

BEFORE THE KANSAS STATE BOARD OF EDUCATION

In the Matter of
the License of
Mark Samsel

Case No. 21-PPC-14
OAH No. 21ED0012 ED

FINAL ORDER

NOW, on this 12th day of October, 2021, the above-captioned matter comes for consideration by the Kansas State Board of Education (Board). Appearing for the Board are Chairman, Jim Porter and members, Betty Arnold, Jean Clifford, Michelle Dombrosky, Melanie Haas, Deena Horst, Ben Jones, Jim McNiece, Ann Mah and Janet Waugh.

WHEREUPON the Professional Practices Commission (Commission) considered the matter on September 10, 2021. Mark Samsel did not appear. The Kansas State Department of Education appeared through its attorney, R. Scott Gordon. After reviewing the evidence, the Commission voted unanimously, to recommend Mr. Samsel's voluntary surrender of his professional license should be accepted and his license revoked.

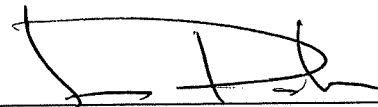
WHEREUPON the Board reviewed the Commission's Initial Order and after considering the presentation by R. Scott Gordon, General Counsel, who was available to answer the Board's questions and being otherwise duly advised in the premises, the Board adopted the Commission's findings of fact and conclusions of law by a vote of **10 - 0**.

All findings set forth in the Commission's Initial Order attached hereto are incorporated by reference and made a part of this Final Order as though fully set forth at length herein.

IT IS THEREFORE CONCLUDED by the Kansas State Board of Education that Mark Samsel's professional license is revoked.

This Final Order is made and entered this 12th day of October 2021.

Kansas State Board of Education



BY: Jim Porter, Chairman
Signed October 22, 2021

NOTICE TO LICENSEE/APPLICANT

This is a Final Order and is effective upon service.

To request reconsideration of this order, you must file a Petition for Reconsideration with the Secretary to the State Board of Education, at the address below, within 15 days after service of this Final Order. The Petition must state the specific grounds upon which relief is requested.

To request a stay of effectiveness of this order, you must file a Petition for Stay with the Secretary to the State Board of Education at the address below. A petition can be filed until the time which a petition for judicial review would no longer be timely.

To seek judicial review of a Final Order, you must file a petition in the District Court as authorized by K.S.A. 77-601, *et seq.* within 30 days following the service of the Final Order. Filing a Petition for Reconsideration is not a prerequisite for seeking judicial review. A copy of any Petition for Judicial Review must be served upon the Secretary to the State Board of Education at the address below.

Peggy Hill
Secretary, Kansas State Board of Education
Landon State Office Building
900 SW Jackson Ave. Suite 600N
Topeka, Kansas 66612

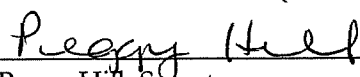
CERTIFICATE OF SERVICE

I hereby certify that on this 25th day of October 2021, a true and correct copy of the above and foregoing was mailed by certified mail, return receipt requested, to:

Mark Samsel
508 E. 4th St.
Wellsville, KS 66092

And via interoffice mail to:

R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Ste. 102
Topeka, Kansas 66612



Peggy Hill, Secretary
Kansas State Board of Education

**BEFORE THE KANSAS STATE BOARD OF EDUCATION
PROFESSIONAL PRACTICES COMMISSION**

In the Matter of
the License of
Mark Samsel

21-PPC-14

INITIAL ORDER

The above-captioned case comes on for hearing before the Professional Practices Commission (“PPC”) of the Kansas State Board of Education (“State Board”) upon the Complaint filed by the Kansas State Department of Education (“KSDE”) seeking revocation of the license of Mark Samsel (“Licensee”).

The hearing on this matter was held on September 10, 2021. KSDE appeared by and through its attorney R. Scott Gordon. Licensee did not appear in person, but appeared by way of a written voluntary surrender.

FINDINGS OF FACT

1. As of the date of the filed Complaint, Licensee held an emergency substitute teaching license issued by the Kansas State Board of Education.
2. On June 15, 2021, KSDE filed a Complaint seeking revocation of Licensee’s Emergency Substitute Teaching license. The Complaint alleges that on April 28, 2021, Licensee engaged in professional misconduct including but not limited to committing battery of a student and other actions which caused students to fear for their safety.
3. Licensee filed an Answer to the Complaint and requested a hearing. Subsequent to those filings, Licensee submitted a written voluntary surrender of his license.¹


CONCLUSIONS OF LAW

1. A member of the teaching or school administration profession may voluntarily surrender her or his license to the PPC. The PPC shall investigate the surrender and make a recommendation to the State Board for disposition of the license.
2. Here, the Licensee acknowledged that his license will be revoked upon acceptance of his voluntary surrender and that findings consistent with those requested in the Complaint will be made by the State Board.
3. Battery of a student and/or any other conduct of a teacher in a classroom that puts students in reasonable fear for their own safety or the safety of others is sufficient grounds upon which the State Board may impose discipline such as revocation of a license.

¹ Licensee’s Voluntary Surrender is attached.

THEREFORE the PPC recommends to the State Board by a vote of 6-0 that Licensee's voluntary surrender of his license be accepted and his teaching license be revoked as a result of his misconduct.

IT IS SO ORDERED.


Jennifer Holt (Sep 25, 2021 11:17 CDT)

Jennifer Holt, Chairperson
Professional Practices Commission

NOTICE TO LICENSEE

This Order is not a Final Order and is required to be reviewed by the Kansas State Board of Education in accordance with the provisions of the Kansas Administrative Procedure Act. The State Board will review all issues. Notice of review with the specific date and time will be provided to the parties within 15 days of the review.

You may submit to the State Board for its consideration as part of its review of the Initial Order a written brief citing legal authority as to why the above recommendation should not be accepted. You must file the brief with the State Board Secretary at the address indicated below within ten calendar days after service of the Initial Order for transmittal to the State Board. You must also make any request for oral argument at that time.

Peggy Hill
Secretary, Kansas State Board of Education
900 SW Jackson Street, Suite 600
Topeka, KS 66612

Response briefs are due within ten calendar days after service of the legal brief upon the opposing party. Any reply brief is due five calendar days after service of any response brief upon the opposing party. Any response or reply briefs must also be filed with the State Board Secretary at the address indicated above.

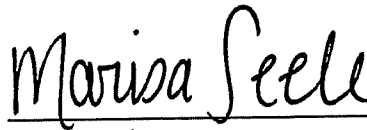
CERTIFICATE OF SERVICE

I hereby certify that on this 28th day of September, 2021, a true and correct copy of the above and foregoing was filed with the Secretary for the Kansas State Board of Education and one (1) copy was mailed by certified mail, return receipt requested, to:

Mark Samsel
508 E. 4th St.
Wellsville, KS 66092

And via interoffice mail to:

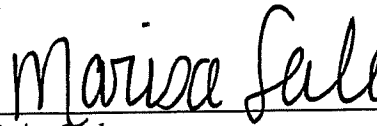
R. Scott Gordon
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612



Marisa Seele
Secretary, Professional Practices Commission

CERTIFICATE OF SERVICE

I hereby certify that on this 28th day of September, 2021, a true and correct copy of the above and foregoing was filed with the Secretary for the Professional Practices Commission and one copy was mailed by certified mail, return receipt requested, to:



Marisa Seele

STATE OF KANSAS
HOUSE OF REPRESENTATIVES

STATE CAPITOL
300 S.W. TENTH AVENUE
TOPEKA, KS 66612
(785) 296-6267
mark.samsel@house.ks.gov



DISTRICT ADDRESS
508 E. 4TH STREET
WELLSVILLE, KS 66092
(785) 418-4962
mark@marksamsel.org

MARK SAMSEL
5TH DISTRICT

August 3, 2021

VIA EMAIL ONLY

Mr. R. Scott Gordon
General Counsel
Kansas State Department of Education
900 SW Jackson Street, Suite 102
Topeka, Kansas 66612-1182

RE: Voluntary Surrender of (Emergency) Substitute Teaching License

Dear Mr. Gordon:

After much thoughtful prayer and reflection, God has guided me to pen this letter to lay down part of what I love most—the opportunity to serve kids and their families—in the name of Jesus. Unless one were in the classroom, and even then, in today’s modern world, I fully realize that we lack the time that this might ever make sense to most outside observers.

Nevertheless, upon receipt of this voluntary surrender, I understand that the Professional Practices Commission (“Commission”) and Kansas State Board of Education (“KSDE”) will consider this information. I further understand that this letter will be public record. Thus, to aid in transparency and understanding, I offer my thoughts below which, if asked, I would swear under oath to be true.

As you will recall when I first called you and we spoke on July 20, 2021, my stated desire has been and will always be to do what is best for the kids and the people I serve. The kids are our future. My endeavors have never been about me, or else I would have stayed away from both elected office and substitute teaching in favor of far more lucrative professions.¹ The ability to change the world as either a teacher or public servant, however, is immeasurable. With the voluntary surrender of my license today, I pray that others heed the call to serve our students and help our educators. Yes, increasing pay would help—perhaps a decision best left locally for school boards—but changing the way we treat one another costs nothing. I elaborated on that in my July 30, 2021 letter, which I hope both the Commission and KSDE will consider.

¹ I note for history’s sake that the former pays \$88 per day (only on days we are in session) and substitute teaching pays \$100 per day, while a typical hour billed by today’s attorneys easily range from \$250–\$350.

Turning to Matter No. 21-PPC-14, presently before the Commission, the record reflects that I have laid the groundwork to preserve my legal right to teach. In fact, law, and equity, I have provided substantial grounds to pave the way for a fair, just, and meritorious result in my favor. I hope the Commission and the Board will consider these things, including my dispositive 7.5.21 motion to dismiss, tailored 7.28.21 discovery to Ms. Miller, and other brutally honest correspondence, including the 7.30.21 letter.

Yet with the stage set for such an extensive battle over the coming months and perhaps years, God has called on me to take a different path. To lead by example. Rather than engage in a contentious battle, I cannot ignore the world around us. Our kids desperately need help. As do, among others, the homeless, the poor, and those struggling with mental health or finding affordable healthcare. I cannot in good conscience look at the resources we will spend plowing a litigious road ahead over my license when I know our limited and scarce resource can be better spent helping others. There is much good to be done, and this fight is not it, both for my side and yours.

As I turn over my license to your sound discretion, I do believe in my heart and soul that God has given me this platform to share a few things which I hope all will consider. First, I pray that my multiple references to God are not misconstrued. Some years ago, I gave my life to my Christian faith. Once led by the Spirit, my whole mindset has changed. I share this for perspective, not as any shield or sword. Perhaps the best way I have seen to summarize what it means to me is a poem written by Carol Wimmer in 1988 styled "When I Say I Am a Christian."²

I give that background because it underscores what comes next. Many doubt, including my own Mother, how God could ever allow something like "that" to happen, referring to their understanding of the events which underlie the instant matter. To these souls, I respectfully inquire: Why are you asking me first instead of Him, including His teachings in the Word? I ask this not to be dismissive, arrogant, or prideful, but rather as Proverbs 3 teaches, if God gives a commandment to further His plan, how can I ever have full understanding:

Do not let kindness and truth leave you;
Bind them around your neck,
Write them on the tablet of your heart.
So you will find favor and good repute
In the sight of God and man.
Trust in the LORD with all your heart
And do not lean on your own understanding.
In all your ways acknowledge Him,
And He will make your paths straight.
Do not be wise in your own eyes;
Fear the LORD and turn away from evil.

² Carol Wimmer, "When I Say I Am a Christian," available at <https://whenisayiamachristian.com> (last accessed Aug. 3, 2021).

Thus, I can offer only my own, limited understanding, none of which will ever satisfy a world that passes judgment first, then may seek understanding later. A world that so mightily seeks social justice, but so rarely inquires of God's justice. Everything that I did and have ever done was out of love, care, and compassion for the kids. As highlighted below, the outrageous stuff was not me. Whether it was heaven (the Holy Spirit) or hell (mania or the devil), only God truly knows. Either way, I pray that it sparks repentance and revival. I pray that it helps a world often full of instant hate, judgment, and outrage instead find grace, compassion, and understanding.

As to my specific actions and words that day, the world has only a narrow window into the world of our art classroom on April 28, 2021. I still believe most of the kids acted for a higher purpose and the greater good, because they had long known me and what I stand for, including their mental health and wellbeing. That said, I have not yet been able to speak with any of them. If the truth were ever fully known as to the allegations against me, I most humbly say this:

I broke none of God's laws.

I broke none of man's laws.

No, my fateful transgression was the breaking of the public school system's present day expectations, which K.A.R. 91-22-1a labels "misconduct or other *just* cause." Hence, my contrast as to what God finds just versus what our modern society deems so. If I broke one of God's laws, I welcome the opportunity to be enlightened. I am aware of none. I did not commit a battery; that conclusion can be reached only with a false understanding of the facts.

I do not in any way mean to disparage our public schools, officials, or educators. I am a proud product of our public school system, and one of their largest supporters. However, I do keep an open mind. I believe that God is using me to shine light on a systemic problem. It is an honest observation of how far our public schools have strayed from the Word, one which I hope will guide all to help solve our current problems:

*The fear of the Lord is the beginning of knowledge;
Fools despise wisdom and instruction.*

Proverbs 1:7

Through all my prayer, I do not believe it mere coincidence that God led me to these passages, or that we discussed art, mental health, and Galatians during all five hours on that day. Why did I take those actions, of which the world has seen only an intentionally misleading glimpse? I can offer only two honest, alternative answers:

1. God commanded me. Plain and simple. He called upon me. He did so twice, clearly, as I have consistently explained to law enforcement on the day after the incident and still deeply believe to this day. Against my own personal desires, because I knew the world would erupt in outrage over the perceived

events, I answered. As best I could with love and compassion in the name of Jesus Christ, I did what God asked me to do and for which I had long prayed to shed light on mental health, including for our kids, especially after overcoming my own battle years earlier. For this, I make no apology or excuse. I told the kids multiple times I would do whatever it takes to make a stand to bring awareness to their generation's deteriorating mental health. To me, this is part of the reason the kids later videoed and shared the excerpts that they did, which I knew they were doing. How else would we get the world to pay attention?

2. If I am wrong or mistaken, then I sincerely and profusely apologize for everything. If those clear commandments were somehow not the Word of God, but rather the work of the devil or mental illness, then I must agree with the mental health professionals who have concluded that I suffered a manic episode with psychotic features, induced by extreme, chronic stress, agitation, and other factors. Honestly, I struggle to accept this explanation, but this is how much of the modern world seeks to understand and process the day's events. It is the easiest narrative. Perhaps they are correct. But to me, it is not true. To which I must confess I am human, flawed, unknowing, and not a medical expert. But at no point did I ever have ill will or attempt to hurt anyone. However unorthodox, my actions were intended entirely and exclusively to do whatever it takes to help the kids, even if that meant spending time in prison or losing my license, because we cannot continue down the path of rising depression and suicide rates of our young people.

In sum, with my hand firmly upon the Bible, I swear that God manifested His presence and Holy Spirit in the classroom for higher purposes. That, of course, is difficult to comprehend or believe. I understand that. I cannot speak to His plan. I can only speculate, which I have done my best to do in limited fashion herein. By sharing this publicly, I no doubt will be further scorned, mocked, and ridiculed. However, it is the truth, and I take solace in Proverbs 1:20-33. Moreover, my purpose is to serve and help others, especially the kids who have no voice to share the horror and tragedy that has been inflicted upon their generation's mental health, in part due to the complete absence of God in their daily public school life.

In closing, I must point out part of the higher purposes for which I believe God called on me to serve. He has guided me to two U.S. Supreme Court decisions. In 1962, "the parents of ten pupils" overturned the will of a local school board and indeed the entire State Board of Regents in New York to effectively remove God's presence, love, and grace from all public schools.³

In *Engel*, six honorable Justices removed indefinitely our Christian heritage from all public schools. I enclose three pages from my New American Standard Bible (NASB) which outline the devastating effects ever since. In his dissenting opinion, Justice Stewart observed:

³ *Engel v. Vitale*, 370 U.S. 421 (1962).

A local school board in New York has provided that those pupils who wish to do so may join in a brief prayer at the beginning of each school day, acknowledging their dependence upon God and asking His blessing upon them and upon their parents, their teachers, and their country. The Court today decides that in permitting this brief non-denominational prayer the school board has violated the Constitution of the United States. I think this decision is wrong.

* * *

I do not believe that this Court, or the Congress, or the President has by the actions and practices I have mentioned established an 'official religion' in violation of the Constitution. And I do not believe the State of New York has done so in this case. *What each has done has been to recognize and to follow the deeply entrenched and highly cherished spiritual traditions of our Nation—traditions which come down to us from those who almost two hundred years ago avowed their 'firm Reliance on the Protection of divine Providence' when they proclaimed the freedom and independence of this brave new world.*

I dissent.⁴

In 1963, the U.S. Supreme Court solidified the removal of God from our public schools by siding with a family of five over the will of the people of Pennsylvania, thereby overturning the long practice of schools to "begin each day with readings from the Bible," "without comment, at the opening of each public school on each school day. Any child shall be excused from such Bible reading, or attending such Bible reading, upon the written request of his parent or guardian."⁵

To me, this leads to the question of our day: How can a Christian nation which God has so richly blessed—including our public school system—now remain so silent in the face of our Almighty King's expulsion from our public schools? Perhaps at first, in the 1960's or 1970's, the consequences did not appear so dire.

But with decline in modern society, including lack of respect for others, does it not start in our public classrooms, where our children spend more and more of their time? How long will we continue to watch our children's mental health deteriorate before we make a bold change to encompass what our nation was founded upon and worked so well in the past? Yes, these are public policy questions not directly related to my matter, but if one seeks an honest explanation for why I firmly believe God answered my prayers by manifesting His presence in the classroom, this is the best I can do in the limited forum and time we have together. I have long prayed for Him to use me for His purpose, and I will not run from his answering thereof. While this may be unheard of in today's society, it is precisely the teachings of American public statesmen who I have long studied and after which I have attempted to emulate their God-fearing service.

⁴ *Id.* at 421, 444–45, 450 (emphases added).

⁵ *Sch. Dist. of Abington Twp., Pa. v. Schempp*, 374 U.S. 203, 205 (1963).

Mr. R. Scott Gordon
August 3, 2021
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As noted above, following this surrender, I understand that the Commission and State Board of Education will review all relevant information. Despite my earlier request, I hereby waive and withdraw any right or request to a hearing. Should anyone wish me to appear, I will do so voluntarily. If anyone wishes to speak with me, my address and phone number are available in the letterhead. Otherwise, I do not plan to further burden Mr. Gordon, the KSDE, or the State Board of Education with further communications. My pending motions and discovery requests are hereby withdrawn.

It is not clear to me if some remedy less than a permanent revocation of the license is available. If so, it would mean a great deal to me. This has no doubt been a painful endeavor for me, including be prohibited from the classroom, whether temporary or permanent. Regardless, I will accept whatever resolution the Commission and State Board of Education deem appropriate, including up through the most severe sanction of permanent revocation if necessary because that was and is a sacrifice I am willing to make to our King of kings and all His children.

Thank you for your continued time and consideration of this matter. May God continue to bless you, our beloved Sunflower State, and all God's children.

Very truly yours,



Mark A. Samsel
State Representative, District 5

Enclosure

PROVERBS 1:7

THE KEY TO ALL KNOWLEDGE

The fear of the LORD is the beginning of knowledge.

THIS VERSE AFFIRMS that all knowledge begins with the fear of the Lord, but for some inexplicable reason, many Christians wrongly interpret it as applying only to spiritual knowledge. While this concept of knowledge is certainly included, the verse does not confine itself only to that area; it says *knowledge*, period.

Strikingly, for nearly four centuries, Americans believed that the fear of the Lord was the beginning of academic knowledge. (See the commentary accompanying Daniel 1:5 for instances of how the fear of the Lord increases scientific knowledge.) For example, America's first college, Harvard, was established in 1636, and its rules declared:

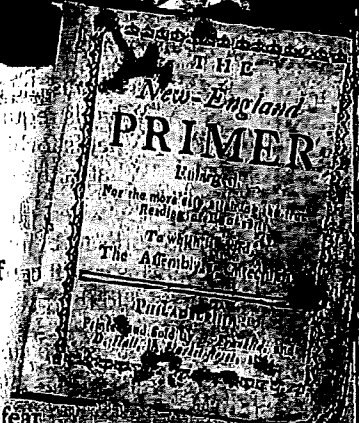
Let every student be plainly instructed and earnestly pressed to consider well the main end of his life and studies is to know God and Jesus Christ which is eternal life (John 17:3) and therefore to lay Christ in the bottom as the only foundation of all sound knowledge and learning. And seeing the Lord only giveth wisdom, let everyone seriously set himself by prayer in secret to seek it of Him (Prov. 2, 3). Everyone shall so exercise himself in reading the Scriptures twice a day that he shall be ready to give such an account of his proficiency therein.¹

In 1642, America's first public education law was passed, the "Old Deluder Satan Law," which explained:

It being one chief project of that old deluder, Satan, to keep men from the knowledge of the Scriptures, as in former times . . .²

In 1690, America's first public school textbook was published, *The New England Primer*: Reprinted frequently for the next two and a half centuries, it was a common text from which American students learned to read. Prominent in this first-grade textbook was the "Rhyming Alphabet":

- A—In Adam's fall, we sinned all.
- B—Heaven to find, the Bible mind.
- C—Christ crucified, for sinners died, &c.³



In Adam's Fall
We Sinned All

The Key to All Knowledge

It also contained more than one hundred questions, including ones such as:

- "Which is the fifth commandment?"
- "What is required in the fifth commandment?"
- "What is forbidden in the fifth commandment?"
- "What is the reason annexed to the fifth commandment?"⁴

In 1779, when chiefs from the Delaware Indian tribe brought George Washington three youths to be trained in American schools, Washington reaffirmed that the fear of the Lord was still central to American education. Commending the chiefs for their decision, he told them:

*You do well to wish to learn our arts and ways of life, and above all, the religion of Jesus Christ. These will make you a greater and happier people than you are. Congress will do everything they can to assist you in this wise intention.*⁵

By George Washington's own words, what youth learned in America's schools "above all" was "the religion of Jesus Christ"—that is, "the fear of the Lord."

In 1789, the first federal law to address education was passed by Congress. Signed by President George Washington, Article III of that law directly linked religion and public education together, declaring:

*Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged.*⁶

The Founders believed, and in this first federal education law acknowledged, that schools and education systems were a proper means to encourage the "religion, morality, and knowledge" that were so "necessary to good government and the happiness of mankind."

This philosophy of education continued well into the twentieth century—a fact demonstrated by courses taught in public schools in Dallas, Indianapolis, St. Louis, Little Rock, and other districts across the nation. Those courses—a *Bible Study Course of the Old Testament* and a *Bible Study Course of the New Testament*—counted toward graduation in those schools. "Lesson 1" in the New Testament course begins by having students read John 1 and then answer questions such as:

- "Where was Christ before He was born on earth?"
- "What titles does John apply to Christ in this chapter?"
- "For what purpose was John sent by God?"
- "Name five things the angel told Mary concerning her child Jesus?"
- "What does the word *Jesus* mean?"⁷

Why is this no longer the practice today? Because in 1962 and 1963,⁸ the U.S. Supreme Court ruled that after 320 years of "the fear of the Lord" being central to America's educational philosophy, it was time to make a change—that it was time for public education to become completely secular. The difference between the two approaches has been dramatic—and measurable.

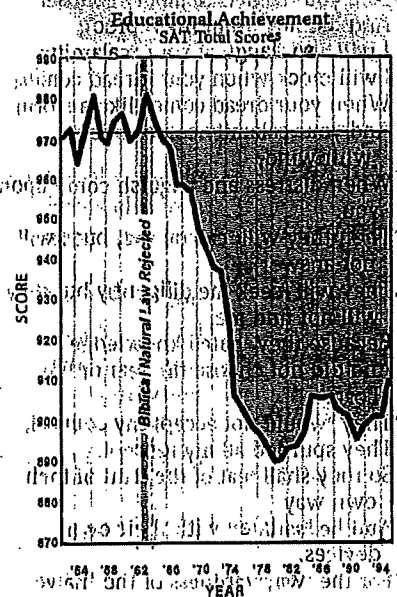
For example, following the introduction of the new educational policy excluding "the fear of the Lord," academic knowledge plummeted—evidenced by the dramatic decline

in college-bound student Scholastic Aptitude Test (SAT) scores (see chart). Furthermore, in numerous recent international academic competitions, American high school students regularly finish last, near the last, or in the bottom half of students in math and science testing.⁹ In fact, one recent international testing found that although American elementary students performed above average when compared with their peers in other nations, junior high students performed only at average, and American high school students finished at the bottom—well below average.¹⁰ This sequence of results prompted one national education magazine to observe: "The longer U.S. students stay in school, the less they seem to know."¹¹

Another measurement reflecting the changes is that of illiteracy. Only a few decades ago, America had one of the world's highest literacy rates, but it now ranks a dismal 65th in the world among its nearly 200 nations, and a number of third-world nations currently post higher literacy rates than the United States.¹²

Yet, on the other hand, testing results routinely demonstrate that students who participate in faith-based education, whether in home, Christian, or parochial schools, score several grade levels higher than their counterparts in public school on the same academic tests, regardless of demographic locations or socioeconomic stratas.¹³ And those students also score forty points or more higher on the college-bound SAT test.¹⁴

The American educational system is indeed learning from harsh experience that the Scriptures are accurate, and that "the fear of the Lord" is indeed "the beginning of knowledge," including academic knowledge.



Basic data from the College Entrance Exam Board, New York

⁹ Benjamin Pierce, *A History of Harvard University* (Cambridge, MA: Brown, Shattuck, and Co., 1833), Appendix, p. 5, "Rules and Precepts That Are Observed in the College."
¹⁰ *The Census of 1850* (Hartford, CT: Silas Andrus, 1822), p. 92, "Schools."
¹¹ *The New England Primer* (Boston: Edward Brainer, 1777), p. 9.
¹² *The New England Primer*, p. 49, "The Shorter Catechism."
¹³ George Washington, *The Writings of George Washington*, ed. John C. Fitzpatrick (Washington: Government Printing Office, 1932), Vol. XV, p. 55, speech to the Delaware Indian Chiefs, May 12, 1775.
¹⁴ *The Constitution of the United States of America With the Latest Amendments* (Philadelphia: Robert Campbell, 1809), p. 270, "An Ordinance of the Territory of the United States Northwest of the River Ohio," Article III.
¹⁵ *Bible Study Course, New Testament: The Dallas High Schools*, Bulletin No. 170, Authorized by the Board of Education, April 23, 1946 (Dallas: Dallas Public Schools, Regis Shipp, 1946), p. 5.
¹⁶ Engel v. Vitell, 370 U.S. 421 (1962); Abington v. Schupp, 374 U.S. 203 (1963).
¹⁷ "International Education Rankings Suggest Reform Can Lift U.S.," *Holliston*, December 8, 2010 (at <http://www.ed.gov/blog/2010/12/>).
¹⁸ International Education Rankings suggest reform can lift U.S., *National Center for Educational Statistics, Department of Education* (at http://nces.ed.gov/ipeds/data/ipedsdatatools/2010/ipeds_data_tool_tables/ipeds_data_tool_tables.html) (accessed March 23, 2012). See also "International Test Scores: A Choice," <http://thetriad.com/choice/international-test-scores.htm> (accessed March 23, 2012).
¹⁹ "Solving Problems in Math and Science Education," *The American School Board Journal*, January, 2004 (at <http://www.nsbj.com/> Main Menu Category/Archive/2004/January).
²⁰ "Education: Literacy (total population)," *NationMaster.com* (at http://www.nationmaster.com/graph/Tedu_ill_tot_pop/ind-1).
²¹ "Academic Statistics of Homeschooling," *Homeschool Legal Defense Association*, October 22, 2004 (at http://www.hsltda.org/docs/niche/0000107_200410251.asp).
²² "Public Schools vs. Private Schools," *Public Schools Review*, December 4, 2007 (at <http://www.publicschoolsreview.com/articles/5/>).
²³ "Total Group Report: College-Bound Seniors 2010," *College Board* (at <http://professionals.collegeboard.com/profdownload/2010-total-group-report-2010.pdf>) (accessed on March 26, 2012).