

Xerox Head Blasts Public Schools as Failure

Pennsylvania Education Dept. Cancels Controversial Sex Education Guide

Parents protest; Governor calls it 'offensive'

States should "fund students — not schools," asserted David T. Kearns, chairman of the Xerox Corporation, in an open letter to Presidential candidates.

Kearns charged that today's public school system is "a failed monopoly" for which the solution is "competition for students and dollars." The present system should be restructured so that "students would attend any public school they wanted to — and bring their education dollars with them."

Kearns asserted that providing students individually would mean that, "for the first time, operating income would be directly related to customer service. For the first time, poor families would have options enjoyed only by the affluent today."

Kearns delivered the broadside in a speech on October 26 to the Detroit Economic Club in that city. He said he had just forwarded his proposal to all Presidential candidates.

Speaking as head of one of the most successful businesses in the United States, the Xerox chairman said that he expects "100 percent defect-free parts from our suppliers. We're getting 99.9 percent and we're still going after that last one-tenth of a percent."

Public schools are "suppliers with a 50% defect rate."

However, Kearns complained that the public schools, which are the suppliers of our workforce, are "suppliers with a 50 percent defect rate. A fourth of our kids drop out; another fourth graduate barely able to read their own diplomas."

Kearns had harsh words for what business corporations have hitherto done with their so-called "partnership" efforts to improve public schools. "The reason these have failed," Kearns asserted, "is that businesses let education frame the problem and set the agenda."

Kearns labeled these past business efforts as "feel-good partnerships." He said, "They hurt more than they help because they keep shoring up a system that needs deep structural changes."

"Public education has put this country at a terrible competitive disadvantage," said Kearns. "The American workforce is running out of qualified people."

Without improvements, he predicted, American business will have to hire one million workers each year "who can't read, write or count" and spend \$25 billion a year teaching them how.

Kearns complained that for business to spend this money teaching workers basic skills is "doing the schools' product recall work for them — and frankly, I resent it."

(See text of Kearns' speech on page 3.)

Pennsylvania parents have forced the Pennsylvania State Department of Education to withdraw a sex education curriculum guide which parents called "erotic" and a "travesty of quality sex education." After months of protests, lobbying, and news conferences by parents, during which time the education department defended the guide as "good material to use," the sex education guide was withdrawn on November 19.

The controversy came to a head at a demonstration in the rotunda of the State Capitol at Harrisburg on November 10 attended by hundreds of persons from all over the state. On November 19, Governor Robert Casey ordered the Education Department to remove it.

The Governor called the sex education curriculum "as offensive a thing as I have ever seen. I mean, I wouldn't want my kids exposed to that stuff." Continuing, Casey said, "As soon as I got it, I directed that material, whatever it was, be pulled back, thrown in the wastebasket, and never be sent out again."

The controversial *Pennsylvania Health Curriculum Guide*, a series of lesson plans on sex education, was written in 1984 for the Pennsylvania Department of Education and approved for use in kindergarten through 12th grades. The guide recommended that grades K-3 also use another book called *Where Did I Come From: The Facts of Life Without Any Nonsense and With Illustrations* by Peter Mayle (Secaucus, NJ: Lyle Stuart, Inc. 1973).

After the November 10 news conference at the State Capitol, parents from every county called on their own legislators to protest the controversial materials. Parents used actual pages of the materials to get the attention of state officials.

The same day, Rep. Ron Gamble introduced a House Resolution to investigate the state department of education's selection of this curriculum guide. The resolution already has 110 co-sponsors. Pennsylvania legislators said the guide promotes extramarital sex, casual sex, and sex with multiple partners, while teaching children how to feel comfortable with pornography and feelings of incest.

Where Did I Come From?

One illustration from *Where Did I Come From* shows color caricatures of a nude adult man and woman, revealing all their organs, in the bathtub together playing with a toy boat. Another page shows a nude adult man and woman holding hands and looking at each other; the caption is, "When people take their clothes off, you can really see the difference."

Another color drawing shows a nude man and woman having intercourse. The caption is, "By this time, the man wants to get as close to the woman as he can ... the best thing he can do is ... put his penis inside her, into her vagina."

These pictures, which were designed to provide sex education to children in kindergarten through third grade, are too explicit to reproduce in this newspaper. When the parents held their news conferences, they could not show the actual pictures on television.



Peg Luksik

More than 1,000 copies of this sex education curriculum guide were sent out by the state department of education to the 501 school districts in Pennsylvania. At Governor Casey's request, the state Education Department sent a letter on November 19 to all school districts directing them "to dispose of or return" all copies of the curriculum guide.

In an interview with a radio reporter, state Secretary of Education Thomas K. Gilhool said that he would not advocate chastity education. He added that he had "not heard the word chastity since third grade. I guess it is appropriate for third graders."

Investigation Goes Forward

Despite the withdrawal of the controversial guide, the issue isn't dead. Rep. Dennis E. Leh and Sen. David J. Brightbill say they still support an investigation. "We're not letting up; we still want to know why and how," Leh said. "They're not getting off the hook just by taking it back." Leh said legislators want to know "who approved this curriculum and why they feel it would be helpful."

The pictures were only part of what parents and legislators found offensive. They also objected to the curriculum's "sexual anxiety inventory." If students answered the questions according to traditional moral standards, they were deemed to have "sexual anxiety," according to the curriculum's answer sheet.

"While it gives the child the option of agreeing or disagreeing" with such statements as "extramarital sex is OK if everyone agrees," Leh said, "the problem is that, if the child disagrees, the testing process makes him or her out to be some kind of a weirdo."

Joseph R. Carr, Pennsylvania's chief health physical education curriculum adviser defended the materials, saying they were developed by "professionals in the field, many of them

associated with Pennsylvania State University."

Elementary school principal Thomas Tobin in the Tredyffrin-Easton district defended the curriculum guide as useful and said that it served as a framework for the district's new family health curriculum for kindergarten through 5th grade.

I Deserve Love

For the upper grades, the curriculum guide recommended a different book called *I Deserve Love* by Sondra Ray (Berkeley, CA: Celestial Arts, 1976). Parents objected to this book because it recommended that the child make "affirmations" about sexuality.

For example, the book recommended this affirmation to clear up "suppressed incest": "It is okay to make love with my father. It is okay to make love with my mother. Just because it is okay does not mean I actually have to do it. I, _____, am now willing to experience my incestuous feelings about my mother, father, brothers and sisters, children, etc."

The book listed 14 "affirmations" designed to make the child feel comfortable about masturbation. Another "affirmation" stated, "I, _____, have no resistance to trying oral and anal sex."

At a news conference in the Berks County courthouse, Rep. Leh said that such discussions make the children feel that, "If they don't agree with those practices, then the children are being told they have sexual hang-ups."

Leh advocated that Pennsylvania not try to salvage or reform the sex education curriculum, but instead "go back to square one and promote responsibility and traditional family values. What they have done is to advocate lifestyles that have long been prohibited in our traditional society."

"By showing them how, and offering so-called 'safe' methods, the Department of Education is effectively endorsing sex and drugs for the children," Leh said. He added that parents are justifiably concerned about "what is now available through the schools to teach little children, in very graphic pictures and terms, how to have sex."

Rep. Leh said that, at the very least, parents should have the right to review any sex education curriculum before it is approved for school use.

Pennsylvania Parents Commission

The ad hoc grassroots group responsible for bringing the sex education curriculum to public attention is called the Pennsylvania Parents Commission. Its organizer was Mrs. Peg Luksik of Johnstown, a former grade school special education teacher, who traveled all over Pennsylvania alerting parents to the content of the materials used in the schools.

Mrs. Luksik sent a copy of the curriculum to every Pennsylvania legislator, and she called the demonstration and news conferences at the State Capitol. The Pennsylvania Parents Commission claims 5,000 members.

Mrs. Luksik is the founder and director of Mom's House in Johnstown, which provides day care, training in parenting skills, and counseling to continue their education to young women who have children out of wedlock.

(See *Resolution* on page 2)

EDUCATION BRIEFS

Geography is taught in less than 10 percent of U.S. secondary schools, having been replaced by other subjects "such as sex education and driver's education," according to the CBS-TV Evening News of November 10. Dan Rather sent his cameras into a San Jose, CA, high school class and demonstrated that the majority of students were unable to find the United States on an outline map of the world. This followed a Senate Labor and Human Resources committee hearing the previous week at which Education Secretary William Bennett, retired Chief Justice Warren Burger, and other witnesses described U.S. schoolchildren's ignorance of geography.

The U.S. Catholic Bishops called for federal and state laws that would bar school-based clinics from dispensing contraceptives and abortion counseling on November 18 at their annual conference in Washington, D.C. The unanimously adopted policy statement labeled such services "morally objectionable, and open to question even on practical grounds," and called on schools to teach "responsible habits of thinking and living" that emphasize sexual abstinence. The document refuted claims that such clinics lower teenage pregnancy rates.

A grand jury has recommended that some Baltimore public schools install metal detectors (like airports use) in order to prevent students from bringing guns to school. An informal survey of 390 public school students found that half of the male students had carried a handgun, and that 60 percent knew a friend or classmate who had been shot, threatened or robbed in school within the past six months. During one student's trial, the defendant testified that one third of the students carried handguns into the school for protection or to settle arguments about "drugs, girls and all."

A Missouri state panel report released December 1 opposes providing contraceptives or even counseling about contraceptives to teenagers, and says the state should continue its current policy against school-based clinics. Several panel members dissented, but the report states that "there is a unanimous conviction among all task force members that the best solution to unwed adolescent sexual activity and pregnancy for teenagers is to postpone sexual activity until marriage." The panel was established under a 1986 state law and is made up of 4 state legislators, 5 gubernatorial appointees, and 6 public members appointed by the legislature.

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. 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: \$25. Back issues available @ \$2.50. Application to mail at Second Class rates is pending at Alton, Illinois.

RESOLUTION: Providing for a select committee to investigate the Pennsylvania State Department of Education in relation to a health curriculum guide.

WHEREAS, The Department of Education contracted with an organization, known as the "Pennsylvania Association of Health, Physical Education, Recreation and Dance, 1984," for the preparation of a Pennsylvania Health Curriculum Guide: Family Health (hereafter referred to as the Guide) to, in the words of this guide, "supplement the Pennsylvania health curriculum progression chart"; and

WHEREAS, The Guide, contracted for and sponsored as a recommendation of the Department of Education, in 1984, continues to enjoy the sponsorship and the recommendation of the Department of Education as a curriculum guide for use in the Pennsylvania public schools; and

WHEREAS, The Guide, as part of its recommended family health curriculum, promotes the use of student tests which subject students and their families to a gross and fundamentally objectionable invasion of their personal privacy; and

WHEREAS, By way of example, one recommended test has students respond affirmatively or negatively to such statements as: "you have sexual intercourse frequently"; "you have premature ejaculations"; "you have heavy, crampy periods"; and "you prefer a method with no bother"; and

WHEREAS, The Guide, as part of its recommended family health curriculum, suggests the use of a student test, entitled "the sexual anxiety inventory" which also invades personal privacy and which teaches students that they suffer from sexual anxiety and/or a low intimacy quotient if they share in certain moral values of their parents and their church; and

WHEREAS, By way of illustration, the "sexual anxiety inventory" indicates that the following responses contribute towards a finding that a student is free of sexual anxiety: masturbation "can be a useful substitute"; extramarital sex "is O.K. if everyone agrees"; casual sex "is better than no sex at all"; the student would "tell a dirty joke if it were funny"; buying a pornographic book "wouldn't bother me"; and

WHEREAS, By way of further example, the Guide, as part of its recommended family health curriculum, suggests a test for discovering the "intimacy quotient" of students in which affirmative answers to the following questions all contribute towards a score indicating that the student has "a shell like a tortoise" and that life probably handed the student "some bad blows" when he or she was "too young to fight back": "Do you believe that pornography contributes to sex crimes?"; "Should a couple put up with an unhappy marriage for the sake of their children?"; "Should unmarried adolescents be denied contraceptives?"; and

WHEREAS, The Guide recommends the book *Where Did I Come From: The Facts of Life Without Any Nonsense and With Illustrations* for use in kindergarten through grade 3, and this book:

(1) contains several large cartoon-like pictures of a man and woman with their sex organs prominently exposed;

(2) contains a cartoon-like picture of a man and woman engaged in an act of sexual intercourse;

(3) describes the sex act in graphic terms and informs young children that intercourse is "like scratching an itch but a lot nicer";

(4) suggests to kindergarten and other primary age children that an orgasm might be like "a tickle in your nose for a long time, and then you have a really big sneeze"; and

WHEREAS, The Guide recommends that

students make a list of ten affirmations that will, among other things, improve their sex life; and

WHEREAS, The Guide advises schools that "examples of affirmations from Sondra Ray's book, *I Deserve Love*, illustrate some of the many affirmations that people have used to give and receive love and to enhance their sex lives"; and

WHEREAS, Sondra Ray's book recommends the following affirmations to clear what she describes as "suppressed incest": "It is okay to make love with my father. It is okay to make love with my mother. Just because it is okay does not mean I actually have to do it"; and "I, _____, am now willing to experience my incestuous feelings about my mother, father, brothers and sisters, children, etc."; and

WHEREAS, Sondra Ray's book recommends the following affirmations to deal with jealousy: "I, _____, have the right to have multiple sex partners" and "My lovers now approve of each other"; and these affirmations conflict with the policy objectives of preventing teenage pregnancy and prevention of the transmission of acquired immune deficiency syndrome (AIDS) and other venereal diseases; and

WHEREAS, Sondra Ray's book contains at least 14 affirmations of masturbation, including "It is okay to masturbate in front of my partner", and, in addition, includes such affirmations as: "I, _____, have no resistance to trying oral and anal sex. And I reserve the right to say no to it if I do not like it"; and "The more sex I, _____, have, the more spiritual I become"; and

WHEREAS, The Guide, with its intrusive and repeated invasions of personal student and family privacy, its promotion of values that conflict with those of many parents and their churches, and its graphic and explicit sexual instruction for children of kindergarten and other primary school age, is at variance with many parents' perception of appropriate sex education and family health instruction; and

WHEREAS, The Guide raises serious questions regarding the role of the Department of Education in the formulation and sponsorship

of sex education and family health instruction recommendations; therefore be it

RESOLVED, That the House of Representatives direct the Speaker to appoint a select committee consisting of five members of the majority party and four members of the minority party to investigate:

(1) the role and rationale of the Department of Education and the Pennsylvania Association of Health, Physical Education, Recreation and Dance, 1984, in preparing and recommending the Guide for use in the public schools and the reasons therefor;

(2) how and why the Department of Education selected the Pennsylvania Association of Health, Physical Education, Recreation and Dance, 1984, to prepare the Guide;

(3) the adequacy of the existing procedure in the Department of Education for evaluating and recommending sex education and family health curricula for use in the public schools;

(4) the extent to which school districts have adopted or have been influenced by the Guide and the recommendation of the Department of Education in the development of their sex education and family health courses;

(5) the degree, if any, to which any of the organizations and individuals, including employees of the Department of Education, involved in preparing or approving the Guide, may also be involved in developing recommendations for school districts in connection with the recently mandated instruction on acquired immune deficiency syndrome (AIDS) instruction; and be it further

RESOLVED, That the committee may hold hearings, take testimony and make its investigations at such places as it deems necessary in this Commonwealth. Each member of the committee shall have power to administer oaths and affirmations to witnesses appearing before the committee; and be it further

RESOLVED, That the committee report its findings and its recommendations for any necessary remedial legislation to the House of Representatives as soon as possible.

Book of the Month



School Based Clinics and Other Critical Issues in Public Education, ed., Barrett L. Mosbacher. Westchester, IL: Crossway Books, © 1987, \$8.95.

This is a good book, a useful book, a readable book, and an important book. It really isn't about School Based Clinics. It's about why the public schools have produced children who are detached from moral standards and therefore suffer so many social ills.

This book explains with much more specific and easy-to-read content what Allan Bloom says in his best-selling book, *The Closing of the American Mind*. And the Mosbacher book does this much better in a collection of articles by ten different authorities, each of whom knows his own field.

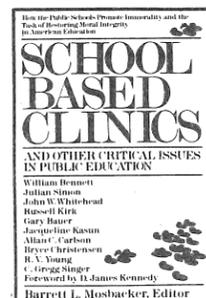
Do you want to know what "sex education" is and why it is bad? You'll get a clear exposition in the chapter by Professor Jacqueline Kasun. Do you want to understand the cause and the consequences of the pregnant-teenager issue and what's behind proposed governmental remedies? Dr. Allan Carlson tells you.

Do you want to understand how the widespread failure of the public schools to expose students to the great authors of Western civilization has produced young people who are both

literary illiterates and moral illiterates? Secretary of Education William Bennett and Professors Julian Simon, Bryce Christensen, Russell Kirk, R. V. Young, and Gregg Singer explain this phenomenon from different perspectives.

Do you want to get a handle on how the current cacophony promoting school-based clinics to cater contraceptives to children fits into the fabric of school and social ills? Editor Barrett Mosbacher, president of the Christian Action Council of North Carolina, wrote his own chapter which puts it all together.

School Based Clinics is must reading for anyone who wants a "map" that delineates education problems today and seeks the public-policy roads to the solutions.



Xerox chief says public schools are a 'failed monopoly'; Sends all Presidential candidates his six-point plan

By David T. Kearns

My issue today is quite simply the survival of this country and our way of life. I'm here to call for a new national agenda to restructure our public education system. Not just make it better — a total restructuring from the bottom up.

Public education has put this country at a terrible competitive disadvantage. The American workforce is running out of qualified people. If current demographic and economic trends continue, American business will have to hire a million new workers a year who can't read, write or count. Teaching them now, and absorbing the lost productivity while they're learning, will cost industry \$25 billion a year. Teaching new workers basic skills is doing the schools' product recall work for them — and frankly, I resent it.

Let me ask you a question that never had to be asked before in this country. Who is going to do the work that needs to be done to keep this economy running?

The Department of Labor has a new study on the makeup of the American workforce by the year 2000. Assistant Secretary of Labor Roger Semerad says there will be a job in the future for every qualified person who wants one. The real question, he warns, is: are we going to have enough qualified persons to fill those jobs? The answer is no — not the way things look now.

We can't compete

The fact is, the basic skills of our workforce — particularly at the entry level — are simply not good enough for the United States to compete in a world economy. By 1990, three out of four jobs will require some education or technical training after high school. 1990 is right around the corner. Once again, where are we going to get those people?

America's public schools graduate 700,000 functional illiterate kids every year — and 700,000 more drop out. Four out of five young adults in a recent survey couldn't summarize the main point of a newspaper article, or read a bus schedule, or figure their change from a restaurant bill.

Public education consumes nearly seven percent of GNP. Its expenditures have doubled or tripled in every post-war decade, even when enrollments declined. I ask you, what other sector of American society has absorbed more money by serving fewer people with steadily declining service?

Business can't let the candidates off the hook — one of them, after all, will be the 41st president of the United States.

Business will have to force the agenda, or we'll have to set it, ourselves. There's good reason for that. The new agenda for school reform will be driven by market forces and accountability — unfamiliar ground for politicians and educators.

"Feel-good" partnerships

Business and education have largely failed in their partnerships to improve the schools. The reason is that business let education frame the problem and set the agenda. "Feel-good" partnerships, I call them. They hurt more than they help, because they keep shoring up a system that needs deep structural changes. And the longer those changes are delayed, the greater the agony will be when the inevitable day of reckoning comes.

Ted Kolderie is a senior fellow and education expert at the Hubert Humphrey Institute of Public Affairs at the University of Minnesota. He says business' involvement with the schools today is roughly the equivalent of "doing your daughter's homework." It's a kindness, but a

misdirected kindness.

We've all been tinkering at the margins of the education problem too long. It's time now to get to the heart of the matter. It's time now to get specific.

I'm going to tell you about an education recovery plan that I've asked each Presidential candidate to support — particularly when his platform committee convenes next year. It's a six-point plan with one objective: complete restructuring of the American public education system.

Point one: Choice

Today's public education system is a failed monopoly — bureaucratic, rigid and in unsteady control of dissatisfied captive markets. Competition for students and dollars would break that monopoly and reinvigorate the schools.

States would fund students — not schools. Students would attend any public school they wanted to — and they'd bring their education dollars with them.

For the first time, schools would have to compete for students. For the first time, operating income would be directly related to customer service. For the first time, poor families would have options enjoyed only by the affluent today.

Community organizations could be enlisted to provide counseling services to help match kids with the schools that are best for them. States would make annual reports on how each school's students perform on standardized tests, so parents could compare.

A system based on choice would assure greater equity. Comparable children would be funded equally, eliminating the gross disparities of resources among school districts today. Disadvantaged kids, and those with special learning problems, would get larger stipends. That does two things. It recognizes the extra costs associated with providing those youngsters with quality education — and it gives the schools additional incentives to enroll them.

To make sure that market imbalances don't result in racial imbalances, strict rules would assure integration in the schools. Free market principles can't be allowed to subvert constitutional guarantees. Neither should a rigid public education system be allowed to subvert the right to quality education.

Well over a fourth of today's schoolchildren are black and hispanic, and about a third of them never make it to graduation day. They're being failed by a system that's not designed to their needs. May I remind you that those kids are the core of the labor pool we'll have to draw on in the 1990's, if not sooner.

Point two: Restructuring

Al Shanker, head of the teachers union, complains that today's schools are still modeled on the schools we had at the turn of the century. They're still locked into the old hierarchical models of industry that industry discarded long ago. They still close down during the summer — just as they did when kids had to go work on the farm.

Schools today ought to look like the smartest high-tech companies look today, with lean structures and flat organizations. Today's smart companies push decision-making down into the organization. Professionals and managers are trusted with the authority to get their jobs done — and they're held accountable for performing. The schools have to be structured like that, too.

Every public school district with 2,500 or more children should reorganize into a year-round universal magnet system. Each school

would become a special center of competence. We'd have high schools specializing in the humanities, in math, science, and skilled vocational areas. We'd have lower schools organized around unique learning methods and teaching styles, and areas of emphasis like languages and the arts.

Restructuring schools along those lines amounts to an emancipation proclamation for principals, teachers and students. It would free the schools to be innovative, creative centers of learning.

Point three: Professionalism

A restructured school system that gives teachers choice and autonomy won't work unless teachers are true professionals — masters of an academic knowledge base, and trained to apply diverse teaching methods in the classroom.

New teacher licensing standards should emphasize academic knowledge over methodology. The undergraduate degree in education should be eliminated. Instead, teachers should get degrees in the subject areas they'll teach. A fifth year of professional preparation would stress classroom experience under an experienced master teacher.

Salaries would reflect professional standards, and be based on a combination of performance and longevity. A new education free market would offer higher salaries to teachers whose specialties are in short supply.

Teaching is the only profession I know of that, if you do well, nothing good happens to you; and if you do poorly, nothing bad happens to you. We've got to insist that the free market reward successful teaching — and that it discipline unsuccessful teaching. And there can be only one measure of success or failure: student performance.

Point four: Standards

Academic standards for all students have to be raised.

Kids today have more smarts than educators give them credit for. They know their diploma doesn't mean anything in the real world, so they drop out or float by.

Sometimes, it seems like we're more concerned with getting junk food out of the school cafeteria than we are with getting junk courses out of the school curriculum. High standards would make a diploma mean something, but only if we apply the same high standards to everybody across the board.

College prep — for the favored few has to go. Every student — without exception — should master a core curriculum equivalent to college entrance requirements. No one should be promoted without performance. Kids who need extra help should get it.

Elementary school curriculums should go beyond the three R's to include foreign languages, music, geography, history and rudimentary computer work.

High schools should require every student to pass the flexible term equivalent of four years of English; three years of math and history; two years of the same foreign language; two years of science; and one year of computer science.

Every student has a right to learn the common core of information and skills required by a modern economy and a democratic society.

Point five: Values

Anyone who thinks it's possible to have a value-neutral education is dead wrong. Everything is *not* relative — there are plenty of constants in our American values. Exclude values from the schools and you teach that values aren't important. They are — and the schools have



David T. Kearns

historically been the transmission belt carrying values from one generation to the next.

Somewhere along the line, values were dropped from what we expected schools to teach kids. As a result, we are producing a generation of young Americans that neither understands nor appreciates what it means to be a citizen in a democratic society.

I agree that children need to learn the difference between right and wrong at home and at church. But the school is the bearer of society's standards. It, too, needs to reinforce the values shared by all in our society — ethical considerations, moral precepts and the responsibilities of citizenship. A democratic society won't stay democratic very long if it doesn't teach a love of democracy and insure that that love is passed on to its kids.

Public schools shouldn't become salesmen of any particular religion. But they should recognize that children can and should learn integrity as well as literature, morality as well as science. Just as a pluralistic, diverse economy needs people with a solid core of knowledge and skills, so also a pluralistic, diverse society needs people grounded in a solid core of ethical values. The Harvard Business School is not the place to start teaching values and ethics.

Point six: Federal Responsibility

I'd like to see the Federal Government create a "venture capital" fund to help finance innovative experiments in teaching and school reorganization. How big a fund? Forty million dollars. If you think that's a lot, it's only one dollar for every kid in the public schools.

I'd also like to see Washington send up to \$50,000 in matching funds to any school district that agrees to design a model system. Now, if you think \$50,000 is not a lot, you're right. But it's small enough that it might interest a local business or businesses consortium in matching the grant. In which case, at \$100,000 it would be large enough to give a school district a good start.

Federal investments in education ought to be at levels that are realistic in light of the problems faced by our schools and our nation.

So, to sum up: free market choice, restructuring to make the school the agent of education, a professionalized, accountable teachers corps, high academic standards, traditional values, and an appropriate federal role.

Ladies and gentlemen, let me leave you with this thought. Today's kindergartners will be the first high school graduates of the 21st century. Let's give them a head start on their future. Let's start now.

Mr. Kearns' speech was delivered at the Economic Club of Detroit, October 26, 1987, and forwarded to all Presidential candidates. It has been slightly shortened here for reasons of space.

State AIDS Commission Recommends Abstinence

"It looks like the minority is now a majority," said Jules Sugarman, chairman of the Washington State Governor's Task Force on AIDS, after a recommendation on abstinence until marriage passed unanimously. The unexpected unanimity came on a recommendation sponsored by member Cathy Mickels of Lynden, Washington, who had been a minority of one on most of the dozens of votes taken by the Task Force at its final meeting on November 23.

The Mickels recommendation read as follows: "All K through 12 AIDS instructional material regarding sexual activity and the transmission of AIDS will give special reference to sexual abstinence until marriage." Not one of the 24-member Task Force voted against, while two abstained.

The Task Force on AIDS appointed by Governor Booth Gardner, which included several gay rights activists, worked for four

months to produce a report. Mrs. Cathy Mickels, chairman of the Pro-Family Advocates Coalition, has been protesting since August 1 that the makeup of the Task Force was "unfair" because it did not include members who would represent family values and concerns.

When it became obvious that Mrs. Mickels had widespread support for her views, the Governor finally appointed her to the Task Force. She agreed to serve as a member for the remainder of the life of the Task Force, but she observed that the Task Force never fairly represented family concerns, and that most of the major decisions were made before she was appointed.

The Task Force report, adopted at its final meeting at Sea-Tac airport on November 23, urged "AIDS education at an early age" in order "to combat loss of life," but cautioned that this should be developed with "the in-



Cathy Mickels

volvement of parents and the community."

The Task Force's long list of recommendations included opposition to mandatory testing for the AIDS virus for all except convicted sex offenders. The Task Force's recommendations will now be forwarded to the Governor and to the Washington State Legislature.

Mrs. Mickels' request to personally present her minority views to the Governor has been denied. However, she is printing and distributing her statement to the press and public and expects it to be read by a wide audience.

Mrs. Mickels told the press on November 26, "I've already had some curious and contrary reactions to my statement. Some state legislators and party officials tell me that it is an 'excellent' statement. On the other hand, my statement was flashed up on the screen at a public school teachers' workshop on AIDS where the teachers ridiculed the notion of teaching abstinence."

Statement of the Minority Position of the Governor's Task Force on School-Based AIDS Education and Prevention

All School-Based Education about AIDS should meet four criteria: it should be true, healthy, legal, and constitutional. Adhering to these criteria will best accommodate the wishes of both the majority and the minority of Washington's citizens on this sensitive subject. All materials used should be scrupulously accurate, they should promote healthy behavior, they should never encourage or legitimize illegal behavior, and they should respect the First Amendment rights of those who have strong religious beliefs about sexual behavior.

It is imperative that, in the face of the challenge of AIDS, we keep before us the fact that families are the strength of any society. The state must respect the family and do nothing that will undermine the family.

A graph called "Reasons For Not Offering STD Education" was included in the subcommittee's working draft on School-Based AIDS Education. The graph showed that resistance from parents dramatically increased from 1981 to 1986 so that it is now at 49%. Parents have opposed many curricula because of their unhealthy, indecent or embarrassing approaches. If the reasons for this increase are ignored, and the concerns of one-half of the parents are trampled on, we can expect even more parental resistance in the future, and AIDS education will be a failure in our state. Widespread parental approval is imperative if success is to be achieved.

"Parents want schools to teach the difference between right and wrong in sex education and elsewhere. Parents want sexuality taught within a moral framework. In a recent national poll, 70 percent of the adults surveyed said they thought that sex education programs should teach moral values. About the same percentage believed sex education courses should urge students not to have sexual intercourse."¹

In order to cope with the AIDS epidemic, and for the preservation of health and safety in our public schools, our state should follow the lead of Illinois and Oklahoma in mandating the schools to teach sexual abstinence until marriage. The teaching of sexual abstinence until marriage is the only behavior that meets the criteria of true, healthy, legal and constitutional School-Based AIDS Education.

We recommend the following as state guidelines for School-Based AIDS Education.

1. AIDS curricula and materials must uphold the Washington State Code of Morality "28A. 67. 110-1969" which states that schools "must teach morality and patriotism. It shall be the duty of all teachers to endeavor to impress on the minds of their pupils the principles of

morality, truth, justice, temperance, humanity, and patriotism; to teach them to avoid idleness, profanity, and falsehood."

2. AIDS curricula should consist of age-appropriate materials. "To teach about AIDS is to deal with sensitive topics. Instructional materials, therefore, must be appropriate to the age of the students being taught and to local community needs and values. Young children should not be given overly explicit and detailed explanations. For them, instruction should lay the foundation of moral action and good health and give limited attention to AIDS itself. Although materials for older children will deal specifically with AIDS, they should emphasize standing up for one's convictions and abstaining from premarital sexual relations and illicit drug use."²

3. AIDS curricula should teach sexual abstinence until marriage, and emphasize to students that this is the only certain means of avoiding the danger of getting the AIDS virus through sexual contact. Parents and school personnel should teach children sexual restraint and self-discipline as a standard to uphold and follow.

4. AIDS curricula should teach students that engaging in homosexual activity, promiscuous sexual activity, intravenous drug use, or having contact with contaminated blood products is to risk exposure to the AIDS virus because those behaviors are primarily responsible for transmission of the AIDS virus.

5. AIDS curricula must not condone sodomy or treat it as a normal sexual activity because homosexual behavior is the primary mode of AIDS transmission.

6. AIDS curricula must teach students that avoiding the above activities is the only certain method of preventing the spread of AIDS. "The key fact young people need to know is this: there is much they can do to avoid contracting AIDS. Most cases of AIDS result from behavior that can be avoided."³

7. AIDS curricula discussions about condoms must not undermine the emphasis on the importance of responsibility and self-discipline on the part of young people. "It is important to remember that condoms have long been widely available and that most teenagers know about them, yet the teen pregnancy rate has still risen. This is not only because condoms do fail, but also because teenagers who know about condoms often fail to use them. Teenagers' beliefs and convictions about proper sexual behavior are more effective in shaping their behavior than mere knowledge about devices such as condoms."⁴

8. All AIDS curricula should be made easily available for inspection by parents and guard-

ians of schoolchildren. Prior written parental consent should be obtained before any child is permitted to participate in the AIDS curriculum.

These guidelines are necessary due to the unacceptable content of certain AIDS curricula now being marketed. For example, DSHS and OSPI have distributed across our state an AIDS curriculum entitled *AIDS: What Young Adults Should Know*. This curriculum is offensive for several reasons.

1. This curriculum assumes that all teens are sexually active. This assumption is false. According to the chart in the new U.S. Department of Education booklet on AIDS, which is based on tabulations from the 1982 national longitudinal Survey of Youth by the Center for Human Resource Research, Ohio State University: 55% of girls are virgins at age 18; 73% of girls are virgins at age 17; 86% of girls are virgins at age 16. Figures for boys are somewhat lower but still are impressive. It is vitally important that the boys and girls who are virgins NOT be told by the school that sexual activity is legitimate or healthy behavior. Those children have a First Amendment right to be in the public school classroom without having their belief that pre-marital sex is wrong, disputed or challenged by school programs or personnel.

2. This curriculum overemphasizes condom use as a means to prevention. Public schools should not give children a false sense of security by telling them that condom use will prevent AIDS. The failure rate for condoms in pregnancy prevention is over 10%. Failure rates in preventing transmission of the AIDS virus are much higher because of the size of a virus as compared to spermatozoan and because, while a woman is fertile only a few days a month, one can contract a virus 365 days a year. As Dr. Theresa Crenshaw, president of the National Association of Sex Educators, Counselors and Therapists, stated, "... if wrong information is given and if safe sex is taught as using the condom instead of celibacy or monogamy you may cause death rather than prevent it." To teach our children reliance on condoms in the age of AIDS is foolish, and it can cost an individual his or her life.

3. This curriculum admits that it is based on "value-clarification activities" (page 2), which is another way of saying that it never tells children that pre-marital sex or sex among teenagers is wrong. Good AIDS education must "help children develop clear standards of right and wrong. Studies have shown that children who firmly hold to the principles of appropriate moral and social conduct are less likely to act in ways that would place them at

risk of becoming infected with AIDS."⁵

4. This curriculum treats the family as though it is somewhere between non-existent and unimportant. This curriculum does not encourage responsible sexual behavior based on stability, commitment and maturity; it does not place sexual expression within the context of marriage. Parent/child communication is never encouraged. The curriculum also attempts to present homosexuality as a normal, natural and acceptable lifestyle; children from families which believe that homosexuality is wrong have a right to be in the public school classroom without having this belief negated by school personnel or materials.

5. This curriculum never emphasizes self-control. "AIDS education that accepts children's sexual activity as inevitable and focuses only on 'safe sex' will be at best ineffectual, at worst itself a cause of serious harm," according to Dr. C. Everett Koop and Secretary William Bennett in their joint statement on AIDS.

Other sexuality curricula circulating in Washington State are likewise objectionable. We were shocked to see the KING-TV program called "Teen Sex" aired on Seattle television a few months ago, which showed a high school sex education class in which the teacher indecently showed plastic models of the private parts of males and females, and encouraged the children to handle and discuss these models in a coed classroom.

Pro-family organizations were not adequately represented on the Governor's Task Force on AIDS, and, even though some additional appointments were made, fair representation was never achieved. As a result, the policy options, analysis and recommendations were inadequate to deal with our pluralistic society and insensitive to the concerns of people of religious faith and family commitment. It is hoped that these Additional Views will be published as part of any release by the Governor's Task Force on AIDS.

Respectfully submitted,

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¹ William J. Bennett. AIDS and the Education of our Children: A Guide for Parents and Teachers. United States Department of Education, October 6, 1987, p. 9-11.

² Ibid, p. 18.

³ Ibid, p. iv.

⁴ Ibid, p. 16.

⁵ Ibid, p. 9.