

## Research Shows School Clinics Don't Reduce Teen Pregnancies

The Director of Research for the Center for Population Options (CPO) has admitted that school-based clinics have had "no measurable impact" on teenage pregnancy rates. CPO is the leading organization promoting the installation of school-based clinics dispensing contraceptives inside public schools, which critics have labeled

"sex clinics."

Douglas Kirby, Ph.D., CPO's research director, startled his audience at the annual meeting of the National Family Planning and Reproductive Health Association with his speech reporting on the CPO research project designed to determine the effectiveness of school-based clinics. The project began in 1984 and was intended to last three years.

While reminding his audience that the findings he was reporting were preliminary, he stated, "I am reasonably confident that what I am going to say will hold true." The final report is to be available in the late summer or early fall. The research used six representative school-based clinics across the nation in different types of communities, size of staffs, and length of operation. Of the six clinics, two refer for birth control, one prescribes, and three dispense.

When presenting data collected from the entire student body, not just the clinic users, Dr. Kirby found "basically that there are no measurable — I want to underline that word and put it in boldface — there is no measurable impact upon the use of birth rates, nor on the pregnancy rate or birth rates. This is all based upon the survey data."

Repeating this for emphasis, Dr. Kirby said, "There is no measurable impact."

Kirby offered several reasons for this. First, "It is definitely true that some of the students who are using a school-based clinic for family planning would have otherwise gone somewhere else [for birth control]."

The second reason is what Dr. Kirby called a "dilution" effect. "The family planning clinic is serving, say one-third, maybe two-fifths of all sexually active students in the school for family planning, yet we're looking at the impact upon the entire student body, not just that one-third, or two-fifths, but also the other two-thirds, or three-fifths who are not using the clinic for family planning. So whatever impact the clinic has had, is going to be somewhat diluted by the fact that all of these other people in the school are not using the clinic."

Kirby's third explanation for the surprising results of study was that research methods are "imprecise." "I think the clinic is increasing slightly the use of birth control and is preventing

a small number of pregnancies," Kirby said, "but currently I don't think we are capable of measuring that small effect."

Kirby defended school-based clinics because they are "providing a lot of health care to young people, health care that is commonly needed, ... particularly some that dispense, are providing a lot of birth control, and birth control



Douglas Kirby, Ph.D.  
Director of Research

information and general family planning and reproductive health care."

However, Dr. Kirby reiterated that the school-based clinics do not have "a measurable impact in the actual utilization of family planning, nor upon pregnancies and birth areas because of the dilution effect and the substitution effect and because clinics are not set up to address some of these additional reasons, such as they 'didn't expect to have sex.'"

Kirby praised school-based clinics for providing "care," but he stated "so far they don't have the kinds of programs which will have a major impact on the motivation of young people."

Dr. Kirby concluded with the caveat, "So I am suggesting that, in these six sites, it is not so much knowledge or access that is needed, but probably much more motivation. And as many of you know that is much harder to change."

Kirby's speech was delivered to the 16th annual meeting of the National Family Planning and Reproductive Health Association on March 2 in Washington, D.C.

## Minnesota Allows Parents To Choose Public School

Minnesota has adopted a radically new plan to give parents the option to choose another public school anywhere in the state. The plan will be fully in operation by 1991. Governor Rudy Perpich calls the open-enrollment law his most significant legislative feat and is confident that "market forces" will improve public schools in his state.

The plan carries a strong financial sting. State aid of up to \$3,600 per student will follow each pupil to the new school of his parents' choice.

The choose-a-school plan is bitterly opposed by the Minnesota Federation of Teachers (which has sued the state) and the Minnesota School Boards Association. The National Education Association is on record against freedom of choice, and some critics call the plan a "bust the public schools" move.

### Bennett Urges Public School Choice

"Choice within the public system has now become an idea that I think most people agree to," said U.S. Secretary of Education William J. Bennett on April 26. "It's an idea that's working."

Bennett's statement was part of his status report on American schools issued five years after the publication of *A Nation at Risk*, the much-publicized report of the National Commission on Excellence in Education.

Bennett expressed disappointment that the reforms called for in that 1983 report have not produced better results. He said that the creation since 1965 of some 260 federal programs to service "at risk" children had been of little value.

Secretary Bennett has been touting the notion of "choice" ever since he was appointed head of the Department of Education and announced that the hallmark of his tenure would be an emphasis on the "three C's": parental choice, character education, and curriculum content.

### Governors Call for Choice

"Choice" — allowing parents to choose the public schools they want their children to attend — has become a more and more talked about option since the National Governors Association, at its August 1986 meeting, asked this fundamental question, "Why not let parents choose the schools their children attend?" The Governors' report concluded: "You can increase excellence by increasing choices." (See *Education Reporter*, September 1986.)

The Governors said, "America is a land of choices. In virtually every area of our economic and private lives, we have a smorgasbord of choice. We can choose among 100 breakfast cereals, 200 makes of automobiles, 300 different church denominations. Thus it is ironic that in this land of choice there is so little choice in the public school system."

### Kearns Calls for Competition

In 1987, Xerox Corporation CEO David T. Kearns, as part of a six-point program to improve schools, called for allowing parents to choose the schools their children attend. (See *Education Reporter*, December 1987.) He argued that competition and the lessons of the market place are necessary to raise academic standards in public schools. His forthcoming book, called *Winning the Brain Race: A Bold Plan to Make Our Schools Competitive*, elaborates on this proposal and calls for "restructuring our entire public education system."



Minnesota Gov. Rudy Perpich

### Gallup Poll Supports Choice

The "19th Annual Gallup Poll of the Public's Attitudes Toward the Public Schools" reported that 7 out of 10 Americans believe that parents should be able to choose where their children attend school. Among public school parents, 76% support this right of choice.

The survey showed that the majority (51%) of public school parents feel that parents should have more say about the courses offered. Four out of 10 public school parents also feel they should have more say about instructional material used and the selection of books placed in school libraries.

The predisposition of the American people toward choice in education extends to specific courses. By 43% to 36%, the public favors "character education" courses in the schools as opposed to leaving this subject solely to parents and churches. But the public also feels that parents should have the most influence on the content of "character" courses, with only 14% feeling that teachers should have the most influence. Furthermore, by a 5 to 3 margin, the public favors excusing pupils from "character" classes if their parents request it.

The Gallup survey was commissioned by Phi Delta Kappa, the professional education fraternity. The 50-question, in-home survey sampled 1,571 adults in September 1987.

## Education Reporter The New York Times

March 1988

Georgia To Test Kindergartners for Promotion

April 3, 1988

Georgia will become the first state to require all school districts to test kindergartners for promotion to the first grade. The State Board of Education announced the new policy and plans to give the California Achievement Test to 93,000 Georgia kindergarten pupils this spring. ...

Experts contend that standardized tests are unreliable predictors of young children's achievement and will result in the mislabeling of many children as slow learners.

Over the opposition of some parents and educators, the 93,000 kindergarten pupils in Georgia will begin mandatory tests this week to help determine whether they should enter first grade in the fall.

Georgia is the first state to make such testing mandatory, although individual school districts elsewhere have similar programs.

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EDUCATION  REPORTER

## EDUCATION BRIEFS

Death education is more and more appearing as a news item in regular media channels since the ground-breaking article in *Atlantic Monthly* and the segment on ABC-TV World News Tonight. On April 17 the Dallas Morning News devoted two full newspaper pages to death education. The article reported that some state legislatures are now mandating death education. Death ed classes will start this fall in all 432 districts in Wisconsin, kindergarten through 12th grade. The article quotes proponents as admitting that, although 5,000 to 6,000 courses are currently being taught, there are only 100 certified death ed teachers in the country.

A high school health teacher in Huntington, West Virginia, wanted to give his students a break from serious classwork, and so he showed them a video detailing gruesome deaths and animal slaughter. Teacher Dale Brown devoted his class period to showing "Faces of Death," a video that pictures "autopsies, dismemberment, physical cruelty, human combustion and electrocution," according to the ad on its package. Video stores also bill the movie as offering "the most bizarre, grisly death experiences." Brown admitted that showing the video was a mistake, but he showed it during two later class periods anyway, because, he said, he allowed the students to "talk me into it." Assistant principal Myron Bailes said he would have to see the tape before determining whether it was unsuitable for high school students.

President Reagan signed a \$8.3 billion education bill on April 28 which contains a ban on dial-a-porn, the system in which users pay a fee to dial and listen to pornography messages. The prohibition on dial-a-porn was overwhelmingly passed by Congress, but the American Civil Liberties Union plans to file suit against it, claiming that it intrudes on privacy and free speech rights. "I hope that the courts and the Congress will work with the Administration to do as much as is permitted by the Constitution to enforce the provisions of this statute," President Reagan said. The \$8.3 billion will be spent next year on elementary and secondary school programs.

Most textbooks are lifeless and boring because state regulations force publishers to cram elementary and secondary school books with "test-oriented trivia, pedagogical fadism and inconsistent social messages," the Council for Basic Education charged in a new study. Called "A Conspiracy of Good Intentions: America's Textbook Fiasco," the 30-year-old nonprofit group charged that the textbook selection system "is perfectly designed to produce textbooks that confuse, mislead and profoundly bore students." The study condemned the way "readability" formulas are used to judge whether a text is too far over children's heads.

The National Education Association has announced that the average teacher's salary is \$28,031. Schools are open only about 180 days a year, while most Americans work 240 days a year.

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# HHS Dept. Withdraws Sex Ed Pamphlet After Protest



Nabers Cabaniss  
Deputy Asst. Secretary of Population Affairs

The Department of Health and Human Services has stopped distribution of a federally-financed sex education curriculum in New Hampshire after it was discovered that it describes homosexuality as normal. The manual has been widely criticized by many public officials, including Governor John H. Sununu and Senator Gordon Humphrey.

The manual was defended by Chuck Rhoades, executive director of the clinic where the manual was developed. He said that it was designed to combat "homophobia" and to "give support to homosexual teenagers in the classroom." He added, "I stand by what was written in the curriculum."

Entitled *Mutual Sharing, Mutual Caring: A*

*Sexuality Education Unit for Adolescents*, the manual was prepared for the Strafford County Prenatal and Family Planning Clinic in Dover, NH under a \$161,000 federal grant over three years. Cooper Thompson, the author, is an educator who is a member of the Campaign to End Homophobia.

The manual is intended for discussions about sex by groups of teenagers. Among many statements in it which have aroused public controversy is, "Gay and lesbian adolescents are perfectly normal and their sexual attraction to members of the same sex is healthy." This grant was justified under a category called "male involvement," which was designed to encourage men to become more involved in the problems associated with sexuality and pregnancy.

According to Nabers Cabaniss, HHS Deputy Assistant Secretary, public health officials have been asked to suspend dissemination of the curriculum "pending a review" to determine whether the grant complied with federal requirements. However, more than 200 copies of the 60-page manual have already been distributed.

The New Hampshire chapter of the National Organization for Women has threatened a lawsuit unless county officials continue to finance the clinic. Rhoades charged that a cutoff of funds will "hurt a lot, especially the low-income women and girls."

Title X, the Family Planning Program, has a \$140 million annual budget to finance a broad range of family planning to low-income persons and adolescents. The Dover, NH clinic has a \$580,000 annual budget.

## Dallas Public Health Dept. Withdraws AIDS Pamphlet

The Dallas County Health Department has withdrawn from circulation a pamphlet that graphically explains safe-sex practices for gay men. The Department voiced concern that it may violate federal spending regulations about AIDS education materials.

The pamphlet, entitled "Massage for Lovers," was to be distributed in April to homosexuals attending a massage workshop co-sponsored by the county's AIDS Prevention Project. Dallas County health educator Barry Skiba said he wrote the pamphlet because the county was

interested in promoting massage as an alternative to risky sexual contacts among the homosexual community.

Federal funds are available in large amounts for AIDS education, but a provision of federal law sponsored by Sen. Jesse Helms (R-NC) last fall prohibits using federal funds for AIDS materials that "promote or encourage" homosexuality.

The decision to withdraw the pamphlet was made after several reporters telephoned the county health department for comment. ■

# Washington State Requires Teaching Abstinence Until Lawful Marriage

A hard-fought AIDS bill passed the Washington State Legislature just moments before its midnight adjournment in March. While the bill is comprehensive, with supposedly something for all factions, conservatives are claiming a substantial and lasting victory in the section pertaining to AIDS education in the public schools.

The new law states: "All material directed to children in grades kindergarten through twelve and providing education regarding any sexually transmitted disease that is written, published, distributed, or used by any public entity, and all such information paid for, in whole or in part, with any public moneys shall give emphasis to the importance of sexual abstinence outside lawful marriage and avoidance of substance abuse in controlling disease."

Senator Ann Anderson was the sponsor of the amendment to include the key words "outside lawful marriage." These words were added in a floor vote two hours after the Pro-Family Advocates Coalition distributed animal crackers to which had been attached the message, "Help keep us out of the zoo. Please uphold and strengthen the family by including in the AIDS legislation 'sexual abstinence until marriage.' Our children deserve the best."

The second victory for conservatives was persuading the legislators to allow any school child to opt out of the course on the request of his parents. The bill states: "No student may be required to participate in AIDS prevention education if the student's parent or guardian, having attended one of the district presentations, objects in writing to the participation."

The third textual victory won by conservatives was the statement in the bill that the state's program of AIDS prevention education "shall also teach that condoms and other artificial means of birth control are not a certain means of preventing the spread of the AIDS virus and reliance on condoms puts a person at risk for exposure to the disease."

Liberals, on the other hand, congratulated themselves that they were able to keep in the bill the highly controversial "gay rights" Section 902. This section states that "actual or perceived HIV infection" shall be treated like any "sensory, mental, or physical handicap" for purposes of discrimination claims.

Many other sections in this comprehensive bill please or displease various factions. The bill makes it a felony to knowingly inflict the AIDS virus on another "with bodily intent to harm." It gives public health officers the authority to order testing, counseling or treatment of people deemed "a danger to public health." The bill requires mandatory testing for convicted sex offenders, IV drug users, and prostitution-related crimes, and allows the testing of prisoners.

### Parents Monitor the Law

The political lobbying that resulted in the three textual changes in the AIDS legislation was led by the Pro-Family Advocates Coalition, whose chairman is Mrs. Cathy Mickels of Lynden. She also serves as a member of the Governor's Task Force on AIDS.

Now that the AIDS bill has become law, the group plans to monitor compliance with the law by local schools in Washington state.



Sen. Ann Anderson and daughter Cori

The Coalition contends that the AIDS curriculum now being distributed by the state does not meet the requirements of the law because it fails to teach "sexual abstinence until lawful marriage" and also fails to teach the risks associated with condom use.

Mrs. Mickels sent a letter to the Director of the Department of Social and Health Services and to the Superintendent of Education demanding that the law be obeyed. Her letter charged that the current curriculum is a "direct violation of state law" and demands that the "illegal" curriculum be withdrawn from use. Some schools have stated that they are exempt from this law because the programs were in use before the passage of the bill. ■

# FOCUS: Canadian Scholar Explains Values Clarification

*Kathleen M. Gow, Ph.D., of Toronto, Canada, is internationally recognized as an authority in mental health, sociology, and management studies. She has done research in England, Scandinavia, Central Europe, the Middle East, and China. She has taught at several universities and is the author of dozens of articles in professional journals. The following article is excerpted from Yes, Virginia, There Is Right and Wrong, © by Kathleen M. Gow.*

Ever since the days of the one-room schoolhouse, North American classrooms have provided a setting for transmitting values to students: Values such as honesty, kindness, service to others, respect for the law, and so on. In the main, these have been taught implicitly and transmitted informally as part of the day-to-day classroom experience.

Today there is a new thrust in values education: It is commonly called Moral Values Education (MVE). In many classrooms throughout the United States and beyond, it is totally revolutionizing both the methodology and the content of moral education. This new approach is making moral values not a general foundation of educational experience, but a highly visible part of its superstructure.

Ironically, in our complex society, many religious institutions and families appear to have stopped discussing relevant questions and have forfeited their influence. Recognizing the current crisis, educators are attempting to step into the breach. But do we all — school trustees and principals, teachers and parents — really understand what we are buying when we turn for help to the new Moral Values Education?

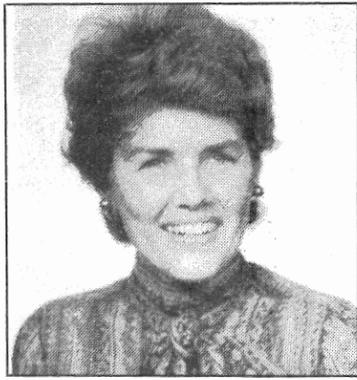
## "nothing is intrinsically good or bad"

Consider examples of MVE materials for classroom use such as the exercise called "Life Raft," designed to help participants consider their own self-worth, or the approach which exhorts children to live by a philosophy of trade-offs and compromise — "that we should strive to be reasonably moral, but not extremely moral," and the conviction that "nothing is intrinsically good or bad."

I am not speaking here of isolated "horror" incidents. These are specific exercises documented in MVE textbooks and resource materials, written by internationally known "moral education experts," and designed for use in elementary and secondary schools. These books and materials are recommended in state and provincial department of education guidelines and are being widely used in classrooms across North America.

Not surprisingly, some MVE approaches are causing considerable controversy. Values education programs have become the cause of lawsuits, court injunctions, and legislative rulings. Despite the fact the movement has been described as the "hottest" and one of the most "explosive" in education, it remains to many members of the public an unexamined and unknown issue.

We have always taught children that lying and cheating and stealing are wrong. Parents taught it. Teachers taught it. Not necessarily so any more. At least not for teachers who follow the popular strategy of values clarification. "Right" and "wrong" are entirely relative depending on the situation and especially on the child's point of view at any given time. Most important of all, the child must be free to choose his or her own moral values without the encumbrances of adult "no-nos."



Kathleen M. Gow, Ph.D.

### How MVE Discusses Stealing

Let us consider how an MVE discussion on stealing might be developed in a classroom of 10-year-olds.

By way of introducing the topic, the teacher asks the children to compare stealing from Woolworth's to stealing from a boy's locker next to their own.

Next, the teacher asks the children to compare stealing from a likable boy from a poor home with stealing from an unpopular boy from a well-to-do home, and with stealing from a blind man. The students are asked to weigh the pros and cons of each option and to rank the options on their own individual scale.

The options are accepted without criticism. Then the consequences of each of these options are considered.

One child might say: "I think that stealing is always wrong." The teacher may respond by introducing a further "clarifying" question: "If you were a parent and your child was starving, would you steal food for him or her?"

"Of course," many of the children would agree. Now to some 10-year-olds, this newly discovered fact is revolutionary: "It sure contradicts what Mom and Dad always said about stealing being just plain wrong!"

Discussion is not directed to the fact that, although there are times when one moral value must take precedence over another, this does not negate the intrinsic goodness of not stealing. How are the children in this class clarifying their values? What are they learning?

They are learning that the act of stealing should be considered relative to a particular situation, that the "right" or "wrong" of theft depends on the circumstances, the people involved, and the individual's point of view. They learn this through the very nature of the exercise administered by their teacher — and that is important, because the teacher thereby legitimizes this relativism.

The teacher's uncritical acceptance of all points of view adds a very different dimension to the children's thinking than if the children were exposed to the same points of view, rapping with their peers in the schoolyard.

The steps in the values clarification process have been followed meticulously. Values have been freely chosen. The class is dismissed. All that remains is for the students to act on their own individual decisions. It is quite possible that children may proceed to apply their new concepts of the relative value of theft to many situations. Taking 50 cents from Dad's bureau, for example, isn't as bad as taking a dollar. ...

Of course, theft and other moral issues must be faced and examined realistically. Of course, we need values — education that calls a spade a spade and is willing to tackle *with* students the realities of their lives. Of course, children need to know and feel they can say to teachers and parents what they are honestly thinking. And certainly children do not need an autocratic, pre-processed, pre-packaged, dehydrated

"obvious answer" laid on them in return.

All these possible objections to, and it is these mistakes that values clarification sets out to counteract. But, as in many movements, the pendulum has now swung to the opposite extreme.

## "one child is thrown overboard to die"

Consider the familiar dilemma called "Life Raft," which is recommended to help children clarify their self-worth.

The teacher instructs a group of ten to sit on the floor as if they were in a life raft. They are told to imagine that their cruise ship was struck by lightning and they now find themselves in a craft which has food and space for only nine. One of them must be sacrificed, i.e. thrown overboard to die. The teacher tells the group that they will decide this by consensus. Each one will plead his or her case to the others arguing when he/she should be one of the ones voted to live. An alarm clock is set near the group so they can hear it ticking, and the students are told that they have half an hour to make their decision. When the alarm goes off, the one with the least votes is thrown overboard. ...

What happens to the self-worth of the participant who — by the group's decision — is voted to be thrown out of the life raft and die? What happens to all ten of these students when the bell rings and they go out for recess together? Will this session be quickly forgotten? Or will it continue to haunt at least some members in the group, even when they are adults?

The guilt and confusion and the reported nightmares this type of exercise leads to are not difficult to imagine. What *is* difficult to realize is the degree of naivete required of an

adult educator or parent who will agree that children should be put through such experiences in the name of values education.

It must be asked: What mandate have our schools been given to undertake such exercises? How many parents have been consulted about the inclusion of such material in their children's program? Consider the load of individual anxieties which can be aroused through probing topics as self-worth and death to the depths suggested by exercises like these.

Add to this hazard the enormous complex influences of group dynamics. Put in charge a teacher — no matter how well-intentioned — who has had no special training for directing this mixture of psychodrama and group therapy and, according to many child psychiatrists, you have enormous potential for inflicting lasting psychological damage.

## "can we survive this indoctrination?"

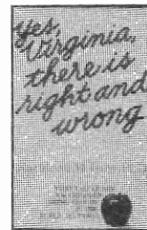
In these strategies of group confrontation, confession, role playing, and the use of the group to "get lives revealed to each other," many will recognize the techniques of group therapy and sensitivity training.

In the late 1960s, many adults learned from painful experience that to take part in sensitivity training and encounter groups led by untrained people can be disastrous.

Recognizing this, many are concerned that now, in the name of values education, the same techniques are being applied to children in the classroom, often without parental knowledge or consent.

In the values clarification approach to moral education, the position of teachers plainly is: "Values are relative, personal, and situational." Can our society afford — or even survive — this potentially fragmenting indoctrination of its young people?

## Book of the Month



**Yes, Virginia, There is Right and Wrong**, by Kathleen M. Gow, Ph.D., paperback, 255 pp., available from Fidelity House, P.O. Box 5694, Sun City Center, Florida, 33570, @ \$6.95 plus \$1.50 postage and handling.

Over the past 25 years, American elementary schools have played a leading role in advancing the philosophy of relativism, primarily (though not entirely) by using a technique called "values clarification." Popularized by Sidney Simon in his 1972 book of that name, it is now familiar to many parents who have become aware of the moral problems in our schools.

The techniques and programs associated with values clarification compose one facet of a broader concept called moral values education (MVE), which began in the 1960s, and has now become an international movement.

Dr. Kathleen Gow, a Canadian sociologist, educator, and mental health consultant, investigated this trend and has written a concise, yet comprehensive, analysis of MVE, its origin, techniques and manifestations. She gives many examples of its horrors. She describes in detail many values clarification strategies in which schoolchildren have been forced to participate in many cruel and psychologically damaging activities, such as deciding which parent to kill or which fellow student to ostracize. She documents many other examples of "moral dilemma" exercises and "death education" lessons.

Dr. Gow does not merely describe and lament this situation. Her closing chapter, "Who Will Control the System," urges all concerned parents to become involved and express their objections. If they do not do so, teachers and administrators will assume that the few complaints they receive are merely from malcontents and troublemakers. The effort required to transmit such knowledge to our children, and to insist that our schools do so as well, will cost much time and energy. Dr. Gow's book is an excellent handbook for action.

## Center Publishes New AIDS Guide For Adolescents

"In some schools, students can't pass their health class without buying a condom." That's one of the statements in a new booklet called "AIDS and Adolescents" published by the Center for Population Options (CPO).

The goal of the Center for Population Options is to get all teenagers carrying condoms all the time. The booklet states: "If all teenagers carry condoms, they would be prepared for situations where 'it just happened.'" The Center, which is headquartered in Washington D.C., receives large financial grants from the Carnegie, Mellon, Ford, Rockefeller, and Stewart Mott foundations.

Stating that clinics for teenagers are "a logical site for massive condom distribution campaigns," the CPO booklet urges clinics to "display condoms in a creative, attractive manner." It praises a San Francisco clinic that offers "a trial six pack of different condoms," a Maryland clinic that offers "three for free," and a Georgia clinic that is trying to distribute half a million condoms a year.

The CPO booklet urges leaders not to tolerate any "homophobic comments" or remarks that blame anyone for AIDS. The booklet urges teachers to be respectful about homosexual youths and to use values clarification techniques to make them comfortable in the classroom.

One of the most important tasks for leaders, according to the CPO booklet, is "to discuss safer sex" with teens. The booklet strongly recommends that sexuality teachers use descriptive language and/or slang about sex acts and body parts and not use more modest expressions such as "private parts" or "body fluids."

The CPO booklet describes exemplary lesson techniques: "In Thailand, school children make a game of blowing up condoms like balloons and at the same time get used to handling and talking about condoms. In Hong Kong and Mexico, clear plastic keyrings encasing a condom are distributed to teens [that] read, 'In case of emergency, break glass!' In a Swedish government poster on AIDS, teen males are to practice masturbating with a condom in place."

The CPO booklet urges "creative ideas for encouraging condom use among teens." This includes role-playing among adolescents in order to eliminate their natural modesty and "encourage communication about condoms and safer sex," homework assignments for teens

to go into a store and buy condoms, a "condom couplet contest" in which students are required to develop two-line rhymes promoting condom use.

The CPO booklet states that, in a group of 16-year-olds, half of the young people are likely to be virgins. The Center's instructions, however, show no sensitivity toward virtuous teenagers. They are expected to listen to explicit talk about intimate topics and to respect the promiscuous lifestyle.

The CPO booklet states that "AIDS education cannot be value free because of its connection with the most intimate part of people's lives." The "values" taught by the Center for Population Options are the philosophy of "compassion and respect for a diversity of individual and family values" and the availability of "services" to facilitate diverse behaviors. This appears to mean putting teenage abstinence, promiscuity, and homosexuality on a par and providing teenagers with information and services to practice any of those behaviors.

An offshoot of the Center for Population Options, called Support Center for School-Based Clinics headquartered in Houston, has convened four national annual conferences promoting the installation in high schools of condom-dispensing clinics. (See Dec. 1987, *Education Reporter*)

## Regeneration Gardening Comes To Pennsylvania Public Schools

A new public school program, "regenerative environmental education," has been introduced to readers of Robert Rodale's *Organic Gardening* magazine. Regenerative environmental education (REE), according to Rodale, is quite different from regular environmental education which "teaches us about nature and alerts children to problems that occur when nature is abused."

REE puts "the gardening point of view into classroom teaching." That viewpoint, according to Rodale, "emphasizes that each one of us is in the middle of an environment that can be made better, and regenerates us in the process." REE gives students a "way of thinking about the world."

The Pennsylvania Department of Education will distribute a Regeneration Teaching Kit in the fall of 1988 to 5,000 Pennsylvania teachers. The kit includes lesson ideas for grades K-12

and a full-size color poster. Rodale explains, "We gardeners often see poor land turn into a productive garden over a period of years. We don't perform that miracle alone. Nature is our partner. Season after season, we concentrate in our garden the regenerative and healing capacity present around us in the natural world. Students in school can be taught how that process works."

REE should not be confused with simple organic gardening. "People keep asking me," Rodale says, "how regeneration relates to organics and if there is a difference between a regeneration garden and an organic garden. Yes, there is a difference. In the reality of the physical world, sometimes. In the realm of the mind and the spirit, almost always. ..."

"Both an organic and a regeneration gardener will use rock powders to renew soil fertility. To an organic gardener they are natural, acceptable

and practical kinds of fertilizer. To a regeneration gardener they are soil builders, but they are also inspirations. He or she will think: Rocks have stories to tell. They last millions of years, and protect us in many ways. Now I am using a special rock to feed my garden soil. Could this rock be releasing more than just minerals? Is there an extra quality of freshness in this newly ground rock that is doing more than I can know?"

"I always feel that freshness is released to soil when rock is changed from whole to powdered form. Spreading that powder has meaning that goes beyond the act of fertilizing. We are



## Legislative Update

The Governor of Iowa has signed new legislation requiring all public schools to offer comprehensive K-12 sex education. The Iowa Department of Education has decided not to undertake curriculum development for each of the areas covered by the newly-amended Human Growth and Development law because of the enormity of the task, according to one department official. Instead, committees and task forces will be formed to study each curriculum area.

Iowa state law requires public hearings to be held before any guidelines are adopted, but whether or not the hearings will be held for each separate curriculum area or for the entire package is unclear at this time. Iowa citizens familiar with department hearings expect that testimony will have little impact on the content on the guidelines. According to one participant in previous hearings, "they are very polite, listen, and do what they want."

The new law substantially amends existing instructional requirements. The kindergarten program must now include "experiences relating to the development of life skills and human growth and development."

Subjects which must now be in grades one

through eight, include "human sexuality, self-esteem, stress management, and interpersonal relationships," and AIDS.

The bill mandates that each public school board appoint a committee to study instruction in these areas in order "to foster responsible decision making, based on cause and effect, and to support and enhance the efforts of parents to provide moral guidance to their children."

These board-appointed committees will consider self-esteem, responsible decision making, interpersonal relationships, "discouragement of premarital adolescent sexual activity," family life and parenting skills, human sexuality, "contraception and family planning," "sex stereotypes," sexually transmitted diseases including AIDS, suicide prevention, and stress management.

The law requires each school board annually to provide parents with information about the curriculum and the procedure for inspecting the materials before use in the classroom. The law states, "A pupil shall not be required to take instruction in human growth and development if the pupil's parent or guardian files with the appropriate principal a written request that the pupil be excused."

## Turner Broadcasting Releases New Curricula

The Turner Educational Services (a division of Turner Broadcasting Company) has worked out a joint venture with the Encyclopaedia Britannica Educational Corporation to send all public schools three packages based on Turner's television program called "Portrait of the Soviet Union."

Package One will consist of seven video-cassettes and a study guide mailed to all middle and high schools this month. Package Two will consist of three 20-minute films mailed to elementary schools, and Package Three will consist of ten narrated slide shows sent to elementary and middle schools. The latter two will be mailed to all schools in late summer in order to be available for the fall term.

The Turner film states that, although Siberia "used to be a one-way ticket to exile, it's now a chance for young Soviets to do something for their country, make some extra money, maybe

even start a whole new life." It says that the young people who go to Siberia "are creating a new world, where they can call the tune, and dance to it any way they want."

The Turner program does not mention that for most the journey to Siberia starts with the KGB knocking on the door in the middle of the night, followed by a trip in a crowded boxcar, and by forced labor in the bitter cold under cruel bosses.

The Turner film says that Lenin's legacy was "the vision of a bright future," and that the goal of the Soviet system is "a society where the authority of the state would no longer be needed." The Turner program does not mention that no "bright future" has appeared 70 years after the Revolution, or that the Russians are less able to produce their own grain today than under the Czars, or that total dictatorship by the elite Party class over the ill-fed workers has become so institutionalized that dissent is rare.

The Turner program says that the top Russian artists live in "amazing grace" in a "Russian Beverly Hills." The Turner program offers no explanation for why these top artists defect to America when they get the chance.

The Turner film says that "freedom to worship as you please is enshrined in the Soviet constitution," and that the church "seems to be gaining a new recognition...for its inherent Russianness." The Turner program does not describe how Soviet citizens are punished and discriminated against after they exercise their "freedom to worship," and that promoting Russianness instead of God is not most Americans' idea of freedom of religion at all.

It is too early to predict whether the pre-packaged programs to be mailed by the Turner Broadcasting System will be used by the schools, or, as critics hope, placed in the "circular file."

and practical kinds of fertilizer. To a regeneration gardener they are soil builders, but they are also inspirations. He or she will think: Rocks have stories to tell. They last millions of years, and protect us in many ways. Now I am using a special rock to feed my garden soil. Could this rock be releasing more than just minerals? Is there an extra quality of freshness in this newly ground rock that is doing more than I can know?"

"I always feel that freshness is released to soil when rock is changed from whole to powdered form. Spreading that powder has meaning that goes beyond the act of fertilizing. We are



starting over. Birthing soil. Regenerating the land on which our own regeneration depends. ...

"Once we feel regeneration in the fine powder of rock fertilizer, we look at whole rocks in a new way. No longer are they just stones. In the permanence and patience of rocks, we regeneration gardeners begin to feel inspiration and added strength of spirit." As one advocate of regenerative gardening explains, "there is a whole spiritual side of gardening that I'm tapping into."

The school kits are available at \$5 each from Trieste Kennedy, Regeneration Teaching Kit, 33 E. Minor St., Emmaus, PA, 18098.