

Illinois State Audit Shows Spending To Stop Teen Pregnancies Has Zero Results



Concerned Parents Attend Washoe Board Meeting

Nevada Schools Adopt Scheme To Attack Concerned Parents

The school administrators in Washoe County, Nevada (Reno) have circled their wagons and are planning a counterattack against parents for asserting their parental rights to protect their children from school curricula that they regard as offensive to their First Amendment rights. The local newspaper headlined its report on the controversy, "Book war plan: How to handle Far Right."

At the August 14 board meeting, 100 parents showed up to protest the district's purchase of a new \$1 million Kindergarten through 6th grade reading series called *Impressions*, published by Holt, Rinehart & Winston. This series is highly controversial all over the country because it contains so many stories with violence, witchcraft, magic, demons, and depressing situations, because it includes little or nothing good about America, and because it uses the "whole-language" or anti-phonics methodology. (See related story on page 3.)

The school system then adopted a strategy to counterattack against parents. A secret memorandum dated August 20 and distributed by Steve Mulvenon, a district spokesman, was circulated among school personnel to help them "regain the initiative on the *Impressions* controversy and to take the offensive on the public information front."

The strategy memorandum stated that the school representatives had contacted People for the American Way for assistance, and PAW had agreed to send help and materials.

The memo described meetings of school representatives with the two local newspapers, the *Sparks Tribune* and the *Reno Gazette-Journal*, which resulted in favorable coverage. A media campaign was planned, including a news conference and an Op-Ed piece by the superintendent.

The memo warned that "radio talk shows will be avoided because we cannot control the environment."

On August 21, the elementary school principals met to receive training in how to deal with the "forces of ultra-conservatism." They were given a 20-page handout on how to counteract



Parent Testifies Against 'Impressions'

parental objections to the materials used in the public schools. The handout gives the names and addresses of leading conservative organizations that defend parental rights, including Eagle Forum.

This handout distributed to principals in Washoe County includes a page called "Countering Far Right Tactics," which credits the Human and Civil Rights Division of the National Education Association for developing "an excellent list of suggestions that are helpful in the event you are directly involved in a confrontation."

At the annual NEA Convention held in Kansas City in July this year, the NEA gave its Human and Civil Rights Division a budget of \$4,717,949 for activities to "devise appropriate strategies" to counterattack against "the radical right-wing" (the customary label applied to parents by the NEA).

The NEA set aside \$640,893 of the Human and Civil Rights budget to maintain "a clearinghouse of information regarding groups, individuals and activities/actions whose purpose is to attack and undermine public education." Critics assert that this "clearinghouse" amounts

Continued on page 2

In what may be the first serious attempt to evaluate government programs whose stated goal is to reduce teen pregnancies, the Illinois State Auditor has concluded that "There is no direct link between most Parents Too Soon-type services and a reduction in adolescent pregnancy."

The state audit further concluded that it could not be determined "which program strategies and elements were effective, ineffective or even counter-productive."

Parents Too Soon (PTS) is the Illinois agency that spends tax dollars to combat teen pregnancies. Never authorized by the Illinois Legislature, it is an Executive Branch initiative started by Governor James Thompson in 1983 with line-item appropriations from the departments of Public Health, Public Aid, and Children and Family Services. PTS has a budget of \$6.5 million and by 1990 had risen to a budget of \$20.7 million.

The state evaluation of the Parents Too Soon program, which was required by a state audit commission resolution passed by the Illinois Legislature a year ago, was made by state Auditor General Cronson and released August 28. The legislative mandate called for the auditor general to identify PTS's "goals" and to determine "the extent of their achievement" and "what [was] accomplished." The audit failed to discover any positive achievements toward PTS's stated goals.

One of the main reasons the teen pregnancy program was difficult to evaluate, according to the 330-page audit, is that public health officials have not counted abortions or miscarriages since 1980. In that year, pro-abortionists won a federal court decision which overturned the Illinois law requiring abortions to be reported. (At least 37 other states collect abortion statistics, using procedures that have been upheld in court.)

Parents Too Soon personnel have relied on a decreased teen birth rate to claim success in their multi-million dollar expenditures to help 74,000 teens. However, the state audit pointed out that "a reduction in teen births is not necessarily a reduction in teen pregnancies."

The state audit detailed heavy funding of Planned Parenthood and school-based clinics, with heavy emphasis on the distribution of "contraceptive devices and drugs." The audit made several references to "Mental Health Encounters" at the school-based clinics and "in classroom" presentations.

The audit found that "the impact of these services on reducing teen pregnancies was not measured," either by PTS or by the clinics which received the funds. Instead, PTS relied on prior studies to justify its expenditures, but even these studies were inconclusive, and at least one study found "that simply providing contraceptive services does not reduce teen pregnancy rates."

Despite a 1980 Illinois court ruling by Judge Arthur L. Dunne of the Circuit Court of Cook County requiring that abstinence be taught as part of any sex education program, the only PTS-funded program that stresses abstinence is *Project Respect* (Box 97, Golf, Illinois 60029). Last year it received a puny \$77,000 out of the

\$20.7 million budget.

Project Respect, run by Project Director Kathleen Sullivan, is also the only one out of 320 contracts awarded to 174 service providers by PTS which had an independent evaluation. *Project Respect's* evaluation shows a positive attitudinal improvement toward abstinence on the pre- to post-tests. Mrs. Sullivan argues that this improvement in teen attitudes about sex "makes the program extremely cost-effective." If teens can avoid promiscuity, she said, "they then don't need expensive social services to deal with the physical, emotional and financial consequences."

In the preliminary results of follow-up questionnaires administered by *Project Respect*, sexual activity decreased during the year after the program, but leveled off the following year to the general norm. Mrs. Sullivan believes that these data argue for follow-up programs to reinforce the teaching of abstinence.

After the state audit of Parents Too Soon was released, *Chicago Sun-Times* columnist Dennis Byrne reported that "even though 85 schools want *Project Respect*, [it] is being bounced among state agencies and remains without funding as the school year begins."

"Why?" Answering his question, Mr. Byrne wrote: "The entrenched sex education/social work industry has developed its own pat answers — and abstinence is not high on the list. I couldn't prove that Sullivan's group has the answer, but if you wonder whether the [sex education] industry's 'hey-if-you-do-it-just-be-careful' approach works, look at the numbers that came out two weeks ago from the National Center for Health Statistics: One out of every four babies in America in 1988 had an unmarried mother, an 8 percent increase over 1987 and 51 percent over 1980."

In addition to the failure to show any progress in reducing teen pregnancy, the Illinois auditor general found numerous examples of how Parents Too Soon has failed to account for how it spent nearly \$100 million of tax funds over the last 7 years. The auditor general found:

- "PTS officials have difficulty producing complete, timely, and accurate reports of allocations, awards, and expenditures.
- "Some PTS programs provide services to clients who are either too old or too young to match the PTS target group.
- "PTS officials have not evaluated the effect of most of their programs on PTS goals.
- "Parents Too Soon lacks adequate guidelines, directives, and restrictions to ensure that its purposes."

The state audit stated that "Public Health and Public Aid officials reported incomplete and conflicting budgetary and expenditure data throughout the audit. Between October 1989 and May 1990, PTS's Fiscal Year 1989 budget and expenditure reports had to be revised nine times before they reflected actual PTS allocations and expenditures. This was indicative of poor programmatic controls."

Illinois legislators are questioning whether any other state has undertaken an official audit of the large amounts of tax money spent for the

Continued on page 4

EDUCATION BRIEFS

A former Department of Education official charged that the nation's billion-dollar bilingual education program is a failure. Keith Baker, an expert on bilingual education programs, said that "it's important for the public to know the truth about bilingual education. There's no research that proves it works." Mr. Baker charged his former department with "systematically covering up mountains of research showing the failure of its own policy" and suggested that Hispanic students would be better off under alternative programs such as English as a Second Language.

Supporters of higher taxes for education were shocked and dismayed when Nashville voters rejected a new property tax referendum for the city's schools by a 2-1 margin. The proposed tax increase was the third time this year that the city tried to raise taxes for education. All attempts have been defeated. Observers say the tax hike was defeated because of rising disgust with both the city's educational system and its officials.

Time magazine, which is generally known as a politically liberal magazine, recently published a news story in favor of school choice. In the September 3, 1990 issue, an article, "Pick a School, Any School" written by Walter Shapiro, praised efforts at giving school choice to "the poor and the hard-pressed urban middle class" who he said would be "the real victors" under a voucher system. The article states that school choice "would add much needed equality to American education."

New York state officials have finally agreed to abolish the New York City Board of Examiners, the much-maligned certification organization for the city's teachers. New York's Chancellor Joseph Fernandez called the elimination of the 92-year-old board "a great victory for New York City schools." The Board of Examiners has come under fire in recent years for taking far too long to certify state teachers; currently over 12,000 of the city's 64,000 teachers are waiting to be approved by the board.

The Maryland State Board of Education recently adopted a set of controversial proposals including making kindergarten mandatory. Other proposals would require students to attend school until age 18, establish state-funded pre-kindergarten classes, and double the number of school computers. The board of education's proposals were based on a radical 15-point education reform plan proposed by state school superintendent Joseph Shilling. The mandatory kindergarten and compulsory attendance plans must be approved by Maryland's state legislature.

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

School Spending Up, SAT Scores Down

Education Secretary Lauro F. Cavazos announced recently that both school spending and school enrollment rose in the 1990-91 school year. The United States will spend a record \$384 billion on total educational spending for the coming school year, an increase of \$25 billion over last year. There are currently 59.8 million students enrolled in U.S. schools



and colleges, an increase of 400,000 students from last year. For public schools, per pupil spending increased by \$354 to \$5,638, and the average salary of teachers is now \$33,300, an increase of nearly \$2,000 from last year.

"We can take pride in our continuing investment in education, but money alone will not buy us superior schools or the wisdom and security that education can provide," Cavazos said. "We must keep our attention focused on results."

The Secretary of Education said that parents and taxpayers should see "if every education dollar [is] contributing to achieving the national education goals adopted by President Bush and

the nation's governors."

Educational spending is currently at 6.9 percent of the U.S.'s Gross National Product. The nation employs 7.3 million people in its schools and colleges, with the majority working at the K-12 school level.

In related news, the College Board announced that Scholastic Aptitude Test (SAT) scores continued their decade-long decline. Verbal scores, at an average of 424 on a 200 to 800 point scale, hit an all-time low, while math scores stayed at 476 points. The combined average score is now 900 points on a 400 to 1600 point scale.

Donald Stewart, president of the College Board, said that the continuing decline in SAT verbal scores was due to students spending their free time with "video games and music videos" instead of reading. He said he fears that "reading is in danger of becoming a 'lost art' among too many American students." The College Board president did not mention whether the nation's increased spending on education was having any effect on SAT scores, nor did he blame bad teachers or poor textbooks for U.S. students scoring lower each year.

Lynne Cheney, chairman of the National Endowment for the Humanities, said, "We can no longer get away with saying scores are going down because the number of kids taking the SAT is going up, reducing the talent pool. I suspect the reason scores are going down is for all the other reasons: textbooks that are still dumbed-down, teachers who are not as prepared as they should be and curricula that are not as demanding as they should be."

Approximately 40% of all high school seniors take the Scholastic Aptitude Test, which is a required examination to gain admission into most colleges. SAT scores are generally

acknowledged to be the best indicator of high school students' aptitude, since the tests are administered independently with a consistent set of national standards. ■

Drug Ed Class Teaches Children How to Make Crack

A California parent has blasted the drug education program at his daughter's school for allowing a guest lecturer to teach the children in the class how to make crack.

Mike Burgess, whose daughter, Michelle, was a 7th grade student at St. Patrick's School in Rodeo, said that Sue Todd, a Hercules, California police officer who lectured to students in a drug education class, told the children how to make crack cocaine. When a student asked Officer Todd about the differences between cocaine and crack, she explained that crack is made with cocaine, water and baking soda and described how it is made and heated.



Michelle and Mike Burgess

Mr. Burgess found out about the drug instruction when his daughter told him that "we learned how to make drugs" during school. He said that he was surprised that such a thing would happen in a Catholic school drug education program instructed by a police officer.

To complain about the drug education class, Mr. Burgess attempted to contact both Sister Miriam Clair, the school's principal, and Sister Rosemary Hennessy, the school's superintendent; neither one returned his phone calls. School administrators refused to respond to repeated phone calls to be interviewed.

Mr. Burgess did speak with Officer Todd, who told him that she was "really sorry" that he was upset over the incident, but she still defended the class. Mr. Burgess said the officer's superiors at the police department told him that they found nothing objectionable about the police officer's lecture.

In an interview, Officer Todd stated that the Hercules Police Department has been lecturing to drug education classes for five years and "there never has been a complaint or a problem." She denied Mr. Burgess' allegations and said that he misunderstood what the class was about.

Mr. Burgess has removed his daughter from St. Patrick's School and is now home-schooling. ■

Nevada Schools Attack Parents

Continued from page 1

to a blacklist of parents and parents' rights groups which object to offensive curricula.

The Washoe County handout provides school personnel with the following suggestions, which it states "are adaptations of that list plus some additional ideas." These include:

- "Challenge the credibility of the attacking group by identifying and calling attention to the misrepresentations, generalizations, half-truths, etc., in their arguments."
- "Avoid giving legitimacy and emphasis to Far Right charges or their sources."
- "Be familiar with Far Right leaders, organizations, publications, and tactics, before your district is confronted."
- "Identify other individuals and groups that have something to lose by the encroachment of the Far Right philosophy into the community and school system (e.g., libraries, mainline religions, local radio and television, some women's groups, academic organizations, labor unions, etc.)."
- "Celebrate, promote and extol teachers and public education with more vigor, creativity and enthusiasm than ever before."
- "Develop lines of communication among staff to keep them informed and involved. Make this a priority. Set up a hot line if necessary."

The Washoe County handout to principals included a check list of what it describes as "major issues representing the philosophical foundation of ultra-conservatism." These include: "anti-E.R.A., anti-abortion, anti-gay rights, anti-sex education, anti-global education, anti-Comparable Worth, anti-evolution, anti-nuclear freeze, anti-Critical Thinking, anti-secular humanism, anti-Values Clarification,

pro-supply-side economics, pro-parents' rights, pro-school prayer, pro-creationism, pro-family, pro-life, pro-peace through strength, pro-homebased education, pro-phonics only, pro-basics only, pro-vouchers."

When the school board met on August 28, there was standing room only as 500-600 people jammed the Wooster High School cafeteria. The majority of the crowd was clearly opposed to the *Impressions* readers, but the board allocated half the time to the series' supporters, and most of those who spoke in favor of *Impressions* were school personnel.

Parent Janine Hansen charged that the August 20 secret strategy memo "reads more like a political campaign plan than an educational brief," and asserted that news coverage was secretly "orchestrated and manipulated."

Mrs. Hansen particularly noted the advice to teachers NOT to go on radio talk shows because the school "cannot control the environment." "How did Superintendent Nebgen want to control the environment?" Mrs. Hansen asked. "And when did the Washoe County School District, financed by our tax dollars, become a political machine instead of an educational institution?"

At the primary election on September 4, two of the incumbent members of the Washoe County School Board trailed their opponents and a third incumbent barely edged out his opponent. All three now face a stiff battle in the November 6 election. The local newspaper headlined the story "School board stunner: Challengers leave big 'impression' on incumbents" (an obvious reference to the controversy about the *Impressions* series). ■

New Textbooks Leave Bad 'Impressions' on Parents

Parents across the nation are fighting the classroom use of a controversial English textbook series for kindergarten through 6th grade called *Impressions*. Originally developed for use in Canada, the program has come under fire throughout the United States as being unsuitable for elementary school children.

In a ranking of commonly used elementary school textbooks for reading and language skills, Oregon's state Department of Education gave *Impressions* the lowest score out of all seven series evaluated for language and composition, and rated it 10th out of 11 in the series evaluated for reading.

Parents say that the readings in *Impressions* are overwhelmingly infused with negative images which may frighten young children. One evaluation showed that, of the 463 selections in the *Impressions* 3rd-6th grade book, 125 stories deal with negativism and despair, 178 are accompanied by bizarre or unusual illustrations, 100 discuss witchcraft or magic, 85 are about fear or horror, 58 are anti-authority or anti-religion, and only 21 stories discuss American folklore.

A major objection to *Impressions* is the graphic depiction of violence, physical abuse and death throughout the series. Many parents say that the scariness of the stories makes them unsuitable for young children and results in nightmares and psychological problems.

In a modern-day version of the classic *Beauty and the Beast* story, the prince is "cut into a thousand pieces" by a pit lined with "sharp knives and razors." Another story describes a child saying that "my father struck my hands, my fingers broke into pieces." Cannibalism is even mentioned in a reading selection.

A common objection to the series is that many stories in the series have negative images and teach disrespect for parents. One story calls school "a sort of punishment" because "parents always want to punish their children and school is their most natural way of punishing us." A poem called "I'm in a Rotten Mood" is said to glorify negativity and despair.

Impressions suggests that students practice



magic, learn spells and chants, locate "familiar spirits," light candles, and role-play witches as classroom activities. Parents criticize the over-emphasis on Halloween in the readers; it takes up two months of the school year. "Twelve Days of Christmas," on the other hand, is the subject of an offensive parody.

Another common complaint about *Impressions* is that the series is amoral. The series does not recognize the difference between good and bad; no moral absolutes or positive values are emphasized. The teacher's guide states that "there are no universal truths."

Parents object to *Impressions*' rewritings of classic stories such as *Beauty and the Beast*, *Cinderella*, *Sleeping Beauty*, and *Anne of Green Gables*. They feel that the series distorts these well-known readings to reflect a violent world view. (See box).

Parents in Anacortes, Washington unsuccessfully fought to remove *Impressions* from their school district's curriculum after citing 12 major faults in the program. Among other items, they charged that *Impressions* "fails to propagate cultural literacy" and "is anti-authority, encourages disobedience, [and] is anti-parent."

The school's review committee rejected every one of the parents' challenges and the school board voted on August 16 to keep the program in the Anacortes elementary school. Members of the review committee praised *Impressions* for encouraging teachers not only "to teach," but to "become facilitators."

The battle against *Impressions* in several locations in California is significant since many nationally used textbooks are adopted first in that state. Parents throughout California have fought for the removal of *Impressions* because of the series' emphasis on the occult, witchcraft, and New Age religious practices.

Parents in Coeur d'Alene, Idaho, printed and mailed 20,000 newsprint fliers filled with excerpts from *Impressions* in order to show their specific objections. They were successful in their attempts to bar the compulsory use of *Impressions* in grades 3 to 6, partly due to a poll which showed 70% of the town's citizens against the series.

Washoe County, Nevada parents are current-

ly waging a battle to remove *Impressions* from mandatory use. They haven't yet removed *Impressions*, but they are on their way to removing the school board members who are trying to require the use of *Impressions*. (See related article on page 1).

Supporters of the series claim that examples of violence, negativism, and New Age practices in the series have been taken out of context. They also point out that the series is less expensive than some other textbooks used for the same grade levels.

Many parents criticize the *Impressions* curriculum because it uses the "whole language" reading method instead of phonics. Critics of the whole language method charge that it fails to teach reading skills and causes some children to suffer unnecessarily from reading disabilities such as dyslexia. Since the book was published in Canada, it uses Canadian spellings and parents think this will confuse children on the correct way to spell words such as "color," "center," and "behavior." ■

Does *Impressions* Censor the Classics? You Be the Judge

"Impressions" version of *Anne of Green Gables*

Anne: Yes. Red hair and freckles have been my lifelong sorrows. But why are your roads red?

Matthew: Well now, I remember a fellow telling me once it was the iron in the soil getting rusty. But I don't think he could have meant it.

Anne: Do you suppose that it could be/the wounds of tragic destiny/dripping from a bloodstained family tree?/An evil spell that did compel/the founders of this island/to meet their doom and perish horribly. Picture now the vicious strife that started raging/way back in the olden days of yore. Family with family in feuds engaging, drenching all your local soil with gore! There! As far as I can see/I've just cleared up the mystery/of why your roads are red perpetually!

The Original *Anne of Green Gables*

But those red roads are so funny. When we got into the train at Charlottetown and the red roads began to flash past I asked Mrs. Spencer what made them red and she said she didn't know and for pity's sake not to ask her any more questions. She said I must have asked her a thousand already. I suppose I had, too, but how are you going to find out about things if you don't ask questions? And what *does* make the roads red?

"Well now, I dunno," said Matthew.

"Well, that is one of the things to find out sometime. Isn't it splendid to think of all the things there are to find out about? It just makes me feel glad to be alive — it's such an interesting world."

[Editor's note: There is no other reference to the "red road" in the entire book.]

FOCUS: What Schools Protect Students From

by Don Feder

Each month, an estimated 3 million students are victims of in-school crime. That statistic includes 2.5 million robberies and thefts, 282,000 assaults and 2,500 acts of arson. In that same period, 1,000 teachers sustain injuries — inflicted by their charges — serious enough to require medical attention. Half a million students say they're afraid most of the time while in school.

Of those high school seniors who use cocaine, 57 percent reported "scoring" at school. The average inner-city pupil is safer on the mean streets of his neighborhood than in the classrooms and corridors of the local temple of learning.

Yet with the keenest discernment does the National Association of State Boards of Education know that it's Bibles, not bullets, which constitute the real threat to our kids. Thus the organization sought to overturn the federal Equal Access Act, which forbids discrimination against student religious groups.

In upholding this act, the Supreme Court brushed aside the admonitions of the association and its allies in the American Civil Liberties Union (ACLU) and People for the

American Way that Bible study groups, meeting during periods set aside for extracurricular activities, represent a flagrant First Amendment violation. Today, Bible study, tomorrow the Church of America, Jerry Falwell presiding, as Archbishop of Lynchburg.

Humanists and their bureaucratic toadies are on an ideological search-and-destroy mission, determined to expunge even the mildest manifestations of religious values in public education. They have had notable success: a graduating senior in New Orleans whose valedictory address was censored because she quoted the words of Christ; the child who was forbidden to read her Bible on a school bus; the third-grader who couldn't display her valentines because they contained the inscription "I love Jesus"; the teens who were prohibited from distributing religious pamphlets on school grounds.

The Supreme Court encourages this lunacy, by its persistent efforts to determine the number of celestial beings which can comfortably cavort on a comma in the establishment clause. Voluntary school prayer is out, says the institution which begins its sessions with the supplication that the Almighty "save this

honorable court." Ditto a moment of silence. Students might be encouraged to think about you-know-who. Publishers have followed the trend, by excising religious references from texts.

Posting the Ten Commandments is an intolerable display of favoritism toward that ethos on which our nation was founded. Christmas carols are o.k., if they're interspersed with "Frosty the Snowman," and other non-sectarian ditties. Likewise, creches may be displayed on public property, as long as they're carefully camouflaged by Santa Clauses, plastic reindeer, and giant candy canes.

Even the Reagan court, so-called, perpetuates the myth that a constitutional provision intended to bar preference to a specific denomination in fact prohibits any spiritual expression in the public sphere.

It's reached the point where public school students can encounter anything — things the average sailor on shore leave doesn't encounter — except God. Sex education, suicide studies, lifeboat ethics, condom distribution, abortion pleading, highly explicit descriptions of homosexual acts — which, when taken together, constitute the propagation of the humanist

creed — all are essential aspects of the public school experience in the 1990s. It's only prayers, Bibles, and references to a Supreme Being which offend the sensibilities of secularist puritans.

Please note which side employs coercion to advance its cause, the same which insists that refusing to subsidize obscene art is a form of censorship. No one is suggesting that children be forced to pray or compelled to profess beliefs which run contrary to their values.

It is secularists who make war on conscience. No professions of faith, however voluntary, no religious activities, however far removed from institutional auspices, will they tolerate.

We may be unable to teach our students even the rudiments of literature, science, and history. (Twenty percent of high school graduates may be functional illiterates, or semi-literate.) We may not be able to maintain even a semblance of order in our urban schools, which increasingly resemble happy hour in Beirut. But, hallelujah, we sure know how to protect kids from God. ■

Reprinted with permission from Heritage Features Syndicate.



Book of the Month

Forked Tongue — The Politics of Bilingual Education, by Rosalie Pedalino Porter, Basic Books, 1990.

Bilingual education is one of the most misunderstood subjects in education today. It's easy to assume that it simply means teaching immigrant children in both their native tongue and in English until they are proficient in the latter language. Unfortunately, as *Forked Tongue* shows, most bilingual programs should really be called "monolingual" — the emphasis is on the native language and culture, and the teaching of English is all but ignored.



Bilingual education began to gain popularity about 20 years ago to replace the traditional "sink or swim" classes for foreign-born children, where children were expected to simply pick up English by hearing it spoken. The intent behind the new program, called Transitional Bilingual Education (TBE), was to teach students their school subjects in their native tongue and gradually acclimate them to learning English. Proponents of this plan argued that children would learn their school subjects better and learn English faster, and the stigma from which immigrant children had previously suffered would be removed.

Unfortunately, TBE has been an unmitigated disaster in our nation's schools. Bilingual education classes have caused *de facto* segregation. Some American-born Hispanic children who come to school knowing only English are forced to take TBE classes. On the other hand, students can graduate from high school without knowing a single word of English.

What is the primary goal?

All this has happened because the powerful bilingual education establishment no longer sees teaching English as the primary goal of bilingual education. Instead, the goal is to gain power and state money from the state for their programs; the more children who can't speak English, the more money the bilingual bureaucracy gets. In the goal of seeking more funds for bilingual education, some school districts even classify students as having "limited English proficiency" when they speak only English and whose parents speak Spanish only occasionally!

Porter points out that most children come to school knowing some English — if only a few words. "For anyone living on the U.S. mainland or in Puerto Rico, to have had no exposure to

the English language would be almost impossible," she writes. "In fact, federal statistics show that up to 60 percent of the children in bilingual education programs are English dominant."

The bilingual bureaucrats ignore these statistics. They insist, despite study after study disproving their theories, that their method is the only way to teach English. By using lawsuits and statutes, they have effectively banned teaching English in any other way than TBE.

'Melting Pot' or 'Salad Bowl'

Bilingual education advocates have also changed the way students learn about their new home. These teachers have brazenly cast aside the idea of America as a "melting pot;" they prefer a "salad bowl" analogy, where separatism is valued and assimilation disdained. Instead of immigrant children learning about America, they are taught about their native culture. Such methods reinforce foreign-born children's isolation from Americans. Whatever faults the "sink or swim" method had, at least children were taught the language, customs and history of their new land and encouraged to come into the American Dream.

Forked Tongue shows that, contrary to popular opinion, most immigrant parents oppose Transitional Bilingual Education. They instead support "structured immersion," where most of the child's coursework is taught in English, and are given other programs which teach English as quickly as possible, plus some help to those who may have trouble grasping the concepts in English. These parents also want their children to learn about the United States so they can fit into the culture. Asian parents, especially, have been outspoken in their opposition to the ghettoization of their children into bilingual education programs.

The way immigrant children are taught in this nation today is shameful, according to the author. The Ku Klux Klan couldn't have come up with a better method of keeping foreign-born students in their place than bilingual education. If the KKK had organized the plan, protests and marches would be organized to overthrow it. However, since it is the so-called "progressives" who established bilingual education, the situation is largely ignored. *Forked Tongue* is an important book because it exposes the truth about bilingual education.

Parents Too Soon

Continued from page 1

avowed purpose of reducing teen pregnancy. The amount of taxpayer involvement is often hard to trace because it may come from several state agencies, travel through a conduit agency like Parents Too Soon, and then be given out in cash grants to providers of social services, which usually include Planned Parenthood and private organizations of similar orientation.

Often foundation funding is also involved. In 1987, the Illinois PTS received \$100,000 from the Ford Foundation in conjunction with the John F. Kennedy School of Government at Harvard University.

The program director of Parents Too Soon is Linda Miller, who was Illinois state chairman of the National Organization for Women when Governor Thompson appointed her to this position in 1983. The year before, she had led a demonstration against Republican House Minority Leader George Ryan in front of his home in Kankakee to protest Ryan's opposition to the Equal Rights Amendment.

Homosexual Activists Demand Gay History in the Classroom

Discussions and lectures about homosexuality may come out of the closet and into the classroom if gay rights activists get their way. The Bay Area Network of Gay and Lesbian Educators (BANGLE), a San Francisco-based organization of homosexual schoolteachers, has started Project 21, a plan to teach students "gay history" classes.

Robert Birle, a high school art teacher and spokesman for BANGLE, said that the group's intent "is to raise consciousness that gay, lesbian and bisexual people are not included in the curriculum, and we want to see that that ends. Their contributions are an integral part of history." Project 21 proposes that history classes point out the homosexuality of such famous people as Michelangelo, Willa Cather, James Baldwin, and John Maynard Keynes.

Critics of the plan charge that homosexuals' contributions to science, the arts, and history have been recognized, since the people Project 21 wants to honor are already mentioned in most textbooks. Many think that the real motive of Project 21 is to glorify homosexuality and use these historical figures as role models for gay and lesbian students.

Reverend Lou Sheldon, leader of the Traditional Values Coalition in Anaheim, Cali-

fornia, said that the plan actually is "a historic homo hunt." He said that Project 21 leaders are really "seeking to promote homosexuality as an alternative lifestyle."

A California subcommittee on education which reviews history textbooks on education has turned down Project 21's proposal for homosexual history. Dan Chernow, the panel's vice-chairman, said, "I don't think there should be a list of who's homosexual, just like there shouldn't be a list of who's heterosexual. We don't say, 'Stonewall Jackson was a famous general and, by the way, he was heterosexual.'" Mr. Chernow said that he was in favor of referring to homosexuality in history "only if it has some impact on the subject at hand," such as discussing the victimization of homosexuals by Nazis when studying the Holocaust.

BANGLE advocates other methods to discuss and promote homosexuality in the classroom (see below). The organization has also started a scholarship fund for homosexual students. BANGLE is supported by the National Education Association's Gay and Lesbian Caucus. The NEA already supports special counseling programs for gay and lesbian students and the hiring of homosexual teachers.

Recommendations for Addressing the Concerns of Gays and Lesbians in Education

Managing Heterosexism and Homophobia

1. Enactment of anti-discrimination policies which address the issue of sexual orientation.
2. School administrations should keep accurate (sic) of "bias-related" and "hate-violence" incidents on each school campus that involve the *perceived* sexual orientation of victims.
3. Enactment of an anti-slur policy which includes sexual orientation.
4. Interrupt anti-gay or lesbian comments by staff and students alike. State that assaultive and/or derogatory jokes, behaviors, or other actions against anyone because of perceived minority sexual orientation is unfair, offensive and harmful to others and to themselves.
5. Implement lesson plans for managing homophobic name calling.
6. Enactment of policies which ensure and encourage classroom presentation of controversial issues, in a prejudice-free, discrimination-free atmosphere.
7. Encouragement of teacher utilization of gay and lesbian people, or parents of gays and lesbians as speakers in classes as part of their material on the diversity of sexual orientation.
8. Inclusion of sexual orientation in the clauses of teacher contracts. Be supportive of the presence of openly lesbian, gay, and bisexual staff at all levels.
9. Inclusion of benefits for the domestic partners of educational personnel.
10. Do not make any assumptions regarding the sexual orientation of students, clients, parents, or colleagues. Use non-gender specific language consistently whenever possible (e.g. partner, lover, person).
11. Inclusion of information, discussion, and recognition of gay and lesbian issues (heterosexism, homophobia, homosexuality) into curriculum, lesson plans/syllabus, and course work in various disciplines at various grade levels.
12. Include readings which address lesbian and gay issues on required and recommended

reading list.

13. Include gay and lesbian issues on a list of possible and required topics for written assignments or class presentations.

14. Encourage all students to think about, write about and discuss the ways in which homophobia have impacted on their lives (has or will hurt them personally).

15. With your students, discover and plan ways to participate in local and national gay pride month/week activities as a way to celebrate, learn about, and better understand lesbian, gay, and bisexual culture.

16. Acknowledge lesbian and gay people who have made significant contributions to society by discussing and avowing their sexual orientation as it relates to their contributions to society. Educate yourself about lesbian and gay people like Jane Addams, James Baldwin, Gertrude Stein, Walt Whitman, and many others.

17. Familiarize yourself with local gay and lesbian resources (social/political organizations, health care agencies, counseling services, clubs, youth group, readings and file materials) and use them in your class.

18. Requirement of comprehensive human relations/sex education instruction within the health curriculum framework which include information of the diversity of sexual orientation.

19. Requirement of instruction in sex education courses on Acquired Immune Deficiency Syndrome at all levels using accurate, non-judgmental and current information.

20. Inclusion of age appropriate gay-sensitive literature in school libraries and have them accessible to students.

[This list was written by BANGLE, the Bay Area Network of Gay and Lesbian Educators, and distributed by the National Education Association's Gay and Lesbian Caucus at the NEA national convention in Kansas City.] ■