

School Board Cancels Controversial Drug Program

Despite intense pressure from local school personnel, the Lynden, Washington, School Board has rejected efforts to reverse its decision to discontinue the use of "Here's Looking at You, Two," a controversial drug and alcohol program.

In similar action following the Lynden decision, the adjacent Meridian School District agreed to modify the drug program to comply with parental complaints and community standards. The action came in response to criticism from parents.

The Lynden School Board voted unanimously to drop the kindergarten through 12th grade curriculum at a September 1985 meeting attended by 200 concerned parents who opposed "Here's Looking at You, Two." The "two" refers to drugs and alcohol. Parents objected to the curriculum's failure to teach about the real dangers of drugs or that taking drugs is wrong, and its undermining of parental authority and values learned at home.

Objectionable exercises cited by parents included asking kindergarten students to tell how much alcohol is too much, and questioning highschoolers about how they would feel about a minister being arrested for drunk driving, a policeman who smokes pot, and an aunt who uses valium regularly.

"Nowhere in the material does it say whether it's right or wrong," said Cathy Mickels, a leader of the concerned parent group and member of Citizens for Excellence in Education. "There is no distinction made between drinking coffee or beer, or taking aspirin or pot."

Since the school board's turnabout on its decision to adopt the program two years ago, teachers, school administrators, and the program's developers have been

pressuring the school board to reinstate the program, and approximately 200 advocates of the program attended the October school board meeting. A letter criticizing the school board was signed by 61 of the district's 75 teachers.

"Our anxiety comes as a result of the manner in which the decision was made," said teacher and Lynden Education Association President Linda Maier. "What assurances can you give us that the programs or teaching methods we are presently teaching will not be pulled out from under us? What assurances can you give us that any well-organized vocal group will not be able to dictate or change the curriculum?"

Clay Roberts, the Seattle counselor who headed the curriculum's research team, has expressed dismay at the school board's decision. He noted that "Here's Looking at You, Two" was criticized in some testimonies in the book *Child Abuse in the Classroom*, edited by Phyllis Schlafly.

Calling the concerned parents "a small but vociferous group," Roberts wrote a four-page letter to state school district personnel advising them how to respond to parental objections to the controversial curriculum. His letter gave pre-packaged responses to frequently raised objections.

School Board President Bernie Bovenkamp reported that his examination of the curriculum during the summer resulted in his vote to discontinue it. "I felt pressure to look into the material -- and the result was that we felt it was not in the best interest of the children to keep it," he said.

In use in Lynden for the past two years, "Here's Looking at You, Two" was developed

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Indiana Parents Challenge Local Curriculum

900 attend open school board meeting

A heated community debate refuses to subside in the Tippecanoe School Corporation (district) in Lafayette, Indiana, where parents, school personnel, and citizens are sharply divided over a Human Growth and Development curriculum. The controversy came to a head in a special open session of the school board on November 19 attended by about 900 concerned citizens of whom it was estimated that 70 percent opposed the program.

A newspaper ad listing 40 sample questions and exercises from the human development program increased the attendance and intensity of the debate at the open meeting at which citizens were allowed to air their concerns.

"I've never gotten so much mail on

anything since I've been on the school board as I have on this," said board member Richard Harlow.

At the center of debate is the locally-developed Human Growth and Development program taught in kindergarten through 12th grade as part of health, English, social science, and sex education classes. A growing number of parents became alarmed when Jan Smith, a mother of two high school students, alerted parents to controversial methods used in the program.



Tippecanoe illustration

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Inside . . .



Coleen Mast, Sex Respect author

New "Sex Respect" Course: teaching teens to say NO to sex

Seattle Memo Warns: Global Ed a Hot Potato

A confidential memorandum on Seattle Public Schools letterhead warns school personnel not to use the term "Global Education" because it is "an extreme, political hot-potato at this time." The memo recommends that School District personnel substitute what it calls a "temporarily safe term", namely "Multi-cultural/international curriculum development."

What precipitated the memo was a published article on a Rockefeller Grant now being used in the Seattle School District which uses such phrases as "...meeting the needs of a global society..." and "...a curriculum emphasizing global..."

The author of the memo, Jim Grob of the Rockefeller Project, apparently realized that such frank terminology about the content of the curriculum would acti-

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The Pill Available Free at Schools

"Pill Goes to School" was the way the Chicago Sun-Times broke the news that a Chicago public school has been handing out free contraceptives to teenagers. The news stirred up a heated controversy and hearings by both the Chicago School Board and the Illinois Legislature.

The contraceptive-dispensing center at DuSable High School in Chicago is operated as a partnership between private-funding sources and the State of Illinois. Fourteen federal and state funding programs were identified as having funding available for these school-based clinics.

At the Chicago School Board hearing on September 25, pro-clinic witnesses said that free contraceptives are necessary to combat teenage pregnancies. Anti-clinic witnesses said that the major problem is not pregnancy but promiscuity. They said that contraceptives dispensed in school promote and legitimize promiscuity, and even provide the paraphernalia for practicing it.

The Chicago School Board originally approved the DuSable clinic last spring by an 11-0 vote. The controversy forced a revote, and the DuSable clinic was then retained by the slim margin of 6-5. Informed observers say it is unlikely that any additional contraceptive-dispensing clinics will be put into Chicago.

In addition to the opposition of many local citizens, School Board members privately expressed concern about the financial liability of the school district for treatment of AIDS, other venereal diseases, and general medical malpractice. Some citizens say that their letters to insurance companies inquiring about such liability have not been answered.

Nationwide Plan

A national conference called "School-Based Health Clinics," held in Chicago, October 11-12, initiated a nationwide plan to put free contraceptives in all public schools as soon as financing can be arranged. The plan is to get them introduced with money from big foundations, but all admit that taxpayer funding will ultimately be required. The conference was sponsored by "The Support Center for School-Based Clinics" in Washington, DC.

A "psychosocial evaluation" used at DuSable High School was distributed at the conference. It included such questions as: "If you could change your life, what would you do? What are your thoughts and feelings about birth control? Have you started having sex? If yes, are you using contraceptives? What type? Have you ever been pregnant? With whom do you live? Do you get along with your parents? Do you have any sisters or brothers? If so, do you get along with them? What is your relationship like with your boyfriend? What do you worry about most of the time? Do you sleep well at night?"

The conferees were given another "health questionnaire" which is in use at a similar teen clinic in Kansas City. It included such questions as: "What is the total number of people living in your

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EDUCATION BRIEFS

A Sex Survey intended for 20,000 Baltimore public high school students has been withdrawn pending further reaction from community groups due to the volume of parental questions and complaints. Designed by the John Hopkins School of Hygiene and Public Health, the survey contains 89 multiple choice questions including "whether you have ever 'come' after masturbating," "what do you think is the best age for a female to have sex for the first time," and whether or not the student has been to a religious service in the last four weeks. A letter to parents called the questionnaire a "health" survey.

Missouri Governor John Ashcroft and his wife complained to school officials in Jefferson City after attending a program of one-act plays in which their 16-year old daughter performed. The plays discussed abortion, suicide, and premarital sex. The play "Yellow Roses," about a pregnant teenager who contemplates suicide, prompted the Governor to call the city school superintendent the following day.

Ann Landers says "it is useful" for high school students to participate in the Survival Game exercise, in which they must decide who will live and who must die in an emergency situation. "It is unrealistic to assume that all human beings are equally valuable," wrote Landers in her column of January 2. Students "should learn how to make informed, intelligent choices," she wrote, and writing a paper on the Worst Case Final Disaster is an "excellent opportunity to exercise judgment."

One of three minors shoplifts and that figure rose 43 percent for 15-19 year olds, according to a new study conducted at Georgia State University. The study surveyed 7,393 students in urban, suburban, and rural Georgia schools and found that teenage boys are the worst offenders. The researchers, who estimated that business loses \$16 billion annually to shoplifting, hope that businesses will react to this study and "help out in schools with anti-shoplifting campaigns."

The National Geographic Society hopes to boost geography study in the classroom by making available globes, maps, computer software and teacher training. The project is a response to the Society's "anxiety about geographic ignorance" of schoolchildren as shown by recent testing in the states. The Society is currently developing model programs in schools in Washington, DC and Los Angeles, and will conduct a teacher training institute this summer in Washington. For more information, contact Susan Monroe, Educational Media Division, National Geographic Society, Washington, DC 20036.

The San Francisco public school district has accepted 100 copies of "Demystifying Homosexuality," a book designed to explain homosexuality, for distribution to each school in the district. The 175-page book was donated by the Golden Gate Business Association, whose members are largely gay. One paragraph states that "Lesbians and gay men don't do any more 'weird' things than anyone else does." A spokesman for the Superintendent's office denied that students would use the text, saying it would be used solely as a reference for principals and teachers.

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Sex Respect Course Promotes Chastity

"Sex Respect" is the "natural answer" to teenage promiscuity and pregnancy, as well as the approach most preferred by students, according to a new Sex Respect curriculum for public schools currently being tested in midwestern classrooms.

The Sex Respect program teaches students how to "date without sexual involvement." The sponsors present chastity as the positive, healthy, and cost-efficient alternative to the "popular contraceptive mentality" which, they say, "is subtly teaching that mankind has lost the ability to bring sex under control of the will."

The program's overall objective is for students to "realize that true sexual freedom includes the freedom to say 'no' outside of marriage," said program author and originator Coleen Kelly Mast of Bradley, Illinois.

"Students today want and need alternatives to sex which provide for greater relational growth, and contribute to sexual maturity of the mind and emotions," said Mrs. Mast. "Chastity is in tune with physical, mental and social health."

Mrs. Mast, a teacher and mother of three, has her Master of Science in Health Education and has been working in family life education since 1975. She said her objective is to teach teens responsible sex education with "confidence, not controversy."

The just-published 64-page Sex Respect curriculum was developed in Chicago by Mrs. Mast and Project Sex Respect, with funding from the Office of Adolescent Pregnancy Programs in the U.S. Department of Health and Human Services.

The program includes ten lesson plans which can be conducted daily for two weeks, or once a week for ten weeks, and is intended to be incorporated in junior and senior high school classes in health,

home-economics, biology, anatomy, sex education, or growth and development.

The stated objectives of the Sex Respect curriculum include: "recognizing that sexual freedom is not the same as sexual impulsiveness; explaining the physical, emotional, and psychological risks associated with premarital sexual activity; describing various ways for teens to say 'no' to sex; explaining why adoption is a healthy alternative to abortion."



For those teens who have had intercourse, the curriculum offers hope through "secondary virginity," the decision to stop having sex until after marriage.

Student response to the Sex Respect program has been overwhelmingly positive, according to Mrs. Mast.

"Teenagers are happy to have someone tell them it's okay to be good. Young boys are glad to be told that they don't have to prove their masculinity in the back seat of the car. And there are those who are thrilled to know they can have a second chance and wait for marriage."

In the spring of 1986, Project Sex Respect will conduct four pilot projects in public schools in St. Louis, Missouri, and in Chicago and Bradley, Illinois. Teacher workshops began on February 2 and 3,

U.S.-Soviet Educational Exchange

The United States and the Soviet Union will collaborate on educational exchanges including teaching personnel, students, and computer software beginning as early as the spring of 1986. The exchange is the result of an agreement reached in Moscow prior to the Geneva Summit.

The agreement was the outcome of a conference initiated and conducted by the Carnegie Corporation of New York, a philanthropic foundation which promotes nuclear disarmament, and the Soviet Academy of Sciences. The exchange was given final approval by Dr. David Hamburg, president of the Carnegie foundation, and Yevgeny P. Velikhov, a vice president of the Soviet Academy and a "frequent adviser to Secretary General Mikhail S. Gorbachev."

A 1983 Carnegie Corporation memo foreshadowed the exchange when it indicated that the Corporation would henceforth channel its education activities toward the promotion of "world interdependence and scientific and technological change."

New York Times education writer Fred Hechinger, who is also a trustee of the Carnegie Corporation and was a delegate to the Moscow meeting, stated that the initial exchange is "intended as a first step toward cooperation among education reformers from a number of countries" and has the potential "to restructure the edu-

cation of young children beginning in the third grade."

Though American analysts expressed doubt that the Soviets would increase availability of personal computers, Hechinger responded "if prominent Soviet educators and scientists are ready to enter into such an exchange, the potential side effects of relaxing controls over communications might constitute an additional gain for future generations."

According to Marc Tucker, executive director of the Carnegie Forum on Education and a delegation member, the exchange was intended to increase each country's knowledge of how schools function in the other society and the use of computers in the classroom. The exchange will also produce "collaborative work on software development."

The trip was an "exploratory mission," said Tucker and "the U.S. can learn something from the Soviets' success in math and science, while the Soviets will have the opportunity to learn about the use of computers in our schools."

The Soviet Union has already communicated with "high-level delegations of computer companies" including Apple and IBM to increase their own seriously deficient supply of personal computers. Soviet attempts to build their own computer similar to the Apple II, called the AGAT, failed when they were unable to mass produce it successfully.

and applicants exceeded available space.

"The uniqueness of our program is that it does not require an outside person to come in. Since schools train their own teachers, lessons are reinforced throughout the school day as an ongoing project," said Project Sex Respect director Kathleen Sullivan.

"The real problem we are facing today is teen promiscuity, not just teen pregnancy," continued Mrs. Sullivan, who cited a rapid rise in sexually-transmitted diseases. "Adolescent sexual activity is a serious national health problem, and the teenagers are the real losers."

"Promiscuity results in emotional turmoil that interferes with the teenagers' ability to concentrate on regular education studies whether or not they are pregnant," said Mrs. Sullivan, "and contraceptives are compounding this problem."

The Sex Respect Program is available from Project Sex Respect, 1850 E. Ridgewood Lane, Glenview, IL 60025. The price is \$10.95 for the teacher's manual, \$6.95 for the student workbook, \$7.95 for the parents' guide, or \$23 for the set of three books, and \$3 postage/handling.

LEGISLATION UPDATE:

Child Abuse

A legal loophole in Illinois law that currently exempts accused teachers and school personnel from undergoing the same state investigations for child abuse as are conducted against suspected parents recently came to public attention in Chicago. New legislation has been introduced designed to close the loophole.

Illinois State Senate President Phil Rock, a Democrat, proposed S.B. 1491 on January 9 to include "a public or private school employee" as a suspect who will be subject to investigation under the law.

As presently written, the Illinois Abused and Neglected Child Reporting Act requires teachers to contact the state Department of Children and Family Services when they "have reasonable cause to believe" a child is being abused or neglected. The department is required to conduct an immediate investigation.

State officials can provide protection within hours for children whose parents are accused of child abuse. The same may not be true if the accused is a teacher.

According to the office of the Illinois Attorney General, the problem is that the act defines a suspected abuser as "a parent or immediate family member, any person responsible for the child's welfare, any individual residing in the same home of the child or a paramour of the child's parent." This has been interpreted to exempt school personnel.

Chicago school officials and the Illinois State Board of Education have previously interpreted the law to refer only to abuses which take place in the child's home.

School officials are only required to notify the DCFS of an allegation against a teacher after they have conducted their own preliminary investigation and have found "substantiated evidence of child abuse." No such requirement protects parents from unsubstantiated accusations.

Attention was focused on the loophole when a 17-year old female student in Chicago reported that the school principal sexually molested her, but three months passed before the school removed him from contact with students.

Bad Report Card for U.S. Textbooks

American textbooks are flunking the test when it comes to differentiating between democracy and totalitarianism, according to Under Secretary of Education Gary L. Bauer.

In his January 15 address to the schools division of the Association of American publishers in Washington, DC, Bauer criticized American texts for being "hypercritical of American institutions" and failing to give students an accurate portrayal of Soviet Communism while "seriously misleading them about the nature of the Soviet Union."

The Administration official based his criticisms on his own review of six 20th century world history textbooks for high school students.

Bauer said that though he was "not suggesting that textbooks be in accord with the policy positions of this Administration or any other," the books "should not read as if they were written by neutrals in the struggle between freedom and slavery."

"Do nothing more than tell the truth," Bauer told the publishers, "the truth about our attributes and shortcomings. And tell the truth about our defeats. And tell the truth about those who believe and act on different principles, and those who see man as a creature of the state, and not as a child of God endowed with inalienable rights."

He cited a Harper and Row world history text, "Human Expressions," which tells students that "equality for women in the U.S.S.R. is a reality," including "equal pay for equal work" and the right to "marry or vote when they are 18."

Bauer concluded that these statements would be "laughable if the misinformation they spread were not so dangerous." He noted that Soviet women, like Soviet men, have the right only to vote for the "hand-picked candidates of the Communist party."

Study: Traditional Values Censored

Overwhelming evidence confirms that traditional values and religion have been misrepresented or seriously underrepresented in public school textbooks according to a major study of 60 social studies



Under Secretary Gary Bauer

and American history books and readers directed by Professor Paul Vitz of New York University and funded by the National Institute of Education.

Vitz' research team showed that in social studies texts, grades one through four, students were told about Thanksgiving without an explanation of why or to whom the Pilgrims gave thanks. Pilgrims were "the people who make long trips."

The books typically defined the family as merely "a group of people." The words "marriage," "husband," "wife," and "homemaker," did not appear once.

Of the 22 persons noted as "Famous People" or "Someone You Should Know," in the social studies books for elementary grades, 20 were liberals, one a moderate, and one conservative.

A sampling of 670 stories and articles from widely-used Readers for grades three and six contained a few references to Catholicism and Judaism, but never mentioned Protestantism. Vitz noted that not one story focused on private enterprise or featured an immigrant who "made good in America in business or a profession."

"Taken all together," stated Vitz, "these results make it clear that public school textbooks commonly exclude the history, heritage, beliefs and values of millions of Americans."

FOCUS: Global Education

Global Education, or the teaching of world interdependence, is the source of increasing controversy as it spreads rapidly into school classrooms nationwide.

A new 15-member commission organized by Global Perspectives in Education, Inc., with funding from the Rockefeller, Ford, and Exxon Education Foundations, has taken on the task of determining ways to improve and expand "global education" in schools nationwide. Commission members include Mary Futrell, president of the NEA, and Albert Shanker, president of the American Federation of Teachers.

A controverted global curriculum would be mandated in New York state according to a 1985 document, "Action Plan for Global Education," issued by the New York State School Boards Association. The State Board of Education is opposing the initiative.

"Global interdependence is a reality," states the document, "and a global perspective helps students realize that, by learning about the interrelated systems of the world, they better prepare themselves to participate effectively in a democratic society."

What Does Global Education Mean?

A widely-cited research study funded by the National Institute of Education entitled "Global Education: State of the Art" defines global education as a means to help "students learn to perceive and understand the world as a single and complete global system," and as a way "to develop in youth the knowledge, skills, and attitudes needed to live effectively in a world possessing limited natural resources...and increasing interdependence."

As recommended in this Northwest Regional Laboratory study, it is necessary to have a total "infusion" of global education into "every aspect of the school curricula" and a "massive re-education by nearly everyone associated with the curriculum development and instructional process."

"Many teachers must learn a new body of knowledge and/or become familiar with new perspectives. Ideas such as interdependence, acceptance of ambiguity, perspectivism, and empathy are as new for teachers as they are for students," states the report.

The New York Association's "major strategy for accomplishing the goals of global education" calls for "major changes in the way our teachers teach history, literature, geography, social sciences, the arts, and English, as well as other languages, Kindergarten-12."

To monitor compliance, New York State would require students to pass "a new Regents Competency Test in global studies," according to the Action Plan.

Opponents of the global education curriculum say that globalism is designed to eliminate patriotism and appreciation of American institutions and culture from school textbooks while promoting disarmament and one-world government.

They note that, in the entire New York Action Plan for Global Education, there isn't a single mention of the American Constitution, independence, institutions, heritage, traditions, heroes or freedoms.

The 1985 Washington State Legislature overwhelmingly defeated Senate Bill No. 3269 which would have established a "global international education" program and resource center beginning in the 1986-87 academic year.

Following a "Working Conference on International High School Programs in the U.S.," a document prepared by the World Affairs Council listed those states with schools which have developed model international, global education curricula to prepare students to live in an increasingly "intimate" and "interdependent" world community. As of 1984, the list included California, Florida, Georgia, Illinois, Massachusetts, Michigan, New York, Ohio, Oregon, Pennsylvania, Wisconsin, and Washington, DC.

In January, 1976, the World Affairs Council set forth the Declaration of Interdependence calling for "a new world order" obligated to distribute the world's resources "equitably" in which the "economy of all nations is a seamless web."

The National Education Association (NEA) published the Declaration in its yearbook, "Today's Education," prior to its signing in 1975 and subsequently cooperated with the World Affairs Council in developing a wide-reaching national interdependence program.

Schools Respond to Sample Parents' Letter

Malcolm Lawrence is coordinator of the Maryland Coalition of Concerned Parents and the original author of the Sample Letter for Parents to send to the schools to protect parental and pupil rights under the law. A source of national controversy, the letter lists more than 30 subjects which may include psychological testing or treatment and therefore be subject to the Pupil Protection Amendment. The school is requested to place the letter in the child's permanent file and obtain prior parental written consent before subjecting the child to any psychological exercises.

Q. What was your original intent in writing the letter?

"The letter is an information document for parents -- to let them know what is being taught in some schools. It was designed as a tool for the parent to use to let the schools know that parents want to see these materials before giving consent for their children to participate."

Q. How is the letter related to parents' rights in education?

"I wanted to point out to parents that they have certain rights found in U.S. and Supreme Court law. It was not intended

to be a complaint against the school system under the Pupil Protection Amendment which is only a small part of the rights of parents and pupils. Neither was it to be interpreted as a request by the parent for removal of materials from the school, or as an accusation that any or all of these courses or materials are currently being used in any specific school."

Q. How many copies have been distributed nationwide?

"The letter was originally sent to 140 organizations and was included in the book, *Child Abuse in the Classroom*. It has been reprinted in many newsletters and newspapers including the *Washington Post*. I estimate that between 1-1/2 and 2 million copies have been distributed."

Q. How have the schools reacted?

"Many school systems have interpreted the parent letter as a formal complaint under the Hatch Amendment, and therefore refused to place the letter in the student's file as requested. This interpretation is due in part to the work of the Hatch Amendment Coalition (HAC), 33



Malcolm Lawrence

organizations which are opposed to enforcement of the Hatch Amendment."

Q. How is the HAC trying to counteract the parents' letter?

"The HAC drafted a Sample Response to Parents telling the parents they have received incorrect information about the Hatch Amendment, and that it does not apply to their situation. The letter states that parents should 'be assured that all activities which occur in our school are directly related to the goals and objectives of the curriculum and have a distinct academic purpose,' and that if a program meets certain other criteria, the parent will then be notified for consent."

Q. What is the parent's next step?

"Because the HAC letter does not address the parents' request to have the letter placed in the child's permanent file, I urge that parents do not accept the HAC letter as a satisfactory response. Parents should write another letter stating that the original letter was simply an administrative request, similar in nature to a letter notifying the school of a child's allergy."

"If the school continues to refuse to file the letter, the parent should obtain the negative response in writing. Then, parents should write the president of the State Board of Education requesting that he or she intervene in behalf of the parent in the local school system."

Q. Have any new materials been developed to help parents assert their rights?

"I have just prepared a 'how-to' kit for parents which outlines a 20-step procedure for handling complaints with the school system, from the classroom through the Department of Education. It is available from Contact America, P.O. Box 37777, Washington, DC 20013."

Book of the Month



Educating for Disaster: The Nuclear Spectre in America's Classrooms, by Thomas B. Smith, 168 pp., Mark Books, ©1985, \$9.95

For anyone who wants to know anything and everything about the nuclear war courses popping up in America's classrooms, *Educating For Disaster* by Thomas B. Smith is the definitive source.

Smith skillfully dissects the interlocking network of nuclear war courses now in use in the public schools and exposes the some 34 educator freeze groups promoting the curricula nationwide, half of whom are headquartered in Boston.

EDUCATING FOR DISASTER THOMAS B. SMITH



"The children of America are fast becoming the victims of calculated exploitation for partisan political gain," begins Smith. He proceeds from there to tell how and why nuclear war courses have proliferated since 1982 when the NEA quietly slipped "Choices," its course on disarmament issues, into 35 states. It is estimated that "Choices" has since been used in 2,000 classrooms.

The author credits the widespread use of the curricula not to a "spontaneous combustion" of purely grassroots support, but to a "remarkably well conceived and coordinated organizing," or in the terms of the movement itself, "the result of networking."

The identification and dissection of this unofficial network and its funding is a primary focus of the book, and readers may be surprised to read about the network's growth and effectiveness. Network participants under Smith's scrutiny range from church hierarchies and academic institutions to the American Library Association.

In support of his assertion that the disarmament courses are designed to shock and scare schoolchildren, Smith cites many passages and exercises from a wide variety of currently-used curricula including "Choices," "Crossroads," and "Perspectives," a package produced by Educators for Social Responsibility.

But one point stands out. The titles may be different, but the objectives and methods are the same; by *creating* and fanning students' fears, the nuclear war curricula are intended to bend students toward pacifist politics.

HELP WANTED

A Student's Reading List of "must reading," "recommended reading," and "optional reading," for each grade level, 1st through 12th grades, is now being prepared by Eagle Forum Education & Legal Defense Fund. All interested persons are invited to submit their suggestions for inclusion in this list, and books for elementary grades are especially requested.

"The world is full of good books -- to inform, to inspire, and to enjoy," said Phyllis Schlafly, president of the foundation preparing the list. "It is so unfortunate when schools assign reading which fills up young minds with the trashy, trivial, or tiresome, instead of the great works which have stood the test of time."

Please send suggestions according to the following format:

1. Title of Book, Name of Author, and Publisher
2. For what grade level?
3. Type of reading: Must, Recommended, or Optional
4. A line or two stating why the book is recommended.

Name of person submitting book title:

_____ (please print)

Street _____

City _____ State _____ Zip _____

Area Code _____ Telephone _____

Send to: Eagle Forum, Box 618, Alton, Illinois 62002

Indiana *continued*

sitivity and response to sexual stimulation.' p. 32; (15) 7th Graders to 'discuss whether petting can be controlled at all times'. p. 51; (21) 7th Graders to write 'problems' on index cards, such as why 'my parents are always on my back.' p. 53; and (34) 9th Graders to role play the situation that 'a teenage girl is pregnant, and her mother has called a meeting with the boy and his parents to decide what to do.' After which the students are instructed 'you may change your attitude(s) during the play.' p.86."

Following the ad's publication, some of the same local citizens whose names appear on the curriculum as writers and consultants are claiming that they didn't know what they were approving.

Mrs. Smith's formal complaint stated that the human development program is creating conflict between parents and their children. "It is directed toward changing the attitudes and values of children. They're confronting students with stressful situations that the students aren't equipped to handle yet," she said.

Following the November open meeting, school board members held a workshop at which only board members discussed the program. At the regularly-scheduled December 11 meeting, the board voted 6-1 to retain the curriculum, establish a review committee, and make recommendations for changes if necessary.

The review committee includes the curriculum's original authors in addition to four parents from Concerned Parents in Action, including Mrs. Smith.

In a February 10 appearance on ABC's "Good Morning America," Mrs. Smith reiterated her objection to the approach to human development and sex education which focuses on how to have "responsible" sex and birth control.

"We have identified the problem incorrectly. You hear that the problem is teenage pregnancy and you hear responsible sex is birth control. That tells me there's a big problem because if birth control is responsible sex, we're advocating sex. The problem is children in pre-adolescence and young adolescence having intercourse."

Drug Program *continued*

oped 13 years ago by a Seattle-based team. It is used by approximately 200 school districts in the state of Washington. The State Legislature authorized the state to spend about \$400,000 per year training teachers to use the program. Robert's letter to school personnel claimed that "the curriculum is used in school districts in every state and in seven countries."

Since the school board's decision to terminate use of the controversial course, Washington State's drug and alcohol department produced radio ads promoting the program, according to Cathy Mickels.

Mrs. Mickels advised parents not to compromise by deleting only some sections of the curriculum or by setting up review committees which may become bogged down in delays. "If it's wrong, it's wrong," she said.

Seattle *continued*

vate conservatives who believe that the Rockefeller Foundation and others should not be allowed to use the classroom to impose global and internationalist attitudes and policies on schoolchildren.

Grob's memo said that "right-wing Christian groups" defeated a global education bill in the Washington State Legislature and are "currently winning a fight with the Bainbridge Island School Board over their involvement in the area Global Reach program."

The Grob memo is seen as an attempt to continue using Rockefeller-grant funds to teach "global education" while disguising its content from parents and taxpayers with polysyllabic circumlocutions.

The text of Grob's Recommendation to the Seattle Public Schools reads as follows: "District personnel must show immediate sensitivity to this semantic/but painfully real fact: IF WE TALK ABOUT THIS PROJECT AS A GLOBAL EDUCATION PROJECT IT IS LIKELY TO BECOME A SOURCE OF INTENSE AND LONG-TERM OPPOSITION FROM AN EXTREMELY VOCAL MINORITY. Temporarily safe term is -- multicultural/international curriculum development."

Bill Proposes English as our Official Language

A joint Congressional resolution has been introduced in the present Congress to amend the U.S. Constitution to declare English the official language of the United States. Currently pending in the House Judiciary Committee, H.J.R. 96 would, in effect, restore English-only ballots and limit Bilingual Education to a transitional role. In the bigger picture, proponents say it would bolster our national strength, unity, and stability.

An accompanying concurrent resolution to the amendment explains that the "common language, English, fosters harmony among our people, promotes political stability, permits the interchange of ideas, encourages societal accord, and unites us as a people."

Sponsored by Rep. Norman Shumway (R-CA), the impetus for the amendment came from former U.S. Senator Sam Hayakawa of California. Hayakawa says that English is the main unifying force of the American people and that it is being threatened by prolonged Bilingual Education in the Schools. His home state makes driver's license applications available in 7 languages, and 10 California counties offer multi-lingual election ballots.

The amendment has already been endorsed by 43 ethnic organizations including the National Federation of American Ethnic Groups. Supporters claim that, for millions of immigrants, being forced to learn English in the public schools was their ticket to success. Rather than preparing new Americans for successful citizenship, they say that measures like prolonged Bilingual Education have effectively segregated immigrant Americans from our society's sphere of influence.

Opponents include the League of United Latin American Citizens, whose representative, Andreas Torres, debated Rep. Shumway on the Phil Donahue show.

The Pill *continued*

house/apartment? How far did your parents go in school? Most of the time, who fixes your meals at home? How many times a week do you have a meal at a fast food restaurant, like McDonald's or Kentucky Fried Chicken? Have you had sexual intercourse? How often did you or your partner use any kind of birth control? What kind do you or your partner usually use?"

A booklet distributed by another school-based clinic in Chicago was also made available to conferees. Called "So You Don't Want To Be a Sex Object," it provides "rules" such as: "Don't diddle around about sex. Decide what it means to you, how you feel about it, what you want from it (if you want it), and with whom. Then be honest about it. What kind of sex are you interested in?" Then it discusses "sex between acquaintances," "sex between friends," "sex between buyers," "desperate sex," and "solo sex."

The booklet advises all to "get and use good contraception." It tells the "live-in mistress" "to get paid what you are worth. There is at least a minimum wage which you should be paid for every hour you are on duty."

A Washington Post news story on December 7 was headlined, "School Health-clinic Movement Is Spreading Across the Nation." The article stated that contraceptive-dispensing clinics have been set up in 35 schools across the country and 75 more are planned.