

Approved: January 29, 1992
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Rick Bowden at 3:30 p.m. on January 23, 1992 in room Room 519-S of the Capitol.

All members were present except:

Committee staff present:

- Ben Barrett, Legislative Research
- Avis Swartzman, Revisor of Statutes Office
- Shirley Wilds, Secretary to the Committee

Conferees appearing before the committee:

- Representative Gary Blumenthal
- Representative Steve Wiard
- Erin Wiard, Council Grove High School
- Billie Hainsey, Council Grove High School
- Mark Tallman, KASB
- Mr. Jason Phillips, Shawnee Mission Northwest High School
- Ms. Colleen McCain - Salina High School
- Mr. John Mohn, Ellinwood High School
- Ms. Eweleen Rhue, Pittsburgh High School
- Ms. Carol Dreiling, McPherson High School
- Craig Grant, K-NEA
- Gordon Risk, American Civil Liberties Union of Kansas

The meeting was called to order by Chairman Rick Bowden.

Hearing on SB 62 - Student Publication Act.

Representative Gary Blumenthal. Representative Blumenthal said he introduced a similar bill in 1989 (HB 2234), the Student Freedom of Expression Act. He believes this current bill sends a strong message to Kansas students that the constitutional rights that protect every facet of their lives also protects them in their student publications. By students addressing issues in their own public forum, it is a good learning process in handling problems and issues responsibly. (See Attachment #1.)

Representative Steve Wiard. Representative Wiard supports SB 62, stating the bill this bill gives the high school students the opportunity to exercise the Bill of Rights, the foundation of our democracy, and validates the trust we have in their making responsible decision. Representative Wiard introduced his daughter to the committee.

Erin Wiard. Ms. Wiard said that having the freedom to explore controversial issues is the reason she supports SB 62, stating that through her journalism experience she has learned that a good journalist is always objective. (See Attachment #2.)

Billie Hainsey. Ms. Hainsey related a vandalism story that was reported in her high school newspaper, the Trail Blazer. She stated that a professional newspaper reports all the news, even that which is not pleasant. She asked the committee to vote in favor of SB 62, because she wants all Kansas high school students to possess the rights she enjoys. (See Attachment #3)

Jason Phillips. Mr. Phillips is the chairman of the Kansas Scholastic Press Association Student Board. He stated that with the latitude now given to school and district officials in respect to their ability to limit publications, many of the things that the students need to learn are being denied. He supports SB 62. (See Attachment #4.)

Coleen McCain. Ms. McCain said that it would be unreasonable to allow students to print slanderous or offensive material; conversely, also unreasonable to allow administrators to dictate the content of student publications. These being the two extremes, Ms. McCain stated the Student Publications Act represents an equitable compromise that is fair to both administrators and student journalists. (See Attachment #5.)

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

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, Room 519-S Statehouse, at 3:30 p.m. on January 23, 1992.

John Mohn. Mr. Mohn said that he is a journalism teacher and the owner/publisher of the Ellinwood newspaper, The Leader. He made note of comments in his recent editorial regarding the importance of passing legislation to guarantee First Amendment freedoms for Kansas high school students who work on school publications. He supports Kansas joining four other states that have already passed legislation that protects speech freedoms for students working on school publications. (See Attachment #6.)

Eweleen Hornbuckle Rhue. Ms. Rhue is a journalism advisor and said journalism students need guidance in making choices about issues, but they need it from objective advisers trained in the field. She stated that the burden of administrators in his state should be to hire trained journalism instructors, and to give them materials and support they need to continue to improve this vital part of education of Kansas students. (See Attachment #7.)

Carol Dreiling. As an advisor with 20 years experience, Ms. Dreiling voiced support for SB 62 as amended. She states the provisions of SB 62 will support the journalism advisor, and within its parameters the adviser can establish clear guidance for students and thus set up a healthy educational environment for school publications. (See Attachment #8)

Melissa Hollar. Ms. Hollar said that learning comes with practice. If the practice is advised by educated instructors then there should be no problem. She asked the committee consider SB 62 favorably to allow students to learn and practice responsible journalism. (See Attachment #9.)

Tony Roach. Mr. Roach said that in their high school publication the students have been taught and practice journalistic responsibility. As his school enjoys freedom of the press, he asked that SB 62 be passed so his student journalist colleagues from other schools be afforded this same freedom. (See Attachment #10.)

Mark Tallman. Mr. Tallman expressed support for SB 62 on behalf of KASB and United School Administrators, stating it is their belief that the bill in its current form, protects the freedom of the student press, while establishing reasonable guidelines. (Mr. Tallman will check with their policy service staff regarding censorship and report to the committee what districts have adopted some type of censorship, and supply copies to the committee.) (See Attachment #11.)

Gordon Risk. Speaking in opposition to SB 62, Mr. Risk said the ACLU would accept the bill if lines 2-5 on Page 3 could be excised. (See Attachment #12.)

Senator Lana Oleen. In written testimony to the committee, Senator Oleen asks the committee to consider support of the amended version of SB 62, as it better reflects a more coordinated effort from a wide variety of education-related interests. (See Attachment #13.)

Craig Grant. In written testimony to the committee, Mr. Grant, in support of SB 62, stated KNEA now thinks the bill is in a form that most educators and education groups will not oppose. (See Attachment #14.)

John Hudnall. In written testimony to the committee, Mr. Hudnall states it is difficult to teach freedom when students are not allowed to practice that freedom. (See Attachment #15.)

Representative Reinhardt stated that the students appearing before this committee today have made excellent presentations and is are a good indication this country is in good hands.

The next meeting is January 24 in Room 519-S

Upon completion of its business, the meeting was adjourned at 4:55 p.m.

DATE January 23

GUEST REGISTER

HOUSE

EDUCATION COMMITTEE

NAME	ORGANIZATION	ADDRESS
May Hornell	Salina High South	?
Dora Lohner	Salina High South	?
Paul Fairland	Salina High South	
Alice Randolph	Salina High South	
Sharon Martin	Salina High School South	730 Macon Ave Salina 67501
Carl Dreiling	McPherson High School	301 East 1st 67401
Debi [unclear]	Concord Grove High School	
Aussie [unclear]	Lawrence High School	
J.F. Johnson	McPherson High School	801 E First
Christy [unclear]	McPherson High School	801 E First
Miss Newberry	McPherson High School	801 E First
Mary [unclear]	McPherson High School	801 E First
Sam [unclear]	Salina High South	730 Macon Ave Salina 67501
Nancy Zirkel	Concord Grove High School	129 Rockaway
Cheryl [unclear]	Lawrence High School	1901 Lawrence Lawrence
Kara Richardson	Lawrence High School	"
Kim [unclear]	Lawrence High School	"
Chris [unclear]	Lawrence High School	"
Lin [unclear]	McPherson High School	801 E First
Janice [unclear]	McPherson High School	801 E First
John [unclear]	McPherson High School	801 E First
Justin Powell	McPherson High School	801 E First
Margaret [unclear]		Laken
Emberley [unclear]	Kiley [unclear] High School	# Ribby

DATE _____

GUEST REGISTER

HOUSE

EDUCATION COMMITTEE

NAME	ORGANIZATION	ADDRESS
Jeresa Williams	Riley County High School	Riley, KS
Aron Bower	none	Manhattan, KS
Chad Brooks	Riley County High	
Kyle Nelson	Lawrence High School	Lawrence KS
Kirsten Cialer	" "	" "
Lori Miller	Lawrence High School	1901 Louisiana ^{Lawrence} KS, 66046
Aaron Otto	Manhattan High School	3401 Mary Ave ^{Manhattan} KS 66502
Linda S. Bunting	^{Journalism education Assoc.} Kansas State University	3358 E. Effingham, Manhattan 4850 NW Rochester Rd. ⁶⁶⁵⁰²
Kelly Neiman	Seaman High School	Topeka KS, 66607
Ethel Steicher	Doctoral Practicum / KSH	509 Valley Dr Manhattan, KS 66502
Nancy Robinson	LWV	Topeka
Shedrick M. Hemm	Gov. office	Topeka
Constantine T. Cole	Legislative Intern	Emporia
Paul Arnold	Intern	Emporia
Ron Johnson	^{Kansas State University} Student Publications Inc.	Manhattan
Mark Calman	KASB KASB	Topeka
Nancy Kending	League Women Voters	Topeka
Adam Davin	Lawrence High School	1901 Louisiana - Lawrence
Shawn Ouhlan	Lawrence High School	1901 Louisians - Lawrence
Carol Whitlock	Pittsburg High School	Pittsburg
Joe Jameson	Pittsburg High School	Pittsburg
Stephan H. Rhue	Adviser Pittsburg High	Pittsburg
Kim Vickers	Intern (Karr)	Topeka
Randall Smith		TOPEKA

DATE _____

GUEST REGISTER

HOUSE

EDUCATION COMMITTEE

NAME	ORGANIZATION	ADDRESS
EMER PHILLIPS	_____	TOPEKA
TRISH PHILLIPS		LENEXA
Gordon Phillips	Shawnee Mission PA Parent	LENEXA
Mary Lou Bowen	Adviser, WRHS school pub.	Topeka
Steve Poch	WRHS	Topeka
Laura (Stamm)	WRHS student	Topeka
Tony Roach	WRHS student	Topeka
Keith Nils	WRHS Photographer	Topeka
Jeff Balch	WRHS Photographer	Topeka
Joel Janda	WRHS student	Topeka
Melissa Hollar	WRHS, editor	Topeka
Lindsay E. Clapp	WRHS District staff writer	Topeka
Fon Smith	Ks Bar Assoc	"1"

STATE OF KANSAS

GARY H. BLUMENTHAL

REPRESENTATIVE, TWENTY-THIRD DISTRICT
JOHNSON COUNTY
10125 EDELWEISS CIRCLE
MERRIAM, KANSAS 66203-4608
HOME (913) 262-4635
CAPITOL OFFICE (913) 296-7693



TOPEKA

HOUSE OF
REPRESENTATIVES

COMMITTEE ASSIGNMENTS

CHAIRMAN: GOVERNMENTAL ORGANIZATION

MEMBER: APPROPRIATIONS
EDUCATION

LEGISLATIVE, JUDICIAL AND CONGRESSIONAL
APPORTIONMENT

NATIONAL CONFERENCE OF STATE LEGISLATURES
TASK FORCE ON DEVELOPMENTAL DISABILITIES

Senate Bill 62

January 23, 1992

Mr. Chairman and members of the House Education Committee, I sincerely appreciate this opportunity to urge your favorable consideration of Senate Bill 62, the Student Publication Act.

In 1989 I introduced a similar bill, House Bill 2234, the Student Freedom of Expression Act, in response to the 1988 Hazelwood case, which has left a rather chilling effect upon the practice of student journalism throughout Kansas and the nation. Prior to the Hazelwood case, it was generally assumed that student publications were entitled to First Amendment protections granted to general circulation publications; and additionally it was assumed that students were able to express political and controversial opinions, as long as the school program was not substantially disrupted, as cited in in the 1969 Tinker v. Des Moines Supreme Court case.

In the Hazelwood case the court indicated in a majority opinion that these assumed rights were not inherently guaranteed to student publications. These are the same rights that students are taught to respect in their history and social studies classes. How can we expect young people to value the First Amendment if we do not grant them the rights to which they are entitled under it?

As a former Kansas teacher, I believe that this bill sends a strong message to our Kansas students that the constitutional rights that protect every facet of their lives also protects them in their student publications. Young people today face many troubling issues. By dealing with these issues in their own public forum they are learning how to handle problems responsibly: a valuable lesson for adult life.

I sincerely hope you will give this bill favorable consideration.

*Education
Attachment #1
January 23, 1992*

#2

Erin Wiard
Council Grove High School
The *Trail Blazer* Editorial Page Editor

To the House Education Committee Members:

Having the freedom to explore controversial issues is the reason I support Senate Bill 62. At Council Grove High School, we utilize our rights by considering controversial issues as they relate to our readers. As we select stories for our publication, we consider the angles and the people affected by what we print.

My first journalism experience forced me to learn objectivity. I had never taken a journalism class, but last year I joined the staff of the *Trail Blazer*, our school newspaper.

The first issue I covered was a controversial one. The Council Grove Coastal Mart store had posted a sign. C-Mart had had problems with shoplifting and disruptive behavior. Problems had also arisen because teens loitered in the parking areas, blocking customer parking. The store's proximity to the school made it convenient for students during lunch.

C-Mart management chose to handle its problems by posting a sign on the door that read, "ONLY THREE STUDENTS IN MERCHANDISE AREA OF THE STORE". This obvious discrimination caused many high school students to boycott C-Mart and take their business to the neighboring Stop-2-Shop.

The situation enraged everyone. Our newspaper staff realized the issue needed coverage, so we went to our adviser, spouting off our opinions. We wanted to write a destructive story attacking C-Mart's actions.

I was nervous when I was assigned the story, because I didn't know where to begin. It was my first story, and it would be published for everyone to read and perhaps criticize.

Through this experience, I learned an important lesson. A good journalist is always objective. My adviser explained the way to handle controversial issues. She encouraged me to step back and see both sides. To be treated like a professional, a student must present all perspectives of an issue and support his opinions. Then I approached the story differently.

I set up my story as a question-answer article. To be responsible, I had to present both sides to the reader, which meant interviewing the management. The staff agreed the story would be more effective if a picture was included of the sign that created so much tension. We published a picture that ironically showed the students' perspective, while the story explained C-Mart's side.

The Coastal Mart sign that once outraged the school has been taken down. I can't help feeling that my story may have made a difference. I think I speak for all student journalists in Kansas when I urge you to vote in favor of the student publications act!

Education
Attachment 2
1/23/92

Manager explains controversial policy

by Erin Wiard

our supervisor. It was posted on August 23.

TB: Why was it posted?
C-MART: I felt that something had to be done to control the inventory shortages.

TB: Do you think there is any other solution instead of the sign?

C-MART: One solution could be to have the police stand guard at the busy times of business, but we felt that solution was too drastic.

TB: Do any other towns have that similar policy of three high school students?

C-MART: Yes. The Coastal Mart at Peabody. Peabody started their policy the same day, and they have had no complaints. The Coastal Mart at Emporia located on 6th Street does also.

TB: Why was the sign changed after it had previously been enforced?

C-MART: I changed the sign so that it was on a neater sheet of paper. When there is one person on duty it is hard to watch the merchandise area while waiting on customers, checking the gas, and keeping the store clean so people will want to come in.

TB: How has your business been affected by the posting of the sign?

C-MART: We've had complaints. We've also had people

thank us. Our inventory was still short this month, but next month should show improvement. We really haven't seen much of a change in sales. We've had new people come in that haven't been in before due to the crowded areas. It wasn't fair to them to feel intimidated by coming into Coastal Mart.

TB: Have you experienced any reactions from your employees due to the new policy?

C-MART: Yes. They feel like it is a lot easier for them to do their job because when they're on duty the inventory is their responsibility. If it does come up short, it could cost them their job. We did have one employee that didn't agree with the policy that we had posted and would not enforce the policy posted by the management. He is not longer employed at Coastal Mart.

TB: Would you object to our newspaper talking to some of your employees?

C-MART: No. I wouldn't object. It would be up to them if they wanted to.

Other comments from C-Mart: A convenience store is open to all of the public, and is here for everyone to enjoy.

The parking at C-Mart is also a problem that we've been trying to control for some time now. The

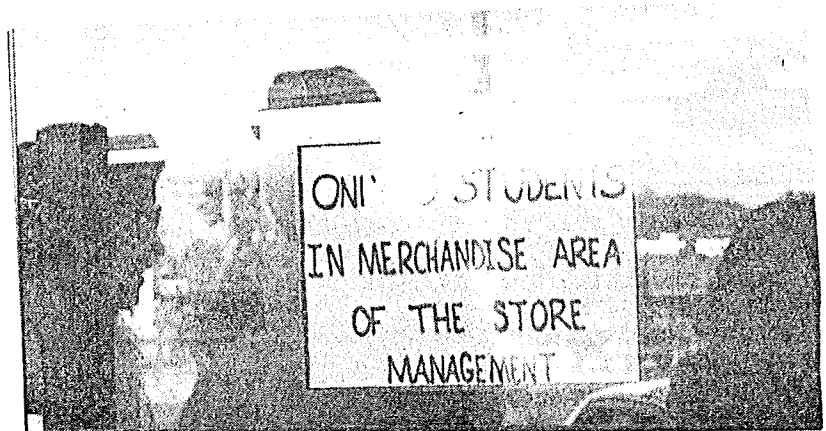
parking is a place for the customers, not a garage or gathering place, and when vehicles are left unattended, it gives the appearance that the store is full. Then customers take their business elsewhere.

We weren't trying to push anyone away by posting the sign. We enjoy people coming in here as much as they enjoy coming into C-Mart.

To explain the sign: we are limiting only three students in the

merchandise area so that the employee on duty can do their job. The students are welcome to get their food and drink and sit at the tables in a respectful manner.

We're not trying to blame everyone, but we're trying to control the ones that are abusing our trust. We don't want to shortchange one customer's service to have to supervise another customer. This policy will be kept in effect until the management feels like the situation is under control.



PULL *We're Glad You're Here!*

Uwait incident

Proposal gains 25 new parking spots

by Kyle Shaffer

must cross the railroad tracks and enter the building from the side

Attack 2-2

#3

Billie Hainsey
Council Grove High School
Trail Blazer Editor

To the House Education Members:

As editor of our school newspaper, the *Trail Blazer*, I would very much like to see Senate Bill 62 pass.

At Council Grove, we are fortunate. We currently have many of the rights this bill would offer all Kansas student journalists. Our principal supports the journalism department by allowing us the freedom to explore any issue.

In one recent instance, our staff had to make decisions about a sensitive issue involving some of our students. During Christmas vacation, two students and one other juvenile vandalized two local car dealerships and a police department patrol car. The damage topped \$50,000 and the community, as well as the student body, was infuriated.

At first, I didn't want to cover the issue, but I knew that as a responsible newspaper, we couldn't shy away from it. A professional newspaper reports the news, even if it isn't necessarily pleasant.

We didn't want to sensationalize what had happened or repeat what the local newspaper had reported. We also felt it wouldn't be appropriate to preach. We decided to do an in-depth investigative report about instances of vandalism in our area.

Exploring the issue from many angles, each of the staff members took part in the extensive story. We collected newspaper articles, and contacted local police, the owners of the car dealerships and the principal of Herington High School, where extensive vandalism had occurred just days earlier.

Next, we interviewed an insurance agent about how the incident might affect local rates and talked to an attorney to learn what punishments are applicable in these situations.

Then came the hardest part. To be objective, we knew we had to at least talk to one of the vandals. Since the boys were minors, it was a tense situation, both legally and emotionally.

Fortunately, while we were struggling with this dilemma, one of the boys offered his comments. I added his name and two of his statements to the story. After I completed the story, however, my adviser and I worried because if we printed his quotes, it would be a confession of his guilt. We didn't know how that might legally affect the school or his case.

My adviser went to the principal, and together they called the school's attorney. They discovered that since the student was a minor, we needed parental permission to use the information.

Since the family didn't have a telephone, I went to the boy's home. His father gave me permission to run the article as I had written it. When the paper came out, I was proud of the hard work we had done to present the facts about the incident to the public. I was even more proud that we had handled the issue in a professional manner.

We learned much objectivity, communication, professionalism and good journalism through that one experience. Not all of life's lessons come from a book and none of them come from censorship.

I feel very lucky when I look at what I have learned from the freedom I've been given. Senate Bill 62 is important to me, because I want all Kansas high school students to possess the rights I enjoy. Please vote in favor of the student publications act. Thank you.

Education
Attachment #3
Jan. 23, 1992

Trail Blazer

Council Grove High School

Vol 63 No. 6

January 17, 1991

Attach #3-2

Brave Briefs

Vandalism plagues local communities

Butler County Community College hosted the KAKE Super Saturday High-Q competition Jan. 4 at El Dorado. The team scored 640 points by answering the 75 questions plus bonus questions.

Future meets include the CG Invitational Jan. 25, and Mar. 7 Nationals hosted by Council Grove.

In February Pep Club will begin a fundraiser for Valentine's Day. Students will be surveyed, and the answers will then be tallied. Students interested in finding out who they are most compatible with will have the opportunity to purchase the results. The fundraising program, called Computer Fun, applies to couples or singles.

Marci McNeal and Tiffany Hight have recently been selected by the teacher committee to apply for the National Honor Society Scholarship. Only two members of each chapter may apply for this \$1,000 award, now in its 44th year.

FHA will be selling cookies and flowers for Valentine's Day, which will be delivered Feb. 13 at school.

Erin Wiard and Billie Hainsey will be testifying before the state House Education Committee Jan.

It starts out simply. It begins with just a knife or a can of spray paint combined with a little too much time or unresolved anger. It moves on to graffiti. It escalates farther to a slashed tire or a key used to scratch the paint on a car.

It is vandalism.

No matter how innocently it may begin, often vandalism gets carried too far. There is a very fine line, both legally and morally, between doing something mischievous and doing criminal damage to property.

In the past few weeks, incidents involving vandalism have plagued Council Grove and Herington.

All three Herington schools were vandalized late Dec. 16 and early Dec. 17 by four youths, three of them juveniles. One of the youths was a current Herington High School student, and the others were former students.

In the spree of violence, windows were smashed, and all the school's skylights were broken out. File cabinets, desks, and card catalog in the library were overturned as well as computers, typewriters and band instruments smashed.

Damage to the middle and high schools was so extensive that they had to close Dec. 17. The elementary school was able to hold classes after a quick morning cleanup.

skylights.

The youths confessed, were arrested and were charged with a

total of eight felony counts each, including: burglary, criminal damage to property and theft in connection with vandalism, according to Dale Kuhn, the city's public safety director.

Kuhn estimated that the damage ranged from \$50,000-\$100,000.

Now in his fourth year as principal at Herington High School, Mr. Brady Burton, a CGHS graduate, said that, to his knowledge, nothing of this sort has ever happened there. "The incident has definitely

affected the morale at school. It would hard not to let it affect us. We are beginning to heal, though."

Although the extensive holiday vandalism in Council Grove was not targeted at the schools, since two of the three accused youths are CGHS students, the incident did cause a stir in the high school.

According to the *Council Grove Republican*, damage estimated

Co., Inc.; 18 cars at Bolton Chrysler Plymouth Dodge; a patrol car parked in front of Chief of Police Ron Rooks'

house on Columbia St.; and Arthur Baker's car, also parked on Columbia.

Damage included: broken windshields, side and rear windows; slashed tires, scratched vehicle bodies, two slit convertible tops, glass-damaged interiors, and a ruined dash in one truck.

Complaints were filed Jan. 8. The youths were released from custody pending the Jan. 27 hearing in Morris County District Court.

Charges included: three counts of criminal damage to property, (Wilson's, Bolton's and the CGPD patrol car), as well as one count of theft, Bolton's.

Gary Bolton, owner of Bolton's, said that all of the damaged vehicles, which were used, have been repaired but cannot be sold for their original prices. This incident was the most extensive of four at Bolton's. After insurance, the cost to the dealership

that there are no set patrol patterns because officers are taught not to get into a routine that someone can learn.

Many citizens voiced concern over how this incident might affect their personal car insurance.

Fern Volland, an agent at Ramsey Insurance, assured citizens that should not affect to their coverage. "This claim is a commercial one, and therefore, has no effect on personal lines," she said.

The question was also raised about possible punishments for such a crime.

Jennifer Kassebaum, county attorney, helped to answer this question. Vandalism, she said, is a felony when it results in \$500 or more damage. People found guilty of a felony go on probation.

Other possible punishments for juveniles include: restitution, or paying the victim a dollar amount for damages; house arrest, or being confined to one's home except for going to school; being placed under the state's custody; and being sent to a detention facility for up to two years, Ms. Kassebaum said.

She also said, "The only way [for a juvenile] to be tried as an adult is to have two prior felonies. Only then [if found guilty], can he or she go to jail."

Andy Helton, senior at CGHS,

*"I messed up. I do regret what I did, but I can't change it. All I plan to do is serve my time or whatever punishment I receive and go on living."
---Andy Helton*

year.

FHA will be selling cookies and flowers for Valentine's Day, which will be delivered Feb. 13 at school.

Erin Wiard and Billie Hainsey will be testifying before the state House Education Committee Jan. 23 in favor of a bill that would guarantee Kansas student journalists freedom of the press.

...cabinets, desks, and card catalog in the library were overturned as well as computers, typewriters and band instruments smashed.

Damage to the middle and high schools was so extensive that they had to close Dec. 17. The elementary school was able to hold classes after a quick morning cleanup.

Entrance to all three schools was gained by breaking windows and

...are beginning to heal, though."

Although the extensive holiday vandalism in Council Grove was not targeted at the schools, since two of the three accused youths are CGHS students, the incident did cause a stir in the high school.

According to the *Council Grove Republican*, damage estimated between \$50,000 and \$75,000 was inflicted on 42 cars at Wilson's Sales

property, (Wilson's, Bolton's and the CGPD patrol car), as well as one count of theft, Bolton's.

Gary Bolton, owner of Bolton's, said that all of the damaged vehicles, which were used, have been repaired but cannot be sold for their original prices. This incident was the most extensive of four at Bolton's. After insurance, the cost to the dealership is still expected to exceed \$6,000.

Mr. Bolton said the dealership will install more lights. "I think this kind of thing could be prevented if we got stricter with the laws and started putting them [the offenders] in jail."

The cars on Columbia Street were the first damaged, but the work of the vandals at Wilson's was the greatest. The final count of vandalized autos was 16 new and 26 used cars.

"My first thought was, 'Why?'," said owner Jim Wilson.

Wilson's is considering adding mechanical security devices. "We had hoped that the products could be put on display for people to look at and not be abused."

Damage was not discovered until the dealerships opened for business the day after Christmas.

Many people wondered if Wilson's was included in a regular police patrol and, if so, why didn't the police catch the youths in the act?

Ron Rooks, chief of police, said

going to school; being placed under the state's custody; and being sent to a detention facility for up to two years, Ms. Kassebaum said.

She also said, "The only way [for a juvenile] to be tried as an adult is to have two prior felonies. Only then [if found guilty], can he or she go to jail."

Andy Helton, senior at CGHS, one of the youths involved in the Council Grove incident, asked *Trail Blazer* to publish a few of his remarks.

He said, "I messed up. I do regret what I did, but I can't change it. All I plan to do is serve my time or whatever punishment I receive and go on living."

Andy said the incident has severely cost him, taking away his job, his money and the trust of his family, friends and teachers. It also may cost him his freedom, and job opportunities in the future.

No one knows what goes through a vandal's mind to cause him to do this sort of extensive damage.

But in the end, the taxpayers and the consumers eventually end up paying for some of the losses.

Mr. Rooks summed up the only possible explanation for why people vandalize, "Kicks, I guess."

Written by Billie Hainsey from information gathered by the Trail Blazer staff



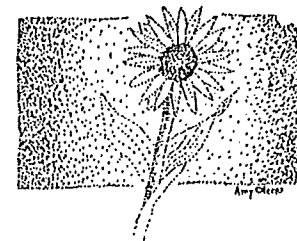
The royal court. These twelve students comprised the CGHS 1992 Winter Homecoming Royalty. Abby Evans and Ty Mueller served as flower girl and crown bearer. Front Row: Jennifer Richardson, Joy Brakenhoff and Dar cy Syring, queen candidates; Robin Yowell, junior princess; Abby Moses, sophomore princess; and Stacey Carlton, freshman princess. Back row: Matthew Gant, Wayne Meyers, and Clayton Starr, king candidates; Corey Vlar, junior prince; Wyatt Mark, sophomore escort and Ty Pattison, freshman escort. Joy Brakenhoff and Wayne Meyers were named Queen and King during the halftime coronation last Friday night. (Photo by Robin Hodges.)



The benefits of the President George Bush's trade mission to Japan are being debated by politicians and by the automotive industry presidents who accompanied him. He tried to encourage the Asian business world to accept more American goods to help lower the US trade deficit.



The Miss USA pageant in Wichita in early February features Liberal's Kelli McCarty as this state's first Miss USA passes on her crown. Century II is the scene for the nationally-televised event for the third consecutive year after Atlanta bowed out of its option in November.



Legislators returned to Topeka for the 1992 legislative session which began Monday. After struggling for beneficial progress in record-long meetings last year, the members and Gov. Joan Finney seem to approach the new session with a more cooperative attitude.

Atten #3-3

Attain # 3-4

Happenings

January

- 17-FFA Formal Initiation-7 p.m.
- 18-Basketball Tournament at Riley Co.-JV Boys and Girls
- 20-Boys' Basketball Tournament at Baldwin
- Basketball at Emporia-Freshman Girls
- 21-Boys Basketball Tournament at Baldwin-Varsity
- Wrestling-Double-Dual at Wabaunsee-
- All-school assembly-"Buffalo Bill Cody"-1 p.m.
- 23-Wrestling-Double-Dual here vs. Chapman and Wamego-6 p.m.
- 24-25-Varsity Boys' Basketball Tournament at Baldwin-
- 25-FBLA State Officer Meetings-Lebo.
- CGHS Invitational Scholars Bowl Tournament
- 27-Basketball at Wamego-Freshman Boys and Girls
- 28-Basketball Tournament at Nemaha Valley-Varsity Girls
- 29-Senior Parent Financial Aide Workshop-Band Room-7 p.m.
- 30-1-Basketball Tournament at Nemaha Valley-Varsity Girls
- 30-Basketball here vs. Manhattan-Freshman

Interview targets AIDS tragedies

Since Magic Johnson announced that he was HIV positive, America has struggled to come to terms with the epidemic which was once thought to be threatening only to the homosexual and drug-user communities.

Magic, in the face of criticism about his motives, has awakened the media and the general public to the dangers of the HIV virus and the impact of AIDS among heterosexuals.

Connie Chung, CBS's *Face to Face* reporter, built a special around an interview with the famous Lakers player. The hour-long program, divided into three sections, proved to be more than a personality profile.

Throughout the interview, the famous ballplayer stressed that his contact had to have been through a heterosexual experience. Instead of whipping himself for mistakes or blaming someone else, he is concentrating on finding the best way to stay healthy and to keep a positive attitude.

Perhaps the most educational part of the *Face to Face* program, however, were the two other stories. The first was a question/answer session with teenagers from a Los Angeles high school who were willing to discuss sexual activity among their peers. With a doctor at her side, Connie asked the teenagers what they knew

about AIDS and how that knowledge had influenced their sexual decisions. Discouragingly enough, most believed they were aware of the risks; however, their stories of promiscuity seemed to indicate they were not willing to alter their behavior.

The final segment focused on the tragedy of a family devastated by AIDS. Told by the lone survivor, the story emphasized how innocent victims suffer painful pressure of separation during a time when they need the strength of love to battle the effects of the disease. The script writer shared her story of her family's struggle to have a child. When their baby became sick with chronic

pneumonia before her first birthday, they learned the whole family had AIDS. Both father and daughter died days apart. The mother wonders how the family contracted the illness.

The alert about the dangers of this illness must not stop with Magic's announcement or with a television special. It must be a daily reminder for teenagers as they plan for their future, especially in the Midwest, which is just beginning to feel the impact in the number of fatalities reported.

Kansans can witness this by the statistics reported by the Bureau of Disease Control. As of October 1991, the rate of fatalities from AIDS was

up 68 percent from November 1990, with nearly four cases reported for every one hundred thousand population. Riley County has recorded 10 cases with Johnson County reporting 119. Unfortunately, only 42 of Kansas' 105 counties have free AIDS diagnosis and counseling.

Even if he weren't an official spokesperson for the national campaign on AIDS, Magic's interview worked to share facts and dispell myths about the illness.

The *Trail Blazer* will publish a special feature in the March issue. In the meantime, 1-800-232-0040 is the state hotline number for obtaining more information on AIDS.

Cafeteria gains respect

Over the past three and a half years, I've had a false image of the cafeteria and its food.

During my freshman, sophomore and junior years it never crossed my mind to eat in the lunchroom. I thought it would be crowded, and that the food would be gross. So I spent most of my days at Tom's, Stop 2 Shop or the snack machines, spending more than twice the amount of money that it would have cost to eat at the cafeteria.

When my senior year finally rolled around, I was angered with the new "no driving" policy over lunch (half) hour, because that meant I

couldn't go eat where I wanted to anymore. So I decided that the one time I would eat at the lunchroom would be on Pizza Hut pizza days.

Soon after this stopped, lots of people complained, but I really didn't mind. I actually like the cooks' pizza better. As the days passed, I began to eat at the lunchroom on a more regular basis. Now I eat there every day. I'd like to say "Good Job!" to a wonderful group of ladies who never seem to get the credit they deserve. *Rachelle Picolet*

Girls
29-Senior Parent Financial Aide Workshop-Band Room-7 p.m.
30-1-Basketball Tournament at Nemaha Valley-Varsity Girls
30-Basketball here vs. Manhattan-Freshman Girls-6 p.m.
 -Wrestling-Double-Dual-at Eureka

February

1-Wrestling Tournament at Rossville.
 -Wrestling Tournament at Chapman-Freshman, Sophomore.
 -High-Q-at Centre.
 -Forensics at Baldwin
3-Basketball at Mission Valley-Freshman Girls and Boys.
 -Wrestling-Double Dual-here vs. Herington and Chase Co.-6 p.m.
4-Basketball at Herington-Varsity, JV Boys and Girls, Freshman Boys.
5-High-Q- Shawnee Heights.
6-Basketball here vs. Wamego-Freshman Girls and Boys-6 p.m.

however, were the two other stories. The first was a question/answer session with teenagers from a Los Angeles high school who were willing to discuss sexual activity among their peers. With a doctor at her side, Connie asked the teenagers what they knew

Erin's Expose'

It's over. It's finally over. It's time to say goodbye to 1991, a year that has brought change and turmoil to people throughout the world.

Last year began with an unwanted but unavoidable boom in Iraq. Close to half a million troops were stationed in the Gulf at one time. Many of the soldiers were parents, siblings or friends. Their leaving affected the lives of those who stayed behind. I believe that Saddam Hussein was and still is a major threat to the world.

Back in the states, violence prevailed. Los Angeles police officers beat Rodney King 56 times with nightsticks while 12 other officers watched,unaware that the whole scene was being videotaped by an amateur photographer.

Changes have also occurred in

days at Tom's, Stop 2 Shop or the snack machines, spending more than twice the amount of money that it would have cost to eat at the cafeteria.

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Return #3-5

Student Senate expresses thar

The Student Senate would like to thank all who financially supported this year's Christmas movie "Home Alone". These include Band, CG Players, FCA, FFA, FHA, NHS, SADD, the Senior class and Daryl Finch.

Each of these organizations was generous enough to donate the amount of \$25 to the Student Senate's movie fund. Mr. Finch donated his profit as DJ of an earlier dance to the fund.

Thank you all very much. We hope everyone enjoyed the movie.

The Student Senate

mystery word **FORTALICE**

A turtle--Daniel Cox
Scientific Instrument--Mrs. Sharon Mock
A person with fortitude--Alyssa Hubard
An ancient prehistoric animal--Luke Zigenhirt
Little bugs that inhabited civil war garrisons--Mr. Joe Buchanan
The atlantis word for barrier, which means fort--Jeff Aikens
A huge anicent castle--Heather Pollom
A two headed human being with green skin, purple polka dots and orange hair--Glenda Nagel

Emilee Krause gave the correct answer. A fortalice is a small fort.

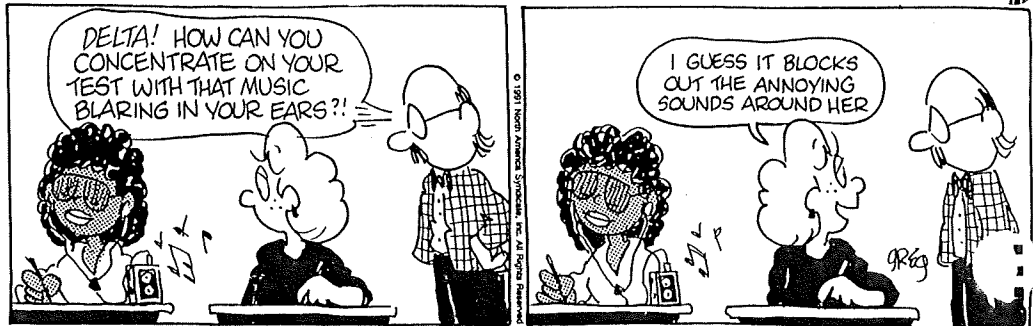
Trail Blazer

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Opinions expressed in the Trail Blazer are not necessarily those of the administration, faculty, or of the student body. Letters to the editor are welcomed, but the staff reserves the right to edit all submissions to avoid libel and obscenity.

LUANN At School



Return #3-6

Entertaining

Country

Travis Tritt's newest release, *It's All About to Change*, has been out for some time. "The Whiskey Ain't Workin'" a duet with Marty Stuart brings a powerful punch to the start of this album. Tritt brings to music the sound of Hank Williams Jr. and Charlie Daniels through songs like "Don't Give Your Heart to a Gambler", "If Hell Had a Jukebox" and "I'm a Mess". A romantic side of Travis is his love ballads "It's All About to Change" and "Someone for me". Two of Travis Tritt's most promising songs are "Here's a Quarter" and "Anymore".

Brooke Pollom

Rap

Hidden by the language of rap, Hammer's new tape *Too Legit to Quit* concentrates on new morals and ideas.

This album concentrates on racism, the senseless, crime and other things that corrupt society today.

His tape is much improved from his previous tape. Some of the songs include self titled smash "Two Legit to Quit", "Jam Groove" and "Brothers, Hang

Michael Baker

etal



Artist of the Month. Jess Collins, a junior in Art III, composes his display, which will remain in the auditorium for the remainder of January.

(Photo by Pat Stewart.)

Assembly features 'Wild West' hero

"Cody! An evening with Buffalo Bill", a one man production by Eric Sorg, will be the all-school assembly next Thursday at 1 p.m.

The students will view one of the three segments of Sorg's show. Those wishing to view the entire show should return at 7 p.m.

Sponsored in Council Grove by the Community Arts Council, this interpretation of Buffalo Bill's life is both human and mythical. It refers to an American word "cowboy", taught to the world by W.F. Cody.

The performance begins with a series of gunshots, guaranteed to make the show a great "bang" in the audience's interest.

It shows the tragic life of Buffalo, as well as the comic point of view. It also deals with the subjects of the Kansas Border War, land speculation, Pony Express, meat and hide hunting, the rational of the Indian Wars and the introduction of Ned Buntline, myth maker.

After the show, the audience will

not only understand the life of a great American, but see that the down times in one's life can even cause a myth.

"You can say anything about this show that you want and I'll sign it," said Bill Cody, Buffalo Bill's grandson.

Broken into three parts: Man into Myth, The Marketing of the Myth and The Cost, each act teaches history to audience members.

Parallels to modern times should be assumed.

"Due to careful; research of authentic histories of the great Showman's life, he is able to relate the facts, and so present a reliable, exciting, living historically accurate account of life of Buffalo Bill, scout, pony express rider, and extraordinary showman. I believe all who hear and see Mr. Sorg will enjoy his performance," said critic and author Nellie Snyder-Yost.

Michael Baker and Brooke Pollom

How Much Do You Cost?

Throughout high school teens and their parents spend lots of money on

The Economy Kid

Mid-Priced Kid

Luxury Kid

(Photo by Pat Stewart.)

How Much Do You Cost?

Michael Baker's new tape *Two Legit to Quit* concentrates on new morals and ideas. This album concentrates on racism, the senseless, crime and other things that plagues society today. His tape is much improved from his previous tape. Some of the songs include the titled smash "Two Legit to Quit", "Dams Groove" and "Brothers, Hang

Michael Baker

Metal

Nirvana, a group that has finally become familiar to many teens has reached number one in sales, with their album entitled *Nevermind*. Their first single released "Smells Like Teen Spirit", now at number one on the pop/rock charts, will surprise you with an upbeat different sound. Other songs included on the naked baby covered album, "Bloom, Breed, Stay Away" and "Polly". Which starts with the words "Polly want a cracker." Nirvana will be hot in '92. So check out Nirvana's *Nevermind*.

Rachelle Picolet

Pop

The new self-titled album from Seal is a mix of dance music and reggae. This is Seal's first album and it has already hit number one in the U.K., France, and Germany. My favorite song on the album "Crazy" is also the first single. The song speaks of racial harmony and world peace. Other songs include "Sparkle" and "The Crazy Remix". The album is full of different mixes of the song "Crazy" but the radio version is the best. I think Seal is worth the money spent.

Karla McNeese

Throughout high school teens and their parents spend lots of money on school activities, clothes and other incidentals.

Over a four year period, however, these items add up.

The following information is based on a survey handed out to 50 randomly-selected CGHS students to determine approximately how much they spend on certain items during a nine month period.

From this information, three classifications were devised: the economy kid, the mid-priced kid and the luxury kid.

Please remember that these total do not include medical expenses, car insurance, personal hygiene items, gifts and other important items.

The Economy Kid

Clothes-\$100.00
Shoes-\$50.00

Entertainment-\$60.00
Hair Care-\$30.00

Hobbies-\$20.00
Club dues-\$2.00

Food-\$350.

Glasses-\$50.00
Class ring-none

Car/gas-none
Prom/Bellhop-none

Four Year Total-\$2,198

Mid-Priced Kid

Clothes-\$400.00
Shoes-\$180.00
Entertainment-\$325.00
Hair Care-\$250.00
Hobbies-\$400.00
Club dues-\$8.00
Food-\$540.00

Glasses/contacts-\$135.00
Class ring-\$150.00
Gas-\$300.00
Prom-\$60.00-\$210.00
Bellhop-\$30.00-\$130.00
1 sport-\$15.00

Four Year Total-\$10,722-\$11,722

Luxury Kid

Clothes-\$725.00
Shoes-\$360.00
Entertainment-\$540.00
Hair Care-\$800.00
Hobbies-\$750.00
Club dues-\$29.00
Food-\$1200.00

Glasses/contacts-\$225.00
Class Ring-\$500.00
Gas-\$900.00
Prom-\$75.00-\$300.00
Bellhop-\$45.00-\$175.00
Dental-\$2,000-\$3,500
3 sports-\$45.00

Four Year Total-\$25,141-\$28,061


Rachelle Picolet

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October 3-7

Sports Corner

When the basketball teams hit the court this month, a new century of the sport began.

Massachusetts winters are cold and snowy; therefore, 100 years ago in December 1891, James A. Naismith search for a winter sport to keep his physical education class busy. He wanted a game with a minimum of physical contact and roughness, in a game where a ball would be thrown but not carried. To make the game challenging, the ball had to be thrown into a container. At first, peach baskets were suspended on walls. Since the bottom was not cut out, every time a team scored someone had to climb the ladder to get the ball.

The sport became known as basketball.

Since Dr. Naismith was the first basketball coach for the University of Kansas, the official centennial game was Dec. 21 at KU. The game ball and program from the Jayhawk 97-62 win over Seattle Pacific were sent to the Basketball Hall of Fame in Springfield, Mass., where the sport began. Ironically, this man is the only coach in school history with a losing record.

Not only are special events planned throughout the country, CGHS is doing some special things to celebrate the event.

Principal Dennis DeLay said, "We are trying to get some people involved in, what I consider to be a special event (the centennial)."

The first of four special nights honoring the former players from schools which now comprise USD #417 was Tuesday. Three Alta Vista players were honored for Alta Vista night. Sheldon Smith earned four letters with his play at Alta Vista High School; Kenneth E. McDuffett earned three letters for his three years of high school ball; and Gloria Smith has honored as a former player and cheerleader.

Upcoming special nights include: Dwight night Feb. 18, which includes the state championship team

Cooperative effort used for home matches

The wrestlers will host Wamego and Chapman in the second home double-dual Jan. 23.

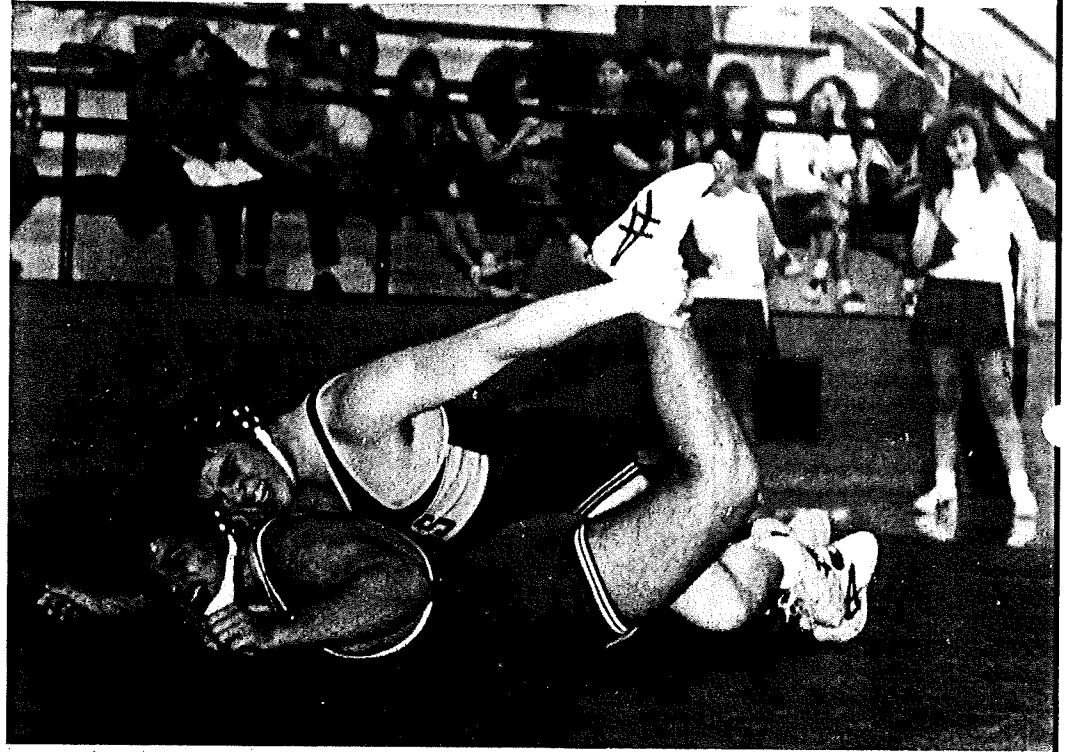
They will travel to Alma-Wabaunsee Jan. 21 to wrestle St. Marys and the host school, Alma.

In the first home double-dual, they boasted eight pins, defeating Halstead 47-21 and Chase County 44-14.

Two days later in the Charles McMillen Tournament in Herington, the Braves captured eight medals, one being the 112-pound Champion Corey Viar.

Other Braves medaling were Steve Hart, 119-third; Ryan Buchanan, 125-fourth; Kelly O'Brien, 130-fourth; Ryan Muhlig, 145-third, Matt Griffith, 152-second; J.B. Pritchard, 160-second and Brian Hale, 171-fourth.

The Braves took fourth in the team standings with 103 total points. *Jason Heath*



Don't hurt him, Craig! Craig Whittemore takes control over his Halstead opponent in the first of three double duals. Braves won the first one over Halstead and Chase County. (photo by Vicky Pape)

Girls battle for CVL | Boys continue winning ways

The varsity girls face tournament play at Nemaha Valley with a 5-4 record, holding second in the Cottonwood Valley League. The tournament will be Jan. 28, 30, 31, and Feb. 1.

The Lady Braves lost to Marion 41-40, Dec. 19.

They also lost a disappointing game Jan. 7, at Leon-Bluestem 46-45. They had chances in the closing minute to take the lead but couldn't capitalize. Amy Oleen and Crista Andres led the scoring with 15 and 11.

Winter Homecoming left them on top 35-30, over Sacred Heart. The Lady Braves led at all quarter breaks and held the Lady Knights scoreless from the 2:50 mark until the rest of the game. Crista Andres was the leading scorer with nine points.

"Defeat awaits those who stray dreaming of victories won yesterday," cautioned Coach Wayne Smith even as his varsity Braves continue to post strong wins.

Coach Smith said, "We're playing better, but we're still not where we need to be. The Baldwin Tourney will be a test for us, there are some real good teams there." The Braves head into the 23rd Baldwin Invitational next week with a 6-3 record. They are set to play Santa Fe Trail Monday at 7:30 p.m.

Against Eureka, Coach Smith drilled the team on "rock-chalk defense" which they felt was an important factor in the 70-52 win over the Tornados.

Attach 3-8

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Upcoming special nights include: Dwight night Feb. 18, which includes the state championship team whose picture and trophy are on display in the trophy case; Wilsey/Delavan night Feb. 21 and CGHS/Dunlap night Feb. 28.

In addition, a free throw contest will be held at halftime of all the freshmen games. The winner gets a centennial mug.

Darrell Litke and Darrell Carlton won the first such contest. Special t-shirts, mugs and pins are the prizes and are also available, for sale, in the high school office.

Mike Bargo

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Tuesday night the Lady Braves played Eureka, beating the Lady Tornadoes, 63-32. Andres, Ashlock and Oleen each had 14.

The JV girls were 5-0 going into tournament play at Riley County, but lost their first game to Clay Center 43-38.

Brandi Hidecker led in scoring with 10 points, followed by Kilynn McAtee, Nichole Auchard, Shiloh Frese and Star Good, each with 6 points. They won their second game over the host school, Riley County 36-32. Shiloh Frese had 12 and Janea Liedtke 8.

The Lady Braves beat the Lady Knights on Friday before the tournament 46-19, and were led by Emily Krause and Janea Liedtke with 6. The JV won their game against Eureka 55-46 making their record 7-1.

The freshman team has posted a 3-4 record.

Mike Bargo

"Defeat awaits those who stray dreaming of victories won yesterday," cautioned Coach Wayne Smith even as his varsity Braves continue to post strong wins.

Coach Smith said, "We're playing better, but we're still not where we need to be. The Baldwin Tourney will be a test for us, there are some real good teams there." The Braves head into the 23rd Baldwin Invitational next week with a 6-3 record. They are set to play Santa Fe Trail Monday at 7:30 p.m.

Against Eureka, Coach Smith drilled the team on "rock-chalk defense" which they felt was an important factor in the 70-52 win over the Tornadoes. Leading the scorers for the Braves were Chris Baker with 16 and Doug DeLay with 13. "We played a soft first half but came out and stuck to the game plan the second half," he said.

At Leon-Bluestem Jan. 7, the varsity won their first game coming off Christmas break 97-58. The junior duo of Doug DeLay and Chris Baker reversed roles. DeLay got 18 and Baker 6. Chris Seymour led the boards with 7.

Winter Homecoming competition was Sacred Heart. The boys posted a 72-43 win. Baker led with 19.

Riley County hosted a JV tourney Jan. 11. With a 5-0 record, the JV play the host school and came up short, losing 55-46. Playing later that afternoon in the third place contest, they bounced back winning 58-50 to earn the third place tourney.

Freshman boys are 5-3 on the season.

Jason Heath

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October #3-9

#4

Senate Bill 62
Jason Phillips
Kansas Scholastic Press Association
Chairman of the Student Board

Good afternoon, my name is Jason Phillips. I am the chairman of the Kansas Scholastic Press Association's Student Board. I would like to thank you for the opportunity to speak to you in support of Senate Bill 62, as amended, the Student Publications Act.

I have always felt that an education is a multi-faceted experience. One of these sides consists of things we, as students, need to know—for instance, language and how to communicate effectively. We need to know mathematics and how it can apply to our lives. And we need to know the heritage of both our state and our nation.

Another facet of education is built from the things we need to learn. This side also has our heritage and what it means to us. We should learn values and ethics and how to think and analyze. We must learn to question and to wonder.

With the latitude now given to school and district officials in respect to their ability to limit publications, many of the things that we need to learn are being denied to us. When we are in government or history we are told about the Constitution and the Bill of Rights, and the guarantee of freedom of speech, and of the press. Two hours later and two doors down, in our journalism class, we learn that these rights apply to everyone—except us.

At a time when we are struggling to develop values and ethics, we are denied insights by ideological blinders, effectively eliminating exposure to and future emanation of diverse perspectives.

In essence, student journalists are being punished for questioning the rules that govern them. They are being punished for wondering if maybe something is not quite right. And through their publications the whole student body is learning to practice placid acceptance. We're being raised as citizens who won't question. Are those the kind of citizens we need?

Two types of stories tend to be restricted in school publications—stories that are critical of the school, its officials, or policies are one type. The other is stories that cover controversial topics such as sex, pregnancy, rape, drinking, or perhaps the affect of parental divorce on a student. These things may not be pretty or pleasant, but they are real, and we're living them. Why shouldn't we be able to read about them?

There are also two ways in which stories are restricted. There is overt restriction when a school administration simply doesn't wish to be challenged or decides that it must protect its young charges from bad, scary, real world events and removes part of an article or an entire article from a publication.

Just as common, but not as well-publicized, is a latent limitation. At my school, there has never been an instance when an administrator told the newspaper or yearbook that a story could not be published. But the threat is still there, it is still a possibility. And, because of that fact, our publications don't push too hard. We don't want to know how much it takes for our administration to decide that all of our copy must be approved. Student editors are afraid to rock the boat, not for fear of turning it over, but for fear of being pushed overboard.

To this point, I have discussed limitations and restrictions. I have avoided the term censorship because it seems to raise a red flag in most people's mind. But these things are censorship. If you had been subjected to this type of restraint when you were in this position, perhaps you would not know how to ask the intelligent questions I hope you ask of yourself today.

Thank you.

*Education
Attachment #4
1/23/92*

#5

Student Publications Act Testimony- Colleen McCain

My name is Colleen McCain. I am a senior at Salina High School South where I have served as Editor of the school newspaper for two years. Additionally, I am the Secretary of the Kansas Scholastic Press Association Student Board.

I have been involved in journalism for each of my four years in high school. However, I became a member of my school's newspaper staff in 1989, one year after the Hazelwood decision was passed down. Consequently, my principal has had the option of reviewing and/or censoring every story I've written for my school's publications. Although many principals do not exercise this right, a disheartening number of administrators impose severe restrictions regarding the content of student publications. Often students in these schools may not print stories regarding pertinent issues. Instead, they may only print stories that have been approved as safe and non-controversial.

Senate Bill 62 would change this. Under the Student Publications Act, administrators could no longer censor material simply because it is of a controversial nature. However, they would retain the right to prevent libelous or obscene material from being printed.

Obviously it would be unreasonable to allow students to print slanderous or offensive material. Conversely, it is also unreasonable to allow administrators to dictate the content of student publications. These are the two extremes. The Student Publications Act represents an equitable compromise that is fair to both administrators and student journalists.

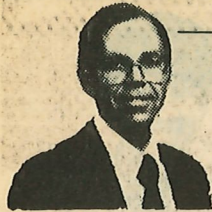
A primary purpose of student publications is to reflect issues and ideas that students consider important. This goal is undermined if administrators are allowed to determine the content of a school's publications. No longer are the publications a reflection of the students, but rather they are a reflection of what the

*Education
Attachment #5
January 23, 1992*

administration would like the students to be. Only by allowing the students themselves to determine the content of high school publications can these publications be considered the students' own.

Student journalists invest immeasurable energy in an effort to produce top quality, respected publications. An integral part of the production of publications is the decision-making process. Because these publications are produced both by and for students, decisions regarding content should also be made by students. It is essential students receive the opportunity to make their own decisions. Furthermore, students must also learn to take responsibility for their decisions. Only by passing the Student Publications Act, can you assure students of these rights.

Presently administrators have the right to determine the content of student publications. By doing this, they are essentially telling students how to think and what to think about. Rather than allowing principals and school boards the right to dictate what students may or may not print, I believe the goal of our schools should be to allow students to make their own decisions while providing them with the information necessary to make intelligent decisions. By passing Senate Bill 62, you will allow students the opportunity to make intelligent decisions and consequently improve student publications.



—From South of the River—

Responsibility is educational

jrm



mem

If everything goes as planned, I will be in Topeka today (Thursday) testifying before the House Education Committee about the importance of passing legislation to guarantee First Amendment freedoms for Kansas high school students who work on school publications.

School press freedom is a sensitive issue and a tough one to support. At first glance, it seems preposterous to argue that high school students ought to have the freedom to print whatever they want to print in their high school newspapers or yearbooks. Certainly it appears that adults, who foot the bill, should have control over the contents of school publications.

Even many Kansas newspaper editors argue that high school publications should be "edited" by their teacher advisers, much like a professional newspaper is controlled by its editor or its publisher. In fact, a recent U.S. Supreme Court ruling seems to have upheld the concept that school officials have both the right and the responsibility to control the contents of their school publications. Why, then, would someone want to argue that students' constitutional rights are being violated whenever school officials alter the contents of their newspapers or yearbooks?

Countering those arguments are at least three

distinct reasons why school officials should not censor their school publications. The first reason is educational, the second is legal and the third is moral.

For the purpose of educating students, many would argue that students should not learn the wrong things. They say the school should provide guidance, and altering contents of published material is not censorship, but educational leadership. The truth is, however, that students who are given the responsibility for their own publications learn far more about themselves and their environment than do those who are suppressed. If the school provides a teacher-adviser who shows them how to do things but does not tell them what to think or what to print, they learn more than do students who are told what to think and what to print by a teacher-editor.

Legally, constitutional scholars say that a school publication which has been established as an open forum cannot be censored by school officials. They draw the parallel between the mayor and a town park, which can be an open forum. Though the mayor oversees the care of the park, if he allows citizens to speak in the park, he cannot control the contents of that speech. Those who speak must assume

responsibility for their words. Most school newspapers are open forums. They print letters to the editor, and they are supported by community advertising. The recent Supreme Court case which seemed to support administrative censorship involved a school paper which had not been an open forum.

Morally, there is no question that students should have the right to write about their world to the best of their abilities without being told what to write by government (school) officials. If we are going to have an educated population which is necessary to operate a democracy, we cannot educate them by totalitarian methods. Public schools are not army training grounds with the purpose of controlling all thought and action. They are public thinking grounds for the purpose of stimulating thought and encouraging life-skills development. We don't "whip children into shape," we encourage them to grow and mature. We stimulate their intellectual, moral and physical development.

Four states have already passed legislation which protects speech freedoms for students working on school publications. Let's hope Kansas will be the fifth.

Attachment 6
1/23/92

j.r.m.

Att 6
1/23/92

#7

I'M EWELEEN HORNBUCKLE RHUE. I WAS BORN AND RAISED IN PITTSBURG AND PROUDLY CONSIDER MYSELF A KANSAS PRODUCT. MY CURRENT SITUATION IS UNIQUE IN THAT I ADVISE THE SAME STUDENT PUBLICATIONS I WORKED ON IN HIGH SCHOOL. I'M PROUD OF THE JOURNALISM PROGRAM WHICH HAS EVOLVED AT PHS, BUT I WANT TO TELL YOU WHAT THE HAZELWOOD DECISION HAS MEANT TO OUR PROGRAM. I'M NOT PROUD OF THE FIRST IMPACT FROM HAZELWOOD WHICH WAS THE ORIGIN OF A CENSORSHIP POLICY, LABELED AS MY SCHOOL DISTRICT'S PUBLICATIONS GUIDELINES POLICY, WRITTEN IN OCTOBER, 1988.

IN JULY OF '88 I WENT TO MY CLASSROOM TO GET A YEARBOOK. AS I CAME OUT, MY SUPERINTENDENT AND PRINCIPAL WERE NEAR THE DOOR AND AFTER SAYING HI, THE SUPERINTENDENT SAID, OH, EWELEEN, WE'VE GOT TO GET OUR COMMITTEE GOING TO WRITE OUR CENSORSHIP POLICY AFTER THIS "HAZELWOOD THING". I'M SURE I LOOKED STUNNED, BECAUSE I WAS. HE DIDN'T SAY OUR POLICY DEALING WITH CENSORSHIP, HE SAID OUR CENSORSHIP POLICY.

THE FIRST WEEK OF SCHOOL THE SUPERINTENDENT TOLD ME NOT TO FORGET THAT WE NEEDED TO GET ON THE CENSORSHIP POLICY GUIDELINES. I ASKED HIM SPECIFICALLY WHAT HE EXPECTED OF THIS COMMITTEE AND THE GUIDELINES AND HE SAID THE POLICY WAS TO ADDRESS THE ISSUE OF CENSORSHIP AND COMPLY WITH THE HAZELWOOD DECISION GIVING THE PRINCIPAL THE RIGHT TO CENSOR. HE SAID THE PRINCIPAL WAS TO BE ON THE COMMITTEE, BUT I COULD PICK EVERYONE ELSE.

THE COMMITTEE INCLUDED STUDENTS, AREA PROFESSIONALS, PARENTS, AND FACULTY MEMBERS. ONE MEMBER WAS A MEMBER OF THE SCHOOL BOARD WHO WAS A LAWYER, SELECTED NOT TO REPRESENT THE BOARD, BUT TO HELP INTERPRET SOME OF THE LEGAL LANGUAGE FOR US. THE SUPERINTENDENT WAS PROUD OF US FOR COMING UP WITH THE POLICY AFTER ONLY TWO MEETINGS, BUT IT WASN'T HARD..... THE ESSENCE OF THE POLICY HAD BEEN PRE-ESTABLISHED.

I DON'T FEEL THAT MY SUPERINTENDENT HELD PERSONAL MALICE TOWARD ME IN CALLING FOR THE POLICY TO BE WRITTEN. HE HAD GOOD INTENTIONS. MY GRANDMA ALWAYS SAID THE ROAD TO HELL IS PAVED WITH GOOD INTENTIONS. THE SUPERINTENDENT FELT HE WAS DOING THE JOB EXPECTED OF HIM. BUT WHEN I GAVE THE BOARD A PROGRESS REPORT, ONE MEMBER SAID IT WAS A COMPLETE SURPRISE TO HIM THAT THE COMMITTEE HAD BEEN APPOINTED. I STATED IN THAT REPORT THAT THE POLICY WAS A CENSORSHIP POLICY: THAT I COULD COMPLETE THE JOB ASSIGNED TO ME TO GET IT WRITTEN, BUT, THAT I COULD NOT STAND BEFORE THEM AND SAY IT WAS RIGHT BECAUSE I CANNOT SUPPORT CENSORSHIP. ALTHOUGH THE ACTION OF CENSORSHIP AND THE ACTION OF EDITING DO PRODUCE THE SAME RESULT -- IT IS THE MOTIVE BEHIND THE ACT THAT MAKES ALL THE DIFFERENCE.

SEVERAL "HAZELWOOD-IMPACTED INCIDENTS" HAVE OCCURED IN OUR DISTRICT INCLUDING ONE WHERE AN INTERIM PRINCIPAL, FORMER BOARD MEMBER, NOW AGAIN CURRENT BOARD MEMBER, INSISTED ON TELLING A REPORTER THAT SHE HAD USED POOR JUDGEMENT: WHO STATED THAT HER POOR JUDGEMENT WAS A GOOD EXAMPLE OF WHY HAZELWOOD WAS NEEDED -- HE WAS UPSET BECAUSE HE DIDN'T THINK THE STUDENTS SHE SELECTED TO MODEL PROM ATTIRE ON A FEATURE PAGE IN OUR NEWSPAPER WERE THE "PROPER" STUDENTS TO REPRESENT PHS. HER CHOICE PROBABLY WAS DIFFERENT FROM MINE, BUT SHE DIDN'T DO ANYTHING WRONG. SHE TOOK CHARGE OF HER ASSIGNMENT AND MADE HER OWN DECISIONS. ANOTHER INCIDENT OCCURED AFTER THE STATE MANDATED THAT SEX EDUCATION BE TAUGHT. A NEW PRINCIPAL TOLD US THAT WE WERE NOT TO PUBLISH ANYTHING ABOUT WHAT WAS BEING TAUGHT IN THE CLASSROOM CONCERNING THE

Education
Attachment #7

SEX EDUCATION WITHOUT HIS READING IT FIRST, BECAUSE IT WAS TOO SENSITIVE AN ISSUE. WE HAVE NEVER BEEN RESTRICTED ON REPORTING WHAT ANY OTHER CLASS TEACHES.

IF ANYTHING FORCES ME OUT OF TEACHING IN THE NEXT FEW YEARS, IT WILL NOT BE LOW PAY OR EXTRA DUTY...IT WILL BE THE PRESSURE OF WORKING WITH YOUTH TREMENDOUSLY TROUBLED BY ISSUES THAT I NEVER HAD TO FACE WHEN I ATTENDED PHS. STUDENTS HAVE COME TO ME FOR HELP BECAUSE OF SEXUAL ABUSE, ALCOHOLISM, DIVORCE, PREGNANCY, WHETHER OR NOT TO HAVE AN ABORTION, DRUG ABUSE, AND EXPECTEDLY BUT VERY FRIGHTENING, ONE CONSIDERING SUICIDE. WE STARTED THIS YEAR AT OUR SCHOOL WITH A SUICIDE IN SEPTEMBER. IT WAS DEVASTATING.

THE TROUBLED STUDENTS I'M TALKING ABOUT COME FROM FAMILIES IN ALL ECONOMIC LEVELS -- BEAUTIFUL, BRIGHT, TALENTED YOUNG PEOPLE -- GOVERNOR'S SCHOLARS -- TEENS FACING DIFFICULT ISSUES--TEENS WHO SHOULDN'T BE TOLD THEY CANNOT WRITE ABOUT ISSUES IN A RESPONSIBLE MANNER.

I CONSIDER IT A HYPOCRISY TO HAVE KANSAS NATIONAL GUARD RECRUITERS COME TO OUR SCHOOL TO SIGN UP JUNIORS, PUMPING THEM UP ABOUT BEING THE LEADERS TO DEFEND OUR COUNTRY OR TO BRING STATE OFFICIALS DOWN TO GET STUDENTS TO REGISTER TO VOTE FOR PUBLIC OFFICIALS -- INCLUDING THE PRESIDENT OF THE UNITED STATES -- AND THEN, BY VIRTUE OF HAZELWOOD, SAY TO THEM, "OH, BUT PLEASE DON'T THINK FOR ONE MOMENT THAT YOU ARE MATURE ENOUGH TO WRITE ABOUT THE ISSUES WITH WHICH YOU ARE FACED DAILY."

KANSAS JOURNALISM STUDENTS NEED GUIDANCE IN MAKING CHOICES ABOUT ISSUES. BUT, THEY NEED IT FROM ADVISERS TRAINED IN THE FIELD, ADVISERS MORE OBJECTIVE THAN ADMINISTRATORS DREADING A POSSIBLE PHONE CALL OF COMPLAINT. THE BURDEN OF ADMINISTRATORS IN THIS STATE SHOULD BE TO HIRE TRAINED JOURNALISM INSTRUCTORS, AND TO GIVE THEM MATERIALS AND SUPPORT THEY NEED TO CONTINUE TO IMPROVE THIS VITAL PART OF THE EDUCATION OF KANSAS STUDENTS.

I AM HERE AT THE CAPITOL TODAY TO ASK YOU TO SUPPORT SENATE BILL 62 SO THAT STUDENT JOURNALISM IN KANSAS WILL CONTINUE TO MOVE FORWARD, NOT SLIDE DOWN THE HILL.

THANK YOU!

Attach #7-2

Carol A. Dreiling
Yearbook/Newspaper Adviser
McPherson Senior High School
President - Kansas Scholastic Press Association

As an adviser with 20 years of experience, I would like to voice my support for Senate Bill 62 as amended. Having taught in four-year high schools with enrollments as small as 54 and in schools with enrollments topping 1,200, I feel that I have an understanding of high school journalism and the role it plays today in the lives of Kansas students.

My journalism roots reach deeper than that. I wrote for my own high school newspaper in the 60's; I also worked on my college yearbook.

With experience that spans more than 25 years, I cherish the freedom of the scholastic press. As a classroom teacher, I see the impact of student journalism on a daily basis. It demands critical thinking, concise writing, editing skills, organization, and responsibility. Students today explore issues such as AIDS, school board elections, substance abuse, asbestos removal and teen suicide alongside reports of the activities, moods and reactions of school groups such as SADD, KAYS and FFA. It is the realm of scholastic publications to provide students with such a voice.

The role of the adviser in the journalism classroom is a complex one. On one hand, the adviser directs, challenges, supports and guides the students; while at the same time, he must allow for creative thinking. He must understand the community in which his students write. He must train the student journalists not only in press rights, but just as importantly – in responsibility.

The provisions of Senate Bill 62 will support the journalism adviser. Within its parameters, the adviser can establish clear guidelines for students and thus set up a healthy educational environment for school publications.

Is Kansas scholastic journalism in jeopardy? I would have to say yes, when a censorship policy becomes part of the district handbook in a southeast Kansas town and when a principal reads the contents of the school paper prior to publication in a central Kansas community. When Kansas High School Activities Association figures show that 86 Kansas high schools do not have a school paper (that figure includes one 5A school, six 4A schools, thirteen 3A schools, twenty 2A schools and forty-six 1A schools) – I would have to say yes. Students in these communities are missing the

Education
Attachment #8
1/23/92

opportunity to make an invaluable contribution to their high school; the schools have missed the opportunity to allow their students the chance to exercise democracy. We read about mock trials being held in high school government classrooms and mock elections being run to coincide with the national one in November. In the journalism room, we have the perfect situation to permit students the real exercise of the rights we hold dear.

Four states – California, Colorado, Iowa and Massachusetts – have passed student free expression bills. It's time for Kansas to take the lead among the remaining 46 states by passing this student publications act.

As a high school newspaper and yearbook adviser, as the mother of two high school students, and as the president of the Kansas Scholastic Press Association, I urge your support of Senate Bill 62 as amended.

Attached 2 - 2

Student Press Rights Bill Hearing
January 23, 1992
Melissa Hollar, senior
Washburn Rural High School

For the past eleven to twelve years we students have been lectured, taught and preached to about democracy and freedom. Many of the high school students present today are hoping to someday pursue a career in journalism. To be a success in journalism, we need to be able to practice what we have learned. That is democracy and freedom. We have learned that freedom is not a right, but a privilege, and that along with this privilege comes responsibilities. High school journalists are prepared to accept this privilege and its responsibilities, the most important of which are to act, to speak and to think on their own. We are urged to be adults and to be responsible, but in an area such as journalism that demands this, we are sometimes denied the right to publish what is relevant to students.

Mr. Ron Johnson, director of Student Publications at Kansas State University, has said that he does not want students coming to him, "...not knowing what the First Amendment of the United States Constitution means." The right of expression is a requisite to the idea of democracy. The basic freedoms embraced in the First Amendment are the freedom of religion, assembly, petition, speech and press. Learning comes with practice. If our practice is advised by educated instructors in high school journalism, then there should be no problems. Many student journalists are currently not allowed to practice the same skills that are used by professional journalists. Mr. Johnson, along with other journalism instructors, wants high school students to learn what "responsible journalism" is all about. Please allow us to do just that- to learn and practice "responsible journalism."

Education
Attachment #9
1/23/92

Tony Roach
Editor-in-Chief, Blue Streak Newspaper Production
Washburn Rural High School

I enjoy freedom of the press. As the editor of a regular publication, my staff and I enjoy freedom of the press.

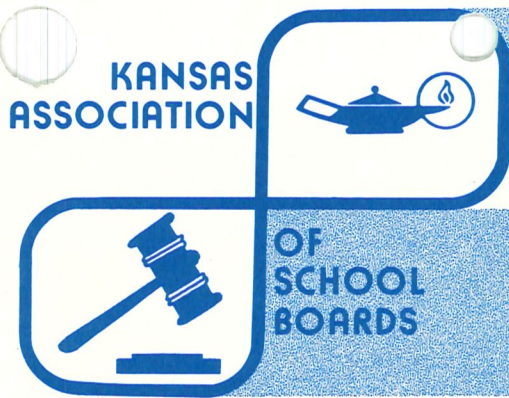
I have been in journalism now for almost three years. I have attended a few camps, several competitions, and numerous seminars on the education and practices of student journalism. Through all of these camps, seminars and competitions, I have learned one thing about myself: I enjoy freedom of the press. I have met hundreds of people. I have met a large number of journalism advisers. I have talked to instructors, speakers, and professionals and the one thing I am constantly reminded of is: I ENJOY FREEDOM OF THE PRESS.

When I go to these camps and seminars I talk to people. They tell me stories, "We couldn't print this," "We couldn't print that." Many of these stories we have printed. And I tell them about our freedom, what we've printed. I tell them about our responsibility. But that's where the conversation ends. I want to be able to hear stories of freedom from others. I want others to have the responsibility, as we do.

At Washburn Rural we put out a newspaper about every two weeks. Each of those papers contains articles that we, the staff, thought of; that we, the staff wrote; that we the staff edited; and that we, the staff, printed. But we have been taught our journalistic responsibilities, and for every controversial, sensitive, unsettling, or provocative article or poll we printed, we, the staff, accepted complete responsibility. We did not point our finger to the administration, we did not point our finger at the instructors, we did not pull our blankets over our eyes and put our thumbs in our mouths. We accepted responsibility. Granted, we have not printed any ground shaking stories, but we have been informative on sensitive issues relative to our school's society. And for every single one of these stories, sensitive or not, we have taken responsibility.

I enjoy freedom of the press. And I want my student journalist colleagues to do the same.

Education
Attachment #10
1/23/92



5401 S. W. 7th Avenue Topeka, Kansas 66606
913-273-3600

Joint Testimony on S.B. 62
before the
House Committee on Education

by

Mark Tallman, Coordinator of Governmental Relations
Kansas Association of School Boards

January 23, 1992

Representing:
Kansas Association of School Boards
United School Administrators

Mr. Chairman, Members of the Committee:

Thank you for the opportunity to appear before the committee and express our support for S.B. 62. KASB has worked for several years to develop a bill that provides an appropriate response to the Supreme Court's Hazelwood decision. We believe S.B. 62, in its current form, does so. It protects the freedom of the student press, while establishing reasonable guidelines for those publications which are affiliated with school districts. While this act would not protect expression which encourages conduct that is illegal or grounds for suspension or expulsion, we believe that this act would protect expression that advocates a change in law or policy. Finally, the act states that student expression protected by this act does not represent school district policy, and exempts the district, school board and employees of liability for such expression.

Thank you for your consideration.

*Education
Attachment #11
1/23/92*

#12

ACLU on SB 62

I'm Gordon Risk representing the American Civil Liberties Union of Kansas

The Hazelwood decision, which gave high school principals essentially unlimited power to censor what they don't like in "school-sponsored expressive activities," was a civics lesson, as Justice Brennan noted, in "thought control," not in the democratic values of this country.* We welcome the efforts of the legislature to undo the damage of Hazelwood.

Our quarrel is with lines 42-44 of the bill, which prohibit expression "that encourages conduct which constitutes a ground or grounds for the suspension or expulsion of students." Since students can be suspended or expelled for violating any school regulation, any article or editorial that objects to current school policy could be construed as encouraging willful misconduct and censored as a consequence. The fullest possible debate of school policy and school regulations should be encouraged, since it is through debate and a critical examination of issues important to them that students learn how to think. This bill could be used to suppress such debate. If this clause could be excised, the bill would have our support.

* Hazelwood School District v. Kuhlmeier 98 L Ed 2d 615

Education
Attachment #12
Jan. 23, 1992

LANA OLEEN
SENATOR, 22ND DISTRICT
RILEY AND GEARY COUNTIES



TOPEKA

SENATE CHAMBER

COMMITTEE ASSIGNMENTS
CHAIRMAN: GOVERNMENTAL ORGANIZATION
VICE-CHAIRMAN: CONFIRMATIONS
LABOR, INDUSTRY AND SMALL BUSINESS
MEMBER: ASSESSMENT AND TAXATION
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CHILDREN AND YOUTH ADVISORY COMMITTEE
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LEGISLATIVE HOTLINE
1-800-432-3924

HOUSE EDUCATION COMMITTEE

HONORABLE RICK BOWDEN, CHAIRMAN

TESTIMONY OF SENATOR LANA OLEEN ON SB 62

Chairman Bowden and Members of the Committee:

I would like to thank you for the opportunity to appear before you today as a proponent of SB 62.

As a former high school publications advisor (newspapers, literary journals, yearbooks) and English composition teacher for 13 years, I have developed a deep respect for student publications which are generated by our Kansas youth. It is most important that students' coverage of material not be suppressed solely because it involves political or controversial subject matter. I respect the maturity of student writers and reporters as well as the working relationships they maintain with their advisers and school administrators.

I ask you to consider support of the amended version before you today, as it better reflects a more coordinated effort from a wide variety of education-related interests.

There are a number of conferees who wish to appear before you today on the bill, so I will let my written remarks stand as testimony.

Thank you for your consideration of SB 62.

January 23, 1992

Education
STATE CAPITOL, ROOM 143-N
TOPEKA, KANSAS 66612
(913) 296-7360
Attachment #13
1/23/92



KANSAS NATIONAL EDUCATION ASSOCIATION / 715 W. 10TH STREET / TOPEKA, KANSAS 66612-1686

Craig Grant Testimony Before
House Education Committee
Thursday, January 23, 1992

Thank you, Mr. Chairman. I am Craig Grant and I represent Kansas-NEA. I appreciate this opportunity to speak in favor of SB 62.

Finally we can see the light at the end of the tunnel. We have testified in favor of the concept that student journalists have the same rights and responsibilities as those of other press people so they can really learn what the job of a newspaper actually is during their high school years. Now we think the bill is in a form that most educators and education groups will not oppose.

I hope you will pass SB 62 so we can get this topic behind us and move to other areas. Thank you for listening to our concerns.

*Education
Attachment #14
January 23, 1992*

Notes for students publications hearing

1. **Student responsibility and accountability**--The students learn to be responsible for what they write. It is their responsibility to see that their stories are accurate and truthful. They are accountable for any mistakes they make in quotes or facts. The reporter and editor review each story before it is published.
2. **Freedom of the press**--This is a basic freedom that our constitution guarantees the citizens of the United States. Why should we treat students differently than we ourselves want to be treated? How are the students to learn about this right if they aren't allowed to exercise it in a responsible way under the supervision of the adviser.
3. **Critical thinking and writing skills**--In an age of education reform, business are constantly telling educators that graduating students cannot think critically or write analytically and must be "retrained" at the expense of the company. If students are allowed to do this process through the editing and evaluating of their own writing in journalism, they will be that much ahead of other potential employees. Responsible journalism teaches these skills.



#15
Headquarters: 2063 Dole Center • University of Kansas • Lawrence, Kansas 66045

John Hudnall, Executive Director • 913-864-0605

TO: House Education Committee
FROM: John Hudnall, Executive Director, Kansas Scholastic Press Association
RE: Senate Bill #62

On December 15, the nation marked the 200th anniversary of the Bill of Rights becoming a part of our constitution. This "birthday celebration" for the First Amendment was celebrated around the nation. School administrators and their state and national organizations joined in this celebration. Calling for a new emphasis on constitutional education for and by children, administrators wanted to show their own professional commitment to teaching students about the Bill of Rights.

At the same time administrators were calling for more emphasis on the rights guaranteed by the United States Constitution in public schools, the Student Press Law Center, a branch of the Robert F. Kennedy Memorial Foundation, in Washington D.C., was recording more reports of censorship of student journalists than at any other time in the last decade. More than 1,100 calls or letters of inquiry were logged by the SPLC from concerned citizens in the public schools seeking legal advice and assistance.

Currently four states have drawn up and passed state legislation to allow student journalists their first amendment freedoms lost in the 1988 Hazelwood V. Kuhlmeier Supreme Court case. Kansas hopes to become the fifth state, with the support of the House. Three other states currently have legislation pending in their state houses. The ball is rolling.

Legislators frequently ask us "If it isn't broke, why fix it?" I am here to tell you that it is broken and it is broken in Kansas as well as in other states across the country. It is difficult to teach freedom when students are not allowed to practice that freedom. We present students with a mixed message when we encourage their participation in society through social studies courses yet refuse them their right to practice freedom of the press across the hall in journalism.

As some school administrators were busy last December giving lip service to their support for the Bill of Rights by sponsoring essay contests, guest speakers and mock trials in their schools they were busy editing out of student publications stories they deemed "inappropriate" for a high school audience. Some administrators include "negative" comments as "inappropriate." This is hypocrisy at its finest. We tell students to think critically--as long as the issue they are thinking about falls under the administrator's view of "appropriate."

Critics of high school press freedom argue that even professional papers have publishers and that the school administrators are merely acting as the publisher. The fallacy here is that most publishers have a background in the field of journalism. They understand their constituency and preserve the public's right to know. Few administrators know or understand the basic tenets of newspapering.

High school journalism programs are developed and run by state certified instructors who should know both the tenets of journalism, the concerns of the school district (without parlaying that into a public relations mode) and the needs and rights of the students. With this type of situation everyone wins.

The message we are sending to student journalists is not good. We are telling students on the one hand to celebrate with gusto the freedoms inherent in the Bill of Rights yet at the same time we discourage their involvement should that involvement include controversy.

It's time to blow out the candles on the Bill of Rights birthday cake and get to work to insure the need for another cake in another 200 years. The Kansas Scholastic Press seeks your enthusiastic support.

*Education
Attachment #15
January 23, 1992*