

Peter Williams asked for the report based on the effect in the district reduction of five and of 10 faculty members; reductions of 5 and 10 percent in non-certified personnel; and a 5 and 10 percent decrease in transportation assistance.

Tarrant said that instead of a 50-student increase expected, the district has a decrease of 57.1 full-time equivalent students. "We were 107 off in our projections," Tarrant said. He said the birth rate is up but that local

economics resulted in many moving out of the district.

The per-pupil cost in the district went up this year and stands now at \$3,863 with a full-time equivalent student count of 1,327.

Williams said that a 6 percent salary increase for teachers given this year could not be repeated without budget cuts. Tarrant said that 80 percent of the budget goes for salaries now and added that utility costs have been going up each year and that heavy increase in insurance costs are being experienced by other

governmental agencies and expected to be felt in schools.

Suggest Amos Morris Gym
Russell High School senior and student council president Ron Wasinger, asked the board to consider naming the gymnasium wing of Russell High School to honor Amos Morris. The move is supported by the student council and students and the costs would be met by students and alumni.

The plan would include lighted letters on the outside of the building, a bronze likeness of Morris and recognition plaque in the building lobby.

Morris, Wasinger said, was in the system from 1945 through 1978. He was assistant basketball coach with Harold Elliott until becoming head coach in 1949. As head coach from 1949 through 1966, Morris' teams had an overall record of 75 percent, 301 wins and 99 losses. Teams claimed the league championship six times, state championship four times.

(Continued to Page 3)

Killer Tornadoes Hit Arkansas

Hurricane Kate Headed for Florida Coast

By United Press International
The weather mounted a three-front assault with thunderstorms that created killer tornadoes in Arkansas and flooding in the Mississippi Valley, 11-below-zero cold in the West and Hurricane Kate just off the Florida Keys today.

Snow and freezing rain iced roads from the mountains of the West to the northern Plains, triggering dozens of accidents. A collision between a bus and a car Monday in Portland, Ore., killed one motorist.

The temperature dropped to 11 below zero in McCall, Idaho, and 8 inches of snow in Salt Lake City forced University of Utah officials to cancel today's classes for 25,000 students. The snow helped set a new record of 24.3 inches for the month of November.

Hurricane Kate with 110-mph winds passed over Cuba's northern coast at about 9 a.m. EST, lashing Miami Beach and the Keys with squalls, as it

the glass in my house — and then it was gone.

Twisters hit Clarksville in Johnson County, Flippen and Rea Valley in Marion County and Mountain Home just east of Flippen, authorities said. The tornado that hit Clarksville touched down several times, said Police Chief Ken Wilson.

"It went back in the air and then went out in the county and demolished a trailer house and a home and uprooted lots of trees," he said.

More than 3,000 customers in the Mountain Home area were without power and another 1,500 in Marion County, in the vicinity of Flippen and Yellville, had lost electrical service, an Arkansas Power & Light spokesman said.

The twister that smashed into the Flippen and Rea Valley area about 11 p.m. EST caught most residents in bed, said David Lafferty of the State Police.

"The National Weather Service apparently never tracked it on radar," Lafferty said. "This is

Arkansas, where numerous roads and bridges were washed out, police said.

"County roads are washed out and closed," said Mike Livermore, a Madison County sheriff's dispatcher. "We've got some motorists stranded."

Dole Tries New Tack To Force Farm Bill

By SONJA HILLGREN
UPI Farm Editor

WASHINGTON (UPI) — Senate Republican Robert Dole said today lawmakers seeking to move a farm bill through a reluctant Senate may pass conflicting grain and cotton subsidy measures and delay tough decisions until a House-Senate conference.

"Remember the old multiple choice test we used to take," Dole told reporters.

A Senate staff aide said the choice for senators was to pass, via anoint, voting for two

without excessive spending, would then decide among two Senate plans and House-passed language that would result in a five-year freeze of subsidy levels. "We don't have the deal yet but we've discussed it," said Dole, who said the Senate would work long hours to try to finish work on the farm bill by the end of the week.

He considered the multiple-choice alternative after failing to get 60 votes necessary to stop a threatened filibuster by Democrat supporters of freezing grain and cotton subsidies for four

| ITEM | USD #407 Gorham | Gorham Community Jr/Sr High School Gorham, Kansas | | |
|-----------------------------------|--------------------|--|-------------|-----------------------|
| | 1983 - 1984 | 1984 - 1985 | 1985 - 1986 | 1986 - 1987 (est)* |
| Instructional Cost | \$ 215,313. | \$ 160,668. | \$ 171,572. | |
| Capital Outlay | 2,033. | 14,000. | 5,000.* | |
| Building Additions | -0- | 40- | 35,000. | |
| Enrollments | 68.5 | 62 | 61 | 70 |
| Units of Credit Offered | 38 | 45 | 47 | |
| Units of Credit for Graduation | 20 | 22 | 23 | 24 |
| Average ACT score | | 12 | 15 | |
| GPA required for extra-curricular | 1.0 | 2.0 | 2.2 | |
| Student attending | | 60% | 97%* | |
| GPA Overall | | 2.23 | 2.54 | |
| ASVAB text - Military | | 47.7** | 54.5** | |
| 1983-1984 per student cost | \$2,987.00 | | | |
| 1984-1985 per student cost | \$2,591.00 | | | |
| 1985-1986 per student cost | \$2,813.00 | | | |

est
mean**

Cast my vote "YES" for HB2676

My name is Marcia Hiebert. I am the mother of three school age children. I am also a professional educator of twenty years with my specialty being secondary counseling. I also hold certification in gifted ed. and language arts. My teaching experience has been in a variety of schools--both rural and urban with large, medium, and small populations. My comments will be based on personal experience and observation as opposed to formal research. It is this experience which has strongly committed me to the excellence of "small" schools.

For highly talented, unusually self-confident children, and/or children with winning personalities the large school is full of opportunities. However, for the majority of students a large school offers at best wide-ranging opportunities which a substantial percentage of students are unable to advantage due to the nature of children and adolescents. If teaching subject matter were the only dimension of education, largeness might mean quality. However, K-12 education must encompass growth of the whole child because it is during these years when the child goes through a variety of basic personal and social growth stages which prepare him/her to function as an adult. Our society expects high school graduates to be productive, responsible, thinking, citizens. A high school senior with a four point grade average in subjects such as physics, calculus, French, English, history, etc. is not necessarily going to be more productive than one who has studied English, history, algebra, music and home economics. If the person feels no responsibility to his fellowman, feels uncomfortable socializing with his peers, or feels incapable of contributing to society, high grades in tough courses will not translate into "an education".

What the small school can offer best is opportunities for each student to make contributions--which in turn make him feel important, capable, and responsible. Where numbers are few no one in the classroom can hide. Each child must respond and participate. Each student stands out as a unique individual. It is far more likely that a wide variety of talents will be recognized and developed in a smaller population for every talent and every person is needed. This process of being included, made to feel a vital part of the whole--being missed when you are gone--is central to developing self-esteem as well as a sense of responsibility to a group. In a 100 voice choir the one person who misses a concert is missed far less than the person who misses the concert of a 15 voice choir. In a large school it is simply too easy to fall between the cracks, to hide, to become anonymous, to feel insignificant, to "drop out" rather than to develop.

Extracurricular activities at larger schools are of necessity more competitive than at smaller schools. If one is not especially talented or popular, participation is often impossible. Currently my sixth grade daughter attends a small school. There are eight in her class. While she makes excellent grades (she also made excellent grades at much larger schools), she is not particularly athletically talented. However, due to sheer numbers she not only practices volleyball and basketball, she also participates in competition. She has gained a tremendous sense of belonging and team responsibility. She also is developing athletic ability as a side benefit. This has been an experience for her that I would not trade for advanced classes or special programs.

When a child feels needed, a vital part of a group, they gain in self-esteem and self-confidence; and when a person feels capable, confident, and responsible to a group, they can at any time in their life study whatever course work they may miss in a small school.

Many persons may agree that small schools afford good education but are simply too expensive. It seems that often school boards are more interested in saving money than in true quality education for each individual child. As an educator I believe that we can be a strong nation only if every individual is encouraged to grow to be the most productive, responsible, caring person possible. Trying to save money and streamline education by having students spend long hours riding buses, compete so that only the most talented get noticed, become a number instead of a person, do not feel their specialness and uniqueness, we will have failed not only them, but our country as well. Money will always be spent. Where money is spent is a matter of priorities. Children are our only unlimited resource. We must spend whatever money is necessary to ensure the best education possible for our children.

Marcia Liebert
Box 324
Marquette, Kansas