

pproved: April 10, 1992
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Rick Bowden at 3:30 p.m. on March 26, 1992 in Room 519-S of the Capitol.

All members were present except:

Representative Empson - Excused

Committee staff present:

Shirley Wilds - Secretary to the Committee

Conferees appearing before the committee:

Dr. Jack Skillett, Emporia State University
Wayne Michael, KS AFL-CIO
George Boyle, University of Missouri at Columbia
Lee Balliet, University of Indiana

The meeting was called to order by Chairperson Rick Bowden.

Dr. Jack Skillett. Dr. Skillett reported to the committee on the current KATE (Kansans' Attitudes Toward Education) data. This survey is currently funded by the Teachers College at Emporia State and the State Board of Education. Mr. Skillett said every effort was made to recognize bias in sample selection and to minimize this error whenever possible. A brief summary is provided on each topic in the survey pertaining to pertinent data for each question. (See Attachment #1.)

Hearing on HB 3179:

Wayne Michael. Mr. Michael informed the committee that Kansas needs a center dedicated to solving, through research and education, workplace problems undermining the productivity of the state's employers and employees. He presented an overview of attributes to such a program, outlining proposed activities in research, education, staffing and financial resources. (See Attachment #2.)

George Boyle. Mr. Boyle is the director of the Labor Education Program at UM-Columbia. He reported in Missouri they are currently engaged in research and educational programs in several key areas. He said he is of the opinion that there is a great need for a similar program in Kansas. He maintains that without devoting considerable efforts in this regard, the state of Kansas and its people are at some risk of being left behind in the overall approach to a new workforce plan. (See Attachment #3.)

Lee Balliet. Mr. Balliet is the director of the Division of Labor Studies at the University of Indiana and president of the University College Labor Education Association (UCLEA). He gave a brief review and background of the labor education studies at his university and the number of staff involved to sustain their program. He stated he is primarily speaking to the committee today on behalf of UCLEA, the national organization providing information and research where needed to help in implementing labor studies programs. Currently there are 36-37 states offering programs of this nature. Being aware of Kansas' commitment to education, Mr. Balliet said an establishment of a labor education center would coincide very well with that commitment. Thusly, he believes HB 3179 is a promising educational vehicle for a work-labor relationship. Mr. Balliet stands ready to offer assistance to the committee and any interested parties in Kansas in determining how to build on this concept.

Representative Jones moved to approve committee minutes for March 23, 24 and 25; seconded by Representative Harder. Motion passed.

Upon completion of its business, the meeting adjourned at 5:25 p.m.

KATE VII
KANSANS' ATTITUDES
TOWARD EDUCATION

THE TEACHERS COLLEGE
EMPORIA STATE UNIVERSITY
February 1992

Education
Attach #1 3/26/92

Project Directors	Interview Supervisors		
Jack Skillett Project Director	Tara Azwell	Brenda Hudson	Leo Pauls
Loren Tompkins Associate Project Director	Ed Butler	Sharon Karr	Robert Rubenow
Daryl Berry Associate Project Director	Carter Burns	Darrel Lang	John Schwenn
Gwendolynne Larson Editor	Betty Campbell	Paul McKnab	Martin Slimmer
	Ron Carda	Tes Mehring	Lloyd Stone
	David Cropp	Noel Mintz	Pamela Swafford
	Steve Davis	Jean Morrow	Scott Waters
	Harvey Foyle	Gary Nelson	Darrell Wood
	Deanna Hawes		
	Eileen Hogan		
	State Department of Education Lee Droegemueller, Commissioner.	Interviewers	
		Psi Chi; Kappa Delta Pi Student-National Education Association; and Kansas Association for Education of Young Children	

Background of the Study

In the spring of 1980, The Teachers College at Emporia State University conducted an intensive survey of the attitudes of Kansans toward the public schools in their communities. Patterned after the national Gallup Poll on public education, the Emporia State project was named KATE (Kansans' Attitudes Toward Education).

The response of the general public and special interest groups to the report of the KATE project was such that University officials decided to repeat the study periodically. Thus, KATE II through VII have been conducted biennially.

Funding for the survey is currently being provided by The Teachers College at Emporia State and the State Board of Education. The cooperation of the State Board of Education deserves special mention; without that agency's encouragement and financial support it is doubtful that this poll or previous polls could have been completed.

The researchers in this study also acknowledge the significant contribution of the Gallup Poll toward their project. Similarity with Gallup's annual nationwide survey on public education is most evident in the general areas of (1) conceptualization and (2) the replication and modification of certain questions. The KATE poll does depart significantly with regard to (1) interviewing methodology and (2) several of the questions employed in the poll. Specifically, the KATE survey utilizes a telephone interviewing technique to ascertain attitudes while the Gallup poll employs a personal interview technique. Also, several of the questions in the KATE poll are developed to focus on specific Kansas issues.

Research Procedures

Analysis of Data

It should be noted that, in this report, all variables are not covered for each question due to the multiplicity of variables and the limitation of space; however, data for those variables which appear to be most significant are included. A brief summary pertaining to the data for each question is provided.

Allowance must be made for statistical variation, especially in the application of findings for groups where few respondents were interviewed. Every effort was made to recognize bias in sample selection and to minimize this error whenever possible. Projected error rate is plus or minus 3.5 percent.

Sample Selection

The procedures employed in determining the sample consisted of (1) identifying all telephone directories serving residents in the state of Kansas and (2) establishing a systematic procedure for selecting at random from the telephone listings the residents to be included in the poll. All telephone directories serving Kansas residents were located in the Kansas State Library.

A total of 918,837 residential telephone listings was identified as the total population. A systematic random sampling procedure was used by researchers to select 876 listings. Also, a procedure for the selection of replacement listings was established.

The sample used in this survey involved a total of 876 adults (18 years of age and older). Four sample grids were developed to enhance the randomization of individuals within each household.

Kansans' Ratings of Local Public Schools

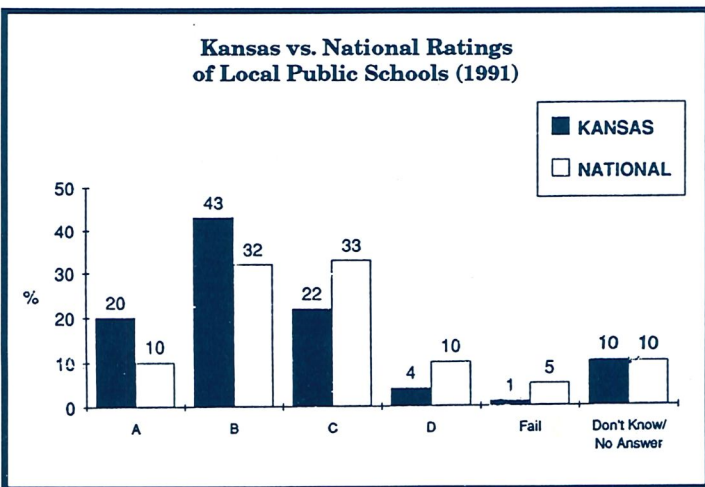
In 1991, Kansans again gave the state's public education system high marks. As in previous years, more than 40 percent of Kansans gave Kansas public schools a grade of B; another 20 percent passed out A's to their schools, with 22 percent giving C grades. In all, 85 percent of Kansans gave Kansas public schools a passing grade of A, B or C.

As in the past, Kansans with children in public schools ranked the schools higher than those whose children attend private schools. Of those with children in public schools, 78 percent gave the public schools an A or B, 15 percent a C, and 5 percent a D; there were no F's given. Data from different population groups are given. The question:

Students are often given the grades A-B-C-D, or Fail to denote the quality of their school work. Suppose the public schools themselves, in your community, were graded in the same way. What grade would you give the public schools in your community—**A-B-C-D, or Fail?**

In general, the attitudes mirror national attitudes, although Kansans have a more positive outlook. In the 23rd annual Gallup Poll of the Public's Attitudes Toward the Public Schools, published in 1991, 75 percent gave their schools passing marks of A, B or C. A full 10 percent of the national group, however, gave their schools D's and another 5 percent handed out F's. In contrast, barely 5 percent of Kansans gave a D or F.

	A	B	C	D	Fail	Don't Know/ No Answer
	%	%	%	%	%	%
KATE VII	20	43	22	4	1	10
KATE VI	20	46	18	2	1	13
National	10	32	33	10	5	10



Respondents with—

Children in public schools	22	56	15	5	0	2
Children in private schools	30	15	30	5	5	15
No children	19	38	24	4	1	14

Area of Residence

Northwest	18	48	16	2	0	16
Southwest	21	56	12	5	0	6
North Central	27	51	16	2	0	4
South Central	17	51	15	2	0	15
Sedgwick County	12	28	39	9	2	10
Northeast	18	42	23	7	0	10
Wyandotte/Johnson Counties	33	34	17	3	1	12
East Central	15	43	24	6	2	10
Southeast	18	51	22	2	0	7

How Kansans Rate Their High Schools

When asked to grade their community's public high schools, Kansans were nearly as favorable as they'd been with public schools in general. A full 80 percent graded their high schools with either an A (18%), B (40%) or C (22%). On this more specific question, 5 percent gave D's and 1 percent F's. In general, the results of this question followed those of the last two surveys. In KATE VI (1989), the number giving high schools an A, B or C was 81 percent; in KATE V (1987), 79 percent. The question:

How about the public high school(s) in your community? What grade would you give the public high school(s)—**A-B-C-D, or Fail?**

Not surprisingly, parents of public school students rated the high schools higher than did parents with children in private schools.

By region the KATE VII results are interesting. Within the regions, the percentages giving A's and B's to the local high schools generally ranged from 60 to 67 percent, with the northwest region responding with a high of 75 percent; there were three exceptions.

Only 53 percent of Kansans living in the northeast and east central regions gave A's and B's. And Sedgwick County residents responded with an extremely low 33 percent giving A's and B's. These results are considerably lower than those of just two years ago when Sedgwick County high schools received 46 percent A's and B's.

	A %	B %	C %	D %	Fail %	Don't Know/ No Answer %
Kansas Totals	18	40	22	5	1	14

Respondents with-

Children in public schools	18	42	20	5	1	14
Children in private schools	20	30	30	10	5	5
No children	18	39	22	6	1	14

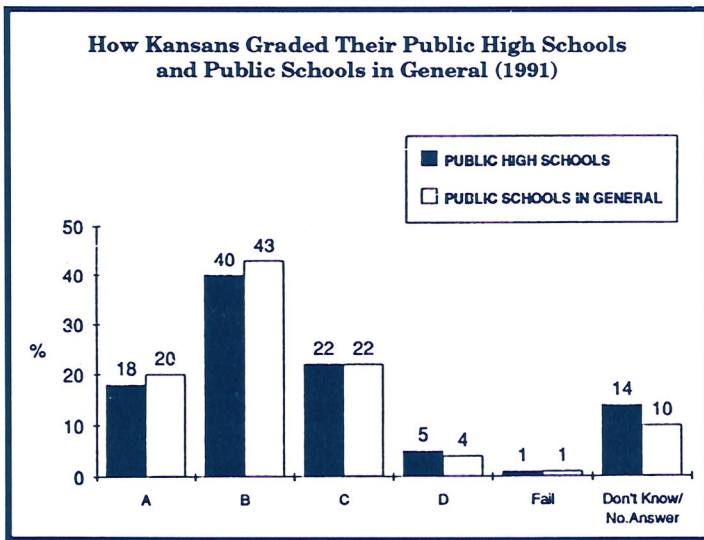
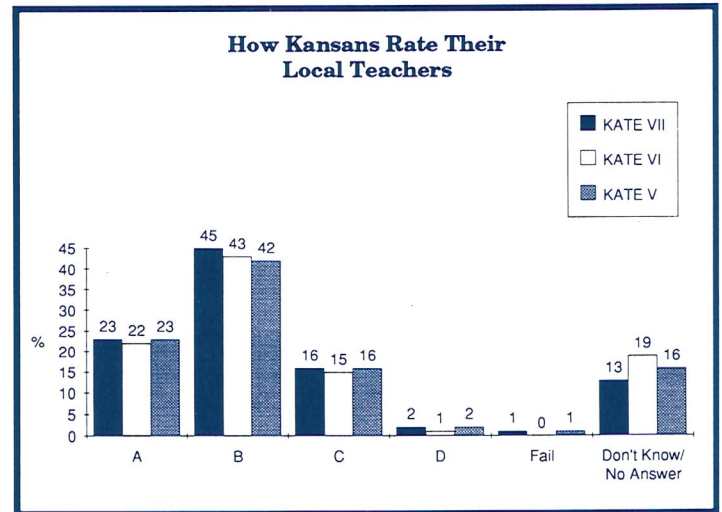
Area of Residence

Northwest	21	55	11	2	0	11
Southwest	12	53	18	3	0	14
North Central	22	45	21	2	0	10
South Central	17	46	21	4	1	11
Sedgwick County	10	23	34	13	2	18
Northeast	14	39	24	7	0	16
Wyandotte/Johnson Counties	28	35	15	3	1	18
East Central	16	37	23	9	3	12
Southeast	15	52	20	1	1	11

The question:

Now, what grade would you give the teachers in the public schools in your community—A-B-C-D, or Fail?

Teachers ranked high with parents with 78 percent giving teachers an A or B. Only 62 percent of non-parents gave an A or B. Similar results were seen in KATE VI and KATE V.



How Kansans Rate Their Local Teachers

As would be expected, Kansans' opinions about how well teachers are doing their jobs are somewhat higher than their attitudes about schools in general. Of those surveyed, 68 percent gave teachers an A or B and 16 percent gave C's. In contrast, 63 percent gave schools in general an A or B and 22 percent gave C's. This ranking showed little change from KATE VI and KATE V in which 65 percent graded teachers with an A or B; 15 percent (KATE VI) and 16 percent (KATE V) gave C's.

	A %	B %	C %	D %	Fail %	Don't Know/ No Answer %
Respondents with-						
Children in public schools	30	52	14	2	0	2
Children in private schools	20	40	20	0	0	20
No children	21	41	16	1	1	20

Teaching Then and Now

More than 3 of every 4 respondents judged the job of teaching as more difficult than 10 years ago. Only 5 percent said the job was less difficult; 12 percent said it was about the same as 10 years ago. These results showed little change from the last study. The question:

Would you say that teachers' jobs in the public schools are more difficult, about the same, or less difficult than 10 years ago?

	More Difficult %	About the Same %	Less Difficult %	Don't Know/ No Answer %
Kansas Totals	77	12	5	6

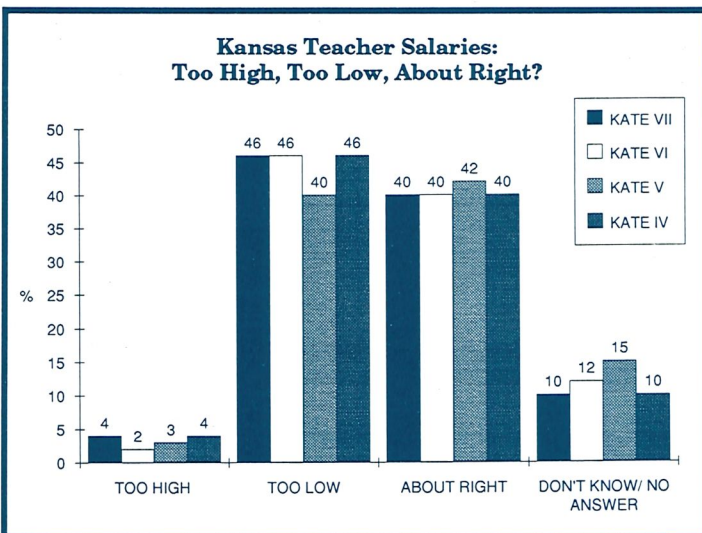
Attach #1-4

How Kansans Perceive Teacher Salaries

Nearly 50 percent of those surveyed believe that teacher salaries in Kansas are too low. Only 4 percent believe teachers make too much money. The question:

Do you believe that salaries for teachers in your community are too high, too low, or about right?

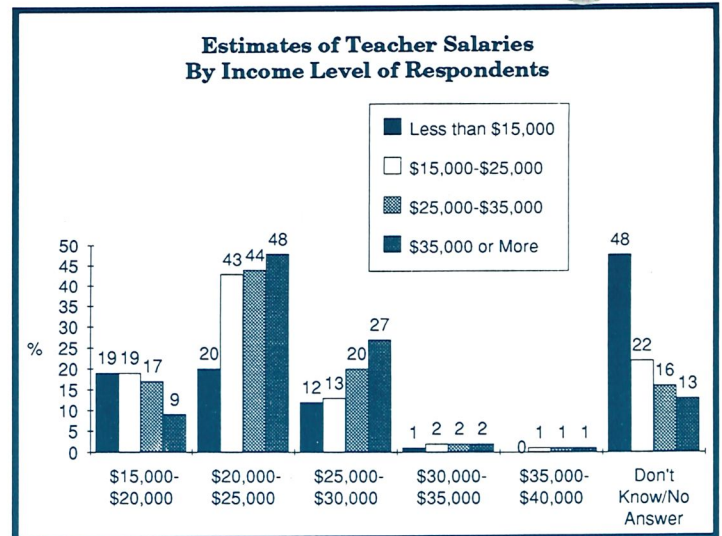
Those respondents with more formal education were more likely to believe that teachers were not paid enough. Of the respondents aged 18 to 49, more than one-half believed teacher salaries were too low. This is the age group that would most likely have children currently in school. In contrast, only 33 percent of those 65 and older believed teacher salaries were too low. In fact, of all the respondents who said teacher salaries were too high, 42 percent were 65 or older.



Kansans' Estimate of Teacher Salaries

Considering that more than 40 percent of Kansans believe that teachers are not paid enough, it is interesting that the same group underestimates the actual average teacher salary in Kansas. According to a survey by the American Federation of Teachers, the average teacher salary in Kansas during the 1990-91 school year was \$28,188. The average national salary for the same period was \$32,880. Yet, 41 percent of Kansans surveyed said that their local teachers make between \$20,000 and \$25,000. The question:

Would you say that the average teacher's salary in your school district is between \$15,000 and \$20,000, \$20,000 and \$25,000, \$25,000 and \$30,000, \$30,000 and \$35,000, or \$35,000 and \$40,000?



	\$15,000-\$20,000 %	\$20,000-\$25,000 %	\$25,000-\$30,000 %	\$30,000-\$35,000 %	\$35,000-\$40,000 %	Don't Know/No Answer %
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Kansas Totals 14 41 19 2 1 23

Education

	\$15,000-\$20,000 %	\$20,000-\$25,000 %	\$25,000-\$30,000 %	\$30,000-\$35,000 %	\$35,000-\$40,000 %	Don't Know/No Answer %
Non High School						
Graduates	15	22	5	0	3	55
High School						
Graduates	17	37	13	1	1	31
College						
(No Degree)	20	38	20	2	0	20
College (Degree)	6	51	28	3	0	12

Whether To Raise Teacher Salaries

When asked whether teacher salaries should be raised, a full 62 percent said they favored such action. Nationally, only 54 percent favored higher salaries. The questions:

Would you favor or oppose raising teacher salaries in the public schools of your school district at this time?

The older the respondents, the less they favored salary increases. Regionally, those in favor of higher salaries ranged from slightly less than half (49%) in the northeast to nearly three-quarters (74%) in Wyandotte and Johnson counties.

	Favor %	Oppose %	Don't Know/No Answer %
Kansas Totals	62	26	12
National	54	32	14

Age			
18-24	69	19	12
25-34	71	17	12
35-49	67	25	8
50-64	57	32	11
65 and over	47	33	20

Area of Residence

Northwest	55	27	18
Southwest	66	25	9
North Central	63	24	13
South Central	58	26	16
Sedgwick County	61	25	14
Northeast	49	35	16
Wyandotte/Johnson Counties	74	21	5
East Central	63	25	12
Southeast	60	27	13

Type of Community

City/Town	62	27	11
Suburb	72	18	10
Rural	56	28	16

The trend toward more C's and D's on this question also showed up in the regional breakdown. The highest above-average rating (A and B) was 55 percent in the northwest region of the state. The lowest A and B ranking (10%) was in Sedgwick County. Compared with the rest of the state, this region also gave the highest number of D's (36%) and F's (60%).

	A	B	C	D	Fail	Don't Know/ No Answer
	%	%	%	%	%	%
KATE VII	11	28	30	11	7	13
KATE VI	13	38	24	4	2	19

Area of Residence

Northwest	18	36	25	7	0	14
Southwest	12	43	34	3	5	3
North Central	12	34	30	6	5	13
South Central	12	32	29	7	4	16
Sedgwick County	4	6	24	27	29	10
Northeast	7	31	31	11	6	14
Wyandotte/Johnson Counties	17	24	30	7	3	19
East Central	12	27	32	13	5	11
Southeast	9	39	32	5	0	15

Kansans' Attitudes Toward School Boards

Whereas Kansans showed generally positive attitudes toward public education, local school boards did not fare as well. In fact, Kansans' appraisals of school boards have slipped considerably since 1989. In KATE VII, only 39 percent gave school boards an A or B. This 39 percent is down from an A or B rating of 51 percent in KATE VI, 52 percent in KATE V and 51 percent in KATE IV.

Considering that only 4 percent gave public education a D and 1 percent an F in the current survey, it is even more striking that school boards received D's from 11 percent of respondents and F's from 7 percent. With 30 percent of respondents giving school boards C's, it is obvious that Kansans believe their school boards are doing only an average to above-average job, whereas the public schools are doing a higher-than-average job.

The rating of school board members may have suffered because of the intense focus this year on property taxes. The public, whether justified or not, perceives public education as one of the largest beneficiaries of higher property taxes. It follows that if one is upset about higher taxes, this displeasure would be focused on the group "taking" the money. The question:

Still using the same scale, how would you grade the work of the school board in your community—A-B-C-D, or Fail?

Problems Facing Kansas Schools

Two years ago, Kansans said the biggest problems their schools faced were drug and alcohol use, lack of discipline and lack of parent interest, in that order. None of the other concerns received 10 percent of the responses. In 1991, Kansans agreed, but added lack of financial support to the list of problems receiving at least a 10 percent response.

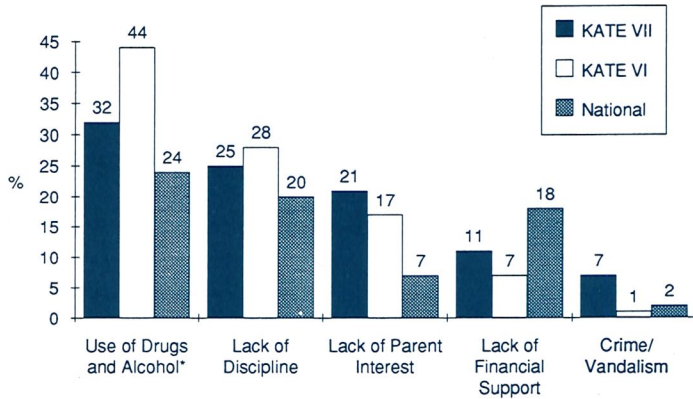
In KATE surveys, school problems are ranked according to respondents' answers to the following question:

What do you think are the biggest problems that the public schools in your community have to deal with today?

Because this question is open-ended, categories will not total 100 percent.

Although the ranking from parents of public school students matched the sample as a whole, the parent group generally had a more favorable attitude than did those without children. The exception is school financing, in which 14 percent of parents considered this a problem whereas only 9 percent of those without children thought it was a problem.

Biggest Problems Facing Kansas Public Schools



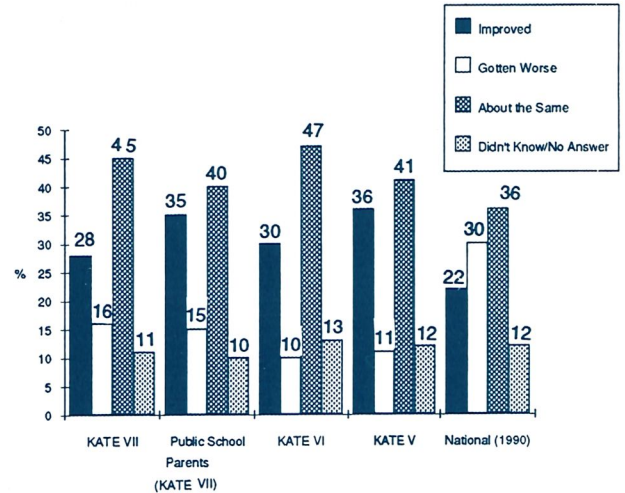
*In the national survey, 22 percent said use of drugs was a problem; 2 percent said drinking/alcoholism was a problem. Because the question was open-ended, there may be duplication.

and KATE V results, although more people in KATE VII believe the schools have worsened. The question:

Would you say that the public schools in your community have improved, from, say, five years ago, gotten worse, or stayed about the same?

As might be expected, parents whose children were in school were more favorable in their assessment. A full 35 percent said schools had improved; 15 percent said schools were worse, and 40 percent said schools were about the same. Ten percent had no answer.

Public Schools Compared to Five Years Ago



	Kansas Totals (KATE VII) %	Public School Parents (KATE VII) %	No Children In School (KATE VII) %	National Totals (1991) %
Use of drugs and alcohol	32	26	36	22/2*
Lack of discipline	25	24	26	20
Lack of parent interest	21	20	22	7
Lack of financial support	11	14	9	18
Crime and vandalism	7	6	7	2
Poor curriculum standards	6	6	6	10
Communication problems	5	5	6	**
Difficulty getting good teachers	4	4	4	11
Lack of proper facilities	4	4	3	**
Lack of teacher interest	4	2	4	2

*In the national survey, 22 percent said use of drugs was a problem; 2 percent said drinking/alcoholism was a problem. Because the question was open-ended, there may be duplication.

**Area not identified by respondents in national survey.

Schools or Society: Who's to Blame

More than 8 in 10 Kansans believe that societal problems are to blame for the problems facing public education. Fewer than 1 in 10 faulted the schools themselves. Although these results reflect national opinion, Kansans placed more blame on society than did the national sample. The question:

In your opinion, which is more at fault for problems currently facing public education in your community—the performance of the local public schools or the effect of societal problems?

	Performance of Public Schools %	Effect of Societal Problems %	Don't Know/No Answer %
Kansas Totals	8	82	10
National (1990)	16	73	11

Public Schools: Better, Worse or About the Same

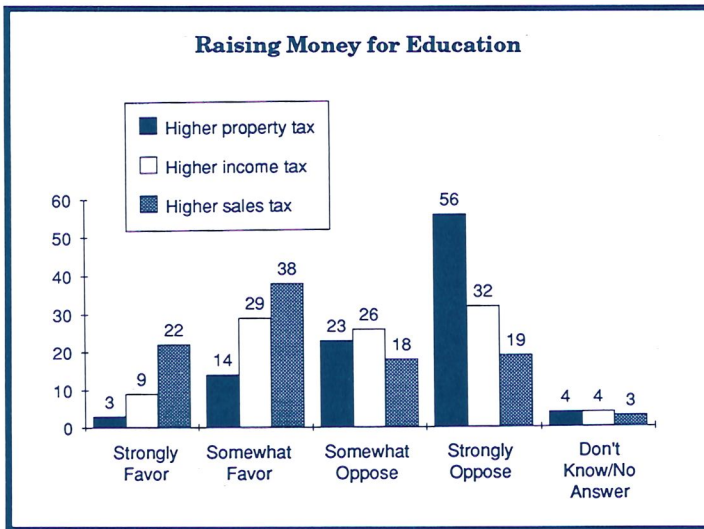
More than 40 percent of Kansans believe public schools have stayed about the same as they were five years ago. Another 28 percent said schools had improved, and 15 percent said schools had gotten worse. These results are generally in keeping with KATE VI

How to Raise More Money for Schools

Kansans overwhelmingly oppose higher property or income taxes to fund public education. Respondents were given three choices of ways to raise more money for public schools—higher property tax, higher income tax or higher sales tax. More than 75 percent opposed higher property taxes and more than 50 percent opposed higher income taxes. In contrast, only 37 percent of respondents opposed a higher sales tax. The question:

Three ways more money could be raised for schools are by increasing the property tax, increasing the state income tax, or increasing the state sales tax. We would like to know how you feel about these three taxes as a means of raising more money for our public schools. Let's begin with the property tax. Would you be strongly in favor, somewhat in favor, somewhat opposed, or strongly opposed to an increase in the property tax as a means of raising more money for public education in Kansas? Income Tax? Sales Tax?

The results in the demographic breakdowns were consistent with the full sample. On the issue of taxes, apparently, Kansans are in agreement: If higher taxes are necessary, raise the sales tax rate before raising income or property taxes.



How to Reduce Education Spending

When faced with possible cutbacks in staff and activities to reduce the money spent on education, Kansans believe there is room to trim at the administrative level. They could not decide, however, whether support staff should be cut; and they strongly

opposed tampering with extracurricular activities, teacher salaries or the number of teachers. In general, Kansans' opinions reflected national opinions. The question:

As you are probably aware, many states are having severe budgetary problems. If it becomes necessary to reduce spending for education in the state, would you favor or oppose the following measures in the public schools of your school district?

1. Elimination of all extracurricular activities
2. A freeze of all salaries
3. Reduction in the number of teachers by increasing class size
4. Reduction in the number of "special teachers" assisting those students experiencing difficulties in the areas of math and reading
5. Reduction in the number of administrators
6. Reduction in the number of support staff members such as counselors, secretaries, and custodians

	Favor %	Oppose %	Don't Know/No Answer %
1. Eliminate extracurricular activities			
Kansas totals	24	73	3
National	32	62	6
2. Freeze salaries			
Kansas totals	32	61	7
National	47	46	7
3. Reduce the number of teachers by increasing class size			
Kansas totals	15	78	7
*National	15/21	78/72	7/7
4. Reduce "special teachers"			
**Kansas Totals	20	76	4
5. Reduce number of administrators			
Kansas Totals	79	16	5
National	73	19	8
6. Reduce support staff			
Kansas Totals	46	46	8
National	47	45	8

*The national survey asked this question separately. Respondents were first asked to evaluate "reduction in the number of teachers" as a way to cut costs. Then, they were asked to evaluate "increases in class size."

**This cost-cutting measure was not considered in the national study.

Meeting National Education Goals

In general, Kansans considered it unlikely that local schools would meet President Bush's six education goals for the year 2000. These results mirror the attitudes on the national level, although Kansans were even more pessimistic than the national sample that drug-free schools would be achieved. The question:

In 1990, President Bush announced six national education goals for our public schools. As I read each goal would you tell me whether you believe we are very likely, likely, unlikely, or very unlikely to reach that specific goal in Kansas by the year 2000?

- By the year 2000, all children in America will start school ready to learn (i.e., in good health, having been read to and otherwise prepared by parents, etc.).
- By the year 2000, the high school graduate rate will increase to at least 90% (from the current rate of 74%).
- By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography. In addition, every school in America will ensure that all students learn to use their minds, in order to prepare them for responsible citizenship, further learning, and productive employment in a modern economy.
- By the year 2000, American students will be first in the world in mathematics and science achievement.
- By the year 2000, every adult American will be literate and will possess the skills necessary to compete in a global economy and to exercise the rights and responsibilities of citizenship.
- By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

	Very Likely %	Likely %	Unlikely %	Very Unlikely %	Don't Know/No Answer %
Goal A: Readiness					
Kansas Totals	6	32	40	19	3
National	10	37	33	14	6
Goal B: Graduate					
Kansas Totals	6	35	42	14	3
National	6	36	39	14	5
Goal C: Competency					
Kansas Totals	6	39	39	11	5
National	6	36	36	15	7

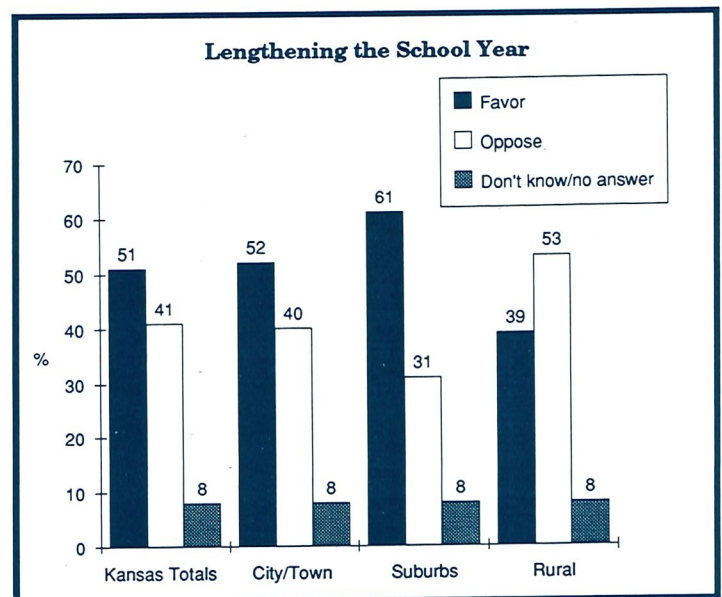
Goal D: Math & Science					
Kansas Totals	2	19	47	28	4
National	4	22	45	23	6
Goal E: Literacy					
Kansas Totals	2	18	48	28	4
National	6	25	41	23	5
Goal F: Drug-Free Schools					
Kansas Totals	1	8	39	49	3
National	4	14	38	39	5

Ten-Month School Year

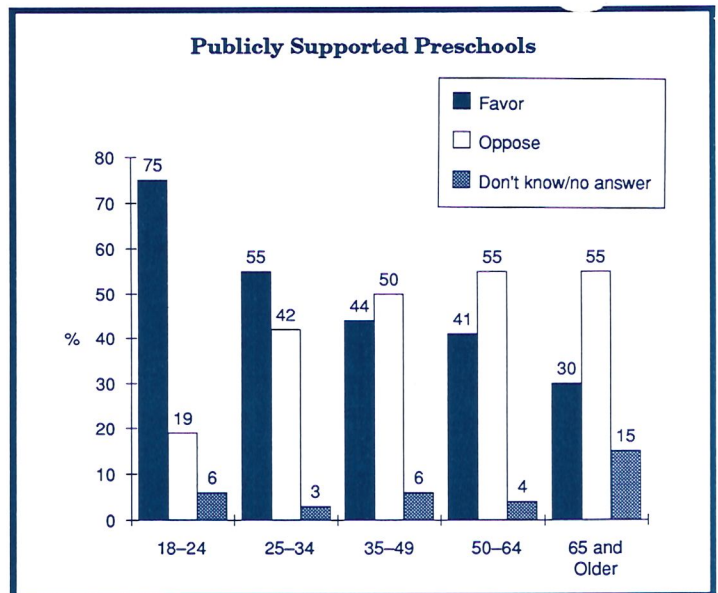
Barely more than one-half of respondents favored lengthening the school year to 10 months to compete with other countries. These results were reflected at the national level, also. The question:

In some nations, students attend school as many as 240 days a year as compared to about 180 days in the United States. How do you feel about extending the public school year in your school district by 30 days, making the school year about 210 days or 10 months? Do you favor or oppose this idea?

Although both parents and those without children followed the full sample, this proposal did produce a dramatic urban/rural split. This split is readily apparent in the regional breakdowns. The two regions that overwhelmingly favored a longer school year were Sedgwick County and Wyandotte/Johnson counties. These regions, of course, include the Wichita and Kansas City metropolitan areas. The only other region to support a longer school year was the East Central region, which includes the Topeka metropolitan area.



Kansas Totals	51	41	8
National	51	42	7
Region			
Northwest	36	52	12
Southwest	36	59	5
North Central	42	52	6
South Central	44	43	13
Sedgwick County	62	28	10
Northeast	47	47	6
Wyandotte/Johnson Counties	67	28	5
East Central	52	43	5
Southeast	40	49	11



Publicly Supported Preschools

Although 55 percent of national respondents favored preschool programs run by the public schools, Kansans were not as enthusiastic. Of those surveyed for KATE, 45 percent favored such programs, whereas 48 percent were opposed; 7 percent were undecided. The question:

It has been proposed that the public schools make preschool programs available to three-and-four-year olds whose parents wish such programs. These programs would be supported by taxes. Would you favor or oppose such programs?

Interestingly, parents were less inclined to support such programs than were respondents without children. The 18-to-24 age group overwhelmingly supported preschool programs; the 25-to-34-year-olds also supported preschool programs, although not as dramatically as the younger group. It is not surprising that 18-to-34-year-olds would favor these programs; after all, they are the most likely group to currently have preschool-aged children.

	Favor %	Oppose %	Don't Know/No Answer %
Kansas Totals	45	48	7
National	55	40	5
Respondents with—			
Children in public schools	44	51	5
No children	46	46	8

Occupation

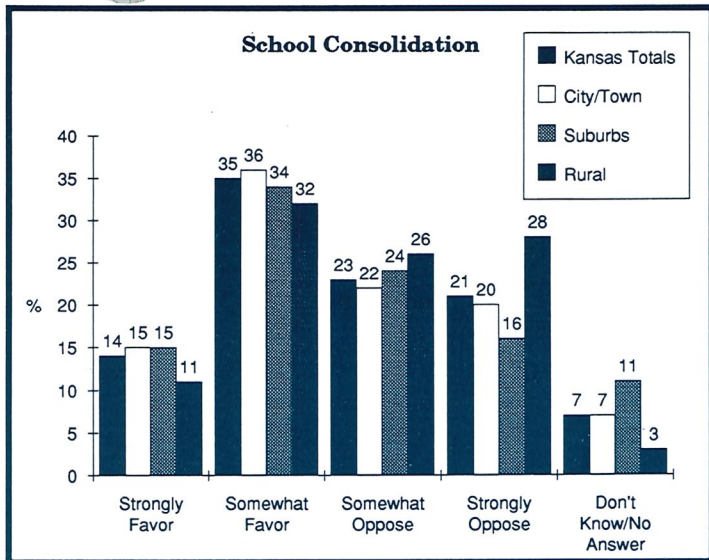
Business and professional	49	48	3
Housewife/Homemaker	33	62	5
Skilled labor	51	46	3
Unskilled labor	50	41	9
Clerical/Sales	39	54	7
Farming	50	41	9
Retired	38	48	14
Student	61	19	20
Unemployed	57	43	0

Is Consolidation the Answer?

If consolidating schools would save the state millions of dollars, would Kansans approve consolidation? In KATE VII, approval is unlikely. Although more Kansans favored consolidation than opposed it, the response of 49 percent in favor and 44 percent opposed is hardly decisive. The question:

If the state of Kansas could save three to five million dollars by reducing the number of school districts, would you be strongly in favor, somewhat in favor, somewhat opposed or strongly opposed to additional consolidation of schools?

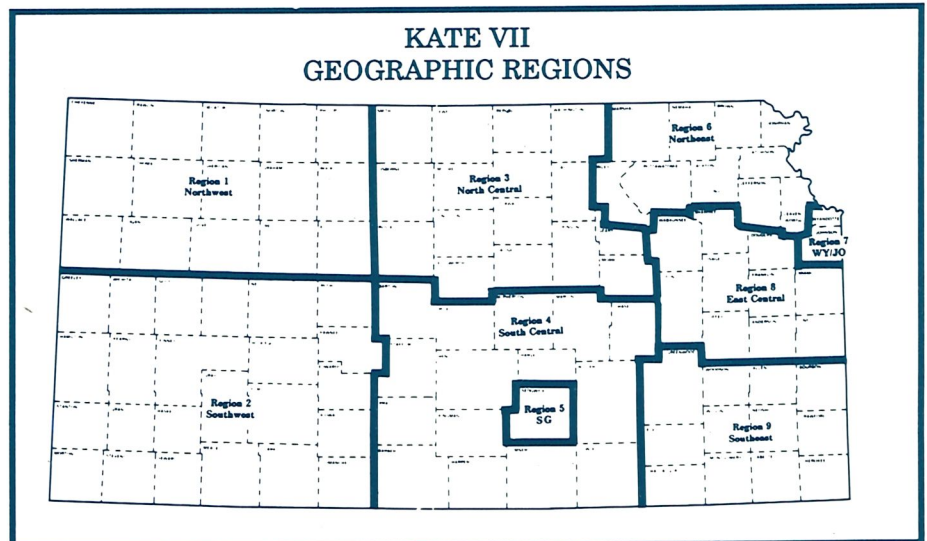
As expected, consolidation is least popular in rural areas, which would probably be affected the most by consolidation. Whereas 40 to 42 percent of urban residents opposed consolidation, a full 54 percent of rural residents were opposed.



	Strongly Favor %	Somewhat Favor %	Somewhat Oppose %	Strongly Oppose %	Don't Know/No Answer %
Kansas Totals	14	35	23	21	7
Area of Residence					
Northwest	7	32	32	23	6
Southwest	12	23	31	33	1
North Central	12	34	28	18	8
South Central	13	39	24	17	7
Sedgwick County	19	38	23	12	8
Northeast	20	35	18	25	2
Wyandotte/Johnson Counties	10	39	21	20	10
East Central	19	31	21	22	7
Southeast	9	37	15	31	8

KATE VIII Composition of the Sample

Sex	%	Home Ownership	%	Income	%
Men	47.5	Owned/Buying	73.9	Less than 15,000	14.8
Women	52.5	Renting	25.5	15,000 - 25,000	20.1
		No Answer	.7	25,000 - 35,000	21.5
				Over 35,000	37.6
Respondents with-	%	Occupation	%	No Answer	6.0
Children in School	35.4	Business & Professional	36.3	Area of Residence	%
No Children in School	64.6	Homemaker	9.8	Northwest	5.0
		Skilled Labor	13.7	Southwest	7.0
Education	%	Unskilled Labor	3.7	North Central	7.6
Non High School Graduates	7.4	Clerical/Sales	7.9	South Central	14.5
High School Graduates	28.3	Farming	3.7	Sedgwick	14.4
College (No Degree)	32.8	Retired	19.1	Northeast	8.1
College (Degree)	31.1	Student	3.5	Wyandotte/Johnson	17.8
No Answer	.4	Unemployed	.8	East Central	15.3
		Undesignated/No Answer	1.5	Southeast	9.7
Age	%			Don't Know/No Answer	.6
18 - 24	7.3				
25 - 34	20.0				
35 - 49	33.6				
50 - 64	18.4				
65 - Over	20.4				
No Answer	.3				
Political Affiliation	%				
Republican	43.4				
Democrat	25.2				
Independent	19.5				
Other	7.2				
No Answer	4.7				
Community Size	%				
City or Town	67.4				
Suburban Area	14.6				
Rural	18.0				



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Order # 1-12

Proposal

LABOR EDUCATION CENTER

I. Introduction

We propose the establishment of the Kansas Labor Education Center at Kansas State University to coordinate and improve interdisciplinary activities focusing on work.

Kansas' economy, like the economy of the nation, is facing numerous challenges, including growing international competition, rapidly evolving technologies, and a changing labor force increasingly composed of minorities, women, and undereducated workers.¹ To remain competitive, employers are adopting new flexible, information-based production systems that can tailor goods and services to smaller markets and even to individual customers.² These new production systems demand better educated workers capable of processing information and motivated to assume greater responsibility. Yet a host of problems, from inadequate schools to traditional coercive management practices, undermines the likelihood that workers will gain the necessary training or that labor and management will build the mutual respect essential for problem-solving based on shared information and responsibility.

Kansas needs a center dedicated to solving, through research and education, workplace problems undermining the productivity of the state's employers and employees.

II. Proposed Activities

The Kansas Labor Education Center (KLEC) would be associated with Kansas State University's Labor Studies Program and Institute for Social and Behavioral Research, two programs approved by the Kansas Board of Regents in 1990.

Research. The Center would contribute to economic development, first and foremost, by conducting basic and applied research in the substantive issues encompassing labor studies, including the changing nature of work, the relationship between work and society, labor-management relations, and phenomena outside of the workplace which either influence or are influenced by work. These substantive issues encompass such current problems as:

- 1. A labor force that is expanding less rapidly, aging, and

¹ See, for example, Institute for Public Policy and Business Research, Work Force Training: The Challenge for Kansas (Topeka, KS: KANSAS INC., 1989).

² Anthony Patrick Carnevale, America and the New Economy (Alexandria, VA: American Society for Training and Development, 1991).

Education
Attachment #2
3/24/92

- changing in composition;
2. Rising workers' compensation and health care costs, including the challenge of AIDS and substance abuse in the workplace;
 3. Increasing demands by workers for safe and healthy working conditions, equitable pay (comparable worth), flexible work schedules, and affordable day care;
 4. Experiments involving labor and management intended to increase cooperation and productivity;
 5. Rapidly changing technologies;
 6. Inadequate or declining educational skills among workers, including illiteracy;
 7. The establishment and assessment of Employee Assistance, day care, and family leave programs;
 8. Civil Rights and Affirmative Action issues.

These current problems join the traditional problems that organized labor and management face in negotiating contracts, settling grievances, and resolving disputes.

To address these problems, KLEC's staff would identify funding opportunities, contact employers, unions, or faculty with research interests compatible with these opportunities, assist in the preparation of proposals, and provide support in the conduct of grants and contracts.³ In most cases, the focus would be on applied research, for example, evaluating the effectiveness of employee assistance (substance abuse) or job retraining programs, innovative labor-management policies, or OSHA enforcement procedures.

Education. The Kansas Labor Education Center would also contribute to economic development by providing a variety of continuing education and extension courses to employers, managers, union members and leaders, policymakers, and other interested parties. In consultation with these groups, the Center would develop and present short courses, conferences, and seminars on such appropriate workplace issues as occupational safety and health, drug testing and treatment of employees, grievance handling, arbitration techniques, communication skills, flexible scheduling options, labor law and regulations, dislocated workers, and so forth. The primary objectives would be twofold: first, to disseminate up-to-date information on the latest research and workplace developments, and second, to foster the creative and critical thinking necessary for success in a changing economy and workplace.

Perhaps as important, these educational activities would increase the Center's awareness of current labor issues and build grassroots support for the Center's other activities, thereby

³ Possible funding sources include the U.S. Department of Labor, the National Science Foundation, the Occupational Safety and Health Administration, the Ford Foundation, the Sloan Foundation, and the Upjohn Institute.

making it easier to obtain extramural funding and gain access to research settings.

Other Activities. While the major efforts of the Center would be focused on research and education, it would also offer consultation to employers, unions, and other human resource organizations on the development of educational and research programs and on the utilization of resources, maintain informational and technical services through periodic reprints, working papers, newsletters, news releases and other publications, develop and provide educational materials, including films, charts, audiovisual aids and library resources, and provide personnel to serve on civic and governmental bodies concerned with the economic, educational, and public policy aspects of work.

III. Staffing and Financial Resources

The need for focused research and education on workplace issues was recognized by the KSU's College of Arts and Sciences in 1990 when it created the Labor Studies Program. Currently headed by two part-time co-directors (Clive Fullagar and Berkeley Miller), the Labor Studies Program coordinates the for-credit Secondary Major in Industrial and Labor Relations, organizes annual conferences on workplace issues, and works to build more extensive research and extension education capabilities. These latter capabilities, however, require additional resources.

Presenting there are about fifty labor studies/labor education programs in 29 states. Most programs are housed at land grant colleges similar to Kansas State University and receive base-funding from state appropriations. Successful labor studies/labor education centers employ a full-time director, at least two full-time labor specialists, and a full-time secretary. We propose that level of staffing for the Kansas Labor Education Center.

In addition to overall management of the center, the director would concentrate on building statewide organizational and financial support for the center, and expanding funding by identifying, writing, and coordinating grants and contracts. The labor specialists primarily would be responsible for teaching extension and continuing education classes, and secondarily with conducting relevant research. To better serve the needs of employers and workers, at least one labor specialist should be located in Wichita. This level of staffing is essential. In those programs where the functions of the director and labor specialist are combined in a single position, teaching activities take precedence over research and grants activities. As a consequence, such programs languish for want of adequate resources.

In cooperation with employers, the labor movement, and academic researchers, the Center's staff will seek research and training grants and contracts from various private, state, and federal sources. These grants and contracts could greatly expand the Center's staff and operations.



Kansas State University

Industrial and Labor Relations

Kansas State University offers a secondary major in industrial and labor relations. Industrial and labor relations looks at work and labor-management relations from a number of disciplines, including management, economics, history, psychology, and sociology. Open to students in all colleges, the secondary major in industrial and labor relations is designed to be taken concurrently with the student's primary major. This program of study will allow students to take both a primary and secondary major within the normal four-year program, especially because courses applied towards the secondary major may also satisfy the requirements for general education or restricted electives.

Because the secondary major in industrial and labor relations provides students with the opportunity to understand the theories and methods of a number of disciplines, it allows students to participate in the process of the integration of knowledge in the area of industrial relations. In addition, the program in industrial and labor relations is career oriented and provides students with extra qualifications for employment.

Career Opportunities

The secondary major in industrial and labor relations prepares the student for professional work with private employers, unions, government, and other organizations.

Graduates can seek employment in personnel and human resources administration and organizational behavior; in collective bargaining or labor-management relations; or in both areas. The course will provide students with the skills necessary to participate in decisions involving employment and hiring, training and development, compensation, contract negotiation administration, grievance handling, equal employment opportunity, occupational health and safety, and other activities.

Program

The secondary major in industrial and labor relations is a 28-hour interdisciplinary program of study, offered jointly by the Department of Management in the College of Business Administration and the Departments of Economics, Psychology, and Sociology, Anthropology, and Social Work in the College of Arts and Sciences. Twenty-two of the hours must be taken outside the student's primary major area. MANGT 330 and five additional courses are required as shown in group I below. In addition, two elective courses must be chosen from each of groups II and III below.

Students interested in the secondary major in industrial and labor relations should contact the Department of Management in the College of Business Administration, 19 Calvin Hall, 532-6296, for additional information and counseling.

I. Required courses (16 hours)

ECON 620 Labor Economics
MANGT 330 Introductory Seminar
MANGT 530 Industrial and Labor Relations
MANGT 630 Labor Relations Law
PSYCH 560 Industrial Psychology
SOCIO 647 Sociology of Work

II. Restricted electives (6 hours)

Two courses from:
ECON 540 Managerial Economics
HIST 554 American Labor History
MANGT 637 Industrial Conflict Resolution
SOCIO 546 Bureaucracy in Modern Sciences
PSYCH 550 Group Dynamics

III. Group electives

Two courses are to be selected from the following groups (only one course may be chosen from any group):

Group A

MANGT 531 Personnel and Human Resources Management
MANGT 622 Decision Analysis
MANGT 639 Advanced Labor Relations
ECON 627 Contemporary Labor Problems

Group B

PSYCH 563 Psychology of Women at Work
PSYCH 625 Engineering Psychology
PSYCH 564 Organizational Psychology

Group C

SOCIO 550 Introduction to Social Interaction
SOCIO 570 Race and Ethnic Relations in the U.S.

Group D

POLSC 616 Discrimination and the Law

For further information, contact:

Dr. Berkeley Miller
Department of Sociology, Anthropology,
and Social Work
(913) 532-6865

Dr. Clive Fullagar
Department of Psychology
(913) 532-6850

Dr. Stan Elsea
Department of Management
(913) 532-6296

Office of Admissions
(913) 532-6250



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Attach # 2-4

The Kansas State University Labor Studies
Program and the Kansas AFL-CIO present
the First Annual Kansas Labor Conference

KANSAS LABOR: THE 1990'S



May 16-17, 1991
Manhattan, Kansas

Sponsors

Labor Studies Program
The Institute for Social and Behavioral Research
Kansas AFL-CIO



Attach # 2-5

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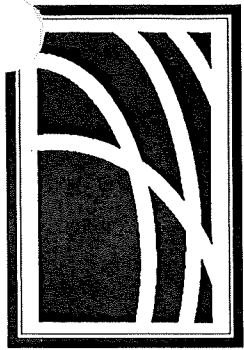
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The *Institute for Social and Behavioral Research (ISBR)* promotes, encourages, and facilitates research and graduate studies in the


social, behavioral, and statistical sciences. This interdisciplinary institute conducts its own research, enhances research by KSU faculty, assists faculty in securing extramural funding, trains and attracts graduate students, and provides outreach services to public agencies and institutions in Kansas.


Among the director's responsibilities are coordinating the sponsorship of research seminars and colloquia; appointing visiting scholars, research associates, and postdoctoral fellows; administering and conducting research; and fostering scholarship in the social, behavioral, and statistical sciences. M. Duane Nellis, head of Geography, is director.


Programs coordinated by the ISBR include the Geographic Information Systems/Spatial Analysis Laboratory, the Labor Studies Program, the Statistical Design and Analysis Unit, the Survey Research Unit, and the Advanced Research Development Program.

 **Geographic Information Systems/Spatial Analysis Laboratory.** Applications of geographic information systems are being applied particularly in environmental impact analysis, community development, resource appraisal, and territorial management. The laboratory provides consultation and instruction in the design of GIS, software options, and needed hardware. Director: H.L. Seyler, Geography.

 **Labor Studies Program.** This program builds relationships with the Kansas labor and business community and is a research and resource center for both applied and basic research in industrial and labor relations. The issues addressed include the changing nature of work, the relationship between work and society, the organizations that employees form to obtain their rights, and phenomena outside of the workplace that either influence or are influenced by work. Co-directors: Clive Fullagar, Psychology, and R. Berkeley Miller, Sociology, Anthropology, and Social Work.

 **Statistical Design and Analysis Unit.** This unit aggressively supports consultation from the design through the analysis stages of ISBR projects, continuing the tradition of service and collaborative effort in developing and applying statistical methodology of the Department of Statistics and the Statistical Laboratory. The Statistical Design and Analysis Unit also offers workshops and short courses for faculty and other professionals. Director: Sallie Keller-McNulty, Statistics.

 **Survey Research Unit.** This unit functions in three ways: 1. It carries out surveys sponsored by, or under the auspices of, the Institute. 2. It carries out contract survey work for KSU faculty and administration and for Kansas public agencies. 3. It contributes to the training of graduate students in the social, behavioral, and statistical sciences through an interdisciplinary Research Practicum that involves students in all phases of ISBR survey projects. Director: James Franke, Political Science.

 **Advanced Research Development Program.** This program provides a wide variety of support services for faculty seeking outside funding for their research in the social and behavioral sciences, including the identification of potential funding sources and proposal review. Summer Research Fellows receive stipends for grant development. Coordinator: M. Duane Nellis, ISBR.

The ISBR is closely affiliated with the **Center for Exercise Research** at KSU. Researchers of the Center for Exercise Research develop, transfer, and apply knowledge related to fitness, exercise, and human movement. The center supports researchers, offers scholarships, and provides experience to students at all levels. Director: Edmund O. Acevedo, Physical Education and Leisure Studies.

ISBR has cooperative agreements with the Center for Aging, the Kansas Center for Rural Initiatives, and the Population Research Laboratory. Other research programs are being developed.

ISBR is an administrative unit of the KSU College of Arts and Sciences.

Attch 2-7

TESTIMONY IN SUPPORT OF A KANSAS LABOR EDUCATION CENTER
to be Located at Kansas State University

by
George V. Boyle, Director
Labor Education Program
University of Missouri- Columbia

My name is George Boyle and I am Director of the Labor Education Program at the University of Missouri in Columbia, Missouri.

I am here to speak in support of the establishment of a Labor Education Center on the campus of Kansas State University.

As the director of a program in Missouri, a state in close proximity to yours, which shares not only your borders but many similar characteristics and problems, I thought I might add a useful perspective to your deliberations.

First of all, I think we are all aware of the monumental changes which are taking place within our economy, our workplaces and communities. Further, the changes taking place outside our country are to a degree more threatening to our way of life than the threats we've associated with our former enemies in the Soviet Union. We prevented thermonuclear war, but we've been unable to prevent the loss of millions of jobs to foreign competitors and the privation and problems that such unemployment has caused.

But those changes continue to take place. And they will cause additional dislocations and deprivation unless we take steps to ameliorate them. And while I wouldn't suggest that a Labor Education Center at KSU is a panacea, it would, at least, help eliminate the disadvantage Kansans presently endure in competition with other states in their lack of such a state resource.

Just what is it that we're talking about.

Well, if you believe the media, the problem is that we have lazy, slipshod workers who are overpaid and unproductive. That is the mythology. But we know that this is untrue. Study after study has shown that American workers and American businessmen outproduce even the much touted Japanese labor force. The lowest figure I've seen is that our output per manhour is 19% higher than Japan's. Yet we are told that the happy, energetic Japanese worker is delighted to have lifetime employment, (which only lasts to age 55 by the way). He is portrayed as going to work every day singing the company song and joining the cheer leaders in chanting company slogans.

But Indiana University's Institute for social Research published the results of a survey they made of over 3,500 manufacturing workers in central Indiana. They compared their responses with a similar group in an industrialized area of Japan. Included were 700 management employees in these firms.

*Education
attachment #3
3/26/92*

The American workers showed significantly greater willingness to work harder than required in order to make their companies successful, the ratio was 68%, compared to the Japanese 44%. Eighty one percent (81%) of the Americans were satisfied with their jobs compared to fifty three percent (53%) of the Japanese.

The researchers called "surprising" the data that showed eighty eight percent (88%) of the Americans regarded the company as a big family, while only thirty six (36%) of Japanese were so inclined.

From the results the report concludes, "It is clear that recent commentary saying that Japanese workers had higher morale, were motivated to work harder and were more committed to corporate values needs reevaluation."

Sometime ago, Vladimir Posner, the Soviet spokesman was interviewed by Tom Brokaw on television. Brokaw asked him, "As you are returning to the USSR, if there were one thing you could take back with you that would help your country, what would it be?" Posner answered, "I'd take back the secret of how you get your people to work so hard." My own experience supports Posner's. I've seen factory workers on four continents. The Frenchman put it more genteelly than I might when he said, "(they) go but faintly to work, as with one buttock." Believe me, none work harder than ours.

Yet American workers are believed to be loafers, malingerers on the job, full of booze and drugs and they are treated with contempt and disdain.

Similarly we are told that, by demanding such high wages, Americans are pricing themselves out of jobs and forcing companies to go abroad in order to remain competitive. But how low should our wages be? Mexican wage earners make \$.60 an hour, young girl factory workers in Thailand, eight and ten years old are purchased from their parents for the sum of \$25.00 and, if they work well, they are fed, if they don't work well, they aren't fed. Can we compete with those workers? Perhaps, if we reduce our people to the lowest common denominator in the world.

China, with 1/3 the world's population and a massive unemployment problem hasn't really entered the world market yet. Our present problems may seem minuscule when they do. But the answer isn't to work cheaper. Those Mexican, Thai, Chinese and other third world workers aren't buying many automobiles, TV's, stereos, VCR's, clothing or even food on those wages. If we reduce ourselves to penury we will destroy the largest consumers of our own products, as well as those products of others. And then who will be employed.

Well if we can't work harder or cheaper, what can we do? We have to work smarter. And there is the problem.

The U.S. Labor Department's study, "Workforce 2000", tells is that

Attach # 3-2

we will have a skilled labor shortage in the year 2000. Moreover our high school graduating class this year is the smallest in fifty years. Also this generation of Americans is the first to graduate less skilled than their parents. And the problems are going to get worse because of the changed demographics in the workforce.

In brief, we no longer have a domestic economy, as we've had in the past. We now have a World Economy, where competition is fierce and unrelenting. We also are competing within our borders for jobs and industries as never before.

Parenthetically, a short while ago one of our university administrators was exhorting a rural audience to support more money for education. He said that Missouri was losing ground to other states. A man in bib overalls in the back of the room fairly shouted, "Missourians aren't in a race with anyone!" But we are and so are Kansans...with Taiwan and Hong Kong and Sri Lanka and Missouri, Arkansas, Louisiana and even that sociological swamp, Mississippi.

Employers will have to change many policies, administrative procedures, compensation packages, technologies and labor relations practices in order to attract and hold their workers. They will have to market their businesses as well as their products.

Also they will have to spend more time and money training new workers and retraining older ones.

And what about the workers, whether they are unionized or not.

Of great concern is the degree of autonomy and participation afforded them in the workplace decision-making. Heretofore, employees took orders without question. They were brought up that way. Alvin Toffler, in his book, "Future Shock" says, "Built on the factory model, mass education taught basic reading, writing and arithmetic. This was the 'overt curriculum'. But beneath it lay an invisible or 'covert curriculum' that was far more basic. It consisted- and still does in most industrialized nations- of three courses: one in punctuality, one in obedience and one in rote repetitive work. Factory labor demanded workers who showed up on time, especially assembly line hands. It demanded workers who would take orders from a management hierarchy without question. And it demanded men and women prepared to slave away at machines or in offices, performing brutally repetitive operations."

Whether you would like to see that continue is a moot question. The schools aren't turning out students that way anymore, because industrial needs and societal mores have changed. The factory style school has gone the way of the patent leather shoe. The laborer today, especially the younger worker wants involvement, participation and shared decision-making. They have become accustomed to it in the schools and expect it on the job.

4.

What has all this to do with a Labor Education Center At KSU?

Well it seems to me that there is a great need for a Center in Kansas to engage in empirical research for employers and workers and to extend the results of that research into the workplace to enable Kansas to participate in the present economic development and the potential future development. Without devoting considerable efforts in this regard, the state of Kansas and its people are at some risk of being left behind.

Currently, at Missouri we are conducting research and educational programs in the areas of:

Models of Labor/Management Cooperation Programs, Quality of Worklife, Hazardous Workplace Substances, Ergonomics, Controlling Drugs and Alcohol in the Workplace, "Right-to-Know" Laws, Comparative Labor Movements in Europe, Africa and Asia, Lead and Asbestos Hazard Abatement, Strategic Planning, Cultural Diversity as well as the more usual aspects of the labor/management relationship.

Let me conclude by citing two quotes: The Land Grant Act of 1862, signed by President Abraham Lincoln, said the federal government would give free government land to any state which would establish, (and I quote), "programs in the agricultural and mechanic arts... for the liberal and practical education of the industrial classes." Under that act Kansas established its Land Grant institution at KSU. You have done very well for agriculture. Where the industrial classes became lost along the way, I don't know.

The second quote is from a report of a Presidential Advisory Committee on Education, published in 1938. It said, "If an intelligent labor movement is essential to democratic progress", and it is, "then the education of labor leaders is as important as the education of financiers and engineers." I think we can all add our own signature of agreement to that statement today.

I urge your support for the labor Education Center at KSU and commend you on your consideration of this matter.

Thank you for your courtesy in inviting me to speak with you.

Attach # 3-4