

MINUTES OF THE HOUSE FEDERAL & STATE AFFAIRS COMMITTEE

The meeting was called to order by Vice-Chairperson Becky Hutchins at 1:40 p.m. on March 12, 2002 in Room 313-S of the Capitol.

All members were present except: Representative Melany Barnes, Excused  
Representative Lisa Benlon, Excused  
Representative Joann Freeborn, Excused  
Representative Broderick Henderson, Excused  
Representative Doug Mays, Excused  
Representative Candy Ruff, Excused

Committee staff present: Mary Torrence, Revisor of Statutes  
Russell Mills, Legislative Research Analyst  
Shelia Pearman, Committee Secretary

Conferees appearing before the committee:  
Representative Mary Cook  
Representative Dan Williams  
Amy Brunner, Kansas Association of School Boards  
Barbara Duke, KS Choice Alliance  
Dianne Gjerstad, Wichita Public School  
Charley Morasch, Consultant/Historian  
Reverend Williard T. Reece, Kansas Religious Leaders for Choice  
Sylvie Rueff, N.O.W.

Others attending: See attached list

Vice-Chair Hutchins opened the hearing on **HB 2833 - Requiring school students to recite part of the declaration of independence and take courses concerning the declaration of independence and the bill of rights; exceptions.** Representative Cook stated the survival of freedom in America depends on the survival of a basic understanding of our Declaration of Independence and is the strongest weapon we have against terrorism. She also stated the Declaration of Independence is about recognizing our common humanity and how each person deserves to be treated with respect and human dignity. She urged the committee to support **HB 2833**. (Attachment #1)

Mr. Morasch has written history and government standards for Boards of Education in various states. He stated an accurate understanding of our political history is not possible without understanding the primary principles embodied in the Declaration of Independence. Yet, he stated students in America's public school have no understanding of the foundations of our legal system, nor of the Declaration of Independence, or of the Constitution. He urged the committee to give our children the liberty to learn the truth by passing the Civil Rights Tribute Act **HB 2833**. (Attachment #2)

Ms. Brunner stated the Kansas Association of School Boards is opposed to **HB 2833** because it believes a district's curriculum should be established by the local board of education, not by state statute, as long as the district meets state accreditation requirements. (Attachment #3)

Written testimony was submitted by Harold Pederson, a member of the Individual Ready Reserve stating we do not want our children to become the terrorist's pawns or tools of tomorrow. (Attachment #4)

No other conferees appeared before the committee. The hearing on **HB 2833** was closed.

Vice-Chair Hutchins opened the hearing on **HB 2832 -Requiring instruction on fetal development and abortion in sex education.** Representative Williams stated **HB 2832** requires any organization receiving funding from the State of Kansas teach the stages of pregnancy in four-week increments, the methods and techniques of abortion, and the effects of an abortion on the fetus. (Attachment #5) He also stated the information is readily available and would require no additional funding to meet this requirement.

In submitted testimony, Lowell Ramsey stated Kansans for Life support **HB 2832** because it encourages

full discussion and disclosure of all the scientific information surrounding fetal development and abortion. (Attachment #6)

Rev. Reece referred to **HB 2832** as an inappropriate and transparent attempt to use truncated education about sex to accomplish a political goal. He cited statistics from a study encompassing France, Germany, the Netherlands and United States 15-19 year old teenagers births/abortions and sexually-related disease rates. (Attachment #7) Kansas Religious Leaders for Choice (KRLC), via a coalition of community leaders from schools, businesses, media and religious groups, is striving to initiate an educational campaign rather than have the Legislature present school boards an additional mandate.

Ms. Duke strongly opposed **HB 2832** citing various inaccuracies and omissions as well as the remedies for violation due to dissatisfaction with the way abortion is taught in school. (Attachment #8)

Ms. Gjerstad opposed **HB 2832** because Kansans value local control, leaving the toughest decision to be made in their more immediate area rather than a statute from the State. (Attachment #9)

Ms. Rueff also opposed **HB 2832** because of the mandated delivery of information but provided a list additional information to consider for inclusion. (Attachment #10)

The meeting adjourned at 3:08 p.m. The next scheduled meeting is March 13, 2002.



# Civil Rights Tribute Act

Representative Mary Pilcher Cook

March 11, 2002

Mr. Chairman, thank you for allowing me to testify today in support of **HB 2833**. This bill will permit the our students to meditate on a very important and underlying principle of our nation by having them daily recite a few words from our Declaration of Independence.

The survival of freedom in America depends on the survival of a basic understanding of our Declaration of Independence. This is our most valuable "homeland defense". It is the strongest weapon we have against terrorism because it explains the justice of our cause.

A single statement from that document encapsulates so many of the principles we embrace. "We hold these truths to be self-evident, that all men are created equal, that they are endowed by their Creator with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness."

"That to secure these rights, governments are instituted among men, deriving their just powers from the consent of the governed." Our most basic freedoms and rights are not granted to us from the government but they are intrinsically ours, given to us by our Creator. The Constitution does not grant Americans the right of freedom of speech. It recognizes that each of us is born with that right.

Since the atrocity committed by the terrorists, there has been a return to prayer and faith by Americans. There was a reordering of priorities. Sport events were cancelled or postponed and even comedians fell silent. We gathered as a nation to mourn for those who died and to show respect for those who gave their lives to help others.

We are coming into a time when it's going to be crucial to be able to think clearly in terms of moral principle so that we will be able to maintain our own liberty. It is a time to be particularly clear in our own minds what those standards are, and how we intend to stay with them in the years to come.

One of the best ways to keep America on track is to return the study of the founding principles of America to our schools. Our present unity and response to the September 11th attacks needs to have added to it months and years of rededication to what America is, and why it must be defended. Our youth must be encouraged to join in this effort. Their education on our key founding principles will help ensure that our federal and state government remain the true servant of the people.

Inspiring our national conscience with the goal of liberty and justice for all, the Declaration was the banner of the struggles to end slavery, and to establish the women's right to vote, the rights of labor and property, and all the key components of self-government in America. The documents of the Civil Rights movement are rife with references to the equal rights ideal of the Declaration of Independence and helped to end racism and discrimination, and will continue to do if we make it a priority in our schools.

Twenty-two percent of teen-agers didn't know the United States declared independence from Great Britain during the Revolutionary War. This is according to a nationwide survey by the Colonial Williamsburg Foundation. That is more than one in five teenagers. Fourteen percent of the teens thought France was the enemy. 15 percent didn't know that the Declaration of Independence was adopted on July 4, 1776, by the Continental Congress. We cannot afford to ignore these statistics when terrorism is on our soil.

The Declaration of Independence is about recognizing our common humanity and how each person deserves to be treated with respect and human dignity, no matter how small, how weak, how old, or how disabled. That is the foundation of our country. We must insist that our rights come from a power above all other powers, and not from fortune, fame, intelligence or physical strength.

It is these principles that we need to teach our children. The Declaration of Independence principles that allow us to understand that justice isn't just for some but for all, that the authority that stands behind the human claim to dignity is not just a matter of our decision and convenience and profit or benefit, but that it rests on an awesome will and judgment on which we can all rely.

Thank you and God bless America. I will stand for questions.

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I wish to thank Representative Cook and every member of this committee for allowing me to speak here today.

My name is Charley Morasch. I am a fifth generation Kansan, I graduated from Kansas State University in 1975 with a degree in history. I am here to say a few words on behalf of 'The Civil Rights Tribute Act' because I believe anything which increases our students knowledge of our nation's founding documents is very good for them and for our nation.

my father was a great inspiration for my love of this nation, and it was a unified studies teacher who would charge across the front of class reenacting Teddy Roosevelt's charge up San Juan Hill who was most responsible for my love of American History. That man was Jack Reardon the former mayor of K.C.K. and the late brother of your friend and colleague Bill Reardon. Jack made history come alive like no one else. He was an exceptional teacher.....

In the entire history of the world I can think of no greater political event, than the explosion of wisdom, faith and courage of the men and women who gave birth to this incredible nation.... this nation has served for over 200 years as not only the world's leading example, but as the world's last and greatest hope. One would think that our schools would devote a great deal of time to understanding the founding fathers, the American Revolution, the Declaration of Independence and the Constitution..... Sadly, this is not the case. ....One Blue Valley American History teacher has confided in me that under the new curriculum, he has two weeks to cover American History from the Revolution to the Civil War. Two weeks to cover the greatest political event in human history and the eighty years which followed. He does not like it.... An Olathe American history teacher has written to me that the American Revolution and Constitution are covered in a quick review, and that students do not come to her with a very good understanding of the Constitution.

Students in America's public schools have no understanding of the foundations of our legal system, nor of the Declaration of Independence, or of the Constitution, or of the character and faith of our founding fathers, and that is wrong, because they are missing the ideas and words of some of the wisest individuals who ever lived..... America's public school students no longer know what took place at our nation's founding.... In the interest of brevity, I will give just one example.

In the very first sentence of the Declaration of Independence is a phrase which reads "the laws of nature, and of nature's God". This phrase refers to God's laws as seen in nature, and are inherently known to us. Why is this phrase so important? That phrase according to all of our the law schools who taught it,... and our founding fathers who lived by it,... is the cornerstone

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upon which all of our laws and government rest. That phrase and the ten comandments formed the foundation of our legal system, the Declaration of Independence and the Constitution, and yet there are shockingly few public school students in America who know it, and that is unbelievable....Do not make the mistake of thinking this is a 'separation of church and state' issue. The Supreme Court has said that you cannot censure these facts.

We should never..deny our children the facts concerning the creation of this nation. If children do not have the truth, the facts to mentally process what really happened at our nation's founding as any other event, they tend to believe that it is beyond their ability to comprehend and understand, that their ability to reason is limited, that the real failure is within them,... when the truth is,... it is not their failure, but the failure of those of us who would withhold historical facts, because we decided the 'truth' was not politically correct, and therefore not important.... Ladies and Gentlemen, the truth is always important. And the ommission of the truth is worse than a lie, because it is harder to identify,.. and that.... creates confusion and self doubt and low self esteem in the minds of our children, and hopelessness in their hearts!

"We hold these truths to be self evident, that all men are created equal, that they are endowed by their creator, with certain unalienable rights, that among these are life, liberty, and the pursuit of happiness. That to secure these rights governments are instituted among men, deriving their just powers from the consent of the governed....."

These words are a great gift to us....a national treasure. .. They sustain us in difficult times. they give meaning to our lives, and courage when we need it most. What politically correct notion is more valuable than the treasure of inspiration and meaning these words can give to our children's lives. they are the words that helped us eradicate slavery and they gave support to the women's suffrage movement. How can we not make them an integral part of our students day.

Jack Kennedy once declared...."Liberty without learning is always in peril, and learning without liberty is always in vain". I urge you to give our children the liberty to learn the truth.....to pass the Civil Rights Triubute Act which will prepare them to be more effective and enlightened citizens.

KANSAS  
ASSOCIATION



OF  
SCHOOL  
BOARDS

1420 SW Arrowhead Road • Topeka, Kansas 66604-4024  
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Testimony on  
**HB 2833 – Study of the Declaration of Independence in Schools**  
Before the  
**House Committee on Federal and State Affairs**

By  
Amy Brunner, Governmental Relations Specialist  
Kansas Association of School Boards

March 11, 2002

Mr. Chairman, Members of the Committee:

Thank you for the opportunity to appear before you today on HB 2833. In its current form, this bill will would require all accredited high schools to include a study of the Declaration of Independence in its 18<sup>th</sup> Century context and further require that students recite a key section of the Declaration of Independence. Because this bill would impose new requirements on school districts, we believe we should comment on this bill. We are guided by general policy statements that our members have adopted, including the following:

**Curriculum**

KASB believes a district's curriculum should be established by the local board of education, not by state statute, as long as the district meets state accreditation requirements.

Based on this policy, we raise opposition to this bill. Our objection is not to the importance of educating students about the Declaration of Independence and transmitting understanding and appreciation of the principles it embodies. Instead, it is based on the idea that curriculum and programs should be determined by local school boards, not the Legislature.

The bill presents modest new requirements, but there is a larger principle. If we are going to require recitation of part of the Declaration of Independence, then why not the U.S. Constitution? Why not the Kansas Constitution? Why not the Gettysburg Address, or Washington's Farewell Address? It is important to remember that local school boards can and do make decisions about how to teach civics and foster patriotism. The Legislature and State Board can and should support and encourage these decisions, but should not make these decisions for them.

Thank you for your consideration.

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Testimony In Support of House Bill 2833

Honorable Chairperson and Representative Members of the Committee:

I appreciate the opportunity to address you today in support of House Bill 2833.

My name is Harold Pederson. I am a member of many veterans groups and an ex-member of the Individual Ready Reserve and Individual Mobilization Augmentation with the 1<sup>st</sup> quick reactionary force Battalion from 1984 to 1996.

I am testifying here today to give you reasons to pass the bill:

1. Children live and are something special = the children's lives are important to all of us to teach them right from wrong in this world today.
2. If we do not teach them, the terrorists will teach them their ideas and ways.
3. This bill will teach our children the lessons of the past and help them to fight the terrorist's ideas of today.
4. We do not want our children to become the terrorist's pawns or tools of tomorrow.
5. Following are some of the examples that I have found that show this is a real and legitimate concern.

I ask you to please vote House Bill 2833 favorably out of committee. It will be a vote for the future of our children.

Thank you, I will stand for questions.

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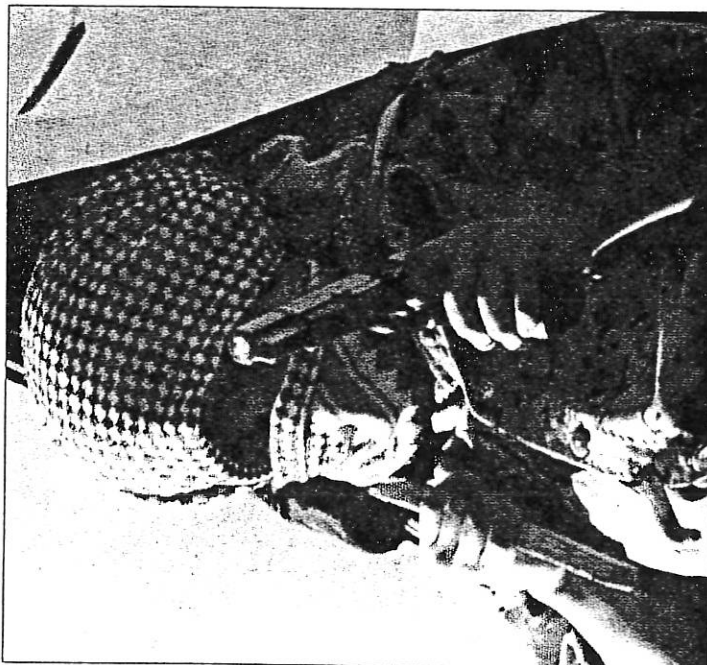
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AP/Wide World by Yadin Ghilda

# Network Of Terror



AP/Wide World by Adel Hana

Hizballah draws financing from Iran and Syria, has cells in Africa, Asia, Europe and the Americas. — was responsible for suicide truck bombing of U.S. Embassy and USMC barracks in Lebanon, Israeli Embassy in Argentina. Small boy with toy pistol waves Islamic Jihad and Hizballah flags at Al-Quds Day rally.

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(opposit page) Ensuring a continuing supply of suicide bombers and cannon fodder, Palestinian youth are recruited young. Here young recruits demonstrate with Egyptian copies of Swedish K smgs at joint Islamic Jihad/Hamas demonstration in Gaza City. (left) When Al-Qaida blew up U.S. Embassies in Nairobi and Dar es Salaam, it was but a precursor of things to come. More than 200 were killed, 5,000 injured in these blasts. (below) Drawing primarily from among Palestinian dissidents in the Gaza Strip and West Bank, HAMAS specializes in suicide bombings, but on a much smaller scale than the Trade Center attack.

*"To win this war, we must fight on many fronts. The most obvious one is direct military action against the terrorists themselves."*

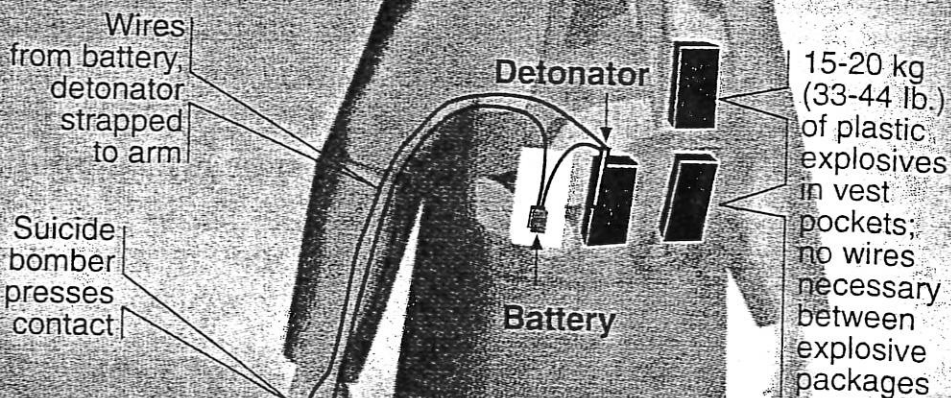


A masked Hamas supporter, dressed in a belt made to resemble explosives, clutches a hand grenade during a march in the streets of the Jebaliya refugee camp in Gaza City, Gaza Strip. AP



# Suicide bomber

*How a suicide bomber typically hides explosives on the body:*



## Hard to detect

■ Devices are becoming smaller and easier to conceal

■ Terrorists use a variety of devices to retain an element of surprise and to evade attention of security authorities

## Profile of typical Palestinian suicide bomber

■ Unmarried men in late teens and 20s

■ Affiliated with Palestinian militant groups

■ Media-conscious; timing of attacks carefully considered to achieve most public impact

■ Believe they will go straight to paradise

■ Fanatical about their Islamic beliefs



## AGENTS OF TERROR

Chemical and biological weapons are easy and cheap to manufacture but can kill people by the thousands. They are the poor man's arsenal.

## BIOLOGICAL WEAPONS

### RICIN

A toxin derived from the castor bean, it can be spread in aerosol or liquid form. It causes blood poisoning and leads to the collapse of the circulatory system and a slow death.

### BOTULINUM

One of the most potent toxins, it is derived from the bacteria that cause botulism. The poison paralyzes the respiratory muscles and suffocates its victim within 36 hours.



### ANTHRAX SPORES

Produced by bacteria associated mainly with livestock and animal infections, the spores spread through the air, causing pneumonia and suffocation. Inhalation of a minuscule amount of anthrax is fatal within five to seven days.

## CHEMICAL WEAPONS

### MUSTARD GAS

Easy to manufacture, it was used by Iraq against Iranian soldiers and Kurdish civilians during the Iran-Iraq war. Exposure causes severe eye and lung damage as well as serious skin blistering. It is lethal in large doses.

### SARIN

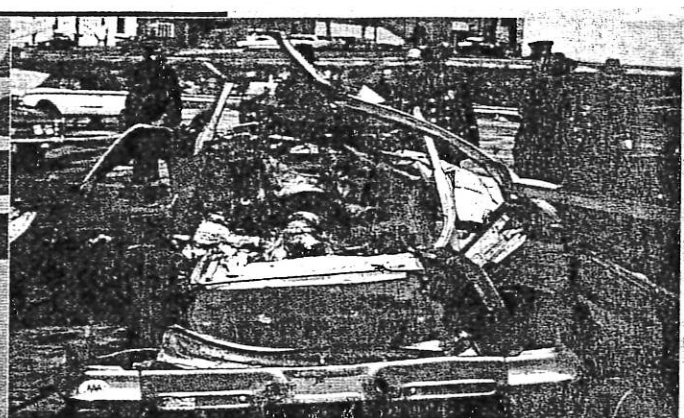
Similar to many modern pesticides, it was the gas used in the 1995 terrorist attack on the Tokyo subway, right, by the Aum Shinrikyo cult. It suffocates by paralyzing chest muscles and can result in death within only 15 minutes.



### VX

This extremely toxic agent attacks the nervous system. One tiny drop of the liquid form of VX absorbed through the skin causes nausea, convulsions and seizures, killing victims quickly.

TIME Graphic by Steve Hart



(top) The terrorist: shadowy specter haunting the late 20th century, here in the form of a hooded "Black September" terrorist looking over the balcony at Olympic Village in Munich, during September 1972 massacre of 11 Israeli athletes. Simple dramatic weapons that can cause dramatic results (above, left) have always appealed to terrorists. Bombs are a

favorite: Four people were killed aboard TWA Flight 840 from Rome to Athens in 1986, by a small explosive device placed under seat cushion. (above, right) Individual targets of terrorism are attacked when most vulnerable — often when traveling in a car.



# The Turkish Connection

The 17 incidents are listed in reverse chronological order  
 (For sources and further details, see Center for Nonproliferation Studies, Monterey <http://cns.miis.edu/research.wmdme/flow/turkey/index.htm>)

Material(s) Seized	Origin of Materials	Reported Destination	Location of Seizure	Suspects
A certificate for the Purchase of U-235 Container with U-235 (Exact quantity not reported)	Moldova	Not reported	Dounav Most, (Bulgarian/ Turkish border)	1 Turkish national
100g of enriched uranium	Azerbaijan	Greece	Bursa, Turkey	4 Turkish nationals
4.5kg 'non-active' solid uranium and 6g 'active' plutonium	Russia or Ulba Plant in Kazakhstan	Not reported	Istanbul, Turkey	4 Turkish nationals, 3 Kazakhis (incl a Kazakh army colonel+ an Azerbaijani)
13 cylinders of uranium marked APAT UKA3 M8	Iran	Istanbul	Van, Turkey	5 Turkish nationals and 1 Iranian
850g uranium dioxide	not reported	not reported	Bursa, Turkey	4 individuals (nationality unknown)
Osmium (quantity Not reported)	Romania	not reported	Turkey	3 individuals (nationality unknown)
509g 'raw' uranium	Georgia	not reported	Ipsala, Erdine, Turkey	3 Turkish nationals
17g low-enriched uranium	Golcuk, Kocaeli, Turkey	not reported	Antalya Turkey	11 individuals (nationality unknown)
20kg uranium	Russia	not reported	Antalya, Turkey	5 Turkish nationals
1.2kg uranium	Georgia	Libya	Yalova, Turkey	2 Turkish nationals
12g highly-enriched uranium	Georgia	Libya	Zurich, Switzerland	1 Turkish national
750g weapons-grade or enriched U-238	Baku, Azerbaijan	Turkey	Istanbul	1 Azerbaijan national
12kg uranium	Unspecified FSU state	Not reported	Istanbul	7 Turkish nationals
Uranium (quantity Not reported)	Not reported	Russia	Istanbul	1 Turkish national, 1 Azerbaijani + 1 Russian
4.5kg uranium	Not reported	Not reported	Bursa, Turkey	3 Georgian nationals
2.5kg uranium enriched to 2.5/3.5 percent U-235	Russia	Iran	Gayrettepe, Istanbul, Turkey	4 Turkish nationals + 4 Iranians (suspected secret service agents)
6kg enriched uranium	Tashkent, Uzbekistan	Istanbul	House Fed. & State Affairs Not reported Date 3/12/02	Not reported

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TOPEKA

**DAN WILLIAMS**

REPRESENTATIVE, 14TH DISTRICT

OLATHE

March 11, 2002

Testimony

Committee on Federal and State Affairs

House Bill 2782

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Chairman Mays, Vice Chairman Hutchins, and members of the House Committee on Federal and State Affairs, thank you for allowing me to testify today in favor of House Bill 2782.

HB 2782 is better known as the Religious Freedom Restoration Act (RFRA). It is an act that has been adopted by multiple states, ranging from Florida to Idaho and Connecticut to Arizona. This bill is modeled after the federal legislation passed unanimously by the United States House of Representatives and 97-3 by the United States Senate in 1993. It was signed into law by President Clinton.

In 1997, the United States Supreme Court ruled the federal RFRA to be unconstitutional. The 6-3 opinion was based upon what Justice Scalia believed to be an inappropriate federal incursion into states rights. This ruling opened the door for individual states to enact such legislation.

The purpose of the RFRA is to honor the first clause of the First Amendment to the United States Constitution. By enacting the RFRA in Kansas, we will be saying to our citizens that we believe in the importance of religious freedom.

It is not my intent to bore you with facts, so I have provided for you a packet of information about the RFRA. As some of you may know, I have a background in speaking on First Amendment issues. However, since I am one of you, I want you to hear from someone you can respect.

Joel Oster is an attorney for Liberty Counsel, a religious liberties educational and legal organization based in Orlando, Florida. A former Kansan who travels the nation trying First Amendment cases in the federal courts, he is uniquely capable of providing us an insight into the historical and legal importance of this bill.

Thank you for your time on this very important subject. If the committee is willing, I would like to defer any questions until after Mr. Oster has finished his presentation.

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# LifeMatters

*In the Kansas Legislature*

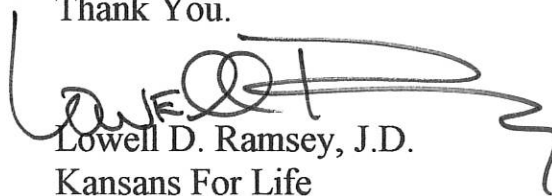
Testimony of Lowell D. Ramsey, J.D.  
Lobbyist for Kansans For Life, Inc.

Mr. Chairman and Members of the Committee,

My name is Lowell Ramsey and I am appearing today on behalf of Kansans For Life. We are the largest Pro-Life organization in Kansas. I appear today in support of House Bill 2832. I will be brief today because thankfully we are not breaking any new ground when we ask for your support of this legislation. House Bill 2832 is common sense codified. Who, in their right mind, could be opposed to conveying "objective, nonjudgmental, accurate scientific information about the fetus" in the classroom setting? Unless, of course, they have something to hide. This legislation only mandates that all the pertinent information about fetal development and abortion procedures and risks be openly discussed in the proper setting.

We, at Kansans For Life, support any legislation that encourages full discussion and disclosure of all the scientific information surrounding fetal development and abortion. The question of support for this legislation is not why but rather why not support full disclosure of these facts. Kansans For Life, as the largest pro-life organization in Kansas, asks that you join us in supporting this legislation.

Thank You.

  
Lowell D. Ramsey, J.D.  
Kansans For Life

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*For More  
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*Kansans for Life  
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**Kansans**  
www.kfl.org **forLife**

*State Affiliate of National Right to Life Committee*



**TESTIMONY TO THE HOUSE FEDERAL AND STATE AFFAIRS  
COMMITTEE**

**Tuesday, March 12, 2002**

**from  
The Reverend Willard T. Reece  
Minister, Christian Church (Disciples of Christ)  
and  
Co-Chair, Kansas Religious Leaders for Choice  
5702 Chadowes  
Wichita KS 67208  
316-683-6256**

Let me thank you for the opportunity to present testimony concerning House Bill No. 2832. I am co-chair of Kansas Religious Leaders for Choice (KRLC), a voluntary association of religious women and men, both lay and clergy, who are working to help our teenagers develop a healthy attitude toward sexuality. We want them to grow up affirming values of responsibility, love, respect, tolerance and equity in their attitudes toward sexuality. We think this can be accomplished by comprehensive sexuality education. Curriculum for this kind of education can best be developed by educators who have been trained to teach this subject.

House Bill No. 2832 is a curious bit of legislation that apparently assumes that young people will refrain from having abortions if they see graphic photographs or realistic drawings of human reproduction and are given objective information. It is an inappropriate and transparent attempt use truncated education about sex to accomplish a political goal. Instead of being concerned about thoughtful comprehensive sexuality education that gives our young people a healthy view of sex, it isolates one aspect of human sexuality in a futile attempt to stop abortions. It will not work.

Kansas Religious Leaders for Choice asks you to consider a different approach, an approach that will enable our young people to make responsible decisions. We propose a comprehensive program of sexuality education for our young people that will give them the information and motivation to make good decisions about sex. What we are presently doing is failing.

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Consider the following shocking picture painted by Evelyn Lerman in her book, "Safer Sex." She writes, "Picture yourself seated in an auditorium with 1,000 average girls aged 15-19 from all over the United States. Here is some information about them:

- Half of the 17-year olds have had sexual intercourse.
- The median age at which they initiate sexual intercourse is 16.3 years.
- 125 have a sexually transmitted infection.
- 100 are pregnant, 10%.
- 70 of these pregnancies were unintentional.
- About 15 will miscarry.
- 27-30 will have an abortion.
- At least 51 of these young women will become mothers.
- Less than 30 of the 100 pregnant girls are married."

This is not what we want for our young people. These statistics reveal the tragedy of far too many teens facing unwanted pregnancies, sexually transmitted disease and abortions along with interrupted education, poverty for many and frequent emotional trauma. While the statistics above refer to girls, it is obvious that our teen boys are also an equal part of this tragedy.

If we truly want to help our children delay sexual intercourse, develop a healthy sexuality, avoid pregnancy and HIV and other sexually transmitted diseases, and, of course, reduce abortions, we must change our ways. What we are presently doing is not working.

KRLC is not saying that we have all the answers, but in our research we have found some other countries that have had astonishing, positive results. Consider these statistics from a study done in France, Germany and the Netherlands by Advocates for Youth, Washington, DC, and the University of North Carolina, Charlotte.

#### BIRTH, ABORTION, HIV/AIDS DATA

	Teen Births per 1,000 women ages 15-19	Teen Abortions per 1,000 women ages 15-19	HIV/AIDS per 1,000 for all ages	Average Age Initiation of Sexual Intercourse
France	9	8.9	4.8	16.6
Germany	14	3.1	1.7	17.4
Netherlands	4	4.2	2.2	17.7
U.S.	51	26.8	21.7	16.3

"The Netherlands has the lowest rate in teen births and the highest age for initiation of sexual intercourse. Germany has the lowest rate of HIV/AIDS and the lowest teen abortion rate. The United States loses in all categories. Compared to the Netherlands, the U.S. has, per 1000 teens, thirteen times the rate of teen births and more than six times

as many abortions. The HIV/AIDS rate per 1000 of all ages is nearly ten times higher in the United States than in the Netherlands.”

We are not suggesting that we should do everything these countries have done to achieve these remarkable results, but they are doing something right and we should learn from them and develop our own program of comprehensive sexuality education.

If the concern is abortions, as HB 2832 seems to say, there are appropriate ways to reduce the number of abortions among teens as seen in these studies. This bill offers a simplistic approach that will not work and which ignores the broader needs of our teens.

Furthermore, it attempts to micromanage curriculum from the legislature rather than working through our established educational structures, both state and local.

KRLC is initiating a program that will bring together a broad coalition of community organizations, religious groups, public and private schools, business and media to provide the tools our teens need to develop a healthy sexuality that will delay sexual intercourse, reduce abortions, teen pregnancies, sexually transmitted diseases, school drop outs, poverty and emotional trauma. We are working to help develop values of responsibility, love, respect, tolerance and equity as sexual beings.

According to Evelyn Lerman, the European countries they studied have come so far with their educational campaigns for safer sex that adults didn't need to impose their will on young people. Adults give the youth the message that sexual relationships require responsibility, and young people are able to monitor their own behavior. She said that a teen she interviewed told her that if a young person got pregnant and told a friend, the friend would say, "What's the matter with you? You didn't have to get pregnant. You must be stupid."

Strategies for comprehensive preventive education work. That's where we need to focus our energies.

House Fed. &  
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# Kansas Choice Alliance

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#### Members:

Aid for Women  
American Association of University  
Women - Baldwin Branch  
American Association of University  
Women - Kansas  
American Civil Liberties Union of  
Kansas and Western Missouri  
Greater Kansas City Women's  
Political Caucus  
Jewish Community Relations Bureau/  
American Jewish Committee  
Kansas Religious Leaders for  
Choice  
KU Pro-Choice Coalition  
League of Women Voters of  
Johnson County  
League of Women Voters of Kansas  
MAINstream Coalition  
Mo-Kan Choice Coalition  
National Council of Jewish Women,  
Greater Kansas City Section  
National Organization for Women,  
Johnson/Wyandotte Counties  
Chapter  
National Organization for Women,  
Kansas Chapter  
National Organization for Women,  
Lawrence Chapter  
Planned Parenthood of  
Kansas & Mid-Missouri  
Pro-Family Catholics for Choice  
Wichita Choice Alliance  
Wichita Family Planning  
Women's Health Care Services  
YWCA of Wichita



House Federal and State Affairs Committee: Testimony In Opposition to  
H.B. 2832

March 11, 2002

Submitted by Barbara Duke on behalf of the Kansas Choice Alliance  
(785-749-0786)

Chairman Mays and members of the House Federal and State Affairs  
Committee:

Thank you for this opportunity to speak on behalf of the Kansas Choice Alliance in opposition to H.B. 2832. H.B. 2832 lists specific information that must be included in pregnancy-related instruction when abortion is discussed. We wish to bring to your attention some inaccuracies and omissions in the bill as well as our concerns about the remedies for violation.

For example, the list of methods on page one, lines 36 -38 includes number 1 the "Morning after pill," more accurately called emergency contraception. This medication is a contraceptive and does not cause an abortion. If the woman is already pregnant when she uses emergency contraception her pregnancy is not affected. Number 3 uses the term "methotrexate," an anti-cancer drug also used to treat rheumatoid arthritis and psoriasis. I am not sure why it is mentioned here. Number 5 "salt abortion" is an old method that is no longer used. Number 7 "partial birth" is not a medical term. The correct term is "intact dilation and extraction."

The statements about fetal pain do not belong in this bill. Whether or not a fetus can feel pain has not been determined and may never be.

When the medical risks of abortion procedures are discussed they should be compared with the risks of pregnancy, and particularly the risks to teenage women. When the survival of the fetus is discussed it would be important to also discuss what viability means, the various opinions on when a fetus is viable, as well as the Kansas definition.

We are concerned about the 2% reduction in state aid if 10 parents representing 10 children are not satisfied with the way abortion is taught about in their school. Judgement about abortion is strongly influenced by personal beliefs. This section opens the door to protest from all sides of the abortion debate, endless controversy, and divisions in the school and community. This provision should be eliminated.

We think HB 2832 is seriously flawed and urge you to oppose it.

Thank you for your attention.

*Barbara Duke*

House Fed. &

State Affairs

Date 3/12/02

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## House Federal and State Affairs Representative Hutchins, vice-chair

March 12, 2002

*Presented by: Diane Gjerstad  
Wichita Public Schools*

Madam Vice-chair, and members of the committee:

I appreciate the opportunity to rise in opposition to H.B. 2832, a bill prescribing components of the human sexuality curriculum.

There are few topics illicit such a wide range of responses from parents as human sexuality. Reactions range from wanting no interactions between the schools and their students to relief knowing a trusting teacher will help them explain uncomfortable topics with their students.

The core of our opposition with this bill lies in placing curriculum within state statute. Kansans value local control. Kansans want the toughest decisions made closest to them. It took my community several years to develop an on-going system that adjusts to deal with human sexuality curriculum issues.

Wichita Public Schools revised the human sexuality curriculum in the 90's with the sensitivities of our parents and community first and foremost. After several years of public meetings, committee meetings and public deliberation emerged a multi-level system of checks and balances to ensure the materials used for human sexuality are age appropriate and meet our community's standards. Materials or presentations must be screened and approved by:

- Media Screening Committee – parents and teachers review
- Community Consultation Board – adds religious and community health community members, along with parents and staff
- Board of Education – takes additional public input prior to approval

Curriculum issues pertaining to such sensitive and emotional topics should be made at the local level, by the neighbors, friends and families who live within each community, not a rigid statute.

Thank you for your attention to our concerns.

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State Affairs  
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Attachment No. 9  
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**Testimony before the House Federal and State Committee in Opposition to HB 2832**  
For the Kansas National Organization for Women - Presented by Sylvie Rueff  
March 12, 2002

Thank you, Chairman Mays, and Honorable Members of this Committee,

The Kansas National Organization for Women (NOW) opposes to the passage of House Bill 2832.

This bill proposes to mandate delivery of information which is age and situational sensitive to a broad range of people of all ages and in contexts which may be invasive and disrespectful of personal privacy and respect.

NOW wonders where the woman is in this picture.

If this bill is to pass, we ask also that it also include, but not be limited to, information regarding:

- the fact that statistically pregnancy and delivery are a greater risk to women's health and life than legal abortion,
- the physical costs to a woman's body of bearing a pregnancy to term,
- accurate descriptions of the pain of delivering a child,
- the pain associated with C- section and recovery time,
- the cost of raising a child,
- the risk of pregnancy for women who have various diseases and/or injuries,
- the probable birth defect associated with children born of incestuous sexual union,
- the psychological problems suffered by women giving up children for adoption,
- the fact that two out of three adopted children are victims of abuse – twice the percentage of the general population,
- the fact that 6 out of 10 abortions are for women who were using birth control,
- the fact that 33% of those getting abortions describe themselves as Catholic or followers of a fundamentalist religion,
- the fact that women from 8 to 53 get pregnant and sometimes need abortions,
- the trauma experienced by a woman who is forced to bear the child of a rapist, and
- the effects of drugs and alcohol on a developing fetus and their impact on the resulting child.

Thank you.