

## Math Achievement vs. Self-Esteem Parents Say "Link-Line" Is Wrong Number

	Students who tested at or above their grade level.	Students who "agreed" or "strongly agreed" that they are "good in mathematics."
Grade 4	11%	62%
Grade 8	14%	63%
Grade 12	5%	57%

### Poor Results from Math Tests

Fewer than one in seven students in the 4th, 8th, and 12th grades can do mathematics at or above their grade level, and more than half are two or more grade levels behind, according to the 1990 NAEP Mathematics Assessment. However, well over half of these same students responded to a questionnaire by stating that they believe they are "good in mathematics."

The National Assessment of Educational Progress (NAEP), which conducted the survey, is a federal agency that since 1969 has been monitoring the educational achievement of American students.

The 1990 NAEP Mathematics Assessment is the most comprehensive survey ever conducted of mathematics education in this country. Participating in the assessment were more than 26,000 students from 1,300 private and public schools in 40 states and territories.

In preparing the NAEP assessment, a panel of 19 mathematics educators organized the elementary and secondary curriculum into levels of difficulty from 0 to 500. For example, Level 200 is called Simple Additive Reasoning (addition and subtraction of whole numbers), which is taught in the first and second grades.

Level 250 is defined as Simple Multiplicative Reasoning and Two-Step Problem Solving.

Traditionally, 4th graders do simple division and should already know their multiplication tables through 12 x 12. The NAEP survey showed that only 11% of 4th graders are proficient at this level, and more than one in four 4th graders are still unable to do 2nd grade addition and subtraction.

Level 300 includes fractions, decimals, and percents (usually covered in the 5th grade), elementary geometry (6th grade), and simple algebra (7th grade). Yet only 14% of 8th graders passed the test at this level, and 33% of 8th graders were still unable to do fourth grade multiplication and division.

Level 350 consists of Reasoning and Problem Solving involving Geometry, Algebra, and Beginning Statistics and Probability. Although this material is normally covered in grades 9, 10 and 11, only 5% of 12th graders tested at Level 350 or above. More than half (54%) of high school seniors were still unable to pass the 8th grade test (Level 300).

Less than one-half of 1 percent of 12th graders could work problems in higher branches of mathematics such as Calculus, which is a prerequisite for any college course in science or engineering. But 57% said they thought they were "good in mathematics" (see table above). ■

### Quest Removed by Board Vote in New Hampshire

The Jaffrey-Rindge, New Hampshire, School Board bowed to public pressure on June 3 and voted 4-3 to reject Superintendent John Wheeler's proposal to implement Quest in grades K through 5 this fall.

Wheeler's proposal to introduce Quest's *Skills for Growing* curriculum in the elementary grades went down to defeat despite modifications intended to allay parental objections. The superintendent had deleted references to "Q-Bear," a stuffed animal used as a "comfort agent," and added the "Just Say No" campaign to strengthen the program's weak anti-drug message.

"Quest is out in this area!" Avril Sangermano, a Jaffrey parent, said. But she hasn't let her guard down, worrying that the Quest elementary school curriculum might be insinuated into the school system under a different guise or on a piecemeal basis. "They're putting it in under pseudonyms" in other school districts, she maintains. "They put it in without parents knowing."

Rindge parent Susan Ricciardi also rejoiced in the rejection of the Quest program by the Jaffrey-Rindge School Board, but remains determined to monitor the school closely. She contends that the school system in neighboring Peterborough has had Quest's *Skills for*

*Adolescence* curriculum in place "for at least two years," but has denied this fact to parents.

According to Mrs. Sangermano and Mrs. Ricciardi, the original rationale for introducing *Skills for Growing* was to address an alleged lack of discipline among Jaffrey-Rindge students, which in turn was attributed to low self-esteem. Both parents, however, said they had not heard of any unruliness beyond what is to be expected from elementary schoolchildren.

Both women insist that disciplinary problems, when they exist, should be dealt with on a child-by-child — rather than a group — basis. They maintain that self-esteem is the by-product of academic achievement rather than a course taught by teachers acting as amateur psychotherapists.

Besides, Mrs. Sangermano adds, self-esteem should not be an end in itself. "We don't want just a high self-esteem," she argues; "we want a healthy one."

When parents questioned the existence of a discipline problem, according to Mrs. Ricciardi, supporters of the Quest curriculum began promoting it as a drug abuse prevention program. Although Quest's drug education material mentions that drug abuse is illegal, the parents say that the open-ended decision making stressed in the program cancels out the effective-

The man who took some of the "life" out of 2 Live Crew is now trying to rein in the excesses of the Dade County, Florida, School Board. Representing a group called Parents Opposing Propaganda in Schools (POPS), attorney Jack Thompson has demanded that the nation's 4th largest school system comply with federal and state laws prohibiting "value-neutral" drug and sex education.

Thompson — who in 1990 "persuaded" giant record retailer Musicland to remove the obscene albums of rap group 2 Live Crew from all the chain's 900-plus stores nationwide and, as a "friend of the court," secured the first verdict in history that a record album is obscene — has protested the school system's use of a telephone "hot-line" (known as "The Link") which allows teenagers to listen to taped messages on alcohol and drug use, premarital sex, homosexuality, birth control, suicide, and other controversial subjects.

According to Thompson, "phones have been set up in the classrooms themselves, with the students directly hearing the value-neutral drug education under teacher supervision."

The telephone counseling program is a free public service sponsored and paid for by Switchboard of Miami, HRS (the state health agency), United Way of Dade, and television station WPLG. The tapes used in the program were developed by the University of Wisconsin at Madison.

Thompson contends that University personnel have intentionally tried to deceive parents as to the nature of the program by initially withholding tapes on controversial subjects such as homosexuality and promiscuity, introducing them only after the "noisy minority" is no longer paying attention.

According to Thompson, "The University of

ness of this teaching.

During the summer of 1990, 32 teachers from Jaffrey-Rindge received training to implement the Quest curriculum, but protests from parents led to the postponement of the program and the formation of a task force to evaluate their concerns.

After six months of study, the 18-member panel voted 14-4 in favor of implementing Quest this fall. (Mrs. Sangermano and Mrs. Ricciardi cast two of the dissenting votes.) At a May 13 school board meeting, however, a number of parents announced that they would not allow their children to participate in the program.

That resolute opposition, along with intensive lobbying of the school board members (and, Mrs. Sangermano and Mrs. Ricciardi believe, "the helpful hand of Providence"), is what led to the board's defeat of the proposal.

Support for Quest among Jaffrey-Rindge teachers appeared to be unanimous during the months leading up to the board's vote. The parents believe that self-interest and intimidation contributed to that apparent consensus, as well as hostility toward the rights of parents. "The teachers have forgotten who they work for," Mrs. Ricciardi said. ■



Jack Thompson

Wisconsin has been peddling perversion to public school systems around the country, which are themselves using taxpayers' funds to sell . . . homosexuality and licentiousness of all kinds to teenagers."

In a May 22 letter to William Modzeleski, Director of Drug Planning and Outreach for the U.S. Department of Education, Thompson argued that the Dade County school board incorporated the tapes into its curriculum "in clear violation of Public Law 101-226." That law requires that "all drug education in the public schools uniformly state that using controlled substances is illegal and wrong," Thompson wrote.

On July 17 the U.S. Department of Education sent a letter to the Florida Department of Education notifying it of possible violations of the federal law. The U.S. Department has given Florida 60 days to show compliance with the law.

Thompson urged that the nearly \$124 million in federal funds given to the school system annually be withheld while the violation continues, which is the remedy under P.L. 101-226. As evidence, he cited tape #125 "Marijuana" from "The Link" series, in which the adolescent caller is told that the question of the legality of marijuana "still remains to be answered."

Thompson also contends that tape #314 on "Homosexuality" and other sexually oriented tapes violate Florida Statutes 233.067 and 233.0672, which require all state schools to teach "abstinence from sexual activity outside of marriage as the expected standard for all school-age children," as well as the "benefits of monogamous heterosexual marriage." Tape #314 describes homosexuality as normal and natural, declaring that sexual orientation "is not a choice. It's a given. Like left-handedness, it's determined before birth." The tape concludes by referring teenagers to the National Gay/Lesbian Crisis Line.

"This tape sounds like a promotional piece for homosexuality, rather than a balanced discussion of it," charges Thompson, who notes that the tape also ignores Florida Statute 800.02, the state's anti-sodomy law. "Sodomy is a crime," Thompson said, "yet, here we have state funds spent to promote sodomy as 'a given' and 'not a choice.'"

On June 17, Thompson received word from Shirley Aron, Executive Director of Switchboard of Miami, that the "Marijuana" tape was being removed from "The Link" hotline in response to parental protests about the tape's

See Link-Line, page 3

## EDUCATION BRIEFS

John M. Shanahan, CEO of Gateway Educational Products, Ltd. in Orange, CA, slapped *Newsweek's* hand for criticizing the highly-advertised phonics program, *Hooked on Phonics* because it makes a profit. Shanahan said *Newsweek* failed to mention that members of the International Reading Association also profit from teaching children to read by the non-phonics methods widely used in public schools today. Shanahan pointed out that *Hooked on Phonics* can be passed on to family members and friends, and even sent back for a full refund if it does not work. "Certainly the taxpayers' money is not refunded by schools that turn out illiterate students," he added.

Federal Judge Rudi M. Brewster notified the Institute for Creation Research in El Cajon, CA on March 13 that it may continue its suit against Bill Honig, California Superintendent of Public Instruction, for violating ICR's constitutional rights. Honig has been trying to close the ICR Graduate School of Science because of its creationist perspective. Although ICR, in 1990, won both a state superior court suit and a state administrative proceeding against the Department of Education on this issue — forcing Honig to reinstate ICR as a fully approved school — ICR seeks a declaratory judgment that the Department of Education's continued action against the school is unconstitutional.

Sophomore Chris Fischer of Jenkins High School in Savannah, Georgia has won the right to wear a St. Patrick's Day T-shirt bearing the words "green condoms" to school. "If you do have sex, please wear a condom," Fischer recalled being told by his health instructor. "In school you're taught to learn about things like that. There's nothing wrong with it." Fischer, wearing another shirt underneath, was told to take off the T-shirt by several school officials, but refused. A meeting was held between the school principal and Fischer's mother, and it was decided that he — and the shirt — could stay in school.

President Bush named W. Frank Blount of NJ as CEO of the New American Schools Development Corp. (NASDC), the nonprofit group of big businessmen whom Bush has charged with revamping America's school system. Blount will report to a board of trustees chaired by former NJ Governor Thomas H. Kean. Blount is a 29-year employee of AT&T, which will continue to pay his salary while he heads NASDC. NASDC has already received \$30 million in corporate donations and is trying to raise \$200 million.

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# Alabama Parents Critique Quest's Skills for Growing

A group of Alabama parents has submitted a formal request to the Auburn City School System for reevaluation of the Quest elementary school curriculum called Skills for Growing. The scholarly 11-page document was signed in April by 10 parents who represent at least 50 families.

The parents who object to Quest are a highly educated group that includes academicians, counselors, professionals, business owners, and teachers. Most are college graduates, and many have advanced degrees, too. A final answer from the school board is expected this summer.

The following is an excerpt from the parents' document.

When viewing exercises on an individual basis, one would not see extreme harm to children. Most exercises when so viewed will appear positive. The reader must see the examples as part of a method and visualize possible outcomes of the method as a whole.

**A. Use of discussion groups or pairs to create an atmosphere of self-disclosure, exploring feelings and values in a group setting (group therapy):** Although these exercises are intended to improve listening skills and nonjudgmentalism, they actually disarm children and cause them to share intimate secrets or problems. How does the teacher respond when a child says Daddy cheated on his income tax, or a racial slur is repeated in the classroom when the teacher is instructed to simply facilitate discussion? Is she prepared to deal with revealed emotional hurts? The classroom is not the proper setting for procedures such as these.

K, Unit 2, Phase One, p. 46. Making Positive Decisions, Unit 3, pp. 20, 22, 34.

3rd, Making Positive Decisions, pp. 14, 30. Growing as a Group, Unit 2, pp. 21, 29, 31, 37, 46. Unit 3, p. 28, notice no adult supervision of groups discussing negative situations. Resource Sheets 7 & 8.

Review Curriculum, pp. 40, 84-93, 167.

**B. Feelings oriented:** Teachers are often instructed to help students evaluate learning by indicating how they feel about what they are doing. Although having fun while learning is important, it should not be more important than academic achievement. Have we helped the future generation when students graduate from high school full of self-esteem and unable to write a coherent paragraph or balance a checkbook?

K, Unit 1, pp. 7, 19, 24, 27. On page 24 teachers made up rhymes for children's names. How will this carry over to the playground?

3rd, Lesson 1, Phase 3. Unit 2, p. 11, pairing students. Unit 3, pp. 7, 11.

Review Curriculum, pp. 24, 40, 174.

**C. Peer Pressure, recognizing success as the combined achievement of all group members:** Although the idea of "community" is important, no one should be made to feel responsible for the actions or academic understanding of someone else. Nor should a child perceive that the group as a unit must come to one consensus. How, then, is negative peer pressure resisted in later years?

K, Unit 2, Phase One, p. 46. Making Positive Decisions, Unit 3, pp. 7, 20.

1st, Building a School Community, Unit 1, pp. 34, 39, 40. Page 40 doesn't mention right or wrong as a basis for decisions. Unit 2, pp. 4, 5.

2nd, Unit 1, pp. 39, 45 — Thought for the

Day. Unit 2, pp. 4, 5. Unit 3, pp. 7, 12-13, 18-19.

Review Curriculum, pp. 20, 24, 53, 59.

**D. Teaching young children decision-making techniques and then encouraging them that the decision is theirs to make:** Children do not possess the capacity to weigh pros and cons or see longterm effects of decisions. At this age they need someone to help them lay a foundation of rights and wrongs from which to draw when they are ready for this process as young adults.

K, Unit 3 Overview, p. 4.

2nd, Unit 3, p. 11, instructs children to decide on their own (without parental guidance). Unit 3, p. 12, children deciding if stealing and damaging the property of others are examples of positive or negative decisions. Unit 3, p. 16, "Is it easy to tell when a choice is harmful? Stand up if you think it is." Is this really the issue? There may not be an immediate harmful consequence resulting from a negative decision, and yet the decision may be contradictory to the philosophy of the child's parents. Together Times, Unit 3, pp. 11, 12, Decision Cookies makes either decision legitimate with no negative consequences. Do other decisions have the same result?

3rd, Unit 1, pp. 17, 19. Unit 2, pp. 20, 21. Unit 3, pp. 9, 12, 14, 16, 18, 19, 21, 22, 27. Unit 4, pp. 7, 9. Together Times, pp. 9, 12. Unit 4, pp. 7, 9.

Review Curriculum, pp. 129, 134.

Quote from *Alice's Adventures in Wonderland* (2nd, Unit 3, p. 9): "It seems like I have to do something wrong first, in order to learn from that what not to do. And then, by not doing what I'm not supposed to do, perhaps I'll be right, but I'd rather be right the first time, wouldn't you?" Do we want children to believe they must make negative or harmful decisions first in order to learn what not to do? What if those decisions are contrary to family rules or against the law? Does a child decide not to shoplift because merchants must raise prices or because it is wrong (2nd, Together Times, Unit Three, II, p. 12)?

Look at the example of "sharing" answers from your test (2nd, Unit 3, p. 14). Remember that the teacher has heretofore stressed the importance of sharing and helping each other. Where will the definitive answer "It is wrong to cheat" come from — the student or the teacher?

Is the decision about which friend to invite to the circus in the same class as a decision to steal (3rd, Unit 3, pp. 21, 27)?

**E. Lack of respect, authority, rights of parents/teachers; child deciding for self who is a trusted adult:**

K, Unit 3, pp. 33, 42. Making Positive Decisions, Unit 3, pp. 18, 23, 34.

1st, Building a School Community, Unit 1, pp. 40, 44. Unit 3, Lesson 2, p. 34.

2nd, Unit 1, pp. 29, 35.

3rd, Unit 3, p. 14, The only reference to Mother was a poem in which was said: "Clean up their rooms, and make their beds, so Mother wouldn't yell." Children are encouraged to decide for themselves when parental rules may already be in place.

**F. Presenting abnormal circumstances as normal (adult supervision should have been present or mentioned):**

K, Making Positive Decisions, Unit 3, pp. 5, 27, 29.

Review Curriculum, p. 167.



Vickie Hull

## Kansas Mother Bests Quest

A year has passed since the July 1990 Lawrence, Kansas, School Board quietly dropped the curriculum Quest, and the leader of that successful parents' rights effort, Mrs. Vicki Hull, is still being asked to explain how and why she did it.

The battle started in the spring semester of 1990 when Vicki Hull's daughter, Emily, was chosen as one of a hundred students for a Quest *Skills for Adolescence* pilot project at South Junior High School in Lawrence. That experience changed the Hull family's lives in ways that they couldn't have imagined a couple of years ago.

Like most parents, Mrs. Hull knew nothing about Quest and she had faith in the school personnel. But she did attend all the parent meetings and review some of the curriculum materials. She also sought answers to the questions raised by some other parents.

Emily had been a model student, but once into Quest, she seemed to undergo severe behavioral changes. "Our daughter began to cry a lot," Vicki recalls, "and say things like 'I must be this really awful person to have all of these bad feelings I didn't know I had.'" Two of Emily's classmates became so depressed that they threatened suicide.

Eventually, according to Mrs. Hull, Emily "pulled herself out of the program, saying it was causing her to think only of herself and to rebel." The Hulls then "spent the rest of the summer" trying to repair the damage.

"That," says Mrs. Hull, "was when I began to fight and speak up."

Mrs. Hull talked to anyone who would listen. She calculated the amount of academic instruction that was being sacrificed to make room for Quest, and she made an issue of that. She contacted school board members. She talked to the local press. She enlisted the aid of teachers opposed to the program (some of whom, she says, "threatened to quit rather than teach Quest"). She also recruited lawyers, educators, psychologists and other experts to critique the program.

Mrs. Hull's objections to Quest were principally the following:

- Quest uses Values Clarification — which means teaching children that they have the ability to decide for themselves what is right or wrong.

- Quest is not a drug prevention program.

- The R. J. Reynolds Tobacco Company would not support the program if it really taught children to say no.

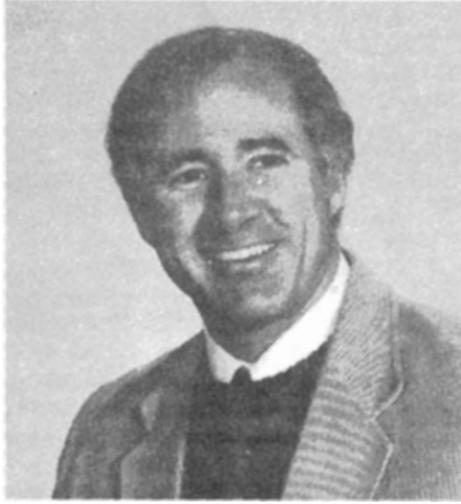
- Quest is psychological, not academic.

In the end, Quest was dropped by the school because it had become too controversial. Mrs. Hull is convinced that "confrontation" with the school was an essential part of her success.

However, she realizes that parents need to continue to be alert to psychological courses because the same principal who was such a supporter of Quest has become the curriculum director for the entire school district.

# FOCUS: What Parents Can Do When The State Mandates Family Life Ed

by Edward Scully



Edward Scully

Since Virginia mandated Family Life Education, a growing number of parents are exercising their right to opt their children out of the FLE program. In Albemarle County, some schools are reporting three to five times the number of students being opted out compared to last year.

One of the reasons for this increase is that more parents are becoming informed about the real content behind the euphemistic "Family Life Education" label. There was a time when sex education meant teaching factual knowledge about physiology and anatomy in a strong abstinence context. Such a program enjoyed wide acceptance from parents and proved effective in curbing teen sexual activity and teen-age pregnancies.

However, FLE's more "comprehensive" approach adds such topics as decision-making (letting the child make up his own mind), homosexuality, abortion, and contraception. The problem with this "comprehensive" approach is that it actually produces harmful results.

A 1986 Harris Poll researched the effects of contraceptive instruction on sexual activity among teenagers. The conclusion? Sexual activity levels were twice as high with contraceptive instruction as with non-contraceptive instruction. In fact, contraceptive instruction was even worse than no sex education at all.

In Virginia's Falls Church schools where the prototype of the FLE model was in place for more than 15 years, the rate of 167 pregnancies per 1,000 teenage girls in 1986 was double the state average. Again, this model taught teenagers to be "responsible" by using contraceptives.

Meanwhile, nearby Fairfax County, where contraceptives were not being taught, had one of the lowest teen pregnancy rates in the state (22 per 1,000).

Another parental objection to Family Life Education concerns the methods being used to teach it. FLE relies on *affective* education rather than on cognitive methods. Cognitive teaching is factual, measurable (it can be graded) and directive (the teacher imparts knowledge).

Affective education, by contrast, centers on the child's feeling and opinions, which can't be graded or judged by the classroom teacher. The teacher becomes the facilitator of classroom discussion and psychiatric games, rather than an educator. The teacher withholds judgment (or direction) so as not to discourage the children from discussing their feelings openly in

class.

Carl Rogers, the father of these psychotherapeutic methods and 1964 Humanist of the Year, lamented that his famous non-directive methods (which he had designed for troubled patients in clinical psychology) were actually destructive in the classroom.

Despite the evidence against both contraceptive instruction and affective methodology in teaching such value-laden content, the Virginia FLE curriculum embraces these approaches. It seems teachers are directive in every area of instruction *except* Family Life Education, where direction is needed most of all. It is no wonder parents are saying "no" to FLE.

Albemarle County parents have sought to work through the school system in their effort to provide the best and most effective sex education program for their children. Desiring a research-supported, abstinence-based alternative, parents this year have developed such a curriculum on their own. All of the materials used for this abstinence-based opt-out program were chosen from the list of materials and resources approved by the Community Involvement Team (CIT) and the Albemarle County School Board.

This program is already being widely followed throughout the county by parents opting their children out of the contraceptive-affective FLE curriculum. A close examination of this program would reveal:

- The curriculum thoroughly describes what the material is and when it should be taught in grades six through 10, detailing the objectives, content and resources to be used (as requested by the former school superintendent).

- The objectives closely parallel those of the county FLE curriculum.

- Much of the content is the same as the county's curriculum, with the exception of content that undermines the abstinence message. (Some changes also were made in which material is covered in which grade level.)

- Materials and resources were carefully chosen according to their strong abstinence message. At the core of the program are "Sex Respect" and materials developed by Teen-Aid, both being well-researched, abstinence-based programs showing positive results in students' attitudes toward abstinence.

- All of the materials and resources already have been approved by the CIT and the School Board.

- The program is entirely self-directed,

requiring no teaching in school.

- Parents are involved daily through home activities. Parents, therefore, may use their discretion about their child's readiness for sensitive material.

This program provides an alternative to those parents who wish to opt their children out of Family Life Education. It addresses much of the same content as FLE, but in a context consistent with parents' commitment to an abstinence-based presentation.

As a preface to the Family Life Education curriculum, the Albemarle County School Board states: "The Board advocates parent involvement in every phase of the curriculum teaching. Parents are, in the end, those to whom we are responsible."

As a result of their involvement in the FLE process, a significant number of parents have given the School Board and administration an abstinence-based alternative to Family a non-religious, Life Education. They have voiced their preference for this program over the provision of a study hall, which other school districts provide as an opt-out alternative.



With the escalating numbers of opt-out students in Albemarle County and throughout the state, leadership in responding to parental input and concerns regarding Family Life Education is desperately needed. The Albemarle County School Board and administration have thus far led the way in providing that leadership through the provision of parent-designed alternatives to Family Life Education.

For further information, contact Project Respect, Box 97, Golf, IL 60029, (708)729-3298, or Teen-Aid, Inc., N. 1330 Calispel, Spokane, WA 99201, Attn: Sue Shotwell, (509)328-2080. For a copy of Charlottesville-Albemarle Family Council's curriculum detailing the objectives, content and resources to be used, send \$5.00 to CAFCC, P.O. Box 4591, Charlottesville, VA 22905.

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## Oregon Literacy Test Shows Many Lacking

In the first statewide comprehensive adult literacy test in the nation, Oregon found that most adults can read simple texts and answer simple math problems, but once the tasks become more complex — like using a bus schedule, figuring out the correct change from a lunch bill, or interpreting a short poem — their skills falter. Many tested could not handle the more complex situations that routinely occur in daily life.

The survey results were announced April 23 by Oregon Governor Barbara Roberts, and they give a preview of what a national adult literacy survey may show when it is conducted next year.

The survey was divided into three basic categories: prose literacy, or understanding text information; document literacy, or understanding and using graphs, text, maps, etc.; and quantitative literacy, or understanding and applying math.

In testing for prose literacy, 78% met the basic, or lowest level, 41% were intermediate, and only 8.7% were at the master level.

When asked to locate information in a short sports article, 97% could do so; but only 47% could list evidence cited in a newspaper column to support the author's argument, and only 14% could interpret a short poem.

In the document category, 95% could determine the payment due date on a bill; but only 35% could determine the correct medicine dosage using a dosage chart and a child's age and weight, and only 18% could use a bus schedule to select the appropriate bus after being given time of travel, origin, and destination information.

The quantitative section showed that 96% could total two entries on a deposit slip; but only 37% could determine the correct change from \$3 after purchasing two items from a menu; and only 5% could calculate which sort of investment, from a table comparing biweekly and monthly returns, would be the most beneficial.

Governor Roberts said that the results show that we must both improve our schools and help adults improve with retraining and continuing education and skill development. Roberts asked, "How can an unemployed woman get to a job interview on time if she can't read the bus schedule? How can a father care for his sick daughter if he can't tell how much medicine to give her? And how can a factory worker become a foreman if he can't understand a pay stub or fill out a catalog order form?" ■

## Link-Line *Continued from page 1*

value-neutral message. Aron also indicated that all other drug-related tapes would be reviewed and revised by the coordinator of the Dade School System's Substance Abuse Program, in order to ensure that they conform to federal law.

According to Aron, revised scripts will be submitted to the University of Wisconsin-Madison for final review and re-recording.

Thompson hesitates to declare victory yet. "Giving Wisconsin the final shot," he says, "is like having the foxes guard the chickens."

Having failed to receive any response from the United Way regarding complaints from POPS, Thompson sent a June 24 letter to the charitable organizations' major corporate contributors in Dade County, urging them to

boycott United Way. In the letter, Thompson announced plans for a public rally on August 8 to publicize "United Way's assault upon your employees' children."

At a July 15 news conference in Miami, Florida, POPS announced a boycott against United Way of Dade. Thompson provided evidence that the United Way, Florida's HRS and the Dade County School Board are providing and promoting among minors material which violates state and federal laws.

Thompson has indicated that POPS is gearing up for an injunction prohibiting the playing and promotion of "The Link" tapes in the schools if the boycott of United Way fails to solve the problem. ■



## Book of The Month

**Educating for the New World Order** by B.K. Eakman, Halcyon House, 1991, \$21.95.

This is the true story of how a woman of extraordinary determination and perseverance stood up to the education establishment and forced a federal government agency to obey the law.



When Anita Hoge placed a simple citizen complaint against a local school district, she accidentally uncovered a 30-year scheme to redirect both the control and purpose of American public schools. This scheme included drawing attention away from the federal role in education and creating state bureaucracies to serve as the "fall guys."

Mrs. Hoge discovered a sophisticated and well-organized strategy, combining high technology and political manipulation, to conduct illegitimate psychological tests and surveys, while at the same time funding a growing governmental bureaucracy. In this sense, the book serves as a "guidebook" on how to usurp power in democracy.

The author explains that the purpose behind this scheme is to create a "new world order" as envisioned by the group that first hammered out the Elementary and Secondary Education Act of 1965 under Presidents John Kennedy and Lyndon Johnson. This book tells not only how they pursued this goal with taxpayers' money over 25 years, but also how the gutsy Anita Hoge learned to make use of their own strategies to expose what they did.

This book explains how the public schools are being used as instruments of change to reshape the way children think. It tells how parents who challenge the system are stonewalled by the education bureaucracy. The author explains how personal information on individuals and families is compiled and stored in non-secure data banks, and how Social Security numbers can be used to cross-reference assessment test data with other personal records.

This book explains why efforts to reform education have consistently failed, and how teachers are unwitting pawns of the establishment. It shows the extent to which "assessment" tests measure students' attitudes rather than achievement, and why remedial reading has become institutionalized. The book reveals the massive influence that a major tax-exempt foundation has had on American education.

No one was more surprised than Anita Hoge when she was declared the winner in a case against the U.S. Government — even before it went to court and before she had a chance to make her case public. This book is a case history in the frustrations of dealing with the 1978 federal Protection of Pupil Rights Amendment and its 1984 regulations.

This book can be ordered @ \$21.95 from Halcyon House, Box 8795, Portland, OR 97207.

# Board Investigates Election Fraud

The St. Louis Election Board voted July 8 to investigate charges of fraud in the April 2 St. Louis School Board election. "We are of the opinion that the allegations are serious enough and substantial enough to warrant an investigation," said Leo V. Garvin Jr., attorney for the Election Board.

The board voted to petition the St. Louis Circuit Court for access to the voter signature cards. "Checking signature cards will either show fraud or will end the matter," Garvin said.

On April 2, the "4 Candidates 4 Kids" slate, known as the pro-busing candidates, won the election by margins ranging from 8,300 votes to almost 10,000. The victorious slate was opposed by an anti-busing slate of four candidates who ran under the banner of Friends and Advocates of Neighborhood Schools of St. Louis.

Garvin said that one factor in the decision to conduct an investigation was that "some people calling for it have nothing to gain from it and no ax to grind with the board."

Those "people" are George D. Wendel and Kenneth F. Warren, two St. Louis University political science professors, who said they suspect vote fraud in the election. Warren said that 11 black wards had given the "4 Kids" slate totals averaging 96% of the vote.

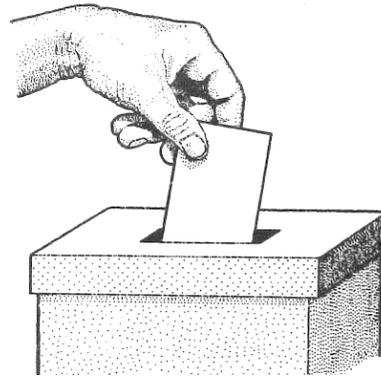
Warren called those results "very, very unusual, bordering on the impossible." He said that such a percentage of black support in those wards was higher than what Jesse Jackson got in his 1988 presidential bid and what black candidates got in the 1987 School Board race.

Even more suspect is the high voter turnout in the black wards. "To go from a 17% turnout in 1987 to a 34% turnout in 1991," Warren said, "just defies electoral reality."

Gary Stoff, Chairman of the Board of Election Commissioners, said, the board "may investigate charges of voting from abandoned houses and vacant lots."

The "4 Kids" campaign staff credits their election victory to the use of phone banks and door-to-door campaigning. However, Warren says, "Those things don't work that well. On the North Side, there are a great number of homes that don't even have phones."

Alderman Michael K. Sheehan (D), a former



school board member, noted that about 10,000 more votes were cast in the 1991 school board election than in a typical school board race. "Either it was a political miracle to have 10,000 more votes cast," he said, "or it was a miracle of massive fraud. Draw your own conclusions about what happened."

Newly elected school board member R. William Purdy said that he and the other members of the "4 Kids" slate had complied with all state election laws. Ed Finkelstein, the lead manager for the "4 Kids" campaign, said he knows nothing about "vote fraud on anybody's part" and questioned the motives of those who suggested as much.

Finkelstein, who handled the majority of the \$350,000 spent by the pro-busing "4 Kids" slate, has refused to release itemized expenditures for the campaign. The campaign disclosure forms simply show the funds being paid to two public relations firms, one of which is headed by Finkelstein.

Professor Warren, who said he actually voted for the "4 Kids" slate, said, "I think it's a sleazy way of hiding the money."

Former U.S. Senator Thomas Eagleton, (D-MO) expressed indignation at how the "4 Kids" pro-busing slate came up with "the newest and cutest method of political fog emission." He described the process as "appoint one bagman consultant to carry it [money] around and never divulge where he made the drops."

Meanwhile, Missouri Governor John Ashcroft blamed desegregation payments for

the \$216 million he cut from next year's budget. The state must pay about \$100 million for the court-ordered "voluntary" busing expenses in St. Louis and another \$187 million for similar expenses in Kansas City.

In the St. Louis plan, 12,000 black students are bused from the city to the county, and 900 white students are bused from the county to the city. The cost of the desegregation plan to State of Missouri taxpayers averages \$7,752 per bused student.

### Business Gets Involved

The St. Louis School Board election is a striking example of what happens when business gets involved in education, as President Bush has been urging. Business puts up big bucks and the public school establishment spends the money as it pleases — without restraint or accountability, and for the express purpose of maintaining control of the public schools in the hands of the same people who have created the present failed conditions.

The list of corporate, firm, and individual donors to the pro-busing "4 Kids" candidates in the April St. Louis School Board election reads like a who's who of the St. Louis business establishment:

Anheuser-Busch	\$25,000	Interco	\$5,000
Emerson Electric	\$25,000	Wetterau	\$5,000
Monsanto	\$25,000	A.G. Edwards & Sons	\$4,500
Union Electric	\$25,000	Bryan Cave McPheeters & McRoberts	\$4,000
Boatmen's Bancshares plus loan of	\$20,000 \$25,000	Brown Group	\$3,000
May Department Stores	\$20,000	Lewis Rice & Fingersh	\$3,000
Pet Incorporated	\$10,000	Sverdrup	\$3,000
Mercantile Bancorporation	\$7,500	Commerce Bank	\$2,500
Ralston Purina	\$7,500	Mallinckrodt	\$2,500
Edison Brothers Stores	\$6,000	Schnuck Markets	\$2,500
Laclede Gas	\$6,000	Ernst & Young	\$2,000
General American Life	\$5,000	Maritz	\$2,000
		Price Waterhouse	\$1,750

These business donors to the winning pro-busing "4 Kids" slate have made no public demand for an accounting of how their money was spent. Senator Eagleton concluded, "In the name of reform, the good do evil and are protected by the mantle of feigned ignorance."

# Classroom Counseling Stirs Parents' Ire

Janice Patterson and Kim Bryant have taken on the Lees Summit R-7 School District in Missouri in an effort to compel compliance with the federal Protection of Pupil Rights Amendment, which requires prior written parental consent before the use of psychiatric or psychological testing or treatment in the classroom.

Mrs. Patterson and Mrs. Bryant charge that their children were subjected to group counseling sessions during elementary school classes without parental permission. They maintain that the school's curricula incorporate self-hypnosis, psychoanalysis, and group therapy. They cite the school's use of the DUSO self-esteem program and the Pumsey Pursuit of Excellence teaching method. Pumsey is a puppet character that is used in conjunction with guided imagery therapy.

Both women are concerned about an increasing social service role in public education and a decreasing right of parents to have input in the curriculum.

"It's illegal for schools to conduct any sort of psychological testing or treatment without parental permission," said Mrs. Bryant. "Kids are so far behind in academics, why are we spending so much time on these things?"

"We don't have a problem with counseling

kids on a one-to-one basis or counseling a group of kids with the same problem — with parental permission, but to do this for all nonacademic courses without parents' permission is wrong," Mrs. Bryant said.

Mrs. Bryant says that her son became "very angry, very confused about expected behavior, very self-centered" during the course of the school year. Her request to review a guidance counselor's lesson went unanswered.

During the summer months, he seemed to return to normal. This change in behavior convinced Mrs. Bryant not to send her children back to the public school this fall. "My goal is to take my kids out and work on making the system better so they can go back," she explains.

Mrs. Bryant and Mrs. Patterson have formed a group for parents to join who are interested in working for pro-family goals. "This organization is set up to promote parental rights over what is being taught in public schools," said Mrs. Patterson. "We know things are being taught in our schools which undermine what we teach them at home. We are trying to get the parents together to realize that, if there is a majority, maybe we can make a change. We are here to band together and support each other."

The concerns of Mrs. Patterson and Mrs. Bryant garnered front-page attention in the



Kim Bryant and Janice Patterson

local newspaper, the Lees Summit *Journal*, and sparked a flurry of responses in the letters-to-the-editor section of the paper. Mrs. Bryant acknowledges that some teachers, administrators, and parents consider them to be troublemakers, but says that they have received "lots of phone calls" from concerned Missourians wanting to know "what's going on."

What's going on, Mrs. Bryant tells them, is that the public schools are "taking responsibility away from parents." Even though some parents seem willing, even eager, to abdicate their authority, Mrs. Bryant believes that most will fight back once they know what's at stake. "We'll gain support," she confidently predicts.