

## IBM's New *Writing to Read*: It's not phonics, so what is it?

Poor reading skills and alarming illiteracy rates are a serious problem in the United States; on that everyone agrees. What everyone does not agree on is how to solve this escalating crisis.

The latest target of controversy in the reading debate is a new program for schools called *Writing to Read*, a multi-media reading instruction program manufactured and sold by IBM, the corporate giant in business machines, computers, and software. IBM is currently marketing *Writing to Read* to schools nationwide. The company estimates that 300,000 students have already used this new reading method.

According to IBM promotional literature, the *Writing to Read* method is based upon learning the "phonemic spelling system" in which kindergarten and first grade students learn 42 phonemes (letter and sound combinations) so they can write "phonemically" any word within the English language they can pronounce.

The Random House Dictionary of English Language defines a "phoneme" as a "basic unit of sound" by which words and sentences are represented.

An example of phonemic spelling is the following passage written by a Florida student in the *Writing to Read* program: "Thek yuo for leting me cum to the capdul [capitol]. We had a vere nis time."

**Program based on computer-child interaction**  
The *Writing to Read* program was originally developed by Dr. John Henry Martin, author and lecturer, and it is largely based on computer-child interaction.

Schools which adopt the *Writing To Read* program must purchase and set up a *Writing to Read Center* with the materials, including IBM Personal Computers, color monitors, software, a printer, workbooks, and games. The Center consists of five stations:

(1) The Computer Station where children work in pairs with an IBM Personal Computer equipped with a Speech Attachment that enables the computer to "talk" to the students with a digitized "voice." During ten 15-minute learning cycles, children learn to exercises presenting the 42 phonemes within the context of familiar words.

(2) The Work Journal Station at which students listen to a taped lesson for reinforcement of the sounds they learned at the computer and mark their progress on the back page of work journals.

(3) The Listening Library Station where children listen to recordings of children's literature while they follow the text in books.

(4) The Writing/Typing Station where the children type on IBM personal computers or typewriters in order to experiment with what they are learning about letters and

sounds. IBM states that children type instead of writing, because "without fretting over creating each symbol by hand, they build speed in letter recognition and word formation through the use of the keyboard."

(5) The Make Words Station where, after hearing and seeing words in print and at the computer, students combine letters to make new words using materials such as clay, crayons and chalk.

According to the ETS (Education Testing Service) in Princeton, New Jersey, student testing indicates that *Writing to Read* has produced positive results. But according to program critics, the longterm results may be otherwise.

**Critics call program "phony phonics"**  
Advocates of the traditional phonics system expressed criticism and alarm about *Writing to Read*.

"It may sound like good old phonics, but it's not," said one Illinois mother of six who taught her children to read at home by the phonics method. "It's just a lot of glitz."

Ida Lano, an IBM representative in St. Louis, explained that *Writing to Read* is not intended to be a phonics program. She said it is more properly called a "language experience program."

However, Miss Lano confirmed that many schools do use *Writing to Read* as their primary reading program in the early grades.

Critics claimed that *Writing to Read* is deceptive and may fool many parents into thinking that their children are learning to read with traditional, or "pure," phonics.

They noted that in traditional phonics, unlike *Writing to Read*, children begin by learning standard vowel sounds and combinations, followed by consonants, and then put together the sounds like building blocks in order to read words. Children begin with one-syllable words and progress to multi-syllabic words.

After viewing an IBM promotional video on the *Writing to Read* program, the Illinois mother noted that the IBM program does not follow the traditional phonetic procedure.

Instead, as demonstrated in the video, the word "uniform" is among the first words the child learns. The child sees a color illustration of a uniform on the computer screen accompanied by the word "uniform."

There are several problems with this approach, said critics. First, "uniform" is a polysyllabic word that does not use the vowel sounds which should be taught to beginners first.

Secondly, the use of the picture encourages the child to memorize the word in association with the picture, similar to the controversial "word guessing" or "look-say" reading method.

Another common criticism of *Writing to Read* is that it does not teach children to spell

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words correctly at the outset. Instead, children initially spell words "phonemically", that is, according to how the student thinks or "feels" the words are spelled in conjunction with their learned letter combinations, rather than according to standard English. This requires the student to unlearn the incorrect spelling later and then learn the correct standard English spelling.

Dr. Martin explained on the video that the child is told "to write it the way it sounds and when you see the way it is in the book, make the change."

For example, one *Writing to Read* student spelled the word "pretty" as "prite" according to the phonemes. She is supposed to learn to spell the word correctly later.

Skeptics cited another example from the *Writing to Read* video that shows a young student writing the following passage "phonemically":

"My mommy is gragwating. I can jump my roap at my house. My hare is blond. My mommy is out of school but she hast to go back to school to do afu thangs."

Critics also expressed concern that the program begins too early and uses inappropriate equipment for young learners.

"Kindergartners are not ready to be tied down to rigorous, sedentary learning or to print on computer monitors," said the Illinois mother. "Five and six-year-olds do not have the finger dexterity to cope with typewriters. Moreover, typewriters put the boys at a big disadvantage since their fine motor skills develop later than girls."

**Program requires financial investment**  
*Writing to Read* is an expensive way to teach reading and writing. An IBM representative in St. Louis estimated that the average cost for an individual school to set up a *Writing to Read Center* ranges from \$10,000-\$15,000.

That high cost contrasts sharply with the cost of a traditional phonics program without computers or other multi-media equipment, according to Congressional testimony from a New Hampshire school principal in March 1986.

At the 1986 House Committee hearing on the prevention of illiteracy, Principal Charles Micciche of Groveton, New Hampshire, testified that a conversion to the traditional phonics reading method in his low-income district resulted in dramatically higher test scores and greatly reduced costs.

In an interview following the hearing, Mr. Micciche said he believes that cost is also a factor in the education establishment's resistance to convert to the traditional phonics method.

A reduction in the number of learning disabled, he said, would also mean a reduction in the number of reading specialists employed by the schools.

## Kentucky Mother Squashes Sex Ed

A sex education initiative in Meade County, Kentucky recently came to a grinding halt due to the quick action of one local mother and her family.

According to Mrs. Terrie Wedding, a local mother, Meade County had been unofficially designated as the "pilot" county to test the waters for the future implementation of sex education and teen pregnancy programs in at least six Kentucky counties.

Step one of the pilot, said Mrs. Wedding, was a series of three public meetings during the spring to discuss the alleged need for sex education in Meade County. The hearings were sponsored by the Lincoln Trail District Health Department in April.

Mrs. Wedding first learned of the scheduled public hearings from a notice in the local newspaper. She became increasingly concerned when she learned that the special panel which would receive public comment and make the final recommendations included doctors, nurses, lawyers, a health educator affiliated with Planned Parenthood, and a high school guidance counselor.

"These people were chosen with a purpose," said Mrs. Wedding.

With only several days' advance notice, the Kentucky mother decided to launch an information campaign of her own with the help of family and friends.

Mrs. Wedding took her own table to the first public meeting, which was attended by approximately 140 people. She set up her table next to "the opposition," those favoring sex education, and distributed copies of the *Phyllis Schlafly Report*, including *The High Costs of Free Sex*, and *Sex Clinics vs. Sex Respect*.

Mrs. Wedding distributed a total of 600 copies of the *Phyllis Schlafly Reports* at the three public hearings. "I was armed with a two-edged sword," she said.

The Kentucky mother said that sex education proponents were surprised by her actions and subsequently claimed that they were not trying to put birth control in the schools.

The attendance at the two remaining hearings dropped sharply, said Mrs. Wedding. At the third hearing, her husband, Mr. Michael Wedding, addressed the panel about the benefits of the *Sex Respect* program, which focuses solely on abstinence as the most healthy and legal way to prevent teen pregnancy and promiscuity. However, the local media did not include Mr. Wedding's presentation in their coverage.

The sex education initiative had "turned around" when the third hearing convened, said Mrs. Wedding. No plans to implement any sex education programs were subsequently announced.

Following the third hearing, Mrs. Wedding learned of an unpublicized meeting of local officials to discuss the future of sex education in the area. When Mrs. Wedding arrived at that meeting unannounced, she learned that a sex education curriculum had already been tentatively chosen prior to the public hearings.

Mrs. Wedding said the parental victory is "an example of what a few, dedicated, informed people can do to make a difference in the community."

Nancy Givens, a representative of the Lincoln Trail Health Department, said that some citizens of Meade County felt that sex education is "entirely a parental responsibility, and they wanted to take their own responsibility."

## Illinois Bans Birth Control From Schools



Pro-family forces in Illinois are celebrating two legislative victories that reaffirm parental rights in education.

On Tuesday, June 23, the Illinois Legislature approved a bill that prohibits school-based health clinics from prescribing or dispensing contraceptives to students.

The following day, the Illinois Senate voted 54-2 to add the teaching of "sexual abstinence until marriage" to the subjects that must be covered by public schools in health courses in elementary and high schools. The House previously approved the abstinence education bill.

The two bills now await Governor James Thompson's signature.

(See related story, *Legislation Update*, p. 3)

EDUCATION  
BRIEFS

Two new educational videos on AIDS have received praise from some conservative parents and citizens for their "factual" presentation of the subject. The video, *A.I.D.S.: A topic for life*, was originally produced for Catholic youth, educators, and parents, but it has also been used by Protestant groups. The production was done by the Catholic Communications Department of the Archdiocese of Denver. Promotional literature states that the 35-minute video is based on "sound moral principle" and teaches that "safe sex means no sex until one is consecrated to one's spouse for life," and "there are no such things as safe drugs, injected or not." For more information, contact Awakening Productions, P.O. Box 6448, Denver, CO 80206. Another video, *A.I.D.S.: Suddenly sex has become very dangerous*, is recommended by Dr. W.R. Coulson, Ph.D., a professor at United States International University in San Diego. Dr. Coulson is the author of numerous articles which criticize curricula that use group therapy techniques that promote "responsible decision-making" instead of the "say No" approach. (See *May 1987 Education Reporter*) For more information about the film *A.I.D.S.: Suddenly sex has become very dangerous*, call toll-free 1-800-221-1426.

A television opinion poll in Atlanta confirmed that an overwhelming number of viewers think that promiscuous persons with AIDS should be quarantined. When television station WXIA asked viewers on June 18, "Should promiscuous AIDS patients be quarantined?" 5,972 viewers responded "yes," while 836 responded "no." A station spokesman said the poll was cut off after one hour due to the large volume of callers.

Phonics-based reading instruction in the primary grades is a top priority in a school reform plan proposed by Virginia's State Superintendent of Public Instruction. Dr. S. John Davis presented his plan for improving public education to the State Board of Education in March, and the State Board is expected to act on the proposed reforms soon. Highlights of Dr. Davis' proposal which could become effective July 1, 1988, include a K-12 writing program requiring: in grade 12, the preparation and oral presentation of a research paper; an additional unit of high school credit in fine arts; literacy testing in middle school which would govern promotion to the ninth grade; the use of phonics in reading; and extra instruction in reading after the third grade for students who perform below their grade level. In 1970, Virginia became the first state in the nation to include in its state constitution a requirement for standards of quality for its public schools. It is against this background that efforts have been made since 1972 to improve public education in Virginia.

The *New York Times* has endorsed a new television commercial that encourages teenagers to use birth control. The *Times* editorial on June 22 reports that the commercial, "featuring a handsome man, a pretty woman, and music to go to bed by," began airing in June in New York City and Buffalo. According to the *Times*, "it's selling birth control, 'from saying 'no' to taking the pill.'" "Birth control," a voice-over on the New York commercial says, "you're too smart not to use it."

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## 'Anatomical Dolls' Stir Sex Ed Debate

Dolls are not just for playing house anymore. Instead, "anatomically correct" dolls, that is, dolls complete with genitals and pubic hair, are finding their way into the courtroom and the classroom.

However, as the use of the dolls increases, so do the questions about their effectiveness and end results. Parents are especially concerned about the sex education materials that accompany the dolls. One manual tells children with words and illustrations that masturbation is a "pleasurable experience" and "a way to know what feels good to one's own body."

The moving force behind the introduction of anatomical dolls into the sex education arena is June Harnest, a "professional sex educator" and founder of Teach-a-Bodies, an organization which has manufactured 10,000 anatomical rag dolls since 1981. Teach-a-Bodies has distributed the dolls, or "playpeople," to all fifty states and foreign countries, including the government of Norway.

Planned Parenthood is one supporter and distributor of the dolls. Mrs. Harnest herself has been the Director of Health Education for the North Texas Planned Parenthood Association.

**Dolls recommended for 'very young' children**  
Teach-a-Bodies began in 1981 when Mrs. Harnest spoke to a group of nine-year old Girl Scouts about puberty. She decided that the dolls helped the children to talk about physical development.

Mrs. Harnest explained her doll methodology in a Teach-a-Bodies manual. "Dolls give children something to identify with," she stated. "Playing with dolls gives an opportunity to role play different ways of dealing with people and situations. Playing with dolls provides something to cuddle and nurture. It can be easier to talk about what is going on with [the rag dolls called] Susie and Fred rather than what is going on personally."

Teach-a-Bodies literature specifically recommends the use of dolls with very young, prepubescent children.

According to printed statements by Mrs. Harnest, the demand for the dolls as a sex education tool is rising.

"Now that Surgeon General Koop has declared the need for sex education in the elementary schools, I believe the time has come to expand Teach-a-Bodies sales to parents who might welcome this as a way to communicate more effectively with their children," stated Mrs. Harnest.

Mrs. Harnest was in Geneva, Switzerland to make a presentation about her method at the time of this publication, but a volunteer staff member at Teach-a-Bodies confirmed that "we are getting very big."

The staff representative explained that the dolls are individually made by local women in a cottage industry.

## 'Susie' and 'Fred' come as a pair

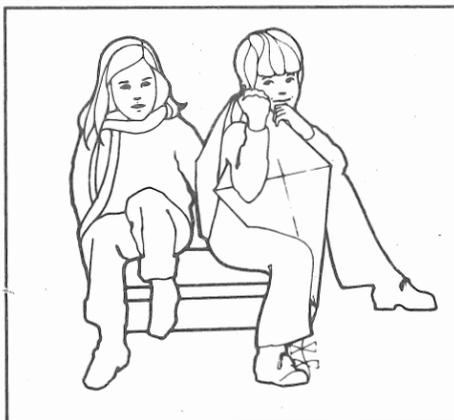
The most popular dolls, or "playpeople" as defined by Teach-a-Bodies, are adult models "Fred" and "Susie." As stated in the organization's promotional literature, Fred "is a 22 inch rag doll. Beneath his clothing, one finds hair on his chest, underarms, and genital area." He originally came with exchangeable velcro penises (circumcised and uncircumcised) and testicles, but now buyers must purchase an extra uncircumcised penis separately.

Susie "is an adult female rag doll with breasts, pubic hair and a vagina. Accompanying Susie is a tiny sanitary belt and napkin, a tampon, and a baby with an umbilical cord and placenta which can be inserted into the mother's vagina." The dolls have the appropriate anal and vaginal openings.

Susie and Fred sell for \$95 a pair and come in

white, black, or medium fabric which can be used for Hispanic, Indian, or Oriental races. Anatomical rag dolls can also be ordered to resemble grandparents, children, toddlers, and a baby.

Susie and Fred come with a manual entitled, "The Sex Education of Susie & Fred," written by Mrs. Harnest and illustrated with drawings



of the dolls to correspond to the text. The manual is intended to be read by teacher, parent, and the prepubescent child.

The following is an excerpt from page 9 of the July 1986 edition: "A special part of anatomy in the vulva is a little bump called a CLITORIS. It is very sensitive because it has many nerve endings. Rubbing the vulva or the clitoris might give a special tingly feeling. Sometimes this is called 'playing with oneself.' Another term is MASTURBATION. [Emphasis in the original.] It is something a person does in private. It is pleasurable and is a way to know what feels good to one's own body." The accompanying illustration shows a naked girl lying down with her hand on her genitals.

An excerpt from page 21 reads: "Masturbation also releases sperm. Fondling or touching his own genitals to make an ejaculation occur has happened to most every male. ... Masturbation is not harmful. Masturbation can teach a male how his body works." The illustration shows a naked boy holding his genitals in his hands.

Regarding homosexuality, the manual states on page 30: "Some people prefer to have sex

with others of their own sex; but they may not know that it is their clear choice until they are grown up."

Abstinence from sexual intercourse until marriage is mentioned once in the 36-page manual. The manual states that "a plan or way that prevents a baby from being formed during sexual intercourse is called birth control. ... The important thing is to see a Family Planning Center or a doctor to discuss birth control."

Mrs. Harnest also wrote a user-resource manual specifically for adults entitled "Teach-a-Bodies: An Effective Resource for Sex Education, Investigation, Therapy, and Courtroom Testimony." That manual includes an exercise suggestion by Sidney Simon, the highly controversial co-author of the *Values Clarification Handbook*.

The user-resource manual also features photocopies of hand-printed notes she has received from children following her presentation.

Two photocopy notes read: "Thanks, for teaching what my mom wouldn't. Toni," and "Thank you for all you taught about sex. Now I have more sex appeal [sic]."

The user-resource manual also provides real-life examples of how the dolls have been used "in training adults."

"Desensitization of the adults may be the most important preparation for using the dolls," the manual states. "It would be helpful for the adults to practice handling the dolls to become more comfortable with them. Touching the genitalia, dealing with one's own 'old tapes' [sic] of 'no-no's', and practicing street terms for parts of the body are essential to preparing for communicating with children."

**Dolls used for courtroom testimony**

In addition to sex education, the anatomical dolls are widely used by social service employees, therapists, and psychologists, often to detect possible sexual abuse.

According to a written statement by Janice Harris, ACSW, Dallas County Child Welfare, "investigators, police, social workers, and children themselves are finding dolls to be effective tools in communicating facts to judges and juries. ... It must be pointed out, however, that the judge has the final word regarding the admissibility of the dolls."

## Maine Graduate Lauds Morals, Religion

Despite numerous attempts to censor any mention of religion and God out of graduation exercises nationwide, one graduating senior in Camden, Maine was permitted to talk about the importance of religion as the moral foundation of our country in her June 5 salutatorian address.

Camden-Rockport High School Salutatorian Mari Simmons told the assembly of 1,000 that "I believe the exclusion of religion in society in general, and our school life in particular, is wrong, and far removed from the principles on which this republic was founded."

Miss Simmons did not give her speech without some disagreement. The graduate explained that senior faculty advisors reviewed her prepared speech prior to graduation and subsequently took her aside "to tell me that my speech was totally inappropriate." The school officials chiefly objected to Miss Simmons' comments that the Baccalaureate exercise of the week before should have taken place in a church.

After the faculty adviser told Miss Simmons that she would not be allowed to make the salutatorian address, the graduating senior told her parents, who sought legal advice.

Legal counsel advised the parents that the school could not legally restrict Miss Simmons from speaking.

The matter was later resolved at a meeting

attended by the Simmons, the faculty advisers, the principal and assistant principal.

The following is an excerpt from Miss Simmons' graduation address:

"By observing the creativity and sincerity of the moral people in our lives, we will learn priceless lessons about the values that should be upheld. And those inclined to seek holy direction for their lives may learn the true worth of their values from their God in whom they believe."

"High school graduation symbolically represents the crossing of a bridge between our childhood and our lives as young adults. Religion is the basis for the moral values of this society, and as one fades, so does the other. This is not to say that moral values have been corrupted, but the danger is there, and we have to be aware of that danger. After tonight we will not be able to turn back to our childhood, so we must be ready to deal with whatever the future holds."

"A line from *Hamlet* says, 'this above all — to thine own self be true.' Nearly 500 years ago Shakespeare recognized the importance of adhering to our religious, moral and ethical values, and that hasn't changed."

"We must examine the issues and ask ourselves — 'Am I to follow the crowd and be afraid to express my own beliefs, or do I stand firm in my convictions and stand up for what I believe?'"



## Legislation Update. . .



Rep. Henry Waxman



Rep. Cardiss Collins

School-based "sex" clinics were the topic of debate at a Congressional hearing in the nation's capital on June 5. The hearing was held to receive public comment about two pending bills which would provide millions of dollars in federal funding for school-based clinics.

The clinics have come under intense fire nationwide for dispensing and prescribing birth control devices on school premises.

H.R. 1609, sponsored by Rep. Henry Waxman (D-CA), would appropriate a total of \$200 million dollars in federal grant money "for the purpose of establishing school-based adolescent health services projects." The bill calls for a \$50 million appropriation each year for fiscal years 1988, 1989, 1990, and 1991. Translated, opponents said, that means dispensing taxpayer-funded contraceptives to teens.

H.R. 324, sponsored by Rep. Cardiss Collins (D-IL), would authorize the Secretary of Health and Human Services (HHS) to "make grants in fiscal years 1988 through 1992 to public and nonprofit private entities to establish or support adolescent health demonstration projects in secondary schools or entities associated with secondary schools for the purpose of demonstrating how such projects may be established throughout the United States."

Rep. Collins is from inner-city Chicago, home of DuSable High School, one of the first school-based sex clinics in the nation where students can obtain contraceptives.

Under Rep. Collins' bill, a project must meet a strict set of requirements in order to receive grant money. Those requirements include that the project "provide ... family planning information and services, prenatal and postpartum care, family life and parenting counseling, and alcohol and drug abuse education and treatment." The project must also "serve adolescents before their graduation from high school."

The Collins' bill does prohibit the use of federal funding "to perform or pay for abortion," but it does not specifically restrict the clinic from making abortion referrals.

Both bills are currently pending in the House Subcommittee on Health and the Environment where the June 5 hearing was held.

At that hearing, Republicans were allowed to select only one witness for the panel of professionals and one for the panel of teenagers.

One observer at the hearing said that the teen witnesses, who were flown in from around the country, had been carefully chosen by the Democratic majority to testify that they had used their school clinics for asthma, infections, high blood pressure, and, in only one case, for counseling on sexual behavior.

Lynellen Perry of Virginia was the sole teen witness who was permitted to speak in opposition to the school sex clinics.

Miss Perry told the subcommittee that the clinics send the wrong message to teenagers.

## FOCUS: Tax \$ for Death Ed?

by Don Feder, syndicated columnist



Difficult as it is to fathom, your federal tax dollars may soon be subsidizing teen suicide, thanks to the misguided efforts of Congress.

In late May, the House of Representatives passed a multibillion-dollar education boondoggle, one of those everything-save-the-kitchen-sink spending measures so dear to the hearts of welfarist politicians.

Buried in the bill is a provision allowing school districts to use block grants provided therein for so-called suicide-prevention courses.

Another proposal, sponsored by Democratic Rep. Gary Ackerman of New York, pending in committee, would provide \$1 million in fiscal 1988 for pilot suicide-prevention programs with open-ended funding for the following three years.

A recent spate of teen suicides provides the impetus for these efforts, not that much inspiration is required. The public schools are fertile soil for such therapeutic-state endeavors.

Unable to teach the Three Rs, educators are bewitched by behavior modification (sex education, drug education, values clarification, and peace studies). Suicide prevention — AKA death education — is an honored addition to this mind-bending curriculum.

Before pumping megamillions into psychobabble courses, it would be well to reflect on the extent of the problem. There's much hysteria-mongering here — for instance, the oft-mentioned report that suicide is the second leading cause of death among young adults. True, but tending to exaggerate the situation grossly, in terms of actual mortalities.

The number of teen suicides did increase significantly between 1955 and 1975. Since, it has stabilized at a slightly lower level (about 5,000 annually, in a nation of 230 million). The U.S. rate for young males is lower than that of Switzerland, West Germany and Norway; for females, below that of France, Denmark and Japan.

If American youth generally aren't inclined to self-destruction, many may be after exposure to suicide classes. A number of studies point to imitation of widely publicized youth suicides. That being the case, it's logical to assume that courses which dwell on the morbid matter will stimulate emotionally

unstable kids.

There is, however, an even darker dimension to suicide seminars. By demythologizing the subject, and presenting opposing points of view on an issue which should have only one perspective, our schools may actually be encouraging these tragedies.

The ghoulish material often used in death education courses sounds as if it were jointly contrived by Sigmund Freud and Freddy of "Nightmare on Elm Street" fame.

For instance, "Suicide Prevention in the Classroom: A Teachers' Guide to Curriculum," prepared for the schools by the American Association of Suicidology, urges instructors to "have students write their own death certificates, wills and obituaries, and discuss the results." On the same theory, perhaps we should have drug education programs which focus on students playing with syringes, and learning how to locate the veins in their arms.

"Problems of Death: Opposing Viewpoints" is a booklet which, according to a spokesman for the publisher, Greenhaven Press, is quite popular among educators. The tract includes an article republished from *The Humanist* magazine (Secular humanism in the public schools? I kid you not!), that confides "Someday we may praise people who meet death on their own terms — at the time, place and manner they decide."

Along these lines, another article in the collection declares: "Suicide is the signature of freedom." Just what impressionable kids need, justifications for—glorification of—self-destruction.

Imagine a child in the throes of adolescent trauma (loneliness, drug abuse, premarital sex, or parental divorce) encountering such literature, with the imprimatur of his/her school affixed firmly thereon. Is there any guarantee that after contemplating these paeans to self-annihilation, he won't go home and slit his wrists?

As sex education spurs juvenile intercourse, will suicide-prevention/death education lead to an epidemic of adolescent hara-kiri?

Congress, which frequently is called on to make life-or-death decisions, is about to commit another grave error. *Reprinted with permission from Heritage Features Syndicate.*

## Southern Baptist Convention Produces 'Model' Sex Ed Resolution

Abstinence until marriage and opposition to school-based health clinics were two planks of a comprehensive sex education resolution passed at the annual meeting of the Southern Baptist Convention in June.

Over 25,000 Southern Baptist delegates gathered in St. Louis the week of June 15 to determine the future leadership and direction of the 14 million-member Southern Baptist denomination.

The strong pro-family sex education resolution (see text) reflects the shift to conservative leadership and objectives in recent years.

One St. Louis delegate who helped to write the sex education resolution said she hoped that other churches and organizations would use the Baptist resolution as a model at the local, state, and national levels.

The Southern Baptist Convention also passed a resolution honoring and supporting women in the role of the full-time career homemaker who have "shown unwavering commitment to their families."

WHEREAS, Today's children and teenagers are bombarded with an increasing amount of societal and media pressure to be sexually active; and

WHEREAS, There is a need for cooperation on this very important issue among parents, churches, and schools; and

WHEREAS, Southern Baptists believe sex education is a parental responsibility that should be supported by the roles that churches and schools may choose to play; and

WHEREAS, The values-neutral material in certain education-related curricula is offensive to the religious convictions of many school children, their families, and teachers; and

WHEREAS, This values-neutral material often encourages and promotes experimental and promiscuous activities;

**Therefore, be it RESOLVED, That, we the messengers of the Southern Baptist Convention .... encourage parents to become involved in the sex education process through--**

- 1) Sensitivity to the sexual development and learning needs of their own children.
- 2) Involvement in and communication with their local educational process in review and selection of educational materials.
- 3) Participation in the political process by which our state legislators would be encouraged to mandate the teaching in the public schools of abstinence until marriage and to reject all forms of legislation that would require teaching the acceptability of the practices of promiscuous and perverse lifestyles.

**Be it finally RESOLVED, That the Southern Baptist Convention encourages and urges our schools and educators to--**

- 1) Adopt curricula that stress traditional family roles as the ideal.
- 2) Adopt curricula that are true, healthy, legal, and constitutional.
- 3) Adopt a policy to establish a parental review process in advance of program implementation. That process should be open and effectual, including dividing classes that address sex education into male and female groups, providing parents with the option not to participate.
- 4) Adopt curricula that teach sexual abstinence before marriage and fidelity in marriage as the only acceptable lifestyle in terms of public health, as this is the best and only sure way crisis pregnancies and sexually transmitted diseases can be prevented.
- 5) Refrain from distribution of condoms and other contraceptive materials.
- 6) Oppose the establishment of school based clinics which provide sexual counseling.

**Next Month:  
A look at  
Junior Great  
Books**



## Global Education: An Update Where it is, where it's going

The speeding train called Global Education is making its way across the country as schools from coast to coast begin to "infuse" Global Education into their curriculum. But according to opponents of this current educational trend, that train is headed for derailment as an increasing number of Americans "wake up to what Global Education is really about."

Opponents noted that U.S. Secretary of Education William Bennett is among those who have publicly criticized Global Education.

What Global Education is really about, opponents said, is censoring American history and banning patriotism in favor of promoting the idea of one-world government and teaching the "hypothesis of equivalence," i.e. that the United States and the Soviet Union are moral equivalents.

A definition of Global Education from a pro-Global Ed perspective can be found in the authoritative report, "Global Education: State of the Art," published by the Northwest Regional Educational Laboratory in Portland, Oregon, with federal funding in 1983.

The Northwest Lab Report described the principal elements of Global Education as: bringing about "changes in the content, in the methods, and in the social context of education in order to better prepare students for citizenship in a global age," teaching students that the world is "a single and complete global system" in which we are all "participants in the world system," and teaching the dogma that we all live in a world of "limited natural resources, ethnic diversity, cultural pluralism, and increasing interdependence."

### Bennett and Shultz disagree

A recently-released proposal to increase Global Education in the nation's schools received immediate criticism from Secretary of Education William Bennett, while Secretary of State George Shultz praised the initiative.

The 19-member Study Commission on Global Education, chaired by University of California president Clark Kerr, released its recommendations for increased Global Education at a press conference in New York City on May 12.

The panel of prominent educators and civic leaders urged that the standard courses in American schools, from history and geography to biology and physics, be "infused with a global perspective," especially in the elementary grades.

Secretary of Education Bennett responded to the Commission's report by saying the call for a global perspective is often an invitation "to suspend judgment and get wishy."

"When I hear 'geography' and 'history,' I'm pleased," said Secretary Bennett. "When I hear 'global perspectives,' I'm usually a little nervous."

Global Education has come under fire nationwide from parents and citizens who object to the lack of emphasis on the history of Western Civilization, the United States, and our democratic republican form of government. Critics also object to the focus on a possible one-world government.

Secretary of State Shultz, who received an advance copy of the report from Commissioner Kerr, applauded the suggestion to teach global education to young students. Secretary Shultz said the world economy is "radically different from what was around 20 or 30 years ago. People are just beginning to wake up to that fact."

The new report recommends that schools give more attention to how the world's physical, biological, economic, political, and informational systems are interrelated; to the development of world civilizations; to the diversity of cultures; and to analysis of domestic and international policy issues.



"We, quite literally, are potentially defenseless on this earth unless global, as well as domestic, problems are handled in a way that fuses aspirations for peace and security with the inevitability of change," states the report.

Funding for the Commission report was provided by the Rockefeller Foundation, the Ford Foundation, and the Exxon Education Foundation.

Commission members included Mary Futrell, president of the National Education Association (NEA), Albert Shanker, president of the American Federation of Teachers, Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching, and Arkansas Governor and presidential hopeful Bill Clinton.

Copies of the report, "The United States Prepares for its Future: Global Perspectives in Education," are available for \$10 from Global Perspectives in Education, 45 John St., New York, NY 10038.

## "When I hear 'global perspectives,' I'm usually a little nervous"

Secretary Bennett

### Social Studies teachers stir Global Ed debate

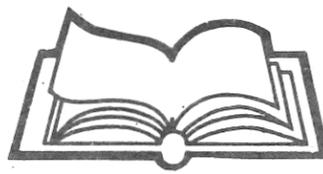
The Study Commission's new report is not the first or only source of friction. Although fifteen months have passed since U.S. Department of Education Region VIII officials Tom Tancredo and Gregg Cunningham released a much-publicized critical report "Blowing the Whistle on Global Education", that controversial report continues to fan the fires of the Global Education debate.

In that report, the Department of Education representatives provided evidence that the University of Denver Center for Teaching International Relations (CTIR), a clearinghouse for Global Education, instructs teachers and students in pacifism and moral equivalence through teacher training and classroom materials.

This spring, the National Council of Social Studies (NCSS) released its official reply to the Cunningham-Tancredo critique. The NCSS reply, "Global Education: In Bounds or Out?" was published in the April/May issue of *Social Education* magazine.

The NCSS report was written by an NCSS-appointed committee chaired by Stanley Wronski, Professor Emeritus of Education and Social Science at Michigan State University and past president of the NCSS.

The Wronski committee responded that it "does not find these materials a representation of a 'hard left policy agenda,' 'the biased offerings of the political left,' or 'one-world ambition.'"



## Book of the Month

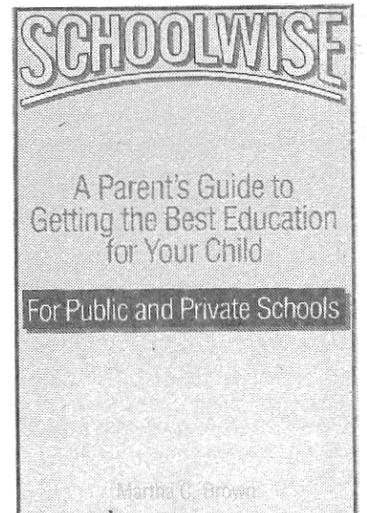
**Schoolwise: A Parents Guide to Getting the Best Education for Your Child, For Public and Private Schools**, by Martha C. Brown, Jeremy P. Tarcher, Inc./St. Martin's Press, © 1985, 256 pp., \$9.95.

School is not only a learning experience for a child — it is also a learning experience for the parents, especially for those who are eager to be of assistance and support. And, according to study after study in past months, the more the parents are involved in the child's school activities, the more the child will learn and grow successfully.

*Schoolwise* is the parents' handbook for the most practical tips on how to help your children have a successful academic career — from the first day they enter the classroom through college preparatory exams.

Author and parent of five, Martha Brown interviewed parents nationwide in order to put together a list of the best tried-and-true "how tos." The result of her research is a wealth of tips, and the reasoning behind them, including:

- \* how to help your child with homework (including long division and story problems!)
- \* how to communicate effectively with the teacher and make the most out of parent-



- teacher conferences
  - \* how to understand and gain access to your child's standardized test scores
  - \* how to recognize if your child has reading problems, and what you can do
  - \* how to choose or change your child's teacher
  - \* how to help your child overcome shyness
  - \* how to assert your parental rights and initiate change
  - \* how to insist on examining school board records.
- A helpful glossary of educational terms and a listing of other references make this book a must.

"Global education clearly promotes certain values," states the report, "and there can be confusion and conflict about some of them. For example, does global education foster attitudes that are at odds with patriotism and national loyalty?"

The Wronski report concludes that "global education can hardly avoid values. ... Consequently, global education curricular programs and instructional materials ought to help young people (1) develop, as their own, values consistent with the public welfare, (2) recognize that the particular expressions of basic values characterizing other countries and cultures, both present and past, may be different from our own, but may also enrich us, (3) evaluate the values of other countries and cultures without assuming that all values have equal merit, and (4) accept the necessity of accounting for different values in deciding upon policies and courses of action."

The current director of the NCSS is Jan L. Tucker, project director of the Global Awareness Program at the College of Education at Florida International University in Dade County.

### Global Education classes on the rise

At the same time the Global Education debate rages, schools nationwide are rapidly adopting and implementing a variety of Global Education curricula for grades Kindergarten through 12.

The January 1987 issue of *The School Administrator* magazine highlighted what it considered to be several "outstanding projects."

Among those projects was *Project Reach* (Respecting our Ethnic and Cultural Heritage), a program for middle schools. Gary Howard, a teacher from Washington state, received a federal grant in 1978 to write the curriculum which is currently being used in 90 school districts in the United States and British Columbia.

As explained in *School Administrator*, Mr. Howard decided to write the curriculum when "he realized that his students did not know that they belonged to a worldwide minority; they were white."

One phase of Project REACH focuses on "multi-cultural awareness" and exploring diverse ethnic perspectives on key issues in the history and current events of America. This phase uses four booklets dealing with Mexican American/Chicano, Asian American, Native American, and Black American experiences.

"These books reconceptualize U.S. History," said Mr. Howard as quoted in *School Administrator*.

As part of the Project REACH program, students fill out a World Opinion Survey consisting of 20 statements "which express different opinions that people have about the United States and the World."

The sample question that precedes the actual survey reads as follows: "There should be one World Government with the power to make laws for all countries to follow." The student may respond: "strongly agree, agree, disagree, strongly disagree."

In the December 1986 Project REACH newsletter, the "Daily Planet," Mr. Howard reported that he attended the second meeting of the "trying to be born group called the National Alliance of Global Educators" in New York City last fall.

The 35 people from "all over the U.S." debated "over whether or not the group's statement of principles should include an explicit commitment to American democratic principles."

"Some thought such a commitment essential, others wanted to steer clear of anything that began to sound like a loyalty oath," wrote Mr. Howard.

Project REACH is currently listed in the National Diffusion Network (NDN) catalogue, a resource guide to educational programs. Since Project REACH was developed with Federal funding from the U.S. Department of Education under the Elementary and Secondary Education Act Title IV-C, it may fall under the jurisdiction of the Pupil Protection (or Hatch) Amendment if classroom discussion focuses on students' personal feelings, attitudes, and behavior.

Other "outstanding" projects noted by writer Henry Kent in *School Administrator* included Global Ed initiatives in Chicago, Philadelphia, Florida, Atlanta, and California.