

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

The meeting was called to order by SENATOR JOSEPH C. HARDER at  
Chairperson

1:30 ~~xxx~~/p.m. on MONDAY, MARCH 26, 1984 in room 254-E of the Capitol.

All members were present except:

Senator Gus Bogina, excused  
Senator Billy McCray, excused

Committee staff present:

Mr. Ben Barrett, Legislative Research Department  
Ms. Avis Swartzman, Legislative Revisor's Office  
Mrs. Millie Randell, Secretary

Conferees appearing before the committee:

HCR 5039 - Support recommendations of the board of regents defining university preparatory curriculum (Education)

Proponents:

Mr. William Kauffman, General Counsel, Kansas State Board of Regents  
Mr. Mark Tallman, Executive Director, Associated Students of Kansas

HB 2879 - Commission on incentive to excellence in education, state board of education duties in allocating moneys for career incentive programs in school districts (Lowther)

Proponents:

Representative James Lowther, author of the bill  
Dr. William Curtis, Assistant Executive Director, Kansas Association of School Boards

SCR 1647 - A concurrent resolution encouraging boards of education to institute life development education programs in schools (Winter, Gaar, Johnston, Parrish, Rehorn)

Proponents:

Senator Wint Winters, co-author of the resolution  
Mr. Al Bramble, Lawrence, a member of the State Legislative Committee of the American Association of Retired Persons  
Dr. Ronald L. Harper, Ph.D., University of Kansas Gerontology Center, and Professor, Health Services Administration  
Ms. Sandra Moore, Director of Adult Life Resource Center, Division of Continuing Education, University of Kansas

Opponents:

Ms. Betty Jones, Shawnee, Kansas; Lobbyist, Eagle Forum  
Ms. Pat Goodson, Shawnee, Kansas; representing Right-To-Life of Kansas, Inc.

After Chairman Joseph C. Harder called the meeting to order, he recognized Mr. William Kauffman as the first conferee to testify in support of HCR 5039. Mr. Kauffman, general counsel for the State Board of Regents, urged passage of HCR 5039 on behalf of the Board of Regents. Mr. Kauffman stated that the Board of Regents recognizes a great diversity of educational backgrounds of high school graduating seniors and sees a need to recommend a minimum preparatory curriculum when counseling high school students who are preparing to enter a Regent's institution upon graduation. Mr. Kauffman's written testimony, Attachment 1, is supplemental to his oral testimony.

Mr. Mark Tallman of Associated Students of Kansas also testified in support of HCR 5039, and his testimony is found in Attachment 2.

HB 2879 - The Chairman recognized Representative James Lowther, author of HB 2879, who explained how his bill would establish, utilize, and then sunset on December 31, 1984 a Kansas commission on incentive to excellence in education in order to address the issue of improving the quality of education in Kansas schools.

Dr. William Curtis stated that the Kansas Association of School Boards supports HB 2879.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,  
room 254-E, Statehouse, at 1:30 ~~am~~/p.m. on MONDAY, MARCH 26, 1984

SCR 1647 - After Senator Wint Winter, co-author of SCR 1647, was recognized by the Chairman, Senator Winter relinquished his time to speak in order for the conferees in attendance to have more time to testify.

Mr. Al Bramble of Lawrence emphasized that the resolution would provide life development studies for all ages, not just for the elderly. (Attachment 3)

Dr. Ronald L. Harper of the University of Kansas testified in support of SCR 1647, and his testimony is found in Attachment 4.

Ms. Sandra Moore from the University of Kansas testified in support of SCR 1647, and her testimony is found in Attachment 5.

Ms. Betty Jones of Shawnee, Kansas stated that she opposes SCR 1647 on behalf of Eagle Forum, and her testimony is found in Attachment 6.

Ms. Pat. Goodson of Right-To-Life of Kansas, Inc. testified as an opponent of SCR 1647, and her testimony is found in Attachment 7.

The Chairman announced that the resolution will be taken under advisement. He then adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: Monday, March 26, 1984

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Sandra Moore	Adult Life Resource Center	K. U.
Ronald L. Hopper	Cont. Ed. Bldg., Lawrence Prof & Director Gerontology Center	KU
Al Bramble	1924 Louisiana, Lawrence, Ks 66044	AARP
Ruth Wilber	Topeka	AAUP
Ruth Moore	Topeka	KEY-99277
Nancy Lindberg	Topeka	K-NEA
Bankie Schartz	Rt 1 Kingman Ks	K-NEA
Bob Wolff	Topeka	Gov Office
Sharon Green	Topeka	Sen. Daniels Sec

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE Monday, March 26, 1984

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
D Faral	# Lawrence	UPI
Rob Kurath	Lawrence	UDIC
Bill Curtis	Topeka	KASB
Debra Zambrowski	Topeka	Ko. Action for Children
Craig Grant	Lawrence	H-NEA
Kay Fernandez	Topeka	K-NEA
Mark Salma	Topeka	ASK
Rep Jim Dowther	"	Legislature
Ken Rogg	Paula	S R E
Marilyn Flannigan	Lawrence	K-NEA

*Approved by the  
Board of Regents  
State of Kansas  
February 18, 1983*

## KANSAS REGENTS UNIVERSITIES - SECONDARY SCHOOL ARTICULATION

### Introduction

The students who enter Kansas colleges and universities have a variety of backgrounds in English and mathematics. Students differ considerably in the content of their high school courses, the amount of coursework completed, and their levels of learning in basic skills. Because of this, and in light of Kansas' open admission policy, the Regents institutions have of necessity provided multiple levels of freshman courses to accommodate all students. The cost of supplementing high school level work in college and the extra time students must take to achieve college entry level skills strongly suggest the need for a clearly defined college preparatory course to be taken by those high school students who plan to enter college.

### Background

Members of the Council of Chief Academic Officers of the Kansas Board of Regents have been concerned for some time by the necessity for courses supplementing school work at the college level. For many reasons, there appears to be a large variation in the competencies of entering university freshmen in mathematics, English composition, oral expression and reading comprehension. All Regents institutions have found it necessary to

implement transitional academic programs, with their attendant costs in personnel and fiscal resources, to deal with these deficiencies. Public secondary and higher education in Kansas have a joint responsibility to provide quality educational experiences to students who pursue their education at a Regents institution. That responsibility includes a duty to maximize resource efficiency.

It is of critical importance for all students to be provided the opportunity to acquire the necessary academic tools to increase the probability of a successful articulation with higher education. This is especially vital in light of the fact that more students complete high school and take advantage of equal educational opportunity afforded by the state supported institutions of higher education. It is realized that the problems of articulation, as well as their solutions, are multifaceted and bridge the secondary and university levels of education. It is acknowledged that many students are leaving high school ill-prepared for university level work, particularly in the areas of verbal and quantitative skills. Although courses are in place in most high schools, students may choose not to take them realizing that university admission is not contingent upon the courses taken. Lack of motivation, poor study habits, misunderstanding of university requirements, and late decisions to enroll in an institution of higher education all contribute to students being unprepared academically.

In Kansas Regents institutions, there are no admission standards beyond a high school diploma. Further, there is not a recommended college or university preparatory curriculum available for guidance of students contemplating higher education.

### Assumptions

Major assumptions underlying the recommendations that follow are:

- The college preparatory curriculum has not been defined in recent years. This lack of clearly stated academic requirements by Regents institutions represents a void in the information available to the university bound Kansas secondary students;
- Clearly articulated expectations of the academic preparation of the college preparatory student would assist teachers, counselors, and parents in providing appropriate educational experiences for students;
- Students who enter as freshmen possess a variety of competencies and backgrounds in reading, writing, oral expression, and mathematics. They also demonstrate, perhaps not as dramatically, various levels of achievement in the disciplines of the social sciences, natural sciences, and foreign languages;
- High school students would benefit from cooperatively derived curriculum guidelines concerning the requirements of a college preparatory program;
- An academically challenging high school curriculum encompassing the senior year is important in making a successful transition to college level work.

- The effective use of resources available to Kansas' educators would be enhanced by the articulation of secondary school and university curricula.

### Recommendations

In an effort to provide direction and guidance to students, parents and secondary schools, it is recommended that a Kansas Regents university preparatory curriculum include the following fifteen units:

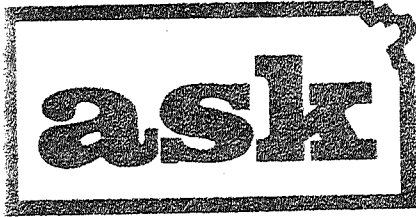
- 4 units of English
- 3 units of mathematics
- 3 units of social studies
- 3 units of natural sciences
- 2 units of foreign languages

It is further recommended that each of these academic areas consist of the following subject matter content:

- |             |  |
|-------------|--|
| English     | - four units of composition and grammar, including one unit of literature and one unit of oral expression.   |
| Mathematics | - two units of algebra and the remaining unit consisting of one-half unit of geometry and one-half unit of trigonometry with the objective of preparing students for entry level calculus. |



- Social Studies - one unit of American history, one-half unit of government, one-half unit of economics, and one additional social science course.
- Natural Sciences - any combination of two of the three natural sciences (biology, chemistry, physics) which adds to three units or one unit each of biology, chemistry and physics.
- Foreign Languages - two units of one foreign language or one unit each of two foreign languages.



## ASSOCIATED STUDENTS OF KANSAS

1700 College  
Topeka, Kansas 66621  
(913) 354-1394

To: Members of the Senate Education Committee  
From: Mark Tallman, Executive Director, Associated Students of Kansas  
Date: March 26, 1984

### REMARKS ON HCR 5039

Mr. Chairman, members of the Senate Education Committee, I am Mark Tallman, Executive Director of the Associated Students of Kansas. Our association is strongly supportive of HCR 5039 as an important first step to strengthening the academic background Kansas high school graduates bring to the state universities.

We are very concerned about the background in basic academic disciplines received by Kansas high school students. The National Commission on Excellence in Education has, of course, identified the "Five New Basics" of English, Math, Science, Social Studies and Foreign Language for college-bound students. The Commission's recommendations were almost identical to the Recommended College Preparatory Curriculum developed by the Board of Regents before the "Nation At Risk" report was even released. ASK has endorsed that curriculum. These recommendations are the subject of HCR 5039.

Despite general agreement that the courses outline in these recommendations form an optimum college prep curriculum, Regents' staff studies show only a

Page 1

Attachment 2

small percentage of an entering freshman class has completed these courses. We feel there are two reasons for this. First, high school graduation requirements have been far too flexible; allowing students to load up on electives and shun tougher courses in math, science, foreign language and other areas. This, in turn, reduces the demand for such courses, causing them to be dropped from a school's curriculum.

I am here today to express our opinion that a large majority of students will never complete the recommended curriculum unless it is required. The position of our Association is that it should be required. We do not believe the Board of Education has yet gone far enough in increasing graduation requirements. Although we certainly do not believe that electives should be eliminated, we feel that few high school students have the ability to plan for themselves an academic curriculum geared to maximum success in college. Most of us readily admit we chose courses based more on our personal likes and dislikes. While we probably would have grumbled about tougher requirements, we now see they might have prepared us far better.

Clearly, the first step in this process is making sure that all high school students have access to these courses. We support HCR 5039 because it encourages high schools to offer this curriculum. This may be the best we can do at this time. However, if local schools do not make these courses available, we believe either the Legislature or the Board of Education may have to consider requiring that such courses be offered.

The final step may well be requiring students to complete these courses before full entry to the state universities. Many believe that we are years away from demanding this kind of college preparation. We believe that unless we begin the process now, we may never get there.

Thank you for your consideration. I would be happy to answer any questions.

Testimony in Support of  
Senate Concurrent Resolution No. 1647  
Al Bramble

I am Al Bramble, representing the Kansas Citizens Council on Aging, a former director of the State Agency on Aging, a retired United Methodist minister, presently Coordinator for Older Adult Ministeries of the Kansas East Conference of that Church, organizer of the Silver Haired Legislature, a member of the State Legislative Committee of AARP, and a Kansas delegate to the 1981 White House Conference on Aging.

I mention these not for the purpose of personal aggrandizement but to indicate the length and extent of my involvement in the field of aging. For it is from this experience I have become convinced that the basic problem for the elderly is their place, or their significance, or their meaning and value in our society. In general our society has a low opinion of old age, and is guided by false myths and stereotypes that denigrate the elderly. The consequence of this is the elderly buy into and live out the stereotypes and feel they have no further contribution to offer, their life has no real significance or value. For far too many life has no sense of dignity, no feeling of worthwhileness, no sense of place. Society leads them to believe they cannot function productively or effectively. So they retire into uselessness and illness. They have little reason for getting out of bed.

It is this situation that resolution no. 1647 would address. It provides for the possibility of teaching positive and accurate ideas about the life development process, beginning with childhood and extending to adulthood. Hopefully, then, our cultures would be permeated with positive attitudes about old age as well as the other stages of life. The consequence could be our elderly would be motivated by a sense of worth, live more healthily, contribute much more to society, and solve many of their own problems.

And, it is important that teaching begins with childhood for it is there that attitudes have their origin. A study of 180 children between the ages of 3 to 11, conducted by the University of Maryland Center of Aging, reveals children do not know much about old people, have negative feelings about growing old themselves, and have stereotyped attitudes about the elderly. Typical responses included: "They have heart attacks at 90 and die", "If they are crippled or something like that, they can be sent to homes that will help them", "They have to have canes", "They talk funny". And the study found that much of the information and attitudes children have about old age comes from what they learn in school.

A 1975 study conducted by opinion pollster Louis Harris was summarized in these words: "To put it bluntly the portrait of mature citizens drawn by those who have not reached maturity is that of unalert, physically inert, narrow-minded, ineffective, sexually finished old people rotting away in poor health, without proper medical care and without enough money to live on." Harris went on to say: "... too many older citizens have been brainwashed by society into thinking negatively about their peers." He concludes his report by saying: "The basic libel is that people are declared dead and useless long before their time. In a society which will be aging dramatically in the next decade, this can be a highly dangerous political fact." And, we are now entering the next decade to which he referred.

But Resolution No. 1647 would serve not only the elderly, it would serve the very young, children, youth and adults as well. For instance, teen age suicide is the second most killer of youth. If our youth had previous training on the anxieties and pressures coming with teen life, and could be prepared for this passage, then suicide would no longer claim many of them. Life development education would benefit all stages of life.

To my knowledge, despite the need, no state has made possible a thorough educational training program on what it means to grow up and grow old. I urge you to put Kansas in the forefront of an enlightened attempt to make more meaningful and productive the whole of life, including old age. This resolution makes possible a beginning. It forces nothing on any person or school board. It is voluntary not mandatory. It needs no state tax money. But it does open the door to a better preparation for all of life and greater appreciation of the elderly, and lays the groundwork for a wholesome solution to the problems of old age.

## LIFE DEVELOPMENT EDUCATION

### LIFE DEVELOPMENT EDUCATION

Designed to educate and provide understanding for the major passages and transitions of life, including education for the older years. Such education and understanding will better prepare a growing person for self realization in the various stages of life; e.g. childhood, youth, adolescence, young adulthood to older adulthood. A major benefit will be the dispelling of negative myths and stereotypes that denigrate old age, replacing them with positive images. That prepares the person for effective and joyful living as an older adult.

### PRESENT SITUATION

There is little or no training now provided for the various stages of life development. Only occasionally and in isolated situations does one find any teaching of gerontology, not only in primary and secondary schools but also in post secondary schools.

Lack of training and understanding in the basic tasks of growth through various "stages" or "passages" of life result frequently in negative development and behavior. Parents can neglect or fail to provide necessary guidance appropriate to their children's stage in life. Lack of understanding means the young are too greatly influenced and shaped by peer pressures or market place advertising. It also can mean the elderly are provided no significant or meaningful place in the cultures of our society, with the consequence that old age is dreaded, without meaning, purpose or joy.

### RELEVANT POINTS

- (1) Robert **Butler** in his Pulitzer Prize winning book, "Why Survive; Being Old in America" begins by describing the myths, stereotypes and discriminations that make life difficult, if not desirable, for the old in America.
- (2) Frequent news and magazine articles describe prevailing myths and stereotypes of old age. Hugh Downs, writing in Family Weekly (March 25, 1979) identifies "The 7 myths About Growing Old." Bernice Hunt in Reader's Digest, writes about "Six Myths About Old Age." Boardroom Reports (4/20/81) presents an article "The Over 65 Market: "Myths and Realities." A Harris poll of 1975 explored attitudes and reported very negative images of aging.
- (3) A "Life Development Education" resolution was introduced in the 1981 Legislative session. Unanticipated opposition appeared represented by several young women to whom it sounded too much like "Parenting" legislation previously passed. Particularly they objected to the use of the term "values" and seemed to imply it meant teaching the young to make decisions with which they did not agree.
- (4) Fiscal impact for the State Budget: No funds are indicated. Thus no fiscal impact on the State budget. The State Dept. of Education could develop materials and models. Local school boards could utilize the available programs at their discretion.

- (5) The White House Conference on Aging Technical Committee on Creating an Age Integrated Society described "Implications for Educational Systems." The committee reported to the White House Conference on Aging (1981),  
"Despite ample evidence of the contributions and potentials of older adults, devastating myths and stereotypes endure. As a result, inequities are perpetuated, the elderly are denied full participation in society, and younger persons dread old age."
- (6) When travelling to unknown areas of our land a map is an invaluable guide. It shows many roads and identifies places. It doesn't tell you where to go but points out some of the possibilities and tasks. Life development education similarly equips a person for passing through life. It can alert one to the changes ahead, to the detours, if any, to the rough times, and to the resources available for an effective journey. Thus one can live from childhood to older adulthood better equipped for life.
- (7) Robert Butler in his Pulitzer Prize winning book "Why Survive; Being Old In America", notes the myths and stereotypes that belittle the life of the elderly.
- (8) Judith Lee Burke of the University of Missouri studied young children's attitudes and perceptions of older adults. She reports:  
"Age discrimination was highly accurate by age six. Children identified older adults as sad, lonely and not busy. Images of passivity, and of older people engaged in domestic, but not "outside" work were also present. Older children in the sample were more likely to hold stereotypical images. Two-thirds of the children preferred not to grow old. It was concluded that deliberate programming in preschools and elementary schools is important to offset early ageist attitude formation."
- (9) It is common to note that aging begins at birth, everyone who lives grows old by the minute, day and year. This process of aging can be commonly described as infancy, childhood, youth, young adulthood, middle adulthood, and older adulthood. Innumerable studies have been conducted on these various stages which studies have identified characteristics and developmental tasks. For instance infancy is the stage one experiences and develops love through touching, feeding, fondling on the part of parents. Childhood includes relating to family members and beyond them to the larger family of friends. In youth or adolescence one develops relationships with the opposite sex and with his group (peers). In young adulthood one explores for vocational goals and develops relationships that lead to the formation of marriage and a new family. Middle adulthood brings its changes and crises. Older adulthood means new tasks and opportunities with corresponding traumas and possibilities of growth.
- (10) The main point of SCR 1647 recognizes that persons are better equipped to move through the stages of life, and emerge as more healthy, mature persons, if they are provided training and insight on the course of life development.
- (11) And quite openly and honestly, we who are elderly and who work for the elderly, think life development education will lead the young, the middle and the old to appreciate, accept and see the opportunities of old age. Such education could dispel the myths and stereotypes of aging that limit the appreciations of the young for the old. And even the old, when educated in the process of life development, could think positively about themselves and be better prepared to make their contributions to the betterment of life for all.

- (12) The Myth and Reality of Aging in America; By Louis Harris & Associates, 1975 finds an enormous discrepancy between an accurate and distorted view of what it is like to grow old. (p.29)

The American public views the older population as fearful (of crime), in serious poor health, poor, and lonely. (p.30)

Putting myths aside, the personal testimony shows that the problems of older people, except for health and fear of crime, are comparable to those of younger people. The message that emerges here, therefore, is that "the older public, like the young, have bought the negative images of old age." (p.38)

"In asserting in large numbers that older people get too little respect from the young these days, the younger public may well be revealing a real sense of guilt over treatment of older people today." (p.68)

"The young must be taught to see that there is a continuity to life, and that, apart from the inevitable aging of the body, people in their later years are not that much different from the way they were in their own youth and the way the young are now themselves". (p.231)

- (13) The stages or transitions of adulthood, including older adults, is explored and mapped out by several noted researchers. References include:

Passages by Gail Sheehy

Why Survive? Being Old in America by R.N. Butler

Aging 2000 by Philip Selby & Mel Schecther

Men at Middle Life by Farrell & Rosenberg

- (14) There are observable signs that individuals have left their youth well behind them. In our society these signs generate negative attitudes. Youth becomes the metaphor for vitality, vigorousness, productivity and assertiveness. Old age becomes the metaphor for depletion, illness, incompetence and passivity.

Now that more are living longer, the latter half is shadowed by the poignant apprehension of irretrievable loss, decay, and devaluation as a worthwhile human being. In other words old age is a disease. Such myths need to be disproved and corrected in a society that is rapidly growing older.

- (15) Men at Midlife by Michael P. Farrell & Stanley D. Rosenberg (1981)

A comprehensive study of the male midlife experience, based on a large scale survey comparing middle age men with younger men and an in-depth follow up interviews of selected men and their families.

The study finds: "Although all men face stresses as they approach middle age, their experiences may be categorized into four distinct types. One man, for example, may experience near crisis as he encounters the mounting pressures that accompany this transition; another may thrive under the same conditions, a third response is open hostility, and a fourth category of men may try to ignore these pressures altogether."

- (16) A news report of February 23, 1984 reported that drug and alcohol abuse by teenagers could be controlled if teaching were provided at age twelve on how to resist peer pressures.



Testimony by Ronald L. Harper, Ph.D.  
March 26, 1984  
Director  
University of Kansas Gerontology Center  
and Professor, Health Services Administration  
Kansas Senate Education Committee

Mr. Chairman and Committee Members:

I'm pleased to have the opportunity to testify in favor of Senate Concurrent Resolution Bill 1647 which encourages boards of education to institute Life Development Education Programs in Schools. I can speak to that portion of such a program that would deal with the other portion of the life span. In my opinion, current and future generations must be as well prepared as possible with accurate information to deal with both the opportunities and problems associated with a population that has both a higher proportion and absolute number of older persons. This shift in our population will be true for not only Kansas and the United States, but also the World.

If I may, I'd like to cite a few reasons why a well informed populace is so important. Data collected in conjunction with the 1982 World Assembly on Aging showed that in 1975, 52 percent of the World's population 60 years old and over lived in developing countries. In the year 2000, that percentage will increase to 60 percent and by 2025 to 72 percent. In real numbers, that means an increase from 350 million to 1,120 million persons living in developing countries. I believe that this will have major political, social, and economic implications, the likes of which the world has never faced. Additionally, there are countries in this hemisphere whose population now has an average age of just 3 years. If these countries make advances in just two areas of health, i.e., water sanitation and proper sewage disposal, the average age of their population and its absolute numbers will likely increase very rapidly. The two examples I've cited are the result of good civil engineering that has contributed more to the increase in the health status of our country's population than the contribution of health care professionals. Within 20 years, it is conceivable that many of these countries may make advances in these two areas. This will add to the problems faced by our youth. We, in this country, along with countries of Europe and Western Asia are, therefore, likely to find ourselves in a very different and, perhaps, difficult position relative to the other nations of the world.

At home, Kansas included, we will continue to see an increase in the number of chronic diseases, e.g., arthritis, hypertension, impaired hearing, heart conditions, etc., rather than acute illness. We currently have a health care delivery system that is designed to deal with the acute diseases rather than the chronic ones that are and will be dominant in our aging society. We'll have to make major changes, especially as related to long term care. How will these changes be financed?

In the years between 2000 and 2030, today's school age children (ages 6 - 18) will be the major portion of the working population. (See the attachment.) They will represent a smaller group attempting to support a larger number of persons over 65. If the Social Security System survives as an income transfer system, it is their earnings taxes that will support the elderly for income and for health care. I hope that they will have been educated to understand the span of life development and are willing to support the needs of the elderly. Five generation families will be common, i.e., the same youth (with children of their own) are likely to have parents with both parents and grandparents in need of care. Who will provide it? It is the old-old who use the large proportion of the health services and whose proportion in the population is increasing most rapidly. If health care costs continue to rise, especially for the old-old, who will pay the bill? As today's youth age, they will likely face a life that includes more than one career. Will they be prepared? Also, they are likely to need to be a part of the work force beyond age 65. Will they be equipped by education and training to be productive?

As you can see, there are many problems with significant social, economic and political consequences that are related to the world's aging population. If our children are to cope with the problems and assist in finding solutions, they must be educated to understand the new scope of life development as it relates to them and others. Most preceding generations have not had to face either the problems or the opportunities that this increased life expectancy offers. No generation has been more in need of the best education possible in this area of life.

Persons born in	<u>1945</u>	<u>1955</u>
Age in 2000	55	45
Age in 2030	85	75

Persons born in	<u>1978</u> (today's 6 yr old)	<u>1966</u> (today's 18 yr old)
Age in 2000	22	34
Age in 2030	52	64

A 22 yr old in 2000 could have:

- 42 yr old parent(s)
- 62 yr old grandparent(s)
- 82 yr old great grandparent(s)
- as well as his/her own children

Five generation families will not be uncommon.



## THE UNIVERSITY OF KANSAS

Division of Continuing Education  
Continuing Education Building  
Lawrence, Kansas 66045-2610

913 864-4794

Testimony in Support of Senate Resolution 1647  
Sandra Moore  
March 26, 1984

I am Sandra Moore, director of the Adult Life Resource Center, a program unit in the Division of Continuing Education at the University of Kansas. Discovering the many opportunities for learning, growth and for increasing life satisfaction and the individual's ability to cope with change is what constitutes the work of our center. We offer training to professionals and workshops to the public on many aspects of adult development, and underlying each is the acknowledgement that learning and growth are lifelong processes.

At one time we didn't know very much about child development. Children were viewed as small versions of adults; their education and treatment was often inappropriate and even harmful to their growth and development. As we recognized the mystery and wonder of their unfolding, we began to search for understanding which would enable us to create environments which would maximize and facilitate that process.

It has been fairly recently, however, that we have discovered that adults are not just tall children, and that psychological growth and development does not end with the onset of maturity. Research in the social sciences in the past thirty years has uncovered a continuing process of development in adults. There is debate as to whether or not this process or set of processes is tied to specific adult ages, to stages or transitions, to roles; and over the nature of the interaction between biology and environment; we do know it is complex and rich, and that the individual has a seemingly endless capacity to grow, to learn, to accommodate to change. Whether this capacity is nurtured or ignored or even suppressed is, of course, critical to the individual's ability to realize that capacity.

Having discovered child development and having focused on it thoroughly, we may have created some inaccurate representations of the lifespan. We may have come-- and to have taught children--to believe that the work of growth and development is finished by the time they are adults, and that adulthood is a static, dull and eventually deteriorating period of the life cycle. Nothing need be further from the truth.

Children today are under many pressures to complete their maturing process by about age 21. This is partly a result of our growing understanding of how children develop intellectual capacities and identity formation. The process may look as if it should be complete by the time they enter adulthood. If it isn't, ~~the~~ young adults may think they are deficient. How much more helpful it would be to understand that all of life is an unending and continuous process of increasing complexity and dimensions, their lives developing like crystals with interesting facets appearing with major life events, transitions, and experiences.

A man named Leo Simmons wrote a book in 1945 called The Role of the Aged in Primitive Societies. In this remarkable book, older people in preliterate societies have many roles--as judges, teachers, healers, political leaders and chiefs, family heads, religious leaders, and "arrangers"--which are open to them only at advanced ages and in recognition of their superior capacity to fill those roles. They are guardians of folklore and community history; custodians of knowledge about scarce resources and technological solutions to natural disasters; and they are respected for their vast experience and accumulated wisdom. Until and unless they become infirm, and in spite of the fact that they do not contribute directly to sustenance activities, they continue to play vital roles in the group and, indeed, to fill roles that help ensure the survival of the group.

At least three events have affected the roles and functions of the aged in our society and have contributed to the creation of arbitrary and artificial boundaries between generations: one is an economic invention--retirement at age 65 or 70, which suggests incorrectly that all adults over that age are incapable of productive and useful work; another is the computer age, in which problem-solving and information retrieval are entrusted to machines, rather than people; and the other is the focus on child development, which somehow creates the impression that the rest of life does not involve growth and development.

Moore - 3  
March 26, 1984

We have lost sight of something which more primitive societies perhaps understand: that development, for all of its bumps and starts, is continuous throughout the lifespan; that we have contributions to make at every stage of life; and that the process of living provides each one of us with an ever-richer personal history which informs and enlarges our view of life.

This is an important view to hold. Let us not inadvertently lead children to believe that their futures must be carved in stone by the time they are 21; that whatever skills for living they will need must be acquired before they enter adulthood. Rather, let us teach them that life presents endless opportunities--and challenges--for growth, and that we have untapped and often surprising capacities for creative responses that can promote greater life satisfaction for us as individuals, as well as for enriching the lives of those around us.

TESTIMONY OF BETTY L. JONES

SENATE CONCURRENT RESOLUTION NO. 1647

Mr. Chairman and members of this committee, thank you for the opportunity to testify in opposition to SCR 1647.

Unfortunately, since my testimony in opposition to life development education two years ago nothing has really changed to improve the education of our youth, even in light of the facts contained in the A NATION AT RISK REPORT. Salaries of teachers are being increased in spite of their failure to do the job we thought they were being paid to do. I know of no other instance where one continues to be paid for a job they are not doing, much less get an increase in pay. To add insult to injury, according to HCR 5074 the overburdened taxpayer apparently will be expected to finance a media campaign to improve the image of teachers. It would seem logical that the teachers should be responsible for their own image. This should be an appropriate undertaking for the NEA to finance from the dues they collect from the teachers.

As stated in my previous testimony, we do not need another new innovative program by whatever name it is called. These types of programs have played a large part in the failure of education to educate. The teachers, as well as the students and the nation, have been victims in a system that has had as its goal "social change" rather than academic education. The teaching professions own periodicals bear this out.

Our goal should be to improve the education of our youth, not continue on the same path that has brought us to being A NATION AT RISK.

Teachers complain that parents expect them to be all things to their children. Have the parents requested this life development education program? Did the parents request the "parenting" program implemented several years ago? If they did I am quite certain they had no idea of its real purpose or content. In our school district the textbook used promoted homosexuality, lesbianism, open and group marriage, and oral and anal sex as being normal and acceptable.

I am sure this is not what anyone had in mind for a "parenting" program. In spite of testimony from a local psychiatrist that the book used in this program could cause a young man to become an active homosexual and failed to inform the students of the health hazards of oral and anal sex, our school board unanimously approved the use of this book

How do any of us here know what the contents of this program will be? Dr. David Elkind of the University of Rochester, speaking at the annual meeting of the American Psychological Association in 1977, stated that one-fourth to one-half of young children categorized as "learning disabled" are really curriculum disabled, victims of the floods of untested, poorly written learning materials that inundate the schools.

The Department of Education held regional hearings in Kansas City last week for the purpose of developing regulations concerning the rights of parents and students to refuse to participate in such experimental programs as this. I believe it would save a lot of people at all levels a lot of time and trouble if this resolution were rejected.

Further, I think it would be appropriate in face of the sad state of education that you ask yourself if this program would increase the low academic achievement of our students, and further to try to justify the cost of the implementation of another unnecessary program.

Dated: March 26, 1984

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Mr. Chairman, members of the committee;

We do not know the intent of the sponsors of this bill, but we are concerned that regardless of their intent, this bill will be used to implement programs that will have a negative influence on the traditional values of Kansas school children. I am aware that this committee and others has heard testimony regarding some of these programs, that have given us concern in the past such as TRIBES, QUEST, etc.

There are no clear definitions of "life development" in this resolution and it appears to be extremely broad and open-ended. We would therefore propose that it be amended as follows:

"That such life development courses shall include positive instruction and reinforcement concerning traditional Judeo-Christian ethics regarding the sanctity of human life at all stages of development from fertilization to natural death including the concept that the taking of innocent human life by abortion, infanticide, or euthanasia is a moral evil."

If this bill passes this committee without this amendment it is our intention to seek to amend it on the senate floor.

Thank You

Pat Goodson,  
Right To Life of Kansas, Inc.