



Creationists Claim Victory in Texas Education Vote

The Texas Board of Education on March 11 in Austin adopted a rule requiring textbooks used in public schools to include discussions of evolution plus other reliable theories. In addition, the board voted to require materials to develop skills in examining evidence to "verify or refute" all theories discussed.

The original resolution presented to the state board by the committee would have mandated the teaching of evolution only, which observers believe would have confined the textbooks to the teaching of Darwinism and prevented any discussion of alternate theories.

The new resolution will be part of the guidelines sent to publishers to solicit bids for textbooks to be bought for the 1991-1992 school year. Texas textbook policies are nationally important because Texas is the largest bulk purchaser of biology textbooks in the country.

The battle to get the state board to require the teaching of evolution to the exclusion of other theories was led by People for the American Way (PAW). While PAW spokesmen are expressing satisfaction with the board's decision, the citizens' groups that worked for a decision that would allow the teaching of contrary theories are claiming victory in the battle. They believe that any textbook discussion of several theories of origins will surely show the contradictions in the theory of evolution.

Mrs. Donna Blumer, textbook analyst and former teacher, said parents were very pleased with the final decision. "It was a clear victory for supporters of choice in education," she said, "because Texas textbooks will now offer students alternate theories of origins." Mrs. Blumer wrote articles, appeared on radio call-in programs, and debated People for the American Way spokesmen prior to the School Board vote. ■

Study Shows Sex Ed Ineffective

Classroom sex education has little or no effect in reducing or postponing teenage sexual activity, promoting the use of contraceptives, or lowering teenage pregnancy, although those are the goals usually identified by school personnel as the reasons for overriding parental objections to such courses. That's the conclusion compelled by a review of five studies reported in the March issue of the professional journal *Pediatrics*.

The five studies, which were conducted from 1980 to 1987, examined the effect of classroom sexuality curricula at the junior and senior high school level in different parts of the country and

PA Department of Education Withdraws Controversial Psychological State Assessment

The Pennsylvania Department of Education has withdrawn the state mandated assessment, the EQA (Educational Quality Assessment), after 29 months of an active federal investigation by the Family Policy and Regulations Office for the Protection of Pupil Rights Amendment (PPRA, sometimes known as the Hatch Amendment). This is the first year since the EQA began in 1969 that the Pennsylvania Department of Education (PDE) is not using the assessment, which requires children to answer personal and sensitive questions about themselves and their families.

Anita Hoge, mother of three from West Alexander, Pennsylvania, formally filed a complaint against this psychological test and other programs in the McGuffey School District in May 1985. Mrs. Hoge discovered that the state administered the test to her child without informing any parents ahead of time. She asked to view the test and the evaluation of her child's test, but the PDE denied her all materials.

For the next 17 months, Mrs. Hoge toured the state, visited legislators, and met with parents' groups in efforts to find out what was on the test. Finally, Mrs. Hoge found her answers in the federal Department of Education computer banks. The EQA asked hundreds of personal and attitudinal questions such as "Do you like . . ." and "Would you sit beside someone of a different religion . . ." Mrs. Hoge found these and other elements of the test objectionable.

The EQA Inventory

Mrs. Hoge says the guide to evaluating the EQA, called "Getting Inside the EQA Inventory," uses "deceptive labels" in monitoring the children's values, opinions, and beliefs. For instance, a goal area called "Self-Esteem" tested "locus of control" to see whether the child was internally or externally influenced, to see if he would go along with the group or be an individual. Another goal area, "Citizenship," tested threshold levels of compliance to see at what point a child would change his behavior by reward and punishment. The goal area called "Coping With Change" tested rapid emotional adjustment to change without protest.

More alarming than this, according to Mrs. Hoge, was that the PDE actually scored these attitudes and values, giving numerical points to determine whether the child met the government-desired answer. Mrs. Hoge asked, "Can the government score attitudes and values in this free society?"

With this documentation, Anita Hoge began

her efforts to bring the state of Pennsylvania into compliance with the federal PPRA. The PPRA states that schools must obtain prior, written, parental consent before administering federally funded programs that include psychological or psychiatric testing or treatment.

She wrote to then Pennsylvania Governor Richard Thornburgh. In response, Commissioner of Basic Education in Pennsylvania Logan recommended that she write the U.S. Department of Education if she felt that the state was not in compliance with the law.

Official PPRA Complaint Filed

On October 3, 1986, she officially filed a PPRA complaint with the U.S. Department of Education. She filed under "programming as treatment," asserting that the scored data from the EQA test were being used by federal agencies to produce "controversial programs using highly psycho-therapeutic techniques to create attitude and behavior change in children."

Mrs. Hoge found that these "value changing curricula" were often in direct contrast to family teachings at home and were possibly an explanation for the rise in child suicide. She believes that Pennsylvania was the pilot state for EQA testing of attitudes and values for the National Assessment of Educational Progress (NAEP).

According to Mrs. Hoge, the Pennsylvania EQA was aligning nationally validated programs from across the U.S. that have "impact" on behavior in EQA goal areas. She asked, "Is it possible that the Pennsylvania EQA is a major link to how controversial programs have come to be used in many school districts across the United States?"

After receiving "hundreds of letters," the Family Policy and Regulations Office agreed that EQA was a psychological test, so the next question became identifying the source of federal funds. In May, 1987, the PDE was asked to turn over all budgets and state plans for the EQA. On March 9, 1988, Deputy General Counsel's office in the U.S. Department of Education asked the PDE to submit documents by March 31, 1988. The documentation was not conclusive, and PDE was given until June 15, 1988 to address these issues.

"Basic Skills" Test to Replace EQA

By December 1988, the Federal Inspector General's office was contacted by the Family Policy and Regulations Office to initiate an audit on Pennsylvania EQA and the local district. As the audit progressed, the PDE announced that the EQA would be eliminated this year. Instead, a "basic skills" test in reading and math called the Pennsylvania Assessment System would be administered.

When Mrs. Hoge learned that "pilot" districts were asked to include the child's Social Security number on the new tests, she became suspicious that these test data would be used in the same fashion as the EQA data. Mrs. Hoge sought to view the new test to see if the "basic skills" test included portions of the EQA. She was denied access and given the PDE's word that no EQA objectives would be included.

"Our work is not finished," says Anita Hoge. "In fact, having the EQA withdrawn is only our first major victory for parents. We must press the U.S. Department of Education to question

Pennsylvania EQA Questions

Sample of attitudinal questions on the Pennsylvania EQA test given to students in violation of PPRA requirements for prior written parental consent.

- 175. I would help with a class project even if I did not like it.
- 176. If I saw my friend being "picked on" by older kids, I would try to help my friend.
- 177. If I scratched a neighbor's car with a bicycle, I would keep quiet about it.
- 178. If I found a wallet with money in it, I would try to have it returned to its owner.
- 179. If someone left trash on the lunch table, I would clean it off.
- 180. If I accidentally broke a school window and no one saw me do it, I would tell the teacher that I did it.
- 181. I would make fun of someone I didn't like.

Your teacher has asked some of your classmates to be judges of class projects. **Would it be all right with you if the person who judges your project is a student:**

- 182. Who is made fun of by many people because of the way he or she looks?
- 183. Whose skin color is different from yours?
- 184. Who is much richer than you?
- 185. From another country whose way of life is very different from ours?
- 186. Who believes things about God and religion which you do not believe?
- 187. Who is much poorer than you?

what the national data bank is doing with all the personal and private information it has collected on our children via written tests."

Mrs. Hoge's research indicates that the NAEP (which received major additional funding from Congress last year) is using all 50 states' assessments to develop a national achievement test. The national data bank will monitor individual children. Children's individual profiles (family background information, attitudes, and values) will link to textbooks, programs and curriculum; to teachers (teacher background and values), teacher in-service, and incentive pay; to schools and districts; and to states through the child's Social Security number.

Mrs. Hoge feels that the new expansion of NAEP creates a top-down control of education by the Federal Government. She contends that teachers will lose all identity and individuality. She feels public education will be structured by national goals, with national testing, national teacher certification, and a new national data bank to monitor and calculate remediation toward goals which government designates as "correct."

Mrs. Hoge said, "Big Brother is here to stay, with no privacy, no local control, no local school accountability, and no freedom to think and value on your own. . . . Big Brother will do it for you and make you pay for it, too. What is at stake is the most fundamental of our personal liberties, the right to think and believe as we wish without the government meddling into the affairs of ordinary people. Freedom is not a revolutionary idea. The battle has just begun and my target is NAEP." ■

EDUCATION BRIEFS

Salaries of principals have increased approximately five percent in the 1988-89 academic year, reaching an average salary of \$52,987, according to the Educational Research Service. Paul Hersey, National Association of Secondary School Principals (NASSP) official, said that this increase in salary indicates that school boards along with citizens view the principal as the key player in school improvement, that many principals are close to retirement age, and that higher compensation packages are needed to recruit others from the private sector. In some school districts, principals are paid up to \$86,000. The higher salaries show that principals make almost twice as much as teachers on average, which according to the National Education Association (NEA) is \$28,044.

Chicago researchers used telephone pagers to test the notion that "kids turn moody when they become teenagers." In traditional research, psychologists give out questionnaires or interview individuals. However, University of Illinois researcher Reed Larson and Loyola University psychologist Maryse Richards used a computer-operated telephone to beep adolescents. The students were paged 7 times a day for a week. Each time, the adolescents recorded what they were doing, thinking, or feeling. Unlike traditional approaches to the study of adolescent behavior, this method allowed students to document their answers during normal activities, such as watching television or eating meals. Richards said that adolescents feel better doing sports than they do about almost any other activity.

The use of pencil-and-paper tests to determine readiness of kindergarten students to enter the first grade has been eliminated by the Georgia Board of Education. Last year, Georgia became the first state to administer a pencil-and-paper test which kindergarten students were required to pass as a condition for promotion. While other factors were considered in promoting kindergartners to first grade, such as teacher judgments and additional assessments, educators and parents testified at several public hearings and argued that formal tests subject young children to undue stress and are unreliable. Some board members previously expressed concern about revising the current testing procedure, but "everyone felt good that we were making a change," commented Board President Hollis Q. Latham. The final proposal regarding the test will be subject to board approval. Efforts are being made to see that the new procedure will not cause so much stress for the student.

Private sources constitute almost 50% of funding for school-based health clinics, according to a recent survey by the Center for Population Options. Funds are also provided by public sources, states, and grants. The number of clinics has risen in recent years—from 12 in 1980 to 150 in 1988. The survey indicates that operating costs for each clinic are an average of \$165,000. Copies of "School-Based Clinics—1988 Update" are available for \$3 each from the Center for Population Options, 1012 14th St., N.W., Suite 1200, Washington, D.C., 20005.

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Michigan Parents Defeat State Grab for Power

Michigan legislators softened the mandatory language of three bills which were widely perceived by critics to be a major grab for power by the state Department of Education and the Michigan Education Association (MEA), the state affiliate of the National Education Association (NEA). The key language in the three education bills was changed from a mandate to a recommendation.

The three controversial bills were: S.B. 39 which said the state Department of Education "shall" develop a "core curriculum" to be used by local schools, but left it wide open to state



Bettye Lewis

officials to choose any courses and programs. S.B. 40 gave the state Department of Education widespread authority to require reporting from local school districts on a wide variety of matters. S.B. 43 required each school district to adopt and implement "a 3- to 5-year improvement plan" based on state-dictated criteria.

After easy passage of these three bills by the Michigan Senate, the House Education Committee changed the language so that the state Department of Education can only make recommendations, not require compliance.

It is not known whether the bills (which are now combined as H.B. 4009) will ever be brought to a vote in the House, or if the Senate will go along with the changes. Observers are calling the turnaround a major victory for grassroots citizens over the education establishment and the leadership of both political parties.

Grassroots opposition to the three bills was led by Bettye Lewis of Flushing, president of the Michigan Alliance of Families. Her newsletter describing the three bills was widely distributed and reprinted, and she gave at least a dozen radio interviews during the crucial two-week period before the committee acted. Michigan legislators were stunned at the volume of phone calls and mail they received. One representative said he was getting calls against the bill at the rate of 15 calls every 45 seconds.

The drive to defeat the three bills was significantly helped by the Headlee Amendment, a provision of state law that prohibits the legislature from mandating any new service or program unless it also provides for the financing. The three bills were expected to be costly because they involved setting up data systems with computer files on students and parents.

Mrs. Lewis opposed the "core curriculum" bill because it does not address the real problem which, she says, is a failure to teach the basics. The bill allowed state officials "to bypass the basics and change public schools from giving an academic education into just being a service provider." Mrs. Lewis believes that the language calling for establishing "student performance objectives" means "outcome-based education," which she says is the same thing as the concept known as "mastery learning," a methodology on which the Chicago public school system

spent millions of dollars and finally abandoned. The Chicago public schools now have the unfortunate reputation of being the worst in the United States.

Mrs. Lewis opposed the reporting bill because it "would have given a blank check to state officials" to demand reporting on students' parents and their community, who are outside the proper domain of the public schools. She claims that the three bills constituted an attempt to implement the plan for restructuring the public schools advocated by the Carnegie Foundation.

The NEA generally exercises its political clout in the Democratic Party but the Michigan Senate, which passed the three bills, has a

Republican majority. Three days after the Senate Education Committee voted out the bills, on February 11, the Republican Party State Convention passed a resolution by 1,429 to 271 calling on the legislature to "ensure that any financial restructuring of public schools shall not be tied to additional control by the state, e.g., state-enforced core curriculum, extended accreditation, or improvement plans."

The Republican convention delegates passed this resolution overwhelmingly despite extensive lobbying by the MEA/NEA, which had its own caucus at the convention, with an MEA state vice president "working the floor." The MEA gave a \$25 voucher to those who attended the MEA caucus during the convention. ■

Innuendo in High School Plays Offends Missouri Parents

Sexual innuendo and portrayal of drug and alcohol use in high school productions have aroused the concern of parents in Independence, Missouri. Currently, no drama standard code exists for Truman High School in that district.

When Sheila Smelser became aware of the content of "Noises Off" in which her daughter was to have a part, she contacted the district's Director of Secondary Education. According to Mrs. Smelser, his reply was that Truman's principal would read the script and omit offensive parts. When Mrs. Smelser contacted a board member, Mrs. Smelser said the board member said, isn't this what they see on TV? Mrs. Smelser inferred that the board member did not disapprove.

Prior to opening night of "Noises Off," which has been likened to a Benny Hill comedy, it became apparent that the questionable parts of the play had not been omitted, even though part of the profanity had been toned-down. Mrs. Smelser and her husband took the original script with them to the play in an effort to determine if any parts had been altered. No parts had been changed.

Particularly offensive to the Smelsers were segments of the production which had students drink from Jack Daniels bottles, pop valium, and recite the lines, "I'm starting to know what God felt like when he sat out there in the darkness creating the world. . . . Very pleased he'd taken his valium."

In addition to the portrayal of substance abuse, illicit sexual activity was a theme of the play. A well-developed girl wore a tight-fitting slip as her costume on stage. Originally the teacher had assigned her to purchase a "teddy" to wear in front of the audience.

In this performance of "Noises Off," boys also dropped their pants to reveal their underwear, boxer shorts. A parent who viewed the play commented, "One boy ran around the stage with his pants around his ankles for the entire second act." In the final scene, one of the characters gets pregnant by another character in the play.

In the fall production, "Picnic," by Truman High School, a girl was also clad only in a slip. According to Mrs. Smelser, it "promoted premarital sex, date rape and was full of profanity." When Mrs. Smelser asked the teacher why this play had been selected, according to Mrs. Smelser, the teacher said that a parent had no right to critique the play since she had no theatrical background.

Mrs. Smelser and other parents are "concerned that acting out questionable behavior will have a greater effect on students than anything they are taught about the value of

saying, 'NO' " to drugs and sex. She notes President Bush's recent remarks challenging the entertainment industry to stop sensationalizing recreational drug use and asks if the school can do less.

The parents say they do not advocate censorship of adult plays, but question the age-appropriateness of these drama selections to be put on by high school students and viewed by impressionable young children. Parents in this Independence school are making efforts to work with the school system to make appropriate changes. "We would like to see a written code or standard for drama productions in our high school," said Mrs. Smelser.



Commenting on this situation, Ron Boutwell, Director of Theater for Southwest Baptist University in Bolivar, Missouri, said, "We have no formal guidelines for play selection. I choose plays that are in keeping with the university standards and the community. For instance, we might do a play that deals with alcohol, drugs or immoral behavior, but we won't do such a play if it portrays those activities as an acceptable lifestyle. Here at the university, we try to teach our students in education that they have a responsibility to present material that is consistent with the mores of the community and that they should have a goal of uplifting the standards of their community."

"Our local community center that produces five plays per year carefully monitors its productions for age-appropriateness. Although no written code exists," Mrs. Smelser noted, "the director states that the community center strictly adheres to an unwritten code. The center will not perform any plays that would be offensive to the audience." Concerned parents in Independence remark that the community center is more careful about material it presents than the local high school. ■

FOCUS: New Age Sessions Are "Morally Indefensible"

Peter Drucker is currently teaching at the Claremont Graduate School in California in the social sciences and management. Dr. Drucker previously taught at New York University from 1949-1971. His next book, *The New Realities*, will be published by Harper and Row this spring.

Another wave of pop-psychology is hitting American management. Business after business is putting its managers into "New Age" seminars. Offered by a dozen outfits, some of these seminars promise to free the participants of their "hang-ups"; others offer "understanding of your psychodynamics"; others still will deliver "positive attitudes." All promise "consciousness-raising" and non-religious conversion resulting in a "changed person."

These programs use their own terminology — a mixture of computer jargon and the "self-realization" of the flower children of the '60s. Otherwise, however, they are strikingly similar to earlier psychological fads that have hit U.S. business.

In the late '20s and early '30s, managements became infatuated with autohypnosis, exemplified by the wildly popular "mantra" of French guru Dr. Emile Coue: "Every day, in every way, I am feeling better and better." Repeated morning, noon and night, it was guaranteed to make a superman out of the worst wimp. In the late '50s and early '60s, we had the "sensitivity training" of "T-Groups." Now we have "consciousness-raising."

Pseudo-Revivals

All these methods use pretty much the same technique: baring one's soul in a "rap session" that publicly discusses each participant's state of sin. These psychological panaceas are, in other words, secular — and pretty feeble — descendants of the great religious revivals that regularly, every generation or so, swept over 18th- and 19th-century America.

An old gibe defines a "changed person" as a drunkard who does not hit the bottle for a whole week after taking the pledge at the temperance meeting. It pretty much fits the pop-psychological pseudo-revivals.

A month after the great personality change wrought by a week with a T-Group, the New

Adam likely had again become the Old Sinner — just as nasty, intolerant and uncaring as before (though perhaps a little more self-righteous). And while lasting positive effects were few, there often was long-term, sometimes irreversible, damage.

In the T-Groups (and also, 30 years earlier, in the Coue sessions), shy, insecure, introspective people — the very ones who were supposed to be helped the most — were often badly mauled by domineering and brutal fellow-participants. These sessions encourage the bullies and bring out the worst in them. The proponents of sensitivity training argue that an experienced group leader prevents bullying, and so do their successors in the New Age cults. But as sensitivity training became popular, T-Groups came increasingly to be led by inexperienced enthusiasts, such as interviewers from the personnel department or graduate students from the nearest university, dabbling in "group dynamics."

The proponents of sensitivity training — including the current-day New Age variants — also argue that the casualty rate is nothing to get excited about. It isn't so very high after all, no more than 10%. But if psychological therapies were held to the same standard of efficacy and safety that we impose on a medicine, a 10% rate of severe side effects would surely keep them off the market.

These harmful side effects are always greatest when people who work together are forced to join together in the sessions and are pushed to bare their psyches to colleagues. Some decent and competent people were so badly scarred by their T-Group experiences that they had to quit their jobs and look for work where no one had witnessed their public humiliations. Surely it is dangerous to do what many companies are again doing — that is, forcing managers into psychological sessions with their colleagues.

The crucial issue when employees are ordered into such sessions is, however, neither efficacy nor the potential to do damage. It is the morality and, indeed, even the legality of the practice.

Group Confessions

"Confession is good for the soul," goes the old saying, and the Catholic Church demands regular

confession from every communicant. Group confession, too, has legitimate uses. It is central to the success of Alcoholics Anonymous (but is confined there to self-confessed alcoholics talking to fellow sufferers), and has had moderate success in helping twice- or thrice-convicted felons to go straight (but these people are proven losers and know it). Juvenile Court judges sometimes mandate family group-therapy (but they do so only because there is a clear danger: a juvenile delinquent is far gone toward self-destruction).

These examples are often cited by proponents of company-mandated psychology sessions, whether of the Coue, T-Group or New Age variety. But they are so fundamentally different as to invalidate the analogy. The Catholic Church's confession is absolutely private and under the strictest seal of secrecy. And it does not probe the person, but deals with specific acts. Attendance at Alcoholics Anonymous or at the group therapy session in jail is strictly voluntary. A court order to attend family therapy is based on a clear and specify emergency — and is rarely enforced if the family refuses to obey.

There is nothing voluntary, as a rule, in company-ordered group-psychology sessions. In most cases managers are simply told to attend. Even if there is ostensible choice, it is made pretty clear — or so managers think — that non-attendance would be seen as a sign of "disloyalty" or of "negative attitudes." The order to attend is not based on any specific diagnosis; the session does not aim to remedy any proven or overt shortcomings or defects. The people who are ordered to attend have not committed any crime, and suffer no disease or disability that endangers them, endangers their fellow workers or threatens their ability to perform. They would not be on the payroll otherwise.

They are ordered to attend a session aimed at "changing their personality" because somebody claims that it's likely to be good for them or, maybe, good for the company — no one quite knows. Company-ordered psychological seminars of this kind are, in other words, an invasion of privacy that is not justified by any company need. They are morally indefensible. And they are bitterly resented as such by a good many of the

people who are being subjected to them — there is no greater fallacy than the company's belief that they generate "positive attitudes."

"Maybe it's a good idea," a recent graduate of one of these seminars said to me, "to make them available to us. But then they should be offered the way the company offers other courses: as something each of us decides whether to take or not, off-premises, and perhaps with a company tuition-refund."

But there is also a legal question. What entitles an employer to order an employee into a session aimed at changing the employee's personality? Since the Roman lawyers first grappled with it, some 2,200 years ago, the employment contract has always been strictly construed. It differs from all other civil contracts in that it is not a contract between equals. The employer has a preponderance of power — must indeed have considerable power. Hence anything that goes beyond asking for the specific performance for the sake of which the employee is on the payroll is usurpation and illegitimate.

Performance vs. Attitude

The employer can demand that the employee acquire whatever skills and knowledge are needed for performance. The employer can, for instance, demand that an engineer learn a little budgeting and acquire a few people-skills when promoted to engineering supervisor. The employer can demand specific changes in behavior that disrupts or upsets others in the organization. But if an employee performs, what difference do "positive attitudes" or their absence make? Or "hang-ups?" Or lack of "understanding of one's personality?" Above all, what in the employment contract gives the employer a right to attempt to change the employee's personality?

To demand performance, and the skills and knowledge necessary to attain it, is legitimate — and most American employers are not nearly demanding enough. But "consciousness-raising" is abuse of power. However well meant, it is brainwashing. And that in a majority of cases it is likely to have no effect whatever, still does not make it legitimate or permissible.

Conference Teaches Origins

Alabama science teachers have an opportunity to attend a lecture and panel discussion April 1 to prepare them to provide instruction consistent with a new state resolution regarding the teaching of origins. This new resolution, adopted by the state Department of Education, will go into effect during the 1989-90 academic year.

The resolution reads: "Consistent with the expressions of the U.S. Supreme Court in *Edwards v. Aguillard*, teachers shall have the freedom and flexibility to supplement the curriculum with the presentation of various scientific theories about the origins of life, if done with the secular intent of enhancing the effectiveness of science instruction."

Dr. Charles B. Thaxton, leading authority on the origin of life, will speak "On Preserving the Integrity of Science in the Teaching of Origins" during the lecture. The lecture will provide ideas to implement a broadened perspective in the classroom while giving students adequate information to substantiate origin theories. Practical guidelines can assist the appropriate teaching of this information while avoiding both a presumption of materialism and a presumption



of supernaturalism (or religion).

The Alabama Department of Education position statement to instruct classroom teachers on the state's position was adopted at its June 9, 1988 meeting. However, the written resolution was not distributed to Alabama school superintendents until after the Alabama Baptist Convention passed a motion on November 16, 1988, urging that: "All scientific theories of origin of universe and life be taught in public schools even though some of these theories may coincide with religious teachings."

For more information on the April 1 presentation, contact Mrs. Betty Bostwick, 3027 Weatheron Dr., Birmingham, AL 35233, 205/967-5611.

Johnson Foundation Funds Drug Education Efforts

The Robert Wood Johnson Foundation appears to be making plans to award grants in the area of substance abuse and adding it to the list of their areas of major focus. The foundation's winter newsletter published a list of grants awarded in October.

One of the grants awarded is for \$671,721 to the United Way of Eastern Fairfield County, Inc., in Bridgeport, Connecticut to develop a community-wide substance abuse prevention and treatment program for youth. In a separate article on this United Way grant, Leighton Cluff, president of the Johnson foundation, said, "Unfortunately, this problem [drug and alcohol use by youth] is not unique to Bridgeport and it is our hope that this program will provide some important lessons for our future grant-making in the substance abuse area."

Monies from this grant will be used to develop a "community-wide system of prevention, early identification of users, treatment and follow up care" and "establish an assessment and case management service to which youth substance users will be referred by schools and other agencies."

Other grants awarded in October which may impact public education include: \$233,488 to the Erna Yaffe Foundation for Health, Medical, and Basic Scientific Research in Providence, Rhode Island to "develop a regional approach to improving the health of children and adolescents in the six New England States"; and \$111,748 to the University of Florida Institute for Child Health Policy in Gainesville, Florida to "test the feasibility of providing health insurance through a school enrollment-based family health insurance program."

Grants included in the winter issue of the newsletter were given in these areas: AIDS health services; support services to seriously disabled children and their families; a variety of health services to the elderly; and the "Program on Chronic Mental Illness" which the foundation earlier defined to include hyperactivity in children.

Program summaries of these grants are available by writing the Communications Office, The Robert Wood Johnson Foundation, College Rd., P.O. Box 2316, Princeton, NJ, 08543-2316 and specifying the grant in question.



Prayer Years vs. Post Prayer Years

Book of the Month

America: To Pray or Not To Pray, by David Barton, Aledo, Texas: Specialty Research Associates, 1988, \$6.95, pp. 196.

Prior to the 1962 Supreme Court ruling that barred prayer in public schools, New York students prayed each morning: "Almighty God, we acknowledge our dependence upon Thee, and we beg Thy blessings upon us, our parents, our teachers and our Country." Using U.S. Government statistics, David Barton contrasts the "prayer years" with the "post-prayer years" in *America: To Pray or Not to Pray*.

Barton states, "In a single day, the Supreme Court divorced this nation's schools from more than two centuries of their heritage. The Court had forbidden part of the national fabric of life."

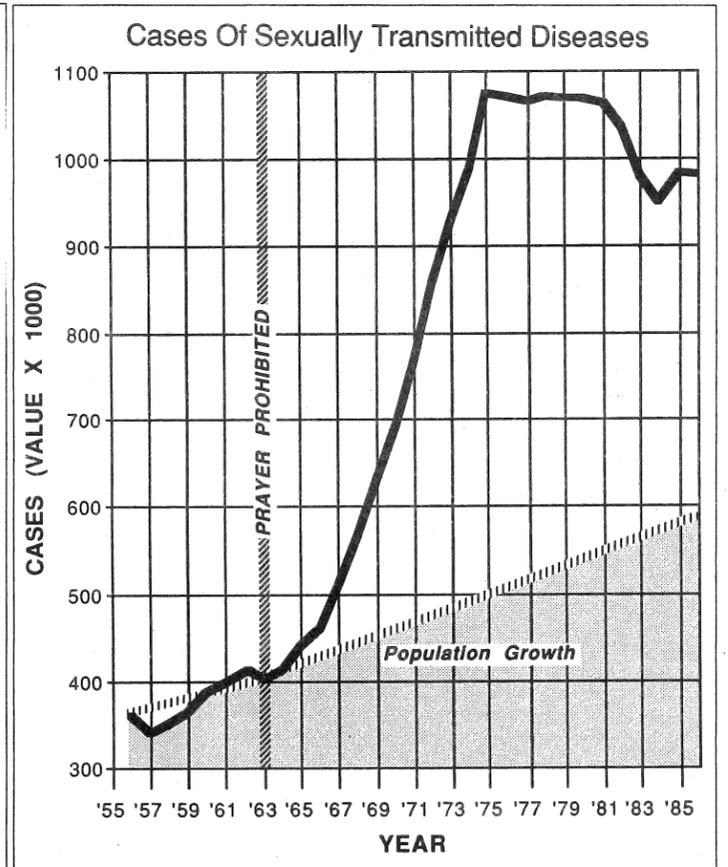
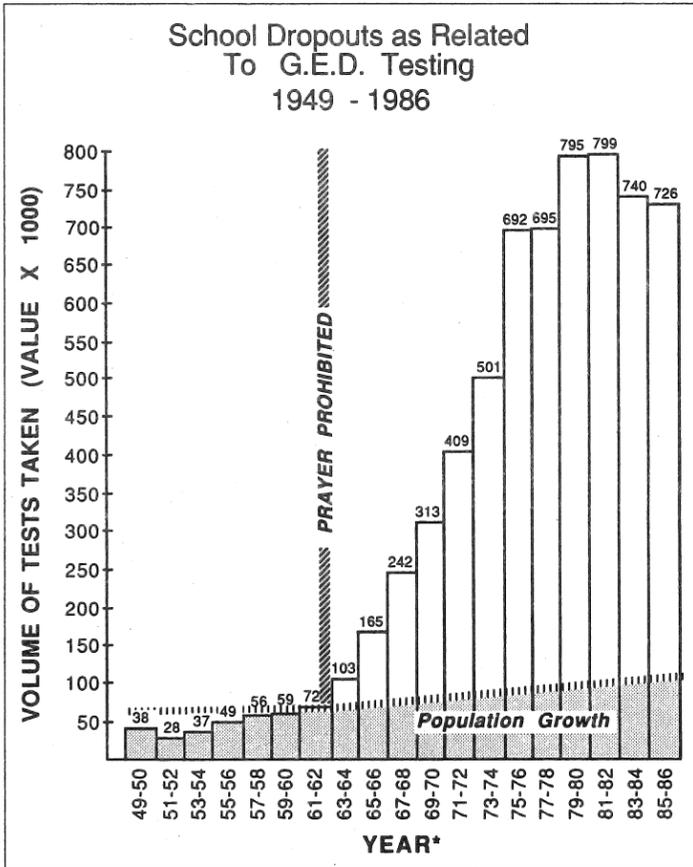
To support this statement, he cites historical instances of prayer and notes that at the Constitutional Convention of 1787 Benjamin Franklin stated, "... And have we now forgotten this powerful Friend? Or do we imagine we no longer need His assistance?"

Barton maintains that America's Founding Fathers were men who believed in the power of prayer. In his Farewell Address, George Washington warned, "Religion and morality are indispensable supports. ... And let us with caution indulge the supposition that morality can be maintained without religion. ... Reason and experience both forbid us to expect that national morality can prevail in exclusion of religious principle."

Barton asserts that America is now learning experientially what both Washington and Franklin knew to be true; America is suffering in the very areas they predicted. Using the forbidden New York prayer as his outline, Barton documents changes in the areas of "us" (students) "our parents" (families), "our teachers" (academic leaders), and "our Country."

By the use of graphs, Barton shows a startling correlation between the decline in student achievement and the exclusion of prayer in public schools. These graphs indicate that the decline did not occur as a slowly developing trend; a well-defined direction started at the same time that prayer was removed. Other changes in the school student population that began at the same time are an increase in student suicides, dropout rates, teen pregnancy, and teen STDs.

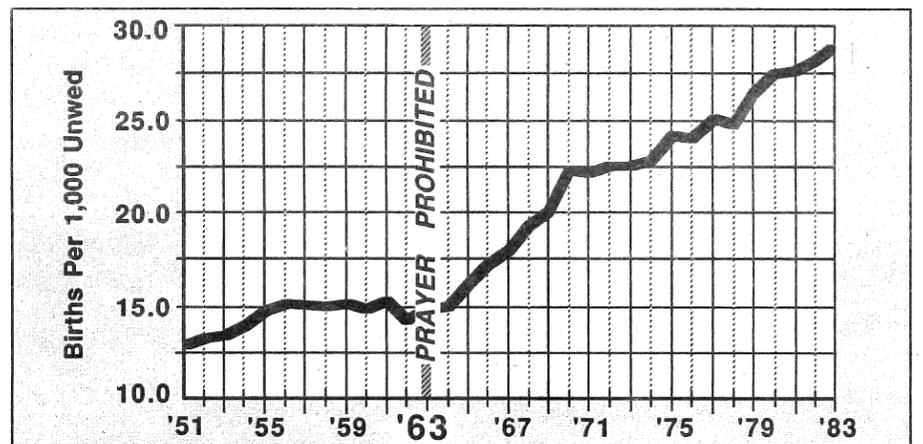
Evidence of intensified family breakdowns since 1962 are illustrated in the book, including



divorces, single-parent families, runaway youth, unmarried couples living together, and extra-marital sex. Barton examines the changes in "our teachers" as evidenced in SAT scores, the GED, school violence, American competitiveness, and a comparison of private and public school populations receiving National Merit Scholarships. In the chapter dedicated to "our nation," Barton examines the changes in the crime rate, productivity, STDs, alcohol and drug use, public corruption, AIDS, and illiteracy.

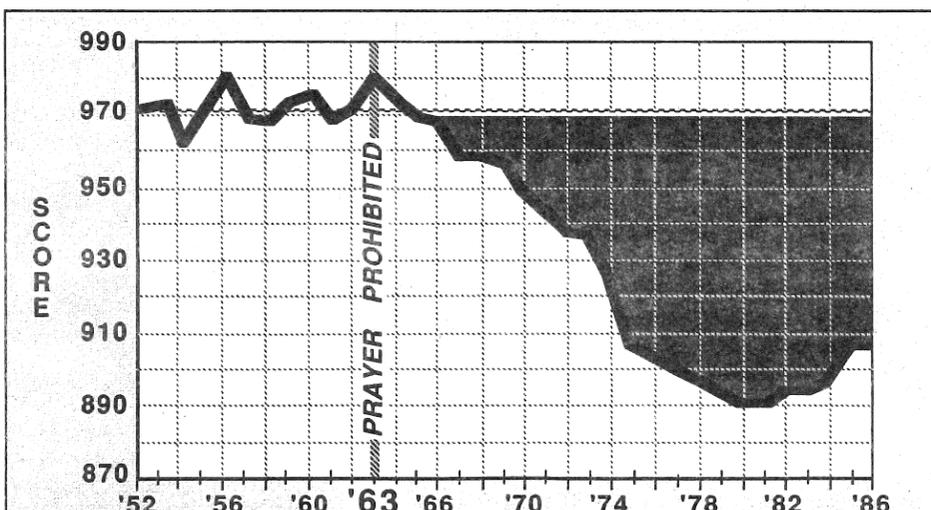
Barton contends that prayer in schools is not a religious but a national issue, and he supports his hypothesis by accompanying charts and graphs. Barton feels it is obvious that America has moved from social stability toward individual anarchy. Barton maintains that, with the overthrow of a part of our national heritage (prayer in public schools), a new authority was established. Now, the individual is allowed — even encouraged — to create his own standards for measuring right and wrong, and the results are obvious on the accompanying charts. ■

UNWED BIRTH RATES 15 - 19 YRS. OF AGE



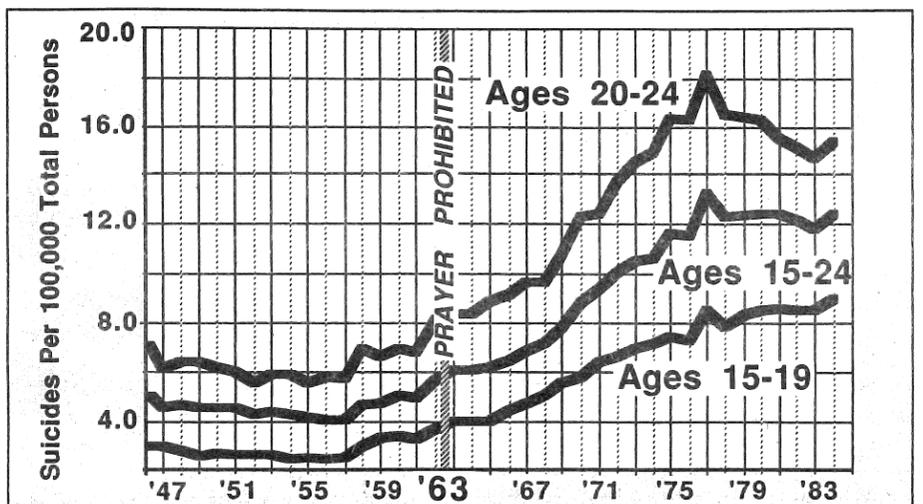
PREGNANCIES TO GIRLS 10-14 UP 553%

ACADEMIC ACHIEVEMENT (SAT)



DECLINE IN STUDENT ACHIEVEMENT

SUICIDE RATES: AGES 15 - 24



STUDENT SUICIDES UP OVER 400%