

Approved June 26, 1992
Date

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

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

1:30 ~~xxx~~ p.m. on Monday, March 16, 1992 in room 123-S of the Capitol.

All members were present except:

Senator Karr, excused
Senator Parrish, excused
Senator Steineger, Excused
Committee staff present:

Mr. Ben Barrett, Legislative Research Department
Ms. Avis Swartzman, Revisor of Statutes
Mrs. Millie Randell, Committee Secretary

Conferees appearing before the committee:

Presentation: Ag in the Classroom Update

Presenters:

Ms. Nancy Lindberg, Vice Chairman, 1992 Kansas Foundation for Agriculture
in the Classroom
Ms. Sharon S. Tally, Staff Administrator

Following a call to order, Chairman Joseph C. Harder asked the Committee's pleasure regarding the minutes. Senator Kerr moved that minutes of the meeting of Tuesday, March 3 be approved. Senator Frahm seconded the motion, and the minutes were approved.

The Chairman then explained that although the agenda for today had included Committee discussion and possible action on SB 523, concerning special education services for exceptional children, he has been informed that the subcommittee which he had appointed to work on certain elements of the bill has not yet completed its work. He stated that he is, therefore, deferring Committee discussion and/or action on SB 523 until another time.

The Chair announced that representatives of The Kansas Foundation for Agriculture in the Classroom will review the Foundation's program for this past year, and he welcomed to the Committee those persons present on behalf of Ag in the Classroom.

The Chair then called upon Ms. Nancy Lindberg, Vice Chairman of the 1992 Kansas Foundation for Agriculture in the Classroom.

Ms. Lindberg related that membership of the Foundation, formed in 1983, consists of volunteers who believe in the Foundation's two main objectives: 1) Providing for Kansas students an understanding and appreciation of the food chain, which is the foundation of human life, and 2) promoting the well-being of agriculture as a necessary forerunner to the well-being of America.

She recognized those persons in the room who are active members of the Foundation: Senator Frahm; Ms. Linda Pease, Manhattan; Ms. Barbara Meyer, St. George; Ms. Mardelle Pringle, Yates Center; and Senator Montgomery.

Ms. Lindberg described 1991 as an exceptional year wherein they had contact with approximately 3,000 teachers through their teachers' course program, newsletters, the State Fair, Ag Week, and other activities. She noted that more than 2,000 children had completed their Ag-Citing activity at the Kansas State Fair.

Ms. Lindberg described summer course programs offered to teachers and the Adopt-a-Classroom program whereby classrooms are paired with volunteer farm families in order to learn more about agriculture.

On behalf of the Foundation, as well as herself, Ms. Lindberg thanked

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

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,
room 123-S, Statehouse, at 1:30 ~~a.m.~~/p.m. on Monday, March 16, 1992

legislators for the assistance they have provided for a very viable program which primarily seeks to reach students through the teachers. (Attachment 1)

Ms. Lindberg introduced Ms. Sharon Tally, Staff Administrator, who continued explanation of the Foundation's program and gave an overview of the financial report for 1991.

Ms. Tally also noted the support the Foundation receives from people who provide time and effort, such as farm families.

Ms. Tally placed special emphasis on the summer courses offered to teachers, kindergarten through grade 12, and how the Ag program helps teachers to integrate agriculture into classroom work.

Ms. Tally said that teachers receive three hours of graduate credit for their summer school course and that most teachers use the credit for recertification purposes. She noted the financial support the Foundation receives in terms of scholarships for tuition costs for these teachers.

In conclusion, Ms. Tally emphasized that the reason for Ag in the Classroom is the bottom line for all of us, what it takes for us to survive.

Following the presentation the Chair informed members that copies of KATE VII, Kansans' Attitudes Toward Education, had been distributed on behalf of Dr. Jack Skillett, dean of the Teacher's College, Emporia State University. (Attachment 2)

The Chair adjourned the meeting.

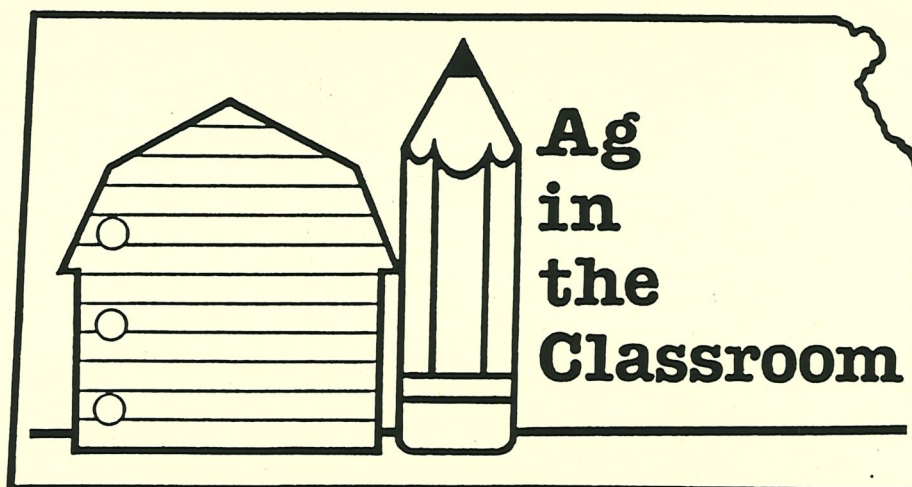
SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 123-S DATE: Monday, March 16, 1992

GUEST LIST

NAME	ADDRESS	ORGANIZATION
Christopher Denton	Denton RR1 Box 02	Midway, page
Greg Becker	Everest	page
Douglas Bunck	RR1 BOX 8	Everest, page
Linda Pense	Granulation, Ks	Ks Ag in the Classroom
Barbara Meyer	St George	Ks Found. for Ag in the Classroom
Sharon Tally	Manhattan Ks	Ks Foundation for Ag in the Classroom
Marilyn Pringle	Upton, Centu, Ks	" " " " " "
Lory Litwisch	Lawrence	Sen Walker
Jacque Oakes	Topeka	SOE
Craig Grant	Topeka	KNEA
JERRY LEOPOLD	MCPHERSON	CONSTITUENT
Nancy Lindberg	Topeka	Ag in Classroom
Pat Baker	Topeka	RA SB

**Kansas Foundation for
Agriculture in the Classroom
1991 Annual Report**



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In 1991, the Kansas Foundation for Agriculture in the Classroom continued to carry out its major objectives:

1. To provide for Kansas students an understanding and appreciation of the food chain, which is the foundation of human life.
2. To promote the well-being of agriculture as a necessary forerunner to the well-being of America.

The Foundation helps educate K-12 students by providing resources that integrate information about agriculture into the science, math, language arts, social studies and other classes already taught.

This philosophy is gaining widespread acceptance and use in education as the interdisciplinary, whole language, holistic or integrated approach of teaching. Using this educational theory, all subject matters are taught around a common theme. For example, the topic of wheat can teach students plant growth, fractions, research and writing, geography, history, nutrition and much more. As one teacher said, "The students can't tell when one subject ends and another one begins since they all revolve around one topic."

The Foundation works with teachers, volunteers, students and others to carry out six concepts:

- Agriculture is ...
-the business that provides our food, clothing and shelter.
 -interdependent with the well-being of society in Kansas, the United States and the world.
 -a vital, dynamic system shaped by research and development.
 -influenced by government.
 -interdependent with the environment and uses natural resources.
 -historically significant.

Sharon Tally,
Administrator
Dana Thomson and Carolyn Farris,
Student Assistants

Kansas Foundation for
Agriculture in the
Classroom
Bluemont 124, KSU
Manhattan, KS 66506
913 532-7946

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Summer Courses

In 1992, the Foundation will sponsor four summer courses –

*Hays,
Wichita,
Manhattan
and
Kansas City.*

The Kansas Foundation for Agriculture in the Classroom established another first in 1991 by extending the Integrating Agriculture Into the Classroom summer courses to four. This allowed a total of 90 K-12 teachers to enroll.

The course traveled west to Hays for its first 1991 location. Two Ft. Hays State University colleges worked in cooperation with Kansas State University College of Agriculture to conduct the June 4-14 course based in the Ft. Hays State Student Union. Nineteen teachers visited a retail garden store, a bovine embryo transplant business, Ellis County Feeders, a rural Victoria diversified family farm, the Ft. Hays Experiment Station, Ft. Hays State college farms and a county conservation tour. Ag faculty from both Ft. Hays State and Kansas State were joined by other resource people in making presentations. Instructors for the course were Dr. Mike Gould, Ft. Hays State College of Health & Life Sciences - Agriculture Dept.; Ann Hoffman, Ft. Hays State College of Education and Dr. Dave Mugler, Kansas State College of Agriculture.

Easton teachers, Jeanine Murphy and Susan Windham, use a potato plant and fork to share their teaching unit, *Potatoes, Popcorn and Pumpkins*, at the '91 Kansas City summer course.



KFAC once again traveled to the Kansas City area where the June 24-July 5 summer course was attended by 23 teachers. Approximately half of the attendees were from Leavenworth county with the remainder being from Kansas City area schools and Douglas, Miami, Franklin, Neosho, Sherman and Linn counties. Class homeroom was provided by

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Farmland Industries Research Farm, rural Bonner Springs. Tours included the Ag Hall of Fame and Museum, the Bob Daly farm, Kansas City Board of Trade, Bartlett grain terminal, Fresh Start Bakeries, Masson's Greenhouse, Associated Wholesale Grocers and Farmland Industries Research Farms. This course also experienced a resource fair as well as learning of flour milling, the Kansas meats industry, plant pathology and agricultural careers.



Joann Wolf, 1st grade teacher in Silver Lake, uses toy farm equipment models in her teaching unit, *Tractor Tracks*, developed during the 1991 Manhattan summer course.

The July 8-19 class met in Manhattan with an enrollment of 24 teachers primarily from north central Kansas counties. To learn of agriculture they visited the KSU research farms, the Mertz farm, Horticultural Services, Kansas Artificial Breeding Service Unit, the KSU flour mill, veterinary medicine, green houses and dairy processing complexes. Activities included studying plant pathogens and attending a resource fair.

Both the Manhattan and the Kansas City courses offered graduate credit from Kansas State University Colleges of Agriculture and Education and were instructed by Dr. Dave Mugler and Dr. John Parmley, respectively.

The second KFAC Summer Course to be held in Wichita occurred July 15-26, with classes based on The Wichita State University campus. Twenty-four teachers came from the Wichita area, central and western Kansas. This course

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(Summer Courses - continued)

continued to share instructional responsibility between The Wichita State University College of Education and Kansas State University College of Agriculture. Tours in Wichita featured Rainbo Bakery, F & E Wholesale Food Distributing, the Henry home gardens and the Adams Christmas tree farm. A Day on the Farm was sponsored by a committee made up of the Central Kansas Agri-Women and Butler County Farm Bureau, Livestock Association, Cowbelles, Extension Service and Conservation District. It featured multiple presentations by numerous agricultural specialists at two Whitewater area farmsteads. Participants experienced workshops on Project Learning Tree, bottle gardening, growing plants in the classroom, water quality and a Resource Fair.

At the Hays course Diana Kaiser, Kansas Farm Bureau Women's Committee member from Grainfield, helps teachers Lynette Nolan, St. Francis 5th grade, and Susan Biggs, Ulysses 1st grade, in making bread as they might in the classroom.



Teachers in all courses participated in a bread-and-butter-making activity led by volunteers. Kansas Farm Bureau State Women's Committee member Diana Kaiser, Grainfield, led the Hays group, with Jean Woodard, Wichita, directing both the Manhattan and Kansas City groups; Committee members assisted. The Wichita bread-and-butter activity was a part of the Day-on-the-Farm agenda. The State Farm Bureau Women's Committee also prepared and distributed sample bags of the five major Kansas grains at all course sites.

Each teacher completed a teaching unit to be used in his or her own classroom featuring some agricultural topic in one or more subject areas. The final two days of class

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provided time to share some of those ideas with each other.

Each course featured a Scholarship Luncheon where teachers could interact with scholarship donors and foundation members. More than \$23,000 were donated by agricultural organizations, agribusinesses, foundations and individuals to make the course possible for the 90 teachers. Class "graduates" were encouraged to present programs to their sponsors where appropriate and to conduct in-service training to other teachers in their school districts.

State Fair Activities

Hop Aboard the Agri-Express served as the theme for the Ag-Citing Adventure at the 1991 Kansas State Fair in Hutchinson Sept. 6-15. The KFAC exhibit in the Pride of Kansas Building featured a country depot complete with pot bellied stove and barred ticket window. The backdrop had window views of an old grain elevator and stockyard plus an arrival/departure blackboard. The traditional Ag-Citing school boy and girl wore bandanas and engineers caps while an old wooden egg crate full of oats served as the container for drawing a reward.

More than 2,000 children completed the revised Ag-Citing activity sheet. Answers to agricultural questions were located throughout the other exhibits within the building. Ag organizations and agri-businesses provided items as rewards for those completing the activity.

A first this year was the concentrated efforts by the Kansas State Fair Board and staff to help facilitate school field trips. KFAC staff took part in this effort by presenting at four teacher in-service meetings. An increase in school group attendance at the fair and the Ag-Citing exhibit resulted.

In addition to doing the exhibit activity sheets, visiting school groups learned from mini-classes on the Giant Cheeseburger. The balanced nutrition of food groups represented in a cheeseburger was augmented with information on the part played by Kansas agriculture in producing that cheeseburger.

More KFAC mini-classes for school field trip groups will be offered at the 1992 State Fair Ag-Citing Experience.

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Adopt-a-Classroom

During the 1991-92 school year, 41 classes were paired with farm families through the Adopt-a-Classroom program. (Others are believed to be "adopting on their own.") KFAC helps volunteer farm families find ways to connect with classrooms wanting to learn about agriculture. Methods of exchange are varied. Writing letters, sending photos and crop samples, and doing ag related art projects are ways of communicating. Modern technology makes video exchange a popular way to send messages.

Farm families try to visit their classes when possible. This took on new meaning when the John Cooper family visited one of their classrooms. This particular classroom is in Maryland. The match resulted from a chance meeting while John was standing in line at the White House during a Farm Bureau Washington D.C. trip a year earlier. Their return trip included a visit to the classroom they had been communicating with over the year. They reported being treated as celebrities, a good feeling for a Kansas farmer.

While the Cooper's out-of-state exchange is somewhat unusual, each Adopt-a-Classroom match is unique and special unto itself.

Annual Meeting

Dr. Max Heim, Superintendent at USD #475 Junction City, spoke at the Ninth KFAC Annual Meeting November 19, 1991 at the Kansas Museum of History, Topeka. He discussed the Quality Performance Accreditation as outlined by the Kansas State Board of Education task force which he chaired.

An opportunity to tour the museum gallery was also greatly appreciated by KFAC members and guests.

Retiring Chairperson Mardelle Pringle was presented an appreciation award for her four years of service as Chair.

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National Agriculture in the Classroom Convention

KFAC Chair Mardelle Pringle attended the 1991 national AITC meeting in Washington, D.C. June 8-12. Also attending was Joyce Wasmund, Kansas Farm Bureau Women's Committee member, elected to KFAC membership later in 1991.

'92 National Ag in the Classroom Convention will be June 6-9 in Orlando, Florida.

Theme of the Tenth Anniversary Conference, was *Education and Agriculture, A Growing Partnership*.

Teacher Resources

Two issues of the *Ag-Citing News* newsletter for teachers was published in 1991 - a Winter '91 in January and a Fall '91 in November. These newsletters informed teachers of resources available including upcoming KFAC events. Coverage of previous happenings shed light on possibilities for teachers. The over 3,200 newsletter went to teachers on the KFAC mailing list and all K-12 school library media specialists in the state.

A library is made up of materials from many sources plus teaching units developed by past summer course participants. It is maintained in the KFAC offices within the College of Education, Bluemont Hall, KSU, Manhattan. These are used directly by teachers visiting the campus as well as by staff to answer requests. A listing in the newsletter of videos available for loan has led to extensive use by teachers.

Ag Week '91

Governor Joan Finney proclaimed March 17-23, 1991, Agriculture in the Classroom Week in Kansas, "to honor the teachers and volunteers who are educating young people about our state's No. 1 industry -- agriculture."

AgWeek activities developed by KFAC for use by teachers and volunteers were listed for ordering in a flyer and in the newsletter. New activities added to those of '89 and '90 were *Hog Humor*, *Swine Lines and Pig Puns* and *Gone With the Wind*. Requests for activities continued to come in all year.

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1991 Donors

\$1,000 or more

Dane G. Hansen Foundation
Kansas Beef Council
Kansas Farm Bureau
Kansas Livestock Association
Leavenworth County Farm Bureau

\$500 - \$999

Cowley County Farm Bureau
Farmland Industries
Johnson County Farm Bureau
Kansas Ag Aviation Association
K-NEA
Kansas Sheep Association
Kansas Soybean Commission
Kansas Wheat Commission
Phillips County Conservation District
Sedgwick County Farm Bureau
Shawnee County Conservation District
Shawnee County Farm Bureau
Wyandotte County Conservation District
Wyandotte County Farm Bureau

\$250 - \$499

Bank IV/Fourth Financial Corp.
Blick's Agri-Farm Center
Butler County Farm Bureau
Cowley County Conservation District
Senator Norma Daniels
Dickinson County Farm Bureau
Dillons
Douglas County Conservation District
Farm Bureau 6th District Women
Franklin County Farm Bureau
Geary County Conservation District
Jackson County Agri-Women
Jackson County Conservation District
Jackson County Livestock Association
Kansas Agri-Women
Kansas CattleWomen
Kansas Cooperatives Council
Kansas Corn Commission
Kansas Fertilizer & Chemical Association

Kansas Grain Sorghum Commission
Kansas Pork Council Women
Kansas Pork Producers
Kansas Wheathearts
Lane County Conservation District
Leavenworth Co. Conservation District
Merchants Mid-America Bank
Senator Don and Nancy Montgomery
Nemaha County Conservation District
Neosho County Farm Bureau
Osage County Conservation District
Reno County Conservation District
Rice County Conservation District
Riley County Conservation District
Riley County Farm Bureau
Saline County Conservation District
Seward County Farm Bureau
Soil & Water Conservation Society
S.W. Kansas CattleWomen
Sharp Brothers Seeds

Under \$250

Ag Press
Barton County Conservation District
Jack Beauchamp
Butler County Conservation District
Cargill Flour Milling
Cheyenne County Conservation District
Tim Christian
Citizens Bank & Trust
Committee of Kansas Farm Organizations
Decatur County Conservation District
ECCO Ranch
Farmway Co-op
Federal Land Bank of Colby
Senator Sheila Frahm
Geary County Farm Bureau
Grace Flying Service
Gray County Conservation District
Greenwood County Cowbelles
Faye & Jerre Howbert
Kansas Association of Wheat Growers

Kansas Extension Homemakers
Senator Janis Lee
Jean & Harold Mertz
Miami County Farm Bureau
Midwest Energy
Mobay Inc.
Northwest Kansas PCA
Linda Pease
Phillips County Farm Bureau
Pottawatomie County Conservation District
Pottawatomie County Farm Bureau
Preserve the Flint Hills
Phyllis & Delaine Rezac
Rooks County Conservation District
Sherman County Conservation District
Underwood Equipment
Wabaunsee County Conservation District
Wabaunsee County Farm Bureau
Woodson Co. CattleWomen



Gov. Finney signs the proclamation designating March 17-23, 1991, as Agriculture in the Classroom Week in Kansas, while KFAC members and staff look on.

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1992 Kansas Foundation for Agriculture in the Classroom

Chairman

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1991 Financial Report

January 1, 1991 - December 31, 1991

	Beginning Balance	\$3,377.30
Income		
Donations	\$34,943.49	
Sales of Materials (software, teaching units, curriculum guides)	1,160.30	
Miscellaneous (interest, reimbursements)	2,783.96	
State Matching Grant (part of \$30,000 per fiscal year '90 & \$29,000 per fiscal year '91)	36,743.00	
Total Income		\$75,630.75
Expenses		
Summer Course (scholarships, expenses)	\$21,076.13	
State Fair (supplies, travel, assistant fee)	1,078.73	
Curriculum Development (Farm and Food Bytes, curriculum guide printing)	699.56	
Communications (newsletter, phone, postage)	6,135.99	
Programs (presentations travel, meeting registrations)	1,814.81	
Office Supplies (copying, supplies)	1,013.77	
Salaries (administrator, student assistants)	32,716.75	
Miscellaneous (bank charges, business expenses)	993.03	
Total Expenses		\$65,528.77
Year-End Balance		\$13,479.28

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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	Interviewers	
	Eileen Hogan		
	State Department of Education		Psi Chi; Kappa Delta Pi Student-National Education Association; and Kansas Association for Education of Young Children
	Lee Droegemueller, Commissioner.		

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.

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Kansans' Ratings of Local Public Schools

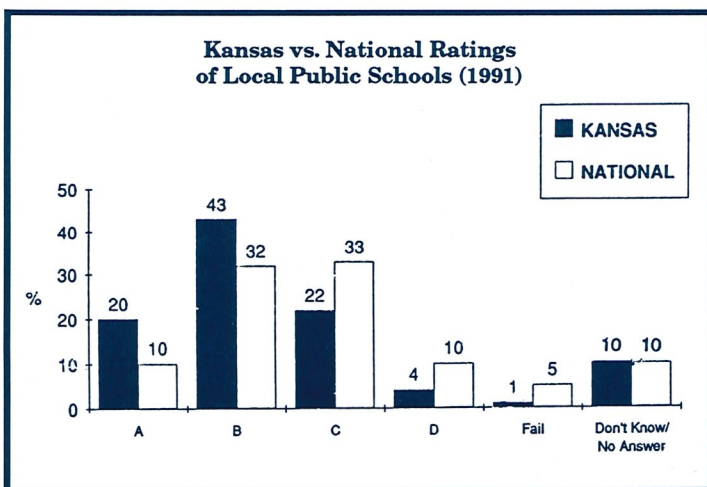
In 1991, Kansans again gave the state's public education system high marks. As in previous years, more than 40 percent of Kansans gave Kansas public schools a grade of B; another 20 percent passed out A's to their schools, with 22 percent giving C grades. In all, 85 percent of Kansans gave Kansas public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

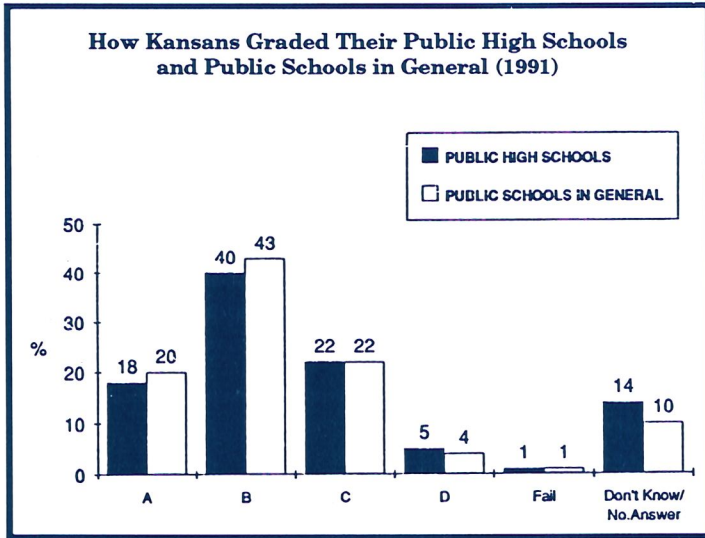
By region the KATE VII results are interesting. Within the regions, the percentages giving A's and B's to the local high schools generally ranged from 60 to 67 percent, with the northwest region responding with a high of 75 percent; there were three exceptions.

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—	A %	B %	C %	D %	Fail %	Don't Know/ No Answer %
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	A %	B %	C %	D %	Fail %	Don't Know/ No Answer %
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



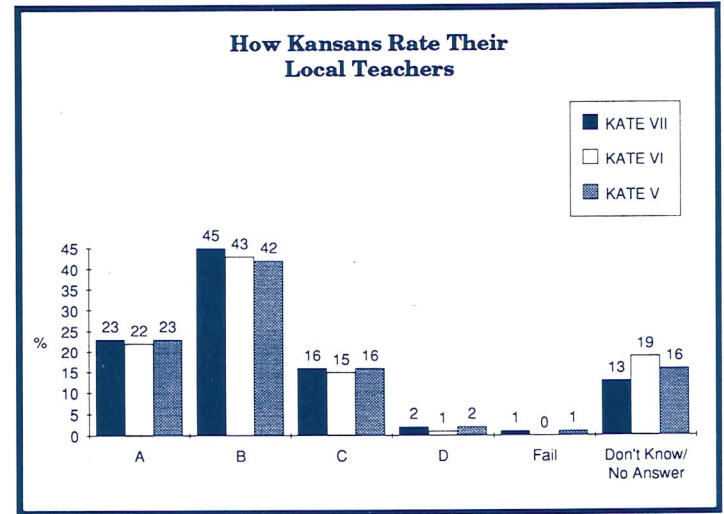
How Kansans Rate Their Local Teachers

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.

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.



Respondents with—	A %	B %	C %	D %	Fail %	Don't Know/ No Answer %
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

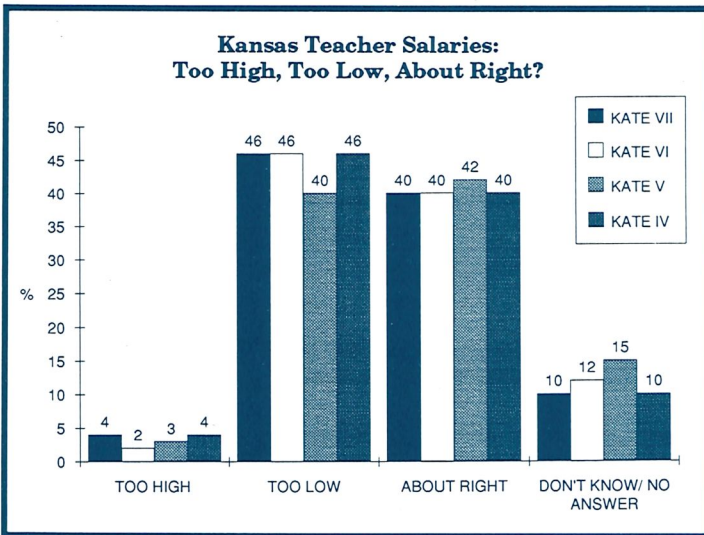
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How Kansans Perceive Teacher Salaries

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?

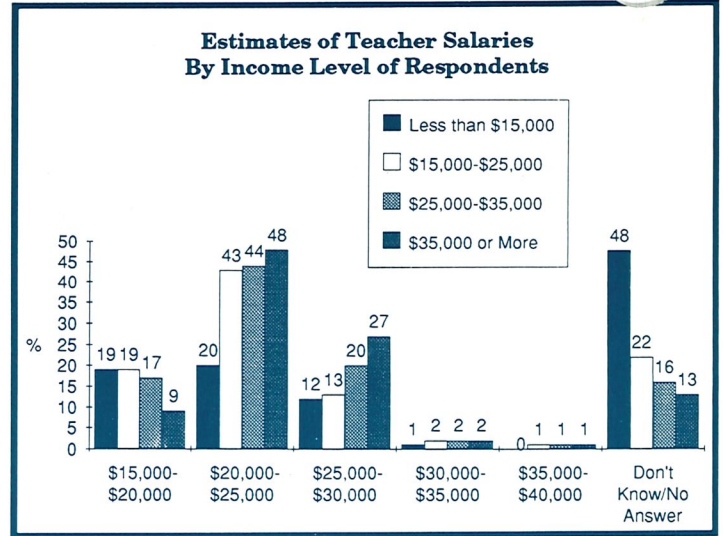
Those respondents with more formal education were more likely to believe that teachers were not paid enough. Of the respondents aged 18 to 49, more than one-half believed teacher salaries were too low. This is the age group that would most likely have children currently in school. In contrast, only 33 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 %
Kansas Totals	14	41	19	2	1	23
Education						
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

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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

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?

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

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:

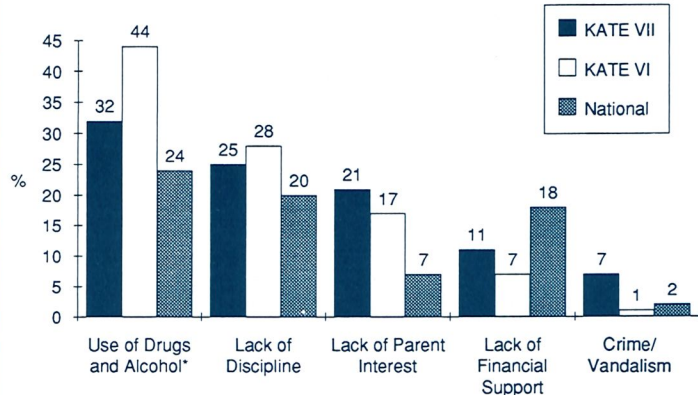
What do you think are the biggest problems that the public schools in your community have to deal with today?

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.

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Biggest Problems Facing Kansas Public Schools

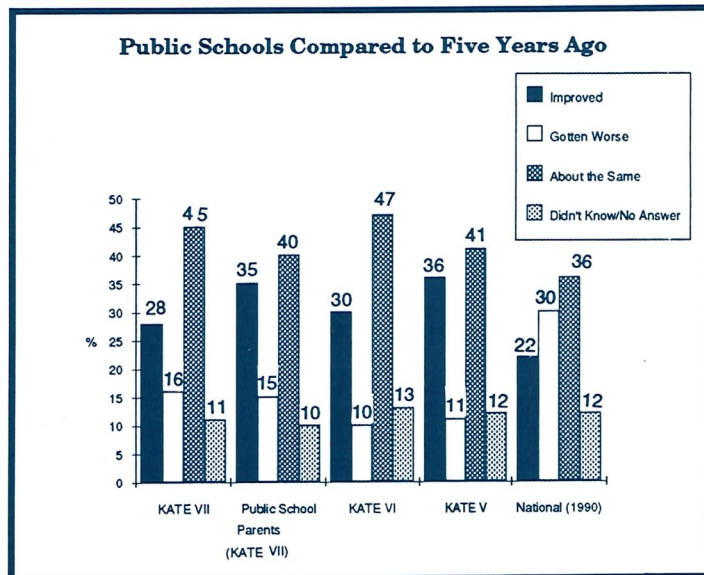


*In the national survey, 22 percent said use of drugs was a problem; 2 percent said drinking/alcoholism was a problem. Because the question was open-ended, there may be duplication.

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.



	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?

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

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

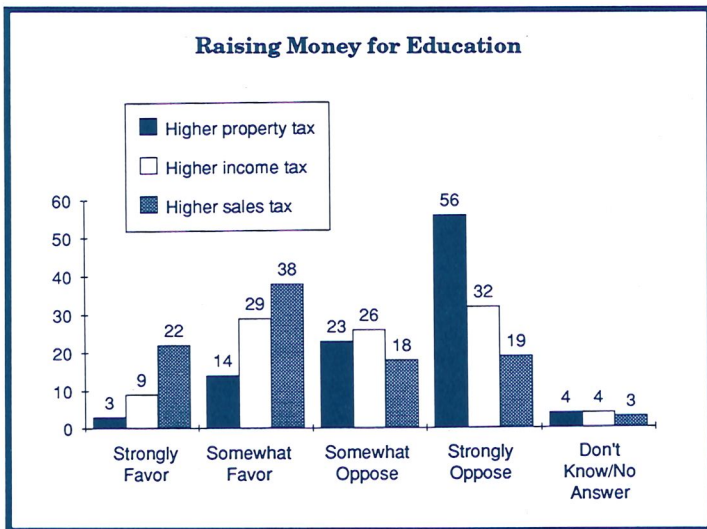
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How to Raise More Money for Schools

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

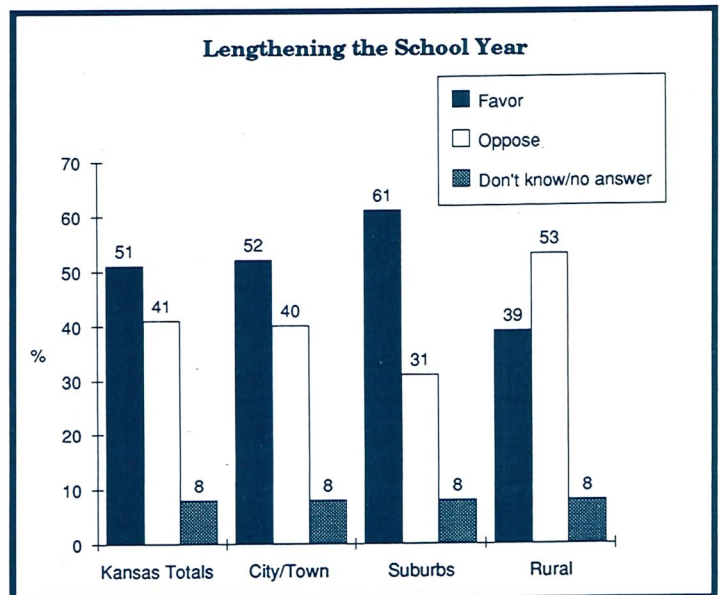
Kansas Totals	1	8	39	49	3
National	4	14	38	39	5

Ten-Month School Year

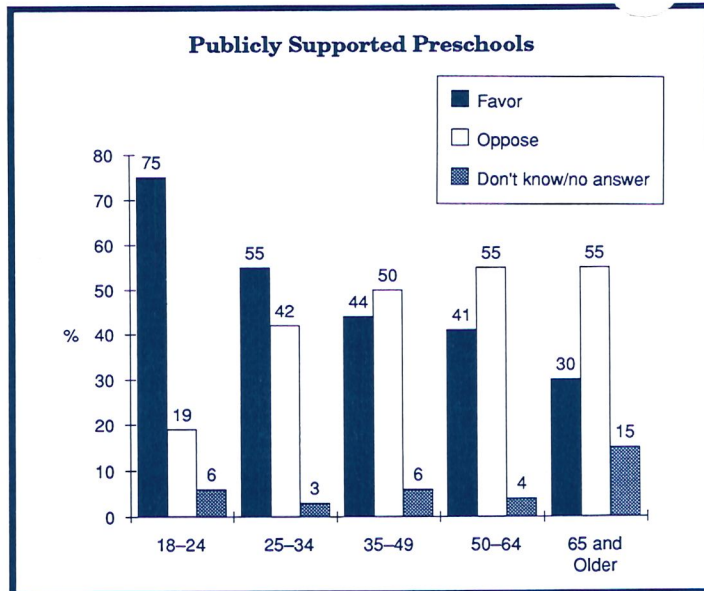
Barely more than one-half of respondents favored lengthening the school year to 10 months to compete with other countries. These results were reflected at the national level, also. The question:

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

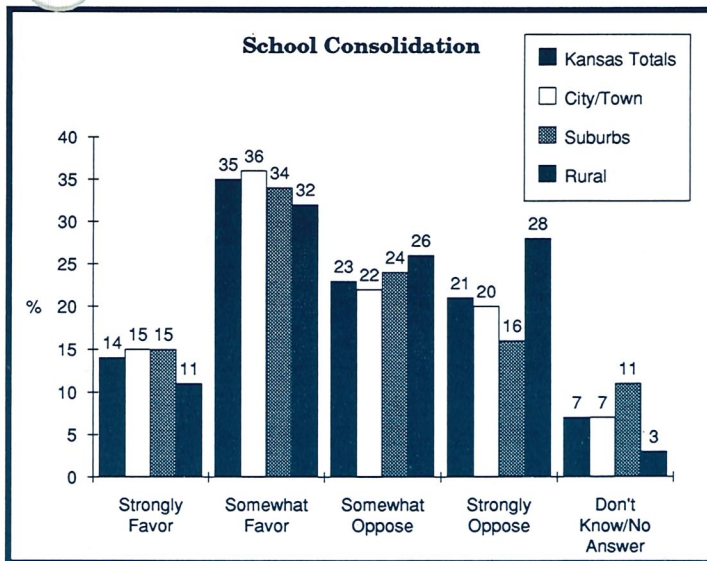
Is Consolidation the Answer?

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.

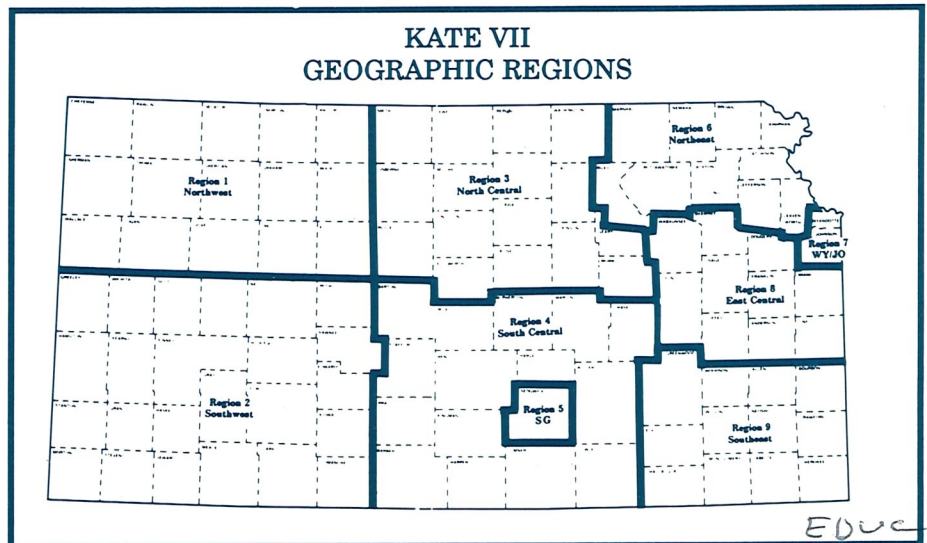
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	Strongly Favor %	Somewhat Favor %	Somewhat Oppose %	Strongly Oppose %	Don't Know/No Answer %
Kansas Totals	14	35	23	21	7
Area of Residence					
Northwest	7	32	32	23	6
Southwest	12	23	31	33	1
North Central	12	34	28	18	8
South Central	13	39	24	17	7
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
				No Answer	6.0
Respondents with- Children in School	35.4	Occupation	%	Area of Residence	%
No Children in School	64.6	Business & Professional	36.3	Northwest	5.0
		Homemaker	9.8	Southwest	7.0
Education	%	Skilled Labor	13.7	North Central	7.6
Non High School Graduates	7.4	Unskilled Labor	3.7	South Central	14.5
High School Graduates	28.3	Clerical/Sales	7.9	Sedgwick	14.4
College (No Degree)	32.8	Farming	3.7	Northeast	8.1
College (Degree)	31.1	Retired	19.1	Wyandotte/Johnson	17.8
No Answer	.4	Student	3.5	East Central	15.3
		Unemployed	.8	Southeast	9.7
Age	%	Undesignated/No Answer	1.5	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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