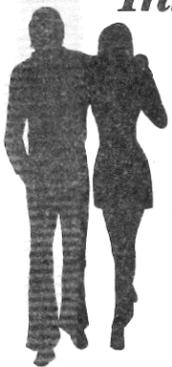


## Inside...



**Planned Parenthood will continue to receive Federal funding**

p. 3

## Parents Score Victories Nationwide

Parents are on the move nationwide to assert their constitutional rights in public schools, and the result of their efforts is beginning to have a major impact. Reports of parental victories are rapidly rising as informed parents strive to protect their children from nonacademic psychological testing in public school classrooms.

Investigation shows that almost all parental victories share one common denominator. Parents interviewed for this report agreed that a key factor to success is informing other parents

and taxpayers in the community about what is actually being taught in the classroom.

One California mother explained that, when other citizens realize and see with their own eyes what kinds of psychological games and explicit sex education some schools are teach-

ing, the initial shock very often leads to action. Parents coast to coast agreed that the number of citizens expressing concern has a significant effect on the school's response.

The following reports of parental victories are typical of similar victories throughout the country.

### Montana parents gain triple-play victory

**Montana:** It's three down and one to go for concerned parents in Lolo, Montana who have scored three victories in the past 12 months with the help of an "understanding" school board. The parents are currently working on what they hope will be another victory soon.

Parent Peggy Gedney said that local parents were able to remove the "Sharing and Caring" counseling program, reinstate phonics in the early grades, and reject implementation of the new NEA Mastery in Learning Program.

Lolo parent leader Sharon McLean said that the "Sharing and Caring" program, formerly used in the middle school, was an "advisor/advisee" program in which students participated in open class discussions with the teacher about topics such as personal feelings and family situations. Mrs. McLean said that students were told not to talk about the discussion outside of class.

Local staff developed the "Sharing and Caring" program which included the Bombshelter Survival Game, in which students decide who will live and die, and the Chitterling Test, a measure to see how students' knowledge of certain subjects compares to other students nationwide.

Mrs. McLean said that school board members were shocked when parents read them the following question for students from the Chitterling survey: If a pimp is uptight with a woman who gets state aid, what day of the month is Mother's Day? The answer is the day her check for state aid arrives.

The counseling program was eliminated from the 1986-87 curriculum after parents "had enough," said Mrs. Gedney, and testified before the local school board last summer. The board

subsequently agreed with the parents.

At the same time that the counseling program was removed, phonics was put back into the elementary grades after parents testified about the failure of the look-say method to teach their children to read.

The local reading committee held an open hearing at which parents urged school officials to discontinue use of the Houghton-Mifflin look-say reading series. One school board member stated that his reading abilities were poor as a result of the look-say method.

Mrs. McLean said that, despite verbal harassment from local teachers at meetings, research by parents and teachers concluded that the phonics method was more effective, and a change in reading programs was recommended.

The Lolo elementary school is currently using the Economy Company phonics reading series.

The third parent victory is really a victory over the NEA, said Mrs. McLean. Despite intense pressure from local NEA members last summer, Lolo school officials and parents were not receptive to the proposal that Lolo schools participate in the new NEA Mastery in Learning program currently being tested in 27 schools nationwide.

Parents and school officials publicly expressed "too many questions" that the program, which would have been implemented partially with funds from the NEA, would give the NEA increased control over the district. Local NEA supporters withdrew their request.

Most recently, parents have gone before the school board to air their concerns about the district Health curriculum. Public hearings on this issue have drawn over 400 parents.

## Top Reagan Administration Officials Say Schools Should Teach Abstinence



Secretary of Education Bennett



Surgeon General Koop

Two top Reagan Administration officials dealt a severe blow to the "sexual revolution" when they issued a strong statement on January 30 in defense of abstinence and monogamous marriage as the best precautions to AIDS.

Abstinence until marriage and monogamy afterwards are major themes of a new joint statement on AIDS education issued by Surgeon General C. Everett Koop and Secretary of Education William Bennett.

The statement comes after several months of heated controversy over the Surgeon General's October 1986 report on AIDS and sex education in the schools. That report upset parents and pro-family groups nationwide because of its recommendations for explicit sex education in the lower grades with a focus on teaching about the use of condoms to avoid AIDS.

The new joint statement does not mention contraceptives of any kind, but instead stresses abstinence.

"Young people must be told the truth that the best way to avoid AIDS is to refrain from sexual activity until as adults they are ready to establish a mutually monogamous relationship," said Bennett and Koop.

"Since sex education courses should in any case teach children why they should refrain from engaging in sexual intercourse, AIDS education should confirm the message that should already be there in the sex education course. AIDS education (as part of sex education in general) should uphold monogamy in marriage as a desirable and worthy thing.

"AIDS education guided by these principles can help protect our children from this terrible disease, but an 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.

"With regards to AIDS, science and morality teach the same lesson," concluded the two officials.

The statement was issued just days after it was reported that the Surgeon General had examined a collection of explicit sex education

curricula used in various schools nationwide. Inside sources said that the Surgeon General was surprised at the graphic nature of the materials.

### Bennett repeatedly takes firm position

The strong statement on sex education is the second of its kind issued by Secretary Bennett in a 10-day period. In an address to the National School Boards Association in Washington on January 22, Secretary Bennett criticized the failure of many current sex education classes to teach about right and wrong.

"A sex education course in which issues of right and wrong do not occupy center stage is an evasion and irresponsibility," said Secretary Bennett.

The Secretary noted that, although 70 percent of senior high school students have sex education today compared to 60 percent ten years ago, "when we look at what is happening in the sexual lives of American students, we can only conclude that it is doubtful that much sex education is doing any good at all."

Instead, the Secretary said that, "it is as though 'comfort' alone had now become our moral compass."

"How, then, might sex education do better in shaping the beliefs and values of our children?" Bennett asked the school board members. "It could do better by underpinning the whole enterprise with a frank attention to the real issue, which has to do with responsibility for oneself and for one's actions. In the classroom, as at home, this means explaining and defending moral standards in the area of sex, and offering explicit moral guidance.

"For example, why not say in schools to students exactly what most American parents say at home: Children should not engage in sexual intercourse. Won't our children better understand such a message, and internalize it, if we say it to them — and if we say it in school as well as at home? Why isn't this message being taught in more classrooms?"

Secretary Bennett emphasized that character education is an essential element in teaching sex education, and he urged teachers to set an appropriate example themselves.

### California school feels heat from parents

**California:** One way to eliminate an objectionable course is to eliminate its enrollment. That's the lesson some Santa Barbara parents learned from their efforts to make positive changes in the high school curriculum.

When Louis and Mary Sanchez listened to their freshman daughter describe what she was doing in her Personal Psychology class two years ago, they realized that the actual course did not sound at all like the course described on the parent permission slip.

The course was really a "therapy" class, said Mrs. Sanchez. Activities included playing the Survival Game, having a psychic visit the classroom, listening to a panel presentation by homosexuals, role-playing, and writing personal journals.

After Planned Parenthood made a class presentation including information on abortion, the teacher refused parents' requests to have a pro-life speaker. Mrs. Sanchez said that students were repeatedly told that there are no right or wrong choices.

Mr. and Mrs. Sanchez became increasingly concerned when their daughter said that "she could see the teacher's point."

Mrs. Sanchez said that she was motivated to

act when someone handed her a copy of *Child Abuse in the Classroom*. She said that the similar testimonies of many parents helped her realize that she and her husband were not alone.

When meetings with the teacher and principal proved futile, the parents realized that a drop in enrollment would have a significant effect on the future of the course. They subsequently began to inform other parents of the course contents on a one-to-one basis, and both word and concern spread.

Last fall, one of the two scheduled class periods of Personal Psychology was cancelled due to lack of enrollment, while the remaining class had only 12 students. The previous year, nearly 60 students took the course.

Due to their successful efforts to inform and motivate other parents, Mr. and Mrs. Sanchez accepted a request to teach a local Sunday School course for parents which they entitled, "YOU can make a difference." The course informs parents of their parental rights and updates them about activities in local schools.

Mrs. Sanchez has also been appointed to a local board which determines the use of state funds in local schools.

**More Parent Victories on page 4**



EDUCATION  
BRIEFS

Four states have been chosen to lead the way in developing early childhood education policy for schools nationwide with funding from the Carnegie Corporation. The National Association of State Boards of Education will manage the \$300,000 project. The NASBE chose Alaska, Delaware, Oregon, and Virginia as the states which will pioneer the pre-kindergarten programs. According to NASBE's project director, Tom Schultz, the goal is to bring together representatives from Head Start and the child care community to design program standards and train teachers. As quoted in *Education Daily* (12-22-86), Mr. Schultz said that the pre-kindergarten programs do not have to be directly administered by the public schools. "I think state boards are open to" contracting out services to community child care programs, he said.

Beepers have been banned in the Oakland, California public schools, because students were using them as part of the illegal drug trade. The electronic pagers have also been the source of debate in Detroit where they have similarly been used for drug trafficking. In a *San Jose Mercury News* report, an Oakland police officer said that beepers have become standard equipment for adult drug dealers because calls to a pager can't be tracked by police. Narcotics officer Kenneth Bachman said he suspects that many young people are following that example. "We drive by the high school, and you see the kids lined up at the pay phone because their beepers went off," he said.

Parents may join their children in the classroom if the student misbehaves at Wilson Junior High in Hamilton, Ohio. In an effort to decrease the school's high expulsion and after-school detention rates, Principal John Lazares initiated the Parent Involvement Program in which parents of children who break the rules come to school and go to classes with their children. The thought of having their parents join them in class has proven to be an effective deterrent to bad behavior for the students. Expulsions have dropped from up to 60 per semester to 11, and after-school detentions have dropped from 20 to zero on some days.

President Reagan appointed Under Secretary of Education Gary Bauer to be his chief domestic policy adviser on January 30. Mr. Bauer has been an outspoken advocate of traditional family values and parental and pupil rights in education. He replaces John Svahn, who left the post in 1986.

An attempt by the Oprah Winfrey Show to show condoms on live national television was foiled by Project Sex Respect Director Kathleen Sullivan. Mrs. Sullivan was one of six panelists on the January 12 program which focused on the controversial issue of contraceptive advertising on television. During a commercial break, program employees passed out colorful lunch bags containing condoms to each member of the audience with the intention of having the audience open the bags and hold up the condoms for the millions of viewers to see. Mrs. Sullivan, a proponent of teaching abstinence, protested and threatened to walk off the show immediately. As a result, the bags were never mentioned when the show went live.

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## 'Gay Rights' Law Threatens Boys Home

### Victims fight back

A home for troubled teenage boys in Wisconsin is trying to avert trouble for itself in the form of a state "gay rights" law which threatens the home's future.

The Rawhide Boys Ranch near Green Bay is a private home for delinquent boys ages 14-18 who have been referred to the ranch by the courts. Since 1965, the Rawhide program has provided the boys with a home and house-parents to create a family environment in which traditional moral and Biblical values are taught, similar to the Boys Town approach. Rawhide claims to have a 90 percent success rate. Half of Rawhide's funding comes from the state.

One of Rawhide's requirements is that houseparents be married and of the opposite sex. That rule is the source of the trouble.

According to the 1982 Wisconsin Fair Employment Law, employers of one or more employees cannot discriminate in hiring based on "sexual orientation." Consequently, supporters of that law have said that the Rawhide Boys Ranch could be in violation of that law if it refuses to hire a homosexual or lesbian, or homosexual or lesbian couple.

#### Rawhide was target of 'sting' operation

Trouble erupted in the fall of 1985 following a meeting of then-Governor Tony Earl's Council on Lesbian and Gay Issues. The printed minutes of that meeting revealed that Council members discussed setting up a "sting" operation to entrap John Gillespie, founder and director of the Rawhide Ranch.

According to the printed minutes of that meeting, one Council member "asked some people to apply for a job and pursue filing a discrimination report with ERD upon refusal of employment, assuming it will be a clear cut case."

Another female Council member stated that a former Council member was "acquainted with a lesbian with a son at Rawhide who has been refused family counseling session if accompanied by her lover. Follow-up is necessary to see if this woman would be willing to file a complaint."

Rawhide Director John Gillespie said that,



Rawhide boys with visitor Pat Boone in 1986

thus far, he has not been confronted with the dilemma of hiring a homosexual, but he and many supporters statewide are hoping to avert that situation for Rawhide and other similar organizations by new legislation to amend the 1982 law.

State Senator Joe Leean introduced legislation in the 1986 session to exempt churches and groups such as Rawhide from strict compliance with the law, but the bill never came to a floor vote because of political pressure. Former Green Bay Packer quarterback and coach Bart Starr was among the 27 witnesses who testified in favor of the proposed legislation.

However, Senator Leean plans to introduce similar legislation in early 1987. An aide to Senator Leean said that the proposed legislation "would add an exemption to allow churches and/or religious groups to discriminate in a narrow sense when working with children."

The legislation would be "giving rights back to certain groups," he said.

Mr. Gillespie said that the proposed legislation is "not a vendetta against the gay lifestyle." However, he said that Rawhide is the victim of reverse discrimination.

"Neither Rawhide nor the government has a right to take someone else's child and teach him or her social, religious, or moral philosophies unless the parents approve," stated Mr. Gillespie. "We know that the parents of children placed at Rawhide want that type of environment for their children. There are other children's homes that teach either no values, or teach alternate values for children of parents who do not agree with Rawhide."

State Representative David Clarenbach, sponsor of the original legislation, said that according to the state agency which enforces the law, recognized religious organizations are already exempt from the hiring law. He said that a Catholic church would not have to hire a homosexual teacher or counselor.

However, Representative Clarenbach explained that, "what concerns me is that, by declaring to have religious beliefs, any organization that wishes to discriminate would not have to comply with the law."

Governor Lee Dreyfus, who signed the 1982 legislation, has since stated that he would not have signed the legislation had he known it would affect operations such as Rawhide.



## Legislation Update: what's on the 1987 agenda

With the opening of many state legislative sessions, pro-family leaders recently unveiled their legislative agenda for education issues in the fifty states. The main focus of this agenda is the passage of legislation to protect teenagers' health.

According to Eagle Forum leader Phyllis Schlafly, pro-family leaders will begin "Operation Health" by asking their State Legislators to pass the following legislation:

- To amend the state health education law to mandate the teaching of sexual abstinence in public schools.

- To prohibit the installation in public schools of medical facilities that could dispense contraceptives and abortion referrals.

- To require a copy of all public school textbooks to be placed in the local libraries (so citizens can have easy access).

Health is also the focus of AIDS legislation introduced in the 100th Congress by Representative William Dannemeyer (R-CA).

House Resolution 338 would "make it a federal offense for certain persons to intentionally donate blood, semen or an organ" if that person knows he:

- (1) has acquired immune deficiency syndrome,

- (2) has had sexual relations with a male since January 1, 1977,

- (3) is an intravenous drug user,

- (4) received a blood transfusion within the past year, is a hemophiliac who has used a clotting factor, or

- (5) has engaged in prostitution since January 1, 1977.

The legislation requires that "any person who violates this Act shall be subject to imprisonment for not more than 10 years." The bill has been referred to the House Committee on Energy and Commerce.

If passed, another piece of AIDS legislation would express the wish of Congress that each state enact certain laws pertaining to AIDS.

House Concurrent Resolution 8 would encourage each of the 50 states to pass laws including:

- Legislation that would require all persons who are seeking a marriage license to be tested for AIDS or the virus known as HTLV-III/LAV.

- Legislation that would require the tracing of individuals with venereal diseases to include individuals with AIDS, AIDS complex, or the virus which causes AIDS.

- Legislation that would encourage designated hospitals to offer blood transfusions which are made directly between the blood donor and person receiving the transfusion.

- Legislation that would permit nurses to wear protective garments at their discretion

when dealing with individuals who have AIDS.

The campaign to make English the official language of this country will continue in the new Congress, following the introduction of several bills which "propose an amendment to the Constitution of the United States establishing English as the official language of the United States."

Similar legislation failed to pass in the previous Congress, but supporters hope that the recent California experience will help to demonstrate and increase grassroots support for the measure. California voters overwhelmingly approved a referendum last November to make English the official language of that state.

The English language amendment would require ratification of three-fourths of the fifty states.

Proposed legislation for a constitutional amendment includes House Joint Resolution 83 sponsored by Rep. Norman Shumway (R-CA) who has been the Congressional leader for the amendment. Similar proposed legislation includes House Joint Resolution 60 sponsored by Rep. Virginia Smith (R-NE), House Joint Resolution 33 sponsored by Rep. Clarence Miller (R-OH), House Joint Resolution 13 sponsored by Rep. William Broomfield (R-MI), and Senate Joint Resolution 13 sponsored by Senator Steve Symms (R-ID).

## Government Official Denies Funding to Planned Parenthood; order overturned

Planned Parenthood will continue to receive millions of dollars in Federal funding for its contraceptive-dispensing clinics despite a recent effort by one government official to cut off those taxpayer funds.

That action comes at a time when parents' complaints about Planned Parenthood presentations in school classrooms are increasing. Many schools have invited or allowed Planned Parenthood representatives to visit classrooms and inform students of the services offered at local clinics.

On January 21, Jo Ann Gasper, Deputy Assistant to the Assistant Secretary of Health and Human Services, directed the 10 regional health administrators to eliminate the Planned Parenthood clinics from receiving funds under the Federal Family Planning Program because Planned Parenthood advocates abortion.

According to a statement by Mrs. Gasper last September, Planned Parenthood affiliates receive 30 percent or approximately \$40 million of the \$135 million Family Planning Program administered by HHS.

But Mrs. Gasper's superior, Assistant Health Secretary Robert Windom, immediately countermanded her orders on January 22, and Mrs. Gasper has been instructed to get advance clearance from her supervisor before taking any other action.

Secretary of Health and Human Services Otis Bowen issued a memorandum in response to Mrs. Gasper's action saying that her "basic intention was one I fully share" concerning proper enforcement of Title X funding regulations. He also urged a review of those family planning facilities which receive funds from Title X in order to determine whether or not they provide "abortion or abortion-related" services.

### How Planned Parenthood gets Federal funding

In an address to national pro-family leaders last fall, Mrs. Gasper explained how Planned Parenthood receives taxpayer funding "through many roots."

Mrs. Gasper said that a large portion of the government funding comes from Title X, also known as the National Family Planning Program, which she oversees. Title X was enacted in 1970 by Congress "to provide family planning services to low-income persons across the



Jo Ann Gasper

country." Those services include providing adolescents with a full-range of contraceptives.

Mrs. Gasper said that the government currently subsidizes 4,000 family planning clinics nationwide which provide children with contraceptives. Planned Parenthood operates approximately 750 of those clinics. Some 47 Planned Parenthood clinics perform abortions with non-government funds.

But Title X is not the only source of federal funding for Planned Parenthood. The government official told the pro-family leaders that Planned Parenthood can use money out of the Social Services block grant Title XX, also known as the Social Security Act. That money "goes from Washington to state capitols" where state officials can give it to the clinics, said Mrs. Gasper.

Additional sources of Federal dollars for Planned Parenthood, as well as local school-based sex clinics, are funds which are similarly funneled from Washington, D.C. to state capitols for distribution at the discretion of state officials. These sources include Medicaid reimbursement funding and the Maternal and Child Health (MCH) block grants, said Mrs. Gasper.

Mrs. Gasper said she does not think the solution to teenage pregnancy is more contraceptives. Instead, she said "the only way to lick the problem [of teenage pregnancy] is to tell kids not to be sexually active."

"There's nothing for the public health that's quite as good as one man, one woman, one family," said Mrs. Gasper.

The government official said that her office has "only recently begun to promote abstinence among our young people as the family planning method of choice."

## National Suicide Curriculum Underway

The development of a model suicide program for the nation's schools is underway, following a meeting of select educators and suicide specialists at the Wingspread conference center in Racine, Wisconsin in January.

According to the American Association of Suicidology (AAS), the coordinating organization, the Wingspread conference was "the first broad-based, national effort to develop a model [school suicide] program."

Approximately 25 persons attended the conference, said Julie Perlman, director of the AAS. She said that attendees included representatives from the National Education Association (NEA), American Federation of Teachers (AFT), the Association of Secondary School Principals, school social workers and counselors, and suicide "experts."

The AAS Director said that parents of suicide victims were not invited to attend and contribute to this meeting because they would have been "too emotional."

Ms. Perlman said that, following the Wingspread conference, people are already "writing the beginning" parts of the model program. She said that the next scheduled meeting of the model program developers will probably take

place at the annual meeting of the AAS in May in San Francisco.

Funding for the Wingspread conference was provided in part by the NEA and the Johnson Foundation, which owns and operates the Wingspread Center.

### New study: Youth suicide declines

In contrast to alarming media reports about an "epidemic" of teenage suicides, a recent study by the Centers for Disease Control shows that youth suicide is actually on the decline.

A spokesman for the National Institute of Mental Health confirmed that the suicide rate for Americans age 15-24 years peaked in 1977 and has remained virtually unchanged since 1980.

Spokesman Mary Ellen Quick said the youth suicide rate was 13.6 per 100,000 young people in 1977. The new report shows that the highest rate since then occurred in 1984 when the rate was 12.4 per 100,000, but the rate dropped back to 12 in 1985.

According to Dr. Shervert Frazier, former director of the National Institute of Mental Health, the 1984 figure was a statistical "quirk." In a *Newsweek* interview, Dr. Frazier faulted the media for overreacting and "misleading" the public.

## FOCUS: Parents Have Constitutional Rights

by Daniel D. McGarry, research director of the Thos. J. White Foundation

Many educators have criticized the recent decision by a federal court to exempt some students from reading certain textbooks used in the public schools. But for many reasons, this decision was wise, just, and appropriate in a democracy.

In the case in Tennessee, a group of devout Christian parents argued that their children should be excused from reading certain books that they said undermined and controverted the religious beliefs and habits they were teaching their children. The school authorities had refused to supply alternative textbooks and had expelled the children for non-compliance. The court accepted the sincere religious convictions of the parents and saw a reasonable alternative.

It ordered that the children be excused from reading the objectionable textbooks. It also ruled that the parents could teach their children at home using acceptable textbooks to comply with reading requirements. The court also awarded the parents \$50,000 in damages to cover the expense of alternative instruction during the time their children were (unjustly, according to the court) expelled from public school. The court ruling upheld and reaffirmed the constitutional rights of parents and children (represented by their parents) along the lines of previous Supreme Court rulings.

According to cases such as *Pierce vs. Society of Sisters* (1925) and *Wisconsin vs. Yoder* (1958), parents have a constitutional right to "direct and control the education of their children." In the *Pierce* case, the Supreme Court declared unconstitutional an Oregon law requiring all children to attend public schools. Said the court: "The fundamental theory of liberty upon which all governments in this union repose excludes any power of the state to standardize its children. ... The child is not the mere creature of the state; those who nurture him have the right, coupled with the high duty, to recognize and prepare him for additional obligations."

Obviously, both the state and parents have rights and duties relative to education. But the rights and duties of the state are secondary and supplemental to those of parents and should respect and accommodate parental rights as far as possible. Public schools and teachers are instruments used jointly by parents and the state to educate children.

Tennessee has a law allowing alternative home education. The court simply invoked

### the rights and duties of the state are secondary to those of parents

home education on a part-time basis in the case of the books in question. Thereby both the rights of the parents and of the state were protected.

Also involved is the "free exercise of religion" clause of the First Amendment, which guarantees that government shall "not inhibit the free exercise thereof." Obviously, an essential aspect of that clause is the ability to transmit one's religion and moral convictions effectively to one's children. If state schools use books that undermine or contradict the parents' religious teachings and principles, they are obviously inhibiting and impairing the free exercise of religion. This should be avoided if at all possible.

Consequently, the decision of the federal court in Tennessee protected two important constitutional (and human) rights: the parental right (and duty) to nurture their children and the right of freedom of religion. A third subsidiary right was also involved: that of exercising one's rights without a penalty imposed by the government. According to Supreme Court rulings, individual rights are not to be abrogated without a compelling state reason. Without this guarantee, the free exercise of one's rights could be seriously impaired or even prevented if the penalties were high enough. The existence of this right is also one of the court's reasons for assessing monetary damages.

Assessment of damages flows logically from the principle of "no penalty for the exercise of constitutional rights." The children had been expelled from public school because of their refusal to read the prescribed books. The court said that the parents were financially penalized by the expulsion because the parents had to pay the costs of private education. Consequently, they should receive compensation.

Arguments against compensation or relief disregard important principles and facts. They ignore the importance of preserving personal and parental human rights and the integrity and freedom of families. They overlook the fact that all families, including those who have strong religious convictions, contribute to public support of education—public schools now cost, on average, more than \$4,000 a child. To have to pay large sums of money for instruction in parent-controlled schools in addition to already heavy educational taxes is a heavy burden, which all parents exercising their right to choose alternative schools find onerous and many are unable to bear. How can parents be denied at least a partial share of their educational taxes simply because they exercise their constitutional rights?

Some public educators argue that observing these parental interests and rights causes some inconvenience in public schools. But the inconvenience is not that great and is indeed negligible compared to the importance of observing the rights involved. Plus, numerous books are available for reading that would raise no objections.

If public educators still object, they may be reminded that a simple solution to this problem is available, one that takes account of basic values and commitments. It is used successfully in all Western democracies except the United States. This is to fund all education that meets state requirements and is preferred by parents. This is the policy that is followed in the United Kingdom, Canada, Australia, Belgium, Holland and in the Scandinavian countries of Denmark, Sweden and Norway. In these countries, all qualifying schools receive money in proportion to the number of students. Thus is the free choice of the parents supported. In the United Kingdom, for example, the state assistance for publicly financed private or "voluntary" education ranges from 60 to 100 percent of costs.

The adoption of such a basic reform would go far to recognize parental rights in education. In the meantime, the Tennessee textbook case decision marks a small step in that direction.

Reprinted from the St. Louis Post-Dispatch January 8, 1987

## Book of the Month



**The Magic Feather: The Truth About Special Education** by Lori Granger and Bill Granger, E. P. Dutton, © 1986, 259 pp., \$16.95.

Special Education isn't special and it isn't education. Instead, Special Education is a rapidly burgeoning bureaucracy that benefits for the most part only those employed and supported by its own self-sustaining network. What's worse is that Special Education threatens and often destroys the well-being of those children whom it purports to help, while taking the whole family down with it.

What evidence supports those statements? Just ask Chicago parents Bill and Lori Granger — they've been there, they know. Several years ago, Lori Granger took their only son for some "routine" kindergarten screening tests at the neighborhood white suburban school. When son Alec didn't stack some blocks correctly as instructed, one of the psychologists present called out to his associates, "I've got one! I've got one!" What is "one?" "One" is a so-called learning disabled child; "one" means more dollars in the Special Education coffers. The school personnel ignored the fact that Alec could already read at a superior grade level. They told Lori that her child was retarded and asked her to sign some consent forms for further testing.

The Chicago mother knew better and wisely refused to sign any papers. But that was only the beginning of a long nightmare for the Grangers as they struggled to find the best academic environment for their child to grow and learn, while at the same time, they fought

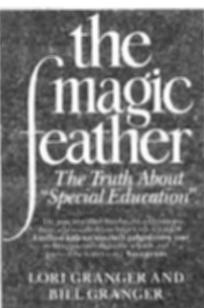
to keep him out of the clutches of the Special Education "professionals."

Fortunately, the Granger's story has a happy ending. Their son is a bright and happy adolescent who enjoys learning and is a good learner. But the Grangers know that many others are not so fortunate. They did extensive research. They know that too many parents and children become victims of the Special Education system because they don't know how to fight it. That's why the Grangers wrote this outstanding book — to help other parents fight and win.

Here are just a few of the many important points covered in *The Magic Feather*:

- \* How and why nearly one out of eight children in school today is in Special Education
- \* Why Special Education classes can guarantee failure
- \* Why the typical IQ test is a bunch of "malarkey"
- \* Why boys are more often shuttled off to Special Education than girls
- \* How to "break through" and understand the language or "jargon" of Special Education — including the definitions of many Special Education terms and so-called "diseases"
- \* How the Special Education establishment was born in Congress and has subsequently expanded
- \* How and why parents can best diagnose and help their own child
- \* How the words "Learning Disabled," or L.D., are loosely thrown around, consequently scaring the parent and falsely branding the child
- \* Why the refusal of schools to teach the phonics reading method has hindered the learning abilities of students
- \* How Special Education is effectively used to discriminate against and to segregate black children

This book is a *must* for so many people, for so many reasons. Do yourself, your children, your family, your friends a favor — read it.



## Parental Victories Grow Nationwide continued from page 1

### Illinois school stops painting students' faces

**Illinois:** Students will no longer have their faces painted purple as part of a unit on race discrimination at Washington Elementary School in Decatur.

"Project Purple" was cancelled in late January due to parental complaints and local publicity when it was revealed that several fourth and fifth grade students had their faces painted purple and were treated differently from other students as part of a unit on discrimination and segregation.

Mrs. Marlene Brown was one of the parents who protested to school officials after her daughter, Shawnee, complained that she was embarrassed about having her face painted purple against her wishes. The 10-year old girl was also distressed about being treated differently from her peers.

Shawnee was one of two girls and one boy whose faces were involuntarily painted purple, and then told they would have to sit separately from their peers and use different restrooms and drinking fountains. Parental permission was not obtained before the exercise began.

Mrs. Brown said that, when Shawnee protested and wiped the paint off, the teacher reapplied it. The 10-year girl also told her mother that teachers treated her differently and ignored her.

Mrs. Brown sent a letter of protest to school principal Barry Buttz on Thursday, January 22. At first, the principal denied that the school used this project, but he reversed his statement later that same day. In a letter to parents, Mr. Buttz said he found Project Purple "inappropriate for our children."

When recently contacted, Mr. Buttz declined to comment.

Mrs. Brown told the *Decatur Herald & Review* that she was not against the children learning about discrimination. "I'm not against black people. I work with them and my daughter has black friends over, but to put kids through this is ridiculous. She [Shawnee] was almost in tears."

### Wisconsin district suspends 'spy' program

**Wisconsin:** Parents in Pardeeville, Wisconsin succeeded in removing a counseling program which they said was turning their children into "spies" because the exercise included questions about private family matters.

Superintendent Gerald Skaar said that the Student Assistance Program is no longer being used in the Pardeeville schools due to parental complaints received last December. One purpose of the program was the detection of problems relating to drugs and alcohol, but parents protested after they learned that students



were also being asked questions about their families' habits and sex lives.

The Superintendent said that the program was administered to both elementary and secondary school students this year as a "screening process" in order to place students in special "intervention" groups.

Mr. Skaar explained that, following the screening program, selected students were to have been placed automatically in these discussion groups without parental notification or permission.

He confirmed that a series of questions given to students did include questions pertaining to "problems with separation or divorce" in the students' families.

The Superintendent said that local school officials, school board members, and Wisconsin state officials are currently reviewing the program which was developed locally with state grant funds.

## While Parents' Concerns Continue to Increase

While parental victories are on the rise from coast to coast, parental concerns about non-academic, psychological games and exercises in classrooms continue to escalate.

**New York:** A history exercise at J.D. George Elementary School in Verona, New York, in which students were falsely accused of wrongdoing turned out to be an upsetting hoax on the students, according to several parents whose children participated in the so-called "game."

In a recent interview, Principal Stephen Orcutt first said he "didn't have involvement in the whole picture," but subsequently revealed that he was a key player in that "game." Mr. Orcutt said that, on December 19, he made an announcement over the loudspeaker system to the fifth grade history class that, since school officials had found evidence of students throwing food in the cafeteria, students would be denied the privilege of seeing a scheduled movie before Christmas.

The principal said that the announcement was only heard in the fifth grade classroom, although those students were under the false impression that the whole school heard the announcement.

Although Mr. Orcutt said that the students had not really made a mess in the cafeteria, he explained that the false accusation and the ensuing events were part of a lesson designed to make "the kids have the same kind of feelings and frustrations as the colonists" prior to the American Revolution.

The principal and classroom teacher wanted students "to feel put down unjustly" until they realized that "the only way out was revolution," said Mr. Orcutt.

Following the announcement, the teacher played the role of the upset teacher, while students denied any wrongdoing. The class sent two representatives to the principal's office, but Mr. Orcutt said he intentionally "stonewalled" their appeals.

During a visit to the class and another meeting with class representatives, Mr. Orcutt continued "to stonewall and frustrate" the

students, he said. At the end of the day, students learned that the whole episode was a hoax.

Following the lesson, several parents protested to the principal and superintendent that they did not want their children to be manipulated. School officials told the parents that children needed to learn how to handle stress, and that the whole episode was a "role-playing" exercise.

However, as one mother said, in a role-playing exercise, students are aware that they are acting out a role.

**Virginia:** Controversial passages in school textbooks have aroused the concern of some parents in northern Virginia. Those parents are

### "How many of you like one parent more than the other?"

banding together in a newly formed group called PASTIME (Parents And Schools Together Incorporating Meaningful Action) to initiate some changes.

Parents said they especially object to the textbook, *Health and Safety For You* (McGraw-Hill, Fifth Edition). They cited the following passages as cause for concern:

"As a young adult, you are taking more and more responsibility for your own actions. You have a right and a responsibility to decide whether or not you will use drugs. The decision is a serious and important one. Evaluate your motivations and your attitudes."

"Family planning makes it possible for parents to give their children economic advantages as well as more individual attention. Family planning also helps to slow down population growth. As the world's population increases, the need for food, energy, and other resources becomes greater. Some of these vital resources are limited. So family planning can affect not only the future of a family, but also

the quality of life in the world."

The Virginia parents are also concerned about the student exercises contained in the teacher's handbook, *100 Ways To Enhance Self-Concept in the Classroom* by Jack Canfield and Harold Wells. Jack Canfield is the President of the Association for Humanistic Education.

The following exercises are two of the many lessons that parents find objectionable.

In lesson 98 on "The Family," students are asked to raise their hands in class as a "voting technique" when asked the following questions: "How many of you like one parent more than the other? How many of you have no father living at home? How many of you have ever wished that one of your family would go away and stay away? How many of you have ever wished that you were dead? How many of you ever disliked your mother, if only for a moment? How many of you ever disliked your father, if only for a moment?"

The text describes lesson 74 on the "Geography of the Self," as "great introspective material for older students' journals." Directions instruct the teacher to "have the students consider the following questions about themselves in geographical terms: Where are the boundaries of your body? Where are your population centers? Your urban renewal areas? Your deserts? Your rivers? Your mountain ranges? Cliffs? Caves? Jungles? Where are your uncharted lands? Your frontiers? If someone were to explore these uncharted lands, what might they find? Write an imaginary journal of their discoveries."

"Where are your wars and conflicts being fought? Where are your tension spots? How does someone get inside you? Who do you prohibit from entering or leaving? Is a passport needed? What are the requirements? Are there border relations? What percent of your national budget would you spend on improving these?"

The teacher's instructions state that "some students will want to be assured that the material is kept confidential, which you should certainly honor."