



Senator Malcolm Wallop

Colorado Task Force Sends Guidelines To Schools About Psychological Techniques

The Colorado Department of Education (CDE) has announced guidelines for local school boards to comply with the state's new law addressing the use of psychiatric or psychological methods and procedures in the public schools of Colorado. The law, which went into effect July 1, requires all local school boards to "formally adopt a policy concerning the delivery of all educational programs and courses of instruction or study which expose pupils to any psychiatric or psychological methods or procedures involving the diagnosis, assessment, or treatment of any emotional, behavioral, or mental disorder or disability."

Under the law, the boards must also "provide an adequate opportunity to allow review and receive recommendations" from the parents, personnel and residents of each of Colorado's school districts. (See August 1990 *Education Reporter*, p. 1.)

The CDE recommends that local school boards allow "only those persons appropriately licensed or certified under state law to expose pupils to any psychiatric or psychological methods or procedures." Many schools have

previously allowed teachers who were not trained or licensed in psychology to use psychological techniques in the classroom.

The department also recommends that "parents be informed" and be asked to "give consent" if any psychological methods are to be used on their child. The CDE suggests that school boards "identify the scope of its coverage by defining certain terms" such as "psychiatric, psychological, methods, procedures, diagnosis, assessment, treatment, behavioral disorder or disability, emotional disorder or disability, and mental disorder or disability" so that parents can understand what techniques are to be used and give their "written permission prior to participation."

Local school boards are asked to "review existing policies and procedures" such as "curriculum adoption, health education, instructional materials, textbook selection and adoption, supplementary materials selection and adoption, public complaints about the curriculum or instructional materials, and exemptions from required instruction" in order "to determine if they adequately address the

issues presented by the new legislation."

The CDE suggests that school districts may want to adopt "additional policies and procedures" regarding "teaching methods, professional research and publishing, testing programs, psychological testing of students, public complaints about teaching methods, activities or presentations, and a form for public complaints about teaching methods." The state's department of education has drawn up some examples of policies in these areas for schools to use and sent copies of these sample policies to every local board of education in the state.

The Colorado Department of Education recommends adopting a policy that "no student shall be required as part of any federally-funded research or experimentation program or project to submit without prior written consent" to any psychological "examination, testing or treatment in which the primary purpose is to reveal information" about "political affiliations, mental and psychological problems potentially embarrassing to the student or his family, sex behavior and attitudes, illegal, anti-social, self-

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NEA Plan to Control Teacher Certification Dies In Senate

In the late evening hours just before the Senate adjourned on October 27, several conservative Republican Senators were successful in blocking passage of a bill which would have paved the way for the teachers unions to control teacher certification throughout the nation. Opponents of the bill saw it as a threat to the independence of local school districts, private schools, and homeschools.

Senators Charles Grassley (R-IA) and Malcolm Wallop (R-WY) were the principal two of the six or eight Republicans who stood firm against this plan. They kept a "hold" on the bill, which in those final hours was in the legislative mode that it could not be passed except with unanimous consent. The measure died when Congress adjourned.

The bill would have given \$25 million of taxpayers' money to a private organization called the National Board for Professional Teaching Standards, which opponents charged was already stacked with a majority of members who belong to teachers unions, especially the National Education Association. Initial funding for this Board came from the Carnegie Corporation, but the plan was to make it a federal taxpayers' obligation so that plenty of money would continue to flow.

In the last week, the Bush Administration agreed to support the bill. In the final hours, White House Domestic Policy Adviser Roger Porter was seen in the Senate halls trying to persuade Republican Senators to withdraw their opposition. The Teaching Standards bill was part of an omnibus package which included \$800 million for President Bush's initiatives for increased federal spending for education.

Senator Edward Kennedy (D-MA) has announced that he intends to make the education bill "the first order of business" for the Senate Labor and Human Resources Committees to consider in 1991.

The National Board for Professional Teaching Standards recently received a \$3 million grant from the De Witt Wallace-Reader's Digest Fund to use in publicizing the board's purpose.

See *NEA Plan*, page 4

NEA Candidates Lose Elections

The National Education Association did not fare well in the November 1990 elections. The top three recipients of NEA-PAC funding were all defeated: Paul Hubbert, candidate for Governor of Alabama; Harvey Gantt, candidate for U.S. Senator from North Carolina; and Reid Hughes, candidate for Congress in Florida's 4th District.

The 1990 Alabama gubernatorial election may have done to the National Education Association (NEA) what the Bush-Dukakis 1988 election did to the American Civil Liberties Union (ACLU). It has become a political detriment to be a member.

When the NEA held its annual convention in Kansas City in the summer of 1990, the word was passed that the number-one NEA candidate this year was Paul Hubbert, Democratic nominee for Governor of Alabama. He was seeking to unseat Guy Hunt, the first Republican Governor in a century. As executive secretary of the Alabama Education Association, Paul Hubbert has run the state branch of the NEA for two decades and was well known as the most powerful lobbyist at the State Capitol in Montgomery.

Money was no problem for Hubbert's candidacy. The NEA national Political Action Committee gave him \$100,000. The political action committee of the Alabama teachers union, called AVOTE, gave him \$1,115,000, and political action committees of other state NEA affiliates joined in with lesser amounts.

In the stretch, Hubbert was predicted to win. But two weeks before the election, grassroots activists opposed to the NEA's radical agenda went into action. With a modest expenditure of \$500, a flier appeared all over the state entitled, "When the NEA talks, politicians listen, and Paul Hubbert received \$100,000 from their political fund. Let's ask Hubbert: does he support the NEA agenda, or does he just take their money and their orders?"

Then the flier spelled out the NEA's leftwing

agenda: affirmative action, the right of homosexuals to teach in the classroom, tax funding of abortions, gun control, drafting women, socialized medicine, and decriminalizing marijuana. The flier stated that the NEA opposes competency tests for teachers, tuition tax credits, and voluntary prayer in the schools.



Governor Guy Hunt

In the final weeks of the campaign, Guy Hunt charged that Hubbert even opposes testing school bus drivers for alcohol and drugs. Hubbert credited Hunt's victory to "very devastating ads"; one linked Hubbert to radical NEA policies, and the other linked him to Jesse Jackson, with a voice-over saying that Hubbert would be "a great governor for Massachusetts."

The national teachers unions spent nearly \$5.2 million to elect their candidates in the 1989-1990 election cycle. The second largest recipient of teachers unions' PAC funds was Harvey Gantt, Democratic candidate for the Senate in North Carolina, who received a \$10,000 direct contribution and \$100,000 in

independent expenditures from NEA-PAC, plus donations from other teachers union-oriented PACs. However, despite this money, Gantt was easily defeated by Senator Jesse Helms.

The third largest recipient of NEA-PAC funds was Reid Hughes, the Democratic candidate for Congress in Florida's 4th District, who received \$10,000 plus \$30,000 in independent expenditures. He was defeated by Republican Craig James.

In Arizona, voters defeated Proposition 103, the \$5.8 billion Arizona Coalition for Education (ACE) education referendum. The proposition called for increased per-pupil spending of \$100 a year for ten years.

Critics of the proposal noted that the referendum would have to be funded out of new taxes, since there is no room in the current Arizona budget to pay for it. Another reason Proposition 103 lost was because voters were not convinced that increased spending would actually improve the state's schools.

A school choice initiative on Oregon's ballot which would have provided a \$2,500 tax credit to reimburse parents who sent their children to public schools was defeated. Proponents of the school choice proposal blame scare tactics by the state's teachers unions for the measure's defeat. Despite Oregon's defeat of school choice, it is likely that other states will see similar measures on their ballots in the future.

In Washoe County, Nevada, two school board members who supported the controversial textbook series *Impressions* (see September, 1990 *Education Reporter*, p. 1) were defeated in their bids for re-election. Voters say that incumbents Robert Whittemore and Doug Hill lost because they didn't listen to parents' complaints and voted for both *Impressions* and *SHARE*, the district's controversial new sex education program.

Judith Moss and Lezlie Porter, the school board's two new members, say they are opposed to the use of *Impressions*. ■

EDUCATION BRIEFS

Students at Fargo North High School in Fargo, North Dakota staged a two-day boycott of all classes airing the controversial Whittle Communications Channel One news network in order to protest the program's use during class. Jared Eide, a senior who participated in the boycott, said that Channel One contains only "2 1/2 minutes of hard news" in the 12-minute broadcast. "You get more out of reading the newspaper headlines," he said. Students also objected to being forced to view Channel One in order for the school to get a satellite dish and video equipment.

American Federation of Teachers President Al Shanker resigned from an advisory panel for the controversial Channel One program after concerns arose that he was endorsing the use of the television program in classrooms. He decided to remove himself from the board after Whittle Communications, Channel One's parent company, used his name and picture in promotional materials. Shanker will continue to work with Whittle Communications as host of "The World of Teaching," a monthly program aired on the non-commercial Educators' Channel.

In its October 22, 1990 issue, *Time* highlighted the growing homeschool movement in a news article called "Schooling Kids at Home." *Time* called homeschooling "a national movement" which teaches over 500,000 children. The article noted that homeschooling has increased tenfold over the past decade due mostly to parents' increasing disillusionment with the public schools.

High schools across the nation are making volunteer work a requirement for graduation. In North Kansas City, Missouri students must complete 36 hours of community service in order to receive their diplomas. Superintendent Gene Denisar said that this new requirement was instituted because "it's time to put the 'me' generation behind us." Many of Michigan's high schools also require students to do community service. Critics say that it is wrong to force students to do nonacademic volunteer work.

The U.S. Circuit Court of Appeals for the Seventh Circuit ruled in November that teachers do not have a constitutional right to teach creation science in the public school classroom, even under academic freedom. The decision in *Webster v. New Lenox School District* means that teachers are not allowed to discuss alternative theories to evolution in the classroom, even if they are only stating their personal beliefs in creation science. Critics charge that the court's decision violates both academic and religious freedom. The case is expected to be appealed to the Supreme Court.

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'Impressions' Creates Bad Impression in Illinois—300 Parents Protest at Board Meeting

Parents in Wheaton, Illinois are attempting to remove the controversial *Impressions* textbook series from the district's elementary schools. At a school board meeting for the Wheaton-Warrenville Community School District, 300 parents showed up to demand the removal of the books from the district's 13 elementary schools.

Impressions has faced strong opposition at school districts throughout the nation because many parents feel the stories are too depressing and violent for young children (See September *Education Reporter*, p. 1.)

One of the most controversial portions from *Impressions* is a "Twelve Days of Christmas" parody called "A Wart Snake in a Fig Tree." Parents find the spoof sacrilegious because it uses images of witchcraft and violence instead of the traditional words. "A Wart Snake in a Fig Tree" ends with the verse:

"On the twelfth day of Christmas my true love gave to me, Twelve days of raining, Eleven lizards boiling, Ten ground hogs grinning, Nine nightmares galloping, Eight snow wolves wailing, Seven ghouls acaroling, Six shadows lurking, Five useless things, Four raven wings, Three cobwebs, Two bags of soot, And a wart

snake in a fig tree."

Joan Swift, the mother of a first-grader in the school district, complained about the parody and asked, "Why did they have to ruin something and make it so gross and scary?"

Illinois is not the only place where *Impressions* is making a bad impression on parents. School officials in Anacortes, Washington, said that overall school enrollment is down by at least 60 students, who are being homeschooled instead. Superintendent Duane Lowell blamed the declining enrollment on "a relationship to *Impressions*." Many parents have removed their children from school to avoid the use of the controversial series.

Some say the number of children being homeschooled because of *Impressions* is actually higher than 60 because, since the compulsory school age is 8, homeschoolers do not have to register children younger than 8.

Despite more than 40 challenges of the series to the school board this summer, the Anacortes School District refused to remove *Impressions* from elementary schools.

In Georgia, the state textbook advisory committee, after months of heated pressure from parents, voted 13-to-8 on September 26 to

reject the series. The Georgia state school board then voted against *Impressions* at its November meeting.

Individual schools in Georgia can still use the series, but they cannot purchase the books with state funds, so the use of *Impressions* will be severely limited.

Sue Ella Deadwyler, a Stone Mountain, Georgia parent, said she was pleased with the rejection of *Impressions* and commented that the state committees "have shown very good understanding of the situation here." She said she hoped this would "stimulate other parents to get involved in positively influencing education."

In North Carolina, the state's school board and textbook advisory committees also voted against the use of *Impressions*. Jane Knox, the state textbook committee's vice-chairman, said the members voted against the series because it "just didn't come up to snuff" in the quality of its writings.

Schools in North Carolina cannot purchase *Impressions* with state funds, and they must receive a waiver from the state board in order to use the books.

Colorado *Continued from page 1*

incriminating and demeaning behavior, critical appraisals of other individuals with whom respondents have close family relationships, legally-recognized privileged and analogous relationships such as those of lawyers, physicians and ministers," or "income other than that required by law to determine eligibility for participation in program or for receiving financial assistance under such program."

The state's recommendations suggest that parents who find "a teaching method or strategy" objectionable be encouraged to "discuss their concerns with the classroom teacher" and be provided "learning alternatives" if parents decide that their child "should not be exposed to the assigned methods, activities or presentations." The CDE has a sample policy which it encourages schools to follow in the event of such complaints and has devised a form for schools to give to any citizens who may have complaints about "teaching methods, activities or presentations."

The Colorado Department of Education has also provided each local school district with a recommended "Sample Policy" which gives the legal definitions of what are psychotherapy and the practice of psychology as defined under state law. This establishes a legal and medical basis to evaluate questionable school activities and resolve concerns about them. (See text of policy on p.4.)

David Reed, a member of a state task force on pupil privacy rights, stated that "If every school board adopted the 'Sample Policy' sent to them by the CDE, this would go a long way toward providing the basic guidance necessary to protect the safety of the students and the basic rights of their parents."

School Uses 'Witch' Form in Class

Application Form
WITCH APPRENTICE

International Broom Riders
Division of Witchery
00000 Elsewhere
Spooky Sides, Somewhere 12345

Your Signature _____

1. Professional Name (do not use real name) _____
2. Age _____ Business Address _____
3. What is your past experience? _____
4. Are you afraid of heights? _____ Depths? _____ Tight Places? _____
5. What characterizations do you prefer to perform? _____
6. To cast a spell, you must develop your own incantation. What will yours be?

7. What are your favorite foods? a. _____
b. _____ c. _____
8. Do you wish to work alone? _____ In a group? _____
9. Who is your favorite witch? _____
10. Are you willing to work with vampires? _____ Monsters? _____
11. How would you describe the way you wish to look?
Hair: _____ Skin: _____
Eyes: _____ Arms: _____
Legs: _____ Back: _____
Nose: _____ Mouth: _____
Posture: _____ Teeth: _____

Your application will be examined, and if you qualify, you will be promptly notified.

I. B. R.

Fourth grade students at Amity Elementary School in Cincinnati, Ohio, were given a "Witch Apprentice" application form as part of a class assignment. The children were asked to fill out the form as homework in their English class.

The students were asked to make up a "professional name" for themselves in completing the application for the "International Broom Riders, Division of Witchery in Spooky Sides, Somewhere." The "Witch Apprentice" form asked students if they were afraid of

"heights, depths, or tight places" and what "characterizations" they preferred to "perform."

Students were told to "develop" an "incantation" in order to "cast a spell." The 4th graders were also asked to name who is their "favorite witch," and to answer if they were "willing to work with" vampires and monsters. They were asked to "describe the way you wish to look," specifically with hair, eyes, legs, nose, posture, skin, arms, back, mouth, and teeth. Another question asked the students to describe their "past experience."

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FOCUS: 'Peace' Psychiatry in the Classroom

By Dr. Joseph Adelson

In June 1989 the press carried accounts of a project which had encouraged adolescents to write to Congress about the issues of most concern to them. Over 5,000 seventh- and eighth-graders had done so. The top seven issues mentioned were drugs (25 percent), sex (17 percent), the environment (10 percent), crime (7 percent), education (5 percent), child abuse (5 percent), and suicide (5 percent). Other issues adduced ranged from health care to helmet and skateboard laws.

A reader of information on the young was bound to note an extraordinary omission — there was no mention of nuclear warfare and how to avoid it. How could that be? After all, it had been drummed into us that the fear of a nuclear Armageddon was haunting the adolescent imagination. Indeed, less than a year before we had learned from the august *New England Journal of Medicine* that nuclear war was "one of the greatest concerns of American children and adolescents."

Yet in under twelve months, nuclear anxiety — supposedly all but ubiquitous in its reach and seemingly vanished. How can we account for this? A likely explanation is that the end of the cold war had a great deal to do with it.

An even more likely explanation is that there had never been a psychological crisis in the first place, that it had been invented as a vast exercise in self-deception — just another bubble, like the South Seas bubble and the Dutch-tulip craze. And if that is so, it tells us something unpleasant about the sciences of psychology and psychiatry in their traffic with political ideas.

My own interest in nuclear anxiety was first aroused some seven years ago when I was telephoned by an aide to the House Select Committee on Children, Youth, and Families. The chairman had insisted on pushing through a special hearing for the purpose of showing that nuclear anxiety among the young was so severe as to constitute a national crisis in mental health. At this hearing it would be argued that our children were not only terrified by fears of a nuclear catastrophe, but that these fears were also a major cause of all other afflictions — the rising rates of suicide, drug abuse, school failure, and so on.

Looking into the literature I discovered that it was being claimed that the American young were in the grip of despair, induced by their fear of an inescapable nuclear calamity. Yet this conclusion, it appeared, had been reached almost gratuitously. It was based on an array of more or less inadequate studies — some entirely anecdotal, some amateurish, a few no more than passably technically. The samples had been tendentially chosen — the youngsters were all upper-middle-class and suburban, the seedbed of the peace movement. Nor were investigator effects taken into account, even though most of the early studies had been carried out by persons who were themselves deeply devoted to the movement.

Surely a terror so devastating would have been noticed by others. Yet I could find no references to nuclear panic outside the work of those engaged in the anti-nuclear movement. For example, in a fairly recent book reporting studies on children's ideas of death as depicted in their drawings, there was no allusion to nuclear disaster at all. Surveying a dozen texts in child and adolescent psychology and psychiatry, I discovered that the topic simply did not appear.

The most compelling evidence against accepting the claims of nuclear terror was its absence

in current clinical observations. I detected no sign of it in my own clinical cases, or in those of my graduate interns, or in those of the young psychologists I supervised, or in the presentations at case conferences. Nor did my colleagues report it when questioned. Nor did the child and adolescent therapists I spoke to.

I told the committee that in my opinion nuclear fears did not pose a threat to the mental health of the young: the data supporting that notion were flawed or nonexistent. I also offered to prepare a report to become part of the record of the hearings.

Some months after the committee hearings, the transcript was published. To me it was discouraging, at moments appalling, for several reasons. The child witnesses were, I felt, being exploited, being displayed for effect alone, to drive home the motif of the suffering child which played so large a role in the imagery of the anti-nuclear movement. What came to mind was not a picture of the terrified child but of the child-evangelist, a venerable American figure, preaching the gospel of hellfire and salvation.

Even more troubling was the nature of the psychiatric testimony. To be sure, there were the usual polite murmurs about preliminary findings and more research needed. But these served merely to launch even more astonishing assertions — e.g., that working hard academically was "the only alternative to despair" but the world's blowing up.

But the most troubling element of the transcript was that it revealed so very clearly the root intention of the hearing, which was not merely to support the nuclear-freeze resolution circulating in those days, but also to pave the way for a national program of political education.

So ended the first chapter of this adventure. At the time I believed it would also be the last, since I could not see how the idea of nuclear anxiety could sustain itself, absent a serious conflict between the superpowers — something like the Cuban missile crisis, or worse — and there seemed no likelihood of that.

So much for the prescience. The doctrine I thought would soon be moribund was in fact the beginning of a spurt which would produce an explosion of psychological writing. It was not to be an explosion of new thinking, however, only more — much more — of the same.

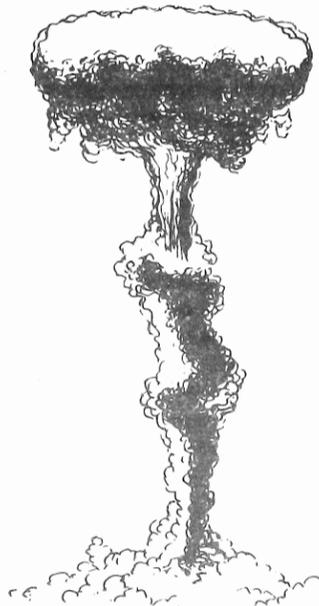
Lo and behold, programs of pedagogy were already in place. Curricular units on nuclear education had been developed by such powerful groups as the National Education Association (NEA), and were soon to be employed in thousands of schools.

Shortly thereafter the leading journals of education — in concert — would devote entire issues to the need for such education. And at about the same time, several of the larger foundations announced that they would sponsor munificent programs of peace research and education.

The NEA's curriculum, *Choices*, apparently the most widely used, offered a heavy dose of shock treatment. Since nuclear psychiatry held that children were living in a state of denial, the syllabus depicted as gruesomely as possible the terrible damage occasioned by nuclear war. Children were invited to imagine, even forced to gaze upon, horrific pictures of devastation, and to read the most lurid tales of human suffering.

There was an irony here — the very establishment which had presided over the collapse of American education was nevertheless prepared to teach the Byzantine complexities of arms control. Remember that most of our high-school seniors could not, on a four-part

multiple-choice test, choose the five-year period during which D-Day occurred, or when the United Nations was founded, and that only a bare majority knew the quarter-century of the Eisenhower or Roosevelt presidencies, or could identify Stalin as the Soviet ruler during World War II. How then were they to be instructed in world history and geopolitics?



Even a cursory scan of the major curricula made it plain that they were disingenuous exercises in indoctrination. The students were informed that there were two competing nuclear powers, with one (the United States) rather more to blame than the other. The U.S., it seemed, would not recognize how much the Russians had suffered, how beleaguered they felt, and how strong their interest in peace really was; Soviet efforts at conciliation were always rebuffed by us, leaving them little option but to continue an arms race they had no interest in (all this during the time the Afghanistan brutalities were being carried out).

In some cases the nuclear curricula also trafficked in what could only be called weird ideas — for example, the notion that "the West" was disposed to violence because of its blood-thirsty religious tradition (Judeo-Christian), while the religions of the East were conducive to tranquility. This, in the face of the fact that the bloodiest massacres and genocides in the post-World War II period took place in the East — especially China and Cambodia.

Nuclear psychology became a standard topic at the national conventions of the mental-health associations, though it must be said that the papers did not contribute much beyond a sense of outrage, usually by generalizing such exotic cases as an eight-year-old who threatened suicide to avoid nuclear death.

Nor did the more restrained voices offer anything new. A famous psychologist proposed a long list of suggestions, each and every one banal: talk to the students, create discussion groups, speak and write about the arms race for the general public, "encourage others to follow our example," etc., etc. Another instructed us in great detail that an all-out nuclear exchange would be a most unsettling event psychologically.

On the major question as well — nuclear anxiety among the young — opinion surveys were now more sophisticated in method, but they tended to yield different results depending on minor variations in phrasing. And even then, they sometimes stubbornly refused to confirm the claims of the movement.

Thus, at a peak period of anti-nuclear publicity, one survey of 8,000 students (fifth

and ninth grades) found "nuclear destruction" well down the list of worries, in fact twelfth behind the front-runners — school performance, one's looks, being liked, parental death, and how one's friends treated one. (This, of course, was taken as evidence of denial or psychic numbing.)

The much-praised book by David S. Greenwald and Steven J. Zeitlin, *No Reason to Talk About It*, subtitled *Families Confront the Nuclear Taboo* (1987) could not have had better credentials. Under the imprint of a most distinguished publishing house, it carried on its dust jacket ecstatic commendations by such household names as Karl Menninger. The writers, both specialists in family therapy, interviewed 25 families, discussing with them their reactions to a nuclear threat.

The investigators were dedicated members of the peace movement. The families studied were in no way chosen randomly, but found by word of mouth, or "networking," a clear majority of them political activists, many in the peace movement, with an even larger majority, 80 percent, being middle-to upper-middle-class in social status.

The work began not from hypothesis, not even from expectation, but from a fixed belief that, as one of the blurbs on the book jacket put it, "the American family is haunted by the nuclear specter." That being assumed, there seemed no need to discover whether it was in fact so.

If a person was haunted by the specter, that made the case; if a person did not seem to be, denial and numbing were at work; if a person followed the adage of Sir Sydney Smith, to trust in God and take short views, a childlike passivity might be inferred. If there was not much talk about the specter at the dinner table, it meant that the children had not been "given permission" by the parents, and this in turn had interfered with "the struggle for mastery" and with "identity formation." On the parental side, the specter had destroyed the ability to guide the next generation, which amounted to "an assault on generativity." It was research by asseveration, by the accumulation of selected interview excerpts — sound bites.

Nuclear psychology is the worst example we have had so far of a more general problem in psychology; the erosion of the boundary between ideology and disinterested research. In other instances politics biases the work, tilts it, by a variety of not quite conscious devices — through the samples chosen, the questions asked, the methods used, the inferences made. In the case of nuclear psychology, the topic itself seemed created to serve political aims; it was politics masquerading as psychology.

Just as distressing was the near unanimity of opinion. Of the hundreds of articles written by and addressed to psychiatrists and psychologists, only a handful voiced discordant views, and even those were not often heard.

The absence of dissent may lift the spirits momentarily but sooner or later it deadens thought. Inanition sets in. And so it was that professional gatherings on nuclear psychology soon became rallies, revival meetings, prayer series.

Is it any wonder, then, that many observers have come to view psychiatrists and psychologists as they do lawyers — as nothing more than advocates, hired guns, even if procurable not by money but by the love of a cause?

(Dr. Adelson is a professor of psychology at the University of Michigan and the author of *Inventing Adolescence*, among other books. Excerpted with permission from *Commentary*, November 1990; all rights reserved.)

Book of the Month



The Hollow Men — Politics and Corruption in Higher Education by Charles Sykes. Regnery Gateway, \$19.95, 1990.

Charles Sykes, the author of the insightful *ProfScam* (see January, 1990 *Education Reporter*, p.4), has written another illuminating book on college education. In *The Hollow Men*, Sykes tackles the politicization of not only college professors but of the courses themselves.

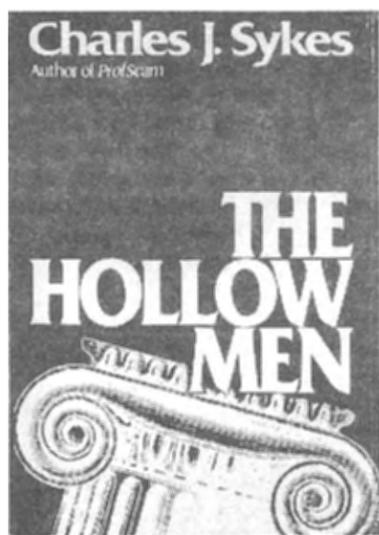
The first half of the book is devoted to illustrations of "The Attack on the West" — how race, gender and class have been enshrined as the looking glasses through which all subject matter must be seen if one is to survive in academia. Sykes shows how colleges, in their attempt to welcome minorities and women, have gone overboard with institutionalized affirmative action, sensitivity training, and anti-free speech codes. Not only is it unfashionable to be a white male in the college world, even to study about famous white males is suspect, even if they are Shakespeare, Dante, or Darwin.

However, being black or female is not enough to ward off the "politically correct" leadership on college campuses. As one college professor says in the book, "Simply belonging to one of the favored hiring classifications is no longer sufficient in the latter 1980s: one must subscribe to the sacred if dogmatic trinity of Race, Class, and Gender."

In *ProfScam*, Sykes examined life at large research-driven universities; in this book, he devotes the second half to discussing Dartmouth, an Ivy League liberal arts college, which he has chosen "not because it is the most flagrant case" of ideologically driven scholarship, but because "it is a microcosm of the changes in American colleges and universities."

Like most other schools, Dartmouth has established its own official ideologies, and woe to those who may challenge them. In recent years, Dartmouth has become a prime example of the intolerance of true diversity by attempting

to punish and shut down members of the *Dartmouth Review*, a student newspaper. Sykes discusses how liberals at the college chant "free speech" as their mantra, yet don't want to allow people who disagree with them to enjoy those same benefits.

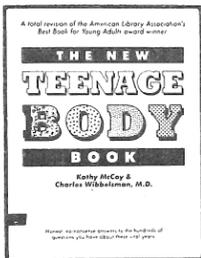


The situation at Dartmouth has received nationwide attention, but Sykes shows that what is happening there is by no means unique. Leftists on college campuses all over the nation terrorize both students and professors who disagree with them. Sykes calls this situation a "revolution from above," since it is the radicals in the university front offices who are pulling the strings.

What can be done about the radicalization of college curricula? Sykes thinks that only when parents and alumni start using their power to demand changes will the situation improve. *The Hollow Men* would make a good gift to inform parents and alumni so they will know what their tuition payments and donations are funding.

Parents Attempt To Keep 'Body Book' out of Class

Parents in Pembroke, Massachusetts have failed in their attempt to get a regional school committee to remove a controversial high school health textbook which they called a "how-to" sex manual.



Carol and Robert Hayes removed their 13-year-old daughter from her 9th grade health class at Silver Lake Regional High School because the class used *The New Teenage Body Book* by Kathy McCoy as the text. Mr. and Mrs. Hayes objected to the book because they feel the book "goes too far" and is a "how-to manual" in its descriptions of sex.

The New Teenage Body Book discusses aspects of teenage health, including information about dieting, exercise, acne, and drugs. The parents objected to the information the book gives about sex because they feel it condones

premarital sex, masturbation, homosexuality, and deviant sex practices.

The book describes group masturbation as "a very common practice in adolescence, particularly among males" and asserts that it is normal. It also gives vivid descriptions on how to masturbate.

Homosexuality is also described graphically. Nowhere in the book are homosexual practices condemned; in fact, the book says that some people "will find that they always prefer their own sex and, for them, this, too, is normal."

The New Teenage Body Book lists information on various contraceptives and where to obtain them. Nowhere is it suggested that it is desirable for students to wait until they are married in order to have sexual intercourse. Nor are students advised to get their parents' advice or permission before engaging in such activities. The book also gives information on abortion without making any moral judgment on the morality of the procedure. It is simply listed as one of the many "options" for teenagers in the event of pregnancy.

The parents involved in fighting *The New Teenage Body Book* hope that the school board will eventually reconsider the way sex education is taught at their schools.

Teen Book Shocks Parents

Parents at an Endwell, New York middle school are fighting against an 8th grade English class use of a controversial book about teenage alcoholism which many feel is inappropriate for 13-year-old students. The book, *The Late Great Me — The Shattering Novel* by Sandra Scopetone, is required reading in Maine-Endwell Middle School and is ostensibly used to teach the youngsters about the dangers of drinking.

Parents do not object to the teaching about alcoholism; their complaint about the book is that it is too graphic, both in sexual situations and in language.

The Late Great Me tells about Geri Peters, a 17-year-old alcoholic. The girl makes numerous disparaging references to God and Christians throughout the book, taking the Lord's name in vain repeatedly and referring to Christians as "Holy Rollers." The book contains other incidents of vulgar and profane language, which many parents felt is unsuitable for the age level of children assigned to read the book.

Parents opposing the book have pointed out that the Maine-Endwell Middle School student handbook prohibits "using profane, vulgar, abusive language or words which may incite

another person," and so students are required to read a book which contradicts the school's own rules.

Parents also object to the explicit sexual situations in *The Late Great Me*. In one scene, Geri, the main character, walks naked into a bar after drinking heavily. In another scene, she blacks out after drinking too much and is raped.

Some parents feel that the message against alcoholism in the book is muted and outweighed by the book's use of foul language. Mrs. Mary Dooling, an Endwell parent, said that while she supports the school's attempt to address alcohol abuse, she doesn't feel that *The Late Great Me* is the appropriate means. She said she felt "this book will cause the children of this school system more harm than good" due to the book's "filthy language." Mrs. Dooling noted that the book could be a bad influence on children with its "putdowns of parents and the male sex."

Parents have asked only that *The Late Great Me* be removed from the English class; they do not object to its inclusion in the school library. The Maine-Endwell School Board will make a decision next month over whether to take it out of the reading class.

Sample School Board Policy Recommended by Col. Dept. of Ed.

The following "Sample Policy" was distributed to all Colorado local Boards of Education by the Colorado Department of Education to assist them in complying with the new law on psychological and psychiatric practices in the public schools.

It is the policy of the Board of Education that only those persons appropriately certified or licensed, pursuant to the Medical Practices Act, C.R.S. 12-36-101 *et seq* or other relevant licensing statutes, may expose pupils to any psychiatric or psychological method or procedure involving diagnosis, assessment or treatment of any emotional, behavioral, or mental disorder. These actions may be carried out after prior written notice to the parents of the pupils in question and the acquisition of parental consent. This policy applies to all educational programs and courses of instruction or study offered by the district. The term "psychiatric method or procedure" is to have the same meaning as "psychotherapy," as defined by the General Assembly in C.R.S. 12-43-201 (9):

"Psychotherapy" means the treatment, diagnosis, testing, assessment or counseling in a professional relationship to assist individuals or groups to alleviate mental disorders, understand unconscious or conscious motivation, resolve emotional, relationship, or attitudinal conflicts or modify behaviors which interfere with effective emotional, social or intellectual functioning.

The term "psychological method or procedure" is to have the same meaning as "practice of psychology" as defined by the General Assembly in C.R.S. 12-43-301(3),

(a-e):

"Practice of psychology" includes, but is not limited to:

(a) The use of psychological methods of interviewing and consulting for the purpose of evaluating the mental or emotional functioning of a person;

(b) The construction, administration, and interpretation of tests assessing intellectual abilities, personality characteristics, cognitive skills, psychopathology, and psychophysiological characteristics;

(c) The diagnosis and treatment of emotional, behavioral, and mental disorders or psychological aspects of physical dysfunction;

(d) The methods and procedures of psychotherapy and psychological counseling, including but not limited to biofeedback, hypnotherapy, and individual, couple, family, and group therapy;

(e) The application of research methodologies, statistics, and experimental design to psychological data.

Any member of the teaching staff who questions whether an activity comes within the parameters of these definitions shall consult and collaborate with a certified school psychologist.

Notification to parents under this policy shall include the purpose of the diagnosis, assessment or treatment and of the specific method or procedure to be employed.

This policy does not apply to the factual and unbiased teaching about psychiatry as a medical science or psychology as a social science.

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Board chairman, James B. Hunt, Jr. said he was "almost delirious" about the money and that it will be spent to "expand greatly our communications efforts." The money will be used to pay for 36 state and regional forums in 1991 which will try to publicize the work of the board and to interest teachers and administrators in lobbying for its goals and for Congressional funding.

The grant brings the total amount of private money raised to fund the National Board for

Professional Teaching Standards to \$17 million. Other benefactors include the Carnegie Corporation, which provided the board with \$5 million in start-up costs, AT&T, Xerox, IBM, Du Pont, Ford, and Chrysler. James Kelly, president of the board, said that the private money would enable the board to start national certification "as fast as possible" but that they still seek federal funding for the program.