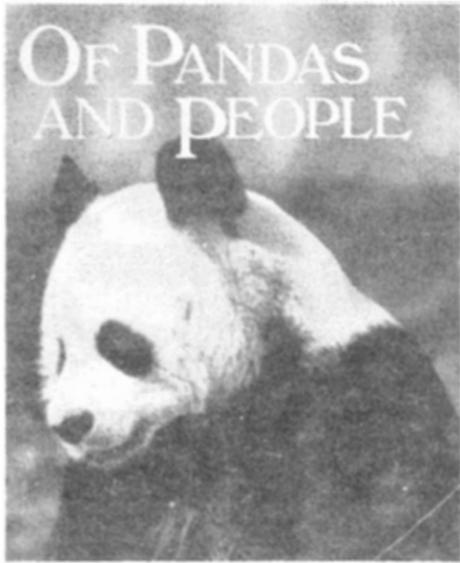


“Pandas and People” Causes P.A.W. Fur to Fly



John Buchanan, chairman of the lobby group called People for the American Way (PAW) appeared before the Alabama State Textbook Committee on January 8 to urge the rejection of a 1989 supplementary science book called *Of Pandas and People* by Percival Davis, Dean Kenyon and Charles B. Thaxton.

PAW, which was founded by Norman Lear, has been known for its vigorous opposition to the “censorship” of books used in public schools or libraries. But on the matter of this supplementary book for 10th grade Alabama public school students, PAW insisted that it should be banned from science classrooms.

Of Pandas and People was offered by Houghton Publishing Company of Dallas for inclusion on the list of state-approved books which may be bought by public schools with state education funds. It was not suggested that the book be required or that it be adopted as the sole or even the primary science textbook.

Thousands of parents had complained to the State Board of Education that all the science textbooks currently used in Alabama public schools exclusively teach evolution as the only acceptable theory of life's origins. *Of Pandas and People* was written to conform to the guidelines in the U.S. Supreme Court's most recent decision about origins, *Edwards v. Aguillard*, as well as the Alabama State Board of Education policy that teachers may present “various scientific theories about the origins of life.”

At this hearing, Buchanan called *Pandas* a “creationist tract” and said it “would breach the walls of church-state separation and use the public schools as branch offices of their churches.” He did not explain how the book could do this, since *Pandas* does not mention God, church, creation, or the supernatural.

Pandas identifies evolution as a theory and analyzes scientific information said to support both the evolution theory and an alternate theory for the origin of life, which *Pandas* calls “intelligent design.” This is the theory that organisms started with “a blueprint, a plan, a pattern, devised by an intelligent agent.”

The book does not purport to give final answers to the question of biological origins, but is intended to be a balanced and intellectually honest treatment. Using a method of inquiry widely used in the sciences, the book presents students with fact as fact (such as the fossil record), theory as theory, and stimulates them to draw their own conclusions.

It was just this type of non-religious, non-dogmatic approach which the U.S. Supreme Court called for in *Edwards v. Aguillard*. The

publisher of *Pandas* presented an impressive list of testimonials from scientists from a wide variety of universities, including Brandeis, Oxford, Princeton, Yale, Texas A&M, and the University of Texas.

Before the Textbook Committee voted, the publisher's attorney withdrew the book from consideration so that no action was taken on the book. The attorney, Francis H. Hare Jr., cited two reasons for his action.

First, State Superintendent of Education Wayne Teague made several highly prejudicial and hostile remarks to the Committee, 73 percent of whose members were his own appointees. Teague called *Pandas* “another effort to circumvent some Supreme Court rulings that bar religion from public school classrooms.”

The second reason cited by Hare was that the Textbook Committee adopted an unfair procedure for the hearing which did not comply with the Alabama Administrative Procedures Act and which denied the publisher due process and the opportunity to respond to its accusers.

One member of the Textbook Committee, Norris Anderson of Birmingham, resigned because of what he called the “unfair way” in which the public hearing was conducted. Anderson, who has been a high school teacher and textbook writer, argued that *Pandas* would let schoolchildren think for themselves.

Fans of the book say they will be watching People For the American Way's next annual report on censorship to see if *Of Pandas and People* is listed as one of the books censored during 1990.

See *Pandas & People*, page 2

New York Attacks History of Western Civilization

The New York State Department of Education recently released the results of its study on how to implement “multiculturalism” in the state's public schools. *A Curriculum of Inclusion*, a 120-page report written by state education commissioner Leonard Sobol's Task Force on Minorities: Equity and Excellence, proposes sweeping reforms of the educational materials used in public schools.

A Curriculum of Inclusion proposes three main solutions to counteract what it calls “racist traditions”:

1. The education commissioner should appoint a Special Assistant for Cultural Equity who would enforce compliance with multiculturalism in the state's public schools.

2. All the curricula and textbooks in New York state must be “infused” with “multicultural diversity.”

3. All teachers in New York state must be certified as having proficiency in multiculturalism.

The report cites few concrete examples of these so-called “racist traditions.” Among them is the use of the term “Mexican War” instead of “American-Mexican War.” Another is teaching that Christopher Columbus discovered the New World. According to the report, “The erroneous and racist attribution of Christopher Columbus as so-called ‘discoverer’ and ‘civilizer’ is an essential part of the ideology of ‘white nationalism’ designed to justify the exploitation and eventual genocide of indigenous Americans.”

Another example of racism allegedly found in school textbooks is a drug education guide which has no pictures of Asian children. The report states, “This reinforces a stereotype that Asian Americans are ‘a model minority’ and do not have such concerns.”

The report also found fault with history books' accounts of the birth of the United States. “There is something vulgar and revolting in glorifying in [sic] a process that heaped undeserved rewards on a segment of the population while oppressing the majority. The Constitution is a seriously flawed document.”

Among the Sobol report's suggestions for improving multiculturalism are to use Pedro Albizu Campos (whose Puerto Rican nationalist group tried to assassinate Harry S. Truman) as a role model for Latino youngsters. The report cites no statistics to prove the theory that a stronger emphasis on multiculturalism will improve minority students' learning abilities.

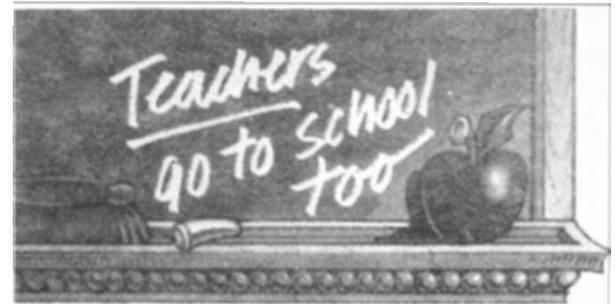
The New York Board of Regents will vote in late February on whether to approve the directives of *A Curriculum of Inclusion*. ■



The 17-member task force, led by NAACP leader Hazel Dukes and assisted by CUNY professor Harry Hamilton, was appointed by the education commissioner last year to see if the state's education and curriculum “adequately reflect the pluralistic nature of our society.”

The task force's report found that “curriculum materials . . . are contributing to the miseducation of all young people through a systematic bias toward European culture and its derivatives.” It especially found fault with math, science, sewing, and art textbooks for not having enough references to different cultures, although it conceded that those subjects “do not lend themselves as well to multicultural treatment because of their technical nature.”

The report also says that, “in the traditional Eurocentric educational program, we are presented with ‘white Nationalism.’” Although New York schools have made previous efforts to include information about other cultures, the task force concluded that they have not gone far enough, and that “revisions to date cannot counteract deeply rooted racist traditions in American culture.”



“There was a topic of interest for everyone...with top notch speakers. I hope this will be a yearly program.”
Karen Townsend
Washington, WV



The partnerships program revealed that C&P management development courses are very helpful to educators so we sent some of them to “school.” Now teachers and administrators sit alongside C&P managers and participate in courses like “New Age Thinking” and “Time Management!”

C&P takes some of the more timely courses right to the school during teacher in-service days. These courses enhance the skills of the teachers.

Customers of C & P Telephone Company, a division of Bell Atlantic based in Charleston, West Virginia, were surprised to see this advertisement enclosed with their monthly telephone bills. C & P sent out this 4-page flier to advertise the company's new “partnerships” with 20 local public schools, which send teachers to “New Age Thinking” classes.

EDUCATION
BRIEFS

Kindergartners and first graders were shown a Freddy Krueger R-rated horror movie called *Nightmare on Elm Street: Dream Warriors in the Seminole County School District in Florida* on Nov. 16. After parents complained, the school board voted 4-1 to let them transfer their children to another elementary school in the district. The parents said they no longer trusted the school and did not want to return the children "to the scene of trauma," because the children had had nightmares and one child reported "screaming convulsions." The parents criticized the school for failing to adequately punish the administrative assistant and two coaches who showed the film; they were only suspended for five days without pay.

A cassette of rock singer Billy Joel's "We Didn't Start the Fire" will be sent to 40,000 public school classrooms to be used as a teaching tool. They will be sent out with the Jan. 26 issue of *Junior Scholastic* magazine for junior high school students and *Update* magazine for high schoolers. The "song" is a 5-minute recital of names chosen from the news of the years since Joel was born, for no apparent reason other than rhyme. According to *Newsweek*, "Commit this song to memory, kids, and you are guaranteed to have learned absolutely nothing."

Public school examinations to detect scoliosis, a spine disease, are "program(s) for which no objective scientific justification exists," according to a physician writing in the December issue of *Orthopedics*. Schools currently screen 3.5 million students a year for this disorder. But Dr. Raymond T. Morrissy, a physician at the Minnesota Spine Center in Minneapolis, calls this costly process unnecessary and suggests that it may even cause more problems than it prevents.

Residents of an affluent, liberal neighborhood in Cambridge, Massachusetts have helped to chase a predominantly black school out of the area. More than 200 residents on Brattle Street signed a petition to force Community Day School to move, citing traffic and safety hazards. Some residents also filed a lawsuit, which prevented the school from holding any classes above the kindergarten level until the suit was settled. Effectively barred from teaching in its Brattle Street location, Community Day School moved from the neighborhood last fall. Because the private school is over 90% black, some observers blame racism, not safety factors, as the neighborhood's real objection to the school. The majority of the petition-signers, which include Harvard professor Laurence H. Tribe and WGBH-TV president David Ives, are considered to be politically liberal.

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Nosy AIDS Questionnaire Causes Controversy

The following questions were asked in Anchorage, Alaska as part of an AIDS Attitudes Questionnaire, used to measure public school students' opinions about the disease. The first eighteen questions of the survey asked factual questions about the disease, while the last 54 questions, printed below, probed into students' feelings about the disease. For each one of these questions, students were given a choice of five possible responses: a. I strongly agree with the statement, b. I agree with the statement, c. I have no opinion about this statement, d. I disagree with the statement, and e. I strongly disagree with the statement.

AIDS ATTITUDE QUESTIONNAIRE

101. Limiting the spread of AIDS is more important than trying to protect the rights of people with AIDS.
102. Support groups for people with AIDS would be very helpful to them.
103. I would consider marrying someone with AIDS.
104. I would quit my job before I would work with someone who has AIDS.
105. People should not be afraid of catching AIDS from casual contact, like hugging or shaking hands.
106. I would like to feel at ease around people with AIDS.
107. People who receive positive results from the AIDS blood test should not be allowed to get married.
108. I would prefer not to be around homosexuals for fear of catching AIDS.
109. Being around someone with AIDS would not put my health in danger.
110. Only disgusting people get AIDS.
111. I think that people with AIDS get what they deserve.
112. People with AIDS should not avoid being around other people.
113. People should avoid going to the dentist because they might catch AIDS from dental instruments.
114. The thought of being around someone with AIDS does not bother me.
115. People with AIDS should not be prohibited from working in public places.
116. I would not want to be in the same room with someone who I knew had AIDS.

117. The "gay plague" is an appropriate way to describe AIDS.

118. People who give AIDS to others should face criminal charges.

119. People should not be afraid to donate blood because of AIDS.

120. A list of people who have AIDS should be available to anyone.

121. I would date a person with AIDS.

122. People should not blame the homosexual community for the spread of AIDS in the United States.

123. No one deserves to have a disease like AIDS.

124. It would not bother me to attend class with someone who has AIDS.

125. An employer should have the right to fire an employee with AIDS regardless of the type of work s/he does.

126. I would allow my children to play with the children of someone known to have AIDS.

127. People get AIDS by performing unnatural sex acts.

128. People with AIDS should not be looked down upon by others.

129. I could tell by looking at someone if s/he had AIDS.

130. It is embarrassing to have so many people with AIDS in our society.

131. Health care workers should not refuse to care for people with AIDS regardless of their personal feelings about AIDS.

132. Children who have AIDS should not be prohibited from going to schools or day care centers.

133. Children who have AIDS probably have a homosexual parent.

134. AIDS blood test results should be confidential to avoid discrimination against people with positive results.

135. AIDS is a punishment for immoral behavior.

136. I would not be afraid to take care of a family member with AIDS.

137. If I discovered that my roommate had AIDS, I would move out.

138. I would contribute money to an AIDS research project if I were making a charitable contribution.

139. The best way to get rid of AIDS is to get

rid of homosexuality.

140. Churches should take a strong stand against drug abuse and homosexuality to prevent the spread of AIDS.

141. Insurance companies should not be allowed to cancel insurance policies for AIDS-related reasons.

142. Money being spent on AIDS research should be spent instead on diseases that affect innocent people.

143. A person who gives AIDS to someone else should be legally liable for any medical expenses.

144. The spread of AIDS in the United States is proof that homosexual behavior should be illegal.

145. A list of people who have AIDS should be kept by the government.

146. I could comfortably discuss AIDS with others.

147. People with AIDS are not worth getting to know.

148. I have no sympathy for homosexuals who get AIDS.

149. Parents who transmit AIDS to their children should be prosecuted as child abusers.

150. People with AIDS should be sent to sanitariums to protect others from AIDS.

151. People would not be so afraid of AIDS if they knew more about the disease.

152. Hospitals and nursing homes should not refuse to admit patients with AIDS.

153. I would not avoid a friend if s/he had AIDS.

154. The spread of AIDS in our society illustrates how immoral the United States has become.



Legislation Update

Teacher Standards

Congress is currently considering an education bill which could pave the way for national professional teacher certification. The Teacher Standards Bill (S.695), sponsored by Senators Christopher Dodd (D-CT) and Claiborne Pell (D-RI), would provide \$25 million in federal funding for the National Board for Professional Standards (NBPS), a private organization started in 1986 by the Carnegie Foundation.

However, Congress would have no control over how this money would be spent or who is appointed to the 64-member board, since the National Board for Professional Standards is a private organization.

Secretary of Education Lauro Cavazos opposes the bill, charging that funding this project would be "wasteful" because it lacks accountability to his department.

The NBPS goal to certify teachers nationwide is supported by the National Education Association and the American Federation of Teachers, the two largest teachers' unions, who anticipate that national teacher certification can be used as a bargaining tool to raise teachers' pay. Two-thirds of the board's 64 members belong to teachers' unions.

Opponents of the bill contend that S.695 is just a way to federalize the educational system, dictate curriculum, and take more power away from local schools. Chester Finn, former Assistant Secretary of Education, called the bill "fundamentally a pork barrel project." Congress is expected to vote on the Teacher Standards Bill in February.

Write-In School Board Wins

In a stunning upset, all four write-in candidates for the Perkionment Valley, Pennsylvania board of education defeated the incumbents in a recent election. The four victors, Gail Watts, Greg Manz, Eugene Bowman, and Jack Dickey, ran for the school election in an impromptu bid to protest the board's removal of popular athletic director Bill Fretz.

Perkionment Valley School District Super-

Pandas & People

Continued from page 1

The book takes its name from the way the lovable panda surprised scientists about its origin. From the time scientists began classifying living things into different species, scientists had split 50-50 on whether the giant panda and the smaller red panda were in the bear family or the raccoon family.

A 1964 study is now accepted as the definitive interpretation: the giant panda is a bear but the red panda is a raccoon. The conclusion is that any evolutionary relationship between the two is highly speculative.

intendent William D. Westcott was disappointed at the outcome of the election. "None of them have any experience with this," Westcott said. "It's one thing to look in from the outside and it's another to work the hours and hours it takes to be a board member." However, supporters of the write-in candidates note that there are no special prerequisites to run for the Perkionment Valley School Board other than to be an adult resident of the school district.

The newly elected school board's first order of business was to reinstate Fretz as the school's athletic director.

Sex Education: How to Respond, a 16-page booklet of advice for parents on how to deal with the schools when they start a sex or "family living" course, is available at \$1.50 per copy from the Education Reporter, Box 618, Alton, Illinois 62002. The booklet is a "how to" for parents — how to evaluate sex course curricula, and how to answer the objections made by the schools when parents raise questions.

FOCUS: Solution to Sex Ed Battles: Choice

by Audrey McKeever

A health curriculum committee was formed by the Mt. Baker School District (a school district in Whatcom County, about 100 miles north of Seattle, Washington) in January 1987 and given the task to review all health curricula and materials in grades K-12, and then to adopt a sex education curriculum for the 7th grade. Up to that time, the 7th grade did not have any sex ed incorporated into the health unit.

The health curriculum committee consisted of 7 teachers, the school nurse, the health curriculum committee coordinator, and 5 parents, totaling 14 members. An evaluation form was drawn up and agreed upon by the committee. This form was then used to evaluate each curriculum under review or consideration. The curriculum receiving the highest evaluation would then become the committee's recommendation to the school board for adoption.

The parents presented *Teen Aid* and *Sex Respect* for consideration by the committee, two nationally recognized curricula which have a strong emphasis on sexual abstinence outside of lawful marriage. These two curricula received the highest ratings by the parents on the committee, but unfortunately the parents were outnumbered by the school personnel. When total points from everyone on the committee were averaged, F.L.A.S.H., a curriculum developed by the King County Public Health Department, had a higher rating than either *Sex Respect* or *Teen Aid*.

A dedicated group of parents who believe in and support curricula stressing abstinence as a reasonable choice decided to take action. Their efforts eventually resulted in the adoption of *Teen Aid* as an alternative sex ed curriculum in the Mt. Baker School District. The following are the strategies they used:

1. Circulated copies of the objectionable curriculum, pointing out the offensive sections and showing how they undermine traditional family values.
2. Purchased copies of the desired curriculum stressing abstinence and circulated the copies among interested parents. (It is important that

those who criticize a curriculum have another curriculum to recommend in its place.)

3. Held home meetings throughout the district to present to parents information that would help them decide on an abstinence-based curriculum for their children.

4. Had pre-stamped postcards available at the home presentations so parents could write a short message to each of the school board members. (It is important for community members, personally and individually, to express their concerns about the school district's recommended curriculum and/or reasons why they want a sex ed curriculum which stresses abstinence.)

5. Telephoned, in addition to writing, each member of the school board. (This enables community members to know how each member stands on the issue and where additional lobbying may be needed.)

6. Attended, en masse, all school board meetings so the school board members and superintendent would see visible evidence that parents are sincere about their reasonable request for an alternative sex ed curriculum.

7. Set up a telephone tree with each person expected to call no more than 3 others. (This is an excellent way to spread information in a hurry.)

8. Held a public forum on sex education. A cross section of speakers who support abstinence-based curricula were invited, including a school superintendent, a state representative, a state senator, and an author whose curriculum emphasizes sexual abstinence. We personally invited key people to attend the forum such as superintendents, school board members, health teachers, and pastors.

9. Wrote letters to the editor of local newspapers and spoke on radio talk shows. (It is important to take advantage of these opportunities to present the rationale supporting sexual abstinence and expose the lies about contraceptive education.)

Washington state law does not mandate that sex education be taught in the public schools, so therefore school boards can decide if sex education is taught at all. If taught, sex education courses should not undermine the parents' right

and obligation to pass on their values to their own children. Parents have the right to assume that their children's beliefs and moral values will not be undermined or manipulated by school curricula.

Since human sexuality is a sensitive and personal topic, it is reasonable for school districts to expect different points of view. Thus it is reasonable to offer a choice to parents for their children in the matter of sex education.

The Superintendent of the Mt. Baker School District, finally realizing that abstinence-based and contraceptive-based curricula could not be blended and still achieve the stated objectives of each curriculum, decided to offer two sex ed curricula. His stated rationale for offering two sex ed curricula was "to ensure the best possible education for all students." He also made the following recommendations which the school board unanimously passed:

1. The parents collectively decide which education curriculum they wanted taught to their children.

2. A qualified teacher selected by parents be hired to teach the chosen curriculum.

3. Parents be given a choice between two curricula every time sex ed is taught.

4. A student may opt out of any sex ed course.

The concept of Parental Choice is being promoted not only in Washington state, but nationally. Parents in the Mt. Baker School District have helped set a precedent in pioneering this innovative educational concept. The concept of parent involvement and Parental Choice as the cornerstone to educational reform and success is summed up by Representative Kim Peery, Chairman of the House Education Committee, Washington State House of Representatives: "We need to bring flexibility and freedom of choice to our public education system, to erase those invisible but rigid borders that have kept parents from seeking the educational settings that are best for their children."

Audrey McKeever was one of the parents who guided this successful project.

Polls Shows Students Lack Basic Knowledge

In a Gallup Organization survey of U.S. college seniors, conducted for the National Endowment for the Humanities (NEH), more than half flunked a test on world history and literature. If the students' answers were to be graded, 55 percent of the students would have received a grade of "F" and another 20 percent a "D." Only 11 percent would have received a grade of "A" or "B."

NEH commissioned the survey in order to measure the students' command of basic historical and literary knowledge in the last year of their undergraduate education. Each senior was asked 87 questions about important historical figures, dates and events as well as significant authors and literary world. Gallup tested 700 college seniors during 1989.

More than a third of the questions were constructed in the expectation that virtually all high school 17-year-olds should be able to answer the majority of them. Yet, when the college seniors were scored only on those questions designed for 17-year-olds, one-half (49%) of them would still receive failing grades.

The survey showed that men scored higher than women (60% vs. 56%), and that seniors attending private colleges or universities scored better than students at public universities (62% vs. 56%).

Observers called the college seniors' lack of knowledge of the U.S. Constitution "depressing." Less than half knew that the purpose of *The Federalist* papers was to gain ratification of the U.S. Constitution (46%). Two-thirds thought the famous line from Abraham Lincoln's Gettysburg address — "Government of the people, by the people, and for the people shall not perish from the earth" — was part of the Constitution (66%).

One-quarter (23%) of graduating seniors thought that Karl Marx's phrase "from each according to his ability, to each according to his need" is part of the U.S. Constitution. One-third (36%) thought that "citizens . . . have the right to work, . . . the right to health protection, . . . the right to housing" is part of our Constitution, when in fact that is a quotation from the Soviet Constitution.

Significant percentages of college seniors had difficulty locating major historical events or pairing major events and figures. One-quarter

(24%) placed the time that Christopher Columbus landed in the Western hemisphere sometime after 1500. One-third (34%) thought that Jamestown was founded sometime after 1750. Well more than one-third (42%) could not place the Civil War in the correct half-century. More than one-fourth (28%) could not identify Joseph Stalin as the head of the Soviet Union during World War II. More than one-half (58%) failed to connect Harry Truman's presidency with the Korean War.

In the literature portion of the test, fewer than half the college seniors could match the following authors with their works: Shakespeare's *The Tempest* (only 42%), Dante's *Divine Comedy* (only 34%), John Milton's *Paradise Lost* (only 33%), Jane Austen's *Pride and Prejudice* (only 24%), Plato's *Republic* (42%), and Virgil's *Aeneid* (28%).



Mrs. Lynne Cheney, NEH chairman, released the survey along with a 66-page report entitled *50 Hours: A Core Curriculum for College Students*. The foreword in states that general education requirements in U.S. colleges and universities are "so loosely structured" that it is possible to graduate from 78% of our colleges and universities without ever taking a course in the history of Western civilization, from 38% without taking any course in history at all, from 45% without taking a course in American or English literature.

While noting that it is not the proper role of the Federal Government to determine a nationwide college curriculum, NEH offers its suggested core curriculum not as a single prototype but as a resource for those seeking to reform and improve undergraduate education. ■

EDUCATIONAL POLICY CONFERENCE

MARCH 16 & 17, 1990

ST. LOUIS, MO

FEATURING:

PHYLLIS SCHLAFELY, author and speaker, is host of "Phyllis Schlafly Live", a weekly radio program about education.

DR. PATRICK GROFF, author of *Preventing Reading Failure*, is a specialist on the teaching of phonics.

DR. WM. COULSON, psychologist and former associate of Carl R. Rogers and Abraham Maslow, is a speaker and author on values clarification, critical thinking and affective education.

DAVID BARTON, former teacher and principal, is author of *The Myth of Separation and America: To Pray or Not to Pray?*

DR. MELVIN ANCHELL, psychiatrist, is the author of *Killers of Children*, which deals with sex education.

Conference cost, including meals, \$85. By invitation only. If interested, write: Constitutional Coalition, P.O. Box 37054, St. Louis, Mo 63141. Include: 1) a paragraph on why you would want to attend, 2) a sentence identifying yourself and 3) your address and phone number.

One-Room Schools Are Back



The one-room schoolhouse was the place where 19th century Americans learned the "Three Rs" from a stern yet fair schoolmarm. Pupils of all ages were taught in the same room, where they learned not only the basics of education but also cooperation, kindness, and faith in God.

Most Americans probably think that the one-room schoolhouse, like the Pony Express and the general store, is an example of Americana long extinct. "Little House on the Prairie" is probably the only place most Americans have ever seen a one-room schoolhouse.

But it's making a strong comeback today in the form of what are called cottage schools. The teachers, like those in the old one-room schoolhouses, give students a traditional education with individual attention and emphasis on religion and morality.

Mike and Terri Spray are founders of Colorado's Christian Cottage Schools and also give guidance to "satellite" cottage schools and homeschoolers. Mrs. Spray, an elementary teacher for many years, explained how they started their school. "In 1986, the kids and I decided to try a homeschool experiment during their 'off-track' period. Our little experiment was so successful that other children joined us, and we established a private school in our home."

Since the Sprays opened their cottage school in Sedalia, Colorado three years ago, several other cottage schools have sprung up in the Rocky Mountain area, among them Cedarwood Christian Academy of Denver and Noah Webster Christian School of Cheyenne, Wyoming.

Cottage schools fill the void which often occurs when parents want to take their children out of the public school system, but cannot, for various reasons, homeschool them. Homeschooling can be a strain on parents' time,

energy, and bank accounts, and it is impossible for some parents to do it even though they realize the advantages of homeschooling.

Cottage schools offer the protective environment and individual attention of homeschooling, but also social interaction with other children. Unlike public schools, cottage schools give the children a strong Christian environment which helps the students interact with each other in an atmosphere of kindness.

Cottage schools differ from public schools in that they offer individualized curricula. Instead of a large public school classroom, which often is a "sink or swim" environment, cottage schools can tailor the learning material to proceed at the child's own pace.

What pupils are taught in cottage schools is also much different from public schools. They learn to read using the phonics method, unlike most public schools which use the look-and-say or "whole language" method.

Also unlike public schools, which many parents complain teach secular humanism, learning about God's works is commonplace in a cottage school; the mathematics, science and history classes all emphasize God as Creator. Cottage schools instructors consider the Bible to be their "true text."

Students receive what is known as the "Four Rs" approach to learning: Researching, reasoning, relating, and recording. The teachers use these methods to show how God's principles relate to everyday life.

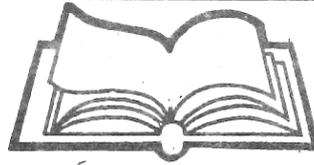
There is, of course, time for fun and games at Christian cottage schools. Students usually go on an educational field trip every Friday. The children also learn arts and crafts and have organized playtimes.

School generally starts later, usually around 10 a.m., and lasts until 3 p.m. Although this is a shorter schoolday than in a public school, cottage school students are able to accomplish so much schoolwork in that time that they generally don't have homework. Cottage schools are able to do this because they focus on the basics in education. Public schools, says Mrs. Spray, teach too much "fluff" and not enough facts.

All students periodically do independent study projects of their own choosing. These projects expand their educational horizons and teach them self-discipline.

Tuition for cottage schools, depending on the school, can run between \$95-\$240 a month, not including fees. However, parents can often pay lower tuition rates by working in the school at least one day a week.

More information about cottage schools, or how to start one, is available from Mike and Terri Spray at (303) 369-1678.

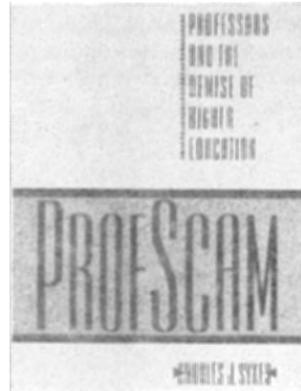


Book of the Month

ProfScam: Professors and the Demise of Higher Education by Charles J. Sykes, St. Martin's Press, 1989, \$9.95 paperback.

You may have suspected that academic standards of American universities have declined, but you won't know how low until you read *ProfScam*. This book is a devastating indictment of our universities, which the author calls vast citadels of waste, ruled with an iron hand by an oligarchy of arrogant tenured professors who are overpaid and underworked. With a wealth of detail, naming universities, professors, dates and places, the author asserts that university education is a scam which cheats students, parents, and taxpayers.

According to *ProfScam*, the collapse of the university system is due to the cutthroat control exercised by the tenured professors, who control everything that matters. University presidents are good only for fundraising, public relations, and dealing with protesters.



While piously pledging allegiance at the altar of "academic freedom," the tenured professors have set up a caste system in which *they* are accountable to no one, while they ruthlessly use thought control to liquidate original thinkers, dissenters, and anyone who is a good teacher. The academic culture is actively hostile to teaching. The author gives example after example of major universities' denying tenure to professors who were good teachers.

Tenured university professors have almost totally abandoned the teaching of undergraduates, leaving that function largely in the hands of an ill-trained, ill-paid, and bitter academic underclass of untenured instructors and graduate students called T.A.s (teaching assistants). A large percentage of T.A.s are foreigners who cannot speak intelligible English.

The University of California at Berkeley allegedly offers 8,100 courses, but a majority of all freshmen are crammed into 60 lower division courses (that's less than 1 percent) which are taught mostly by T.A.s.

Between 1952 and 1974, the number of professors at Harvard grew seven times faster than the number of undergraduates, but the

proportion of courses open to undergraduates declined by 28 percent.

The professors assert that their flight from the task of teaching is justified by their "research" and publication of articles, but the overwhelming majority of that research has no social or academic value except as a line on a resume. It fills libraries with unread material written in what the author calls "profspeak": incomprehensible and pompous verbiage about the obscure and the trivial. They fill the libraries with such articles as "Analyzing Utterances As the Observational Unit" and "The Dialectic of the Feminine: Melodrama and Commodity in the Ferraro Pepsi Commercial."

At major universities, the average tenured professor teaches only six hours a week. However, the count is usually taken in the fall semester and professors may teach only three hours a week in the spring. Up to a third of tenured professors don't teach at all. The teaching load of many tenured professors consists of one or two small seminars that require little if any preparation and are mostly just rap sessions with students.

The university course catalogue is often a fraud because up to half of the courses listed are not actually offered. For example, at Harvard in the field of American history, out of 44 courses listed, only 10 were offered in the fall of 1986 and only one of those was taught by a tenured professor.

The university catalogue is loaded with more and more courses of less and less importance, ignoring the needs and wants of the paying students and serving only the narrow, selfish career preferences of the tenured professors.

Universities also offer a plethora of junk courses, contemptuously referred to by students as "guts" (slang for a course that can be passed with no more preparation than gut instinct). Guts at major universities include (and these are titles of courses actually offered): Anthropology of Play, Socio-Psychological Aspects of Clothing, Music Video 454, Sport and Political Ideology, Recreation and Leisure, Pocket Billiards, and Rock 'n' Roll Is Here To Stay.

Profscam is not too strong a word for the mountain of evidence marshaled by the author. It is a scam to take students' and taxpayers' money for a college education when the catalogue lists courses that are not taught at all or seldom, professors who don't teach at all or seldom, courses that aren't worth taking, courses that are taught only by T.A.s in halls that seat a thousand students, and so many courses that are given simultaneously between 10 a.m. and 2 p.m. (for the convenience of professors who like to arrive late in the day and leave early) thereby forcing students to take worthless courses they don't want because they can't schedule the courses they do want. ■

Sample Questions To Ask School Board Candidates

These questions were recommended in the seminar "What's Left After the Right," a program designed to give school administrators ammunition in their battle against parents. (See the January Education Reporter.)

What are your top five objectives if elected to the board? What is your view of the purpose of public education?

How would you define the concept of academic freedom?

How much latitude should the individual teacher have in his/her classroom?

What is your view of the proper role of the

school board and its members in relation to selection and retention of instructional materials?

Do you have any specific changes you want to make in the curriculum offered in our district? If so, what and why?

How would you respond to a parent who wants the district to limit access to or remove books from the library?

Who should determine broad educational objectives? Specific course objectives?

What limits, if any, would you like to see for employees teaching controversial issues?

Who will you look to for advice on instructional matters? ■