

EDUCATION BRIEFS

Religion may soon be found once again in textbooks and reading lists, if a new coalition of educators and religious leaders is successful. In a pamphlet entitled, "Religion in the Public School Curriculum: Questions and Answers," the coalition explains that teaching about religion is essential to any academic study of our history, and that this is *not* contrary to the Constitution. California has already taken steps to reverse the silence about religion in its state-adopted textbooks.

Decreasing class size will not by itself improve student achievement, according to a recent Education Department report. Assistant Secretary Chester Finn reported in "Class Size and Public Policy" that, during the entire 20th century, U.S. class sizes have been steadily declining, accompanied by escalating costs without any real improvement in quality. He said that reducing public school class size by one student this year will cost taxpayers \$5 billion.

Children in single-parent homes suffer a substantial educational handicap, educational researchers say. The more time children spend in one-parent homes, the less schooling they complete. Most affected are boys, who on the average spend fewer years in school and therefore pose a higher risk of chronic unemployment and persistent poverty, according to a new study by home economist Sheila Krein of the University of Illinois.

New Jersey is making plans to set up a character education program to teach universal, secular values such as honesty, integrity, and citizenship to the state's public school students. Tennessee, Alabama, Texas, and North Dakota set up character education several years ago, and New Jersey's proposal is expected to trigger similar programs in other states.

Uniforms are gaining popularity in public schools. More and more schools in Baltimore are volunteering to take part in the School Uniform Project, and Boston may soon be following suit. According to Jack Robinson, President of the National Association of Black Americans, with uniforms, schoolchildren can concentrate more on their studies than on what they wear each day.

Many experts now admit that computer-aided instruction has not matched overblown expectations. After spending \$2 billion on an estimated 1.7 million personal computers, the much-heralded computer revolution hasn't happened. Among the reasons cited for the failure are poor software, lack of enough computers, the prohibitive cost of computer equipment vis-a-vis books, and a shortage of computer-qualified teachers.

The Seattle school district is planning to replace its mandatory busing with a "controlled choice" integration program. Proposed with the enthusiastic support of minority and civil rights groups, the new plan would allow parents to choose which public school their child will attend from among clusters of schools near their homes.

Education Reporter (ISSN 0887-0608) is published monthly by Eagle Forum Education & Legal Defense Fund with editorial offices at Box 618, Alton, Illinois 62002, (618) 462-5415. The views expressed in this newsletter are those of the persons quoted and should not be attributed to Eagle Forum Education & Legal Defense Fund. Annual subscription \$25. Back issues available @ \$2. Second Class postage paid at Alton, Illinois.



8 Groups Join In "Family Manifesto"

The major organizations in the profamily movement gathered in Atlanta for the three days preceding the Democratic National Convention, and again in New Orleans for the three days preceding the Republican National Convention, to hold conferences called Family Forum '88. By staging an event in both cities, these conferees hoped to avoid the label "political" in the partisan sense, but they admit to the importance of participating in the political process in order to influence policymaking about families.

In order to answer reporters who asked "why" the conferees are "making a big thing out of family issues," they issued what they call a "Family Manifesto." It contains seven planks and starts by proclaiming how family-oriented people see themselves. "The family is the fundamental institution of society," it says, and the family is defined by "relationships of blood, marriage, or permanent, legal adoption."

The manifesto proclaims that, "in a family with children requiring nurture, the role of the male is most effectively that of provider, and the role of the female one of nurturer." It calls marriage "a covenant of divine origin" and condemns no-fault divorce as an "evil" whose destructive effects fall on the children and on society at large.

The manifesto condemns abortion. The document announces that children deserve protection "from the moment we conceive them," and that "marital relations between husband and wife are the only means of transmitting human life which are fully consistent with the dignity and protection of human beings."

The manifesto calls for children to be "nurtured and raised by their own married parents, biological or adoptive." Further, the manifesto calls upon government to "support family parenting as the first premise of its social, economic, and fiscal policy" because the greatest need of children is "time from their parents."

The manifesto asserts that parents are the natural, first and primary educators of their children and should have the "right to exempt their children from any classes or exposure to any materials they may find objectionable." (The full text of the manifesto's education plank appears elsewhere on this page.)

The profamily organizations that joined in releasing the Family Manifesto are Free Congress Foundation, Moral Majority, Eagle Forum, Family Research Council, Concerned Women for America, National Family Institute, American Family Association, and Citizens for Decency Through Law. ■

Family Manifesto on Education

We proclaim that parents are the natural, first, and primary educators of their children. They may delegate part of this responsibility to others, but they never relinquish it.

We agree that the state has a legitimate right to ensure that its citizens are educated sufficiently to function in society. But from this—

We reject entirely any inference that the schools, community, or government have primary responsibility for the education of children.

We proclaim that the schools, community, and government are obligated to assist parents with the education of their children in conformity with the parents' convictions and preferences. Parents have the right to exempt their children from any classes or exposure to any materials they may find objectionable.

We reject entirely the notion that teachers or

other public authorities have authority to contravene or override parental preferences in the selection of curriculum, teaching materials, guest speakers, extracurricular activities or other academic functions.

We reject entirely the concept of teacher or school as an agent of social change, possessing the right to tamper with children's psychological or emotional constitution.

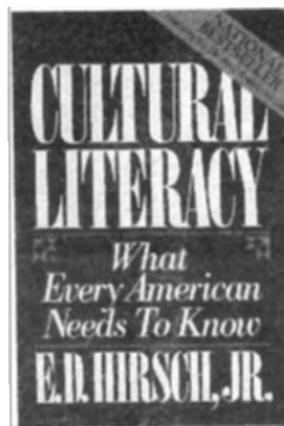
We proclaim that parents should be able to select for their children the manner of education they prefer, without discrimination, persecution, or penalty from government. The options of home school, religious school, private school, government school, or otherwise specialized schools should all be equally available to parents, with equal treatment from government toward all.



Book of the Month

Cultural Literacy: What Every American Needs To Know, by E. D. Hirsch, Jr., Boston: Houghton Mifflin, 1987, 238 pp., \$16.95.

A bombshell landed on the nation's educational establishment last summer when an English professor at the University of Virginia released his soon-to-be bestseller *Cultural Literacy*. It not only challenged the prevailing educational wisdom but also attracted the enthusiastic attention of education and academic leaders all over the country.



By now, we've all heard the sobering statistics about the state of American education. The National Assessment of Educational Progress reported that "two-thirds of our 17-year-olds do not know that the Civil War occurred between 1850 and 1900. Three-quarters do not know what reconstruction means." The same report revealed that out of "a constant pool of about a million [SAT] test-takers each year, 56 percent more students scored above 600 in 1972 than did so in 1984."

Many American educators seem to have forgotten how much being literate depends upon a foundation of cultural knowledge — the kind that used to be found in McGuffey's readers, for example. A national amnesia of sorts lurked in deadly silence until Professor Hirsch explained the obvious in such a way that academicians could no longer afford to ignore it.

Hirsch argues that shared cultural knowledge is essential to true reading, which in turn enables the communication of shared knowledge that is essential to our well-being as a democratic society. A "human group must have effective communications to function effectively," says Hirsch; "effective communications require shared culture, and ... shared culture

requires transmission of specific information to children."

Hirsch's view flies in the face of John Dewey's pragmatic developmentalism, whose disciples in our nation's schools have erroneously institutionalized the view that "adult culture is 'unnatural' to young children" and that cultural transmission should not be a prime goal of educational institutions. The Dewey legacy is that schools teach schoolchildren to develop their "personal potential" but fail to give them the objective information necessary to communicate within our society.

In a fascinating section, Hirsch relates that, at the first-grade level, disadvantaged and middle-class students perform about equally. At higher grades, however, when reading materials become more complex and require more background information, the well-off students perform better. "Around grade four," he reports, "those who lack the initial knowledge required for significant reading begin to be left behind permanently." They simply don't have the cultural background to know what the words mean.

Democracy needs cultural literacy, says Hirsch. "The civic importance of cultural literacy lies in the fact that true enfranchisement depends upon literacy, and literacy upon cultural literacy." Like Jefferson, Hirsch believes that, for citizens to participate in the political process, they need to have a rich sense of culture and history.

Much the same holds true for our modern private-enterprise economy where workers must often adapt to new job requirements. In such cases, Hirsch says, a culturally literate worker can quickly assimilate new skills. Unless he can read and understand what he reads, a fast-growth-industry employee will be left in the dust.

To explain exactly what is meant by cultural literacy, Hirsch and two of his colleagues provide a 60-page list of names, dates, scientific terms, and sayings that Americans ought to know if they are to communicate effectively.

This list, even though controversial, seems to have been a success. In October, Houghton Mifflin will release a sequel, called the *Dictionary of Cultural Literacy*. Hirsch hopes this will point the way to textbook and testing guidelines, so that more cultural content can be integrated into our nation's educational process. ■

Lesson: "Create your own god"

After parental objection that an 8th grade assignment on mythology violated the school's Invasion of Privacy policy, a student was allowed to take an alternate assignment in a Montgomery County, Maryland middle school. (The name of the request is being withheld on the family's request in order to protect the student.)

The exercises given to the students in the 8th grade English class were detailed and comprehensive. According to the parents, they required the student to become personally involved in participating in the pagan beliefs and customs, thus violating the school's privacy policy. The policy states, in part, "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" and "The greater the degree of personal and/or affective involvement called for by the instructional objectives, the greater the need for respecting the individual's privacy."



Homo sapiens pollutus?

The parents did not object to teaching the historical fact that the people of the ancient world believed in mythological gods and goddesses. The parents objected to an assignment that required students to "create your own god or goddess," give him a name, decide what he was "in charge of," give him a symbol, describe his appearance, and list "the special powers or abilities possessed by your god or goddess."

In addition to that assignment, the students were also required to select one project from eleven choices. The parents particularly objected to the following choice:

"In the year 3000 we see a subspecies of human, *Homo sapiens pollutus*, that is biologically adapted to living in a smog-filled atmosphere. *Homo sapiens* as we know them have disappeared (due to natural selection) and along with them have gone their religions, inventa knowledge, and cultural traditions. Invention a mythological system that *Homo sapiens pollutus* might accept. Include in your description a paragraph or more on each of the following: (a) a creation myth for this new mythology, (b) gods and goddesses in the new mythological system, and (c) the morals put forth by the new gods and goddesses and/or the beliefs of (B2) *Homo sapiens pollutus*.

Other project choices required the pupils to write a version of a myth for *Rolling Stone* or *Mad*, write an advertisement for a new product based on a Greek myth, and "interview" a god or goddess.

Instead of the "create your own god" assignment, the student was allowed to choose one additional item from the 11 projects as an alternate assignment. The privacy policy states "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 religion, values, or physical condition." ■

FOCUS: Schools Are To Teach!

by Jesse D. Clanton, Jr.

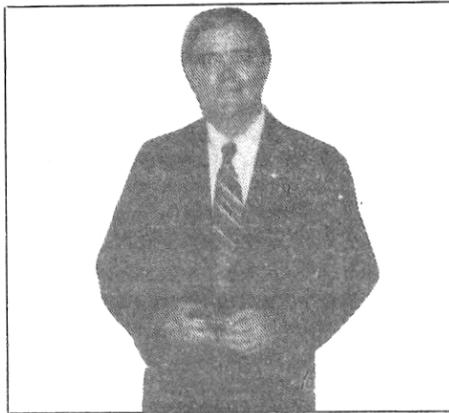
Jesse D. Clanton, Jr., recently retired from his position as Assistant Superintendent for Curriculum for Limestone County Schools in Alabama. He is currently serving with the U.S. Army.

The home is the basic unit of any civilized society, and must be respected and maintained as such. The schools are extensions of the home, serving in accordance with the good will and pleasure of the homes represented.

The schools are the guardians of the rich heritage of our Republic and exist for the purpose of perpetuating this heritage to generations yet unborn.

Schools are to teach! — the basic skills absolutely necessary to successfully and intelligently function in our modern society. *Knowledge*, that's the key! — and the unique mission of schools. We don't teach students *what* to think. We enable them *to* think!

Self discipline among students, externally imposed and applied when necessary, is absolutely essential to school survival. Respect for law, person, and property is interwoven into the



Jesse D. Clanton, Jr.

basic fabric of civilization and must be the uppermost priority of our schools.

A strong corps of ethical, highly-trained, and dedicated administrators and teachers is the basic ingredient of good schools. Leadership presupposes that each person knows what to do, when to do, where to do, how to do, — and does it. Yet, justice demands that everyone must be treated fairly, consistently, honestly, courteously, at all times.

Schools belong to the people. The people are sovereign. The voice of the people is manifest through their representative, duly and legally constituted legislative, judicial and executive body — the Board of Education. The power of the Board is derived from the just consent of the governed and cannot be transferred, circumvented or negotiated away. The Superintendent acts as the chief executive officer to help the Board understand the issues and facts in the decision making process and, then, to execute the determined will of the Board.

In the final analysis we teach what we are! Schools are to teach!

We teach — so that students can learn to read with pleasure, write with power, speak with wisdom, sing with joy, listen with understanding, conserve with hope, play with contentment, vote with intelligence, work with zeal, see with beauty, win with humility, lose with nobility, rest with serenity, stand with honor, walk with integrity, run with patience, fight with courage, live with love, and die with peace.

Johnson Foundation May Stop Initiating Clinics

The Robert Wood Johnson Foundation, a leader in the financing of contraceptive-dispensing clinics in public high schools, has announced what it calls "a significant change of direction" for 1988. The president's message, featured in the foundation's just-released annual report, stated that "most of 1988 will be spent fully defining this redirection stemming from 1987's massive self-examination by the Foundation of where we stand."

The president, Leighton E. Cluff, identified ten areas of concern which will receive the foundation's attention in the coming year. Three general targets were assigned priority: assisting those segments of our population most vulnerable to illness, specific diseases of regional or national concern, and broad national health issues and concerns.

In providing specifics of how grants will be distributed in the coming year, Dr. Cluff mentioned Infants, Children and Adolescents (the focus for adolescents will be on accidents, suicide, homicide and substance abuse); AIDS (both measures to minimize the potential for infection in the general population and meeting health care needs of those who have the disease); destructive behavior (particularly from substance abuse and violence); and mental illness (ranging all the way from hyperactivity in children stemming from depression to Alzheimer's disease).

The Robert Wood Johnson Foundation is one of the nation's largest foundations. Its annual financial report showed that it had \$679,354,296 on December 31, 1987, of which \$96 million represented an increase in capital during the previous year.

Adolescent pregnancy is not mentioned as one of the major concerns for the Foundation for 1988. According to Dr. Cluff, one area that will receive decreased emphasis is "access to primary medical care for the general population." The area of school-based clinics, which dispense, counsel or refer for contraceptives in order to reduce adolescent pregnancy, appears to fit in this category.

However, the school-based clinics that have counted on the Robert Wood Johnson Foundation for funding will not be left without funding. Most of the grants given in this area last year are

for two years, so the money will continue to flow.

Grants for Sex Clinics

The following grants were given for the "Establishment of comprehensive services (for clinics in public secondary schools (for the periods indicated). ID# 10523 applies to all of the following:

\$299,266 to the State of Alabama, State Board of Health, Jefferson County Department of Health, Birmingham, Alabama, for Enslay High School (2 years).

\$200,000 to Bronx-Lebanon Hospital Center, Bronx, New York, for Taft High School (2 years).

\$200,000 to the University of Colorado Health Sciences Center, Denver, Colorado, for Lincoln and East High Schools (2 years).

\$200,000 to the Guilford County Department of Health, Greensboro, North Carolina, for Gillespie High School (2 years).

\$200,000 to Health Start, St. Paul, Minnesota, for Harding High School (2 years).

\$200,000 to the Jersey City Medical Center, Jersey City, New Jersey, for Snyder and Dickinson High Schools (2 years).

\$197,193 to the City of Los Angeles Board of Education, Los Angeles, California, for Jordan High School (25 months).

\$199,717 to the City of Los Angeles Board of Education, Los Angeles, California, for Los Angeles High School (2 years).

\$198,050 to the City of Los Angeles Board of Education, Los Angeles, California, for San Fernando Valley High School (2 years).

\$199,234 to Louisiana State University Medical Center, New Orleans, Louisiana, for Istrouma High School and Westdale Middle School (2 years).

\$292,330 to the Memphis and Shelby County Health Department, Memphis, Tennessee, for Northside High School (2 years).

\$298,638 to the Minneapolis Special School District, Minneapolis, Minnesota, for Southwest High School (2 years).

\$200,000 New Detroit, Inc., Detroit, Michigan, for Northern and Northwestern High Schools (2 years).

\$198,618 to New York Medical College, Valhalla, New York, for Morris High School (2

years).

\$200,000 to North Shore University Hospital, Manhasset, New York, for Far Rockaway High School (2 years).

\$299,969 to Orleans Parish School Board, New Orleans, Louisiana for Carver High School (2 years).

\$300,000 to University of Medicine and Dentistry of New Jersey — New Jersey Medical School, Newark, New Jersey, for Barringer High School (2 years).

\$199,178 to the Visiting Nurse Association, Inc., Santa Clara, California, for Overfelt and San Jose High Schools (2 years).



Leighton E. Cluff, M.D.

Grants in related areas were also given last year for "Assessment of program to reduce alcoholism and pregnancy rates in adolescent Indian girls," "Technical assistance and direction for the School-Based Adolescent Health Care Program," and "Health component of program to reduce pregnancy and dropout rates for disadvantaged."

Information about 1987 grants may be obtained from the Communications Office, The Robert Wood Johnson Foundation, P.O. Box 2316, Princeton, NJ, 08543-2316. Requests should include the title of the grant, the institutional recipient, and the grant ID number. ■

Did Mighty Mouse Sniff Cocaine?

Is CBS peddling drug use in its Saturday morning cartoons? In an episode of CBS's children's cartoon *Mighty Mouse*, the hero (not to be confused with Mighty Mouse of the 1960s) was stretched out by a campfire when he pulled an unidentified substance out of his cape and inhaled it up through his nostrils until it was all gone.

Some viewers of this program think the substance was cocaine and that, therefore, the cartoon gave a very bad message to children. In contradictory letters, CBS responded first that Mighty Mouse was just smelling "his lucky chunk of cheese," and secondly that the substance was not cocaine but a "mass of crushed stems, tomatoes and flowers."

Critics say that while it is clear that the substance is not cheese, it isn't clear what the substance is. No tomatoes or flowers are visible. They note that sniffing cocaine means breathing the substance completely up into one's nose, something that is impossible to do with tomatoes or flowers.

The producer of the controversial program, Ralph Bakshi, said that the criticism "smacks of burning books and the Third Reich. It smacks of McCarthyism. I'm not going to get into who sniffs what."

CBS may or may not be guilty of urging kids to sniff coke. But critics assert that CBS has a public relations problem because it has shown insensitivity to the legitimate concerns of parents. The offending episode of *Mighty Mouse*, called "The Littlest Tramp," was aired three times by CBS, and no apology has been forthcoming.

This same *Mighty Mouse* episode contains several other adult messages. The general theme,

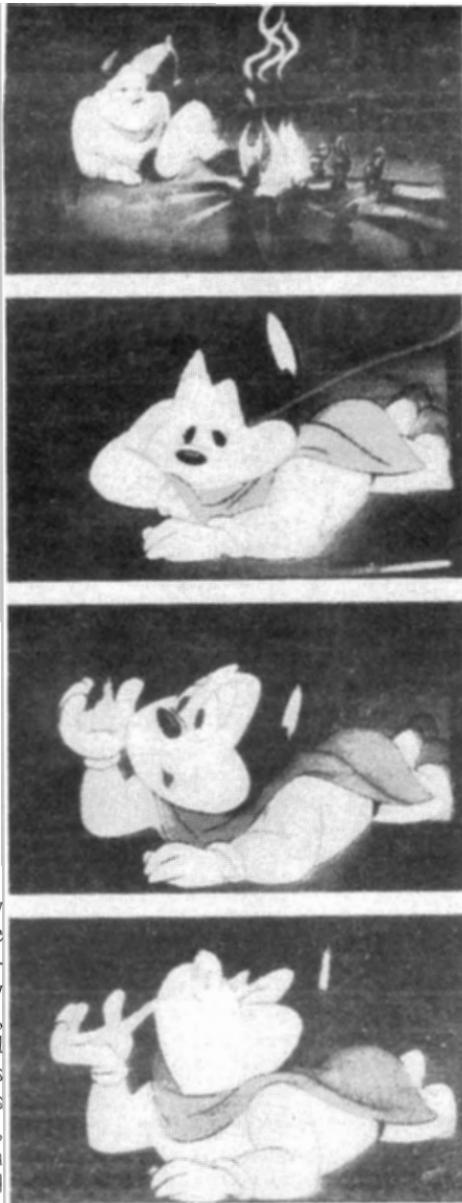
according to critics, is that society is basically depraved and that capitalism is evil; they note that the villains drive expensive limousines with gaudy \$ signs on the side.

Critics state the episode teaches the lesson that people are not responsible for their actions. For evidence they offer the scene in which *Mighty Mouse* starts spanking the villain. The flower-seller he has abused, who is named Polly, defends the villain, saying, "He's just making up for the terrible things that have happened in his own life."

The "voice over" promises at the start of the program that *Mighty Mouse* "will prove that crime will never pay." But critics say that the cartoon "proves" that the villain, who never admitted guilt or expressed any remorse, gets the girl.

Ralph Bakshi, who created this cartoon, was the producer of the first X-rated cartoon strip, "Fritz the Cat" in 1972, financed in part by *Playboy* magazine. CBS's chief of children's programming, Judy Price, boasted to a reporter last year that she has "broken a lot of ground where people would not have dared to go in prime time."

On July 6, Reed Irvine, president of Accuracy in Media, and Don Wildmon, president of the American Family Association, attended a screening of the *Mighty Mouse* cartoon arranged by CBS. Irvine took along a mixture of "stems, tomatoes, and crushed flowers" and offered \$1,000 to anyone who could inhale it up his nose. There were no takers. The event was attended by several reporters and camera crews, but the story did not appear on television or in major metropolitan newspapers. ■



New York City: Failing Grade on Teacher Retention

A committee of the New York State Senate announced on July 7 that it was giving the New York City Board of Education a "failing grade" in recruiting and retaining teachers. It reported that more than 5,000 teachers left the city school system in 1986, and an estimated 50 percent of all beginning teachers leave during their first three years.

This revelation followed an announcement by the New York City school system that it is taking strenuous measures to cope with one of its biggest problems. It's not illiteracy or pregnancies or dropouts, but the dramatic rise in violence in and around the schools which contributes to their poor teacher-retention rate.

The rigorous security measures proposed to deal with this problem include installing silent buzzers called "panic buttons" in classrooms, along with metal detectors and electronically locked doors at school entrances. The new million-dollar measures are supported by both School Chancellor Richard R. Green and Mayor Edward Koch.

Koch is taking a hard line. He urges that students who assault school employees be expelled and that the punishment for assaulting a teacher be upgraded from a misdemeanor to a felony.

Dr. Green has just issued a 55-page report on his first 100 days in office. He is making a conscientious effort to upgrade the New York City schools.

One of his major points is that "children, parents, teachers and principals cannot continue to associate violence and a drug filled environment with their educational experience. ... We must guarantee that our schools are safe, clean and orderly places where every child has the right to learn; every teacher the right to teach; every principal the right to lead; and every parent the right to expect high quality education."

Dr. Green said that during May the lack of safety in and around the schools became what he called "a serious concern for every New Yorker." In one week, he reported, there were five assaults on teachers that resulted in serious injuries; one man lost an eye, another man's face is permanently scarred, and a woman lost partial use of her hand.

Dr. Green called an impromptu "educational summit" the first week of June at which police, school and city officials discussed the problem. The same week, a Bronx elementary school teacher was shot in the leg, and an intermediate school teacher coaching an intramural softball game was beaten severely with a baseball bat.

A few days earlier, another teacher was stabbed and robbed in the bathroom of a Bronx high school. Some of these attacks are thought to have been committed by nonstudents, but they were on school premises.

The New York Civil Liberties Union has offered legal help to parents who may want to challenge the use of metal detectors as a violation of "students' civil rights." Executive director Norma Siegel said he is "bothered" by the notion of metal detectors because "Students shouldn't have to run the gauntlet of school check points to get an education."

However, parents and teachers appear to be more upset about the weapons carried into schools. The chairman of a New York City school safety committee reported that students had been seen carrying .357 magnums, sawed-off shotguns, and even Uzi machine guns to school. The president of the United Federation of Teachers, Sandra Feldman, said, "Schools where people are living in fear cannot be a good learning environment." ■

New York State Residents Expose Controversial Counseling Program

A group of concerned citizens in the Skaneateles Central School District, a suburb of Syracuse, New York, believes they succeeded in their objective of alerting parents to a controversial program in the local public school which gives psychological counseling to minor children without parental knowledge or consent. The group used the unusual tactic of trying to put on the ballot a proposition requiring the school to secure written parental consent before nonacademic, psychological activities are used.

The group did not succeed in placing the proposition on the ballot, but they did succeed in getting enough media coverage to raise community awareness about psychological techniques used in the schools on minor children. "We're pleased that the community is now aware of the drug counselor the school has, and the fact that he is with the county Mental Health Department," said parent Kathy Maher.

At the core of the controversy was a "Student Assistance Program" sponsored by the Onondaga County Department of Mental Health under which "mental health counselors" set up shop inside the public high school building. Students could be referred to these counselors not only by parents, but also without parental knowledge or consent by school personnel, the students themselves, or "a friend." The counselor then "evaluates" the problem and can send the student to "educational groups," to "self-help groups in the community," or to "appropriate resources."

The brochure distributed to the students explaining the program stresses its "strict confi-

dentiality" promising not to reveal any information even to parents without the student's written permission. While the brochure states that students have "a choice as to their level of involvement," the brochure acknowledges that school officials may mandate some students to take "a minimum of five evaluation sessions." The counselor who conducts the program was hired by the Onondaga Mental Health Department through a federal grant.

Upon discovering the existence of the nonacademic counseling program conducted confidentially by non-school personnel, the group circulated a petition, which, according to group members, was "drawn up in complete compliance with information from the school administrative office," requesting the Skaneateles School Board to place on the ballot the following proposition:

"Shall written informed consent and access to materials by parent or legal guardian be required prior to: 1) any non-academic interviewing, diagnosis, counseling, facilitating, or referrals to outside agencies or persons; and 2) non-academic exams, exercises, or surveys to elicit information about attitudes, habits, personal opinions, beliefs, or feelings of a student or his family; and 3) programs designed to affect behavioral, emotional, or attitudinal characteristics of a student?"

Skaneateles school superintendent Walter Sullivan strenuously opposed giving the community the opportunity to vote on the parents' consent issue, saying, "It's extremely dangerous. We educate the whole child here and some of

our programs' purpose is to affect a change in attitude."

His statement appeared to concede exactly what the group was complaining about, namely, that the school had embarked upon programs to force attitudinal changes at the expense of teaching the basics. "We're concerned that more time is being spent on counseling and psychological avenues than on education," according to parent Peg Varno.

The School Board rejected the petition without addressing the issue of the rights of parents to guard their children against psychological treatment by nonschool counselors who may or may not share the parents' values. The group then appealed to the State of New York, Onondaga County Supreme Court, which ruled on May 27 against the group on the ground that the law prohibits persons other than the school board from setting policy. Barbara Gates denied that her group was trying to set board policy, asserting they just "wanted the board to know the feelings of the community." The group did not appeal, believing that they had made their point of increasing community awareness about what is going on inside the public schools.

The Auburn newspaper articles consistently referred to the group as "right-wing" and editorialized in favor of school officials and against the group, accusing them of "seeking to shape public education around their religious and moral beliefs." However, the group never asked that the counseling program be terminated, merely that psychological programs be preceded by parental consent. ■