

MINUTES OF THE SENATE COMMITTEE ON EDUCATION

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

1:30 ~~am~~^{XX}/p.m. on TUESDAY, FEBRUARY 19, 19⁸⁵ in room 254-E of the Capitol.

All members were present except:

Committee staff present:

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

Conferees appearing before the committee:

SCR 1613 - Encouraging boards of education to institute life development education programs in schools (Education)

Proponents:

Mr. A. F. Bramble, Lawrence, member of the AARP and the Silver Haired Legislature
Senator Wint Winter, Jr.
Ms. Elizabeth Taylor, Kansas Association for the Education of Young Children, Inc.
Ms. Kay Coles, Director of Communications, K-NEA
Ms. Sandra Moore, Lawrence, Division of Continuing Education, K.U.
Ms. Suellen Weber, Aging Network Specialist, Kansas Department of Aging
Mrs. Margaret L. Gebhardt, Bonner Springs, Silver Haired Legislature
Mrs. Kathryn Forest, Wichita
Mr. Morton Ewing, Hutchinson, retired principal
Mr. Clarence Arndt, Overland Park, Silver Haired Legislature member
Ms. Edna Sutlief, Silver Haired Legislature member
Mr. Steve Walker, Wyandot Mental Health Center, Kansas City, Kansas

SB 175 - Concerning school districts; fixing the date for commencement of the school term; providing for exemptions; affecting the date provided as the basis for making computations under the SDEA (Senators Bogina and Morris)

Proponents:

Senator Gus Bogina, co-author of the bill
Mr. Nick Jordan, Director, Overland Park Convention and Visitors Bureau; Legislative Chairman for TIAK

After calling the meeting to order, the Chairman welcomed members of The Kansas Coalition on Aging who were in attendance. The Chair then recognized Mr. Al Bramble, Lawrence, a member of the American Association of Retired Persons and the Silver Haired Legislature. Mr. Bramble's testimony in support of SCR 1613 is found in Attachment 1.

When Senator Wint Winter, Jr. testified in support of SCR 1613, Senator Winter recalled that a similar resolution for the encouragement to institute life development education programs in the State's schools had been in Committee two of the past three years. He stressed that there was a need for the resolution and urged the Committee to pass the resolution favorably.

Ms. Elizabeth E. Taylor, Legislative Consultant, Kansas Association for the Education of Young Children, Inc. stated that she supports SCR 1613, and her testimony is found in Attachment 2.

The Chair recognized Ms. Kay Coles, Director of Communications, K-NEA, who told the Committee that her organization not only supports SCR 1613 but that it would encourage the State Board to include members of the teaching profession to participate in the development of the program.

CONTINUATION SHEET

MINUTES OF THE SENATE COMMITTEE ON EDUCATION,
room 254-E, Statehouse, at 1:30 ~~am~~/p.m. on TUESDAY, FEBRUARY 19, 1985

The supportive testimony of Ms. Sandra Moore, Director of Adult Life Resource Center, Division of Education at the University of Kansas, is found in Attachment 3.

Another proponent, Ms. Suellen Weber, informed the Committee that she is testifying on behalf of Ms. Sylvia Houglund and the Kansas Department on Aging. Her testimony is found in Attachment 4.

Mrs. Margaret L. Gebhardt, Bonner Springs, Kansas, a member of the Silver Haired Legislature, also supported SCR 1613, and her testimony is found in Attachment 5.

Proponent Ms. Kathryn Forest, Wichita, interpreted the importance of SCR 1613 by saying how the program would encourage a positive self-image of oneself and how it would help to develop the potentials that are possible within our lives. She stressed that the program would be voluntary, very beneficial, and one of the least costly bills to be considered this year.

A retired principal, Mr. Morton Ewing of Hutchinson, urged the Committee's support of SCR 1613, and his testimony is found in Attachment 6.

Mr. Clarence Arndt, Overland Park, member of the Silver Haired Legislature, also described how the life development program concept embodied in SCR 1613 could help a person's self-image as he or she progresses through the various stages of aging. He described how young people have a distorted view of the elderly and suggested that the life development programs could be a replacement for other programs that might be abandoned with a cutback in federal funds.

Ms. Edna Sutlief described some of her experiences which represented, she said, distorted views of the elderly and said the Silver Haired Legislature's passing of Concurrent Resolution No. 107 is identical to SCR 1613. She intimated how, because of differing family structures today, the opportunity for parents to prepare their children for the future is often lacking.

Mr. Steve Walker of the Wyandot Mental Health Center in Kansas City, Kansas supported SCR 1613, and his testimony is found in Attachment 7.

The Chairman announced that the hearing on SCR 1613 was concluded and that the resolution would be taken under advisement to be considered at a later time.

SB 175 - The Chair recognized Senator Gus Bogina, co-author of SB 175, who explained that the primary concept in the bill is to mandate that the school year will start after Labor Day beginning with the 1985-86 school year. He said that the school board could waive some of the conditions of the bill and that there would be a change in the FTE date from September 15 to September 22. In response to a question, Senator Bogina agreed that it would be a good idea for the schools to close by Memorial Day, especially for teachers who plan to attend summer school.

When Mr. Nick Jordan, Director of the Overland Park Convention and Visitors Bureau, responded to the Chair's recognition for him to testify, Mr. Jordan passed out pamphlets entitled "Uniform School Openings - a Benefit to Our Education and Economy" (Attachment 8) Mr. Jordan's testimony in support of SB 175 is found in Attachment 9.

Because of lack of time, the Chairman announced that the hearing on SB 175 would be continued at the meeting tomorrow. He then adjourned the meeting.

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: Tuesday, Feb. 19, 1985

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
C. A. KULCZYK	618 Broadway, Marysville Ks. 66508,	Ms. Co. Agency on Aging
C. S. NOE	613 Iowa	HOLTON
R. Noe		Holton
Fred Keefer		Topeka
Steve Walker	Kansas City	Wyandot Mental Health Center
Meryl Billingsby	Hutchinson	Advisory Council on Aging
Denny M. Smith	KCK	Wyandotte Co., KS. SHL
Maxine Durrant	K.C.K.	Wyandotte Co. SHL
Rosetta Dyer	K.C.K.	Wyandotte Co. SHL
Kathern Forest	Wichita (27 th Dist)	AA R P - St. Legis Com.
A.W. Albus	Wichita	U.S. H. 359
Sharon Montague	Washington	Senior Citizens
Bryan Wendling	Atchison	Project Concern
Larry Richman	Atchison	Project Concern
Floyd Speer	Wichita	AA R P State Legis Com.
Martin F. Ewing	Hutchinson	AA R P State Legis Com.
Ms. Delene Swick	605 - Oakland, KCK, Mo. 66101	
Martine F. Hammond	Suite 609 Capitol Tower, 400 SW 8 th	Kansas Bd of Regents
Pernee Tyler	Topeka, 836 Highland E Topeka 2, IA	
Hattie Norman	Topeka Ks 308 Jeff	KDOA
Clementine Marlin	Topeka, 1421 S.W. Westera	KDOA
NICK BROAD	OVERLAND PARK, KS. 9800 mitcalf Ste 500	OPKS 66212
Bill Curtis	KOEO	Topeka, Ks.
	KASB	Topeka

SENATE EDUCATION COMMITTEE

TIME: 1:30 p.m. PLACE: 254-E DATE: Tuesday, Feb. 19, 1985

GUEST LIST

<u>NAME</u>	<u>ADDRESS</u>	<u>ORGANIZATION</u>
Warden L. Noy	Holton, Ks	Silver Haired Legislator NEKA area agency member
Malinda Gross	Linn, Kansas	Area Agency on Aging
Francis Kieffer	Clifton, KS	Silver-Haired Legislator REKA
Josephine Kieffer	Clifton, KS	"
Ray Weid	Hiawatha, KS	NEK-AAA
Leonard Folkerts	Palmer, Ks	NEK-AAA Wash. Co. Sr. Citizens
Betty Tolbert	Palmer, Ks	Wash. Co. Sr. Citizens
Aline Zetter	Marysville, Ks.	S & L
Bernice Harvey	Beneva, Ks	S & L
Clarence W. Arndt	8501 Glenwood O.P.Ks.	Silver Hair Legis.
Robert J. Rie	411 E. Park St. Olathe, Ks	Silver Haired Legislator
Claire Ewert	4718 W 66 St. Prairie Village, Ks	Silver Haired Leg.
Conrad Smith, Atchison, Ks.	NEK AAA S. W. St.	
Mary Jane Hamilton	4324 W 17 th Topoka	Silver Haired Leg.
Al Bramble	Lawrence, Ks.	AARP, SHL
Kay Cole	Topoka	K-NEA
Rita Welbier	"	AAUP
Byron C. Smith	- Anthony, Ks	USD 361
Bob Johnson	Olathe, Kansas	United School Administrators
Mary J. Topikas	Lawrence	Lawrence Journal-World
Stephanie Jones	710 N. 7 th St. K.C. Ks	Cy/ Pw. Caa
Margaret L. DeBhardt	Banner Springs, Ks	Silver Haired Legislator, membership K.D.O.A.
Elizabeth E. Taylor	Topoka	Koloss for the Education of Young Children

TESTIMONY IN SUPPORT §CR 1613
LIFE DEVELOPMENT EDUCATION
A. F. BRAMBLE

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.

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

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

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

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

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

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

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

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

Passages by Gail Sheehy

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

Aging 2000 by Philip Selby & Mel 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.

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.



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

REMARKS IN SUPPORT OF SENATE RESOLUTION ON LIFE DEVELOPMENT
EDUCATION

February 19, 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 those roles.

ATTACHMENT 3 (2/19)

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.

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 inadvertently 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.

TESTIMONY ON SCR 1613
TO SENATE EDUCATION COMMITTEE
BY KANSAS DEPARTMENT ON AGING
FEBRUARY 19, 1985

Resolution Summary:

- SCR 1613 urges schools and boards of education to provide programs which will help to prepare youth for life development so that individuals can anticipate and appreciate every stage of life;
- The objectives of the program would be designed by the Department of Education and implemented by a cooperative effort of local community organizations, Kansas Dept. on Aging, Kansas Dept. of Health and Environment and the State Board of Regents.

Testimony:

The Kansas Department on Aging supports the Life Development Education Act as an outreach to all Kansans from school children to the elderly. This resolution is a means for preparing individuals for the inevitable life changes that we all experience. Although most people know that they will experience changes in their lives, few fully understand the impact these changes will have. Children especially need to be prepared and educated for life transitions and to cultivate an awareness and appreciation for every stage of life.

In addition to the physical changes that we undergo throughout our lives, we also experience changes in our economic conditions, interests and environments. KDOA is supportive of this resolution that will help to prepare Kansans for these life changes and help them to remain independent and self sufficient in their elderly years.

Many youths today have notions of what elderly people are like based solely upon their family relations or media portrayals. Therefore, young people often grow up with a biased and distorted view of the elderly as being "grouchy", "sick" or "helpless". By focusing on young students in school, more favorable impressions about the elderly can be formed. Exposure of students to elderly citizens can benefit both groups: the students will experience the elderly citizens as "people" with whom they may share some common ideas and from whom they may learn a great deal; and the elderly can learn about the youth culture today, contributing their knowledge and experience and perhaps increase their feelings of self worth.

KDOA believes that the Life Development Education Act will benefit Kansans in every stage of their lives-reaching the youngest school children, high school teens, their parents, grandparents and the most elderly citizens. The Kansas Department on Aging supports SCR 1613.

KANSAS STATE SENATORS AND FELLOW KANSAS CITIZENS, OUR STATE IS POISED FOR GREATNESS; WE MUST DO WHAT IS RIGHT AND DO IT WITH ALL OUR MIGHT.

LET HISTORY RECORD THAT OUR KANSAS LEGISLATORS DID A SUPER JOB IN 1985, PASSING LEGISLATION THAT HELPED OUR GREAT STATE WITH THE PASSAGE OF BILLS HELPING ALL AGES OF LIFE. I'M SPEAKING IN BEHALF OF SCR 1613, WHICH IS AN EDUCATIONAL PROGRAM WHICH WOULD OFFER TRAINING AND DECISIONS REGARDING EACH STAGE OF LIFE AND AN APPRECIATION OF EACH STEP.

THINK ON THAT. 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 SO AGILE.

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

TODAY, OUR STUDENTS HAVE A HARD TIME DEALING WITH LIFE. THEY HAVE THE HIGHEST SUICIDAL RATE AND HAVE SO LITTLE KNOWLEDGE OF HOW TO COPE WITH MINOR SITUATIONS. 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 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. OUR YOUTH IS 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 MADE FOR THEM BY THEIR LOVED ONES (OF FAMILY) AND THE COMMUNITY, STATE AND FEDERAL GOVERNMENT IN FUNDING THE EXPENSES FOR EDUCATION.

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. 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

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.

To: Senate Education Committee

From: Steve Walker, Wyandot Mental Health Center

Re: SHL Concurrent Resolution No. ~~107~~ ^{SCR} 1013

As the coordinator of a program in the Wyandotte County High Schools called PEER/TLC, an acronym that stands for Positive Educational Experiences through Relationships/Teens Who Listen and Care, I wholeheartedly support the SHL Concurrent Resolution No. 107 for a variety of reasons.

- 1) I believe, without judgement or scorn, that adolescence is a rather myopic time of life, the only projections into the future being next Friday's dance or next Thursday's test. As adulthood is not a series of proms and pep club rallies, I feel that a program addressing life development education is needed. Thinking about future developmental tasks and behaviors can only produce functional adults.
- 2) Since many of the problems I hear our PEER counselors discussing involve parents, teachers, bosses, and other people older than themselves, a knowledge of what adults are experiencing can increase empathy and understanding from teenagers to adults.
- 3) As adolescents are often dismayed by the stereotypical behaviors thrown their way, so too do adolescents stereotype older adults. I feel life education programs could lessen these rigid perceptions on both ends of the age spectrum.
- 4) Many of our PEER counselors undergo hours of extensive training on different aspects of mental health and I must admit that I am guilty of focusing on those areas most relevant to teenagers i.e. teenage suicide, teenage sexuality, etc. I feel our PEER counselors could be better listeners and better understanders of the entire human condition by learning the kind of information

life development education programs address.

5) Many educators stress the importance of positive role models for maturing adolescents and rightfully so. On the other hand, those adults who serve as role models are not flawless human beings and through learning different stages of life development emphasized by this resolution, adolescents can understand the stressors of adulthood and be more sensitive to adults' humanness.

I would hope this committee would consider these factors when formulating their opinions on this resolution in support of life development education programs.

Statewide Poll Results

Post Labor Day School Opening

1. Do you favor legislation requesting that school begin after Labor Day?

Yes - 78%
No - 21%
No Opinion - 1%

2. If your answer was no, would you support legislation if school ended Memorial Day?

Yes - 53%
No - 47%

3. Why do you support post Labor Day school opening?

Heat in the classroom: 70%
Vacation: 30%

Other Comments: "Labor Day break interrupts classroom routine."

"Why start for a few days and quit, seems useless."

"Children don't learn anything before holiday."

"Only have 3-4 days and then students are out for Labor Day resulting in non-productive days."

4. Do you usually take your vacation in:

Summer: 71%
Fall: 8%
Winter: 13%
Spring: 7%
No set time: 1%

5. Would you favor post Labor Day school openings if it means losing a portion of the Christmas or spring break?

Yes: 74%
No: 26%

Note: Personal comments indicated that most parents were more willing to give up Spring break time than Christmas. This question was asked in the Johnson County and Wichita surveys.

HOW CAN I GET INVOLVED?

--Discuss the issue with leaders in your local school district. Encourage them to start school after Labor Day.

--Contact your state legislators and tell them that you are in favor of uniform school opening legislation.

--Talk with other parents in your community and encourage them to support the issue.

WHERE CAN I GET MORE INFORMATION?

If you would like to learn more about uniform school openings, just call or write the following organizations.

Travel Industry Association of Kansas
1100 Merchants Bank Tower
Topeka, KS 66612
913-233-9465

Uniform School Openings

A Benefit To Our

Education And Economy

In the 1985 Kansas Legislative Session, legislation will be presented in favor of implementing **uniform school openings** across the state. If passed, this law will require all school districts in the state of Kansas to start school the day immediately following the date observed as Labor Day. Any further change will be made at the discretion of the local school boards.

Below are some facts that you should know about this legislation.

--PRE-LABOR DAY SCHOOL OPENINGS CAUSE LOST PAYROLL.

Many industries in Kansas employ seasonal workers including school teachers and students. In fact, tourism in Kansas provides 42,000 jobs annually. Inconsistent school openings mean that these seasonal workers lose one or two paychecks when they are forced to resign early from summer jobs to return to school in August. The result, thousands of dollars in lost payroll.

--SEASONAL HOT WEATHER CAN CAUSE DISRUPTED CLASS SCHEDULES.

Late August in Kansas can mean hot, humid days. Temperatures can soar to more than 100 degrees. In cases of excessive heat, school districts normally release students early in the day. With a one or two week delay in school openings there would be more of a chance for milder temperatures and thus less of a chance for disrupted class schedules.

--LOST TOURISM DOLLARS MEAN LESS MONEY FOR EDUCATION.

Each year \$1.5 billion is generated by tourism in the state of Kansas. This results in approximately \$45 million in state taxes. According to the Department of Education,

40 cents of every state tax dollar goes to education. This means that as much as \$18 million is contributed to education through taxes paid by tourism in Kansas each year. Estimates show that post-Labor Day school openings would increase revenues by two to eight percent. This means that even by using the most conservative figure of two percent, an additional \$1.2 million in state taxes, or approximately one-half million dollars in additional funds for education, could be generated by delaying school openings one to two weeks.

--PARENTS PREFER POST-LABOR DAY SCHOOL OPENINGS.

In a state-wide poll, 78 percent of the parents with school-age children favored post-Labor Day school openings. Seventy percent of those responding favored the later school openings because of heat in the classroom. The next most popular reason was because post-Labor Day school openings provide additional family vacation time. A majority of those questioned, said they favored the legislation even if it resulted in losing some winter and spring vacation time.

Parents comments to the post-Labor Day school opening issue include:

"Labor Day break interrupts classroom routine."

"All schools should start at the same time."

"Only have three to four days of school and then students are out for Labor Day resulting in non-productive days."

As one parent stated: "I want more time with my children, not less...I do want more vacation opportunities. They are indeed educational if not formal...Some older children like to work in the summer...for teens to take part in family vacations in August, a conflict arises. They would have to leave their jobs at the end of July to leave

(on vacation) the first two weeks of August... I think my children can derive enormous benefits from spending unencumbered summertime with my family...I would like to challenge people to rethink school calendars. The trend is, obviously, toward stretching it out. If you don't like the trend, speak up."

The idea of uniform post-Labor Day school openings is not new. Many states have investigated the issue thoroughly and more and more states are moving toward the trend of supporting post-Labor Day school openings. Arkansas, Missouri, and Texas already have passed uniform school opening legislation.

School districts in Kansas also are beginning to recognize the value of post-Labor Day school openings and some are already making the change. In the 1984-85 school year 50 school districts or 16.4 percent of the districts and 24.9 percent of the students started school the day after Labor Day. That's more than double the number of districts and five times the number of students as in the 1983-84 school year.

"The move to a later opening day for school can be attributed to the excessive heat during late August last year and the desire to accommodate the state's agricultural and tourism sectors which employ high school youth," according to a research paper prepared by the Kansas Association of School Boards.

UNIFORM SCHOOL OPENINGS
SENATE BILL 175
TESTIMONY OF NICK JORDAN
TRAVEL INDUSTRY ASSOCIATION OF KANSAS
SENATE EDUCATION COMMITTEE
FEBRUARY 19, 1985

We are appearing before the Committee in support of Senate Bill 175 which includes wording that sets the day next succeeding the day observed as Labor Day as the first day of the school term.

This legislation has gained national momentum with Missouri, Arkansas and Texas having already passed the legislation and many other states considering it.

School districts in Kansas are beginning to recognize the value of post-Labor Day school openings and some are already making the change. Fifty (50) school districts in Kansas started school the day after Labor Day in the 1984-85 school year. The fifty school districts more than double the number in 1983-84. The Superintendent of Schools in Wichita has made a proposal to start the 1985-86 school year after Labor Day.

The move to a later opening day for school was attributed to the excessive heat during late August, and the desire to accommodate the state's agricultural and tourism sectors which employ high school youth. (Kansas Assn. School Boards Research Paper, August 1984).

In our research we heard several educational reasons why school should start after Labor Day. The two basic reasons were excessive heat in the classrooms which does not create a good learning environment and the disruptive nature of starting classes, stopping for vacation time, and starting again. If you throw in a few days of earlier closings due to the heat it becomes more disruptive.

Many industries in Kansas employ seasonal workers including school teachers and students. In fact, tourism in Kansas provides 42,000 jobs annually. Inconsistent school openings mean that these seasonal workers lose one or two paychecks when they are forced to resign early from summer jobs to return to school in August. The result--thousands of dollars in lost payroll and payroll taxes.

Each year \$1.5 billion is generated by tourism in the state of Kansas. This results in approximately \$45 million in state taxes. According to the Department of Education, 40 cents of every state tax dollar goes to education. This means that as much as \$18 million is contributed to education through taxes paid by tourism in Kansas each year. Estimates show that post-Labor Day school openings would increase revenues by two to eight percent. This means that even by using the most conservative figure of two percent, an additional \$1.2 million in state taxes, or approximately one-half million dollars in additional funds for education, could be generated by delaying school openings one to two weeks.

In a state-wide poll, 78 percent of the parents with school-age children favored post-Labor Day school openings. Seventy percent of those responding favored the later school openings because of heat in the classroom. The next most popular reason was because post-Labor Day school openings provide additional family vacation time. A majority of those questioned said they favored the legislation even if it resulted in losing some winter and spring vacation time.

After discussions with the Kansas Association of School Boards we realize and understand the concern about mandating policy to local school districts. We do feel that for uniform school openings to become reality in Kansas and to reap the benefits this legislation is necessary.

In light of the concerns of the School Board Association we would like to propose that we strike the current wording starting on Page 2 with line 0053 and the words "The State board of....."and ending with line 0068.

We would propose that this wording be replaced with, "A waiver from this legislation would be granted if a vote were taken by a local school board and a majority of the school board members voted in favor of starting school before Labor Day. This vote should be taken annually."

While establishing a uniform school opening for the state this wording allows a local school board the right to decide what is best for their community and their students.

It should also be noted that the official date for enrollment figures to be reported to the state has been moved from September 15th to September 22nd. This obviously allows time due to later school openings for the district to calculate their figures.

Thank you for the opportunity to make this presentation. In light of the stated educational and economic benefits and the proposed new wording of the bill we would urge support of this Uniform School Opening legislation.