

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.