

Approved: 3-31-98
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION

The meeting was called to order by Chairperson Michael R. O'Neal at 3:30 p.m. on February 9, 1998 in Room 519-S of the Capitol.

All members were present except: Representative Cindy Empson - Excused
Representative Geraldine Flaharty - Excused
Representative Bruce Larkin - Excused
Representative Gene Shore - Excused

Committee staff present: Ben Barrett, Legislative Research Department
Avis Swartzman, Revisor of Statutes
Cindy Wulfkuhle, Committee Secretary

Conferees appearing before the committee:
Dr. Raymond Powers, Director Kansas State Historical Society
Jennie Chinn, Education/Outreach Division Director, Kansas State Historical Society
Paul Stuewe, Lawrence School Teacher
Debbie Stewart, Randolph Elementary School Teacher
Noel Ary, Kansas Heritage Center, Dodge City

Dr. Raymond Powers, Director Kansas State Historical Society, gave a presentation to the committee on History Education in Kansas Schools and provided the committee with the 1999 Kansas History Education Enhancement Plan. (Attachment 1)

Jennie Chinn, Education/Outreach Division Director, Kansas State Historical Society, reviewed the survey the Society conducted of Kansas teachers to determine how Kansas history is presently being taught in schools. (Attachment 2)

Paul Stuewe, Lawrence School Teacher, informed the committee how Kansas History is being taught in the schools in his community and provided the committee with reasons for implementing an aggressive program of developing Kansas history materials for the schools. (Attachment 3)

Debbie Stewart, Randolph Elementary School Teacher, has used the Society's educational materials and talked about how she teaches history at the elementary level. (Attachment 4)

Noel Ary, Kansas Heritage Center, Dodge City, talked about the library loan program and the demand on Kansas history information. (Attachment 5)

The committee meeting adjourned at 5:00 p.m. The next meeting is scheduled for February 11, 1998.



KANSAS
STATE
HISTORICAL
SOCIETY

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KANSAS HISTORY CENTER

Administration
Center for Historical Research
Cultural Resources
Education / Outreach
Historic Sites
Kansas Museum of History
Library & Archives

HISTORIC SITES

Adair Cabin
Constitution Hall
Cottonwood Ranch
First Territorial Capitol
Fort Hays
Goodnow House
Grinter Place
Hollenberg Station
Kaw Mission
Marais des Cygnes Massacre
Mine Creek Battlefield
Native American Heritage Museum
Pawnee Indian Village
Pawnee Rock
Shawnee Mission

Testimony to the House Education Committee on the Kansas History mandate, February 9, 1998, by Dr. Ramon Powers, Executive Director of the Kansas State Historical Society.

Last week I provided a briefing on Kansas history and a tour of the museum gallery for approximately thirty-five freshmen and sophomore high school students from a community here in Kansas. In the briefing and tour, I engaged them with questions on Kansas history. Perhaps you will not be surprised to learn that they had a minimal knowledge of our state and its history. The students had trouble with the date of the Kansas-Nebraska Act, the Indian tribes that remain in the state, and many other matters that should be common knowledge to Kansans by the time they reach high school.

I asked how many had taken a course in Kansas history. A half dozen indicated that they had, and others revealed that they would take the course next year. If this group reflects our young people's knowledge about Kansas history, we are in bad shape. As I discussed issues with them, I felt discouraged that they seemed to have neither knowledge nor interest in their home state.

I pondered whether I had encountered an unusual group, but review of the issue with our educational staff and others confirmed the fact that something is wrong. And, as I contemplated the issue of Kansas history, I wondered whether it really mattered. But, it does matter.

This issue is of vital interest to all Kansans. An understanding of our state's past is important to all of us. Our history is the common cultural glue that binds us together, across a landscape of varied temperatures, rainfall amounts, and land forms. We have a common state government that gives us a common state history. With that history comes a sense of identity as Kansans; a sense of identity that can provide a measure of self-esteem, a sense of worthiness as a community, and an understanding of why the state is as it is in this time and place. The weakness of our sense of state identity is directly linked to our lack of knowledge and promotion of our heritage.

Somehow we have forgotten our proud heritage. A citizen wrote in 1905, "All the world knows Kansas, knows Kansas as the first battle ground in the war for freedom, knows Kansas as the very cradle of freedom." An officer of a state patriotic organization asserted, "Perhaps no state . . . is so rich in historic interest as Kansas save Massachusetts alone." He insisted, "What that state was to the Revolutionary fathers so Kansas was to the cause of freedom a century later." Eugene Ware, our famous nineteenth-century poet and rhymester, wrote:

House Education
2-9-98
Attachment 1

Three States

Of all the states, but three will live in story;
Old Massachusetts with her Plymouth Rock,
And old Virginia with her noble stock,
And Sunny Kansas with her woes and glory;
These three will live in song and oratory,
While all the others, with their idle claims,
Will only be remembered as mere names.

By the time of the Progressive Period, 1900 to 1920, Kansas was a state "with a past" that enjoyed a dynamic present and influenced public policy to a significant extent. By 1922 William Allen White could write, "When anything is going to happen in this country, it happens first in Kansas. . . . Why, no one seems to know." Later that year he wrote, "Kansas, fair, fat, and sixty-one last month is the nation's tenth muse, the muse of prophecy. There is just one way to stop progress in America; and that is to hire some hungry earthquake to come along and gobble up Kansas." But history isn't limited to the territorial conflict or William Allen White's era--it continues into the present and provides a context for current issues. However, as my earlier example indicates, teaching Kansas history receives minimal attention in many schools across the state.

To address the problem of teaching Kansas history in our schools (and at home, for that matter), we presented to the Governor a **Kansas History Education Program** package. You will find the program outlined in the packet we handed to you. We must confess that we put this package together after the budget was presented, and the Governor did not have much time to contemplate such a dramatic initiative. No funding was recommended.

The Society is an educational institution with the mission of collecting, preserving, and interpreting Kansas history for the citizens of this state. A primary part of that mandate is to facilitate implementation of an effective "Kansas history" school curriculum and provide materials to others who want to use them. In order to meet our educational mandate, the Society has been gathering information from teachers across the state through focus groups and surveys. One teacher from Hays made the following plea about the status of Kansas history in the schools:

When Governor Mike Hayden mandated the teaching of Kansas history at the secondary level in Kansas schools, he and the legislature did not go far enough. By not requiring a specific semester or year-long course, the legislature has allowed school districts to slip back into complacency and allow teachers to work it in whenever and wherever they can. . . . We have such a rich history, we have an incredible story to tell. It is time that we stopped apologizing for our heritage. We must sing our own praises and instill pride in the youth of Kansas. We can only achieve this through education.

From this and other information gathered, it is clear that if Kansans are truly to understand who they are and where they came from, a major effort must be made toward teaching Kansas history.

We have met with the staff of the State Board of Education, and they agree that the Kansas State Historical Society is in a unique position to make this happen. Through the presentation of documents and artifacts such as the state's constitution, the Carry Nation diary, the Civil War battle flags, and many other documents and artifacts related to our history, we can excite young people about Kansas history. There is a critical need to get reproductions of these items and other materials into classrooms. Teachers tell us they need "information drawing Kansas into the big picture of American history, a textbook with more depth, and materials that children can use to do research." This funding package would provide a dramatic infusion of resources into educational programming for Kansas history.

Kansas history is important to all the citizens in Kansas, young and old. It is the transmission of the sense of place and the sense of community that binds us to each other. When young people have a well developed sense of place and sense of community, they will more readily commit to pursuing their livelihood in that place.

Summary: FY 1999 Kansas History Education Enhancement Plan

Middle and High School

Kansas History Teacher Packets	\$200,000
Resource Guide for the Teaching of Kansas History	\$100,000
Kansas History Textbook	\$125,000
CD ROM (Kansas Encyclopedia)	\$200,000
Student Workbook	\$50,000
History Day:	\$35,000

Elementary School

Student Workbook and Teacher's Guide on Kansas History	\$75,000
Traveling Resource Trunks	\$125,000
Resource Guide for the Teaching of Kansas History	\$0
Videos	\$240,000

Teacher Instruction

Centralized and District In-service Training	\$250,000
Summer Seminar for Teachers	\$35,000
Mandate history for Teachers	\$0

TOTAL **\$1,435,000**

Kansas State Historical Society
FY 1999 Kansas History Education Enhancement Plan

I. Resource Materials for Teaching Kansas History

A. Materials for **Middle and High School Teachers** to assist in the teaching of the mandated Kansas History course

1. Level One:

a. **Kansas History Teacher Packets:** Twenty to twenty-five packets, each based on a specific theme in Kansas history. Each packet will use primary source documents such as photographs, diaries, newspapers, census materials, and court records to teach the topic to middle school and high school students. Each packet contains a curriculum guide and activity workbook to help the teachers use the materials in an effective manner. **Cost: \$ 200,000**

b. **Resource Guide for the Teaching of Kansas History:** A comprehensive resource guide that can be used by teachers in grades K-12 in the teaching of Kansas and United States history. The state would be divided into six regions and the Historical Society would contract with local educational institutions to identify local and regional resources that would aid teachers. The resource guide would encourage teachers to use resources all over the state, such as local museums, libraries, and natural and historic sites, in the teaching of Kansas history. **Cost: \$100,000.**

2. Level Two:

a. **Kansas History Textbook:** A textbook aimed at grades 7-10, that can be used in the teaching of a nine week course in Kansas history and government. **Cost: \$125,000**

b. **CD ROM (Kansas Encyclopedia):** To accompany the textbook, a CD ROM which allows students and teachers to access information on Kansas in an encyclopedic format. This would allow all students in Kansas equal access to information when researching topics in Kansas history. **Cost: \$200,000.**

c. **Student Workbook:** Activities and worksheets for teachers to use in conjunction with the textbook for grades 7-10. **Cost: \$50,000.**

- d. **History Day: Financing for travel to gather primary source materials for research. Finance part of travel to Abilene and Washington D.C. Financing for staff support of program in May. Cost: \$35,000**
- B. **Materials for Elementary School Teachers to assist in the teaching of thematic units on Kansas history topics.**
1. **Level One:**
 - a. **Student Workbook and Teacher's Guide on Kansas history:** Two workbooks will be developed, one for grades K-2 and another for grades 3-6. Workbooks will offer student activities and worksheets on thematic themes in Kansas history. Workbooks will use an interdisciplinary approach, teaching reading, language, math, science, and social studies. A teacher's guide will be developed for each workbook. **Cost: \$75,000**
 - b. **Traveling Resource Trunks:** Traveling resource trunks provide curriculum materials and hands-on activities for elementary school classrooms across the state. Additional trunks will be developed on five different topics. **Cost: \$125,000**
 - c. **Resource Guide for the Teaching of Kansas History (same I.a.b above)**
 2. **Level Two:**
 - a. **Videos:** Although some media programs exist for adults on Kansas history there are no videos widely available that deal specifically with topics in Kansas history. Three videos would be developed, one aimed at grades K-2, another at grades 3-4, and another at grades 5-6. **Cost: \$ 240,000**

II. Teacher Instruction For Teaching of Kansas History

- A. **Level One:**
 1. **Centralized and District In-service Training:** One-day In-service training for teachers would be offered at centralized locations around the state. A comprehensive program to In-service all school districts in Kansas on the teaching of Kansas history in a four to five year period. Instructors would travel to each district and help the teachers locate resources on the teaching of Kansas history applicable to their local curriculum. **Cost: \$ 250,000**

2. **Summer Seminar for Teachers:** A week-long seminar for a small number of teachers held annually in two locations in the state. The curriculum allows the in-depth study of a specific topics in Kansas history. **Cost: \$ 35,000.**
3. **Mandate history for Teachers:** All teachers (k-12) who teach history must have completed one course in history within five years. **Cost \$0**

Total **Cost: \$1,435,000**

Why Make an Investment in Teaching of History:

- 1) History teaches us critical thinking skills. No other discipline teaches us as effectively to recognize and gather evidence, evaluate the evidence, and interpret the data. Science does it to some extent, but it is often in a controlled environment which is not applicable to most people's experiences. Critical thinking skills are essential for Kansas students if they are to move ahead in the world.
- 2) Learning history makes for good citizenship. Ultimately we want all students to participate in the governing of their world and to do this they must understand the issues. These issues (or the debates about the issues) are taught through history.
- 3) All people need to be grounded in a sense of place; students must have knowledge of their roots, as well as their communities.
- 4) History teaches us how to handle difference of opinions.
- 5) Kansas students need to have pride in their state. A poor self-image as a place to grow up affects future decisions about where we live, raise a family and work.

Output Measures:

- 1) Twenty-five different Kansas History Teacher Packets based on a specific Kansas theme will be completed.
- 2) The Resource Guide for the Teaching of Kansas History will be distributed to all school districts statewide.
- 3) A Kansas history textbook which provides material for a nine-week class will be made available to all school districts in Kansas.
- 4) Students in Kansas will have equal access to research materials through the development and distribution of a Kansas encyclopedia in the form of a CD ROM.
- 5) An additional 6,000 elementary school students annually will have access to hands-on materials and media programs on Kansas history through the development of five new

- thematic Traveling Resource Trunks and three videos.
- 6) One hundred percent of all school districts in the state will be offered the opportunity for teacher in-service training on topics in Kansas history.

Outcome Measures:

- 1) Students will measurably improve their evaluation and interpretation skills by using primary source documents available in the Kansas History Teacher Packets.
- 2) The job of teaching Kansas history will be made easier and assistance will be provided to help educators integrate local history into state and U.S. history through the Resource Guide for the Teaching of Kansas History and students will have a stronger self-image about being a Kansan.
- 3) Educators will have better and more complete materials available for the teaching of Kansas history that meet the objectives issued by the State Board of Education through the *Essential Elements and Learner Outcomes for Kansas History*.
- 4) Kansas students will develop measurably better research skills.
- 5) Elementary school students will develop pride in their state and develop a strong positive image of being a Kansan.
- 6) Educators in Kansas will have a consistent level of continuing education in Kansas history which will better prepare them for the classroom.

Jennie Ch

KANSAS STATE HISTORICAL SOCIETY
TEACHING KANSAS HISTORY
Teacher and School Librarian Survey
December 1997 - January 1998
Summary

Background

Beginning with the 1990-91 school year the Kansas legislature mandated that *"the state board of education shall provide for a course of instruction in Kansas history and government, which shall be required for all students graduating from an accredited high school in the state (72-1117)".* To comply the state board of education adopted the policy that *"each board of education shall include in its social studies curriculum, within one of the grades seven to 12, a course of instruction in Kansas history and government. The course of instruction shall be a minimum of nine consecutive weeks and not less than 1,800 minutes. (91-31-3)."*

Through a series of focus groups, which included social studies teachers and university professors, the Kansas State Historical Society learned that many people felt that Kansas history was not being adequately taught in the schools. One of the main problems teachers faced was the lack of good materials to aid them in the teaching of the state's history. In order to gather more information, the Historical Society conducted a survey of teachers and school librarians during the December 1997 - January 1998. The Historical Society mailed out a total of 1,546 surveys to elementary school librarians and middle and high school history teachers in Kansas. Nineteen percent of the surveys were returned. This summary is based on these 308 completed surveys.

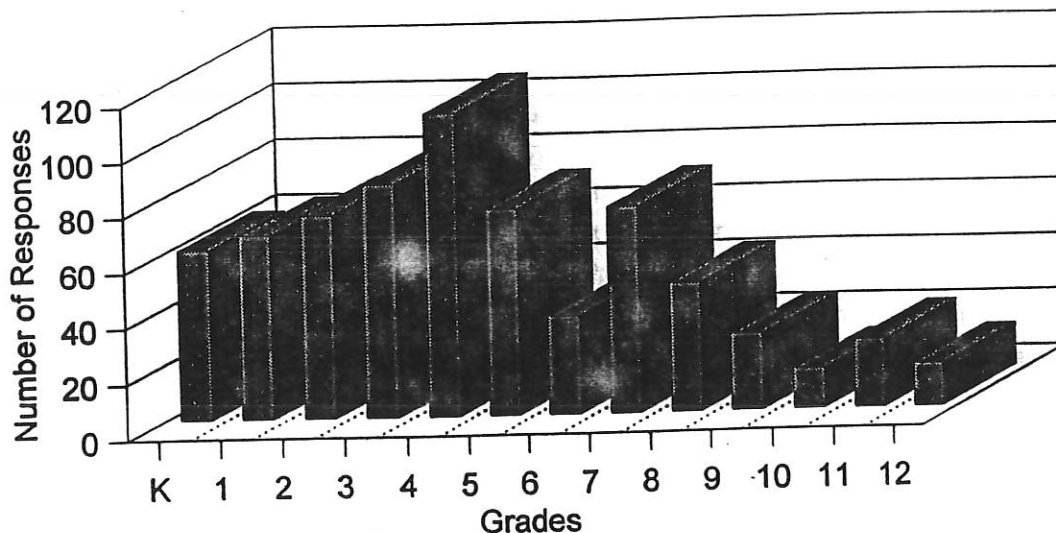
SURVEYS BY COUNTY

CHEYENNE	RAWLINS	DECATUR	NORTON	PHILLIPS	SMITH	JEWELL	REPUBLIC	WASHINGTON	MARSHALL	MEMPHIS	BROWN	BOHEMIAN
1		1	3		1	2	1		1	1	2	2
SHERMAN	THOMAS	SHERIDAN	GRAHAM	ROOKS	OSBORNE	MITCHELL	CLOUD	CLAY	RILEY	POTTAWATOMIE	JACKSON	JEFFERSON
1	2	1	1	1	2	3		1	9	8	4	6
WALLACE	LOGAN	GOVE	TREGO	ELLIS	RUSSELL	LINCOLN	OTTAWA	DOUGLASS	GEARY	WABASH	SHARPEE	LEAVENWORTH
3	2			6		1		6	3	3	18	4
GIBBLEY	WICHITA	SCOTT	LANE	MESS	RUSH	BARTON	ELLSWORTH	SALINE	MORRIS	LYON	OSAGE	DOUGLAS
1	1			3	2	2	4	3	4	4	4	9
HAMILTON	KEARNEY	PINNEY	HOOVERMAN	PAWNEE	STAFFORD	RICE	MCPHERSON	MARION	CHASE	COFFEY	ANDERSON	MIAMI
	2	7	1	6		2	4	2	4	2	1	4
STANTON	GRANT	HASKELL	GRAY	FORD	EDWARDS	RENO	HARVEY	BUTLER	GREENWOOD	WOODSON	ALLEN	BOURBON
	3	1	1	2		11	3	10	1	2	3	2
MORTON	STEVENS	SEWARD	MEADE	CLARK	COMANCHE	BARBER	KINGMAN	SEDGWICK	ELK	WILSON	NEEDHAM	CRAMFORD
	1		1	1	1		3	31	1	4	2	1
							HARPER	SUMNER	COWLEY	CHAUTAUCUQUA	MONT-COMERY	LABETTE
							1	4	5	1	1	2
												SHEROKEE
												1

Results

* What grade Kansas history is taught

Grades That Teach Kansas History



* Within middle and high schools, Kansas history and government is

- * 44% taught as a separate class
- * 34% taught as part of another class (primarily U.S. history)
- * 13% not taught
- * 7% taught intermittently

* Within elementary schools, Kansas history is

- * 43% taught as a specific unit
- * 29% taught on Kansas Day (January 29)
- * 23% used to teach interdisciplinary units
- * 3% taught only as local history
- * less than 1% not taught at all

* 56% of the middle and high school teachers surveyed were NOT SATISFIED with the materials available to teach Kansas history and 72% said they DID NOT USE the *Essential Elements and Learners Outcomes for Kansas History* developed by the State Department of Education in 1990.

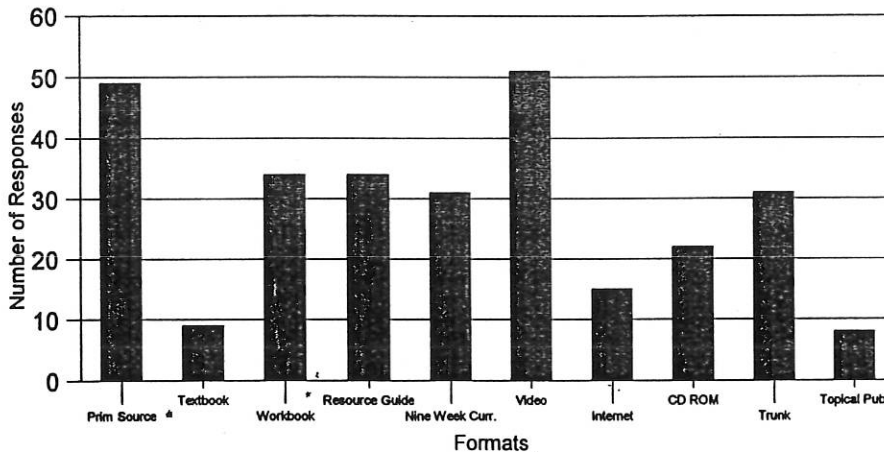
* 85% of the elementary school librarians said there WAS A NEED for more and different materials on Kansas history and 85% expressed an interest in multi-cultural materials based on Kansas themes.

* In 92% of the schools students have access to computers.

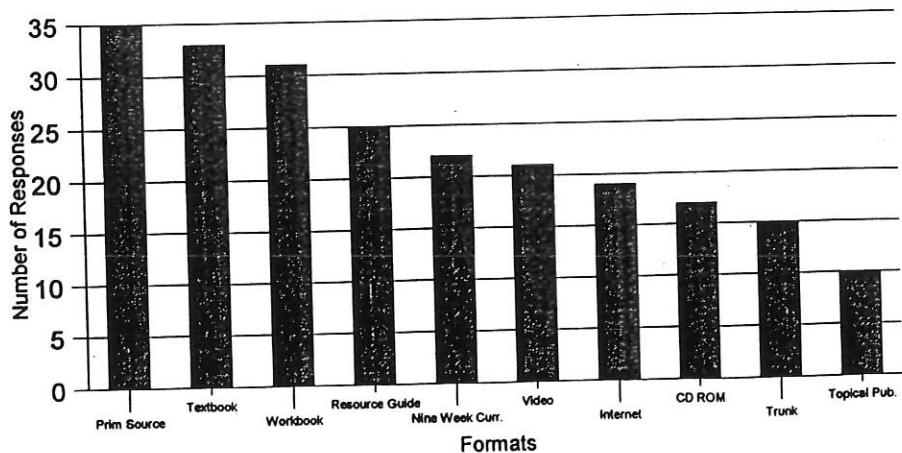
* Teachers and Librarians were asked to indicate which format for teaching Kansas history would be most useful. The categories are as follows.

- * Teacher History Packets (curriculum materials using primary source documents)
- * Textbook
- * Student Workbooks
- * Teacher Resource Guide
- * A Nine Week Comprehensive Curriculum
- * Videos
- * Materials on the Internet
- * CD ROM
- * Traveling Resource Trunks (contain reproductions of artifacts and primary source documents)
- * Topical Publications

Material Format, Elementary Grades



Material Format, Middle/High School Grades



**Kansas State Historical Society
FY 1999 Kansas History Education Enhancement Plan**

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My name is Debra Stewart. I have been an elementary teacher for the last 18 years. I am speaking as the elementary component of today's presentation.

History cannot be just in an old, stuffy building. We have to move history into the future. By this, I mean, using modern techniques to bring history from the then to the now.

Graduation time is once again approaching. How many of Kansas's brightest will be leaving? Many leave and do not return. Why? I feel that it is because we, as educators, parents, and citizens, have not instilled the sense of Kansas heritage and traditions into our young.

A Kansas Unit, in the elementary grades, is often taught as "coloring pages," pieces of paper xeroxed to color in the state emblems. This often happens because Kansas History is mandated to be taught in schools, yet there is no official curriculum to use. Units are often haphazard and pieced together by the classroom teacher. Also Kansas History is not a requirement to take as part of any teacher certification training in this state. Many other states require a state history course as a part of a teacher's graduation requirements.

The Historical Society has worked hard to try to change that by providing some "hands-on" programs. A major push in the last few years has been the traveling trunks. The trunks are a fantastic way to help promote family traditions and heritage. With so many fragmented families these days, traditions and heritage have been forgotten. Last year, I asked my students to find out what their heritage was. The main answers were from "we don't know" to naming different cities and states.

What we need children to understand is that unless you are Native American, all of our ancestors came here from other countries.

So let's start with our Kansas ancestors. Using educational programs from the Historical Museum is one way teachers can get "hands-on" experiences for their students.

One example of the importance of the museum and their programs happened in my classroom. We were using the "Kansas Women and Their Quilts" Trunk. My third graders really got into the projects. There was so much to do and learn. One student, Clay, went home and told his parents all about what we were doing in class. His enthusiasm was contagious. Clay's mom said, "I have someone I want you to meet." Merry then brought down handmade quilts that Clay's great-great grandmother had made in the early 1920's. Merry told me later that she thought no one would ever care about the history of the quilts, especially since she was raising two sons. That evening at Clay's house was spent looking at pictures, touching and talking about history. History of their family and their place in Kansas's History.

However, as wonderful as these trunks are, they are merely a band-aid on teaching history. The trunks have limited access. Bookings are needed a year ahead of time, they are not always available when a teacher needs them. A teacher must go get them or have UPS deliver them to their school. They are extremely bulky and heavy. Often time teachers "give up" trying to borrow the trunks because of time and cost of obtaining them.

I'm one of the lucky teachers. I live in Topeka and have friends that will go and help me get the trunks. I also had a wonderful teacher training experience at Washburn. I took 15 hours of history because of the outstanding professors like Bill Waganon, Marilyn Geiger and Bob Richmond. Their love of history showed and they made the process of bringing the past to the present fun and wanting to know more.

We need to continue to support the museum's current programs and efforts to bring a new uniformed, easily accessible curriculum to Kansas. One that offers modern technology and lessons that are grade appropriate to disseminate the same information throughout the state.

So let's bring that same enthusiasm to all Kansas teachers and students by giving the Historical Society the necessary finances to produce new programs and bringing the past into the future.

Kansas Heritage Center

(Presented to the Kansas House of Representatives Education Committee on February 9, 1998 in the State Capitol)

The importance of knowing ones state history didn*t mean much to me until I worked a couple of summers with two Texans. I found they knew their state*s history very well, and I knew very little about Kansas history. As I learned to know them better I found that this knowledge results, in part, in the great pride that they have in their state and is a big part of what we call a Texan.

Kansas doesn*t do a very good job of promoting their state and its history. The average Kansan knows almost nothing about their state. In elementary school, too often the study of Kansas history is simply coloring pictures of state symbols on January 29th, or memorizing the counties and their county seats. A student needs at least nine weeks of Kansas history, taken between the 7th and 12th grades, to graduate from high school. In some schools it is well taught, but in a majority of them, a minimal job is done with the student learning very little about our state.

Southwest Kansans have little access to the state university libraries, and it is a long way for students to drive to use the facilities at the Kansas State Historical Society here in Topeka. To help fill these needs, the Kansas Heritage Center was founded in 1968 in Dodge City. We are a resource center for Kansas history, and we have a lot of information about the Old West.

Because distances to the eastern part of the state are large, the Kansas Heritage Center maintains a lending library that services the entire state. We primarily work through:

Books. We have a library of about 6,000 books that can be checked out and shipped to any part of the state. The library isn*t large, but it is a specialized library and has many more books about its main theme than most libraries.

Videos and movies. The center has about 450 titles that would be usable by Kansas history teachers. There aren*t a lot of videos available about our state, so the collection isn*t growing as fast as the demand. We have a great need for something about state resources and Kansas Government and would appreciate any help any of you could give us with this.

Teaching Kits. We have a number of teaching kits on a variety of titles

that are used by teachers all over the state.

Resource or research files. This is one of the busiest parts of the library. The files are made up of newspaper articles, letters, pamphlets, booklets, diaries*things that haven*t made it into a printed book. As an example, if a student is assigned to write a composition about the Ku Klux Klan in Kansas, he will have difficulty in finding material on his subject. The Klan was active in the state, but not quite as much as in the South. The Center*s research file on this subject has 28 articles in it. There are about 800 different titles in the resource library.

Workshops. From the very beginning the center has offered workshops for teachers. The one this past year was on *Kansas History from a Child*s Point of View* and was taught by Marilyn Holt, an adjunct professor with KU. The main premise was that a child would understand history much better if it was presented from his point of view. We will hold another workshop next summer but a title isn*t available yet.

Produce and publish materials. The production and publishing of materials has always been a major activity with the Center. We have published several books and a variety of teaching materials. Our biggest project to date is *399 Kansas Characters*, a book about noted and notorious Kansans. Many of you are probably familiar with it. If not, I think you would enjoy it.

These are the major ways that the Kansas Heritage Center helps fill the needs of Kansas history teachers.

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