Hughes Collection
School Reform Legislation, 1932-1942

Three men from Parsons, Kansas, led a campaign for school reform legislation in the legislative sessions of 1939 to 1941.

Payne Ratner, from Parsons, was elected Governor of Kansas in 1938 and reelected in 1940 on a platform that included school reform. Frank Pinet, a former Parsons School Superintendent, was by then the veteran Executive Director of the Kansas State Teachers Association. Rees Hughes, who had been the Parsons School Superintendent since 1922, became chair of the KSTA's Legislative Affairs Committee. The three men worked together with others to promote an ambitious agenda, including state support of school districts with a view toward mitigating property-tax inequalities, state-provided textbooks, a retirement plan for teachers, and non-partisan governing boards for K-12 schools and the state colleges. Their efforts contributed to the passage of the Kansas Teachers Retirement Act on April 9, 1941, the last day of that year's legislative session.

The documents in this collection were saved by Rees Hughes in folders labeled "Legislative" and "Governor." They have been assembled and organized by his grandchildren. We offer them to the Kansas Historical Society to supplement its other records of the time.

The collection consists largely of letters between Hughes, Pinet, and Governor Ratner, and between them and other Kansas educators. The letters shed light on the characters of the three men and on the needs and customs of the time. They reveal an early model for the mobilization of teachers and School Superintendents to influence state education policy. They provide only an incomplete story of events, so any historian will need to rely on other public records for a full timeline.

Walter Stromquist
mail@walterstromquist.com
April 11, 2025

Dramatis Personae

Rees Hopkins Hughes:

Born June 9, 1891 in Fort Scott, Kansas
Died November 10, 1973 in Topeka, Kansas

Attended Fort Scott schools; Grad. F.S.H.S. 1908;
Taught in one-room County school 1908-9;
Washburn University 1909-1913; graduated 1913;
Married Isabel Savage 1917; 3 children
Taught HS in Fort Scott, became HS principal and
deputy to School Superintendent H. D. Ramsey;
Moved with Ramsey to Parsons in 1921, to fill same role;
Parsons School Superintendent from April 18, 1922 till about June, 1941;
Chair of Legislative Committee of Kansas State Teachers Assn, 1941;
President of Kansas State Teachers College (now PSU) 1941-1957;
State Representative 1963-1973 (elected 1962)

Payne Ratner:

b. Casey, IL, October 3, 1896
Navy, WWI
Law degree, Washington Univ. of Saint Louis, 1920
Married Cliffe Dodd 1920; 3 children
Began law practice in Parsons in 1920
County Attorney, 1923-27
Kansas State Senator, elected 1928; also 1937-39
Labette County Republican Chairman at least during 1932
Governor 1939-1943 (elected 1938 and 1940)
Retired from politics after term as governor
d. Wichita 1974.

Frank Leopold Pinet

b July 28, 1881, Onaga, Pottawatomie County KS
d June 15, 1941, buried Onaga (or Aug. 11, 1941, according to an estate record)
Parsons Superintendent of Schools June 15, 1910 to Aug. 7, 1916
Moved then to Topeka to be exec. director of KSTA till his death.

Kansas Governors

1929-1931 Clyde Reed (R) (Parsons, KS; Editor/Publisher of Parsons Sun newspaper; Elected US Senator 1938, served till his death in 1949)
1931-1933 Harry Hines Woodring (D) (US Sec'y of War, 1936-)
1933-1937 Alf Landon (R) (Republican Presidential Nominee 1936)
1937-1939 Walter Huxman (D)
1939-1943 Payne Harry Ratner (R)
1943-1947 Andrew Schoeppel (R) (later US Senator)
1947-1950 Frank Carlson (R) (later US Senator)

Parsons Superintendents of Schools:

15 jun 1910 - 7 aug 1916: Frank L. Pinet
1916-1921: John F. Barnhill
~ 26 aug 1921 - 13 apr 1922: H. D. Ramsey
18 apr 1922 - ~June, 1941: Rees H. Hughes
1941ff: Wallace Guttridge

Pinet started at KSTA for 2500/yr (1916)
Barnhill's ending salary: 3600/yr (1921)
Ramsey's starting salary: 4500/yr (1921)

(Barnhill was fired by a close vote of the Board.
Ramsey died 13 April 1922.)

Reported in 1916: 14,000 teachers in state
Pinet started at KSTA with intent to actively support legislation.
Pinet published a poem in the Parsons Daily Eclipse 14 apr 1916.

Chief Officers of Pittsburg State University:

Russell S. Russ (1903–1911) (Principal)
George E. Myers (1911–1913) (Principal)
William A. Brandenburg (1913–1940) (President)
O. P. Dellinger (1940–1941)
Rees H. Hughes (1941–1957)
Leonard H. Axe (1957–1965)
George F. Budd (1965–1977)
James Appleberry (1977–1983)
Donald W. Wilson (1983–1995)
John R. Darling (1995–1999)
Tom W. Bryant (1999–2009)
Steven A. Scott (2009–2022)
Dan Shipp (2022–present) (Resigned 2025; search ongoing)

Kansas Governors - Elections:

1915-1943

Arthur Capper (1915-1919) -- later U.S. Senator.
Henry Justin Allen (1919-1923)
Jonathan McMillan Davis (1923-1925)
Ben Sanford Paulen (1925-1929) -- Republican; signed Kindergarten bill. (W. A. White was an independent candidate in 1934.)
Clyde Martin Reed (1929-1931) -- Parsons Sun editor, Republican, US Senate 1939-1949 -- died in Parsons Nov. 8, 1949.
1928 election: Reed 65.6%, Lettle 33.2%, Socialist Peterson 1.2%.
Harry Hines Woodring (1931-1933) -- Banker in Elk City, then Neodesha. Democrat. (Dr. John R. Brinkley was an independent candidate in 1930.)
1930 election: Woodring 35.0%, Haucke (Republican) 34.9%, Brinkley (colorful radio man; write-in) 29.5% (with controversial count)
Alfred Mossman Landon (1933-1937) -- Oil man, Bull Moose Republican, Presidential candidate 1936. Died age 100. Dau. Nancy was Senator.
1932 election: Landon 34.8%, Woodring 34.1%, Brinkley 30.6%.
1934 election: Landon 80-20 over Brinkley in Republican Primary, then 53.51%-45.63$ over Democrat Omar Ketchum.
Walter August Huxman (1937-1939) -- Reno Co. school teacher, Democrat, later U.S. Circuit Judge.
1936 election: Huxman 51.09%, Republican Will G. West 48.52%.
Payne Ratner (1939-1943) -- Came to Parsons in 1920. Republican.
1938 election: Republican primary, Ratner 41-28-21-10 over McGugin, Thompson, Newcomer. Ratner 52.10, Huxman 45.13% in general.
1940 election: Ratner 49.63%, Democrat William H Burke 49.58% (430 vote margin), Prohibition 0.61%, Socialist 0.19%.

1943-1979

Andrew Frank Schoeppel (1943-1947) -- Republican, elected Senator in 1948.
1942 election: In Republican primary, Schoeppel 37.04%, Carl E. Friend 32.28%, Clyde Reed 25.27%, Skovgard 5.41%. General: Schoeppel 56.68%, Democrat William H. Burke 41.75%.
Frank Carlson (1947-1950) -- Republican, son of Swedish immigrants. State Rep. and US. Rep.; then Governor; then U.S. Senator.
Edward Ferdinand Arn (1951-1955)
Fred Hall (1955-1957)
George Docking (1957-1961)
John Anderson, Jr (1961-1965)
William Henry Avery (1965-1967)
Robert Blackwell Docking (1967-1975)
Robert Frederick Bennett (1975-1979)

HUGHES COLLECTION 1932-1943
(pdf documents can get edited, so beware of these page numbers)

| | pages | pages in full merged file from - to | | from | to | |
|---|---|---|---|---|---|---|
| RHH-1932-001 | 2 | 7 - 8 | | KSTA | | "Barrage and Counter-Barrage," KSTA print of Governor Woodring's attack on FLP, and FLP's counterattack during 1932 campaign |
| RHH-1932-002 | 4 | 9 - 12 | | | | "Pinet Froming An Alliance With Brinkley?" article attacking FLP for his opposition to Governor Woodring's reelection |
| RHH-1932-003 | 3 | 13 - 15 | letter | FLP | RHH | FLP to RHH: FLP was humiliated by the turn of events in Parsons. |
| RHH-1932-004 | 1 | 16 - 16 | letter | FLP | RHH | FLP conveys to RHH the letter FLP sent to PR |
| RHH-1932-005 | 3 | 17 - 19 | letter | FLP | PR | FLP tells PR (then Chairman, Republican County Central Committee) of his humilation from situation in Parsons |
| RHH-1932-006 | 3 | 20 - 22 | letter | FLP | RHH | FLP gives his reasons for opposing the tax limitation amendment |
| RHH-1932-007 | 3 | 23 - 25 | letter | PR | FLP | PR effectively appologizes to FLP and seeks to restore good relationship |
| RHH-1932-008 | 3 | 26 - 28 | letter | PR | FLP | PR effectively appologizes to FLP and seeks to restore good relationship (carbon copy, not letterhead) |
| RHH-1932-009 | 2 | 29 - 30 | letter | FLP | PR | FLP softens or withdraws his complaint, pledges good relations with PR and RHH |
| RHH-1932-010 | 1 | 31 - 31 | letter | RHH | FLP | RHH to FLP: We're still friends; that matter is in past. Thanks for holding convention in Parsons. |
| RHH-1932-011 | 3 | 32 - 34 | clipping | | | Parsons Sun, reporting Woodring's attacks on FLP, apread over 3 clippings from two newspaper pages |
| RHH-1932-012 | 1 | 35 - 35 | clipping | | | Parsons Sun reports that Pinet will speak 10/27 in exchange on tax limitation amendment |
| RHH-1932-013 | 1 | 36 - 36 | clipping | | | Parsons Sun: no, Stonecipher will speak in opposition to the amendment, not FLP. RHH will preside. |
| RHH-1932-014 | 3 | 37 - 39 | clipping | | | Parsons Sun reports on the debate. Two news pages, spread over three clippings. |
| RHH-1932-015 | 1 | 40 - 40 | clipping | | | Parsons Sun: Editorial cartoon complaining of tax burden on property, as opposed to "coupon clippers" |
| RHH-1935-021 | 5 | 41 - 45 | speech | RHH | | Speech prepared to give to Rotary, probably, on international affairs, pre-war based on content. |
| RHH-1935-022 | 1 | 46 - 46 | | | | Duties of Rotary classification committee |
| RHH-1935-023 | 4 | 47 - 50 | | | | List of Rotary members and classifications (3 legal-size pages) (4pp in pdf) |
| RHH-1936-031 | 1 | 51 - 51 | letter | | RHH | Letter from EFO to RHH, just staying in touch, mentioning Rotary. |
| RHH-1936-032 | 1 | 52 - 52 | letter | | RHH | Thanks for letter of support, upon Woodring's appointment as Assistant Sec'y of War. |
| RHH-1938-041 | 1 | 53 - 53 | letter | RHH | | RHH asks Stark (Hiawatha, KS Supt. Sch.) about PR's work in legislature |
| RHH-1938-042 | 2 | 54 - 55 | letter | RHH | | RHH recommends PR as candidate for Governor (letter sent to several leaders) |
| RHH-1938-043 | 2 | 56 - 57 | | RHH | | Generic version of the letter to Liston |
| RHH-1938-044 | 3 | 58 - 60 | letter | RHH | PR | Some education legislative issues; letter emphasizing the juvenile delinquency situation, one-page list attached |
| RHH-1938-045 | 6 | 61 - 66 | | RHH | | notes on a legislative platform (on Hotel Jayhawk notepaper) (pages 2-6, and image of "back") |
| RHH-1938-046 | 1 | 67 - 67 | letter | RHH | PR | Agrees there should be a brochure for PR on education; volunteers to help write it |
| RHH-1938-047 | 1 | 68 - 68 | letter | RHH | | Shorter recommendation for PR. (To Neodasha Supt. Sch.) |
| RHH-1938-048 | 3 | 69 - 71 | letter | RHH | FLP | RHH explains and effectively supports the Republican platform on education |
| RHH-1938-049 | 2 | 72 - 73 | letter | FLP | RHH | FLP: Will help PR in every way personally; must stay neutral officially |
| RHH-1939-061 | 1 | 74 - 74 | | PR | | Governor Ratner on Education |
| RHH-1939-062 | | 75 - 74 | | PR | | Governor's Message to the Legislature, 1939. (Not copied to electronic version. Find online: Topeka Daily Capital 12jan1939 p6.) |
| RHH-1039-063 | 1 | 75 - 75 | letter | RHH | PL | RHH reporting to PR from the legislation committee of the KSTA. Copies to many others. |
| RHH-1939-064 | 1 | 76 - 76 | letter | PR | RHH | What did you find out from the schools convention? Here's what Dean Russell said. Thanks for your comments on Friday. |
| RHH-1939-065 | 2 | 77 - 78 | letter | FLP | RHH | Here's a proposed editorial for the KANSAS TEACHER. ("That's right, you're wrong!") (pencil on reverse) |
| RHH-1939-066 | 3 | 79 - 81 | | FLP | | "That's right, you're wrong!", a proposed editorial about PR's "remarks on the textbook situation." |
| RHH-1939-067 | 2 | 82 - 83 | | | | Part of clipping reporting a speech by Dr. Russell. Clipped to 064 for no obvious reason. |
| RHH-1940-071 | 1 | 84 - 84 | letter | FLP | RHH | Here's a proposed editorial. Urge Mr. Perkins (Pittsburg CofC) to buy ads in Kansas Teacher. Edna Dean Baker or Clara Baker? |
| RHH-1940-072 | 1 | 85 - 85 | | FLP | | Proposed editorial: "Good Advice from a Good Friend" - about Governor Ratnor |
| RHH-1940-073 | 1 | 86 - 86 | letter | RHH | FLP | I am for the "editorial". It is all true. We meant to suggest Edna Dean Baker. I will talk to Mr. Perkins. |

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|---|---|---|---|---|---|---|
| RHH-1940-075 | 1 | 87 - 87 | letter | | RHH | To RHH from Wes Roberts, Sec/y to Governor: Suggest attendees for meeting of school men on civic education program |
| RHH-1940-076 | 1 | 88 - 88 | letter | | RHH | WR is worried that too big a group would get out of hand. Come see me and the Governaor in Topeka. |
| RHH-1940-077 | 2 | 89 - 90 | letter | RHH | | Conveying suggested list of attendees. Attachment: The list. |
| RHH-1940-078 | 4 | 91 - 94 | letter | FLP | RHH | Explaining FLP's position on the State School Board appointment (plus pencil note on back of p. 3). |
| RHH-1940-080 | 4 | 95 - 98 | | RHH | FLP | Draft reply to FLP's letter. (His actual reply was handwritten, too.) |
| RHH-1940-081 | 3 | 99 - 101 | letter | FLP | RHH | Patching up differences, after FLP recommended a candidate other than RHH for the State School Board. |
| RHH-1940-082 | 2 | 102 - 103 | letter | FLP | PR | Patching up differences after PR appointed RHH to State Schooll Board, over FLP's candidates. FLP is glad to support RHH. |
| RHH-1940-083 | 3 | 104 - 106 | letter | FLP | RHH | The Governor is calling a conference on the role of the schools in this national emergency. Two-page list of invitees attached. |
| RHH-1940-084 | 1 | 107 - 107 | letter | RHH | FLP | I shall plan to be there. (It is to occur on August 29.) |
| RHH-1940-085 | 7 | 108 - 114 | | | | Report on the August 29, 1940 schools conference |
| RHH-1940-086 | 2 | 115 - 116 | letter | RHH | | RHH writes to Carl Igel (Minneapolis, KS Supt. Sch.) urging PR's reelection as Governor. (Must be one of many letters) |
| RHH-1940-087 | 2 | 117 - 118 | | | | "Educational Planks in the Party Platforms" by C. O. Wright, Dir. of Dpt. of Legislation, Public and Professional Relations, KSTA |
| RHH-1940-089 | 2 | 119 - 120 | | | | "A friend of Kansas Schools…Governor Payne Ratner Republican." |
| RHH-1940-090 | 1 | 121 - 121 | letter | RHH | PR | Tuesday morning (election day) - You have been a good governor, win or lose. |
| RHH-1940-091 | 1 | 122 - 122 | letter | FLP | RHH | Here is an editorial about Doctor Rarick's appointment. Refers to "your governor." BTW I have only 9 months to live. |
| RHH-1940-092 | 1 | 123 - 123 | | FLP | | Approves of Doctor Rarick's appointment. |
| RHH-1940-093 | 1 | 124 - 124 | letter | RHH | FLP | The editorial is a dandy. I amd sure that MY GOVERNOR will appreciate it. |
| | | | | | | |
| RHH-1941-101 | 4 | 125 - 128 | booklet | | | Governor's inauguaral address, 1941 |
| RHH-1941-102 | 4 | 129 - 132 | | | | KSTA newsletter on inaugural address, with a not efrom C. O. Wright praising education proposals (3 pp + note) |
| RHH-1941-103 | 1 | 133 - 133 | | PR | | signed, undated note from Payne Ratnor on a proposed bill |
| RHH-1941-104 | 1 | 134 - 134 | letter | RHH | | Cogratulations on assignment to chair Education committee |
| RHH-1941-105 | 2 | 135 - 136 | letter | | RHH | From Dodge City School Supt., detailed comments on proposed legislation. |
| RHH-1941-106 | 1 | 137 - 137 | letter | RHH | | To Dodge City School Supt., describing mechanism for discussion of that legislation. |
| RHH-1941-107 | 1 | 138 - 138 | letter | FLP | RHH | Here are two proposed eidtorials. Seems to prefer #2, as less personal. |
| RHH-1941-108 | 1 | 139 - 139 | letter | RHH | FLP | Like both editorials, prefer #1, maybe because I read it first. |
| RHH-1941-109 | 1 | 140 - 140 | letter | | RHH | From Manhattan Supt. W. H. Sheffer, on legislative strategy, conveying comments from Mr. Converse |
| RHH-1941-110 | 2 | 141 - 142 | letter | | | Report of conversation with Mr. Converse on legislation |
| RHH-1941-111 | 1 | 143 - 143 | letter | | RHH | Congratulating RHH for leadership on Teacher's Retirement Bill. |
| RHH-1941-112 | 1 | 144 - 144 | letter | RHH | | Detailed reply to WES. Regrets failure of Equalization Bill, for which they had high hopes. |
| RHH-1941-113 | 1 | 145 - 145 | letter | | RHH | Appreciates RHH work as chair of legislative committee of KSTA |
| RHH-1941-114 | 2 | 146 - 147 | letter | Stark | | Urges Phinney to become KSTA officer concerned with retirement program |
| RHH-1941-115 | 1 | 148 - 148 | letter | RHH | | Thanks Stark; approves of appointment of Mr. Phinney |
| RHH-1941-116 | 1 | 149 - 149 | letter | | RHH | Appreciates RHH work as chair; results are epoch making; credit to executive and to RHH. |
| RHH-1941-117 | 1 | 150 - 150 | letter | RHH | | Thanks for your letter; congratulations on role. |
| RHH-1941-118 | 1 | 151 - 151 | letter | RHH | | Thanks; proposes trip to Wichita. |
| RHH-1941-119 | 4 | 152 - 155 | letter | FLP | RHH | Proposed editorials: "Thirty", "Judge Phinney", "A Loyal Ally" |
| RHH-1941-120 | 1 | 156 - 156 | letter | GHM | RHH | From Ottawa Supt., Appreciates RHH role, but doesn't think much of retirement bill as passed |
| RHH-1941-121 | 1 | 157 - 157 | letter | RHH | GHM | To Ottawa Supt. GH Marshall. Detailed reply. |
| RHH-1941-122 | 1 | 158 - 158 | letter | RHH | | Thanks Senator Gale for his support on the Retirement Bill. |
| RHH-1941-123 | 1 | 159 - 159 | letter | RHH | | Thanks for your letter of the 16th. (To Holton Supt.) |
| RHH-1941-124 | 1 | 160 - 160 | letter | | RHH | From Harper City Supt., congratulations to RHH |
| RHH-1941-125 | 1 | 161 - 161 | letter | RHH | | Thanks for letter and support. |
| RHH-1941-126 | 2 | 162 - 163 | | | RHH | From Board of Regents member, congratulations on KSTC appointment, offer of support |
| RHH-1941-127 | 1 | 164 - 164 | | | | Collegio with headline: New President assumes duties |
| | | | | | | |
| RHH-1942-141 | 14 | 165 - 178 | | RHH | | comments on proposal to Board of Regents on graduate programs |
| RHH-1943-142 | 11 | 179 - 189 | | RHH | | notes for 1943 graduation speech (mentions Tunisia victory); handwritten and typed notecards |

greater part of the last year for the enhancement of his own political ambitions, in the hope that he might ride in to further political preferment on the coat tails of Roosevelt, the Little.

"I charge Governor Woodring, through falsification of facts, through appeal to prejudice, through innuendo and insinuation, with attempting to create dissension in the ranks of the 20,000 teachers who are unselfishly devoting their lives to the education of a half million Kansas boys and girls, but whose very livelihood he would sacrifice to further his own political ambitions.

### Challenges Governor Woodring to a Discussion of the Tax Limitation Amendment

"I would not be so unkind and so inconsiderate as to challenge Grand Duke Helvering to a discussion of the tax limitation amendment, for I recognize that he is probably too busy 'in the counting house, counting out his money,' as did the king in the Mother Goose tale. I do, however, challenge Governor Woodring to a debate with me, at any time or place he may select, on the merits and demerits of the tax limitation amendment. I am not a gifted public speaker, as is Governor Woodring. I never have made a political speech in my life, but expect to make one tomorrow night in Pottawatomie County, where I began teaching a country school thirty-three years ago, at which time I expect to make clear my position on the governorship. I never have urged any teacher to support any particular candidate for governor, and I do not intend to do so in the future. I do, however, want to hold the grand duke and the corporal to a consideration of the main issue, which is the tax limitation amendment.

### Governor Woodring a Misfit

"Governor Harry Woodring, while a charming and gallant gentleman personally, is a misfit in the governor's office. He is a voyager from Lilliput, thrust by blind Destiny into the seat of the mighty by fewer than 300 votes. He is a dwarf, wrapped in the purple cloak of power, a pygmy statesman with a tinsel scepter, who has utterly no understanding of the problems of the state or the needs of the people. He is the Little Lord Fauntleroy of Kansas Democracy, and not the lineal descendant of such giants as Andrew Jackson and Grover Cleveland."—Kansas City Star, October 19, 1932.

# BARRAGE

# and

# COUNTER-BARRAGE

***Being the text of a speech made by Governor Harry H. Woodring, covering certain charges against the Secretary of the Kansas State Teachers Association and the Kansas State Teachers Association, at Atchison on Tuesday evening, October 18, and the reply thereto as made by the Secretary of the Kansas State Teachers Association by formal signed statement in the public press on Wednesday, October 19***

# GOVERNOR WOODRING'S SPEECH MAKING CHARGES

Atchison, Kas., Oct. 18.—Governor Harry H. Woodring stopped in the midst of his taxation speech here tonight to make the direct charge that Frank Pinet, Secretary of the State Teachers Association, had attempted and is attempting to throw the school teachers of Kansas behind J. R. Brinkley's candidacy for governor.

Discussing the tax limitation amendment and its effect on public schools, the governor paused, drew a folded paper from an inside pocket and waded into Mr. Pinet. That no mistake be made in what he said, the governor read that part of his address.

### The Mask Is Off

"The mask is off," he asserted. "Mr Pinet (whom he had identified as secretary of the teachers' association) is attempting to throw the association into partisan politics and elect John R. Brinkley as governor of Kansas."

The governor expressed the belief that the teachers did not know of the political play that was being made by their highly paid executive and that he did believe that when they knew the facts they would hesitate to follow his lead.

"Pinet sent out a bulletin," the governor said, "announcing that special arrangements had been made for Brinkley to speak over the radio each night, the cost of which is to be paid by the Kansas State Teachers Association.

"Think of it, the executive of the association using the money paid in by the school teachers of Kansas to defeat one candidate for governor and to elect another.

### Paying for Brinkley's Time

"The school teachers are paying for Brinkley's time on the radio tonight and tomorrow night."

The governor explained that Pinet's opposition to him was because of his advocacy of the tax limitation amendment to be voted upon November 8.

"The executives of the association," he continued, "are too blinded by their greed to recognize that unless the amendment does carry, our teachers, the very teachers the executives represent, will suffer the same experience as did the teachers of Chicago who have not been paid for three years. Can the teachers visualize what a taxpayers' strike in Kansas would mean to them?"

The governor charged that Pinet, and other officers of the association responsible, have defied the taxpayers of the state and betrayed a majority of their own members.

### Far Under Proposed Limit

"More than 94 per cent of all the school districts in Kansas," he said, "and more than 98 per cent of the rural districts, are far under the limitation proposed so far as the school levy is concerned. The limitation amendment would not affect a single one of those districts and the adoption of the amendment, by lowering state and county taxes, would enable rural districts to have better schools if they want them. The officials of the association, controlled by highly paid executives, demand their pound of flesh from the city taxpayers and are willing to sacrifice the teachers of small cities and rural districts."

The governor then explained that the tax limitation amendment, the target of the association, will not affect or be affected by the vote for governor, yet Pinet was seeking to align the teachers behind Brinkley because of it.

"I make the charge emphatically," he said, "that the secretary of the association is trying to defeat me for re-election. He is aiding the campaign for Brinkley."

### Reads from Bulletin

The speaker then read from a bulletin dated October 15, 1932, over the signature of Pinet, which the governor said definitely tried to line up the teachers behind Brinkley. He read: "We have made special arrangements for Dr. J. R. Brinkley, which provides for Dr. Brinkley's speaking on the tax limitation amendment over KFBI at Abilene. Under this arrangement, Dr. Brinkley is using fifteen minutes of time each evening which is paid for by the state teachers' association."

Having read the bulletin, Governor Woodring said it effectively tore off the mask.

"When an organization buys radio time for a candidate for governor near the close of a campaign," he said, "that organization is openly supporting that candidate. The mask is off. The alliance is open. The advocates of unlimited public spending have gotten together in the open. They will fight to the last ditch to despoil the taxpayers."

The governor then disclosed a list of names of seventeen men, one of them Robert Stone, an attorney for Henry L. Doherty, all of them prominent Kansans, who had been persuaded to speak on the same radio program with Brinkley. He said he would not embarrass the other sixteen by reading their names.

"These men probably did not know," the governor said, "that they were merely to play second fiddle to Brinkley and follow his lead. Now that the facts are known, I cannot believe that they will aid Brinkley's campaign by joining this sinister alliance in its campaign against the taxpayers of Kansas.

"I do not believe that they will give Brinkley the right to say 'These friends of mine have joined me in the campaign against limiting taxes.'

"I do not believe the teachers and the friends of Kansas schools will follow such leadership. I believe they will rise in righteous wrath and clean up their own organization which has betrayed them and is opposing the best interests of more than 94 per cent of the school districts of Kansas."—Kansas City Times, October 19, 1932.

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# MR. PINET'S STATEMENT IN REPLY

"In all this welter of political charges and counter-charges, I am amazed that Grand Duke Helvering and his leading corporal, Governor Woodring, should give so much serious attention to a mere hired man for the school teachers. It is almost unbelievable. There is something wrong with their psychology.

"Just why they should go squirrel hunting when there are so many bears to kill is almost un-understandable, for, according to the viewpoint of the grand duke and the corporal, teachers are mere public servants who do not pay their 5 per cent into the war chest of the Democratic party, and, like children, 'should be seen and not heard.'

### Denies Charge of Support to Dr. Brinkley

"When Governor Woodring made the charge last night that I was supporting Dr. Brinkley and was trying to lead the school people of the state to his support, he was guilty of the utterance of an untruth and a misrepresentation of facts. No one knows this better than Harry Woodring, leading marionette in the puppet show which for the last two years has been carried on under the capitol dome under the masterful leadership of that master showman, Mr. Helvering.

"In the only conversation I ever had with Dr. Brinkley I told him bluntly I was not for him and would not be for him. This conversation dealt wholly with the iniquities of the tax limitation amendment. We did put Dr. Brinkley on our radio list, just as we have put nearly a score of outstanding business men, school men, lawyers, jurists, school board members and others. All the correspondence I have had with Dr. Brinkley has been authorized by our legislative committee and has dealt strictly with the tax limitation amendment. Dr. Brinkley and I, the teachers of the state, the school board members of the state and the Parent-Teacher Associations of the state have one common ground, and that is opposition to the tax limitation amendent. If this be treason, then let the grand duke and the corporal make the most of it.

### Charges Against Woodring

"I charge Governor Woodring with having deliberately taken on the tax limitation idea with no other purpose than to obtain votes in a period of depression.

"I charge Governor Woodring with deliberate misrepresentation of the facts in connection with the real effect of the tax limitation amendment on the rural taxpayer and with the devastating effect the passage of this amendment would have upon three-fourths of the school systems of the cities, the towns and the villages of Kansas.

"I charge Governor Woodring with having used his high office the

RHH-1932-002



# Pinet Forming An Alliance With

## Secretary of Kansas Teachers' Association Plunges 'Non-Partisan' Organization Into the Kansas Political Arena --- 'Beat Woodring!'

### Highly-Paid Official Fears Job Worth $23,000 Per Year Is Threatened By Governor Woodring's Proposal to Put a Limit on All the Kansas Tax Levies

Frank L. Pinet, of Topeka, highly-paid executive secretary of the Kansas Teachers Association, is out to "get" Governor Harry H. Woodring, because of Woodring's sponsorship of the tax limitation amendment, and is resorting to every known means, even to the extent of spending huge sums paid in for other purposes by the Teachers Association members, in order to fight Governor Woodring personally.

**BULLETIN!**

**Just who is Mr. Pinet for? He declared, one day this week, that he was for Landon. One day he is for one man, the next day for another—"Anybody but Woodring."**

The teaching profession is composed of members of both political parties, and the association is a non-partisan organization, but Pinet has, nevertheless, thrown the association into politics in an endeavor to obliterate the Governor from the state's political arena because his (Pinet's) highly paid position might be jeopardized if the teachers rise up in their wrath and demand that he be removed.

Pinet is extremely vulnerable because of his money-grabbing activities, and he was apparently afraid that his extremely profitable connections, through the financial revenues derived from the teachers and associated activies, would be endangered if personalities were brought into the discussion.

**Eliminate Personalities**

Persons backing the amendment agreed with Pinet, at that time, that personalities had no place in the tax limit amendment discussion, and that it should rise or fall on its merits.

Since then, however, in his extreme nervousness because his personal pocketbook might be affected, Pinet has resorted to ugly personalities, even going so far as to say, in the last issue of his profitable house organ, that Woodring is "a pasteboard governor."

**Calls Woodring Mean Names**

Just how calling a state's chief executive mean names can be construed as conducting a fight on its merits, is not known.

Pinet declares Woodring is "the Beau Brummel of Main Street, and Master of Arts in Babbitism," and other fond and endearing names which indicates the "esteem" in which Pinet holds his Governor.

It was just a few short months ago that Pinet held an important position under Governor Woodring, being a member of the Kansas State Fish and Game Commission. In that position he served with honor to himself, and performed his state a real service.

**Scared About His Profits**

But, he foresaw a situation, apparently, that might endanger his huge financial benefits from the teachers of Kansas. He could not be a friend to Woodring, and a supporter of the administration, unless he, being a Republican, kept his association out of politics.

And Frank Pinet wanted to get his personally-conducted house organ, labeled "The Kansas Teacher." He gets the advertising profits, supposedly, from this magazine. The subscription price is two dollars per year.

**Printing Profits**

The magazine is printed in Topeka by Jones & Birch, which is owned, it is reported, either wholly or in part, by Frank Pinet, or his son. At any rate, no other Topeka priting office can get a chance to print this magazine, even though lower bids have been made by other Topeka shops. It can't be taken away from Jones & Birch, Pinet's shop. And there's bound to be some profit from the printing angle, so Pinet makes three profits, apparently, on his magazine: the subscriptions, the advertising, and the printing contract. Some Topeka printers have declared that the teachers could save a lot of money by having the magazine printed in some other shop, and operated by some one other than Pinet.

**His "Reading Circle"**

Then, Pinet operates what is known as the "Kansas State Reading Circle." That's a book concern, and Pinet admitted, in the September issue of his magazine, that a revenue was being derived from that source.

**A Cut on Teacher's Jobs**

And then there is the Kansas Teacher Placement Bureau. A teacher wants a job. She signs up with Frank Pinet. He puts her on his list. The various school boards get this list. Then, when the teacher gets a job, she pays Frank, through his "Bureau," a nice fat commission, sometimes a monthly assessment on her salary, it is said, for Frank having gotten her the job. A nice business—for Frank.

**Commencement Printing**

Then, there's the little matter, too, of Frank getting a cut on certain printing that must be had by a lot of schools along about commencement time: the graduation programs, commencement folders, cards, etc. There's money in that sort of thing, when a price can be charged. And Frank can charge that price rather authoritatively, you know.

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## ONE TEACH
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### Was "For" Landon

Pinet started out, a few months ago, to fight Woodring. Two months ago he devoted the major part of his editorial activities and personal work to boosting the Landon candidacy. Recently, however, he switched to Brinkley, evidently deciding that Landon didn't have a chance to win.

### Now "For" Brinkley

Pinet now has definitely formed an alliance with Brinkley, and is tying up his teachers association in the effort to elect Brinkley as Governor.

### Boosts Milford Fakir

Just a few days ago it was "Anyone but Woodring" with Pinet, but now it seems that he has swallowed the Brinkley pill, hook, line and sinker, and is attempting to get all his teachers lined up to support the Milford fakir for the highest executive position in the state.

### Pinet Begs For Mercy

Frank Pinet, some months ago, declared that the discussion on the tax limit amendment over the state should be conducted on a non-personal basis; that personalities, including attacks on the Governor, should not have a place in the tax limit amendment fight.

Pinet's attitude at that time, was because of the fact that he was position under Governor Woodring, being a member of the Kansas State Fish and Game Commission. In that position he served with honor to himself, and performed his state a real service.

### Scared About His Profits

But, he foresaw a situation, apparently, that might endanger his huge financial benefits from the teachers of Kansas. He could not be a friend to Woodring, and a supporter of the administration, unless he, being a Republican, kept his association out of politics.

And Frank Pinet wanted to get his association into politics. So he resigned. He quit his service to the state, in favor of continuing his financial progress, and his apparent exploitation of the state's teachers.

### Pinet Gets $23,000 a Year

Mr. Pinet, a high-powered, aggressive and intelligent promotor, has, in a few years, promoted himseelf as secretary of the Kansas Teachers' Association from a "job" with a salary of $2,500 a year to a "position" in that same organization with an "income" of $6,000.00 a year, to which is added, in the four departments over which he has control, additional salary allowances, traveling expenses and miscellaneous expenditures, totaling in all, more than $23,000.00—just to take care of Mr. Pinet and his "staff." This is exclusive of automobile expense and many other "items."

Suffice it to say that of the $64,000.00 to be expended this year by the association in the various departments, more than one third, or $23,000.00, is set aside to maintain Mr. Pinet and his "staff."

### Governor Takes Pay Cut

The Governor and all conscientious public servants have long since taken a voluntary cut in pay, but Frank Pinet still receives his $6,000 a year personal salary, and all the trimmings.

### Does Pinet Own the Teachers

Kansas teachers pay annual membership fees into Frank Pinet's association; it's "his" association, apparently, because he does with it as he will. Of course, Frank gets the nice salary, six thousand dollars a year, for "running" the association.

### Subscriptions and Advertising

In addition to his salary, he has assessment on her salary, it is said, for Frank having gotten her the job. A nice business—for Frank.

### Commencement Printing

Then, there's the little matter, too, of Frank getting a cut on certain printing that must be had by a lot of schools along about commencement time: the graduation programs, commencement folders, cards, etc. There's money in that sort of thing, when a price can be charged. And Frank can charge that price rather authoritatively, you know.

### Committee Starts Inquiry

Last spring some of the members of a State Teachers' Association committee inquired of Frank just how much money he was making. And did he explode! He went right up in the air. It's been a vulnerable spot with him ever since. He didn't want the teachers inquiring into his personal affairs. He was just a poor man. He was having a hard time getting along and keeping up the building and loan payments on his house, or houses, rather. He wasn't, he said, making anything like the twenty or thirty thousand dollars per year that he was reported to be gouging out of the teachers, and activities associated with the teachers association.

### Newspaper Scores Pinet

Newspaper comment following Pinet's move in throwing his teachers association into politics, has been very uncomplimentary to the big boy who has been gouging huge profits out of the teachers. One county seat newspaper declared that the trouble with Pinet is that he thinks he is the "educational leader" of Kansas; that Pinet confuses the real educational leaders of the state with those who profit from the exploiting of the teachers and their activities.

"He profits," this paper says, "from big commissions on sales of largely unrequired and unnecessary material from the great publishing houses, from the bonuses extracted from cities entertaining the state conventions of the teachers, and other activities, including the advertising of the 2½ per cent a month loan concerns.

"The management of the Kansas State Teachers Association," continues the article, "will have a hard time convincing the people gen-

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# ON THE WAR

**BANCROFT RURAL
SCHOOL**

P. H. Netherland, Pr

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Oct. 11

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Kansas State Teachers
Topeka, Kansas.

Dear Sir:

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**Helvering Makes Statement**

Following Pinet's published proposal to throw his teachers into the state political fight against Governor Woodring, personally, and his announced policy of "Vote for Anyone but Woodring," as shown by his alliance with Landon, Republican, and Brinkley, Independent, a statement was issued by Guy T. Helvering, chairman of the Democratic State Committee, in which he declared that Pinet fails miserably in understanding the present school tax situation.

"Pinet entirely overlooks the fact," says the Helvering statement, "that the tax limitation amendment was submitted to the tax payers only after men and women high in the educational, business and professional clircles of Kansas had gone into the school tax situation most thoroughly with the Governor, and, after a complete investigation, decided that if we were to maintain schools and continue to have adequate salaries for the teachers in those schools, a revision of the antiquated taxing system now in vogue in Kansas was absolutely necessary, or eventual property confiscation would result, which would in turn bring about wholesale closing of schools and elimination of teachers.

**Strikes at Taxpayers**

"The most important point, however, is that Mr. Pinet's private and public activities during recent weeks show his extreme selfishness. He, obviously, has no thought whatever of the over-burdened taxpayer, no consideration for his fellow teachers, but, oblivious to public good, with eyes firmly fixed on that $6,000.00 salary check and contingent funds of various kinds, Frank Pinet, through selfishness, and selfishness alone, viciously strikes at the Kansas taxpayer in an attempt to demonstrate that through virtue of his high office in the teaching profession, he can 'whip' his subjects into line and bring a group of voters out in one huge bloc to defeat a governor and a proposed piece of constructive tax legislation.

"This act definitely places this worthy organization into politics, and is opposed to the interests and welfare of the taxpayers of the state who support and make possible the present school system."

# ONE TEACHER IS ON THE WARPATH

BANCROFT RURAL HIGH

education. And now the "Kansas Teacher," official organ of teachers of Kansas, deliberately enters into a fight to defeat Governor Woodring, when the real issue, if any, so far as teachers are concerned, is the Limitation Amendment.

It is conceivable that one could be opposed to the Limitation Amendment. No doubt there are many good minds on both sides of that issue—at least I know Democrats and Republicans both for and against it. Perhaps more teachers than any other class or profession are interested in defeating the measure. And I can see no objection to our magazine fighting to defeat it if, after careful study it is found that the measure would be to the detriment of a very considerable percentage of the profession, or to the schools, or education, or if it is wrong in principle.

However, I cannot see how the defeat of Woodring is going to help the teacher if the amendment should be adopted anyway. It seems to me that the editor is taking on just a little more than the situation calls for.

Regardless of the political belief or affiliations of your readers, I should think that they would see the injustice of your appeal, and would resent your using the columns of their magazine for partisan purposes. For my part, I protest.

Now as to whether this Limitation Amendment does concern a very considerable number of teachers adversely, I can only cite you to the bulletins or propaganda which our own organization (Kansas State Teachers Ass'n.) puts out.

According to this, only a very small percent of the rural districts would be affected by the limitation. Their taxes are below the limitation now. Therefore, the schools in these districts would not be affected.

Many towns and cities would not be disturbed. Therefore, the teachers in these districts could not be affected. It might even be possible that they would be helped.

Already, in the third class cities, and in rural districts, salaries have been reduced from ten to fifty per cent, and more. There will be another heavy cut again next year, and maybe for several years to come.

It is quite possible that the salaries of teachers in our first and second class cities will be reduced some, even if the Amendment is not adopted.

These salaries have not dropped in the same ratio as have those in rural districts—and salaries were much higher in cities than in rural districts before any cuts were made.

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# ONE TEACHER IS ON THE WARPATH

**BANCROFT RURAL HIGH SCHOOL**
**P. H. Netherland, Principal**

Bancroft, Kansas
Oct. 11,1932

Mr. F. L. Pinet, Secretary,
Kansas State Teachers Assn.,
Topeka, Kansas.

Dear Sir:

After reading the editorial section of the recent (October) issue of the "Kansas Teacher" it is plain to me that those in charge of the administration of our great educational organization, or at least the editor of its official organ, have completely lost sight of its purpose, or have deliberately entered into partisan politics.

From one department of the "Kansas Teacher" I quote; "It is to be hoped that any discussion of the proposed taxation limitation amendment among teachers may be carried on without partisanship bias being introduced or implied," and yet, turning to the editorial columns, I find an appeal for all teachers to support the Republican ticket under the heading: "The Deadly Parallel" I quote: "It is unthinkable that any teacher in Kansas is unable to understand the English language to such an extent that she does not know on which side her bread is buttered by making a comparison of these party planks. If there was ever a time in which the teacher should disregard party lines and party affiliations it is now;" and in another column: "a pasteboard governor, plucked by time and fate and chance from the little town of Neodesha, Harry Woodring, Beau Brummel of Main Street and Master of Arts in Babbitism."

Education should be removed from politics. This is conceded by every thinking person interested in

Already, in the third class cities, and in rural districts, salaries have been reduced from ten to fifty per cent, and more. There will be another heavy cut again next year, and maybe for several years to come.

It is quite possible that the salaries of teachers in our first and second class cities will be reduced some, even if the Amendment is not adopted.

These salaries have not dropped in the same ratio as have those in rural districts—and salaries were much higher in cities than in rural districts before any cuts were made.

Now Governor Woodring has promised, if elected, and if the Limitaion Amendment is approved, that he will fight for the proposed school cost equalization measure, which was brought out by the school code commission, which, by the way, is generally known to favor the smaller schools. I am of the opinion that this would greatly benefit not only the rural teacher, but also the city teacher as well.

In March I wrote you asking that you use the influence of our organization to try to counteract the tendency to cut the salaries of our rural teachers to an unwarranted figure. At that time you were unable to find funds with which to enter the fight. Now it seems you have a more justifiable cause. Is it to defeat the Limitation Amendment, or beat Governor Woodring?

I wish to protest the entering of the "Kansas Teacher" and the Kansas State Teachers Ass'n. into state politics in a partisan way. I believe that every unbiased teacher in Kansas should see the injustice of your action. I think that immediate steps should be taken by the Board of Directors to show the patrons of our schools that the rank and file of our organization are opposed to your activities in this connection.

Very truly yours,
P. H. Netherland, President,
Nemaha County Teachers Ass'n.

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Woodring is the first governor to take a budget prepared by a careful legislautre, and pare hundreds of thousands off of that, with the help of state officials, and heads of institutions anxious to make the most possible saving for the people of the state.—Kinsley Graphic.

PEARL MURRAY, OFFICE MANAGER
AND DIRECTOR OF KANSAS TEACHER
ADVERTISING

OLIVE WILCOX
DIRECTOR OF KANSAS TEACHER
PLACEMENT BUREAU

JOSEPHINE OAKLEY
DIRECTOR OF KANSAS STATE
READING CIRCLE

The KANSAS STATE TEACHER'S ASSOCIATION

F. L. PINET
SECRETARY

315 WEST TENTH STREET
TOPEKA, KANSAS

LYDIA J. CROFT
DIRECTOR CONVENTION DEPARTMENT

CARRIE POOLE
DIRECTOR MAILING DEPARTMENT

EDNA TAYLOR
FILING CLERK AND STENOGRAPHER

Oct. 29, 1932

Supt. Rees Hughes,
Parsons, Kansas.

My dear Mr. Hughes:

As you know I returned to Topeka from Parsons on my ill-fated trip and on Thursday, October 27, the same evening that I saw you. I can not drive very fast at night and it was 2 o'clock in the morning when I arrived.

I shall not disguise from you that I was deeply humiliated by the turn of events at Parsons. I may have made a mistake in accepting Mr. Ratner's invitation to speak on the Tax Limitation Amendment on the same platform with Mr. Rice. If I did make such a mistake it was thru failure to understand the situation at Parsons. I never dreamed that my coming to Parsons to discuss this matter on a basis of sheer merit and demerit of the proposition itself would in any way embarrass you or any one else. Had I known this was the case I never would have accepted the invitation.

The facts in this case are as follows: - Early last week I received a letter from Mr. Ratner under date of October 23 stating in substance that a speaker was wanted to discuss the negative side of the Tax Limitation Amendment on the same platform with Mr. Carl Rice and that the meeting was to be under the auspices of the Chamber of Commerce. The letter stated that Mr. Walter Pleasant, Chairman of the State Tax Commission, could be obtained for this purpose but that he had a feeling that Mr. Pleasant would not be able to hold his own with Mr. Rice, i.e., Mr. Pleasant was not aggressive and positive enough. The letter stated further that each speaker was to be given thirty minutes and was not to hear his opponent's argument. When this letter came to my desk I immediately put in acall for Mr. Ratner. I was unable to locate him at Parsons but later in the day got in touch with him at Chetopa. I told him we might be able to send him Mr. Newman but I doubted that Mr. Newman would want to take such a long trip. I then suggested Mr. Liston and for some reason Mr. Liston did not seem to appeal to him, and then I stated that while I had never discussed this matter with Mr. Rice on the public platform I should be very glad to do so and that in fact I should be glad to measure swords with him on the public platform on this very vitalquestion. It was then agreed that I should come to Parsons on October 27 without any expense to either the Republican County Central Committee or the Chamber of Commerce for a dual purpose. I was to make a short talk earlier in the evening before the young Republican Club and later in the evening I was to present my argument on the Tax Limitation Amendment at this meeting under the auspices of the Parsons Chamber of Commerce with Mr. Rice taking the affirmative side.

I left here early Thursday morning, October 27, with a great mass of correspondence on my desk unanswered. I drove 170 miles to Parsons and as soon as I reached there I got in touch with Mr. Ratner. He asked me tocome

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PEARL MURRAY, OFFICE MANAGER
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SUPT. REES HUGHES #2

to his office. I did so. His first words tome were, "I'm sorry, but you can't talk on the Tax Limitation Amendment." I was both astonished and astounded to say nothing of being crestfallen. I asked the reason. Mr. Ratner's reply was, "Rees Hughes won't stand for it. He says you can not discuss the Tax Limitation Amendment with Mr. Rice". I asked him for this reason. He stated that he had talked with you over the telephone and that you had given the reason that my discussion would lend political color to the meeting and this was the thing you wished to avoid. He also said you had a number of other reasons. Frankly, I did not know what to do. I called your office but you were out. I than went to my friend, Clyde Reed's office and had a long talk with him. He knew nothing whatever regarding the matter and stated that he did not understand why there was any objection to discussing this matter with Mr. Rice but that he had nothing to do with the arrangements. When I left Mr. Reed's office I went direct to your office and had a brief talk with you regarding the matter.

I wish you to understand that I bear no malice in this connection. I still do not understand why you felt that you should take such a course, but probably you had good reasons of your own. The only regret I have is that this misunderstanding caused me to lose a day from the office and to drive nearly 350 miles for no other purpose than to make a fifteen-minute talk before the young Republican Club of your city. I do wish to assure you that I was prepared to discuss the Tax Limitation Amendment with Mr. Rice, purely on a basis of merit and demerit - coldly, calmly, and without any passion whatsoever. Knowing my positive and impulsive nature as you do, you may have decided that this was my intention. If so, I do not blame you. Even my best friends on occasions are never sure of just what I will do.

I think you know me well enough to know that my sense of loyalty to the men who have supported me is such that I would not do a single thing which might embarrass them even though I thought I was right and they were wrong. In fact as I told Mr. Reed and as I told you if it would help in any way I would even deny that I was invited to speak on the Tax Limitation Amendment in your city.

Perhaps you are right in the position youhave taken in this matter but I simply can not see it. To my mind on one side of this question are lined up the Democratic politicians who care no more about the public schools of Kansas than they care about the natives of east Africa and with them are associated the big financial interests - the banks, the life insurance companies, the building and loan companies, the railroads, and the corporations. On the other side my way of thinking are the teachers, the children in Kansas schools, the average parent who has no hope of being able to do anything for his children than to give them the best education possible in the elementary and sceondary schools of the public schools systems of Kansas, and the Parent-Teachers Associations.

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PEARL MURRAY, OFFICE MANAGER AND DIRECTOR OF KANSAS TEACHER ADVERTISING

OLIVE WILCOX
DIRECTOR OF KANSAS TEACHER PLACEMENT BUREAU

JOSEPHINE OAKLEY
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DIRECTOR CONVENTION DEPARTMENT

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SUPT. REES HUGHES #3

Perhaps unconsciously you have been unduly influenced by the first class. Perhaps consciously or unconsciously I have been influenced by the second class. As you may recall the German poet, Heine, once said, "We do not possess our ideas. They possess us and force us into the arena to fight for them."

I wish to remind you at this time that I was for six years probably the most unpopular superintendent of schools Parsons had. Very probably this unpopularity grew out of my lack of tact and diplomacy. I am very sure, however, that some of it grew out of the fact that during these six years I battled to raise teachers salaries and that I made powerful enemies right there in Parsons because that I was unwilling that the local politicians should have any hand in the conduct of school affairs. You have, I think, made a much more successful superintendent than I could possibly have made. You have a sense of tact and diplomacy which I do not have. I am only sorry in this particular crisis you and I can not see eye to eye in this matter. To you, if I understand you rightly, the passage of the Tax Limitation Amendment will only be a step toward a more rational scheme of support to the public schools. To me it will prove a positive disaster brought on by dishonesty and insincerity on the part of the politicians and by selfishness and greed of great financial interests. Each of us is entitled to his own opinion. Each of us should not be censored if he finds his views unalterable.

In closing, permit me to say, that I do not get your point that my discussion of this subject would "lend political color" to this meeting. I wish to point out to you that I have never been a candidate for public office and have never been on the state payroll. On the other hand Mr. Rice is a candidate for public office, has been and is on the state payroll and would never have been known outside the city of Parsons had it not been for the accident that put Harry Woodring in the governor's chair. Hence, you will see that it is very difficult for me to recognize any grounds on which you might have objected to my discussion of the Tax Limitation Amendment for fear that my appearance on the platform would have given this meeting "a political color".

Sincerly yours,

FLP/M

RHH-1932-003 p3

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October 29, 1932

Supt. Rees H. Hughes
Parsons, Kansas.

My dear Mr. Hughes:

Enclosed find carbon copy of a letter which I have just written to Mr. Ratner in connection with the recent trip I took to Parsons. I have thought you might care to have this to know just how I am reacting to this matter so far as Mr. Ratner is concerned.

Sincerely yours,

F. L. Pinet
Secretary

RHH-1932-004

October 29, 1932

Mr. Payne Ratner
Chairman Republican County Central Committee
Parsons, Kansas.

Dear Payne:

I was, as you know, very much humiliated by the situation that developed at Parsons after I had driven 170 miles for the purpose of discussing the tax limitation amendment on its merits with Mr. Carl Rice.

I am distressed that any misunderstanding should have occurred in this matter. When you wrote me on October 23, I got in touch with you by telephone for the purpose of assisting you to secure a speaker to present our side of this matter. You will recall that you wrote me stating that you wanted an effective speaker to oppose Mr. Rice. You will also recall that I first suggested Mr. Liston and later, as the conversation developed, indicated that I, Myself, would be glad to have an opportunity to discus this matter with Mr. Rice. You will recall that the final arrangements made over the telephone were to the effect that I should go to Parsons to talk early in the evening to the Young Men's Republican club and that later I should have thirty minutes to present our side of the matter without any personalities in the discussion of the tax limitation amendment before the Parsons Chamber of Commerce.

I wish at this time to give you my word that I never dreamed there would be any opposition to my presenting our side of this matter. I had no thought of embarrassing Mr. Hughes in this connection. I was absolutely astounded when I called at your office and found that Mr. Hughes had objected to my presenting our side of this case and had arranged for the substitution of Prof. Stonecipher.

I am, as you know, not a gifted public speaker. In fact, public speaking to me is very distasteful, perhaps because I do so poor a job of it. I do, however, feel very keenly on this subject and had looked forward to an opportunity to discuss this matter, which has a very serious import for the schools of Kansas, with Mr. Rice in his home town. I was not the least worried about this encounter with Mr. Rice, for I felt sure that I had the facts on my side and I was and am absolutely convinced that Mr. Rice and Mr. Woodring, together with their associates, are insincere and dishonest in their advocacy of this measure.

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I simply cannot understand Mr. Hughes' position in this matter and have written him to this effect. I am quite willing to recognize that he has a right to his point of view and that if he can conscientiously support the tax limitation amendment, this is his privilege. I do not, however, get his point of view in his objecting to my discussing this matter before such a group as the Parsons Chamber of Commerce on its merits, with Mr. Rice taking the opposing view. I do not see that my presence in this discussion would have given the discussion a color of political controversy, for in my opinion and from my point of view, Mr. Rice is much more of a politician and much more of a creature of politics than I am. I have never been on the state pay roll. I have never received a dime from the state, which is not true of Mr. Rice, for he is at the present time on the state payroll. Whatever I have done in a political way has been more or less incidental. What Mr. Rice has done in a political way is in the nature of personal aggrandizement. For this reason I am simply unable to account for Mr. Hughes' view point in this matter, although as I have said to you and to my friend Clyde Reed, I am under very heavy obligations to Mr. Hughes for favors rendered me in the past. Frankly the whole situation in Parsons puzzles me. From my viewpoint, Mr. Hughes and his teachers and his board of education ought to be with the great bulk of the membership of the Kansas State Teachers Association in opposition to the tax limitation amendment. Why they are not against it, I cannot understand. Doubtless Mr. Hughes and his associates have good reasons for favoring this amendment and I am not questioning these reasons. I am only saying that I am distressed that such a situation should have arisen.

Mr. Hughes is an excellent school man. The work he has done in Parsons attests to this fact. That he is loyal to the Kansas State Teachers Association and its principles, I have no doubt. That he is loyal to me personally, I have no doubt. That he is honest in his conviction as to the only way out of our present muddle in regard to tax affairs, I have no doubt. The only difference between us is that he and I do not and cannot think alike on this matter.

I do not have all the facts in the case and so am not in position to judge, but it occurs to me that perhaps you were too impulsive in suggesting that I speak on the tax limitation amendment in Parsons. Mr. Hughes seems to think that you invited me for this occasion without authority. If this is the case, I am sorry, for I certainly did not wish to horn in where I was not wanted. I felt that the fact that for six years I was superintendent of the Parsons Schools and during this six years labored to raise teachers' salaries, would at least entitle me to a respectful hearing at the hands of the Parsons people. Doubtless in this matter I took too much for granted. If so, I am sorry, for I

your friend and Mr. Hughes' friend and there is nothing that I wish to do more than to avoid embarrassment to any of my friends.

My own course is clear. The only thing for me to do is to battle the tax limitation amendment and to give the proponents of this amendment all the trouble I can. These things I propose to do, regardless of the consequences.

Again expressing to you regret that inadvertently I contributed to the mix-up of the Parsons situation, and assuring you that had I known that I would be a fly in the ointment, I should have discouraged you from inviting me to discuss the tax limitation amendment with Mr. Rice, I remain

Sincerely yours,

Secretary.

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November 18, 1932

Supt. Rees H. Hughes
Parsons, Kansas

Dear Rees:

I am now replying to the two short notes which you sent me, written in longhand.

The one relating to the information you had collected on junior colleges, I have made some use of, selecting from this data some information which I could use in the School Master Gossip department of our December issue.

With regard to your comment on the tax limitation amendment and the recent election, I do not agree with you that Mr. Landon should credit his election to me. I voted for him, as did my family and many of my friends, and of course, did what I could for him in newspaper interviews and otherwise . There were many forces that entered into Mr. Landon's election, among which I may enumerate Dr. Brinkley's candidacy, Mr. Woodring's persistent advocacy of the tax limitation amendment, the czar-like attitude of Chairman Helvering, and a number of other things. I think I told you when we talked that I had no personal grudge at Governor Woodring, and I am of the opinion that had he not sponsored the tax limitation amendment as he did and had he and his associates not attempted to coerce teachers, he would probably have been elected. We must consider that Governor Woodring had every advantage. First of all he had the benefit of the Roosevelt vote, which easily made 75,000 votes in his favor. In the second place his party had almost inexhaustable funds, having levied as they did, 5% on the salaries of practically all state employees. What part I took in this matter I was forced to take if I retained any self-respect. Had Chairman Helvering permitted my editorials in the October issue to go by unnoticed and had he not direcged a savage attack upon me based upon absolute falsehoods, it would have been better for both him and Governor Woodring. This is also true of Governor Woodring's mistake of attacking me in his Atchison speech, charging that I was for Dr. Brinkley, when he knew this was not a fact. I had no choice but to be against the tax limitation amendment, and being against it, I felt that I should do everything I could to bring about its defeat. I do not have the feeling that I defeated the amendment--I simply have the feeling that I joined with other school people of the state in bringing about its defeat and that we were successful.

I have no special claim on Mr. Landon and shall make none. Knowing him as well as I do, however, I am sure that he will be friendly

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to the school interests and that we will have a friend at court.

This leads me to another thought. I am not one of those who feel that our battles are over. I am more disposed to think that they have just begun. I think it would be very unwise for us to sit down now and twiddle our thumbs, thinking that all is well. I think you and I are in accord in the feeling that the next year or two is going to be harder on the schools than the past year or two have been. I propose that so far as I can influence the legislative committee and the Board of Directors, to bring the educational leaders of the state to a recognition of this fact. I am hoping that we will have enough wisdom and forethought to sponsor in the coming legislature bills which will reduce the tax levy limits for school purpose. I think the only place you and I differed on the tax limitation amendment was in the fact that I felt this was a problem that could be handled in the legislature, while you felt that it must be put in the constitution. I also think that we must be prepared to do what we can to have legislation affecting the income tax worked out so as to give the schools at least a part of the benefit of this new source of revenue. I also think that perhaps we can do something in the coming legislature to give the cigarette tax to the schools and that the time is right now for the consideration of a sales tax, severance tax, and perhaps some other forms of special taxes for the support of the schools. I recognize that this is a rather ambitious program, but it is my firm conviction that we must be on our guard during the coming session of the legislature and that we have more need now than ever before for whatever intelligence we can muster to meet the situation that is confronting us.

At the meeting of the legislative committee held this week, I resigned as acting chairman of the legislative committee. I felt that the work of the committee can be better directed by someone else and that I should have my time to handle the general matters of the Kansas State Teachers Association, which with a loss of revenue in every department, including a loss of 3000 memberships, is quite a problem in itself. I do, of course, expect to be more or less active in the legislature but want to be free to do the thing in my own way. The Committee accepted my resignation and elected Supt. W. M. Richards of Dodge City as Chairman of the committee. I am sure that Mr. Richards will take this new position seriously and will do effective work. Of course, he will be assisted by Mr. Rarick, Mr. Petit, Dr. Andrews, and a number of others.

Now that this first battle is won, Rees, the thing we must do is to get together and show a solid front in this coming legislature. I am hoping that we will have enough funds so that the Board can give me one or possibly two men to help in the legislative work during the coming session. Just what the Board can do and just what it will do along this line, I shall not know for a while, for we are facing the

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new fiscal year with considerably less of a treasury balance than we had a year ago, and I am of the opinion that our revenue for 1933 will be considerably less than it was in 1932. As my old Mother, who is now past 75, but who still has an indomitable Belgian spirit, has often said to me, "Cheer up, the worst is yet to come."

Sincerely yours,

F. L. Pinet
Secretary.

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2nd Pct., 1st Ward
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3rd Pct., 1st Ward
C. J. TAYLOR, 1809 Grand
1st Pct. 2nd Ward
PAYNE H. RATNER, 1212 Morgan
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1st Pct., 3rd Ward
J. M. BRYANT, 2023 Morton
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Parsons, Kansas,
December 5, 1932.

Frank L. Pinet, Secretary,
State Teachers' Association,
Topeka, Kansas.

Dear Frank:

I have tried to write you ever since the election but have been out of the office a great deal and when I am in the office I am snowed under with office seekers and attempting to take care of my law business so I haven't had the opportunity.

In the first place, I want to congratulate you on the effective work you did for our friend Landon in the campaign. I am sure your work was one of the deciding factors in causing his election.

In the second place, I want to explain frankly the mix-up about your speaking here and take my share of the responsibility. I consider you and Rees Hughes among my best personal friends. I like and admire you both very much. I am very sorry I was, unwittingly, partly responsible for the unfortunate situation that developed here.

I understood that it was left to me to select the speaker against the limitation amendment. I contacted the head of our Speakers Bureau, Ben Franklin, and asked him for suggestions. He told me he would get in touch with me later and finally told me that he had gotten Walter Pleasant to come. He stated that Pleasant did not want to come but would do so if we insisted and if we could furnish automobile transportation. Pleasant would have to have someone bring him in a car as he either did not have one or did not want to use his own car and did not want to take the time to come on the train. I had invited Bill White to speak on the income tax amendment and I told Franklin I would have Bill come through Topeka and bring Pleasant with him.

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#2 Frank L. Pinet. 12-5-32

A few days before the meeting I read about your work and thought it would be fine if we could have a more effective speaker than I believe Pleasant to be. I telephoned you and the result of the conversation was that it was arranged for you to come down. I did this without consulting Rees. I feel now that I should have consulted him first before I attempted to make any change but I had so many things pressing on my mind at the time that it did not occur to me. At the same time I learned that Bill White had hurt his ankle and would not be able to come, which meant that he could not drive through Topeka and bring Pleasant with him. I found that the combination of circumstances, that is, White's inability to bring Pleasant and that Pleasant was not anxious to come any way, plus the fact that I believe you to be a more effective speaker, gave me a good excuse to switch from Pleasant to you. Of course, had I dreamed there would be any opposition or had it occurred to me what Rees' viewpoint in the matter would be, I would, of course, not have embarrassed you or myself by telling you to come.

As I recall it, my first conversation with Rees about you was the day before the meeting and he made it quite plain to me that he did not think it would be the right thing. I disagreed with him quite frankly, then and now, but I do understand his viewpoint and realize he was entirely conscientious in it and that he had as much right to his viewpoint as I had to mine. I want to admit frankly that I had ample time to stop you from coming and possibly should have done so. The reason I did not do so was that you had promised to see some other people here and do some other work for me and I had also arranged another meeting, the dinner meeting, at which I wanted you to speak. For these reasons I wanted you to come on down, regardless of the fact that you would not be able to speak at the tax meeting. If I did wrong, I am sorry.

I think it is best for us all to just forget about the matter. It was an unfortunate incident but no particular harm came of it and it is one of those things that happen in the press of a hot campaign about which there should be no lasting feeling of any

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Iuka Pct., Neosho Twp.
ADAM YAGEL, Oswego, Rt. 1
Montana Twp.
CLAUDE SYKES, Oswego, R. 1
Oswego Twp.
VERNIE MOSLER, Oswego, R. 2
Labette Pct., Richland Twp.
C. H. SWANSON, Chetopa, R. 1
Richland Pct., Richland Twp.
E. P. BERNARDIN, Parsons
North Twp.
L. RUDE, Labette
Liberty Twp.
D. CHRISTMANN, Oswego, R. 4
Fairview Twp.
J. B. GOLDSMITH, Bartlett
Hackberry Twp.
JOHN B. TURRILL, 3301 Oak Parsons, N. Pct. Walton Twp.
J. C. COOPER, Parsons, Rt. 5
S. Pct., Walton Twp.
IRA HART, Rt. 5, Parsons
Labette Twp.
FRED HOLMES, Altamont
Mt. Pleasant Twp.
M. V. GEORGE, Edna
N. Pct., Elm Grove Twp.
HARVE CLARK, Edna, Rt. 3
S. Pct. Elm Grove Twp.
W. M. STARR, Dennis
Dennis Pct. Osage Twp.
R. D LINDSEY, Mortimer Pct.
Cherryvale, R 2.
J. E. MURRAY, Md. Valley
E. Md. Valley, First Pct.
I. M. HINDS, Md. Valley
E. Md. Valley, Second Pct .
U. G. STIGENWALT, Cherryvale, R 3, West Pct., Md Valley Twp.
JOE CARR, Angola
Canada Twp.
L. M. DUNAWAY, Edna, R. 1
Howard Twp.

**PARSONS CITY:**
O. M. CRAIN, 115½ N. 16th
1st Pct., 1st Ward
M. L. MANNERS, 1405 Dirr
2nd Pct., 1st Ward
GEO. W. LARSEN, 1824 Felix
3rd Pct., 1st Ward
C. J. TAYLOR, 1809 Grand
1st Pct. 2nd Ward
PAYNE H. RATNER, 1212 Morgan
2nd Pct., 2nd Ward
RALPH E. BAKER, 2325 Bdway.
1st Pct., 3rd Ward
J. M. BRYANT, 2023 Morton
2nd Pct., 3rd Ward
IVAN DONALDSON, 110 N. 27th
1st Pct., 4th Ward
R. H. GALVIN, 300 N. 30th St.
2nd Pct., 4th Ward
JOE LEDBETTER, 2500 Chess
3rd Pct., 4th Ward.

**OSWEGO CITY:**
W. A. Blair, Oswego—1st Ward
CHAS. WOOLVEN, Oswego—2nd Ward.
NELIE NAFUS, Oswego, 3rd Ward

**CHETOPA CITY:**
W. H. COLUMBIA, Chetopa
1st Ward
H. R. HUSTON, Chetopa
2nd Ward
JAS. REED, Chetopa—3rd Ward

#3 F. L. Pinet. 12-5-32.

kind. I surely hope this will not make the slightest rift between you and Rees and I am sorry for any part that I have had in it.

With very kindest personal regards and best wishes, I am,

Sincerely,

Payne H. Ratner

PHR/M

RHH-1932-007 p3

Parsons, Kansas,
December 5, 1932.

Frank L. Pinet, Secretary,
State Teachers' Association,
Topeka, Kansas.

Dear Frank:

Copy

I have tried to write you ever since the election but have been out of the office a great deal and when I am in the office I am snowed under with office seekers and attempting to take care of my law business so I haven't had the opportunity.

In the first place, I want to congratulate you on the effective work you did for our friend Landon in the campaign. I am sure your work was one of the deciding factors in causing his election.

In the second place, I want to explain frankly the mix-up about your speaking here and take my share of the responsibility. I consider you and Rees Hughes among my best personal friends. I like and admire you both very much. I am very sorry I was, unwittingly, partly responsible for the unfortunate situation that developed here.

I understood that it was left to me to select the speaker against the limitation amendment. I contacted the head of our Speakers Bureau, Ben Franklin, and asked him for suggestions. He told me he would get in touch with me later and finally told me that he had gotten Walter Pleasant to come. He stated that Pleasant did not want to come but would do so if we insisted and if we could furnish automobile transportation. Pleasant would have to have someone bring him in a car as he either did not have one or did not want to use his own car and did not want to take the time to come on the train. I had invited Bill White to speak on the income tax amendment and I told Franklin I would have Bill come through Topeka and bring Pleasant with him.

RHH-1932-008 p1

#2 Frank L. Pinet. 12-5-32

A few days before the meeting I read about your work and thought it would be fine if we could have a more effective speaker than I believe Pleasant to be. I telephoned you and the result of the conversation was that it was arranged for you to come down. I did this without consulting Rees. I feel now that I should have consulted him first before I attempted to make any change but I had so many things pressing on my mind at the time that it did not occur to me. At the same time I learned that Bill White had hurt his ankle and would not be able to come, which meant that he could not drive through Topeka and bring Pleasant with him. I found that the combination of circumstances, that is, White's inability to bring Pleasant and that Pleasant was not anxious to come any way, plus the fact that I believe you to be a more effective speaker, gave me a good excuse to switch from Pleasant to you. Of course, had I dreamed there would be any opposition or had it occurred to me what Rees' viewpoint in the matter would be, I would, of course, not have embarrassed you or myself by telling you to come.

As I recall it, my first conversation with Rees about you was the day before the meeting and he made it quite plain to me that he did not think it would be the right thing. I disagreed with him quite frankly, then and now, but I do understand his viewpoint and realize he was entirely conscientious in it and that he had as much right to his viewpoint as I had to mine. I want to admit frankly that I had ample time to stop you from coming and possibly should have done so. The reason I did not do so was that you had promised to see some other people here and do some other work for me and I had also arranged another meeting, the dinner meeting, at which I wanted you to speak. For these reasons I wanted you to come on down, regardless of the fact that you would not be able to speak at the tax meeting. If I did wrong, I am sorry.

I think it is best for us all to just forget about the matter. It was an unfortunate incident but no particular harm came of it and it is one of those things that happen in the press of a hot campaign about which there should be no lasting feeling of any

kind. I surely hope this will not make the slightest rift between you and Rees and I am sorry for any part that I have had in it.

With very kindest personal regards and best wishes, I am,

Sincerely,

Raymond H. Ratner

PHR/M

December 6, 1932

Mr. Payne H. Ratner, Chairman,
Republican County Central Committee,
Parsons, Kansas.

Dear Payne:

I have your good letter of December 5th. It was not at all necessary for you to write me a lengthy letter regarding this matter, after my first disappointment on a trip I promptly came to the service and felt very cheerful over. I really think it was of very little consequence whether I discussed the Tax Limitation Amendment at Parsons with Mr. Rice or not. In fact, I am very glad I made the trip for it gave me an opportunity to take the matter up with Mr. Reed and get some help from him, which help, as you know, he gave very generously both on his editorial page and in a formal interview with the AssociatedPress.

Of course, it goes without saying that I am very happy that the Tax Limitation Amendment was defeated. However, I do realize, as perhaps some of the school people do not, that this was an empty victory unless we can direct legislation in the coming Legislature in such a manner as to prevent the re-submission of this amendment. In order to do this, we must, I think, sponsor bills which will reduce the present tax levy limits through legislative action.

We must, also, in every way possible impress upon the school people the necessity of voluntary reduction in their school budgets, and we must, if possible, try to find some source of revenue for the support of schools, through either the allocation of the income tax, in whole or in part for the schools, or through the finding of any source of revenue by means of a selective sales tax or luxury tax. I am inclined to believe that the incoming administration will want to use the income tax money for state purposes, and I am inclined, also, to believe that the farm organizations favor such a plan. No matter what the school people think about this, we cannot afford to go counter to the administration and the farm organizations, and in case our friends feel that the income tax should be used for state purposes we must make an honest effort to try to

find some other source of revenue.

I am rather fearful of the coming session of the Legislature. I say this for the reason that I recognize the extreme economic stress in which we are all placed, and the fact that radicalism is more or less rampant throughout the country. I have told our Board of Directors that I think the coming Legislature is one in which we shall have to protect our interests to a much greater degree than we have ever had to in the past. In fact, I do not expect to do much else during the next three or four months other than to work on legislative matters.

Now, with regard to Mr. Hughes and myself, I wish to say that I think you need to have no concern. We have been good friends in the past, and I think we are still good friends. At least we are so far as I am concerned. Mr. Hughes has done some very fine things for me in days gone by, and I have a long memory where my friends are concerned, but a short memory for those who are not my friends. I think if you will talk with him he will tell you that his position is the same as mine.

Thanking you for your friendship and support in the past, and assuring you that anytime I can be of service to you, you have but to let me know, I remain

Sincerely yours,

Secretary.

FLP:ET

December 8, 1932.

Mr. F. L. Pinet, Secretary,
State Teachers Association,
Topeka, Kansas.

Dear Frank:

Thanks for your letter showing the correspondence with Payne Ratner. You expressed my feeling in your reply to him, and I trust the incident in question is entirely a matter of the past.

I want to express our appreciation for the assignment of one of the next convention meetings to Parsons. It seems to be the one convention our people are very generally for. The convention brings good talent here, and the teachers are good buyers from the local merchants. I assure you that we will do all we can to make it a success from every standpoint.

With best wishes, I am,

Yours very truly,

Superintendent of Schools.

RHH:ml

RHH-1932-010

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# Charges Pinet is Assisting Brinkley

## Woodring Sees Betrayal of Kansas Teachers' Association by Heads

(By The Associated Press)

The proposed tax limitation amendment furnished the background for one of the major overnight developments in the Kansas political campaign as Gov. Harry H. Woodring accused Frank Pinet, secretary of the Kansas State Teachers' association of having "attempted definitely to throw the association into partisan politics."

Speaking in support of the administration supported measure at Atchison, the governor charged the secretary with aiding the campaign of Dr. J. R. Brinkley, the independent candidate for governor, and declared officials of the association "had defied the taxpayers of Kansas and betrayed a majority of their own members by opposing the tax limit amendment."

**Ass'n Pays for Broadcasts**

Both Pinet and Dr. Brinkley are opposing the measure. The governor based his charges on a recent bulletin which he said Pinet had sent out announcing that Dr. Brinkley would discuss the amendment in radio addresses and that the association was paying in part for the radio facilities.

In his discussion on the measure, Governor Woodring drew a paper from his pocket and read:

"The mask is off. Mr. Pinet is attempting to throw the association into partisan politics and elect Dr. John R. Brinkley as governor of Kansas.

"Pinet sent out a bulletin announcing that special arrangements had been made for Brinkley to speak over the radio each night, the cost of which is to be paid by the Kansas State Teachers' association.

"Think of it, the executive of the association using the money paid in by the school teachers of the state to defeat one candidate

(Continued on Page 2.)



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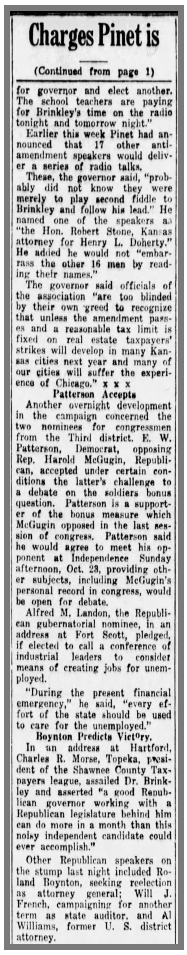

## Charges Pinet is

(Continued from page 1)

for governor and elect another. The school teachers are paying for Brinkley's time on the radio tonight and tomorrow night."

Earlier this week Pinet had announced that 17 other anti-amendment speakers would deliver a series of radio talks.

These, the governor said, "probably did not know they were merely to play second fiddle to Brinkley and follow his lead." He named one of the speakers as "the Hon. Robert Stone, Kansas attorney for Henry L. Doherty." He added he would not "embarrass the other 16 men by reading their names."

The governor said officials of the association "are too blinded by their own greed to recognize that unless the amendment passes and a reasonable tax limit is fixed on real estate taxpayers' strikes will develop in many Kansas cities next year and many of our cities will suffer the experience of Chicago." x x x

**Patterson Accepts**

Another overnight development in the campaign concerned the two nominees for congressmen from the Third district. E. W. Patterson, Democrat, opposing Rep. Harold McGugin, Republican, accepted under certain conditions the latter's challenge to a debate on the soldiers bonus question. Patterson is a supporter of the bonus measure which McGugin opposed in the last session of congress. Patterson said he would agree to meet his opponent at Independence Sunday afternoon, Oct. 23, providing other subjects, including McGugin's personal record in congress, would be open for debate.

Alfred M. Landon, the Republican gubernatorial nominee, in an address at Fort Scott, pledged, if elected to call a conference of industrial leaders to consider means of creating jobs for unemployed.

"During the present financial emergency," he said, "every effort of the state should be used to care for the unemployed."

**Boynton Predicts Victory.**

In an address at Hartford, Charles R. Morse, Topeka, president of the Shawnee County Taxpayers league, assailed Dr. Brinkley and asserted "a good Republican governor working with a Republican legislature behind him can do more in a month than this noisy independent candidate could ever accomplish."

Other Republican speakers on the stump last night included Roland Boynton, seeking reelection as attorney general; Will J. French, campaigning for another term as state auditor, and Al Williams, former U. S. district attorney.



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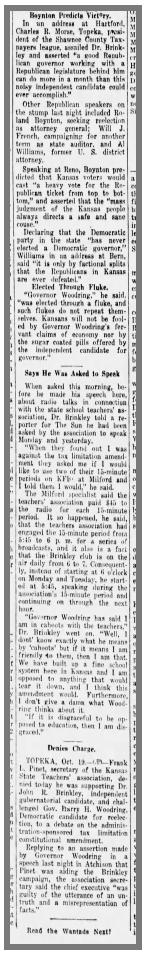

**Boynton Predicts Victory.**

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Other Republican speakers on the stump last night included Roland Boynton, seeking reelection as attorney general; Will J. French, campaigning for another term as state auditor, and Al Williams, former U. S. district attorney.

Speaking at Reno, Boynton predicted that Kansas voters would cast "a heavy vote for the Republican ticket from top to bottom," and asserted that the "mass judgment of the Kansas people always directs a safe and sane course."

Declaring that the Democratic party in the state "has never elected a Democratic governor," Williams in an address at Bern, said "it is only by factional splits that the Republicans in Kansas are ever defeated."

**Elected Through Fluke.**

"Governor Woodring," he said, "was elected through a fluke, and such flukes do not repeat themselves. Kansans will not be fooled by Governor Woodring's fervent claims of economy nor by the sugar coated pills offered by the independent candidate for governor."

**Says He Was Asked to Speak**

When asked this morning, before he made his speech here, about radio talks in connection with the state school teachers' association, Dr. Brinkley told a reporter for The Sun he had been asked by the association to speak Monday and yesterday.

"When they found out I was against the tax limitation amendment they asked me if I would like to use two of their 15-minute periods on KFBI at Milford and I told them I would," he said.

The Milford specialist said the teachers' association paid $45 to the radio for each 15-minute period. It so happened, he said, that the teachers association had engaged the 15-minute period from 5:45 to 6 p. m. for a series of broadcasts, and it also is a fact that the Brinkley club is on the air daily from 6 to 7. Consequently, instead of starting at 6 o'clock on Monday and Tuesday, he started at 5:45, speaking during the association's 15-minute period and continuing on through the next hour.

"Governor Woodring has said I am in cahoots with the teachers," Dr. Brinkley went on. "Well, I don't know exactly what he means by 'cahoots' but if it means I am friendly to them, then I am that. We have built up a fine school system here in Kansas and I am opposed to anything that would tear it down, and I think this amendment would. Furthermore, I don't give a damn what Woodring thinks about it.

"If it is disgraceful to be opposed to education, then I am disgraced."

**Denies Charge.**

TOPEKA, Oct. 19.—(AP)—Frank L. Pinet, secretary of the Kansas State Teachers' association, denied today he was supporting Dr. John R. Brinkley, independent gubernatorial candidate, and challenged Gov. Harry H. Woodring, Democratic candidate for reelection, to a debate on the administration-sponsored tax limitation constitutional amendment.

Replying to an assertion made by Governor Woodring in a speech last night in Atchison that Pinet was aiding the Brinkley campaign, the association secretary said the chief executive "was guilty of the utterance of an untruth and a misrepresentation of facts."

Read the Wantads Next!



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# Colmery and Pinet to Speak at Dinner Here

Two outstanding speakers, Harry Colmery, former state commander of the American Legion and now chairman of the national legislative committee of the Legion, and F. L. Pinet, secretary of the Kansas State Teachers association, will speak at a dinner being sponsored tomorrow night by the Young Republicans' club.

Although the dinner is being sponsored by the club, it is open to the public, it was announced today. It will be held in the social hall of the Christian church at 6 o'clock. Tickets at 25 cents are on sale at Slaybaugh's, Raschen's and Republican headquarters. Cecil Lucas is chairman in charge and is being assisted by U. S. Wells, vice president of the Parsons Young Republicans' club.

It is the purpose of the club to have as large an attendance of young voters as possible, Lucas said. Men and women both are invited.

This meeting will end before 8 o'clock, in time for those present to attend the public meeting on tax amendments in the Municipal auditorium. Mr. Pinet will be one of the speakers there.



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# Tax Amendment Talks Start at 7:30 Tonight

Another change in the program of speeches on the two tax amendments tonight in the Municipal auditorium was announced today by the Chamber of Commerce.

E. E. Stonecipher of Pittsburg Teachers college instead of F. L. Pinet, secretary of the State Teachers association, will speak against the tax limitation amendment. Carl V. Rice will speak for it.

W. W. Finney of Emporia is taking W. L. White's place on the program, speaking for the income tax amendment and Harry Sharp, of Associated Industries, will speak against it.

This meeting starts at 7:30 o'clock instead of 8. It is open to the pblic, being held as an educational feature. Both sides of both questions will be given for the edification of the publisc, each man having half an hour to speak.



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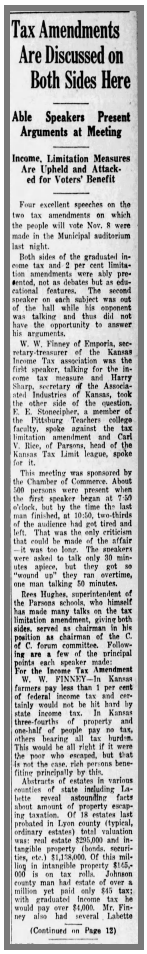

# Tax Amendments Are Discussed on Both Sides Here

## Able Speakers Present Arguments at Meeting

### Income, Limitation Measures Are Upheld and Attacked for Voters' Benefit

Four excellent speeches on the two tax amendments on which the people will vote Nov. 8 were made in the Municipal auditorium last night.

Both sides of the graduated income tax and 2 per cent limitation amendments were ably presented, not as debates but as educational features. The second speaker on each subject was out of the hall while his opponent was talking and thus did not have the opportunity to answer his arguments.

W. W. Finney of Emporia, secretary-treasurer of the Kansas Income Tax association was the first speaker, talking for the income tax measure and Harry Sharp, secretary of the Associated Industries of Kansas, took the other side of the question. F. E. Stonecipher, a member of the Pittsburg Teachers college faculty, spoke against the tax limitation amendment and Carl V. Rice, of Parsons, head of the Kansas Tax Limit league, spoke for it.

This meeting was sponsored by the Chamber of Commerce. About 500 persons were present when the first speaker began at 7:50 o'clock, but by the time the last man finished, at 10:50, two-thirds of the audience had got tired and left. That was the only criticism that could be made of the affair—it was too long. The speakers were asked to talk only 30 minutes apiece, but they got so "wound up" they ran overtime, one man talking 50 minutes.

Rees Hughes, superintendent of the Parsons schools, who himself has made many talks on the tax limitation amendment, giving both sides, served as chairman in his position as chairman of the C. of C. forum committee. Following are a few of the principal points each speaker made:

**For the Income Tax Amendment**

W. W. FINNEY—In Kansas farmers pay less than 1 per cent of federal income tax and certainly would not be hit hard by state income tax. In Kansas three-fourths of property and one-half of people pay no tax, others bearing all tax burden. This would be all right if it were the poor who escaped, but that is not the case, rich persons benefitting principally by this.

Abstracts of estates in various counties of state including Labette reveal astounding facts about amount of property escaping taxation. Of 18 estates last probated in Lyon county (typical, ordinary estates) total valuation was: real estate $295,000 and intangible property (bonds, securities, etc.) $1,158,000. Of this million in intangible property $165,000 is on tax rolls. Johnson county man had estate of over a million yet paid only $45 tax; with graduated income tax he would pay over $4,000. Mr. Finney also had several Labette

(Continued on Page 12)



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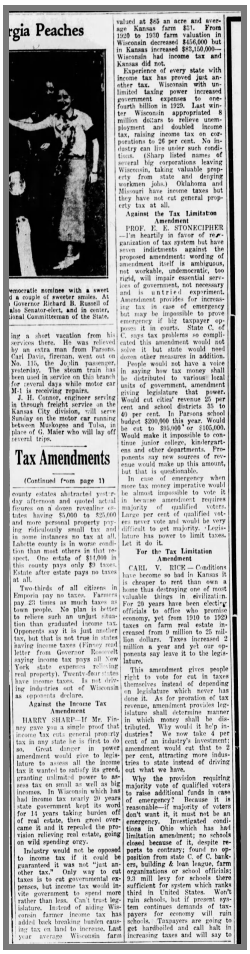

rgia Peaches



ocratic nominee with a sweet
a couple of sweeter smiles. At
Governor Richard B. Russell of
also Senator-elect, and in center,
inal Committeeman of the State.

ing a short vacation from his
ervices there. He was relieved
by an extra man from Parsons.
Carl Davis, fireman, went out on
No. 115, the Joplin passenger,
yesterday. The steam train has
been used in service on this branch
for several days while motor car
M-1 is receiving repairs.

J. H. Connor, engineer serving
is through freight service on the
Kansas City division, will serve
Sunday on the motor car running
between Muskogee and Tulsa, in
place of G. Maier who will lay off
several trips.

## Tax Amendments

(Continued from page 1)

county estates abstracted yesterday afternoon and quoted actual figures on a dozen penalties estates having $5,000 to $25,000 and more personal property paying ridiculously small tax and in some instances no tax at all. Labette county is in worse condition than most others in that respect. One estate of $11,000 in this county pays only $9 taxes. Estate after estate pays no taxes at all.

Two-thirds of all citizens in Emporia pay no taxes. Farmers pay 25 times as much taxes as town people. No plan is better to relieve such an unjust situation than graduated income tax. Opponents say it is just another tax, but that is not true in states having income taxes (Finney read letter from Governor Roosevelt saying income tax pays all New York state expenses relieving real property). Twenty-four cities have income taxes. Is not driving industries out of Wisconsin as opponents declare.

**Against the Income Tax Amendment**

HARRY SHARP—If Mr. Finney gave you a single proof that income tax cuts general property tax in any state he is first to do so. Great danger in power amendment would give to legislature to assess all the income tax it wanted to satisfy its greed, granting unlimited power to assess tax on small as well as big incomes. In Wisconsin which has had income tax nearly 20 years state government kept its word for 14 years taking burden off of real estate, then greed overcame it and it repealed the provision relieving real estate, going on wild spending orgy.

Industry would not be opposed to income tax if it could be guaranteed it was not "just another tax." Only way to cut taxes is to cut governmental expenses, but income tax would invite government to spend more rather than less. Can't trust legislature. Instead of asking Wisconsin farmer income tax has added back breaking burden especially the tax on land to increase. Last year average Wisconsin farm valued at $65 an acre and average Kansas farm $21. From 1928 to 1930 farm valuation in Wisconsin decreased $456,000 but in Kansas increased $85,150,000—Wisconsin had income tax and Kansas did not.

Experience of every state with income tax has proved just another tax. Wisconsin with unlimited taxing power increased government expenses to one-fourth billion in 1925. Last winter Wisconsin appropriated 8 million dollars to relieve unemployment and doubled income tax, raising income tax on corporations to 26 per cent. No industry can live under such conditions. (Sharp listed names of several big corporations leaving Wisconsin, taking valuable property from state and denying workmen jobs.) Oklahoma and Missouri have income taxes but they have not cut general property tax at all.

**Against the Tax Limitston Amendment**

PROF. F. E. STONECIPHER—I'm heartily in favor of reorganization of tax system but have seven indictments against the proposed amendment: wording of amendment itself is ambiguous, not workable, undemocratic, too rigid, will impair essential services of government, not necessary and is untried experiment. Amendment provides for increasing tax in case of emergency but may be impossible to prove emergency if big taxpayer opposes it in courts. State C. of C. says tax problems so complicated this amendment would not solve it but state would need down other measures in addition.

People would not have a voice in saying how tax money shall be distributed to various local units of government, amendment giving legislature that power. Would cut cities' revenue 25 per cent and school districts 35 to 40 per cent. In Parsons school budget $200,000 this year. Would be cut to $80,000 or $165,000. Would make it impossible to continue junior college, kindergartens and other departments. Proponents say new sources of revenue would make up this amount, but that is questionable.

In case of emergency when more tax money imperative would be almost impossible to vote it in because amendment requires majority of qualified voters. Large per cent of qualified voters never vote and would be very difficult to get majority. Legislature has power to limit taxes. Let it do it.

**For the Tax Limitation Amendment**

CARL V. HICK—Conditions have become so bad in Kansas it is cheaper to rent than own a home thus destroying one of most valuable things in civilization. For 20 years have been electing officials to office who promise economy, yet from 1910 to 1929 taxes on farm real estate increased from 9 million to 25 million dollars. Taxes increased 2 million a year and yet our opponents say leave it to the legislature.

This amendment gives people right to vote for cut in taxes themselves instead of depending on legislature which never has done it. As for proration of tax revenue, amendment provides legislature shall determine manner in which money shall be distributed. Why would it help industries? We now take 4 per cent of an industry's investment; amendment would cut that to 2 per cent, attracting more industries to state instead of driving out what we have.

Why the provision requiring majority vote of qualified voters to raise additional funds in case of emergency? Because it is reasonable—if majority of voters don't want it, it must not be an emergency. Investigated conditions in Ohio which has had limitation amendment; no schools closed because of it, despite reports to contrary; found no opposition from state C. of C. bankers, building & loan league, farm organizations or school officials; 9.3 mill levy for schools there sufficient for system which ranks third in United States. Won't ruin schools, but if present system continues demands of taxpayers for economy will ruin schools. Taxpayers are going to get hardboiled and call halt to increasing taxes and will say to



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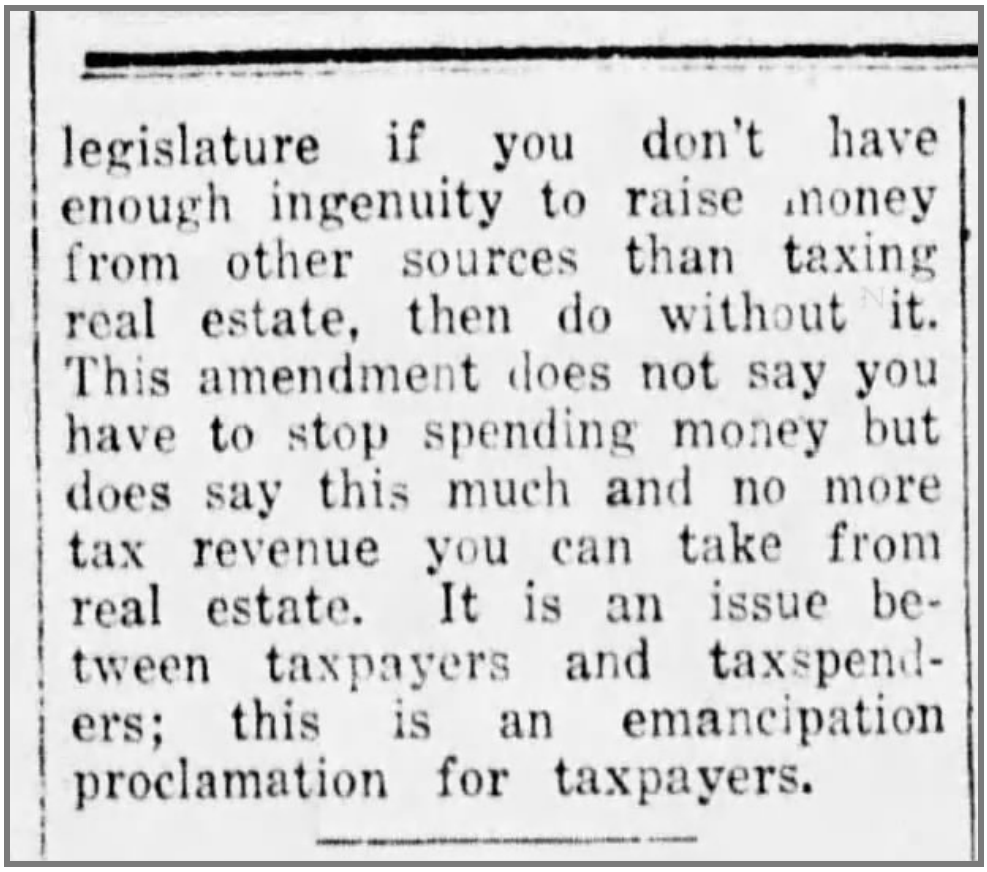

legislature if you don't have enough ingenuity to raise money from other sources than taxing real estate, then do without it. This amendment does not say you have to stop spending money but does say this much and no more tax revenue you can take from real estate. It is an issue between taxpayers and taxspenders; this is an emancipation proclamation for taxpayers.

Clipped By:

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Sun, Oct 29, 2023

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## SYMPATHY, THAT'S ALL




Friends of the Graduated Income Tax Amendment point out that real estate and visible property raise 96 per cent of the taxes in Kansas, while money and credits bear only 4 per cent of the burden. It is estimated that six billion dollars of wealth in Kansas bears no state or local tax. If you vote "Yes" on the graduated income tax amendment November 8, you will help put the coupon clipper to work raising his fair share of our Kansas taxes.

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Sun, Oct 29, 2023

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International Relations

When we think of International Relations the thought that is uppermost in the mind of the ordinary person is international as the applies to the wars between nations. World peace has been a recognized ideal for centuries. Up to within just the last few years it has apparently been impossible to write laws or bring about understanding between nations which would prevent war. Source of power, progress and science and knowledge may be used to build or may be used to destroy, all according to the use that is made of it. An air plane has been our most powerful vehicle to create international firendship and the same air plane may be our most destructive force as a carrier of deadly poison gas bombs.

It is a law of psychology that our action is determined by our thinking. Thinking in terms of friendship, understanding, tolerance, fellowship lead to right relations. Woodrow Wilson in a speech in 1917 said, "The only cement that will hold the world together will be the cement of friendship." Friendships between all peoples

RHH-1935-021 (5 pp) - Rees Hughes presentation to Rotary Club ca. 1935

so different in color, race, habits, dress, ideals, customs, relations, traditions is not an easy thing to accomplish. But Rotary has set about to accomplish it with the most comrephensive program that right thinking ~~brains~~ minds can plan out.

The advancement of understanding, good will and international peace through a world fellowship of Business and Professional men united in the Rotary ideal of service.

Rotary's Plan

1. Weekly form luncheons in 2,856 cities and 44 countries. Public sentiment is the greatest public driving force today, and Rotary ~~organizations~~ programs through these weekly luncheons today is the world's greatest organizing power, forming public sentiment and developing a world fellowship of Business and Professional men around a common ideal of service.

2. The Rotary International Relations committees at work in each of the 2,856 clubs is endeavoring, (if doing its duty), to bring before each club information relative to other nations which will enform and lead to better understanding and friendship.

3. Rotary is promoting a plan of International exchange of free scholarships for college students. Last year the Rotary Club of Mexico City selected 100 Mexican boys who were the invitied guests in the homes of 100 Texas Rotarians. This year 100 Texas boys go as guests in the homes of 100 Rotarians in Mexico. Measure the meaning of this if you can.

4. James R. Garfield, secretary of Interior in ex-president Roosevelt's cabinet after recent trip to Mexico said: "There is no single influence in the city of Mexico which is bringing two divergent view points of Mexican and American business men to a common one as does the Rotary Club."

9. Rotary stimulates national patriotism but would not blind us to the fact that patriotism also applies equally to the one who lives in another country. Rotary would have ~~you~~ love our country as ~~well as~~ love our family, but loving our own family does not make us less thoughtful of our neighbors. Rotary drills in friendship, tolerance and understanding.

Ex-president Roosevelt said "contacts such as compose Rotary International will certainly contribute toward international understanding."

President Harding said, "If I could plant a Rotary club in every country throughout the world, I would do it, and then I would guarantee that peace, tranquillity and forward march of ~~the~~ the world"

The corner stone of world peace is world friendship, friendship not between government officials, but between the people who make up the nations. Friendships are made of the mind and

as they come from the mind they become action. Rotary with its weekly meetings, its ideals, its organization reaching into each community will establish and make ~~the~~ new corner stone of friendship between nations, and then international action in treaties & laws & facts will be based on understanding and confidence, and progress and growth will prevail and misunderstanding, intolerance, selfishness, hate, and war will be no more. Rotary has a great program ~~in~~ right in its part in developing better International Relations.

Bring me men to match my mountains
" " " " " " plains
Men with empires in their purpose
and new eras in their brains,

S. W. FOSS.

Gentlemen these are the men of Rotary
& Rotary's program will mean better relations between nations.

I - 7 Thou shalt love thy neighbor as thy self.
Do unto others - etc
Service above Self

# ROTARY

Object of R. To encourage & foster -

II 2nd Object

High ethical standards in business and professions; the recognition of the worthiness of all usefull occupations; and the dignifying by each Rotarian of his occupation as an opportunity to serve society.--

(The Objects of Rotary- adopted by the Convention at Mexico City.)

IV

It is the duty of the club committee on Vocational Service to devise and carry into effect plans which will guide and assist the members of the club in discharging their responsibilites in their vocational relationships and in improving the general standards of practice in their respective vocations. (See Recommended Club By Laws, Art. VIII, Sec. 3)

Membership in Rotary a trust - an Obligation - an individual responsibility

III -

The real spirit of Rotary is to recognize that the greatest success lies in action by the individual Rotarian, which is much to be preferred to the club's accomplishment of the same work for the community, because it brings out the enthusiasm of the greatest possible number of members.---

Dr. Donata Gamanari of Montevideo, Uraguay- adress before the Mexico City convention on "Practical Community Service Activities."

RHH-1935-022

CLASSIFICATION SURVEY
ROTARY CLUB NO. 184
PARSONS, KANSAS
JULY, 1935

- - - - - -

MAJOR CLASSIFICATION:

Agriculture:
Farming
Farm Experiment Station
Flower Growing and Distributing- - - - - William J. Wirt
Vegetable Growing
Tree and Shrub Growing and Distributing
Live Stock Feeding- - - - - - - - - - - James M. Piper
(Additional Active) - - - - - - - - James Calvert Piper
Veterinary Medicine
Poultry Raising
Hatchery

Agricultural Equipment Industry:
Agricultural Implement Distributing

Associations:
Chamber of Commerce- - - - - - - - - - - - C. E. "Cy" Perkins
Y. M. C. A.
Boys Work Organizations:
Boy Scout Executive

Automobile Industry:
Automobile Retailing- - - - - - - - - - - Pierre Kimball
Garage and Service Station - - - - - - - - Okey B. Dakan
Tires, Retailing- - - - - - - - - - - - - Horace A. Jones
Battery Station

Beverages (Non Alcoholic):
Carbonated, Bottling and Retailing - - - John Skie
Water Bottling

Building Materials:
Concrete Products
Metal Roofing

Burial:
Funeral Directing- - - - - - - - - - - - - W. H. Martin
Cemetery- - - - - - - - - - - - - - - - - Jack Linville

Business Service:
Accounting Service
Auctioning Service
Collections and Credits

Ceramic Industry:
Tile Manufacturing

Chemical Industry:
Drugs, Retailing - - - - - - - - - - - - - Elmer Slaybaugh

Clothing Industry:
Mens Clothing, Retailing - - - - - - - - - Jesse Melone
" " " (Additional Active)
Maurice Melone
Womens Clothing- - - - - - - - - - - - - - Guy Cole
Tailoring, Mens- - - - - - - - - - - - - - Martin C. Ruvane
Mens Shirt Manufacturing
Overall Manufacturing
Shoe Retailing - - - - - - - - - - - - - - Roy C. Mann

Coal Industry:
Coal, Retailing- - - - - - - - - - - - - - S. Gilbert Britton

Communication Service:
Postal Service
Telephone Service- - - - - - - - - - - - - Randall E. McDonnell
Telegraph Service

Confectionery

Construction Service:
Building Construction
Highway Construction
Architecture
Carpentry
General Contracting

Dry Goods and General Merchandise:
Department Stores
Dry Goods, Retailing
General Merchandise
Variety Stores (5 and 10 cent stores, etc.)
Art Goods

Education:
Public Schools, Superintendent - - - - Rees H. Hughes
" " Senior High Principal
" " Athletic Director- - - Bailey Ricketts
Music
Commercial Schools

Electrical Industry:
Electric Light and Power, Mfg. - - - - - Charles S. Tomlinson
" " " " Service- - - Edwart T. Hughes
" Refrigeration, Ret.Machines - George Maser
Radio Equipment
Electric Equipment and supplies

Engineering:
Civil
Steam

Finance:
Banking- - - - - - - - - - - - - - - - - - Harry A. Bryant
Capital Investments- - - - - - - - - - - George Fox
Savings and Loan Associations- - - - - Bill Beach
Loans
Security Brokerage
Mortgages- - - - - - - - - - - - - - - - - William G. Roberts

Food Industry:
Baking, Retail
Food and Grain Retailing
Groceries, Wholesaling - - - - - - - - - Joseph L. Shellman
Groceries, Retailing
Fruits and Vegetables, Wholesaling

Meat, Poultry and Fish Products and Dairy Products:
Butter Manufacturing
Ice Cream Manufacturing and Distrib. - Ed Thompson
Milk Distributing- - - - - - - - - - - - Raymond Campbell
Poultry and Egg Packing
Meat Retailing

Furniture, Fixtures and Furnishings:
Household, Retailing --- - - - - - - - - Maxwell M. Martin
Store and Office Furniture and Fixtures
Mattresses
Upholstering
Store and Office Fi[illegible]Manufacturing
Vacuum Cleaner, Ret[illegible]ring

Gas Industry:
Natural Gas Producing
Natural Gas, Distributing

Government, ineligible, "Persons holding elective or appointive office, for a specified time only."

Hair Dressing:
Barbering

Hardware:
Hardware, Retailing- - - - - - - - - - - Ralph Rust

Hotels, Resorts and Restaurants:
Hotel- - - - - - - - - - - - - - - - - - - H. Vane Brown
Restaurants
Refreshment Parlors

Honorary: - - - - - - - - - - - - - - - - - - - Clyde M. Reed

Ice and Cold Storage:
Ice Manufacturing
Ice Retailing
Cold Storage - - - - - - - - - - - - - - - - Charles R. Roter

Institutions and Hospitals:
Hospitals- - - - - - - - - - - - - - - - - - Clive S. McGinnis

Insurance:
Casualty - - - - - - - - - - - - - - - - - - Millard Kohler, Jr.
Fire- - - - - - - - - - - - - - - - - - - - Ernest W. Reynolds
Life - - - - - - - - - - - - - - - - - - - - Holly A. Medaris

Jewelry and Time Pieces:
Retailing- - - - - - - - - - - - - - - - - - Frank A. Pfeiffer

Laundering:
Cleaning and Dyeing- - - - - - - - - - - - - Tharon Elam

Law:
General Practice - - - - - - - - - - - - - - William D. Atkinson
Corporation Practice - - - - - - - - - - - - Elmer Columbia

Lumber Industry:
Retailing- - - - - - - - - - - - - - - - - - Leslie O. Swalm
Sash and Door Manufacturing

Machinery and Equipment:

Medicine:
Internal Medicine- - - - - - - - - - - - - - N. C. Morrow
Surgeon- - - - - - - - - - - - - - - - - - - G. W. Hay
Dentist- - - - - - - - - - - - - - - - - - - Albert D. Lucas
Eye, Ear, Nose and Throat- - - - - - - - - - Tyler D. Blasdel
Optometry- - - - - - - - - - - - - - - - - - Gus A. Berglund

Musical Instruments and Merchandise:

Office Appliances, Equipment and Stationery:

Painting and Decorating:
Sign Painting

Photography- - - - - - - - - - - - - - - - - - Ed C. Peterson

Plumbing

Printing and Publishing:
Newspaper Advertising -- - - - - - - - - - - Will Goodwin
Job Printing- - - - - - - - - - - - - - - - - Wayne E. Burnette

Retired: (Past Active)- - - - - - - - - - - - - Hugh F. Reid

Real Estate:
Abstracting- - - - - - - - - - - - - - - - - J. Cleon Creel, Jr.

Insurance:
Casualty - - - - - - - - - - - - - - - - - Millard Kohler, Jr.
Fire- - - - - - - - - - - - - - - - - - - Ernest W. Reynolds
Life - - - - - - - - - - - - - - - - - - - Holly A. Medaris

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Retired: (Past Active)- - - - - - - - - - - - Hugh F. Reid

Real Estate:
Abstracting- - - - - - - - - - - - - - - - J. Cleon Creel, Jr.

Recreation:
Bands and Orchestras
Billiards and Bowling
Motion Picture Theaters
Sporting Goods, Retail

Religion:
Roman Catholic- - - - - - - - - - - - - - - Msgr. Bernard J. McKernan.
Protestant- - - - - - - - - - - - - - - - - Rev. Edwin W. Armstrong.

Stone Industry: Quarrying, Crushing, Monuments.
Tobacco Industry: Cigar Manufacturing; Cigar and Tobacco Retailing.
Transportation: Railroad Legal- - - - - - - William W. Brown
" Supervision- - - Charles Watts
" Dispatching- - - J. I. Poole
" Mechanic - - - Max D. Chase

# WEBER COSTELLO COMPANY

CHICAGO
HEIGHTS
ILLINOIS

MANUFACTURERS OF BLACKBOARDS • GLOBES • MAPS • ERASERS • CRAYONS


September 26, 1936

Mr. Rees H. Hughes, Supt.
Parsons City Schools
Parsons, Kansas

Dear Rees:

It will undoubtedly be something of a surprise to you to be hearing from me from Chicago rather than Sandusky. The night I returned to Sandusky from the west coast in June, I had a phone call from Mr. Hubbard, President of the Weber Costello Company which, after a series of meetings, resulted in my coming here the first of September. It was pretty hard to leave my associations in Sandusky as you may well guess and I shall look forward to having a good visit with you on this subject.

I will keep my interest in the O-P Craft Company with my brother, Al, as Manager and our associations here with those in Sandusky are such that we can in many ways work more closely together, chalk crayon being the only competitive material.

Your letter of September 18th has just been forwarded me here. Chas. M. Newcomb's home address is Bucyrus, Ohio, but I am checking on this to be certain and will write you the first of next week. The office of the N.E.A. Associated Exhibiters couldn't confirm this today but I will either get it from them Monday or secure this elsewhere for you. Newcomb will certainly make a hit with your District Rotary Meeting. Incidentally on leaving Sandusky, I was made an Honorary Member of the Sandusky Club and will probably be taken in here at Chicago Heights in a week or so.

Very kindest regards always.

Cordially and sincerely,

EARLE F. OPIE

WEBER COSTELLO COMPANY

Earle F. Opie
FP

THE SECRETARY OF WAR
WASHINGTON

October 9, 1936.

My dear Mr. Hughes:

I received your very kind note expressing good wishes which, I assure you, give me great satisfaction. There is nothing that gives me more pleasure than knowing that I have the confidence and good will of the people of Kansas. That my appointment as head of the War Department meets with your approbation is very gratifying and complimentary.

Sincerely yours,

Harry H. Woodring

HARRY H. WOODRING.

Mr. Rees H. Hughes,
Superintendent of Schools,
Parsons, Kansas.

copy

May 18, 1938

Mr. M. F. Stark
Superintendent of Schools
Hiawatha, Kansas

Dear Mr. Stark:

I am intimately acquainted with Senator Payne H. Ratner, and I am interested in his candidacy for Republican nomination for Governor.

I know of his interest in the program of Education in the State and of his friendly attitude toward schools and members of the teaching profession.

However, you knew him as a member of the Legislature and because of your position as Secretary of the Legislative Committee of the State Teachers Association and his position as Chairman of the Committee on Education in the Senate, you were closely associated with him in both the regular and special sessions of the Legislature.

I shall appreciate it if you will write me frankly as to his attitude and interest and activity in behalf of the schools' program.

Sincerely

Rees H. Hughes
Superintendent of Schools

RHH:ml

RHH-1938-041

May 18, 1938

Mr. V. M. Liston
Superintendent of Schools
Fort Scott, Kansas

Dear Mr. Liston:

This is a letter from Senator Payne H. Ratner's home town school Superintendent and written in the interest of his candidancy for Governor.

Mr. Ratner attended Washington University in Saint Louis where he worked his way thru and graduated with honors. For the past eighteen years he has practiced law in Parsons. He opened his office here as a young attorney just out of college, and has built up his practice until now he heads up a law firm that is recognized as one of the strongest in this area.

Mr. Ratner is a good citizen in our community. He is a member of the Christian Church and for years has been a member of its official Board, and for a time taught the Men's Bible Class. He has been active in many worthwhile Civic organizations- Chamber of Commerce, Kiwanis Club- President, Y. M. C. A., American Legion-Commander, Boy Scouts, now member of the Court of Honor, etc. He has been County Attorney two terms, and is serving his second term as State Senator from this district.

He is a good school patron. He has two boys in the schools and a little daughter not yet school age. Both he and Mrs. Ratner have always been loyal and active in their support of the schools. Both have been active in P. T. A. work, and my first recollection of Mr. Ratner was when as a young attorney here, he offered to help our school debate teams. He has been the attorney for the Board of Education here for a number of years.

His leadership in the Legislature in the behalf of schools is well known through out the State as Chairman of the Committee on Education in the Senate. He sponsored

RHH-1938-042 p1

Mr. V. M. Liston, Fort Scott

legislation that not only placed the schools on a more modern basis of financial support with reasonable State Aid for Elementary Schools, but which, also, ~~which~~ will relieve property of a sizable percentage of its tax for schools.

He has studied the Program of Education in Kansas. He knows the needs, and he has shown that he is willing to work for school improvement.

We know Mr. Ratner in this community as a leader who is intelligent, ambitious, alligned with the best interests, and a hard worker.

I am sending this letter to school leaders through out the State because Mr. Ratner is my friend, and because I believe he will make a good Governor, and because I believe the school problems of the State willhave his interest and sympathy and support.

Yours very truly

Rees H. Hughes
Superintendent of Schools

RHH:ml

PARSONS CITY SCHOOLS
PARSONS, KANSAS
June 15, 1938
REES H. HUGHES, *Superintendent*

This is a letter from Senator Payne H. Ratner's home town school Superintendent and written in the interest of his candidancy for Governor.

Mr. Ratner attended Washington University in Saint Louis where he worked his way thru and graduated with honors. For the past eighteen years he has practiced law in Parsons. He opened his office here as a young attorney just out of college, and has built up his practice until now he heads up a law firm that is recognized as one of the strongest in this area.

Mr. Ratner is a good citizen in our community. He is a member of the Christian Church and for years has been a member of its official Board, and for a time taught the Men's Bible Class. He has been active in many worthwhile Civic organizations- Chamber of Commerce- Kiwanis Club- President, Y. M. C. A., American Legion- Commander, Boy Scouts, now member of the Court of Honor, etc. He has been County Attorney two terms, and is serving his second term as State Senator from this district.

He is a good school patron. He has two boys in the schools and a little daughter not yet school age. Both he and Mrs. Ratner have always been loyal and active in their support of the schools. Both have been active in P. T. A. work, and my first recollection of Mr. Ratner was when as a young attorney here, he offered to help our school debate teams. He has been the attorney for the Board of Education here for a number of years.

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We know Mr. Ratner in this community as a leader who is intelligent, ambitious, alligned with the best interests, and a hard worker.

I am sending this letter to school leaders through out the State because Mr. Ratner is my friend, and because I believe he will make a good Governor, and because I believe the school problems of the State will have his interest and sympathy and support.

Yours very truly

Rees H. Hughes
Superintendent of Schools

RHH:ec

June 17, 1938

Senator Payne H. Ratner
% Kansas Hotel
Topeka, Kansas

Dear Payne:

I believe that the list on the attached page will cover quite generally the items that school people hope will be favorably considered when the time is right. None of them are new to you as you have already given them consideration and thought.

I am, also, attaching a copy of the resolution from the last State Parent-Teacher Association Convention which will indicate something of their interests.

As to the Juvenille Delinquency situation- it seems to me that there is a great opportunity for some one to administrate the State insitutions that deal with delinquent youth on a scientific basis, analysis and correction and guidance and personal help rather than punishment administered by political appointees untrained for the assignments. These unfortunate youth are the products of our society and in most cases have gotten into trouble as a natural result of the environment and influence into which they were placed. To remove them from this enviornment and from these influence to the right type of an institution would give them an opportunity to become normal citizens and probably in the long run would not only save the child but cost society less. I understand that the State Institution for adults such as the State Hospital for Epiletics in Parsons and the State Hospital for Insane in Topeka are on a scientifically sound basis.

I know nothing of the political significance of this Juvenille Delinquency question in the State. You recall that Governor Woodring was interested in it and I believe appointed a Commission to study it and a report was made with recommendations, but I believe that nothing further has been done about it. However, it is such a reasonable matter and is being so neglected that I am sure that the public will look upon fair consideration of it with favor.

RHH-1938-044 p1

Payne H. Ratner- Topeka, Kansas

With the interest you have in the educational program in the State, it seems to me that it would be considered very logical for your interest to reach to this growing group of unfortunate youth that the State is now providing for so inadequately.

I am enclosing a copy of a letter to Dr. Bert Nash, and if it expresses your wishes, mail it on to him. He is President of the Mental Hygiene Socity in the State and has had much to say of the subject - of Juvenille Delinquency and a program caring for it.

I saw Katterjohn this morning and he promised to write to all Community High Schools in the State in your behalf. I am sure that will help as he stands high with that group.

With best wishes, I am,

Yours very truly

Rees H. Hughes

RHH'ml

I believe the following are the most important legislative issues facing the schools of the State.

1. Re-enactment of the present law which grants State Aid for elementary schools with such adjustments as appear advisable after two years experience.

2. Extension of aid to high schools which will equalize both cost and educational opportunity. This should also include provision which will solve the present problems of tuition.

3. Suitable plan for transportation of children who live a long distance from school.

4. Removal of school administrators both State and County from political consideration.

5. A plan for providing free text books on a suitable state wide basis.

6. A retirement plan for teachers.

I pledge myself to study these items and will support legislation which will provide for them in a manner most suitable for our State.

In the provisions for Education I desire to work with the State Superintendent of Public Instruction and the Legislative Committee of the State Teacher's Association as I have done as Chairman of the Committee on Education in the State.

TOPEKA'S NEWEST HOTEL
GARAGE & THEATRE IN CONNECTION




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N. M. MOSBY, PRESIDENT & GENERAL MANAGER

HALL-TOPEKA



# Hotel Jayhawk

300 ROOMS WITH BATH OR TOILET
20 SAMPLE ROOMS

Topeka, Kansas

OFFICIAL AAA HOTEL

RHH-1938-045 (5 pp numbered 2-6 on backs of sheets like this)

file Rel

V We pledge our support to the re enactment of the ~~Re~~ School aid law with such adjustments as are warranted after two years ~~trial~~ operation; to enactment of laws which will place the high schools of the State on a more uniform basis, provide a broader base for support, encourage desirable consolidation, and correct the present tuition problems; to a law that will provide suitable transportation for Elementary and High school students; To retention of laws passed by the 1937 Republican Legislature regarding

3. text book selection, prevention of too frequent text book changes, and teacher certification.

4. We also recognize the following issues which confront Education in Kansas and we pledge study of them and will favor legislation which will provide suitable solutions—

1. a ~~pension~~ retirement plan for ~~teachers~~ teachers

2. ~~a uniform plan for~~ free text books on a state wide basis

3. Removal of school administration, state and county from partisan politics

4. General revision of school laws to create a uniform code

5. Further readjustment of the provisions for financing of schools with a view to transferring more of the tax burden from general property

6. Placing the administration of all State institutions which care for delinquent and physically handicapped children upon a scientific and educational basis.

---

July 2, 1938

Mr. Payne H. Ratner
Ratner for Governor Headquarters
Kansan Hotel
Topeka, Kansas

Dear Payne:

I like your suggestion of having printed the circular which would be available for distribution to those who will be interested in your school support.

It could include such items as brief statement of your record, your platform relative to education, a few sample press reports from representative school people, and if you wish it a short letter from me as your home town Superintendent similar to the one I have sent to several hundred people through out the State.

These copies then could be distributed by our representatives in the various summer school sessions and through out the State by men in each area who are working in your interests. This plan would practically eliminate the cost of distribution and would, also, give a number of your friends who want to help, something tangible to do.

It would, also, be a means of counteracting the printed matter which McGugin is distribtting so freely.

If you decide to get such a bulletin out, I hope you will call on me for any help that you will want from me. I will be glad to work from here or come to Topeka as you direct.

Sincerely

Rees H. Hughes
Superintendent of Schools

RHH:ml

RHH-1938-146

July 12, 1938

Mr. Glenn A. DeLay
Superintendent of Schools
Neodesha, Kansas

Dear Glenn:

I believe that those interested in Education in Kansas have every reason to recognize Senator Ratner as one who will be a "SCHOOL MINDED" GOVERNOR.

His leadership in the Legislature in the behalf of schools as Chairman of the Committee on Education in the Senate is well known through out the State. He sponsored legislation that not only placed the schools on a more modern basis of financial support with reasonable State Aid for elementary schools, but, which also will relieve property of a sizable percentage of its tax for schools.

He has studied the Program of Education in Kansas. He knows the needs, and he has shown that he is willing to work for school improvement. The school problems of the State will continue to have his interest and sympathy and support.

We know Mr. Ratner in this community as a leader who is intelligent, ambitious, alligned with the best interests, and a hard worker. He has had the experience and training in Public life to be qualified for the office of Governor and he is, also, young enough to have strength and vigor and ambition to lead in a progressive administration of the affairs of the State.

Yours very truly

Rees H. Hughes
Superintendent of Schools

R H:ml

RHH-1938-047

September 19, 1938

Mr. Frank L. Pinet, Secretary
State Teachers Association
Topeka, Kansas

Dear Frank:

You asked me to write you relative to your Kansas Teacher article in the interest of Mr. Ratner. I am always hesitant in making suggestions to the newspaper representatives and especially to you since you know what should go in the Kansas Teacher, and how it should appear there.

I believe that if the school people do their part, and show a right attitude and interest that electing Ratner Governor can prove to be the greatest step toward school improvement in Kansas that has been taken in many years.

You are well acquainted with the interest Mr. Ratner has shown in the schools' program in his work in the State Legislature, and I know of that same type of interest which he has shown toward the local schools during the years that he and I have lived in Parsons.

You recall that late in the last regular session of the Legislature, the present Governor publicly urged that Legislature to plan to use one and one-half million dollars for schools and this to include the amount needed for free text books. I believe you know of Mr. Ratner's stand at that time, at least the Legislative Committee members and Mr. Markham do.

The present Governor did say at that time that while opposed to larger appropriations for schools, he would not oppose it if passed by the Legislature, etc. Ratner's State Aid Bill include high schools, and you recall that school people removed that part of it. I think Ratner has amply shown his

RHH-1938-048 p1

willingness to work for the legislative items the school people want.

I was considerably set back, and still do not weal understand your letter after the publication of the party platform-, since the Republican statement for Education was almost word for word the same as when I read it to you on Sunday afternoon just prior to the meeting of the Party Council, and at that time it seemed to meet with your hearty approval. It, also, includes the suggestions which you had given to the Committee ahead of that time.

The Republican platform definitely pledges to support the re-anactment of the State Aid Law, with suitable adjustments, which I consider a very important qualification, and is not included in the other platform, (2) a suitable transportation law, and, (3) adjustment of the tuition problems. These three, together with Retirement, are the items which the present Legislative Committee has condidered most pressing,and to which they have directed all their efforts.

In addition the Republican platform pledges "Legislative study" of Retirement, free texts, removal of County and State school administration from partisan politics, removal of more of cost of schools from property tax, and remove the administration of State Institutions that handle children from politics, etc. I realize that "legislative study" is indefinite and means little, but specific designation of the issues is significent.

Mr. Ratner introduced a text book bill and a high school aid bill in 1937; he has spoken publicly for Retirement, and I am certain that he will support legislation for all of these important items just as soon as "legislative study" which surely will include the Legislative Committee of the State Teachers Association and the State Department of Education, will show what the legislation should be.

I don't think any one now knows what the right free text book law for Kansas should include. Legislative study should produce it. The same for the other issues. Who knows now how to remove State and County Superintendents from politics? Legislative study is sound proceedure. The Republican platform promised to support everything that we as school people are ready now to recommend. I hope that we can be ready to recommend other issues by the time the next Legislature meets. The Republican platform does not make untimely blind promises for Education, and this, samd say Mr. Ratner is prone to do.

Mr. F. L. Pinet, Topeka September 19, 1938

You will note that the Democrat platform for Education pledges to support only continuation of State Aid to "weak school district"., favoring and expressing belief in some other issues, is certainly no expression stronger than "legislative study". Also, promising free texts, aid for high schools, etc., will take a lot of money, and then in another paragraph, to promise to use all of the available money, even some now going to credit of schools, for another group should not appeal of school people as favorable or consistant.

I am writing on too long. I seem to be defending the Republican statement on Education. I mean it more for explanation, and I still believe it gives Mr. Ratner and his Legislature a sound "plank" to stand on, and should indicate to school people a recognition of and a familiarity with insistent school issues.

The important fact to consider, however, is that Mr. Ratner is a friend of schools, and will be a "school" Governor if we do our part in providing a sound program. If school people really do want more desirable legislation relative to schools in Kansas, this is our opportunity to get it.

I don't think it is ever advisable to let politics get into the Kansas Teacher, but our interests are at stake. We have an understanding friend in Ratner, the most promising school legislative program in a generation is possible through his influence and interest, while without his influence, it is evident that we are scheduled to take definite loses. You will know how best to pass this information on to teachers. I think it should be done someway.

Sincerely

Rees H. Hughes
Superintendent of Schools

RHH:ml

The KANSAS STATE TEACHERS ASSOCIATION

F. L. PINET
EXECUTIVE SEC'Y
C. O. WRIGHT
ASST. SECRETARY

315 WEST TENTH STREET
TOPEKA, KANSAS

September 30, 1938

Supt. Rees H. Hughes
Parsons, Kansas

Dear Rees:

I finally have gotten partially rested from my rather strenuous trip up north, and I think I can write you more intelligently than I did the other day in regard to your letter of September 19.

I note what you say about Mr. Ratner being friendly to the schools. I have no doubt of this whatsoever, and have never had any doubt of it. As an evidence of my willingness to support him I cite you the fact that yesterday I sent my personal check for $100 to the Republican State Central Committee. I imagine that this is about as much as any school man is doing in a monetary way at least, to help Mr. Ratner's cause.

I take up next briefly comment on the two party platforms. I was very much disappointed, as you know, in the way the Republican party platform came out so far as schools were concerned. You seem to think that this platform has officially stated almost word for word the school platform you and I discussed on the Sunday preceding the Party Council, and discussed later Monday morning with certain members of the Legislative Committee. I simply cannot see "eye to eye" with you in this matter. I think if you have the original draft of the planks we discussed and will compare them with what was printed in the Republican party platform relating to schools, you will find a great deal of difference.

I do not question your good faith in the matter, and I know you did everything you could to get the planks, as originally prepared, approved, but I feel certain that Sen. Kirk Dale, Senator Denious, Sen. Roy Tripp, and Sen. Claude Bradney out-voted you in this matter.

It is my personal opinion that it was a very great error for the Republican party council not to come out more vigorously in regard to certain school planks. I did what I could to make this plain to you, to chairman Walt Fees, and to Mr. Ratner, himself. Having done this, there was nothing more for me to do.

I do not say that the Democratic platform is a great deal stronger than the Republican platform, nor do I say that the Democratic party is to be trusted any more than the Republican party in

The KANSAS STATE TEACHERS ASSOCIATION

F. L. PINET
EXECUTIVE SEC'Y
C. O. WRIGHT
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315 WEST TENTH STREET
TOPEKA, KANSAS



school matters. In my analysis of the platforms I have tried to be fair to both parties, but I do not think there is much to write home about in either case.

I expect to vote for Mr. Ratner, and I am quite sure that every member of my family and all of my immediate friends who are Republicans, will also vote for Mr. Ratner. I believe so far as the ledger sheets show I have done much more for Mr. Ratner than he has done for me. He owes me nothing and I owe him nothing. That is the same feeling I have for Gov. Huxman, to whose party I do not belong, but for whom I have the highest respect as to his honesty and to his integrity.

I am willing to help Mr. Ratner anyway I can personally, but officially I am absolutely neutral.

In conclusion let me say that I have learned from bitter experience "not to put faith in princes, nor in the sons of princes". That is exactly how I regard both the Republican princes and the Democratic princes, unless I personally have reason to feel otherwise.

I am quite willing that you should show this letter to Mr. Ratner if you care to do so, or for that matter anyone else who might be interested in knowing what my position is in this matter.

Sincerely yours,

F. L. Pinet.

FLP:O

# GOVERNOR RATNER on EDUCATION

*EDUCATION AND SCHOOLS*

TO PROVIDE equal educational opportunity for all of our young people is one of the primary functions of the state. That function is of deep basic importance in a representative democracy such as ours. Only thru a sound educational system that provides equal, proper and widespread educational opportunity for every boy and girl can a government by the people be maintained. If we can successfully educate our youth in the ways and advantages of democracy, in the responsibility of citizenship, in the vital importance of tolerance and freedom of worship, press and speech, we need have no fear of the penetration or encroachment of any of the totalitarian isms.

The program of education in our schools must reflect the characteristics of our society and the problems of our people. It must prepare our young people to be successful members of that society and capable of solving its problems.

We are recognizing that living in an increasingly complex society places increased requirements upon the individual. He must develop a cooperative spirit, social responsibility, self-discipline and a desire for achievement. This places an unparalleled responsibility upon the schools.

As the state has grown, it has done so without a state-wide pattern for the growth or adjustment of our school system. The elementary schools are still operating largely on the district basis provided in the 1861 law. High schools have been organized as the state developed without a state-wide plan. We have forty counties in which high schools operate under the Barnes law plan, thirty-nine counties under the general county plan, twenty-three community high-school counties, and three counties under their own type of high-school organization. Many students attend high schools outside of their own districts. In some districts tuition is paid by the district and in others by individuals.

We should re-enact the state-aid law which guarantees at least a minimum elementary school opportunity to every child in the state on an equalization basis. We should recognize the need for placing all of the high schools of the state on a more uniform basis, and this should include uniform provisions for tuition and transportation. None of these will require additional legislative appropriations and they are all state-wide in application.

We have already provided a minimum retirement security for a long list of Kansas citizens. Many federal departments of government provide retirement for employes. Many states now provide retirement for teachers. Such security can be provided for all teachers in Kansas without placing heavy financial responsibility upon the state.

For many years we have discussed the question of free textbooks for Kansas schools. Certainly parents unable to purchase books for their children should not be required to sign a pauper's oath in order to get these books. I suggest that this legislature consider a state-wide plan to furnish books free to all Kansas school children, regardless of the nature of the school attended.

I wish also to call your attention to other questions that are important to Kansas schools. School administration should be removed from partisan politics. The removal of the state board of regents from political consideration or the creation by law of a bipartisan board would be a significant forward step. If appointments to this board are made subject to senate confirmation it would then be constitutional to place the state schools for the blind and for the deaf under the supervision of the regents. That would be a sound and practical step, both from an educational and humanitarian standpoint.

The junior college might well play a larger part in our educational program, and more of the burden for financing public schools should be removed from general property. These are not new issues. They are important to the advancement of education. I hope you will study them carefully with a view to definite and constructive action.

Our schools at Topeka and Quindaro for the colored youth should be removed from partisan politics. We should treat them as dignified educational institutions and should appropriate for their operation sufficient funds so this can be well done.

I hope this legislature will consider education as one of the major functions of the state and recognize that provisions for proper education of all our children is the greatest safeguard of our democracy.

*From the Governor's Message to the Legislature, as published in the Topeka State Journal, Jan. 11, 1939.*

RHH-1939-061

August 14, 1939

Governor Payne Ratner
State House
Topeka, Kansas

My dear Governor Ratner:

The legislative committee of the Kansas State Teachers Association at its meeting in Topeka on August 5 reviewed the preliminary work done by the legislative council on Senate Resolutions No. 21, No. 22, and No. 25, and we wish to express our appreciation for the excellent start made on the work outlined by the legislature.

We realize the importance of the work the legislative council is doing and planning to do, and want you to know that we are willing and anxious to cooperate in every way possible.

The problems involved in codification of the school laws are huge and perplexing, but the laws certainly need codification. Careful work is necessary, as we all realize, to insure that the best present practices are protected and possible improvements are introduced.

Our committee decided to drive on a three-point program for 1941, including provisions for School Retirement, High School Equalization in the broad sense, and A State Commissioner of Education appointed as directed by the legislature. We hope to develop these proposals in harmony with the recommendations of the legislative council which will be forthcoming by December, 1940. Materials which we produce from time to time will be sent to you and to the Education Committee of the legislative council. In return we shall be happy to receive material which the council develops.

Again we wish to express our desire to cooperate with you and the legislative council to the end that we may have a stronger program of education in the schools of Kansas.

Sincerely yours,

Rees H. Hughes, Chairman
K.S.T.A. Legislative Committee

K.S.T.A. Legislative Committee

Rees H. Hughes, Parsons
F. L. Schlagle, Kansas City
Geo. L. McClenny, Topeka
W. D. Wolfe, Atchison
W. L. Hambo, Paola
W. M. Richards, Emporia
Adel Throckmorton, Wichita
Chas. E. Hawkes, Salina
R. E. Custer, Wakeeney
Ira O. Scott, Garden City
R. V. Phinney, Larned
C. O. Wright, Topeka, Secretary

RHH-1939-063

STATE OF KANSAS
OFFICE OF THE GOVERNOR
TOPEKA

PAYNE RATNER
GOVERNOR

November 10, 1939

Mr. Rees Hughes, Superintendent
Parsons Public Schools
Parsons, Kansas

Dear Rees:

I will appreciate it very much if you will let me know at your first convenience what you have ascertained from the school leaders at the convention relative to my attitude on calling the sort of conference suggested by Mr. Sheffer.

Enclosed is a clipping from the Topeka State Journal which contains a statement made by Dean Russell after my talk made in Topeka the other morning. I thought you might not have seen it.

I want you to know how much I appreciated the things you said in your talk at Wichita, Friday night. It was mighty fine of you and I am deeply grateful.

With very best wishes, I am

Sincerely

Payne Ratner

PR:BB

RHH-1939-064

The KANSAS STATE TEACHERS ASSOCIATION

F. L. PINET
EXECUTIVE SEC'Y
C. O. WRIGHT
ASST. SECRETARY

315 WEST TENTH STREET
TOPEKA, KANSAS

December 24, 1939.

Mr. Reese Hughes,
Parsons, Kansas.

My dear Reece:

Enclosed you will find editorial dealing with the Governor's remarks in relation to the textbook situation. I plan to publish this editorial in our February issue of the KANSAS TEACHER.

Please look it over and let me know if you think of any changes that should be made in it.

Sincerely yours,

F. L. Pinet

Executive Secretary.

FLP-W.
Encl.(1)

RHH-1939-065 (1 page + notes on back)

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Geo. H Alderman
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Feed by hand
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Have a "spot" of tea
twee mile & 1/2 half

THAT'S RIGHT, YOU'RE WRONG." !

Certain representatives of textbooks publishers who appear to have the morale of Sycorax and the chivalry of Nero, have been by innuendo and insinuation surreptitiously panning Governor Ratner in regard to a letter Governor Ratner sent to the members of the State School Commission under date of November 15,1939, suggesting that as few changes as possible be made in the text books list at the present time. These certain book men who by no means represent the Guild as a whole run true to Shakespeare's dictum which reads; " How sharper than a serpent's tooth is the tongue of a disappointed and malicious book-man." !

Now let me see what the facts in the case are. Unfortunately the press of the state did not quote in its entirity the text of the Governor's letter to the School Board Commission. These newspapers quoted merely the general admonition that as few changes as possible be made. Any one who is advised as to the extreme economic distress of the state will agree to the wisdom of such admonition. But the Governor's letter contained another paragraph which set forth the need of such changes as might be necessary on account of the archaic and obsolete character of textbooks now on the list. The deleted paragraph of the Governor's letter covering this point is as follows:

> "Of course, every sincere citizen as well as educator is deeply interested in educational advancement. I fully realize the importance of the textbook in school work, that in many class rooms the text furnishes both the outline and content for the course of study. But none of us can overlook the serious economic distress which our entire state is facing. For that reason, it seems to me that no textbook changes should no made except when our children would be actually handicapped by continuing the use of old books.

Therefore, to those school people who have been disposed to listen

RHH-1939-066 (3 pages)

to certain sons and grandsons of Annanias and Sapphira, we would say "That's right, you're wrong " ! The school people in Kansas should bear in mind that Governor Ratner is responsible to all the people of Kansas, and that when the butcher, the baker, and the candle-stick maker are in distress he should help them if such help is in his power. To say that in this recent instance he has sold the schools "down the river" is absurd. As a matter of fact there are many things in this school text situation in Kansas that are most absurd. One group of critics of the schools who are misinformed claim that vast sums are spent for textbooks. This is not true. Kansas, as other states, spends about 1½% of its total school expense for textbooks. Really this is less than half of what it should spend. Yet William Allen White (who was born with knee pants and who still wears them at the age of 70) than whom the Kansas schools have never had a better friend, falls for this fiction, and editorially deplores the graft in the contract for textbooks. Such a wail is ridiculous as Mr. White would know if he were better advised. Strangely enough the State Highway Commission can let contracts for roads or bridges involving hundred of thousands of dollars and no protest is heard but let the State School Board Commission enter into a contract for a fraction of this amount and the ugly head of rumor rears itself.

The truth is that the present State School Book Commission is as clean as a hound's tooth. It is working with Governor Ratner to keep down unnecessary changes in school textbooks, and is working with the school people of the state through its adopting committee in procuring the best texts possible under the conditions which exist. It will be remembered that the

children of Moses once had to make bricks without straw. That is the situation in Kansas at the present time and has been the situation in Kansas, lo, these many years ! And so to the school people of Kansas who are critical of the School Book Commission, and to Mr. White, in his press facts, we will say with equal emphasis, "That's right, you're wrong" ! The fiddler is doing the best he can. State uniformity is probably here to stay even though such a system does not permit the use of the best books. State publication is probably here to stay by reason of the influences of politicians who care but little about the quality of text books. We live in a world where we must do the best we can. Remember that even the children of Moses learned somewhere to make passable bricks without straw. This whole business of school texts in Kansas is a mess and has been so since the turn of the century. It is, however, better now than it has been at certain times in the past. To those that would say that the present laws relating to textbooks are all that could be wished we would say, "That's right, you're wrong " ! Perhaps the solution is free textbooks, paid for by some specific state tax, Who knows ?

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(Continued from page 1)

"You must determine how you will solve problems in finance, transportation and district ills.

**Must Nurture Those Rights.**

"I am willing to do all in my power to assist in achieving for Kansas an educational system as nearly perfect as it is possible to obtain....The rights of free speech and assembly, free press and the right to worship as we please must be nurtured.

"The teachers must guide and lead this generation and others. They must have a deep appreciation of the value of liberty and tolerance ....They must have an intense desire to perpetuate the American system of government....In the past our educators have held high these standards and we look to them with confidence for our leadership in the future."

**Tells of Two Paris Parades.**

A few minutes later, Dr. Russell was telling about seeing two parades in Paris, one in which 400,000 persons marched away towards the ruins of the Bastille. Four college professors led them. French school teachers are a part of the Communistic organization, he said.

The parade came after Dr. Russell had attended a huge open Communist meeting at which the newspaper said 500,000 persons were present. In the crowd were high officials and politicians. Red flags were plentiful. There was no French flag. Crowds of boys of college age marched lockstep, thru the crowd chanting "Away with the national defense" and "bring back the guillotine."

The day of the Communist parade a Fascist parade, numbering 125,000, started at another point, he said, marched thru the streets. Neither group moved toward the building in which the French parliament meets. Dr. Russell believed that was emblematic of the division in France which accounted for the rise and progress of Hitler, the weakness of Munich and now the war.

**Same as Sheep Achieve.**

"France has unity now," the speaker said, "It is the unity of fear. That is the kind of unity sheep achieve.

Hitler achieves unity thru hate, he added.

"I believe that largely is back of the hate for the Jews he cultivates," said Dean Russell. "He may envy the Jews for their wealth. But the hate created against them creates unity behind Hitler. Now hate of England has been added."

But fear and hate and similar sources of unity pass, he recalled. When that happens unity disappears.

**Unity Around Three Ideals.**

The founding fathers of the United States had created unity around the ideals of liberty, equality and happiness. Unitl two centuries ago, they had been considered impossible of attainment. Then men began to say they were attainable. The idea spread.

"This little country believed it could make the dream come true," Dr. Russell said. "We tried to weld it into a system that would work. It has worked."

It was cited as significant that

RHH-1939-067 - partial clipping saved with 064

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It was cited as significant that the three goals set up by the founding fathers had no stopping place.

**Too Far, It Becomes License.**

"Carry liberty too far and you have license," Dr. Russell said. "Excesses in the name of equality become privilege. The intemperate pursuit of happiness leads to materialism. The balance must be taken up and help thru education for the defense of democracy."

The auditorium was filled and extra chairs were placed upon the stage. The session opened with music by the high school orchestra, led by David Lawson. The invocation was given by Bishop Goodrich R. Fenner. Agnes Engstrand, of Manhattan, vice president of the asssociation, presided.

THE KANSAS TEACHER
AND
THE WESTERN SCHOOL JOURNAL
OFFICIAL ORGAN OF
THE KANSAS STATE TEACHERS' ASS'N.
F. L. PINET, EDITOR
C. O. WRIGHT, ASSISTANT EDITOR
TOPEKA, KANSAS

March 9, 1940

Supt. Rees Hughes
Parsons, Kansas

Dear Rees:

Enclosed find an editorial dealing with Governor Ratner which I propose to publish in the April issue of the KANSAS TEACHER even though it may not please Mr. Richards and a few others.

I understand you are coming up here the 18th. I hope that in the meantime you will have a talk with Mr. Perkins, Secretary of your Chamber of Commerce and urge him to underwrite as much space in the convention issue of the KANSAS TEACHER as he and the Chamber of Commerce feel justified in doing. In a letter to me some time ago, he thought they might be able to give me a contract for two or three pages. I hope they can see their way clear to make it three.

We are trying to close up on contracts with speakers and I find there is a little doubt as to which Miss Baker you and Miss Fergusson wanted. The minutes showed Edna Dean Baker but I took the matter up with Mr. Lowe Berger of the Bobbs Merrill Company, who are the publishers of both Miss Edna Dean Baker and Miss Clara Belle Baker. Mr. Berger seemed to think we had the matter confused and that we really wanted Miss Clara Baker. In his letter to us Mr. Berger said that Miss Clara Baker is generally thought of as the major co-author of The Curriculum Readers, while Miss Edna Dean Baker is president of the National College of Education. I think it was Miss Clara Baker who spoke at the Winfield Clinic last fall. Please confer with Miss Fergusson and find out just which Miss Baker you want. At present we have a contract with Miss Clara Baker but this, I think, can be cancelled and we can offer the contract to Miss Edna Dean Baker. Please let me know about this immediately so that if it is necessary to make a correction we can make it before to much time has elapsed.

Sincerely yours,

F. L. Pinet

Editor

FLP:mf
Enc.

RHH-1940-071

## GOOD ADVICE FROM A GOOD FRIEND

In his brief address before the Council of Administration in Topeka on February 2, Governor Ratner, than whom no other governor Kansas has ever had, has been more friendly to the schools, reiterated his interest in the public schools of Kansas and proffered his assistance in the accomplishment of the legislative aims of the Kansas teachers. But he also did more than this. In two brief paragraphs in this address Governor Ratner gave the school people of Kansas most excellent advice as to how to proceed in legislative matters. These paragraphs are as follows:

> "Legislation is usually a matter of compromises and cooperation. Frequently results can be obtained only by gradual degrees, for the processes of democracy are slow. But, once secured, benefits are likely to be more permanent than those obtained in any other way.
>
> "An intelligent program setting forth the needs of education which can be met through legislation should be agreed upon only after the most careful consideration. Once such an agreement is reached, educators should present a united front and offer their program to the consideration of the proper representatives of the people."

If this terse advice is followed there is no question but that ultimately the teaching profession will achieve its legislative aims.

F.L.P.

RHH-1940-072

March 12, 1940

Mr. F. L. Pinet
Secretary, State
Teachers Association
Topeka, Kansas

Dear Frank:

I am for the "editorial". It is all true, and our teacher group should appreciate the attitude the Governor is showing, and I believe they are, with only a few exceptions.

Miss Edna Dean Baker, President of the National College of Education is the one whom Miss Fergusson and I suggested. We are anxious to secure her because of her interest in the field of Primary Education. I do not know Clara Baker but some of our teachers who know both of them seem to think Edna Dean Baker is a more satisfactory speaker, and if it can be arranged without too much trouble, I believe she is the one we should like to have.

I shall talk to Mr. Perkins about the Kansas Teacher advertising and report to you later, probably next Monday as I am planning to be there then.

Yours very truly

Rees H. Hughes
Superintendent

RHH:ml

RHH-1940-073

PAYNE RATNER
GOVERNOR

STATE OF KANSAS
OFFICE OF THE GOVERNOR
TOPEKA

June 28, 1940

Mr. Rees Hughes
Superintendent of Schools
Parsons, Kansas

Dear Rees:

Enclosed is a letter the Governor has received from Mr. W. E. Sheffer advancing several ideas in line with the suggestion he made sometime ago about which I wrote you. I believe there is a good idea of approach in this. We might call in a number of the school men on the proposition there is some talk going around about the schools giving attention to patriotic and governmental instruction and that probably the public does not realize how well the school men have been handling this program up to date; that the reason for calling some of them in is to let the public know what has been done as well as setting up any further program in advance of and to forestall any wild ideas that might possibly develop. If you think this might be done, would you suggest the names of those who might be included in the preliminary meeting. I will appreciate your returning Mr. Sheffer's letter to me.

Sincerely,

Wes Roberts
Secretary to the Governor

WR:LK
encl.

RHH-1940-075

STATE OF KANSAS
OFFICE OF THE GOVERNOR
TOPEKA

PAYNE RATNER
GOVERNOR
WES ROBERTS
SECRETARY

June 26, 1940

Mr. Rees Hughes, Superintendent
Parsons City Schools
Parsons, Kansas

Dear Rees:

Thank you for your letter, and I appreciate your suggestions. Personally, I am scared of such a meeting unless it was a mighty select few who would not say anything about it. One thing is, as you suggest, current events are changing so rapidly no one knows what the next day will bring forth. The next thing is that I am not so sure the school people over the state would take kindly to suggestions for improvement because there might be an implication they had not been doing their job up to date.

These and some other matters need some discussion, and I wish you would let me know the next time you are planning to be up this way. I would like to have a short session with you, and I know the governor would too.

Sincerely,

Secretary to the Governor

WR/jet

Just received your 7th letter and will let you know the date to come in.

RHH-1940-076

July 2, 1940

Mr. Wes Roberts
c/o Office of the Governor
State House
Topeka, Kansas

Dear Wes:

This will reply to your letter of June 27, and I am suggesting the list on the attached page as suitable to select from for the Conference in question. You will note the first names are those who are either officers of theState Association at present or have been the most recent pagt presidents, and I am also adding others at the end of the list who would contribute to such a Conference.

With best wishes, I am,

Yours very truly

Rees H. Hughes
Superintendent

RHH:ml
Enc.

RHH-1940-077 (1 page plus list)

July 2, 1940

1. C. O. Wright- Assistant Secretary, State Teachers Topeka, Kansas

2. F. L. Schlagle- Superintendent of Schools, Kansas City, Kansas. President, Board of Directors State Teachers Association

3. R. W. Potwin- Superintendent, McPherson, Kansas President, State Teachers Association

4. Evan E. Evans- Superintendent of Schools, Winfield Past- President Teachers' Association

5. G. H. Marshall, Superintendent of Schools, Ottawa Past-President, State Teachers Association

6. R. V. Phinney, Superintendent of Schools, Larned Past-President, State Teachers Association

7. W. T. Markham, State Superivisor Occupations and Guidance, Topeka

8. C. M. Miller, State Director, Vocational Education Topeka

9. Dr. W° E. Sheffer, Superintendent of Schools, Manhattan

10. L. W. Brooks, Principal High School, Wichita, Kansas

11. E. B. Albaugh, Superintendent of Schools, Concordia

12. K. W. McFarland, Superintendent of Schools, Coffeyville

RHH-1940-077 (attached list)

The KANSAS STATE TEACHERS ASSOCIATION

F. L. PINET
EXECUTIVE SEC'Y
C. O. WRIGHT
ASST. SECRETARY

315 WEST TENTH STREET
TOPEKA, KANSAS

July 10, 1940

Supt. Rees H. Hughes
Parsons, Kansas

Dear Rees:

I have your letter of June 22. I have not replied to it earlier for the reason that I have been in Minnesota on a fishing trip with my grandson, fourteen years of age, who is a much better fisherman and a better chess player than I am, in which facts I greatly rejoice.

I note what you say about your appointment to the State Board of Education. I can say to you frankly that I think this is a good appointment and that you will serve Governor Ratner and his administration admirably as a member of the State Board of Education. I was somewhat bewildered when this matter was put up to me by Mr. Wes Roberts, the Governor's secretary, for while I could not honestly do anything but approve your appointment, I was surprised by the turn this affair had taken.

In the first place it had never occurred to me that you would care to be a member of the State Board of Education, and in the second place I had a definite understanding with Governor Ratner regarding this matter, expecting either Mr. Gowans of Hutchinson or Mr. Allbaugh of Concordia to be appointed to this place. This does not mean that I thought, or think now, that either of these men were superior to you in this connection, and so far as I know you will fit into this particular situation equally as well as either of them. However, there are certain marginal considerations.

At one time when I talked to Governor Ratner he indicated that he was ambitious to have you named as head of one of the state schools. I took him at his word in this connection and worked on certain things that I could do to help bring this about. Therefore it is difficult for me to understand why he should try to shoot one duck with two guns, and I mean by this that if he had the proper consideration of political values, he should have seen that my insistence of the appointment of either Mr. Gowans or Mr. Allbaugh was based upon a desire to help him, the Governor. Evidently he did not see this. What I am trying to get at is that your appointment on the State Board of Education, while commendable in every way, did eliminate from the consideration certain friendships which might have been made in Hutchinson and Concordia.

I may be all wrong, but it is my opinion that Mr. Roosevelt will be nominated by the Democratic party, and if nominated he will carry Kansas. If so, Mr. Ratner will need all the friends he can have. I know

The KANSAS STATE TEACHERS ASSOCIATION

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315 WEST TENTH STREET
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that Mr. Ratner is weak in Hutchinson, and I am of the opinion that he should have additional support in north-central Kansas. In this connection I wish to remind you that so far as my own ledger is concerned, I have rendered more help to Governor Landon and Governor Ratner than I have ever received assistance in return. I also wish to remind you that at your suggestion in 1932 I had Governor Landon made chairman of the Senate Committee on Education, which is a thing I think no one else could accomplish. Also I wish to remind you that I wrote the first editorial suggesting Payne Ratner as Governor of Kansas. I have asked no repayment for myself. I have taken much punishment from my own people for supporting Governor Ratner, notably in the case of Supt. Richards of Emporia, and others.

I like Governor Ratner and am disposed to help him in every way possible, but I do not appreciate the circumlocution he has used in connection with this matter of the appointment to the State Board of Education. When a man tells me he will do a certain thing, I expect him to do it. When he fails to do this thing, I am disposed to have "cold feet".

My present feeling is that the ledger, so far as Governor Ratner and I are concerned, is closed. No man can ask my advice and then disregard it without lessening my ardor for his future. I do not like "sharp practice", even though I indulge in it sometimes myself. It is my opinion that in politics one must be a realist. The Governor achieved nothing by your appointment on this board. The State Board of Education is loaded with members from southeastern Kansas - yourself, Mr. DeLay and President Brandenburg. Politically it would have been a far wiser thing for the Governor to have appointed Mr. Gowans or Mr. Allbaugh. My conviction is he will need friends in other sections than southeastern Kansas in this coming campaign. My opinion is that your appointment to the State Board of Education will mean little or nothing to you, especially if there is an opportunity to name you as head of one of the state teachers colleges.

Please understand my position. I am still for Governor Ratner, but do feel keenly that he did not consider my judgment more seriously than he did.

So far as I am concerned, I am glad that you are on the State Board of Education, if it means anything to you. I have no ax to grind with the State Board of Education, or with anyone else. I choose to remain a free lance for such brief period as I am still in the political picture. I think I am reasonable enough to recognize that the world will not come to an end whether Governor Ratner is reelected or not, but having been reared in the Seth Wells-Clyde Reed school of politics, I do not ap-

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315 WEST TENTH STREET
TOPEKA, KANSAS



preciate sharp practice, whether it comes from the Governor or anyone else.

In conclusion let me assure you that I do approve your appointment to the State Board of Education, although I doubt the good judgment in the course that was taken.

Sincerely yours,

F. L. Pinet

F. L. Pinet.

FLP:O

RHH-1940-078 (back of p. 3)

F L Pinker

Dear Frank -

This will acknowledge receipt of your letter 9 July 10 and say in reply that during all the years I have been in the school administration business, it has seemed necessary for you to give me a sparking about every so often. Well I think we have both learned to take it without malice and now after this one all I ask is for you to continue to be as cordial and frank and honesth and friendly with me as you have always been after other onslaughts.

Now as for the Governor,
you know that he has
always respected your
judgment, observed your wishes in other appointments, asked your advice
and followed your suggestions. ~~[illegible]~~
~~in other appointments~~. Surely
after all these you can't be
prompted to "Close the ledger"
just because this one appointment was made on the basis of his loyalty to a
personal friend rather than only
political sagacity.

Also I am sure that you
are convinced that the Governor
is friendly to schools as no
other governor has been in the [illegible] teacher
many years. You have experienced it in your actions. You know that
he has given his support
to the schools' program and
we need his continued support
you know too that while ~~[illegible]~~

3. he may not as governor have the power to "put through" all of the school proposals we may desire, ~~that~~ he will have the power to protect our program from damage that would result from measures ~~to be~~ others would force thru and you know he will exercise that power.

All this being true, it is highly important that we all continue to give him our vigorous support.

What you can do for the schools in your continued support of the present governor is far too important to the schools welfare just now, for you to withdraw just because personally you are unhappy about one appointment. Take credit for Markham, & Brandenburg, & DeLay & Swalm,

4. and consider the confidence the governor
has shown in you and the
secret is greatly in your favor;
for might even elect Wilkie
if some of you old
Republican war horses
would get out of your own
shadow of pessimism
and gloom. The nomination
of Roosevelt this week will
be the government of dictatorship
for the USA and our people
~~dont~~ dont believe in it.
I expect to be in Topeka Thursday
and hope to can see you

Sincerely

The KANSAS STATE TEACHERS ASSOCIATION

F. L. PINET
EXECUTIVE SEC'Y
C. O. WRIGHT
ASST. SECRETARY

315 WEST TENTH STREET
TOPEKA, KANSAS

July 19, 1940

Supt. Rees H. Hughes
Parsons, Kansas

Dear Rees:

I have your letter of July 16. I am sorry I missed you when you were in the office yesterday.

I note in your letter you say I have spanked you every so often. I think this is hardly correct. I know of no instance in which I have spanked you. In fact, I think we have seen "eye to eye" on most matters for a great many years. I do recall that we differed on the Tax Amendment proposition which came up in 1932. You chose your own course in this matter and supported the amendment; I chose my own course and opposed it. I think you know as well as anyone else that I have suffered a great deal of punishment for the course I took in this connection, chiefly at the hands of the Democrats and at the hands of Mr. Woodring's friends. I still believe I was right in taking this course. You probably think you were right in taking the course you did. I have never criticized you for taking the course you did, in fact, many times I have defended you when school men have criticized you for the course you took.

I think I am the sort of person who respects my own convictions and at the same time respects the other fellow's convictions. So far as I know the instance mentioned above is the only time we have seriously differed. As the years have gone by there have been times in which you have helped me greatly, but I think you will agree there have been times when I have done everything I could to further the recognition and the advancement which was due you.

As I read your letter I think you are disposed to argue with me about "closing the ledger". I believe any man is free to close the ledger at any time he chooses to do so. Neither shall I argue with you about Governor Ratner being a friend of the schools. It is very evident that he has been most friendly throughout his political career. On the other hand the schools have done much to help Governor Ratner. It is my judgment that the school people will always be friendly to Governor Ratner. I shall be disappointed if they are not friendly to him. However, friendship is a two-edged sword - it carries obligations as well as benefits, and no one who is really a friend is disposed to say much about benefits as he is about obligations.

I note what you say about what the Governor did for me in the case of Markham, Brandenburg, DeLay and Swalm. I take the position

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F. L. PINET
EXECUTIVE SEC'Y
C. O. WRIGHT
ASST. SECRETARY

315 WEST TENTH STREET
TOPEKA, KANSAS



that while I am grateful for what he did for Markham, Brandenburg and DeLay, I assume no responsibility regarding Swalm. I do not think it would make a Tinker's Damn worth of difference whether he reappointed Swalm, or whether he appointed in his stead one of the fifty-seven varieties of presidents of denominational colleges. I feel in the cases of Markham, Brandenburg and DeLay that these were good appointments, but I also hold that in making these appointments he benefitted himself rather than he benefitted me.

I wish you could get the viewpoint that in recommending either Allbaugh or Gowans I was playing the Governor's game rather than my own. I do not greatly care who is on the State Board of Education, or on any other board. Both DeLay and Brandenburg will tell you that I have never asked any favors of them as members of the State Board of Education. Hawkes will tell you the same. I have grown too old to be interested in favors that anyone can do for me. I do want to be worthy of friendship, and live up to the obligations of friendship, but that is about all.

I have reached the place where I think I have been a damn fool to ever pay any attention to politics. As you know, I have never been a candidate for office, and as I have told you, I have never asked anything for myself from any Governor, although I have been in close contact with all governors for the past thirty-five years. I did accept the appointment as vice-chairman of the Fish & Game Commission under Clyde Reed, but I did this to help Clyde and not for any preferment that might come to me. This appointment did not even carry a per diem, so I can honestly say that I have never financially benefitted from politics. I left the Fish & Game Commission as you know when Harry Woodring and I came to the parting of the ways.

I think you are disposed to take governors more seriously than I do. After all they are just ordinary men - some of them eat pancakes for breakfast and some do not. No man can add to his stature by reason of any office to which he achieves. I have known ditch-diggers who had more characters than some governors.

I think we had better forget all about this matter. There are other things in life which are far more important. For instance I am much more concerned in having a chance to reread Thoreau's WALDEN, watch the Alfalfa grow on my farm, and amuse myself with the Greek dramatists than I am in getting myself into a sweat to try to elect Willkie and defeat Roosevelt. The point I am making is that the smoke goes up the chimney regardless of who is President, or Governor, or State Superintendent, and life flows on just the same.

The KANSAS STATE TEACHERS ASSOCIATION

F. L. PINET
EXECUTIVE SEC'Y
C. O. WRIGHT
ASST. SECRETARY

315 WEST TENTH STREET
TOPEKA, KANSAS



I probably have only a few years left to me and I propose to use these few years in seeking serenity, peace and calm, regardless of what goes on in the political world.

I recognize that I have said things in this letter, and also in a letter I have written the Governor today, which will not please you. However, let me assure you that while I do not see "eye to eye" with you in political matters, I am your friend personally, and ready at any time to do anything I can for you.

Sincerely yours,

F. L. Pinet

F. L. Pinet.

FLP:O

July 19, 1940

Governor Payne Ratner
State House
Topeka, Kansas

Dear Payne:

I have your letter of July 12. I have been unable to reply to it earlier for the reason I have been on the road a great deal and have had very heavy office work.

I note what you say about the appointment of Rees Hughes to the State Board of Education. As I tried to indicate to you in an earlier letter, or at least tried to indicate to Mr. Hughes, sending you copy of the letter, I have nothing but approval of Mr. Hughes' appointment on this board, or for that matter any other position to which you may choose to appoint him. He will serve you well and be loyal in every particular, and will be intelligent in his understanding of any matter that may come before the State Board of Education. In other words, will be 100% appointment.

However, to say that I was not hurt, disappointed and humiliated over the turn matters have taken in this connection, would not be true, for I had a definite understanding with you regarding this matter, and as I see the matter this agreement was not adhered to. It is true that Mr. Roberts asked me to come over and wanted my judgment on Mr. Hughes. This I gave him, at the same time stating I thought there were reasons why Mr. Gowans or Mr. Allbaugh should be appointed rather than Mr. Hughes. I reminded him of what you had told me one time - that you had Mr. Hughes in mind for one of the state schools. Mr. Roberts asked me if I did not think Mr. Hughes on the State Board of Education would further such a plan. I told him most emphatically it would not, and that I thought you should appoint either Mr. Gowans or Mr. Allbaugh. You, yourself, never deigned to talk to me about this matter.

It seems to me that this whole thing is "a tempest in a teapot" and that no one has any grounds for feeling badly except myself. I am not accustomed to having my judgment asked for and then discarded without good reason. However you are Governor and I am not, and what you have chosen to do in this matter is your concern and not mine.

I have known and worked with every governor since Governor Hoch. My experience with these governors has been most interesting. One out of the whole lot; namely, your friend and my friend, Clyde Reed, has been most meticulous in keeping faith with me. That is why I am for Clyde Reed in spite of hell and high water.

Do not think that I have any malice for you at all. I wish you well. I shall at no juncture give you any grief. However, like Achilles I reserve the right to sit in my tent if I choose to do so. I owe you nothing. I have done much more for you than you have for me. There is I think nothing that you can do for me. In all these forty years of association with governors I have never asked anything for myself. I have frequently asked things for my friends, but I think I had good reason for the asking.

I want to say to you frankly that neither Mr. Gowans or Mr. Allbaugh are involved in this matter in any way. They did not take the initiative, but I did. I simply asked them if they were willing that I should present their names for consideration. To this suggestion they gave assent, and at my suggestion they asked a few of their friends to write you concerning the matter. If anybody is culpable in this whole matter, I am that person.

I think the trouble with you, Payne, is that you were born in knee pants, are still wearing them, and will always wear them. Whatever my own personal faults are, I left off wearing knee pants fifty years ago.

If I vote at all either in the primary or in the election, I shall vote for you, as shall all of my family. However, as I feel now I shall not vote either in the primary or in the election, or at any future time.

I note your suggestion that I drop into your office to discuss this matter with you. So far as I can see there is nothing to discuss. However, the first time I am in the state house, which I hope will not be soon, I shall be very glad to drop into your office and discuss anything you wish to discuss from cabbages to kings.

With warm personal regards for you and your family, and with the hope that sometime you will find a pot of gold at the end of the political rainbow, I remain

Sincerely yours,

FLP:O

F. L. Pinet

RHH-1940-082 p2

The KANSAS STATE TEACHERS ASSOCIATION

F. L. PINET
EXECUTIVE SEC'Y
C. O. WRIGHT
ASST. SECRETARY

315 WEST TENTH STREET
TOPEKA, KANSAS

Supt. Rees H. Hughes
Parsons, Kansas

August 21, 1940

My dear Superintendent Hughes:

During the past year or so there have beam startling events abroad and at home that have aroused in the minds of all sincere and loyal citizens of this nation grave concern regarding the future of our way of life. Many of the factors in the national and world scenes directly affect American education and call for pronouncements on educational policies and definite plans for cooperation between the state and nation on one hand and the public schools on the other.

Recognizing this fact, Governor Payne Ratner has decided to call a conference of educational leaders to be held in the Senate Chamber of the State Capitol on Thursday, August 29th, the meeting to open at 10:00 a. m., for the purpose of discussing ways and means whereby the Kansas elementary and high schools and the state authorities can best cooperate in this national emergency.

In arranging this conference Governor Ratner felt that the Kansas State Teachers Association has been for more than three-quarters of a century the chief agency for the expression of educational sentiment of all the schools of Kansas. Therefore he has asked the Kansas State Teachers Association to choose leaders in elementary and high school education who could serve as a group representative of the Kansas schools. As executive secretary of the Kansas State Teachers Association I am tendering to you an invitation to attend this conference. I hope you will accept the invitation and plan to come prepared to contribute freely your own suggestions and opinions as to how the Kansas schools may best do their part in the present and coming crisis, and how the state may best assist the schools in this task.

This invitation is being extended to a group of Kansas school leaders representative of elementary and high school education, the core of which consists of the past presidents of the Kansas State Teachers Association, past state superintendents of public instruction, representatives of the present State Department of Education, and the leading officials of the Kansas State Teachers Association at the present time. Enclosed you will find a list of persons invited to this conference. Won't you please give this problem some thought? Governor Ratner proposes in this conference, over which he will preside, to try to bring about a crystalization of school opinion as to just how the schools of Kansas can best serve the state at this time, and how the state can assist the schools in this service. That the shadow darkens as it approaches there can be no doubt. Let's not talk so much about Democracy but let's do something about it!

Sincerely yours,

F. L. Pinet

F. L. Pinet, Executive Secretary.

FLP-K
Enc.

RHH-1940-083 (one page plus 2-page list)

LIST OF EDUCATIONAL REPRESENTATIVES INVITED TO SPECIAL EDUCATIONAL CONFERENCE CALLED BY GOVERNOR RATNER FOR THURSDAY, AUGUST 29, 1940.

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PRESIDENTS OF KANSAS STATE TEACHERS ASSOCIATION
(Now living in Kansas, showing present addresses and year served as President of Kansas State Teachers Association.)

| | | |
|---|---|---|
| 1939 | Supt. Evan E. Evans | Winfield |
| 1938 | President W. A. Brandenburg, K.S.T.C. | Pittsburg |
| 1937 | Supt. G. H. Marshall | Ottawa |
| 1936 | Supt. R. V. Phinney | Larned |
| 1935 | Miss Dale Zeller, K.S.T.C. | Emporia |
| 1934 | Supt. L. H. Petit | Chanute |
| 1933 | Supt. C. E. St. John | Arkansas City |
| 1932 | Supt. Ira J. Bright | Leavenworth |
| 1930 | Supt. Reese H. Hughes | Parsons |
| 1929 | Prin. L. W. Brooks | Wichita |
| 1928 | Dean Mary P. Van Zile, Kansas State College | Manhattan |
| 1927 | Supt. J. W. Gowans | Hutchinson |
| 1926 | Pres. C. E. Rarick, Kansas State College | Hays |
| 1925 | Supt. A. J. Stout, | Topeka |
| 1924 | S. P. Rowland | Hutchinson |
| 1923 | Dean E. L. Holton, Kansas State College | Manhattan |
| 1922 | Jess W. Miley | Topeka |
| 1917 | Dr. W, H. Johnson | Lawrence |
| 1916 | Supt. L. W. Mayberry | Wichita |
| 1911 | M. E. Pearson | Kansas City |
| 1905 | President T. W. Butcher, K.S.T.C. | Emporia |

FORMER STATE SUPERINTENDENTS
(Showing years of service as State Superintendent of Public Instruction and present address.)

| | | |
|---|---|---|
| 1933-1938 | W. T. Markham, State Board for Vocational Education, | Topeka |
| 1923-1926 | Jess W. Miley, 1100 Garfield | Topeka |
| 1913-1918 | Prof. W. D. Ross, Kansas State Teachers College | Emporia |

PRESENT GENERAL OFFICERS OF KANSAS STATE TEACHERS ASSOCIATION

| | |
|---|---|
| President: Supt. Ross W. Potwin | McPherson |
| Executive Secretary: F. L. Pinet | Topeka |
| Assistant Secretary: C. O. Wright | Topeka |
| Chairman of Board of Directors: Supt. F. L. Schlagle | Kansas City |
| Treasurer: Supt. V. M. Liston | Fort Scott |

REPRESENTATIVES OF STATE DEPARTMENT OF EDUCATION

| | |
|---|---|
| State Superintendent Geo. L. McClenny | Topeka |
| Assistant State Superintendent W. A. Stacey | Topeka |

REPRESENTATIVES OF AFFILIATED GROUPS

(State)

President of Kansas Congress of Parents and Teachers:
Mrs. James Whipple, New England Bldg. Topeka

| | | |
|---|---|---|
| 1939 | Supt. Evan E. Evans | Winfield |
| 1938 | President W. A. Brandenburg, K.S.T.C. | Pittsburg |
| 1937 | Supt. G. H. Marshall | Ottawa |
| 1936 | Supt. R. V. Phinney | Larned |
| 1935 | Miss Dale Zeller, K.S.T.C. | Emporia |
| 1934 | Supt. L. H. Petit | Chanute |
| 1933 | Supt. C. E. St. John | Arkansas City |
| 1932 | Supt. Ira J. Bright | Leavenworth |
| 1930 | Supt. Reese H. Hughes | Parsons |
| 1929 | Prin. L. W. Brooks | Wichita |
| 1928 | Dean Mary P. Van Zile, Kansas State College | Manhattan |
| 1927 | Supt. J. W. Gowans | Hutchinson |
| 1926 | Pres. C. E. Rarick, Kansas State College | Hays |
| 1925 | Supt. A. J. Stout, | Topeka |
| 1924 | S. P. Rowland | Hutchinson |
| 1923 | Dean E. L. Holton, Kansas State College | Manhattan |
| 1922 | Jess W. Miley | Topeka |
| 1917 | Dr. W. H. Johnson | Lawrence |
| 1916 | Supt. L. W. Mayberry | Wichita |
| 1911 | M. E. Pearson | Kansas City |
| 1905 | President T. W. Butcher, K.S.T.C. | Emporia |

## FORMER STATE SUPERINTENDENTS

(Showing years of service as State Superintendent of Public Instruction and present address.)

| | | |
|---|---|---|
| 1933-1938 | W. T. Markham, State Board for Vocational Education, | Topeka |
| 1923-1926 | Jess W. Miley, 1100 Garfield | Topeka |
| 1913-1918 | Prof. W. D. Ross, Kansas State Teachers College | Emporia |

## PRESENT GENERAL OFFICERS OF KANSAS STATE TEACHERS ASSOCIATION

President: Supt. Ross W. Potwin, McPherson
Executive Secretary: F. L. Pinet, Topeka
Assistant Secretary: C. O. Wright, Topeka
Chairman of Board of Directors: Supt. F. L. Schlagle, Kansas City
Treasurer: Supt. V. M. Liston, Fort Scott

## REPRESENTATIVES OF STATE DEPARTMENT OF EDUCATION

State Superintendent Geo. L. McClenny, Topeka
Assistant State Superintendent W. A. Stacey, Topeka

## REPRESENTATIVES OF AFFILIATED GROUPS

(State)

President of Kansas Congress of Parents and Teachers:
Mrs. James Whipple, New England Bldg., Topeka

President of Kansas Chapter, American Association of University Women:
Mrs. Roscoe Graves, Emporia

President of Kansas School Boards Association:
Prof. R. E. Mohler, McPherson College, McPherson

August 23, 1940

Mr. F. L. Pinet, Secretary
State Teachers Association
Topeka, Kansas

Dear Mr. Pinet:

This will reply to your letter relative to the Conference Governor Ratner is calling for August 29, and say that I shall plan to be there. Such a Conference as proposed has splendid possibilities.

Sincerely

Rees H. Hughes
Superintendent

RHH:ml

Report On

# THE GOVERNOR'S CONFERENCE ON EDUCATION AND THE NATIONAL DEFENSE

Topeka, Kansas, August 29, 1940

Governor Payne Ratner of Kansas in cooperation with the Kansas State Teachers Association called a special conference on education and the national defense at Topeka on August 29, 1940. The representative leaders in elementary and secondary education invited at the suggestion of the Kansas State Teachers Association were selected because of offices they were holding or had filled. Those who attended the conference were representatives of the State Department of Education, former State Superintendents, presidents of affiliated lay groups, and present and past officials of the Kansas State Teachers Association. Those who were able to attend the conference, which met in the Supreme Court Chamber at 10 a.m. were:

**Those In Attendance At Conference**

Governor Payne Ratner, Topeka
Glenn Archer, Secretary to Governor
Evan E. Evans, Winfield
G. H. Marshall, Ottawa
Dale Zeller, Emporia
L. H. Petit, Chanute
C. E. St. John, Arkansas City
Ira J. Bright, Leavenworth
Rees H. Hughes, Parsons
L. W. Brooks, Wichita
Mary P. Van Zile, Manhattan
J. W. Gowans, Hutchison
C. E. Rarick, Hays
Jess W. Miley, Topeka
T. W. Butcher, Emporia
Geo. L. McClenny, Topeka
W. A. Stacey, Topeka
W. T. Markham, Topeka
Ross W. Potwin, McPherson
F. L. Schlagle, Kansas City
V. M. Liston, Fort Scott
J. A. Blair, McPherson
F. L. Pinet, Topeka
C. O. Wright, Topeka
Mrs. James Whipple, Topeka
R. E. Mohler, McPherson
W. E. Sheffer, Manhattan
William G. Carr, Washington, D.C.
Representative of N. E. A.

**Governor Calls Meeting to Order**

Governor Ratner called the meeting to order and requested Supt. Ross Potwin, President of the Kansas State Teachers Association, to sit with him at the chairman's table. The Governor explained the purpose of the conferenc was to discuss problems and suggest ideas related to the National Defense emergency. "The schools must take a leading part in the rebirth of patriotism if we are to retain democracy in the world at all." The Governor suggested that it is his desire that the government and schools should work together for the good of the nation in the finest spirit of understanding and cooperation. He restated his confidence that the schools will do their full part in meeting the defense emergency.

**Comments By F. L. Schlagle**

Supt. F. L. Schlagle of Kansas City reported on the national defense emphasis at the N. E. A. convention in Milwaukee during the summer. "It is timely that the Schools accept the problem of defense. We must step up the tempo in fields of citizenship instruction. Through the children we may reach every home in the state and bring together the perpetuation of democratic thought. This must be done in keeping with the principles of democracy."

**Comments By Dr. W.G. Carr Of The Educational Policies Commission**

Dr. W. G. Carr, Chairman of the Educational Policies Commission of the N. E. A., was introduced by the Governor and gave a searching analysis of the educational aspects of the National Defense program. "The United States must be prepared to stand alone as the last of the great democracies. Three phases of the national program and their impact on education were outlined as military, economic and moral or spiritual. In each phase the schools have a definite contribution. In the military phase the schools' responsibility is (1) developing rugged health; (2) giving competence in mechanical skills; (3) training in cooperative ability; and (4) developing intelligent loyalty and devotion to the way of democracy. The schools train all the children of all the people, and their military responsibility rests with the first essentials rather than training for the direct bearing of arms. In break-downs of our economic structure the schools have not sufficient means to solve all the problems, but they may give the people an economic literacy through which the problems, with the aid of other agencies may be solved by democratic means. The schools' responsibility for intelligent loyalty must be developed through an intelligent understanding of the nature of democracy, its development and its maintenance. This may be achieved by consistent practice of loyalty to democracy, and intelligent exploration of means and the practice of living democratically. No matter how completely armed we are if our moral defense is lacking we are vulnerabl We must explore and use the possibilities of every resource available.

Motion for Governor's Commission On Education And The National Defense

Discussions by members of the conference followed Dr. Carr's analysis. Members gave suggestions and told of procedures already in effect, and generally agreed that some definite course of action should be outlined. Upon motion by F. L. Pinet and second by Evan E. Evans, the Governor was requested to appoint a commission of nine persons to draw up recommendations and to report to the conference at 3:00 o'clock the same afternoon. Vote on the motion was deferred until other members of the conference could speak, but it was put to vote and passed later in the conference.

## SUGGESTIONS FROM THE FLOOR

Comments By W. E. Sheffer

We must make practical, not philosophical, attacks and get down to the real issue. We must pool our suggestions as a group and compile them as quickly as possible. The physical setup in the schools now include vocational agriculture, printing and sheet metal courses. Arrangement could be made so that older boys might continue study for longer hours or the shops might be opened to other boys, older men or N.Y.A. groups. But the schools must have money to provide additional instructors or equipment. The schools may take leadership in community organizations setting up councils and demonstrating their significant use. Adult education programs in the community should be expanded for one objective, that is, the perpetuatio of democracy. We have neglected the emotional side of loyalty. The study of literature should largely be centered about the idealism of democracy. For example, "The Man Without a Country" can well be studied at home or in book review clubs as well as at school. The schools can lead other organizations into similar activity. A general understanding of the defense problems may be carried out through the local schools sponsoring citizens' committees which may develop reading lists, and with the cooperation of service and civic groups supply non-hysteric competent speakers. Each department of the school program is related definitely to the defense program. In the health problems the schools should cooperate with existing medica organizations. In all the problems there is real need for state leadership.

Comments By C. E. St. John

In reference to the statement that there are six million persons in the United States who are "out of step" the schools should ask why. Contributing factors have been the present economic situation, the leaders of government and the lack of loyalty. All of these cannot be laid at the door of the schools.

Comments By L. W. Brooks

We shall need to conquer our fear of the word indoctrinate. The schools will have to indoctrinate in teaching democracy. Now that the house is on fire we must take all the short cuts possible and set up a defense in all three aspects suggested by Dr. Carr. There is thunder as well as dawn on the horizon. Intelligence and enthusiasm are necessary in attacking our problem. A distributive assignmetn of conscripted men should be used so that highly trained young men may be placed where their skills and intelligence may be used to accomplish the most. The Wichita schools have developed through the years a strong vocational department, placing 1900 boys in the last few years, and an average recently of fifty boys a week in industrial positions. The students are taught the language of industry, mathematics, mechanical drawing, and how to read blue prints as well as the actual trade skill. State-wide trade schools should be established.

Comments By W. T. Markham

Under the State Vocational Education Department two defense schools are already in operation, one in Kansas City and one in Wichita. Congress appropriated funds amounting to $15,000,000 which were made available without matching from local funds, to operate trade and technical schools to train men and boys for industries engaged in the production of material for national defense. Over the country vocational schools are operating day and night shifts and evening schools or early morning schools have been established in the vocational departments of high schools which are professionally equipped. We need to formulate our plans and programs in this field.

Comments By R. E. Mohler

During the last war I made speeches on national defense. I recently checked these notes and destroyed them lest my children read them and realize how mixed I was in my thinking. Today we must watch that we continue to think clearly in this emergency. The task of the school people is to keep poise. We must find our weak places and attempt to strengthen them rather than to make a croadsides attack on the whole problem. We must build up morale and appreciatic of the virtues of democracy in the life and soul of the child. We must live so well and establish so fine an economic life that this will be our strongest defense.

Comments From The State Department

Mr. McClenny introduced Mr. Callahan, one of his high school supervisors who has been working on the outline for an Americanism Course. Mr. Callahan suggested that this material might be incorporated as a part of the Constitution Course now taught in the Junior year of the Senior high school. This material is the outgrowth of activity of the American Legion and research by the state committee. It will be reviewed and subjected to further approval. Mr. Callahan suggested also that there might be another contest in the Kansas schools formulating an acceptable "American's Creed," with a set of encyclopedias given to the prize winning school and publicity over the state given to the creed.

Comments By Mrs. James Whipple

Mrs. James Whipple, President of the Kansas Congress of Parents and Teachers, spoke of the need for Adult Education. The economic situation is not in the hands of the schools. The parents' responsibility should be to see that the children are obedient, and cooperative, and are well-fed.Loyalty to democracy must be taught at home as well as at school. Parent education or adult education should stress these things and must be supported as a valuable part of the defense program.

Comment by President Thomas W. Butcher

We must indoctrinate. The public school is predicated upon the responsibility to government. In certain cases, some people should not be free to choose. The schools must indoctrinate and in every discussion anywhere the conclusion must be, "America must win."

Comments By J. A. Blair

We must educate the whole child. Thus all phases of development must be soundly built. The emotional as well as the intellectual must be educated to the ways of democratic life. Citizenship training as it touches the entire life of the child must receive major emphasis.

Comments By Dale Zeller

There are two aspects of our solution to the defense emergency. One of them should deal with immediate plans and the other with long-time plans. Our immediate responsibility to youth is for guidance in the frightened and confused state in which modern society has thrown them. We should have some organized channel to inform parents, teachers and the public in the non-hysterical way. Our job is to rethink all we do in school in order to give a better understanding of todays problems and the salvaging of democracy. To do this job we must start with present facilities.

Comments By V. M. Liston

We must broaden our program. We must place the emphasis on what democracy means. The economic situation must be adjusted and its ills eradicated. In our broader program we should be training semi-skilled men to be skilled in the key industries.

Comments By G. H. Marshall

We have allowed virility (manliness) to ebb. Too many of us take our athletics by proxy. Read "The Inner Threat, Our Own Softness" in Harpers for September. It says we have too much gasoline, stadia and luxury. We must not keep on trying to pump academic studies into pupils who can be better equipped for life by another type of education. Family life, government and schools must alike be strengthened.

Comments By Mary Van Zile

We must accept the challenge to take not the easy road but to meet problems courageously. We must capitalize idealism when we can.

Comments by Evan E. Evans

The schools must be placed on the charging and not on the defensive side. We must get on the constructive side and begin our real work. Offer as many courses as practical, teach specifically needed skill in both the secondary and adult program. We might make a kick-off in terminal courses for the two-thirds of our youth who do not go on to college. The schools need not take the blame for all of society's ills. We are already doing and have been doing much in this direct line. Whether we get more money or not we will meet the present needs as best we can.

Comments by L. H. Petit

The school and the government must cooperatively do something specifically. We must consider what defense means to the American way of life. Chanute, like Winfield and Wichita, has been conducting a vocational training program in its regular school course. This with citizenship training will furnish educational effort for national defense.

Comments by Joss Miley

The problem of the one teacher school has not yet been brought up. We must develop a state-wide program that will consider these rural schools as well as the urban centers. Materials for the use of rural schools must be developed.

Comments by Rees Hughes

When our students enroll this fall they will be facing defense service, and we must know how to advise them. Youth is distrubed, and the schools must be ready to offer them guidance. We must define our course of action. Our program should be placed before all the teachers; as a suggestion, publicity may be carried in the KANSAS TEACHER.

Comments by Ira Bright

Citizenship is a good deal more than a school study; it must be made a way of living. Our schools must be democratic institutions to give democratic citizenship training. We must meet the needs of the hour.

Comments by J. W. Gowans

If Americanism is right, what is wrong with indoctrinating it? We have been too unmindful of the value of democracy and too afraid to express it.

Letter from A. G. Schroedermeier

The Governor read a letter from Supt. A. G. Schroedermeier of Dodge City expressing interest in the meeting and offering the support of that school system to plans developed for national defense. Mr. Schroedermeier told of the citizenship programs in his schools in grades four, five and six.

The Governor called upon Dr. Carr to summarize the discussion of the morning, and his comments in outline follow:

Summary by Dr. William G. Carr

The schools of the United States are involved in a program of national defense; involved deeply, not superficially. It reaches right into the roots of educational theory and practice. Problems will be solved not in the authoritarian way but in the American tradition. State leadership and stimulation are the beginning of any program. Local schools must execute the program.

Intelligence and emotion are both involved. The new Germany and Italy reject rationalism. They consider intellectualism a weakness and action only admirable. That is verbal intoxication. We must develop the spark of the intellect in each person. There must be intellectual appreciation of democracy as well as emotional strengthening.

The conference has shown that there is a great desire for ways and means and some of the suggestions are as follows: (1) Broaden the program to include adults; (2) Celebrate American Education week Nov. 10-16, emphasizing the theme, "Education for the Common Defense;" (3) Extension of vocational education, especially in the industries of defense and others which are allied, such as, home making, and making adjustment in industry or business to the absence of men who are called for military service; (4) Educate teachers to meet the problems of the new program through special

meetings or study groups; (5) Develop a curriculum in citizenship education closely related to problems of today; (6) Broaden economic education for better social functioning; (7) Emphasize student participation in school and community life; (8) Develop contact with press, movie, radio, and service and civic clubs; (9) Observe citizenship recognition days--induction ceremonies must not be allowed to become an empty ritual, but must be an educational event kept free from commercial enterprise; (10) There must be no witch-hunting. According to Mr. Mohler's warning, we must hope that none of us write things now which in ten years we will want to burn. We do not want to destroy our democratic institutions through the guise of protecting them; (11) The citizenship study made by the N.E.A. in ninety of the best secondary schools in the United States lists the best practices now in use. This report will be available soon and should be of value.

Optimism and confidence in the schools' past and present procedures must be maintained. They are an example of democracy and its accomplishment. They are its finest example and its surest defense. Kansas is the first state to call such a conference as this and the National Education Association will watch the experiment with concern. We should like sufficient copies of the report to distribute to all states.

Governor's Commission On Education And the National Defense Appointed

At the close of the morning session, the motion made earlier in the meeting for the appointment of a commission of nine to carry forward the work of the conference and to report at an afternoon session was carried. Governor Payne Ratner appointed the following and adjourned the conference until three o'clock: L.W. Brooks, Evan E. Evans, Rees H. Hughes, W. T. Markham, R. E. Mohler, F. L. Schlagle, W. E. Sheffer, Mrs. James Whipple, and C. O. Wright.

## AFTERNOON SESSION

Meeting of Commission on Education and The National Defense

The Governor's Commission on Education and the National Defense which was named at the morning conference met at a luncheon downtown and then at 2 o'clock in the Supreme Court Chamber of the Capitol. Those present were:

| | |
|---|---|
| L. W. Brooks, Wichita | R. E. Mohler, McPherson |
| W. G. Carr, Washington, D.C. | F. L. Schlagle, Kansas City |
| Evan E. Evans, Winfield | W. E. Sheffer, Manhattan |
| Rees H. Hughes, Parsons | Mrs. James Whipple, Topeka |
| W. T. Markham, Topeka | C. O. Wright, Topeka |

Supt. F. L. Schlagle served as chairman of the commission and C. O. Wright as secretary.

A Program In Outline Is Drafted

The Governor's Commission, after considerable discussion, drafted an outline program to present for the consideration of the conference. The program was divided into two parts: an immediate program on Education and the National Defense, and a long range program. These were drawn up in topical outline form with the aim of future expansion and filling in of details. The programs follow.

### IMMEDIATE PROGRAM FOR EDUCATION AND THE NATIONAL DEFENSE

1. Vocational Training
   a. An increased immediate attention to vocational courses which have a definite bearing on national defense, such as welding, sheet metal work and auto-mechanics.
   b. Hearty cooperation with the occupational training in schools that is now being sponsored by the national government.
2. Adult Education
   Special emphasis to be given to
   a. Public Forums
   b. Night Schools
   c. The teaching of appreciation of the blessings of liberty.
   d. Training for avoiding hysteria in periods of crisis.

3. In-service study and discussion of education and the national defense by teacher groups.

   Pamphlets which are now being issued by the Educational Policies Commission, The American Council on Education, the American Youth Commission and other agencies are available for study-guides for teachers. It is proposed that teachers throughout Kansas be encouraged to organize study groups to aid in making the schools more effective in the program of national defense.

4. Encouragement of state-wide observation of American Education Week, November 10-16, 1940

   The theme of the week, "Education for the Common Defense," serves to link the schools, the patriotic organizations and the community in a study of defense problems in relation to education.

LONG RANGE PROGRAM FOR EDUCATION AND THE NATIONAL DEFENSE

1. Economic Education

   Special attention to modernizing the curriculum in the light of economic defense needs.

2. Civic Education

   Special attention to:

   a. Teaching an understanding of democracy.
   b. Offering practice in democratic living through student government, student activities, etc.
   c. Developing loyalty to democracy through school instruction, assemblies, celebration of holidays, and observance of citizenship recognition days.

3. Health Education

   Developing physical education and health programs in the schools.

4. Cultural and Moral Education

   Maintaining and enlarging the offerings of the schools in relation to the cultural heritage and the moral-spiritual values of our society. Continued attention to school programs in music, art and literature.

**Discussion Of The Report**

The report of the Governor's Commission received general approval in the discussion that followed its presentation by Chairman Schlagle. It was generally agreed that the schools should contribute as extensively as possible in the program as announced and that the emphasis would be on using present facilities to attain as many objectives of education and the national defense as possible and not on the need for additional funds. It was pointed out, however, that the schools of the state should be ready to cooperate with the national government to use all of the federal money that is available for the defense program. The possibilities of expanded activities in connection with government agencies such as the W.P.A. and the N.Y.A. were mentioned.

**To Study Provisions Of National Vocational Education**

It was moved by Supt. L. H. Petit of Chanute and seconded by Dr. W. E. Sheffer that the Governor's Commission on Education and the National Defense study the rules and regulations of the Smith-Hughes and other federal vocational acts with a view to enlarging vocational aspects of defense education in Kansas. Motion carried. (See Note at close of Report.)

**Governor's Commission Report Accepted and Commission Continued**

It was moved by Supt. C. E. St. John of Arkansas City and seconded by L. H. Petit that the Immediate Program and the Long Range Program as submitted by the Governor's Commission on Education and the National Defense be accepted, and that the Commission be continued and authorized to function and carry forward the purposes of the conference. Motion carried.

**Dr. Carr Commends Governor And School Leaders**

Dr. Carr at this point complimented Governor Payne Ratner for his patriotic and educational interest in calling the conference, and the school leaders on attending the meeting. He said this was the first conference of its nature called in the nation, and leaders over the country would watch the program as it developed over the months ahead. Dr. Carr asked to be kept informed of the progress made in Kansas on education and the national defense, which he was sure would develop from the conference.

**Governor Ratner Extended A Vote of Appreciation For Calling Conference**

It was moved by Supt. C. E. St. John of Arkansas City and seconded by Prin. L.W. Brooks of Wichita that the conference express its appreciation to Governor Ratner for his interest in education and the national defense and for his initiative in calling the conference.

Governor Ratner's Closing Remarks

The conference closed with a concluding word from Governor Ratner. Among other things, he thanked those who attended for dropping their work and spending a day in Topeka on the discussion of the vital question of national defense. He extended a word of appreciation for the services of Dr. W. G. Carr of the Educational Policies Commission of the National Education Association who came from California to attend the meeting. The Governor explained that he called the conference because he felt schools could offer immediate and long-time contributions to the defense program and that he was anxious that the schools in this period maintain the public confidence and display an active loyalty to democracy. The Governor pointed out that the schools carry the good will of the people of Kansas and that this confidence must be maintained.

The conference, so the Governor stated, had not just talked but had taken definite action. It had refuted the charge that patriotism is a lost quality. The schools are accepting the challenge of the present need and are showing that they are ready to keep on meeting community needs. The schools, the Governor warned, face a real problem in keeping their share of the tax-funds especially needed now in the important defense work which the schools must do. The schools must interest more citizens' groups in their program in every section of the state.

The Governor pointed out that it might be necessary for the schools to drop some of the things they are now doing to assume the new tasks of service in the hour of national defense. He also stressed the need for real citizenship training which will support the democratic system of life and government.

Governor Ratner closed the conference by urging that every child who passes through the schools of Kansas be equipped to answer by the civic life he lives the questions, "What is Democracy? Why is Democracy?" What our democracy is and why we sherish it must be taught in every school of Kansas. If the schools present a strong "what and why" program in respect to democracy the public will know that the schools are cooperating in meeting national defense emergencies in a democratic way.

Report of the Conference by:

Glenn Archer

Glenn Archer, Secretary to the Governor

C. O. Wright

C. O. Wright, Secretary to the Commission

Next Meeting Of Commission September 14

At a post-conference session of the Governor's Commission on Education and the National Defense it was decided to have a meeting of the Commission at the Capitol in Topeka on Saturday, September 14, at 10 a.m.

Dr. Sheffer To Make Study

Supt. W. E. Sheffer of Manhattan was requested to study the regulations applying to vocational education in Kansas and to communicate with the Kansas Director of Vocational Education, C. M. Miller, for this purpose. It was suggested also that Dr. Sheffer secure information on the vocational regulations in sister states to see if other avenues for federal assistance for vocational education might be available for Kansas.

September 25, 1940

Mr. Carl Igel
Superintendent of Schools
Minneapolis, Kansas

Dear Mr. Igel:

I am writing this letter as Superintendent of Schools in Governor Payne Ratner's home town, and for the purpose of urging his re-election as Governor of our State.

Mr. Ratner came to Parsons as a young lawyer, just out of college with debate experience and immediately began helping our school debates. Thru the years since, he has been active in our Boy Scout program, our Parent Teacher activities, and has been attorney for our Board of Education.

Of course, you know of his work in the Senate as Chairman of the Education Committee, and of his leadership in securing passage of the School Aid Law. You probably know, too, that since he has become Governor, he has said repeatedly that he considers Education the most important function of Government, and this he has also proven by his attitude and action.

I hope you have had the opportunity to read the statement for Education in the Republican platform. It is Governor Ratner's statement and it shows very clearly his relationship to and understanding of the program being sponsored by the Legislative Committee of the State Teachers Association.

You will note also in comparing the Party Platforms, and in public addresses that the Democratic candidate promises to take away from schools the "residue" of the Sales Tax. This is direct evidence of a lack of understanding of the school financing and would produce unfavorable results in every school district in the State.

All school people want SocialWelfare provided for adequately and decently, but no one who is familiar with school financing in Kansas will advocate its being added to the school property tax, now far too high.

I hope you will support Governor Ratner for re-election. He is a man of character and ability, a splendid citizen, and a good Governor. Also, no man in public life in the State is so well acquainted with and is so friendly to the program of the schools, and as school people we need his protection and his continued leadership.

I am writing this letter to a number of school leaders through out the State whom I think will be interested in the testimony of the Governor's home town Superintendent, and I am doing it in the interest both of the Governor and our school program.

Sincerely

Rees H. Hughes
Superintendent

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# Educational Planks in the Party Platforms

**Analysis by C. O. Wright, Director of Department of Legislation, Public and Professional Relations, K. S. T. A., Topeka, Kansas**

THE PLATFORMS of the two major parties for 1940 contain educational planks that will meet with much favor from all friends of the Kansas schools. The Republican educational planks, as will be seen from the statements on this page, are more extensive than the Democratic planks. The Republicans employ more rhetoric, go into greater detail, and are more specific in announcing their position on education than are the Democrats. This is characteristic of the parties throughout their platforms, and the Democratic pronouncement is very concise — in keeping with the wishes of the party's candidate for governor, who stated that he "wanted a platform short enough to remember after the election."

## EDUCATION IS NATIONAL DEFENSE

The Republican Party quite properly calls attention to the relation of education to our democracy in a period of national defense. Education is stated to be "one of the major functions of the state." Universal education of "all our children is the greatest guarantee and safeguard of our democracy and future well-being." This statement of the responsibility of the state for the education of children will meet with general approval.

### DEMOCRATIC STATE PLATFORM
### 1940

We favor progressive school legislation, including provisions for fair and reasonabls salaries, teachers' retirement, free textbooks, nonpartisan election of the State Superintendent of Public Instruction.

We favor the payment of all moneys collected from the sales tax, **except that amount allocated for school aid,** be paid as a cash pension to our needy, aged, blind, crippled and dependent children. We favor the repeal of the present law which places a lien or claim upon the personal property or modest homestead of our citizens.

### REPUBLICAN PARTY PLATFORM
### Education 1940

The Republican Party again affirms its belief that democracy's first line of defense is the program of education in the schools and it will continue to sponsor legislation needed to improve that program.

We shall submit to the voters for their approval in 1942 a constitutional amendment removing the office of State Superintendent of Public Instruction from partisan politics.

We pledge our support to a complete recodification and unification of the school laws.

We shall support a state-wide retirement law for school employes which will be consistent with the financial ability of the state, and which will contain provisions patterned after the best of those in the teacher-retirement laws that now prevail in eight large cities in Kansas and more than half of the states.

Pursuant to a former pledge we have studied the question of free textbooks. Our study has convinced us that all school children are entitled to have textbooks furnished free, and we favor providing free textbooks on a basis that will be educationally and economically sound.

We propose that money needed to finance these measures be taken from the unused balance of the two-and-one-half-million-dollar-fund now earmarked for school aid.

We consider education to be one of the major functions of the state and believe that provision for proper education of all our children is the greatest guarantee and safeguard of our democracy and future well-being.

## TEACHER WELFARE, SCHOOL RETIREMENT

The Democrats favor "progressive school legislation" and under this bracket include "fair and reasonable salaries" and "Teacher retirement." The Republicans pledge support for "a state-wide retirement law for school employees which will be consistent with the financial ability of the state, and which will contain provisions patterned after the best of those in the teacher-retirement laws that now prevail in eight large cities in Kansas and more than half of the states." The two parties are thus pledged to enact a school retirement law in 1941. Two years ago both parties had planks which promised "a study of teacher retirement." The study has gone forward through the work of the legislative council during the past two years, and the parties in their declarations are now ready to act. On the basis of the platforms of 1940, the teachers are expecting the legislature which convenes in January, 1941, to enact a law providing for state-wide retirement of school employees.

## NON-POLITICAL STATE SUPERINTENDENT

The Republicans wish to submit to the voters for their consideration in 1942 a constitutional amendment which will remove the office of state superintendent of public instruction from partisan politics, and the Democrats "favor the non-partisan election of the State Superintendent of Public Instruction." The teachers have been working for a Commissioner of Education to replace the state superintendent, one who would be appointed by a responsible nonpolitical board. The platforms recognize the theory back of the proposal, though the term employed by the teachers is not used. The name, "Commissioner of Education," carries the new concept of a professional officer, selected by appointment rather than by popular election, an official who can promote continuous policies with some guaranteed tenure, and who will be free from irritations and handicaps of political life. The Republican plank is more specifically in this direction, though the Democratic plank is not inconsistent with the proposal of the teachers who wish trained and continuous state leadership in education.

## THE SALES TAX AND THE SCHOOLS

Both parties take stands on the sales tax and the schools. The significance of these planks can be understood only when a few facts are known. Approximately $10,000,000 are collected annually from the 2 per cent sales tax which was levied by the 1937 law. Of this sum approximately one-fourth was ear-marked for the schools under the elementary school aid law of 1937—that is, $2,500,000. By the formula of this law, however, the schools have been receiving less than that amount by direct aid—to be exact, only $1,927,829 for the year of 1939-1940. This leaves a balance of approximately $600,000 in the sales tax fund originally designated for the schools. Social welfare receives directly from the sales tax approximately $3,600,000. What is left in the sales tax money constitutes a residue of approximately $4,500,000 which has been distributed to local

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taxing units for reducing general property taxes. **Since schools take about 40 per cent of the local property taxes, school treasurers have received approximately 40 per cent of this residue money, which properly considered, goes to taxpayers in the form of lower property taxes and not as aid to schools. However, if the school districts lose the 40 per cent of the residue, local school taxes must be increased that amount or school budgets drastically curtailed.**

The Republicans do not mention the "residue" of the sales tax money, but "propose that the money needed to finance these measures (retirement, free texts and new school code) be taken from the unused balance of the two-and-one-half million dollar fund now earmarked for school aid." Incidentally this unused balance of nearly $600,000, in the opinion of school leaders, would probably be sufficient for the purposes named. The Republican Party in proposing this plank is consistent with recommendations of the teachers.

The Democratic plank in respect to the sales tax is not so favorable. The party platform says, "We favor the payment of all moneys collected from the sales tax, *except that amount allocated for school aid,* be paid as a cash pension to our needy, aged, blind, crippled and dependent children." Do the Democrats mean the $2,500,000 earmarked in the law of 1937, or the $1,927,829 which the formula of the elementary school aid act gives the schools? **This plank must be viewed with concern by all school people.** As to the residue, the Democrats favor taking all of approximately $4,500,000 for social welfare. As previously stated, if the school districts lose their 40 per cent of this money, general property taxes must be increased that amount, which would be a struggle in many districts. **If general property taxes for school purposes could not be raised, the only alternative would be retrenchment in school budgets.** This plank in the Democratic platform may be expected to meet with the opposition of school leaders.

## SCHOOL CODE

The Republican platform pledges support to the new school code which is being drafted by the legislative council in co-operation with the state department, the Association of County Superintendents and the Kansas State Teachers Association. Since much of the work on the school code is being done by Democrats, it may be assumed that party is not opposed to the developing code, but left it out in the interests of brevity.

## FREE TEXTS

The Democratic Party lists among the school legislation it favors, the provision for free text books. The Republican platform calls attention to its former pledge to study the question, and announces that "the study convinces us that all school children are entitled to have textbooks furnished free." The party favors "providing free textbooks on a basis that will be educationally and economically sound." The educators of Kansas are willing to cooperate with both parties in arranging a state system of free texts. The Kansas State Teachers Association Legislative Committee has appointed a sub-committee on free textbooks composed of Supt. F. L. Schlagle, Kansas City; Supt. W. E. Sheffer, Manhattan, and Supt. W. M. Richards, Emporia, which is ready to offer professional suggestions on this subject.

## CONCLUSION

The most outstanding feature of the 1940 platforms, in comparison with those of former years, is the positive expression of both parties on the subjects of school retirement, state superintendent, sales tax and free texts. Both parties departed from a practice which had become far too common in past campaign years, that of "referring for study." The points advanced in the platforms have been studied for years and the parties displayed real political and social wisdom in expressing positive endorsement of educational proposals.

—Reprint from *"The Kansas Teacher,"* October, 1940.

## What Other School Men Say

"I wish to take this opportunity (even though I have supported the Democratic party in the past) of expressing to you my personal appreciation for the fine attitude you have taken toward educational advancement in Kansas . . . and I want to assure you that the educational plank in the Republican platform meets with the whole-hearted approval of the people of Kansas."—George C. Stevens, Principal, Clay County Community high school, Clay Center, Kans.

**"Contacts over the years have more and more convinced me that Governor Ratner is a genuine statesman who is concerned that the activities of his office shall make the greatest possible contribution to the public welfare. The Governor has been a real friend of public education."—A. G. Schroedermeier, Superintendent, Dodge City Public Schools.**

"I want personally to thank you in behalf of the boys and girls of Jackson County for the interest you have in our schools. Your interest is manifested by your leadership in a Safety Program, by your National Defense Education Commission, and by the School Aid Law as sponsored by you. We know you are a friend of education."—Ralph A. Patterson, County Superintendent, Jackson County, Past President State County Superintendents' Association.

**"Governor Ratner's support of a constructive legislative program for education is well known, and school leaders can depend on his leadership and sincerity. The school-aid bill has been a life saver to many Kansas schools." —Newell Terry, Superintendent of Schools, Goodland, Kans.**

"Evidence is available to show that Governor Ratner has done more to advance Kansas educationally in the areas where needed than any other person who has been governor of the state. Education has a real friend in Governor Ratner."—Ira O. Scott, Hays State College, former Superintendent of Schools, Garden City, Kansas.

# A Friend of KANSAS SCHOOLS Throughout the Years



## Governor PAYNE RATNER Republican

**"The Preservation of Democracy Tomorrow Rests With the School Children of Today."**

*"Good Government Is Good Politics"*
*—Payne Ratner*

# 1940 Republican Platform

ON

# EDUCATION

"The Republican party again affirms its belief that Democracy's first line of defense is the program of education in the schools; and it will continue to sponsor legislation needed to improve that program.

"We shall submit to the voters for their approval in 1942 a constitutional amendment removing the office of State Superintendent of Public Instruction from partisan politics.

"We pledge our support to a complete recodification and unification of the school laws.

"We shall support a state-wide retirement law for school employees which will be consistent with the financial ability of the state, and which will contain provisions patterned after the best of those in the teacher-retirement laws that now prevail in eight large cities in Kansas and in more than half of the states.

"Pursuant to a former pledge, we have studied the question of free text books. Our study has convinced us that all school children are entitled to have textbooks furnished free, and we favor providing free textbooks on a basis that will be educationally and economically sound.

"We propose that money needed to finance these measures be taken from the unused balance of the 2½ million dollar fund now earmarked for school aid.

"We consider education to be one of the major functions of the state and believe that provision for proper education of all our children is the greatest guarantee and safeguard of our democracy and future well-being."

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**This Represents The Views Of**

**GOVERNOR PAYNE RATNER**

**On Major Statewide Needs Of Kansas Schools**

# Governor Payne Ratner

**Has Been Active in Advancing The Best Interests of Kansas Schools Throughout the Years**

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**Statement from Superintendent of Schools in Parsons, Gov. Ratner's Home Town**

"I write this note just at the beginning of your campaign to wish you success and pledge you my best efforts in your support. You have been a good Governor. We school people appreciate especially your leadership and activity in the school program. Your interest in schools has been well known for years to those of us who live in Parsons, and it has been gratifying to note the growing recognition of it all through the state."—Rees H. Hughes, Superintendent.

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**Statement About Payne Ratner, Nov. 3, 1939, by Dr. William Russell,**

Dean, Teachers College,

Columbia University, New York City

**Made after an address by Governor Ratner before Kansas State Teachers Association.**

"I am not accustomed to governors who talk like that. Thank God we have got a governor like that. Thank God for the school system that produced him."

**A FRIEND OF EDUCATION**

The school people of Kansas owe a debt of gratitude to Senator Payne H. Ratner of Parsons, Chairman of the Senate Committee on Education in the 1937 session of the Kansas Legislature. No one in the 1937 session of the Kansas Legislature was more vitally, more sincerely, or more honestly interested in educational improvement through legislation than was Senator Ratner . . . Unceasingly he worked for the enactment of the State Aid Bill. He brought to this task understanding, sympathy, brains, enthusiasm, and other qualities which statesmen always possess, but which politicians sometimes overlook. What a fine thing it would be if one of these days Kansas could have as governor such a man as Payne Ratner.—Kansas Teacher, May, 1937.

Tuesday morning

Governor Payne Ratner
City

Dear Payne:

Just a note this morning to tell you that you have been a good Governor, and to say that we shall have confidence in our democratic form of government so long as men of your type will continue to assume the leadership.

Win or lose in today's election your record and the character of your leadership will cause you to be recognized as one of Kansas outstanding Governors and statesmen. We are proud of you!

Sincerely

RHH-1940-090

The KANSAS STATE TEACHERS ASSOCIATION

F. L. PINET
EXECUTIVE SEC'Y
C. O. WRIGHT
ASST. SECRETARY

315 WEST TENTH STREET
TOPEKA, KANSAS

December 3, 1940

Supt. Rees H. Hughes

Parsons, Kansas

Dear Rees:

Enclosed is an editorial I have just written for the January number of the KANSAS TEACHER regarding Doctor Rarick's appointment on the State Board of Education. I hope this editorial will not displease you and your governor. I have, as you know, only nine months more to live and during that nine months I propose to do what I can to play your governor's game, even though it may not please our good friend, Mr. Richards.

Sincerely yours,

F. L. Pinet
Executive Secretary

FLP*LC

RHH-1940-091

# A GOOD APPOINTMENT

In appointing Dr. C. E. Rarick, president of Fort Hays Kansas State College, as a member of the State Board of Education, Governor Ratner has again acted wisely, for this recognition is richly deserved by the institution Doctor Rarick represents and is also richly deserved by Doctor Rarick as an individual. For Doctor Rarick is more than merely one of the outstanding educational leaders of Kansas. He is an institution. For many years his voice has been lifted up, in season and out of season, in defense of the Kansas schools. Just as Doctor Rarick's father was a circuit rider traveling the plains of western Kansas half a century ago in the cause of religion, so Doctor Rarick has been an educational circuit rider for many many years, championing consolidation, improvement of rural schools, and the betterment of educational facilities in every type of school in Kansas, from a sod schoolhouse to the institutions of higher learning. Doctor Rarick is not only an educational liberal, but an educational liberal whose leadership has been marked by rare wisdom and deep insight into the educational problems which rise in a democracy. Here is another white mark for Governor Ratner's friends to chalk up on his score board as governor. -- F.L.P.

RHH-1940-092

December 5, 1940

Mr. Frank Pinet, Secretary
State Teachers Association
Topeka, Kansas

Dear Frank:

This will reply to your letter of December 3 with the editorial for Dr. Rarick attached. I think it is a dandy, and should meet with generous approval.

I am sure that MY GOVERNOR will appreciate it, as he has the other things you have done in his behalf.

Yours very truly

Rees H. Hughes
Superintendent of Schools

RHH:ml

# Inaugural Address of Governor Payne Ratner

January 13

1 • 9 • 4 • 1

STATE OF KANSAS



# Inaugural Address of Governor Payne Ratner

IT IS no light responsibility to assume the administrative direction of any branch of government at any time. In these days when segments of our civilization are plunged into the flaming abyss of war, when frameworks of government must be changed to fit changing times, when an aura of uncertainty and confusion prevails—it is even more challenging. Yet, girded by a supreme faith in the ability of our Kansas people to rise superior to whatever circumstance confronts them, I accept my duty in the spirit of one who would walk humbly and serve steadfastly.

For almost eighty years, Kansas has been something more than merely a unit in the sisterhood of states. It has represented a state of mind, a body of lofty ideals, a leadership that sprang from the hard-won experience of those who have faced difficulty at first hand and who have not winced. The tragedies of its early years—even before statehood—when it was torn by dissensions that came from passionate differences of opinions have enriched its character and left to all succeeding generations a precious legacy. Kansas has seen its domain expanded, has put to use countless of its native possessions that lie richly upon and beneath its surface, has stably upbuilt its institutions—always struggling against handicaps—and has established the Kansas family home as a citadel of security, democracy and enlightenment. Poets have thrilled at its beauties, sweet singers have told of the glories of its sun-lit plains sweeping away into infinitude, of the templed majesty of its hills—yet Kansas has not been one given to vain boasting. It has recognized its errors and shortcomings and striven resolutely to overcome them.

During the past two years while serving as your governor, it has been my unswerving purpose to give Kansas an administration of its affairs consistent with its growing importance as a sovereign state, and with due regard for the difficult problems that have arisen. I have sought and secured the counsel of many leaders learned in a

variety of fields, and have endeavored to adapt their wisdom toward a solution of our pressing social and economic puzzles. I am deeply conscious of the unselfish coöperation toward the cause of good government that has been offered on every hand. I, too, have been unsparing of my own time and energy. While I realize full well that mistakes have been made, and that many of the policies adopted in good faith have fallen short of the mark, I have been only too happy to make my personal contribution in the firm hope that a proper sort of public service might be rendered to all groups and sections—and that justice, as complete as human fallibility may accomplish, might be accorded to all classes.

Perfection is always a relative term. Kansas has attained many fruitful achievements—yet there can be no doubt in the mind of any thoughtful citizen that the struggle toward the heights must be maintained. True accomplishment lies not in easy contentment with the present but by the exercise of initiative, persistence and courage in the unfolding pages of the future. Therefore, today—as we face a world lashed by brutality and tumult—it seems wholly fitting to call upon the citizens of Kansas to re-dedicate themselves to our common task in fulfillment of a common destiny.

If this were a statistical compilation, it would be easy to relate the mundane possessions of this state in the terms of agricultural and mineral resources, of industrial enterprise, of loyal labor, of location, of climate, and of health. The Great Benefactor has bestowed an opulent abundance upon our Kansas. But the challenge of the present calls for something far surpassing such recital—for a restoration of that closely-knit fidelity to proud principles which moves mountains. Kansas is a land of pure bloods; it has never been sullied by the infusion of decadent races; its people have been accustomed to gaze upon far horizons; factors affecting its progress have been mainly wholesome; the misery of congested centers does not threaten it; the corruption of the criminal and the racketeer is seldom known; in Kansas there are few extremely rich or extremely poor. Here, then, in this vast crucible lie the human elements which offer our most glowing hope. "The fining pot is for silver, the furnace for gold." Kansas, by fusing its human excellence with undismayed spirit and fortitude which have been outstanding characteristics, will find abundantly present the precious metals so needful in the grim tasks ahead.



I am profoundly assured that we of Kansas, cradled in this "homestead of the free," desire above all else to keep our state government on the basis of the true representative form. It is unthinkable that this people would wish to follow off the strange gods begotten by degenerate doctrines somewhere present in the world which have abolished human liberties, denied Deity and brought only the shackles of oppression in their wake. In Kansas we are free to think and speak freely. We shall remain that way. Neither in the realms of politics or of government itself shall there be any restraint. Hundreds of our young men are now shouldering arms—presenting a living bulwark between us and grave perils—and their welfare devolves upon us, as far as we can give it. Many of our aged and other citizens are in need and distress through no fault of their own; their plight requires our thoughtful care and attention. Between these extremes lies a maze of matters pressing for action. Whatever decisions are made will come through common counsel and by the people speaking through their own freely-chosen deputies.

In the approaching period of economic upheaval and turmoil, it is possible that the American way of life—so dear to Kansas hearts—may be threatened, for mad dogs of lust and cruelty have been loosed in the world. Kansas, lying in the nation's center, has been proud to offer for national defense the products of its fields and mines, the skill of its craftsmen and the rugged strength of those to carry arms. Kansas would keep unfettered that land "whose arc of sky has been darkened by no war hawk." There is nothing in Kansas "to feed fat the pessimist, nothing to alarm the timid, or to make ashamed the loyal-hearted." But here again we must exercise concern. Kansans, as well as others of our countrymen, will doubtless be called upon to make sacrifices, to take short shrift for a time, to set aside luxuries for needs. The summons, crystal-clear, falls upon our ears as men and women for a searching and a re-dedication of ourselves as individuals. The moral fibres expand only in single hearts and "The Way" to broadened life and service opens ahead by exemplification of the simple, and yet superb, virtues.

The footsteps of the true-hearted have been mighty in Kansas

over the fleeting years. We of this generation salute those who have wrought the achievements of the past, but it is also our high duty and privilege to emulate their courage and devotion. We must pledge ourselves to establish the work of their hands and to strive unceasingly that this prairie empire attain an enduring eminence—forged from the stuff of dreams. The real glory of Kansas, the flowering of its civilization, the aspiration of the pioneers—lies ahead. It will come to pass because in the composition of Kansas are no cowards or sluggards. Here we view the world with no sense of detachment, for we are "involved with mankind," seeking always a sounder and more perfect government and the assurance of conditions that will bring to pass man's age-old desire for Liberty, Justice, Peace and Pursuit of Happiness.

Causes creating change in the world days ahead have struck in the "mid-dance of pulsing life." That we will go along no more as we have gone there can be no doubt. Perhaps we ourselves are responsible for some of these causes—and we must manfully bear that responsibility. But whatever the reason and whatever the outcome, I am confident that we of Kansas will march through the portals of the new regime—heads high and hearts stout, with a spirit and zeal that brook no fear.

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TOPEKA 1941
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Note:

This message on education is by far the most progressive one ever made by a Governor of Kansas. Letters to the Governor commenting on the courageous stand are in order.

C. W.

# KSTA LEGISLATIVE NEWS

LETTER NO. 3

JANUARY 15, 1941

GOVERNOR PAYNE RATNER'S MESSAGE TO
THE KANSAS LEGISLATURE OF 1941

Excerpts from the Message Delivered, January 15, 1941

## EDUCATION

An educated citizenry is a vital factor in strengthening the safeguards of democracy and advancing the welfare of our state and nation. The need for that strength and advancement was never so great as in these perilous times. Kansas youth must have the educational training for leadership which can only be supplied through adequate schools in the hands of competent teachers and school administrators. By examining the opportunities for education in the schools of our state, and by making needed legislative adjustments, we can better solve the problems of today and at the same time prepare our young people to cope more ably with the responsibilities of the future.

The citizens of Kansas have always believed in education and have provided liberally for schools. However, from the time the original laws were enacted when the state was organized, legal provisions for growth and development and extension of schools have generally failed to recognize a uniform pattern and state-wide needs. As a result, today, we have on our statute books a patchwork of school laws that are confusing, in some cases antiquated, in some cases conflicting, often local in application, and in many cases inadequate to provide equal and uniform school training for all the children in the state.

A report from the office of the state superintendent of public instruction indicates that last year there were approximately 2,343 elementary schools operated with average daily attendance of less than 8 pupils, while 463 had less than 4, and 7 had only one.

Various types of high schools have been organized throughout the state as the need for secondary education has developed. We have 40 counties which have the Barnes High School organization, 40 other counties have the "general tuition" plan, 23 others are community high schools, and 2 counties have "special" high school provisions. There are also three classes of city high schools and several types of rural high schools. In addition, more than 150 districts have provided junior high schools, and 16 others have junior colleges.

The high school tuition rate varies. It is $108 per year in some districts, $72 in others, $20 in others, and none in others. In some cases students may attend high schools outside their districts and county borders with tuition allowed, and in others tuition may be paid by the individual.

Pupil transportation is provided by special laws in many counties, in some districts transportation systems operate without legal permission, and, because it is not furnished in others, students are being denied the opportunity to continue in school.

RHH-1941-102 (3 pages + note clipped to front)

In some school districts, there are few children and much property wealth, in others many children and little taxable wealth. The result is an unequal school program and an unjust tax rate.

The situations just mentioned point to the need for a general recodification of our school laws. The 1939 senate directed the legislative council to make a study of the school laws and submit its report to this legislature. That study has been diligently made and an able report is ready. It is worthy of your careful and full consideration. It includes a new uniform state-wide plan for financing high schools that would guarantee at least a minimum high school offering for every child in the state, equalize the costs, extend state aid to districts with low property valuation and large attendance, and provide a uniform tuition rate and plan for payment in all counties. The adoption of the code report would clarify, simplify, and modernize many of our school laws, and would extend a more equal and uniform school opportunity to the children in the state.

The administrative heads of our state schools, the superintendents of our city schools, and most other school officials and teachers are now selected by nonpartisan boards solely on the basis of their qualifications for the position. The state superintendent of public instruction has the opportunity and is responsible for furnishing educational leadership and school guidance for nearly 20,000 teachers and 400,000 children. His selection by partisan ballot, as has been the practice since 1861, has produced a change in leadership on an average of every three years. That, in itself, limits the ability of the office to provide an adequate, continuous, and effective program for the public schools in our state. I therefore recommend submission to the voters of Kansas of a constitutional amendment to provide for removal of the office of state superintendent of public instruction from partisan politics.

Three further steps vitally important to educational progress-high school aid, teacher retirement, and free textbooks-can all be provided without new taxes and without increasing any taxes now provided for education. Let me explain how this can be done.

The 1937 legislature enacted the state sales tax law which earmarked $2,500,000 of its funds for school aid. The school aid law enacted by the same legislature provided that this money be used for state aid to elementary schools. For various reasons, the amount actually used for state aid to elementary schools has decreased until this year the annual balance is more than $800,000. This is an amount sufficient to finance these three programs. The financing of high school aid, teacher retirement, and free text books from this unused balance would be in keeping with the original purpose. The people of our state meant that this money should go for education. The money was first set aside for education, earmarked for that purpose, and it should be spent for that purpose.

Our Kansas teachers devote years of their lives to the welfare of our boys and girls. In doing so, they measure up in every way to the high standards of their profession. Yet many are paid salaries we must acknowledge are too low for requirements they must meet and the service they must give. In some of our counties the average salaries of rural teachers are between seven and eight dollars a week and the average weekly salaries of many of our elementary teachers, even in cities of the first and second class, are as low as twelve to fifteen dollars a week. With such an existing condition, our teachers should be assured of a measure of security upon retirement, and especially if we hope to maintain a high standard of personnel in the Kansas teaching profession.

In 1939 the legislature assigned to the legislative council the subject of teacher retirement. Many divisions of government provide retirement for their employees. Many private business organizations consider retirement for employees good business policy. Thirty-two states have teacher retirement. More than two-thirds of the teachers in the United States have retirement benefits. Eight of the

large cities of Kansas provide teacher retirement. (It is generally agreed that a proper retirement provision for school employees is one in which they themselves contribute a substantial share out of their own salaries.)

(A careful study offers convincing evidence that all school children should and can be provided with free text books. Thirty-two states and the District of Columbia now have mandatory free text books. Kansas, in providing free texts, would only be falling in step with the modern trend in education. School books are merely one of the facilities of educating our children. Is it not just as reasonable to expect a child to furnish his desk, or a blackboard, or playground equipment, as to furnish his own text books?

To establish free text books to all grades in all schools in one year would cost approximately $1,500,000, which would be prohibitive under the present condition of state finances. However, it should be entirely possible to provide free text books on the basis of a five-year program which would make the annual cost approximately $300,000, and which would provide free text books to two or more grades consecutively each year until at the end of the five-year period all grades would be on a free text basis. From then on the only expense would be that of keeping the system going.

Provision for state aid for high schools is recommended in the report submitted by the legislative council on revision of school laws. The plan which would provide for more uniform financing of these schools includes state aid for weak districts, similar in principle to the existing state aid plan for elementary schools.

As I have previously pointed out, all three of these proposals, teacher retirement, free text books, and high school aid, can be financed from the unused balance of the $2,500,000 fund already earmarked for school purposes.

Therefore, I urge that this legislature enact a reasonable retirement law for school employees; a law providing free text books on a basis both educationally and financially sound; and a law providing state aid for high schools.

This bill is a non-partisan effort to give all school children of Kansas an adequate and reasonably equal opportunity for an education and to give the schools in Kansas the State aid that is so badly needed. The bill is simple and workable. It has been drafted by Superintendent Markham, representatives of the P. T. A., and School Teachers' Association, and other interested organizations, as well as myself, after numerous conferences, lasting over a period of several months.

It will require about three and one-half ($3\frac{1}{2}$) ~~mills~~ million dollars ~~levy~~ to make the law operative. Following are some facts, prepared by Mr. Markham, which indicate the great need in Kansas for some such legislation, as is represented in this measure.

Payne H. Ratner

January 17, 1941

Senator Wilford Riegle
State House
Topeka, Kansas

Dear Senator Riegle:

I have just read the list of the Senate Committee assignments. School people over the State will be happy in your appointment as Chairman of the Educational Committee. We have confidence in your leadership.

Sincerely

Rees H. Hughes
Superintendent

RHH:ml

DODGE CITY PUBLIC SCHOOLS
DODGE CITY, KANSAS

A. G. SCHROEDERMEIER
SUPERINTENDENT

January 18, 1941

Mr. Rees H. Hughes,
Superintendent of Schools,
Parsons, Kansas.

Dear Mr. Hughes:

I shall be glad to accept the invitation to attend the dinner meeting at Hutchinson on Friday evening, January 31, which is sponsored by the N. Y. A. Boy Residence Center and Mechanical Project. The work being carried forward in these projects should be most interesting to public school executives as there is need for close correlation with the public schools. I shall be happy to be your guest at this meeting.

Concerning the part of the school code, which relates to the high school finance measure, permit me to say that I went over the preliminary draft in the form of a mimeographed copy which was distributed on October 1. At that time I made several suggestions and I note that these suggestions have been incorporated in the regular report to the legislative council under date of December 14. At that time I was particularly concerned that in section 72-3003 as written in the mimeographed report, that the wording "high school extension courses" be retained as it now appears in the original law. My purpose was to make sure that junior college teachers as well as high school teachers would be used as the basis for fixing the county high school levy. If you will examine your mimeographed report, you will see that the wording "high school extension courses, if any" was stricken from the section. The printed report under date December 14, on pages 200, 201, and 202 now contains the wording which will include the junior college.

On page 292 of the mimeographed report of October 1, there were two new sections which, in my judgment, were very important for the law. In studying the printed report of December 14, I am not able to discover these new sections. Instead, on page 207, section 120, there is a reference concerning the junior college which seems to be most important. This section, in my judgment, injures the law since it restricts the junior college to the county in which it is located and makes no provision whereby an adjoining county can co-operate, even though it may desire to do so. The sections in the mimeographed report on page 292 should have been retained. These sections indicate that junior college students residing in the county should be treated as high school pupils. It then goes on in another section and makes provision for adjoining counties to also arrange for the junior college pupils to be treated as high school pupils. As near as I understand, section

120 in the printed report does not make this provision. Instead, I think it infers that junior college pupils can only come under the law in the county in which the junior college is located.

I realize this proposed high school law is rather complicated and it may be that I have overlooked that part of the law which would permit junior college students in adjoining counties to come under the law, if the authorities in their county preferred to have them do so.

The junior college communities should have a meeting at an early date to consider this law and arrange for our support of this measure, providing we can remove some of the restrictions which seem to be placed on the junior college.

I shall be glad to here from you further on this matter.

Very sincerely yours,

A. G. Schroedermeier, Supt.

AGS:ea
cc/Mr. Amos Glad
Mr. C. O. Wright

January 20, 1941

Mr. A. G. Schroedermeier
Superintendent of Schools
Dodge City, Kansas

Dear Mr. Schroedermeier:

Following the receipt of your letter this morning, and also one in the same mail from Mr. Liston, I am writing to Mr. E. A. Funk, President of the Junior College organization. I am suggesting to him that some of the time be given in the meeting in Hutchinson for discussion of the Junior College legislation, and, also, that he appoint a Committee that will be prepared to lead in the discussion and to follow the procedure through the Legislature.

Sincerely yours

Rees H. Hughes
Superintendent

RHH:ml

The KANSAS STATE TEACHERS ASSOCIATION

F. L. PINET
EXECUTIVE SEC'Y
C. O. WRIGHT
ASST. SECRETARY

315 WEST TENTH STREET
TOPEKA, KANSAS

February 3, 1941

Supt. Rees H. Hughes
Parsons, Kansas

Dear Rees:

Enclosed find two editorials which I have written on Governor Ratner. I have marked these "1" and "2". The first I wrote was No. 1 and the second was No. 2. I want to print one of them in the KANSAS TEACHER but am not sure which one I should use. As I think about the matter I prefer No. 2, since it is less personal than the other.

Please read these editorials and return them to me, letting me know which one you think is preferable.

Sincerely yours,

F. L. Pinet

FLP:O
Encl. 2

RHH-1941-107

February 4, 1941

Mr. Frank L. Pinet, Secretary
State Teachers Association
Topeka, Kansas

Dear Frank:

I like both of your editorials, and I think probably because I read it first, number one would be my preference. Either however will do the job, and I think will be generally appreciated by everyone concerned. Surely those you read the Governor's mtatement on Education in his message to the Legislature are convinced that he is a real friend of the schools.

It might be well to re-print his statement on Education in the Kansas Teachers, as a great majority of the school people through out the State, probably none outside of the large cities and those on Wright's mailing list have not seen it.

With best wishes, I am,

Yours very truly

Rees H. Hughes
Superintendent

RHH:ml
Enc.

MANHATTAN PUBLIC SCHOOLS
W. E. SHEFFER, Superintendent
MANHATTAN, KANSAS

March 26, 1941

Mr. Rees Hughes
c/o C. O. Wright
315 W. Tenth
Topeka, Kansas

Dear Mr. Hughes:

The carbon copy enclosed is self-explanatory, I think. May I make this additional observation for emphasis. If the Senate would accept Mr. Converse's proposed changes, then while the Senate would be working upon the bill his mind would be free for thinking about the subject of retirement and high school equalization. Whether this is sound thinking or not you will know.

Sincerely yours,

W. E. Sheffer

Superintendent

WES:et

RHH-1941-109

C O P Y

March 26, 1941

Mr. W. A. Stacey, Assistant
State Superintendent
State House
Topeka, Kansas

Dear Mr. Stacey:

When I was in Topeka Monday I talked for a few minutes with Mr. Converse. He was very interested in the subject of transportation and thought all we needed was to set up a law to provide for a line half way between two high school. This, as we both know, is faulty. We talked about several other matters relating to the subject, and when I left him I had the assignment of drafting out the ideas which we discussed. When I completed these it seemed to me it was worthwhile to confer with him in Topeka. This I did yesterday afternoon. I thought there was necessity of attempting to get him away from the half way line proposition. In our discussion yesterday afternoon I discovered that he is very well impressed with the bill which you drafted with a few exceptions. I discussed two amendments to this bill which, at the time at least, seemed to appeal to Mr. Converse and to make the bill altogether acceptable to him. I think you would approve of these amendments also. Briefly they are:

1. Provision for determining transportation boundary lines when a difference may arise between only two districts. As the bill is written, unless I read it wrongly, there is no provision for such a situation unless 25% of the voters of the county petition for a transportation committee. Frequently it is the case that most of the voters of the county are not concerned about a quarrel between two districts. Hence, the suggested amendment makes provision for these differences by proposing exactly the same procedure as you set up for the transportation committee except that the committee may be appointed upon the request of either party to the dispute.
2. This amendment provides for the solution of difficulties involving high schools located in two or more counties. Mr. Converse feels, and I agree, that the present draft does not make provision for such a situation.

I think the draft which I left will take care of both of these situations. I am sure both amendments can be worded more advantageously than my phrasing.

There is one more difficulty and that relates to community high school counties. At this late stage of the legislative session, it would seem wisest to forget about these counties because already sixteen or seventeen of them are reasonably well cared for.

It occurs to me that you might wish to discuss this entire matter with Mr. Converse. If Mr. Converse and you agree upon these changes, he might then have whoever is caring for the bill in the Senate accept the amendments in the Senate. Then, if the House would pass favorably upon the bill as it comes from the Senate, time would be saved.

I think there is a psychological value in this. Mr. Converse is especially concerned about solving the transportation difficulties. If we could help him do so, he might be more kindly disposed toward the retirement and high school equalization measures.

Do with this what you think best, that may be to drop it in the waste basket.

Sincerely yours,

WES:et

MANHATTAN PUBLIC SCHOOLS
W. E. SHEFFER, Superintendent
MANHATTAN, KANSAS

April 8, 1941

Mr. Rees Hughes
Superintendent of Schools
Parsons, Kansas

Dear Mr. Hughes:

Allow me to congratulate you most sincerely for the high quality of leadership which you manifested in bringing the Legislature to the acceptance of the Teacher's Retirement Bill. In doing this you performed a great service for education in Kansas. I, as one of the members of the profession, wish you to know that I deeply appreciate the very great amount of time, of energy and the devotion which you gave to this cause.

Sincerely yours,

W. E. Sheffer

Superintendent

WES:et

RHH-1941-111

April 14, 1941

Dr. W. E. Sheffer
Superintendent of Schools
Manhattan, Kansas

Dear Doctor Sheffer:

Thanks for your kind letter of April 8. I shall always feel it was a privilege to have been a member of the Legislative Committee this year, and I appreciate greatly the opportunity it gave me to work with all of the rest of you.

I have intended to write you since receiving your letter in Topeka relative to the work you were called to do on the Transportation Bill. I understood your situation and I appreciated your attitude and help.

We made a very honest effort to direct our engeries toward securing passage of the Retirement and Equalization Bills, and I felt quite sure up to the last night that they would be accepted. However, the Equalization Bill "took a bad turn" during that last night session in the Senate, and there seemed to be no way to save it.

With best wishes, I am,

Sincerely

Rees H. Hughes
Superintendent of Schools

RHH:ld

HIAWATHA CITY SCHOOLS
OFFICE OF SUPERINTENDENT
HIAWATHA, KANSAS

April 10, 1941

M. F. STARK
HAWTHORNE PLACE

Mr Rees Hughes
Supt. City Schools
Parsons, Kansas.

Dear Rees:

This is just a line to let you know that I appreciate the splendid work you have done as Chairman of the Legislative Committee of the Kansas State Teacher's Association. I have felt for years that we owed it to the profession to secure a sound Retirement system in Kansas for Kansas Teachers. You may recall that I was on the Legislative Committee and made the first motion to make that our Major Issue for the work of that Committee. Now it is an accomplished fact and every teacher in the state of Kansas should feel grateful to you fellows on the Committee who have worked so hard and so long on the program. I know that it has taken sacrifice, expense, and long hours of trying work on your part. You have made an excellent Chairman and carried on this work the past two years as few schoolmen in the state could, or would, have done. I want to be among the first to express my appreciation of that work.

I am enclosing a copy of a letter which I just wrote to Supt. Phinney of Larned regarding the future organization and work of the Retirement Board and the setting up of the office. I believe that it needs no explanation. If you feel as I do about it, I hope that you will contact Phinney and see if he can be urged to accept either the position as Secretary or the place on the Board reserved for a school man. I feel that it would be best for the program if he could be Secretary. That requires someone who is capable of analyzing situations, working out desirable changes, presenting them clearly, and helping to sell them to the profession and the general public. Phinney can do that as he has demonstrated.

With best personal regards, I am

Sincerely yours,

M. F. Stark

M. F. Stark - Supt.

MFS:VEC.

RHH-1941-113

Copy

April 10, 1941

Supt. R. V. Phinney
Larned, Kansas

Dear Mr. Phinney:

Well, the session is over at last and no doubt you are enjoying a chance to "unlax" for a change. This has been a real battle and we didn't get what we wanted but I feel that we made real progress in getting the principle of Retirement adopted and some sort of a start made on that program. I feel that our chance now of working out a more desirable program is much better than it would be if we had not secured this bill.

I want to express my sincere appreciation of the splendid work you have done on this program. Very few school people in the state appreciate, as I do, the great amount of work this has taken on your part. Without your efforts, your continued hard drive, and your intelligent study back of the program it would not have had a chance. You have made a real contribution to the teaching profession in Kansas, and to the teachers themselves. I want you to know that I appreciate it very much.

This brings me to another point I have had in mind since this thing went thru. That is the matter of a man for Executive Secretary who understands the program and who has the necessary legislative contacts and technique to get things done in the state legislature. We realize that much needs to be done on this program yet and that this work is even more important than the office work itself. We need two things on this program right now and now is the time to see that we get them set-up if there is any possible way of doing it. If you would consider it I should like to see you chosen as Executive Secretary for this job. If you could not afford to take the position as Secretary I should like to see you placed on the Board as the school man member. I would much rather see you as Secretary for that is the key position.

The salary is low but I believe that you could afford to take it with the thought that this could be remedied in the next session. Even if it were not the obligations (that is money costs to do the things demanded in an administrative position) are such that this position with part of your travel expenses paid, etc. would make up for the difference in salary.

You and I have worked together on this from the beginning and perhaps have as good a working knowledge of the program, the method of working with the profession and legislators, its needs, etc. as anyone in the state. You have done most of it of course. I think that we are as directly interested as any two people in the state. I should like to see you continue with the work you have started so well. I was in Topeka this week and talked to C. O. Wright about it. I have also talked to other school men and they agree that we have a job ahead of us yet and that you would be the man to continue it. I hope you will continue the work for the Association and the members of the profession.

With best personal regards, I am

Sincerely yours,

M. F. Stark,
Superintendent.

MFS:VEC

COPY

April 15, 1941

Mr. M. F. Stark
Superintendent of Schools
Hiawatha, Kansas

Dear Mr. Stark:

Thanks for your letter of April 10. I am sure that every member of our Committee is happy in the enactment of the new State-wide Teacher Retirement law. I trust that it represents the beginning of a program that will mean much to the profession in Kansas. I am well aware of the splendid work you and Mr. Phinney have been doing through the years on the program.

I should be very glad to see Mr. Phinney named as the executive or a member of the Board as you suggested. Surely no one in Kansas is better acquainted with the general teacher retirement program than he, and his appointment would add confidence to the new system for the State.

With best wishes, I am,

Sincerely

Rees H. Hughes
Superintendent of Schools

RHH:ml

NEODESHA PUBLIC SCHOOLS
GLENN A. DELAY, SUPERINTENDENT
NEODESHA, KANSAS

April 10, 1941

Supt. R. H. Hughes
Parsons, Kansas.

Dear Rees:

I believe this letter will catch you now at your Parsons address. The purpose of this brief epistle is to express in some small way my appreciation of the very fine work which you have done in the past weeks and months in promoting our legislative program.

I know that you are disappointed in that the program ~~was~~ Was not more completely or more fully realized in the legislative session. That is perfectly understandable but I am sure that as the years go by the achievements in the last three months will be recognized as epoch making. I realize the truth of what you have said that if it hadn't been for the power of the administration placed fully behind the program we wouldn't even have got started. I realize, also, that if it hadn't been for your work the start would never have arrived.

If the teachers of Kansas knew the whole situation they will extend credit and gratitude where it is due. So please accept this little posy as a sincere expression of appreciation.

Cordially,

Glenn A. DeLay

GAD:PJ

April 15, 1941

Mr. Glenn Archer
c/o of the Governor's Office
Topeka, Kansas

Dear Mr.Archer:

Thanks for your good letter. The teachers of Kansas, if they only knew all, should feel forever grateful and greatly obligated to the Governor and all of the rest of you who compose the Administrative Staff for all of your efforts in their (our) behalf. I appreciated very much my opportunity to work with you all.

I hope you will continue in a position which will enable you to direct the activities relative to schools in the coming legislative sessions. I want to talk over some plans with you in the near future. Perhaps, we may have the opportunity when we are having that "steak dinner".

Sincerely

Rees H. Hughes
Superintendent of Schools

R H:ml

RHH-1941-117

April 16, 1941

Mr. Glenn DeLay
Superintendent of Schools
Neodesha, Kansas

Dear Glenn:

Thanks for your letter of April. I appreciate your kind expression greatly, and it is my only regret that we were not successful in securing passage of the Equalization Bill as we hoped untilethe last hours of the Session.

I have a note from Roy Hoglund suggesting that I pick you up for the trip to Wichita on Friday, of this week. If agreeable with you, I shall plan to stop for you between 7:00 and 7:30 Friday morning.

Sincerely

Rees H. Hughes
Superintendent of Schools

RHH:ld

The KANSAS STATE TEACHERS ASSOCIATION

F. L. PINET
EXECUTIVE SEC'Y
C. O. WRIGHT
ASST. SECRETARY

315 WEST TENTH STREET
TOPEKA, KANSAS

April 16, 1941

Supt. Rees H. Hughes
Parsons, Kansas

My dear Mr. Hughes:

Enclosed find a group of editorials which I have written for the May issue of the KANSAS TEACHER. Please give me your judgment on these editorials, for as this is my last issue of the KANSAS TEACHER I want it to be as free from blame as possible.

Sincerely yours,

F. L. Pinet

F. L. Pinet

FLP:O
Encl.

"THIRTY"

After an expanse of a quarter of a century, the senior editor of the Kansas Teacher writes, as did newspaper men of the elder days, the word "Thirty." In these twenty-five years the senior editor has endeavored to express the sentiments of the school people of Kansas with such command of the English language as he has possessed. Whether he has succeeded or not, it is for someone else to say. Looking back over the twenty-five years, he knows that he has made many, many mistakes. Occasionally he has been right. Many times he has been wrong. At times he has called a spade a spade when it should have been called a garden utensil. During this period he has been rich in friends. During this period he has been fortunate in accummulating choice enemies to have reminded him from time to time that every human being is, after all, only an unfeathered biped. He hopes that there has been more good than evil in what he has done and he now lays down the pen and the sword with an unmeasurable sense of relief, with the faith and the hope that the institution he has served for a quarter of a century may prosper and go on to bigger and better things.--F.L.P.

"Jedge" Phinney

In summing up values in this final issue of the Kansas Teacher for which the senior editor is responsible, it would not be fitting to strike the final note without some sort of a gesture attesting to the love and esteem due Supt. R. V. Phinney of Larned. No other school man in Kansas has done as much for the teacher retirement idea as has Roy Phinney. No other school man in Kansas has devoted so many hours, days, and weeks to the planning of a workable design for teacher retirement. Few men have been as devoted to the welfare of the Kansas State Teachers Association as has been Roy Phinney. Few school men have encompassed such wisdom, such probity of judgment, such patience, such constancy in the cause of teacher welfare as has Roy Phinney. If there were more men like Roy Phinney there would be no cause for concern as to the ultimate triumph of democracy in America. That is why the senior editor of this journal has had the temerity to call him "Jedge", remembering as he does with affectionate regard the eternal verities of Irving Cobb's "Judge Priest." --F.L.P.

# A LOYAL ALLY

Whatever rejoicing there may be with the passage of the teacher retirement bill, it should not be forgotten that had it not been for the friendship of Governor Payne Ratner, the teacher retirement bill could not possibly have passed. For many years the writer of this editorial has pointed out to the members of the Kansas State Teachers Association that never have they had a friend as loyal and strong as Governor Payne Ratner. There have been governors in the past who have spoken fair words to the school people and then when the crisis came were busy looking out the window at the landscape. This has never been ~~ture~~ true of Payner Ratner. Whatever his faults may be, he has given steadfast and unreluctant loyalty to the cause of better schools in Kansas. Let every teacher remember this. In the recent session of the legislature every force, every power, every influence that Governor Ratner could marshall, were thrown into the balance to help the school program. There is something about this man Ratner that reminds one of the old dictum that existed in the medieval days among the nobility, "noblisse oblige." As senator and as governor, Payne Ratner has never failed the teachers of Kansas. Let this fact be written on the hearts of the teachers of Kansas with undying remembrance. -- F.L.P.

1M-7-20-38 CPC

OTTAWA PUBLIC SCHOOLS
OFFICE OF THE SUPERINTENDENT
OTTAWA, KANSAS

April 18, 1941

Mr. Rees Hughes
Superintendent of Schools
Parsons, Kansas

Dear Rees:

I want to let you know that while results seem small I deeply appreciate the work of you and your Committee. I think I know pretty well what you have been through. I hardly know what more you could have done in the way of organization than was done.

I suppose you, like all the rest to whom I have talked, are disappointed in the Retirement Bill as it went through. I think that while some of us understand that progress has been made many do not, and there is a great deal of bitterness over the matter, especially among older teachers. This attitude is not expressed so much toward the Governor as toward the Legislature and especially toward the Republican party. Surely the Democrats have a chance to do something two years from now unless the present temper changes.

I think everyone realizes that the Committee worked hard and kept everyone informed as to what was going on. My teachers were very active in their efforts to assist.

With personal best wishes, I am

Yours sincerely,

G. H. Marshall
Superintendent.

GHM/s

RHH-1941-120

April 19, 1941

Mr. George H. Marshall
Superintendent of Schools
Ottawa, Kansas

Dear George:

Thanks for your letter received this morning. I think your analysis of the results of the work of the Legislative Committee is fairly accurate, and you are well aware of the problems and difficulties that arose. I think every member of the Legislative Committee did about all that the Association may expect from him. It surely was a privilege to be Chairman of such a loyal group. The Governor and his Administrative group gave us their full support and the Retirement Bill could not have been enacted without it.

Now it seems to me that every school administrator in the State who is any way interested in school legislation should analyze the recorded vote of the members of the Legislature on the various school issues. There in will be found a very accurate factor indicating why desirable school legislation is difficult to secure. If the member of the Senate or House goes to the Legislature without being informed by the local school representatives, there is little reasons for them to expect him to vote favorable when he gets to the Legislature. Of course, you know how tmue that is.

Thanks again for your letter, and I am fully convinced after working in the program this year, that the school Equalization Law is easily within their grasp when the school people themselves will work on it.

Sincerely

Rees H. Hughes
Superintendent of Schools

RHH:ml

copies to:

Earl C. Moore, Wichita-
Representative
Albert H. Cole, Holton
Senator
Asa F.Converse, Wellsville
Representative

April 21, 1941

Mr. Albert Cole
State Senator
Holton, Kansas

Dear Senator Cole:

I suspect that by this time you are beginning to get caught up with some of the home duties after being away so long, and as you view your work in the Legislature in retrospect, I hope that you will realize how much we school people appreciate your loyalty and active support of the school bills.

Our three major proposals- Retirement, High School Financing, and a more adequate State Department of Education are all vital to the welfare of Kansas Schools. While we are disappointed in the failure of the Legislature to enact the three into suitable laws, we also realize that the enactment of the Retirement Law provided a definite step forward. We too realize that that was accomplished only because of the work you and a few other leaders did in its behalf, and I am sure that teachers of Kansas will express, increasingly as the years go on, their appreciation to you.

I want also to express my personal appreciation for the consideration you gave to me and the other members of the Legislative Committee of the Teachers Association. It was a privilege to get better acquainted with you, and we are confident that the work in the Kansas Legislatures will be well directed as long as men of your type will continue in the membership.

Sincerely

Rees H. Hughes
Superintendent of Schools

RHH:ml

April 21, 1941

Mr. George A. Swift
Superintendent of Schools
Holton, Kansas

Dear George:

Thanks for your good letter of the 16th, and I appreciate the expression from you and your teachers. While we were quite disappointed when the High School Equalization Bill finally passed out, we do believe that the enactment of the Retirement Law will prove beneficial to schools and teachers in Kansas.

It has been a privilege to be a member of the Legislative Committee, and the opportunity it has given to get better acquainted with school men like yourself thru out the State, has been an experience I shall long remember and cherish.

Sincerely

Rees H. Hughes
Superintendent

RHH:ml

RHH-1941-123

# HARPER CITY SCHOOLS

*OFFICE OF THE SUPERINTENDENT*

HARPER, KANSAS

ERIC T. TEBOW,
Superintendent of Schools

April 22, 1941

Superintendent Rees H. Hughes
Parsons, Kansas

Dear Mr. Hughes:

I should like to express my appreciation and that of the Harper teachers for your fine work on the Legislative Committee of the Kansas State Teachers Association during the legislative session just closed and the preparation for action during the session.

Your committee was largely responsible for the success. Not all achievement can be measured by the enactments at this particular session.

With kindest appreciation, I am

Most cordially,

Eric T. Tebow

Eric T. Tebow,
Superintendent

ETT:cb

RHH-1941-124

April 28, 1941

Mr. Eric T.Tebow
Superintendent of Schools
Harper, Kansas

Dear Eric:

Thanks for your good letter of April 22. The Legislative Committee took its assignment seriously, and I shall always feel that the opportunity to work with the other members was an exceptional personal privilege.

We were disappointed in the failure of the Equalization Bill, but I trust that the state-wide Retirement Law will prove beneficial to teachers as well as the schools.

We certainly appreciated your attitude and splendid support for the program.

Sincerely

Rees H. Hughes
Superintendent of Schools

RHH:ml

RHH-1941-125

FRED M. HARRIS, OTTAWA
CHAIRMAN
WILLIS N. KELLY, HUTCHINSON
W. T. MARKHAM, TOPEKA
LESTER MCCOY, GARDEN CITY
DREW MCLAUGHLIN, PAOLA
MRS. DONALD MUIR, ANTHONY
GROVER POOLE, MANHATTAN
MRS. ELIZABETH REIGART, BAXTER SPRINGS
OSCAR S. STAUFFER, TOPEKA

HUBERT BRIGHTON, TOPEKA
SECRETARY

KSTC

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WESTERN UNIVERSITY,
KANSAS CITY, KANSAS
KANSAS VOCATIONAL SCHOOL,
TOPEKA, KANSAS

My dear Mr Hughes, —

I, too, have delayed writing you until your formal acceptance of the position at Pittsburg. But I am glad now to express to you my personal pleasure that you are to take the helm at Pittsburg College, and to assure you that you will have the unqualified support of every member of the Board in your undertaking. We have the most complete confidence in your success.

As a member of the Pittsburg budget committee I have been considerably concerned at some conditions — financial and others — which exist at the College as shown by the budget. From your association there, you will have more definite information than I — I want you to know that you need have no inhibitions, so far as I am concerned, in making whatever changes you deem necessary for the best interests of the student body, and in the

RHH-1941-126 (2pp)

interest & economical administration.

I shall be glad to confer with you at any time when I may be assistance.

Cordially yours
Elizabeth Leigart

June, 21, 1941

LATEST NEWS

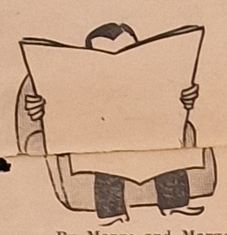
# THE COLLEGIO

PRESIDENT HUGHES

VOL. XIX — PITTSBURG, KANSAS, FRIDAY, JULY 4, 1941 — NUMBER 32

# NEW PRESIDENT ASSUMES DUTIES

## DOUBLE TALK



By Marge and Marge

Time isn't money, but some students spend one just as foolishly as the other in jelly joints around the campus.

The way the editor has been kicking about our getting this column in late, we are beginning to think Dr. McCray meant us when he said he knew a lot of people whose blood circulated every Tuesday and Thursday. That's pretty slow.

Some people confuse us like the woman who marked all her pies with a "T". Asked what the "T" stood for she said, "Tis mince" and "Taint mince.

We recommend Marvin Barrow for a job as a business manager. He thinks the cashiers at the cafeteria work too hard and doesn't see why the customers can't make out their own tickets and leave the money on the table as they leave..

A girl's smile often TOWS a young man in, and her father TOES him out.

Did you hear about the dizzy blond in the criminology class who said, "Prof. two men held up my father last night—all the way home!"

*GIRLS! For our good perhaps we had better keep this dateless state of ours hushed up. The height of masculine ego was reached last Sunday, when Wavel Gibson, George Humberd and Jim Humble drove up in front of the dormitory, honked, and yelled, "Come and get us—you lucky girls!"*

Some men are like pins; they have their good points, yet they are likely to stick you.

## Frost Speaks At Assembly

**Educator Discusses "Million Dollar Teachers"**

Dr. Norman Frost, professor of rural education, George Peabody College, Nashville, Tenn., spoke in assembly Thursday morning, June 26, on "Million Dollar Teachers"

Dr. Frost was a principal speaker of the rural education conference held at the College.

He defended the thesis that a good teacher can bequeath $1,000,000 worth of living in her rural community. He pointed out that "living isn't measured in terms of dollars and cents."

He gave an illustration of a teacher's going into a Mexican rural community and showing the children how to make boxes and plant flowers in them. The boxes cost $2 each. He multiplied this times the number of children, times 30, which is the approximate number of years to raise a [illegible] the result was $1800

## Memorial To Brandenburg Is Proposed

**Brinkerhoff Presents Plan For Monument To Late President At Assembly**

A permanent memorial to the late President W. A. Brandenburg that will remind all of his great work was proposed to the student body by Mr. F. W. Brinkerhoff, Pittsburg editor, at the assembly Thursday morning, June 19.

Another highlight of the program was the unveiling of the portrait of President Brandenburg painted by Bill Bowen. It was recently presented to the college by the senior class of 1941.

Music for the assembly was furnished by the College orchestra under the direction of Dr. Walter McCray, and Miss Eugenia Johnson who was at the organ and played a cello solo, "Ave Maria," (Shubert). Harold Mould played an incidental solo. Devotions were given by Prof. G. W. Trout, and Registrar L. A. Guthridge spoke briefly in the absence of Albert B. Ratzlaff, alumni president, who found himself unable to come less than an hour before the program was to begin. At the close of the program Miss Jane Baxter sang "If All Those Fond Memories of K. S. T. C."

Mr. Brinkerhoff spoke as a chairman of the permanent committee of citizens, faculty and students that was chosen to plan for a memorial for President Brandenburg. There are many material monuments to President Brandenburg's career of 27 years of service here, said Mr. Brinkerhoff. Some of these are the heights to which this institution has risen in the educational world, the four thousand graduates, and also the stadium which bears his name. Because of the obliteration of time and because many students and faculty members will be here within a decade who have not known him, the committee decided to create an appropriate memorial.

The form of the memorial was not mentioned by Mr. Brinkerhoff, as this will be determined by the amount of funds which are received.

"These funds will be made up of the offerings of those who wish to give," said Mr. Brinkerhoff.

He added that every graduate will be notified, but that no one will be [illegible] a definite amount.

### THANKS DOC D.

K. S. T. C. wishes to thank you, Dr. Dellinger, for the fine manner in which you assumed the duties of acting president for the past semester.

Students, faculty, alumni, and friends realize the difficult and trying task which you successfully fulfilled. The fine memorial service for President Brandenburg, which you directed, stands in itself as a memorial also to your thoughtfulness and leadership. Your cooperation in arranging the new outdoor commencement services in the cool of the evening, your generous hospitality to faculty and student bodies, as well as the rest of your thoughtful activities, will not go unremembered. It takes ability and courage to step unexpectedly into a big job and do it well, and once again K. S. T. C. says, "You did just that!"

## Hughes Enjoys School Activities

"Attending school activities is my greatest interest," said President Hughes when asked what he liked to do best outside of teaching school.

"I love ball games of all sorts, especially football," he continued.

Mr. Hughes said he plays some golf. He enjoys good music regardless of the composer. He has no favorite.

In his spare moments he reads professional books and magazines. Driving to his farm in Bourbon County is also an enjoyable pastime of his.

He said he had so many activities during the winter and summer that he hasn't much time for hobbies.

We wonder if he will find time for hobbies after he takes office today!

## 'You Can't Take It With You' Ready Next Week

**Comedy Will Be Presented July 9; Stafford Assisted By Waynona Newcom**

The delightfully insane and highly individualistic Sycamore family will be seen again on the K. S. T. C. stage Wednesday, July 9.

This comedy by Hart and Kaufman, directed by Mr. Lloyd Stafford, who is assisted by Waynona Newcom, student director, will be presented for the second time this year by Theta Alpha Phi, dramatic fraternity. Because of the necessity of buying stage equipment the admission price will be 25 cents "You can't Take It With You" is the story of what happens when the charming Alice Sycamore becomes engaged to Tony Kirby, son of her boss. Tony's parents are, to say the lease, more conservative and conventional than the toe-dancing, play-writing, xylophone-playing Sycamores.

Several members of the cast are well known to drama audiences of this college. Darrell Cochran has appeared in "Wings of The Morning," "It Can't Happen Here," "Ghosts," and in "Brother Rat." Marsentation of this play, in which he has the part of Martin Vanderhoff, lovable grandfather of the Sycamore brood, and a non-believer of income tax.

This is the first college play for Ann Nettels, who plays Essie, sister of Alice, with a Great Desire to be a toe-dancer.

Howard Marchbanks, not in the former production, but in this one as Mr. DePina, the iceman who just stayed, has been in "The Youngest," "Wings of The Morning," and "It Can't Happen Here."

Art Prince, who has had the part of Tony in both of the productions, was seen in "It Can't Happen Here," "Ghosts," and in "Brother Rat. Marbeth Lawhorn, who plays Mrs. Kirby, Tony's Mother, was in "The Youngest," Betty Montgomery, who has the part of Gay Wellington, actress, has been in "Campus Quarantine." Cree Hartley, who plays Alice, has not appeared on this stage before.

"You Can't Take It With You," when given the first time, was the first appearance in a college play of the following: Mary Ellen Dines, portraying Penny, otherwise Mrs. Sycamore; Richard Smith as Penny's



Rees H. Hughes who begins his career as a college president today. President and Mrs. Hughes will be presented to the students and faculty tonight at a reception on Brandenburg Field.

## President Hughes Will Have Innumerable Duties To Perform

Does a college president have anything to do?

Most people have the mental picture of a college president sitting at a highly polished desk in a luxuriously furnished office. A neat and other desk aide his door shooing away any would-be intruders. Perhaps occasionally she will let a student dent enter the president's private chambers for a conference, or some worthwhile dignitary. In another vision he will be seen sitting sedately in a very prominent seat at a football game, or at the speaker's table at some social function.

But this is an erroneous picture. Listing a few of the many tasks will perhaps erase the above picture.

The college president keeps in touch with the political and economic affairs of the state and the community where his college is located, because the situations which arise often effect the school.

The president represents the college before the public in many capacities which include his attendance at state and national educational conventions.

He must be an active citizen of the city, by taking part in the civic affairs and belonging to local organizations.

He is the presiding officer over faculty meetings and faculty council meetings.

He confers with the head of each department regard to the needs of that department.

He determines, with the help of the faculty council, the general policies of the school in regard to the academic standards and discipline.

He is a counselor for both the students and faculty members who have

He signs all diplomas and certificates issued by the school.

He attends innumerable dinners on the campus. He is frequently a special guest at sorority fraternity, and club dinners.

He attends all major athletic event, plays, musical programs, and lectures.

He must assume the responsibility for all equipment owned by the college.

He submits each spring an annual budget to the board of regents outlining the financial necessities for the coming year and the pay roll of the college staff.

He makes hundreds of speeches in various parts of the country.

He makes a report every two years to the state legislature.

He confers with the department heads and gives final approval on the selection of new faculty members.

He must do a hundred and one things that an outsider would never think of.

Apparently the college president does what no one else can do.

About the only thing not included in his work is: He does not have to teach classes.

## Twenty Rural E Closes Friday

"Better [illegible] Better Ut[illegible] Resources" was the theme of the twenty-second annual rural education conference which closed Friday, June 27.

## Second Rural Education Conference

[illegible]ral Education Through [illegible]zation of Community was the theme of the twenty-second annual rural education conference which closed Friday, June 27.

## Delegates Brave Summer Snowstorm To Reach Estes

Sleet, snow, rain, hail, and wind—in other words a real storm—that was the welcome received by the College Estes Park delegates as they entered Colorado en route to Estes Park for the annual student—faculty con-

## *HUGHES HAS ATTRACTIVE OFFICE*

Have you ever seen the busiest and most popular place on the campus?

If you haven't seen the office of our new president, Rees H. Hughes, you have missed seeing one of the most beautiful and simply designed offices.

As you enter and walk on the sea green rug, you see before you a well-modelled table desk of fumed oak. Next your eyes will probably fall on the leather padded chairs which are used by conferees. Against the north wall are two bookcases filled with administrative material. Between them is a black leather covered divan over which hangs a big picture of a forest in autumn, a picture which was given one of the graduating classes.

The light blue-green walls give the office a friendly and cordial atmosphere. The venetian shades add their bit of beauty.

Alumninum and nickel platted diffused lighting fixtures are suspended from a grayish white ceiling.

Several pictures of the late President Brandenburg are to be found on the walls along with the president's patent of Thirty-Third Degree Mason which was conferred upon Mr. Brandenburg in May 1940 at Wichita.

Another picture is one taken last year of campus leaders.

## Reception Tonight For New President

**Presentation Is Made On Brandenburg Field**

The formal reception given by the administrative council for President and Mrs. Rees H. Hughes will be held tonight at nine on Brandenburg field. [illegible] which will start at 8:15.

Dr. G. W. Weede and Jack Overman will head the receiving line and present the guests to President and Mrs. Hughes. All students and faculty members are cordially invited to attend in order that they may get acquainted with the new president and his wife.

The informal open-air band concert with Mr. Emile Michaux Bandmaster, in charge will have several guest conductors.

The following numbers will be played: Overture, Old Vienna (King); Idyl: The Glow Worm, (Lincke); Cornet Duet: Two Little Bullfinches, (Kling); Valse: Boston (Iumbye); National American Patrol (Meacham); Popular: Stormy Weather (Bennett); and several light compositions.

Guest directors will be Harold Mould of Kansas City and Claude Nichols of Baxter Springs.

Student directors will be Bill Halliday, Maurice Michaux, Fred Hunt, Margie Smith, Robert Krieger, Harvey Lanier.

The following other faculty members and wives will be in the receiving line: Dr. and Mrs. O. P. Dellinger; Prof. and Mrs. G. W. Trout; Miss Belle Provorse; Dean Jennie C .Walker; Dean and Mrs. George D. Small; Mr. and Mrs. L. A. Guthridge; Dr. and Mrs. W. T. Bawden; Prof Elsie Leitch Bowman; Dr. and Mrs. L. C. Heckert; Dr. and Mrs. W. S. Lyerla; Dr. and Mrs. Walter McCray; Dr. Mellicent McNeil; Dr. and Mrs. Ernest Mahan; Prof. Josephine Marshall; Dr. Lucille Hatlestad; Dr. and Mrs. S. J. Pease; Dr. and Mrs. J. R. [illegible]

## Hughes Is Second To Be President Of College

**Parsons Educator Takes Over Reins Of [illegible] Government This Morning**

When Rees H. Hughes takes up his duties as president of K.S.T.C. this morning, he will become the fourth executive of the college but only the second president.

When organized in 1903, the College was a branch of the Emporia Normal School and was known as the State Manual Training School. Since the president at Emporia served both colleges, the administrators at Pittsburg were known as principals until the institution became a separate unit in 1913.

Last June 9, Rees H. Hughes was elected by the board of regents from a field of fourteen formal applicants, to succeed the late President W. A. Brandenburg. Not only is Mr. Hughes a native of southeastern Kansas, but all of his teaching career has been in this part of the state. For the last nineteen years he was superintendent of schools at Parsons. He was founder at Parsons of the second junior college in Kansas after having helped found the first one in Fort Scott. In view of his professional background, the College will have a president who has a thorough knowledge of administation and of the needs of Kansas schools.

The first principal of the College was M. R. S. Russ, who was formerly superintendent of the city schools in Pittsburg. He served from 1903 to 1911. The College was then specializing in training teachers of home [illegible] The chief event of his administration was the erection of Russ Hall, which bears his name. Appropriations for the erection of Russ Hall were made in 1907. Until the building was ready for occupancy in 1909, the school was operated in a ward school building down town, the old Central school. In 1911, Mr. Russ was dismissed because he urged the separation of the College from the Emporia College.

George E. Myers, who succeeded Mr. Russ, served until 1913. The agitation for a separation from Emporia continued and won in the legislature of 1913. Since Dr. Myers had not favored this move, he was discharged when a new board of administration took charge of the College as a separate institution.

This new board, went outside the state to get the first president. He was the late Dr. W. A. Brandenburg, then superintendent of schools at Oklahoma City.

Among the important events of his administration was the erection of all the buildings on the campus, with the exception of the Industrial Arts building, for even Russ Hall had to be rebuilt after a fire in 1914.

President Brandenburg also directed the expansion of the curriculum to the extent that it now even includes a graduate division, in which the College pioneered among teachers' colleges. It is now recognized as one of the major teachers' college in the country. One week after President Brandenburg's death the College was accepted by the American Association of Universities, an honor toward which [illegible]

1942 Statement pertaining to the Pierson Report to the Bd of Regents

Members of Board of Regents —

Ladies and Gentlemen:

I appreciate the privilege given me to answer Dean Pierson's report. It is a commendable and timely study by one whose position of leadership, in his field of university education, is well-known. That his own position and viewpoint should be reflected in his report is natural. He does not, however, convey the thought of leaders in the field of teacher-education. Before adopting his recommendations, relative to graduate work for teacher-education in Kansas, we sincerely hope the Board will consult leaders equally prominent in that field, as is Dean Pierson in university-education. His proposals, if adopted, would, without doubt, strengthen the University but would also greatly weaken the State Teachers Colleges in their function as teacher-training institutions.

I should like to direct my comments, very largely, to the portion of the report beginning on page 39 and, rather than appear to present detailed arguments in answer to Dean Pierson's statements, point out to the Board some of the present trends in the organizations for teacher-training. I am quite sure that the continued high standing and leadership of Kansas State Teachers Colleges, among teacher-training institutions, depends upon our ability to extend and build our program on the basis indicated by those trends.

DEVELOPMENT OF TEACHER-TRAINING COLLEGES--

Very early in the history of the public schools of this nation, there was recognized a need for trained teachers.

More than one hundred years ago the first institution, definitely designated for teacher-training, made its appearance. It was a normal school with a two-year course of training. This was followed by a three-year and later, a four-year course with suitable diplomas designating the completion of various levels in the training. Eventually these normal schools grew into teachers colleges, with authority to confer appropriate degrees. During these same years the rapidly increasing school attendance, the expansion of the curriculum, and the enlarging program in the public schools were reflected in the demands for better trained teachers. The rapid rise and expansion in collegiate institutions for the specific purpose of preparing teachers was the natural outcome.

MASTER'S DEGREE REQUIREMENTS--

Within the past twenty-five years it has become increasingly necessary, for those eligible for employment in the best public school positions, to have a fifth year of college-preparatory training and the equivalent of a master's degree. As you know, in Kansas, the State Board of Education requires all school administrators to hold a master's degree, and a master's degree is a necessary prerequisite for teachers who wish to be considered for many of the better teaching positions within our state. This practice in Kansas is typical of the trend throughout the nation. This fact has resulted in a very definite trend, in the better teacher-training institutions, toward the inclusion of courses leading to a master's degree. TWENTY-EIGHT TEACHER-TRAINING INSTITUTIONS HAVE ADDED THE MASTER'S DEGREE OFFERING SINCE 1920; TWENTY-ONE OF THEM IN THE

PAST TEN YEARS, AND TEN SINCE 1935.

This paragraph, taken from the 1942 Chicago Teachers College report, is typical of the trend where better-trained teachers are required. "Graduate courses have been offered for many years but the graduate curriculum leading to the Master's degree was not introduced until 1938. This program is designed to provide professional training for those who wish to teach in Chicago schools."

We are confident that if graduate study should be discontinued now, and the present trends in teacher-education continue, it would be only a few years until the action would be reversed and graduate study would again become a part of the Teachers College offering in Kansas.

THE TEACHERS COLLEGE AS A PROFESSIONAL SCHOOL--

I think no one will question the fact that the teachers college is generally recognized as the professional teacher-training institution. As such, it should be organized so as to prepare teachers for their best professional responsibilities. This, today, requires a master's degree.

Dean Pierson's plan would have teachers attend a teachers college for four years and then transfer to another institution, not primarily teacher-training, for the fifth year. It would seem just as plausible to suggest that one studying in a medical school transfer to another institution, not primarily a medical school, for his last year of study of medicine, or that a law student be compelled to transfer out of his law school to complete the last year of his course. Leaders in the profession

believe there is professional influence, and atmosphere and association to be had in the teachers college that is just as conducive to successful teacher-training as there is a desirable professional atmosphere in the school of medicine, law, or engineering.

ORGANIZATION FOR PRE-PROFESSIONAL TRAINING--

I wish, also, to call attention to another definite trend in the organization of professional training schools. Medicine, and law, and engineering, require a preliminary period of some two to four years of general and pre-professional college work before entrance to the strictly professional school. There is a similar trend in the organization for the professional education of teachers. It provides for two years of general or pre-professional college education, followed by three years of professional training. In this plan, it is possible to arrange a closely related, unified program of preparation and training, culminating in the fifth year with the granting of the master's degree. In this way there is provided a three-year continuity of professional study, based upon two years of liberal education. It is a more thorough, and complete plan for education for teaching than is the plan that adds a fifth year to a four-year college course , irrespective of where taken.

The current catalog of George Peabody College for Teachers says of the three-year continuity of professional study:

> "This applies to all those who desire to secure superior preparation for educational service and leadership. The

"sole purpose is to integrate, relate, and co-ordinate the preparation of teachers into one large unit. This is in marked contrast to the existing situation in which teacher-training is offered in fragmentary segments."

PITTSBURG SURROUNDED BY JUNIOR COLLEGES--

The comparatively recent expansion of many of the public-school organizations, surrounding the Teachers College in Pittsburg, seems particularly to make the trend toward this plan of organization worthy of your consideration. We are surrounded by ten large public junior colleges, which are offering two years of general college education to students within the areas in which they are located. Their graduates, in increasing numbers, are coming to the Pittsburg Teachers College for their senior college work, including graduate courses. If Dean Pierson's recommendation, relative to the centralization of all graduate work in the University, should be adopted, then it would be logical for us to believe that a large majority of these junior college graduates would not consider continuing any of their work here in the Pittsburg Teachers College, even though they reside in this area. It would not seems advisable for them, in planning their professional course, to transfer from the Junior College to another college where they could ~~xxky~~ remain for only two more years, and then be required to go to another institution for the third year of their professional training. On the contrary, we believe the developing pattern of education in Kansas, including junior colleges, indicates very clearly that the teachers colleges

should set up a strong three-year unified curriculum of professional training for those junior college graduates who wish to teach.

Why not three as professional degree?

MASTER'S DEGREE IN EDUCATION A TEACHING DEGREE--

It should, also, be noted--and this represents a very important trend--the master's degree in education is a teaching degree. Its purpose is to improve instruction, and expand the ability of the teacher to interpret to students. It is a professional degree and can best be earned in the atmosphere of a teacher-training institution. In the large university, the master's degree is generally recognized as a research degree and is basic in courses leading to other advanced degrees. This type of degree may have little value in the actual improvement of teaching in the public schools, and the records show that few teachers use it as a stepping stone to other degrees. Teachers should be encouraged to secure the master's degree for the purpose of improving in teaching. This is a function of the Teachers College. The Teachers Colleges are not aspiring to be Universities. There is no evidence of a trend in that direction. Their faculties, laboratories and library facilities are adequately equipped to do good work on the graduate level for a Master's degree in teacher-training. That is their objective.

TEACHING DEGREE IN KANSAS STATE TEACHERS COLLEGES--

More than ten years ago the Board of Regents in Kansas authorized the Teachers Colleges to offer graduate work

leading to the master's degree in limited teacher-training fields, and it is reported that already more than a thousand of those degrees have been earned. Six hundred eighty-five of them have been conferred in the Kansas State Teachers College in Pittsburg, and it is interesting and significant to report that more than 500 of those, who have earned them, are now engaged in school work--71 are school superintendents, 74 are school principals, 67 are college teachers, and nearly 300 are teachers in the secondary and elementary fields. Surely these figures indicate that the master's degrees earned here do lead to teaching and, moreover, the type of teaching and school-administrative positions our graduates hold is evidence that they have been well trained. The master's degree, earned in Kansas State Teachers Colleges, is a good teaching degree.

If ever there is any indication that the quality of the degree is inferior then we, too, shall be ready to join with Dean Pierson in recommending its discontinuance.

THE PITTSBURG DEPARTMENT OF INDUSTRIAL & VOCATIONAL EDUCATION

We are of the opinion that Dean Pierson overlooked entirely the Department of Industrial and Vocational Education here in the State Teachers College at Pittsburg. This department represents one of the major functions of the College as now constituted, and the specific function which originally brought this College into existence.

Also, under the provisions of the law, passed in 1917, the Kansas State Teachers College in Pittsburg has been officially designated by the State Board for Vocational Education

as the "institution for the training of teachers of trade and industrial education in Kansas." Graduates of our Industrial Department are found teaching in practically every state in the union, and we consider as evidence of the efficiency and quality, of both the graduate and undergraduate program in our industrial education, that after nearly forty years of growth and experience the calls for graduates come from an ever-widening territory.

The high quality of the graduate program, in this department, is indicated somewhat by the fact that during the past three or four years, seven of our master's degree graduates in Industrial Education have been appointed to responsible positions in the following colleges and universities:

The Texas State A. & M. College
Texas Technological College
California State College, Santa Barbara
State Teachers College, Charleston, Illinois
State Teachers College, Commerce, Texas
State Teachers College, Clarksville, Tennessee
State Teachers College, Collinsboro, Texas

Dean Pierson's recommendation, if carried out, to transfer graduate work in Industrial Education from Pittsburg to another institution assumes a staggering burden of expense because for 43 years there have been gradual additions in equipment and facilities for donducting that department here. No other state institution possesses either the undergraduate program in this field, that is essential to more advanced work, or the necessary facilities for the graduate program.

While it might be possible to duplicate in another institution, at considerable expense, the equipment and personnel in Industrial Education, it would require years of effort to duplicate the prestige now enjoyed by the Kansas State Teachers College in Pittsburg which has been built up by 40 years of outstanding

success and achievement in this field.

The Department of Industrial Education is one of the leading departments in its field in the United States. On the west, no other institution in this entire region approaches it in equipment, personnel, and prestige, except the California State Teachers College at Santa Barbara. On the north, the nearest comparable institution is Stout Institute in Wisconsin; on the east, the nearest comparable institution is Bradley Polytechnic Institute in Illinois. There is no comparable institute in the South, Southwest, or Southeast. To interfere with an institution that has achieved such a unique status, and is serving a territory so extensive, by dividing and transferring certain of its essential features elsewhere is indeed a major operation in education dismantling that should be undertaken only after most mature deliberation. I regret that Dean Pierson overlooked the work of this department in the Teachers College in Pittsburg.

While this may appear to be rather a lengthy and extensive statement relative to our offering in the Industrial Arts Department, there are also a number of other departments that have developed, through the years, a caliber of instruction and teacher-training that is equally noteworthy, even though they have not gained the national recognition that has been accorded this particular department of Mechanical Arts and Industrial Education.

The standing of the institution, and the quality of its work in both undergraduate and graduate divisions is further indicated by its being included in the ~~roster of fully accredited Colleges and Universities of all of the standard accrediting agencies~~ list of accepted institutions of the American Association of Universities, and its membership in such standardizing agencies as the North Central Association of Colleges

and Universities, the American Association of Teachers Colleges, and ~~so forth.~~ the American Council on Education.

MASTER'S DEGREE REQUIREMENT FOR BETTER POSITIONS--

As stated earlier, a regulation of the State Board of Education provides that all school administrators in the state must hold the master's degree. If Teachers Colleges ~~xxx-xxxx

directly from the schoolroom. The contributions they bring from practical school experiences is a characteristic aspect of the teacher-training institution and provides an aliveness to the problems of teacher-education that would not prevail if graduate study were eliminated. This is not our opinion alone; it is verified by the experiences of the other teachers colleges in the American Association. The strongest teachers colleges, those rendering the greatest service at the undergraduate level, and all those which within the past ten years have re-organized their programs, are offering graduate work. The weaker teachers colleges, generally, are those which have been unable to get ready for graduate instruction.

CENTRALIZATION OF GRADUATE WORK LIKE HAVING ONE SUPER-HIGHWAY ACROSS STATE--

It would seem fair to suggest that centralization of teacher education in one institution in Kansas might be likened to the construction of one super-highway across the state. It would provide some excellent service for those citizens near enough to use it. It would be expensive and strong, it might attract national notice, but at the same time, in terms of the type of service the people of the state needed, would not be adequate or most efficient.

DISCONTINUANCE OF GRADUATE WORK WOULD BE A MOVE BACKWARD FOR KANSAS TEACHERS COLLEGES--

We take pride in the fact that our own leaders in Kansas early recognized that provision for graduate work was necessary in the evolving program for teacher-education. The number of graduates and the thousands of others, who have pursued

graduate study in Kansas Teachers Colleges, have established proof for the correctness of their vision. During the twelve years graduate work has been offered, efficient organizations have been developed. To discontinue graduate work now would break faith with all of those who have taken graduate courses. It would discount the value of their degrees. The graduates, the former students, and the friends of the teachers colleges would be greatly disappointed if graduate study were discontinued. Such action would be a distinct blow to the Teachers Colleges in Kansas and certainly would remove them from the high standing they now hold among the teacher-training institutions of America.

I trust the Board, before taking action to discontinue graduate work in the Teachers Colleges, will review very fully the probable effect such action would have on the Teachers Colleges and give consideration, as well, to the most suitable organization for professional education of teachers in Kansas.

SUMMARIZATION--

1. There are certain trends in the organization for professional training of teachers that are not shown in Dean Pierson's report.
2. The fundamental purpose for which Teachers Colleges have been organized is to appropriately train teachers for public schools.
3. Increasing complexity of the program of the modern public schools is making it necessary for administrative leaders and teachers to have extended preparation and this includes a fifth year of college study.
4. In order to provide this growing demand, teacher-training institutions, throughout the nation, are rapidly adding the

fifth year with provisions to grant the master's degree.

5. There is a growing trend in all professions to center the professional training in professional schools. It is true in medicine, law, engineering. Teachers Colleges should be the professional schools for educating teachers.
6. There is a growing tendency in the professional schools to divide the work into lower-division, two-to-four years of general pre-professional college education, followed by the stipulated years of strictly professional training. This plan is also found in teacher-training institutions that are modernizing their organization. It provides two years of general education, "lower-division," followed by three years of professional training, "upper-division," leading to a master's degree in teacher education.
7. The increasing number of large public junior colleges in this area makes this type of organization particularly noteworthy for the Teachers College in Pittsburg.
8. The Master's degree in Education is a teaching degree--not a research degree. The teacher-training institutions in Kansas, as I interpret them, have no desire to become universities. On the other hand, they do have the desire to continue to be complete teacher-training institutions.
9. Kansas Teachers Colleges have granted more than 1000 master's degrees, and a large majority are now rendering effective professional service in public school positions.
10. The Department of Industrial Education in the Pittsburg Teachers College is not noted in the report.

11. The Master's degree is requirement for all school administrators, and for teachers in better positions. It would be inconsistent if teachers colleges could not offer this credential.
12. Graduate work in a modern teacher-training institution raises the level of the undergraduate offering. The presence of older teachers improves the quality of leadership and experienced teachers improve the professional atmosphere.
13. Discontinuation of graduate work would greatly discount the value of the graduate degrees that have been conferred and would therefore be a buffet to those who have worked for them in good faith.
14. Discontinuance of graduate study in the Teachers Colleges would completely change the outlook for their present and future provisions for teacher-education.

I This Important Occasion
Graduates – Community
Parents – Democracy.

II Significant time to Grad.

1. Entered W. War.
Pearl Harbor.
Peace to War
Powerful Enemies
2.
3. U.S. leadership War Machine
4. Defense & loss Corregidor
Offence & Success Tunesia
Russia
Tide of Victory is gathering
momentum – Crucial year

5. 2 Types Govt -
Hitler Salute - In Presence of this flag which represents Our Fuhrer - I swear to devote my energies & all my strength to (him) the savior of my Country"
Am. Flag Salute -

6. New World Viewpoint
U.S. to have peace - etc
all world must -
Isolation to Family of Nations

7. New Conception Geog. History
Radio in library

3/ "Must look Backward with wisdom in order to look forward with intelligence"

8. Re Evaluate Strength of Democracy.

Wealth
Resources
Inventions - Machines
Social & Rel Heritage
Man power.

Emerson. It is not gold but only Men That makes a Nation.
Great & Strong -
Men who for Truth & Hon. Sake
Stand fast & Suffer long -
Brave Men who work while others sleep
who dare while others Try

4 - They build nations' pillars deep
And Lift them to Sky -

III Confidence to win war
Must win Peace —

You will be called to have
vital part in winning War.
You will help win peace
Cannot predict easy time
Can assure - grad. at
time when you are
important & desperately
needed

Shortage of Engineers - ok

5/ H.S. grad. preface for those.

Luis Jean aggessez -

Things they thot & did
have returned as Echos
to revolutize society

Things you think & do
will determine your position

You have said - I will be
H.S. grad —
I will defend my Country
" " " become great Technician
" " " " doctor

6 Congratulate
This step of success -
Continue —
May you have advent -
success - happiness.

I. THIS AN IMPORTANT OCCASION
GRADUATES
PARENTS
COMMUNITY
DEMOCRACY--NOT EASY GOVERNMENT

EARLY FOUNDERS
ENLIGHTENED CITIZENS
PUBLIC ED. SYSTEM
GRADUATES--12 YEARS

II. SIGNIFICANT YEAR TO GRADUATE
NOTEWORTHY EVENTS

1. ENTERED 2ND WORLD WAR
PEARL HARBOR SUNDAY P. M.
PEACE TIME PURSUITS TO TOTAL WAR

2. POWERFUL ENEMIES APPROACHING MANY SIDES AT ALARMING RATE
FLAG LOWERED BY ENEMY

3. U. S. ASSUMED LEADERSHIP--MOST POWERFUL WAR MACHINE IN WORLD'S HISTORY

4. DEFENSE AND LOSS AT CORREGIDOR TO OFFENSE AND SUCCESS IN TUNISIA

PROGRESS OF RUSSIA

GRADUATE IN YEAR WHEN TIDE OF VICTORY IS GATHERING MOMENTUM IN ONE OF CRUCIAL YEARS OF NATION'S HISTORY.

5. HAVE BECOME MORE INTELLIGENT AND APPRECIATIVE OF FUNDAMENTAL DIFFERENCES IN TYPES OF GOVERNMENT;

NAZISM, ETC.--HIGH SOUNDING TERMS, ETC.

ONE TYPE GOV'T.--POLITICAL TYRANNY
CONCENTRATION CAMPS
NO HUMAN RIGHTS
THE STATE SUPREME

OTHER TYPE-------LIBERTY--FREEDOM
HUMAN RIGHTS
INDIVIDUAL OPPORTUNITY
PERSONAL JUSTICE
PERSON SUPREME

HITLER YOUTH FLAG SALUTE--"IN PRESENCE OF THIS FLAG WHICH REPRESENTS OUR FUEHRER, I SWEAR TO DEVOTE MY ENERGIES AND ALL MY STRENGTH TO HIM THE SAVIOR OF MY COUNTRY."

AMERICAN YOUTH FLAG SALUTE--"I PLEDGE ALLEGIANCE TO THE FLAG OF THE U. S. OF AMERICA, AND TO THE REPUBLIC FOR WHICH IT STANDS, ONE NATION INDIVISIBLE WITH LIBERTY AND JUSTICE TO ALL."

6. NEW WORLD VIEWPOINT

REALIZATION FOR U. S. TO BE HAPPY, PROSPEROUS, PEACEFUL, ALL WORLD MUST BE.

4 YEARS AGO, U. S. ISOLATIONIST
NOW WE ASSUME PLACE IN FAMILY OF NATIONS.

7. NEW CONCEPTION OF GEOG., HIST., LANG.

MODERN SCIENCE HAS RECONSTRUCTED WORLD IN TERMS OF TIME & SPACE

RADIO IN LIBRARY--N. Y.--SAN FRAN.--HONOLULU--LONDON--MOSCOW

Hist'y { "MUST LOOK BACKWARD WITH WISDOM IN ORDER TO LOOK FORWARD WITH INTELLIGENCE."

8. RE-EVALUATE STRENGTH OF DEMOCRACY
WEALTH
RESOURCES
INVENTION--MACHINE POWER
SOCIAL & RELIGIOUS HERITAGE
MANPOWER

EMERSON--"IT ISN'T GOLD BUT ONLY MEN THAT
MAKE A NATION GREAT AND STRONG
MEN WHO FOR TRUTH & HONOR'S SAKE
STAND FAST & SUFFER LONG--
BRAVE MEN WHO WORK WHILE OTHERS SLEEP
WHO DARE WHILE OTHERS TRY--
THEY BUILD THE NATION'S PILLARS DEEP
AND LIFT THEM TO THE SKY."

CONFIDENCE IN SUCCESS IN WINNING WAR
WON 25 YEARS AGO
ALSO LOST PEACE

YOU WILL BE CALLED TO HAVE A VITAL PART IN
WINNING WAR

ALSO--YOU AND YOUR KIND WILL WIN LASTING PEACE

CANNOT PREDICT EASY TIME AHEAD FOR YOU -

CAN ASSURE THAT YOU ARE GRADUATING AT A TIME
WHEN YOU ARE IMPORTANT AND DESPERATELY
NEEDED.

SHORTAGE OF ENGINEERS--DOCTORS--ECT.

H. S. GRADUATION A STEP TOWARD QUALIFYING
FOR THOSE JOBS

BECOME EXPERTS

LUIS JEAN AGGESSEZ--"ECHO VALLEY"
WASHINGTON
LINCOLN
WESTINGHOUSE
A. G. BELL
WRIGHT BROTHERS

have returned as echos to

THINGS THEY THOUGHT AND DID REVOLUTIONIZED
SOCIETY.

THINGS YOU THINK AND DO WILL DETERMINE
YOUR POSITION

You have said —

I WILL GRADUATE FROM H. S.--TONIGHT YOU GRADUATE!!

I WILL DEFEND MY COUNTRY
I WILL BECOME GREAT TECHNICIAN
I WILL BECOME GREAT DOCTOR
ETC.

E. STANLEY JONES--VICTORIOUS LIVING

CARRY LIGHT OF H. S. GRADUATION TO LIGHT PATHS OF IMPORTANT AND RIGHT LIVING

ADVENTURE--HAPPINESS--SUCCESS