



MISSOURI HOUSE OF REPRESENTATIVES
WITNESS APPEARANCE FORM

BILL NUMBER: HB 2115		DATE: 1/21/2026	
COMMITTEE: Elementary and Secondary Education			
TESTIFYING: <input checked="" type="checkbox"/> IN SUPPORT OF <input type="checkbox"/> IN OPPOSITION TO <input type="checkbox"/> FOR INFORMATIONAL PURPOSES			
WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: ARNIE C. AC "HONEST ABE" DIENOFF		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE:	SUBMIT DATE: 1/21/2026 12:00 AM	
THE INFORMATION ON THIS FORM IS PUBLIC RECORD UNDER CHAPTER 610, RSMo.			



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WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: BRANDON BAY		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL:	ATTENDANCE: Written	SUBMIT DATE: 1/19/2026 7:52 AM
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I support the intent and substance of both HB 2115 and HB 1876.

These bills advance the same important goal: ensuring that Missouri students are taught cursive writing. Whether this policy moves forward under HB 2115 or HB 1876, the outcome for students is what matters.

Cursive is more than a nostalgic skill. It supports fine motor development, reading fluency, and cognitive processing. It also ensures that students can read historical documents, personal correspondence, and handwritten materials that remain part of daily life. Removing this skill from education leaves students less prepared, not more.

I encourage the committee to advance whichever vehicle—HB 2115 or HB 1876—is most likely to move successfully through the legislative process. What matters is that at least one of these bills becomes law so that cursive instruction remains part of a well-rounded education for Missouri’s children.

Thank you for your consideration.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: CALVINO HAMMERMAN		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: Written	SUBMIT DATE: 1/20/2026 8:58 AM	
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As a current public high school student, I highly value the ability to write in cursive. I went to a private elementary school, every second grader learned cursive. This skill is crucial to be able to read the constitution, or even just sign a check. I believe this skill should be provided to all students in the state.



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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: DR. BOB F. CURTIS		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: Written	SUBMIT DATE: 1/21/2026 12:14 PM	
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WITNESS NAME			
REGISTERED LOBBYIST:			
WITNESS NAME: OTTO FAJEN		PHONE NUMBER: 573-634-3202	
REPRESENTING: MISSOURI NEA		TITLE:	
ADDRESS: 1810 E. ELM STREET			
CITY: JEFFERSON CITY		STATE: MO	ZIP: 65101
EMAIL:	ATTENDANCE:	SUBMIT DATE: 1/21/2026 12:00 AM	
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WITNESS NAME			
INDIVIDUAL:			
WITNESS NAME: TONIE NOBLE		PHONE NUMBER:	
BUSINESS/ORGANIZATION NAME:		TITLE:	
ADDRESS:			
CITY:		STATE:	ZIP:
EMAIL:	ATTENDANCE: Written	SUBMIT DATE: 1/18/2026 6:47 AM	
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Same as above



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WITNESS NAME		
INDIVIDUAL:		
WITNESS NAME: SARAH BERRY		PHONE NUMBER:
BUSINESS/ORGANIZATION NAME:		TITLE:
ADDRESS:		
CITY:		STATE: ZIP:
EMAIL:	ATTENDANCE: Written	SUBMIT DATE: 1/19/2026 9:59 AM
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While the intent of HB 2115 may appear benign, this bill imposes a new state mandate on already overburdened classrooms without addressing Missouri's far more pressing educational needs.

Requiring mandatory cursive instruction and a proficiency test adds instructional time, assessment pressure, and potential compliance liability for districts at a moment when many schools are struggling with literacy gaps, staffing shortages, special education compliance, and student safety concerns.

This bill substitutes legislative preference for professional educational judgment and shifts focus away from outcomes that materially affect student readiness, such as reading proficiency, numeracy, and critical thinking.

If the General Assembly wishes to strengthen education, it should prioritize stricter standards for classroom safety, educator qualifications, and instructional support—not impose additional unfunded mandates that distract from core learning goals and increase administrative burden with minimal demonstrated benefit to students.