

Pennsylvania Mother Achieves Some Success

One woman's campaign to excuse her daughter from a mandatory Health course at the Owen J. Roberts High School in Pottstown, PA, as well as to bring about modifications in the course and to view its printed and visual materials, has achieved partial success. Mrs. Cathleen Kivett of Elverson, PA, mother of eight with five children enrolled in the Roberts School, started her expose of the course in March 1987.



Cathleen Kivett

A Grade 11 Health course was made a requirement for graduation by the Roberts High School, despite the fact that Pennsylvania state requirements are fully met by the required health courses in Grades 8 and 10.

Mrs. Kivett petitioned the school and the school board to make the 11th grade course an elective. "I would like to know what educational benefits do our children derive from knowing the five stages of sexual intercourse and the issue of masturbation?" Mrs. Kivett said. Both topics are taught in the controversial 11th grade course.

"You cannot expect to have harmony at home where teenagers are exposed to one philosophy and set of values, but the school is offering other alternatives," Mrs. Kivett said. Her daughter has been excused from the course and is being given alternate reading assignments in the library.

On December 3, the school board rejected Mrs. Kivett's request to make the Grade 11 course elective, but at the same time specified a few curriculum changes. Fifth graders will no longer have to be taught exactly how AIDS is transmitted through sexual activity.

The 11th grade course will now omit discussions about human sexual response, types of sexuality, and alternatives to marriage. The school board also voted to offer an alternative grade 11 health course starting next September.

Curriculum Content

The controversial Grade 11 health curriculum is far-reaching and detailed, encompassing a great deal more than health. One segment

Maryland District Issues Pupil Privacy Regulations

The Montgomery County, Maryland, public school system has updated and strengthened its rules relating to the privacy of pupils, their families and their homes, as a result of protests by parents against classroom questionnaires. Montgomery County, which borders Washington, D.C., has one of the largest school systems in the country (approximately 100,000 students).

School board action came after a complaint was lodged last fall by the Maryland Coalition of Concerned Parents (MCCP). In an October 14 letter to the president of the Montgomery County School Board, MCCP's Coordinator Malcolm Lawrence cited the following samples of questions and incomplete sentences to fill out which were put to students at the junior high school level:

From an 8th grade English assignment paper:
How do other people see me?
Who am I?
My best friend sees me as ...
My parents or guardians see me as ...
I see myself as ...
My teachers see me as ...
Students who don't know me see me as ...

From another intermediate level English assignment:
What sort of person are you?
Are you shy with strangers?
Are you courageous?
Do you have good intentions but somehow always manage to do the wrong thing?
What is the real source of my anxiety about the future?
Why am I always timid when I am first introduced to people?
Why don't I like to go to church?
Why am I always an outsider, a loner?
Why do I hate to dress neatly?

From an assignment in a science class:
Most of the time school makes me feel ...
At home I ...
Most parents are ...
My parents think I am ...
I think I am ...
When I am alone I ...
I feel best when ...
I get embarrassed when ...

features "student-centered" strategies on their "20 favorite things" and on "coats of arms."

Another segment features "guided discovery, reciprocal discussion" on such subjects as "frustrations and disappointment." Each student is required to write a term paper on his own "philosophy of life," including personal student responses to the teacher for evaluation.

Another controversial program, "Here's Looking At You Two," is used as the drug education segment of the course.

The 21-page outline of the course shows that it includes open-ended, in-depth, and lengthy coed classroom discussions on incest, deviant sexual behavior, homosexuality, transsexuality, prostitution, child pornography, rape, runaways, and suicide. Visual aids include a videotape of a Phil Donahue program on incest.

Other segments of this Grade 11 course cover masturbation, types of sexuality, abortion,



Malcolm Lawrence

If I could change one thing about myself it would be ...

If I could be an animal I would like to be ...

MCCP contended that such questions are negative in tone, psychologically damaging to a young child, and invasions of pupil and family privacy.

The Montgomery County school authorities agreed with the MCCP that such questions are "inappropriate at the least" and, after much deliberation, issued the following instructions to all principals and staff in a 3-page memorandum dated November 13, 1987 and signed by Deputy Superintendent of Schools Paul L. Vance:

"While the discussion of feelings, attitudes, and concerns about general community values, problems, and issues is an important aspect of the educational process, it is imperative that anyone having instructional responsibilities be alert to any activities which might be construed as intruding upon student or family privacy. Any situation which might embarrass, cause harm, or in any way be interpreted as imposing a threat to the values of the individual student or his/her family must be avoided. ...

"The greater the degree of personal and/or

effective involvement called for by the instructional objectives, the greater the need for respecting the individual's privacy. Psychological sensitivity of the teacher is essential. Teachers must consider all instructional materials and activities for obvious invasion of privacy and for more subtle, potential sources of embarrassment or psychological harm. ...

"Differentiation of materials and activities should reflect the student's instructional needs, and there should be no social stigma attached. If, for any reason, a student's parent requests that his/her child not participate in a particular activity, the teacher should provide an alternative and equally attractive activity in a manner which does not call attention to the student's health, values, or physical condition. ...

"The relationship between teachers and students is such that even asking a student to fill out a questionnaire voluntarily may be seen as coercive. Prying into past experiences, feelings, viewpoints, or home life which might create anxiety must be avoided. It is not a question of merely respecting the student and his/her family. Teachers are prohibited from invading the privacy of students and their families."

Lawrence attributed the positive response by Montgomery County school authorities to the fact that the complaint was a group approach to the school board. "Other parents who have problems with teaching methods and/or instructional materials should form a group, no matter how small," Lawrence said, "and take their problems to the elected officials on the school board instead of lecturing their concerns to individual teachers."

According to Lawrence, "The bottom line is to obtain a definitive policy for the benefit and protection of all children in the school district."

MCCP was initially formed in 1974 as a voice for several groups in Maryland that were primarily interested in the preservation of privacy rights of students and parents. Since then, the Coalition has broadened its scope of interests to cover all aspects of education. It now networks with numerous groups and education activists through the United States, as well as in Canada and Australia.

and contraception. Students are shown a film of the birth of a baby.

Projects in the course included putting students through a mock wedding ceremony, having a student carry around an egg as though it were a baby, role-playing parental roles, and writing profiles.

Metropolitan Life Award

The Owen J. Roberts High School is proud of its health course which received a "Healthy Me" award last October from the Metropolitan Life Foundation of New York City. The Roberts School District received an award of \$3,000 as one of 15 schools recognized as having an exemplary "comprehensive health education" program.

The Roberts School application, submitted by health instructor Kay Boyer, stated that the health class "instruction is very progressive and multi-faceted, and encourages the students to

freely and enthusiastically participate in open discussions."

Barbara Dillon, spokesman for Metropolitan Life, said that the awards were based only on the material supplied by the school and did not include a review of the curriculum itself. When asked if Metropolitan Life would be concerned if the sex education portions of the curriculum included classroom discussions of incest, homosexuality, transsexuality, prostitution and other subjects parents might find objectionable, she replied, "I can't comment on that."

The Roberts School was very reluctant to allow Mrs. Kivett to view the handouts and printed and visual materials used in the required 11th grade course. Upon advice from a lawyer in January, the school finally agreed to allow Mrs. Kivett to see them. However, she is still permitted to see them only on a week-by-week basis, as they are being shown to students.

EDUCATION
BRIEFS

The National Assessment of Educational Progress (NAEP) delayed release of its 1986 reading-test results because scores among 9- and 17-year-olds dropped so sharply that embarrassed officials suspected that testing procedures were the cause of the slump. NAEP is now operated under a \$4 million-a-year appropriation from Congress, and recently was able to increase its annual appropriation six-fold to \$26 million on the argument that expanded testing is necessary. A spokesman for the Educational Testing Service, which conducts the tests under a federal contract, said "We don't believe the data." NAEP director Chester E. Finn Jr. said, "It's a combination of a disappointment and a mystery. It's either a glitch in the NAEP instrument or a glitch in American reading."

"New York City's School System an Intractable Mess" charged the Washington Post in a front-page news headline. Specifics to back up that headline included: The janitors control the buildings and sometimes refuse to admit teachers and students. Some classrooms have gone unpainted for 60 years and have no working toilets or drinkable water. Sixty percent of students fail to graduate from high school after four years. The New York City school system covers 32 community school districts and has a bureaucracy that employs 122,000 people.

A 14-year-old New Jersey boy killed his mother and then himself after becoming involved with satanism. His interest in the occult began only two months earlier when a classmate received an A on a paper he was assigned to write on satanism. Thomas Sullivan Jr.'s two-month interest in satanism became a visible concern to officials of his school, the Rev. George A. Brown Memorial School in Sparta, where he was an above-average student in the eighth grade. The boy killed his mother by stabbing her two dozen times with his Boy Scout knife, then set fire to the home, then fled to a wooded area where he killed himself by slashing his throat and wrists with the same knife. Morris County Prosecutor Lee Trumbull said books found among the boy's belongings included "Encyclopedia of Witchcraft and Magic," "The Picture Book of Devils, Demons and Witchcraft," and "Witchcraft."

Michigan Education Association (MEA) union officials signed a settlement guaranteeing "that employees in MEA bargaining units will not be forced — through payment of compulsory fees — to finance political, ideological and other non-collective bargaining activities they oppose." The MEA action was taken to avoid a federal class action suit which was to be filed by the National Right to Work Legal Defense Foundation.

School administrators have views which contrast sharply from those of the public according to a federally funded study by the National Center for Education Information. "They think their schools are great, which is out of sync with what the public thinks," said report author C. Emily Feistritzer. Administrators, according to the report, also differ with the general public on the state of school standards, quality of teachers, mandatory busing, school vouchers, and sex education.

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Legislation Update . . .

New Mexico Bans Psychological, Mind-Altering Techniques in Schools

The guidelines to implement New Mexico Senate Memorial 45, which deals with "the teaching of or counseling by certain psychological techniques in public schools," have been approved by the State Board of Education and ordered sent to all 88 school districts. This Memorial requests that "mind-altering psychological techniques be entirely eliminated in New Mexico public schools."

The history of Senate Memorial 45 began in February 1986 when Susan Gurule's first grade son at Sierra Vista Elementary School told his mother that he was hearing frightening stories. Upon investigation, this Albuquerque mother discovered that her son was being taken out of his classroom every other week, sent to the school counselor's office, made to lie down on the floor, and told stories.

When Mrs. Gurule inquired at the school, she found that this treatment was part of the DUSO program (*Developing Understanding of Self & Others* published by American Guidance Service, St. Paul, MN). The program includes 42 guided fantasy exercises.

Upon further investigation, Mrs. Gurule found that her daughter, two years older than the son, had been in the DUSO counseling program for two years. She and her classmates had been told by the counselor at school not to tell their parents.

Upon listening to the DUSO tapes, Mrs. Gurule discovered that they use "guided imagery" and became convinced that they have subliminal messages that were supposed to be hidden in the children's minds, and also that the program uses techniques commonly associated with the "New Age."

When Mrs. Gurule discussed this situation with her child's teacher, the teacher admitted that she did not know what was going on at the counseling lessons. Mrs. Gurule removed her children from the program and enrolled them in



Susan Gurule

a private school. However, she continued her investigations because of her concern about what other children were subjected to, and she alerted other parents to the problem.

She also discovered that some other New Mexico schools used "Dungeons and Dragons," the book *Wizards*, or workbooks that were also sold in local occult bookstores.

Mrs. Gurule discovered that State Senator Joe Carraro had a daughter in the Gurule girl's class who had also been subjected to the same psychological techniques. After he found meetings with school personnel unsatisfactory, he sponsored and successfully guided to passage Senate Memorial 45. (The text is printed elsewhere on this page.)

When Mrs. Gurule spoke with ten school principals and administrators, this aroused some animosity and media attention. At one point, Mrs. Gurule was advised to get counseling herself in order to help with her son's problems. Her letters to local school board members were met largely with silence, even though Mrs. Gurule has a teaching degree in early childhood development and has done substitute teaching in the Albuquerque Public Schools.

This Senate Memorial is not a law, but it is being treated as having the force of law in New Mexico. New guidelines for implementation of SM 45 were written by a Task Force appointed by the New Mexico Department of Education, and the schools of New Mexico are expected to comply.

NEW MEXICO
SENATE MEMORIAL 45

WHEREAS, the utilization of mind-altering techniques for public school students is highly objectionable; and

WHEREAS, the teaching of or counseling by certain psychological techniques in New Mexico's public schools should be entirely eliminated; and

WHEREAS, these psychological methodologies can involve such techniques as transcendental meditation, altered states of consciousness or the occult;

NOW, THEREFORE, BE IT RESOLVED BY THE SENATE OF THE STATE OF NEW MEXICO that the teaching of or counseling by certain mind-altering psychological techniques be entirely eliminated in New Mexico public schools; and

BE IT FURTHER RESOLVED that the superintendent of public instruction is requested to so inform all local school boards and superintendents within the state; and

BE IT FURTHER RESOLVED that the state board of education and local boards of education are requested to review these concerns and develop appropriate guidelines and that the state board of education report its finding to the legislative education study committee by December 1, 1987; and

BE IT FURTHER RESOLVED that a copy of this memorial be sent to the superintendent of public instruction.



Book of the Month

Books Children Love: A Guide to the Best Children's Literature, by Elizabeth Wilson, Westchester, IL: Crossway Books, 1987, 330 pp., Paperback, \$12.95.

For those of us who loved to read as children, the adventures, mishaps and triumphs of the wonderful characters who came to life in our beloved books probably influenced our values, beliefs and behavior as much as the instruction and examples of our parents and our teachers at school and church. There is little doubt that the displacement of the children's classics of Western literature by the glare of the television set has played its part in the decline of values that plagues our society today.

Many parents are determined to reverse this trend. They make an effort to spend time reading to and with their youngsters, surrounding them with books, and encouraging them to read.

For any parent who has given up in dismay at what is displayed in the children's section of commercial bookstores or public libraries, Mrs. Wilson's book is indispensable. A retired college



teacher and expert on children's literature, she has produced a comprehensive listing of some 800 books, all of which she has read and judged to be appealing to children, well written, and reflective of Judeo-Christian values or, in the case of works from other cultures, not destruc-

tive of them. Books are divided by subject and then by level of difficulty into three categories: up to grade 2; grades 3-4; grade 5 and higher.

Publishers are listed, and all but a few selections are currently in print. The author encourages parents to make every effort to obtain a desired book which may not be immediately available, using interlibrary loans and special orders through booksellers.

Some 23 subject categories include everything from animals to science and technology, with sections on Bible stories and special handicaps. About half of the books are literature, subdivided into fables and fairy stories, fantasies, modern realistic stories, and historical ones. The famous and familiar classics are all there, as well as a remarkable number of recent books, especially for younger readers. Each is given a paragraph or more of description, and all are indexed by author and title.

Anyone with a child on his Christmas list would be wise to obtain a copy of *Books Children Love* soon, in time to make special orders if necessary.

FOCUS: Marva Collins' Tips for Teachers

America's most famous teacher was the subject of *The Marva Collins Story*, a made-for-TV movie starring Cicely Tyson in the title role. Mrs. Collins resigned as a Chicago public school teacher in order to begin *Westside Preparatory School*, a private school where she proves, by actual experience year after year, her belief that good teaching methods can assure that inner-city children receive a first-rate education.

Children must be convinced that teachers care about them before skills can be effectively taught. The teacher must be worthy of a student's trust. A way to earn that trust is through sincere and genuine concern.

Turn around, sweetheart, your life is in front of you, not behind you. You are too bright to waste your time.

When more than one student attempts to respond in class, the teacher may say: "We can all sing together, but we cannot all talk together."

When a student says: "I don't care if I learn or not," say, "I love you very much and I will not let you fail."

When students insist on talking more than they listen, say: "If God had meant for us to talk more than we listen, then He would have given us two mouths. That is why we have two ears; we are to listen more than we talk."

When a child makes a mistake, say: "If you cannot make a mistake, you cannot make anything." This encourages children to dare to try and learn from their mistakes. When other children laugh at another student's mistakes, say: "Those of you laughing played it safe; it

took courage for this child to speak out."

Encourage students to proofread with you as you write at the blackboard. This encourages discipline; they are busy trying to find your errors. Praise each student who finds an error that you make. Say: "Very good, John. You are so bright. See, John was paying attention." This encourages other students also to proofread and think for themselves.

Do not attempt to have all the answers all the time; be human enough to admit you, too, the teacher, can make errors. Praise students for helping you become as bright as they are.

Never write, "Stupid," "What a dumb thing to do," or other negative comments on a student's paper. Instead, write: "Let's do this together; will you see me after class?" Remember, red-marked papers given back to students without showing them what they did wrong are not teaching.

Write encouraging notes on students' papers such as: "I am so proud of you," "Good job," "Fantastic paper," or "See me after school so we can become smart together."

Never get nasty with students or sink to their level. Remain a caring professional at all times. Trying to get even with a student is juvenile, and you lose respect. Whatever a student may say to you, say: "I love you and I don't think you mean that; and even if you do, I still love you, and now we will learn together."

Some students are not easy to like, but never pick on a student. If you find students with undesirable behavior, go out of your way to praise them constantly for any small detail.

Rotate times to eat lunch with your students; this gives you a chance to get to know the



Marva Collins

children. Do not be afraid to use humor with students. Don't be a stuffed shirt, or a know-it-all.

Never ridicule a student. Remember, students will do anything to save face with their peers. You, the teacher, become the "Person Out." Determine to establish rapport with each student. Treat each student with respect.

Give the slower students support, praise, and one-to-one help. Remember it is the problem student that you must reach if your class is to be successfully managed.

Say to the class clown, "I realize how difficult it must be for you to go home each night and figure out a brand-new act for each day. I am going to help you after school with your work so you, too, can become a bright student and you will not have to resort to clowning to get through the day."

Never have students write mundane lines

such as: "I will not chew gum," or "I will behave in class." Instead, have them stand up and give a three-minute speech on "I am too bright to waste my time chewing gum," or assign them to find out the etymology of gum, or ask them to write a theme entitled, "I am Too Bright to Waste my Time in School."

Hang all students' papers on the walls, not just the brighter students' papers. Find something to praise each student for, even if it's just their gym shoes.

For the child who is holding back, say: "If you don't give anything, don't expect anything. Success is not coming to you, you must come to it. You can't just sit in a seat and grow smart."

When your students are not paying attention, say: "I'm not here to entertain you. There is a lesson here. And we all better start paying attention to lessons like these, or this world we live in is surely headed for trouble."

Say to a misbehaving child, "That is not how the brightest child in the world behaves." Or, "You know you were born to win, so don't make yourself a loser."

When children are worried about lunch time, say: "Are you worried about getting one day's lunch when I'm teaching you so you can get your own food your whole life?"

When a child is talking but is not listening, say: "Very good, but not quite."

When a child is not paying attention, say: "Pay attention, why? Because you are too bright not to."

Excellence is not an act but a habit. The things you do the most are the things you will do better. Both statements could be used to inspire when practice becomes tedious.

Peace Groups Confer At Chapel Hill, N.C.

"Ensuring the future: Educating for civic and social responsibility in the 21 century" was the title of an elaborate conference held on the University of North Carolina campus in Chapel Hill on December 5. In addition to the plenary session, participants were offered a choice of at least a dozen workshops at each of three sessions.

The conference was an unprecedented joint project of teachers' organizations and advocacy groups. The North Carolina Association of Educators (a professional group) and the University of North Carolina Department of Education (the UNC-Chapel Hill department that trains teachers) co-sponsored the conference with the Educators for Social Responsibility (the national leader in promoting anti-nuclear education in the schools) and the North Carolina Center for Peace Education (which provides workshops and resources for anti-nuclear education).

Funding for the conference was provided by the Mary Reynolds Babcock Foundation and the Z. Smith Reynolds Foundation. About 300 persons attended the day-long conference.

The names of the workshops were descriptive of the content of the conference and the direction in which its sponsors guided the participants. Here are the titles of some of the 30 workshops: "Teaching about the Soviet Union: Confronting Controversial Issues in the Class-

room," "Teaching About the Arms Race," "How to Integrate Peace Education into Your School," "Creative Conflict Resolution in the Elementary Classroom," "Getting Active: Students as Peace Makers," "Developing a Sister Cities Program," "Black Youth, Rap Music & Nuclear Studies," "Tools for Teaching Peace," "Preschool Peace Education," "Write, Call or Visit My Congressperson?" "Empowering Teachers as Transformative Intellectuals," "Development of a Model Peace Education Program," "Reaching New Constituencies: Reflecting On Our Language and Strategies," "Wholistic Approach to Conflict Resolution," and "Parenting for Peace and Justice."



S.C. Parents Organize For Quality Education

South Carolina parents who formed "Citizens for Quality Education" a year ago, in order to fight a controversial statewide sex education program, are now seeing the results of their efforts.

The statewide group, with chapters in seven communities, has attacked the *Three R Program: Reproductive Risk Reduction* which is aimed at combating South Carolina's high teenage pregnancy rate.

Through an awareness campaign, the 1000-member group has encouraged parents to educate themselves on public school programs in which their children may be enrolled. In one northern community, Chesterfield, S.C., approximately 50% of the parents decided to withdraw their children from the *Three R Program*.

The group claims that the Department of Health and Environmental Control program undermines parental authority and does not promote traditional American moral values.

In a news conference last fall, the parents used the resource material and quoted from the teacher manual *Changing Bodies, Changing Lives*. They then called on the press to print or broadcast the quoted excerpts which included offensive slang and obscene graphic language.

The press refused.

Citizens for Quality Education member Diane Tufts, of Hilton Head, said they are alerting the Governor and their legislators as well as parents.

"Any comprehensive health education bill," according to Mrs. Tufts, "should emphasize sexuality within the context of marriage," and stress the "importance of morals in one's life and the need for, and importance of, and respect for parental authority."

South Carolina Governor Carroll Campbell met with members of Citizens for Quality Education last spring. Citizens for Quality Education president, Betty Morgan, of the Conway Chapter, said Governor Campbell expressed concern that the state teach sex education appropriately.

Mrs. Morgan said the Governor was "very receptive" to the group's action and, shortly after his inauguration, sent a letter to the State Education Department with guidelines on what he felt should not be included in the context of sex education. Mrs. Morgan said the letter was "very encouraging, although the guidelines were not as restrictive as may be needed."

Parents in Georgia are following North Carolina's example and are forming a Citizens for Quality Education group based in August.



Abstinence Course Proves Effective With Teenagers

Teenagers do respond to the teaching of sexual abstinence, according to new figures released on January 11 at the National Press Club in Washington, D.C. Opinions of more than 1,800 students who participated in the study of abstinence and the notion of "secondary virginity" nearly doubled in favor of those ideas after taking the pilot course called *Sex Respect*.

"Secondary virginity" is the term applied when teenagers who are sexually active decide not to continue that behavior, waiting instead until marriage.

"There was a great deal of skepticism about whether adolescents would respond to the message of sexual abstinence," said Kathleen Sullivan of Chicago, Project Director for the curriculum, "but they did."

Fourteen schools in six midwestern states took part in the second year of this pilot study, which was funded by a grant from the Department of Health and Human Services. All schools showed positive improvement in the students' attitudes.

When the 1,841 junior high school youths representing various socio-economic backgrounds were polled in the abstinence education program before they took the course, 14% said there are benefits to avoiding sexual activity until marriage. After the course, 36 percent said there absolutely are benefits to avoiding sexual activity until marriage.

"The changes in attitudes among some teenagers should convince the skeptics who doubt that abstinence can be taught and that it can be well received by adolescents," Mrs. Sullivan said.

A report by Hanson, Myers and Ginsburg (*Journal of Marriage and the Family*, May 1987) concluded that "attitudes and values of adolescents and their parents play an important role in reducing the chances of out-of-wedlock childbearing, and thus may be a critical factor in

64% say sex is not OK for unmarried teens

addressing the problem of teenage pregnancy and childbearing in the United States."

The report stated that "knowledge, as measured by birth control knowledge and sex education courses, is not successful in reducing the chances of out-of-wedlock childbearing."

"We need to solve the problem of promiscuity rather than just be concerned about pregnancy," Mrs. Sullivan said. "The fact that we have this problem today, in spite of years of giving information on birth control to teenagers, proves that most sex education isn't working."

Students in the participating schools were asked a series of questions concerning their attitudes on sexual relations prior to and following the 10-unit *Sex Respect* course. On the question "Do you think sexual urges are controllable?" the answer "always" was chosen by 20% of the students prior to the program period. After the course, 39% chose this answer.

In responding to the question "Is the sex act a right for unmarried teens as long as no pregnancy results from it?" 35.6% said "no"

prior to the program, while 64.1% said "no" after the course period.

To the question, "In thinking of sexual intercourse on a date, have you considered all the risks involved with contraceptives, pregnancy, abortion, and VD?," before the course 34.2% answered "Those are good reasons not to be sexually active;" 59% responded similarly after the course.

59% say there are good reasons NOT to be sexually active

"Students participating in the program were extremely receptive to the principles of sexual abstinence. Our test results clearly indicate that teaching sexual abstinence cannot only substantially lower teen pregnancy, but it also serves as the most cost-effective preventive medicine against AIDS," Mrs. Sullivan concluded.

Preliminary test results for the third year, which includes 25 schools funded by the federal grant plus 10 state schools, show equally positive results. □

Nevada Parents Protest AIDS Course



A thousand concerned parents filled the cafeteria of Wooster High School on January 12 in Reno, NV, forcing the Washoe County school trustees to accept a few modifications in its proposed 50-page AIDS education program.

The trustees agreed to omit sex instruction in grades Kindergarten through Grade 3, and to omit mention of masturbation as a way to avoid getting AIDS. The trustees also agreed to call condoms "less risky" rather than "responsible" behavior.

However the trustees voted to retain Grade 4 instruction about sexual intercourse in explicit detail, Grade 5 instruction about homosexuality, Grade 7 instruction about oral and anal sex, and Grade 8 instruction on "petting" as a form of "safe sex."

Parents speaking at the hearing complained that the curriculum still lacks enough emphasis on abstinence and values. At the January 12 meeting, there was standing room only as parents stood three deep from 7:00 p.m. until 1:15 a.m.

The curriculum will take effect in February pursuant to a 1987 law requiring expanded AIDS education in all Nevada schools.



Teen Pregnancy Conference Maps State Strategies

The programs and strategies used by various states to address the adolescent pregnancy problem were the subject of a conference held January 13-15 in Washington, D.C. Nearly 100 persons from all over the country attended this three-day national forum entitled "Reducing Adolescent Pregnancy: Increasing State Initiatives on Prevention and Parenting."

The conference focused on the findings released by the National Institute for Adolescent Pregnancy and Family Services of Temple University in Philadelphia.

In April 1987, the Institute launched an ambitious project to determine what relevant legislation had been introduced by state legislators on the subject. The report and conference analyzed the legislative bills introduced and examined the forces and conditions contributing to the passage and failure of legislation dealing with teenage pregnancy.

All conference attendees were given an IBM/PC disk containing model comprehensive state legislation packages and a copy of the Institute's survey of state legislation. Copies of both are available by contacting Temple University, National Institute for Adolescent Pregnancy and Family Services, Room 409, Seltzer Hall, 1700 N. Broad St., Philadelphia, PA 19121. The report sells for \$23 and the IBM/PC program for \$60.

The report concluded that "no single strategy will successfully prevent teens from being sexually active, becoming pregnant, or becoming parents."

Dr. George Zitnay of the Joseph P. Kennedy Jr. Foundation stated that, "Abstinence education doesn't work. You have to offer all of the alternatives to prevent adolescent pregnancy." That was the only time abstinence was mentioned by any of the speakers.

During the discussion of state models, Marilyn Steele of the Charles Stewart Mott Foundation commented, "There is no evidence to show that fear of AIDS has had any effect on preventing teen pregnancy."

Other speakers at the conference included Margaret Copemann, director of Planned Parenthood of Metro-Washington, and Lulu Mae Nix, cofounder of the National Institute and host of the conference.

Lou Harris - Planned Parenthood Poll Shows Surprising Results

A Lou Harris poll of American teenagers, commissioned by Planned Parenthood Federation of America in late 1986 and recently released, revealed that only 28% have ever had sexual intercourse. The percentage for boys aged 12 through 17 was 32% and for girls only 24%.

Only 18% of teenagers have ever had sexual intercourse if they attend religious services frequently, only 25% if they live with both parents, only 22% if they are in a higher economic class, only 22% if they live in the midwest, and only 21% if they have grade point averages of A to B+.

The teenagers responded that parents rank first in providing the most information about

Dr. Boyer's Priorities

Dr. Ernest L. Boyer, president of the Carnegie Foundation for the Advancement of Teaching and former U.S. Commissioner of Education, keynoted the conference, saying "the nation needs to get a clear fix on our priorities."

Dr. Boyer said that schools no longer should be seen as academic centers but should be turned into "social services centers." He outlined his proposal for future education that would make schools surrogate parents. Dr. Boyer said that combining school-based health clinics with day-care facilities at school would help to give students a sense of self-worth.

Turn schools into "social services centers"

Dr. Boyer would include 3- and 4-year-olds in a pre-Kindergarten education program, suggesting that students should stay all day and participate in school enrichment programs (of the type commonly called values clarification curricula).

Dr. Boyer encouraged the schools to assume responsibility for feeding students all three meals since, under his proposal, they would be in the school building from 7:00 a.m. until 6:30 p.m.

Dr. Boyer would require year-round schools with periodic breaks. Schools would have flexible hours and time requirements for graduation in order to allow students to work in the job market if they desired while attending school.

The major sponsors of the conference were the Milton Eisenhower Foundation, the Geraldine R. Dodge Foundation, and the Public Welfare Foundation.

sex, friends rank second, and schools rank third. Of teenagers aged 16-17, 73% have had a course in sex education. Two-thirds of sex education classes are mixed boys and girls, and only one-third are separated by sex.

Of teenagers who have had sexual intercourse, 65% have had sex education courses. Most teenagers who have not had sex education have not had sexual intercourse.

The overwhelming majority of teenagers (88%) did not want contraceptives distributed inside schools. Even among sexually active teenagers, only 14% want contraceptives available in the schools.