

A STUDY OF THE ADVANCEMENT MADE IN RURAL EDUCATION
IN KANSAS FROM 1900 TO 1930 AS COMPARED TO RURAL ECONOMIC
PROGRESS DURING THE SAME PERIOD

A THESIS

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BY

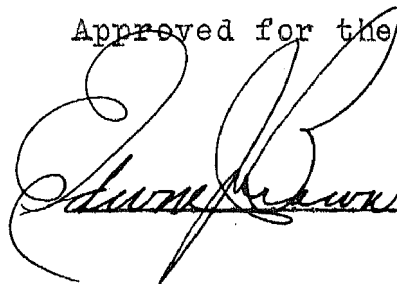
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CHAPTER I

INTRODUCTION

The Nature of the Study

Kansas has always been proud of her schools, and the part she has taken in education. The evolution of education in Kansas, as a whole, has been marvelous except in one particular and important department of her educational system, that of her rural schools. Few people realize how large is the number of pupils and teachers in our rural school system, and what an important phase of our state educational system it really is.

In observing the progress made by the rural communities of Kansas along the lines of improved roads, labor saving devices (both in farm machinery and the farm home), radios, telephones, automobiles, and other recent innovations, these questions confront us:

1. Has the rural school kept pace with this rapid development in other lines of economic and social agencies?

2. Has the farmer thought as seriously of his children, and has he seen that their education has been kept as up to date, as have his methods in raising pure bred stock and in developing high grade agriculture?

3. Is the country child receiving as thorough and as adequate an education as is possible and obtainable?

4. In the mad race for economic prosperity, has the rural community of Kansas neglected its educational opportunities?

5. If the rural schools of today are out of date and in-

adequate, can this condition be improved?

Purpose of this Study

This study attempts to answer the above questions as fully as available data and information will permit. In answering these questions, the following factors will be involved in the study:

1. Study of different types of school systems in Kansas.
2. Rural teachers: qualifications, salary.
3. County Superintendents of Kansas.
4. State Department of Instruction.
5. Economic statistics and comparisons.

The statistics, upon which this study is based, are taken largely from reports of the state superintendents of public instruction from 1900 to 1930; Reports of Kansas State Code Commission; Kansas Facts; and from Bi-ennial Reports from the State Department of Agriculture.

Some Limitations of the Study

Unfortunately, statistics and other material, were not available for obtaining exact information as to economic factors, as far back as 1900 except in a very few instances. Limitation in the nature of the data available make a complete study of the rural school system of that period, also, an impossibility. Variation in the form of presenting data from year to year sometimes rendered important and appropriate material, inaccessible. At the same time, however, much valuable information was obtained which this study attempts to set forth.

CHAPTER II

RURAL EDUCATION IN KANSAS

A great amount of interest has been aroused in the last few years in education in Kansas, and this interest has centered mainly around two important topics: school taxation and the improvement of the rural school. It is high time for Kansas to realize that something must be done to solve both problems and particularly, the latter.

Allen¹ says:

The other problem, aside from that of taxation, which concerns the people of the state, is that of regeneration and reconstruction of the rural school to meet modern educational thinking. It is regrettable in the extreme, but nevertheless self-evident to any intelligent observer, that the rural school has steadily fallen behind the graded elementary school during the last quarter of a century. More than we ordinarily realize the present rural crisis is due to the defective educational situation in rural communities. These schools are failing to prepare the children in them for rural life, failing to prepare them to take their part as rural citizens with intelligence and satisfaction to themselves and adequate contribution to the community. It will not do to leave rural communities utterly alone to carry out their educational salvation in these days when educational problems are more complex than ever before.

Reorganization of Rural School System

All authorities agree that the Kansas rural school system is decidedly out of date and in need of a thorough reorganizing. W. E. Sheffer,² Superintendent of Schools of Manhattan, Kansas,

¹ George A. Allen, Jr.: Twenty-seventh Biennial Report of State Superintendent of Public Instruction of Kansas, 1929-1930, pp. 8-9. Kansas State Printing Plant, Topeka, 1931.

² W. E. Sheffer: "Financial Considerations Affecting Public Education in Kansas," Handbook of Kansas Social Resources, pp. 72-77, Kansas State Printing Plant, Topeka, 1932.

has made an extensive study of this problem and makes some pertinent observations. Mr. Sheffer's article is too long to be quoted exactly, therefore, only a few of the strong points can be given:

He tells us that a great wastage results from our antiquated type of organization which requires the upkeep of over eight thousand separate district organizations, many of which are taxed excessively because the enrollment is so low, and where the education is of a very inferior type. There is a total number of 7,359 rural one teacher schools in the state whose average enrollment is twelve. In each of eighteen schools, only one pupil is enrolled; in forty-four, two are enrolled; and in sixty-five only three are enrolled. Mr. Sheffer further states Kansas has 2,332 rural schools with not more than ten children enrolled in each.

In a study of twenty-six counties he found that 262 one room rural schools are located no more than five miles from a good graded school where in the rural children could be accommodated without employing additional teachers. The average cost per child in the rural schools for the year 1931 was \$22.29 which is about twice the average cost per pupil in good graded schools. In the whole state there are approximately 2,200 rural one teacher schools located not more than five miles from graded schools. A plan could be worked out which would place the children from the rural schools in the graded schools; transportation being provided, of course. This would be a great benefit to all parties concerned, both financial and educational. This system is different from consolidation, to which many object, in that the rural district is not broken up, but remains intact, This study

also emphasizes that there are too many small high schools maintained. There are 473 high schools in the state with an enrollment of not more than fourteen pupils per teacher.

C. E. Rarick,³ Director Rural Education, Kansas State Teachers College of Hays, recently made a survey of thirty-nine western counties and his results are interesting and enlightening:

1812 one-teacher schools were in operation. One school was operating without any pupils. 557 schools were in operation with ten pupils or less. 134 schools were in operation with five pupils or less. One county had forty-three, one teacher schools, another had seventeen. Total number of schoolhouses was 1831. Eighty-three were unfit for use, two being of sod; and in five, the children sat below the surface of the ground.

J. Kenneth Little⁴ in his study also gives us some worthwhile data. Summarizing briefly Mr. Little's contribution, he states that one factor which may be considered under the head of inefficiency in our rural school system is the maintenance of a large number of one-teacher schools. In these schools altho the average daily attendance dropped 40,060 from 1898 to 1928, there were only 742 fewer teachers in these schools. The cost per pupil in one-teacher schools is considerably larger than in the first and second class cities of the state, in spite of the larger salaries and better equipment of the city schools.

³ Report of Kansas State School Code Commission, Vol. I, p. 35.
Kansas State Printing Plant, Topeka, 1929,

⁴ J. Kenneth Little: A Critical Study of Public School Costs in Kansas from 1898-1928, pp. 74-76. Studies in Education. Kansas State Teachers College, Emporia, No. 6, December 1930.

TABLE I

AVERAGE DAILY ATTENDANCE PER TEACHER AND COST
PER PUPIL PER MONTH FOR THE GRADE SCHOOLS
OF VARIOUS CLASSES OF SCHOOLS IN 1928*

Class of School	A. D. A. per teacher	Cost per pupil per month
One-teacher - - - - -	12.57	\$ 9.95
Two-teacher - - - - -	21.90	10.05
Second-class cities - - - -	28.32	6.56
First-class cities - - - -	29.00	7.51

*This table was copied from J. Kenneth Little's study previously mentioned.

Read table thus: For every teacher in one-teacher schools there were 12.57 pupils in attendance, each of whom cost \$9.95 per month. Read in the same manner for other schools.

Mr. Little also gives the startling information that in 1928 there were six one-teacher schools in operation in Kansas without any pupils; fifteen had one pupil; thirty-four had two pupils; sixty-eight had three; and 114 had five. A total of 363 schools had five pupils or less. These statistics indicate the waste and inefficiency in organization of our present rural school system and the necessity for abandoning many of these one-teacher schools, through consolidation, or by other methods of forming larger units for rural education.

Cubberley⁵ in discussing rural life problems feels keenly the need for reorganization of rural schools in the United States. His criticism is very applicable to Kansas:

Practically all educational progress in the past half century has been city progress. The firm establishment of the Massachusetts district system in the states, and as a result of the early democratic movement of a political in-

⁵ Ellwood P. Cubberley: Public Education in the United States, pp. 466-7. Houghton Mifflin Co., Boston, 1919.

stead of an educational basis for the selection of county and state superintendents, have altogether deprived the rural and village schools of our country of any early educational leadership, and to keep rural and village education from making the progress needed to meet the changed conditions of rural and village life. The cities, by the early elimination of school districts and elective systems, have been able to draw to the management of their school systems, the keenest thinkers and the most capable administrators.----- The rural and village schools of most of our states, cut off by law from securing such directive oversight from outside the county, and split up into thousands of little unrelated school districts, inspired by no unity of purpose and animated by no modern conception of educational work, have gone along without much change since the sixties. Too often the little rural school of today stands as a forlorn and shrunken landmark of what used to be an important and social institution.

Cubberley goes with great detail into the solution of the problem to make the country schools more adequate and thorough in instruction. This can be done only through complete reorganization and redirection of rural education. His most earnest plea is for discarding the district system except in remote or isolated places, and substituting a larger unit for administration. Dr. Cubberley is practically a pioneer in this viewpoint for he was one of the first to suggest this as a remedy for our present inadequate system of rural education. Dr. Cubberley⁶ again states:

The boy or girl on the farm or in the little village does not today receive a fair deal, and can never hope to receive as good an education as the city boy or girl, so long as the outgrown district system continues to attempt the impossible, and so long as local political activity rather than educational training and competence, rules in the selection of our county superintendent of schools.----- That the district system is wasteful of funds and effort, results in great educational waste, is unprogressive to a high degree, leads to an unwise

6 Ibid., pp. 467-68.

multiplication of little schools, does not provide adequately for the needs of country and village boys and girls, and that any marked educational progress is impossible under it, no longer admits of successful contradiction. The county unit consolidation is the solution to this problem.

Dr. Cubberley explains this county unit type in detail and closes his discussion by stating what the rural people would gain by this reorganization, and lose only the right to mismanage and misdirect their children's education by means of a system of school organization and administration, the usefulness of which has long passed by.

The Kansas State School Code Commission⁷ also deeply realized the need for reorganization and made several valuable and helpful suggestions. They may be summarized briefly:

Larger units should be formed. A district should have in all of its schools a total of ten teaching units; forty would be better. These districts may employ a part time or full time supervising principal or superintendent. There is nothing in this organization that demands consolidation. Whether or not education is to be offered in individual classrooms scattered far apart, or in groups of classrooms put together, is a problem left for the community. In either case the state must demand that the school organization shall be such as to offer the boys and girls of Kansas, equal educational opportunities in keeping with the demands of our present day civilization. This is safeguarded by setting up larger districts and providing trained leadership both for the teachers and the public and by providing adequately trained teachers for their work.

Kansas is only one of many states realizing the necessity for reorganization of her rural schools. State Superintendent of Instruction for Missouri, Charles A. Lee, in his Bi-ennial report stressed a similar need for the Missouri rural school system.

⁷ Report of the Kansas State School Code Commission, op.cit., p. 39.

School Laws

A great need was felt for clarifying, revising and codifying the schools of the state of Kansas and provision for that purpose was made by the legislature of March 1927, establishing "The State School Code Commission." Their investigations and reports were to make more efficient and modern the Kansas educational system, thus promoting the cause of education in the pupil schools of Kansas.

Their summary of outstanding problems shows the glaring inadequacy and inefficiency of the Kansas school laws:

1. The taxing systems lacks equity and effectiveness.
2. Many inequalities exist in school taxing units to support education and in expenditures.
3. Too many types of school districts and too much overlapping of school taxing units.
4. Laws governing licensing of teachers makes it possible for inadequately prepared teachers to enter profession.
5. No definite plan in statutes for longer tenure of office for teachers.
6. Existing statutes fail to properly dignify the offices of State Superintendent of Instruction, and County Superintendents, and to give them the power needed for efficiently directing and properly controlling the schools of the state.⁸

Our school laws are a growth. Each legislature for more than sixty years has added a few and changed a few laws in a haphazard manner, until naturally many apparent inequalities, inconsistencies, and inaccuracies have appeared. An example of several inconsistencies may be given here as an illustration:

⁸ Ibid., p. 14.

Section 305, Revised School Laws 1927, requires a minimum term of eight months, while Section 285 accepts seven months, and Section 304 allows the voters to determine length of term of not less than seven months.

Section 303 allows the annual school meeting to levy as high as $6\frac{3}{4}$ mills, but section 368 limits the same levy to $4\frac{1}{2}$ mills.

Section 182 enacted in 1876 empowers boards of education to collect tuition from high-school students although the supreme court has held the provision unconstitutional. High school tuition is placed at two dollars a week in one section; at three dollars in another; a third says it shall be fixed by the high school board; and a fourth says tuition shall be free to all.⁹

It seems after noting these glaring inaccuracies that Kansas has done remarkably well to make the progress she has, with these inadequate laws for guidance.

The State Department of Instruction

The State Department of Education has shown little progress in the last thirty years. It is also true that the State Department is inadequately staffed and supported, to be as effective as it should be. There are now only twenty in the entire State Department of Instruction. Kansas has only two rural supervisors, while Oklahoma has four and Missouri has six. The department of supervision was added in 1915 largely through the influence of Mr. W. D. Ross, State Superintendent of Instruction. This department includes also, two high school supervisors.

Kansas could carry through nicely an educational program for her rural schools with four supervisors, but eight would be better, considering the large rural population and four

⁹ Ibid., p. 11.

times eight would make for fundamental aid in improving rural teaching. Our two Kansas rural supervisors visit every county every year, spending only about one day in each county. Even if more expense money were allowed the two cannot properly cover the state.

The office of the State Superintendent of Instruction is not a very desirable one for a well educated, experienced educator to wish to fill. Kansas falls far short in salary paid, compared to other states. The median salary for State Superintendents of Public Instruction of the United States is \$5,000, while Kansas pays \$3,000. By observing the salaries paid the administrators of the city school systems of Kansas, we find that they are much better paid than the State Superintendent, especially in first and second class cities.

TABLE II

SALARY DISTRIBUTION OF SUPERINTENDENTS OF FIRST,
SECOND, AND THIRD CLASS CITIES*

Annual Salary	First class cities	Second class cities	Third class cities	Total
Number reported	11	75	563	649
Highest	\$8,400	\$5,750	\$4,000	\$8,400
Lowest	4,000	1,800	1,350	1,350
Range	4,400	3,950	2,650	7,050
First Quartile	5,000	2,800	2,013	2,025
Median	5,500	3,200	2,220	2,270
Third Quartile	6,500	3,700	2,483	2,641
Quartile Deviation	750	450	235	308

*This table was copied from Sloan's study, previously mentioned. Read table thus: The highest salary paid to a superintendent of a first class city in Kansas is \$8,400. The lowest is \$4,000. The range is \$4,400. Read in the same manner the rest of the table.

Investigating further, we are informed that in 1920 according to the amount of money expended for staff salaries of State Departments of Instruction, per \$1,000 spent for education in the state, Nevada ranked first, amount \$18.68; Kansas ranked 46th with amount, \$1.04; median for all states was \$3.95.¹⁰

Dr. H. E. Schrammel¹¹ states:

In the rank of states according to the number of pupils enrolled per staff number in the State Department of Education, Nevada ranks first with 1,200 pupils, per staff number; Kansas ranks 35th with 20,754 pupils, per staff number; median for all states is 14,109 per staff number.

According to Table III showing the total annual salary for staffs of State Departments of Education for 1927, it is again apparent that Kansas falls far below the average: the median expenditure being \$.13 per pupil and Kansas expenditure was .05.

In his conclusions on adequacy of the staff, Dr. Schrammel¹² observes:

States with a school population smaller than 350,000 should have one staff member for every 2,500 to 5,000 pupils; those having a pupil population between 350,000 and 600,000 should have one for every 8,500; those having in excess of 600,000, should have one staff member for 10,000 to 12,000 pupils. All the states could afford this size staff without robbing other phases of education. For example, Minnesota, which was pointed out as having one of the better state equipped departments of education, pays only .20¢ per pupil, and North Carolina which is also well equipped pays only .19¢ per pupil.

The State Code Commission realized keenly the inadequacy of

¹⁰ Ibid., p. 74.

¹¹ H. E. Schrammel: Organization of State Departments of Education, pp. 60-61, Ohio University State Press, Columbus, Ohio, 1926.

¹² Ibid., p. 148.

TABLE III

TOTAL ANNUAL SALARY OF STAFF OF STATE DEPARTMENTS
OF EDUCATION FOR 1927*

State	Total salaries	Per child expenditure	Rank
Nevada	\$ 32,000	\$ 2.00	1
New York	1,215,190	.62	2
Vermont	35,000	.54	3
Wyoming	25,900	.50	4
Idaho	58,360	.49	5
Utah	38,010	.29	6
Rhode Island	30,000	.28	7
Maryland	70,200	.27	8
Arizona	18,000	.24	9
Connecticut	62,375	.21	10
Minnesota	114,450	.21	10
Maine	30,000	.20	11
Pennsylvania	336,300	.18	12
New Jersey	111,745	.16	13
North Carolina	134,027	.16	13
Alabama	92,318	.15	14
North Dakota	23,440	.13	15
Arkansas	68,900	.13	15
Oregon	24,500	.13	15
Virginia	67,430	.12	16
Florida	34,000	.12	16
Michigan	95,000	.11	17
Montana	14,000	.11	17
New Mexico	9,300	.10	18
Kentucky	55,000	.09	19
Texas	110,530	.09	19
Missouri	65,000	.08	20
Tennessee	51,180	.07	21
South Carolina	33,000	.07	21
Georgia	58,500	.07	21
Indiana	40,350	.06	22
Ohio	60,020	.05	23
Iowa	24,250	.05	23
Kansas	26,800	.05	23
Colorado	13,200	.05	23
Oklahoma	31,200	.04	24
Nebraska	15,840	.04	24
Median expenditure	-----	.13	--
Kansas expenditure	-----	.05	--

*Table copied from School Code Commission.

our State Department of Education, and made several recommendations. Those affecting the State Superintendent of Instruction may be mentioned briefly:

The Commission recommends that a person to be eligible to the office of State Superintendent should be:

1. A graduate of an accredited college or university.
2. Shall hold a supervisors certificate.
3. Shall have had at least seven years experience in teaching or supervising in the common schools of Kansas.
4. Shall receive an annual salary of \$4,000.
5. Shall appoint Assistant State Superintendent with same qualifications as the State Superintendent, and receive \$3,000.
6. Shall appoint also a statistician at a salary of \$2,000; a statistical clerk with salary of \$1,500; two stenographers; and at least four supervisors at salaries not to exceed \$3,000 annually.¹³

The Kansas State Constitution establishes the offices of both State Superintendent and County Superintendents, and provides that these officials shall have general supervision of the state and the counties. Yet, the existing laws today do not dignify these offices or give them the power needed to efficiently carry out and properly control the common schools of the state. It will not do to leave rural communities utterly alone to work out their educational salvation in these days when educational problems are far more complex than ever before.

The County Superintendent in Kansas

Without question the most important school official in Kansas, is the county superintendent. Under the supervision of these 105 administrators are found more than one-half of the school children of the state. These children are widely scattered in one teacher and two teacher schools, and in schools of approximately 600 third class cities and villages. In none of these is there any supervision except that given by the overworked and underpaid county superintendent. Statistics show that in 1930, 14,132 teachers and 328,058 pupils were under the county superintendents.¹⁴

¹³ Kansas School Code Commission, op. cit., p. 10.

¹⁴ Ibid., p. 10.

In 1859, Kansas created the office of county superintendent, and defined the powers and duties of the office. In 1881, a law was passed further defining the general duties of the county superintendent and it has not been materially changed, although some revision was made in 1923.

When George A. Allen, Jr.,¹⁵ late State Superintendent of Instruction for Kansas, attacked the office of the county superintendent, it was because he felt the laws were a hindrance to the improvement of rural education. He says, in part:

The shortest road to the improvement of the rural school lies through the office of the county superintendent. When this office is dignified by appropriate qualifications and clothed by adequate and reasonable authority and supported by proper compensation and assistance, rural schools will advance at an equal pace with city schools.

This report also comments on the fact that while the office of county superintendent was created seventy years ago, the duties specified and enumerated have remained on the statute books, intact. The question naturally arises, Has nothing happened in the world of education or economics that would make advisable a change in the duties and powers of so important a school official as the county superintendent? Much has been written about the county superintendent but statistical evaluations of him are few in number. On the other hand, studies of the city supervisor are numerous and extensive, although the office of the county superintendent is of more potential importance because of the usually greater number of teachers and pupils involved.

The county superintendent is the most important school official in Kansas from the standpoint of his opportunity for admin-

¹⁵ George A. Allen, Twenty-sixth Annual Report, p. 8. Kansas State Printing Plant, Topeka, 1929.

istrative and supervisory duties in the rural schools. Yet, because of his numerous clerical and financial duties and because of his limited powers, the position of county superintendent is supervisory in name only. W. D. Ross,¹⁶ who has been a county superintendent and also State Superintendent of Public Instruction, speaks from a wealth of first hand experience when he says:

City schools have their high priced superintendents, principals, and specially trained supervisors, who give close supervision to already experienced teachers in groups that rarely exceed twenty. In country schools such supervision as there is, must be given by an overworked county superintendent (often himself without professional training) to teachers, many of whom are beginners, in some cases 200 or more in number and scattered over areas as large as some states. It need not be said that this does not represent equal educational opportunity or a square deal for country children.

Professor Ross¹⁷ also tells of an interesting experiment to determine the difference between supervised and unsupervised rural schools. This was conducted in Oakland and Macomb counties in Michigan; the former having a comprehensive system of supervision for her rural schools, while the latter had no such system of supervision. A standard test in different subjects was given in average schools of each county and the results tabulated, and compared with the standard test and with each other. The results show that the achievements of supervised pupils was seventy-six per cent greater than the achievements of the unsupervised. It also means more than that, for it shows an overwhelmingly superior accomplishment on the part of the supervised in the vital key subject of reading; and even greater superiority in

16 W. D. Ross: Report of State School Commission, Vol. I, p. 76, Kansas State Printing Plant, Topeka, 1929.

17 Ibid., pp. 76-79.

in those subjects which so quickly reveal education, or so surely betray the lack of it -- language and spelling.

Professor Ross¹⁸ concludes his report with an appeal to give the Kansas boys and girls in the rural schools the supervision they so greatly need and deserve:

The skilled supervision which is now practically available for every graded school is lacking in the rural school. Without this supervision we cannot hope to produce an effective modern school. Some way must be found by which supervision can be extended to the rural school. Apparently the way most readily open is through the office of the county superintendent.

All those interested agree that the laws must be changed to remedy this deplorable condition.

The scholastic requirements set by law for the county superintendent are very low for Kansas; requiring no college or university training. The law states only that he must hold a first grade or state certificate, and requires only eighteen months of teaching experience. The nature of the teaching experience is not specified, so two years experience in a city system or in a university would qualify the candidate as well as two years teaching in the rural schools, which as county superintendent he would have to supervise.

In 1930 over fifty per cent of the county superintendents held first-grade certificates and more than one-fourth of the group reported themselves as being certified in no other manner.¹⁹

The same year out of ninety-nine superintendents reporting, thirteen had no high school diploma. Other states are much more rigid in their requirements; Alabama and Maryland requiring grad-

¹⁸ Twenty-seventh Biennial Report of the State Superintendent of Public Instruction, op. cit., p. 8.

¹⁹ Revised School Laws of Kansas, p. 10. Kansas State Printing Plant, Topeka, 1928.

uate work in a college or university.

Julien Butterworth,²⁰ in his study of county superintendents, states:

New Jersey requires the longest period of training above elementary schools, 9.8 years; and Kansas the least, 5.8 years.

As to degrees, Kansas had only eighteen county superintendents in 1930 with college degrees, an increase of only six since 1921; only four other states had so few county superintendents with degrees. Altus²¹ states:

The wide divergence in scholastic standing between the two groups of administrators in Kansas, the rural and the urban, is further emphasized when the percentage of the two bodies holding degrees is considered. Slightly over 96% of the administrators of first and second class cities hold college degrees, while only 17% of the county superintendents had a comparative status.

The Kansas county superintendent is not so deficient in teaching experience as he is in scholastic qualifications. However, 84% of all his total teaching experience was gained in the elementary schools which denotes lack of progressiveness and initiative. Ninety per cent who reported had taught in rural schools. His average teaching experience decreased from 21.5 years in 1921 to 18.9 years in 1930, but this compares favorably with the teaching experience of county superintendents in other states. It is apparent that the county superintendent is lamentably low in scholastic training when compared to the public school administrators in Kansas, and the same is true when compared to the appointive county superintendents of Alabama, Maryland, and

²⁰ Julien E. Butterworth: The County Superintendent in the United States, Bulletin No. 6, p. 16. U.S. Department of Interior, Government Printing Office, Washington, D. C., 1932.

²¹ William D. Altus: A Study of the Status of the County Superintendents in Kansas, p. 47. Studies in Education, Kansas State Teachers College, Empora, March 1932.

North Carolina. Altus²² further states:

The low salaries and meager qualifications set by law for the office of county superintendent in Kansas from which a county cannot deviate should it so wish, prevent the various counties from getting a well training group of administrators, such as now fill the appointive positions of urban supervisors. It is probably the item of salary more than any other one thing, which keeps the best qualified men, professionally speaking, out of the political office of county superintendent.

The laws governing the salaries of county superintendents in Kansas have not been changed since 1880. Other states have made decided changes in their salary schedules, but since 1880 the salary in Kansas, according to Newsome²³

varies from \$4.00 a day (for not more than 180 days in the year) to \$2,500 according to the classification of the county. All time must be devoted to office if salary is over \$600 a year.

TABLE IV

THE SALARY OF THE COUNTY SUPERINTENDENT IN KANSAS*

Annual salary	1921	1925	1930
Number reported	100	99	103
High	\$ 2,500	\$2,500	\$2,500
Low	500	500	600
Range	2,000	2,000	1,900
Low Five Percent	825	833	908
First Quartile	1,258	1,306	1,323
Median	1,550	1,569	1,581
Third Quartile	1,631	1,629	1,630
High five percent	2,030	2,029	2,019
Interquartile Dev.	373	325	307

*This table was copied from Altus' study of the county superintendents in Kansas.

Read table thus: In 1921, the highest salary reported was \$2,500; in 1925, \$2,500; in 1930, \$2,500. Read remainder of the table in same manner.

²² Ibid., p. 70.

²³ William Newsom: Legal Status of the County Superintendent, Bulletin No. 7, p. 32. United States Department of the Interior, Government Printing Office, Washington, D. C., 1932.

Table No. IV indicates that salaries of county superintendents in Kansas show very little change since 1921. The median in 1921 for Kansas was \$1,550; in 1930, \$1,581.

Sloan,²⁴ as a result of his investigation states,

Seventy-five percent of the urban supervisors receive a higher salary than the highest five per cent of the county superintendents, although the rural supervisor has more than double the number of teachers under his supervision than has the supervisor in second class cities in Kansas. The second class city superintendent has a median salary of \$3,200; more than double the median for county superintendents for 1930, which was \$1,581. The first class city superintendent has a median of \$5,500 and the third class, \$2,200.

Altus,²⁵ in a summary of his study, states:

The median salary in Kansas for County Superintendents in 1930 was \$821 below the median of the whole nation. The median salary of the county superintendent of Kansas is less than one-half that of city school administrators.

The Eastern states seem to realize the importance of the office of county superintendent more than the other states, for they pay the highest salaries: New Jersey's median is \$5,000; Maryland, \$3,709; Pennsylvania, \$3,501; and Massachusetts, \$3,393. In the West and middle West are found the lowest salaries for county superintendents: Idaho, the lowest with a \$1,459 median; Colorado, \$1,465; and Kansas, \$1,581.

It is evident that the county superintendent has more duties than powers and that his clerical duties outweigh all the others. That is not surprising, however, since most of the provisions regulating his work were formulated over fifty years ago, when he was regarded not so much as an educator but as a compiler of educational statistics.

24 Herbert L. Sloan: A Study of the Status of Public School Administrators in Kansas, p. 11. Studies in Education, Kansas State Teachers College, Emporia, 1930.

25 Altus, op. cit., p. 76.

The work of the county superintendents of Kansas varies greatly according to the density of population. The number of teachers under the county superintendents shows great variability: Sedgwick and Shawnee counties have more than 250 teachers under the county superintendents, while Morton and Stanton counties have about twenty-five. The median for Kansas is 131.

Butterworth²⁶ states,

The median number of teachers under the jurisdiction of the county superintendent in all of the states, is 145. Pennsylvania has the largest number, 293 and South Carolina next with 201. Vermont's median is forty-one; Massachusetts forty-three; and Connecticut fifty-three. The median number of total number of school buildings under the county superintendents in all the states is fifty-five; for Kansas, eighty-five.

There has not been proper legislation in Kansas to provide for adequate assistance for the overworked county superintendents.

TABLE V

COUNTIES HAVE ASSISTANTS FOR COUNTY SUPERINTENDENTS*

Assistance to County Superintendents	1921		1925		1930	
	Number	Percent	Number	Percent	Number	Percent
With assistance	65	62	66	63	71	68
Without assistance	36	34	34	32	33	31
Unreported	4	4	5	5	1	1

*This table was studied from Altus' study, previously mentioned.

Read table thus: In 1921, 65 (62%) of county superintendents had some assistance; in 1925, 66 (63%); in 1930, 71 or 68%.

By studying Table No. V it is very apparent that the progress since 1921 has been very slow, showing only a gain of six percent during that period. In many cases only an inefficient, untrained stenographer was hired, when funds should be available to hire only

²⁶ Butterworth, op. cit., p. 15.

those specially trained for that particular position.

Tenure is important in any line of work, but even more so in administrative work. The short tenure of the county superintendent prevents him from carrying out any constructive program. The elective system with its two year term is responsible for this condition. It has long been recognized that the elective system is defective but nothing of importance has been done to help the matter since the office has been created over seventy years ago. The Kansas Educational Commission of 1908 recognized this problem and made several suggestions to correct the situation.²⁷

Cubberley²⁸ suggests having the county superintendent appointed by an elected county board of education with flexible salary for a four year term, and giving him all the powers usually given to an educational institution.

Altus²⁹ states in his study,

The median tenure of Kansas county superintendents was 3.2 years. The average tenure in Kansas was lower than any other state investigated by Fink. The median tenure is above that of administrators of third class cities in Kansas, but below that of first and second class cities. The longest median tenure, 4.9 years, was reported by the degree holding county superintendents, and the shortest, 2.0 years, by those not holding high school diplomas.

Sixteen states in the last few years have lengthened the term of office of the county superintendent, but Kansas has so far failed to see the necessity of this, and still has the same length of term, two years, which she has had since the office was established.

The States School Code Commission³⁰ realizing the deplorable situation of the Kansas county superintendents made several valu-

²⁷ Kansas Educational Commission Bulletin, No. 1, pp. 38-39.

²⁸ Cubberley, op. cit., pp. 38-59.

²⁹ Altus, op. cit., pp. 77-85.

³⁰ State School Code Commission, op. cit., p. 11.

able suggestions for improvement. They advocated enlarging the compensation, extending and raising scholastic requirements, giving the superintendent more assistance and power, and in short, dignifying and strengthening the position until he or his qualified assistants can reach and help the rural schools as they should be helped to become up to date and effective. This, of course, calls for much needed legislation, financial as well as educational.

Financial Support for Common Schools of Kansas

The taxation question for Kansas has become very serious, of late years. When expenses were low and most of the property, rural, the question of taxation for maintenance of the schools was not so pressing, but increased cost of maintenance, and higher salaries have produced a grave situation. It is now very apparent to all thinking people that different plans for raising revenue must be formulated if our schools continue to show the progress and improvement they should.

The State School Code Commission³¹ recognized the importance of this question and spent much time and thought to help solve the problem. Some of their observations may be summarized briefly:

Gross inequalities exist both in educational opportunities and in the burden of tax support. There are districts in Kansas which would have to tax themselves to the point of confiscation in order to have sufficient funds to support the kind of educational program the average community in Kansas finds desirable. On the other hand, there are communities so favored by the present plan of school support, that even an elaborate school system is of slight importance. These inequalities have grown up because of the failure of the state to keep its plan of financing the

³¹ Ibid., Vol. II, p. 5.

public schools abreast with the demands made by present day civilization for a relatively expensive educational program. Kansas has made no important steps in improving its system of supporting its public schools, since that time nearly three-quarter centuries ago, when the state founders wrote into its constitution, 'The legislature shall encourage the promotion of intellectual, moral, scientific, and agricultural improvement by establishing a uniform system of common schools.' At the same time it made provision for distributing the bounty of the federal government. Since that time the amount added by the state as a state, to the funds distributed, has been negligible. Whereas, the amount provided by the federal government was sufficient to pay approximately half of the cost of public education at the time the constitution was adopted, the amount has now dwindled in its importance to less than two percent of the cost of the common schools. No other state in the Union provides so small a percentage of the cost of education from state funds. An analysis shows most states should provide at least a third of the funds necessary to support the common schools and several states now contribute an even larger proportion. While one could point out obvious shortcomings in distributing what money the state has, the chief shortcoming is in the amount. It may be stated, however, that the distribution of funds on the present basis does not bear close relation to the needs of the communities.

Kansas has taken one step in the right direction by establishing the "Small Fund Plan" which aids poor districts in financing their educational system; but this has not proven to be sufficiently adequate and more legislation is badly needed.

When the State School Code Commission³² of 1929 made its final report, it presented a financial problem of four parts:

1. Increased taxation under a taxing system weak with inequalities.
2. Inequalities in ability to support education among school units.
3. Inequalities in expenditures.
4. A bad tuition system.

W. W. McConnell,³³ in discussing educational needs, states:

Our present 7,500 school boards with 24,000 members are helpless in managing the disbursements; more school board members than teachers and neither as well prepared

³² Ibid., Vol. I, p. 14.

³³ W. W. McConnell: Twenty-seventh Bi-ennial Report of State Board of Agriculture, op. cit., pp. 1-9.

as they should be. In many cases school boards retard rather than promote progress. When Kansas became a state it was necessary that local resources initiate and support education. We have stayed with that arrangement more persistently than any other state in the Union. There can be no justice in this system where school districts, property, and children have distributed themselves with such inequality as exists at the present time. Our two great needs are equity in collection and efficiency in expenditure. We find fifty mills or more levied in one, first class; twelve, second class; and forty-four third class cities. Among rural schools, inequalities range from no mills to eighteen mills. The educational problems of Kansas can be stated in terms of a platform. Many of these problems will be solved by the use of intelligence and even less money than we now spend. Others will require intelligence and more money. The solution will mark the pathway of progress.

Practically all Kansas educators agree that a minimum program must be agreed upon before any degree of uniformity can be attained. It is very hard to determine just what the standard of education should be that Kansas should guarantee to all its children. Some suggest following the principle of John Dewey,³⁴ the great philosopher, a principle which seemed to be fundamental:

What the best and wisest parent wants for his own child, that must be the community want for all of its children. Any other ideal for our schools is narrow and unlovely; acted upon it destroys democracy.

Much has been said and written about the increase in cost of education in Kansas, especially in the last ten or fifteen years. The greatest increase in census, enrollment, and attendance occurred during this same period and is remarkable, but school expenses have increased much more rapidly than the number in attendance in schools; this is illustrated in Table VI.

J. Kenneth Little³⁵ in commenting on the cost of education

³⁴ John Dewey: School and Society. University of Chicago Press, 1900.

³⁵ J. Kenneth Little, op. cit., Chapter I, p. 7.

TABLE VI
 AVERAGE DAILY ATTENDANCE AND ANNUAL EXPENDITURE IN
 PUBLIC SCHOOLS (ELEMENTARY AND SECONDARY SCHOOLS)
 1900 to 1930*

Year	Average attendance	Amount paid out for all school purposes
1900	261,785	\$ 4,622,363
1901	259,039	4,556,209
1902	273,197	4,804,562
1903	258,197	5,812,708
1904	258,493	5,684,578
1905	206,634	5,829,515
1906	280,679	6,309,808
1907	276,713	6,873,704
1908	290,904	7,335,443
1909	289,674	8,336,352
1910	291,329	9,800,070
1911	295,776	10,209,954
1912	298,128	11,158,255
1913	299,368	11,309,136
1914	310,803	12,210,714
1915	308,892	12,573,540
1916	311,267	13,283,925
1917	318,463	18,593,740
1918	288,236	17,070,394
1919	300,713	18,451,856
1920	309,505	22,512,308
1921	319,690	30,962,494
1922	339,789	33,819,376
1923	347,242	35,738,641
1924	363,840	34,993,030
1925	353,503	35,753,141
1926	357,041	35,303,036
1927	349,298	40,979,360
1928	357,029	39,409,848
1929	357,095	40,256,832
1930	366,357	42,378,594

*Table copied from Twenty-seventh Biennial Report.
 Read table thus: In 1900, there were 261,785 children in average daily attendance in the public schools of Kansas and the total school expenditure was \$3,760,426. Read remainder of the table in same manner.

states that in 1898 schooling cost \$14.63 for each child in attendance and in 1930, \$155.68. One important factor was the growth of the high school movement, as secondary education is much more expensive than elementary education. Mr. Little gives five reasons for the increase in school costs.

1. Decreased purchasing power of the dollar.
2. Increased attendance.
3. Lengthening of the school term.
4. New forms of school service.
5. Waste and inefficiency.

Mr. Little further states the amount due to waste or inefficiency are very hard to estimate as they are hidden from statistical computation and do not find their way into public records. These costs may result from maladministration, unwise expenditures, or other errors of judgment.

W. E. Sheffer's³⁶ discussion may be summarized as follows:

1. The taxation system of Kansas should be modernized.
2. Educational activities should not be decreased.
3. Distribution of funds are more important than raising of funds.
4. The School Code Commission advises equalizing of tax burdens.
5. Consolidation is often advisable.

It has become necessary to find other means of raising revenue to support the schools, and the State School Code Commission of 1929 expressed the viewpoint of practically all Kansas educators when they suggested all productive economic enterprises should be equitably taxed to secure funds to be spent efficiently for education.

W. E. Grimes³⁷ and Harold Howe suggest five new taxes for Kansas and the probable yield.

³⁶ Kansas Social Resources, op. cit., p. 73.

³⁷ Kansas State School Code Commission, op. cit., Vol. I, pp.35-37.

TABLE VII

NEW TAXES SUGGESTED TO INCREASE THE EDUCATIONAL
REVENUE OF KANSAS*

Tax	Probable Annual Yield
Personal Income	\$ 3,500,000
Gross Production (oil - coal - salt etc.)	2,750,000
Excise (tobacco)	1,500,000
Excise (beverages, cosmetics, etc.)	1,500,000
Theater admissions	<u>750,000</u>
Total	10,000,000

*From statistics used in State School Code Commission.

In addition, corporation and inheritance tax would yield about \$5,000,000 more. Kansas now receives from three recent taxes: Cigarette tax, \$800,000; gasoline tax, \$5,009,404; motor license tax, \$2,230,111.

Statistics for 1922 show Kansas spent 3.32% of its income for schools, ranking ninth among all the states. The median for all states was 1.87%; South Dakota was the highest, spending 7.71% and the District of Columbia was lower than any of the states, spending .082%. Whether that expended in Kansas was spent wisely and effectively is another question, and one hard to answer. Above all other laws in Kansas needing revision, those affecting the financing of the public schools, take first place.

W. L. Hughes,³⁸ Editor of the Texas Outlook, states of rural education in general,

Any system of education is defective that fails to give

38 W. L. Hughes: "Better Rural Schools," TEXAS OUTLOOK, p. 10, Sept. 1932.

the children of rural families as good an education as that given in cities. It is the state's business to see to it that all its children of school age are properly educated, even though the burden of rural education falls heavily on the state's treasury. It is a blunder to assume that the children of poverty-stricken communities should be wretchedly educated because of that poverty. The state owes all a suitable education and school funds might be better apportioned according to need rather than per capita. Rural schools should have modern buildings, excellent teachers who understand rural surroundings, and intelligent supervision. The ordinary local school district and its school buildings are an "abomination to the Lord," and school finances cry aloud to the heavens for auditing and improved methods.

Present Status of Kansas Rural

School Teachers

Nearly all authorities agree that the rural teachers of Kansas, as a class, leave much to be desired when it comes to being properly trained for rural teaching. Although there are several reasons for this, perhaps the most important one is the lack of a proper financing system. In regard to this important matter, the State School Code Commission³⁹ states,

Other evidences of the effect of the failure to develop a proper financing system may be found in the low requirements for training of teachers, and the inadequate requirements for the supervision of instruction. Undoubtedly the lack of this adequate financial system has kept the state of Kansas from taking continued steps to set up adequate requirements, for the initial preparation of the teachers who are allowed to teach Kansas boys and girls; and to provide adequate provision for the improvement of those teachers through a satisfactory system of supervision.

All authorities agree that the salary paid the rural teacher is important, for it determines the education, training, experience, and tenure of that class of teachers. It is very

³⁹ Kansas State School Code Commission, op. cit., Vol. II, p. 7.

evident that rural school boards have not kept pace with city school boards in demanding adequate training and experience, because they realize these advantages will mean larger salaries, and too often their motto has been 'Not, How Good but How Cheap?' As a consequence, rural education, in Kansas has not kept pace with the times, or with education offered in urban centers.

Walter H. Gaumnitz,⁴⁰ Specialist, in Rural Education Problems has made an extensive study of the status of rural teachers in the United States, and gives some valuable data:

It will be readily admitted that the status and quality of the teachers in charge of the rural schools to a large degree determine the character and the amount of educational opportunity afforded the rural school child. The factor which perhaps affects rural education more than any other is the salary paid the teachers. Financial reward is a particularly potent force in determining who shall choose rural teaching as an occupation. It fixes, by and large, the amount of time which shall be given to preparation for this field of service, and to a great extent, it determines how long the candidate shall continue to serve in the rural school once she chooses to enter this field of work. The length of term is often related to the salary offered, but it is not necessarily determined by it.

Mr. Gaumnitz discusses at great length the research done in the city schools by their own trained directors, and by students for graduate degrees. This research has resulted in great improvement and progress there, while there has been comparatively little research in the rural schools to aid in their improvement. Mr. Gaumnitz⁴¹ further states:

It is well known that as a group, the rural schools constitute a peculiar problem in American education. Since

⁴⁰ Walter H. Gaumnitz: Status of Teachers and Principals Employed in the Rural Schools of the United States, Bulletin No. 3, p. 3. Government Printing Office, Washington, D. C., 1932.

⁴¹ Ibid., p. 2.

education has been largely administered as a local district affair, and since the bulk of the wealth has in recent years been concentrated in urban centers, the rural and village schools have more frequently suffered from under support than the city schools. As a group, they have consequently fallen behind in the march of educational progress, and often they have actually retrogressed.... Under our present scheme of school administration and the increase in tax burdens, there have often been insufficient funds to offer salaries which would attract and retain teachers who are trained and fitted for the work now demanded of rural schools. Within rather wide limits, local school boards of most rural communities still hire whom they please, agree among themselves concerning professional standards, and bargain with the candidate for the lowest possible salary. Often they also determine the number of months the school shall be in session.

This is quite different from the policy employed in city school system where generally there is a uniform standard of education, experience, certification and usually a fixed salary schedule for teachers.

Kansas has not kept pace with the more progressive states in education, in compensating rural teachers. A comparison with California shows Kansas far behind California in this important phase of rural education. The median salary paid in Kansas in all rural schools was \$858, while in California it was \$1360. Among other things that California reported, was, only one teacher received less than \$900, while Kansas reported that a great majority received below that amount. On the other hand, it is pointed out California had eighty-four rural teachers in the three classes receiving over \$2,000, while Kansas had fourteen.

Gaumnitz's⁴² statistics show also that: for one-teacher schools in California the largest number of teachers reported, 482, received from \$1,300 to \$1,300; while in Kansas the largest, number reported, 1,678, received from \$600 to \$699. Gaumnitz

⁴² Ibid., pp. 14-20.

further states that of the twenty-eight teachers in the one-teacher schools of California who received over \$2,000, nineteen received between \$2,000 and \$2,499; six received between \$2,500 and \$3,000; one received between \$3,000 and \$4,000; and two received \$4,000 or more. This is decidedly above Kansas which reported the highest salary paid as being from \$1,600 to \$1,700. New York, which ranks high educationally, reported a minimum salary of \$700 for rural one-teacher schools with the largest number receiving from \$900 to \$1,000.

Gaumnitz's⁴³ study points out plainly that the one-teacher school shows less advance in salary than any other type of school. He says:

For the nation as a whole, the median salary of teachers of one-teacher schools in 1921 was \$774; in 1925, \$761; in 1930, \$788. For Kansas the median salary for one-teacher schools in 1921 was \$731; in 1925, \$701; in 1930, \$754.

This shows an increase of only 3.1% for Kansas during the ten year period.

In 1921 the median rural teacher's salary for the United States was \$861; in 1925, \$871; and in 1930, \$926. The city teachers' median for all states for the same period was in 1921, \$1,524; in 1925, \$1,648; in 1930, \$1,771, showing the city teachers' received a decidedly larger advance in salary.

These statistics show very plainly the advisability of making the salaries of rural teachers, especially those of the one-teacher schools, more attractive in order to compete with the larger school systems.

Many of the rural teachers are amply, or even over paid when we consider their inadequate training and lack of experience. These standards must be raised before higher salaries

⁴³ Ibid., pp. 49-51.

should be paid. A few facts showing median training of Kansas rural teachers may be given, taken at random from Gaumnitz's statistics: The median training beyond elementary grades for Kansas teachers of one-teacher schools is three years six months; the median for all states is four years two months. For two-teacher schools of Kansas, the median training of teachers is three years six months; and for all states is four years five months. For three or more teacher rural schools of Kansas, the median training for teachers is five years eight months; and for all states it is five years. However, it should be said that in Kansas, the three or more teacher rural school using "rural" in the truest sense of the word is a rarity.

The median experience for teachers of one-teacher schools of Kansas is two years two months; for all states, two years eight months. For two-teacher schools in Kansas, the median experience of the teachers is three years four months; for all states, three years seven months. For three or more teacher rural schools of Kansas, the median of experience is three years three months; for all states the median is noticeably higher, being four years two months. Thus it is apparent that in both training and experience the rural teachers of Kansas do not rank high in comparison with rural teachers in other states. No effort is made here to compare the experience and training of the rural teachers of Kansas with that of the city teachers. This statement may be made, however, that practically all city school systems require two years or more of college training and two years or more experience for elementary teachers. From this it can be deduced why the rural teachers are poorly educated, in-

experienced, and poorly paid - the rural community does not demand only the best, as the urban centers do.

In 1930 the one-teacher schools of Kansas employed 1,707 inexperienced teachers; the two-teacher schools employed 688 inexperienced teachers; cities of the second class, 157 inexperienced teachers; and cities of the first class, 29 inexperienced. This denotes again the lack of progress in the rural schools, particularly in the one-teacher schools.⁴⁴

Certification requirements have advanced somewhat but they should be raised much higher. In 1900 there were only 252 State Certificates in use. It might be interesting to note the certificates held by the teachers employed in 1900:

State Certificates, 252; Normal School, 431; First-Grade, 1,207; Second-Grade, 5,352; Third-Grade, 3,182; Temporary, 283.⁴⁵

Table VIII, taken from statistics in the Twenty-seventh Biennial Report of the State Superintendent of Instruction shows certificates used in 1930 by Kansas teachers.

Of 10,824 certificates held by Kansas elementary teachers in 1930, 29.2% hold State Certificates, 34.5% hold County Certificates, and 36.3% hold Normal Training Certificates.⁴⁶

Again it is plain that the one-teacher schools employ those holding the lowest grades of certificates. The Third-Grade Certificate has recently been abolished but the Second-Grade is still issued to anyone able to pass the required examination with an average of 80%, regardless of academic training. The First-Grade

44 Twenty-seventh Bi-ennial Report of State Superintendent of Public Instruction, op. cit., p. 549.

45 Twelfth Bi-ennial Report of State Superintendent of Instruction, 1899-1900, p. 124. Kansas State Printing Plant, Topeka, 1902.

46 Twenty-seventh Bi-ennial Report, op. cit., p. 491.

TABLE VIII
 CERTIFICATES AND DEGREES HELD BY KANSAS TEACHERS, 1930*

Certificate	One-teacher school	Two or more teacher schools		Second-class city schools	First-class city schools
		Grade	High school		
Life	229	292	340	1,406	935
Life Diploma	173	313	1,118	391	660
3 year Renewable (Life)	81	110	922	260	216
3 year Renewable (3 years)	741	467	182	210	216
Special	34	44	144	86	81
3 year Elementary	313	247	19	57	12
Permanent Elementary	34	87	---	81	59
Normal Training	2915	737	1	116	28
Temporary	4	5	36	20	11
Permanent	11	47	79	82	197
One year	1	28	---	---	---
First grade	1043	857	14	95	1
Second grade	1592	228	1	19	---
Others	1	21	---	164	67
Degrees	54	179	1,807	1,421	1,064

*Table copied from statistics from the Twenty-seventh Biennial Report.

Read table thus: In 1930, the one-teacher schools, 229 teachers held Life Certificates; 173 held Life Diplomas, etc.; 81 held 3 year Life Renewable, etc. Read for two or more teacher schools, and cities of first and second class in like manner.

recently added the requirement of graduation from a four-year high school. Recent (1933) school legislation has made every certificate, regardless of class or grade, good for two years without more training or examination.

Gaumnitz⁴⁷ gives a composite of the one-teacher school teacher for all the states of the United States:

There are 150,000 teachers employed in this type of school, of which nearly one-fourth are twenty years old or younger. Her annual salary is \$883; she works 162 days; has a high school education plus one summer school; and has had two years, six months experience.

If the teachers twenty years old or younger, in the one-teacher schools, were lined up according to age, allowing thirty inches per teacher, there would be a line almost eighteen miles long, before one would come to a teacher of voting age.

Gaumnitz⁴⁸ places the blame for lack of progress in rural schools on the low salaries paid their teachers. He states:

A few outstanding implications of the whole salary situation seems justified. It seems fair to conclude that the country schools cannot hope to compete with the larger schools in attracting and retaining the services of a high grade well-qualified teaching staff.... As long as the salary reward for the small schools continue to be so meager, it is no wonder that certification standards of country teachers remain at low levels. So long as the salaries offered in the rural schools continue to remain at such tremendous disadvantage, or continue to grow worse, just so long must the rural school be content with the beginner, whose aim it is to prepare himself for a better paid position; the impecunious, who cannot afford the time or money to extend his training to a standard, required in larger schools; the comparatively small but compensating number, whose love of this work and of the country, keeps them in these small schools despite the small salaries; and an assorted group made up of a few whose teaching performance has not been of sufficient

47 Gaumnitz, op. cit., p. 117.

48 Ibid., p. 59.

importance to secure employment in the larger schools, a few who choose to remain in their home schools, and a few who use rural teaching as a side-line to housekeeping, farming, and other local occupations. Both logical and scientific investigation point toward the conclusion that the practice of placing the lowest paid, the least trained, the youngest, and the least experienced teachers in charge of one-teacher schools is, to say the least, unwise.

The State School Code Commission⁴⁹ realized the need for more uniformity in rural teachers' qualifications and salaries, and suggested the state require a uniform standard of training for teachers; and adopt a state salary schedule, which could be raised by any community, but not lowered. The suggestion was also made that communities should be discouraged in hiring year after year those teachers who conform only to the minimum standards, but should be expected over a period of years to employ teachers having a wide range of training and experience. The Commission further suggested minimum salaries for the state to adopt: \$900 for elementary, \$1,200 for high school teachers; and advocated withdrawing part of state aid from any community that insisted on paying only minimum salaries year after year, and giving additional aid to those communities that exceeded the minimum in salaries paid.

Disadvantages of Rural Schools

Although the ranking for Standard and Superior Schools established in 1916 by the State Department of Instruction, caused a decided improvement in the buildings and equipment of the rural schools, there is still much room for improvement. Dr. C. E. Rarick

⁴⁹ Kansas State School Code Commission, op. cit., p. 39.

in his study, to which reference was previously made, found many buildings unfit for use, and many others far below the standard. This condition is true in other parts of the state, also. In regarding matters of sanitation, many rural schools are sadly negligent. Playground or gymnasium equipment and library facilities are decidedly inadequate, especially so, as compared to similar equipment in city schools.

The course of study and the text books often bear no close relation to rural life, and more often the teachers are unfitted for this particular and important phase of education. Many educators have expressed themselves regarding this problem and some of their important contributions may be summarized briefly:

50

Cubberley states:

The text books have been revised and made uniform, but the new books adopted have been books written primarily with city and not rural needs in view. A uniform course of study has been introduced, usually of the formal and drill type, but until recently with but little adaptation to rural needs. Normal trained teachers, trained for city grade work, have been employed, but they have been taught in terms of city needs and have deserted the rural school for a city position at the earliest opportunity. The natural result is that our rural and village schools have remained bookish; their work unrelated to farm life and their influence away from the farm.... High school education directed toward rural and village life needs would become common for all, instead of as at present mostly for town and city children. Adequate professional supervision would direct the work, and the curriculum could be tied up closely with the rich life experiences of rural boys and girls. What now seems so wonderful and so exceptional when carried through here and there by some especially intelligent and persuasive county superintendent, would then become the rule.

W. W. McConnell⁵¹ in his educational platform for Kansas suggests:

50 Cubberley, op. cit., p. 473.

51 McConnell, op. cit., pp. 1-9.

1. Wise, thoughtful, co-operative and progressive administration and supervision should be provided for each teacher.
2. A vocational program, a health program, a fine arts program, and a recreational program should be a part of the offering of each school.
3. The state should provide a certain minimum educational progress for every child, regardless of where the child resides, and whether he be bright or dull, able-bodied, or crippled.

Miss Florence Walker,⁵² Rural Supervisor for Kansas, states:

The regularity of the age for school entrance is better in urban than in rural communities. This is due largely to the better organized system and more permanently established homes of the urban population. The urban children also have a broader and more inclusive knowledge of special subjects: Music, Art, Physical Education, and Home Economics.

Ira O. Scott⁵³ defends the one-teacher school, and after describing what he considers to be an adequate and desirable building, states:

... This type of building with proper heating, ventilation, and sanitary equipment, movable furniture, equipment for the industrial arts room, instructional supplies, a well selected library, with a teacher educated to teach in the one-teacher school, will make possible an ideal school situation for growth and activity on the part of the pupils. This teacher should have special training for this work: at least two years of college work, preferably four years, with a special proficiency certificate in rural education. The work for this certificate would include methods, management, practice teaching in a one-teacher school, curriculum principles and practices, general psychology, child psychology, rural sociology, rural economics, playground physical education and health activities, rural school music and art, community organization, training in Boy Scout, Girl Scout, and 4H Club activities, and various aspects of agriculture, nature study, farm management, and farm home problems. This well trained teacher with the equipment suggested under a reasonable supervisory program will make possible the most efficient educational program.

⁵² Handbook of Kansas Social Resources, p. 71. Kansas State Printing Plant, Topeka, 1932.

⁵³ Ira O. Scott: "The One-teacher School in Kansas," pp. 9-10, THE KANSAS TEACHER, Vol. XXXVII, April 1933.

C. P. Baber,⁵⁴ Librarian, Emporia Teachers College, commented on the lack of adequate libraries in Kansas, particularly in rural Kansas; quality rather than quantity is needed. A lack of trained librarians is noted which is uncalled, for considering the library courses offered at Emporia and other schools.

Dr. H. G. Lull,⁵⁵ Department of Education, Emporia Teachers College, in discussing curriculum construction, states that curriculum construction in the last twelve years has been mostly in the city schools. There has been too much emphasis on testing and the traditional products of learning, rather than to enriching and organizing the curriculum. Dr. Lull further states the preparation of teachers is meager and that the text books in use often retard progress.

Kansas has been decidedly slow in taking steps to provide special training for her handicapped children. If any child needs an education surely these poor unfortunates need all the facilities possible, to make life worth living for themselves and to keep them from becoming a burden to society as a whole. Many states recognize the importance of providing special classes for the over-bright, also, but Kansas as a state has done nothing. At least five per cent of Kansas school children need special training: those becoming blind or deaf, the crippled, those mentally defective, and the over-bright.

The White House Conference⁵⁶ found that:

Comparatively few handicapped children have the advant-

54 C. P. Baber: Handbook of Kansas Social Resources, op. cit., p. 77.

55 H. G. Lull: Ibid., p. 89.

56 Ibid., p. 17.

age of early discovery, treatment, and training; and that special education of all types of handicapped children is almost wholly confined to cities. The child of the farm and prairie is just as important as the city child, and although rural machinery is harder to set up and maintain, he is equally entitled to the same safeguards. Many handicapped children, if neglected and denied suitable educational advantages, lead adult lives of greatly diminished usefulness, and may become dependent, delinquent, and ne'er do well.

Why cannot Kansas set a precedent and become a leader in this worthwhile educational movement for handicapped rural children? In large communities this could be done by forming special classes, and several small communities could combine to accomplish this: if this is impossible, care should be arranged on an individual basis. However, some one would have to supervise this work and it would probably fall to the lot of the already overworked county superintendent, especially if it became a county-wide project.

The rural community needs good leaders. John D. Willard⁵⁷ stressed this need for both professional and lay educational leaders in rural communities to make rural education effective: the professional leader as a source of information, stimulation, and council; and the lay leader to help direct the social and intellectual life. Mr. Willard pointed out that rural adult education is more informal than urban adult education. Mr. Willard closes his address with this statement,

I look for the professional training of leaders in technical phases of rural life, but I pray for the greatest possible preservation of spontaneous adult educational activity of rural people in the non-technical phases of life. Only by this process will the essence of rural heritage be preserved.

⁵⁷ John D. Willard: "Leadership in Rural Education," p. 14. Proceedings of National Education Association, 1930.

Edmund De S. Bruner⁵⁸ also feels deeply the need for leaders in rural communities. He states,

... An important implication in the shift of population from country to city is due to the loss of leadership rural America has suffered. The country is used to supplying the city with its leaders.... The studies of one noted rural sociologist in these last few years seem to show that, "The best and the poorest leave the country for the city."

⁵⁸ Edmund De S. Bruner: "Critical Situations Confronting Country Life Today," p. 405. Proceedings of National Educational Association.

ECONOMIC SITUATION IN KANSAS

The problems of education and the problems of economics are linked together by strong, inseparable bonds. Often one may outgrow the other and forge ahead by leaps and bounds, while the other struggling hopelessly in the background, fails to keep pace and falls far behind. In Kansas of late years, it seems evident that economic progress has been more rapid in rural life than has been educational progress. Many noted educators and writers have discussed rural economics at length, and extracts from their observations will be quoted briefly; William Allen White,¹ in a magazine article, writes,

The American farmer cannot live as his father lived, even if he wanted to, and he does not want to and will not do it. For while the life the father lived was a self-respecting life fifty years ago, that old life today, would set apart the farmer as a peasant, and he will not be a peasant. The farmer insists upon security in the enjoyment of a reasonable share of the good things that have come to modern civilization through the machine. Among which are: labor-saving devices on the farm and in the home, transportation in the automobile, communication through the telephone, the radio, a daily paper, weekly and monthly craft papers and farm publications. In addition to which, the farmer will not be content without the modern quota of leisure to enjoy himself in the larger world into which the automobile, the radio, the telephone, and the daily newspapers have taken him... The farmer and his wife and his children are as well dressed today as his fellow townsman, and the farmer insists that old social distinctions of dress shall not come back. Whatever may be needed in a changing world to maintain a farmer's self respect has become a vital part of his ends. To force the American farmer back to the status of his father would be well nigh impossible today without recasting our whole American economic structure....

¹ Wm. Allen White: "His Holiday." SATURDAY EVENING POST, p. 7, Vol. 205, November 26, 1932.

J. C. Mohler,² Kansas State Secretary of Agriculture, gives a vivid picture of farm-life in Kansas today and at the time when Kansas became a state:

The development of Kansas from the sparseness of the bare plains to rank fourth in agricultural production and value, within a span of a single human life, is one of the romances of history.... The remarkable development was fostered by rich soil, equable climate, and energetic people; but great advantage came through the fact that practically all of modern invention and the application of science to increase efficiency and save labor have occurred since the state was born in 1861.

Kansas began the work of transforming the wilderness with crude implements only little removed from the cradle, for harvesting and the flail for threshing her grain, by the power of human muscle; now the grain is cut and threshed in one operation by gasoline. Farm products were then marketed by the aid of the plodding ox-team; now by the speed wagon. The farm almanac was read by the light of a tallow-dip and the chores done by the aid of a perforated oil lantern; now the daily paper is scanned by electric light and a switch illuminates the barn. Modes of travel were the horse and a few railroads; now the railroads traverse the continent, and interurbans, automobiles, motor-busses, and airplanes offer a choice of speed and comfort. Kansas was four years old when the first Atlantic cable was laid, and fifteen years old when the first telephone was used. The Kansas house-wife skimmed the milk with a spoon until the cream separator was invented in 1880. Kansas fences were built of rocks or rails until the advent of barbed wire in 1875, and the loud speaker of that time was he who could best call in the hogs.

Cubberley³ also, discussed the changing rural life problem of today:

Since the days when the district system of education flourished in all its glory, and eighty per cent of our people lived on the farm or in the little village, and under simple living conditions, a vast and far-reaching revolution has taken place in the character of rural and village life. Inventions, labor-saving machinery, steam, electricity, the automobile, improved roads and means of transportation, rural mail delivery, increase of conven-

² J. C. Mohler: "Kansas Yesterday and Today," Kansas Facts, p. 123, Vol. I, Topeka, 1931.

³ Elwood P. Cubberley: Public Education in the United States, p. 467-468, Houghton Mifflin Co., Boston, 1919.

iences and comforts, the use of the cheap illustrated magazines, the circulation of the city daily paper, new and distant markets, commercial large scale farming,---- all these have combined to change the whole face of the rural life educational problem.

Transportation

Transportation has taken more rapid strides in its development than perhaps any other phase of economic advancement in Kansas. Improving the roads has been a big factor in this development. A person does not realize what good roads have meant to Kansas until after heavy rains. A few years ago this would have meant getting out a team and wagon or buggy if it were necessary to travel. If it were not, then everyone stayed at home. Today it is possible to go almost anywhere after a heavy rain, with concrete slabs on main highways, oiled roads for secondary highways, and gravel on most of the other roads. In the day of the horse and buggy, most of the rural world was encompassed within ten or twelve miles of the farm home, now physically, as well as in other respects the radius of existence has greatly lengthened. When Kansas was taken out of the mud, no more were heard the criticisms of her being insular. Today the people of Kansas do more visiting, and exchanging ideas and customs, and as a consequence, have become more progressive, more understanding and more tolerant.

In 1920, Kansas had only a few miles of surfaced highways outside of the cities. Then came the use of autos and trucks and a demand for roads that could be used every day in the year. By 1929, four main highways were practically completed. There are now state roads in all directions with additional construct-

ion being carried on as fast as possible.

Kansas is destined to become the 'Main Street' of America because: of its location in the heart of the nation; the fact that it has more Federal highways entering it than any other state; and is also the gateway to the mountains and the west coast. At the beginning of 1930, Kansas had almost 4,000 miles of surfaced highways. Of these 2,876 miles were surfaced with concrete, brick, or other forms of permanent surfacing. Up to December 31, 1929 Kansas had spent \$60,592,469 for completed roads and bridges and had under contract and under course of construction \$12,000,000 of additional work to be completed during 1930.

Maintenance is a great responsibility affecting every day use of the roads. The state increased its motor-driven equipment to 185 machines and its intention is that every mile of sand, gravel, or dirt road be smoothed every working day during the year.⁴

The State Highway Department is one of the most adequately staffed and financed of the state departments. The revenues arising from car licenses and gasoline tax are quite large and Federal aid is generous also. From July 1, 1925 to May 1, 1928, total receipts from auto licenses and gasoline taxes in Kansas were \$23,050,679.35.⁵

The office of County Engineer was created in 1909 and the office of State Highway Engineer, in 1911. The first Highway Commission was appointed in 1917, but the law affecting this body was changed slightly in 1925. The road-law was again revised in 1929, providing for a Highway Commission of six members, a Highway Director, a State Engineer, and clerical assistants. In 1930, the general administrative personnel of the State Highway Department consisted of twenty-seven workers, and an appropriation of \$150,000 was made for annual operating expenses. One

⁴ Kansas Facts, Vol. I, p. 92. Kansas State Printing Plant, Topeka, 1931.

⁵ Ibid., Vol. I, p. 320.

reason the Federal Government gives aid, is to help facilitate rural mail delivery. In 1925, forty-three per cent of rural mail carriers in the United States used horse drawn vehicles; by 1930, this number had decreased to fifteen per cent. The time involved in delivering rural mail has been reduced to half or less by the aid of the motor vehicles and improved roads.

As stated before, great impetus has been given to improving the Kansas roads, and much has been accomplished, especially in the last few years. The Seventh Bi-ennial Report of the State Highway Commission⁶ for 1928-1930 gives some valuable data:

Marked progress has been made in the improvement of the state system, and the program of connecting the county seat towns with all-weather surface highways is nearing completion. There has been constructed during this time, 267 miles of hard surface, 1,690 miles of sand and gravel, 1,915 miles of earth and culverts, 829 miles of resurfacing, 14 miles of bituminous surface drag treatment, and 488 bridges over 20-foot span. Many completions have been made in the system to unify the service from one part of the state to the other.

As mentioned before, in 1920 very few farms had the advantage of the improved roads, but this situation soon changed and in 1925 the census reports⁷ of Kansas show that for 165,000 farms in the state, 3,445 were located on concrete or brick roads; 3,767, on graveled roads; 88,465 were on improved dirt roads; 63,392 reported were on unimproved dirt roads; and 6,808 farms were on roads not classified. Later statistics for comparison are not available, but the progress since 1925 has increased in rapidity, and practically all Kansas farms are on,

⁶ Seventh Bi-ennial Report of the Kansas State Highway Department 1928-1930, p. 3. Kansas State Printing Plant, Topeka, 1931.

⁷ Kansas Facts, op. cit., Vol. I, p. 162.

or within a few miles of improved highways. The report also states that a total of \$12,259,550 was spent on road construction in Kansas in 1929.

Dr. W. E. Grimes,⁸ of the Department of Economics, Kansas State College, Manhattan, discusses economic factors, including transportation:

Economic factors affecting family life in Kansas have undergone material change in recent years. Among the changed and changing economic factors are the following: changes in transportation; electrical power transmission; adoption of improved machinery; increased efficiency in production; suburban home development; and decentralization of industries.

In discussing changes in transportation, Dr. Grimes⁹ remarks:

The general use of the auto has materially lessened distances. The development of state-wide systems of all-weather highways has resulted from the widespread ownership and use of the automobile. These changes have increased the zone within which each family has found its friends, its recreation, its economic contact, and many other phases of its life. Vacation trips for Kansas families have become much more frequent, and the contacts of members of the family with more distant parts of the country have been increased. The effect of these changes on economic and social institutions has been tremendous, but on the whole, has been studied little and undoubtedly misunderstood. The small town has declined in importance as a trading center. Rural schools and country churches have declined in importance. The more isolated communities have lost much of their isolation, and there have been material changes in the food and clothing requirements of the family.

Statistics to trace the increase of automobiles from year to year are not available, but the number of automobiles in Kansas in 1913 was 34,550 and in 1929 this number had increased to 318,375 with a total value of \$70,546,014. Tax Statistics¹⁰ for

⁸ Handbook of Kansas Social Resources, pp. 53-55, Kansas State Printing Plant, Topeka, 1932.

⁹ Ibid.

¹⁰ Twelfth Bi-ennial Report of the Tax Commission of the State of Kansas, p. 143. Kansas State Printing Plant, Topeka, 1931.

1929 also show that there were only 8,304 carriages and buggies listed. (These statistics were for Kansas as a whole, and not for farms alone.) There were also 45,154 automobile trucks listed for all of Kansas at a value of \$8,687,909 and 706 motorcycles valued at \$60,285. Statistics are available to show the number of automobiles and motor trucks owned by rural people alone in 1930. Census reports¹¹ show that in that year, 145,223 farms reported 171,018 autos; and 32,009 farms reported 33,648 motor trucks. Table IX shows data for years 1922-27-30 for farm vehicles.

TABLE IX
VEHICLES ON FARMS FOR 1922 - 1927 - 1930

Vehicles	Year 1922	Year 1927	Year 1930*
Autos	114,719	143,415	171,018
Trucks	5,402	14,546	33,648
Trailers	1,092	3,743	-----
Motorcycles	408	320	-----

*Figures for 1930 are incomplete.

Bus lines and truck routes are operating all over Kansas. In 1928 statistics¹² show eighty-two bus lines and 165 truck lines; in 1930, there were ninety-two bus routes for passenger and light express operating in Kansas, and 194 truck routes including small milk and poultry trucks up to large trucking companies handling

¹¹ Kansas Facts, op. cit., Vol. III, p. 201.

¹² Ibid., p. 244.

long distance freight.

Kansas has 12,900 miles of railroads with four important trunk-lines across the state from east to west. The improvement of the entire transportation system has simplified the marketing problems for Kansas. For instance, in the marketing of apples a large per cent of all the apples grown in Kansas are marketed in the orchard. The farmer advertises when his crop is ready to harvest, and the consumers drive directly to his orchard to buy a large part of his crop. Roadside stands to sell farm products are becoming more and more common as the highways are improved. In some cities and large towns, weekly or semi-weekly markets are conducted by the rural people. All this has been made possible through the use of the auto and the improved roads. Creameries, produce houses, wholesale fruit and grocery concerns establish regular country routes, which all helps the farmer to solve the marketing problems.

The airplane is the latest phase of transportation in Kansas and while not yet used very extensively, its influence is increasing. There are now five airplane factories in Kansas and in 1928, their annual output was valued at \$8,000,000.

Farm Management

Kansas has more than \$158,000,000 invested in farm implements and machinery.¹³

Prof. H. B. Walker,¹⁴ Instructor, Kansas State College, Manhattan, Kansas, discusses the combine as a factor in wheat pro-

¹³ Ibid., p. 113.

¹⁴ H. B. Walker: Kansas Facts, op. cit., Vol. I, p. 127.

duction. Mr. Walker observes,

Kansas from the first have utilized farm machines just as fast as they were available. The gang-plow, wide-cut binder, and the header were readily and favorably received by our farmers. The steam engine of thirty years ago brought the big plows and the efficient threshers. A few years later Kansas was the proving ground of the gas tractor, and the large tillage and seeding tools which came with it. With the use of these tools and improved harvesting equipment, wheat acreage increased seventy per cent during the last eight years. The labor shortage caused by the war and the demand for more foodstuffs made the Kansas farmers particularly receptive to new devices and equipment. In 1918 the combine was tried out in Kansas wheat fields and about fourteen machines were used that year; in 1919-20 over 1,500 were sold. In 1922, Kansas had 2,796 combines; in 1923, 3,116; in 1924, 3,828; 1925, 5,441; and in 1926, 8,274 of these harvesters were in use.... Combining the effectiveness of the reaper and the thresher with the mobility of the tractor, this machine with two men, harvests and threshes the wheat which formerly required a crew of 17 men and four teams of horses.

During the period between 1925 to 1930, Kansas invested in and used the latest improved farm implements and machinery, losing during that period 217,000 horses and 108,000 mules.

TABLE X

FARM EQUIPMENT IN KANSAS, 1915 - 1922 - 1927 - 1930

	1915	1922	1927	1930*
Cream separators	70,279	91,114	98,906	-----
Silos	9,712	14,125	13,034	-----
Combines	-----	2,796	7,562	21,203

*Figures for 1930 are incomplete.

Table X shows the increase of modern farm equipment in Kansas. Dr. W. E. Grimes,¹⁵ in his discussion of the adoption of

¹⁵ Handbook of Kansas Social Resources, op. cit., p. 53.

improved farm machinery, observes that the last fifteen years in Kansas have brought rapid adoption of improved machinery. He states that the use of such machines as the tractor, the combined harvester-thresher, the truck, the auto, and other mechanical power equipment has materially changed the character of Kansas agriculture. The two most important results are, many farmers moving to town, and the elimination of transient farm labor, especially during harvest time.

Tax statistics of 1929¹⁶ give some interesting data on the number and value of farm implements:

... 27,533 threshing separators valued at \$13,119,638; 53,373 tractors valued at \$17,179,880; other harvesting machinery was valued at \$2,557,693; and all other farm implements at \$12,025,610.

During recent years, methods have improved in transmitting electric power, and as a consequence, electricity is available in small towns and on farms, where before it could not be obtained. This has made it possible for Kansas farms to have many conveniences formerly denied them. This has also greatly affected the distribution and population and the location of industries. Sixty per cent of Kansas homes are wired for electricity. Kansas has more farm homes with gas and electricity than thirty-nine other states. Statistics are not available to show increase in the latest electrical devices, such as electric refrigerators, but tax statistics¹⁷ show that in 1929, electrical appliances including motors, fans, washing machines, and cleaners were valued at \$3,391,028. Table XI shows the wide use of power machinery and

¹⁶ Twelfth Bi-ennial Report of State Tax Commission, op. cit., p.143.

¹⁷ Ibid.

other improvements on Kansas farms. Today in Kansas many farms are being electrified, and much progress is being made in using electrical equipment on the farm.

TABLE XI
POWER FARM EQUIPMENT IN KANSAS 1922 - 1927 - 1930

	1922	1927	1930*
Farm Power Machines in the home			
Washing machines	10,024	12,940	-----
Vacuum cleaners	742	1,251	-----
Churns	406	373	-----
On the farm			
Tractors	21,715	38,061	53,636
Gas or oil engines	19,863	15,339	0-----
Steam engines	1,788	1,032	-----
Electric motors	1,463	2,172	-----
Farm lighting systems	8,282	12,784	20,720
Running water systems	9,858	15,939	28,045
Home heating system	4,132	5,787	-----

*Figures for 1930 are incomplete.

Other Recent Inventions

Several recent inventions which greatly affect farm life, are the incubator, the telephone, and the radio. The incubator has helped to increase and improve poultry production in the state. The hatching capacity of the commercial incubators in the state in 1930, was estimated at 15,000,000 eggs.¹⁸ Besides the large commercial incubators, many small ones are used by individual farmers.

¹⁸ Kansas Facts, op. cit., p. 202.

The telephone is not so recent an invention as the incubator or the radio, but it is of very great importance, nevertheless. The whole state of Kansas has about 400,000 telephones at an assessed valuation of \$31,773,599. Kansas farm homes in 1929 reported 12,980 telephones, linking the countryside with the important centers of the state. The telephone gives the farmer an easy and quick means of communication, and he can now keep in direct touch with the markets by telephone, as the city merchant does.

The radio is the latest of the previously mentioned inventions. The farmer derives great benefit from receiving market reports, the weather forecast, and other useful information and entertainment. Farm statistics of 1922 has no record of radios, whatever, but in 1927, 77,013 radios were listed as belonging to Kansas farmers. In 1930 the total number of Kansas families with radios was 189,577 or 38.8% of the total.

The radio industry was started in Kansas in 1922 at Atchison. This employs 1,000 workmen, and the sales aggregate several millions annually. Kansas had six broadcasting stations in 1929.¹⁹

Edmund De S. Bruner²⁰ has this to say of the radio,

The radio links the farmer and the villager with the best music of the world, popularizes subjects of national and world concern, and makes the voice of the Nation's chief executive as familiar to the countryman as that of his grocer.

State Agriculture College Service

It is impossible to estimate the service extended by the Kansas State Department of Agriculture and the Kansas State College

¹⁹ Ibid., p. 323.

²⁰ Edmund De S. Bruner: "Critical Situations Confronting Country Life Today," p. 405. National Educational Proceedings, 1930.

of Agriculture. This service has resulted in untold value to the Kansas farmer and his family: raising of pure-bred stock, diversification of crops, increased production of all farm products, health improvement, recreation and entertainment, and many other valuable contributions. Two short extracts will give an idea of this service,

The Kansas State Agriculture College, during the two years ending June 30, 1928, held fifty-seven group meetings at the college, with an attendance of over 25,000. Some of the groups were, Homemakers' Conference; Parent Teachers' Association Course; Community Leadership Course; Farm and Home Week.²¹

Another illustration may be given,

Several hundred accredited farm flocks have an increase in production from 124 eggs to 150 eggs a hen, since poultry improvement was started by the Department of Poultry Husbandry, Kansas State College, Manhattan.²²

The Extension Department of this same college performs valuable service, and short courses are becoming more and more popular with the busy farmer and his wife. Field men are sent out to give lectures and demonstrations on every phase of farm life. Pamphlets are sent out free, on request, from the State Department of Agriculture and from the State College of Agriculture. Topics of a few selected at random will give an idea of their wide scope: "Types of Farming in Kansas"; "Dairy Farm Organization in Southeastern Kansas"; "Effect on the Combined Harvester-Thresher on Farm Organization."

²¹ Kansas Facts, op. cit., Vol. I, p. 179.

²² Ibid., Vol. III, p. 113.

Farm Organizations

The Farm Bureau, with the County Farm Agent and the Home Demonstration Agent, is doing a great deal to help the advancement of rural life from an economic standpoint. Many 4H clubs, canning clubs, poultry and beef clubs, and other special projects have been organized and are prospering. In 1925, Farm Bureaus had 8,339 members, and in 1930, 23,462 members. The 4H clubs were first organized about 1910. In 1927, ninety counties had 10,000 members enrolled. The 4H club work started with only a small number of projects, such as canning or corn clubs, but now their activities include more than fourteen projects, including various phases of crops, live stock, and home economics. All these agencies help increase efficiency of production, which has tended to raise the standards of rural family life.

Helen Tomson McLaughlin,²³ in her address, "Old Times and New," at the Sixtieth Annual Meeting of the State Board of Agriculture gave a brief resume of the services offered the Kansas farmer and his wife, and other interesting information. A brief summary of this address is now given:

Times have changed - we have dry years, depressions, and low prices, but let us look at what we have to lighten our burdens, which our grandfathers, and even our fathers did not have. Instead of the 'old gray mare,' we have the tractor, a high powered car, or even the airplane.... Now we have the splendid and helpful cooperation of the State Board of Agriculture, Agriculture College, and many farm organizations. Through these agencies, we receive timely reports of various nature, with a world of helpful information in them. Through the Board of Agriculture our seeds are tested; soils are also tested on request, and suggestions made on soil management. We hear of balanced rations; fifty years ago no one would have known what that was.

²³ Helen T. McLaughlin: "Old Times and New," Report Kansas State Board of Agriculture, pp. 7-8. Kansas State Printing, Topeka, 1930.

Eradication of tubercular cattle have been developed, which has helped the cattle industry and protected the children. Hogs are now vaccinated for cholera and other communicable diseases. Farm and Home Week is held for a week each year, sponsored by the Kansas State College of Agriculture. Feeders' Days are held throughout the year. Fifty years ago the farmer had to find out for himself what grew here and there, and what fattened his stock quickest and best.

The duties of housewife and mother are lightened by modern conveniences, labor-saving devices, cooking helps, and other housekeeping suggestions. Babies are stronger and healthier. Mothers are given pamphlets and demonstrations on the importance of vitamins, vegetables and fruit, cod-liver oil, and sunshine. Children of school age are immunized for diphtheria, and vaccinated in many counties free. Hot lunches are given in many schools; 4H clubs are formed. These are only a few of the countless things that we have in these new times, that our forefathers did not have in those old times.

Farm Women Today and Thirty Years Ago

It is hard to realize the difference between the farm woman of today and of thirty years ago. Electricity, running water, and furnaces in farm homes, were beyond the imagination of most farm women, even a few years ago. Perhaps the greatest change has come in the preparation of food. The farm woman of today buys expensive food, much of which is ready for use: prepared cereals, grapefruit, bread and other bakery articles of food, celery, fresh meats, head lettuce, cranberries, powdered sugar, and many other articles, the farm woman of thirty years ago would not have considered buying. Instead of buying these articles, she would have raised and prepared practically all of the food herself. Oatmeal, cornmeal, and hominy were used instead of prepared cereals. Instead of a trip to the bakery, hot breads, yeast breads, plain cakes, and pastry were made by the busy farm wife. Apples, turnips, parsnips, potatoes, and

other vegetables and fruits were grown and stored for winter use, after canning and drying all that could be taken care of that way. Salt pork, ham and other cured meats were served. Thirty years ago most all the soap used in the farm home, both for toilet and laundry purposes, was made by the housewife. Poor transportation facilities made doctors inaccessible, and many teas and syrups were made for medicinal purposes. Barbering was done in the home, often falling to the lot of the busy mother. The buying of ready-made clothing was considered an extravagance a few years ago, and often the rural people wore the discarded clothing of their city relatives. Now, the rural people are as well dressed as their city neighbors, through the aid of extension courses, demonstrations, clothing contests, fashion magazines, travel, and the movies.

The farm woman of today has her own clubs and social activities, many in connection with the Farm Bureau and the Agriculture College. A county in Southeastern Kansas has a camp each summer for farm women, where they may go, by paying a small fee, and remain several days resting, learning new ideas, and enjoying themselves in general. Rural people form a large per cent of tourists, not only in the United States, but in foreign countries as well. Maternity legislation and the establishing of county libraries have done much to help the farm woman, physically and mentally.

Perhaps the best picture of the farm woman of today and her gain through economic agencies, may be seen by quoting from an

article given by a farm woman of Eskridge, Kansas, Mrs. Norma Knight Jones,²⁴ in an address at the Sixty-first Annual Meeting of the Kansas State Board of Agriculture, January 13-15, 1932.

Mrs. Jones states,

The woman of today who lives on a farm, who is concerned with the fundamental business of seeding the garden, churning butter, and setting the hens, is the most valuable asset of this whole disturbed country.... The farm woman of thirty years ago was a dismal creature; her life was drab and dull. She was always seen as a harrowed, harassed female, completely engrossed in the ungrateful job of cooking Gargantuan meals for a horde of hungry men, or pursuing a flock of refractory hens... On her rare days in town, she rode behind the work-worn mules, and when her frugal trading was done, she waited behind the stove in the grocery store till the men-folks were ready to leave. Then at home by the scant light of a coal-oil lamp, she cooked the supper, fed the chickens, tended the milk, set the sponge, put the children to bed, and then went to her rest with nothing to do until 4:30 in the morning. In every way she was looked upon as a clod or a plodder. Even the farm magazines of those days regarded her as a cross between a moron and a miracle woman. Their issues contained bulky pages of advice to men, but only one scant page for women, probably telling them how to make a hammock out of a barrel.

Mrs. Jones²⁵ emphasizes the importance of the machine age to the farm woman. She says, in part,

Perhaps no other woman has profited by the machine age as has the farmers' wife, and luckily she is the dictator and not the slave of the machine. She can use her separator, her incubator, her light and heating machine, and all the various achievements of inventive genius, and still feel secure in her job and her home. The giant combine has dispelled the annual orgy of cooking for threshers.... The whole ritual of housekeeping on the farm has been easier and less demanding of physical strength. The radio, the auto, and the light plant have aided her in attaining the coveted gift of leisure... She has her community clubs, her easy access to the Extension Departments of state colleges, and the kindly aid from the Agriculture Schools. While the urban woman may malign the activity of the radio,

²⁴ Norma Knight Jones: "Women and Farms," pp. 88-89, Twenty-seventh Bi-ennial Report of the State Department of Agriculture, No. 201, Vol. II, Kansas State Printing Plant, Topeka, 1932.

²⁵ Ibid., pp. 91-92.

to the farm woman it is mainly a joy. We can no longer be lonely: there is always the persistent companionship of the radio. The auto has undoubtedly added to the social life of the farm woman, but that is only available when she is fortunate enough to live on good roads. Good roads do much for the morale of the whole farming community. There is scarcely a vexing problem of the farmer's wife that cannot be solved by the pamphlets and other advice from the Agriculture College. Thirty years ago when people moved the farm, friends and relatives would bid them goodbye, intimating, 'This is the end.' Now it is, 'Going back to the farm?' How wonderful.'

Mrs. Jones²⁶ closed her address with three reasons for this vital change:

1. The distaste for farm life by women was caused by the unending demand on their physical strength. Machines, radios, clubs, and many other factors have changed this,
2. Splendid cooperation and assistance of the Agriculture College.
3. Re-establishment of true values: a return to fundamental realities of human happiness.

Economic Prosperity in Kansas

Kansas Facts²⁷ gives some interesting data showing the prosperity of Kansas in 1929:

During the entire year of 1929 Kansas was in the 'white area' of the business map. The latest figures show that \$3,000 is the average wealth per capita for the nation; Kansas' average wealth per capita is \$3,690; Missouri, \$3,196; and Oklahoma, \$1,756. The assessed valuation of Kansas property is \$3,813,033,974. Bank deposits in 1929 were \$540,090,028; Income Tax paid was \$17,269,608; agricultural products were valued at \$548,421,056; manufactured products, at \$750,000,000. Life insurance worth \$88,146,751 was sold in Kansas and \$9,456,488 gasoline tax was collected.... The average size of Kansas farms is 282.9 acres and the average value is \$13,738. The value of farm property is \$2,281,000,000. Kansas now has over 47,000,000 acres in farm land, leaving only 5,000,000 acres for cities, villages, railroads, highways, and all other uses. Kansas

²⁶ Ibid.

²⁷ Kansas Facts, op. cit., Vol. II, pp. 113-121-206.

has more acres under cultivation than any other state except Texas and only 7.5% of Kansas farm land is owned by non-residents.... Kansas farms have a greater aggregate value than that of 39 other states and the ratio of mortgaged indebtedness to the value of the farm, is less than in 41 states. With more farm owned autos than 45 other states, more tractors than 46 other states, and more farm homes having gas and electricity than 39 other states, the comforts of Kansas farm homes compare favorably with any state in the union.

CHAPTER IV
COMPARISONS, CONCLUSIONS AND RECOMMENDATIONS

Often the question is asked, "Does Kansas spend as much on education as it does on luxuries and other non-essentials?" This question can best be answered by quoting from those, who have made an extensive study of this important subject. W. W. McConnell and J. Kenneth Little make comparisons, which clearly answer this question. Mr. McConnell¹ states,

...Nobody knows what education is worth or what part of our economic expenditures should be devoted to education, nor to what extent education in turn contributes to economic welfare. For the Nation, about \$3.00 out of every \$100.00 of our income are used to support educational enterprises.... This auto is a great economic influence. It has extended the range and power of our citizens, but we have spent 2½ billion dollars in running cars in Kansas since 1915. We spend 50% more for gasoline than for education. These facts have a bearing on education in Kansas. Education costs have mounted faster than expenditures along some lines, and have trailed far behind other types of expenditures....

J. Kenneth Little,² in his study, gives valuable data which may be briefly summarized:

The state of Kansas spent in 1928, \$39,409,848.86 for the schooling of 357,029 children taught by 19,202 teachers. Compare these figures with those of any industry of the state, and the size and importance of the business of education in the state, is important.... The National Bureau of Economic Research estimated the annual income for Kansas in 1928, as \$1,162,447,000. School costs in the same year were \$39,409,848.86 or 3.39 per cent of its income.... For every \$100.00 income in Kansas, \$3.39 was spent on public education. Nineteen states had a larger estimated income than Kan-

1 W. W. McConnell: "Some School Problems of Kansas." Twenty-seventh Biennial Report of State Board of Agriculture, Vol. 32, pp. 1-9. Kansas State Printing Plant, Topeka, 1932.

2 J. Kenneth Little: A Critical Study of Public School Costs in Kansas from 1898 to 1928, pp. 51-52. Bulletin No. 6. State Teachers College, Emporia, March, 1932.

sas and 13 spent more for public education.... How do school expenditures compare with expenditures for certain other purposes? The Insurance Yearbook for 1929 estimates that the state of Kansas spent \$29,883,048, for life insurance payments in 1928, or 75% of the total school bill. During the same year, \$53,638,800 or 136% of the school costs was spent for the construction of buildings in Kansas. Out of every \$100.00 income in Kansas, then, \$4.61 was spent for buildings, \$2.57 for life insurance, and \$3.39 for schools.... More startling facts follow: It is estimated that during the year 1928, Kansas spent \$263,360,800 for passenger autos, or more than 6 times as much as the state spent for schools. For every dollar the state spent for public education, it spent \$6.05 for automobiles. It is also estimated that Kansas, in 1928, spent for luxuries of various types:

Tobacco-----	\$27,835,860
Soft drinks, candy, etc.-----	24,053,120
Theaters, movies, etc.-----	14,076,270
Jewelry, cosmetics, etc.-----	10,760,270
Sporting goods-----	6,495,680
Total-----	<u>83,221,450</u>

For every dollar that the state of Kansas spent for education of its children in 1928, it spent 70 cents for tobacco; 61 cents for soft drinks and candy; 38 cents for movies and similar amusements; 26 cents for jewelry and cosmetics; and 16 cents for sporting goods. For every \$1.00 spent for public schools, \$2.11 was spent for these luxuries.... The annual investment in public education in Kansas in 1928, was 31 per cent of the total amount of taxes spent for all purposes.

Edmund De S. Bruner³ feels that some of the recent inventions and improvements furthering economic progress, particularly the auto, radio, and the movies, have tended to weaken, rather than to improve, rural life. Mr. Bruner states,

.... Influences such as these have undermined the influence of the home and the school; a period of transition such as this is always critical. If the pendulum swings too far, it takes humanity or the social group concerned, a long weary period to work back to what experience proves to be of abiding value. To face the new age, but to conserve the best of the old; to follow truth wherever it leads, and apply it; to be open mindedly critical of our methods, but alert to our dangers, and courageously loyal

³ Edmund De S. Bruner: "Critical Situations Confronting Country Life Today." pp. 405-408. Proceedings National Educational Association, 1930.

to our fundamental purposes - this is the high adventure of rural education today.

Conclusions

1. The Kansas school system is out of date and needs reorganization. This is indicated by:
 - (a) The overlapping of districts. (page 9.)
 - (b) The small districts. (page 4.)
 - (c) The wide variation in district valuation. (pages 23-25.)
 - (d) The school taxing system. (pages 9, 23-25.)
 - (e) Offices of State and county superintendent. (pages 10, 14-15.)
 - (f) Lack of uniform requirements for rural teachers. (pages 30-31, 37.)
 - (g) Examples of waste and inefficiency. (pages 5-6.)
 - (h) Lack of equal educational opportunities for all the children. (pages 36-41.)

2. There is need for a plan by which a number of one-teacher schools may be either abandoned or consolidated. This is indicated by:
 - (a) Inadequate buildings and equipment. (pages 5, 38.)
 - (b) Number of very small districts. (page 4.)
 - (c) Number of pupils in schools. (pages 4-5.)
 - (d) High cost per child of schooling. (pages 4-5.) (Table I, page 6.)
 - (e) Lack of proper supervision. (pages 16-17.)
 - (f) Lack of other advantages. (pages 7-16, 37-41.)

- (g) Need of forming larger units. (pages 6-8.)
3. The school laws of Kansas are inadequate, inaccurate, inconsistent, and show lack of progress. This is indicated by:
- (a) Taxing system lacks equity and effectiveness, showing little change in last 50 years. (page 9.)
 - (b) Too many types of school districts and too much overlapping of school taxing units. (pages 4-9.)
 - (c) Laws governing licensing of teachers make it possible for inadequately trained teachers to enter the profession. (page 34.) (Table VIII, page 35.)
 - (d) No definite plan in statutes for longer tenure of teachers. (page 9.)
 - (e) Existing statutes fail to properly dignify the offices of State Superintendent and county superintendents and to give them necessary power to properly direct and control the schools of the state. (pages 9,14.)
 - (f) No provision for requiring a minimum of educational training for all boys and girls. (pages 25,39.)
 - (g) No provision for special training for the handicapped. (pages 40-41.)
 - (h) Laws are contradictory. (pages 9-10.)
4. The State Department of Instruction is inadequately staffed and financed. This is evidenced by:
- (a) Insufficient number of rural supervisors and other necessary employees. (pages 10-12.)
 - (b) Heavy duties of State Department of Instruction. (pages 11, 14.)

- (c) Low salary of State Superintendent. (Table II, page 11.) (page 12.)
 - (d) Insufficient amount expended for staff salaries of State Department of Education. (page 12.) (Table III, page 13.)
 - (e) Training and experience of State Superintendent deficient. (page 14.)
5. The county superintendent is the most important school official in Kansas. This is indicated by:
- (a) Number of teachers and pupils under his supervision. (pages 14-21.)
 - (b) Number of school buildings under his direction. (page 21.)
 - (c) Variety of duties. (pages 16-20.)
 - (d) Opportunity for administrative and supervisory duties. (pages 14-16.)
6. The office of the county superintendent is out of date and needs revision. This is evidenced by:
- (a) Duties as designated by law show little change in last seventy years. (pages 15, 19-20.)
 - (b) Low scholastic requirements. (pages 17-18.)
 - (c) Lack of research. (page 15.)
 - (d) Lacks proper assistance. (Table V, page 21.)
 - (e) No time for much needed supervision. (pages 16-17.)
 - (f) Salaries too low to attract the best. (Table IV, page 19.) (pages 19-20.)
 - (g) Experience requirements inadequate. (page 18.)

- (h) Short tenure: below the median of other states. (page 22.)
 - (i) Limited powers. (page 20.)
 - (j) Appointive office would be better. (page 19.)
7. There is lack of an adequate financing system for Kansas schools. This is evidenced by:
- (a) Lack of equity and effectiveness in the taxing system. (pages 23-25.)
 - (b) Gross inequalities in burden of tax support. (pages 23-25.)
 - (c) School boards not competent in handling disbursements. (pages 24-25.)
 - (d) Lack of a minimum program necessary for producing uniformity. (pages 8, 25.)
 - (e) Present plan for raising sufficient revenue inadequate. (page 27.) (Table VII, page 28.)
 - (f) Chief shortcoming is the small amount the state gives to education. (page 24.)
 - (g) Much loss due to waste and inefficiency. (page 27.)
 - (h) Cost of education increased out of proportion to increase in enrollment. (page 25.) (Table VI, page 26.)
 - (i) Laws need revision more than any other Kansas Laws. (pages 28-29.)
8. The lack of an adequate financial system has resulted in poorly trained and inexperienced rural teachers in Kansas. This is indicated by:
- (a) Salaries of Kansas rural teachers below that of rural

teachers of other states and of city teachers of Kansas. (pages 30-32.)

- (b) In training the rural teachers of Kansas are below the median of all the states. (pages 29-33.)
 - (c) The median experience for Kansas rural teachers is also lower than the median for all the states. (pages 33-36.)
 - (d) Most of the inexperienced teachers are employed in the one-teacher schools. (pages 34-37.)
 - (e) One-teacher schools show less advance in salary than other types. (pages 27,32.)
 - (f) Certification requirements low and even retrogressive. (page 34.) (Table VIII, page 35.)
 - (g) Rural teachers compare unfavorably with city school teachers as to training and experience. (pages 31-33, 36-37.)
9. The rural schools of Kansas are operated under many disadvantages. This is indicated by:
- (a) Many buildings unfit for use; sanitary matters sadly neglected. (pages 5, 38.)
 - (b) Teaching equipment, playground equipment, and libraries inadequate. (pages 38-40.)
 - (c) Course of study and text books unrelated to country life and needs. (pages 38-40.)
 - (d) Little change in curriculum construction in last twelve years. (page 40.)
 - (e) Rural schools lack uniform standard of education, ex-

perience, certification, and salary for teachers.

(pages 29-37.)

(f) Teachers not specially trained for country schools.

(pages 36-39.)

(g) Lack adequate professional supervision. (pages 14-17.)

(h) Lack vocational, fine arts, health, and recreational program. (page 39.)

(i) No provision for special training of handicapped children. (pages 40-41.)

(j) Rural communities lacking in leadership. (pages 41-42.)

10. Economic progress has aroused great interest among educators and writers the last few years. This is evidenced by:

(a) William Allen White's article concerning economic progress. (page 43.)

(b) J. C. Mohler on "Kansas Farm Life Today." (page 44.)

(c) Ellwood P. Cubberley on "The Changing Rural Life Problem." (pages 44-45.)

11. Transportation has taken more rapid strides than perhaps any other phase of economic advancement in Kansas. This is evidenced by:

(a) Improvement of roads. (pages 45-47.)

(b) State Highway Department adequately staffed and financed. (page 46.)

(c) Many farms on improved roads. (pages 44-48.)

(d) Importance of auto in transportation development. (pages 44-49.)

- (e) Many farm-owned autos and trucks. (Table IX, page 49.)
- (f) Rural mail delivery. (page 47.)
- (g) Number of bus lines and truck routes. (page 49.)
- (h) Growth of railroads. (page 50.)
- (i) Marketing problems simplified. (page 50.)
- (j) Airplane, the latest phase of transportation, (page 50.)

12. The Kansas farmer buys and uses the most expensive farm equipment. This is indicated by:

- (a) The amount invested in farm machinery. (page 50.)
- (b) Silos and separators. (Table X, page 51.)
- (c) The combine, a big factor in wheat production. (page 50.) (Table X, page 51.)
- (d) Electricity make possible many conveniences. (pages 52, 61.) (Table XI, page 53.)
- (e) Kansas farmers rank high in use of electrical equipment. (pages 52,61.)

13. Other recent inventions have improved farm life. This is indicated by:

- (a) The incubator increases and improves poultry production. (page 53.)
- (b) The telephone, an easy and quick way of communication. (page 54.)
- (c) The radio is beneficial to the farmer. (pages 54, 60.)

14. The State College of Agriculture and the State Department of Agriculture render valuable service to Kansas farmers in helping them obtain economic prosperity. This is indicated by:

- (a) The Extension Department and short courses, vital factors. (pages 55-59, 68.)
 - (b) Field men, organizers and demonstrators sent out. (pages 55-58.)
 - (c) Literature sent free on request. (pages 55-58.)
 - (d) Results in raising pure-bred stock, diversification of crops, testing seeds and soils, health improvement, and other worthwhile accomplishments. (pages 55-58.)
 - (e) Group meetings held at college. (page 55.)
 - (f) Cooperation with Farm Bureaus and other farm organizations, resulting in 4H clubs, canning clubs, Farm and Home Week, and other activities. (pages 55-57.)
15. The farm woman of today leads a much easier life than the farm woman of thirty years ago. This is indicated by:
- (a) Her love for farm life. (pages 59-60.)
 - (b) Great change in preparation of food. (pages 57-58.)
 - (c) Differences in clothing. (pages 43, 57.)
 - (d) Clubs and other social activities. (pages 58-61.)
 - (e) Electricity, running water, and furnaces have lightened labor. (Table XI, page 63.)
 - (f) Incubators and cream separators have lightened the load. (Table X, page 51.) (page 53.)
 - (g) Aid from State Department and Agricultural College. (pages 55-60.)
 - (h) Radios, magazines, papers, and libraries. (pages 54-58.)

- (i) Child care, maternity advice and care, and other health aids. (pages 57-58.)
 - (j) Farm women of today dictator of machine. (page 59.)
 - (k) Three reasons for change. (page 60.)
16. Kansas has great economic prosperity. This is evidenced by:
- (a) Wealth per capita. (page 60.)
 - (b) Assessed valuation of property. (page 60.)
 - (c) Bank deposits. (page 60.)
 - (d) Income tax. (page 60.)
 - (e) Value of agricultural and manufactured products. (page 60.)
 - (f) Large amount of Life Insurance sold. (page 60.)
 - (g) Large acreage under cultivation. (page 61.)
 - (h) More farm owned autos than forty-five other states. (page 61.)
 - (i) More farm owned tractors than forty-six other states. (page 61.)
 - (j) More farm homes having gas and electricity than thirty-nine other states. (page 61.)
17. It is apparent that the rural school has not kept pace with the rapid development of economic agencies. This is indicated by:
- (a) Out of date and insufficient legislation. (pages 9-10, 14-15, 23, 29, 34.)
 - (b) Amount of money spent on education not in keeping with amount spent on improvement of roads, farm

equipment, autos, gasoline, luxuries, etc. (pages 11, 26-28, 36, 46-50, 60-63.) (Tables III, page 13.) (Table VI, page 26.)

(c) Teachers, buildings, and equipment deficient. (pages 5, 29-38.)

(d) School laws show little revision in last seventy years; road laws revised twice in last ten years. (pages 14-15, 46.)

18. It is evident that the country child is not receiving as thorough and adequate an education as the city child. This is indicated by:

(a) Lack of proper supervision. (pages 16-17, 39.)

(b) Course of study and text books unrelated to farm life. (pages 38-39.)

(c) Lack of special subjects as athletics, music, debate, etc. (pages 38-39.)

(d) Lack of special training for the handicapped. (pages 41-42.)

(e) Lack of rural leaders. (pages 41-42.)

19. The general opinion is that the rural schools in Kansas today are decidedly out of date and inadequate, but if the farmer will become as interested in the education of his children as he is in his improved farming methods, this condition can be improved materially by observing the following recommendations.

Recommendations

There are several recommendations considered necessary by the writer:

1. A complete reorganization of the rural school system of Kansas is a vital necessity. Larger units are needed; whenever possible, transportation, consolidation, or elimination should be used.
2. Practically all legislation pertaining to education should be revised, particularly that relating to financing the schools. All productive economic enterprises should be equitably taxed to secure funds for educational purposes.
3. The scholastic training and the experience of rural teachers should be raised by legislation and the salaries raised in proportion. If possible a minimum salary should be set.
4. The offices of State Superintendent and county superintendents should be strengthened by added efficiency, dignity, responsibility, and compensation.
5. Each rural teacher should be provided wise, thoughtful, and progressive supervision. The buildings and equipment for all school children should be made as modern and comfortable as finances will permit.
6. Each school should offer a vocational program, a health program, fine arts program, and a recreational program.
7. The state should provide a certain minimum educational progress for every child; whether he lives in the city

or in the country, whether he be able bodied or crippled, and whether he be overbright or extremely dull.

8. Kansas should spend more for education, wisely and effectively, and less for luxuries and non-essentials, if she intends to hold her own in this great educational scheme.

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