

MINUTES OF THE HOUSE COMMITTEE ON EDUCATIONThe meeting was called to order by Representative Don Crumbaker at
Chairperson3:30 ~~am~~ p.m. on February 6, 1985 in room 519-S of the Capitol.

All members were present except: Representative Kline who was excused.

Committee staff present:

Ben Barrett, Legislative Research Department
Avis Swartzman, Revisor of Statutes' Office
Dale Dennis, State Department of Education
Judy Crapser, Secretary to the Committee

Conferees appearing before the committee:

Representative David Louis
Austin Vincent, resident of Topeka
Kathleen White, State Board of Education
Dr. Douglas Iliff, resident of Topeka
Joe Gould, Superintendent of Christian School in Syracuse
Rick Wolters, resident of Hugoton
Marti Ahlman, resident of Newton
Dr. R. J. Tippin, resident of Hillsboro
Connie Jost, resident of Hillsboro
Bruce Gass, President of Teaching Parents Association
Troy Finlay, resident of Kendall
Larry Finlay, resident of Kendall
Thomas Bunn, resident of Spring Valley Township
Kerry Hookstra, SonFlower Christian School in Scott City
Kip Hookstra, resident of Scott City, son of Kerry Hookstra
Larry Yeager, resident of Wichita
Gary Oakes, resident of Overland Park
Bill Peycke, resident of Roeland Park
Sally Buxton, resident of Wichita
Mike Rhoades, resident of Emporia
Betty Jones, Eagle Forum
Joan Strickler, State Advisory Council for Special Education
Kevin Werick, representing Pottawatomie and Wabaunsee County individuals
Bonnie Sawyer, Kansans for Alternative Education

The Chairman opened the hearing for proponents of HB 2008 - Re Proposal No. 17, HB 2080 - by Representative Hassler, and HB 2178 - by Representative Louis.

The Committee was presented with a copy of the fiscal note on HB 2008. (ATTACHMENT 1)

Representative David Louis presented HB 2178, allowing for home instruction. He stated that in his conversations with the numerous parents desiring home instruction, they have told him they would like a broader spectrum to choose from other than a public school and at this time home instruction has a vague status legally. That is why he has introduced this legislation. Stating to the Committee that he would be available to them for any questions they may have, he turned to Austin Vincent to complete the presentation.

Austin Vincent, a resident of Topeka, presented the Committee with a comparison of the three bills, HB 2008, HB 2080 and HB 2178. (ATTACHMENT 2) He added that the Committee might want to refer to testimony given to the interim committee from Dr. Raymond Moore, an expert in the field of home instruction. He further added that he would also be available to any Committee member to answer questions at their convenience.

Kathleen White, State Board of Education, testified in support of the home school concept. (ATTACHMENT 3)

Dr. Douglas Iliff, resident of Topeka, testified in support of HB 2178 and in opposition to HB 2008 and HB 2080. (ATTACHMENT 4)

Joe Gould, Superintendent of Christian School in Syracuse, testified in support of home schooling but in opposition of HB 2008 and HB 2080. (ATTACHMENTS 5, 6 & 7)

Unless specifically noted, the individual remarks recorded herein have not been transcribed verbatim. Individual remarks as reported herein have not been submitted to the individuals appearing before the committee for editing or corrections.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,
room 519-S, Statehouse, at 3:30 ~~am~~ p.m. on February 6, 1985

Richard Wolters, resident of Hugoton, testified in opposition to HB 2008 and HB 2080, but in support of HB 2178. (ATTACHMENT 8)

Marti Ahlman, resident of Newton, testified in support of HB 2178 and in opposition of HB 2008 and HB 2080 on behalf of herself and her family. (ATTACHMENT 9)

Dr. R. J. Tippin, resident of Hillsboro, testified on behalf of his family in support of HB 2008 with amendment. (ATTACHMENT 10) He added that they would be in support of HB 2178.

Connie Jost, resident of Hillsboro, testified on behalf of herself and her family in support of home schooling, preferably HB 2178. (ATTACHMENT 11)

Bruce Gass, Presidetn of Teaching Parents Association, testified in support of HB 2178 and with changes to HB 2080 or HB 2008 if they are the bills that the Committee would rather consider. (ATTACHMENT 12)

Troy Finlay, resident of Kendall, testified in support of home schooling, with amendments to HB 2008 and HB 2080. (ATTACHMENT 13) He added that he and his family would be in support of HB 2178.

Larry Finlay, resident of Kendall, testified in support of home schooling by echoing the previous conferees.

Thomas Bunn, resident of Spring Valley Township, testified on behalf of himself and his family in support of home schooling. (ATTACHMENT 14)

Kerry Hookstra, SonFlower Christian School in Scott City, testified in support of home schooling but in opposition of HB 2080 and HB 2008. (ATTACHMENT 15)

Kip Hookstra, son of Kerry Hookstra, shared the comments of his father by closing their statement. (ATTACHMENT 15)

Larry Yeager, resident of Wichita, testified in support of HB 2178 and in opposition of HB 2008 and HB 2080. (ATTACHMENT 16)

Gary Oakes, resident of Overland Park, testified in support of HB 2178 and in opposition to HB 2008 and HB 2080. (ATTACHMENT 17)

Bill Peycke, resident of Roeland Park, testified in support of home schooling but with amendments to HB 2008 and HB 2080. (ATTACHMENT 18) He added that he would be in support of HB 2178.

Sally Buxton, resident of Wichita, testified in support of HB 2178. (ATTACHMENT 19)

Mike Rhoades, residetn of Emporia, testified in support of HB 2178 and the home schooling concept by stating that the best instruction has always been a one-on-one basis. He added that parents rights should also be considered.

Betty Jones, Eagle Forum, testified in support of home schooling but in opposition of HB 2008 and HB 2080. (ATTACHMENT 20)

Joan Strickler, State Advisory Council for Special Education, testified that if HB 2008 and HB 2080 be passed, they request exemptions for exceptional children. (ATTACHMENT 21)

Kevin Werick, representing Pottawatomie and Wabaunsee County individuals, testified in support of HB 2178 and the home schooling concept. He added that they oppose HB 2008 and HB 2080 because the present system has been functioning well for the non-accredited private schools and if something is not broken, don't try to fix it. (ATTACHMENT 22)

Bonnie Sawyer, Kansans for Alternative Education, testified in support of HB 2178. (ATTACHMENT 23)

The Chairman closed the haring for proponents by commending the conferees on their adherence to the time limits imposed. The meeting was adjourned at 4:59 p.m.

The next meeting of the Committee will be February 7, 1985 at 3:30 p.m. in Room 519-S.

DATE Feb 6, 1985
 Page 1 of 3

GUEST REGISTER
 HOUSE
 EDUCATION COMMITTEE

NAME	ORGANIZATION	ADDRESS
Kerry Hookstra	Son Flower Christian School	1003 Jackson Scott City, Ks.
LARRY YEAGER	DAYS PRING SCHOOL	2318 CHARLOTTE WICHITA 67220
Donna Pinard	Trinity Academy	910 N. Georgia Derby, Ks 67203
Jeanne Shultz	Redeemer Academy	1043 N. Edwards Wichita
Sally Buxton	Washington Christian School	5711 Kenawee Wichita Ks.
KIP P. Hookstra	Son Flower C.S. School	SCOTT CITY KS.
Peter Buxton	Washington	5711 Kenawee W.K.S.
Eleanor Finlay	Victory Fellowship - Emporia	2929 American Rd
Jane Nammess	" " "	" " "
Frank Lowery	Christian Liberties Academy - School	Emporia Ks.
Dennell Cannon	Victory Fellowship	Emporia Kansas
MIKE ANGELL,	VICTORY FELLOWSHIP	EMPORIA, Ks.
Kathleen M. Ostrowski	interested parent	1929 Medford, Topeka ⁶⁶⁶⁰⁴
Thelma A. Bahner	Topeka Christian Academy	Grant St Topeka Ks
Marti Ahlman	Light of Life Christian Academy	Newton, Ks.
Charlotte McClann	interested parent	525 N. 3rd. Burlington Ks 66609
Katie Gregg	New Horizon Christian Academy ^{Wesley}	Wesley, Ks 67880 Box 467
B. J. (Tom) Gregg	" " " " "	Box 467 Wesley, Ks. 67880
Bob Johnson	United School Administrators	Topeka Ks
M. D. McKEENEY	" " "	" " "
Melvin R. Drey	Trinity Baptist Church	Newton
Kenneth Dyck	Church of God in Christ ^{Memphis}	Newton
Kenneth Waldeman	" " "	Halstead
Doris Hollis	self	Topeka

DATE Feb 6, 1985

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GUEST REGISTER

HOUSE

EDUCATION COMMITTEE

NAME	ORGANIZATION	ADDRESS
Stuart Merrill	The Church on Grant St.	316 W. Grant, Topeka
Nancy Lindberg	K-NEA	Topeka
Connie Russell	State Board of Education	Topeka
Jacques Dares	KASB	Topeka
Bill Curtis	KASB	Topeka
Jim Goually	USD # 512	Shawnee Mission
Richard Furb	KASB	Topeka
Vern Stephens	KSPE	Topeka
Mr + Mrs Rich Walters, Home		
note Deton, Mission	Faith Lutheran Church	HC 01 Box 28 Hugoton, KS 67951
Larry Spruell, text and children		Rt. 1 Waverly
Barbara J. Michena		501 Ohio Lawrence
Sammy Scott	KAE	1007 Alabama St. Lawrence
Marina Mainer		1181 Clay, Topeka
Sherry Thompson		1120 Woodward, Topeka 66604
Thomas & Connie Gunn	Brocharwood	Rt. 1 Box 136, Canby, KS 67428
Dale + Sharon Miller	Home	RR 3 Garnett, Kansas 66032
Christy Vincent	home	1524 Wayne, Topeka
Jack Smooty	NCC H	R1 Perry, KS
Rev Bill Brewer	Fellowship Baptist School	Box 18 Bonner Springs, KS
Bonnie Sawyer	Ks for Alternative Education	Spring Hill 66083
Kevin Werick	" " " "	St. Marys, KS
Betty Jones	Natl Council of Parent Educators Eagle Forum	Shawnee, KS
Cathy Peycke	home	4120 W. 48. Rockford Pt, KS

Fiscal Note
1985 Session
February 5, 1985

Bill No.

The Honorable Don Crumbaker, Chairperson
Committee on Education
House of Representatives
Third Floor, Statehouse

Dear Representative Crumbaker:

SUBJECT: Fiscal Note for House Bill No. 2008 by Special
Committee on Education

In accordance with K.S.A. 75-3715a, the following fiscal note concerning House Bill No. 2008 is respectfully submitted to your committee.

House Bill No. 2008 amends existing state law relating to compulsory attendance of children at schools. The bill would provide for an option of home schools as an alternative to public schools. The bill includes provisions regarding attendance, instruction, and registration for home schools. In addition, the bill would require that students participating in a home school program demonstrate educational achievement by participating in minimum competency testing as directed by the Department of Education.

The passage of House Bill No. 2008 could reduce enrollment in local school districts. Sufficient information is not available at this time to allow reliable estimates of the related fiscal implications on state aid, but the Department of Education anticipates the impact would be minimal.

The bill would require that approximately 2,480 students currently attending private non-accredited schools take the State Board of Education's minimum competency assessment test. The Department of Education estimates that the examination cost for these students would be approximately \$1,860. This cost would increase by \$.75 for each additional student attending a private or home school as a result of passage of this act. In addition, there would be additional fiscal impact on local school boards in providing consultant services to private non-accredited schools or home school students who failed the minimum competency testing as required in the bill.

Any expenditures or savings resulting from the passage of House Bill No. 2008 will be in addition to provisions of the 1986 Governor's Budget Report.

Alden K. Shields
Alden K. Shields
Director of the Budget

AKS:REK:dj

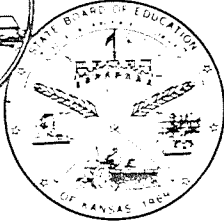
COMPARISON OF HB 2008, HB 2178, AND HB 2080

Sec.#	HB 2008-Committee	Sec.#	HB 2178-Louis by request	Sec.#	HB 2080-Hassler
1	<p>Amends 72-1111 Removes unaccredited private schools (UPS) as option for compliance with compulsory attendance. Makes attendance at UPS and participation in a home instruction program (HIP) an exemption to compulsory attendance which may be withdrawn for any noncompliance (see New Sec. 3(e) and Sec. 5 (d)). HIP students taught by parent only.</p>	1	<p>Leaves UPS an an option co-equal with accredited schools. Makes HIP an exemption. May be taught by parent or competent teacher under supervision of parent.</p>	1	Same as 2008
2	<p>Technical amendments only.</p>	2	<p>Same as 2008</p>	2	Same as 2008
3(a)	<p>Requires UPS and HIP students to attend for substantially equivalent period of time, take minimum competency assessment (MCA) and demonstrate educational progress as determined by local school board.</p>	3(a)	<p>Applies only to HIP students. Requires 1080 hours in 12 months, standardized achievement test yearly, progress as determined by state board.</p>	3(a)	Same as 2008
3(b)	<p>Requires parents of UPS and HIP students to notify state board of existence and anything else state board may require.</p>	3(b)	<p>Requires parents of HIP students to notify of existence, etc. All information required is listed.</p>	(b)(1)	<p>Requires parents of HIP students (not UPS) to register with the local school board all information required in 2008, plus any other information the local board requires and file a copy of the curriculum and list of learning activities with the local board.</p>

ATTACHMENT 2 2-6-85 House Education Committee

2008	2178	2080
<p>(c) HIP only in child's home for substantially equivalent period of time.</p>	<p>(c) HIP in child's home only, except for special instruction and classes at a non-public school.</p>	<p>(b)(2) Same as 2008(c).</p> <p>(b)(3) (A) Local board appoints a certificated person to oversee the HIP and visit the home annually.</p> <p>(b)(3) (B) Local board provides MCA for all HIP students.</p> <p>(c)(1) Requires parents of UPS students to notify state board.</p> <p>(c)(2) State board provides for MCA of all UPS students.</p>
<p>(d) UPS and HIP take MCA. If fail first time, must consult with local district. If fail second time, local district may determine insufficient progress and report to SRS as truant. Exemption is removed and must enroll in an accredited school.</p>	<p>(d) HIP takes standardized achievement test annually at parent's expense. Option for private testing by approved independent person. State board shall consider achievement test results and other information supplied by parents. If fail second time and state board finds lack of progress, after considering all tests and information, child must attend an UPS or an accredited school. Reinstatement requires state board approval.</p>	<p>(d) If HIP or UPS student is 6 months behind "grade level expectancy" as determined by MCA, must counsel and consult with certificated employee of local district. If second MCA shows child is 12 months behind, exemption is withdrawn regardless of any other factors. MCA is sole determiner.</p>
<p>(e) Failure to comply with any provision removes exemption for UPS and HIP student.</p>	<p>(e) Applies only to HIP student.</p>	<p>(e) Same as 2008.</p>

2008	2178	2080
(f)	State board empowered to adopt rules and regulations for Sec. 3	(f) Same as 2008
4	Technical change only.	4 Same as 2008.
5	Requires UPS to register name, address, grades, and number, name and age of students and anything else state board wants. Deletes remainder of present 72-53,101. State board adopts rules and regulations.	No provision. UPS continues to register under current 72-53,101. 5 Same as 2008.
6	Removes "innocent purpose" clause of 72-53,102 and adds remainder of 72-53,101 which was deleted in Sec. 5.	No provision. 72-53,102 remains unchanged. 6 Same as 2008.
7	Technical correction only.	7. Amends School District Equalization Act so that each HIP student counts as one pupil. 8 Same as 2008.
8	Technical amendment to child labor law. Prohibits certain chores during school hours for all school and HIP students.	4 Same as 2008 5 Applies only to school children, as public school hours are irrelevant to HIP students. 9 Same as 2008.
9	Technical correction to "child in need of care" statute.	6 Same as 2008. 10 Same as 2008



Kansas State Department of Education

Kansas State Education Building

120 East 10th Street Topeka, Kansas 66612

February 6, 1985

TO: House Education Committee
FROM: Kathleen White, State Board of Education
SUBJECT: Home Schooling

My name is Kathleen White, a member of the State Board from Shawnee Mission.

The State Board of Education recently adopted the following resolution.

The State Board of Education recommend the acknowledgement of home schooling as an option in complying with the Kansas compulsory attendance requirement and that regulations pertaining to home schooling not exceed those currently imposed on private, denominational, and parochial schools under K.S.A. 72-1111 as amended. These requirements include the following: (a) The school must be taught by a competent instructor, (b) The school must be in session for a period of time which is substantially equivalent to the time public school is maintained in the school district in which the school is located (180 days or 1,080 hours and six-hour days, as provided by K.S.A. 1984 Supp. 72-1106). Home schools should be required to register with the State Board of Education. Further, that home instruction is an option only to the children who reside in the home and, further, to the private residence of such children and their parents (or guardians).

ATTACHMENT 3

2-6-85

House Education Committee



Testimony of Douglas Iliff, M.D., before House Education Committee

February 6, 1985

Dear Sirs:

My name is Doug Iliff, I am a physician in the emergency room at Stormont-Vail Regional Medical Center, and I live in Topeka. I am speaking as a private citizen, but drawing on five years of experience as president of the board of directors of Cair Paravel School, Inc., a private, unaccredited, independent, non-denominational Christian school in Topeka.

My testimony today will support House Bill No. 2178, and oppose House Bills 2008 and 2080.

When I spoke before the interim committee this summer as they were considering the home schooling issue, I commended to their consideration a wise and balanced document written by an advisory panel to the Governor of Nebraska in the wake of the embarrassing brouhaha between a private school and state officials. The panel recognized both the right of private citizens to supervise the education of their children, and the responsibility of the state to guarantee an educated populace. They concluded that the best way to reconcile these two perspectives was to test the competency of students in unaccredited private schools without attempting to regulate those schools (as to teacher licensure, curriculum, etc.). I still think, in general, that this is a sound conclusion.

The primary focus of the three bills under consideration is to bring the issue of home schooling out of the shadow-lands, legally and legislatively. This is also wise. To ignore the issue would be to court chaos, because many parents currently favor this option. In my experience, they are far better than average parents, and you have little to fear by facing the issue squarely.

Although all three bills legitimize and regulate home schooling, the two bills I oppose (2008 and 2080) in one way or another drag unaccredited private schools into the regulations in a way I find unacceptable. Both bills deprive unaccredited private schools of their status as an option for compliance with the compulsory attendance statute; instead, we would become (with home schoolers) an exemption to compulsory attendance which could be withdrawn for any noncompliance.

Should you offer to deprive me of my American citizenship, but promise me an exemption from deportation so long as I behaved myself, you would certainly not expect me to be grateful. I am not grateful for the treatment accorded us by 2008 and 2080.

Let me share with you some figures which may illuminate several points (see attachment A). These are the composite percentiles for every Cair Paravel student, plus a handful of home schoolers, on the Iowa Test of Basic Skills which was administered a few months ago.

Look at the scores for the fourth grade. This class is of particular interest to us because many of them were members of our first kindergarten class five years ago, and so are our most representative students. Most of the fifth through eighth graders, by contrast, have only been with us one to three years, after beginning their education in the public schools.

The first thing to notice is how high the scores are--two-thirds are above the 95th percentile, despite the fact that we have never turned away a student because of academic or mental deficiencies. You might imagine how irritating it could be to troop up to the Capitol once or twice a year to oppose legislation seeking to put Cair Paravel under the enlightened leadership of educational bureaucrats; nevertheless, I am not irritated. This is my chance to learn about humility and representative democracy in action.

Let me draw your attention to the student at the 50th percentile. You will notice that he is far behind the rest of the class, although average by national standards. But this is a wonderful boy. He is cheerful, gentle, hard-working, and unversally loved by his classmates.

He has been with us four years now, and with tutoring his scores have steadily improved. He still isn't a good reader, but he is now average. However, if H.B. 2080 had been the law of the state four years ago, he would be back in public schools by now. He would have been more than 6 months behind his grade level the first year he was tested; and he would have been more than 12 months behind (though improving) the second year. Now my question: do any of you seriously think this boy would have been better off in the public schools? If so, you will be happy with H.B. 2080; and unaccredited private schools will lose the opportunity to be of real service in the education of below-average students. We will become what we are unjustly accused of being now--schools for the elite of society.

Please, let's use common sense. Suppose you were paying \$1300 per year per student to receive a service everyone else on the block got for free. Do you think you would be more than normally aware of how well your child was progressing? Of course you would! Private schools have always been blessed with involved parents. And involved parents are the best accrediting agency known to man. If we don't provide a good service, they will take their business elsewhere, and Cair Paravel will cease to exist. That's called the free market. Public schools could probably use a good dose of it; but that's not my point. We don't need supervision from the state because we're being supervised by 70 sets of bureaucrats every day of the school year.

To repeat the advice I've given this committee before: If it ain't broke, don't fix it. There is an educational system in this state that needs fixin', but it ain't us. I could make a number of suggestions toward that end, but I haven't been asked.

If you absolutely cannot sleep at night without seeing test scores from unaccredited schools, at least let us turn in scores from a test worth taking--like the Iowa Test of Basic Skills, which every student at Cair Paravel takes every year, or the Stanford Achievement Test. These tests are nationally validated, and give us a host of diagnostic and prescriptive advice (see attachment B). The state minimum competency test won't tell us a thing we don't already know from the Iowa Basics, and will waste another day of class time. But to repeat: the best idea is to leave well enough alone, and concentrate your reforming efforts on the system that needs it.

I support H.B. 2178 because it deals well with the issue of home schooling without changing the present status of unaccredited private schools.

Thank you for your patience.



MEMORANDUM

To: Cair Paravel Teachers
 From: DI
 Date: December 15, 1984
 Subject: Results of Iowa Test of Basic Skills

Tom just gave me the composite percentile scores (listed below by grade level) for the Iowa Basics taken at the end of October.

Those of you who have been with Cair Paravel more than a year know that the board has always de-emphasized standardized test results for two reasons: first, because "teaching for tests" may ruin their usefulness as diagnostic tools (remember the charges a couple of years ago that USD 501 teachers were pressured to produce higher test scores for propaganda purposes); and second, because we haven't wanted to tempt you to slight the many areas of the curriculum which are not tested by the Iowa Basics. This policy will not change.

However, as I have watched the already-high scores of Cair Paravel students rise from grade to grade, to the point where they now average two grade levels above national norms, I think a muted word of congratulations are in order.

We ask an awful lot of you folks. You are underpaid, and without a drastic rise in tuition you always will be. We ask you to think in new categories, and to experiment with unfamiliar methods. Not only do we want you to teach the "basics," but throw in the scheduling disruptions of Latin, music, art, athletics, and private music lessons during the school day as well, plus the many special concerts and celebrations. Most important, we ask you to be shepherds of the souls and characters of your students.

Given all that, we would gratefully accept less-than-spectacular achievement on standardized tests, in confidence that well-balanced, godly students will show their achievement over the long term. But to get the performance summarized below--well, your work is above and beyond the call of duty. We're on the right track, and if Cair Paravel leads a revolution in Christian education, we will have you to thank.

<u>K</u>	<u>1st</u>	<u>2nd</u>	<u>3rd</u>	<u>4th</u>	<u>5th</u>	<u>6th</u>	<u>7th</u>	<u>8th</u>
97	97	97	98	99	99	97	98	96
97 46	97 49	96	96	99	89	93	97	88
96 46	95 49	96	96	99	86	62	95	61
96 46	94 17	94	96	99	82		92	
95 46	92	94	96	97	74		66	
93 38	90	91	95	97	72		64	
93 38	90	91	92	97	72			
93 38	79	91	71	97	50			
93 22	75	89	40	96	33			
91 6	75	87		96				
91	70	87		96				
91	70	81		95				
89	70	71		92				
89	70	71		91				
89	60	50		85				
83	60	45		83				
76	60	45		79				
72	54	27		79				
72	54	13		50				
61	54							
46	54							



TEACHER:

GRADE: 5 LEVEL: 11 FORM: 8 DATE TESTED: 11/84 I.D. NO.:

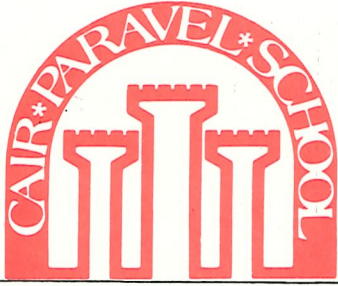
PAGE 2
PROCESS NO: 000-4344-000

V VOCAB		R READG		L-1 SPELG	L-2 CAPTN	L-3 PUNTN	L-4 USAGE	L TOT LANGT	M-1 VIS M	M-2 REF M	M TOT WK ST	M-1 M CON	M-2 M PRO	M-3 M COM	M TOT MATH	CMPLT COMP	SST SOC S	SC SCIEN															
GE	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR	GE	PR														
81	97	84	98	74	86	88	98	88	98	82	92	83	97	86	99	78	96	82	98	79	96	80	98	69	96	76	98	81	99				

SKILLS	NUMBER ATTEMPTED	NUMBER CORRECT	NUMBER OF ITEMS	PERCENT CORRECT FOR THIS STUDENT	CLASS AVERAGE PERCENT CORRECT	NATIONAL AVERAGE PERCENT CORRECT
VOCABULARY (N= 9)	39	36	39	92	67	51
Nouns	14	14	14	100	71	56
Verbs	10	9	10	90	67	49
Modifiers & Connectives	15	13	15	87	63	47
READING (N= 9)	54	48	54	89	61	49
Facts	22	21	22	95	63	52
Inferences	17	13	17	76	63	50
Generalizations	15	14	15	93	57	45
SPELLING (N= 9)	40	33	40	83	72	51
Consonants	18	12	18	67	69	51
Vowels	17	16	17	94	69	49
No Mistakes	5	5	5	100	89	55
CAPITALIZATION (N= 9)	30	27	30	90	73	50
Names and Titles	5	5	5	100	80	59
Dates and Holidays	4	3	4	75	78	70
Place Names	6	6	6	100	72	43
Organizations and Groups	5	5	5	100	71	41
Linguistic Conventions	4	2	4	50	56	47
No Mistakes	4	4	4	100	78	56
PUNCTUATION (N= 9)	30	27	30	90	69	46
Terminal Punctuation	8	7	8	88	79	42
Use of Commas	10	9	10	90	57	46
Other Punctuation	6	5	6	83	78	50
Overpunctuation	3	3	3	100	59	43
No Mistakes	3	3	3	100	78	51
USAGE (N= 9)	30	27	30	90	77	57
Use of Verbs	12	11	12	92	82	55
Use of Pronouns	4	3	4	75	69	54
Use of Modifiers	4	4	4	100	75	61
Use of Context	7	6	7	86	67	49
No Mistakes	3	3	3	100	89	66

SKILLS	NUMBER ATTEMPTED	NUMBER CORRECT	NUMBER OF ITEMS	PERCENT CORRECT FOR THIS STUDENT	CLASS AVERAGE PERCENT CORRECT	NATIONAL AVERAGE PERCENT CORRECT
VISUAL MATERIALS (N= 9)	46	37	46	80	56	41
Map Reading	29	22	29	76	55	43
Reading Graphs & Tables	17	15	17	88	57	39
REFERENCE MATERIALS (N= 9)	45	39	45	87	64	50
Alphabetizing	9	7	9	78	63	47
Using Table of Contents	7	6	7	86	76	59
Using an Index	8	8	8	100	78	62
Using a Dictionary	9	8	9	89	62	49
Using Encyclopedias	5	5	5	100	60	45
Using General Reference Materials	7	5	7	71	46	36
MATH CONCEPTS (N= 9)	37	30	37	81	57	41
Numeration, Number Systems, and Sets	8	7	8	88	61	56
Equations, Inequalities and Number Sentences	5	5	5	100	56	46
Whole Numbers; Integers	7	7	7	100	71	45
Fractions	7	5	7	71	56	43
Geometry and Measurement	9	6	9	67	44	34
MATH PROBLEM SOLVING (N= 9)	27	25	27	93	65	48
Single-Step Problems:						
Addition - Subtraction	8	8	8	100	76	58
Single-Step Problems:						
Multiplication - Division	7	6	7	86	57	41
Multiple-Step Problems:						
Combined Use of Basic Operations	12	11	12	92	61	44
MATH COMPUTATION (N= 9)	45	37	45	82	69	42
Whole Numbers	38	32	38	84	75	54
Fractions	7	5	7	71	32	19

LEGEND: Areas of greatest need are underlined.
Areas that represent strengths are marked with arrows.



ISSUES IN EDUCATION

FROM A CHRISTIAN PERSPECTIVE

February, 1985

Douglas Iliff, M.D., Editor

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THE PURPOSE OF A CAIR PARAVEL EDUCATION

On March 14, 1948, Douglas Hyde tendered his resignation as the news editor of the London Daily Worker, ending twenty years as a member of the Communist Party. A week later, in a written statement, Hyde announced that he had renounced Communism and was joining the Roman Catholic Church.

In Dedication and Leadership (University of Notre Dame Press, 1966), which was originally a series of lectures on the goals and methods of Communism, Hyde graphically demonstrates the reasons why Communists now control a third of the world's population. His purpose is clear: he wants to inspire the church to the same level of dedication. Anti-communism is not the answer. Pro-christianity is. Unfortunately, Christians have been nowhere near as faithful to a living Savior as Communists have been to an abstract, and increasingly discredited, ideal.

Hyde's basic points are simple: all human beings possess a desire (sometimes deeply buried) to give their lives for a worthy cause; if that cause is presented clearly and forcefully, some people will join the cause; real dedication to the cause is more likely if a large sacrifice is required (of time, money, reputation, etc.), rather than a small one; almost all men can become leaders, if given training and real responsibility in carefully graded steps; the best witness for the cause is to be the best worker in whatever field one is trained; and workers must be alert to turn every conversation into an opportunity to witness for the cause. In this way, a tiny minority can effectively control the majority of leaderless, apathetic, and unenlightened citizens. Some representative quotes:

"When I left Communism after twenty years in the Party, I knew its evils. But I also believed that the Communists were right in some important respects. For example, when they said that there is a great battle going on all over the world which in the final analysis is a struggle for men's hearts, minds, and souls."

"If the majority of members of an organization are half-hearted and largely inactive, then it is not surprising if others who join it soon conform to the general pattern. . . . If, on the other hand, the majority of members, from the leaders down, are characterized by their single-minded devotion to the cause, if it is quite clear that the majority are giving till it hurts, putting their time, money, thought, and if necessary life itself at its disposal, then those who consider joining will assume that this is what will be expected of them. If they nonetheless make the decision to join, they will come already conditioned to sacrifice till it hurts."

"In theory, at least, the Christian should be relating his Christianity to his whole life and to the world about him, all the time, everywhere. Yet in practice, . . . a Communist may be the first totally dedicated person he has met. Or, if that is putting it too harshly, the Communist may be the first dedicated person he has met who is not wrapped up in his own salvation but is devoting himself to the transformation of society and to changing the world."

"The tutor is not simply asking his pupils to go into battle, he is quite obviously involved in it himself. The examples he uses, the anecdotes he tells, are not taken from books. They come direct from his own experience, from his contact with people and from the workaday world. The demand for total commitment implicit in the tutor's words is made acceptable by the knowledge that the tutor is himself totally committed. If he is so obviously dedicated he has the right to present the world in terms which emphasize the need for dedication."

"Each person being instructed must be made to feel that, no matter how theoretical the subject, what he is being taught is meaningful to him in his life and meaningful to the world and times in which he lives. The tutor sees his job as not simply that of pumping so much information into the heads of so many people but rather that of giving them instruction which will lead almost automatically on to action."

"Communists, if they are worthy of the name at all, are always active."

"Party members are sent into action and they go knowing that their superiors believe in them. The leaders send the rank and file into campaigns expecting that they will make mistakes, which of course they do. But they teach them how to learn from those mistakes. . . . If you never say a word on behalf of your beliefs, if you never do anything, you are never going to be guilty of heresy--except that the total failure to do anything about your beliefs seems to me almost to constitute a heresy in itself. . . . Perhaps it is one of the greatest and most deadly heresies of our time."

"If the Communist, therefore, has a reason to want to spread his Communism, so, too, has the Christian. The Christian will do well to take a leaf out of the Communist book and to recognise that nothing is gained by squandering our human material or letting it go to waste, as is so often the case today. Everything is to be gained by using it well. If one really is setting out to do a job, then it is only commonsense to make it as effective as possible. If you believe that, say, public opinion needs to be rescued from present trends, then there is every reason why also you should try to make the Christian impact upon it as great as possible."

"The Communists are not interested in producing leaders as such. It is Communist leaders they want. Men who will lead for the cause, not just for themselves. The same surely goes for Christians, too. Our public and professional life is full of people who are leaders who are also Christians. The purpose of Christian leadership training is not just to help ambitious men to the top, or to make little men who have done leadership courses feel bigger than they really are. Still less is it to produce führers, either large or small. It has much more to do with the making of integrated people--ones who understand what they believe, are deeply dedicated to it, and who try unceasingly to relate their beliefs to every facet of their own lives and to the society in which they live."

Comment: How's that for a challenge! The church has a long way to go--that goes without saying. But let's look on the positive side. Mr. Hyde was speaking to Christians, in 1966, who in almost every aspect of their lives had divorced faith from reality. They were, to use the metaphor of his last sentence, dis-integrated. Humanistic, secularizing forces were at work on broad fronts in American society, and almost without opposition. Politics and religion? Mixing the two was positively un-American. I remember well the evangelicals I ran around with shortly after my conversion in 1969; anxiously awaiting the our rapture from the Late Great Planet Earth, we had little motivation to change society.

Since then, we have witnessed quite a turnaround. Christians have discovered that they have as much right to influence the political process as anyone else. Christian schools, expressions of profound dissatisfaction with the educational status quo, continue to spring up like mushrooms after a rain. Cair Paravel is a part, and a product, of the activist movement of the church. It is a small minority making all the noise--however, as Mr. Hyde testifies, a dedicated minority is enough.

The movement is not confined to a particular denomination or eschatology. It is a handful of believers here and there, who have decided to act as well as pray, and have found that--the wonder of it all!--they can make a difference.

We have talked and written a lot over the past five years about the educational goals of Cair Paravel. We think that education has taken a wrong turn in this country, pedagogically as well as spiritually, and Cair Paravel has a place in putting things back in order. That may be, or it may not. But one thing is for certain: if one day we wake up to find that we are turning out Christian prima donnas --kids who have all the right answers, and are quite content to sit smugly on their gnosis--we'll close the place down and invest our time in something worthwhile. Knowledge is only a step on the way to wisdom, humility, and action.

The Communists, obviously, have discovered valuable principles in the training of action-oriented comrades. Do they despise education? Not on your life. Universities have traditionally been warm toward Communism, and cool toward Christianity. Communists know that a scholar (caricatures to the contrary) is the most likely person to become a revolutionary. Take a good look at the pictures of the Salvadoran rebels the next time they come out of the hills to parley: if they look like college professors, it is because they once were. Jacques Barzun has expressed this perfectly:

Even if the academic man is popularly thought of as a Hamlet sicklied o'er with the pale cast of thought, do not underrate thought. Remember how many corpses Hamlet managed to pile up by the end of the play and what a relief it was. Given the chance, men of thought readily turn men of action because their minds do not shrink from the unfamiliar. (Teacher in America, Liberty Classics, p.35)

At Cair Paravel we are trying to culture minds which will not shrink from the unfamiliar, in part because the unfamiliar has been faced--and conquered--many times. That's what a strong academic atmosphere does. But it's more than just academics--students at a Christian school should learn to reason from first principles which are really true, because they come from the Word of God. There is no reason in the world why Christian schools can't produce leaders capable of changing the course of American history and seeing the fulfillment of the Great Commission.

A DEBATE OVER "DUMBING DOWN"

"Dumbing down" is a phrase invented by outgoing Secretary of Education Terrel Bell to describe what has happened to American textbooks over the last half-century. The December 4, 1984 issue of Time magazine reports the controversy surrounding "readability formulas" which currently dictate what is published for schoolchildren.

According to the authors, the roots of "dumbing down" go back to the 1920's, when schools began systematic testing of children and decided that the curriculum was too hard. "They made the curriculum easier," says Jeanne Chall of Harvard, "and they made it easier, and they made it easier." The result is that textbook literature for elementary and secondary students is, in effect, written by a committee--you start with what words can be used, add the words which must be reinforced from previous lessons, throw in the reading skill we are working on this week, chuck it all into the blender, and Presto!--pureed literature. That's how it reads, too, and that's why nobody can stand to read it--least of all the poor kids we foist it on. They'll be back to Marvel comics just as soon as the bell rings; poor literature, sure, but at least it is written by someone who honestly cares about telling a tale.

The frustrating thing about the "dumbing down" of textbooks is that neither educational bureaucrats nor publishing houses will take the lead in combatting the problem. Bill Honig, California's superintendent of public instruction, has been one of the loudest and most persistent critics of "dumbing down," but in his own state a zoo story beneath the fifth grade cannot contain such words as beaver, parrot,

goat--and zoo. Understandably, textbook publishers refuse to upgrade their wares until readability formulas are abandoned by the bureaucrats.

Comment: This is a very revealing article which goes a long way toward explaining the downward spiral of American education. From my perspective as a board member of a private school for five years, I would add several observations.

First, good literature is available. What you have to look for is a series which compiles stories and poems which were written for real children in a free market, and subsequently made into a textbook. Because it was not written by formulae, the book is therefore readable. At Cair Paravel we use the Open Court Headway program in kindergarten through third grade, and then switch to the Open Court RISE (Reading Instruction for Superior Education) program in fourth through sixth. The latter is now marketed as a "gifted" series; ironically, it was a standard text in the late 50's and 60's when "dumbing down" had not sunk to its present depth. In seventh and eighth grade (and eventually in ninth through twelfth) we use the A Beka literature program.

Second, the problem is at the grass-roots level (teachers), and therefore I suspect it must originate with professors of education. We've heard a lot over the past few years about the education of teachers being long on "methods courses" (how to teach) and short on subject matter (knowledge, or what to teach). Furthermore, some of the methods have been lousy ("look-say" in reading, the New Math, etc.). This is an example of another method based on faulty premises. The presupposition is that a child will be hopelessly confused if he runs into a word or idea which is outside his experience or reading vocabulary. An example would be the librarian who once took a book away from my brother in grade school because it was too hard for him. He didn't think so; she did. She won.

Multiply this example times millions, and you have a prescription for inferiority. Yes, good literature will confuse a child; but not hopelessly. To the contrary, children love a good mystery, even if it is only a word. "Controlled vocabulary" insults not only their intelligence and aesthetic sense, but also their sense of wonder--and the sense of wonder is the great ally of a great teacher.

Teachers need not so much to be reeducated as reassured. NO, you are not going to create dyslexics by releasing the apron-strings of reading. Forget about being systematic; enjoy the story! (By the way, if an adult does not enjoy a children's story then it is not a good story; what reads like mush to adults does so to kids, too.) Leave the systematic approach for math and grammar; good literature must be eclectic!

Finally, we should realize who is really penalized by "dumbing down." The gifted student will perhaps just punch his time-clock at school and then curl up with a real book at home. It is the average student who is disenfranchised by the present system. He thinks the garbage he has read since the first grade is typical of literature in general; so it is no wonder that he expects no more than The National Enquirer and People magazine when he grows up.

A Victory for Christian Schools

Basics and the Bible are freed from state control

It is 8:30 a.m. on a wintry Michigan day. In a classroom decorated with a large Scripture verse and accordion-pleated angels sit 27 third- and fourth-graders. The mood is quiet and serious. Lessons start with the Pledge of Allegiance, then a stanza of *America*. The students pray aloud for relatives; they thank God for Bobby's new glasses. For 45 minutes, their teacher, Joel Allen, 28, leads the students through Bible study. "Who made you?" he asks. "God made me. *Job 33:4*," the children answer. During the course of the 6½-hour day at the Bridgeport Baptist Academy, the students, ages four to 18, are drilled in the basics and the Bible. Says Allen: "We don't consider it a job working here. We consider it a ministry."

The independence of that ministry was resoundingly upheld last week. In a strong, unambiguous decision, a Michigan judge reaffirmed the First Amendment guarantee of separation of church and state by exempting private Christian schools from state supervision of their curriculum and teachers. Ministers, teachers and parents of the Bridgeport Baptist Academy and the Sheridan Road Christian School, both near Saginaw, had charged that attempts by the state's board of education to supervise curriculum and teacher qualifications violated their religious freedom. Judge Ray Hotchkiss agreed, ruling that the board, by imposing its secular standards of education on religious schooling, "interfered with plaintiffs' constitutional right to freely exercise their religion." Said Hotchkiss: "This court fails to see a compelling state interest in requiring nonpublic schools to be of the same standard as public schools in the same district. Such a scheme does not ensure even a minimum degree of quality of education." Hotchkiss, however, did uphold the state's right to impose on the Christian schools health and safety requirements, to which they had never objected.

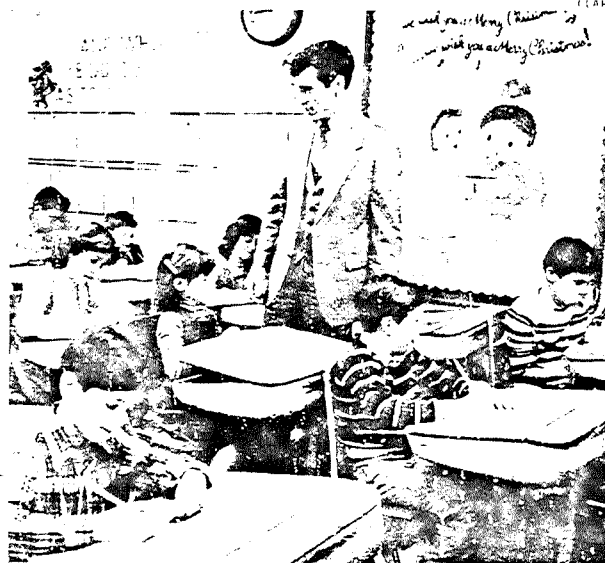
The fundamentalists were jubilant at their victory. Said Sheridan Road Principal Bill Swain: "We knew our position was strongly supported by the Bible. We thought we had the Constitution on our side. But I didn't expect to get a favorable decision." William Bentley Ball, a leading constitutional lawyer who argued for the two schools, called the judgment "very strong on religious liberty, clarifying the right to teach and the right to learn."

While the decision applies only to Michigan, it may influence other states. As independent Christian



Sheridan Road Principal Swain in court
Demanding separation of church and state.

schools have proliferated over the past decade—with an estimated enrollment of 600,000 students nationwide—so have conflicts with state authorities. In Nebraska, the Rev. Everett Sileven of Louisville was jailed four times in 1982 for defying a court decision requiring him to hire state-approved teachers for his Faith Baptist School. In Massachusetts, Assistant Attorney General Maria Lopez has asked a civil court to impose a \$100-a-day fine on two ministers who operate the Grace Bible Church Christian School in Dracut until they agree to report the



Bridgeport Teacher Allen presides over a quiet classroom

"We don't consider it a job. We consider it a ministry."

names, ages and residences of their 30 students. In Maine, a major case will be tried in February. The issue: whether the teachers at the Bangor Baptist Church School and some 20 other Christian schools need to have state approval and whether the schools must maintain and report educational records.

These cases involve a conflict between two important democratic values: religious liberty and the state's obligation to ensure that children have access to a free, adequate education. All 50 states have compulsory attendance laws, and ten of them require their private schools to use state-certified teachers. Catholic, Lutheran and Jewish schools for years have accommodated state requirements. But the Protestant fundamentalists who run the new Christian schools interpret both the Bible and their mission more rigidly. The Rev. Gerald Somero, 42, minister of the Sheridan Road Baptist Church, believes that by complying with licensing requirements "we are saying to the state 'you have a right to choose whom God has called to the ministry of teaching.'"

States generally require that teachers be college graduates with a certain number of education credits and practice-teaching hours. In contrast, teachers at the Bridgeport Baptist Academy must be "born again," regard teaching as a spiritual calling and live by biblical standards. They must have some college training, preferably at a Christian institution, but a bachelor's degree is not essential. Nonetheless, some teachers at these schools are highly qualified by any secular standard: Allen, for instance, not only has a teaching degree but a master's in divinity, both from Christian colleges.

In the Michigan trial, the issue of teacher certification turned out to be more of an embarrassment to state officials than to the Christian schools.

Education experts could not agree on which standards the Christian teachers needed to follow, nor could they prove any link between certified teachers and good education. Noted Judge Hotchkiss, a former public school teacher: "The overwhelming evidence shows that teacher certification does not ensure teacher competency and may even inhibit it." Since each student who leaves a Michigan public school to attend a Christian academy deprives the local school district of about \$2,000 in state aid, the judge also observed that state officials were hardly disinterested guardians of education. He called state regulation of private schools "an incredible conflict of interest."

Many parent sponsors of the new Christian academies have a deeply rooted animosity toward public schools. In their view, the

schools have adopted a godless philosophy of "secular humanism" by requiring classroom discussion of such touchy subjects as sex education and feminism. Because secular humanism is in conflict with the Bible, as these parents see it, it is a sin for them to send their children to public schools. Says Blanche Reinbolt, who has three children at Bridgeport Baptist Academy: "I've seen what certified public school teachers have done for my kids, and it wasn't good."

Among other things, discipline at the academy is strict. Behavior "condemned by the word of God," such as profanity, smoking, lying, fighting, gambling and cheating, is considered grounds for corporal punishment and even expulsion. Before their children are accepted for enrollment, parents must sign a letter authorizing staff members to paddle students for continual offenses. (The letter explains: "Following the administering of the strokes, the staff will pray with your child, assuring him or her of their love.") Says Howard Riles, father of a sixth-grader: "What I hope is that when my daughter goes off to college, she'll have some character."

The Bridgeport parents pay from \$900 for one child to \$1,750 for three or more children. Talented students are motivated to excel; those with less ability at least learn the basics. Like many Christian schools, the Bridgeport Academy uses a core curriculum of social studies, science, math, English and spelling interspersed with Bible teachings. The results make a strong case: at Bridgeport, eighth-grade students taking the Metropolitan Achievement Test averaged tenth-grade levels. At Nebraska's Faith Baptist, pupils scored a year ahead of their public school counterparts on the California Achievement Test.

Michigan officials intend to appeal Judge Hotchkiss's verdict. Says Assistant Attorney General Richard Gartner: "The state now has no process to approve non-public schools." Part of Michigan's compulsory education law says that parents must send children to state-approved schools. According to Gartner, there is now a legal doubt: as to whether the compulsory attendance requirement is legal.

Nationwide, there remains much confusion over the constitutionality of state education laws. Says Maine's Deputy Attorney General Rufus Brown, who will argue a similar case in February: "A number of state and federal courts have recognized the legitimacy of minimal standards for teacher qualifications and for curriculum." But Dean Kelley, head of the civil liberties division of the National Council of Churches, maintains, "The U.S. Supreme Court has recognized the right of parents to send their children to schools other than the public schools." The Supreme Court may have to make another decision—this time on what requirements states can impose on both public and private schools. —By **Ellie McGrath, Reported by Barbara B. Dolan/Detroit**

Press

No Easy Trick

How to spoof the Enquirer?

Perhaps nothing is harder to satirize than a venture that is already a caricature of itself. By that standard, the ultimate challenge to a parodist would have to be the weekly scandal sheets sold at supermarket checkout counters, epitomized by the 56-year-old *National Enquirer* (circ. 5 million). The *Enquirer* and its imitators, including the *Globe*, *Star* and *National Examiner*, feverishly mine such exotic "news" as people biting snakes, unimaginably obese couples losing hun-



A send-up that barely exceeds the original
The difference: no claim to be true.

dreds of pounds, clergymen having visions of aliens or ghosts, and almost any gossip involving the Kennedy family.

Hard as it may be to concoct articles more bizarre than what the tabloids already run, the challenge has been taken up by Tony Hendra, 41, the editor-entrepreneur behind the 1978 parody *Not the New York Times* and last April's *Off the Wall Street Journal*. Says Hendra: "The *Enquirer* style is difficult. You have to keep sentences to ten words and use 'mind-boggling' and 'national survey' over and over. To get the layout right you have to unlearn everything you know about good design."

About 1.6 million copies of his *Irrational Enquirer* are scheduled to reach newsstands this week, and except for the price, \$2, vs. 65¢ for the *Enquirer*, the takeoff is all but indistinguishable from the original. Indeed, that may be the jape's major flaw. Even regular readers of the *Enquirer* and its ilk may err in guessing which of the following stories comes from the spoof and which from the "real" tabloids:

► The Chinese Communist government is

- sabotaging the U.S.—by spreading herpes.
- John Lennon speaks daily from beyond the grave to his widow Yoko Ono.
- Making funny faces can help you look years younger.
- You can live in an enclosed steel box and be comfortable.
- "Good Night, Gracie [Allen]: My horror encounter with actress's ghost."*

The close imitation was taken, possibly sincerely, as flattery in the Lantana, Fla., headquarters of the *Enquirer*. Said *Enquirer* Editor Iain Calder, 43: "Obviously, I noticed the similarity. It's another confirmation that we are No. 1." Hendra's partner and publisher, Larry Durocher, 42, joked in an interview that the major difference between the publications is that the spoof is stapled together, while the *Enquirer* is merely folded. Then he noted another distinction that probably ought to matter to the 11 million credulous readers of the major U.S. scandal tabloids. Said Durocher: "We make no claim that our stories are true." ■

Help Unwanted

Parade rains on an old story

Dorothy Ridgway was nine in 1960 when wire services reported that she was dying of a rare bone disease and that her only wish was for Christmas cards: a kindly world sent 600,000 of them within weeks. This year *Parade*, the ubiquitous (circ. 22 million) Sunday newspaper supplement, decided to visit Dorothy, now 31 and alive after all. The portrait in the Dec. 19 issue was vivid down to the last teardrop: Freelance Writer Dotson Rader found Dorothy, stunted and virtually housebound, living with her parents in Roanoke, Va., sustained by memories, dreams and a disability check of \$221 a month. Once again America responded. *Parade* Managing Editor Larry Smith announced last week that the magazine was forwarding truckloads of mail to Dorothy. She also received cash, offers of color televisions, furniture and a central heating system. Exulted Smith: "Dorothy's story has tugged at the heartstrings of America." But the Ridgways were embarrassed; they pointed out that *Parade* had misrepresented their neighborhood as Roanoke's poorest, and insisted that their home was not, as *Parade* depicted it, "bleak." Further, Dorothy's check is augmented by Medicaid, and her parents receive public assistance totaling about \$500 more a month; gifts may imperil the family's eligibility for relief. Said Mary Ridgway: "Others are worse off than us. I do not want people to think Dorothy was begging." *Parade* Editor Walter Anderson defended the story as a "powerfully written work that proved itself by the response." ■

*Only the last story is from the *Irrational Enquirer*.

REASONS FOR STATE REGULATIONS

- I. Personal freedom and responsibility are reduced when regulations are imposed.
 - A. We are less free than any other generation of Americans because we are more regulated than any other generation.
 - B. If the government chooses control over personal freedom and responsibility, it must demonstrate that state intervention is required by one or more of the following conditions:
 1. The freedom of certain citizens is being infringed upon.
 2. The general welfare of the people is threatened.
 - a. Has the record shown that the products of home and private schools received an inferior or inadequate education?
 - b. Has the character development of children in home and private schools been neglected so that their ability to be responsible, law abiding citizens is jeopardized?
 1. Has the record shown that public school children are more law abiding? Are they less prone to drug addiction, to immoral or sexually irresponsible behavior, or to marital and domestic problems?
 2. Do the Christian schools, in particular, which actively promote patriotism and love of country and which teach that obedience to civil authority is a Christian duty - do these schools deserve to be regulated because they adversely affect the general welfare of the people?
 3. The people affected by the regulations have asked for them or for subsidies or favors which are necessarily accompanied by state regulations.
 - a. Any group which requests subsidies or favors must accept regulations.
 - b. Have private schools asked for anything but to be left alone?
 4. The people affected by the regulations have demonstrated by their irresponsible actions that they need to be regulated.
 - a. Self-governing people do not need external controls.
 - b. Laws are not made for the righteous, but for lawbreakers.
 - c. Has the record shown that private schools have been negligent in the performance of their duty to properly educate the children under their charge?
 - d. Does a comparison of the achievement test scores of public and private school students show that private schools need to be regulated by the state in order to provide a quality education?
 - e. Can it be demonstrated that state regulation of education, in general, has enhanced the quality of education?
 - f. Isn't competition in a free market the best guarantor of quality education?



Dr. Moore says "I would like to see young children using energy in a lot of ways other than just sports and amusements. I'd like to see young children from an early age taught to share in the work and responsibilities of the home."

partiality. A child—at least until he develops his sense of values and is cognitively mature—has a need for partiality. But, public, private or parochial schools proscribe that. The teacher obviously cannot be partial to any child. At home the parent can give the child attention whenever he needs it or wants

him obscenities, ridicule, bullying, snobbishness, and conformity.

Q. In his recently published book, *Horace's Compromise*, TheodoreSizer, former dean of the Harvard School of Education, suggests that high school should not be compulsory. He went all

needs of children at younger ages and he will come very quickly to the conclusion that if he starts children later, more of them will want to get on with schooling. They will be more highly motivated instead of feeling that they are in prison.

Q. Is there any information on how children taught at home compare with other children on achievement tests?

A. A recent six-year Stanford study of matched pairs of home-schooled children and traditionally schooled children found the home schoolers significantly higher in achievement, behavior, and social perception.

The Hewitt Foundation's Research team has found that youngsters of families taken to court for educating at home achieve percentile scores 30 points higher than national averages on standardized measures. This is confirmed by at least 80 studies comparing tutored children with those in a typical class.

"When you start assembling children in very large numbers for long periods of time, you are on the wrong course for producing strong character and intellect."

In addition, we studied 400 adults who were taught at home for one reason or another and found that nearly all were leaders in their professions and trades and were remarkably successful parents themselves as well. The only negatives we heard were from four individuals who somehow were placed in the first grade when they entered formal school at eight or 10 or older. You can imagine how wrong that was.

Q. How long do you find that parents keep children out of school?

A. Of course, it is what a family feels

comfortable with doing. Most keep them until they are eight to 10 years of age. But more and more parents are preferring to teach the children at home through the elementary grades and some even through high school.

Interestingly enough, Dr. William Rohwer, the distinguished University of California learning psychologist, suggested years ago that for normal children it might be better to skip elementary school altogether.

Q. What about getting into college? Do colleges reject students who haven't been educated in the standard ways?

A. I know people who were taught at home who have gone to Harvard, Stanford, Rice and other universities as well. Right now at Harvard there is a young man, Grant Coffey, who was educated entirely at home. He is there on a \$12,000 scholarship. There may be some colleges that won't take home-schooled children, but certainly some of the most prestigious will.

In any event, the GED is now more acceptable to many universities than is the high school diploma.

Q. What about parents' education requirements? Virginia passed a law this year making home schooling legal, but they want the parents to have a college degree.

A. That makes a lot of sense, I suppose, to degree-conscious people, but in fact we find the average high school-trained person or the person with maybe a little college does just as well teaching children as the person with a degree.

I know you must have followed the recent case in Maryland in which a young mother, Katherine Miller, was taken to court for teaching her children at home. She won the case. She is a high school graduate, but her children tested two years above the national average.

The important thing is that the mother respond to the child and point him in the right direction and ask him why's and how's and encourage him to find answers. You see, it is an attitude towards learning that is the important element in successful teaching rather than having a degree.

The main difference between parents with teaching certificates and those without is that the parent who has a certificate will have a little bit more worry because in the school system he

or she always had a feeling that everybody is to blame if a child goes wrong, but when they become home school teachers they worry that—

Q. The buck stops here.

A. Right.

Q. You have testified on behalf of a number of families who have had to go to court because they were teaching their children at home. How likely is it that a parent who wishes to teach his child at home is going to be threatened with court action?

A. I would say maybe one out of a

"The current figures are 13 boys to every girl in remedial classes. If we could keep these boys at home and delay the school entry date to around eight or 10 when all the studies show boys beginning to catch up, we would see far fewer learning disabilities."

it within the limitation of the size of the family.

Q. I worked in a day-care center when I first started teaching. No mother who puts her child in one of those places—no matter how expensive—should delude herself as to the amount of personal attention her child gets during the day.

It is absolutely impossible to carry on a one-to-one conversation with a little child in a day-care center. If a child cries for some reason and you try to pick him up to comfort him on your lap, 10 other children will be trying to climb in your lap at the same time. They are starved for this partiality you speak of. Also, there was no question in my mind at the time that the children who had been home with their parents were better behaved.

A. Well, you see the child at home has a singular adult example. I do not apologize for the idea of indoctrination, which in our humanistically oriented education is considered to be a no-no. The very best way to indoctrinate is to set an example. The example set before a child of loving, mature parents is very different from the example he gets from his peers who teach

over the country observing high schools for this study and he says the overwhelming impression one gets is that the vast majority of kids just sit and serve time.

"Education has become a massive process for producing passive minds," he says. He would allow youngsters to receive their diplomas when they showed mastery rather than after four years of attendance and the required number of credits. He says the combined effects of making high school non-compulsory and allowing students to finish as quickly as they wished would dramatically affect student motivation.

In addition, he questions whether or not the state has a right to direct the citizen's education beyond the acquisition of reading, ciphering and a rudimentary understanding of American values which he feels are well summarized in the Bill of Rights. Would you comment on that?

A. If you study the findings of distinguished constitutional lawyers, you have to come to the conclusion that all government can really require is minimum skills, health and safety, and some understanding of American government.

One thing I would like to have Sizer do is to look into the developmental

highest callings. These parents realize that they are dealing not with creations of their own, but with creations of God and the centrality and beauty of that child experience is a focus of family unity.

These same parents are sick and tired of the thinking of evolution in the creation of a cat and dried scientific facts which insist: Evolution and creation both have to be taken on faith. One is more scientific than the other. The other covers large portion of the creation of man. I would guess near to 90 percent.

Q. *Want children who have been taught at home become warped, hot-house flowers unable to survive in a tough world? I find this one of the most common arguments used by people who are against home schooling.*

A. The pervasive idea that children are better socialized and adjusted if being in family surrounded by their peers is an extravagant myth.

You know there is positive socialization and negative socialization. The child who has been taught at home, who feels needed and wanted, who knows he is depended on at home — sharing responsibilities and chores — is much more likely to develop a sense of self-worth and a stable value system which is the basic ingredient for a positive sociability.

We know now that the child that is with his peers more than with his parents — at least until the age of 12 — will become peer-dependent and negatively socialized. There are so many studies to support that — Eric Bronfenbrenner's studies at Cornell, the Albert Bandura studies from Stanford.

Dr. Bronfenbrenner says that the child who is peer dependent loses a crucial sense of self-worth — a desperate loss. He loses his optimism and is much less self-directed than he should be; he loses trust for his parents, and, ultimately, loses respect for his peers as well. What does a child have left then? Here you have an almost perfect pro-



Dr. Moore notes that "Harold McCurdy, a distinguished psychologist from the University of North Carolina and a leading student of genius, says that genius is derived from the experience of children being most of the time with adults and very little with their peers."

this tie in with your position as a home school advocate?

A. After reviewing more than 8,000 developmental studies of young children, I have not found any replicable evidence suggesting that the school is superior to the home — particularly through the elementary years. The results of tests in such areas as neurophysiology, vision, hearing, intersensory perception, parental deprivation and cognition all suggest that until the child has reached a chronological age of at least eight to 10, parents and educators should question the desirability of formal schooling. In view of this, the present nationwide move back to home schools deserves more than casual attention.

lectually and emotionally as fully as possible."

Q. *I'm quoting you now: "An early start in formal institutionalized schooling deprives children of the free exploration so crucial to the development of genius." Could you elaborate on that and give specific ways in which institutionalized learning may penalize or stifle genius?*

A. Harold McCurdy, a distinguished psychologist from the University of North Carolina and a leading student of genius, says that genius is derived from the experience of children being most of the time with adults and very little with their peers. So when you start assembling children in very large numbers for long periods of time, you are on the wrong course for producing strong character and intellect. The more children around your child, the fewer meaningful human contacts he will have.

Let me give you another example, the matter of adult responses. John Goodlad, Graduate Dean of Education at UCLA, came out with an article in

child, he might get more attention. But when a child is home with his mother, he may get one, two, three *hundred* answers to his questions and ideas a day. So you can see right there where we are in terms of the sheer potential there is for the stimulation of intellect in a home.

Q. *Several years ago I had to take a certification course at the University of Virginia. The professor was a very experienced public school teacher. She told the class that often a child who appears to be lagging behind can be pulled right up if the teacher can just find a few minutes to "walk through" a paper or assignment alone with him. She felt that too many children fall behind because of their teachers' failure to do that. Of course, no matter how well-intentioned or industrious the teacher is, it is supremely difficult to find the time to do that the way the schools are structured today.*

A. Of course it is, but being able to get an adult response to his questions or something he doesn't understand is very crucial to the development of a child's intelligence.

'This pervasive idea that children are better socialized and adjusted if they are constantly surrounded by their peers is an extravagant myth.'

one of the rebels of the '60s and the drug and sex culture of the '70s.

Q. *Critics of home schooling who say that school is the only way children can meet each other forget that today there are loads of ways for youngsters to meet other than being packed into a classroom.*

Most mothers I know are complaining that they are run ragged driving children here and there — Boy Scouts, Campfire Girls, organized sports, dancing lessons, music lessons, church activities, library and museum programs. We have never had a time when there was so much going on for children. No parent interested in home schooling needs to worry that her child won't be able to mingle with other youngsters. I think it is far more difficult to find quiet and leisure for the child today.

You have been a prominent opponent of the growing trend toward sending children to schools and day-care centers at ever earlier ages. How does

Q. *Didn't the Commission on Excellence in Education just suggest lowering the school entrance age to four?*

A. Yes, but where is their research evidence to support that recommendation? I have not been able to find a single replicated experiment that has clearly demonstrated the desirability of early institutionalized schooling or day care for the normal child. The three-to-four-year-old entry idea is promoted by the National Education Association which has jobs for its membership rather than children's welfare at heart.

Q. *There is so much agitation for day-care centers now.*

A. Humberto Nagera, an eminent neurophysiologist and child psychiatrist, has said, "It is unfortunate that women's liberation movements are making blind demands for day-care centers without considering the equal rights of the child to develop intel-

the *Phi Delta Kappan* in March 1983. He did a comparison of over a thousand schools and found that the average amount of time spent in person-to-person responses between teachers and students amounted to seven minutes a day.

It doesn't take much to see that if your child is one of 20, 25, 30 or maybe more youngsters in a classroom and the teacher is giving only seven minutes a day in responses, that your child is lucky if he gets spoken to once a day. If he is an aggressive or misbehaving

Q. *Thomas Edison was only in school for three months. While there, he drove the teachers to distraction interrupting the lessons with questions. I can understand how the teachers felt, too. They finally decided he was "addled." Today they would have said he was hyperactive, had a learning disability and needed testing. His mother had faith in him, though. She took him out of school and taught him herself. The classroom was not the right educational setting for him.*

A. That's another thing, the matter of

'A recent six-year Stanford study of matched pairs of home-schooled children and traditionally schooled children found the home schoolers significantly higher in achievement, behavior and social perception.'

Home Schooling: An Idea Whose Time Has Returned

Raymond S. Moore* is a developmental psychologist, a former principal, school superintendent, dean, and college president. He has served as a graduate program officer for the U.S. Office of Education, as well as an adviser to the White House, the Congress, H.W. and many states. He is presently president of the Hewitt Research Center, a foundation specializing in educational research.

In 1975 Dr. Moore was awarded the Phi Delta Kappa Commendation for distinguished service and leadership in education. Dr. Moore is a prolific contributor to magazines, professional journals, and textbooks. Two of his best known books are *Better Late Than Early* and *School Can Wait*.

In recent years Dr. Moore has become a leading spokesman for the growing home school movement. He is interviewed here by Fanne Adams, a former school teacher who presently runs her own tutoring business in Washington, D.C. The interview represents major excerpts from a two-hour conversation.

Q. Dr. Moore, a couple of years ago Human Events ran an interview with Chicago teacher Marva Collins. She said that the enormous amount of mail



MOORE

before the Civil War. Until the Civil War, we had a world history of home schooling.

Even in the years of the Common School, youngsters went to school only three months out of the year for a half-day. By the turn of the century we still had only about 10 per cent of our children in public schools. The remainder were in private or parochial schools. Now, when the ratio of public school students to private school students is 9 to 1, current literacy studies give us a

million children who for various reasons were not attending school regularly — children of migrant families, handicapped children, families in rural areas and some other categories. I figured that if there were a minimum of 5 to 10 per cent being taught at home there must be a quarter to a half million.

A few years ago there was just a smattering of families here and there. Now the movement is spreading so fast that you find communities all over where 40 or 50 parents meet regularly. I was asked to speak to a group of parents in our tiny community of Washougal, Wash. They expected 15 or so to be present, but nearly 100 attended. Now our principal Washington State home school leader estimates that there are around 15,000 to 20,000 students being taught at home in Washington State.

Q. Why are people turning to home schooling? What kind of family is likely to want to try it?

A. Of course many families are terribly disturbed by what the public schools are doing. I don't want to totally condemn public schools because I think parents, psychologists, social scientists, etc., are more responsible for the breakdown than the teachers. But whatever the reason, schools find themselves in a situation where people are realizing that they are not working.

Then many parents who want to teach their children at home are very family oriented. They feel the family is under attack and that the contribution of the school is diminishing. They want to enjoy their children. They say, "My kids are out of diapers and are not yet into adolescence, this is the most delightful time of their lives, and we want them home so we can enjoy them. We don't want them off in some institution for seven hours a day."

Many parents want to teach their children at home for religious reasons. They see the shaping of a child's character and intellect as one of life's

Many parents want to teach their children at home for religious reasons. They see the shaping of a child's character and intellect as one of life's highest callings.

she was receiving which expressed disillusionment with the schools of America convinced her that we are sitting on a "French Revolution situation" in education. Is the home schooling movement comparable to the storming of the Bastille?

A. There is no question among those of us who are watching carefully that the home schooling movement is the movement of the decade. It is growing so fast. As far as a revolution in education is concerned, home schooling is probably one very critical factor. The Christian school renaissance of the last decade was very important, as were the recent findings of the Commission on Excellence in Education.

Then there have been literacy comparison studies done by several universities — Stanford, for one — which place literacy in the 90th percentiles (exclusive of the slave population)

of 50 per cent literate, 30 per cent semi literates and 20 per cent illiterates. That study comes from the University of Texas for the last year.

Q. John Holt, another well-known advocate of home schooling, has said he doesn't think more than 10,000 to 20,000 families in the whole country are doing this. In 1980 you told *U.S. News & World Report* that between a quarter and a half-million children were being taught at home. Which of you is right? On what do you base your estimates?

A. As far as John's figures go, I have the names in my files alone of 20,000 families who are teaching children at home. Some of the top family seminar people in the country like Bill Gothard estimate a million to three million. John Naisbitt in his book, *Megatrends*, estimates a million. I factored out census figures, Labor Department figures, some *Wall Street Journal* figures and arrived at an estimate of about five



Marva Collins, the famous Chicago schoolteacher, says that "the enormous amount of mail she was receiving which expressed disillusionment with the schools of America convinced her that we are sitting on a 'French Revolution situation' in education."

* Hewitt Research Foundation, P.O. Box 9, Washougal, Wash. 98671-0009, (206) 635-8708

February 6, 1985

Testimony of Richard B. Wolters
HC 01 Box 2 B
Hugoton, Ks. 67951 316-544-2500

RE: House Bills 2008, 2080, and the bill by Rep. David Louis

There are three bills pending on this subject. I support the bill by Rep. David Louis.

I have written some specific comments concerning H.B. 2008. In these comments I state some objectionable items in that bill. I am submitting those comments to you in writing for your review. It appears the bill by Rep. Louis is very acceptable and therefore it would be better to use it than to amend H.B. 2008 or H.B. 2080.

As I have been praying about and studying this legislation it was revealed to me that there is a battle going on. The battle is for our children. It is a spiritual battle. The battle is between God and the devil. It is not a battle between Home Schoolers and Public Education. It is important that we recognize this and that we join together seek God's will and counsel in this matter.

God desires all men to be saved and come to the knowledge of the truth (1 Timothy 2:4). God desires children to be brought up in the discipline and instruction of the Lord Jesus Christ (Ephesians 6:4). He has assigned this responsibility to parents.

Satan on the other hand is our adversary. He is prowling about like a roaring lion seeking whom he may devour (1 Peter 5:8). He would be delighted to have our children.

In Ephesians 5:15-17 God tells us "Therefore be careful how you walk, not as unwise men but as wise, making the most of your time because the days are evil. So then do not be foolish, but understand what the will of the Lord is."

How does all this relate to the legislation. A look at our government and public school system today may give some clues. Presently we have the best facilities, knowledge, equipment, and technology we have ever had. At the same time we also perhaps have the worst in attitudes, behavior, violence in schools, and illiteracy that we have ever had. I feel that a major contributor to this is the place we have given God in our system. We no longer acknowledge Him as God and the Bible as His word in our system. In the name of fairness and to have "separation of Church and state" we have supposedly taken a neutral attitude about God. In doing so we have excluded God completely and invited Satan in with all his false religions. The Bible says, "He who is not with Me is against Me; and he who does not gather with Me scatters." Matthew 12:30. With our "NEUTRAL" attitude we have set ourselves against God. Should we wonder then why we are having the problems we do in public schools?

Page 2

Richard B. Wolters

Why is there such an interest in Home Schools all of a sudden?

I see two reasons. God is stirring in the hearts of parents an awareness of what the children are being taught and an awareness of what He would have them to be taught. In obedience to God the parents are responding and teaching their own children even though it may mean personal sacrifice or inconvenience. The second reason is that people are dissatisfied with the public schools and in some cases even fearful for the physical safety and well being of their children.

We can look at Russia, Nazi Germany, and other communist countries to gain some wisdom. All of these countries have sought control of the children and their minds. They have removed them as much as possible from parents and put them in state schools. They have discouraged and forbidden Christian religious instruction and taught state ideas and ideals. Once they had raised a generation of children this way the state was then in control and did many atrocities. This all fit in well with Satan's plans and objectives.

The United States and the State of Kansas are no different in the eyes of Satan than were Russia and Germany. Satan desires our children also.

It is my opinion that the thing Satan desires is legislation that would hinder and discourage Christian parents and that would grant ever greater controls into the hands of a state or government that is supposedly neutral about God. As they are written H.B. 2080 and 2008 have great potential to be used to discourage and hinder Christian parents.

It is my opinion that God would desire legislation that would allow parents to do what He has instructed them to do. The legislation would be such that the parents would have freedom to do things the way it worked best for them. Rep. David Louis's bill fits this criteria best. It appears that the large number of Christian parents that have suddenly begun to teach their own children and the great amount of interest in private Christian schools is an indicator that God is speaking to His people and they are obeying. Let's be wise and fit in with His plans.

I pray that you will walk as wise men, because the days are evil, and that you will seek to know the will of God and to do it. Thank you very much for the privilege of meeting with you.

Richard B Wolters

February 6, 1985

Testimony of Richard B. Wolters
HC 01 Box 2B
Hugoton, Ks. 67951 316-544-2500

RE: House Bill No. 2008

I am a father of four children ages 11, 10, 7, and 3. Since September 1, 1984 my wife and I have been teaching our children at home with a regular program of instruction that we have obtained from the Hewitt Research Foundation. Our curriculum includes a half day of study from books and a half day of practical work experiences. The work experiences include crop and livestock production, gardening, food preservation, mechanics, carpentry, electrical, home making, service projects, and a variety of other useful projects.

We are doing this because of several Biblical admonitions to parents to train a child in the way he should go and to instruct him in the Lord Jesus Christ. God has also admonished in the Bible not to learn the ways of the world because they will be a snare to His people. Presently our public schools strive to be neutral about God. In this quest they have actually excluded the real God from our schools. In place of true Godliness the public schools are now teaching another religion called humanism. We believe that God does not want His children in such a school.

We desire a statute that will permit us to do what God has laid on our hearts to do. House Bill No. 2008 is a good step in this direction. There are some things that we feel should be worded differently in the bill. Before I comment on these I would like to make these preparatory remarks.

1. "Behold children are a gift of the Lord; the fruit of the womb is a reward." Psalm 127:3. The Lord has given parents the responsibility for these children and not the state. Because of this the state should do all they can to help the parents and seek in no way to hinder them.
2. We believe the states interest is to see that its citizens are literate. It is not the states prerogative to specify how each citizen becomes literate.

SECTIONS 1 and 2

We are supportive of the content of these sections allowing parents to instruct their own children.

SECTION #3

Line 0192-0197. We believe that each child should have a program of instruction. From the wording of this we get the impression that this will require 1,080 hours of learning experiences similar to that given in a public school. This is unduly burdensome and a hinderance to families. We must realize that fathers have jobs and that mothers have other household responsibilities and that teaching in the manner of a public school for 7 hours a day is not realistic.

With private tutoring and a small group the traditional academic subject requirements can be accomplished in 2 to 3 hours a day. The balance of our day does involve learning, however, as it is worded the bill places an undue burden on parents to demonstrate to judges, county attorneys, and school officials throughout the state that they are complying with the law. We feel that it should not be a concern of the state how many hours are spent to accomplish the objective.

Section 3(d) beginning at line 0227 provides for competency testing to determine if progress is being made in a child's education. This gauge is adequate and it is not necessary to legislate the exact manner in which this will be accomplished. Our thinking has been unduly influenced by the way things have been done in the past. Consider for instance that it has only been 25 years since I went to a country school for only 160 days a year. There was no kindergarden. I finished eight grades in seven years. In high school I was in the top 10% of my class and at Kansas State University I graduated with over a 3.0 grade average in my Junior and Senior year. Much of my education was received from my mother and father on the family farm at Atwood, Ks. The point is that I did receive a good education even though some of it was accomplished in a different way than we do it today.

I would encourage striking out the following words beginning in line 193 thru line 197. Strike "for a period of time which is substantially equivalent to the period of time public school is maintained by the school district in which the home of the child or the private elementary or secondary school, whichever is applicable, is located;"

Section 3(c)(1) line 220-223. This is unnecessarily restrictive. It provides that the instruction will take place only in the private residence of such child. Some parents send their children to special tutors on a regular basis. Sometimes families of like mind gather for special group sessions in a home or elsewhere. The wording in this section seems to make unlawful such good and positive practices.

Lines 218 thru 226 are repetitive of lines 46-48 and 192-197 and could be eliminated without changing the bill any. I would also make the same comments concerning lines 224-226 that I made concerning lines 192-197.

Section 3(d)(1) and (2). These appear to be the lines that are pertinent to determine whether the children are being educated or not and which specify a remedy for those who are not. Perhaps there is a better test than the one mentioned in the bill.

SECTION 8 Lines 368-387

Learning through doing work projects is one of the most important parts of our school. I believe others also operate in a similar fashion. Lines 383-387 make it questionable that such things could be done while the public school is in session. This would hinder us from teaching our children as we feel God would have us to.

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Richard B. Wolters

Perhaps it is intended to use this so children will not quit school and go to work. It is not necessary to have this provision to stop such a practice. Section 1 has adequate provisions to prevent this.

We feel that lines 383-387 should be eliminated from the bill.

Thank you very much for your time and your careful consideration. Please do all you can to enable us to bring our children up as good Christian citizens. Please understand that homeschooling is distinctively different from group schooling.

Richard B. Wolters

TESTIMONY BEFORE HOUSE EDUCATION COMMITTEE

February 6, 1985

My name is Marti Ahlman. I am from Newton, and represent also my husband, Al, our six children, Mike and Carol Hastings, and their five children. Together we comprise Light of Life Christian Academy.

We meet in our individual homes four days a week. On Fridays we meet together for Care Home visits, field trips, music, art, physical education, and special projects. This year we were able to receive pottery lessons from a friend getting a degree in pottery, bowling lessons from the owner of a bowling alley, and swimming lessons from the Recreation Center. I'm currently teaching recorder lessons to our older students.

In November we studied the electoral process and canvassed several neighborhoods to encourage voters to register. We presented a Christmas program to a local church and the Care Home. Soon we will be learning to start our spring gardens indoors from the local greenhouse owners. We've received many comments about the respectful behavior and inquisitive minds of our children.

As the highlight of last year, the children earned enough money to fund a 2-day trip to Lawrence and Topeka. We visited the Natural History Museum and the glassblower's workshop at K.U., and visited here at the Capitol and the Governor's Mansion. After each visit, the children write an entry in a journal, and also send thank you letters to each place visited.

During the summer, we plan to spend time in nature studies and historical excursions.

During the 1½ years we have been home schooling, our families have undergone foundational changes. We are now a team; working, studying, and playing together, and learning to encourage and support one another's struggles and achievements.

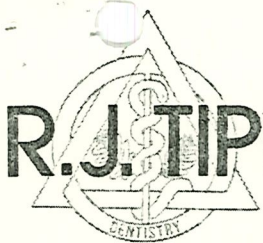
I taught school for four years before having a family. But it is now that I am learning what a quality education is, and how to motivate and meet individual needs, which is the desire of every caring teacher I've met. We're constantly exploring better ways of teaching and new opportunities for learning.

We urge you to adopt the Bill that will:

- a. leave out unaccredited private schools.
- b. allow for Standardized Achievement Tests.
- c. give us the freedom to expand resources outside the home.
- d. allow 1,080 hours to accumulate during the entire year.
- e. eliminate any need for local school authorities to be involved.

We appreciate the precious freedom we've experienced this year because of last year's court decision. We have not had to be subjected to the examination of local school authorities with critical attitudes. We ask that you relieve us and others from the pressures that come from giving local authorities any jurisdiction over a Home Instruction Program.

We have a wonderful school! Thank you for letting us continue the work we have begun!

 R.J. TIPPIN, D.D.S. 304 E. D ST. SUITE 'A', HILLSBORO, KANSAS 67063

Testimony for
Kansas House Bill 2008 for the House Education Committee
February 6, 1985

My name is R. J. Tippin and I am representing myself and my family in support of home instruction as a viable educational alternative in the state of Kansas.

I support House Bill 2008, but with the following amendments:

1. Eliminate unaccredited private schools from the bill.
2. Change page 6, line 0216 (D) which allows the state board of education to require Any information, to read; child's name and age, and parent's name and address only.
3. Parents of children being homeschooled should have the option of testing with the Minimum Competency Assessment or Iowa Basic Skills or California Achievement or any other specified nationally recognized achievement test in order to satisfy the state's interest that the students are progressing in their education.
4. Page 6, beginning at line 0227, subsection (d) brings a child under local school district jurisdiction when the child fails to demonstrate satisfactory attainment of minimum competency. This should be changed to allow for a one year exemption under advisement. If the exemption is lost, the child could be placed in either an accredited or unaccredited school.
5. Page 6, line 0221 allows instruction ONLY IN THE PRIVATE RESIDENCE. Many parents take the student outside the home for certain instruction such as physical education, languages, art, etc., so the residence should be listed as the primary place of home instruction.

My desire in addressing this committee is to encourage our state officials to protect the right of parents who choose to place their children at a top priority and educate them primarily through the family structure.

The family structure is quickly disintegrating in our society and along with it goes the value system which has lead to

OFFICE PHONE: 316/947-3171

HOME PHONE: 316/947-3061

 **R.J. TIPPIN**, D.D.S. 304 E. D ST. SUITE 'A', HILLSBORO, KANSAS 67063

the success of our nation in the past. With more and more double income families, and the rapid rise of single parent homes, the instruction of morals and a stable value system is being turned over to whoever the children happen to be with during the majority of their waking hours. This is putting greater and greater pressure on our public educators to "raise" these children. But there are those parents that are not giving up their God given responsibility to choose and guide the education of their children.

For the state of Kansas not to allow home instruction as an educational alternative, a giant step toward a totalitarian society will have been accomplished.

I would like to read a summary of a decision by our United States Supreme Court in the case of Pierce V. Society of Sisters which overturned a direct state attack on private education in the form of a state law requiring public school education. The Supreme Court said:

The act of 1922 unreasonably interferes with the liberty of parents and guardians to direct the upbringing and education of children under their control....The fundamental theory of liberty upon which all governments in this union repose excludes any general power of the State to standardize its children by forcing them to accept instruction from public teachers only. The child is not the mere creature of the State; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations. (For The Children's Sake by Susan Schaeffer Macaulay)

I want to thank this Committee for the time to testify and I wish you God's wisdom in your decisions on this most crucial issue.

Respectfully,



Dr. R. J. Tippin

OFFICE PHONE: 316/947-3171

HOME PHONE: 316/947-3061

Kim D. Jost

(316)947-5540
February 6, 1985

205 So. Washington
Hillsboro, KS 67063

State Capitol
Topeka, KS. 66612

Allow me to introduce my husband, Kim, and myself. Kim is a Captain with Continental Airlines, and we recently moved back to Kansas, where Kim was raised, from California.

We have been teaching our children at home for two years. We returned home from a recent vacation to be served a summons to appear in court four days later. Additionally, a court injunction had been filed against us to immediately enroll our children in a "public or certified private school." It neglected to recognize that there are legal non-certified private schools. If we violated the court order, we faced imprisonment, State custody of our children, and the possible loss of Kim's career.

We highly regard our God-given rights to raise our children according to God's Word. Having read the Department of Education's transcripts edited by Phyllis Schafly in Child Abuse in the Public Classroom, and NEA: Trojan Horse of American Education, it seems clear that parental rights have sharply eroded in the face of the State's control.

We strongly urge your support of the Home Education bill (HB 2008). Additionally, we would oppose the State's control over private schools by forcing them to comply with legislation for home schools. The President's Commission on Education revealed that Private schools scored, on the average, two grade levels above Public schools. Perhaps attention should be directed toward improving public schools first.

We would also like the freedom of using standardized tests (SAT, Iowa Basic Skills, etc.) rather than a test which is changed according to the State's goals of education.

We would also object to the requirement of any degree required for a Parent to teach. We also object to a set amount of hours per day of instruction. I sometimes feel confined in my home in the requirement of six or more hours per day.

Thank you very much for your attention. We would welcome any dialogue with you.

Sincerely,

Mr. & Mrs. Kim Jost

ATTACHMENT 11 2-6-85
House Education Committee

9. All testing should be for evaluation and information purposes only, not to determine whether a child remains in a Home Instruction Program. When a child in public school does not do well on standardized tests or the Minimum Competency Test he is not required to be sent to a private or home school.
10. HB 2178 has been drafted at the request of a consortium of private school and home school associations.
11. Because the current law is extremely vague and some conclude that home schooling is illegal, we are asking that the Kansas Statutes be clarified on the matter of home schooling.

TESTIMONY TO THE EDUCATION COMMITTEE
KANSAS HOUSE OF REPRESENTATIVES

Re: House Bills 2008 and 2080

Micheal Troy Finlay

February 6, 1985

I am a proponent of House Bill 2008 or House Bill 2080 in the sense that they legalize or recognize home and private education in the state of Kansas. As a follower of Jesus Christ and as an adherent to the principles of the Bible, I and other Christians are required by God to "Train up a child in the way he should go, even when he is old he shall not depart from it". (Prov. 22:6). The vehicles of home and private schools allow us to carry out that God given responsibility.

However, provisions made in House Bills 2008 and 2080 usurp the parents' God-given responsibilities of the education of their children and lay final authority and responsibility on either the local board of education, an employee of the local board of education, or the state board of education. This portion of this legislation is unacceptable in the eyes of God and in view of the principles of the Bible: "And fathers, do not provoke your children to anger, but bring them up in the discipline and instruction of the Lord." (Ephesians 6:4). "My son, observe the commandment of your father, and do not forsake the teaching of your mother." (Proverbs 6:20). God clearly lays the responsibility of education of children on their parents. When legislation requires parents to yield the responsibility of their children's education to the government or yield any information about that education to the government, or yield to an evaluation by the government of the progress of this education, it is placing too much authority and responsibility on the government, thus causing the parents to sin in the eyes of God.

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Furthermore, in the government's evaluation of the curriculum or the progress of either home schools or private schools, and in their ability to adopt rules and regulations to effectuate the provisions of this legislation, they will do so from an educational philosophy of secular humanism and atheism. This is apparent by the philosophy with which they operate their own government schools. Such a philosophy of education is unacceptable to me as a follower of Jesus Christ and an adherent to the principles of the Bible: "The fear of the Lord is the beginning of wisdom, and the knowledge of the Holy One is understanding." (Prov. 9:10). "...Behold the fear of the Lord, that is wisdom; and to depart from evil is understanding." (Job 28:28) "For from Him (God), and through Him, and to Him are all things. To Him be glory forever. Amen." (Romans 11:36) "yet for us there is but one God and Father, from whom are all things, and we exist for Him; and one Lord, Jesus Christ, through whom are all things, and we exist through Him." (I Corinthians 8:6) "For the Lord gives wisdom; from His mouth come knowledge and understanding." (Prov. 2:6) "Jesus said to him, 'I am the Way, the Truth and the Life; no one comes to the Father but through me!'" (John 14:6). Any evaluation or supervision of the education of children of Christian families that does not originate from these statements of Biblical principle and philosophy is unacceptable in the eyes of God and to those who live to please Him.

It is my recommendation that House Bills 2008 and or 2080 be ammended to remove governmental restrictions or responsibilities of all manner from home or private schools. If these House Bills are passed in their present form, thousands of followers of Jesus Christ and adherents to the principles of the Bible will be forced to break the law of the State of Kansas in order to abide by the Law of the Living and Sovereign God.

Furthermore, it is my recommendation that this Committee take into consideration House Bill No. 2178, as it is acceptable in view of the stipulations previously discussed in this testimony, and submit it to the full House for enactment.

HOUSE EDUCATION COMMITTEE

CONCERNING HOUSE BILL 2008 AND OTHER HOME SCHOOLING LEGISLATION

Mr. Chairman and members of this Committee:

I am Thomas Bunn, with my wife, Connie, and our four sons; Talon, Isaac, Caleb and Gavin. We live in Spring Valley Township, near Canton, Kansas.

My family believes that home schooling is the best way to educate our children. We know by experience and documented research, that Connie and I are the right teachers for them. We have found home style teaching to be an exercise in singleness of heart and simplicity of devotion, to establish their young lives on the principles we love and strive to live by.

We desire legislation that recognizes home schooling as an asset to the state of Kansas' education system, where self determining parents can achieve academic excellence. We call for legislation that gives home style teachers the greatest liberty to exercise academic freedom, choose instructional methods, curriculum, and the use of whatever honorable institution or instructor we choose to supplement our own instruction.

You who represent a constituency that is increasingly aware of the weaknesses and failures of mass education, must react positively to our needs. You have the opportunity now, to help rebuild the primacy of the family in education, where children can have the necessary reinforcement and example to develop the values their parents live by.

We know we have been personally called by our Lord Jesus Christ to give our sons the best and most effective exposure, the most balanced instruction in the values of our Christian heritage. We couple this spiritual guidance with the very best tools and methods available to us. We

-page 1-

would be very glad to spend a day just showing you what goes on in our home school, and see the variety of experiences and materials and devices available to our inquisitive sons.

I know of no better teacher for my sons than their own mother. We are enrolled with the Hewitt-Moore Foundation, guided by their excellent staff, and using their completely researched and tested curriculum. But it is their mother who has my greatest respect. We have seen, and have documented, the progress of all our sons as their mother tutors them in each subject, at their own pace, warmly and constantly encouraging their creativity and self esteem. Even their genetic harmony with us and the bonding of their infancy makes us potentially their most sensitive and influential mentors. No public school I know of, can boast a more common sense and proven method of educating my four sons. Where could my children go and have the love of their young life, the bonded nurturer of their very heartbeat, to be the shepherdess of their intellect and vital moral intensity?

Look to the research and look to your own experience and remember just how great an influence your parents had upon you. Then look to the problems of public schools and the push by certain organizations to remove little children from their homes and their parents earlier and earlier in life.

With what Connie and I know through faith and from experience, and in our present capability, we would be foolish to do otherwise than what we do now: and that is to build the self esteem of our sons, to enjoy their company, and to know the blessing of obedience to our God, as we teach our children at home.

Testimony of Kerry Hookstra presented before the
Kansas House of Representatives Education
Committee on February 6, 1985.

Ladies and Gentlemen of the House Education Committee:

My name is Kerry Hookstra and I bring you greetings from Scott City, the birthplace of Kansas. I am a graduate of the University of Nebraska, Lincoln, B.S. in Secondary Education. I also have a B.S. in Ministries from Platte Valley Bible College, Scottsbluff, Nebraska. I have graduate hours in education from the Universities of Nebraska, Wyoming and Alaska. I taught three and one-half years in public and private schools before entering the ministry. I have now served with the Community Christian Church in Scott City for five years and two months. I am speaking today in behalf of the SonFlower Christian School. This school has been in existence for nearly two years with the express purpose of providing a quality education in a Christian environment. It serves as both a non-accredited private school and a base for home education. Therefore, I would speak to you in behalf of both private schools and home schools. I urge you as legislators to design a bill that gives maximum freedom to private and home educators with a minimum of state and local oversight and entanglement. I believe the attitude and position taken by the public school administration in Scott City best illustrates my point.

In 1982 when my older son was six years old we chose to have a limited kindergarten program at home. My wife was the sole teacher. As he approached his seventh birthday our conviction that home education was best for him in the spiritual, mental, physical, emotional and social realms moved us to further action. We incorporated as a non-accredited private school. In August of 1983, the local elementary principal called me to determine where our son would be going to school. In the subsequent friendly conference, I gave him all the pertinent information about SonFlower Christian School.

He was satisfied with this and told me he was simply carrying out his state mandated duty to uphold compulsory attendance laws. Before this meeting I had been involved in various activities of the public schools. Since the meeting I have been even more involved. I believe that our experience in Scott City should serve as an example to public, private and home educators that we are not a threat to one another but rather that our cooperation can serve to better the education received by each child in the community. To further amplify our situation in Scott City I give this information--my wife and I share teaching duties. She teaches most of the morning classes and I teach afternoons. The church with which I minister has been supportive of this arrangement. As we established our school, much support came from public school teachers, former teachers and former school board members. This support has continued unabated. Now I want to show you exhibit A in my testimony --my son, Kip Hookstra, an 8 year old scholar, pianist, wrestler and social leader. He will share from Psalm 139 (New American Standard Version) to close our remarks.

Psalm 139: 13-14: "For Thou didst form my inward parts; Thou didst weave me in my mother's womb, I will give thanks to Thee, for I am fearfully and wonderfully made; Wonderful are Thy works, And my soul knows it very well.

Verses 17-18: "How precious also are Thy thoughts to me, O God! How vast is the sum of them! If I should count them, they would outnumber the sand.

When I awake, I am still with Thee.

Verses 23-24: Search me, O God, and know my heart; Try me and know my anxious thoughts; And see if there be any hurtful way in me, And lead me in the everlasting way."

To the members of the House Education Committee:

I am faced with the nearly insurmountable task of sharing with you, in two or three minutes, positions that have taken me three years of study to formulate. In that time I also want to delineate my support of and objections to the various bills before this committee. But first I want to thank you for the work and effort that you have already put into the process of defining and supporting the home-schooling alternative.

I am convinced that the registration and evaluation of the Home Instruction Program students should be done by the state board of education rather than by the local school board in order that the application of this law be uniform and consistent. If left to the local school boards I fear the assessment of individual programs could be inconsistent and arbitrary, as is the case with the interpretation and enforcement of our present law.

I strongly endorse House Bill #2178 introduced by Rep. David Louis. Under this bill the H.I.P. student would be subject to testing and evaluation while the H.I.P. parent would be allowed to choose an appropriate curriculum and direct the education of the student. However, the H.I.P. family would not be required to submit "...any additional information which the state board of education may require" as stated in H.B. #2008, nor would the family report to the local school board.

Under H.B. #2178 the H.I.P. family would submit scores from standardized achievement tests to the state board of education each year for evaluation. The use of standardized tests is preferable to using the Minimum Competency Test because: (a) the M.C.T. was designed specifically for the public school system and is not used to determine grade levels; (b) The H.I.P. parents could choose a test that is more compatible with their curriculum; (c) the testing could be done at an appropriate and convenient time for the H.I.P. student; and (d) it could be done at the parents' expense.

Another concern I have is that the law not state that the parents are to be the "only" teachers and that the home be the "only" place of instruction. Parents should be the primary instructors in the H.I.P. and the home should be the primary place of instruction. Parents should be allowed to use other individuals for special instruction and utilize more appropriate settings for the study of various subjects. Our public and private schools use all sorts of specialists for individual subjects, and field trips to important historic and scientific sites are a regular and valuable part of the curriculum. H.I.P.s should have this same opportunity.

The proposed bills have stated that the H.I.P. must be in session for a period of time that is "substantially equivalent to" the public school session. As a home-schooling parent I strongly recommend that the H.I.P. family be allowed to meet the 1080-hour requirement in a twelve month period rather than a nine month period. This allows the flexibility that is inherent in the H.I.P. and still insures that a reasonable amount of time is spent directly in school activities.

In Rep. Hassler's bill, H.B. #2080, each H.I.P. student would be considered to be enrolled in the public school district, which would then receive federal funding for the enrolled student. If the student is considered enrolled in the school district then the child is entitled to have access to all the programs, facilities, and resources of that school system. This is only fair. However, I do not believe that either the school districts or the H.I.P. families really want this.

The public school system was started in this country to provide the opportunity for all children to receive an education in order that they might be productive contributors to our society. The system was not designed as the only educational option. Now home-schoolers are having to defend their legal right to choose the educational option that they feel is most appropriate for their children.

Home-schooling is obviously not for everyone. Not all parents have the flexibility of schedule, the energy, or the desire to teach their children themselves. But for those who do, that option must be protected and strengthened, not undermined or destroyed. Our strength as a culture and a nation is, I believe, in large part, due to our diversity. Let us not destroy that by forcing all our children into the same mold.

Home-schoolers should not be subject to any more scrutiny or regulation than are public or private schools. It is unfair and unconstitutional to do so.

The state has a vested interest in making sure that our children can function in and contribute to our society when they are grown, but that does not mean that the state should determine all that is taught, or regulate the method in which it is taught. Most home-schoolers are striving for educational excellence. They should and must be aided and encouraged in that effort.

Thank you for your consideration of these comments.

Sincerely,



Larry J. Yeager
2318 Charlotte
Wichita, KS 67220
(316) 686-3326

My Date 6900 GLENWOOD
GARY CARLES O.P.K.S 660-7
(913) 722-3636

To Don Crumbaker and Committee Members of the House Education Committee,

1. Bills # 2008 & # 2080 contain an implied premise that needs to be exposed and considered seriously. This premise is that Public Schools can absolutely guarantee successful student literacy in the three R's, science, and history. The logical conclusion as stated in both bills is that: Therefore they are the solution to literacy problems and we lawmakers can impose this solution on citizens.

Can you legislate successful education in terms of the three R's, scientific method in application, and historical events? Have previous attempts done so or even come close?

2. I graduated in 79. I could not read many less than difficult books, balance my checkbook, or write a paper. I would call the bank to check the amount of my checking account when I needed to know. It is not that I didn't try. I remember in senior english my teacher telling me what a great writer I was and could be published if only I knew grammar. She did not take the time to teach me. She was very concerned that I know Orwell's 1984 and be able to function in that kind of society. Was she a grammarian or a philosopher? In "American Studies" we also were fed a similar line. "Get all the money you can from the government now because some day they will run out." Is there a new American Dream? I often wondered how people 100 years ago got all this money out of the government when there was no deficit spending.

3. I believed my report cards, my counselor, teachers when they told me that I had adequate academic skills and was doing adequate and some excellent schoolwork! I suffered from believing the lie that the system fed me. I don't think that my diploma was earned academically. I put in my time and got some taxpayers moneies worth.

4. In 1983 spring I read a book that mentioned "Functional Illiteracy!" My wife to be did also. At the time I was reading all that I could to cure my unconfessed ignorance. I later found the guts to discuss it with her.

5. TODAY I AM HERE TO TELL YOU THAT YOU CANNOT LEGISLATE SUCCESSFUL EDUCATION. If you do then you should punish all who peddal education without success. Who is the Public School accountable to when it fails? Why was I given a diploma?

6. I do take 50% of the blame for not trying like I should have all the time. I did some of the time but, after four times through Animal Farm in english classes in highschool my eagerness was depression.

7. The other 50% belongs to the failure of what these two bills offer as a solution. Clearly this is not good legislation.

8. There is a difference between having a child in an insitution for 13 years and giving him a diploma, and directing him through testing to see if he meets literacy standards. Testing penalizes failure and should be done in schools (on 100's like I was) and diploma giving (as a gift of the school!) is unmeasurable and avoids standards. I should have never graduated, nor those ranking under me!

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Home education is a great way to relieve the tax burden and cut down on government interference in the lives of families. Uncle Sam has less effort to put out

10. Bill #2080 legislates taxes that will never be used for its intended students. When private companies do this it is criminal. It is one thing to have left over budgeted money in the hands of bureaucrats and see them misuse it. It is another thing to knowingly budget money that will never be spent for its intended purpose. That is fraudulent use of tax money and would be violating anti-trust laws if done by private companies. Have you forgot about the "Boston Tea Party" as my dad would say. Are you trying to legislate collection fo taxes for services not rendered? This is poor suggested legislation.

11..On Bill # 2008 Page 6, line 194-197 and P 9 Sec. 5 line 0308-0312 The time equivilence concept. This time equivilance concept is only valid if literacy equivilance is also accomplished. If the private or home school can accomplish more literacy (that is testable) is less time than the public, should the public have to reduce its time accordingly? Is the purpose for the time spent to make children literate?

12. The issue here is not whether or not some educators can promote student progress in literacy faster than others. If it was the bill would directly address it rather than imply the premise: Public Schools guarentee sucessful education and are the final solution when all else fails.

13. The issue is: Who controls families with children. Do Public School Custodians? Do Parents? Who controled them before Lincoln issued Emancipation Proclatation? Welfare is a great service to those in need. Who delegates authority for education? State of Kansas through local school districts or parents. Public School is a great service of a welfare state to those in need. Not all are in need..

14. Home and Private Educators are not asking for special treatment or tax revenues to be spent on their educational systems. Theyre asking for a reasonable space in educational authority. We pay the taxes and make the votes.

15. These people are not the drunken drivers and physical child abusers. By the way does public school prevent bullies from child abuse as well as Private education does? No Way Hosea!

16. P 10 of #2008 Section 8. This is a double standard. Children in school: Arrange furniture, put papers on walls, hang art from ceilings, move gym equipment, clean erasers, cafeteria tables, sweep cafeteria floors, act in plays and skits, raise and breed animanl and plants. Please give the Home Schoolers a fair shake If this standard were applied to schools All of them would be closed YESTERDAY!

17. The bill Passed by Mr Jones is good and REASONABLE BECAUSE IT RECOGNIZED Parental AUTHORITY AS FINAL AND DOESNT MAKE HOME SCHOOLERS CRIMINALS. I SUPPORT THIS BILL

Testimony of Bill Peycke to The
House Education Committee
Concerning House Bill No. 2008
RE Proposal NO. 17 -
Compulsory Attendance--Nonpublic School
and Home Instruction Program

Mr. Chairman and members of this Committee:

Thankyou for the opportunity to testify in support of legislation acknowledging the right of parents to educate their children at home in the state of Kansas.

I am Bill Peycke from Roeland Park, Kansas. I am representing my family. Because of the different biases that we may have, please allow me to share my educational background. I attended the Tulsa, Oklahoma public schools from 1957 to 1969. At Calvary Bible College I earned the Bachelor of arts degree with a major of Christian Education and a minor of Elementary Education. My current job skill of programmer/analyst was learned at Penn Valley Community College. My educational thinking is greatly influenced by my wife, Cathy, who taught school in Kansas City, Missouri from 1975 to 1979. Cathy has earned a Masters in Elementary Education from the University of Missouri at Kansas City.

We support House Bill 2008 with the following exceptions. (It is our understanding that legislation is being presented by Representative David Louis which resolves my exceptions.)

We are concerned about the restriction of freedom of choice regarding the achievement test to be used to satisfy the state's interest that students are progressing in their education. Two tests that have achieved national recognition are the Iowa Basic Skills and the California Achievement. It would seem that either of these tests would serve the state's interest.

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If a home school program is not achieving acceptable results, the parents should be able to send their child to the school of their choice - accredited or unaccredited. My wife has taught children who could not achieve acceptable results in the public school they were attending. Although their progress was slow (unacceptable results), it was faster in the private school where my wife taught than in the public school that the children had previously attended. One would wonder of the results if there was consequence for accredited school failure.

Page 6, line 0216 of the Bill seems to be a rather broad request for information. The information needed should be specifically stated. If other necessary information is really needed, home school parents would accommodate the appropriate request for such information.

Page 6, line 0221 seems to indicate that instruction in general can occur only in a classroom setting, and that home school instruction can occur only in the home classroom. Does this line make it illegal for HIPs to take field trips or seek out enrichment classes?

It is disappointing to see that regulations for private schools have been included in this Home Instruction Program Bill. We would be encouraged to see any regulations regarding private schools considered in a separate bill.

We are confident that the above exceptions can be resolved to provide for reasonable state expectations and to allow Kansas residents the freedom to determine the education of their children.

Thank you,

*Bill Reyckel (913) 831-2684
4120 W 48
ROELAND PARK KS 66205*

FEBRUARY 6, 1985

REP. CRUMBAKER, REP. APT, AND COMMITTEE MEMBERS, THANK YOU FOR THIS OPPORTUNITY TO SPEAK! I AM SALLY BUXTON, A PARENT AND TEACHER FROM WICHITA. I HAVE APPRECIATED THE RESPONSIVENESS OF THIS COMMITTEE IN THE PAST, AND I KNOW THAT TODAY YOU WILL HAVE EARS TO HEAR FOR THE CHILDREN'S SAKE! AS YOU KNOW, THE BILLS BEFORE YOU TODAY REPRESENT VARYING DEGREES OF STATE CONTROL OVER THE HOME EDUCATION ISSUE. YOU ARE ALSO ESPECIALLY INFORMED THAT THE STATE ALREADY HAS CONTROL OVER ONE EDUCATIONAL OPTION. THAT CONTROL INCLUDES BETTER TRUANCY LAWS WHICH ARE MORE ENFORCEABLE FOR BELEAGUED ADMINISTRATORS, THANKS TO YOUR WORK LAST YEAR, FOR AGES BELOW THE MINIMUM ENTRANCE AGE. AND OF COURSE, WE HAVE A JUVENILE COURT SYSTEM SET UP TO TAKE CARE OF REAL OFFENDERS IN THIS AREA.

WHAT HAS FRIGHTENED ME MOST ALL THROUGH THE HEARINGS I'VE ATTENDED OVER THE PAST YEAR OR SO IS THE LACK OF RECOGNITION OR EVEN MENTION OF PARENT'S RIGHTS IN EDUCATION! IF WE DON'T RECOGNIZE THE RIGHT TO PARENTAL CONTROL OVER PRIVATE EDUCATIONAL CHOICES, THEN WE HAVE TOTAL STATE CONTROL! I CANNOT BELIEVE THAT THIS COMMITTEE WITH ITS PAST RECORD ~~WOULD~~ BE RESPONSIBLE FOR ASKING FOR SUCH CONTROL!

**IF HOME EDUCATORS CAN GIVE INFORMATION THROUGH STANDARD TEST SCORES AS TO PROGRESS OF THEIR STUDENTS, THEN THE STATE HAS NO FURTHER "NEED TO KNOW" IN ASSURING ITSELF OF A PRODUCTIVE CITIZENRY FOR THE FUTURE.

**THE MORE THE STATE INVOLVES ITSELF IN SPECIFYING REGULATIONS, THE MORE RESTRICTED PARENT'S RIGHTS AND EDUCATION ITSELF BECOMES.

**EVIDENCE NOW POINTS TO A FINE JOB BY THE PRIVATE SCHOOLS: WHY ENDANGER IT BY CHANGING ANYTHING AT ALL IN THE CURRENT CODE?

I'VE ALREADY POINTED OUT THAT MORE REGULATIONS MEAN MORE RESTRAINT OF EDUCATION: I CANNOT THINK OF A NARROWER VIEW OF EDUCATION THAN TO INSIST THAT BY RESTRICTING A CHILD TO A PORTION OF A TEACHER'S PRECIOUS TIME IN A FOUR-WALLED ROOM WITH A REGIMENTED TIME FRAME YOU CAN HOPE TO PRODUCE CREATIVITY AND EXCELLENCE.

I ASK YOU TO SUPPORT THE BILL AND RECOMMENDATIONS BY REP. LOUIS AS AT LEAST THE LESS RESTRICTIVE MEANS TO ASSURE GREAT EDUCATION IN THE GREAT STATE OF KANSAS!

Thank you very much!

TESTIMONY OF BETTY JONES

HOUSE BILL NO. 2008 and HOUSE BILL NO. 2080

Mr. Chairman and members of this committee, thank you for the opportunity to testify on the above bills.

I appear before you today as State Lobbyist for Eagle Forum, Kansas State Chairman of the National Council of Parent Educators, and as a grandmother and great-grandmother. As you can see, my interest in education is soundly based.

First, I want to commend the Interim Education Committee, the Legislative Research, and the State Board of Education on the hard work done over the past many months regarding homeschooling. It is apparent they have done their work well in view of the fact that the State Board of Education and Kansas Association of School Boards have endorsed home instruction as a viable alternative to public education.

Second, we are strongly opposed to further intrusion into the non-accredited private schools. If public education is allowed to intrude into the private school, they are no longer private.

Some of the provisions in these bills appear to be based on the assumption that the public schools are more capable to educate than the parents or non-accredited private schools, when exactly the opposite seems to be true. I find no consequence in the law for public school failure. Yet, these bills would require parents to enroll their children in a public school or accredited private school if they fail to meet the standards of the Minimum Competency Assessment, a non-standardized test which changes yearly and no one knows who will be the author or his educational philosophy. We urge that the parents be allowed to have their students tested, at their own expense, using a nationally recognized, standardized achievement test, and furnish the results to the Department of Education along with their registration. In testimony before the Interim Committee June 1, 1984, Dr. Harold Blackburn, Commissioner of Education, stated that in order to test a student's achievement you must have goals and objectives set and write the test based on these goals and objectives.

A number of parents are prepared to move from the state if we do not come up with a palatable homeschool law. Also, there are others out-of-state who are waiting to move to Kansas if we do pass a good homeschool law. A doctor in Texas, who will be interning at St. Luke's Hospital, will decide whether to live in Kansas or Missouri based on their treatment of homeschooling.

In order to consider an alternative to public education, I think it is most important to ask "why do we need an alternative?" Aside from the fact that many law scholars insist the right to choose the education of their children is guaranteed in the constitution, public education has failed to educate. I have attached a

number of articles from various sources to point out the failures of public education which I hope will be of interest to you. If we are to solve the problem we must understand the problem. You will find homeschoolers just as anxious to correct the problems in public education, but they are not willing to sacrifice their children during the process. Following are some high points from the attached articles:

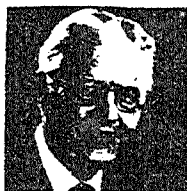
1. U. S. study supports charges of decades of flawed education....while federal and state spending for education has increased dramatically since the 1960s and teacher-pupil ratios have improved, standardized student test scores have sharply declined and classroom grades have been inflated..(Washington Times 1/2/84)
2. Herbert London, author, critic and New York University dean, in a new book, WHY ARE THEY LYING TO OUR CHILDREN, said he found..misguided, misleading or wrong statements and that pessimism is pervasive in the nation's textbooks and that America's children are being frightened into a profound sense of apathy.
3. A's in freshman year at Harvard. Parents were his teachers on ranch that didn't even have electricity. (Star 1/22/85)
4. Functionally illiterate...with diploma in hand (New York Times, 1/16/83)
5. Graduate needs interpreter.
6. Illiteracy - the 'new wave' in education? Robert Schrank, program director of the Ford Foundation...many fastfood outlets have given up expecting their clerks to be able to read and understand cash-register keys....letters and numbers have been replaced with pictures of "hamburgers, cheeseburgers, shakes and fries."
7. Children taken away in tiff over home teaching....It's not the in-home curriculum that's the issue. It's that the state has taken away the kids and is using them as a tool to force the families to meet their demands. The children were charged with truancy, and the parents of the three families were jailed for violating Idaho's compulsory school attendance law. Rep. Robert M. Forrey introduced a bill to drastically change the state's laws regarding home instruction. Mr. Forrey called the Shippy children "well-disciplined, cheerful, friendly, hard working kids." The superintendent of the new school where the children now attend said he wished he had a whole classroom full of these kids. (Washington Times 1/29/85)

Attached is a flyer on the book, CHILD ABUSE IN THE CLASSROOM, which is a compilation of selected testimonies of hundreds of parents, teachers, and other concerned citizens, at hearings conducted by the U. S. Department of Education during March 1984. People ask if these things are going on in Kansas. The answer is yes. In fact, two of the testimonies are from Kansans - one a teacher who left public school two years ago because he could no longer stand what he saw happening to our children. He did not leave because of salary. He took a job earning less money than he was getting.

HOME GROWN KIDS

A SYNOPSIS

by Dr. Raymond Moore



For more than 40 years some of us have been concerned that most children are being surrendered by homes to institutional life before they are ready--with serious implications for the children, the family, society, nation and world. In the late 1960's following a stint at the U.S. Office of Education, we became convinced that our children were victims of dangerous trends toward "early schooling for all". We had reasons to be skeptical of claims of schools for early academic achievement and socialization simply because young children learned so fast. Although challenging conventional wisdom and practice was not at first a pleasant task, colleagues around the world have more and more given support to our research, many reversing historic positions to do so. This is a synopsis of our books (the last: HOME GROWN KIDS, Word, Waco TX, 1981), and chapters in more than 30 college textbooks in various languages. By giving our schools "green grain" for their mills, we make their task impossible.

Our conclusions are actually quite old-fashioned. They seem new to some because they differ largely from, and often challenge, conventional practice. Our early childhood research grew out of experiences in the classroom with children who were misbehaving or not learning because they were not ready for the sanctions of formal schooling. We set out to determine the best ages for school entrance, concerned first with academic achievement. Yet more important has been the socialization of young children--which also address senses, coordination, brain development, reason, and social-emotional aspects of child development. These conclusions come from our Stanford,

University of Colorado Medical School and Michigan State and Hewitt investigative teams who did basic research and analyzed more than 7,000 early childhood studies. We offer briefly here our conclusions which we would like to have you check against any sound research that you know:

Readiness for Learning. Despite early excitement for school, most early entrants (ages 4, 5, 6, etc.) are tired of school before they are out of the third or fourth grades--at about the ages and levels we found that they should be starting. Psychologist David Elkind calls these pressured youngsters "burned out." They would have been far better off wherever possible waiting until ages 8 to 10 to start formal studies (at home or school) in the second, third, fourth or fifth grade. They would then quickly pass early entrants in learning, behavior and sociability. Their vision, hearing and other senses are not ready for continuing formal programs of learning until at least age 8 or 9. When earlier care is absolutely necessary, it should be informal, warm and responsive like a good home, with a low adult-to-child ratio.

The eyes of most children are permanently damaged before age 12. Neither the maturity of their delicate central nervous systems nor the "balancing" of the hemispheres of their brains, nor yet the insulation of their nerve pathways provide a basis for thoughtful learning before 8 or 9. The integration of these maturity levels (IML) comes for most between 8 and 10.

This coincided with the well-established findings of Jean Piaget and others that children cannot handle cause-and-effect reasoning in any consistent way before late 7's to middle 11's. And the bright child is no exception. So the 5's and 6's are subjected to dull Dick and Jane rote learning which tires, frustrates and ruins motivation, requires

little thought, stimulates few "hows" and "whys." Net results: frequent learning failure, delinquency. For example, little boys trail little girls about a year in maturity, but are under the same school entrance laws. HEW figures show that boys are 3 to 1 more often learning disabled, 3 to 1 delinquent and 4 to 1 acutely hyperactive. So unknowing teachers far more often tag little boys as "naughty" or "dumb." And the labels frequently follow them through school.

Socialization. We later became convinced that little children are not only better taught at home than at school, but also better socialized by parental example and sharing than by other little children. This idea was fed by many researchers. Among the more prominent were (1) Cornell's Urie Bronfenbrenner who found that up to the sixth grade at least, children who spend less of their elective time with their parents than their peers tend to become peer-dependent; and (2) Stanford's Albert Bandura who noted that this tendency has in recent years moved down to preschool levels--which should be avoided whenever good parenting is possible. Contrary to common beliefs, little children are not best socialized by other kids. We found that socialization is not neutral. It tends to be either positive or negative.

(1) Positive or altruistic and principled sociability is firmly linked with the family--with the quantity and quality of self-worth. This is in turn dependent largely on the track of values and experience provided by the family at least until the child can reason consistently. In other words the child who works and eats and plays and has his rest and is read to daily, more with his parents than with his peers, senses that he is part of the family corporation--needed, wanted, depended upon. He is the one who has the sense of self-worth. And when he does enter school, preferably not before 8 to 10, he usually becomes a social leader. He knows where he is going, is self-directed and independent in values and skills. He largely avoids the dismal pitfalls and social cancer of peer

dependency. He is the productive citizen our nation badly needs.

(2) Negative, me-first, sociability is born from more peer group association and fewer meaningful parental contacts and responsibility experiences in the home during the first 8 to 12 years. The early peer influence generally brings an indifference to family values which defy parent correction. The child does not yet consistently understand the "why" of parental demands when his peers replace his parents as his models because he is with them more. So he does what comes naturally: He adapts to the ways of his agemates because "everybody's doing it," and gives parent values the back of his little hand. And ... he has few sound values to pass on to the next generation.

So home, wherever possible, is by far the best nest until at least 8 to 10. Where there is any reasonable doubt about the influence of schools on our children (morality, ridicule, rivalry, denial of religious values, etc.) home schools are usually a highly desirable alternative. Some 34 states permit them by law under various conditions. Other states permit them through court decisions. Home schools nearly always excel regular schools in achievement. Although most of them don't know it, parents are the best teachers for most children at least through ages 10 or 12.

If we are to believe sociologists Frederick Le Play, J. D. Unwin or Carle Zimmerman, we must spend more time with our children in the home, lest our society like Greece and Rome, is lost. The conditions are now identical to theirs. Let's have more loving firmness, less indulgence; more work with you, fewer toys; more service for others--the old, poor, infirm--and less sports and amusements; more self-control, patriotism, productivity and responsibility--which lead to, and follow, self-worth as children of God. Parents and home, undiluted, usually do this best.

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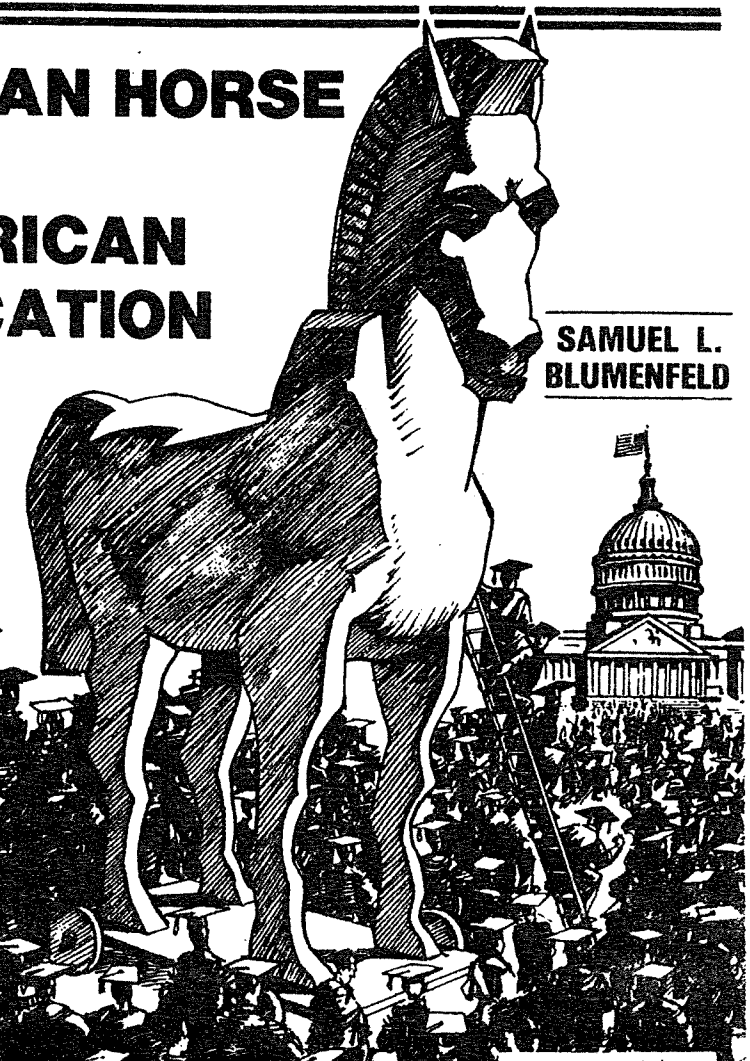
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Child Abuse in the Classroom

The testimonies prove how federally-funded curricula in the public schools have encouraged children to commit suicide, to believe that killing, lying, cheating, and stealing are sometimes okay, to engage in premarital sex, to have an abortion, to experiment with illegal drugs, to study anti-religious and occult practices contrary to their own religion, and to reject their parents' authority and value system.

These testimonies show how federally-funded curricula have forced children to fill out questionnaires which reveal personal information about the children's and their family's attitudes, to write diaries which reveal their most intimate personal feelings, to play psychological games in the classroom which reveal their private thoughts and attitudes, and to engage in role-playing of unhappy situations such as getting pregnant, discovering you have VD, and your parents getting a divorce.

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- With this book, you can stop local schools from subjecting children to psychological treatment — unless their parents give informed consent in writing.
- Wide distribution of this book can return our schools to a respect for parents' rights and teaching the basics.

Child Abuse in the Classroom is published by Pere Marquette Press, Alton, Illinois 62002, and is available for sale in boxes of 40 books per box at the following prices:

Half Box	@ \$85.00
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Excerpts from
Official Transcript of Proceedings

BEFORE THE
U.S. DEPARTMENT OF EDUCATION

In the Matter of:

PROPOSED REGULATIONS TO IMPLEMENT
THE PROTECTION OF PUPIL RIGHTS AMENDMENT
SECTION 439 OF THE GEPA
ALSO KNOWN AS THE HATCH AMENDMENT

Child Abuse in the Classroom

DATES: MARCH 13, 16, 19, 20, 21, 23, 27, 1984
PLACES: SEATTLE, PITTSBURGH, KANSAS CITY,
PHOENIX, CONCORD, ORLANDO, WASHINGTON DC

Edited by **PHYLLIS SCHLAFLY**

Child Abuse in the Classroom is the most shocking non-fiction book published in 1984. It consists of highlights of the testimonies of hundreds of parents, teachers, and other concerned citizens at the seven-day Hearings conducted by the U.S. Department of Education during March 1984.

The child abuse described in these Hearings is physical or sexual abuse, it is psychological abuse. The media have given this subject the silent treatment, you can read it for yourself in this sensational new book.

Excerpts from the Official Transcript of Proceedings Before the U.S. Department of Education

Suicide

The importance of "relevance" in today's education was exemplified by this passage in an 8th grade English textbook:

"Write a suicide note." (The following is the example given in the text.) "I am finally going to do it. Unemployment drives me crazy. Inflation makes me angry. The cost of living turns my stomach. Big business raises the cost of candy and gum. Teachers expect too much. School takes away my freedom. I can't communicate with my parents. My parents don't understand me. I have said my goodbyes. I fought a good fight, but I have met defeat."

That depressing advice was supposed to be "relevant." It was taken from an "activity" approach to Basic English, Part 2, published by the New England School Development Council in Newton, Massachusetts.

Testimony of Anne Pfizenmaier, Page 308

Death

When my daughter was 12 years old, she was given a questionnaire by her 7th grade Health teacher without my knowledge or consent. She was asked many personal questions including being required to give her views about life after death. She was asked: "What reasons would motivate you to commit suicide?" Five reasons were listed from which she was expected to choose.

She was given a list of ten ways of dying, including violent death, and asked to list them in order of "most to least preferred." She was asked what should be done to her if she was terminally ill. Two of the five choices offered her by the framers of this questionnaire were mercy killing.

Testimony of Gail T. Bjork, Page 371

Diaries

Children are keeping diaries which teachers read daily and comment on. Teachers are being asked to use this holistic approach under the misconception that diaries are kept to check grammar and punctuation. A mother called me to complain about her daughter's diary. The child had written that she was angry with her mother and that she wanted to kill her. The teacher responded in red ink to this child's remark in the diary, saying: "Don't kill her, just punch her out."

Testimony of Marcy Meenan, Page 113

Premarital Sex

One of the most objectionable sex questionnaires was published by the Department of H.E.W. in 1979. Consider some of the questions deemed to be appropriate for "all adolescents of junior high age or older," even though the materials claim that the questionnaires have been "pre-tested by different groups through the country." Parents are outraged by such questions as these on page 155.

"#12. How often do you normally masturbate (play with yourself sexually)?"

#13. How often do you normally engage in light petting (playing with a girl's breasts)?"

#14. How often do you normally engage in heavy petting (playing with a girl's vagina and the area around it)?"

Also, consider these questions on page 150 from the "Psychological Inventory":

"#112. I think sexual activities like hand stimulation and oral sex are pleasurable ways to enjoy sex and not worry about getting pregnant.

#119. For me, trying out different sexual activities is an important part of learning about what I enjoy."

Testimony of Theresa Todd, Page 222-223

Killing

We have a daughter, Brooke, who is in the 9th grade. On February 15, at Clackamas High School, they showed two movies in the so-called Health class. One was called "The Right To Live, Who Decides?" This movie showed actual actors playing out the "lifeboat situation," where you have the lifeboat that's got too many people on it and it is going to sink, so therefore, you have to throw somebody over, so the boat will float and you save some of the people.

So they go through the values. They say, "Well, this one's a doctor, and this one's handicapped, this one's a youth, this one's a parent, this one's an attorney." They go through the process of placing a value on each person. I totally object to that type of situation. Everybody has a tremendous value in our entire country. Nobody has more or less value.

Testimony of Larry Johnson, Page 63

Abortion

As a result of the indoctrination that I received as a student, I began abusing drugs and became sexually promiscuous. As a result, I became pregnant twice, and twice aborted my babies, the effects of which are still evident with me today.

I was applauded by my teachers for my decision to abort and encouraged to share my experiences with my peers. When I was a senior in high school I was living with my boyfriend. Because of this, I was invited to speak to the Marriage Class at my school, and I discussed the personal and intimate details of that situation.

Today, I have three children to raise, three children whom I wish to protect from the effects of this type of teaching. This is my personal mission for testifying before you today.

Testimony of Kay Fradeneck, Page 163

Magic Circle

The question of the day was, "Who died last in your family?" The little girl's grandfather had died, and she was extremely upset. Tell me, how is that child going to get through the rest of the day after being forced to play Magic Circle?

Another case involved a little girl who was adopted. A newspaper article was read to the class, and here is the question the class discussed. The little girl in the article is 12 years old and she's pregnant. The class was then compelled to decide what to do. By a class vote, it was decided that abortion was much better than adoption. The little girl who was adopted was almost destroyed to have her friends feel that she was better off dead than adopted.

Testimony of Jayne Schindler, Page 260

Hating Parents

Here is an exercise used in a high school Health class in which the teacher taught the normalcy of hating your parents. At the beginning of the unit, she asked "How many of you hate your parents?", and about three students indicated that they did. At the end of her very effective presentation, she asked the question again, and all but three students then raised their hands.

Testimony of Ann McClellan, Page 244-245

U.S. study supports charges of decades of flawed education

By George Archibald
WASHINGTON TIMES STAFF

A Department of Education study to be released this week will buttress arguments that several decades of school children, particularly blacks, have received an inadequate education because of faulty teaching methods, despite skyrocketing spending increases for public schools, according to government officials.

The state-by-state study is expected to show that while federal and state spending for education has increased dramatically since the 1960s and teacher-pupil ratios have improved, standardized student test scores have sharply declined and classroom grades have been inflated, the officials said.

While most government spending has concentrated on school systems with high numbers of poverty-level and minority students, the study shows the highest drop in verbal and math ability and the greatest increase in college dropouts to be among blacks, the officials reported.

The study's statistics also indicate that some states may have misclassified handicapped students and other groups for whom large federal grant programs are earmarked, the officials noted.

Education Secretary Terrel H. Bell has withheld the study for more than a month. He received the completed analysis two weeks before the administration's national education forum at-

tended by about 2,300 education policymakers Dec. 6-8 in Indianapolis.

Following a report by The Washington Times that he had clamped "a lid of secrecy" on the study, Mr. Bell said in response to questions at a news conference that he wanted to verify some student test score statistics before he released the analysis.

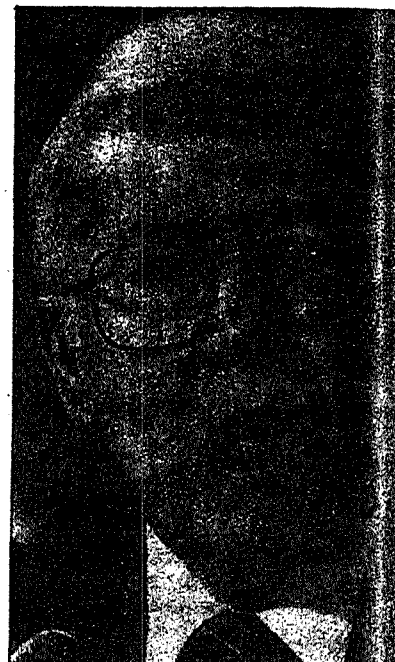
But a senior department official told The Times that Mr. Bell withheld the study because he did not want to embarrass state and local officials and create undue controversy at the forum.

"The analysis would have destroyed the agenda for the meeting," said another administration official. "It blows out of the water the idea that the more you spend (on schools), the better the results."

Mr. Bell will send the study to state officials tomorrow and release it in Washington on Thursday, according to Gary L. Bauer, deputy undersecretary for planning, budget and evaluation, under whose direction the report was completed.

The study was sparked by an article that appeared last spring in American Education, the department's official magazine, according to an administration analyst. The article, "The Decline of American Education in the '60s and '70s," was written by Andrew Oldenquist, an Ohio State University professor.

The approach of the public education establishment "to school children in



Paul A. Schmick/Washington Times

Terrel H. Bell

black slums has been timid and demanding," Mr. Oldenquist stated.

"We are understandably loathe to admit we are bringing up large numbers of children to be truly stupid, permanently so after a certain age, and worse bringing up some to have characters so poor they are incapable of living useful to themselves or society," he said.

"Like military triage teams who, aside the wounded who look like hopeless cases, the educators who practice social triage fail to insist on the same levels of performance, self-discipline and hard work that they demand 'more advantaged' children," he noted.

"But nobody, black or white, can learn how to study, gain self-discipline and acquire competencies under the philosophy of education of the '60s, '70s," the Ohio State professor wrote.

By George Archibald
THE WASHINGTON TIMES

The court-ordered breakup of three western Idaho families in a home schooling dispute has provided momentum for a measure that would make it easier for parents to educate their children, according to supporters of a bill before the Idaho legislature.

Last Thursday, Payette County Judge Bryne E. Behrmann made permanent an earlier order placing the six children of Samuel and Marquita Shippy of New Plymouth in foster homes.

The wave of public resentment over the judge's ruling is pushing the legislature to make a prompt change in the law, says Gary Wells, news editor of the Daily Argus Observer in nearby Ontario, Ore., which closely covers Idaho affairs.

"It's not the in-home curriculum that's the issue. It's that the state has taken away the kids and is using them

Children taken away in tiff over home teaching; bill pushed to alter state rules

as a tool to force the families to meet their demands," he said.

The couple's four sons and two daughters, ages 7 to 15, were placed in foster homes 15 miles apart and the judge ordered visiting rights limited to two hours each Sunday.

The ruling was the latest action in a two-month saga, which started just before Thanksgiving when Judge Behrmann jailed Mr. Shippy, his two brothers and their wives for 21 days for removing their 16 children from public schools to teach them at home.

The parents, who are members of a religious group called Followers of Christ, said they believed public school instruction was inadequate and undermined Christian values. They said they wanted the children to receive vocationally oriented education at home.

The families live on a 100-acre dairy farm and oper-

see CHILDREN, page 10A

CHILDREN

From page one

ate a family-owned land-leveling and irrigation construction business. According to local officials, they own about \$1 million worth of heavy equipment that is fully paid for.

A bill introduced by state Rep. Robert M. Forrey would drastically change the state's laws regarding home instruction. He believes the recent rulings by the judge have given the bill good prospects of early passage.

Both the 84-member Idaho House, which is Republican by a margin of 67-17, and the GOP-controlled state Senate, have been inundated by telephone calls and mail on the issue, said Rep. Forrey.

He has received commitments from state House and Senate leaders to move the bill quickly and expects the measure to pass both houses in time for Gov. Evans to sign it into law by the end of February.

The bill is co-sponsored by House Democratic leader Jim Stoicheff.

In addition to legislative support, the bill already has been endorsed by the state associations of school boards and school superintendents; Idaho Superintendent of Public Instruction Jerry Evans; and state Attorney General Jim Jones.

During hearings on the case, New Plymouth School Superintendent Michael Jacobsen told the court he had visited the farm and found the children were not receiving home instruction comparable to public school education.

The children were charged with truancy, and the

"It's not the in-home curriculum that's the issue. It's that the state has taken away the kids and is using them as a tool to force the families to meet their demands."

Gary Wells, news editor,
Daily Argus Observer

parents of the three families were jailed for violating Idaho's compulsory school attendance law, which allows home schooling as long as the instruction is comparable to public education.

Samuel Shippy refused to return his children to their foster home after a Christmas visit.

"What is education to a destroyed child?" he asked. "Unless God stops them, I guess they will try to destroy them [the children]."

On Jan. 11, Judge Behrmann ordered the county sheriff to remove the children from their home. He issued his permanent court order last week after Mr. Shippy refused to agree to local school district requirements governing home instruction.

"It was a high-class kidnapping," said Mr. Shippy. "They have taken our children until we agreed to do something that would satisfy them or the law was changed.

"But to do that [meet authorities' demands] would be something like bowing to an idol," he added. "God will be with us when we don't make a covenant with them."

Mr. Forrey called the Shippy children "well-disciplined, cheerful, friendly, hard-working kids."

"The superintendent of the new school [the children] are in told me, 'I wish I had a whole classroom of these kids.' They've fallen in love with the Shippys."

The home schooling requirements by the school district "were quite rigid and were obviously written to discourage home teaching," Rep. Larry Craig, R-Idaho, said.

They included demands for "a full description of the proposed home-school," including names and qualifications of teachers; samples of all instructional materials; "the schedule of instruction by hour, day and week;" the method and standards for measuring academic achievement; and "the methods by which normal social growth and peer interaction will be provided."

"I am sure they were written to keep as many children in [public] school as possible," because the amount of state and federal aid to the district is determined by attendance, said Rep. Craig. "That had to be a driving force."

Mr. Forrey said his bill would end the requirement that home instruction be comparable to public education and require parents only to make a good-faith effort to instruct their children in "the basic skills of reading, writing, mathematics, and the knowledge of history and civics."

Judge Behrmann and county prosecutor Dan Caldwell refused to be interviewed because the case involved juveniles, aides told The Washington Times.

Dan Adamson, former county prosecutor in neighboring Jerome County, called the situation "a bizarre set of circumstances — a case of a very good citizen getting run over by the system due to his convictions."

Dummy up when an NEA spy calls

NEA spies afoot

By BARBARA M. MORRIS
National Educator Columnist
UPLAND, CA — I have been warning home school parents to be wary of "researchers" who bear a super-human list of credentials and who are attempting to get the names of as many home schoolers as possible on a master computerized list.

There is always the concern that even with the best of intentions, computerized lists can fall into the wrong hands. Like the government, or the

NEA for example.

At this time there is particular alarm because the NEA has done a "study" of "existing home school laws" and as a result has urged adoption of guidelines that would, in effect, put the education establishment in control of every home school it could find.

Here is just a sample of how the NEA wants to control home schooling:

1. Home school teachers would be certified by the

state.

2. "Authorized" permission would be required annually and home schools would have to comply with curriculum and health requirements.

3. Home study would be monitored by local school personnel who are "knowledgeable about excellence in the teaching-learning environment."

4. Students would have to "receive regular and thorough instruction in a program

MORE on Page 4

FROM Page 1
of study comparable to that taught to students of the same age in a public school." This last item should be enough to scare the daylights out of home schoolers. It is precisely because parents want to get away from the "program of study" in the government schools that parents become home schoolers.

The NEA also encourages its state affiliates to do the following:

1. "Develop and/or update state association policy on home study in accordance with these NEA guidelines."

2. Work for enactment of home study laws "to emphasize the protection of students' rights and excellence in the quality of education programs." (This is a joke, academically speaking, since the education establishment has clearly demonstrated it has absolutely no idea what academic "excellence" involves.)

2. "Gather information on home study and disseminate it to members, locals and the NEA" (Wouldn't the NEA just LOVE to have a list of

names of home schoolers to simplify this little chore for them?)

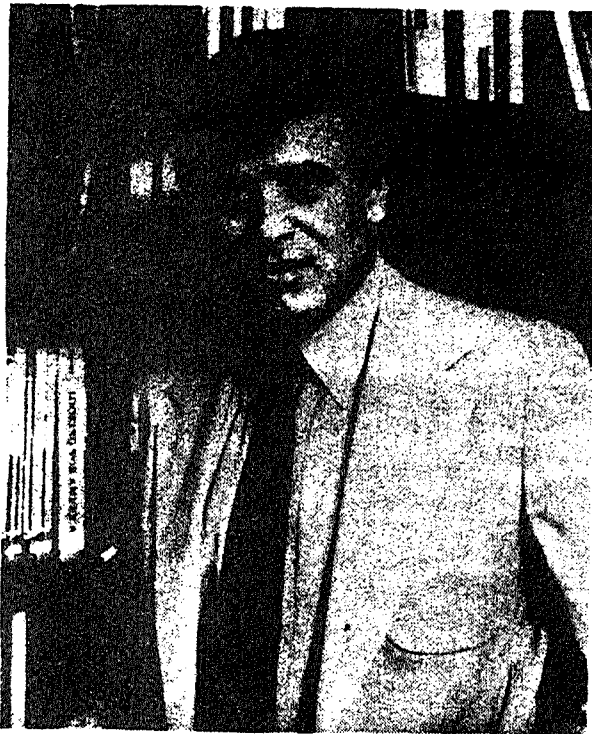
The "study" also exhorts the NEA to "Encourage efforts that will publicly point to the advantages of public schooling for learning, for varied experiences, and for human growth opportunities."

Also revealed in the "study" is that about 10,000 to 20,000 "of our school age children" are currently being taught at home. (Since when does the NEA have claim to "our" children and how did the NEA come up with its figures? They could only know from lists held by self-styled home school leaders or from "just guessing" which is unlikely.)

While the "study" claims that "Education is a joint responsibility of the schools and the family, it nevertheless states that "The family should be responsible for any religious education and the moral development of its children." With this admission in hand, parents should demand that the schools cease and desist, at once, all values clarification activities

and other assorted indoctrination techniques that destroy values taught by parents and the church! But we know it's just talk on the part of the NEA. If they stopped the indoctrination and the values clarification they would have to throw out 99 percent of the curriculum.

Now, more than ever, home school parents must be wary of those who exhort them to "surface." Maybe the time will come when that will be possible. But until compulsory attendance and truancy laws are repealed, or other laws are enacted which specifically allow home schooling without interference of the state, home schoolers would do well to use their good common sense in handling their own specific situation.



HERBERT LONDON, author of "Why Are They Lying to our Children?" charges that pessimism is pervasive in the nation's textbooks and that America's children are being frightened into a profound sense of apathy.

OBVIOUSLY DR. LONDON IS FEARFUL OF BEING CALLED A "CENSOR". RATHER THAN RISK THAT, HE WOULD SUBJECT HIS DAUGHTER TO WHAT HE CALLS MISGUIDED, MISLEADING OR WRONG STATEMENTS AND PERVASIVE PESSIMISM IN THE NATIONS TEXTBOOKS. IS IT ANY WONDER OUR YOUTH ARE NOT ACHIEVING IN THE FIELD OF ACADEMICS?



ABOUT BOOKS

Review by the
American Library Assn.

Those gloomy textbooks

By Carol Felsenthal
American Library Assn.

WHY ARE THEY LYING TO OUR CHILDREN By Herbert London. Stein & Day. \$15.95. 197 pages.

Herbert London, author, critic and New York University dean, found his daughter in tears. He asked her what was wrong, expecting to hear about a fight with a friend or some similar adolescent trauma. Her answer so shocked him that he launched the research for "Why Are They Lying to Our Children?"

"I have no future," she sobbed. "My teacher said the ozone layer is going to be destroyed, ice caps are going to melt. The world is going to be destroyed."

"Didn't you respond?" London asked her.

"How can I respond?" she replied. "It comes right out of the textbook."

With that, London took a close look at her textbook and at many others used in U.S. high schools. He found such "misguided, misleading or wrong" statements as: 66 percent of the world's people go to bed hungry each night; and within our lifetime there may be severe shortages of food, fuel and water.

London charges that pessimism is pervasive in the nation's textbooks and that America's children are being frightened into a profound sense of apathy.

Textbook writers are, of course, a product of their culture. London criticizes everything from rock music to newspapers for propagating the gloomy message that America is a powder keg and a land of waning, polluted resources. "Where is the reporting of some of the positive things happening in American life?" he asks. "The extension of life expectancy, the gradual elimination of viral disease."

Such pessimism is, London observed, downright un-American. "We have always emphasized the optimistic. That has been idiosyncratically American. We believe in the future."

London is careful to disassociate himself from what he calls the "Neanderthal right," stressing that he does not advocate censorship. Rather he urges parents to review their children's textbooks. If they agree with London, they should arm their children with questions

to challenge the material.

This provocative book should be required reading for parents, principals and teachers.

HOW TO RAISE A HEALTHY CHILD... IN SPITE OF YOUR DOCTOR By Dr. Robert Mendelsohn. Contemporary. \$13.95. 262 pages.

Pediatrician Robert Mendelsohn, author of "Confessions of a Medical Heretic," is at it again. This time his target is his own specialty. "How to Raise a Healthy Child... In Spite of Your Doctor" will not please many pediatricians, but his common sense advice is sure to please parents.

"Unless your child displays evidence of serious illness, a visit to the pediatrician will yield no benefit but may invite needless medical intervention that could make a well child sick," Mendelsohn writes. He suggests parents challenge a pediatrician who recommends routine "well-baby" exams.

Even when a child is sick, Mendelsohn advises, "Medical attention should be your last resort." He claims that 95 percent of childhood illnesses "will respond to natural bodily defenses, fortified by your own skills, loving attention and common sense." Parents with no training are better than pediatricians, he argues, because they can observe behavior changes and appearance — things that doctors are too busy to notice.

Mendelsohn, who has been practicing for almost 30 years, also makes the bold claim that "at least 90 percent of the drugs prescribed by pediatricians are unnecessary and a costly risk to the child who takes them."

He lambastes medical schools for teaching next to nothing about nutrition — "the most important element of diagnosis and treatment." Consequently, doctors "begin their practice unaware that food allergies are the primary cause of many childhood ailments." So, they prescribe drugs when a change in diet could cure the disease.

Mendelsohn also encourages women to have their babies at home and opposes mass immunization.

(NEWSPAPER ENTERPRISE ASSN.)

Child Abuse in the Classroom

By HOWARD HURWITZ

One million cases of suspected child abuse in the United States have pushed the crime to the top of the odorous pile. It is so detestable an act that fingerprinting of persons working with children in child care has caused scarcely a ripple of resentment.

A near-secret aspect is child abuse in the classroom. It is the title of a book, *Child Abuse in the Classroom*, edited by Phyllis Schlafly (Pere Marquette Press, Alton, Ill., 450 pp., \$4.95). The book is composed of excerpts from testimony by parents of school children, and others, who are determined to put bite into the long-dormant Hatch Amendment. If this law does not excite a flicker of interest, know that it has a potential for turning public schools around.

Sen. Orrin G. Hatch (R.-Utah) has lent his name to "The Protection of Pupil Rights Amendment" that has been on the books since 1978. Since the Department of Education never got around to putting teeth into "Hatch" through explicit regulations, the law has languished.

If you are thinking that a book tapping into public hearings on the proposed regulations of an amendment to the General Education Provisions Act can only be a dry hole, you are in for a shock. This compilation dwarfs some of the headlines on child abuse stories.

Hearings were held this past spring in Seattle, Pittsburgh, Kansas City, Phoenix, Concord, Orlando and Washington. They were dominated by people who believe that our children are being psychologically abused in public schools — not that private schools are off the hook.

The testimony documents charges that children are being emotionally alienated from their parents because of classroom practices. Their statements have been cogently edited by Phyllis Schlafly, who has not changed a word, and has topped off a first-rate editing job with an index of views from abortion to yoga.

Child Abuse in the Classroom is a dynamite-packed repository for public school critics who believe that their children are being manipulated by teachers armed with textbooks, curriculums, teaching guides, visual aids and ordinary chalk for marking up the minds of unprotected kids.

In the matter of suicide, for example, children are encouraged to make their own decisions. Anne Pfizenmaier, at the Concord, N.H., hearing quotes an eighth-grade English textbook, used in her town, Hingham, Mass.: "Write a suicide note." The text offers a sample: "I am finally going to do it. . . . Big business raises the cost of candy and gum. Teachers expect too much. School takes away my freedom. . . . My parents don't understand me. I have said my goodbye. . . ."

There are the daily diaries required by some teachers. One child wrote that she was angry with her mother and

wanted to kill her. "The teacher responded in red ink," according to Marcy Meenan, at the Pittsburgh hearing, saying: "Don't kill her, just punch her out." The teacher may have a sense of humor, and may claim further that she uses the diaries to correct grammar and punctuation.

Less funny is the gamy questionnaire reported on by Teresa Todd at the Phoenix hearing. Deemed to be appropriate for "all adolescents of junior high age or older" were such queries as: "How often do you normally masturbate (play with yourself sexually)? . . . How often do you normally engage in heavy petting (playing with a girl's vagina and the area around it)?" If citizens concerned with the basic mission of schools explode when they learn of

this kind of teaching in their schools, reverberations are understandable. Parents should know that under "The Protection of Pupil Rights Amendment" (Hatch Act) they have the right to inspect teaching aids and protest their use if they find it offensive. Parents and others who perceive that Judaic-Christian values are being violated by behavior-modifiers in schools can impress upon principals, superintendents and school boards that they have had it, and they're not going to take it any more. ■

Functionally illiterate... with diploma in hand

by Richard Halteh

When Edward Donohue left Copiague High School in 1976, he had a diploma to prove he had graduated, but he couldn't read it. He could not read even a restaurant menu.

After 12 years of public education on Long Island, Mr. Donohue said he was reading at a second- or third-grade level.

In January 1977 he and his parents sued the Copiague Union Free Schools District for \$5 million, charging "educational malpractice." The case was dismissed in State Supreme Court because the judge could find no legal precedent for it, and in 1979 the State Court of Appeals threw it out as "a matter of public policy"—it said the courts should avoid sitting in judgment on education.

Mr. Donohue said his functional illiteracy left him unemployable and "unable to cope" in the world.

He is married and the father of a child and is a successful construction planner today. "I'm correcting it," he says of his reading problem. "I'm going to a private tutor and studying at home."

The 24-year-old Mr. Donohue, who

lives in Lindenhurst, L.I., handles all construction at the Brunswick Hospital Center in Amityville, L.I., where he is an adviser to the administrator, Dr. Douglas Stein.

"He's doing a superb job — superb," Dr. Stein says.

"He's given me some of the most constructive ideas on cost savings on construction materials — he's terrific. Whatever reason it was that kept him from reading, it has nothing to do with his innate intelligence. He's terrific. I haven't got enough good words to say about him."

Once he starts talking about Mr.

Donohue, Dr. Stein finds it hard to stop.

"You know," he continues, "in addition to being a doctor, I've always had a tremendous liking for construction. So I go around and I say, 'Eddie, what do you think we ought to do about it?' He's solved problems that we've had here for years that nobody else was able to solve; he solved them with no difficulty. The quality of his work is also excellent.

"If Ed Donohue had the ability to read as I do — he could have built the World Trade Center."

—reprinted from the New York Times, January 16, 1983 issue.

Graduate needs interpreter

Nineteen-year-old David Sanchez, a U.S. citizen who attended public schools in Brownsville, Texas, through the 9th grade, needed an interpreter when he pleaded guilty to attempted burglary in December, 1982, because he had never learned English.

According to his bilingual attorney, Joe Castillo, English is necessary for class participation. And Adolfo Gutierrez of the Brownsville school system

said students now must take English in the seventh and eighth grades, through remedial classes.

However, we wonder with State District Judge Ted Poe, who said, "I can't understand how someone can go through the public school system in this country and not learn English!"

Do you suppose this is Brownsville's idea of "quality education" offered to children by forcing them into the public schools?

A Teenage Perspective

by Craig Conley

Participating in home education was a particularly rewarding experience for me in the sense that it provided me with new perspectives regarding learning institutions and their role in one's acquisition of knowledge.

After I completed the fifth grade, my family decided to try home schooling. I did not attend public school for two years, but pursued my education through correspondence study and travel, taking almost total responsibility for my own education.

I discovered in my years of home study that it is impossible to separate learning from living. Everything is a learning experience. I had once thought that learning only took place six hours a day in a classroom. Out of school, I found that learning takes place all the time, everywhere. Sometimes my math lessons took place in my father's carpentry shop, where I measured and practiced fractions. Some of my best English classes were held in theatres where I watched the performance of magical classical plays.

Home education helped me realize that my education is my own responsibility and gave me the confidence I needed to pursue knowledge independent of a school atmosphere. Coming to this realization helped me in my decision to leave high school early and attend college. School can offer a lot to students, but learning is not restricted to a school building.

I have also changed my assessment of who can teach. In our society, we tend to identify "teachers" by their credentials. Institutions of learning frequently place value on credentials rather than real knowledge or teaching skill. For example, many gifted writers and thinkers who influence millions of people through their work would not be allowed to teach in most public high schools in America because they are not certified by the state as teachers.

I learned during my participation in home study that almost everyone can teach you something if you are curious and open to learning. I learned much from a six-year-old boy who taught himself Greek and sat in awe of a seven-year-old who could sing the

opera "Faust" in its entirety. Several friends who have taught me much are in their eighties. They have a wealth of memories and experiences to share. When we are together there is no thought of who is the teacher and who is the pupil. We are simply individuals sharing with each other what we know or enjoy.

A limiting factor in our institutionalized education system is age segregation. When I attended public school, I spent the majority of each day in a classroom with people exactly my own age. In the course of my home study experience I got to know families all across the United States who were also actively trying to learn in non-traditional ways. Common interests, rather

than age, formed the basis for our friendships. People of every age are deprived of learning opportunities when children and adults are prevented by the structure of the schools from spending time together.

Having experienced personally both institutionalized and independent study, I have found that real learning can take place anywhere and in some cases is actually inhibited by the structure of the very institutions which desire to promote it.

Learning is a lifelong process. I believe that I have profited by my home schooling experience because I no longer separate learning from living. I no longer assume that in order to learn I must be formally taught.

The editor of the above article is Cathy Bergman, who was homeschooled by her mother, and entered college at age 15 - graduating at 19 and an associate professor upon graduating.

Editor's Note: As parents begin home educating their children, most feel secure in the knowledge that their child will be receiving a superior education. Many times, however, there is a nagging thought tucked back in the dark recesses of the subconscious. "But will my child resent this decision once he is grown?"

Because the path that home educators tread is uncharted and unfamiliar, reassurance is always a welcome sight. While speaking at a recent seminar in Baton Rouge, Louisiana, I met many wonderful families who were quite happy. Craig is the 17-year-old son of one of those families. His parents, Allen and June Conley, were one of the families who organized the Citizens for Home Education in Louisiana.

As you will read in the following article, Craig is most pleased with his home education. In addition to attending Louisiana State University and publishing and editing "Craig's Quarterly," Craig has agreed to write a monthly column for the HEN to give a bit of inspiration to those of you just entering the exciting world of home education. I welcome Craig as a contributor to the HEN and know that each of you will gain from his insight as a home school graduate.

Home education in retrospect Living is Learning

Illiteracy — the 'new wave' in education?

Robert Schrank, program director of the Ford Foundation, recently informed a Boston audience that many fast-food outlets have given up expecting their clerks to be able to read and understand cash-register keys.

Therefore, letters and numbers have been replaced with pictures of "hamburgers, cheeseburgers, shakes and fries." Schrank says that there are young people coming out of school that "can't function in a white collar

world." He says, "Kids today, looking for a job at the bank, arrive on roller skates with a 'big black box' playing music. They are not equipped to work or socialize in the marketplace."

Education rights war continues

The Maryland Coalition of Concerned Parents has launched a nation-wide appeal to parents, urging them to preserve their education rights under the law through a letter to their local school board president. On January 4, the Coalition began disseminating a recommended text to serve as the basis for such a letter.

The letter points out that under U.S. law based on legislation and court decisions, parents have the primary responsibility for their children's education, and pupils have certain rights which the schools may not deny. It identifies 34 categories of controversial classroom practices and materials currently in use throughout the country, ranging from psychological and psychiatric testing and treatment to one-world government or globalism curriculum, personal journals, and life/death decision games. The letter calls for prior informed and written parental consent before such practices and materials can be used with children.

The recommended letter also indicates that many of the controversial items cited are federally funded and are, therefore, subject to the

newly-approved regulations for the Protection of Pupil Rights or so-called Hatch Amendment. The Hatch regulations call for prior parental consent, and violations could result in the withdrawal of federal funds from a school system or other contractor determined by the U.S. Department of Education to be in violation of the law.

In releasing the letter, Coalition Coordinator Malcolm Lawrence stated:

"Parents throughout the United States are protesting against the curricula content and teaching methods in our public schools. Their complaints range from objectionable propaganda in textbooks, to invasion of privacy in the classroom, to disagreement with the changing trends in educational philosophy which are threatening the role of the family unit and bringing about a resocialization process for their children. Evidence of displeasure with our schools abounded in the 1984 hearings held in seven cities by the U.S. Department of Education on regulations for the Hatch Amendment.

"The time has come for parents throughout our country to insist on their rights, and we in the Maryland Coalition

urge them to write their local school board president, who is in the best position to establish policy. We hope our draft letter will provide parents with useful guidance."

The Maryland Coalition of Concerned Parents was formed in 1974 to combat psychological probings, non-academic testing, and invasions of privacy of students and their families by public schools. The Coalition was a strong supporter of the Hatch Amendment, which became law on November 2, 1978, and of its implementing regulations, which became effective on November 12, 1984. Malcolm Lawrence, who was the Coalition's founding Coordinator, serves as one of the five parents' representatives designated by the U.S. Department of Education for negotiations with the education establishment on the Hatch Amendment regulations.

Further information and recommended text of letter from parent to local school board president may be obtained by sending a self-addressed, stamped envelope to Malcolm Lawrence, Coordinator, Maryland Coalition of Concerned Parents, 3807 Taylor Street, Chevy Chase, MD 20815. Tel. (301) 652-4962.

Hatch Amendment Defended

Please let me dispel the two concerns of Georgiana Warner of Stowe, Pa., expressed in her letter "Weak Spots in Hatch Amendment" carried in *Conservative Forum* on December 15.

The Protection of Pupil Rights, or Hatch Amendment, for which final regulations took effect on November 12, states that no student shall be required to submit without prior consent to psychiatric and/or psychological examination, testing, or treatment in which the primary purpose is to reveal information concerning one or more of seven specific sensitive categories (see HUMAN EVENTS, Nov. 10, 1984).

Mrs. Warner's first problem is with the words "primary purpose," on the grounds that a teacher could surround offensive questions with numerous innocent, harmless questions and thereby make it difficult for a parent to prove that the teacher's primary purpose was to gather improper information on the student or his family.

The "primary purpose" phrase in the Hatch Amendment is not directed at classroom teacher intentions or whole programs and tests. It applies to any portion of "examination, testing, or treatment."

Thus, for example, if only six questions out of a hundred relate to political affiliation, mental and psychological problems, or one of the other sensitive areas, then prior informed written consent of the parents would be required before the students could be asked such questions. The same would be true for portions of a particular curriculum or textbook. The important point is that the primary purpose of the ques-

tion is to reveal sensitive information.

The intent of the legislation was made clear by the following statements of Senators Orrin Hatch (R.-Utah) and S. I. Hayakawa (R.-Calif.) on the floor of the Senate, Aug. 23, 1978:

Hatch: "What I am concerned with, as are my colleagues who have co-sponsored the parental consent amendment, is not the monitoring of basic education, but of the behavior probing, the psychiatric games that are being played with many of our children. Certainly, if a case is to be made for psychiatric or behavior-probing tests, games and surveys currently being conducted in many elementary and secondary schools, then those who favor such so-called innovative tests should not be shy in welcoming the explicit input of parents."

Hayakawa: "I just want to say that the popular psychology of today is the root of so much of this attitudinal testing, role playing, psychological games that go on in the classroom that have no academic significance whatsoever; therefore, to limit those instances of their use to places where parents have given their consent seems to me to be a very, very wise measure."

Mrs. Warner's other concern was that a complaint must be filed by a parent (or guardian). She wrote, "Oftentimes, parents experiencing serious difficulty because of a school situation are too embarrassed, too intimidated, or feel inadequate in various ways to file an effective but justified complaint."

Such an argument is an unfounded

myth perpetuated by the education establishment to scare off formal complaints against classroom materials and teaching practices. Any parents worth their salt would not hesitate to protect and defend family and children. The parental complaint procedure is actually the strongest weapon in the Hatch regulations. How else could the Department of Education verify a complaint if parents could not or would not cite the time, place and other details of infractions?

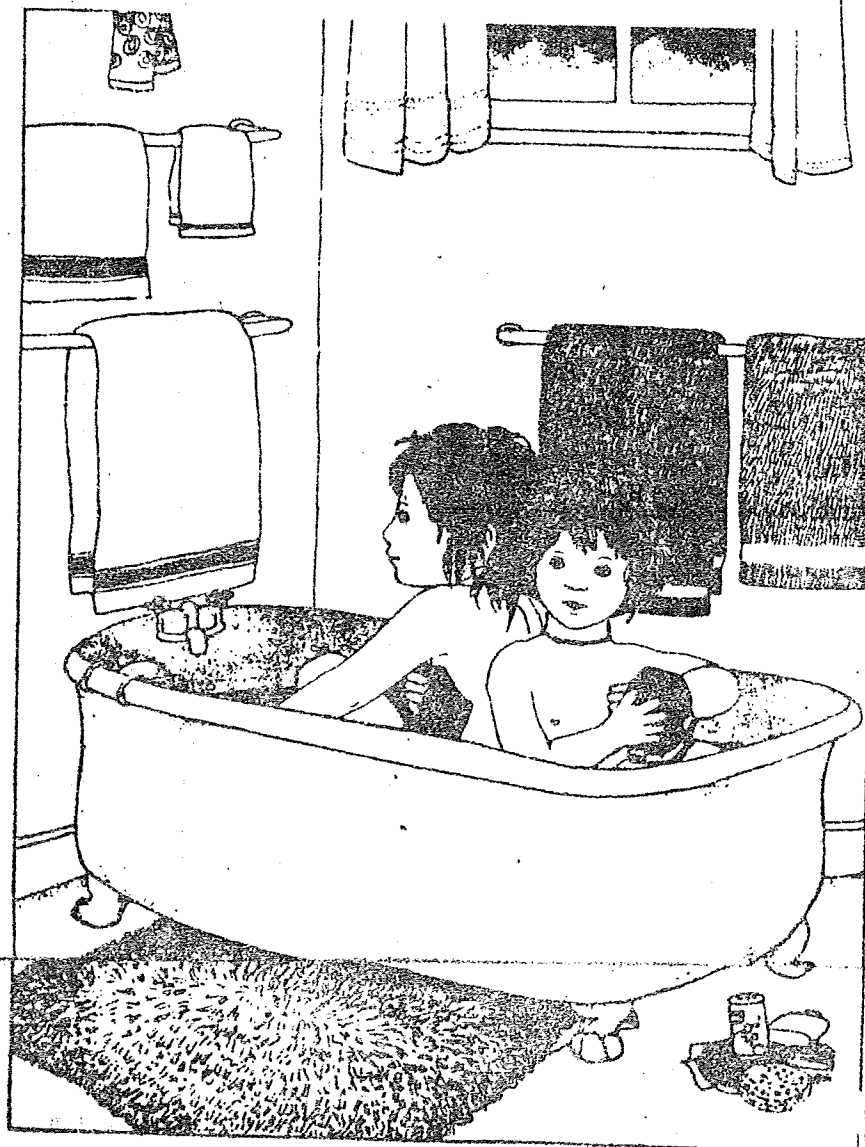
Mrs. Warner closed her letter with the question, "Why cannot a parent support group come to the aid of troubled school parents?"

The answer is that support groups can and will help parents. One such group has already been established. Parents are urged to contact Eagle Forum's Parents' Advisory Center, 68 Fairmount, Alton, Ill. 62002, (618) 462-5415, for assistance in making a complaint under the Hatch Amendment regulations.

I heartily commend Georgiana Warner for bringing the new regulations to the attention of her local school board members and hope that other parents throughout the country will do likewise. Only by spreading the word can we notify teachers, administrators, parents and students about this most significant piece of legislation, which has now become the law of the land complete with implementing regulations.

—Malcolm Lawrence
Coordinator, Maryland Coalition of Concerned Parents on Privacy Rights in Public Schools
Chevy Chase, Md.

Second grader brought this book home



Bobo Plans to Run Away

"To Grandma's," said Bobo.

I don't think Grandma would let Bobo stay. Where would she sleep? There's only one bedroom. I bet Bobo wants to go there because Grandma has a color TV and we don't. That's not fair. I hope they won't let her.

Mommy came in to run our bath. "Bubble, pine, or regular?" she said.

"Reg," said Bobo.

Bobo never likes bubble anymore. She used to. I can only have a bubble now if I have it by myself.

"Will he have a bath with us if he's a boy?" I asked Bobo when we were in the bath.

"Maybe."

"Then he might put his penis in our vagina," I said. "That's what boys do."

"They don't do that till they're much much older," Bobo said.

"Sallie Cartwell says her brother does it right now and he's four."

"The people in your class are crazy," Bobo said. She began to wash her ears with the fish sponge. She says it's a fish. To me it looks more like a turtle.

ACTUALLY, THIS BOOK WAS GIVEN A SECOND GRADER FROM THE SOM-
SERSSET SCHOOL LIBRARY IN THE SHAWNEE MISSION SCHOOL DISTRICT. THE STUDENT TOOK IT TO HIS MOTHER TO EXPLAIN BECAUSE HE DID NOT UNDERSTAND IT.

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DON'T BLAME US IF YOU ARE UPSET ABOUT THE WORDS IN THIS BOOK — it is a book brought home by a second-grader from the school library in the Kansas City, Kansas, area. We didn't put that book in the library, but we know this is typical of many of the books for younger children which have been shown to us in various parts of the nation. In this case the parents took this child out of the public school and put him into a private school. We debated about printing this in our paper, but we know most parents will not believe these books are available to their children. For

STATE ADVISORY COUNCIL FOR SPECIAL EDUCATION FEB 4 1985

Position on HB 2008, HB 2080, and SB 54

During the State Advisory Council for Special Education Conference call meeting, January 31, 1985, three 1985 legislative bills were discussed and positions were taken by the Council. These bills were House Bills 2008 and companion bill HB 2080 on Home Schooling and SB 54 on the authority to pay general equalization money for 3 and 4 year old handicapped students. The following position resolutions were adopted by the Council:

1) HB 2008; HB 2080 - (Home Schooling)

The Council voted unanimously that Exceptional Children (both handicapped and gifted) be excluded from the Home Schooling bills. The basis for this position was the following:

(a) All exceptional children by mandate must be provided an appropriate education in the Least Restrictive Environment. Home Schooling could not provide the necessary special training, special equipment, or support services necessary. It is unlikely that the Individual Education Plan could be properly developed in this setting. Should the parents petition for these extra services, it would be a great duplication of professional time and much additional expense to the Local Education Agencies to provide these services.

(b) The home is the most restrictive of all instructional settings and to promote this educational setting for any handicapped or gifted child would be in violation of state and federal philosophy of providing education in the Least Restrictive Environment.

(2) SB. 54.

The Special Education Advisory Council has already gone on record as supporting a mandate for preschool education from birth to kindergarten. This bill would help carry out this philological position of the Council. This Advisory Council supports Senate Bill 54 for inclusion of 3-4 year olds to be counted as a part in equalization funds. They are also in support of the Governor's budget for providing funding for 4 year olds and to be counted under the equalization formula.

Testimony on HB 2008, 2080, and 2178
before the
House Education Committee
by
Kevin Werick
502 N. 4th Street
St. Marys, Kansas 66536

February 6, 1985

Mr. Chairman and members of the Committee, we appreciate the opportunity to appear before you today and offer testimony on HB 2008, 2080, and 2178. On behalf of a group of 33 families in Pottawatomie and Wabaunsee counties, I have been asked to testify in general support of legislation to authorize home schooling in Kansas, and in specific support of HB 2178, which we believe offers the fairest, simplest, and most practical measures to place home schooling in Kansas on an effective legal foundation.

I'm sure it does not surprise you that most of the families for whom I speak are reluctant to declare their positions in writing due to their fear of harassment by the SRS. Therefore, in order that home schoolers might come out of their closets, raise their shades, and unlock their doors, we urge you to report your final version of HB 2178 favorably to include the following provisions:

(1) A simple registration procedure with the State Board of Education. The information required should be specific and minimal, and definitely not open-ended.

(2) A fair testing procedure which allows students to take standardized achievement tests and submit the scores to the State Board annually for evaluation. We support "maximum" competency testing to encourage our children to do as well as possible.

(3) Authorization to teach our children outside, as well as inside, the home, thereby providing for field trips, off-site classes in the arts, physical training, visits to the library, etc.

(4) Maintenance of the status quo with regard to private schools, in order to avoid any constitutional questions in the areas of freedom of religion and equal protection under the law. We want to retain our freedom to send our children to the schools of our choice. In many areas of Kansas, if a child were forced to attend an "accredited" school, he would have to attend the local public school -- regardless of any other considerations.

(5) Flexibility in setting the starting and ending dates of the school year, at least to the same degree as enjoyed by each local USD.

(6) Monitoring of any home school program at the state level, rather than at the local level. We feel that most local districts would be less than eager to be required to supervise a widely dispersed number of home schools. Such a requirement would prove too expensive in terms of time and money. On the other hand, most home schoolers would probably be willing to voluntarily seek and pay for services (e.g., special training and facilities) offered by a local public or private school. The State Board can establish uniform procedures to deal with home schooling exemptions, and it should have the latitude to consider a variety of factors influencing the performance of home schoolers in a variety of circumstances.

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Werick Testimony
February 6, 1985

In conclusion, we respectfully urge you to authorize a home school option for Kansas in as simple a manner as possible. Many states have already discovered that most parents who decide to teach their children at home do a creditable job. Most parents, though, will still be happy to send their children off to school each day. And of the parents who choose the home school option, the majority will teach only the elementary grades where they will be most effective. As has been the case in other states, we do not envision home schooling causing any significant problems in Kansas.

But please let's not cross our bridges before we come to them. Let home schoolers show what they can do before we try to make them expensive satellites of the public school system. Let their performance determine the need (if any) for more restrictive legislation. The vast majority of home schools are provided by loving, concerned, dedicated parents who enjoy teaching and working with their children.

Finally, results are what count; and we are confident that if you can give home schoolers a little free rein, you'll be pleasantly surprised at those results.

TESTIMONY BEFORE THE HOUSE EDUCATION COMMITTEE

IN SUPPORT OF HOUSE BILL 2178

February 6, 1985
Bonnie Sawyer
Spring Hill, KS
KANSANS FOR ALTERNATIVE EDUCATION

Mr. Chairman and Committee members:

I urge your support of House Bill 2178. It recognizes home instruction programs as a legal option to compulsory school attendance, yet provides accountability through testing. It recognizes the parent's right to determine a child's education, yet offers assurances that the child is indeed being educated. It is by far the most equitable of the proposed bills.

House Bill 2178 includes three essentials that any bill must contain to have the support of home schoolers.

1. House Bill 2178 is uninvolved, clear-cut, and specific. We cannot support a bill which does not clearly state all that will be required of us. The other bills permit the State Board to ask for any additional information. Additional rules and regulations are allowed. It is unclear what the consultation and counseling mandated in these bills could involve. Many parents would have religious and personal objections. However, failure to comply carries the penalty of losing your exemption. House Bill 2178 specifies what information is to be registered with the State Board, how many hours are required during the year, where instruction can take place, and under who's supervision.

2. House Bill 2178 provides for accountability, with supervision of home instruction programs at the state level. Supervision must remain on the state level for evaluation of home instructed students to remain consistent. What constituted satisfactory progress could vary on the local level from school board to school board.

Assurances that the home schooled student is progressing well are provided by submitting standardized achievement test scores. This gives a better indication of overall progress than the MCA, which covers only two areas of learning. Also, House Bill 2178 permits parents to furnish any information relevant to the pupil's progress for consideration by the State Board. This is not only important, but necessary if they are to accurately assess the student's progress. The MCA is specifically designed to evaluate public school methods and programs and is therefore, not the best indicator for home school programs. As Dr. Blackburn pointed out in his written report to the Interim Education Committee in June, 1984: "Evaluating a home school should not be driven solely by the need for comparison....a program is first and foremost evaluated on its own characteristics."

3. House Bill 2178 leaves unaccredited private schools as an option co-equal with accredited schools. There has been no evidence presented that unaccredited private schools are not fulfilling their obligation to educate the children enrolled in their schools. The only facts that have been presented are that the state does not have all the information it would like about the unaccredited private schools. This does not justify new rules and regulation. Private education already have testing programs for evaluation, a designated person to report truancy, and administrative bodies to oversee and manage the schools. Parents are not going to pay for private education if their children are not learning and making satisfactory progress. We also find it unacceptable that should unsatisfactory progress be made in a home schooling situation, we've lost our option to enroll the child in an unaccredited private school. The supposition that if a student does not progress sufficiently in one unaccredited school then no unaccredited private school could meet the child's needs does not follow logic or reason.

In short, committee members, we want the simplest and most uncomplicated bill possible. If home instruction students are included on public school rolls, then what would the state be obligated to provide the home school. This only further

intangles the public and home schools. Something the public and home schools are not prepared for and at this time do not want.

Again I urge your support of House Bill 2178 as the best alternative. It recognizes the parent's rights and legalizes home instruction programs, yet provides for accountability to the State Board of Education.

KANSANS FOR ALTERNATIVE EDUCATION
Bonnie Sawyer
19985 Renner Road
Spring Hill, Kansas 66083