A CHARTER OF FAITH IN KANSAS EDUCATION

CIVILIZATION IS ENGAGED IN A RACE BETWEEN EDUCATION AND CATASTROPHE
--- H. G. WELLS

A PROGRESS REPORT

OF

THE EDUCATIONAL PLANNING COMMISSION

OF

THE KANSAS STATE TEACHERS ASSOCIATION

BY DIRECTION OF THE COMMISSION TO CONTAIN:

1. A STATEMENT OF FAITH IN EDUCATION
2. DEFINITION OF A SCHOOL PROGRAM FOR THE STATE FROM PRE-SCHOOL TO COLLEGE AND ADULT LEVELS.
3. INDICATION OF THE PROBLEMS WHICH MAKE THE ATTAINMENT OF SUCH A PROGRAM DIFFICULT.
4. SUGGESTIONS OF MEANS OF IMPROVING THE EDUCATIONAL PROGRAM AND METHODS OF ATTAINING THAT END.

FOREWORD

THIS PROGRESS REPORT IS PRESENTED TO KANSAS EDUCATIONAL LEADERS, TRAINING SCHOOLS, AND OTHERS WHO MAY BE INTERESTED AS A PRELIMINARY REPORT ON EDUCATIONAL PLANNING IN KANSAS. IT IS HOPED THAT ALL WHO STUDY THE REPORT WILL OFFER SUGGESTIONS FOR ITS FUTURE DEVELOPMENT. THESE SUGGESTIONS SHOULD BE MAILED TO MINTER E. BROWN, SECRETARY OF THE EDUCATIONAL PLANNING COMMISSION, 315 WEST TENTH, TOPEKA, KANSAS.

PART I

FAITH IN EDUCATION

THIS IS A STATEMENT OF FAITH IN EDUCATION. IT IS A STATEMENT OF FAITH IN EDUCATION AS ONE OF THE FIVE FUNDAMENTAL INSTITUTIONS RECOGNIZED AS BASIC IN DEMOCRATIC LIVING. THOSE INSTITUTIONS ARE THE HOME, THE CHURCH, THE STATE, INDUSTRY, AND THE SCHOOL. SINCE THIS PUBLICATION IS ISSUED BY A PROFESSIONAL EDUCATION ORGANIZATION, IT DEALS PRIMARILY WITH OUR FAITH IN EDUCATION AS ONE OF THE FUNDAMENTAL, NECESSARY FOUNDATIONS OF DEMOCRACY. ONLY WITH AN EDUCATED CITIZENRY CAN DEMOCRACY SURVIVE. ONLY WITH MEN AND WOMEN EDUCATED IN THE SCHOOL SYSTEM OF A DEMOCRACY COULD AMERICA HAVE ACHIEVED ITS MIRACLE OF MILITARY PRODUCTION AND POWER. THAT IS NOT ENOUGH. WE WHO ARE PERSONALLY ENGAGED IN EDUCATION AS A PROFESSION ARE DREAMING DREAMS OF THE DEMOCRACY THAT WILL RESULT IF EDUCATION MAY BE PERMITTED TO MOVE FORWARD IN WAR AND PEACE AND SERVE ITS PEOPLE EVEN BETTER THAN BEFORE. TO THE END THAT THE PEOPLE OF KANSAS MAY KNOW OF OUR FAITH IN EDUCATION, OF OUR BELIEF IN DEMOCRACY AND ITS ULTIMATE RELIANCE UPON AN EDUCATED AND INTELLIGENT CITIZENSHIP, AND KNOW OF OUR DETERMINATION THAT THE SCHOOL SHALL BE EVER AND EVER BETTER SERVANTS OF THE CHILDREN; IN ORDER THAT THESE PEOPLE WITH WHOM WE WORK MAY KNOW SOMETHING OF THE ROADS WE EXPECT TO TRAVEL TO REACH THIS GOAL OF BETTER EDUCATION THIS MATERIAL IS PRESENTED. IT IS FIRST, A STATEMENT OF OUR FAITH IN EDUCATION AS BASIC TO DEMOCRACY, AND SECOND, A STATEMENT AS TO HOW WE HOPE TO REACH THAT GOAL OF DEMOCRATIC SERVICE.

WE BELIEVE

WE BELIEVE ----- That the education of Kansas children is of vital and basic importance to the individual citizen, to the state, to the nation and to the world at large, and that Kansas children are entitled to the best education the state can provide.

WE BELIEVE ----- That education is an expression of the life of a people --- that no more adequate index of a state's position on the scale of democratic civilization exists than that shown by the excellence of the opportunities for education it provides its citizens.

WE BELIEVE ----- That the welfare and progress of a state are measured by the quality of the educational output of its schools --- that business, agriculture, industry and the professions will not rise higher than the quality of the product of its educational institutions.

WE BELIEVE ----- That in a dynamic social structure, straining under the stresses of war, race prejudices, economic pressures, social evolution and political conflicts, education of all the children of all the people must provide the cohesive force which will enable these stresses to be met without upheaval.

WE BELIEVE ----- That "nations can float into war on floods of emotion and oratory, but to get peace they must travel a hard road" --- that "education is the mother of civilization" and must serve also as its physician and nurse. Down the road which a free people must travel education will be a major factor in determining whether representative democracy will continue on its path toward liberty, freedom and brotherhood or will gradually be edged into the slough of social chaos on one hand or that of political or economic dictatorship on the other.

WE HAVE FAITH

WE HAVE FAITH ----- That an educated citizenry, literate, technically skilled, informed on the social and economic principles of democracy, instilled with a love of freedom, a concept of universal brotherhood, and a desire for justice will have the intellectual and moral stamina required to solve the problems of peace as they are meeting those of war.

WE HAVE FAITH ----- In our children; in their inherent capabilities for growth into business, social, political and civic leaders; in their desires and capacities for self-realization, in their eagerness to respond to a program of action which will lead to the achievement of meaningful goals, and in their ability to cope with the problems they must face if properly educated and equipped by our schools and colleges.

WE HAVE FAITH ----- That the people of Kansas, aware of the needs of their children, brought to a realization of the inequalities in educational opportunity which exist, shown the ways in which the needs and problems can be met, will insist that education be permitted and encouraged to continue with a vision to the future.

WE HAVE FAITH ----- That the legislature of Kansas in response to the wishes of the citizens will continue to correct many of the conditions caused by the lag of educational legislation behind the rapidly changing social and economic structure of the state.

PART II

To What Are Kansans Entitled In Education?

I. EDUCATIONAL CONSTANTS

A. Every individual who attends the public schools of Kansas is entitled to certain things. Throughout the educational system, from nursery school through the graduate school, these constants should be present:

1. Competent, specialized, well educated and trained teachers, physically and mentally healthy, fitted by character, personality and temperament for teaching in the school unit to which they are assigned.
2. Safe, sanitary, properly planned and well equipped school buildings suitable for the age of the pupil and the character of the school program.
3. Complete and balanced educational programs designed to fit the needs of the individual and the community.
4. School enrollments of sufficient size to make possible the opportunity of participating in a democratic social group of individuals of his own age and of engaging in activities which cannot be carried on in schools of small enrollments.
5. Sufficient financial support to carry on a minimum program with the possibility of and encouragement given to exceed the minimum.
6. Transportation to and from school in the lower units for those who live an undue distance from school, or if transportation is not practicable, dormitories or other suitable living quarters should be provided.
7. Subject matter and activities taught and carried on throughout the entire program with emphasis placed on:
   - A. Mental and physical health.
   - B. Mastery of the tool subjects.
   - C. Safety.
   - D. The attitude of curiosity.
   - E. The scientific attitude of checking facts.
   - F. The development of initiative.
   - G. The willingness to assume responsibility.
   - H. The development of self-discipline.
   - I. A recognition of the rights of others.
   - J. An appreciation of the privileges of home membership with preparation to assume its responsibilities in a worthy manner.
   - K. A love of country.
   - L. Devotion to the principles of democratic living.
   - M. An appreciation of beauty in nature, music, the arts and human relationships.
   - N. An understanding of the place of religion in personal and social life.

PART II ----- (CONTINUED)

II. EVERY PRE-SCHOOL CHILD IS ENTITLED TO:

A. THE OPPORTUNITY FOR PHYSICAL EXAMINATIONS, IMMUNIZATIONS, AND TREATMENT OF DISORDERS OR DISABILITIES TO THE END THAT HE MAY BE BETTER ABLE TO BEGIN HIS FORMAL EDUCATION WITHOUT HANDICAP.

B. NURSERY SCHOOLS AND KINDERGARTENS SHOULD BE ESTABLISHED AND MADE AVAILABLE. THESE SCHOOLS SHOULD PROVIDE:

1. SPECIAL FACILITIES AND EQUIPMENT FOR THE PRE-SCHOOL CHILD.
2. TEACHERS, SPECIALLY QUALIFIED BY EDUCATION, TRAINING AND TEMPERAMENT.
3. A PROGRAM ADAPTED TO THE ABILITIES AND NEEDS OF THE INDIVIDUAL CHILD.
   A. THIS PROGRAM SHOULD PREPARE THE CHILD FOR MORE EFFECTIVE ELEMENTARY SCHOOL WORK THROUGH THE SOCIAL ACTIVITIES OF PLAY, WORK AND PLANNING, THROUGH THE EXPRESSION ACTIVITIES OF MUSIC, ART, SPEECH AND RHYTHMS, THROUGH THE APPRECIATION OF LITERATURE THROUGH STORIES, THROUGH THE DEVELOPMENT OF THE ABILITY TO WORK AND PLAY TOGETHER UNDER GUIDANCE.

III. EVERY ELEMENTARY SCHOOL PUPIL IS ENTITLED TO:

A. ATTEND A SCHOOL WITH SUFFICIENT ENROLLMENT AND FINANCIAL SUPPORT TO PROVIDE THE CONSTANTS.

B. THE OPPORTUNITY TO ACQUIRE AND/OR DEVELOP, THROUGH THE CURRICULUM AND FORMAL WORK OF THE SCHOOL:

1. AN INQUIRING MIND.
2. THE ABILITY TO READ, SPEAK AND WRITE THE ENGLISH LANGUAGE EFFECTIVELY.
3. THE USE OF NUMBERS TO SOLVE ACCURATELY PROBLEMS INVOLVING COUNTING AND CALCULATING.
4. A KNOWLEDGE OF THE FACTS AND PRACTICE OF THE RULES UNDERLYING INDIVIDUAL SAFETY AND HEALTH.
5. AN UNDERSTANDING OF HIS RELATION TO HIS IMMEDIATE SOCIAL ENVIRONMENT AND TO THE WORLD IN WHICH HE LIVES.
6. SELF-EXPRESSION AND SELF-REALIZATION THROUGH CRAFTS, INDUSTRIAL ARTS, HOMEMAKING, SPEECH-ARTS, MUSIC, ART AND PHYSICAL EDUCATION.
7. THE ABILITY AND DESIRE TO PARTICIPATE IN GAMES AND WHOLESOME RECREATIONAL ACTIVITIES
8. DESIRABLE WAYS OF USING LEISURE TIME.
9. ATTITUDES OF FRIENDSHIP, TOLERANCE, COOPERATION AND COURTESY.
10. APPRECIATION OF THE BEAUTIFUL IN MUSIC, ART, LITERATURE AND THE WORLD ABOUT.
11. APPRECIATIONS OF HOME, SOCIAL INSTITUTIONS AND COUNTRY, WITH EDUCATION PROVIDED FOR WORTHY HOME MEMBERSHIP AND PARTICIPATING CITIZENSHIP.
12. CONSCIOUS DIRECTION TOWARD EFFECTIVE EDUCATION AND LIVING THROUGH COUNSELING AND GUIDANCE, PARTICIPATIVE EXPLORATORY, FINDING AND TRY-OUT COURSES TO THE END THAT HIS TALENTS AND ABILITIES MAY BE DISCOVERED AND DEVELOPED.
13. CHARACTER IN WHICH SELF-DIRECTION POINTS TOWARD HIGH STANDARDS OF PERSONAL CONDUCT.

PART II ----- (CONTINUED)

IV. EVERY HIGH SCHOOL BOY AND GIRL IN KANSAS IS ENTITLED TO:

A. ATTEND A SCHOOL WHICH PROVIDES THE EDUCATIONAL CONSTANTS.

B. ATTEND A SCHOOL WHICH IS ORGANIZED, STAFFED AND FINANCED SO THAT IT WILL PROVIDE A GENERAL EDUCATION WHICH WILL INCLUDE:

1. A BASIC UNDERSTANDING OF THE ECONOMIC, SOCIAL AND POLITICAL LIFE NECESSARY FOR WELL ADJUSTED LIVING IN OUR AMERICAN DEMOCRACY.
2. CONTINUED EDUCATION IN THE FUNDAMENTAL KNOWLEDGES AND SKILLS (LANGUAGE ARTS, MATHEMATICS, SOCIAL STUDIES) TRADITIONALLY RECOGNIZED AS BELONGING TO A LITERATE CITIZEN.
3. BASIC VOCATIONAL EDUCATION IN AGRICULTURE, HOME-MAKING, TRADES, INDUSTRY, OFFICE PRACTICE AND DISTRIBUTIVE EDUCATION, OR PRE-VOCATIONAL EDUCATION (COLLEGE ENTRANCE) FOR THE PROFESSIONS.
4. A FUNCTIONING PROGRAM OF HEALTH, AND PHYSICAL AND MENTAL FITNESS DESIGNED TO PREPARE HIM FOR THE STRAINS OF ADULT LIFE.
5. AN OPPORTUNITY TO PARTICIPATE IN A VARIED, COMPLETE AND BALANCED PROGRAM OF SCHOOL ACTIVITIES.
6. APPRECIATIONS DIRECTED TOWARD SELF REALIZATION.
7. CONTINUED EDUCATION FOR APPRECIATION, CREATION, MAINTENANCE AND CONSERVATION OF A GOOD HOME.
8. OPPORTUNITIES TO DEVELOP A SENSE OF CIVIC RESPONSIBILITY, TO BE A PARTICIPATING CITIZEN IN A DEMOCRATIC GROUP AND A COOPERATING MEMBER OF THE WORLD COMMUNITY.
9. GUIDANCE TOWARD PERSONAL REALIZATION AND PROPER VOCATIONAL DIRECTION.

V. EVERY YOUTH OF JUNIOR COLLEGE AGE IS ENTITLED TO:

A. THE OPPORTUNITY OF CONTINUING HIS EDUCATION IN A SCHOOL WHICH, IN ADDITION TO HAVING THE CONSTANTS, PROVIDES:

1. OPPORTUNITY TO OBTAIN A GENERAL EDUCATION OF THE TYPE DEFINED FOR THE COLLEGE.
2. A PROGRAM OF STUDIES OF QUALITY AND EXTENT WHICH WILL PREPARE HIM TO:
   A. CONTINUE SUCCESSFULLY HIS TECHNICAL OR PROFESSIONAL TRAINING IN A HIGHER INSTITUTION.
   B. CONCLUDE HIS FORMAL EDUCATION WITH THE POSSESSION OF A BROADER AND BETTER SOCIAL COMPETENCE.
3. A TERMINAL PROGRAM OF BOTH GENERAL AND VOCATIONAL EDUCATION.
4. EDUCATIONAL AND VOCATIONAL GUIDANCE.

VI. EVERY STUDENT IN A COLLEGE OR GRADUATE SCHOOL IS ENTITLED TO:

A. ATTEND AN INSTITUTION SO ORGANIZED, STAFFED AND FINANCED AS TO PROVIDE THE CONSTANTS.

B. A GENERAL EDUCATION WHICH WILL PROVIDE:

1. THE OPPORTUNITIES OF A COLLEGE OR UNIVERSITY OF SUFFICIENT SIZE AND RESOURCES TO PROVIDE A BROAD PROGRAM DIRECTED TOWARD PREPARING THE INDIVIDUAL TO FIT INTO THE SOCIETY OF WHICH HE IS A PART. THIS INCLUDES INSTRUCTION DIRECTED TOWARD PROVIDING AN UNDERSTANDING OF HIMSELF AND AN ACCEPTANCE OF HIS RESPONSIBILITY FOR CONTINUING DEVELOPMENT.
2. CONCERN WITH VITAL HEALTH.
3. AN APPROACH TO FAMILY LIFE AND A RECOGNITION OF THE BASES ON WHICH ITS STABILITY DEPENDS.
4. THE ABILITY TO LIVE AND WORK EFFECTIVELY WITH OTHER PEOPLE IN THE DEMOCRATIC ORDER.
5. THE ABILITY TO USE EFFECTIVELY SYMBOLS OF COMMUNICATION.
6. A DESIRE FOR AN ENRICHED EXPERIENCE LEADING TOWARD AN UNDERSTANDING OF LITERATURE AND THE ARTS.
7. EXPERIENCES THAT WILL DEVELOP THE HABIT OF INTEGRATED THINKING AND ESTABLISH A SET OF VALUES ESSENTIAL TO SUCCESSFUL LIVING.
8. VOCATIONAL GUIDANCE THAT WILL FACILITATE SUCH PLACEMENT OF THE STUDENT OR GRADUATE AS WILL UTILIZE TO THE FULL HIS CAPACITIES FOR SERVICE.

C. PROFESSIONAL PREPARATION IN THE MAJOR FIELDS OF STUDY.

D. A COLLEGE FACULTY CHARACTERIZED BY A BROAD GENERAL EDUCATION, HIGH TECHNICAL PROFICIENCY WITH RESEARCH FACILITIES, AND A DEEP SYMPATHY -- WELL PAID AND GUARANTEED SECURITY.

E. A COUNSELING SERVICE WHEREBY THE INDIVIDUAL NEEDS OF THE STUDENT MAY BE GIVEN FULL AND INTELLIGENT CONSIDERATION.

F. COLLEGE BUILDINGS AND GROUNDS THAT PROVIDE AN ENVIRONMENT FAVORABLE TO THE DEVELOPMENT OF THE INDIVIDUAL, PRESENTING ATTRACTIVENESS IN STRUCTURE AND SETTING, PROVIDING SUITABLE CLASSROOMS AND LABORATORIES, WELL MAINTAINED AND IN A GOOD STATE OF REPAIR.

G. OTHER RESOURCES, INCLUDING SUCH EXTRA-CURRICULAR ACTIVITIES AS WILL DEVELOP LEADERSHIP.

H. COLLEGE HOUSING THAT WILL MAKE POSSIBLE SATISFYING EXPERIENCES IN GROUP LIVING UNDER SUCH DIRECTION AS WILL MAKE OF THIS A DEMOCRATIC EXPERIENCE AND AT THE SAME TIME PROVIDE FOR THE PHYSICAL WELL-BEING OF THE STUDENT.

I. COLLEGE PLACEMENT SERVICE THAT WILL OFFER EFFECTIVE ASSISTANCE IN INTEGRATING THE STUDENT BACK INTO THE LIFE OF THE STATE AND FACILITATE HIS CONTINUING PROFESSIONAL PROGRESS IN KEEPING WITH HIS INDIVIDUAL GROWTH.

VII. EVERY ADULT IN KANSAS IS ENTITLED TO:

A. OPPORTUNITIES FOR THE ENRICHMENT OF ADULT LIFE THROUGH:
   1. FORUMS, DISCUSSION GROUPS AND LIBRARY FACILITIES TO BRING ABOUT A BETTER UNDERSTANDING OF THE PROBLEMS OF HIS COMMUNITY, STATE, THE NATION AND OF THE WORLD, TO THE END THAT HE MAY BECOME AN INFORMED, ACTIVELY PARTICIPATING CITIZEN.
   2. FACILITIES FOR RECREATION, CULTURAL ACTIVITIES AND THE DEVELOPMENT OF USEFUL HOBBIES THROUGH WORKSHOPS FOR HAND-CRAFTS AND VARIOUS HOME LIFE ACTIVITIES.
   3. GUIDANCE AND EDUCATION WHICH WILL MAKE FOR HAPPIER HOMES AND MORE STABLE FAMILY LIFE.

B. OPPORTUNITIES TO IMPROVE HIS VOCATIONAL APPRECIATIONS, KNOWLEDGES AND SKILLS THROUGH:
   1. EVENING SCHOOLS AND OPPORTUNITY CLASSES CONDUCTED IN HIS COMMUNITY WITHOUT COST TO HIM.
   2. EXTENSION WORK OFFERED BY COLLEGES AND UNIVERSITIES.
   3. AREA TRADE SCHOOLS.

VIII. EVERY PHYSICALLY HANDICAPPED CHILD IN KANSAS IS ENTITLED TO:

A. CLINICAL EXAMINATIONS AND TREATMENT TO REMEDY HIS HANDICAP TO THE END THAT HE MAY BECOME A NORMAL INDIVIDUAL.
B. SPECIAL SCHOOLS, ROOMS, AND EQUIPMENT SUITED TO HIS SPECIAL HANDICAP.
C. A CURRICULUM OFFERING WHICH WILL MEET HIS INDIVIDUAL NEEDS SO THAT IF POSSIBLE HE MAY BECOME SELF SUSTAINING.
D. SPECIALLY TRAINED TEACHERS.

IX. ALL SOCIALLY HANDICAPPED CHILDREN IN KANSAS ARE ENTITLED TO:

A. INCREASED PROVISIONS FOR BOARDING HOMES IN THEIR OWN COMMUNITIES.
B. INSTITUTIONAL CARE IF IMPOSSIBLE TO PLACE IN HOMES. IF IN INSTITUTIONS THEY SHOULD HAVE:
   1. THE SAME EDUCATIONAL OPPORTUNITIES AS ARE PROVIDED OTHER CHILDREN.
   2. SPECIALLY TRAINED ADMINISTRATORS AND TEACHERS WHO HAVE THE SAME HIGH QUALIFICATIONS EXPECTED IN OTHER SCHOOLS, AS WELL AS PARTICULAR INTEREST IN CHILDREN AND THEIR PROBLEMS.
C. CORRECTIVE INSTITUTIONS WHERE NEEDED, AND THEY SHOULD:
   1. BE UNDER THE DIRECTION OF SPECIALLY TRAINED ADMINISTRATORS AND INSTRUCTORS.
   2. RECEIVE HANDICAPPED CHILDREN WITH THE ATTITUDE THAT THEY ARE STUDENTS ENTERING SCHOOL RATHER THAN CRIMINALS COMMITTED TO AN INSTITUTION FOR PUNISHMENT.
   3. OFFER FORMAL EDUCATION WITH FACILITIES COMPARABLE TO THOSE IN REGULAR SCHOOLS.
   4. MAKE DEFINITE PROVISIONS FOR COUNSELING AND GUIDANCE.
   5. OFFER AN OPPORTUNITY TO LEARN A VOCATION SO THAT THE CHILDREN MAY STEP BACK INTO SOCIETY SELF-SUPPORTING AND SELF-RESPECTING.
   6. PROVIDE AN ORGANIZATION, CURRICULUM AND STAFF WHICH WILL EMPHASIZE THE GOAL OF RETURNING THE BOYS OR GIRLS TO SOCIETY AS USEFUL MEMBERS.

PART III

KANSAS FACES THESE PROBLEMS IN EDUCATION

1. THE PROBLEM OF EDUCATIONAL LEADERSHIP

A. The State Department of Education

1. The State Department of education should provide vision, plans and direction for the entire educational program of Kansas including:
   - A. Curriculum
   - B. Certification of teachers
   - C. Administration and finance (school law, state aid, appeals, etc.)
   - D. School buildings and equipment
   - E. Elementary and secondary school supervision
   - F. School district organization
   - G. Research and reports
   - H. Transportation
   - I. Textbooks
2. The type of leadership needed in the State Department is difficult to obtain partially for these reasons:
   - A. The method of choice of the state superintendent by election is undesirable.
   - B. The low qualifications required for the office permit the election of individuals unsuited for the position.
   - C. The low salary of the office makes it unattractive to many of the more capable educational leaders.
3. Low financial appropriations for the department result in the following inadequacies:
   - A. The department is understaffed for an action program.
   - B. Funds are not available to carry on the varied type of program of educational leadership and administration needed.
   - C. Relatively low pay makes positions in the department unattractive to the type of men and women needed.
   - D. It is impossible to create and support the variety of departments necessary.

B. The County Superintendent

1. County superintendents of Kansas administer and supervise the education of over half the children of the state.
2. The demands of this office are heavy and important; administrative, clerical, social and supervisory.
3. The qualifications for the office are too low.
4. The inadequate pay does not attract or hold the type of individual needed.
5. Inadequate financing of the office results in lack of clerical and supervisory assistance.

C. The City Superintendent and the High School Principal

1. The many small units of the state are staffed with superintendents and principals:
   - A. Who are often inadequately trained for administrative and supervisory work.
   - B. Who are too often selected by inefficient methods.
   - C. Who are required to teach too much to give adequate attention to administration and supervision.
   - D. Whose insufficient tenure results in the lack of a planned, continuous educational program for the community.

PART III ------ (CONTINUED)

I. THE PROBLEM OF EDUCATIONAL LEADERSHIP (CONTINUED)

D. College Leadership
   1. Salaries in Kansas colleges and universities are low, making them unable to attract and retain a sufficient number of outstanding administrators and instructors.
   2. The standards and pay of teachers colleges are below those of other colleges and universities.

II. THE PROBLEM OF SCHOOL DISTRICT REORGANIZATION

A. The Rural School Situation
   1. Tremendous changes have taken place in the rural school situation by developments in communication and transportation, decrease in population, increase in tenancy, the mobility of population and shift to the cities, and failure to meet the increased need for and broadening of a sound educational philosophy regarding the problems of rural education both on local and state levels.
   2. There are tremendous differences in valuation and size of districts.
   3. There are thousands of schools with small enrollments. Many of these schools are:
      A. Undemocratic
      B. Inefficient
      C. Expensive
   4. There are thousands of closed districts.
      A. Some have been closed for many years.
      B. These have shifted the responsibility of taxation for education on their neighbors.
      C. Vast areas in Kansas are virtually untaxed for elementary school purposes.
   5. The shift of community organization and interest from the rural school to the town in which the high school is located has lessened the importance of the rural school as a community center.
      A. Decreasing population in many rural districts has left only a few persons vitally interested in the school.
      B. The annual school meeting, long held as the model for local democratic control of schools, has in many cases become a mere formality.
      C. With the increasing complexities of school laws and finance it is becoming more difficult to induce competent persons to serve on rural school boards.

B. The High School Problem
   1. The various types of high school organization (rural high school, county-community high school, high school in connection with an elementary school) result in a lack of understanding and unity.
   2. The large number of extremely small high schools often produce:
      A. A low level of quality in education
      B. An impoverished curriculum
      C. Undue per-pupil cost
   3. Extreme variations in size and valuation of high school districts produce:
      A. Wide variations in quality of education possible
      B. Unequal tax loads on property owners
   4. Varying methods of finance (tuition, Barnes, Community, and special county tuition systems) result in:
      A. Wide variation in ability to support schools. Some districts can have good schools; others can only finance inferior ones.
      B. Competition for students
      C. Lack of unity and cooperation in supporting desirable changes in methods of financial support of schools.

PART III ----- (CONTINUED)

II. THE PROBLEM OF SCHOOL DISTRICT REORGANIZATION (CONTINUED)

C. The Problem of Overlapping School Districts

1. Many children are compelled to attend schools in which the elementary school is under the direction of one board and the high school under another. Many rural children, because they live outside high school districts, attend high schools over which their parents have no control or direction.

A. These high schools are often urban in concept.

B. A unified program is virtually impossible.

III. THE PROBLEM OF FINANCIAL SUPPORT OF EDUCATION:

A. There are wide variations in the size and wealth of school districts.

B. There are wide variations in rates of assessments.

C. Tax limit laws contribute greatly to the difficulty some districts have in maintaining good schools.

D. Tangible real and personal property of local school districts carries too much of the tax load for the support of schools because:

1. The greater share of the money brought in through indirect taxes (income tax, sales tax, etc.) is not used to help support schools.

2. State support for schools is inadequate.

3. There is a lack of sufficient, properly directed federal aid for public school education.

A. If local and state units cannot or will not provide adequate support for schools, the only recourse is to the federal government.

IV. THE PROBLEM OF THE CURRICULUM

A. The curriculum of public education should be a growing thing and its revision should be continuous.

B. Curriculum study is primarily a function of the State Department of Education.

1. Not enough funds are made available for curriculum study and revision.

2. Absence of positive leadership in this field has created too great a variation in offerings and standards throughout the state.

C. There is a need for better provisions for textbook selection.

PART III ——— (CONTINUED)

V. THE PROBLEM OF INDUSTRIAL AND VOCATIONAL EDUCATION

A. INDUSTRIAL AND VOCATIONAL EDUCATION CONSISTS OF EXPLORATORY AND TERMINAL TRAINING IN THE FIELDS OF TRADE, DISTRIBUTION, INDUSTRIES, THE PROFESSIONS, AGRICULTURE AND HOME-MAKING.

B. IT IS NOT PROVIDED IN MANY LOCALITIES BECAUSE:
   1. THE INITIAL EXPENSE OF EQUIPMENT AND INSTRUCTIONAL STAFF IS CONSIDERABLE.
   2. MANY SCHOOL UNITS ARE TOO SMALL TO PROVIDE ADEQUATE ENROLLMENTS AND SUFFICIENT TYPES OF TRAINING.
   3. THERE IS A LACK OF THE PROPER BUILDINGS AND EQUIPMENT.
   4. THERE IS A LACK OF PROPERLY TRAINED TEACHERS.
   5. THERE IS A LACK OF EDUCATIONAL VISION AND LEADERSHIP.

C. KANSAS SCHOOLS MUST MEET THE NEEDS FOR VOCATIONAL EDUCATION OR OTHER AGENCIES WILL FURTHER EXPAND THEIR PROGRAMS.

D. KANSAS HAS A DUAL SYSTEM OF INDUSTRIAL AND VOCATIONAL EDUCATION; THAT CARRIED ON UNDER THE STATE BOARD FOR VOCATIONAL EDUCATION AND THAT OF THE PUBLIC SCHOOLS UNDER THE STATE DEPARTMENT OF EDUCATION.

VI. THE PROBLEM OF INADEQUATE BUILDINGS AND EQUIPMENT

A. KANSAS HAS MANY FINE BUILDINGS, BUT MANY OTHERS ARE OLD, TOO SMALL, INSANITARY, AND POORLY DESIGNED FOR A MODERN PROGRAM.

B. TOO MANY SMALLER SCHOOLS CONSIST OF A GYMNASIUM WITH CLASSROOMS BUILT AROUND IT.

C. MANY ELEMENTARY BUILDINGS ARE OLD HIGH SCHOOL BUILDINGS, NEVER DESIGNED FOR THE ELEMENTARY SCHOOL CHILD OR PROGRAM.

D. MUCH OF THE EQUIPMENT, FURNITURE, AND LIGHTING IN OLDER BUILDINGS IS OUT-OF-DATE AND INEFFICIENT.

E. THERE IS A GREAT NEED FOR EXPERT ASSISTANCE IN PLANNING AND EQUIPPING BUILDINGS.

F. THIS PROBLEM IS DIRECTLY TIED INTO THE PROBLEM OF REORGANIZATION OF DISTRICTS, CURRICULUM OFFERINGS, AND THE FINANCIAL SUPPORT OF SCHOOLS.

G. THERE SHOULD BE A DEFINITE PLACE FOR SCHOOL BUILDING PLANNING AND CONSTRUCTION IN CONNECTION WITH ANY PUBLIC WORKS PROGRAM WHICH MAY FOLLOW THE WAR.

VII. THE PROBLEM OF TRANSPORTATION

A. THERE IS A GREAT LACK OF UNIFORMITY IN PROVIDING TRANSPORTATION OF SCHOOL PUPILS.

B. THERE ARE ABUSES IN METHODS OF FINANCING PUPIL TRANSPORTATION.

C. THE STATE PROVIDES INADEQUATE ADMINISTRATION, SUPERVISION AND SUPPORT OF TRANSPORTATION FOR PUBLIC SCHOOL PUPILS.

D. MANY DISTRICTS AND COMMUNITIES USE TRANSPORTATION AS AN INDUCEMENT FOR TUITION PUPILS TO ATTEND A PARTICULAR SCHOOL, OR TO BUILD COMMUNITY INFLUENCE IN THE TRADE TERRITORY.

VIII. THE PROBLEM OF INTEGRATION OF PUBLIC EDUCATION WITH ALL PHASES OF COMMUNITY LIFE

A. THE SCHOOL PROVIDES ONLY PART OF THE EDUCATIVE EXPERIENCES OF THE INDIVIDUAL. ALL ACTIVITIES OF THE COMMUNITY PROVIDE INFLUENCES WHICH CONTRIBUTE TO THE EDUCATION OF ITS YOUTH. ADDITIONAL CORRELATIONS OF THE WORK OF THE SCHOOLS WITH THE DESIRABLE FEATURES OF RELIGION AND THE CHURCHES, GOVERNMENT AND POLITICS, BUSINESS AND INDUSTRY, SOCIAL AND RECREATIONAL AGENCIES, AND THE HOME ARE NEEDED.

PART IV

A PROGRAM OF ACTION FOR EDUCATION IN KANSAS

I. KANSAS CHILDREN CAN BE ASSURED OF GOOD TEACHERS:

A. BY BETTER RECRUITING, SELECTION AND TRAINING OF TEACHERS.

B. BY THE PAYMENT OF ADEQUATE SALARIES, STABALIZED AND BASED ON PROGRESSIVE SALARY SCHEDULES.

C. BY IMPROVEMENT OF THE "SOCIAL STATUS" OF THE PROFESSION.

D. BY BETTERING THE WORKING CONDITIONS AND SECURITY OF TEACHERS.

1. THE SUPERINTENDENT, BOARD OF EDUCATION AND COMMUNITY CAN DO MUCH TO PROVIDE A WELL ORGANIZED, EFFICIENT, PLEASANT SCHOOL SITUATION IN WHICH TO WORK.
2. TEACHERS NEED BETTER LIVING CONDITIONS IN SMALLER COMMUNITIES.
3. THERE SHOULD BE MORE ADEQUATE PROVISIONS FOR TENURE.
4. RETIREMENT PROVISIONS SHOULD BE BETTERED.

E. BY A WIDER UNDERSTANDING OF THE GENERAL QUALIFICATIONS NEEDED BY THE TEACHERS IN A MODERN SCHOOL. AMONG THESE QUALIFICATIONS ARE:

1. AN ABILITY TO USE THE PSYCHOLOGY OF CHILD DEVELOPMENT FOR THE MENTAL HEALTH AND MOST EFFICIENT LEARNING OF HIS PUPILS.
2. A BROAD EDUCATIONAL BACKGROUND AND A VARIETY OF INTERESTS.
3. ACQUAINTANCE WITH AND ABILITY TO USE SEVERAL OF THE MOST PROMISING TEACHING PROCEDURES.
4. A BACKGROUND IN SOCIAL UNDERSTANDINGS.
5. AN APPRECIATION AND UNDERSTANDING OF THE UNIT-PROBLEM APPROACH TO TEACHING.
6. A RECOGNITION OF THE IMPORTANCE OF RECORD KEEPING AND COUNSELING AS A RESPONSIBILITY OF EVERY TEACHER.
7. ABILITY TO USE MODERN METHODS OF EVALUATING TEACHING AND LEARNING.
8. AN ACCEPTANCE OF THE FACT THAT EVERY TEACHER SHOULD BE A TEACHER OF READING, ENGLISH USAGE, WRITING, SPELLING, LIBRARY USAGE AND HEALTHFUL LIVING.
9. A PLEASING PERSONALITY AND PERSONAL APPEARANCE.
10. SUFFICIENT FACILITY IN WORKING WITH CHILDREN THAT HE IS ACCEPTED BY THEM WITH AFFECTION AND RESPECT.

F. BY PROVIDING BETTER SUPERVISION.

1. THE COUNTY SUPERINTENDENT'S OFFICE SHOULD GIVE MORE ATTENTION TO THE SUPERVISION OF THE WORK OF THE TEACHERS IN THE SCHOOLS FOR WHICH HE IS RESPONSIBLE.
2. IN MANY OF THE TOWNS AND CITIES SUPERVISION OF INSTRUCTION SHOULD BE IMPROVED.
3. SUPERVISORS IN THE FIELD OF MUSIC, ART, PENMANSHIP, ELEMENTARY EDUCATION AND HEALTH ARE PARTICULARLY NEEDED.

G. BY THE TEACHER TRAINING INSTITUTIONS.

1. THERE SHOULD BE AN ACTIVE, CONTINUOUS PROGRAM OF RECRUITING PROMISING HIGH SCHOOL STUDENTS.
2. RESEARCH SHOULD BE CONDUCTED ON THE PROBLEM OF SUPPLY AND DEMAND FOR TEACHERS IN RELATION TO NUMBERS AND IN RELATION TO QUALITY.

PART IV ----- (CONTINUED)

I. KANSAS CHILDREN CAN BE ASSURED OF GOOD TEACHERS: (CONTINUED)

G. BY THE TEACHER TRAINING INSTITUTIONS.

3. ADMISSION AND SELECTION OF PROSPECTIVE TEACHERS

A. BASES WHICH MIGHT BE USED INCLUDE:

1. SCHOLARSHIP
2. PHYSICAL AND MENTAL FITNESS
3. PERSONALITY FACTORS
4. SOCIAL MINDEDNESS

B. SELECTION SHOULD BE MADE AT VARYING POINTS IN THE TRAINING PROGRAM.

C. THE RAISING OF STANDARDS MUST BE ATTACKED COOPERATIVELY BY ALL RESPONSIBLE TEACHER TRAINING INSTITUTIONS.

4. PERSONS ELIMINATED IN THE TEACHER TRAINING PROGRAM SHOULD BE GUIDED TO OTHER LINES MORE SUITED TO THEIR TALENTS.

5. THE CURRICULUM OF TEACHER EDUCATION:

A. SHOULD RECOGNIZE THAT THE TRAINING OF TEACHERS IS AN ALL-INSTITUTIONAL FUNCTION.

B. SHOULD RECOGNIZE THAT THE MORE FUNCTIONAL PROGRAMS OF GENERAL EDUCATION MAY MAKE DEFINITE CONTRIBUTIONS TO THE PROFESSIONAL EDUCATION OF THE TEACHER.

C. SHOULD RECOGNIZE THAT COLLEGE STUDENTS MUST BECOME STUDENTS OF TEACHING AND LEARNING, AND EVOLVE PROGRAMS OF INSTRUCTION ACCORDINGLY. THERE SHOULD BE:

1. A COOPERATIVE APPROACH WITH STUDENTS ASSISTING IN SETTING GOALS AND EVALUATING THEIR OWN GROWTH.
2. A PROBLEM APPROACH IN SPECIALIZED ELECTIVE COURSES WITH INTER-DIVISIONAL COOPERATION.
3. CLOSER ARTICULATION BETWEEN SUBJECT MATTER AND PROFESSIONAL COURSES, AND OF BOTH WITH THE LABORATORY SCHOOL.
4. INTEGRATION OF SPECIAL METHODS COURSES WITH ALL COURSES IN THE INSTITUTION.
5. GENERAL EMPHASIS UPON THE NEEDS, INTERESTS AND CONCERNS OF COLLEGE STUDENTS.

D. SHOULD RECOGNIZE THE NEED FOR BROAD EDUCATIONAL BACKGROUNDS FOR UNDERGRADUATES WITH ALL DEPARTMENTS COOPERATING FOR THE GOOD OF THE STUDENT, NOT COMPETING FOR STUDENTS.

E. SHOULD RECOGNIZE THE NEED FOR ADMINISTRATORS WHO ARE INSTRUCTIONAL LEADERS.

F. SHOULD MEET THE NEED FOR FLEXIBILITY IN THE CURRICULUM TO CONSIDER CURRENT PROBLEMS -- WAR, PEACE, POST-WAR, DEPRESSION, PREPARATION FOR FAMILY LIFE, ETC.

G. SHOULD PROVIDE INCREASED EDUCATION, BOTH GENERAL AND PROFESSIONAL, WITH THE RECOMMENDATION THAT BEGINNING WITH THE FRESHMAN YEAR A FIVE YEAR PROGRAM FOR HIGH SCHOOL INSTRUCTORS IS NEEDED TO PROVIDE SUFFICIENT TECHNICAL, PROFESSIONAL AND GENERAL TRAINING.

H. SHOULD SERVE THE NEEDS AND BE BASED ON THE REALITIES OF THE COMMUNITY AND REGION.

1. KANSAS NEEDS INCREASED EMPHASIS UPON TEACHING IN THE RURAL COMMUNITY.

I. SHOULD MAKE IT POSSIBLE FOR TRAINEES TO HAVE EARLIER, MORE EXTENSIVE AND CONTINUOUS EXPERIENCE WITH CHILDREN AND YOUNG PEOPLE, BOTH IN AND OUT OF SCHOOL.

6. PLACEMENT AND FOLLOW-UP WILL HELP BRIDGE THE GAP BETWEEN THEORY AND PRACTICE BY:

A. ASSISTING THE TEACHER TO SECURE THE POSITION FOR WHICH SHE IS BEST FITTED.

B. HELPING THE LOCAL SCHOOL IN THE PROBLEM OF IN-SERVICE TRAINING AND GROWTH.

PART IV ----- (CONTINUED)

II. STRONG EDUCATIONAL LEADERSHIP CAN BE OBTAINED

A. STRENGTHEN THE STATE DEPARTMENT OF EDUCATION.

1. THE EXECUTIVE OFFICER
   - A. HIGH QUALIFICATIONS AS TO TRAINING, EXPERIENCE, SUCCESS AND PERSONALITY ARE NEEDED BY THE COMMISSIONER OR STATE SUPERINTENDENT.
   - B. INCREASED SALARY SHOULD MATCH THE INCREASED QUALIFICATIONS.
   - C. HE SHOULD BE APPOINTED BY A COMPETENT LAY BOARD RATHER THAN ELECTED.
   - D. HE SHOULD BE THE EXECUTIVE OFFICER OF THE STATE BOARD OF EDUCATION AND SHOULD BE RESPONSIBLE FOR CARRYING OUT THE POLICIES MADE BY THAT BODY.
2. THE STATE BOARD OF EDUCATION
   - A. IF THE STATE EXECUTIVE OFFICER IS APPOINTED, THE STATE BOARD OF EDUCATION SHOULD CONSIST OF A NON-PARTISAN BOARD OF LAY CITIZENS.
   - B. IF THE EXECUTIVE OFFICER IS ELECTED, THE BOARD SHOULD BE A NON-PARTISAN BODY COMPOSED BOTH OF LAY CITIZENS AND THOSE ACTIVELY ENGAGED IN VARIOUS PHASES OF SCHOOL WORK.
3. THE STATE DEPARTMENT OF EDUCATION
   - A. THIS DEPARTMENT SHOULD BE ADEQUATELY STAFFED AND FINANCED.
   - B. THE FOLLOWING DIVISIONS SHOULD BE ORGANIZED AND STAFFED WITH HIGHLY TRAINED, ADEQUATELY PAID SPECIALISTS, FULLY COMPETENT TO INITIATE AND CARRY OUT THE WORK OF THE FOLLOWING DIVISIONS AND SUCH OTHERS AS MAY BE NEEDED:
     1. DIVISIONS OF CURRICULUM, CERTIFICATION, ADMINISTRATION AND FINANCE, BUILDINGS, ELEMENTARY SCHOOL SUPERVISION, SECONDARY SCHOOL EDUCATION, HEALTH AND PHYSICAL EDUCATION, RESEARCH AND REPORTS, SCHOOL DISTRICT ORGANIZATION, ETC.

B. STRENGTHEN THE OFFICE OF COUNTY SUPERINTENDENT.

1. RAISE THE PRESENT LOW QUALIFICATIONS FOR THE OFFICE OF COUNTY SUPERINTENDENT.
2. RAISE THE SALARY TO A LEVEL COMMENSURATE WITH THE INCREASED QUALIFICATIONS AND DUTIES.
3. FINANCE THE OFFICE SO THAT:
   - A. SUPERVISORY ASSISTANTS MAY BE PROVIDED IN COUNTIES WITH LARGE SCHOOL ENROLLMENTS.
   - B. SUFFICIENT CLERICAL HELP MAY BE EMPLOYED.
4. CONSIDER THE ADVISABILITY OF A COUNTY UNIT SYSTEM OF ORGANIZATION WITH A LAY BOARD AND AN APPOINTED SUPERINTENDENT.
5. THE STATE SHOULD PARTICIPATE IN THE FINANCIAL SUPPORT OF RURAL SCHOOL ADMINISTRATION AND SUPERVISION.
6. REORGANIZATION OF SPARSELY SETTLED LOCALITIES OF THE STATE INTO COUNTY UNITS OF MUCH LARGER SIZE WOULD MAKE FOR EFFICIENCY AND ECONOMY.

C. STRONG ADMINISTRATIVE OFFICERS SHOULD BE OBTAINED FOR LARGE UNITS.

1. COLLEGE ADMINISTRATIVE OFFICERS:
   - A. SHOULD BE CHOSEN ON THE BASES OF SCHOLARSHIP, ACHIEVEMENT, PERSONALITY AND EDUCATIONAL LEADERSHIP IN ADDITION TO DEMONSTRATED ADMINISTRATIVE AND EXECUTIVE ABILITY.
2. SUPERINTENDENTS AND PRINCIPALS:
   - A. SHOULD HAVE HIGHER EDUCATIONAL AND PROFESSIONAL QUALIFICATIONS.
   - B. SHOULD NOT BE REQUIRED TO CARRY EXCESSIVE TEACHING LOADS.
   - C. SHOULD BE PROVIDED SUFFICIENT CLERICAL HELP.
   - D. SHOULD HAVE SUFFICIENT TENURE TO INITIATE AND CARRY OUT DEFINITE EDUCATIONAL PROGRAMS.

PART IV ----- (CONTINUED)

III. SCHOOL DISTRICT REORGANIZATION MUST COME

A. RURAL, HIGH SCHOOL, AND CITY DISTRICTS SHOULD BE REORGANIZED INTO UNITS OF SUFFICIENT SIZE TO PROVIDE:
   1. VALUATIONS HIGH ENOUGH, WHICH WHEN COUPLED WITH OTHER FORMS OF SUPPORT, WILL GUARANTEE A GOOD PROGRAM OF EDUCATION WITHOUT CONFISCATORY PROPERTY LEVIES.
   2. ENROLLMENTS LARGE ENOUGH TO PROVIDE A DEMOCRATIC SOCIAL GROUP IN WHICH A PROPER CURRICULUM MAY BE FOLLOWED WITHOUT EXCESSIVE EXPENSE PER PUPIL.
   3. AN ADMINISTRATIVE AND SUPERVISORY STAFF SUFFICIENT IN SIZE AND COMPETENCE.

B. HOW SCHOOLS SHOULD BE SUPPORTED:
   1. LOCAL TAXES SHOULD PROVIDE A BASIC PORTION OF SCHOOL REVENUE.
   2. A MINIMUM BASE PROGRAM FOR ELEMENTARY SCHOOLS THROUGH THE COUNTY UNIT WOULD PROVIDE A PARTIAL SOLUTION TO INEQUALITIES IN ASSESSMENTS AND WEALTH.
   3. THE STATE HAS A DEFINITE OBLIGATION TO ASSIST MATERIALLY IN THE SUPPORT OF PUBLIC EDUCATION:
      A. THROUGH PLANS OF EQUALIZATION.
      B. THROUGH OTHER WAYS OF STATE SUPPORT.
         1. MANY OF THE NEWER FORMS OF INDIRECT TAXES WHICH CAN ONLY BE COLLECTED BY THE STATE YIELD LARGE AMOUNTS, PART OF WHICH SHOULD BE USED TO PROVIDE ADDITIONAL SUPPORT FOR PUBLIC SCHOOLS.

C. KANSAS PUPILS SHOULD BE PROVIDED TRANSPORTATION IF LIVING AN UNDUE DISTANCE FROM SCHOOL.
   1. WITH REORGANIZATION OF DISTRICTS, THE TRANSPORTATION OF PUPILS SHOULD BE PROVIDED IN MANY AREAS:
      A. THROUGH OPERATION OF BUS ROUTES.
         1. TRANSPORTATION SYSTEMS SHOULD BE SET UP FOR THE EDUCATIONAL WELFARE OF THE CHILDREN RATHER THAN FOR THE BENEFIT OF THE SCHOOL DISTRICT OR COMMUNITY.
      B. THROUGH SUCH OTHER METHODS AS MAY BE FOUND DESIRABLE OR NECESSARY.
   2. A COUNTY SYSTEM OF PUPIL TRANSPORTATION PROVIDED FOR BOTH ELEMENTARY AND HIGH SCHOOL PUPILS IS DESIRABLE.
   3. GOOD ROADS WILL FACILITATE THE DEVELOPMENT OF GOOD SCHOOLS AND MUST ACCOMPANY RE-ORGANIZATION OF DISTRICTS.
      A. GOOD ROADS REQUIRE THE COOPERATION OF TOWNSHIP, COUNTY AND STATE.
      B. GOOD ROADS WILL NOT ONLY BE OF BENEFIT TO SCHOOLS BUT WILL CONTRIBUTE TO THE WELFARE OF THE COMMUNITY AS A WHOLE.
   4. THE STATE SHOULD ASSUME A PART OF THE DIRECTION, SUPERVISION AND EXPENSE INVOLVED IN THE TRANSPORTATION OF PUPILS TO AND FROM SCHOOL.
   5. WHERE TRANSPORTATION IS NOT POSSIBLE, DORMITORIES OR OTHER SUITABLE LIVING QUARTERS SHOULD BE PROVIDED WITH FINANCIAL ASSISTANCE BY THE STATE.

IV. INDUSTRIAL AND VOCATIONAL EDUCATION

A. INDUSTRIAL AND VOCATIONAL EDUCATION HAVE RAPIDLY EXPANDED DURING THE WAR YEARS. THEY SHOULD BE MAINTAINED AND FURTHER EXPANDED WHERE DESIRABLE.

B. POST-WAR POSSIBILITIES

1. EACH LOCAL SYSTEM SHOULD HAVE BASIC COURSES IN INDUSTRIAL AND VOCATIONAL EDUCATION COMMENSURATE WITH THE NEEDS OF THE COMMUNITY AND THE SIZE OF THE SCHOOL.
   - A. EXPLORATORY AND TRY-OUT COURSES IN DIFFERENT FIELDS SHOULD BE PROVIDED ON THE JUNIOR HIGH SCHOOL LEVEL.
   - B. THERE SHOULD BE VOCATIONAL OPPORTUNITIES IN TRADE AND INDUSTRY, HOMEMAKING, AGRICULTURE AND THE DISTRIBUTIVE FIELD FOR 11TH AND 12TH GRADE PUPILS, SUFFICIENTLY WELL TAUGHT BY COMPETENT TEACHERS WITH TRADE BACKGROUNDS SO THAT THE STUDENT IS EMPLOYABLE UPON GRADUATION.
   - C. OPPORTUNITIES SHOULD BE PROVIDED FOR WORK EXPERIENCE IN TRADE, BUSINESS AND INDUSTRY WITH APPROPRIATE SAFEGUARDS AGAINST EXPLOITATION AND CHILD LABOR.
2. AREA VOCATIONAL SCHOOLS
   - A. SOME JUNIOR COLLEGES MIGHT BE ELIMINATED AS LIBERAL ARTS SCHOOLS AND BECOME INDUSTRIAL AND VOCATIONAL TERMINAL INSTITUTIONS.
   - B. FOUR-YEAR COLLEGES SHOULD PROVIDE TWO-YEAR TERMINAL VOCATIONAL COURSES.
3. IN SPARSELY SETTLED AREAS, STATE TRADE SCHOOLS, UNDER THE STATE BOARD OF EDUCATION, SHOULD BE OPERATED IN CONNECTION WITH CERTAIN HIGH SCHOOLS, WITH THE STATE PARTICIPATING IN THE COSTS OF THEIR OPERATION AND THE HOUSING OF NON-RESIDENT STUDENTS.

V. EXTENDED ACTIVITIES

A. AFTER-SCHOOL, SATURDAY AND HOLIDAY ACTIVITIES SHOULD BE PROVIDED INCLUDING CLUBS, HOBBIES, INTRAMURALS AND ORGANIZED RECREATION.

B. SUMMER ACTIVITIES

1. ACADEMIC WORK SHOULD BE PROVIDED AS PART OF A YEAR-ROUND PROGRAM.
2. RECREATION AND HOBBIES SHOULD INCLUDE SUPERVISED PLAY, CRAFTS, HOME PROJECTS, MUSIC, ART, DRAMATICS, SWIMMING, ETC.

THE

EDUCATIONAL PLANNING COMMISSION

OF

THE KANSAS STATE TEACHERS ASSOCIATION

1943 - 44

REES HUGHES, CHAIRMAN	PRESIDENT K.S.T.C.	PITTSBURG
MINTER E. BROWN	SUPERINTENDENT OF SCHOOLS	ANTHONY
DOROTHY COOKE	SUPERVISOR, KINDERGARTEN-ELEMENTARY GRADES	TOPEKA
FANNIE DILSAVER	COUNTY SUPERINTENDENT	BELLEVILLE
RALPH EDWARDS	COUNTY SUPERINTENDENT	ST. JOHN
MRS. W. M. EHRSAM	RURAL TEACHER	ELLSWORTH
MAUD ELLSWORTH	UNIVERSITY OF KANSAS	LAWRENCE
EVAN E. EVANS	SUPERINTENDENT OF SCHOOLS	WINFIELD
FLOYD HERR	SECRETARY STATE BOARD OF EDUCATION	TOPEKA
DEAN MARGARET JUSTIN	SCHOOL OF HOME ECONOMICS, K. S. C.	MANHATTAN
VICTOR KLOTZ	PRINCIPAL SENIOR HIGH SCHOOL	COFFEYVILLE
PAUL LOVELESS	PRINCIPAL ELEMENTARY SCHOOL	SCOTT CITY
ROBERT T. MCGRATH	SCHOOL OF EDUCATION, FT. HAYS STATE COLLEGE	HAYS
FRED L. MILLER	SUPERINTENDENT OF SCHOOLS	WASHINGTON
ROBERT E. MOHLER	MCPHERSON COLLEGE	MCPHERSON
J. F. PRICE	PRESIDENT, K.S.T.C.	EMPORIA
W. A. STACEY	ASSISTANT STATE SUPERINTENDENT	TOPEKA
FRANK STRICKLER	PRINCIPAL, LANE COUNTY COMMUNITY HIGH SCHOOL	DIGHTON
J. F. WELLEMEYER	PRINCIPAL, WYANDOTTE SENIOR HIGH SCHOOL	KANSAS CITY
LEONARD WHEAT	SUPERINTENDENT OF SCHOOLS	WICHITA

July 15, 1944.

Mr. Marvin Teeter,
Asst. Director of Personnel,
American Red Cross,
1709 Washington Avenue,
St. Louis 3, Missouri.

Dear Mr. Teeter:

I am very happy to recommend Miss Evelyn E. Kinney, of 1103 East Street, Iola, Kansas, without reservation or evasion.

Miss Kinney is one of our most substantial students in physical education. She graduated from the University of Kansas in 1941, and holds the B. S. degree in the School of Education with a major in Physical Education.

Her qualifications are of the highest. She has an exceptionally strong personality. She is most thorough in her work, loyal to the nth degree, and enthusiastic about the work she undertakes. Miss Kinney assisted us in the women's department during her senior year as a student assistant and gave exceptionally satisfactory service.

Miss Kinney is well organized, has the ability to work with her fellows and at the same time challenges them to greater endeavor. I am very sure that you will make no mistake if you consider very seriously Miss Kinney's qualifications. We place much faith in her ability and her integrity.

Very sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

AMERICAN RED CROSS

MIDWESTERN AREA
1709 WASHINGTON AVENUE
ST. LOUIS, (3) MISSOURI

July 5, 1944

Mr. F. C. Allen
University of Kansas
Lawrence, Kansas

RE: KINNEY, Miss Evelyn E.
1103 East Street
Iola, Kansas

My dear Mr. Allen:

Miss Evelyn E. Kinney has applied for a position with the American Red Cross to serve as First Aid, Water Safety and Accident Prevention Field Representative. She has given us your name as a reference, and we would appreciate any statement you wish to make relative to her character, ability, etc.

The position of Representative on our First Aid, Water Safety and Accident Prevention field staff involves visits to a group of local Red Cross Chapters to assist them with the organization and development of the above mentioned services. In addition to the technical knowledge of these programs, the Field Representative must be familiar with the techniques of teaching and her personal characteristics must be such as would enable her to establish and maintain effective working relationships with not only our paid staff but Red Cross volunteers as well. From time to time it will be necessary for the Field Representative to give short informative talks on the subject of Red Cross to groups in the community such as luncheon clubs, women's clubs, etc. While it is not required that our Representatives be accomplished public speakers, they should be able to talk clearly and sincerely on an extemporaneous basis.

We will appreciate your assistance in giving us your evaluation of Miss Kinney's qualifications and your opinion as to her suitability for an assignment of this nature. Whatever information you make available to us will, of course, be held in confidence. We would appreciate an immediate reply.

Sincerely yours,

Marvin Teeter
Assistant Director of Personnel

July 3, 1944.

M/Sgt. William Kollender,
202 West Fifteenth Street,
Lawrence, Kansas.

Dear Sergeant Bill:

I am delighted to help you in any way that I can. If at any time I can be of any aid to you, please do not be in the least bit backward in calling upon me.

I have enjoyed knowing you here and trust that your future years will be even more successful than the preceding ones have been.

Very sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

July 3, 1944.

To Whom It May Concern:

It is a pleasure for me to testify as to the efficiency, personality and high character of M/Sgt. William Kollender, who came to the University of Kansas in October, 1928. My coming to the University dates back to 1919.

During Sergeant Kollender's tenure here with the R.O.T.C. of the University of Kansas I have found him to be highly loyal and energetic in the dispatch of his duties. His military work while splendidly done was only one of the many activities that Sergeant Kollender indulged in. Community affairs, civic responsibilities - all found high favor in this man of tremendous energy and enthusiasm.

He had exceptional ability to make fast friends with most everyone with whom he came in contact. His executive capacity has not been excelled by anyone that I have met in the Military Department. When entrusted with even the most menial responsibility, he did it as conscientiously and enthusiastically as if it were of major import.

During my athletic administration he handled the ushering and admissions at all football, basketball and Kansas Relays games, and he did it in a most exceptional and pleasing manner. The dignitaries who always came to the games were never overlooked, while his supervision of the ushering went on with ease and dispatch. He organized the men under him, and by his exceptional talent of deputizing it was an easy matter for him to supervise two or three fast-moving events.

I am happy to recommend him without reservation or evasion.

Very sincerely yours,

Director of Physical Education,
Varsity Basketball Coach.

FCA:AH

Print the complete address in plain block letters in the panel below, and your return address in the space provided. Use typewriter, dark ink, or pencil. Write plainly. Very small writing is not suitable.

No. _____

PASSED BY NAVAL CENSOR
ER
(CENSOR'S STAMP)

To
Dr. Forrest C. Allen
Robinson Gym
University of Kansas
Lawrence
Kansas

From
Lt. C. W. Kamaga, USNR
(Sender's name)
U.S.S. Elmore
(Sender's address)
c/o F.P.O. San Francisco

May 29, 1944
(Date)

Dear Doc,

I won't have a chance - probably - for sometime to write you and I wanted to get this off. First thing I want to thank you for each of those newsletter - it certainly is swell to get them. What I wanted to write you about was Bill. He is president of the Phi Delts, honor roll (engineering), Tau Beta Pi, Pachacamac (inner circle), ast. fast track and he did write for the Kansan for awhile - all this plus his many duties. It just came to me - at least in my mind - he's certainly deserving of Sachem. He's a junior and the election will probably come up in 3-6 months or so. There aren't any Phi Delts in it & Bill isn't the politican type - I was just afraid he might be overlooked.

I always felt that I deserved it when I was in school - Relays, Sports Ed., etc. but I still wouldn't have gotten it if it hadn't been for Bob. If you think Bill rates it, I would certainly appreciate your going to bat for him when the election rolls around. Give my very best to your wife & family & think of you often.

Yours, Chris

V-MAIL

June 21, 1944.

Mr. John J. Kistler,
409 Clinton Street,
Grand Haven, Michigan.

Dear Jack:

Thanks for your letter and check. I have autographed the book and am sending it to you today.

Good luck to your family, and especially to the one who is in the service of his country.

Sincerely yours,

FCA:AH

Director of Physical Education,
Varsity Basketball Coach.

The CHALLENGE MACHINERY COMPANY : FOUNDERS & MACHINISTS

GREY IRON, SEMI-STEEL AND SPECIAL ALLOY CASTINGS

PATTERN WORK
SPECIAL MACHINERY
BUILT TO ORDER

Grand Haven, Michigan

June 19, 1944.

Dr. F. C. Allen,
Dept. of Physical Education,
University of Kansas,
Lawrence, Kansas.

Dear Dr. Allen:

Enclosed is check for $4.00. Please send me copy of your book, "Better Basketball," for my son John, regarding which I wrote you some time back.

Would appreciate it very much if you would autograph it with some message to John from you as Coach of the Basketball team.

John left this morning for Detroit for induction into the Navy. He enlisted last week at Grand Rapids, and will be home Wednesday for ten days before finally being assigned to a station for his "Boot Training."

Thanks very much for your past courtesies,

Sincerely,

Jack.

Send to..... John J. Kistler,
409 Clinton Street,
Grand Haven, Michigan.

1893 50TH ANNIVERSARY 1943