

MINUTES OF THE HOUSE COMMITTEE ON EDUCATIONThe meeting was called to order by Representative Don Crumbaker at
Chairperson3:30 ~~am~~ p.m. on March 25, 1985 in room 519-S of the Capitol.

All members were present except: Representative Brady 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 Jessie Branson
Sue Ellen Weber, Kansas Department on Aging
Elizabeth Taylor, Kansas Association for the Education of Young Children, Inc.
Craig Grant, Kansas-National Education Association
Margaret Gebhardt, Silver Haired Legislator from Bonner Springs
Sandra Moore, Director of the Adult Life Resource Center, Division of Continuing Education
at University of Kansas
Morton Ewing, Silver Haired Legislator from Hutchinson
Clarence Arndt, Silver Haired Legislator from Overland Park
Steve Hirsch, Wyandotte County Mental Health Association and
State Treasurer
Ray Petty, Kansas Advisory Committee on Employment of the Handicapped, Department of
Human Resources
Betty Jones, Eagle Forum
Pat Goodson, Right to Life of Kansas

The minutes of March 18, 1985 were approved as written.

The Chairman opened the hearing for HCR 5008, encouraging institution of life development education programs.Representative Branson presented HCR 5008. She referred to written testimony presented to the Committee by Reverend A.F. Bramble in lieu of his presence. (ATTACHMENT 1) She presented the Committee with a summary of SHL 107 from which HCR 5008 is derived, prepared by Ben Barrett from staff. (ATTACHMENT 2)Sue Ellen Weber, Kansas Department on Aging, testified in support of HCR 5008. (ATTACHMENT 3)Elizabeth Taylor, KAEYC, testified in support of HCR 5008. (ATTACHMENT 4)Craig Grant, K-NEA, testified in support of HCR 5008. He stated their support of the concepts and hopes that with the urging of this legislation there would be adequate schooling for teachers to be able to develop the programs in their classes.Margaret Gebhardt, SHL from Bonner Springs, testified in support of HCR 5008. (ATTACHMENT 5)Sandra Moore, KU Division of Continuing Education, Adult Life Resource Center Director, testified in support of HCR 5008. (ATTACHMENT 6)Morton Ewing, SHL from Hutchinson, testified in support of HCR 5008. (ATTACHMENT 7)Clarence Arndt, SHL from Overland Park, testified in support of HCR 5008. (ATTACHMENT 8)Steve Hirsch, for Stephen McCue, Wyandotte County Mental Health Association, testified in support of HCR 5008. (ATTACHMENT 9) Mr. Hirsch further added that as Administrative Assistant of the State Treasurer, he would add the support for HCR 5008 from the State Treasurer.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION,
room 519-S, Statehouse, at 3:30 ~~a.m.~~ p.m. on March 25, 1985

Ray Petty, legislative liason of KACEH/DHR, testified in support of HCR 5008. He stated that most disabled are elderly and this is another life development issue. He added their position that this is important to the students in the State of Kansas.

This concluded the proponent section of the hearing for HCR 5008. The Chairman opened the opponent section of the hearing.

Betty Jones, Eagle Forum, testified in opposition of HCR 5008. (ATTACHMENT 10)

Pat Goodson, Right to Life of Kansas, testified in opposition of HCR 5008. (ATTACHMENT 11). She added that they would support the bill if an amendment were added to state that life begins at the moment of conception.

This concluded the hearings for HCR 5008.

The meeting was adjourned at 4:20 p.m.

The next meeting of the Committee will be March 27, 1985 at 3:30 p.m. in Room 313-S.

TESTIMONY IN SUPPORT HCR 5008
LIFE DEVELOPMENT EDUCATION
A. F. BRAMBLE

March 25, 1985

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

It is this situation that life development education would address. It provides for the possibility of teaching positive and accurate ideas about the life development process, beginning with childhood and extending to older adulthood. Hopefully, then, our cultures would be permeated with positive attitudes about old age as well as the other stages of life. The consequence could be our elderly would be motivated by a sense of worth, live more healthily, contribute much more to society, solve many of their own problems, and enjoy a place of dignity in our society.

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

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

But life development education would serve the very young, children, youth and adults as well as the elderly. For instance, teen age suicide is the second most killer of youth. If our youth had previous training on the anxieties and pressures coming with teen life, and could be prepared for this passage, then possibly, suicide would no longer claim many of them. Life development education would benefit all stages of life.

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

ATTACHMENT 1

3-25-85

House Education Committee

LIFE DEVELOPMENT EDUCATION

LIFE DEVELOPMENT EDUCATION

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

PRESENT SITUATION

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

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

RELEVANT POINTS

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

- (5) The White House Conference on Aging Technical Committee on Creating an Age Integrated Society described "Implications for Educational Systems." The committee reported to the White House Conference on Aging (1981),
"Despite ample evidence of the contributions and potentials of older adults, devastating myths and stereotypes endure. As a result, inequities are perpetuated, the elderly are denied full participation in society, and younger persons dread old age."
- (6) When travelling to unknown areas of our land a map is an invaluable guide. It shows many roads and identifies places. It doesn't tell you where to go but points out some of the possibilities and tasks. Life development education similarly equips a person for passing through life. It can alert one to the changes ahead, to the detours, if any, to the rough times, and to the resources available for an effective journey. Thus one can live from childhood to older adulthood better equipped for life.
- (7) Robert Butler in his Pulitzer Prize winning book "Why Survive; Being Old In America", notes the myths and stereotypes that belittle the life of the elderly.
- (8) Judith Lee Burke of the University of Missouri studied young children's attitudes and perceptions of older adults. She reports:
"Age discrimination was highly accurate by age six. Children identified older adults as sad, lonely and not busy. Images of passivity, and of older people engaged in domestic, but not "outside" work were also present. Older children in the sample were more likely to hold stereotypical images. Two-thirds of the children preferred not to grow old. It was concluded that deliberate programming in preschools and elementary schools is important to offset early ageist attitude formation."
- (9) It is common to note that aging begins at birth, everyone who lives grows old by the minute, day and year. This process of aging can be commonly described as infancy, childhood, youth, young adulthood, middle adulthood, and older adulthood. Innumerable studies have been conducted on these various stages which studies have identified characteristics and developmental tasks. For instance infancy is the stage one experiences and develops love through touching, feeding, fondling on the part of parents. Childhood includes relating to family members and beyond them to the larger family of friends. In youth or adolescence one develops relationships with the opposite sex and with his group (peers). In young adulthood one explores for vocational goals and develops relationships that lead to the formation of marriage and a new family. Middle adulthood brings its changes and crises. Older adulthood means new tasks and opportunities with corresponding traumas and possibilities of growth.
- (10) The main point of HCR 5008 recognizes that persons are better equipped to move through the stages of life, and emerge as more healthy, mature persons, if they are provided training and insight on the course of life development.
- (11) And quite openly and honestly, we who are elderly and who work for the elderly, think life development education will lead the young, the middle and the old to appreciate, accept and see the opportunities of old age. Such education could dispel the myths and stereotypes of aging that limit the appreciations of the young for the old. And even the old, when educated in the process of life development, could think positively about themselves and be better prepared to make their contributions to the betterment of life for all.

When 'so much to live for' isn't enough

'Coping' skills should be developed before kids reach hazardous teen years

It can be a real joy to learn something new. The little that remains of the flavor of what it was like to learn or make a discovery as a youngster suggests that emotion is different for the child than the adult. More diffuse, perhaps. More fleeting. But in both time frames, there exists an overlay which almost takes on a character of its own.

It's especially important to realize that the concept of learning

JEAN HALEY

(which Webster's points out means "to fix in the mind" and "to acquire as a habit or attitude" as well as "to get knowledge of") covers a vast landscape. What goes on in a classroom is only one aspect — though certainly a crucial one. But like the primary colors in a wheel, that kind of knowledge graduates into a multiplicity of shades.

To consider such a fact is to give it legitimacy. And to focus a bright, and perhaps somewhat different-than-usual spotlight on the importance of growing psychologically is good. Certain words that more or less express the process have moved it in and out of popularity. "Coping" is one. Abuse and overuse have made me shun it in recent years. But it's a suitably precise word which is quite appropriate in this matter of learning, particularly in the context used by an author about teen-agers who kill themselves.

Kansas City writer Patricia A. Davis packs a lot of information into her little book *Suicidal Adolescents*. One of the most interesting sections has to do with prevention. Not enough has been said about it. Keeping the terrible from happening hints of the divine so we're generally careful in speaking of it with much assurance. There might be a

vague distrust of such claims. It can sound like a grab for glory. But points made by the author are sound.

Concern has heightened the past few years about the rising rate of juvenile suicide. It should. Educators and health workers, parents and counselors, indeed all who work with young people, need to know as much as possible about the second largest cause of death among teens. They must recognize symptoms. They need to know how and where to get a young person help, how to support him or her back to health. And when intervention fails, we all need to know how to behave with the survivors.

A million words could be written or spoken — and probably have been — about advising a particular young man or young woman with specific problems in a life that was pushed over the edge. But Ms. Davis proposes several concepts to help keep kids out of such depths. The tricky part is that we have to practice them long before the outline of a personality in pain is visible.

"Parents need to teach children that, in reality, life should not be expected to offer a constant state of happiness," Ms. Davis writes. "In order to get through the unpleasant moments and difficult times, children must learn coping skills. Parents can teach coping skills by being good role models and by teaching children how to solve problems."

The value of the latter task cannot be underestimated. In fact, in the context of a juvenile's thinking about or attempting suicide, it is magnified. It seems hardly possible for adults to mention such a violent death with adding in the same breath something about its

being incomprehensible that care-free teens "with so much and so much to live for" would take their own lives. It's easy to forget how massive adult conflicts and instincts are when they first are felt. Or how oppressive the conundrums of life and death look to a young person confronting one the first time. A puny little being is at the mercy of giant forces.

"By learning how to solve problems, children learn they have control and power over their lives," Ms. Davis explains. "This is very important, as many times when adolescents have problems and do not know how to solve them correctly, they feel that suicide is the only answer."

Other scientists and researchers also have stressed the notion of giving children coping skills so they internalize the habit of dealing with crises and problems well before the volatile teen years. Ms. Davis quotes J.S. Hazel and colleagues:

"By learning how to solve problems, children learn how to do the following: (1) identify what the problem is exactly, (2) identify the possible solutions, (3) identify the advantages and disadvantages of each solution, (4) decide on the most desirable result — the solution with the most advantages and least disadvantages, (5) choose the solution that leads to those results, (6) decide on the exact steps to bring about that solution, and (7) if the first solution does not work, follow through with the second best solution."

Come to think of it, it's really never too late to learn and grow. If we missed teaching or learning that outline for independence in childhood, it's a lesson for today with pleasant rewards attached.

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

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

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

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

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

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

Passages by Gail Sheehy

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

Aging 2000 by Philip Selby & Mel Schechter

Men at Middle Life by Farrell & Rosenberg

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

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

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

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

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

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

SUMMARY OF SHL CONCURRENT RESOLUTION NO. 107

SHL 107 urges schools and boards of education to provide programs which will help prepare youth for life development. The objectives of such programs should be accomplished with the assistance of local community organizations.

The State Board of Education is requested to:

1. provide information about proven program elements which schools might select and adapt to meet their needs,
2. build a file of curricula and teaching materials relating to life development education programs for distribution to school districts, and
3. provide technical assistance to schools and communities in the development of their approaches to such programs.

The State Department on Aging, the State Department on Health and Environment, and the State Board of Regents are requested to work with the State Board of Education in developing teaching materials and providing technical assistance to schools for life development programs.

It is estimated that implementation of SHL 107 would require additional expenditure by the State Department of Education ranging from \$40,000 to \$50,000 per year. Based on the assumption that life development would be integrated into the regular school program it is likely that the implementation costs to schools would be very small as compared with total expenditures. Presumably, there would be some costs associated with the Department on Aging, Department of Health and Environment, and State Board of Regents' efforts in the development of teaching materials and with regard to the provision of technical assistance to local units. Currently there is no available estimate of what these costs would be.

TESTIMONY ON HCR 5008
TO HOUSE EDUCATION COMMITTEE
BY KANSAS DEPARTMENT ON AGING
MARCH 25, 1985

Resolution Summary:

HCR 5008 would encourage boards of education to institute Life Development Education Programs in schools. The resolution requests that the State Board of Education maintain educational resources and provide information about life development programs. These resources would be made available for Kansas schools and communities to develop their own programs, should they so choose to.

The Department on Aging, the Department of Health and Environment, and the Board of Regents are requested to work with the Board of Education in developing teaching materials and providing assistance to schools.

Testimony:

The Kansas Department on Aging supports HCR 5008 as an effective way to provide information about the life development or aging process. This resolution would not require that all Kansas schools offer life development programs, but would rather establish a procedure for providing resources that could be made available for those schools that wish to develop such programs.

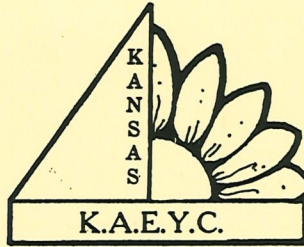
One of the primary objectives of the Department on Aging is to provide information about aging services and programs in Kansas. The Department also provides information about the aging process and about concerns of Older Kansans.

This resolution would extend our efforts to a particular audience--the children and youth of the state--which the Department's information may not otherwise reach. The Department has received several requests from

schools about educational resources regarding aging. Therefore, there are schools which have an interest and are seeking curriculum materials on the aging process.

Too often stereotypes of older persons as senile, feeble, unproductive and intolerant are the only ideas children have of the aged. The Department supports an educational effort to counteract negative stereotypes of elderly persons, hopefully before they begin to form, through the provision of positive information to young persons.

The Kansas Department on Aging would look forward to assisting in the development of educational resources about the aging process. The Department encourages your support of HCR 5008.



Kansas Association for the Education
of Young Children, Inc.

TESTIMONY IN SUPPORT OF SCR 1613
before the SENATE EDUCATION COMMITTEE

February 19, 1985

The Kansas Association for the Education of Young Children is the statewide organization comprised of approximately 900 early childhood educators, child care workers, university professors and parents concerned with the education of children through age 8. KAEYC is supporting SCR 1613 because we feel it would provide many Kansas students with educational opportunities they may otherwise not receive in today's mobile and changing society.

Life development would offer training in the different stages of life through old age. Many students today do not have the availability of regular interaction with grandparents and great grandparents as many of us did in generations before. Therefore, children do not see the development of different life stages in their own homes. Society today stresses youthfulness and seldom focuses on life's transitions as age increases.

The school seems a logical place to develop training which would inform and teach us about this transition. For this reason we are again supporting the concept of life development education programs within the schools in order to offer a well-rounded education to our young.

Submitted respectfully,

Elizabeth E. Taylor
Legislative Consultant - KAEYC
513 Taylor
Topeka, KS 66603
913-354-1605

KANSAS STATE REPRESENTATIVES AND FELLOW KANSAS CITIZENS, OUR STATE IS POISED FOR GREATNESS; WE MUST DO WHAT IS RIGHT AND DO IT NOW. LET'S NOT FORGET WE ARE OBLIGATED TO PREPARE OUR CHILDREN FOR THE FUTURE.

LET HISTORY RECORD THAT OUR KANSAS LEGISLATORS DID A SUPER JOB IN 1985, FOR EDUCATION, PASSING LEGISLATION THAT HELPED OUR GREAT STATE WITH THE PASSAGE OF BILLS HELPING ALL AGES OF LIFE. I'M SPEAKING IN BEHALF OF HCR 5008, WHICH IS AN EDUCATIONAL PROGRAM, ONE THAT WOULD OFFER TRAINING AND DECISIONS REGARDING EACH STAGE OF LIFE AND AN APPRECIATION OF EACH STEP.

THINK ABOUT THIS AND EXAMINE ITS SEQUENCE AND PRIORITIES. WE URGE SCHOOLS AND BOARDS OF EDUCATION TO ASSIST IN PROVIDING PROGRAMS WHICH WILL HELP US PREPARE OUR YOUTH TO FACE REALITY THROUGH "LIFE DEVELOPMENT".

THE COMMUNITY, CIVIC ORGANIZATIONS, SCHOOL BOARDS AND PARENT TEACHERS ASSOCIATIONS OR ANY OTHER COMMUNITY GROUPS WHO BELIEVE WE SHOULD HELP OUR CHILDREN UNDERSTAND LIFE AND ITS DEVELOPMENT OF REALITY, WHEN OUR HAIR CHANGES COLOR, WHEN OUR FACE BEGINS TO WRINKLE, OR WHEN WE BECOME NOT QUITE AS AGILE.

TEACHING LIFE DEVELOPMENT STARTING WITH KINDEGARTEN THROUGH THE ELEMENTARY AND EVEN IN HIGH SCHOOL, WOULD DEFINITELY CHANGE THEIR APPRECIATION OF LIFE.

TODAY, OUR STUDENTS HAVE A HARD TIME DEALING WITH REALITY AND LIFE. THEY HAVE THE HIGHEST SUICIDAL RATE AND HAVE SO LITTLE KNOWLEDGE OF HOW TO COPE WITH EVEN SOME MINOR SITUATIONS. SOME ARE SO CONFUSED, THEY THINK DRUGS AND ALCOHOL ARE THE ANSWERS TO ALL THEIR PROBLEMS.

THE KEY TO CHANGING THAT MOST IMPORTANT PROBLEM IS IN OUR HANDS TO SOLVE. I BELIEVE WHEN THEY TOOK "WEEK DAY BIBLE SCHOOL" AND PRAYER OUT OF THE CLASSROOM AND PUT SEX EDUCATION IN; PUNISHMENT OR CORRECTIONS OUT AND SECULAR HUMANISM IN OUR SCHOOLS, IT APPEARS OUR YOUTH IS LEFT IN A STATE OF CONFUSION.

LET'S NOT CONFUSE THIS TITLE, "LIFE DEVELOPMENT" WITH PROMOTION OF ABORTION OR BEING AGAINST RIGHT TO LIFE ISSUES. FOR, I TOO, AM STRONGLY OPPOSED TO ABORTION. MY HUSBAND AND I WERE SO HAPPY TO BE ABLE TO ADOPT TWO UNWANTED, PRECIOUS LITTLE ONES.

THIS BILL IS A PROGRAM DEALING WITH LIFE DEVELOPMENT AS IT WAS INTENDED, A LOVE FOR FAMILY AND LOVED ONES IN THE NORMAL SENSE, ACCEPTING THE CHEMISTRY CHANGES WE TAKE ON AS WE GROW OLDER.

I'M DEFINITELY FOR STUDENTS LEARNING AND APPRECIATING THE SACRIFICES MAKE FOR THEM BY THEIR LOVED ONES (OF FAMILY) AND THE COMMUNITY, STATE AND FEDERAL GOVERNMENT IN FUNDING THE EXPENSES FOR EDUCATION, WHICH IS A GREAT PART OF OUR TAX DOLLAR.

LET THEM LEARN THROUGH THIS EDUCATIONAL SYSTEM WHICH WE HELP PROVIDE THAT NATURE HAS A DEFINITE PLAN FOR EACH OF US AS WE GROW OLDER, ONE WE MUST ACCEPT. A PLAN PERFECTED BY OUR CREATOR.

I PRAY YOU CONSIDER THIS BILL AND HELP IT TO PASS.

THANK YOU.

MARGARET L. GEBHARDT
KANSAS SILVER HAired LEGISLATURE
BONNER SPRINGS, KANSAS
COUNTY OF WYANDOTTE, KANSAS

REMARKS IN SUPPORT OF HOUSE CONCURRENT RESOLUTION ON LIFE DEVELOPMENT
EDUCATION
March 25, 1985

I am Sandra Moore, Director of the Adult Life Resource Center, a program unit in the Division of Continuing Education at the University of Kansas. We offer training to professionals and workshops to the public on many aspects of adult development, and underlying each is the acknowledgement that learning and growth are lifelong processes.

At one time psychologists and educators assumed that personality growth and development were essentially established in childhood. We may have believed--and to have communicated this belief to children--that adulthood is a static, dull and eventually deteriorating period of the life cycle. Children today are, as we know, under many pressures to mature early. If they don't feel completely "grown up" by 21, they may feel deficient. How much more helpful it would be to understand that their lives are an unending and continuous process of increasing complexity and dimensions which develop like crystals with interesting facets appearing with major life events, transitions, and experience.

In a remarkable book, The Role of the Aged in Primitive Societies, by Leo Simmons, the many roles of older people in preliterate societies are described: They are judges, teachers, healers, political leaders and chiefs, family heads, religious leaders, and historians. These roles are open to them only at advanced ages and in recognition of their superior capacity to fill these roles.

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

Sandra Moore testimony
House Education Committee
March 25, 1985
Page Two

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

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

TEXTIMONY IN SUPPORT SCR 1613
LIFE DEVELOPMENT EDUCATION

I am Morton Ewing of Hutchinson, a retired principal of one of the larger Junior High Schools in Kansas.

We thought that we had certain functions as a junior high school that we should feel responsible for to try to get across to the students, in addition to furthering learning of the basics.

One was that we should not only allow but require that students take exploratory courses to try to give them a better idea of the courses that they not only wanted to pursue, but where their strengths and weaknesses for the courses that would be offered in senior high school.

We also felt that they should explore some in the fields of vocations, mainly through research, to get a better idea of what they wanted to prepare for in the field of occupations.

Also in our curriculum we felt that somewhere we should present them with some of the choices they could make in their lives as young adults and what might be the results of those choices; of some of the peer pressures that they might run into and try to help them decide how to handle the pressures.

We did not think that we could give them answers to the problems that they were going to encounter because we did not know what the problems would be. But if we could give them help on how to meet those problems and some guidelines on how to work on them they would be more successful in solving their future problems.

In short we felt that we owed them help in meeting the challenges of this next step in life. If in our school systems we can teach students that life is a series of steps and that the success of the next step depends to a large extent on how well prepared they are to take it we will not only have a more productive population but a happier one.

Thank you.

LIFE DEVELOPMENT EDUCATION PROGRAMS

Mr. Chairman, Members of the Committee:

My name is Clarence Arndt. I am a Silver Hair Legislator from Overland Park. I would like to thank you for the opportunity to speak in behalf of this resolution today.

Since the aging process is a part of Life Development Education, I would like to speak specifically about this area of the program. Teachers would be enabled to help students prepare for aging by pointing up the positive values, as well as the pitfalls; to help them to relate more readily to the elderly; and last but not least, to help each of them to age with greater tranquility and grace.

Many young people of today will have had few direct face to face contacts with older people. Long gone are the days when grandparents were a part of the every day family scene. These days, they stay alone in their homes as long as they possibly can, then go to nursing homes. This results in little opportunity for association between the two groups. As a result, the young have negative and distorted views of the elderly: they describe them as ill, tired, slow, forgetful, grouchy, isolated, unproductive, etc.

Due to the current efforts to balance the national budget, federal funding for such human services as the Intergenerational programs, Grandparent's program, and many Collegiate Gerontology programs could be in very serious trouble. It is my feeling that if Life Development Education was installed in our schools, it could help offset the losses or cutback of such programs.

I hope that you will give serious consideration to the passage of this resolution.

Thank you.

Clarence W. Arndt
8501 Glenwood
Overland Park, KS 66212

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3047 South 8th Terrace
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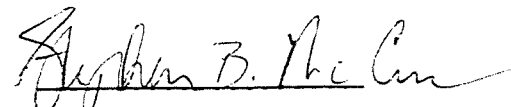
RE: House Concurrent Resolution #5008

Despite the confidence I feel that the more than 800 constituents of the Mental Health Association in Wyandotte County would likely agree with me, I have not had time to consult with the Association's Board of Directors, and; therefore, I am not addressing this issue as the Association's Executive Director, but as a citizen who has considerable experience in working with troubled young people. I supervise the Teen Connection Hotline, a 24-hour crisis/information telephone service for young people throughout the Greater Kansas City area, a service which currently fields approximately 600 calls each month.

The most dramatic issue facing young people today is the rising rate of teenage suicide. Growing attention to this problem has caused a kind of panic in the general public and something approaching befuddlement in the professional community. Suicidologists in recent years have admitted two important things: 1) that no one is certain what has caused this increase in the teen suicide rate; 2) that mental health professionals are actually not the best preventers of teen suicide -- teenagers themselves have that relatively untapped ability to learn the warning signs of suicide, notice them in their friends and mobilize professional help. The thrust of the prevention strategy today is in providing young people with information.

While speaking with several thousand students over the past four years of the hotline's operation, I have taken the opportunity in every classroom to ask students their opinions of the causes of the teen suicide rate. Every answer involves the word "pressure." This is explained in three general areas: 1) young people feel that increasingly high expectations are being placed upon them; 2) they experience competition with their peers as increasing almost daily; and 3) they see their future as, at best, unsure, so they fear it.

I support the life development education legislation under consideration because I see it as having tremendous potential for the alleviation of this fear of the future, with consequent benefits for our young people as they pass through all stages of life.



Attached are some examples of materials used in schools across the nation. Yes, they are in Kansas schools. We do not live in a vacuum here in Kansas, although many refuse to believe these things are happening here. Our children are committing suicide here just like in other places - and, it is no wonder when you investigate the mind-bending they are continually exposed to before they have reached an age where they can cope.

Of particular interest to those concerned about the lack of respect for our elderly, should be question number 10 - "What if people who are no longer economically productive (over 65, for example) were disposed of? Note this is for junior high students.

We are aware of two junior high schools in Shawnee Mission who uses THE PIGMAN as required reading. One class spent six weeks on the book. The father is referred to as "the bore" and the mother as the "old lady." I do not believe this could possibly create a feeling of respect for parents.

Also, attached is a review of the film, HASSLES AND HANG-UPS, used in schools across the nation in "Parenting" courses which were approved by the Kansas State Legislature. I'm sure they did not tell our legislators just what the content was going to be. And, yes, this film is also used in Kansas.

I urge you to vote "NO" on HCR 5008 in the interest of our youth and education.

Dated: March 25, 1985

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GLOBAL FUTURES, "WHAT IF...?"

OVERVIEW:

In a story entitled, "What If?," Isaac Asimov explored what might have happened if a slight change in circumstances had prevented two people from meeting at a particular moment in time.

We can use Asimov's question of "What If?" to help us evaluate the possible global consequences of political and social developments. The "What If's" below are designed to have students speculate about the positive and negative global effects of a single development. To do this, students will also need to imagine the problems and needs of a future world. In this way, they will be encouraged to look at our present situation and actions in light of possible futures we may confront.

GRADE LEVEL: Jr./Sr. H.S.

INSTRUCTIONAL OBJECTIVES/SKILLS:

1. In groups or in a class discussion, students will apply their knowledge of global problems to a variety of possible future social/political situations such as food shortages, changing climate, pollution, arms control, energy shortages.
2. In groups or in a class discussion, students will use the present global situation as a focal point to speculate about the possible global effects of a single development.
3. In groups or in a class discussion, students will present, defend, and (in light of alternative opinions) evaluate their positions on a particular global future.

PROCEDURE:

The effects of any decision inevitably bring about more changes than we can anticipate, something Robert Hanvey has referred to as the "hidden wiring." Yet, by anticipating, we will less likely be surprised by the secondary and tertiary consequences which follow from a decision. For example, what would happen if the United States adopted an isolationist policy? Would millions of people throughout the world starve? Would our allies turn from us to the communist countries? Would some of our present allies, such as Israel, be taken over? Would our standard of living drastically change? How would the world economy be affected? Would other nations receive more oil? Would...? If students did the first activity, they should be reminded by the ever-expanding diagram of the consequences of a rise in crude oil prices.

In small discussion groups, or in a general class discussion, have students speculate about the possible global effects of one or more of the "What If's" that follow.

1. What if the United States' grain production were suddenly reduced by 50%?
2. What if all forms of private transportation were banned and only public transit systems were allowed?
3. What if all nations had to share their energy and food supplies?
4. What if the governments of all nations banded together to pass a law that couples would be sterilized after their second child?
5. What if Arab oil exports to Europe and Japan were stopped?
6. What if the world's population continued to grow at its present rate, doubling the world's population about every 34 years?
7. What if pollution killed off the majority of plankton and green plants in the coastal areas?
8. What if Communist China developed the same nuclear strike capabilities as the United States or the U.S.S.R.?
9. What if all pre-school children were required to attend day care centers run by the government?
10. What if people who are no longer economically productive (over 65, for example) were disposed of?
11. What if Arab countries were only to trade their oil for technological assistance (including assistance in the area of nuclear development)?
12. What if, by the year 2000, all people were forced to live in cities of 100-story buildings?
13. What if people were paid in food instead of money? ... were paid for their labor on a social utility scale? What if those who contributed most to society, regardless of their job, were to be paid the most? ... a farmer in Sahel, Africa, were to receive the same as a farmer in the United States?
14. What if countries polluted the land, air, and water in order to acquire more energy at less cost?
15. What if pollution along the Japanese coast cut fish production (Japan's main source of food) by 50%?
16. What if waste from an atomic reactor in a small town in Belgium were to contaminate an area of 300 square miles?
17. What if each state or city had its own foreign policies?
18. What if the prices of natural gas, oil, and electricity double in the next ten years?
19. What if students create additional "What If's"?

MEMO TO: Lottie Beth Hobbs

FROM: Joyce Taylor, Chairman, Education Committee

SUBJECT: The "Parenting" film, "Hassles and Hang-Ups"

Four of us viewed the film, "Hassles and Hang-Ups" which was recently shown in 20 Fort Worth high schools by a Mental Health volunteer. The film falls into the "Hate Parents" category. There was repeated dramatization of parents being inconsiderate and selfish toward their children. Only one incident of parental kindness was depicted in the entire film. This film played on the natural hostility all children, especially teenagers, sometimes feel toward their parents.

I have talked at length with Mrs. Ratliff, the volunteer who showed the film in the schools. After showing the film, she led a discussion and encouraged students to "express their innermost feelings" and talk openly about the hassles they were experiencing with their own parents. This is strictly forbidden by the recently-passed Hatch Amendment (see Congressional Record, August 23, 1978, p. S14155). Mrs. Ratliff seemed frightened by the extreme emotional response of the students, without ever realizing that she had aroused and intensified this extreme hostility toward parents by showing the film. Her motives seem to be pure, but the results obviously have been extremely harmful to the parent-child relationship.

Mrs. Ratliff was so astounded by the extreme hostile response of students toward parents that she began asking students to express their feelings on paper. She advised me that several people had encouraged her to publish the letters, and that, yes, she probably would use some of the names. This is an invasion of the family's privacy to the extreme! She has sent several hundred of the letters to the Governor's Office on Volunteerism, requesting that "Parenting" programs are needed in public schools so students can be taught "not to be the kind of parent they have." She has erroneously concluded that these "hate letters" are indicative of parental failure.

Another objection to this film: the moderator encouraged the students to seek professional help, without parental knowledge or permission, to help in handling the "hassles" with their parents. We think this film would encourage immature students to feel insecure about their own ability to deal with their parents and to feel they had a "mental problem" when what they are experiencing is quite normal for their age.

Volunteers for Mental Health have no place in the public school system without first obtaining specific, informed parental consent. Few, if any, parents would give consent after viewing this film, which was shown without authorization of school administrators.

BACKGROUND OF "PARENTING" PROGRAMS: Through federal grants, the Dept. of HEW is promoting the development and use of the programs in high school, with intent to work them on down into elementary curriculum. The main thrust is toward "social change" or change of attitudes, values and behavior away from the traditional and toward the humanistic (atheistic). Knowledge of child care and development is secondary. HEW prefers an "experience-based" program so that students can "practice" on younger children, either through local child care centers and/or early childhood education within the public school system. This fits well with the plans by the feminists and the American Federation of Teachers. Feminists advocate free federal day care centers for all children and the American Federation of Teachers has lobbied hard to have these proposed federal centers under the jurisdiction of the public education system. Two "experts" often quoted in "parenting" material are Dr. Jerome Bruner, author of the now-discredited M.A.C.O.S program, and Dr. Urie Bronfenbrenner, who, after seven trips to Russia, prefers the communist-style child care over the American traditional method of rearing children under parental authority.

"Parenting" programs will only further intensify children's hostility and alienation toward parents. WE MUST WORK TO INFORM THE PUBLIC AND LEGISLATORS SO THAT THE LEGISLATURE WILL NOT APPROPRIATE MONEY FOR THESE FAMILY-DESTROYING PROGRAMS!

March 1985

Thank you, Mr. Chairman, members of the committee; I am Pat Goodson, I represent Right to Life of Kansas. We are appearing in opposition to HCR5008.

Why would Right To Life oppose a bill that purports to foster respect for human life at various stages of development? That is a fair question. The answer is that the bill omits the first stages of life.

At a period in history when we have come to more fully recognize the humanity of the unborn child whose life begins at conception at nine months before birth, it is folly to ignore this first stage of life development.

We believe that negative attitudes towards human life after birth, will not be corrected until we as a society recognize the sanctity of all human;life, before birth as well as after and until respect for all;human life permeates all facets of our society. Thus we are extremely sensitive to the shifting of attitudes toward the humanity of life before birth.

The life development education resolution speaks of stages of development of human life after birth--indeed in his testimony in previous years, one of the chief architects of this bill referred to the stages of development of human life as beginning at BIRTH! But, members of the committee, human life does not begin at birth. To speak of each stage of life development from childhood to old age is a serious omission of the biological fact of human life development before birth. We adamantly oppose any program that

proposes to teach respect for human life but neglects or refuses to recognize the first stage of development! Those who argue for abortion argue that life begins at birth. By enumerating some stages of life development and omitting this first stage - before birth - the implication is that life does not begin before birth. Therefore, by implication this bill comes down in favor of a particular point of view.

Therefore we urge you to reject this bill or amend it to state that:

LIFE DEVELOPMENT EDUCATION SHALL INCLUDE INSTRUCTION IN THE TRADITIONAL SANCTITY OF HUMAN LIFE ETHIC THAT RECOGNIZES THE INTRINSIC VALUE OF HUMAN LIFE AT EVERY STAGE OF DEVELOPMENT FROM CONCEPTION TO NATURAL DEATH, INCLUDING THE CONCEPT THAT ABORTION AND EUTHANASIA ARE MORALLY EVIL.