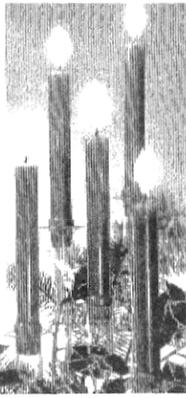


Traditional Christmas Program Cancelled



Six students from Lee's Summit High School in greater Kansas City, Missouri, have gone to federal court to "keep the school board from stopping their traditional Christmas pageant." The 30-year tradition was discontinued because of a letter from the American Civil Liberties Union threatening suit.

Complaints were brought by members of the community because of the alleged "Christian focus of the candlelighting ceremony," a traditional assembly in the Lee's Summit High School. Dick Kurtenbach, executive director for the American Civil Liberties Union (ACLU) in Kansas and Western Missouri, said that three of those who registered complaints are ready to go to court if necessary.

The case is to be heard by U.S. District Judge D. Brook Bartlett on December 20. The students seek a "judgment declaring the board's action unconstitutional and an injunction prohibiting the defendants from interfering with the presentation" of the ceremony.

The Lee's Summit School Board voted to disallow the traditional candlelight Christmas assembly on November 10. The original script was written by the Lee's Summit National Honor Society in the 1950s. The ceremony was "put on by students during non-instructional hours with no faculty or administrative involvement" with voluntary student attendance and participation, according to the *Times*.

Students protested the board's action with a sit-in during school which was "an approved protest" after school officials learned of the plan. After the approved time elapsed, 93 students refused to return to class and were subsequently suspended for 3 days.

After the Board cancelled the program, they received many phone calls from "school patrons who indicated they were interested in a modified ceremony." The Board authorized students to write a new script in order to "find some common ground."

The new script conforms to Supreme Court guidelines which, according to the *Lee's Summit Journal*, state that "historical and contemporary values and the origin of religious holidays may be explained, as long as it is done in an unbiased and objective manner without sectarian indoctrination." After a week's preparation, the students submitted the script to the administration for approval. The new 45-minute program, scheduled for a December 22 presentation, is to reflect the historical aspect of Christmas and the traditions of various other religions including Buddhism, Islam, Judaism, native American religions and Hinduism.

Doug Vieth, the students' attorney from the National Legal Foundation, asserts that the ACLU is undermining the traditional religious-moral base of the school rather than trying to protect religious liberties. He speculated that the ACLU would not have written a letter of protest if someone had claimed that the "school is supporting a Satanic holiday by decorating and sanctioning the wearing of costumes" for Halloween. ■

Local School Board in Nevada Adopts Pupil Protection Policy

The Lyon County School Board in Nevada adopted a pupil protection policy this fall in a 5-1 vote after much debate. The policy states that all instructional materials "shall be available for inspection by the parents or guardians of the children who will be enrolled," and that "written consent of the parent" must be obtained before students respond to personal questions. (The text of the policy is printed on p. 3).

The dissenting vote was cast by trustee Dave McCandless because "implementation should be part of the policy." After the vote, trustee Jim Bednark called for the administration to implement the policy and that motion passed unanimously.

School Superintendent Barton Welsh told the board that it is a pioneer in this type of policy, noting that the National School Association has done nothing like this. The policy is modeled after the federal Pupil Protection Amendment, sometimes known as the Hatch Amendment.

The impetus for the bill was two surveys which had been used in the district in order to obtain funding. The first, in January, 1987 to qualify for the school breakfast program, asked such questions as: "Have you ever been molested?"; "Have you ever wished you could die to escape problems?"; "Do you

go to a sitter after school each day?"; "Have you ever thought about killing yourself?"; "Have you ever tried to kill yourself?"; "Do you usually fix your own dinner without help?"; "Do you use illegal drugs on a regular basis?"; "Do you have clean clothes to wear each day?"; and "Do you usually shower or bathe daily?"

The other survey, the "Lyon County School District Drug Free Schools Questionnaire," was given in May, 1988 to qualify for federal drug education funds. One mother stated that the questionnaire was "given to students at such a low level that the teachers had to assist them." Parents learned about the survey when students brought it home for help.

The drug questionnaire has 50 multiple choice questions covering drug use, including frequency, first use, source, adults in student's home using them, number of adults student knows who use drugs, and personal attitudes about rightness of use. The final questions are: "I believe law enforcement and our communities should tolerate (allow) drinking parties for student events such as graduations" and "I would attend a drug and alcohol free graduation party."

District Attorney Robert Cox said at the meeting that, without a note, "the child cannot take the class." The school board is now



Superintendent Barton Welsh

considering a policy to prohibit death education in the school. Cox noted at that meeting that "writing one's own epitaph is not a violation of the Hatch Act."

Sequim, Washington passed a policy based on the Pupil Protection Amendment in April, 1987. The Montgomery County, Maryland school district passed a similar policy in November, 1987; it also includes a provision allowing parents to exempt their children from reading fiction which offends their beliefs. ■

Colorado Principal Sued After Bible Is Removed From Library

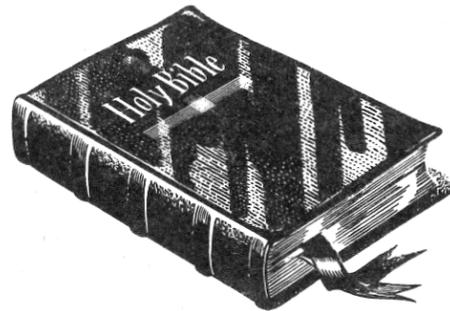
Federal Judge Sherman Finesilver is expected to decide in early 1989 on the controversial "Bible censorship trial" which has been the center of attention in Denver this fall. The trial was held December 8. Plaintiff lawyer Jordan Lorence said he hopes one result of this decision will be to "push back this wrong understanding of the Establishment Clause promoted by groups like the ACLU, that the government must suppress religion in order to show that it is neutral toward religion."

During an open house in September 1987, a parent noticed two books with religious titles in Ken Roberts' 239-volume classroom library. The parent complained to the principal, Kathleen Madigan, who in turn instructed Roberts to remove them from the 5th grade classroom during the open house.

Roberts removed the offending books, *The Bible in Pictures* and *The Story of Jesus*, but stated that he did not think the principal's actions were proper. The classroom library is used by students during their 15-minute daily silent reading time when they do not have another book to read. Book selection is left up to the student and, according to one press release, is not influenced by Roberts.

Later that month, Madigan repeated her order in writing, basing her decision on the Establishment Clause of the First Amendment. She wrote, "The law is clear that religion may not be taught in a public school. To avoid the appearance of teaching religion, I have given you this directive. Failure to comply with this directive will be considered insubordination and could result in disciplinary action."

The written order also directed Roberts to hide his Bible, which was sometimes kept on his



desk amidst his papers and books. Roberts sometimes read the Bible during silent reading time but, according to the plaintiff's brief, "never read from the Bible aloud to the children" and "never proselytized about his faith to the students."

Roberts took his complaint "through the chain of command," but officials of the Adams County School District "refused all appeals to reverse Principal Madigan's actions." In June, 1988, Roberts contacted Concerned Women for America (CWA), who provided him with lawyers to pursue his case.

According to Roberts' brief, Principal Madigan allegedly ordered the Bible removed from the Berkeley Gardens Elementary School library, basing this decision on her understanding of the Establishment Clause. School officials denied that they removed the Bible from the school library, but offered to replace it.

Lorence said the case involves two main issues. One is the two incidents of censorship, the removal of two classroom library books and the school library Bible. The other issue is whether a teacher may read the Bible silently in class and put it on his desk.

The suit was brought against the principal

and the school district by the teacher, who was joined by parents and students.

In court, the school district argued that the Establishment Clause requires the school to keep out all religious materials because students are impressionable. The plaintiffs cited Supreme Court decisions which state that "the Bible may constitutionally be used in an appropriate study of history, civilization, ethics, comparative religion, or the like," and "It certainly may be said that the Bible is worthy of study for its literary and historic qualities. Nothing we have said here indicates that such study of the Bible or of religion, when presented objectively as a part of a secular program of education, may not be effected consistently with the First Amendment."

When the plaintiffs pointed out that the school has other religious books, the district said books about religion are permissible but that primary source books for a religion, such as the Bible, are unconstitutional. Lorence told the judge that the district was "talking about the Bible like it's toxic waste or asbestos, and children shouldn't be in the same room with one."

The district also raised the technical point that the case should not be in court because the teacher had not gone through the official review of challenged materials procedure. The plaintiffs countered that the principal also did not follow the school's complaint process when she ordered the books removed.

Plaintiffs have had much favorable publicity in the Denver and national press. According to the *Washington Times*, Joseph L. Conn, communications director for Americans United for Separation of Church and State, said, "It would be a surprising omission if public school libraries did not have [a Bible]". ■

EDUCATION
BRIEFS

51% of the public would choose private school over public if money were not an issue according to a study released this fall. 21% would choose a different public school if given the opportunity. 55% believe private schools are better than public schools. The report, based on a Harris poll for *Children's Magazine*, said "support for public schools appears strong, but given an attractive alternative, many parents might be inclined to shop around."

The National Citizens Alliance (NCA) has called upon the U.S. Department of Education (DOE) to withdraw from the education portion of the 1985 U.S.-U.S.S.R. exchange agreement. The NCA also wants the DOE to stop funding and promoting *Tactics for Thinking*, which it says "employs hypnotic-like processes and altered states of consciousness techniques on children."

The *London Daily Telegraph* reported that the Soviet deputy education minister hopes for a joint commission of British and Soviet scholars to rewrite history textbooks used in Soviet schools. He "dismissed the idea that Marxist and non-Marxist interpretations of history could be difficult to reconcile" because, he said, "History is the scientific study of objective facts" and "We want an international approach to the subject." The commission would "remove the time-serving elements" contained in the texts and write an objective text which could be used in both British and Soviet schools.

Center for Population Options (CPO) research shows that the number of school-based health clinics has risen from 62 in 1986 to 120 in 1988. The new CPO report notes that, in order to "avoid controversy," a declining percentage of clinics offer reproductive-health services. According to *Education Week*, the CPO reports "nearly 9 in 10 of the clinics perform pregnancy tests," about 50% make referrals for birth-control services, and 15% dispense contraceptives.

The New Jersey Assembly approved its controversial abstinence sex education bill 57-6 on November 21. The bill would also require any sex education literature, curricula, textbooks or audio-visual materials distributed by the state Board of Education to stress abstinence. (See November 1988 *Education Reporter*.)

Only 41 states currently require geography instruction for elementary schoolchildren, according to a survey released in November during National Geography Week. The Council of Chief State School Officers (CCSSO) also found that 10 states require a geography course for high school graduation, 5 states require geography for teacher certification at K-12 levels, and state curriculum requirements in 35 states should ensure that eighth graders will be able to locate the United States, Canada and Mexico on a map. ■

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Michigan Public Health Dept. Conference Picketed



The Michigan Department of Public Health promoted condom use and other "safe sex" practices for school-aged children at its 16th annual Family Planning Conference held in Muskegon earlier this fall. Nearly 50 picketers marched outside the Muskegon Harbor Hilton on the opening day of the 3-day conference called "Charting the Course for Healthier Attitudes."

The *Muskegon Chronicle* reported that the protesters "were against Planned Parenthood and other family planning organizations because they refer people to abortion clinics, promote promiscuity rather than abstinence and don't allow opposite points of view to be heard." Department of Public Health's Kirsten Lundeen said, according to the *Chronicle*, that the main issue of the conference is "education rather than values: those in the field have to be as well-informed as possible, whether or not they agree personally with the issues."

Speakers at the conference made repeated references to the need to implement controversial programs and share explicit sexual information and condoms with school-aged children, according to attendees. Speakers advocated condom distribution campaigns to prevent pregnancy and AIDS.

Sylvia Hacker, Ph.D., gave a luncheon address entitled: "Eroticizing Safe Sex." She distributed her 17-page paper to conference participants, entitled "AIDS Education is Sex Education." It states that human beings around the world enjoy

both solo and mutual masturbation, touching and exploring in pairs and in groups, oral and anal sex, and loving with members of the same sex. The paper goes on to detail explicit directives for pre-teens regarding masturbation, anal sex, intercourse and condoms.

Romeo and Juliet Stirs Controversy Again

Romeo and Juliet has stirred up a controversy in the Montgomery County, Maryland school system, but it's not Shakespeare's play that has parents upset. It was an assignment given to 9th graders in the Springbrook High School which asked students to pretend they were Juliet writing in her diary just before she takes the sleeping potion that will cause her to appear dead.

One parent told the school, "For children who are emotionally upset, taking them through the process of writing this kind of note is not healthy." Parents referred to the Nov. 8 deaths of two area junior high school girls who died in a murder-suicide pact.

The supervisor of secondary instruction, Arnold Rosenberg, who was investigating the complaints, said, "We agree it could certainly be misinterpreted."

Attendees reported that the conference hallways were "lined with books, materials and information about a variety of sex practices, many of which are unique to the homosexual community." Condoms wrapped in foil like chocolate gold coins were available free to conference participants.

Attendees could also pick up a brochure about *National Condom Week* (NCW) which details a contest for a "rhymed couplet" about condoms. The brochure states that "many resources for organizing NCW at your school or in your community" are available. It advertises the 1988 official Condom Week T-Shirt which displays a chorus line of Dancing Condoms with the slogan, "Everybody's Doin' It!" Quotes from and descriptions of many conference resources are too graphic for inclusion in this publication.

The conference was convened partially with state funding and staff. Other sponsors included Planned Parenthood offices in Flint, Grand Rapids and Lansing. The conference speeches overlooked abstinence education, the traditional family, and parental rights, according to attendees. ■

Research Casts Doubt on Condom Effectiveness



Condom Instructions Unreadable

The September 17, 1988 issue of *Science News* reported that the "worst case analysis" of the readability of condom package instructions indicates "that all texts would require the reading skill of a high school graduate." University of California, Los Angeles, researchers compared package instructions of 25 brands of condoms sold in the United States. The researchers "analyzed linguistic characteristics of the text, including word and sentence length and vocabulary difficulty." According to the journal, the professors found "most brands require some college-level reading ability for full comprehension of their instructions," while some require only a 10th grade education.

"Although little is known about the relationship between the condom user's comprehension of instructions for use and the condom's effectiveness in preventing pregnancy or disease, such a relationship seems reasonable," the scientists

state according to the journal. The scientists further point out that "those who have failed to complete high school (13 percent of whites, 21 percent of blacks, and 42 percent of Hispanics between the ages of 25 and 34) could encounter difficulty" with existing instructions.

The scientists' report appears in the July-August *Public Health Reports*.

Condom Effectiveness Uncertain

Medical World News reported on August 22 that, "Though condoms and spermicides are widely recommended for 'safer sex' practices, the products' efficacy is more supposed than proven."

From the Fourth International Conference on AIDS in Stockholm, Sweden, Fran Pollner reported that the Centers for Disease Control (CDC) AIDS advisor to the California state department of health is trying to obtain "a bottom-line assessment of condoms." Dr. Donald Francis asked "Are they any good or not? Are we making a mistake recommending them?"

In response to Francis, Dr. Robert Nakamura said, "I hate to be cagey, but we don't really know," according to Pollner. Nakamura, a professor of obstetrics and gynecology at Women's Hospital, Los Angeles County-

Another *Romeo and Juliet* complaint in the same school also did not involve Shakespeare.

A group called Parents, Teachers and Students Against Pornography objected to the showing of the Franco Zeffirelli film, *Romeo and Juliet*, to 9th graders because of its nude scene. The group said it was "offended" by the showing and complained by letter that the school sends out "conflicting messages by taking stands against obscene T-shirts, drugs and pornography, and then presenting visual nudity to the students through the curriculum."

The school does not regularly warn students or parents about the R-rated movie's nude scene before it is shown.

The school system is reviewing its English curriculum following these complaints. ■

University of Southern California Medical Center, reported results from in vitro testing of "about 30 types of commercially available latex condoms" in Stockholm.

"Smooth or textured, round-tipped or reservoir, straight-sided or tapered, with or without lubrication, with or without spermicide — none of the condoms tested were without flaws," reported Pollner. Nakamura tested condoms for water leakage, tensile strength, air burst strength, and



pinhole electrical conductivity. The relationship between these results and AIDS transmission has not been established.

Pollner also noted a report on a CDC-sponsored longitudinal study of risk reduction among gay men through condom use. Dr. David Cohn, director of disease control at the Denver Disease Control Service, "reported a high rate of condom breakage among gay men participating" in the study. ■

FOCUS: Can a Sow Sow Corn?

by Felicia Lamport

Felicia Lamport, a long-time enthusiast of word-play, has taught expository writing for Harvard and is teaching fiction writing at the Harvard Extension. A graduate of Vassar, Ms. Lamport, writes a column for the Boston Globe entitled "Muse of the Week in Review."

I was having lunch at the faculty club with a recent acquaintance when a young man approached my table, handed me a slip of paper, said "Two more" and walked away. My companion and I were just beginning to discuss the project that we had agreed to lunch about when another man came up, gave me another slip of paper, said "Three, maybe four" with an air of quiet triumph and left. A woman dropped off the next slip. "Only one this time," she said, "not a large number, but after a while the mind tends to grow number."

"Would it be presumptuous to ask what this is all about?" my vis-a-vis said.

"Not at all," I said. "It's a kind of game—trying to find a word that has two separate pronunciations, two distinct meanings, but only one spelling. Word games used to be used more often, but it's a subject I didn't intend to subject you to. You're an economist." He looked slightly annoyed. "The last economist I tried it on got his wind up before I'd even had a chance to wind up," I explained. "This is more likely to appeal to literary people."

"Economists are not necessarily illiterate," he said. "Can you give me an example or two?"

I handed him the slip the first man had given me. He unfolded it and read aloud: "The bass around the bass drum on the ocean floor." He paused to blink, then continued: "The buck does odd things when the does are in heat. . . . You sure this isn't some sort of a private code?"

"Something I'd only intimate to my most intimate friends?" I said. "By no means." I handed him the slip the woman had given me, sure that it would be a good one; her mind

moves so supply that she had already added a dozen to the total supply.

"A crow can scatter wheat seed, but can a sow sow corn?" he read, and laughed, but I sighed because the example duplicated one that had already been given me by a physicist obsessed with the game. "Oh, sao-so!" my lunch companion said. "I get it. But what's the problem? There must be dozens of words that meet your three conditions."

"They're rather hard to find. Name one if you can."

His silence lasted quite awhile but his lips kept moving.

"Are you having dessert?" the waitress asked.

"After dessert she deserted. . ." he started off happily, but I interrupted with: "No good; the spelling must be the same."



"Oh." Then after a pause, "But suppose I said: 'She wished she could desert him in the desert?'"

"On the nose—same spelling, two meanings, two pronunciations."

"Give me a few more from your approved list," he said.

"A couple should be enough to present you with at present. First, a rather sweet one: 'After watching the seagull dive for a fish, the dove dove.'"

"Lovely," he said. "Go on."

"OK, a final example," I said. "The town dump is so full that it may have to start to refuse refuse. And if that makes the mayor blow his fuse, who will refuse him?"

"That's a double," he said accusingly, and then added with sudden inspiration: "When my mother-in-law accompanied us on our honeymoon trip to Niagara, I nearly threw the old dam over the dam."

"Two-thirds OK, but the pronunciation is the same in both."

After a pause, he said: "How about: 'In trigonometry, the sine is a *sine qua non*'?"

"Sorry," I said gently, "foreign languages don't count. Although one contribution, 'It's unwise to rub pâté into one's pate,' struck me as so charming that I was tempted to give it a visa."

"Why not?" he said. "Must you be so intransigent?"

I sighed. "You make me feel that my sole object is to object. But I allow one great exception: 'Man's laughter can be crueler than manslaughter.'"

"That's really awe-inspiring. Do these things have a name?"

"Of course: heteronyms, logical relatives of synonyms, homonyms and antonyms."

The next morning's mail brought seven sound ones from my lunch companion—not a bit to my surprise. Heteronyms spread like happy rumors, perhaps because they're so useful in warding off insomnia, migraines or irritation with airplane delays. A two-page list came from a paleoanthropologist on the same day that a novelist swam up to me on Martha's Vineyard and said, "I saw the weirdest thing in town: a hand reaching up from a manhole winding a thread needle. It's the first time I ever came upon a sewer."

We are, I think, coming close to a close with the contents of the master list, combining the inspirations of several score heteronymophiles for a 49-word total, including 16 you may or may not have spotted on this page.

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Board Passes 'No Note, No Class' Policy

The following policy was adopted in Lyon County, Nevada on October 24. (See story on page 1.)

It shall be the policy of Lyon County Board of School Trustees that the rights of pupils shall be protected.

It shall be the policy of the Board that all instructional materials, including teachers' manuals, films, tapes or other supplementary materials to be used in connection with any instructional program or project shall be available for inspection by the parents or guardians of the children who will be enrolled in such programs or projects.

It shall further be the policy of the Board that no student shall be required as part of any Lyon County School District program to submit to psychiatric or psychological examination, testing or assessment in which the primary purpose is to reveal information concerning: 1) political affirmations; 2) mental or psychological problems potentially embarrassing to the student or his family; 3) sex behavior and attitudes; 4) illegal, anti-social, self-incriminating, and demeaning individuals; 5) critical appraisals of any individual with whom students have close family relationships; 6) legally recognized privileged and analogous relationships such as those of lawyers, physicians and ministers, or 7) income (other than that required by law to determine eligibility for participation in programs or for receiving financial assistance under such programs) without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor without the prior written consent of the parent. ■

Suits and Concern Over Ritalin Increase

One million schoolchildren are being given the drug Ritalin, according to the October 21 issue of the *Journal of the American Medical Association (AMA)*. The accelerating and frequently compulsory use of this drug has resulted in the filing of numerous lawsuits alleging harmful side effects, according to the November 1 issue of the *American Bar Association Journal*.

Obtainable only by prescription, methylphenidate hydrochloride, commonly known as Ritalin, is prescribed for hyperactive/inattentive (HA/I) children in order to calm them, help them tolerate frustration and become more attentive in class. This condition is called attention-deficit hyperactivity and is considered a serious neurobehavioral disorder.

In the 1960s, drugs played a minor role in treating HA/I children. In the 1980s, however, there has been a dramatic growth in the use of drug therapy for HA/I children, and the use of Ritalin has become the dominant child mental health intervention.

According to the AMA Journal, regular biannual surveys by the Baltimore County Health Department reveal a consistent doubling of the rate of drug treatment for HA/I students every four to seven years. From 1971 to 1987, the percent of public elementary school students given HA/I drug treatment rose from 1% to 6%,

or one in 17 students, or 1 or 2 pupils per class on the average.

Over the years 1975 through 1987, public middle school pupils receiving drug treatment rose from one-half of 1% to nearly 4%, and public senior high school pupils rose from .2% to .4%. The biggest increase was in the 3rd grade, where more than 7% of children are on HA/I drug treatment.

If the Baltimore statistics are typical, they suggest that 1.6 million of the 44.7 million U.S. schoolchildren may be taking Ritalin. Some assert that the national average is lower than the Baltimore figures and only 750,000 may be taking Ritalin now, but they concede that growth rates indicate that one million will soon be receiving drug treatment for HA/I.

More Boys Than Girls

The average duration of drug use for HA/I students is two years for elementary school students, four years for middle school students, and seven years for senior high students. Far more boys than girls are given the drug; the ratio is 4 to 1 in elementary school and 6 to 1 in middle school.

The Baltimore survey caused the AMA Journal to editorially raise the possibility that Ritalin "is now being prescribed for children who may not require it." The editorial deplors

"the tendency to indiscriminately label children as hyperactive or to use such terms as learning disability and inattention interchangeably."

The AMA Journal writers find it "alarming" that 15-18% of those receiving the drug are not hyperactive at all but merely inattentive. The medical writers suggest that the increased use of Ritalin may be "the reflex use of a particular treatment prescribed for almost any child presenting a behavioral or learning problem."

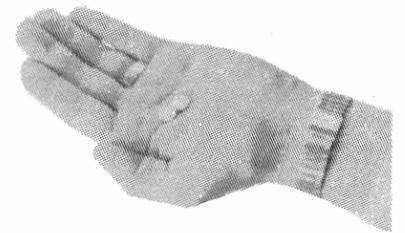
Sixteen Lawsuits Filed

Parents of a New Hampshire boy have gone to court to prevent a public school from requiring him to take Ritalin in order to attend special education classes. Two attorneys have filed at least 16 lawsuits alleging that Ritalin was wrongly prescribed, and a 15-year-old Canton, Massachusetts youth, convicted of second-degree murder and sentenced to life in prison, contended at his trial that Ritalin exacerbated his mental illness.

Dr. Jerry Wiener, president of the American Academy of Child and Adolescent Psychiatry, says that Ritalin's side effects can include loss of appetite, insomnia, and feelings of sadness or irritability. Washington, D.C. attorney John Coale, who filed lawsuits in Minneapolis, Washington, and Atlanta, claims that his plaintiff children also suffered side effects of stunted

growth, depression, psychotic episodes, and aggressive and erratic behavior.

Coale is scathingly critical of the vague criteria defining "hyperactivity" in the psychiatric manual *Diagnostic Statistical Manual of Mental Disorders*. It includes "having difficulty remaining seated or playing quietly," which Coale says "is ludicrous because it describes a 6- to 8-year-old; that's the way they are."



Boston attorney Lawrence Lafferty has filed nine lawsuits in Massachusetts and four in Washington, D.C. charging the prescribing doctors with medical malpractice in failing to diagnose and monitor the children properly and failing to explain other alternatives to the parents. Other charges in the Ritalin cases include misrepresenting the drug and depriving children of their due process. ■

ACLU Policies Impact Education

The American Civil Liberties Union *Policy Guide* published in 1988 consists of policy decisions made by its national Board of Directors. Following are statements from the 576-page document which directly address education.

POLICY 60: "A teacher should be appointed solely on the basis of teaching ability and competence in the professional field, without regard to such factors as race, sex, nationality, creed, religious or political belief or affiliation, or behavior not demonstrably related to the teaching function. . . . In the classroom, a teacher should promote an atmosphere of free inquiry. This should include discussion of controversial issues without the assumption that they are settled in advance or that there is only one 'right' answer in matters of dispute. Such discussion should include presentation of divergent opinions and doctrines, past and present, on a given subject."

POLICY 62: "The professional staff, by virtue of its training and experience, has the right and responsibility to establish the curriculum, subject to the approval of boards of education and state departments of education. Within the individual classroom, the teacher should be given reasonable scope in the implementation of the designated objectives, content, and methods of the curriculum, and in the choice of supplementary material other than textbooks. When a controversial issue is studied, conflicting points of view should be explored. The teacher has the right to identify and express his or her own point of view in the classroom as long as it is indicated clearly that it is the teacher's own. Where parents, as individuals, or parent or other community groups raise the question of suitability of any material, out of concern for maturity level, morality, patriotism, literary merit, etc., the decision as to its acceptability should be vested in a representative professional committee."

POLICY 75: "The ACLU endorses the concept of compulsory education and sees no threat to civil liberties in the fact of compulsion in this area. . . . Parents who choose to further the education of their children other than in the public schools are not, in our view, entitled to receive public monies in support of that private choice. We reject the various ways in which this has been suggested, among them: (a) monies payable directly to parents; (b) scrip ('vouchers') cashable by a school of the parents' choice; (c) monies paid on a per capita basis to schools for part or whole of that school's program; (d) tuition tax credits. . . ."

"Compulsory education of children generally should not be imposed in ways that contravene the religious liberties of parents and children, since such a course would violate guarantees of religious liberty. However, the religious liberty need not be guaranteed to a point where it can be shown to interfere with (1) the rights of children and (2) the rights of the community to assure that its members have a certain reasonable minimum competence as citizens. Thus the state's educational requirements should prevail over conflicting religious tenets where such requirements can be demonstrated by the state to be necessary: (a) to guarantee the health and



Top College Students Will Gather to Study Humanities

Plans are underway for 100 top college undergraduates to participate in a 1989 summer program of intensive studies conducted by the Madison

Center. The Washington-based Center was formed by former Secretary of Education William Bennett and University of Chicago professor Allan Bloom "in order to advance the debate about the state of American education and to give assistance to those fighting in the trenches for educational improvements."

According to Bennett, "The Summer Institute will bring together for four weeks of intensive study approximately 100 of the country's best undergraduates and a distinguished faculty led by Allan Bloom. It will provide a serious intellectual experience for an exemplary group of college students and it will offer a high-profile working example of what higher education should have as its primary concern. Moreover it will increase the visibility of faculty members dedicated to reinvigorating undergraduate education, and demonstrate the attractiveness of serious study to students. In short, rather than simply complaining and criticizing what is done elsewhere, we will show what needs to be done by actually doing it."

safety of children; and (b) to guarantee that the individual will be sufficiently educated to have the minimum competence to participate as a citizen if he/she chooses, in the democratic governing processes of the community."

POLICY 76: "If secondary school students are to become citizens trained in the democratic process, they must be given every opportunity to participate in the school and in the community with rights broadly analogous to those of adult citizens. . . . A student's locker should not be opened without consent except in conformity with the spirit of the Fourth Amendment, which requires that a warrant first be obtained on a showing of probable cause and particularly describing the things to be seized."

POLICY 78: "One of the objectives of universal free public education is to develop in children the intellectual capacities required for the effective exercise of the rights and duties of citizenship. . . . Instructional materials, including *inter alia* texts, books, films, magazines, and newspapers, should make available to students in their classes and in school libraries, a wide range of ideas, and diversity of political viewpoints. Such diversity is required by the constitutional guarantee of free speech, free press, and equal protection. Material should never be excluded or removed simply because it expresses unpopular, or controversial views, or because it coincides with particular religious views, provided that texts or materials which give a particular religious explanation of any subject may not be used in the public schools in such a context as to further or inculcate religion. . . ."

"At times, implementation of these objectives will induce conscientious teachers, librarians, and other professionals entrusted with the task of making or recommending choices of instructional materials, to choose materials which may be characterized as 'un-American,' 'communist,' 'obscene' or 'irreverent,' by some community individuals or groups, including Board of Education members. . . ."

The major works of Western literature, philosophy and political theory will be the subject of study at the Institute. John P. Walters, executive director for the Center, said the work of the Center should encourage universities across the country to teach the classics of Western Civilization.

In addition to the Summer Institute program, the Center also has a public policy center that will support scholars "who write, speak, and sponsor seminars on domestic policy related to education, drug abuse, law enforcement, and other subjects," according to *The Chronicle of Higher Education*. Other public policy activities will include: a conference to assess "what needs to be done now to advance education reform at the state and local level," a conference on "Reforming Higher Education," and seminars and a publication to assist "the business community on how best to deploy their resources to advance education reform."

The Madison Center and its founders have had a mixed reception from the academic community. According to a news article in the *New York Times*, attendees at a "conference on the future of liberal education sponsored by Duke University and the University of North Carolina at Chapel Hill" reacted to news of the Center by denouncing "what they said was a

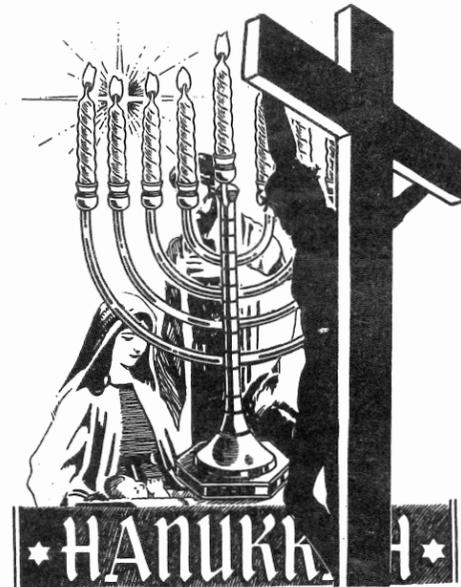
narrow, outdated interpretation of the humanities and of culture itself, one based, they frequently pointed out, on works written by 'dead white European males.'"

The *Times* continued, "the scholars gathered in North Carolina believe that, at bottom, the conservatives do not respect the non-white contribution to American culture. At the same time, the people identified as conservatives argue that the stress on race, class and gender is too deterministic. . . ."

Lynne Cheney, chairman of the National Endowment for the Humanities, was quoted in the *Times* article as saying that there is everything to be gained from studies by and about women, blacks and other elements of American culture, but American history and values derive primarily from the great thinkers of Europe, and not from Asia or Africa. "The first responsibility," she said, "is to ground students in the culture that gave rise to the institutions of our democracy."

Dates for the Summer Institute are July 9 through August 5. Details regarding the location, faculty, and student admission procedures are to be released in January. A non-profit organization supported by grants, the Madison Center is located at Suite 510, 901 Fifteenth St., NW, Washington, DC 20005. ■

"[T]he ACLU also recognizes the right of parents and students to some measure of protection from compulsory use of instructional materials which they believe assault religious and moral beliefs. That protection is provided



by the right to abstain entirely from public school education participation by choosing an alternative education in a non-public school or by home study validated by testing for proficiency in the subject required by the state. . . ."

"The library should not refuse access to books and other materials to students on the ground of a student's age, sex, race, ethnic group, or religion, and should not restrict access because of the alleged inappropriateness of the subject matter."

POLICY 80: "The ACLU opposes voucher plans, such as the Office of Economic Opportunity Voucher Plan. Any grant of public funds to

parochial schools, even if implemented indirectly by permitting parents to present their vouchers to parochial schools, violates the constitutionally-required separation of state and religion. The fact that voucher money may not be used to support religious education in such schools is irrelevant. . . . Among other forbidden types of public aid to parochial schools are the provisions of teachers at state expense, even on a part-time basis, and the award of federal scholarships to students on public schools. . . . The ACLU is opposed to tax credits against tuition payments by parents to sectarian schools."

POLICY 81: "The observance in public schools and on public property of such occasions as Christmas, Chanukah, and Easter as religious holidays is contrary to the separation principle. . . . The use of public funds or public property for the display of religious symbolism should be opposed as a governmental endorsement of religion. The use of public school buildings for the teaching of religion after school hours is similarly improper."

POLICY 305: "The ACLU opposes voucher plans, such as the Office of Economic Opportunity Voucher Plan. It would tend to re-establish racially-segregated schools in the South, encourage the flight of middle-class children in the North and inevitably weaken the public school system as a whole."

POLICY 312a: "The ACLU opposes proposed Constitutional amendments or legislation which would characterize English as the official language of the United States or any state or local jurisdiction therein to the extent that such amendments or legislation would mandate or encourage the erosion of or have the effect of eroding the rights of language minority persons in such areas as voting rights, bilingual education, civil and criminal due process, and access to health care and other public services, or otherwise would infringe upon Constitutional rights."

The *Policy Guide* may be ordered from the American Civil Liberties Union, 132 West 43rd Street, New York, NY 10036 for \$16. ■