



QUEST Removed in Three Areas

PONTIAC, IL — The School Board in Pontiac, Illinois voted 6-to-0 at its May 16 meeting to remove the controversial curriculum called Quest from the district's schools. The Quest curriculum for middle schools called *Skills for Adolescence* had been used since last October in the 7th grade of Pontiac Junior High School in Pontiac District 429.

The removal of Quest followed a year-and-a-half-long battle by parents who objected to this non-directive, decision-making course. At the end of the controversy, the board said that Quest was taken out because a referendum for a tax increase had failed to pass and because it would have been too much of a burden on teachers.

However, it was known that Quest had been financed by a \$6,000 grant of state and federal funds. It is not known whether this funding came from the Drug Free Schools and Communities Act money, which requires public schools to teach that illicit drugs are wrong — something which Quest does not do because it is non-directive.

The parents, led by Dr. Jim and Linda Carley and Linda Patarozzi, objected to Quest for three principal reasons: (1) it teaches that there is no right or wrong, there are only positive and negative consequences; (2) it uses psychological games such as role-playing and New Age guided imagery; and (3) parents are shown in a negative way and there is no respect for what parents say.

When Quest was introduced in the schools last fall, it contained an opt-out provision under which parents were told they would have the option to remove their children. However, in February the alcohol and drug sections of Quest were given in the Health class to all 7th graders, including those whose parents thought they had opted out. This created an uproar because parents felt they had been tricked.

At the next school board meeting, the



Linda Carley and Linda Patarozzi

principal, Dave Schindlbeck, said that he would simply cut the Quest logo off the curriculum and keep using it in the Health class for all children, despite parental objections. The school board upheld the principal and voted 5-to-2 to allow this to be done.

During the battle over Quest, the parents were subjected to continuing attacks by the school administration. Parents were accused of "attacking the teachers" and of introducing a "religious issue." The parents insisted that their only complaint was against Quest, not against the teachers.

At a public meeting in December, Schindlbeck announced that he had telephoned Dr. William Coulson of San Diego, a nationally known psychologist, and that Coulson had told

WATERMAN, IL — After a four-year battle, Quest was removed from a middle school in Waterman, Illinois, 70 miles west of Chicago. The superintendent recommended to the school board on May 13 that the Quest curriculum be dropped due to "relentless" activity of the parents.

Ann Ekle, a concerned parent, led the campaign against the Quest program called *Skills for Adolescence*. Along with many other parents, she wrote letters to school board members and to the school administration.

Because of the controversy over Quest, the school board formed a curriculum research committee for both sex education and drug education. The committee had only three months to accomplish this task. The committee consisted of one school board member, three teachers (two of whom were Quest trained), a physical education teacher, a Health teacher, and three parents. The drug education research was done solely by the parents.

Parents researched the subjects, made telephone calls to the other parents of their concern, and met weekly to discuss their strategy and to pray together.

As a result of many parents voicing their concern, not only was Quest removed, but the school adopted the anti-drug curriculum published by the American Council of Drug Education called *Building Drug-Free Schools*, along with *Sex Respect* and *Facing Reality* published by Project Respect.

Mrs. Ekle credits the parents' victory to the hardworking and dedicated parents, the federal laws, the willingness of the school board and administration to allow research of the current curriculum, committed and caring teachers, and the immense groundwork done by people all over the country on the subject of Quest.

Her concern over the Quest curriculum began when she saw how it opened up classrooms to Death Education, discussion of violent and psychopathic behavior, and the use of condoms. These subjects were discussed in her son's 7th grade Quest class along with other subjects that are a violation of the Protection of Pupil Rights Amendment when taught without written parental consent. ■

him he no longer objected to Quest since it had been revised. When the parents called Dr. Coulson to check on this statement, he said it was false and that, furthermore, he had never received a call from the Pontiac schools. Dr. Coulson subsequently spoke in Pontiac at a large public meeting in January.

Meanwhile, Superintendent Wayne Krula was replaced by an interim Superintendent, George Stimeling, who took a very different view of the dispute. He wrote a letter to the school board saying flatly that what the school had done was wrong. At the next board meeting, he publicly apologized for the way parents had been deceived, even though he was in no way responsible and had not been in office at the time it happened.

The board then voted unanimously to remove Quest. One other board member who still supported Quest absented herself from the vote.

A new Superintendent, Dick Freehill, took office this month. He has no plans to use Quest in the schools. ■

North Carolina State Board Removes Quest

RALEIGH, NC — The North Carolina State Board of Education has removed Quest from its list of approved Alcohol and Drug Curricula because it does not meet the requirements of the new federal law which requires every public school to teach that "the use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful."

In a letter from the Department of Public Instruction, spokesman Steven L. Hicks wrote that "a decision has been made to remove the Quest curricula (*Skills for Adolescence—Grades 6-8*). Although some revisions have been made to this material, the revisions still do not meet the state standards for AOD [Alcohol and Other Drug] curriculum resources."



Ann Frazier

In previous issues of the State Board of Education newsletter, *SBE Highlights*, the Quest program called *Skills for Adolescence* was on the recommended list of curricula. However, the April 3-4 issue confirmed that it has been deleted.

Ann Frazier of Roanoke Rapids, North Carolina led the parents' fight to remove Quest from the approved curriculum list. Quest was the most widely used curriculum in North Carolina schools, so Mrs. Frazier decided it was time to challenge it.

In past years the staff had listed Quest's *Skills for Adolescence* for the Board's approval. The Board usually approves the staff's recommendations without change or question.

She initially wrote to the chairman of the State Board of Education. The Board Chairman referred the letter to a staffer who again said that the Quest curriculum would remain on the list. He affirmed his belief in the merits of affective, non-directive education.

Mrs. Frazier wrote letters to board members which firmly stated that Quest does not meet the federal law requirements. She argued that the publisher has not revised the curriculum to convey to students that the "use of illicit drugs and the unlawful possession and use of alcohol is wrong and harmful." She pointed out that, although every local superintendent had been notified of the need to comply with the federal law, yet the state's staffer in charge of drug education continued to recommend Quest.

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Teachers Union Defeats Parents

The Illinois Education Association (IEA), the Illinois branch of the National Education Association, and the Illinois PTA pulled out all the stops to defeat a parents rights bill in the Illinois State Legislature on May 23. Observers said that IEA lobbyists "swarmed like flies around the Capitol" in Springfield. School superintendents and teachers from all over the state were phoning not only their own Senators, but many other Senators, to request a No vote.

Entitled the Parent and Student Civil Rights Act, SB-520 would allow parents to withdraw their children from school activities that are contrary to the religious teachings of the family, prohibit schools from showing R, X or NC-17 rated movies to students, require schools to make all instructional materials available for public inspection, and require that one-third of the members of a curriculum advisory committee be parents of children within the school district. (See text on page 4.)

SB-520 was defeated 25-to-29. Both the IEA and the PTA espouse the position that the school professionals should have the sole power to make all curriculum decisions of public school pupils.

SB-520 was sponsored by State Senator Virginia Macdonald (R-Arlington Heights), an 18-year veteran in the Illinois Legislature. The bill on its face appeared innocuous, and many people were baffled at the extraordinary pressure and antagonism it generated.

In order to promote passage, Senator Macdonald said she had "amended it down to the bottom line" in committee. The IEA was temporarily taken off guard when SB-520 was reported out of committee by a vote of 10-to-5. Senator Macdonald said that it was a "very reasonable bill" when it came to the Senate floor, and opponents then "had to resort to distortions and lies in order to defeat it."

Observers said that the state legislators hadn't been the target of so much pressure in many years. Supporters of SB-520 were stunned at what they felt were hostile and "ridiculous" accusations hurled against parents.

IEA lobbyists argued that the schools are the "professionals" and that parents should have no say in curriculum selection. Parents were accused of "trying to evangelize the schools" and of being consumed with "fear that their children would get a well-rounded education."

SB-520 was prompted originally by controversies in various Chicago suburbs over the 15-book elementary reading curriculum for grades K-5 called *Impressions*, published by Holt Rinehart and Winston. Wheaton-Warrenville Unit District 200, Palatine Township Elementary District 15, Arlington Heights

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EDUCATION BRIEFS

Whittle Communications Inc., the owner of Channel One, plans to start a chain of private, for-profit schools. Christopher Whittle said he plans to open 200 private schools for 150,000 children one to six years old by 1996, and to add one age group each year after that, eventually serving two million students. Since Whittle estimates that the per-pupil cost of his schools will be comparable to that of the public school — or more than twice what the average private school spends — it is unclear how the students will pay the tuition to attend.

The steep decline in the percentage of daily newspaper readers has motivated newspapers to set up special programs to win young readers. Publishers are trying to entice young readers by creating new sections, loaded with colorful pictures and graphics, geared for elementary and high school students and young adults.

The average public school teacher's salary in the United States for 1990-1991 is \$33,015, according to a new National Education Association report. This is a 5.37% increase over 1989-1990.

A century-old liberal arts college in Missouri, closed after its 1991 Commencement, owing the Federal Government \$22 million. Tarkio College had made loans and grants to ineligible students by setting up illegitimate off-campus programs and signing up thousands of unprepared students whisked off the streets. Tarkio has the highest student loan default rate in the nation.

The Missouri National Education Association topped the list of special-interest groups by spending \$6,369 entertaining State legislators on February 20. The NEA's chief Missouri lobbyist said that the purpose of the bash was "just good will, a chance to see the legislators in a social setting."

The Kinsey Institute in Bloomington, Indiana is being sued for \$5 million for defaming a book that criticizes the research techniques of Alfred Kinsey. The book entitled, *Kinsey, Sex and Fraud: The Indoctrination of a People*, questions Kinsey's methods and claims he did sexual experiments on children from age two months to 15 years. The suit, filed by author Judith Reisman, claims that the Kinsey Institute deliberately attempted to censor and suppress the book and threatened radio stations with legal action if they put Reisman on the air to discuss her book.

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Why Parents Object To Quest

Some of the reasons why parents object to Quest's middle school curriculum, *Skills for Adolescence*, are the following:

1) It teaches a "decision making" process, which requires the child to consider options and then make his own choices. Quest applies this process to situations in which the moral code or the law do not permit such options, such as illegal drugs. The child is *not* told to *first* find out if a proposed act is wrong or contrary to the law or his parents' wishes; he is taught to make his own evaluations and his own decision. Thus, children who have never used illegal drugs or alcohol or engaged in premarital sex are induced to consider these options by the process of looking at "alternative courses of action."

The "decision making" process goes like this: "Step one: Identify the situation. Step two: Look at alternative courses of action. Step three: Consider the information/Examine probable consequences. Step four: Decide on the best possible course of action. Step five: Evaluate the results." (p. 86)

2) The teachers are instructed how to tell students to bypass their parents' objections to Quest: "If it becomes clear to you that students' families may object strongly to the process, advise those students not to pursue the issue at home." (p. V-25)

Another way parents are put down by the course is illustrated by posing the problem of 14-year-old Bill who wants to attend unchaperoned parties at late hours. Quest tells students that one of the "unacceptable solutions" is that "Bill's parents can talk to the parents of his friends about getting together on rules concerning parties and curfews." This is "unacceptable" because Bill doesn't like this solution. (P. V-26)

3) Quest takes students through a process of self-disclosure of family matters that are not school or class business. Students are asked such questions as: "In what ways are some of the families in the article like your family? Different? What happens when your values and your parents' values clash? How do you solve these conflicts?" (p. V-32)

4) Quest teaches students to develop a vocabulary of "feeling" and "emotion" words, and to learn, study, discuss, and post them on the blackboard. Three fourths of the words are downers; that is, they are words for being scared, angry or sad. Only one-fourth of the words are about being happy. Why? (p. III-11)

5) Quest specifically instructs the teachers not to teach children that anything is wrong or forbidden. The teacher is instructed: "Don't advise, evaluate, or moralize." "Ask open-ended questions." (p. 19-20)

6) Teachers are given detailed instructions in how to "deal with critics of the program." They involve a massive effort to develop good media coverage, to stonewall parents with irrelevant testimonials, to divert parents with a lengthy and useless complaint procedure, to mislead parents (by falsely denying that Quest uses "values clarification"), by refusing to respond to specific parental objections ("Say 'No' to arguments — just say 'good-bye' and walk away if necessary." "Don't involve yourself in personal confrontations or in public debates."), and by falsely claiming that Quest is not subject to federal laws because it does not use federal funding, when in fact many districts purchase Quest with federal Drug Free Schools and Communities Act funds.

ACLU Launches Effort To Censor Sex Respect

The American Civil Liberties Union of Wisconsin has asked the State Department of Public Instruction for an order prohibiting the East Troy Community School from using the sexuality curriculum *Sex Respect*. The ACLU claims that "the curriculum violates state laws prohibiting discriminatory stereotyping in curricular materials."

State law prohibits schools from using any material which shows bias or stereotyping toward persons on the basis of sex, creed, marital status, or sexual orientation. The ACLU states that bias and stereotyping pervade *Sex Respect*. The ACLU claims that "the curriculum portrays all boys as sexual aggressors, and all girls as virginity protectors."

The ACLU asserts in its media release issued May 2 that "the curriculum states that males 'aggressively seek sexual release with whatever person they can persuade or force to accommodate them,' and 'use love to get sex.' Girls are presented as incapable of sexual fantasy, and motivated only by needs for 'warmth, closeness, and security.'"

The ACLU complains that "the curriculum presents the two-parent heterosexual couple as the only model of a healthy 'real' family." The ACLU further accuses the curriculum of promoting discrimination on the basis of sexual

Planned Parenthood Ad Controversy

The losers in a hotly-contested tax-increase election in suburban St. Louis on April 2 have asked the Kirkwood School Board to file suit against the winners. The tax increase lost by 355 votes principally because of parental opposition to the school board's decision to allow a Planned Parenthood ad to run in the high school newspaper. (See *Education Reporter*, April 1991.)

The school board has not taken any action on the request, but Board President Wallace Ward said it might be time for the district "to use some get-tough tactics with some people." Other residents might just need "counseling," he added.

The losers accuse the opposition group of using "false and misleading statements" in its newspaper advertisements and campaign materials. They charge that unfair tactics helped to deny "an almost certain victory."

Gil Hippe, chairman of the committee that opposed the tax increase, said they have nothing to be ashamed of and are surprised at the threatened legal action. "Maybe the district's not used to opposition," he said.

Ken Chafin, treasurer of the citizens group that opposed the tax increase, said, "They are furious that they lost the election, and they are lashing out in every direction, trying to intimidate the opposition with legal action."

A neighboring school district, Webster Groves, is also running a Planned Parenthood ad in the school paper even though the Webster Groves superintendent, Max Wolfrum, says, "No one wants to see the type of dispute that was in Kirkwood happen here in Webster Groves." Wolfrum said that a school newspaper ad policy should have no relationship to whether or not a district needs a tax hike.

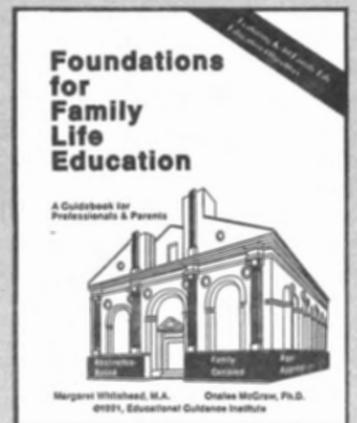
Opponents of the ads disagree, saying that school administrations are denying parental rights by accepting Planned Parenthood ads in the school newspaper. They say they will campaign against any tax measures in districts where the ads appear.

orientation by portraying AIDS as the sexually transmitted disease most common among homosexuals, and as nature's way of making 'some kind of statement on sexual behavior.'"

The ACLU also asserts that *Sex Respect* "promotes one religious perspective regarding the 'spiritual dimension' of sexuality."

The appeal is brought on behalf of Carol and Mark McShane, parents of an East Troy middle school student. They are seeking an order from the Department of Public Instruction which would prohibit the use of *Sex Respect* in school districts throughout the state.

The national media have been laughing about the ACLU's action. The *Wall Street Journal* editorialized on June 13: "So long as groups like the Wisconsin ACLU persist in reactionary efforts to ban books (on sex, no less), it will drive more parents to demand educational opportunities as varied and imaginative as America itself."



The Educational Guidance Institute has issued a manual entitled *Foundations For Family Life Education: A Guidebook for Professionals & Parents*. This valuable volume is a comprehensive statement of goals and objectives for abstinence-based, family-centered, age-appropriate Family Life Education, grades K-10.

This manual covers all the major topics required to meet state and local family life, health and sex education mandates. It is useful for parents, teachers, and community leaders. The 173-page guidebook covers the postponement of sexuality, parental involvement, prevention of sexually transmitted diseases, dealing with media, peer pressure, family life, parenting, and child abuse prevention.

What is different about this manual is that it takes the directive, abstinence-based approach to sex education. It teaches a clear and consistent rationale for premarital abstinence, the positive value of sexuality within the context of marriage, and healthy behavioral choices on drugs and sex. It includes recommended resources to achieve these goals, and a poster-size chart showing theories of child and adolescent development which support the guidelines.

This book gives parents guidance and resources to be the primary sex educators of their children. It also gives teachers and other professionals practical support to implement directive programs. It is beneficial to community leaders and policymakers because it documents which kinds of programs work and which do not.

This guidebook can be ordered @ \$18.00 from Educational Guidance Institute, 927 S. Walter Reed Dr., Ste. 4, Arlington, VA 22204.

FOCUS: DUSO Needs Informed Consent

by Max Ricketts

Self-esteem programs have joined the controversial subjects in our public schools. During recent decades, our nation's school children have been plagued by declining intelligence, aptitude and achievement test results.

The thrust of our educational system has been to expand its mandate into areas such as health, sexual conduct, drug awareness, and now self-esteem. Those topics formerly were reserved to families.

There are those who would suggest that the aforementioned performance declines have been more related to biogenesis than psychogenesis. Others would suggest that the departure from an absolute-value ethical structure plays a significant role in rising teen-age drug abuse, sexual promiscuity, sexually transmitted diseases, abortion and suicide that plague today's young people.

DUSO is a program developed by Don Dinkmeyer, Ph.D., in 1970. Part of the program (not the guided fantasies portion) is used at Lindo Park School in Lakeside. Essentially, it is a concept that encourages a child to explore his inner self, to relax by meditation, and to acquire fantasy companions to help guide him through life's stresses.

It involves group dynamics where children reveal their inner thoughts and conflicts. Group consensus is a goal of DUSO's nondirectional approach. Most critically, feelings are esteemed over facts. There are no absolute values in DUSO, no definitive right and wrong. Morality is fluid, depending on situational dynamics.

DUSO, like other self-esteem courses, attempts to reorganize the belief and value systems of young people. Some parents find this

alarming. They hold that beliefs and values developed at home should not be challenged and redirected by the school system.

Our local schools employ an effective marketing technique for controversial programs. If a parent does not wish his child in a self-esteem, or sex- or drug-education program, the parent must petition the school not to allow the child to participate.

This results in higher attendance rates. The more proper course would be for the schools to request parents' permission to enroll their children in such classes. Most importantly, the schools should give parents the right of informed consent.

Informed consent involves informing parents of the safety and efficacy of any controversial program, from vaccinations to sex education, prior to giving their consent.

DUSO: Developing Understanding of Self and Others

At the request of this writer's foundation, the publisher of DUSO provided summaries of 31 studies related to DUSO (12 of which were unpublished reports). The principal basis for

evaluating the DUSO program comes from the DUSO Affectivity Assessment Device. That is, a method of evaluation has been constructed based on the author's perspective of what constitutes self-esteem.

Among the publisher's DUSO bibliography was an objective, and apparently well-controlled, published evaluation from Georgia State. The paper concluded that (1) there was strong evidence to support the conclusion that the DUSO curriculum did not increase affective verbalization; (2) there was strong evidence to support the conclusion that the DUSO curriculum did not increase the child's perception of himself; (3) there was strong evidence to support the conclusion that the DUSO curriculum did not increase intelligence scores; (4) there was evidence to support the conclusion that the DUSO curriculum was not a favorite activity choice in a child's play.

DUSO proponents contend that the program has merit based on performance. The above research summaries provided by the publisher indicate that such enthusiasm for DUSO is not a universally shared opinion. The bulk of the other references provided by the publisher were vague, superficial, subjective, and hardly conclusive. There has been no objective long-term evaluation of the safety and efficacy of this concept.

At Lindo Park School, did the faculty, administration, site committee, board of trustees or anyone scientifically look into this program before implementing it? In any case, why no informed consent?

Max Ricketts was a Guest Columnist for the March 28, 1991 issue of *The Californian*. Reprinted with permission from *The Californian*, San Diego.

Texas Professor Vindicated; Resigns Anyway

Former University of Texas English Professor Alan Gribben is not what most people would classify as a conservative; he calls himself an "early feminist." Hardly a racist, he is married to a third-generation Asian-American. *Dallas Morning News* columnist William Murchison described him as a politically innocent, "mild mannered Mark Twain scholar."

Yet when Gribben dared to object to having his required freshman English course turned into a propaganda vehicle for indoctrinating students in the "Politically Correct" views on racism and sexism, he felt the full fury of "liberalism." With no regard for his academic and educational reasons, he was accused of racism and sexism, and was ostracized on campus for three years. He was the target of a campus-wide rally, vilified as an "ultra-rightwinger" by his department chairman, and repeatedly attacked in the student newspaper. False and malicious stories about his mental health were circulated. He says he was bombarded with "... nuisance calls and letters, intimidating stares of contempt and hatred in the hallways, dismissal from all departmental committees, and refusals of my chairman to communicate with me in any manner."

Eventually, the university administration agreed with Gribben that writing courses are designed to teach writing skills, not political attitudes. The plans for turning the English course into "Oppression Studies 101" were dropped, or at least postponed; but by then Gribben had decided to leave the University of Texas.



Student Expelled From Brown University

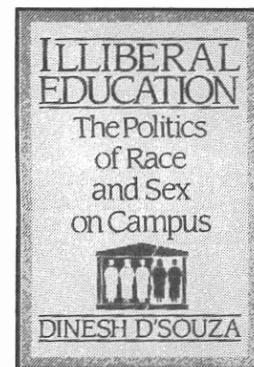
A 21-year-old junior was expelled from Brown University for shouting epithets against Jews, blacks, and homosexuals during an all-night drinking party. Columnist Paul Greenburg commented, "It is hard to believe that a school like Brown, the West Point of political correctness, would have expelled this 21-year-old junior simply for acting like a drunken lout. The problem arose because he acted like a drunken lout with inappropriate prejudices — and now that is an expellable offense at the more prestigious campuses around the country. If he had insulted right-wingers, accused George Bush of being a war criminal, or burned an American flag, surely all could have been forgiven."



Book of the Month

Illiberal Education: The Politics of Race and Sex on Campus by Dinesh D'Souza, New York: The Free Press, 1991, \$19.95.

Political Correctness, known colloquially as P.C., is the new wave on college campuses. Dinesh D'Souza explores this issue and finds that what some student activists see as a liberating and intellectual phenomenon actually promotes ignorance, intolerance, and racism. He states that, "instead of liberal education, what American students are getting is its diametrical opposite, and education in closed-mindedness and intolerance, which is to say, illiberal education."



Many U.S. campuses are experiencing what some consider a "revolution of minority victims." Minorities are making strong demands, and college administrations are acquiescing in them. Campus regulations censor speech by faculty and students. Anything derogatory towards blacks and other minorities, women, or homosexuals can be punished. This even includes "misdirected laughter" and "exclusion from conversation." Some professors have been intimidated into resigning after accusations of "racism."

Advocates of Political Correctness object to Western Civilization as the core curriculum. They assert that Western Civilization concentrates on "white males who have been dead for hundreds of years," and that Western culture is hostile to the claims of blacks and other minorities, women, and homosexuals.

They demand that professors give first attention to race and gender issues. Readings by women and minorities must replace the classics of Western civilization. Under P.C., every subject is political.

D'Souza relates how the Stanford faculty senate voted 39-4 on March 31, 1988 to change the Western culture course to a new three-course sequence titled "Culture, Ideas, and Values." This was ironic, he says, because many of the principles admired by the P.C. activists have been most fully developed in Western countries, and Western ideas have helped to bring about basic rights for women.

Affirmative Action, whereby schools accept lower test scores for minorities to meet enrollment requirements, is the number-one issue of the P.C. intollerants. Under the P.C. ideology, Affirmative Action may not be criticized. By causing resentment among qualified white students whose spots are being taken by less qualified students, according to D'Souza, P.C. erodes confidence in the fairness of the admissions process.

According to D'Souza, an academic and cultural revolution is taking place at American universities. The rules for admission to college are changing, and what students are learning is changing. This is having a tremendous effect on the attitudes and lives of students.

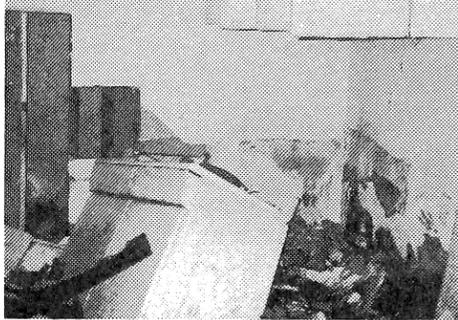
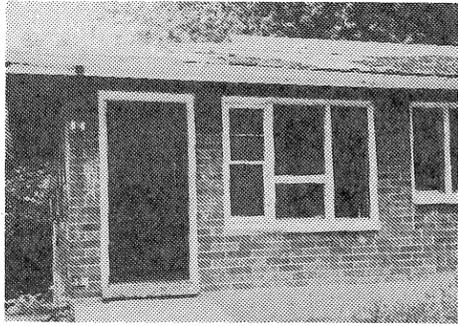


Remarks by President Bush at University of Michigan Commencement May 4, 1991

"Ironically, on the 200th anniversary of our Bill of Rights, we find free speech under assault throughout the United States, including on some college campuses. The notion of political correctness has ignited controversy across the land. And although the movement arises from the laudable desire to sweep away the debris of racism and sexism and hatred, it replaces old prejudice with new ones. It declares certain topics off-limits, certain expression off-limits, even certain gestures off-limits.

"What began as a crusade for civility has soured into a cause of conflict and even censorship. Disputants treat sheer force — getting their foes punished or expelled, for instance — as a substitute for the power of ideas.

"Throughout history, attempts to micro-manage casual conversation have only incited distrust. They have invited people to look for an insult in every word, gesture, action. And in their own Orwellian way, crusades that demand correct behavior crush diversity in the name of diversity."



Votes were cast in the April 2 election by persons who said this property is where they live. There is no glass in the windows. It apparently is being used as a "shooting gallery" — to shoot drugs.

School Board Election Fraud Suit Dismissed

Circuit Judge Edward M. Peek, on May 13, dismissed a suit challenging the results of the April 2 St. Louis School Board election. The suit was initiated by four conservative, anti-busing candidates who alleged that massive vote fraud precipitated their defeat by four liberal candidates in that election.

In dismissing the suit, the judge ruled that Missouri statutes require a showing that fraudulent votes of sufficient number to put the outcome of the election in doubt must be identified by the time of the hearing. Judge Peek's interpretation of election laws did not permit "discovery" motions or the subpoena of documents prior to trial.

The anti-busing plaintiffs sought to gain access to the ballot signature cards signed by voters at their respective polling places, and then to have handwriting experts compare those signatures with the original affidavits on record at the St. Louis Board of Election Commissioners.

According to Thomas M. Bugel, St. Louis School Board member and campaign manager for the four conservative candidates, the four anti-busing candidates were faced with "an impossible task given the extremely short time available and the fact that thousands of fraudulent ballots may have been involved."

Missouri statutes require that a challenge to an election must be filed no later than 30 days from the date the winning candidates are certified. The winning candidates were certified on April 3, 1991. Yet, according to Bugel, the Election Board's voter participation lists weren't even available until April 24, 1991, just nine days before the deadline.

Despite this lack of time to analyze the returns and the apparent absence of an opportunity for "discovery," a number of highly suspicious events are cited by the anti-busing plaintiffs in support of their allegations:

- Thirteen votes were cast by individuals registered from abandoned buildings and vacant lots. Also, two North-side residents indicated in telephone interviews that they had not voted, despite being listed in the Election Board's voter participation lists for the April 2 election.

- More than 97 percent of black votes allegedly cast went to the four liberal candidates. This prompted St. Louis University political science professor Kenneth Warren to remark that such vote totals in the black wards were "very unusual, bordering on the impossible."

- Roughly 30 percent of the votes cast in the black wards were by voters who had not participated in the previous two elections, although one of those elections featured a racially charged contest for President of the St. Louis Board of Aldermen, and the other featured a re-election bid by a black Congressman, William L. Clay.

- Of those voters in the April 2 election who had not voted in the previous two elections, fewer than half had listed or working telephone numbers. This is significant since the liberal candidates claimed that telephone banks were their primary get-out-the-vote technique.

Also alleged by the anti-busing candidates in their complaint was the role that election day irregularities may have played in tilting the election.

On election day, poll workers for the liberal candidates distributed counterfeit sample ballot cards in the predominately white South-side wards which were identical to those used by the anti-busing movement through three election cycles, with only the candidates' names changed.

Distributing sample ballot material designed to deceive voters is a violation of Missouri's election laws. According to Bugel, further legal action is under consideration, pending any response from the St. Louis Board of Election Commissioners.

How was the money spent?

The winning slate in the St. Louis School Board race had a six-to-one advantage in campaign funds, but has failed to disclose in detail how it used most of the \$344,000 it spent. Records filed with the city and state election officials show that all the campaign expenses were funneled through two public relations firms: Uicom Group (headed by Ed Finkelstein, co-manager of the campaign) and Catalyst.

Finkelstein said that he did not intend to report detailed information on how the money was spent because that "would divulge strategy that he hopes to use in future political campaigns."

State law requires campaign committees to file a series of detailed reports. Marion Sinnett, administrator of the state's Campaign Finance Review Board, says he does not comment on specific campaigns, but the public has a right to know how a campaign committee spends its money.

Failed Kansas City Desegregation

The *American Bar Journal* published a revealing article in its May 1991 issue about the failure of the Kansas City desegregation plan, which had made national legal history when the U.S. Supreme Court in *Missouri v. Jenkins* (1990) upheld the power of a district court to double the local property tax, despite voters' disapproval.

Property owners in Kansas City were stunned when federal Judge Russell Clark raised taxes in September 1987 to fund his extravagant desegregation plan. The nation's most expensive school desegregation plan was designed much like an exclusive resort in order to attract white students from the suburbs.

The new tax-funded high schools have Olympic-size swimming pools, racquetball and squash courts, whirlpools and saunas, personal computers, a host of specially designed classrooms, a scale model of the U.N. General Assembly room (complete with language translation facilities), a 25-acre farm for agricultural classes, a model of an ancient Greek village to teach participatory democracy, and a model courtroom to teach law.

Five years later, with costs topping \$375 million, the result has been even greater segregation. Only 200 white students actually transferred, and most parents stated "that there was no set of circumstances under which they actually would put their children into the city's magnet schools."

In 1989, the total enrollment in Kansas City schools declined, while the percentage of blacks reached its highest level ever — 74.9%. Even with the desegregation plan in place, whites continue to leave the system.

Taxpayers of Kansas City continue to search for ways to put an end to Clark's rule over the school district and their purses. Senator John C. Danforth (R-MO) and others in Congress have proposed both a statute and a constitutional amendment that would limit the federal judiciary's ability, directly or indirectly, to impose taxes. Both measures are currently languishing in the Senate Subcommittee on the

"Progressives" Fail to Improve St. Louis Schools

A reporter for the magazine *Governing* (published in Washington by *Congressional Quarterly*) spent three days in St. Louis studying the controversial April school board election and came up with a conclusion which he said made him feel "uncomfortable." Four pro-busing candidates defeated four anti-busing candidates in the election which stirred up much animosity and media coverage.

Reporter Alan Ehrenholt wrote in the June issue of *Governing*: "The progressive establishment, for all its decency and high purpose, is refusing to cut itself off from a discredited solution that has hurt the city and contributes nothing to the real needs of black and white children in the 1990's." The pro-busing slate was heavily supported by St. Louis banks, big businesses, civic leaders, and the media.

Ehrenholt also stated that, "In 1991, in St. Louis, it is hard to find anybody working on education — teachers, principals, academics, business leaders — who thinks a decade of busing has improved the schools. But it continues."

Explaining further, Ehrenholt concluded: "In their glib proclamations that busing was not an important issue, and even more in their willingness to denounce as racist those who said in public what many of them conceded in private, the progressive forces of St. Louis set a tone of debate that ought to have troubled them more than it seemed to. It is not just busing that stands in the way of making urban schools better. It is the whole preoccupation with racial balance that has been so debilitating in St. Louis." ■

Constitution.

According to the *ABA Journal* article called "Broken Dreams," the most unfortunate result of the Kansas City court-ordered desegregation plan is "a new racial disharmony." Blacks are as displeased with the situation as whites. ■

BRIEFS

The Hillsboro (MO) School District voted on a tax increase on June 4 for the fifth time in 14 months. The tax increase finally passed, after the voters had rejected the increase in four previous elections.

Senator Christopher S. Bond (R-MO) called the University of Missouri at St. Louis "the farm team for the state Democratic Party" because a number of its staff members are high-profile Democrats. He singled out a previous opponent, former Lt. Gov. Harriett Woods, who heads UMMSL's Institute for Public Policy Leadership. The Missouri Republican State Committee has filed a formal complaint in October with the Federal Election Commission, alleging that some UMMSL employees worked illegally "on salaried time" for campaign of Rep. Joan Kelly Horn (D-MO), who defeated Rep. Jack Buechner in the November 1990 election. Horn's husband, E. Terrance Jones, is a political science professor at UMMSL and dean of the College of Arts and Sciences.

ATTENTION: Letters to the Editor of the *Education Reporter* will be considered for future issues. May we hear from you?

Illinois *Continued from page 1*

Elementary District 25, and Barrington Unit District 220 all rejected parental complaints and decided to retain use of the books.

Many parents object to *Impressions* because the stories and poems display a morbid preoccupation with violence, the occult, witchcraft, spells, dismemberment, suicide, monsters, and other themes frightening to children and contrary to family values and beliefs. (See list of Grades 2 and 3 stories elsewhere on this page.) Parents say that the pictures in the readers are even more offensive than the text.

The schools argue that *Impressions* simply exposes children to different beliefs and cultures, as well as both positive and negative behavior. Presenting negative behavior in a favorable light, without moral judgment, is one of the main reasons parents object to these readers.

The schools say that many of the stories in *Impressions* were written by "award-winning authors." However, parents found that only 7 out of 267 stories in the readers for grades 1-3 were written by those so-called award-winning authors.

Typical of citizen concerns about the elementary reading series was the statement of Lorrie Gadawa of Barrington: "Why should young children be educated in witchcraft? Why should they be given direction to work in pairs and write magic spells? Witchcraft and sorcery are not subjects to be injecting into the young minds of children."

"We tried to talk to our school board [about *Impressions*]," Wheaton parent Linda Jandeska said, but "they weren't really interested in listening."

Parents also objected to the fact that, when the school board appointed a committee to look into parental complaints and report back to the board, eight of the ten members were on the payroll of Palatine School District 15.

Then the parents appealed to Senator Macdonald for legislation. After reading *Impressions* herself, she became convinced that some of the material in the elementary school series is "evil" and that the parents' rights should be respected.

Hundreds of parents traveled to Springfield in support of Senator MacDonald's bill, both at the hearing and on the day of the vote. A few days before the vote, one of the largest radio stations in Chicago, WLS, conducted a spontaneous poll of listeners on the issue, and it came out 20-to-1 in favor of the Macdonald bill. During the day, WLS changed the question slightly, and the result was still 92% in favor of the bill.

SB-520 brought about a first-time visit to the state Capitol for many concerned parents, and they have resolved to continue their campaign for parental rights. Senator Macdonald says she will reintroduce her bill soon. ■

North Carolina

Continued from page 1

Parents were assisted in their campaign by citing materials issued by the North Carolina Department of Education and by various school districts which referred to and quoted from the new federal law. For example, a notice sent to all teachers by the Roanoke Rapids School District stated: "WHEN TEACHING DRUG USE PREVENTION EDUCATION MATERIAL, PLEASE REMEMBER TO TELL THE STUDENTS THAT THE USE OF ILLEGAL DRUGS IS *WRONG AND HARMFUL*. As of October 1, 1990 this *wrong and harmful* message must be included in our drug use prevention curriculum or our system will lose ALL Federal funded programs."

A key factor in the parents' success was their commitment and perseverance. They were determined to remove Quest. ■

List of Stories from *Impressions*

Grade 2 Stories

Monsters Everywhere
 Bedtime Stories — about a Beast, Ghost, Skeleton and Monster.
 The Haunted House
 The Hairy Toe — a frightening story about a woman who ate somebody's hairy toe.
 Fat Old Witch
 Tilly Witch
 Old Mother Witch
 Space Witch
 Witch Hunt
 I Was A Second Grade Werewolf — about a boy who ate a cardboard milk carton and the cellophane on a Twinkie.
 Hallowe'en Stories
 Teeny Tiny Ghost
 In Kamloops — a poem that includes the lines: "I'll eat your toes. I'll eat your knee. I'll eat your leg. I'll eat your arm. I'll eat your neck. I'll eat your ear. I'll eat your hair. I'll eat your nose. I'll eat your toes."

Monsters Everywhere
 What's That — story about a "horrible, terrible, ghastly monster with grabby tentacles of a gigantic size" who has "crept into my room now, he's leaning over me. I wonder if he's thinking how delicious I will be."

Sedna — story about a father who threw his daughter into the icy sea and then, to save himself, broke her fingers off as she clung to a boat.

The Sorcerer's Apprentice — poem about a boy who read a book of magic spells and used them.

Grade 3 Stories

Witch Goes Shopping — a poem that includes the lines: "Six bats' wings, worms in brine, ears of toads, eight or nine. Slugs and

bugs, snake skins dried, buzzard innards, pickled, fried."

Dear Country Witch
 Revenge — a poem about a child who takes revenge because someone ate the last cookie.

A Wart Snake in a Fig Tree — a 12-page parody with gruesome illustrations on the *Twelve Days of Christmas*, including the lines: "On the 12th day of Christmas, my true love gave to me, 12 days of raining, 11 lizards boiling, 10 ground hogs grinning, 9 nightmares galloping, 8 snow wolves wailing, 7 ghouls acaroling, 6 shadows lurking, 5 useless things, 4 raven wings, 3 cobwebs, 2 bags of soot, and a wart snake in a fig tree."

Granddad and the Magic Barrel
 Zini and the Witches — a bizarre story about a man whose wife turns out to be a witch and who is instructed by the powers to cut out the hearts of his mother and sister.

Hallowe'en
 The King With the Twisted Neck
 Dorrie and the Blue Witch
 Rhinoceros Stew
 I'm Skeleton

Witch Goes Shopping — story followed by this activity: "Have the children discuss spells: Why might a witch make a spell? What might he/she say?"

Old Devil Wind
 Magic Words to Feel Better
 The Girl Who Became a Reindeer

Storytime by Fernandez — A story about a cat and some candles, followed by this activity: "Have the children sit in a circle. Have them pass around . . . a lit candle. . . Tell the children that by blowing out the candle, they have been transported to a different land. . . Tell the children that you've forgotten the special chant that will transport everyone back to the class-

room. Have the children work in small groups to prepare a magical chant that might return them to the classroom. . . Have each child hold an imaginary candle in front of him/her while you light it. When the children open their eyes, they will have returned to the classroom. The magic of their chants has worked."

It's Hallowe'en
 A Bad Spell for the Worst Witch — story followed by this activity: "Have each child, in the role of a witch, show his/her object to the class and explain why he/she treasures it."

Dear Country Witch — story followed by this activity: "Have the children work in pairs to role-play a telephone conversation between City Witch and Country Witch after they have spent Halloween together."

My Mama Says There Aren't Any Zombies, Ghosts, Vampires, Creatures, Demons, Monsters, Fiends, Goblins, or Things — a story about a small child who "wonders if he can believe what his mother says because sometimes she is wrong."

Storytime by Griffin — story followed by this activity: "Tell the children that a magician has cast a spell on some children. . . Have them work in pairs to write the magic spell the magician used. Have each pair write another spell to reverse the first spell. Have them chant their spells. Have the children work in pairs to role-play."

The House I Go To In My Dream — a poem about spells, followed by this activity: "Have each child write a magical spell that would turn him/her into an animal or another person for the day."

Magic Words to Feel Better
Impressions is published by Holt Rinehart and Winston, a subsidiary of Harcourt Brace Jovanovich (HBJ). ■

Text of Parent and Student Rights Bill

Section 1. Short title. This Act may be cited as the Parent and Student Civil Rights Act.

Section 5. Public policy. It is the public policy of this State to respect and protect the privacy and autonomy of the nuclear family and the inalienable right of parents to raise their children and to prohibit activities by the public schools of this State that infringe or inhibit these parental interests and this remedial statute shall be liberally construed to effectuate that end.

Section 10. Definitions. In this Act: "Instructional material" means all instructional materials, printed or unprinted, including teacher's manuals, films, tapes, and other supplementary instructional material.

"Religious teachings" means a sincerely held set of moral convictions arising from belief in and relation to God, or which, though not so derived, obtains from a place in the life of its possessor parallel to that filled by God among adherents to religious faiths.

Section 15. School activities; non-participation. No child attending public school in this State shall be required to participate in any activity which is contrary to the religious teachings of the child or parent if a written statement signed by one of the parents of the child is filed with the proper authorities of the school attended requesting that the child not be required to participate in these activities and stating the reason for the request. No child shall be penalized for failure to participate in any activity that the child is excused from by this Section.

Section 20. Movies; restricted viewing. No unemancipated minor attending public school shall be allowed as a part of any school activity to view "R", "X" or "NC-17" rated movies, or movies with similar industry guidelines suggesting the restriction of minor viewers, without the prior written consent of one of the minor's parents or guardians.

Section 25. Public inspection; instructional material. All instructional materials used by a public school shall be made available for public inspection before and during their use. Copies for public inspection shall be maintained at the school and, at a minimum, at one public library within the school district.

Section 30. Civil action.
 (a) Any parent or guardian of a child attending a public school or taxpayer residing in a school district may commence a suit in circuit court to enjoin the school from violation of this Act, Sections 27-9.1, 27-9.2, and 27-11 of the School Code, or Section 3 of the Critical Health Problems and Comprehensive Health Education Act.

(b) Any parent or guardian of a child who has been injured by any action prohibited by this Act, may commence a suit in circuit court against the school and may recover all actual damages, including pain and suffering. If a violation of this Act is found to have been willful, punitive damages of not less than \$1,000 for each violation may be recovered.

(c) Any plaintiff who is successful in whole or in part in any action commenced under this Section shall be awarded costs of suit, reasonable attorneys fees, and reasonable

compensation for plaintiff's personal effort in bringing the suit.

(d) These remedies shall be cumulative and not exclusive of any other remedies afforded under State or federal law.

Section 35. The School Code is amended by adding Section 28-6.1 as follows: (Ch. 122, new par. 28-6.1)

Sec. 28-6.1. Adoption of books by school boards; advisory committees.

(a) Whenever a school board adopts instructional materials upon the recommendation of an advisory committee, having members which are not elected members of the school board, or upon the recommendation of the school superintendent or other school administrator who refers to an advisory committee to review and recommend instructional materials, no less than 1/3 of the members of the advisory committee shall be parents of children attending a school of the district with no financial interest in the school district.

For purposes of this Section a person has a financial interest in a school district if they, their spouse, parent or child is employed by the school district.

(b) No person shall serve upon an advisory committee until approved by the school board.

(c) Any person who violates this Section is guilty of a petty offense.

Section 40. This Act takes effect upon becoming law.

This bill was defeated May 23. ■