

Governor Clyde M. Reed correspondence, Educational Legislation

Section 3, Pages 61 - 84

This file includes subject correspondence relating to educational legislation. Topics included in the correspondence but not limited to is higher education administration corruption, required length of school from primary to high school, and school fundraisers. This file is part of a bigger collection of Governor Clyde M. Reed correspondence.

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- (2) The Junior College plan provides the work which these young people need, and also provides the stopping point which they also need, and both at a minimum of cost to State and to the young people themselves.
4. Many young people can find their best educational advantages and their best preparation for life in getting special training which will fit them to enter vocations and semi-professions which are especially offered in their local communities.
 - (1) But for many of these higher vocations or semi-professions special training is needed.
 - (2) This special training can be had to best advantage in close proximity to the actual opportunities.
 - (3) This sort of vocational or semi-professional training the Junior Colleges can offer most advantageously, and thus can give to the State an ever increasing group of skilled workmen, can save the professions from being overcrowded with those not adapted to professional work, and can render the whole service at a minimum of cost and a maximum of efficiency.
- V. The plan of State Aid for Junior Colleges is not a new and untried one.
 1. In California there are now twenty-eight Junior Colleges receiving State Aid.
 - (1) These twenty-eight colleges had a total enrollment last year of 5772 students, representing more first year students than the total first year students enrolled in the two State Universities.
 - (2) The State pays to these Junior Colleges \$100 per year per student, thus providing for their education at a saving to the State of more than a million dollars a year below what it would cost if they were all educated in the State University.
 - (3) In California the heads of the various State Colleges and other leading State educators are thoroughly in favor of the California plan for State Aid for Junior Colleges.
 - 1- President Campbell of the University of California says, "The attitude of the University to the Junior College movement is thoroughly friendly and sympathetic.....The University is glad to see Junior

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Colleges established in communities possessing the population and the financial resources that will make possible the development of institutions of high quality."

- 2- President Wilbur of Leland Stanford University maintains in an address delivered October first that the Universities should soon eliminate lower division work and leave the field to the Junior College.
- 3- President Swetman of the Humboldt State Teachers College says, "We feel so strongly on the question of state support for all our schools that it is no longer an issue with us."
- 4- President Phelps of Santa Barbara State Teachers College says, "I am of the opinion that the Junior College system is a permanent development in this State, and that it is having a remarkable effect in college circles. The work according to all standards of judgment is fully equal to that in the four year institutions. The Junior Colleges have probably contributed to a higher standard in the Teachers Colleges..... I believe in State Aid for Junior Colleges."
- 5- Acting-President Minssen of the San Jose State Teachers College says, "In California we have found that the Junior College has been most useful in preparing students both for the University and for fields students will enter who do not anticipate taking more than two years of work beyond the high school...The time is close at hand when the leading universities in California will eliminate the first two years of College work."
- 6- President Osenbaugh of the Chico State Teachers College says, "I believe that the Junior Colleges are really raising the standard of university work. Our great universities are overcrowded, the classes are too large and no individual instruction can possibly be given. The Junior Colleges are doing the lower division work most admirable and relieving the crowded conditions in the great schools....I do think that the State should give aid to the Junior Colleges. It does not increase the State burden to any large extent. The students, most of them, would go to the Universities, and State Aid would have to be given there."
- 7- President Malone of the Fresno State Teachers College

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writes, "At a recent conference of degree granting colleges, including private institutions, and Junior Colleges of California, held in Berkeley, it was the concensus of opinion that the Junior College system was a decided success and should be given support from all educational authorities of the State. Taking everything into consideration I am certainly of the opinion that State aid for Junior Colleges is the only policy that will gain them their deserved standing in the State and the proper financing."

-3- Will C. Wood, Superintendent of Public Instruction in California, writes, "As to the effect of the Junior Colleges on the educational system of the State as a whole, it has been decidedly wholesome. It has provided relief for the Universities and four-year colleges which were filled to overflowing because of the tremendous increase in the number of high school students and high school graduates in the State...Students who enter the Universities, whether public or private, after completing a year or two in the Junior colleges, actually do a little better work than students who took their freshman and sophomore work at the college or university itself... As to the policy of state aid for Junior Colleges, it has not interfered in the slightest degree with the financial problem of other institutions of higher learning...I believe that the State should liberally contribute to the support of Junior Colleges organized by the various districts of the State."

- (4) Oklahoma, Texas, and Idaho are among the States having State-supported Junior Colleges.
- (5) In 1923 the Legislature of Massachusetts appointed a special commission to study the whole problem of higher education in that State. After more than a year of study, with the aid of special experts from the U. S. Bureau of Education, the commission reported back favoring the establishment of ten State-aided Junior Colleges in various cities of the State. After studying the whole problem and all suggested means of solving it, the "Final Conclusion and Recommendation" of the commission stated, "The commission gave careful study to the Junior College as a method of supplementing present opportunities and provisions for technical and higher education within the Commonwealth... The Junior College plan provides these opportunities in the most efficient and economical way, both for the State and for the student. It is economical

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for the State since at minimum cost it brings those facilities into intimate cooperation with the high school; it is economical for the student since it brings the first two college years within easy reach of every boy and girl, thus greatly reducing the living costs of the student, who may live at home. It strengthens the high school system since it places the first two college years in intimate contact with the high school years, and it relieves the colleges of overcrowding in the first two years where relief is most needed. An increasing number of young people will continue their education through the high school and through the Junior College, since the transition from the high school to the Junior College will be more natural than from the high school to the traditional college, thus reducing the present alarming mortality between the high school and the college....it will meet the needs of many who would greatly profit by opportunities for education beyond the high school, but who perhaps would not profit by the educational program offered by the traditional college, and it will meet the demands coming from business and industry for special training beyond the high school on the non-degree conferring level. The Commission therefore recommends that the General Court authorize the establishment of Junior Colleges according to the terms of a bill filed herewith." House report. #1700

- 1- The bill provides for ten such colleges, with full state support.
- 2- Unusual economic conditions in Massachusetts prevented the immediate adoption of the plan. However, it has been adopted as a policy to be shortly consummated.

Conclusion

I. The probable outworking of the plan:-

1. ^{Eleven} ~~ten~~ cities would receive aid for their Junior Colleges, including the first two years work in the Municipal University of Wichita.
 - (1) The total would not exceed \$140,000 the first year, and \$180,000 the second year.
2. Probably certain other communities, ~~such as~~

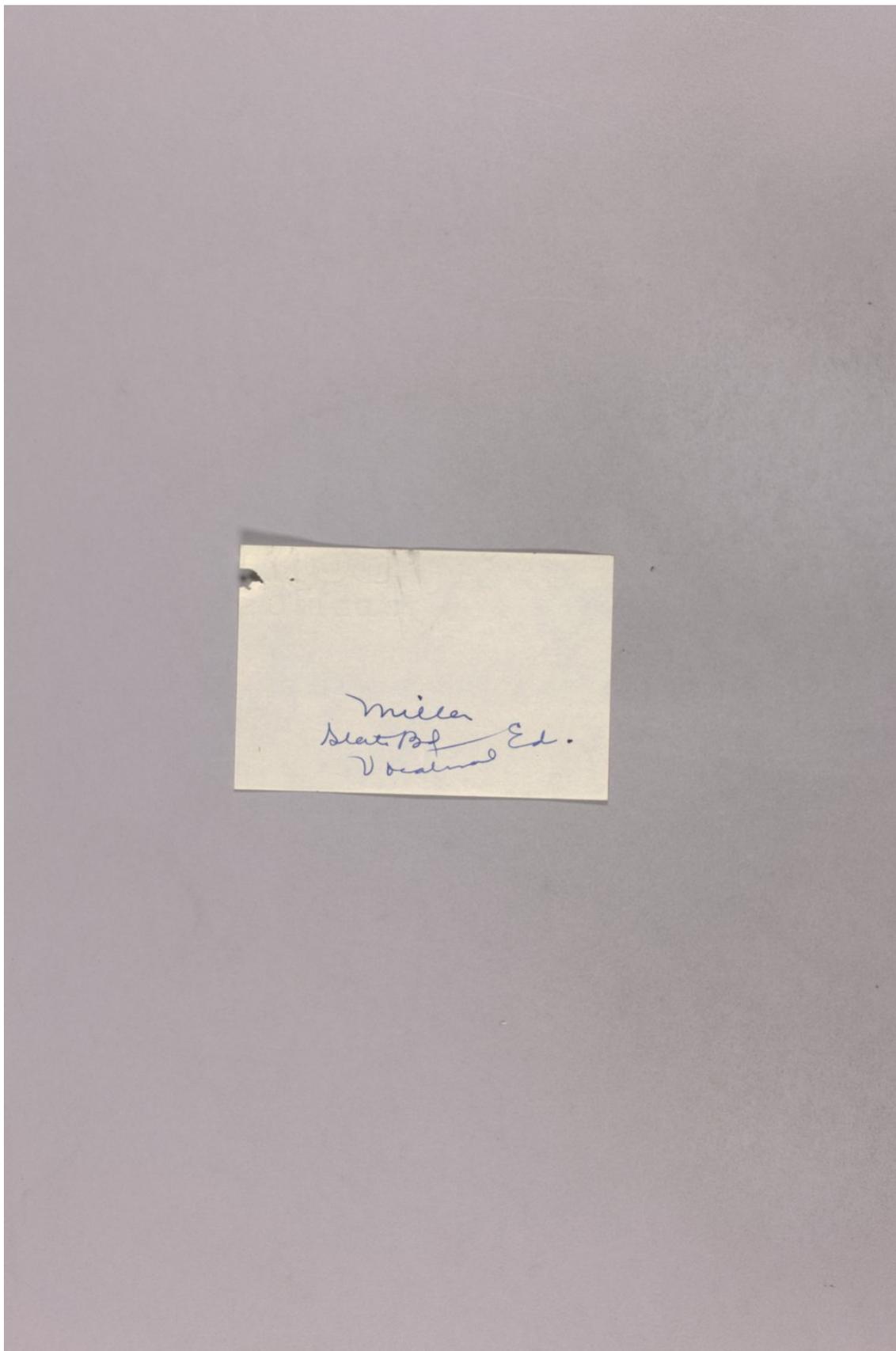
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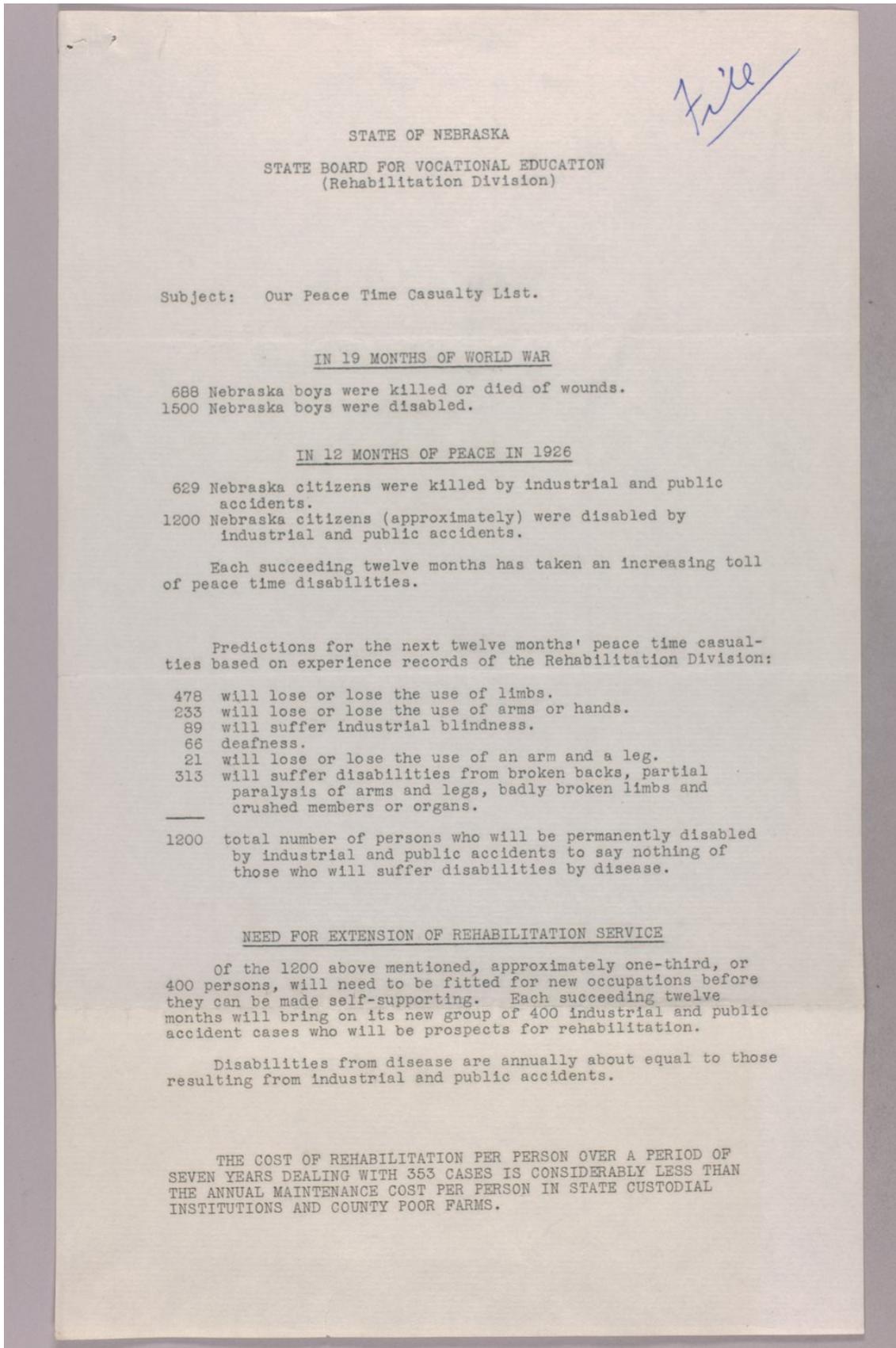
Chanute, would proceed to establish strong Junior Colleges.

- (1) The number which could establish colleges with a minimum enrollment of sixty students would not be large.
3. Congestion in the first two years of the State schools would be relieved and resources rendered available for higher and better work.
4. The work done in the Junior Colleges would be improved through a more adequate support.
 - (1) There are now 1657 students in these Junior Colleges, a group of the State's citizens certainly worthy of the \$140,000 aid asked.
5. The educational work of the State would be done more economically than if these young people were sent to fully state-supported schools.
6. The educational opportunities of the State would be more evenly and equitable distributed.

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STATE OF NEBRASKA

STATE BOARD FOR VOCATIONAL EDUCATION
(Rehabilitation Division)

Subject: Our Peace Time Casualty List.

IN 19 MONTHS OF WORLD WAR

688 Nebraska boys were killed or died of wounds.
1500 Nebraska boys were disabled.

IN 12 MONTHS OF PEACE IN 1926

629 Nebraska citizens were killed by industrial and public accidents.
1200 Nebraska citizens (approximately) were disabled by industrial and public accidents.

Each succeeding twelve months has taken an increasing toll of peace time disabilities.

Predictions for the next twelve months' peace time casualties based on experience records of the Rehabilitation Division:

478 will lose or lose the use of limbs.
233 will lose or lose the use of arms or hands.
89 will suffer industrial blindness.
66 deafness.
21 will lose or lose the use of an arm and a leg.
313 will suffer disabilities from broken backs, partial paralysis of arms and legs, badly broken limbs and crushed members or organs.
1200 total number of persons who will be permanently disabled by industrial and public accidents to say nothing of those who will suffer disabilities by disease.

NEED FOR EXTENSION OF REHABILITATION SERVICE

Of the 1200 above mentioned, approximately one-third, or 400 persons, will need to be fitted for new occupations before they can be made self-supporting. Each succeeding twelve months will bring on its new group of 400 industrial and public accident cases who will be prospects for rehabilitation.

Disabilities from disease are annually about equal to those resulting from industrial and public accidents.

THE COST OF REHABILITATION PER PERSON OVER A PERIOD OF SEVEN YEARS DEALING WITH 353 CASES IS CONSIDERABLY LESS THAN THE ANNUAL MAINTENANCE COST PER PERSON IN STATE CUSTODIAL INSTITUTIONS AND COUNTY POOR FARMS.

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HOUSE BILL NO. _____

BY COMMITTEE on WAYS & MEANS.

AN ACT to provide for the rehabilitation of physically handicapped persons and their return to useful employment; to provide for the acceptance by the state of Kansas of an act passed by the senate and house of representatives of the United States in congress assembled (H.R. 4438, approved June 2, 1920), entitled "An act to provide for the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment"; to make appropriation for such purpose and provide for its administration.

Be it enacted by the Legislature of the State of Kansas:

Section 1. That in order to provide for the vocational rehabilitation of physically disabled persons, there is hereby created under the supervision and control of the state board for vocational education a division for the vocational rehabilitation and placement in remunerative employment of persons whose capacity to earn a living is or has been destroyed or impaired.

Sec. 2. That for the purpose of this act the term "physically disabled persons" shall mean any person of employable age who by reason of any physical defect or infirmity, whether congenital or acquired by accident, injury or disease, is or may be expected to be totally or partially incapacitated for remunerative occupation; the term "vocational rehabilitation" shall mean the rendering of such disabled person fit to engage in a remunerative occupation and his placement in such occupation.

Sec. 3. That to be eligible for rehabilitation under the provision of this act, a person must reside in the state at the time of sustaining disability or must have been a legal resident of the state at least one year, must be vocationally handicapped, and must be susceptible of rehabilitation.

Sec. 4. That the state board for vocational education is hereby authorized and directed to disburse all funds for the rehabilitation of disabled persons; to appoint and fix the compensation of the personnel necessary to administer this act; to vocationally rehabilitate and place in remunerative occupations persons eligible for the benefits of this act; to make such rules and regulations as may be necessary for the administration of this act, and to report annually to the governor of the state on its administration.

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Sec. 5. That the state board for vocational education and the public service commission or other agency charged with the administration of the state workmen's compensation laws are hereby empowered and directed to formulate a plan of cooperation, to become effective when approved by the governor of the state.

Sec. 6. That the state board for vocational education is hereby authorized and empowered to receive such gifts and donations from either public or private sources as may be offered unconditionally or under such conditions as in the judgment of said state board are consistent with the provisions of this act. All moneys received as gifts or donations shall be deposited in the state treasury, and shall constitute a permanent special fund to be used by the state board in carrying out the purposes of this act. A report of all gifts and donations received and all disbursements made therefrom shall be submitted annually to the governor of the state.

Sec. 7. That the state of Kansas does hereby accept the provisions and benefits of the act of congress entitled "An act to provide for the promotion of vocational rehabilitation of persons disabled in industry or otherwise and their return to civil employment," approved June 2, 1920, and amended June 5, 1924, and does hereby empower and direct the state board for vocational education to cooperate with the federal board for vocational education in carrying out the provisions of the national civilian vocational rehabilitation act.

Sec. 8. For the use of the state board for vocational education in carrying out the provisions of this act, there is hereby appropriated out of any money in the state treasury not otherwise appropriated the sum of \$16,806.36 or so much thereof as may be necessary for the purpose of this act, for the fiscal year ending June 30, 1930, and the sum of \$16,806.36, or so much thereof as may be necessary for the purpose of this act, for the fiscal year ending June 30, 1931.

Sec. 9. That the state treasurer is hereby designated custodian of all money received by the state from appropriations made

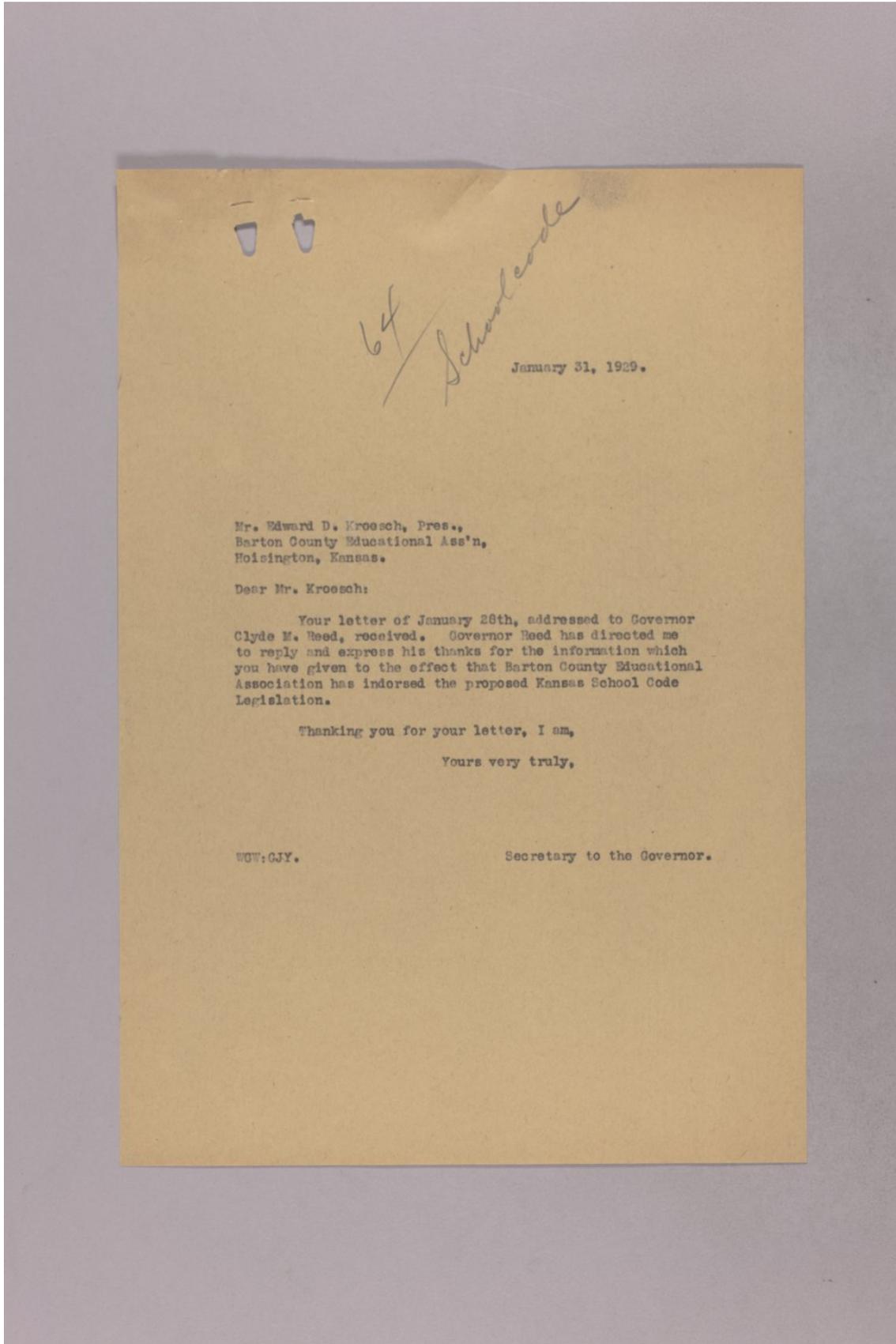
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by the congress of the United States for vocational rehabilitation of persons disabled in industry or otherwise, of all money appropriated by the state for the purpose of this act, and of all money received by the state board for vocational education as donations, and is authorized to receive and provide for the proper custody of the same and to make disbursement therefrom upon warrants drawn by the state auditor.

Sec. 10. The state auditor is hereby authorized and directed to draw his warrants on the state treasurer for the purpose mentioned in this act, on vouchers issued by the state board for vocational education and approved by the state superintendent of public instruction.

Sec. 11. This act shall take effect and be in force from and after its publication in the statute book.

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School code

January 31, 1929.

Mr. Edward D. Kroesch, Pres.,
Barton County Educational Ass'n,
Holsington, Kansas.

Dear Mr. Kroesch:

Your letter of January 28th, addressed to Governor Clyde M. Reed, received. Governor Reed has directed me to reply and express his thanks for the information which you have given to the effect that Barton County Educational Association has indorsed the proposed Kansas School Code Legislation.

Thanking you for your letter, I am,

Yours very truly,

WGW:GJY.

Secretary to the Governor.

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EDWARD D. KROESCH
Superintendent

HOISINGTON PUBLIC SCHOOLS
HOISINGTON, KANSAS

C. C. HARDY, Principal
Senior High School

January 28, 1929.

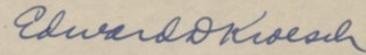
Governor Clyde Reed,
Topeka, Kansas.

Dear Governor Reed:

In regular session at Hoisington, Saturday, January 26,
The Barton County Educational Association and the Boards of
Education of Barton County went on record as supporting
unanimously the recommendations of the Kansas School Code
Commission for the revision of the School Code.

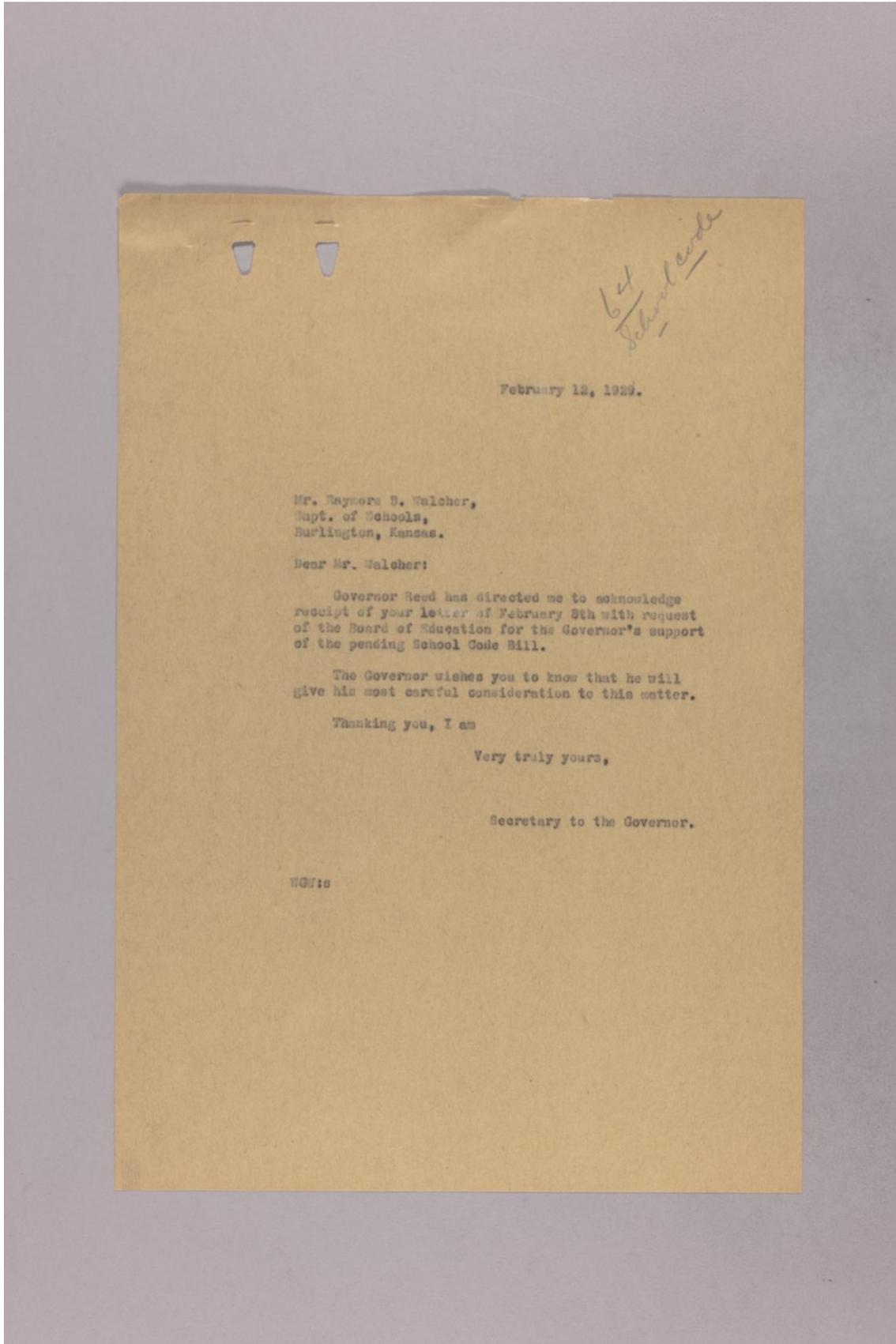
We hope for favorable Legislative and Executive
action on this bill.

Respectfully submitted,

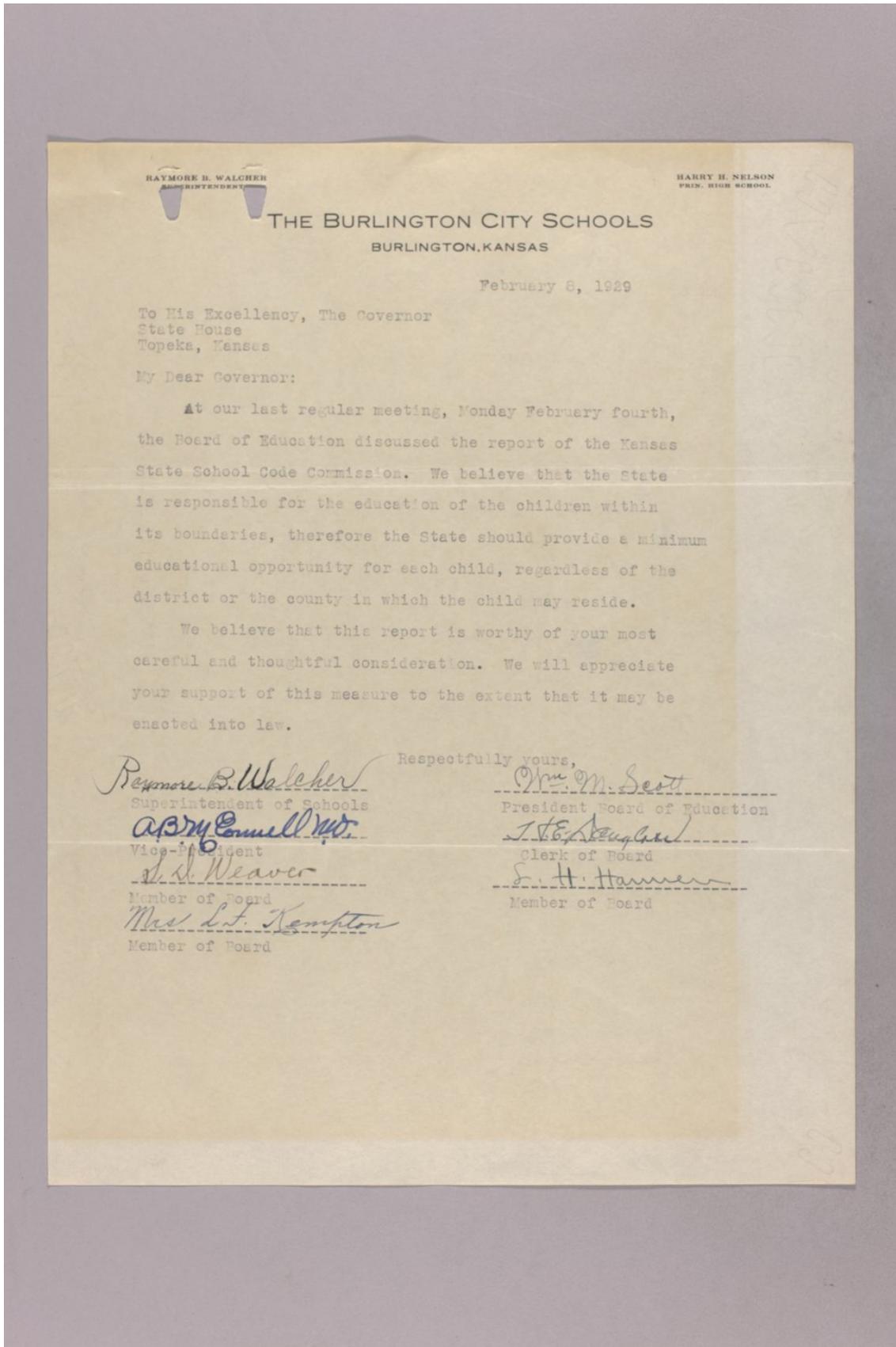


Edward D. Kroesch, President
Barton County Educational Ass'n

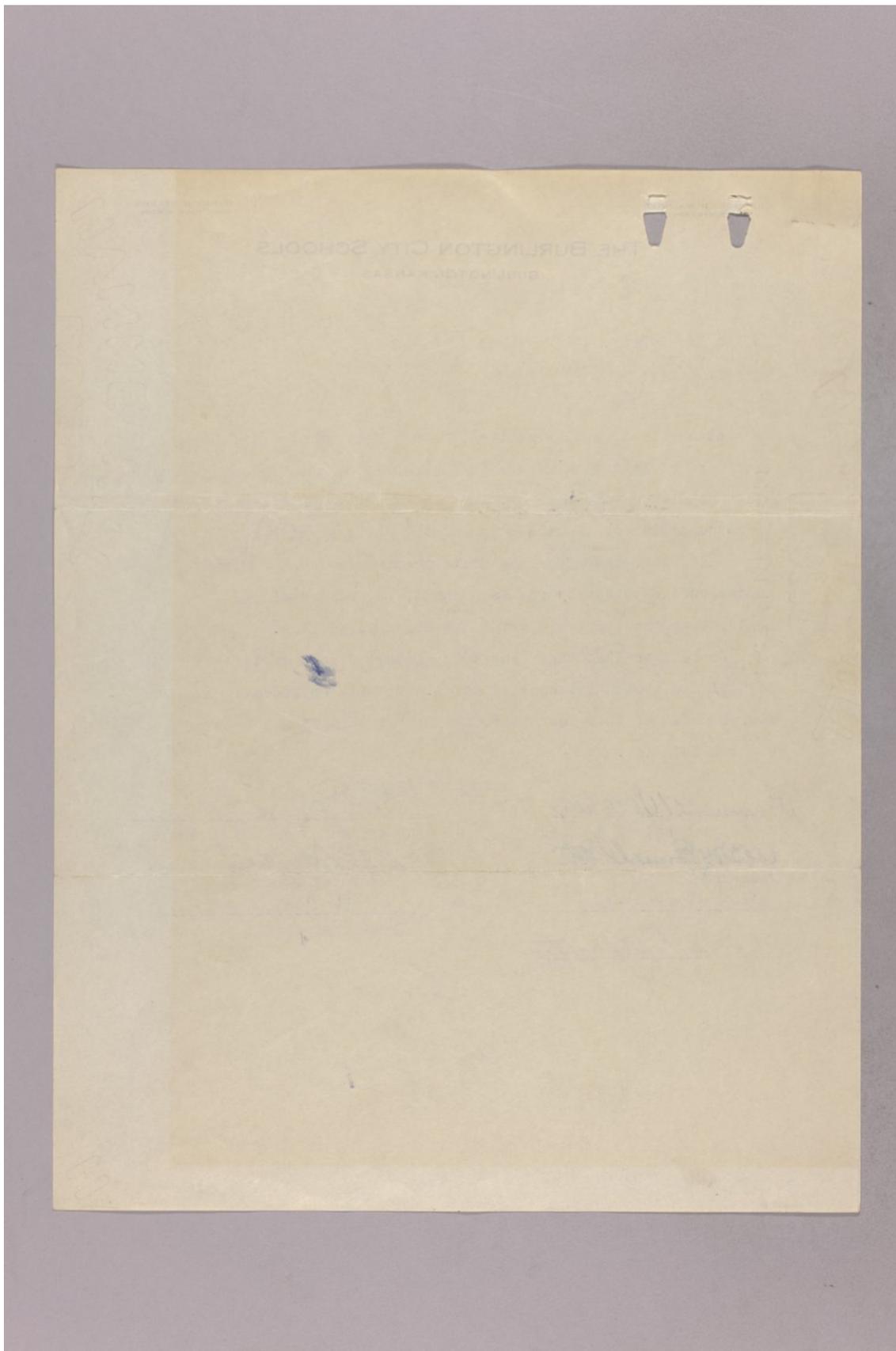
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*Educational
64-1000*

February 23, 1929

Mr. J. B. Riscoley,
Attorney-at-law
Stockton, Kansas.

My dear Mr. Riscoley:

Thank you very much for yours of the 21st and accompanying analysis of the financial result of the School Code Commission plan. I am going to retain it until I have time to study it and then turn it over to the Commission that will study the taxation system.

This is the first analysis I have seen and I think it is unfortunate that something of this kind was not done in time for the information of the legislature.

Thank you for writing me on the subject.

Cordially yours,

Governor

CMR:dln

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OFFICE TELEPHONE 48

HOME TELEPHONE 4

J. B. RISELEY
ATTORNEY-AT-LAW
STOCKTON, KANSAS

February 21st, 1929.

Gov. Clyde M. Reed,
Governor of Kansas,
Topeka, Kansas.

Dear Governor:-

In accordance with my conversation with you some weeks ago, following your return from Washington, I have been working on the taxation feature of the school code commission report - and while I have not finished my investigation I have discovered that the inequities under its terms are equal to those under the present haphazard system now in use.

I would like to submit to you the extensive compilations and ratios, worked out for every county - as I know they would be of interest to you and that you would see their significance - but that takes time to copy, and I do not know just how urgent this bill may be.

So I am merely going to submit a map showing the counties gaining and losing under the proposed bill, and the amount of such gain or loss in dollars; also a table showing the percent that the receipts under the fund will bear to the sum contributed by each county to the fund.

As the only legitimate way to figure the contribution is on a basis of a general state wide property tax (as indirect taxes will not total state revenues in any event, even without this additional ten million), I have used that method. So each county contributes 2 mills (I use third step, on the theory that if the third step is unsound the first is equally so, and in the same ratio), the district 2 mills, the state 3.099 mills or a total on every piece of property in the state of approximately 7.1 mills. In addition each county gives up its present state and federal ~~xxxxxx~~ aid. This is the actual contribution of each county to the fund. The total of the 105 counties equals the contributions received by all. Figures for the first step will be approximately 75% of the third step and for the second step about ~~22~~ 87% of the third step. All figures are based on data found in Table "C" Supplement to ~~XXXXX~~ Vol II, Report of the School Code Commission, where valuations and teaching units are found. My figures check to within one of the nearest dollar. This ~~does~~ not cover the other \$11,000,000 to be raised by local taxation, as this plan only contemplates the raising of \$25,000,000 of the total of \$36,000,000 now raised for schools.

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J. B. RISELEY
ATTORNEY-AT-LAW
STOCKTON, KANSAS

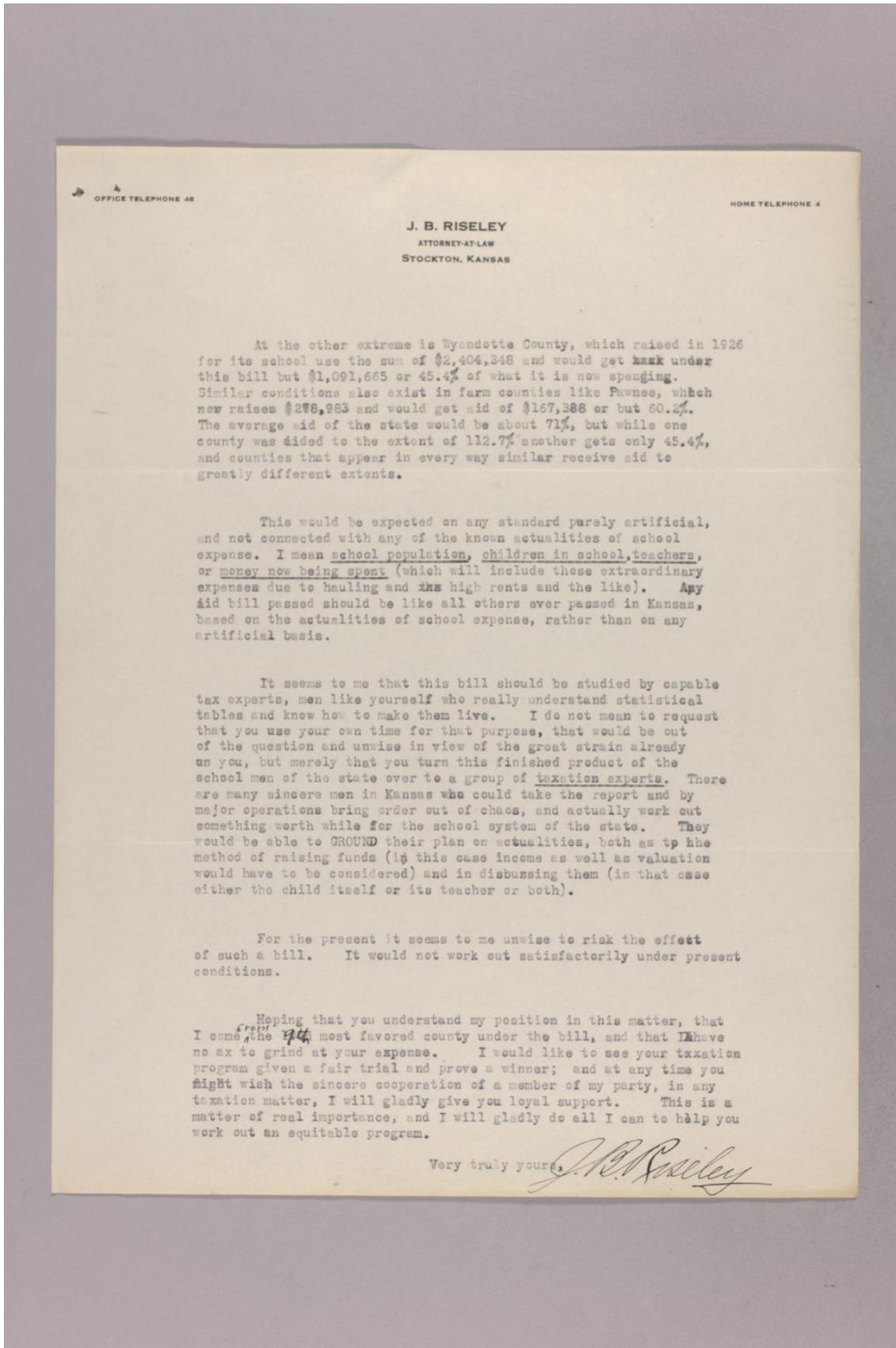
Dr. Mort seems to assume in some of his tables that passing a law will automatically raise \$10,000,000 without costing anyone anything. In this way his charts show everyone making big gains under this program. The schools of Kansas now cost over ~~\$\$\$~~ 36 million a year, according to the totals reported by the State Tax Commission, and the valuation of the state is 3,600 million. This means a levy of approximately 10 mills on an average. Someone now pays it all, someone will have to keep on paying it.

In 1925 there were on the farms of Kansas 701,000 persons, constituting 36% of the people of the state. These people operated and lived upon approximately 66% of the tangible property of the state (other than that owned by corporations taxed out of Topeka, whose taxes were charged back in rates - a great percentage being produced from rates levied on farm products for transportation). No one would contend that these 36% of the population making farming an occupation earn even 36% of the total earnings of the state, much less 66%. As I have heard you say, it is earnings not valuation, that justify contribution to public maintenance in the form of taxes. This bill absolutely defies that fact. A careful study of the bill will show why this is true. The bill throws the present school money & levies from the district, county and state all into one fund, (the ~~xxxx~~ shifting about of funds makes no difference, if the last fund is merely used to fill up low places left by the collection of the other funds). This is true of this bill - regardless of terms, all funds are merged and mingled, and out of the merged \$25 millions of dollars comes 105 county ~~xxxxxx~~ aids, based on an artificial standard called a teaching unit, which investigation will show bears no relationship at all to population, either general or ~~xxx~~ of school age; to money now being spent on education; to persons in daily attendance; or even to persons actually employed in teaching. The term "teaching unit" being artificial is easy of later manipulation.

My belief is that Dr. Mort found it necessary to shift the artificial term of "teaching unit" to hide in part the unsound basis of throwing the support of the schools of the state on a flat levy on tangible property of 7.1 mills plus the present state aid. But a distribution on the basis of persons of school age; of teachers employed; of pupils in average daily attendance; or even on money now being raised would all be more equitable than on this artificial standard.

I will merely mention two counties: Washington County* in 1926 raised for school use \$262,621 (and a similar sum for several years). Under this law (3rd ~~step~~) it would get from the state fund \$295,932, *and would have no local additional tax at all.* or \$33,211 more than they now spend for schools. They would be forced to find ways of getting rid of this extra \$33,200. *Another* words this one county gets ~~xxxx~~ aid of more than it now spends, as also does or would Coffey and Greeley Counties. Pottawatomie and several others would get within a few per cent of all they now are spending.

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J. B. RISELEY
ATTORNEY-AT-LAW
STOCKTON, KANSAS

At the other extreme is Wyandotte County, which raised in 1926 for its school use the sum of \$2,404,348 and would get ~~back~~ under this bill but \$1,091,665 or 45.4% of what it is now spending. Similar conditions also exist in farm counties like Pawnee, which now raises \$278,983 and would get aid of \$167,388 or but 60.2%. The average aid of the state would be about 71%, but while one county was aided to the extent of 112.7% another gets only 45.4%, and counties that appear in every way similar receive aid to greatly different extents.

This would be expected on any standard purely artificial, and not connected with any of the known actualities of school expense. I mean school population, children in school, teachers, or money now being spent (which will include these extraordinary expenses due to hauling and ~~the~~ high rents and the like). Any aid bill passed should be like all others ever passed in Kansas, based on the actualities of school expense, rather than on any artificial basis.

It seems to me that this bill should be studied by capable tax experts, men like yourself who really understand statistical tables and know how to make them live. I do not mean to request that you use your own time for that purpose, that would be out of the question and unwise in view of the great strain already on you, but merely that you turn this finished product of the school men of the state over to a group of taxation experts. There are many sincere men in Kansas who could take the report and by major operations bring order out of chaos, and actually work out something worth while for the school system of the state. They would be able to GROUND their plan on actualities, both as to the method of raising funds (in this case income as well as valuation would have to be considered) and in discussing them (in that case either the child itself or its teacher or both).

For the present it seems to me unwise to risk the effect of such a bill. It would not work out satisfactorily under present conditions.

Hoping that you understand my position in this matter, that I come ^{to} ~~the~~ ^{the} most favored county under the bill, and that I have no ax to grind at your expense. I would like to see your taxation program given a fair trial and prove a winner; and at any time you might wish the sincere cooperation of a member of my party, in any taxation matter, I will gladly give you loyal support. This is a matter of real importance, and I will gladly do all I can to help you work out an equitable program.

Very truly yours,



Governor Clyde M. Reed correspondence, Educational Legislation

HOW THE REPORT OF THE SCHOOL CODE COMMISSION WORKS OUT.
(contributions to fund of 105 counties equal receipts from the fund by all 105 counties.)

For each \$1,000 contributed to this so-called equalization fund each county would get back the following amounts:

Per \$1000		Gain in Dollars			
Paid in					
Drawford	\$1,706	\$22,222	\$306,776		
Morton	1,749	22	29,631		
Morton	1,708	\$94,946			
Rawlins	1,646	\$56,592			
Decatur	1,643	69,025			
Cherokee	1,638	170,712			
Graham	1,623	58,331			
Thomas	1,616	60,893			
Rooks	1,557	70,872			
Cheyenne	1,519	43,238			
Chautauqua	1,467	64,429			
Phillips	1,389	67,046			
Hamilton	1,379	18,512			
Sherman	1,369	31,462			
Stanton	1,344	10,207			
Wallace	1,329	17,388			
Linn	1,328	54,836			
Cray	1,312	28,458			
Cove	1,279	24,565			
Scott	1,272	16,575			
Osborne	1,251	66,894			
Coffey	1,247	44,683			
Ness	1,244	32,147			
Wichita	1,234	10,791			
Barber	1,233	36,916			
Edwards	1,222	29,029			
Woodston	1,220	27,551			
Logan	1,219	15,274			
Ceage	1,214	50,621			
Stevens	1,211	13,604			
Labette	1,206	66,879			
Comanche	1,191	16,406			
Lene	1,182	11,398			
Meade	1,178	17,237			
Bourben	1,176	41,400			
Nessho	1,175	47,049			
Trego	1,169	15,051			
Grant	1,157	5,424			
Elk	1,154	22,457			
Sheridan	1,143	22,925			
Kiowa	1,139	13,662			
Seward	1,134	12,369			
Pottawatomiel	1,133	33,364			
Wilson	1,103	27,793			
Finney	1,088	11,912			
Haskell	1,086	3,730			
Jewell	1,078	22,001			
Smith	1,076	17,589			
Clark	1,073	7,084			
Mitchell	1,066	14,921			
Morris	1,059	11,186			
Rush	1,054	8,236			
Allen	1,041	11,052			
Anderson	1,037	7,386			
Jefferson	1,036	6,525			
Pratt	\$3,035	\$ 7,515			
Jackson	1,029	8,703			
Montgomery	1,016	8,584			
Riley	1,015	4,457			
Sumner	1,005	2,354			
Doniphan	1,004	850			
THE ABOVE (SHOWS 61 COUNTIES GET BACK MORE THAN THEY PAY IN.)					
----- THESE - LOSERS -----					
Kearney	\$ 994	\$ 307			
Kingman	988	2,910			
Franklin	988	3,449			
Ford	975	5,949			
Stafford	972	5,797			
Wabausee	962	7,840			
Greeley	964	1,384			
Lincoln	961	7,039			
Ellsworth	960	7,905			
Ottawa	953	9,507			
Lyon	940	23,025			
Hodgman	932	5,953			
Marion	931	26,349			
Russell	931	14,330			
Harper	922	16,202			
Miami	918	22,444			
Republic	917	24,132			
Leavenworth	915	27,427			
Wyandotte	905	114,001			
Rice	903	28,149			
Sedgwick	899	222,222			

Cloud	898	28,039			
Washington	898	33,439			
Dickinson	897	40,513			
Geary	894	15,844			
Johnson	893	36,668			
Marshall	889	43,554			
Clay	885	28,067			
Cowley	884	66,580			
Reno	879	82,490			
Harvey	864	40,753			
Pawnee	853	26,954			
Douglas	849	50,550			
McPherson	833	63,910			
Shawnee	817	165,631			
Butler	805	132,912			
Memphs	\$794	\$36,472			
Brown	785	76,453			
Barton	782	75,469			
Ellis	775	37,984			
Saline	758	106,904			
Greenwood	709	141,090			
Atchison	705	22,861			
Chase	701	56,250			

THESE 44 COUNTIES PAY INTO THESE FUNDS MORE THAN THEY GET BACK.

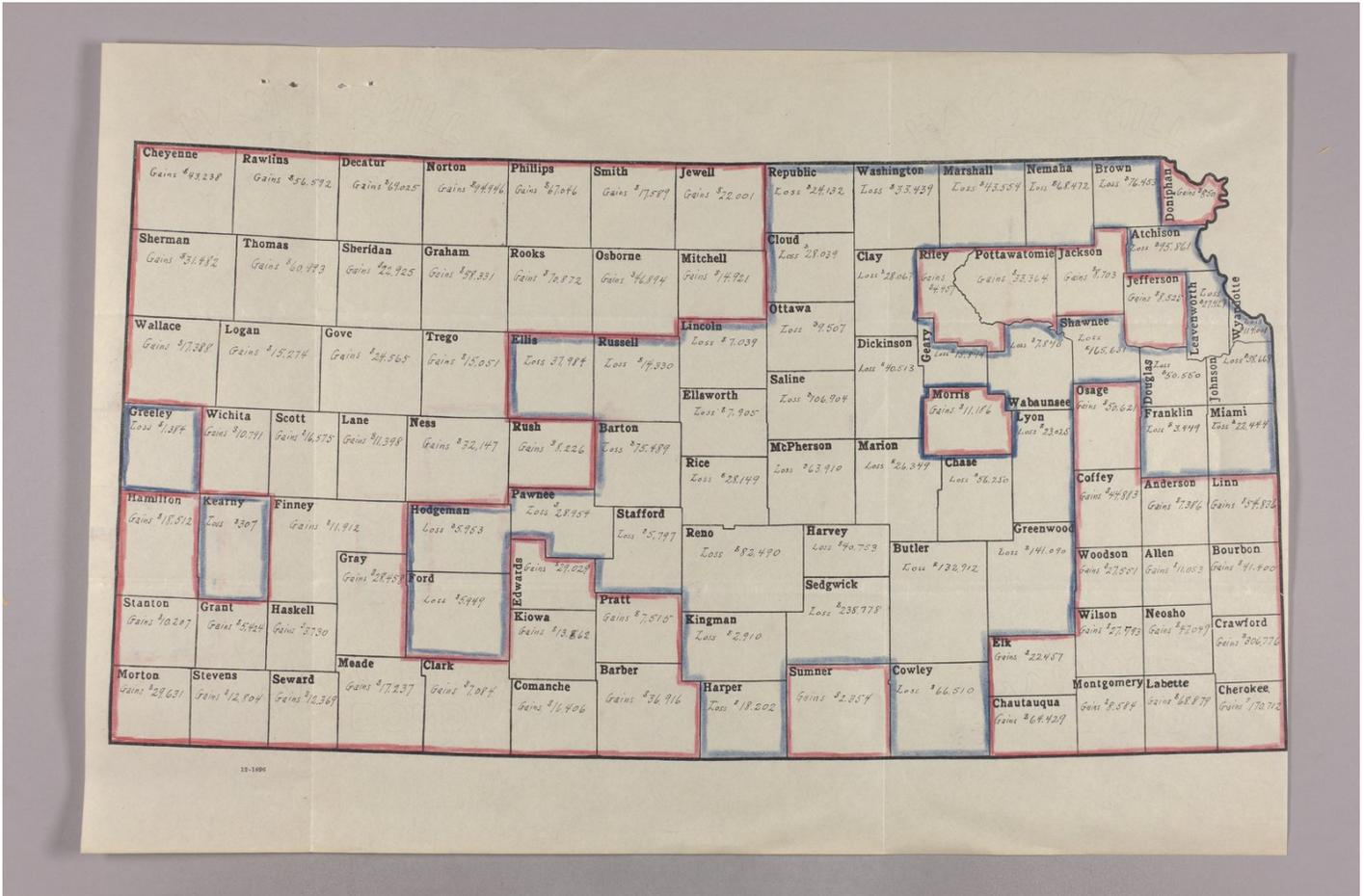
The total paid into these school code funds is: (under the third step - the permanent and final step, and the one used in this investigation) \$25,606,356 and the amount distributed is the same.

The total ^{gains} of the 61 gaining counties and the total ^{losses} of the 44 losing counties are each \$2,113,114

To test these tables; Turn to Table "C" of Vol. II, Report of school code Commission - the last page of the report. You will find valuations of counties and number of teaching units. The method used on Atchison County figures is: Valuation \$24,157,000 Co. has 190.77 "n" \$1200 teaching units, and gets \$226,924 for these units It pays 4 mills (2 district and 2 county wide) or \$180,548. Its share of the state fund, equal to 3.098 mills is \$139,939. It gives up its present state aid of \$4,398. The total paid in is \$324,785 or \$95,861 more than received, or \$705 for each \$1000 paid in.

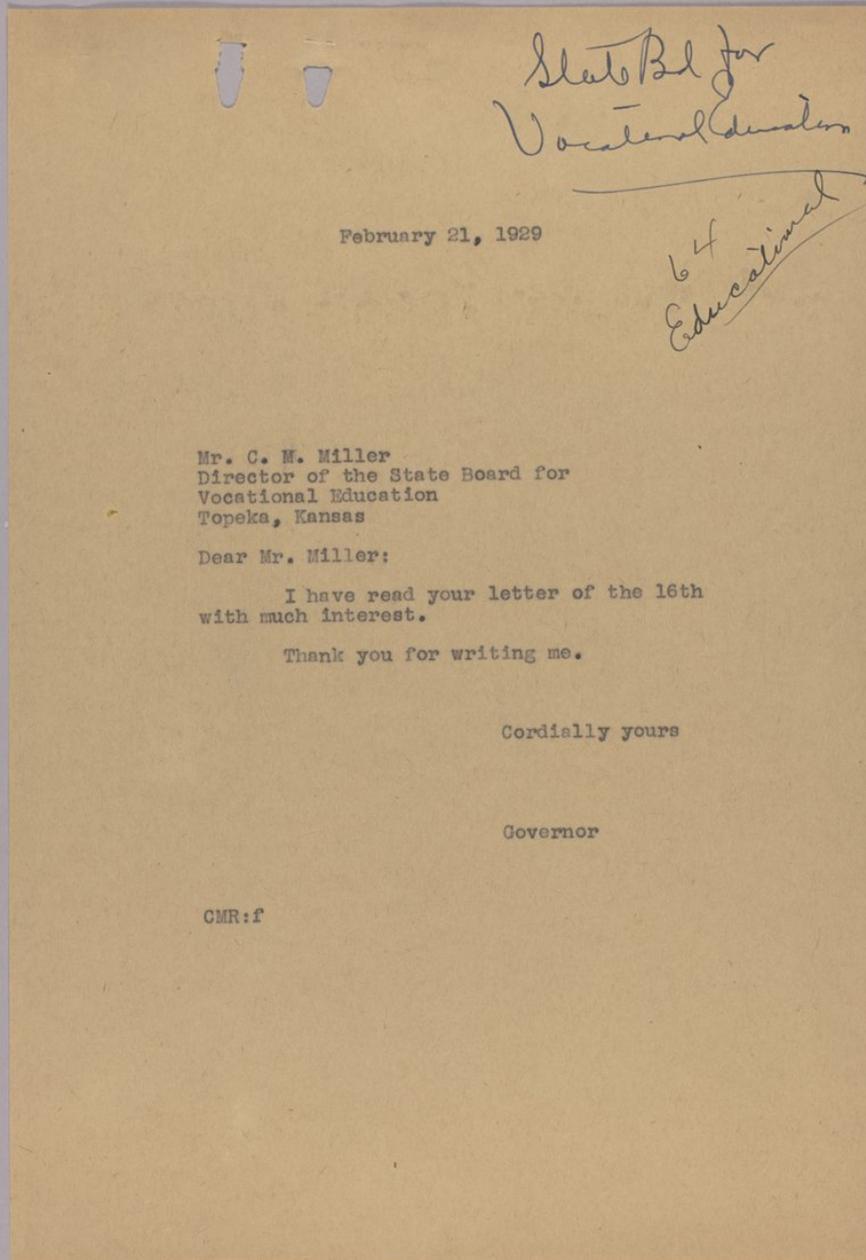
FIRST COLUMN FIGURES - RATIOS - ARE APPROXIMATELY THE SAME UNDER ALL THREE STEPS - WOULD BE IDENTICAL BUT FOR MINOR EFFECT OF PRESENT SCHOOL AID.

Governor Clyde M. Reed correspondence, Educational Legislation



13-1095

Governor Clyde M. Reed correspondence, Educational Legislation



Governor Clyde M. Reed correspondence, Educational Legislation

GEO. A. ALLEN, JR., EXECUTIVE OFFICER
C. M. MILLER, DIRECTOR
SUPERVISOR TRADE AND INDUSTRIES

LESTER B. POLLON
SUPERVISOR AGRICULTURE
MISS HAZEL E. THOMPSON
SUPERVISOR HOME ECONOMICS

STATE BOARD FOR VOCATIONAL EDUCATION

TOPEKA, KANSAS
Feb. 16, 1929

Hon. Clyde M. Reed, Governor,
State of Kansas,
Building.

Dear Governor Reed:

Within the next few weeks the legislature will appropriate millions of dollars to provide an education for strong normal men and women who are fully capable of taking care of themselves and we do this because we think it is good business on the part of the state.

It doesn't seem quite fair that we do not provide some such opportunity for the physically handicapped persons of our state who are in need of assistance, and who are not capable of providing for themselves the education they need; and who are not capable of taking advantage of or profiting largely by the educational facilities we now provide. I hope, therefore, you will read the enclosed bill carefully and give it your very careful consideration. The appropriation called for is small and will be doubled because of the fact that the Federal Government will match it.

This bill is now in the hands of the Ways and Means Committee of the House and I do not know what disposition they will make of it. I surely hope they will give it favorable action. I think they will if you are favorably inclined toward it.

I am pointing out in the following paragraphs what I think to be some of the salient points in its favor:

1. It provides for the retraining and useful employment of physically disabled citizens of Kansas over fourteen years of age whether men or women.
2. This act was accepted by Governor Henry J. Allen in 1920 but because of a dispute arising with reference to the administration of vocational education in the state, the legislature would not ratify the approval nor make appropriation; nor has it done so since.
3. Forty-one states are now engaged in this work in cooperation with the federal government.
4. It applies to those who are disabled on farms, in factories, on streets or highways, or through disease. In fact, to all who have sustained a physical disability.

Governor Clyde M. Reed correspondence, Educational Legislation

C.M.R. 2

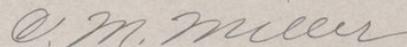
5. It does not set up any new administrative machinery. If the state accepts this act, it must be administered by the State Board for Vocational Education which board administers the Smith-Hughes Vocational Education Act.
6. It has cost less than \$250 per person to make disabled persons self supporting for life.
7. It costs \$300 to \$500 each year to support such disabled person on private or public charity.
8. It is economically sound for it conserves the human resources of the state and nation.
9. It is a direct responsibility of the State Department of Education.
10. It is not charity but sound business economy.
11. It is the only vocational training now available with government aid for ex-service men who are or may become disabled.
12. Based on the earning capacity before and after rehabilitation, Nebraska has found a 344% return on their investment in rehabilitating disabled persons.
13. The federal government allots to Kansas \$16,806.36 each year for this work, provided Kansas will match it.
14. Since 1920 Kansas has lost more than \$151,000 of federal money which could have been used in this way.
15. We believe the heart of Kansas is too big and her economic sense too keen to fail in this important piece of work.

Since Kansas has not been doing this work it is not possible for me to give you figures indicative of the problem, but Nebraska with a population of approximately four-fifths the population of Kansas finds that about 400 persons are in need of this service each year. For your information I enclose a sheet of statistics from the Nebraska State Board for Vocational Education indicating their problem.

Several times during the last few days I have made an attempt to see you, but realize that you have been very very busy. If other questions occur to you that you would like to discuss, your secretary can reach me at telephone 7091 in the building.

Thanking you for your earnest and careful consideration of this bill, I am

Most respectfully yours,



Director.

CMM:G
Encl.