

Planned Parenthood Flap Defeats School Tax Hike

A heated controversy about Planned Parenthood ads run in a high school newspaper made parents so angry that they defeated a school tax increase in suburban St. Louis on April 2. An 18-cent property tax hike to finance a new elementary school and construction at the middle schools was rejected by 52 percent of the voters in the Kirkwood, Missouri school district.

Supporters of the tax increase spent five times as much money as was spent by opponents. Ed Travis, chairman of the pro-tax

group, blamed the defeat on the uproar that followed the school board decision to run Planned Parenthood ads in the *Kirkwood Call*, the high school newspaper. Most winning and losing school board candidates confirmed this assessment.

Parents attempted to run a write-in candidate for the school board against the establishment candidates. Allen McNeill was unsuccessful, but he made a strong showing as a write-in, placing third in a six-person race for two seats.

The controversy erupted at the February

school board meeting when a petition signed by 1,400 parents asked the board to ban the Planned Parenthood ads.

A special March meeting was called with only two days notice to the public. Parents complained that it was "a highly orchestrated media event" to give the illusion of public support for the board policy allowing the PP ads. Public announcements were repeatedly made at the high school urging teachers and students to attend, which they did wearing special stickers and carrying placards supporting the Planned Parenthood ads. More than 100 parents stood outside the meeting room in opposition.

At that meeting, the school board unanimously reaffirmed its decision to allow the Planned Parenthood ads. Parents were vocal in their criticism. Rosemary Blase said that the school board "certainly gave the parents a slap in the face. It seems their attitude is, 'We'll run the schools and parents shouldn't intervene.'"

John and Susan Ritland asserted that the PP advertising in the school newspaper "undermines parental authority by providing contraceptive education and abortion referrals without parental knowledge or consent."

At the regular meeting on March 18, hundreds of parents showed up in opposition to the Planned Parenthood ads, but the majority were not permitted to enter the board meeting room.

Meanwhile, the tax hike advocates put out a 16-page newspaper insert, one of the lengthiest ever seen in any political campaign. It included endorsements by almost every public official and civic leader in the area.

One of the arguments for the tax increase was that the schools need smaller-size classes for the "whole-language, total child education which is appropriate for the 21st century."

Kirkwood voters were threatened that, if they didn't vote for the tax hike, the school district would jeopardize its accreditation by the state. A letter from Claire Hennessy-McCown, Ph.D., Area Supervisor of Instruction in St. Louis, was printed in the local newspaper stating that "the citizens of Kirkwood School District should support the 18-cent tax levy on April 2." She ominously reminded them that, "I have been the accreditor of all public schools in the metropolitan area for more than seven years."

Hennessy-McCown described how she could take away Kirkwood's accreditation. She said she is phasing out the current "AAA classification system" and replacing it with a "School Improvement" system of evaluation. Instead of rating schools on "books and other resource standards," in the future she will rate them on a check list of subjective items including "guidance and counseling," "instructional climate," "professional development," "governance and administration," and "facilities." Parents could not identify any standards by which these will be judged.

All other school tax increases and bond issues on the ballot in the April 2 elections in the metropolitan St. Louis area were passed. The Kirkwood tax hike was the only one that bit the dust.



Rep. Henry Hyde

Rep. Hyde Urges Bill to Help Curb College P.C.

U.S. Congressman Henry Hyde (R-IL) is sponsoring legislation to combat the growing trend of free speech restrictions enacted at many of the nation's colleges and universities, saying that "free speech, if it means anything, means the right to say things that aren't popular, that other people disagree with."

The bill, called the "Collegiate Speech Protection Act of 1991," would amend the Civil Rights Act of 1964 to give students at any college or university that receives federal aid the right to challenge college free speech restrictions in federal court. Currently, only public university students can sue in federal court. The bill would also give students challenging school disciplinary codes the right to recover attorney's fees.

The proposed legislation would not apply to religious colleges if the bill would "not be consistent with the religious tenets" of a school and if the school is "controlled by a religious organization."

At a press conference to announce the free speech bill, Hyde was joined by American Civil Liberties Union president Nadine Strossen in support of the legislation. The ACLU recently adopted a policy statement about college speech codes that will "oppose and challenge disciplinary codes that reach beyond permissible boundaries into the realm of protected speech, even when those codes are directed at the problem of bias on campus."

Congressman Hyde said he felt that "part of growing up is learning how to deal with opinions you hate. Shooting the messenger is not a way to deal with bad news or unpopular opinions. We need to teach people how to defend themselves with better ideas."

"I do not condone bigoted speech," Hyde said. "But driving such sentiments underground through academic sanctions does not eliminate bigotry, it just makes it fester." He suggested that colleges instead "unleash the most effective weapon of a democratic society — more speech."

A recent study of the nation's colleges by the Carnegie Foundation for the Advancement of Teaching found that 70 percent of the nation's college campuses have enacted or are developing some form of restriction against free speech on campus.

In introducing the Collegiate Speech Protection Act, Hyde described some of the free speech restrictions being enforced at many of the nation's universities. The University of Michigan's speech code, which banned "any behavior, verbal or physical, that stigmatizes or

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Exposé of Kinsey Reports Stirs Up Controversy

The publisher of a controversial book which calls the Kinsey reports on human sexuality a "fraud" says that the book is the victim of media censorship.

Kinsey, Sex and Fraud, written by Dr. Judith Reisman and Edward Eichel, states that the results obtained by Dr. Alfred C. Kinsey in his studies 40 years ago were obtained by "fraudulent methods" and riddled with "inherent bias."

Dr. Reisman was recently scheduled to appear on a talk show on WNDE-AM in Indianapolis, but her interview was cancelled after the Indiana-based Kinsey Institute threatened legal action against the station. Laura England, a publicist for Huntington House, the book's publisher, said "it is chilling to believe that the Kinsey Institute, a supposed bulwark of [free] expression, would quell the expression of Judith Reisman and this radio station."

Dr. Reisman's book was generally well received until she appeared on the Phil Donahue show. The audience was very supportive and Donahue commented, "It challenges the whole basis of our thinking about sexuality today." Since then, according to her friends, the media appear to have given her the silent treatment.

"Kinsey advocated, and claimed to have demonstrated, that all 'deviant' sexual behaviors were normal, that homosexuality was quite common, and that children are 'sexual' and, from a young age, can benefit from sexual interaction with adults," according to Reisman and Eichel. "These 'research findings' are accepted in academic sexology circles and appear as 'facts' in many human sexuality texts. Kinsey's research is the basis for these 'facts,' but his research methods were designed to produce these results."

The authors claim that Kinsey's statement that 10 percent of the male population is homosexual is wrong and that the actual percentage is closer to two percent. They charge that Kinsey obtained his number by interviewing sex offenders, ex-convicts, and prison inmates. The authors criticize Kinsey's seven-point scale of human sexuality which places homosexuality on one end and heterosexuality on the other end because the scale makes bisexuality appear to be "balanced" and "normal."

The authors point out that all of Kinsey's adult subjects in the study were volunteers and



Dr. Judith Reisman

quote Dr. Abraham Maslow as saying about the reports that "any study in which data are obtained from volunteers will show a falsely high percentage of non-virginity, masturbation, promiscuity, homosexuality, etc." Kinsey concealed Maslow's warnings about the "volunteer error." Maslow later wrote that "the whole basis for Kinsey's statistics was proven to be shaky."

Kinsey, Sex and Fraud also exposes what it calls "child abuse" committed by Kinsey and his assistants in their study of children's sexuality. Although the conclusions of the Kinsey reports are "taught in parochial, private and public school sex education courses," the authors say that this research "lacks scientific validity" and was obtained in acts of "dubious legality." Apparently many of the subjects interviewed for the study were convicted pedophiles discussing their sexual experiences with children.

Although Dr. Kinsey claimed that sexuality among children is "natural," the report itself listed the reactions of young children to sexual activity committed on them by the report's "researchers": "Extreme tension with violent convulsion . . . gasping, eyes staring . . . groaning, sobbing, or more violent cries . . . extreme trembling, collapse, loss of color, and sometimes fainting of subject . . . pained or frightened . . . will fight away from the partner and may make violent attempts to avoid climax, although they derive definite pleasure from the situation."

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EDUCATION
BRIEFS

New York State Education Commissioner Thomas Sobol ruled that the state's parents have the right to tape record meetings with school officials. Sobol made the announcement after the Warrensburg Central School District refused to allow a parent to record her meeting with school officials. The district had claimed that tape recorders had "potentially chilling effects," but Sobol rejected the argument, saying he found it is the district's "unyielding opposition to taping that fosters an atmosphere of mistrust."

After much squabbling, the University of Texas at Austin finally agreed to drop the planned revisions for E306, the college's mandatory freshman composition class. The English Department had planned to revise the class to teach about racism and sexism (which some professors called "Oppression Studies"), but had come under fire for what was perceived as encouraging indoctrination. (See *Education Reporter*, October, 1990). UT is planning to keep the class in its original state for the present time.

Not only is gum-chewing allowed in elementary schools in Bartow, Florida, it is required. As part of a study on tooth decay for the University of Florida, students will have to chew gum for ten minutes a day for the next two years. The 4,000 children receive free toothbrushes and dental checkups for their part in the study, while the school district will receive a \$325,000 grant from the university.

School officials in Plano, Texas, voted unanimously to keep Mark Twain's *The Adventures of Tom Sawyer* and *Huckleberry Finn* on students' required reading lists. City Councilman David Perry had attempted to ban the books because he said they are racist. "Our children are not going to reap any benefit from that literary work as long as they have to wade through the racial slurs," he said.

At Burnt Mills Elementary School in Silver Spring, Maryland, school officials offer a voluntary after-school program to teach black students when and how to use "Black English." One teacher at the school said that Black English "is an extension of the Afro-American experience," but Isiah Leggett, the town's County Council President, said the school should "teach students how to speak good English — period."

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Private Practice Teaching Expands

A new organization dedicated to treating teachers like private practice professionals has been formed in Milwaukee, Wisconsin. The American Association of Educators in Private Practice (AAEPP) is dedicated to encouraging teachers "to work as entrepreneurs rather than employees."

Private practice teaching is the option whereby a teacher is "hired out" by more than one school to teach a particular specialty, rather than teaching at only one school. For example, if a high school wishes to offer a class in Russian but doesn't need a full-time teacher to do it, the school could hire a private practice teacher to teach that one subject. That teacher could teach at more than one school, much like a lawyer or doctor who has many clients.

Proponents of private practice teaching say that this idea has benefits for both teachers and schools. Teachers gain both flexibility and respect, while schools realize the benefits of accountability. Since private practice teachers make short-term contracts with schools and have no tenure, the school has the option of cancelling the contracts if they are not doing a good job.



Chris Yelich

Chris Yelich, the president of the AAEPP, admits that, since private practice teachers are not union members, they are threatening to teachers' unions. "We have a big foe to fight" in the teachers' unions, she said, since they "have a vested interest in this system the way it is."

Jim Boyle, an AAEPP member, said private practice teaching is a valuable option for teachers. "To gain respect and status, teachers, like other professionals, should develop the private practice option." He called the nation's current teaching system "too confining."

Ted Kolderie, a longtime advocate of private practice teaching, said this option means allowing teachers to make their own choices about where and what to teach. "We're talking about teachers who are trained and licensed by their state departments of education as qualified instructors," he said. "Just because these teachers create their own private practices shouldn't disqualify them from teaching students in public and private schools."

Carey Stacey, president of DiaLogos International, a private foreign language teaching organization, said her organization teaches over 50 foreign languages in various North Carolina schools. She said that, since her group's teachers work on annual contracts, they are held "accountable for the product. And that's the way I think education should be."

An administrator at one of the school districts serviced by DiaLogos said he is "very pleased" with the teachers. Timothy Hart, foreign language specialist for the Wake County School District in Raleigh, North Carolina, praised the service. "We get a service that is needed for a

price we can afford," he said. "The fact that we've been using it for nine years should speak for itself. It has outlasted three superintendents."

National School Boards Association Deputy Executive Director Hal Seamon called private practice teaching "a promising idea" and said it "appears to give local school boards one more alternative in meeting the demand of staffing courses for which they don't have qualified

teachers or don't need permanent, fulltime employees."

However, Richard Collins, head of the Wisconsin Education Association, blasted private practice teaching as "union busting. People say it would liberate teachers from restrictions and make them more accountable, but actually it would make them less accountable to the taxpayers," he said. ■

College Offers Credit For Witchcraft

Students at a southern California college have been earning course credits for learning about witchcraft and the occult. Moorpark Community College, near Simi Valley, offers a course in "The Anthropology of Magic, Witchcraft and Religion."

The class focuses on nontraditional religions, such as the Rastafarians, the New Age, witchcraft, and the American Indian revitalization movement. The course's description in the school's catalog reads, "For tens of thousands of years, people have asked themselves what lies beyond the reaches of their senses. We will look at some of the answers they have come up with, and consider what these mean for both the individual and society. Special attention will be paid to the nature of the religious experience."

John Baker, the class's instructor, said the course's goal is "to look at why every society around the world has some kind of system of belief for looking at the supernatural." The course uses religious practices such as chanting, drumming, and incense.

In one class session, Baker passed around different scents used in religious practices for blindfolded students to smell while wind chimes played in the background. Baker said the

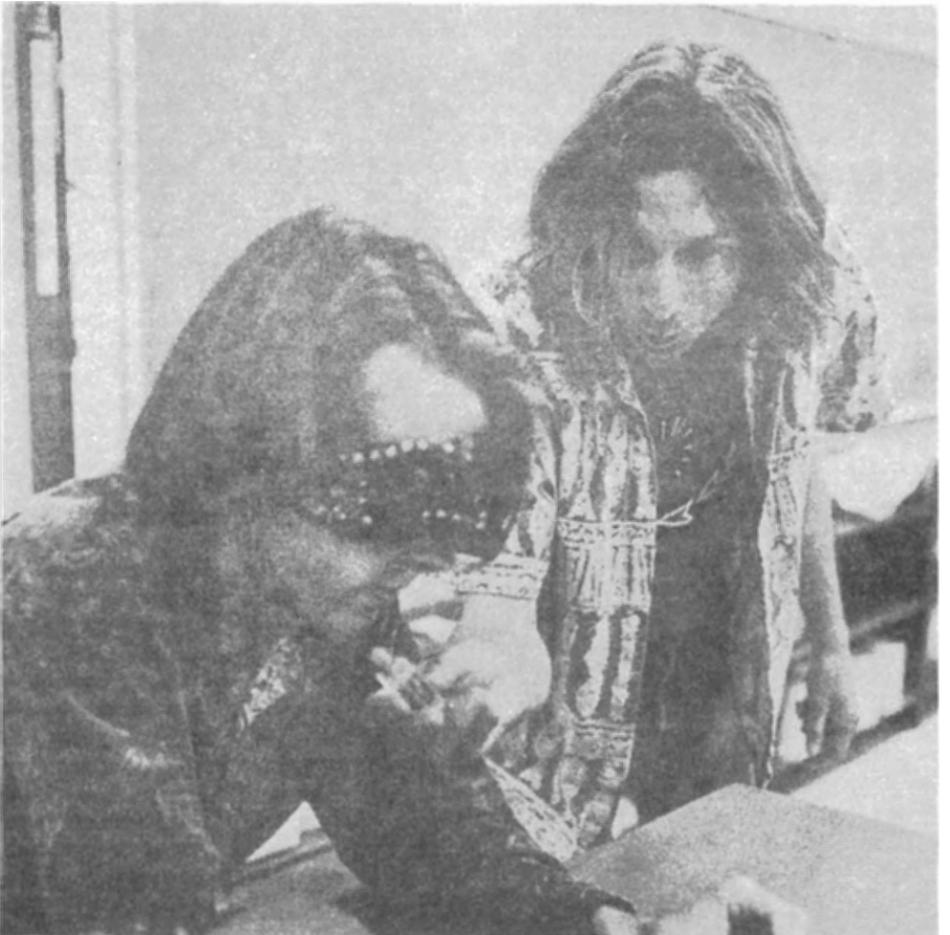
exercise was intended to open students to the use of their other senses. "Merely by shutting your eyes," he said, "you open up a whole new world."

The class has been a big success; over 100 students showed up. A specialty class at the college usually has about 30 students in attendance.

Baker claimed that the students would not be "learning spells or sacrificing babies." However, he did say that his intention was to get his students "to look at the world differently from the way they normally do. It's very nice to turn people on to pleasure."

However, he stressed that the class uses "a standard anthropological text" and is meant to be a serious study of world religions, "combining a standard and theoretical approach" to explain people's religious beliefs.

Jan Seidel, an area parent, said that she disapproved of the course. "What disturbs me the most," she said, "is that taxpayers' money is being used to promote religion in the classroom. In this case, the religion of Wicca is not merely being taught but actually practiced with impressionable young students." ■

Photo Credit, *The Los Angeles Times*

John Baker (right), course instructor, introducing incense to a blindfolded student.

FOCUS: Book Banners on the March

By Don Feder

Approximately 30 seconds after liberals begin blathering about censorship my eyes glaze over. I've heard it all before, and it's all so hypocritical.

I am in receipt of an urgent communication from Judy Blume, author of acne fiction, warning me that "the book-banners are on the march." And who are these goose-stepping foes of literature? "They're the self-appointed guardians of public morality — who think they know what's fit for you and me and your children to read, see, and hear," Blume discloses.

Sounds perfectly awful. Happily, Blume's group, the National Coalition Against Censorship, is on hand to do mortal combat with those who, according to her letter, would ban *The Diary of Anne Frank*, *Goldilocks* and *The Wizard of Oz*.

Is anybody dumb enough to believe this malarkey? As examples of rampant right-wing censorship, the self-appointed champions of free speech invariably cite the most innocuous books to which any idiot has ever objected, implying that this is what the controversy is all about.

Parents are up in arms not over fairy tales but the type of literary sewage in which our schools are awash. Among other classics to which parents have objected are: *Clan of the Cave Bear*, (lust on the glacier) a prehistoric sex novel; *Soul on Ice*, which argues that white women are consumed by carnal cravings for black men; and Studs Terkel's *Working*, containing an exceedingly graphic chapter on the career of a prostitute.

The grade-school reading series *Impressions*, in use in the Los Angeles school system, has stories of monsters who bite off the heads of children, and Indian chiefs who urge kids to cut out the hearts of their parents and siblings. Believe it or not, some fundamentalist fanatics thought this would have an adverse impact on impressionable psyches.

A decade ago the school committee in Chelsea, Mass., decided to purge the high school library of the poetry book *Male and Female Under 18*. Cries of censorship filled the air. The book represents "sound educational

values," the local librarian declared. These were reflected in such poems as "The City to a Young Girl," which begins: "The city is one-million horny, lip-smacking men, screaming for my body," then descends to a string of obscenities for intercourse and various parts of the female anatomy.

And not just books, Judy. The book-burners are now torching films. In Martinez, Calif., the wicked censors reproved their school district for showing R-rated movies, like *The Breakfast Club* and *Emerald Forest*, in the classroom.

Others have broadened their attack to texts, challenging curricula which tout moral equivalency, feminism, environmental Chicken-Littleism, and homosexuality.



Don Feder

The neanderthals have the audacity to question sex education manuals like *Learning About Sex* which observes: "Sado-masochism may be very acceptable and safe for sexual partners who know each others needs" and *Boys and Sex*, whose author (Wardell Pomeroy, co-author of the Kinsey Reports) confesses: "I have known cases of farm boys who have had a loving sexual relationship with a farm animal and who felt good about their behavior." Charming.

Please understand that when liberals practice censorship, it's really something quite different — discretion, a defense of church-state separation.

Kinsey *Continued from page 1*

The Reisman book says that "many parents around the country are unaware of the degree to which the Kinsey philosophy of human sexuality already is part of the sex education programming received by their children. Even when the Kinsey agenda is not spelled out in an obvious way, it is important to realize that it is the standard ideology of those in academia who educate the sex educators." Those educators trained with this ideology "are the 'experts' who more and more will influence the content of — and even design — the specific sex instruction materials used in public schools."

Another criticism which the authors make against Dr. Kinsey is that he filled his staff researcher positions "with those who agreed with his views on sexuality (e.g., he rejected one applicant because the applicant thought that human and animal sexual contact was ludicrous)."

Kinsey, Sex and Fraud, is available at \$19.95 from Huntington House Publishers, P.O. Box 53788, Lafayette, Louisiana 70505, (318) 237-7049 or (800) 749-4009.

In Denver, an elementary school principal removed the Bible from the reference shelf of the school library and ordered a fifth-grade teacher to chuck two Christian books from his classroom, where they were available for extra-curricular reading.

NYU psychologist Paul Vitz, who did a study of left-wing bias in school texts for the National Institute of Education, charges: "Religion, traditional family values, and conservative political and economic positions have been reliably excluded from children's textbooks."

All the teachers' unions, school administrators, textbook publishers, and liberal casuists

ask is this: "Deliver your children up to us for 12 years. Let us decide what ideas they will encounter. Allow us to carefully craft their 'educational experience'.

"And if you complain that any of the enlightening material we force on them has a corrupting influence, mocks religion, encourages promiscuity, subverts parental authority, you've marked yourself as a swaggering stormtrooper, a beer hall brute. So there!" ■

Don Feder is a syndicated columnist, a writer for the Boston Herald, and an attorney. Reprinted by permission of Don Feder and Creators Syndicate.

Two Views: The Battle About Impressions

According to National Education Association/ People for the American Way	According to Parents/Concerned Citizens
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What is the problem?

Parents, a national "conspiracy" of "religious extremists, right-wingers, censors, fanatics, uninformed, uneducated Christian fundamentalists, etc."

The content of the material which violates family values and religious beliefs. Parents' values are not being respected or heard fairly; parental rights are violated.

What do those who oppose the content of Impressions want?

To censor and ban books, to harass teachers, to destroy public education, to "push their religion down our throats," to destroy academic freedom, and "to put education back in the Dark Ages." Obviously, these parents are all part of a national conspiracy to destroy or "take over" public schools.

To have a *religiously neutral learning environment*. This is not in any way asking to have "our beliefs" forced upon others, rather it is *not having our children taught from material that:*

- asks them to participate in religious activities that violate their traditional Judeo-Christian beliefs;
- models disrespect for parents, authorities, other people, and animals;
- minimizes traditional American values and our rich heritage;
- stresses violence, morbidity, fear, helplessness, and unresolved anxiety;
- invades the privacy of the family without parental notification and consent;
- infringes on the rights of the family and/or church and synagogue leaders to teach about issues such as death.

What is the solution?

To force parents to admit *we* are the "trained professionals" who know what is best for the kids. To slander and discredit the parents. Use name-calling tactics, attack them personally in public. To bring pressure on the school boards to make decisions dictated by the teacher unions.

To "stack the deck" against parent groups. Do not allow them access to school board hearings, other than the minimum allowed by law. Disregard parents' research, opinions, and legal precedents. Wherever possible, utilize the media to ridicule parental concerns.

Do not give direct answers to questions. Keep up the cries of "censorship," and "Don't you trust the teachers?" Distribute propaganda against the "fanatic Christian parents," use videos of television evangelists — the wilder the better. Stereotype all parents who question the curriculum with this model. Learn how to defend yourself when these "crazies" come into your classroom.

To establish policies respecting the religious beliefs of all children. Have "consciousness raising workshops" with parents, as have been held to acquaint teachers with the cultural and religious differences of other minority groups such as African-Americans.

Allow access to the system in the area of curriculum. Parents *do not wish to dictate*. Rather, they want to be informed about what is happening in their child's classroom. There should be improved, two-way communication between teachers and parents. Respect parental rights.

Follow the laws set forth in the education code and guidelines established by the State Board of Education. Parents do not want to be treated with hostility, disrespect, or intimidation by the "trained teacher." Parents do not want to be stereotyped. They are real people, who want to trust their child's teacher, and who want to help in providing the best possible education.

This chart was prepared by Diana Napper, a schoolteacher and parent from Woodland, California.

P.C. *Continued from page 1*

victimizes an individual on the basis of race, ethnicity, religion, sex, sexual orientation, creed, national origin, ancestry, age, marital status, handicap or Vietnam-era veteran status" was declared illegal by a federal court. The University of Connecticut has a similar code, which also bans "inappropriately directed laughter."

Smith College has banned a whole list of "manifestations of oppression" including lookism — "the construction of a standard for beauty/attractiveness," and ableism — "oppression of the differently abled, by the temporarily able." The University of Massachusetts requires "a program of educational activities designed to enlighten faculty, administrators, staff and students with regard to . . . ways in which the dominant society manifests and perpetuates racism." ■

Parents who have complaints about drug education classes in their children's schools should contact William Modzeleski, Director of the Drug Planning Outreach Staff, U.S. Department of Education, 400 Maryland Avenue S.W., Washington, D.C. 20202; phone: 202-401-3030. (Mr. Modzeleski replaces William Wooten in working on drug education at the agency.)

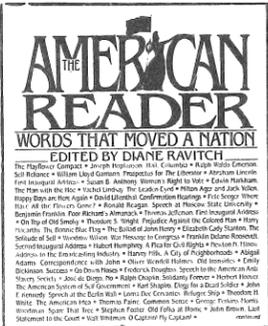
Book of The Month



The American Reader: Words that Moved a Nation. Edited by Diane Ravitch, Harper Collins, 1991. \$17.95.

Historian Diane Ravitch has assembled this collection of many of our country's most famous speeches, songs and poems in order to "put its readers into direct contact with the words that inspired, enraged, delighted, chastened, or comforted Americans in days gone by." She fulfilled her aims well; this book is a modern-day McGuffey's Reader.

The American Reader contains literally hundreds of speakers who "moved a nation," as the subtitle states. The book has, as might be expected, such important historical documents as the Declaration of Independence, the Gettysburg Address, and the Mayflower Compact. The great men of American history are all here — Thomas Jefferson, Thomas Paine, Abraham Lincoln, Benjamin Franklin, and George Washington.



Other noteworthy entries in this anthology include excerpts from Thomas Paine's influential pamphlet *Common Sense*, John F. Kennedy's speech at the Berlin Wall, and Dwight D. Eisenhower's Farewell Address.

The book contains some of America's best-loved poems including Carl Sandburg's "Chicago," Walt Whitman's "O Captain! My Captain!" Joyce Kilmer's "Trees," and Henry Wadsworth Longfellow's "The Village Blacksmith."

Each entry begins with background information about the author and the historical significance of the writing. This is helpful in understanding how each work helped to shape American opinion. In order to cover hundreds of writers in a 400-page book, Ravitch had to pick relatively short excerpts or speeches. But the lack of in-depth writing is made up for by the vast array of authors in the book.

This book differs from older collections of American speeches in several ways. First, it includes important statements from the modern era. Martin Luther King, Robert Kennedy, Jesse Jackson and Betty Friedan are just a few of the famous people of the last 25 years making the collection. It is unfortunate that she failed to include excerpts from any conservative, anti-communist or pro-family leaders or writers of modern times except Ronald Reagan and Milton Friedman.

Second, Ravitch includes songs ranging from *Battle Hymn of the Republic* to *Blowin' in the Wind*. The importance of songs in shaping a nation's psyche is often overlooked by other anthologies, but this book vividly illustrates what the country's impulses were at different times in its history through its favorite songs.

The American Reader contains historical information all Americans should be encouraged to know. It is an excellent tool for home-schoolers who want to teach their children the best that has been said and written in American political thought.

Big Business Promotes Tax Hikes and Busing in St. Louis Elections

Large and unprecedented contributions from big business provided the political funds to pass two school tax increases and a bond issue in the St. Louis City School District on April 2, as well as to elect four candidates to maintain current school board control and to continue forced busing. The tax hike and candidates were also aided by massive, biased coverage by the local media.

The winning candidates spent more than \$300,000, most of which came from big St. Louis corporations. They were selected and funded by a group of business leaders headed by the president of St. Louis's largest bank and Civic Progress, an organization that includes 28 of the area's top CEOs, nearly all of whom live outside the City.

Meeting secretly at a suburban St. Louis club, they plotted their strategy, chose their candidates, and raised contributions from major St. Louis corporations including the banks, Monsanto Co., Emerson Electric Co., and Anheuser-Busch Cos. Inc. Also backing the pro-busing faction were Mayor Vincent C. Schoemehl, Jr., Congressman Richard A. Gephardt (D-MO), and Congressman William L. Clay (D-MO).

The result was a clean sweep of the four school board seats up for election and passage of a 5-cent increase in the property tax, a tax rollback waiver, and a \$131 million bond issue.

The anti-busing faction is a strong movement in St. Louis, currently holding 5 out of 12 seats on the St. Louis School Board. If they had elected two of their four candidates this year, they would have taken control. As a minority, however, they bear no responsibility for the policies, the costs, and the curricula which have caused so much public disaffection.

The anti-busing candidates raised and spent \$50,000, which was 60 percent more than they spent in the previous election. They also received more votes than their three winning candidates received in the last election. But this time the anti-busing candidates were defeated by candidates who enjoyed three times as much money as any slate of candidates has ever had in a St. Louis School Board election, combined with an extraordinarily heavy vote in the black wards.

Defeated school board candidate Ruth Stone said, "Money does count. The [other slate] had the money to buy the votes."

The four winning candidates called themselves the "Kids" slate and the four losing candidates called themselves the "Friends" slate, but they were informally known as the pro-busing and the anti-busing candidates, respectively. None of the eight candidates has a child in St. Louis public schools.

It was understood that, no matter who won, the school board could not stop court-ordered busing without court approval. The question was whether best efforts would be made by the board to urge the court to declare St. Louis a "unitary" system and therefore call an end to court-ordered busing, in line with recent Supreme Court decisions which permit this, or whether the board would drag its feet and continue to support forced busing.

A week before the election, the federal judge overseeing the St. Louis School District desegregation case, Stephen N. Limbaugh, warned voters that, if they rejected the \$131 million bond issue, "We're really in trouble." The bond issue, which passed, will increase the property tax rate by 52 cents for each \$100 of assessed valuation.

For the last two years, the local media

If You Were Against Busing, Which Candidates Would You Vote For?

This is the card which has been used by and identified with the anti-busing faction through 3 election cycles.

<p>4 AGAINST BUSING</p>	<p>PLEASE VOTE FOR ALL 4 St. Louis Board of Education APRIL 2nd General Election</p>
	<p>MACKE WILSON SCHWEITZER STONE</p> <p><small>Paid For By FRIENDS and ADVOCATES of NEIGHBORHOOD SCHOOLS OF ST. LOUIS Jerome A. Tessmer, Treasurer</small></p>

This is the card used only on election day by the pro-busing faction in an attempt to mislead the voters.

<p>4 AGAINST BUSING</p>	<p>For School Improvements PLEASE VOTE FOR ALL 4 St. Louis Board of Education</p>
	<p>DAVIS #43 PURDY #44 STEWART #45 SMITH #46</p> <p>Endorsed by the South Side Journal, March 27, 1991</p>

contemptuously referred to the critics of the current school board as the "anti-busing faction." When surveys showed that the majority of people are anti-busing, the pro-busing candidates began referring to themselves as "anti-busing," but they also said they would only ask the court to stop busing after class sizes are reduced and a five-year capital improvement program is completed.

The anti-busing faction asserted that the media refused to cover major school issues, including the conflicts of interest between large business contributors and the contracts they received or expect to receive from the school board on a non-competitive basis. At the same time, the media engaged in a personal smear campaign against all who opposed the tax hikes or the business-chosen candidates.

The St. Louis School District serves 43,800 students, 80 percent of whom are black; 10 percent of students are bused involuntarily and another 20 percent are bused allegedly voluntarily, but under court-imposed quotas.

Election Day Shenanigans

The school board campaign erupted in a new controversy on election day. That morning, the pro-busing faction distributed an election card that exactly copied the size, style, graphics and logo which had been used by the anti-busing faction through three elections. The card showed a bus with a stop circle imposed over it and the slogan "4 Against Busing." The card then listed the names of the four pro-busing candidates. The card was an obvious intent to confuse the

voters, since none of the four candidates on either side has any significant name I.D. and it was difficult to remember who was on which slate.

The anti-busing faction immediately filed a complaint with the St. Louis Election Board, but one member of the Board could not be located all day until about 4 p.m., at which time the Board voted 2-to-1 to confiscate the misleading card. An hour later, the pro-busing faction succeeded in getting a judge to order the confiscation stopped.

The anti-busing faction was unable to find anyone willing to serve as poll watchers in the black wards, which are mostly on the north side of the city. Election results showed that, in the north side wards, the pro-busing candidates won as much as 98 percent of the vote, and the vote tally was approximately double that of the election four years ago.

On Easter Sunday, many pastors backing the pro-busing slate took advantage of their captive audiences to make a campaign pitch.

Most observers believe that the deterioration of the public school system is the chief cause of the decline of St. Louis, which in the last 30 years has lost nearly half its population, dropping from 750,000 to less than 400,000. In 1962 the St. Louis public schools had an enrollment of 108,245 students; by 1990 this figure had dropped to 43,800. While the desegregation experiment is costing taxpayers \$160 million a year, the percentage of minority students in St. Louis schools has increased from 55 to 80 percent.