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Environmental Science Texts Rejected in Louisiana After Public Examination

Quick action by Louisiana parents resulted in the recent rejection of several Environmental Science textbooks for statewide use in the public schools. The books came under attack for promoting radical social and political philosophies and practices.

Environmental Science is "not what parents expect, like how to have good clear water and air," said Vicki Jennings, a parent and pro-family leader from Lake Charles.

Citizens and parents expressed concern at state hearings in April and May that the proposed texts encourage Mainland China-style population control, endorse limits on wages that an individual may receive or wealth he can earn, attack the free market system, and present evolution as a fact rather than a theory.

Consequently, the Louisiana Board of Elementary and Secondary Education (BESE) voted in mid-May to reject the following books on the basis of content and citizen concerns: *Environmental Science: A Framework for Decision Making* (Addison Wesley), *Environmental Science* (Third Edition, Holt, Rinehart, and Winston), and *Global Science, Energy, Re-*

sources, Environment (Kendall/Hunt).

The only two books accepted for use in the schools were: *Introduction to Environmental Studies* (Holt, Rinehart and Winston), and *Environmental Science: An Introduction* (Wadsworth).

Citizens Forced to Act Fast

The textbooks came into question when the Louisiana Board of Elementary and Secondary Education (BESE) decided in February to conduct a special textbook adoption process to select textbooks for use in the new Environmental Science course to be offered in Louisiana high schools this fall.

The Environmental Science course will qualify as one of three science credits necessary for high school graduation, beginning in the 1986-87 school year. According to Shreveport pro-family leader Kay Reiboldt, "It was decided that, instead of watering down chemistry and physics for weak students, Environmental Science would be offered as a science credit in Louisiana, which ranks 48th out of 50 states in education."

Despite the fact that the Environmental



Kay Reiboldt

Science curriculum has not yet been approved, Mr. Frank Morris, head of the Textbook Division at the State Department of Education, called Mrs. Reiboldt on February 28. He notified her that a special textbook adoption process would take place and requested her suggestions for how to conduct the special adoption.

Mrs. Reiboldt has played an active citizen
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Citizen Rally in Capitol Rotunda Deals Blow to Illinois Sex Clinics

School-based sex clinics suffered another setback in Illinois on June 18 when a bill to provide state funding for the sex clinics was removed from further consideration because of citizen protest.

Moments before a demonstration rally began in the rotunda of the state capitol in Springfield, State Representative Arthur Turner (D-Chicago) agreed to withdraw Illinois Senate Bill 2162 from further consideration in the current legislative session.

Over 150 citizens and representatives of pro-family and pro-life organizations from across the state had gathered in the rotunda with signs and a loudspeaker to protest the bill as well as the legislative maneuvering which had brought the bill out of committee. They viewed that maneuvering as "underhanded."

Opponents included representatives and members of the newly-formed American Family Defense Coalition, a national coalition of pro-family groups that have joined forces to fight school-based sex clinics across the country.

Bill would authorize contraceptives in the schools

Opponents of the bill said that the legislation would promote the dispensing of contraceptives in schools and thereby encourage sexual promiscuity.

They pointed out that an original provision, which would have prohibited the use of state funds for the purchase or distribution of contraceptives, had been deleted by an amendment in a House committee.

According to a legislative "alert" sent out by State Representative Penny Pullen (R-Chicago),

S.B. 2162 "would permanently authorize the state's Parents Too Soon program, which is directed by former Illinois NOW chairman, Linda Miller. The program provides state and federal funding for school-based clinics in Chicago schools (with plans to go statewide)."

Groups supporting the bill included Planned Parenthood and health care providers representing state and county agencies.

Opponents cite improper legislative process

Representative Turner's last-minute withdrawal of the bill helped to avert an additional confrontation at the rally. That confrontation was to have focused on charges by opponents that, if proper legislative procedure had been followed, the bill would never have passed out of the Human Services Committee for a vote by the full House.

Prior to the rally, opponents expressed anger that House Speaker Michael Madigan (D-Chicago) had abused his power as Speaker to tip the scales in favor of the bill in the committee after the bill was originally defeated.

Grace Morris, Springfield pro-family leader, was present at the committee hearing on Thursday, June 12 when the committee voted 7-6 to defeat the bill. Five Republicans and two Democrats cast the "no" votes.

About 50 other citizens and organization representatives who attended the hearing to register their objections witnessed that defeat.

Miss Morris said that, when a sponsor of the bill expressed shock at its defeat, he was advised to obtain a discharge petition signed by 60 House members to move the bill out of

See Illinois page 4



Sex clinic opponents speak out in Illinois Capitol Rotunda

Sex Clinics Stalled in Virginia

Virginia pro-family leaders dealt a blow to school-based sex clinics in that state on June 25 when a committee of the State Board of Education deferred action on a teen pregnancy initiative.

Citizen protesters marched outside the state office building during the committee hearing, some with babies in strollers, while others carried signs with slogans such as "School-based health clinics are anti-parent rights."

The Committee on Curriculum, Instruction, and Professional Relations subsequently decided not to take any action on Virginia House Joint Resolution No. 61. The resolution would have mandated House and Senate committees to "study the problem of teen pregnancy in the Commonwealth." Instead, the committee deferred action until the General Assembly makes its report in November.

Although the resolution does not specifically mention school-based clinics, concerned citizens such as Ellen Beamon saw the bill as an attempt to open the door for the establishment of sex clinics in Virginia.

A resident of Norfolk, Mrs. Beamon testified against the resolution at the June 25 hearing along with Walter W. Davis, a professor of public policy at CBN University in Virginia Beach.

Mrs. Beamon cited national authorities who have spoken out against the sex clinics for promoting teenage sexual promiscuity, and urged the committee members to address such serious concerns as financial liability for damages from sexually transmitted diseases.

"A minority of teenagers are sexually active but the majority are not. If the school legitimizes the immoral behavior of the minority, the school will be encouraging promiscuity by the majority," said Mrs. Beamon.

Professor Davis said that the sex clinics were guilty of "promoting sexual vandalism."

Mrs. Beamon and Professor Davis represented a newly-formed group called Citizens for Traditional Family Values, which was organized by citizens who opposed the sex clinics.

Mrs. Beamon said that her involvement began when she recently wrote a letter to the editor of her local paper and responded to an editorial on "School-based Clinics."

When thirty concerned citizens met to exchange information, "we realized that a frightening scenario was emerging," stated Mrs. Beamon.

One problem that sex clinic opponents encountered was that the date and location of the committee meeting changed numerous times, making it difficult to organize citizens to attend the hearing.

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EDUCATION BRIEFS

Sixty-five percent of the 1.5 million child abuse allegations reported annually prove to be false, according to the former director of the National Center of Child Abuse. As published in the July issue of *Glamour Magazine*, former director Douglas Besharov said that the large number of false reports are partly due to overreaction by the American public to media coverage of child abuse. The result, said Besharov, is that the child protection agencies are overburdened and "unable to respond quickly for children in true danger."

The Southern Baptist Convention adopted a resolution criticizing school-based sex clinics and secular sex education programs at its annual meeting in Atlanta, Georgia on June 10-12. Resolution No. 10 on "Sex Education and Adolescent Pregnancy" criticizes the school-based clinics for providing "pregnancy testing, dispensing of birth control measures and/or prescriptions, and referrals for abortion without parental knowledge or consent." The resolution also states that "adolescent pregnancies and abortion rates have dramatically increased in spite of the flow of increased information and 'access' to birth control measures."

The family is of primary importance in the lives of 90 percent of Americans, according to a study of the status of the American family commissioned by Ethan Allen, Inc. Of the 2,000 people surveyed, three quarters said that mothers should stay home with young children unless their income was absolutely necessary, and 86 percent of families shared a daily meal.

Student in Tavares, FL won't be watching films on teenage suicide following a decision earlier this spring by the Lake County School Board to discontinue use of the films. The decision was prompted by a warning from nearby Leesburg psychiatrist Dr. Francine Gelfand, who told the Board that such films can increase the incidence of suicide. Dr. Gelfand noted that the American Academy of Child Psychiatry is studying the effects of teenagers viewing films on suicide and a possible correlation with subsequent teen suicides.

California education officials are pushing the 'classics' in an attempt to encourage students to read better books. As proposed by State Superintendent Bill Honig, the new "California Reading Initiative" includes a list of recommended reading for grades kindergarten through eight. That list includes Robinson Crusoe, the Count of Monte Cristo, and Around the World in Eighty Days. A similar list is available for high school students.

Education Reporter (ISSN 0887-0608) is published monthly by Eagle Forum Education & Legal Defense Fund with editorial offices at Box 618, Alton, Illinois 62002, (618) 462-5415. Editor: Catherine Sutherland. The views expressed in this newsletter are those of the persons quoted and should not be attributed to Eagle Forum Education & Legal Defense Fund. Annual subscription is \$25. Donors of \$25 per year or more will receive it free. Back-issues available for \$2.50. Second class postage pending at Alton, Illinois.

Missouri Parents Expose Witches in Textbooks

Little did Kevin and Robert Brouk know what kind of debate they would ignite in Pacific, Missouri when they discovered stories about witches, witchcraft, and Satanism in their son's fourth-grade reading book.

That discovery in early June and the ensuing events have since become the focus of national publicity and a growing controversy which has raised questions about broader issues.

Those issues include how schools select instructional materials, how standards of suitability are determined, and a parent's right to say no to objectionable material.

Questions arise from reading book

The Brouks' concerns originally focused on the stories about witches in their 9-year-old son's supplemental reader called *Man, Myth, and Magic*. That reader is part of the *Counterpoint 2* reading series, distributed by Random House.

The readers and accompanying filmstrips include stories about self-proclaimed present-day witches Sybil Leek and Satanist Anton Szandor LaVey, killer bees, and Dracula.

The Brouks felt that the subject matter was inappropriate for fourth-graders and submitted a request in early June to school district Superintendent Howard Neely asking that the R-3 Board of Education remove the books from the schools. They subsequently amended their request on June 16 to ask instead that they be granted permission to exempt their own son from using the reading series.



Schools Ban Graduation Prayers

There was something missing at the high school graduation exercises in Los Angeles this year. The same thing was missing in some Arizona schools. The missing part was an opening and closing prayer.

On June 3, the Los Angeles School Board agreed to prohibit prayer in the form of an invocation and a benediction at graduation exercises in the nation's second largest school district. The Los Angeles district has 49 senior high schools.

The Board ruled that any invocation must be secular in nature, with no specific reference to God, either implied or stated.

According to Bill Rivera, assistant to the superintendent in Los Angeles, the district did not have a policy on prayer at graduation until just over a month ago. At that time, ACLU lawyers filed a lawsuit against the district on behalf of James Brodhead, an atheist from Sherman Oaks.

Brodhead wanted a "religion free graduation" exercise on June 18 for his son Daniel, a graduating senior at Van Nuys High School.

Rivera said that lawyers for the district advised school officials to extend their long-standing policy against religious observances in school programs to include graduation. Lawyers said that the district stood a good chance of losing the lawsuit if they chose to fight, and advised that court costs would be expensive.

In the past, the district's policy regarding religion in the schools has provided "very specific guidelines and policies in all parts of school programs," said Rivera. Rivera said that, under those guidelines, singing "Silent Night" at a Christmas program would "surely not be appropriate."

The assistant superintendent pointed out that, since graduation had never been enforced as mandatory and was traditionally planned by the students, the district had observed a "silent policy" on graduation exercise. Now, all that has changed.

But, Mr. Rivera added, "if either a student or guest speaker makes reference to a Supreme



(St. Louis Globe-Democrat)
Roberta Brouk

"Shouldn't we [parents] have a right to question what our children are exposed to?" said Mrs. Brouk in a recent interview.

"If they [other parents] don't want to protect themselves and their children, that's their business," she said.

School officials, including Superintendent Neely, said that the reading series is supplemental and not required. But when the Brouks' son brought the book home to study, there were no indications that it was optional reading.

According to the Brouks and another source who asked not to be identified, Superintendent Neely initially agreed that the reading series should be withdrawn based on its content.

In an apparent reversal, Superintendent Neely then established a committee to review the Brouks' request and appointed Linda Everhart, Pacific middle school librarian, as the chairman.

Other committee members include three parents, an elementary school principal, and an elementary school teacher.

At meetings on June 16 and 26, the review committee heard testimony for and against the reading series.

At the June 16 meeting, Random House representative Steve VanThournout defended the *Counterpoint* series and the *Man, Myth, and Magic* reader. In a recent interview, Mr. VanThournout said that "thousands" of the *Counterpoint* reading "kits" are being used across the United States.

Each kit contains four filmstrips and audio cassettes, plus four accompanying readers. Individual kits sell for \$200 each, and they are to be used in the "intermediate through eighth grades."

The Random House spokesman said that

The readers and filmstrips include stories about self-proclaimed present-day witches...

filmstrips include one on the Salem witch trials, but he said that all filmstrips are "factual" in nature. He added that the story about "modern-day witches in society" is also factual.

Mr. VanThournout said that sentences such as "there is a lady on the West Coast who claims to be a witch" make it "very clear that the word 'claim' is used." Such topics and filmstrips "hold the kids' interest" and "help them do more in reading skills," said Mr. VanThournout.

"The real problem is that people didn't focus on it being a reading kit ... but picked out an illustration about a girl having a dream about the devil," he said. He suggested that people need to look at the reading series in its entirety to understand why it is "educationally sound."

VanThournout said that he gave the committee three recommendations for consideration and action regarding the use of educational material: (1) if the product is not educationally sound, don't use it, (2) if the product advocates a position, don't use it, and (3) if the contents are so vile and horrendous that total ignorance may be preferable, one has to choose between ignorance and knowledge.

But Mrs. Brouk disagreed with many of Mr. VanThournout's assertions. She specifically criticized the filmstrips for "dumbing down" the reading process and for scaring the students by their frightening content. Mrs. Brouk said that two girls had nightmares at home as a result of the material in the reading series.

At the June 26 meeting, which the public and media were allowed to attend, the committee expressed approval of the material for the fourth grade, but declined to make policy recommendations until the next meeting.

At that meeting, Mrs. Brouk requested that permission slips be mailed to parents before the supplemental readers would be used, but the request was denied for cost reasons.

When interviewed, Mrs. Brouk noted that, when students viewed films on the last day of school, parental permission slips were required and parents could check off films they did not want their children to see.

"They could do the same thing, and send a note home for the reading series, too," concluded Mrs. Brouk. Mrs. Brouk said that her family has received calls and offers of support and financial assistance from across the country.

FOCUS: "Women's Studies"... What's it all about?

Women's Studies courses are proliferating on college campuses nationwide. At the same time, questions and concerns are being raised about the purpose and content of Women's Studies courses, as well as the intent of those promoting this relatively new field.

In June, the National Women's Studies Association (NWSA) held its eighth annual convention at the University of Illinois at Urbana-Champaign to discuss the overall theme of "Women Working for Change: Health, Cultures, & Societies."

More than 1,400 delegates from around the world attended the convention. Over 65 percent of those in attendance were educators and students.

Speakers who addressed the plenary session included Helen Caldicott, nationally-known Australian spokesman for the nuclear freeze movement.

The following list is a sampling of the more than 200 workshops conducted at that convention, as described in the official convention program book.

S1.1 Building Feminist Constituencies, Coalitions, and Policy Careers. The panelists will report and discuss the results of a federally funded project, "Training Women to Make Public Policy in Women's Interest." They will address the development of feminist policymaking careers, and the role of women's organizations in the policy process, in forming coalitions and in empowering constituencies.

S1.5 Lesbianism and the Women's Movement, A Consciousness-Raising Approach. This workshop will use the feminist technique of consciousness-raising (CR) to explore participants' experiences and feelings about lesbianism and the women's movement, to increase awareness of the importance of eliminating homophobia from the women's movement and society as a whole, and to share ideas on what actions the participants may take to combat homophobia, either individually or collectively.

H2.3 Changing Self-Images of Women: An Experiential Workshop. In this experiential workshop, participants will make pictures of their childhood expectations of becoming a woman, views they believe others hold of them, and present self-image. (No art experience is necessary.)

C2.8 Perspectives from Women's Studies in Religion: Self, Sisterhood, and World.

SP1.2 Celebrating Lesbian and Feminist Culture: A Slide Show of Photographic

Explorations, Conversations, and Vision.

SP1.3 Childbirth: Who Is in Control?
SP1.6 The Hula as Woman's Ritual. A performance and historical analysis.

H3.4 Stopping Marital Rape for a Fundamental Change in Women's Lives. This workshop provides resources for campus coalition building around the issue of marital rape and date rape; a CBS "60 Minutes" documentary will be shown and evaluated; and historical and current legal background will be examined.

C3.4 The Eleusinian Mysteries: A Goddess Ritual For Our Time. The Ancient Greek Goddess stories and ritual forms (called "mysteries" by initiates) explored the depth psychology of women. The Eleusinian Mysteries particularly focused on the union, separation, and reunion of the archetypal

mother and daughter goddesses. that we combat the growing silence, which de facto isolates gays from straight people, and makes us all more vulnerable to both social and internalized homophobia. The panel will include discussion by lesbian and straight professionals, Black, Latino, and white from mental health and educational locations.

S4.6 Peacecraft: Peace Work in Everyday Living. Participants will visualize the world they want: a healthy world that does not rely on weapons for force. Discussion will include explanations of Triangles, Full Moon energy, Natural Laws, and Analogies.

S5.13 Working for Change: Librarians as Activists.

C6.5 Lesbian Ethics.

H7.2 Reproductive Rights and Public Policy.



mother and daughter goddesses.

S3.1 Children and Motherhood in Feminist Thought.

S3.2 How to Get Tenure Without Selling Your Soul Too Much: Cynical Advice for Feminist Academics. The presenters will share experiences and advice for feminists seeking jobs, tenure, and promotion in academia. The discussion will consider official and covert systems of evaluation, mentors and mentees, whether to be Ms. Collegiality and whether to sue.

S3.7 Teaching About Homophobia and Lesbians in Feminist Classrooms.

H4.4 The Missing Woman: A Feminist Analysis and Treatment of Body Image Disturbance and Bulimia. Studies of body image document the paring down of the ideal female form to the figure of a young boy. The emulation of the male physique can be understood as an expression of role conflict in women expected to adopt male behaviors and to devalue female traits and behaviors.

S4.3 Homosexuality and Homophobia: Issues for Educators and Clinicians, Gay and Straight. Concerned mental health and education professionals, both gay and straight, are often very conflicted and confused about how to deal with the many issues raised by homosexuality and homophobia in the 1980s. It is particularly critical

S7.2 Organizing for Pay Equity and "Comparable Worth" Legislation. Discussion of pay equity or "comparable worth" legislation and citizen action to promote this legislation toward the goal of bringing about equity in pay scales for state employees.

S7.6 Will the Real Radical Feminists Stand Up? Radical Feminism has been getting a bad press in feminist circles recently. The speakers will explicate their views of what radical feminism is and why and how it helps them understand the female condition, or the subordination of women, and the endemic nature of violence against women and children.

S8.2 Lesbian Projects and Issues: Private and Public Support. Report on Surveys of 600 lesbian organizations and of 265 funders concerning philanthropic support of lesbian projects. The survey results give clear direction for the next steps in opening up this billion dollar-a-year world to lesbian activists and service providers.

Conference hosts at the University of Illinois Department of Women's Studies said that funding for the conference came from membership support as well as donations from the University of Illinois and the Urbana-Champaign community. The conference lost "thousands and thousands" of dollars, according to one source at the University of Illinois.

'Project Self Esteem' Remains Under Fire in Capistrano

A controversial program called "Project Self Esteem" is the center of a debate and lawsuit in Capistrano, California, where parents have been fighting a legal battle to remove the program from area schools.

The battle continues one year after the Capistrano Parents Committee for Academic Freedom filed a lawsuit against the Capistrano Unified School District, charging that the program constituted "psychological treatment and counseling" and, under California state law, was improperly implemented.

"Project Self Esteem" was developed by Sandy McDaniel and Peggy Bielen in Orange County, CA ten years ago. They said that the program is currently used in 215 schools, has been introduced in 11 states, and "keeps growing."

According to its writers, the purpose of the program is "to help kids with their self-esteem

so they can learn better." The program consists of twelve 40-minute lessons.

But many San Juan/Capistrano parents found serious faults with the program's methods.

The Darryl Regans of Capistrano became concerned when their then-fourth-grade daughter told them in February, 1985 that project instructors "tried to hypnotize me in school." Her class had been told to lie flat on their desks and to feel and imagine different situations.

She told her parents that "Project Self Esteem" lessons took the place of mathematics every other Friday.

Although parents had been notified that the program would be used, parental permission was not required. Mrs. Regan said she subsequently read in one project manual that "absolutely nothing is to be shared with the parent."

Fifty parents withdrew their children from

the course, and the Parents Committee eventually sued the district in June, 1985, with the support and financial assistance of some 200 parents.

The Committee obtained depositions from psychology and educational authorities across the country which substantiated their claims that the course is psychological in nature.

Mrs. Regan said it was especially frustrating that "they are fighting us with our money, and we're fighting them with our money."

Mr. Ron Wenkart, attorney for the Capistrano school district, said that, to date, five of the seven charges have been dismissed by the judge, and that the school district has applied pressure on the Parents Committee to dismiss the suit.

Meanwhile, the course is still being used in Capistrano schools. "But we've won a little," said Mrs. Regan. As a result of the controversy, the Regans said that the course is less harmful because it has been "watered down."

Ohio Board Vetoes Child Abuse Program

A nationally-used "child abuse" program was rejected by an Ohio school board this spring, and opponents of that program hope the rejection will be duplicated elsewhere.

The Wapakoneta, Ohio School Board unanimously decided against the use of the "Child Abuse Prevention Program" (CAPP) which was developed in 1977 by the Child Assault Prevention Project of Women Against Rape in Columbus, Ohio.

District Superintendent Dan Donaldson said that the school Board initially thought that the CAPP program would be "okay" until three school board members decided to examine the manual "page by page."

Following a thorough review of the materials, board members finally concluded that the CAPP program was too "feminist."

According to project distributors in Ohio, the CAPP program is currently used in 28 states. The 1985 California Legislature appropriated tax funding to expand the program in that state.

Betty Arras of the California Monitor of Education has examined the implementation of the CAPP program in her state. She warned that the CAPP program can produce "paranoia by teaching children to distrust members of their own family, with a particular emphasis on the male members."

"Another of the dangers of this program is the possibility of indicting innocent people who will suffer and whose reputations will be ruined for the rest of their lives," stated Mrs. Arras.

One Napa, California grandmother has already been investigated for allegedly "sexually" abusing her six-year-old granddaughter when she gave her a bedtime backrub. The charge and investigation were based on a referral to child protection authorities from school personnel in connection with the CAPP program.

Youth Suicide Conference Stirs Questions, Debates

There just aren't any easy answers or solutions for the tragedy of youth suicide in this country. So concluded the participants at the recent National Conference on Prevention & Interventions in Youth Suicide.

Suicide is now the third leading cause of death among this nation's teenagers, according to conference speakers.

The June 11-13 conference in Oakland, California was sponsored by the U.S. Department of Health and Human Services' Task Force on Youth Suicide. Participants included medical doctors, psychologists, educators, social service agency representatives, and volunteers.

Topics for discussion included: prevention of suicide among adolescent drug and alcohol users, early detection and treatment strategies, community and school-based prevention programs, the role of volunteers, how the media affect youth suicide, cluster suicides, and special problems for minority and homosexual teenagers.

Although no consensus was reached to pinpoint exactly why a youth takes his own life, or how to identify a potential victim, participants agreed that high-risk adolescents are often characterized by one or more of the following: a sense of hopelessness, a history of a previous suicide in the family, drug abuse, alcoholism or divorce in the family, a learning disability, and sexual abuse.

But speakers cautioned against the use of "model" suicide prevention programs. "What works in one place, may not work in another," said Dr. Seymour Perlin.

The August Education Reporter will feature highlights of this conference, including the debate over the effects of television movies on youth suicide.



Legislation Update: Homeschooling

Oregon homeschoolers are pleased with new legislation which allows students to be home-schooled if they score in the 15th percentile or above on standardized achievement tests.

The State Board of Education adopted the 15th percentile standard during the 1985-1987 legislative session. That standard percentile is the lowest score accepted by any state.

According to Bob Clark of the Oregon Department of Education, homeschool students must take a standard achievement test annually. Parents may choose which test they want their child to take from a selection of "eight or nine" national standardized tests.

Mr. Clark said that parents are also allowed to select the "tester," the person who administers the test. Parents can choose from a list of qualified testers provided by the state, or

request certification for a person of their choice who has the the necessary qualifications.

The qualifications include that the person be "unbiased" and take at least one course on how to administer the test, said Mr. Clark.

If a homeschool student scores below the 15th percentile, the student's local county school superintendent is notified. The superintendent may require that the student return to a public or private school. Mr. Clark said that parents can appeal the county superintendent's decision to the State Superintendent of Public Instruction.

Strong supporters of the new legislation included the Parent Educators Association Political Action Committee (PEAPAC), which has been working to alleviate unnecessary restrictions on homeschoolers.

Louisiana *continued*

role in the annual state textbook adoption process for several years. She requested that at least three of the seven committee members appointed to the BESE ad hoc textbook review committee be non-educators.

Her recommendation was accepted, and Mrs. Reiboldt, Mrs. Jennings, and the Reverend Curtis Young of Baton Rouge were appointed as the non-educators, comprising one-third of the committee as required by law.

Dr. Doug Rossman, Director of the Museum of Natural Science at Louisiana State University, was appointed as committee chairman. The BESE officials also honored Mrs. Reiboldt's request that the Board notify all citizens who had previously testified at the annual textbook adoption hearings of the upcoming special hearing.

"Each woman would receive an allotment of reproduction licenses."

Louisiana law mandates that "any member of the public may attend and file written or make oral objections to any textbook under consideration." Louisiana state law also requires that proposed textbooks must be put on public display in libraries and other designated areas for citizen review. Normally the time period for public display is "during the period September 1 to January 1 of each year."

However, as critics of the special adoption process pointed out, the Environmental Science books were only on display beginning April 1, and written reviews had to be submitted by April 11.

When the advisory committee met in Baton Rouge on April 14, 15, and 16 to review the books, the majority of those who testified opposed the books, while representatives of the textbook publishers defended the texts. Opponents of the books included many parents who only had the one week's notice to obtain and review the books.

Critics, including Mrs. Sandra McDade of Shreveport, cited the following passages from the proposed texts as evidence of their bias and objectionable content:

"Birth control includes any method designed to reduce birth, including contraception and induced abortion, the intentional interruption of pregnancy through surgical means or through drug treatment. Family planning programs may be voluntary, extended voluntary, or forced." (*Environmental Science: A Framework for Decisionmaking*; Addison-Wesley)

"It is possible that some of the social forces that exist in the United States, and to varying degrees in many other developed nations, may

bring about a stabilization of population. These include the demand for: (1) new roles by women, the promotion of the benefits of smaller families, (2) the choice to begin a family at a later age, (3) the demand by many women for freedom over their reproductive functions, (4) the widespread availability of birth control devices and information, and (5) the removal of the tax incentives for having large families. If these types of indirect measures aren't adequate, an idea put forward by economist Kenneth Boulding would stabilize population (see Boulding, 1964, pp. 135-136). His plan is to have the government issue transferable birth licenses. Each woman would receive an allotment of reproduction licenses that correspond to replacement fertility. In the United States, the allotment would be 2.1 licenses. The licenses would be divisible in units of one-tenth, which Boulding calls the deci-child. Possession of ten deci-child units confers the legal right to one birth. The licenses are freely transferable by sale or gift. Thus, those who want more than two children and can afford to buy the extra licenses or can acquire them by gift are free to do so." (*Global Science, Energy, Resources, Environment*; Kendall/Hunt)

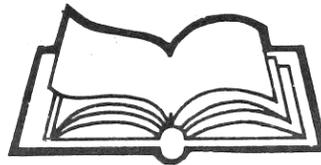
"The idea of enoughness recognizes that a given individual or family can only handle and enjoy a fixed number of goods. Possessions beyond that are mere greed. For each individual, there is state of adequacy...One possible way of accomplishing this [this is referring to a state of adequacy] is by establishing maximum and minimum income levels and all the gradations between." (*Global Science, Energy, Resources, Environment*; Kendall/Hunt)

Both the above quoted textbooks were rejected.

Following citizen testimony and review, the ad hoc committee members only concurred on the acceptance of one book, *Introduction to Environmental Science* (Holt, Rinehart and Winston) by a vote of 7-0. The committee was split 4-3 on all remaining books, with the non-educators casting the no votes. According to Mrs. Reiboldt, the book which received unanimous acceptance was "the least worst."

Mrs. Reiboldt stated that pro-family leaders were pleased with the final vote of the full BESE Board to accept only two books, especially because "the success we are having so far has frustrated textbook publishers."

"We are the first state to adopt environment textbooks," Mrs. Reiboldt said. "We overheard the publishers say that Louisiana would set the pace, and whatever books are adopted here will be offered to Texas, Florida, and California. They said whatever changes were made for our state may change the books offered for other states. Since we were able to get the 'bad' books rejected, we think it could change the picture concerning what is offered everywhere."



Why Are They Lying To Our Children? by Herbert London, Stein and Day paperback edition, 1985, 197 pp., \$7.95.

It's no wonder our children lack hope and optimism for a brighter tomorrow, according to Herbert London. They're being fed a steady stream of gloom and doom in their school textbooks. The author contends that a lot of that gloom and doom is couched in lies, half-truths, and inaccuracies.

London should know. He reviewed all the social studies textbooks published between 1980 and 1984. He lists the titles and publishers of more than 60 of those texts.

The author, a professor at the Hudson Institute of New York University, was prompted to take on this project when he came home one evening to find his then-13-year-old daughter in tears. When he inquired why she was crying, she said, "Because I don't have a future." She then produced a mimeographed page detailing in vivid language the horrors of the next 25 years -- famine, overpopulation, pollution, etc.

That incident, says London, "is not a story unique to my family."

Why Are They Lying To Our Children? contains the results of London's exhaustive study with special emphasis on how the textbooks treated population and food, energy, minerals, environment, economic development, the outlook on the future, and the limits to growth ideology. Numerous textbooks are quoted at length.

"What the textbooks offer," London concludes, "is a set of utopian goals: Eliminate pollution, leave the environment pure, and don't tamper with nature. Yet this seemingly straightforward message that purports to recapture -- with evangelical verve -- the purity of the environment is strangely ambivalent since it also seeks to preserve the material wealth and standard of living that is ostensibly the cause of a great deal of the hated pollution."

Illinois *continued*

committee for a full House vote. Assuming that the bill had been defeated, opponents left the hearing.

It was not until the next morning, Friday, June 13, that opponents learned in the Springfield newspaper that the committee had reversed its decision by calling another vote Thursday evening, and passing the bill out of committee, 8-4.

The second vote was called only after Rep. Madigan exercised his authority as Speaker of the House to temporarily replace two members of the Human Services Committee with his own appointments.

In duplicate memos dated June 12, Rep. Madigan requested Clerk of the House Jack O'Brien to "please be advised of the following temporary committee membership replacement due to the absence of the permanent member." He instructed the Clerk to replace Representatives Gary Hannig and James Rea with Representatives Ellis Levin and Jerry Washington. The replacements were effective at 5:30 p.m. that day.

Democratic Representatives Hannig and Rea had cast the decisive "no" votes in the first vote. In the second vote, Democratic Representatives Levin and Washington voted to approve S.B. 2162, which then passed 8-4.

Pro-family leaders and pro-life activists subsequently expressed shock and anger at Rep.

Book of the Month

"When previous generations of Americans learned about the triumph of American ingenuity and production, it gave them a sense of accomplishment and pride," writes London. "Today, however, with technology often viewed as a menace, our children are taught that U.S. economic production is the cause of global problems and that this nations's technical and scientific ingenuity is a source of human woe."

London cites quote after quote from texts



which bemoan the so-called expanding gap between the rich and the poor. He points out that the texts obscure and ignore "one of the clearest and most encouraging developments in this century: the emergence of the middle class throughout the world."

Moreover, "In not one source are extraordinary success stories in the developing world cited," says London.

London's research also concluded that "most textbooks discuss environmental problems in tones that range from intemperate to hysterical. ... In not one instance does a textbook note that: Lake Erie is now used for swimming, and Lake Michigan for fishing; both were impossible 15 years ago."

London provides parents with guidelines for examining their own children's books for inaccuracies and false biases. His goal is a balanced presentation of facts.

The author states openly that he hopes his book will upset some people, in particular the textbook authors, because they are guilty of a serious crime.

"Those textbook authors who use doomsday visions to promote 'virtuous behavior,' London says, 'contribute to a weakening of the national consensus for meaningful action.'"

Madigan's actions, especially since Rep. Madigan likes to be known as "pro-life."

As originally planned, Rep. Madigan's actions were to be a focal point of the Capitol rotunda rally. Protesters had prepared signs criticizing his action with such slogans as "Speaker Madigan promotes -- Sex with Birth Control in School."

But last-minute negotiations between Rep. Madigan's office and statewide pro-life and pro-family leaders successfully averted a personal attack on Madigan. An agreement was reached to withdraw the bill from consideration and send it back to an interim study committee for the remainder of the session.

The bill's opponents from across the state also urged legislators to consider the repercussions of a vote for sex clinics in the upcoming elections.

According to Miss Morris, the withdrawal of the bill until the fall session was the result of "excellent teamwork, with everybody working together."

Kathleen Sullivan of Chicago was a speaker at the rally and a representative of the American Family Defense Coalition.

"We urge all parents and taxpayers to inquire at their high school and middle schools if sex clinics are being considered and to ask about liability insurance and the cost to the taxpayer," said Mrs. Sullivan.