

Pennsylvania Parents Win Sex Ed Suit

31 Parents Settle for Right To Opt Out and Alternate Curriculum



Roxanne Sakoian Eichler

Thirty-one parents in a suburban Pittsburgh school district have won a hard-fought two-year battle for the right to opt their children out of a controversial mandatory Health/Sex Education program and to be given an alternate Health course. The parents signed the settlement agreement with the school district on June 8, and representatives of the high school are expected to affix their signatures within the next 30 days.

The parents filed suit on March 24, 1987 after nearly a year of unsatisfactory dealings with the Norwin School District, a middle-class area about 20 minutes' drive outside of Pittsburgh. Until the legal negotiations produced the settlement agreement, the school had main-

tained that the controversial 10th grade course was mandatory in order to graduate from high school.

The 14-unit high school curriculum, adopted in 1984, includes units on "The Changing American Family," "Love and Sex," and "Death and Disease." Traditional high school health topics, such as personal safety, hygiene, community health, first aid, C.P.R., and nutrition, were not included in the curriculum. The text used in the curriculum is *Adolescents Today*, by John S. Dacey (2nd edition, 1982), a book on adolescent behavior.

Under the settlement, the students will be given an alternative health course without the use of this text. In addition, the parent-plaintiffs and their lawyer had the opportunity to review and make extensive revisions in the alternative curriculum. It will not include abortion, values clarification, or invasions of personal and family privacy.

The dispute formally began with a July 21, 1986, letter in which the parents asked to "be permitted to exercise their legal right to remove their children from the present health curriculum," and that "alternative academic programs

which qualify the student for graduation be provided for children whose parents or guardians exercise their right to remove their children from the course."

The School Board announced its decision on August 18, 1986, "to proceed with the current Health Education Curriculum as mandatory for graduation; to deny the right to opt-out; and to deny the right to alternative health education curriculum."

After exhausting local, state and federal complaint procedures without success, 31 parent and student plaintiffs, in conjunction with People Concerned for Quality Education, brought suit against the Norwin School District, the superintendent, school board members, and the curriculum coordinator. Many other parents who did not join as plaintiffs were known to be critical of the curriculum.

The Complaint, drafted by Attorney Roxanne Sakoian Eichler of North Versailles, PA, stated that "nothing within the course material is mandatory educational activity under federal or state laws. The sex education, psychological curricula, and values clarification, as well as every unit within the Health Education Curriculum, are optional programs under state law."

Attorney Eichler's Complaint was extremely specific in detailing parents' objections to the textbook used in the Health course, *Adolescents Today*. In describing the text, the Complaint stated:

"Self-discipline and abstinence in sexual activity until marriage are cast as an improper value choice. Homosexuality is taught as a natural stage in sexual development. [The text] condones autosexual activity (masturbation) to the stated derogation of the parental teaching and other authority figures in the student's life even to the extent of using biblical quotes and interpretations to legitimize the author's point.

"Gang masturbation and masturbation as early as 4 years of age are recommended. [The text] includes discussion of androgenous sex roles. Transsexuality is condoned and statements are made that the transsexual is happier as a result of the sex change.

"[The text] questions personal choices of the student regarding birth control use including sterilization, abortion and infanticide as well as other techniques which require moral decisions and are unacceptable within the plaintiffs' religious faith. [The text] includes no recommendation or mention of abstinence in the discussion of pregnancy and birth control. [The] Family Life Styles unit does not include marriage in discussion of family structures. ...

"The curriculum undermines parental authority and places in question the traditional Christian values which plaintiffs hold. ... The text advocates and condones ideologies, behaviors and activities in which parents and students find religious, moral and ideological objections in violation of the rights of parents to raise their children consistent with theistic values.

"[The text] states that parental strictness is

the cause of much adolescent neurosis, denotes parental authority in such derogatory terms as 'parental control.' [The text] portrays parents of adolescents as individuals who are confused as to their own values and self-identity. ...

"The curriculum is in direct derogation of biblical teaching held by plaintiffs which require love, honor, respect and obedience to one's parents.

"The curriculum contains teaching tantamount to religion which espouses doctrine contrary to the religious beliefs of plaintiffs. The text comments on the basic moral nature of mankind and throughout contradicts biblical values and religious ideology held by plaintiffs. ...

"The text promotes humanism and denies the sinful nature of man. Page 9 contains the diary of a 14-year-old girl which states, 'Religion has little place in my life. ... I think Jesus is a phoney, set up by men only to scare men into being slaves of the church. Eventually, I think he will be denounced.'

"Superior credibility is granted to Soviet moral education, arguably atheistic morality. Personal religious attitudes are solicited of the students through questions and surveys, as well as attempts to measure and label one's religious nature.

"[The text] promotes communes, advocates joining cults, alienates and distorts the traditional family structures through espousal of communes and open marriage.

"The health curriculum violates the rights of parents to raise children consistent with theistic values, impedes the free exercise of religion by parents and children, and constitutes an establishment of religion by the School District. ...

"The health curriculum contains the use of values clarification techniques which promote principles of secular humanism without any consideration of theistic values. The curriculum presents an amoral, godless perspective of mankind which is contrary to beliefs held by plaintiffs and interferes with the natural development of religion and spiritual values. The values teaching impedes the free exercise of theistic religion and constitutes the establishment of secular humanism as a religion.

"[The text] includes discussion of values formation which is contrary to the traditional Christian values believed and held by plaintiffs, i.e., one of the seven steps of values clarification as stated within the text is that a true value must be 'chosen freely.' Therefore, any value taught, expected or enforced by parents ('forced by circumstances') is an authoritarian imposition, not a true value."

The Complaint also contended that use of a movie entitled "Surviving" about teen suicide and giving students a list of family planning type centers for sex counseling "are harmful to the development of acceptable conduct and will create a 'self-fulfilling prophecy' if students follow the example of other students depicted in films and other materials."

With their Complaint, the plaintiffs also submitted a list, compiled by a physician, "of the pertinent health information which the text and health curriculum failed to include." ■

Invocations at Graduations Challenged by ACLU Suits

The Buttonwillow-Union School District in California found this year's graduation to be a time of cancelled invocations and threatened suits instead of celebration of achievement.

Early this spring, the School Board voted to have an invocation and baccalaureate at the high school and eighth grade graduations because of the religious nature of their farming community. This decision was based on a belief that public schools are locally controlled and such practices should reflect community standards and expectations.

In the fall of 1987, however, the 1st Appellate District of California ruled in *Bennett v. Livermore Unified School District* that schools may not have an invocation because (1) those practices violate the separation of church and state and (2) tax-funded graduations which include prayer constitute establishment of religion by the state. Livermore was permanently enjoined from directly or indirectly including any religious invocation at any official graduation ceremony.

In May, California schools were told by the American Civil Liberties Union that all graduations would be monitored and that schools which included a prayer in the graduation ceremony would have a suit filed against the school board and the individual board members.

On June 2, the Buttonwillow-Union School Board withdrew permission for invocations during that district's graduation ceremonies after the County Board's legal counsel advised against an invocation unless Board members wanted to challenge the ACLU. Several of the Board members are farmers, and individual suits would put family farms at risk, as well as endanger the economy of the community as a whole.

A case dealing with the same issue, *Sands v. Morongo Unified School District*, is currently being pressed by the ACLU in the 4th Appellate District, Division 2. The Rutherford Institute of California is filing an amicus brief in support of the pro-invocation position of the Morongo school.

"We hope to coordinate with school districts, school officials and educators," a spokesman for Rutherford said, "in order to file another amicus brief on their behalf." The Buttonwillow-Union School Board voted unanimously on June 21 to work with the Rutherford Institute. Superintendent Lamont Skiby said that deciding whether or not to include prayer in a graduation "should be a choice of the community and the representatives of the community, like the School Board."

There have been varied responses to this situation in other districts across the state. In one school district, parents rented a plane which flew overhead carrying a "God Bless Grads" sign. In another, a large group of students organized to put masking tape crosses on their mortar boards and, at one point during the ceremony, knelt down as a group for a moment of silence.

In another ceremony, parents emphasized "under God" during the pledge of allegiance, followed by a long pause. Pickets, with signs such as "Russia can now pray in public — why can't we?" and "Pharaoh — Let our people go," appeared in several districts up until graduation day and during the ceremonies.

A district in Quincy, CA, which had previously decided not to have an invocation because of the *Livermore* Case, reversed itself and did have an invocation and benediction during graduation. ■

EDUCATION
BRIEFS

Half of 17-year-old U.S. high school students lack basic math skills, according to the National Assessment of Educational Progress. Only 6% of 11th graders can perform problems involving algebra or multiple-step computations. Over a fourth of American 13-year-olds are unable to complete elementary arithmetic. "Too many students leave high school," according to the study, "without the mathematical understanding that will allow them to participate fully as workers and citizens in contemporary society." "Dismal" is the report's assessment of math in U.S. high schools.

"Dial-a-Porn" was outlawed by an amendment to a new five-year comprehensive federal education act. The recently passed bill would prohibit telephone companies from permitting operations in which users pay a fee to listen to pre-recorded pornographic messages. The ACLU plans to fight the law in court.

Secretary of Education William Bennett denounced recent calls to legalize drug use. Rather than reduce drug-related crime, said Bennett, legalization would only result in an "increase in the use of drugs." Bennett further warns that we should not "deceive ourselves" into thinking that drug abuse will be controlled by better education and treatment programs in the face of national legalization. He said we need "a consistent message that drug use is wrong." According to Bennett, "drugs are a profound threat to the physical well-being of our people, to their psychological well-being and motivation, . . . and to their willingness to lead productive, purposeful lives."

As part of a \$3 billion proposal, the Presidential Commission on AIDS called for a "comprehensive, school-based health education" program that includes information on AIDS, teenage pregnancy, and other health problems associated with "lifestyle" choices. State boards of education are urged to mandate AIDS education curricula for all students at every grade level. Commission Chairman James D. Watkins called this an "historic opportunity."

Tennessee has become the first state to allow schools to test students for drugs if they are under reasonable suspicion. Each local school district will be able to set up drug-testing programs under certain guidelines.

A new club was formed at Southern Illinois University at Edwardsville during "Women's Awareness Week '88." *Rune-circle* is "a new club based on ancient mythologies featuring casual get-togethers, activities, books and guest speakers on topics of interest such as: Herb Lore; Meditation Techniques; Feminist Spirituality; Creative Visualization for Health and Happiness; Norse, Welsh, Egyptian, and Other Mythos; and Tarot Cards and Runes."

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California Revamps History Guidelines

The California Department of Education recently announced a new model for history courses which many hope will "revitalize" the teaching of history in that state and nationwide.

According to state Superintendent Bill Honig, the new program "places history at the center of the social sciences and humanities."

By emphasizing the goals, exploits and accomplishments of individual historical figures and by avoiding excessive names and dates, the program seeks to counter student perceptions that history is "fragmented" and "not interesting."

"Teachers must never forget the value of good storytelling as a source of motivation for the study of history," the model stresses.



"History should be presented as an exciting and dramatic series of events in the past that helped to shape the future."

In addition to its inclusion of the major

ethical and religious traditions of history, the new model incorporates critical thinking and the concept of "global interdependence" in its study of world history.

Implementation of the new model should begin in the California school curriculum this fall. Department officials hope schools will integrate the teaching of history within a framework of geography, social science, and the humanities as one step in this process.

Although the textbooks reflecting the new model will not be adopted until 1990, nearly 4,000 California educators have attended a series of conferences throughout the state designed to improve history teaching skills in accordance with the revised framework. ■

"Health" Courses Criticized in MI

"The Values Crisis in Public Education" was the title of a statewide conference for parents, teachers and school board members held at Cleary College, Ypsilanti, Michigan on April 30.

The keynote speaker, Dr. William Coulson of San Diego, a longtime disciple of the psychologist Carl Rogers, said he now believes that Rogers' humanistic psychology is wrong. In his speech, Coulson gave many specific examples showing why it is hurtful to children. A compilation of Coulson's speech and others given in the midwest this spring is published on page 3 of this *Education Reporter*.

Mrs. Ledford. What is called "Problem Solving With Professionals" is really, she charged, "a form of group therapy in which the teacher is accepting and nonjudgmental of all solutions generated by children, while the best solution is arrived at by popular vote of the class or by what is the most favorable consequence for the child." She claimed that this type of training teaches the child "to respond in a way that conforms to the group value position rather than the value system he has been raised in."

(4) The basis of the Michigan Model, according to Mrs. Ledford's analysis, is humanism because the child is taught to "think of different answers and then choose the one that's right for you, without parental input, discussion or knowledge."

For the third session, Bettye Lewis, president of the Michigan Alliance of Families, discussed Michigan's new AIDS education program produced by the Michigan Department of Public Health. Michigan law mandates AIDS education in all junior and senior high schools starting this year.

"Sex Respect: An Abstinence Program That Works," was presented as the fourth session, by teacher Jim Coughlin, who has successfully taught the abstinence program "Sex Respect"

in a Chicago inner-city high school for the last two years.

The day-long conference was initiated and chaired by Michael Quillen of the Educational Policy Council. His announced purpose in assembling these particular speakers was to educate the public about what he called the "disastrous impact" of the post-1970 shift in the public schools from "traditional cognitive education to the affective-therapeutic brand."

Public education used to be mainly about reading, writing and arithmetic. But now, Quillen said, the classrooms are used to "explore the most personal feelings, relationships, attitudes and values of our children without regard for their privacy and without reference to the beliefs and values of their parents. . . ."

Techniques to which Quillen and other conference speakers object include "values clarification, role-playing, personal questionnaires, and moral decision-making using contrived dilemmas. The health education programs (e.g., AIDS, drug, sex, death) are especially saturated with attempts to modify attitudes and behavior, according to the speakers.

Audio cassettes of the four speeches are available @ \$5 from Heritage Video Productions, Box 3416, Ann Arbor, MI, 48106. ■

The Values Crisis
in Public Education

A state-wide conference for
parents, pastors, youth workers, teachers
and school board members

CLEARY COLLEGE, YPSILANTI, MI
April 30, 1988

co-sponsored by the
Educational Policy Council,
the Michigan Committee For Freedom
and the American Council on Economics and Society



"The Michigan Model for Comprehensive Health Education — How Healthy Is It?" was the subject of the second session. The presentation was made by Mary Ledford of Coopersville, who has been studying the statewide curriculum for three years. Her seven points of opposition to this curriculum included the following:

(1) State-written curriculum must be taken in total in order for schools to receive grant money, and state "revisions are done without local school control or parental consent."

(2) The curriculum is "extremely negative in content," including excessive use of such words as "upset, worried, sorry, sad, grieving, lonely, mad, dangerous, disturbing and frustrated." Situations presented to pupils, according to Mrs. Ledford, usually show the family in a negative rather than a positive light.

(3) The curriculum uses "psychological techniques by untrained persons," according to

The Parent and Pupil Protection Act (HB 2277), now pending in the Pennsylvania House of Representatives, has 112 sponsors and the support of Governor Robert P. Casey. However Rep. Ronald Cowell, who chairs the Education Committee, has no plans to move the bill to the floor, despite an avalanche of letters from concerned citizens.

The purpose of the bill is to guarantee parental rights and local control over curriculum in the area of sex education. The bill would:

- Require that sex education programs be approved by local school boards before use in school, and that the board hold public hearings before authorizing such instruction;
- Notify parents by mail of their right to review sex ed materials before they are used in class, and provide parents with annual outlines of the curriculum;
- Limit sex education instruction to pupils whose parents have first given their written consent to such instruction;
- Prohibit schools from penalizing or discriminating against pupils (in terms of

credits, graduation, etc.) because of non-participation in sex education;

- Prohibit schools from imposing on pupils psychological/psychiatric testing or treatment which would invade personal or family privacy;
- Prohibit school districts from providing any abortion related or contraception related services to students;
- Require that any sex-ed program emphasize abstinence from pre-marital sexual relations, and stress that abstinence is the only reliable means of avoiding AIDS, STDs and pregnancy;
- Retain the AIDS mandate, making it subject to these regulations and restating that AIDS instruction is to be determined by local school districts instead of the state.

A Parent Pupil Rights Act is also pending in the New York State Legislature. It has been reported out of the Senate Committee but is stymied in the Assembly Committee. The bill's wording is similar to the Federal Pupil Protection Amendment. ■



Legislation Update: PA, NY

FOCUS: Classroom Courses Promote Drugs and Sex

by Dr. William Coulson

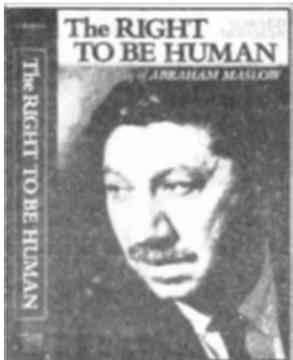
William Coulson, professor of psychology at United States International University in San Diego, serves on a federal technical advisory panel on drug education curricula and has traveled the country on behalf of the Department of Education. His assignment is to look at what are called therapeutic classrooms by many observers. Coulson came to the conclusion that "they eventually lead to more drug use rather than less, and since we see the same methods applied to sex education, we can expect more teenage sex as well."

Nancy Reagan is sometimes accused of being simplistic with her message of "Just say no" to drugs. I think she sounds like a mother, a very determined, experienced, sadder-but-wiser and prudent mother.

This is what the *Washington Post* reported she said: "Each of us has a responsibility to be intolerant of drug use anywhere, anytime by anybody. Every one of us has an obligation to force the drug issues to the point it may make others uncomfortable and ourselves unpopular. ... Be unyielding, and inflexible, and outspoken in your opposition to drugs."

I think it's superb advice. Parents will have to become intolerant once again if their children are to be kept from harm. I mean not just the harm intended by drug dealers but by sexual exploiters and other promoters of dangerous ideas and products, too.

I belong to a small group called Nevermore, family men who once worked with Carl Rogers and other leaders of humanistic psychology and who are trying now to clarify the record. If we didn't owe it to society, we believe we'd owe it to Rogers himself. He was a good father and, for a long time, a good teacher. It was only after his own children were raised that he said mothers, fathers, and teachers should become non-directive.



Although he died in 1970, the group claims Abraham Maslow for a member. The rightness of the claim is confirmed in a new book by Edward Hoffman. It's *The Right to be Human: A Biography of Abraham Maslow* (Tarcher, \$19.95). Maslow is acknowledged as the co-founder of humanistic psychology, but the book shows that his personal commitments couldn't have been more unlike the anti-family, humanistic approach.

He was a family man through and through. Married to one woman his entire adult life, Maslow left the encounter group movement when he saw the effect it was having on families. Biographer Hoffman told Nevermore that his preconceptions about Maslow were absolutely shattered by the research he did for the book: he was definitely *not* the opponent of the family that many of those who cite his authority and Rogers' wished he were.

To Maslow's later regret, he'd once told a *Life* magazine writer that "We need more shortcuts. We have to teach everyone to be a

therapist." However, the last article Maslow submitted for publication before his death was a brief but pointed retraction, called "Humanistic Education vs. Professional Education: Further Comments." It told of humanistic education undercutting the possibility of professional attainment. The article was to have been referenced in a summary volume on humanistic education funded by the Ford Foundation in 1976. Every other article Maslow wrote on humanistic education was noted, but this one was completely left out. It was the one that said the whole idea of therapeutic classrooms was wrong. (The article is available from me at Nevermore.)

Maslow's retraction about therapy

Maslow planned to write a more comprehensive retraction of the idea that everyone should spend time in therapy. The full correction got sketched in his journals but never readied for publication, because it was more or less only at the last minute of life that he'd been given to see what was wrong with the idea of classroom therapy.

Sometimes he called his plan of revision an "Esalen critique." Esalen was a very popular place in the '60s and '70s. Maslow had called Esalen "one of the country's most important education intuitions" and had helped promote it. Later it was identified as a center of "Eastern religions, psychedelic drugs, group therapy," and in an unguarded entry in his final journal Maslow added to that list. He said the whole growth center movement seemed to have come to stand for "a modern version of the older 'stag' fantasy — fool 'em [fornicate], forget 'em. Women and children get the short end of things here."

When he wasn't calling the projected correction his "Esalen critique," Maslow called it a "critique of self-actualization." As Maslow's widow, Bertha, recently told us, "I'm really very, very sorry he never got to do that. It was the next thing he was going to do; this self-actualization thing. It was so misunderstood and misused."

He did get to write a second, polished piece, which appeared as a preface for the posthumous edition of his *Motivation and Personality*. In it was the assertion that "self-actualization" should "very definitely" never have been applied to children. He saw the demand to "actualize" as one that could be used against the young by forces that coveted them for their increasing purchasing power. And somewhat as the unfortunate Lawrence Kohlberg had begun to doubt that what he'd earlier called "higher-stage morality" even existed (a morality beyond the traditional parental injunctions to be good), Maslow had come to share the insight of traditionalists everywhere that self-centeredness was something to transcend, not to promote.

But since Maslow's death in 1970, the emphasis on self has reached epidemic proportions in education. We see it today not only in the self-esteem movement but in the youth decision-making movement, where group therapy techniques are also used to turn the young inward. Crass commercial interests have seen the value in this approach, and slick classroom promotions of drug experimentation and precocious sex have followed. Free materials in support of "youth decision-making" have begun to flow into the schoolhouse.

Consider the idea of "deciding" whether or not to smoke. Maslow himself had "decided" as a child, and he'd had a very hard time quitting, even after an earlier heart attack.

Selling dangerous ideas and projects

It's intriguing to see how often people who want to sell dangerous ideas and products to children now package them in Maslow-Rogers. The case they try to make through these men is that it's in the children's interest for their parents — and schools as the agent of the parents — to practice the "tolerance" for experimentation that Mrs. Reagan rightly condemns. Says a parent training booklet now in circulation from the Tobacco Institute and the National Association of State Boards of Education (NASBE), "This approach is designed to help youth explore and develop their own values and morals, to be honest with themselves about how they really feel. Respect their feelings." Mothers and fathers are to practice this tolerance "for your child's sake."

That's Rogers and the unrevised Maslow. But here's what the revised Maslow actually wrote: "As the years left to me decrease, and as my sense of mission and urgency increases, I think I have become more businesslike. ... [But at the same time, students] have wanted to be listened to, to 'discuss.' I have tended to see this as one symptom of the extreme child-centering of recent decades, i.e., all adults present are supposed to stop talking and listen to the child. He may interrupt the adults, but the adults don't interrupt him."

The Tobacco Institute booklet, *Helping Youth Decide*, provides a series of frightening examples of the kind of child-centering on the part of parents that will serve the industry's own interest. It invites parents to betray their children into bad health by practicing an approach to communication that's the opposite of the industry's own highly effective methods of persuasion. Consider, for example, Marlboro's voice of command — "Come to where the flavor is" — and R. J. Reynold's own "Dare to be More." "Try not to lecture," says page ten of *Helping Youth Decide*, and this seems to mean "We'll take care of the lectures." Page nine urges, "React to your child as you would to an adult friend. ... Become a better listener, for your child's sake. Stop what you're doing as soon as you can and give full attention."

The Tobacco Institute has made an open-ended, multi-million-dollar commitment to this kind of self-serving advice to mothers and fathers and has found supporters from humanistic education departments fully in agreement.

Another example is Ortho Pharmaceutical Corporation's sex education curriculum called *Straight Talk*. Ortho makes contraceptives. Like the tobacco industry's program, Ortho's emphasizes nondirectiveness. It too is given away free.

A disgusted neighbor of ours brought *Straight Talk* home from the school where she teaches. She presented it to a meeting on our block. Johnson & Johnson owns Ortho, and when later pressed by our neighbor to account for itself in selling contraceptives to kids in school, the company claimed the program isn't about contraception.

But it is, and there's no reason to expect otherwise. The manufacturers make no money off abstinence. A Johnson and Johnson public

relations man said the program carries a "primary message" about abstinence, but none of the neighbors could find it.

The centerpiece of the *Straight Talk* program is the video. It clearly sells the sponsor's products. The narrator is a physician from a women's health center in San Francisco. His presentation begins with a friendly "Hi, I'm Dr. Mike Policar. I'm here to give you some important information about how to prevent pregnancy. ... You're told you can't vote till you're 18. And in many states, you're told you can't drink until you're 21. But the decision to have sex is your own, and it's an adult one. That means that you, and not anyone else, decide when and if you're ready for sex."

On seeing this, one of the neighbors hit the pause button. "Is he saying what I think he's saying? Is he saying to impressionable youngsters, 'You're ready for sex if you say you are?'" Her husband said, "It does sound that way, doesn't it. 'You say you want to be adult, but you're too young to vote? You've been warned that the law prohibits drinking by minors? Try sex.'"

The video resumes. Fifty seconds followed on the subject of postponing sex. The tone of it was "That's okay, too." Then came the pitch for contraceptives. It surveyed a large number of Ortho contraceptive products; it was more than eight times as long as what preceded, and it concluded with what the physician called the bottom line: "The bottom line is, if you're not ready for pregnancy and the responsibilities you'd face as a parent, then use birth control every time you have sex."

Sexual experimentation sold to children

Later we showed the same video to colleagues who, like me, had purveyed the misbegotten art of classroom facilitation in the '60s. To this audience the teacher guidelines that came with the video were as fascinating as the video itself.

Page two of the manual opined that it was bad educational form for a teacher to have opinions: "Ideally," the guidelines said, "your role in the discussion should be minimal. We suggest that you appoint a student discussion leader from your class to conduct the talk."

If the question is "For whom is such an arrangement 'ideal'?" the answer has to be Ortho. An article in *Contemporary Ob/Gyn* last November spoke of the need "to involve adolescents in peer-group discussions." Why? Because "we have found peers in groups ... supportive of contraceptive use."

It's clear, in general, that peers promote dubious schemes and products more confidently than teachers do. It's clear that sexual experimentation is more likely to follow when the class is led by peers than when it is led by the teacher. The average teacher is aware of being subject to the authority of the community. The average group of peers is less likely to feel that responsibility.

We first saw the word "facilitation" applied to classroom group work by Rogers in 1951. Here's what it has since become: a system of classroom interaction in which the recommended stance of the responsible adult is to refuse to teach. And what that comes down to is a better shot at our children by the peer group and dealers.

Coulson and his Nevermore colleagues will sponsor a conference on "Smoking, Sodomy, and Stupidity" in La Jolla, California, the weekend of August 27. Information may be obtained from the Research Council on Ethnopsychology, P.O. Box 8337, La Jolla, CA, 92038, 619/527-0146.

Southern Baptists Oppose Sex Clinics



Dr. Adrian Rogers

The Southern Baptist Convention voted overwhelmingly in San Antonio in June to pass a Resolution on School Based Clinics. Dr. Adrian Rogers, then president of the Convention, presided over the meetings. The text of that resolution follows.

WHEREAS, A continuing permissive attitude in contemporary society toward extramarital sexual activity has precipitated an epidemic of teenage pregnancy; and

WHEREAS, Many public school systems across America believe that the most effective way to combat this problem is to make birth control information and contraceptives widely available to public school students; and

WHEREAS, This mindset has led to the provision of moral counsel, of contraceptive medications, and devices within the framework of public schools; and

WHEREAS, The newest assault on parental authority and responsibility with respect to their adolescent children is the concept of School Based Clinics, which are being introduced to public schools across the country with the ostensible reason being to provide general medical services to public school students; and

WHEREAS, Many proponents of School Based Clinics claim that contraceptive services and treatment of sexually-related medical conditions are only a small portion of the total services to be delivered, but it is obvious because of the philosophical base of their chief proponents that general medical services are only a camouflage for their primary motivation which is to provide contraceptives to public school students; and

WHEREAS, Provision of contraceptive services in School Based Clinics is virtually always done under the cover of patient confidentiality, resulting in the provision of contraceptive services, medications, and devices without parental knowledge or permission, undermining God-ordained parental authority and responsibility; and

WHEREAS, This causes the public school, which represents to students the authority of the government and of the community at large, to condone immoral sexual behavior; and

WHEREAS, For public schools to condone and lend assistance to immoral sexual behavior is an abdication of moral responsibility and a breach of the trust which parents expect

from those to whom they entrust the education of their children.

Therefore be it RESOLVED, That we the messengers of the Southern Baptist Convention meeting in San Antonio, Texas, June 14-16, 1988, abhor the tendency to bypass parental consent involving birth control and abortion; and

Be it further RESOLVED, That we deplore the operation of School Based Clinics which have as any part of their function the provision of contraceptive counseling, medications, or devices; and

Be it further RESOLVED, That we do not believe that any fair interpretation of the doctrine

of separation of church and state requires the public schools of our nation to adopt and maintain an amoral value-free approach to teenage promiscuity, and we call for public schools as they deal with the sensitive areas of sexual behavior to uphold the standard of sexual abstinence outside marriage; and

Be it further RESOLVED, That we support those public school educators in their efforts to promote traditional moral values that teach abstinence; and

Be it finally RESOLVED, That if "Just Say No" is the standard for drug education, we affirm that it is equally applicable to sex education. ■



Book of the Month

School-Based Clinics, The Abortion Connection, Richard D. Glasow, Ph.D., National Right to Life Educational Trust Fund, 419 7th St., N.W., Suite 500, Washington, D.C., 20004, paperback, 149 pp., 1988, \$2.95 (reduced rates for quantities).

The issue of School-Based Health Clinics may not be in the headlines in your community this week, but it is by no means dead. Those who claim that teen pregnancy will be reduced by providing birth control devices and abortion referrals conveniently on or near school premises are still dedicated to that goal. In fact, now that they have succeeded in establishing mandatory sex education in many states, they are sure to make School-Based Clinics (SBC); which were always their main goal, their highest priority.

Richard D. Glasow, Ph.D., since 1981 the education director of National Right to Life, has written the essential handbook for parents who are concerned about this problem. This paperback provides facts, figures, and guidance to parents in their efforts to protect their children, their schools, and their community.

Citing more than 200 sources, Dr. Glasow documents how SBC staff members maintain a public facade of non-involvement in abortion, but communicate among themselves about how they can accomplish abortion referrals, directly or indirectly.

Opening with a chapter defining the clinics and their real agenda, the author describes their involvement in abortion referral, pro-abortion sex education, and even abortion pills. One



chapter is devoted to the clinic promoters, including Planned Parenthood Federation, the Center for Population Options, the Alan Guttmacher Institute, and other foundations.

The volume also analyzes misleading and false claims made by clinic supporters as to their "successes," and describes how such clinics undermine parental authority. Finally, in the how-to section for SBC opponents, Glasow cites a number of major objections which can be effectively used in this battle and describes successful campaigns against clinics in San Diego, Cincinnati, Boston, and Portland, Maine.

Any anti-SBC effort requires time and resources; but, as Jo Ann Gasper, former Deputy Assistant Secretary for Population Affairs at the U.S. Department of Health and Human Services, states in her forward to this book, "School-Based Clinics are tantamount to moral surrender — something which adults simply cannot do."

are willing to take risks. . . .

"Second, drug use may be criticized as an escape from reality. However, this criticism assumes unjustly that the mystical experiences themselves are escapist or unreal. LSD, in particular, is by no means a soft and cushy escape from reality. It can very easily be an experience in which you have to test your soul against all the devils in hell."

The official response to these complaints has been either to channel them to a committee which will consider his "Citizen's Request for Re-Evaluation of Material" or to respond with "Your comments have been noted." But a number of materials cited by Arata have recently been removed by the principal for review.

Arata started his inspection of library materials after he heard about an English teacher showing "Apocalypse Now," a hard-core, R-rated film. Arata says he finds it "remarkable that a math/science teacher had to be the one to bring these materials to the attention of the school principal." ■

Books Offend OH Teacher

Mike Arata, a chemistry and math teacher in Mariemont High School in Cincinnati, Ohio, has questioned the appropriateness of some books and periodicals found in his public school library and also whether or not the district is correctly performing its oversight responsibility in screening incoming materials.

One complaint addresses the school library's subscription to *Ms.* magazine. Arata cites such articles as "Teen Lust" which, according to the complaint, advocates "free-for-all" adolescent sex; "Multiorgasmic Men," accompanied by condom ads; ads for "Sexual Aids — how to order them without embarrassment, how to use them without disappointment"; and witchcraft ads such as "Gavin and Yvonne Frost, world's foremost Witches, now accept students." The magazine was subsequently removed from the open rack, but is still available to students on request.

The appropriateness of *Men and Women* by Peter Swerdlow was also questioned. It contains pictures of standing nude men and women taken from various angles. Another photograph shows three nude children playing, two of whom are acting out childbirth with a doll. The complaint states that the book "appears to be frequently checked out from the Junior High Library."

Another book brought under scrutiny by Arata was *Castaway*, which is a first-person narrative by Lucy Irvine, a 25-year-old British woman who answered a want ad that stated, "Writer seeks 'wife' for year on tropical island." Arata stated, "When *Castaway* was purchased for the High School Library last year, it was initially placed in the teacher lounge as recommended diversionary reading for teachers. I noted at the time that the book contained nude photographs of both Ms. Irvine and Mr. Kingsland, the writer, and expressed my surprise to several other individuals that the book had apparently been purchased for our High School Library, with taxpayer funds.



Now the book appears on the library's biography shelves, and — not surprisingly — some of the photographs have been torn out."

A psychology textbook, *Understanding Human Behavior*, 5th edition (Holt, Rinehart, and Winston), was questioned as inappropriate for the age level. The complaint asserted, "The text appears to have been written for relatively mature college students, not highschoolers." In support of this statement, the complaint cited this passage: "Erotic movies that are *non-violent* apparently do not lead to any increase in aggression [on the part of men who view them]. Indeed, under the right circumstances, they may have a positive effect on behavior. As California psychologist Edward Nelson points out in the 1982 book *The Influence of Pornography on Behavior*, 'Sexually explicit materials have a definite place as an adjunct to a wide variety of procedures in sex education and therapy.'"

Beyond Monogamy: Recent Studies of Sexual Alternatives in Marriage by James R. Smith and Lynn G. Smith was brought to Arata's attention when one of his students was reading it during study hall. Some of its sections are "Open Marriage: A Conceptual Framework," "The Sociology of Mate Swapping — or, The Family That Swings Together Clings Together," "Co-Marital Sex: The Incorporation of Extramarital Sex into the Marriage

Relationship," "Group Sex Among the Mid-Americans," and "An Exploratory Study of Spouse Swapping." Arata asserted that the book's theme may be summarized by its statement that "Monogamic marriage is, in its own macabre way, a legitimized and normalized form of emotional and erotic bondage."

Book Encourages Drugs

Arata's objections did not pertain only to sexually explicit materials. Another book, *Does It Matter?* by Alan Watts, deals with the issue of psychedelic drug use. It states, "I myself have experimented with five of the principal psychedelics: LSD-25, mescaline, psilocybin, dimethyltryptamine, and cannabis. . . . There are two specific objections to use of psychedelic drugs. First, use of these drugs may be dangerous. However, every worthwhile exploration is dangerous — climbing mountains, rocketing into outer space, skin diving, or collecting botanical specimens in jungles. But if you value knowledge and the actual delight of exploration more than mere duration of uneventful life, you