

School Sex Clinics Face Mounting Opposition

Opponents confront Chicago School Board

The nationwide movement to promote school-based sex clinics suffered a major setback on April 30 when the Chicago Board of Education heard overwhelming public protest against the establishment of a "sex clinic" to dispense contraceptives at a second high school.

Thirty-seven of 38 witnesses at the morning meeting spoke against the establishment of what they called more "sex clinics." Leaders from the black, Hispanic, and pro-life communities submitted more than 4,000 signatures objecting to the sex clinics.

Chicago has become a testing ground since the DuSable High School sex clinic opened last fall. Local controversy has mounted since that clinic's opening was heralded by the *Chicago Sun Times* as "Pill Goes to School."

The Board of Education has delayed its decision on whether to establish a second clinic at Orr High School, but action is expected soon.

The Chicago protest occurred just two weeks after U.S. Secretary of Education William Bennett condemned the school sex clinics for



U.S. Secretary of Education William Bennett

their "abdication of moral authority." In an April 11 speech to the Education Writers Association, Bennett criticized the clinics for encouraging students to have "sexual intimacy on their minds."

Witnesses at the Chicago Board meeting criticized the sex clinics for promoting sexual promiscuity by functioning as dispensaries of contraceptives. They cited recent incidents surrounding the DuSable High School clinic in support of their position that the clinics are also ineffective in curbing teen pregnancy.

Representing area pro-family and pro-life
See *Chicago* page 4

Red Cross and March of Dimes draw fire

School-based sex clinics require money, organized support, and careful strategic planning. They don't just happen.

Experience shows that one element of that strategic planning is the process of "sensitizing" the school and community to a need for sex programs and sex clinics. Now, the questions and facts about those doing the "sensitizing" are fast becoming as controversial as the clinics themselves.

In Chicago, the controversy has begun to focus on two well-known national organizations, the American Red Cross and the March of Dimes. Sex clinic opponents said that these organizations are responsible for "opening the doors" for sex programs/clinics in the schools and communities.

Critics, including Project Sex Respect Director Kathleen Sullivan, said that citizens will be surprised to discover that the Red Cross (which is usually identified with blood banks and emergency relief) is promoting birth control programs.

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Abusing child abuse laws
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Sullivan's assertion is substantiated by a study released on April 22 by United Families of Illinois. That report outlines the Illinois blueprint for the establishment of school-based sex clinics, and it pinpoints the American Red Cross and the March of Dimes as pivotal players in the overall game plan to establish "sex programs/clinics."

This report shows how, since 1980, "outsiders" have put the "squeeze" on schools to condition them to accept "sex programs/clinics." Those "outsiders" include "various self-serving government, health, social, and birth control providers" who, in turn, "utilize well-known community organizations" to help "break down school resistance" to the sex programs and clinics.

According to this study, the "well-known community organizations" involved include the American Red Cross and the March of Dimes. The outline asserts that these two organizations are working in tandem to create the need and support for sex-related programs and clinics and to provide comprehensive health services.

Millie Burns, Chicago director of the Red Cross' Child Life Network and a voluntary program chairman for the area March of Dimes, explained that the Red Cross' function is to act as a "broker" between the schools and service providers.

According to Burns, the Red Cross identifies the needs of individual schools concerning teen pregnancy and health services and subsequently recommends, locates, establishes, and even
See *Red Cross* page 4

Texas Homeschoolers Show Strength and Win

More than 5,000 Texas citizens and homeschoolers turned out for the April 10 meeting of the Texas State Board of Education and successfully stopped the Board from taking action to jeopardize homeschoolers and some private schools.

At issue was the Board's decision on a proposed amendment to the state's compulsory school attendance law. The amendment would have specifically defined "private or parochial school" so that truancy officers would have the authority to enforce the attendance law.

Homeschoolers and private schools viewed this proposal as a direct attack on the rights of parents who choose non-public education, especially as the proposed amendment applied to teacher accreditation.

Under the proposal, a private or parochial school would have to be staffed by "professional staff members who hold at least a baccalaureate degree from an accredited institution of higher learning, and who are qualified by education or experience for the positions they hold and the instructional duties they perform."

This accreditation requirement threatened to put many homeschoolers and private schools out of operation.

According to a March 8 letter to Board members from State Education Commissioner William Kirby, the new definition was necessary because "at present there is not a specific statute or rule defining what is or is not a school for purposes of the compulsory attendance requirement."

This results in 1,086 different interpretations of the law by law enforcement officials in the state's 1,086 districts, said a spokesman for the Texas Education Agency (TEA).

Despite heavy rain, citizens opposed to the proposed amendment met for a rally at 7:00

a.m. the morning of April 10 in front of the LBJ Library in Austin where the School Board meeting took place.

When the meeting began at 9 a.m., the overflow crowd, including many children, spilled into the halls and onto the lawn since the LBJ auditorium holds only 1,000. They listened to the Board proceedings over the loudspeaker.

The Board heard testimony for three hours, each speaker being allotted three minutes.

At a closed session following the public hearing, the Board declined to vote on the amendment. Instead, members "passed the buck" and sent a resolution to the Texas State Legislature, recommending that the Legislature

make the change.

But TEA spokesman Virginia Collier said that, as it currently stands, the matter "may not go anywhere because the Legislature has ignored similar measures in previous sessions."

Critics credit Board member Geraldine (Tincy) Miller of Dallas with giving them time to rally the opposition. Miller moved to postpone a decision at the March Board meeting. The public thus had 30 days' notice of the hearing and vote.

"It bothers me," Miller said, "when I see a bureaucracy and an appointed board assume the authority of a 'lawmaking' body, ... once again a slow erosion of our individual rights."

Wisconsin District Drops 'Alligator River' Story

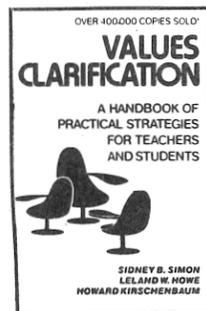
A Wisconsin school district has dropped the nationally-used "Alligator River" values clarification story from its curriculum due to parent and citizen complaints.

The action came at the same time a local newspaper refused to print the text of the story in a paid advertisement submitted on April 4 by the local Committee for Parents and Pupils Rights. Larry Dickmann, chairman of the group, said that the *Waushara Argus* considered the story too "smutty" to print.

If it is bad, "why show it to 24,000 more people?" said Don Becker of the *Argus*.

Instead, the *Argus* printed an editorial saying that the story was "written in poor taste" and that "surely there must be better ways of getting students to assess their values and morals."

The "Alligator River" story focuses on a young woman who wants to cross an alligator-infested river to be with her boyfriend. In order



to cross the river, she decides to "go to bed" with the boat captain. When she tells her boyfriend what she did, he casts her aside, and she turns to another male friend. The girl laughs as her original boyfriend is "brutally" beaten by her other friend.

The original "Alligator River" story, in both a "G" and "X-rated" version, plus accompanying discussion guidelines, are contained in the widely-used book, *Values Clarification*, by Sidney Simon.

As given to students in Wild Rose, Wiscon-

sin, some names and terminology were changed, but the events remained the same. The story has been part of the sophomore drug and alcohol program in Wild Rose for nine years.

Sue Shermanski, the drug and alcohol abuse coordinator for the Waushara Unified District, had been using the story since she assumed her position five years ago.

She said that the recent controversy could "drive me nuts" and that she had "never thought much about it [the story] before."

Shermanski said that the story as she presented it was "more objectionable" even than Simon's original "X-rated" version. She added that parents complained about the words "slut" and "whore" in the local interpretation.

"But that can be argued," said Shermanski, "because sophomores hear a lot worse in the halls." She said that the story "gets kids to look at their values and how our values impact on how we make decisions."

The Alligator River story has also been a source of community controversy in Arlington, Virginia. See text of "Alligator River" story as used in Wild Rose on page 3.

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EDUCATION
BRIEFS

The nation's 21 million illiterates are no longer just poor, rural, or minorities, according to a recent survey by the U.S. Census Bureau. Instead, American illiterates are overwhelmingly urban, the largest subgroup is white, and the majority are under age 50 and have attended high school. The survey, as released by the Department of Education, shows that 41 percent of illiterates are English-speaking whites and 41 percent live in metropolitan areas. The survey shows that these illiterates cannot address an envelope that the post office can deliver.

The AIDS epidemic may send the nation's sexual mores back to the 1950s, according to one speaker at the annual meeting of the American Association of Sex Educators, Counselors, and Therapists. Tony Marshall, public health educator for San Diego County, CA, told the conferees that, "Men and women will decide at a relatively early age that they're going to go steady and become engaged and get married and not have any other sexual partners. Like it was in the '50s." The sex educators met in Los Angeles April 19-20.

A Milwaukee school board rejected the textbook "Sociology," published by Knopf, after an eight-month battle over whether the issues presented in the book were appropriate for students. Opponents criticized the text for promoting secular humanism and cited U.S. Supreme Court rulings as supporting their position that secular humanism is a religion. At the April 7 meeting, West Allis-Milwaukee School Board member Alfred Szews said he felt that the book was best suited for a course in Marxist studies. The board also rejected use of the textbook "Understanding Psychology" at an earlier meeting.

American boys use computers more than girls in some types of activities, but there is a 50/50 balance between them in overall computer activities, according to the "Second National Survey of Instructional Uses of School Computers." Conducted by Johns Hopkins University, the study showed that the overwhelming majority of students who use computers before and after school are males. Boys were also the principal computer users for programming in elementary-grades. Girls dominated word processing activities in all grades.

R-rated movies cannot be used in the Fillmore, CA schools anymore, according to new school board regulations issued in response to parental protest. The regulations also require that PG or PG-13 movies must be approved by the principal based on educational value, and written consent must be obtained from the parents. The schools must also offer the parents the opportunity to preview the film or video.

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Child Abuse Laws Abused in Missouri

Phony social workers ignite debate

A statewide investigation of phony social workers who improperly conducted "child abuse investigations" has opened up a Pandora's box of allegations against the Missouri Department of Social Services. Despite the Department's efforts to close the case, this scandal remains in the news.

Allegations of cover-up, inadequate follow-up, and leaks of confidential information have resulted from the interagency probe on 25 confirmed incidents in which impostors gained entrance into homes under the pretense of investigating hotline child abuse reports.

In all cases, the families investigated by impostors were receiving some type of welfare benefits and were terrified when persons purporting to be state officials appeared at their doors. In two cases, young girls were sexually molested, while in three other cases the impostors tried unsuccessfully to remove the children from the home.

With only five of the 25 confirmed cases of impostors solved, the Missouri Department of Social Services (DOSS) has already closed its investigation of the impostors.

But critics, including Missouri Families for Home Education, expressed alarm that the state does not intend to prosecute the guilty impostors, who have all been identified as employees of community action programs, including Headstart.

William Rapps, director of the Department of Legal Services, confirmed their predictions saying, "We're not sure if they should be prosecuted."

According to Rapps, the DOSS investigation has already been closed because the agency's original fears that the incidents "were a prelude to serious crimes" and "organized by one small group" appeared to be unfounded.

Rapps added that prosecution is unlikely because the impostors acted without "criminal intent." He called their actions "minor misrepresentations" and attributed the actions to "improper implementation of policy."

But Missouri pro-family leaders strongly disagree with the DOSS conclusions and have publicly criticized the DOSS for improper handling of the violations. They have also accused the state agency of initially attempting to cover up the abuses by phony social workers until the story was broken by a St. Louis

television station.

The public was not alerted to the increasing number of incidents until February 28 when St. Louis television station KSDK obtained a copy of a memo from Rapps to Department of Family Services directors admitting the problem. KSDK reported that the number of impostor incidents then totalled 14.

The Rapps memo, dated February 10, described the typical sequence of events surrounding the "unauthorized child abuse investigations," which dated back to August 15, 1985. The memo included composite drawings of four suspects, three men and one woman.

On March 3, Laura Rogers of the Missouri Families for Home Education sent an open letter to Governor John Ashcroft requesting (1) that the DOSS "immediately release the composite drawings and all relevant information to law enforcement officials," and (2) that the Governor appoint an independent task force of



Laura Rogers

private citizens to investigate and make recommendations for policy changes to prevent further abuses.

Rogers said that DOSS Director Joseph O'Hara "has a responsibility to the citizens of this state to get the information to the parents."

The following day, O'Hara announced at a news conference that law enforcement officials had been notified of the impostor incidents.

But when Rogers, a resident of the St. Louis area, contacted law enforcement officials in six surrounding counties, officials reported that their only information concerning the matter came from the media or from Mrs. Rogers.

New allegations of information leaks surfaced against the DOSS when it was revealed that the first identified suspect, a female Headstart employee in Leadwood, Missouri, had made use of supposedly legally-protected information to locate her victims.

As reported by the *St. Louis Globe Democrat*, O'Hara said that the DOSS buys certain services from the Headstart agency, and that the suspect may have had access to paperwork from the Department of Family Services through her job. A law enforcement official also reported the woman has a police record.

Similar impostor incidents have been reported in Michigan, New Jersey, Mississippi, and Florida.

Hotline abuse fuels controversy

The intentional misuse of Missouri's Child Abuse Hotline is being called "a new kind of terrorism." That "terrorism" has generated a heated controversy involving state employees, homeschoolers, and Missouri lawmakers.

Most recently, the controversy grew hotter when a St. Louis businessman signed a sworn statement on March 28 concerning a conversation he overheard at the local office of the Missouri Department of Family Services.

Vernon Klingman said that he heard a supervisor instruct a social worker to make anonymous hotline calls about a family she had previously investigated and found innocent. The supervisor said that these anonymous calls would enable her to "build" the case.

The issue of hotline abuse came to public attention earlier this year when phony social workers appeared to have used confidential hotline information in order to make investiga-

tions of non-existent child abuse.

Further questions were raised about hotline procedure when innocent families, especially those who homeschool their children, reported that they had been harassed on their doorsteps by Missouri DFS social workers. The social workers were making investigative visits as the result of anonymous hotline reports of abuse.

Many citizens are complaining about the fact that, not only are the hotline callers allowed to remain anonymous, but incoming calls are not recorded for later referral and verification. Critics and innocent victims say this procedure opens the door for people to make intentionally false reports which, in some cases, appear to have been maliciously or politically motivated.

The William Akers family of Hazelwood reported that on March 11, 1986, a DFS social worker arrived at their home and told the mother that the family had been "hotlined" for alleged "educational neglect and lack of supervision of our children." The Akers had been homeschooling for four years.

Mrs. Akers refused to let the social worker enter the home and obtained her ID number. When officials were unable to confirm the woman as a DFS employee, the St. Louis County police dispatched two cars to the home.

The social worker's identity was later verified and the family cleared, but Akers said that his six-year old son is subsequently "afraid someone is going to take his Mommy and Daddy away from him."

A *St. Louis Globe-Democrat* editorial reported that, in 1985, three-fourths of the anonymous Hotline calls alleging child abuse and neglect proved unfounded.

Such reports remain in the DFS files for six months.

Critics of the current system have proposed Hotline reforms which include tape recording all incoming hotline calls and requiring that the callers identify themselves. The caller's identity would be made available only to local prosecutors.

After much debate, the Missouri Legislature passed a provision on April 30 which requires that incoming calls be recorded for one year. Hotline callers can still remain anonymous.



Legislation Update: Child Abuse Courses

Wisconsin elementary students must receive instruction relating to child abuse in both public and private schools according to state legislation passed on April 10. But opponents hope that a last-minute amendment will enable schools to comply by meeting minimum requirements.

Wisconsin Assembly Bill 519 is an act "relating to requiring school boards to provide instruction to pupils in protective behaviors and directing the department of public instruction to train public and private school staff and assist public and private schools in developing protective behaviors programs."

The term "protective behaviors" is currently being promoted as a generic label for "child abuse" or "incest" courses.

In its original wording, the bill mandated that instruction "shall be provided in each grade from kindergarten through grade 5." But an amendment proposed by State Senator Brian Rude diluted the impact of the bill by instead requiring only that instruction "shall be provided to pupils in elementary schools."

An aide to Senator Rude said that the amended, broader language would permit schools to comply by conducting just one lesson in one grade during a child's elementary schooling, instead of repeated instruction each year.

Opponents of "incest" courses said that frightening children that their parents may be potential abusers is a form of child abuse in itself. Sexual abuse of children is a terrible crime, they said, but it is no justification for scaring children who will never be victims of incest.

Prior to the introduction of the bill, a Wisconsin-based organization had already developed a child abuse course entitled "Protective Behaviors Anti-Victim Training," which is claimed to be in use in 34 states. Critics see the new law as a financial windfall to this commercial curriculum.

At a legislative hearing before the bill was passed, parents objected to that "Protective Behaviors" program because it is "anti-parent" and leaves the child with the impression that the home is a hostile environment.

FOCUS

ALLIGATOR RIVER as used in Wild Rose, Wisconsin (related stories page one and below)

Once upon a time there lived on an island a very much in love couple. The man's name was Bill and the woman's name was Alice. They were deeply in love and a model couple.

One day a tremendous storm hit the island, with wind and torrential rains. In the course of the storm a flood separated Bill and Alice and parted the island into two separate pieces of land with a river now separating the two lovers.

Somehow Bill got word to Alice that he had been hurt and really wanted to see her because he missed her love and wanted to marry her.

Alice who was also still deeply in love with Bill decided to look for a way to get over to the other island to be with Bill.

As she was walking along the island she came across Charlie who happened to have the only boat on the island. She told Charlie about Bill and how much she loved him and missed him. She also told him how bad she wanted to go across to the other island. Charlie listened with interest and concern. He said I will take you to the other side but first you must spend the night with me and then I'll take you across to Bill. Alice responded by saying no way will I spend the night with you and proceeded on her way looking for someone to help her get across the river to Bill.

She came upon another man named Dennis. She told Dennis about her situation and her desire to get across to her lover Bill. Dennis claimed he had so much to do because of the damage caused by the storm; he was too busy and he really didn't want to get involved with

her problem and told her this.

Alice left feeling really disappointed as she could not find a way to get over to her lover Bill. She finally decided that it was really important for her to get over to Bill so she decided to go back to Charlie and agree to spend the night with him so he would take her over to Bill.

Alice proceeded back to Charlie and agreed to spend the night with him if he would take her across the river to Bill. He agreed and they spent the night together.

The next morning Alice and Charlie went across the river to the other island. Shortly after going

ashore Alice and Bill were reunited and both were very happy as once again they were together. Alice was feeling uptight about what had taken place before she came over and she decided to tell Bill everything because she wanted to be honest with everything. So she told Bill exactly what she had to do to get over to him.

Bill was furious about what Alice told him: He called her a slut, whore, distrustful, and that he couldn't possibly trust her again. He yelled at her and said get out of here I don't want anything to do with you.

Alice was heart broken as she made her way down the island. She ran into a man by the name of Alex. She told Alex the whole story about what had taken place. Alex got furious and ran over to Bill and beat him up.

As the curtain closes Alex is beating up on Bill as Alice with a grin on her face watches from a distance.



Wisconsin law respects parents' rights from Wisconsin Assembly Bill 510

Section 118.09 Human growth and development instruction.

(1) **PURPOSE.** The purpose of this section is to encourage all school boards to make available to pupils instruction in topics related to human growth and development in order to promote accurate and comprehensive knowledge in this area and responsible decision making and to support and enhance the efforts of parents to provide moral guidance to their children.

(2) **SUBJECTS.** A school board may provide an instructional program in human growth and development in grades kindergarten to 12. If provided, the program shall offer information and instruction appropriate to each grade level and the age and level of maturity of the pupils. The program may include instruction in any of the following areas:

- (a) Self-esteem, responsible decision making and personal responsibility.
- (b) Interpersonal relationships.
- (c) Discouragement of adolescent sexual activity.
- (d) Family life and skills required of a parent.
- (e) Human sexuality; reproduction; contraception, including natural family planning; prenatal development; childbirth; adoption; available prenatal and postnatal support; and male responsibility.
- (f) Sex stereotypes and protective behavior.

(3) **DISTRIBUTION OF CURRICULUM TO PARENTS.** Each school board that provides an instructional program in human growth and development shall annually provide the parents of each pupil enrolled in the school district with an outline of the human growth and development curriculum used in the pupil's grade level and information regarding how the parent may inspect the complete curriculum and instructional materials. The school board shall make the complete human growth and development curriculum and all instructional materials available upon request for inspection at any time, including prior to their use in the classroom.

(4) **EXEMPTION FOR INDIVIDUAL PUPILS.** No pupil may be required to take instruction in human growth and development or in the specific subjects under sub. (2) if the pupil's parent files with the teacher or school principal a written request that the pupil be exempted.

Wisconsin Parents Win Against All Odds

Parents in Wild Rose, Wisconsin are suddenly pulling their children out of privacy-invading classes, thanks to the year-long efforts of one determined local couple.

With all the odds stacked against them, Todd and Darlene Reed won the right for local parents to exempt their children from all "human growth and development" exercises. Their success was due to months of persistence, a new state statute, and assistance from the National Civil Liberties Union.

The Wild Rose School District notified the Reeds in writing on March 28 that their requests to remove their children from values clarification exercises would henceforth be honored in accordance with a new Wisconsin statute which respects parents' rights. (See the text of the Wisconsin Statute in the Focus section.)

During the first week of compliance, the Reed children were exempted from 12-1/2 hours of class time, which they spent in the school library. Observers noted that this large amount of time shows how much of the school week is devoted to values clarification instead of to academic study.

Beginning in 1985, the school had repeatedly refused to comply with the Reed's requests. The Reeds had consistently asked to remove their children from a course called "Values Clarification," as well as "death and dying," "suicide," and "protective behaviors" classes.

The new Wisconsin statute forced a dramatic change in the school's attitude. The letter from elementary school supervisor Gwen O'Cull stated that the Reed children would now be

exempt from the areas specified by the law.

These areas include "programs dealing with the following topics: (a) Self-esteem, responsible decision making and personal responsibility, (b) Interpersonal relationships, (c) Discouragement of adolescent sexual activity, (d) Family life and skills required of a parent, (e) Human sexuality; reproduction; contraception, including natural family planning; prenatal development; childbirth; adoption; available prenatal and postnatal support, and male responsibility, and (f) Sex stereotypes and protective behavior."

The new statute is just one section of Assembly Bill 510, the "Abortion Prevention and Family Responsibility Act of 1985," enacted in November, 1985.

Section 118.019 on "Human growth and development instruction" requires that "no pupil may be required to take instruction in human growth and development ... if the pupil's parent files with the teacher or school principal a written request that the pupil be exempted."

Months of Persistence

For nearly a year, the Reeds fought their battle alone. They said it was difficult because, in the small community of Wild Rose, nearly "everyone is related." But the Reeds were determined to "carry the matter to a successful conclusion" despite harassment.

"We do not feel that children or parents should be subjected to this type of material against their wishes, especially without their knowledge or consent," said Todd Reed, a mechanic in a local garage.



The Reeds also said that their only alternatives were a two-hour daily drive to the next school or homeschooling, both of which were not practical.

Frustrated by a stream of unsatisfactory letters and empty promises from the school district, Reed contacted the attorneys at the Menominee Falls office of the National Civil Liberties Union for help earlier this spring. (This has no connection with the American Civil Liberties Union.)

Reed credits letters from the NCLU to school district personnel, citing Wisconsin law, as finally forcing the school to comply.

An April 7 letter from the NCLU also stated that "any accompanying acts of intimidation and harassment which occur will subject the school district and the persons involved to liability for civil wrongs and violations of the civil rights of the Reeds as protected by the U.S. Constitution and 42 U.S.C. 1983."

An attorney for the Wild Rose School District indicated that the school board will restructure the elements of the human growth and development program so that they will not be interwoven with other subjects. It will then be easier for students to be exempted from courses to which their parents object.

Bennett links literacy to national defense

Literacy and a strong national defense go hand-in-hand, according to U.S. Secretary of Education William Bennett.

Bennett told a subcommittee of the U.S. Senate Labor and Human Resources Committee on April 9 that literacy "represents a component of our national security and our national defense."

"In the most general terms," said Bennett, "a literate citizenry will be an informed citizenry, which Jefferson believed was one of the essential prerequisites for defense. In a more commonplace view, a literate citizen will be able to follow discussions, directions, read manuals, or to drive machinery, both for the national economy, and if necessary, for self-defense."

When asked to list what constitutes national defense, Bennett included "the knowledge of our rights and responsibilities, of the ways in which the kind of society we have is unique."

Senator Mark Hatfield (R-OR), a member of the subcommittee, asked Bennett if he would "consider that education is an area of vulnerability today for our national security."

"Yes," replied Bennett, "where there is inadequate education, there is weakness in our armor."

Hatfield concluded his questioning by asking Bennett if he accepted "the premise that you can maintain freedom with military weapons alone."

"No, sir, I don't think there is any American who believes that," said Bennett.

Homeschool Bill Draws Praise

Missouri homeschoolers recently took a big step toward ensuring their rights to choose non-public education without threats of harassment, thanks to the passage of a new state homeschooling bill.

Representatives of private and Christian schools also expressed satisfaction with the legislation because it specifically exempts private and church-sponsored schools from state control.

Passed just prior to the Legislature's adjournment on April 30, the final version of amended Senate Bill 795 establishes parents' rights to choose a public, private, or home school.

According to James F. Wolfe, a capital city correspondent for the *St. Louis Globe-Democrat* who has been covering the issue, the final bill:

- Places responsibility on the parent or guardian to see that a child is enrolled in some school.
- Requires home schools to offer 1,000 hours of instruction, at least 600 of them in reading, language arts, social studies, and science.
- Asserts that no state agency shall dictate the curriculum for private or home schools.
- States that a parent may produce a daily log of home instruction as a defense to any charge of "educational neglect."
- "For the purpose of minimizing unnecessary investigations due to reports of truancy," a



parent may file a declaration of home school enrollment with either the public school district or the recorder of deeds.

- Removes from public school officials any authority to investigate truancy violations involving state and home school pupils, directing that the cases be referred instead to the prosecuting attorney.

- Directs the Division of Family Services to refer "educational neglect" cases to the school district, whose only function will be to refer them to the prosecutor.

The final version of the bill was the result of lengthy deliberations. Supporters of the measure included the Families for Home Education, the Missouri Association of Christian Schools, the Missouri Catholic Conference, and the Missouri Synod Lutheran.

The new legislation is a response to a Federal judge's decision last summer to invalidate the existing Missouri homeschool statute because it was unconstitutionally vague.

Chicago continued

organizations, Ann Stull testified that DuSable High School Clinic Director Doris McCully told a meeting of Catholic adults on April 20 that six students at DuSable are currently pregnant despite the fact that the DuSable clinic gave them contraceptives. Louise Kaegi of Chicago Pro-Family/Pro-Life Coalition was present at that April 20 meeting and confirmed Stull's testimony.

Six students at DuSable are pregnant despite the fact that the DuSable clinic gave them contraceptives.

Sex clinic opponents expressed concern as to whether the DuSable clinic would subsequently recommend abortions to the pregnant teens. McCully could not be reached for comment.

Mrs. Kaegi also said that a "coalition meeting" held the night before the Board meeting in the northwest section of Chicago demonstrated that a "grassroots" momentum against the sex clinics is on the rise.

That informational meeting was attended by 75 parents, ethnic leaders, and representatives from groups who, according to Kaegi, are known for "not traditionally getting along with each other." However, they all seemed to agree on opposition to the school clinics.

A letter from Cardinal Joseph Bernardin of the Chicago Archdiocese also criticized the clinics. His letter said, "when such facilities offer birth control devices and information, they betray the very purpose of education."

The public protest came in the wake of new guidelines for the establishment of school-based clinics issued by the Board of Education in response to the "turmoil."

Those guidelines require that at least two public hearings be held in the school's community to hear public viewpoints prior to any clinic's establishment so the Board can determine if there is public support for the project.

However, according to Board spokesman Kenneth Mason, the final decision to install a clinic ultimately rests with the Board, as well as related decisions as to what services a school-based clinic may be allowed to offer.

Mason also said that clinic operators must show "adequate insurance coverage." Sex clinic opponents contend that the insurance question is not clear-cut and is a very important factor.

Opponents' questions concerning clinic insurance and exactly where liability rests for such things as medical malpractice have been ignored, but they believe that financial liability would fall on the school itself.

"Who assumes responsibility for things like 'wrongful births' when the Pill doesn't work, or even for the potential long-range effect of the Pill on adolescent girls?" said one opponent.

Robert Saigh, a spokesman for the Chicago Board of Education, said that, under current operating procedure, liable parties include the DuSable clinic operators, the sponsoring hospital, private funding agencies, and the State of Illinois, which channels funds to the clinic through the Illinois Department of Public Aid.

He added that "the Board could still be sued," but thought that the courts would ultimately recognize that the liability rests with the clinic operators.

Critics said that the courts may not be so easily persuaded when they see the name of the Chicago Board of Education on the original clinic's parental consent form. Three names appear on that form: the Chicago Public Schools, the DuSable Clinic, and DuSable High School.

The student liability agent for the Chicago Board's insurance carrier, the Martin Boyer Agency, refused to comment about liability.

Opposition and Problems Spreading

In another setback for school sex clinic promoters, the Alexandria, Virginia, School Board turned down an offer from a local private health clinic to set up a branch operation at a district high school.

The offer came from the Annandale Women's Clinic which currently provides free medical services to area teenagers. These services include pregnancy tests and birth control counseling. The clinic also performs abortions.



Book of the Month

Secrets Parents Should Know About Public Schools by Terry Frith, Simon & Schuster, © 1986, 253 pp., \$15.95.

As an educator, Terry Frith has had firsthand experience with serious problems in our public schools today, and she is deeply concerned. But she also knows how to face reality and see the positive potentials. The combination of those qualities is the secret of **Secrets**.

Secrets is a positive "how to" guide for parents who want to make their children's public school years productive and academically successful.

What's so special is that **Secrets** is written by an "insider" who knows how teachers and administrators think and operate. As the former teacher and administrator points out, she understands

how the "invisible system" works.

By sharing those insights or "secrets" with parents, Frith hopes to give them the key to unlock the door to a successful public education for their children.

The crux of the book is a step-by-step plan for parents to become skillful Educational Planners, in order to give their children a successful start and keep them on track.

Beginning with how to enroll your child initially, Frith exposes the "secret" processes at work inside the school and explains to

parents the "skills" necessary to successfully "manipulate" that system. Frith is careful to point out that, unlike other kinds of "ugly" manipulation, this kind of manipulation "represents the very essence of caring."

From there, she explains the "interpersonal complexities" of parent/teacher conferences, how to reassign your child to another teacher, how to judge your child's daily schedule, how to evaluate special education programs,

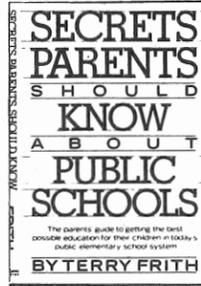
and more.

Throughout **Secrets**, Frith stresses the importance of "creatively managing a problem and resolving that problem with integrity, without harm to anyone, and in the best interest of your child." Most

important, she also explains **how**.

Frith explains that the answer to many common sources of parent/teacher conflicts is prevention. An important component of problem prevention is teacher/parent diplomacy -- knowing how to deal with people and human nature.

Thanks to Frith, the secrets and skills necessary to prevent and resolve common problems -- and to be a diplomat -- are secret no longer.



Red Cross continued

designs the services which it deems appropriate. Burns said that she would be accountable "for the services I put in."

Meanwhile, as described in the United Families of Illinois analysis, the March of Dimes creates community support for the sex programs. The March of Dimes' "Adolescent Pregnancy Child Watch Program" trains volunteers to conduct neighborhood coffees at which individuals are asked to become speakers, organize parent support groups, and contact elected officials.

Burns, who is also chairman of this March of Dimes program, compared this activity to a "Tupperware party."

The questions about those doing the "sensitizing" are becoming as controversial as the clinics themselves.

The report states that, when the Red Cross receives the go-ahead to establish a school-based program, it can again turn to the March of Dimes Directory of Services which "lists numerous community hospitals offering teen clinics and birth control programs." One of those hospitals, the Illinois Masonic Medical Center, performs abortions as part of its pregnancy prevention program.

Although Burns denied any direct connection between Red Cross activities and the school-based sex clinics, two persons who attended an April 2 Red Cross-sponsored seminar sharply disagreed.

Louise Kaegi and Nancy Czerwicz attended

the American Red Cross' all-day workshop on "Establishing School-Based Pregnancy Programs." They said that the April 2 program confirmed the analysis made by the United Families of Illinois.

Czerwicz noted that one of the speakers at the seminar was Joyce Clark, who claimed responsibility for making contraceptives available "on sight" at the DuSable clinic. Clark is the Director of Pupil Personnel Services for the Chicago Board of Education.

Kaegi also criticized Burns, especially as a representative of the Red Cross, for applauding a recent incident involving a health lesson and area policemen. According to Kaegi, Burns told the conferees about a team of Chicago policemen who visited area classrooms to tell students how and why they had vasectomies. The policemen explained that they had gone "under the knife" because of the cost of child support and the high divorce rate.

When contacted to verify her statements, Burns said that she was "not aware of that."

According to Burns, funding for the area's Red Cross activities comes from voluntary contributions and "very little grantsmanship." She said that they will probably be applying for more grant monies as their needs increase.

Other Sources of Support

Additional supporters of the school sex clinics include the Robert S. Wood Foundation, which announced in April that it will give \$16.8 million in grants to adolescent health care projects to provide "comprehensive health services" in high schools nationwide. The target schools must be in communities of more than 100,000 and have an enrollment of 1,000.

Some projects will also receive funding for school-based infant care services.

The Carnegie Foundation of New York has also put funding for school sex clinics high on its list of priorities.