

## Pennsylvania Battles 'Outcome-Based Ed'



Chuck Haupt Photo

### A lesson in "death education"

Paul Sillman shows 9th-graders at Susquehanna Valley Junior High School in New York how a 16th century samurai would commit ritual suicide. The students watch the demonstration as part of their study of Japan and China. Many parents across the country are concerned about the growing number of death and dying education classes, the emotional effect on young children, and the time taken away from academic subjects.

## Georgia Parents Claim Victory Despite Governor's Veto

ATLANTA, GA — Supporters of a bill to ensure that sex education courses in Georgia conform with state law are claiming victory in spite of Governor Zell Miller's veto. The bill, passed by an overwhelming majority of the state legislature (150-1 in the House and 46-8 in the Senate), was vetoed by the Governor on April 2.

House Bill 1837 would have required local boards of education in Georgia to "adopt policies designed to ensure that course materials in sex education and AIDS prevention instruction are appropriate." The bill would have provided that "no instruction pursuant to the Code section shall encourage violation of Georgia law." State law prohibits sodomy, fornication, and adultery.

Sponsored by Roger Byrd, the bill would also have provided that parents be informed in writing of "the parent's right of access to course materials and the right to prohibit the child from receiving such course of study."

In a statement that accompanied his April 2 veto of HB 1837, Governor Miller took exception to the bill's requirement that local boards of education ensure the appropriateness of sex education course materials, arguing that "the standard by which materials are to be judged as 'appropriate' is confusing and would probably prompt litigation." The Governor also questioned the compatibility of various sections of the bill, contending that a provision for instruction about the prevention of pregnancy and sexually transmitted diseases conflicted with prohibitions against any encourage-

ment to violate state law.

"Since Georgia law prohibits sex between unmarried people," the Governor explained, "it is problematic how to provide the instruction concerning pregnancy, sexually transmitted diseases and AIDS to unmarried teens, as this bill indicates, without violation of the law. It

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Governor Zell Miller

## Carnegie Units to be Replaced By 15 Goals and 51 'Learning Outcomes'

HARRISBURG, PA — The Pennsylvania State House voted 150 to 47 on April 6, after a two-and-a-half hour debate, to delay implementation, pending further study, of the state Board of Education regulations mandating "outcome-based education." But on April 16 the Independent Regulatory Review Commission voted 3 to 2 with one abstention to approve the new regulations anyway.

This has set the stage for further debate and action in the Pennsylvania State Legislature, whose members are expected to investigate why the April 6 vote has been so blatantly defied by the executive branch.

This oversight commission (whose members were appointed by the Governor) had previously opposed the "outcome-based" system, but Governor Robert Casey is believed to have applied political pressure to win speedy approval. The matter is now scheduled to go to the Governor for his signature.

The confrontation between the State Legislature and the Board of Education is over whether a high school diploma in Pennsylvania will continue to mean that a student has taken 21 courses, called Carnegie units, or will mean that a student has met 15 goals and 51 "learning outcomes" newly formulated by the state department of education.

The traditional Carnegie units include four years of English, three years each of mathematics, science and social studies, two years each of arts and humanities, a year of health and physical education, and several electives. These are widely accepted standards of achievement which college admissions tests can measure.

The goals and "learning outcomes," on the other hand, are vague, subjective, devoid of accountability, and largely based on attitudes, values and behaviors instead of on academic subject matter. The "outcome-based" system, proposed by the state Board of Education, will make it virtually impossible to conduct tests, standardized or otherwise, that allow comparisons with students in other schools or states.

When the Pennsylvania state department of education first proposed converting to "outcome-based" schooling last fall, it had 15 goals and 575 outcomes on the list of requirements that students would have to meet before graduation, but the outcomes have been condensed to 51. Parents assert that 85 percent of the goals are affective, which means that they concern attitudes, values, feelings and emotions rather than academic achievement.

Although the state Board of Education had told the legislature that there would be no fiscal impact caused by this new school plan, a study made by the Wharton Business School shows that the startup cost for just six school districts would be \$16 million.

A look at some of the 51 "learning outcomes" listed by the Pennsylvania Department of Education makes clear that they cannot possibly measure students' performance objectively.

- "All students develop interpersonal communication, decision making, coping, and evaluation skills and apply them to personal, family, and community living."

- "All students understand and appreciate their worth as unique and capable individuals, and exhibit self-esteem."
- "All students relate in writing, speech or other media, the history and nature of various forms of prejudice to current problems facing communities and nations, including the United States."
- "All students develop skills of communicating and negotiating with others to solve interpersonal problems and conflicts."
- "All students develop knowledge of physical fitness, including aerobic fitness and skills in lifetime sports and outdoor activities to promote lifelong physical activity."
- "All students relate basic human development theories to caregiving and child care strategies."
- "All students apply the fundamentals of consumer behavior to managing available resources to provide for personal and family needs."
- "All students make environmentally sound decisions in their personal and civic lives."

What alarms thoughtful parents is not only the concentration on "politically correct" attitudes and feelings, but the fact that graduation, as well as promotion from one grade to another, are linked to requirements about behavior change. Students will have to meet vague objectives relating to self-esteem, ethical judgment, and adaptability to change, and will be subjected to remediation if they don't meet these subjective requirements.

Anita Hoge, a parent who lives in West Alexander near Pittsburgh and has been a critic of attitudinal testing for the last six years, asserts that outcome-based schooling raises at least four questions: (1) How do you measure the goals, or outcomes? (2) How do you score them? (e.g., Is willingness to go along with the crowd viewed as positive or negative?) (3) Who determines the criteria? (4) What types of programs will be used to change behaviors that are deemed incorrect?

Mrs. Hoge believes that the outcome-based system would establish an Orwellian program of behavior modification. Outcome-based education, she insists, would "test predispositions of children and remediate them to conform to state objectives."

"The key is the tests," she says, and she believes that they will be designed to test "threshold levels of compliance" by putting children "in hypothetical situations that are geared to collectivism." She urges parents to exercise their rights to refuse to allow their children to be subjected to psychological testing and treatment.

Outcome-based education was developed by Theodore Sizer, William Spady and William Glasser. It is sometimes referred to as mastery learning, restructuring, relearning, or cooperative learning.

Parents have organized to oppose outcome-based education under the name Pennsylvania Coalition for Academic Excellence. Started in January, the Coalition already has 50,000 members, and it is storming the Legislature. ■

## EDUCATION BRIEFS

American children rarely write in school and when they do, they do it poorly, according to a recent survey done by the U.S. Department of Education. The survey evaluated writings of fourth and eighth graders and found that, though students are imaginative and creative in the subjects they write about, the writings are generally disorganized and lacking in critical and analytical content. It was noted that only 10 to 20 minutes each week is devoted to the teaching of writing in elementary school. Assistant Secretary of Education for Educational Research and Improvement, Diane Ravitch, called the survey results "one of the most important events in education for 1992." She said it could stimulate "the revival of writing in American schools" by breaking the "iron grip of the standardized multiple choice test" in the nation's classrooms.

The Bible is being excluded from a course of studies designed to develop character in students, according to a new policy at Parkway Schools in St. Louis County, MO. The board voted 5-1 to omit the Bible as a "historic document." The policy allows references to five historic documents as teaching tools for character development: the Magna Carta, the Mayflower Compact, the Declaration of Independence, the Constitution and the Bill of Rights. Those who recommended including the Bible in the course of studies emphasized the importance of teaching children values such as honesty, commitment to family, integrity, responsibility, justice, freedom and equality. However, board president Kent Friedman pointed out the diverse religious and cultural backgrounds of the people in the community, saying, "We are religious, but what we have to do is respect each other."

A federal judge has decided to uphold tax breaks for Iowa parents who send their children to private schools. U.S. District Judge Harold D. Vietor has ruled that Iowa's program of tax deductions and credits for these parents does not violate the U.S. Constitution's ban on government establishment of religion. A 1987 state law authorizing the tax breaks had been challenged in a federal lawsuit by a group of taxpayers with the backing of Americans United for Separation of Church and State. The judge stated that the law does not create any direct aid to parochial schools, saying, "The sole relationship involved is between the state and its taxpayers." Under the Iowa statute, parents may claim a deduction of up to \$1,000 per child for private-school tuition and textbooks.

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## Parents Growl at 'Bear Skinner'

SAN DIEGO, CA — Parents were outraged to discover that the film entitled *Bear Skinner* was shown to 4th and 5th graders at the Benjamin Franklin Elementary School. This film, which explores the power of Satan, has alarmed not only parents, but the local media and police as well.

Kathy Villalobos first found out about the film from her 4th grade daughter, Bernice. "I could see how much it had traumatized her," Mrs. Villalobos said. "The images she related to me were as if from a horror film."

Finding it hard to believe that the school would show such a film, Mrs. Villalobos went to the school and asked to view the video herself in the hope that her daughter had missed "something of redeeming value in her account of the film." She was shocked by what she saw.



Kathy Villalobos and her daughter Bernice

Mrs. Villalobos said *Bear Skinner* is a story about a man who makes a pact with the devil and prospers by his compliance with evil. It shows the devil skinning a bear in gory detail, shows a dirty, monstrous man with maggots and worms crawling out of his arms, and many other graphic images, which Mrs. Villalobos says are "vulgar, grotesque, horrifying, and highly inappropriate."

"The images that I found most offensive,"

she explains, "were taken directly from the Bible, but distorted to glorify the devil rather than God." Such images included parallels to the Last Supper, Communion, and Jesus' birthplace. Part of the deal that the devil makes is that the man is not allowed to say the Lord's Prayer for seven years. The film ends with the devil laughing and saying, "So you see, I won. I got two souls for the price of one."

Mrs. Villalobos says this film gives a "horrible sense of values and horrible role models. It teaches that evil triumphs, and compliance with evil characters brings prosperity."

The local news station, Channel 10, aired a story on *Bear Skinner* that included actual scenes from the film, as well as an interview with Mrs. Villalobos and her daughter Bernice. The story received so much response that Channel 10 aired it five times.

The community has responded very well in favor of Mrs. Villalobos' position, and she says she has gained "a lot of support and respect." After the story was aired on Channel 10, the school was flooded with calls from all over town.

The school, however, is angry at Mrs. Villalobos for showing the film to the news media saying, "the media is only there to report the negative and never the good."

The police have also viewed the film because they thought it might be considered mental cruelty to the young children who viewed it and, thus, illegal. The police concluded that the only reason it was not illegal was because it did not have any sex in it.

"The film was district approved so anyone could see it," said Mrs. Villalobos. It was shown during the 4th and 5th grade reading hour and was to be shown to the 3rd grade the next day, but Mrs. Villalobos' complaint prevented that. She has since discovered that this film has been shown in other states and districts throughout the country.

The school principal said the *Bear Skinner* video was shown because "it was approved and available." Now she says the video will no longer be shown. However, it still remains in the district library, and Mrs. Villalobos says that "the principal will not — to this day — admit that it is inappropriate."

The teacher who showed the video won't respond to Mrs. Villalobos at all and refuses to meet with her. "In fact," Mrs. Villalobos adds, "everyone says it's a closed subject, and I'm not supposed to talk to them about it anymore." ■

## Californians Want Choice On Ballot

As of April 3, the initiative to place school choice on the ballot this November in California still needed substantial help. While the organizers say they will succeed in getting on the ballot, they predict it will be very close.

The initiative, supported by EXCEL, a coalition of business executives and low-income parents, would give students who want to attend private schools an annual state scholarship of \$2,500.

EXCEL accuses the California Teachers Association of behaving like the Teamsters. CTA union organizers have been harassing petition gatherers — surrounding them to physically prevent willing citizens from signing the petitions, shouting at would-be signers, and harassing the petition gatherers. Teachers have sent notes home with children warning that the school choice referendum is "evil" and have talked about it in their schools. The union's tactics have been quite successful. EXCEL

hired a professional company to gather signatures. These professionals are working four petitions at once and they get paid per signature; so, when they encounter resistance, they simply fold up the school choice petition and concentrate on the other three initiatives.

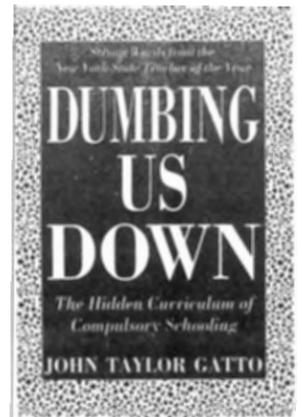
More recently, EXCEL has turned to volunteers who have a strong commitment to the cause. They are being much more successful, but the campaign has a lot of catching up to do.

Observers believe that if California, our largest state, puts a school choice referendum on the ballot, it will change the whole education debate. Polls show strong majorities in support of public school choice and sizeable majorities even for private school vouchers. If the referendum passes in California, much of the nation will follow suit, as happened with the passage of Proposition 13 cutting taxes. The result could be to break the power of one of the most powerful unions — the NEA. ■



## Book of the Month

**Dumbing Us Down: The Hidden Curriculum of Compulsory Schooling** by John Taylor Gatto, New Society Publishers, Philadelphia, PA, 1992, 104 pps, \$9.95.



After 26 years of award winning teaching in Manhattan's public schools, John Taylor Gatto offers his critique of compulsory schooling. What he has discovered through his vast teaching experience is that public education actually takes away the self-knowledge, curiosity, concentration and solitude essential to learning. He has found that, between schooling, TV, and the stresses of two-income and single-income families, there is little time for children to learn for themselves the many important lessons from home and community.

This has led him to the sad conclusion that compulsory government schooling really does little more than teach young people to obey orders — "like cogs in the industrial machine." He says, "School is a 12 year jail sentence where bad habits are the only curriculum truly learned. I teach school and win awards doing it. I should know."

In *Dumbing Us Down*, Gatto takes an honest, hard-hitting approach to the problems in our public education system. He says, "If we're going to change what's rapidly becoming a disaster of ignorance, we need to realize that the school institution 'schools' very well, though it does not 'educate'; that's inherent in the design of the thing. It's not the fault of bad teachers or too little money spent. It's just impossible for education and schooling ever to be the same thing."

Gatto adds that, "Genuine reform is possible but it shouldn't cost anything. More money and more people pumped into this sick institution will only make it sicker." He points out that, "No large-scale reform is ever going to work to repair our damaged children and our damaged society until we force open the idea of 'school' to include *family* as the main engine of education. If we use schooling to break children away from parents . . . we're going to continue to have the horror show we have right now."

Gatto encourages independent study, community service, adventures and experience, large doses of privacy and solitude, and apprenticeships. These are powerful, cheap and effective ways to start a real reform of schooling. He says, "It's high time we look backwards for an educational philosophy that works."

Gatto says his heart has never left the Monongahela Valley near Pittsburgh, where he "learned to teach from being taught by everyone in town, where I learned to teach work from being asked to shoulder my share of responsibility, even as a boy, and where I learned to find adventures I made myself from the everyday stuff around me — the river and the people who lived alongside it." ■

# Inner City Kids: Why Choice Is Their Only Hope

By A. Polly Williams  
State Representative, Wisconsin

Since 1976, Milwaukee has been under court order to "racially balance" its public schools. There are about one hundred thousand school-age children in this city. Approximately 70 percent are black or belong to other minorities. How do you "racially balance" a system in which 70 percent of the population is made up of minorities and only 30 percent is white? How do you justify the millions of dollars that the federal and state government are paying the schools to achieve this impossible goal?

The same court order mandates that only 30 percent of the teachers can be black. "Racial balance" is the goal once again. But if the city is 70 percent minority, where are the non-black teachers supposed to be coming from? And why are black teachers who want to work in the inner city prevented from teaching?

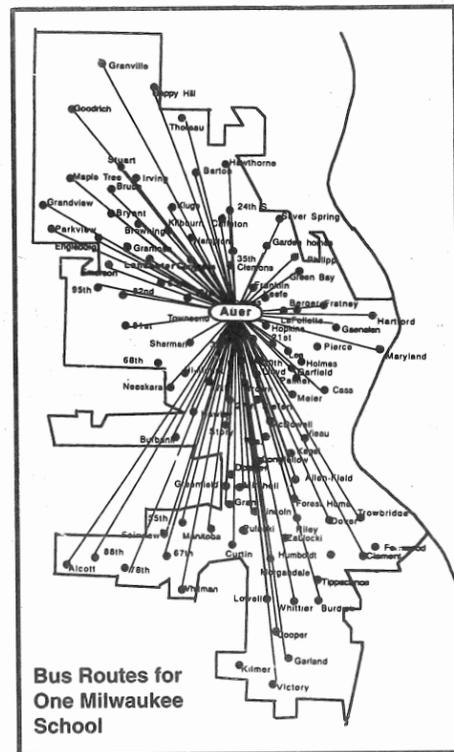
Here are some maps that will show what happens when the government and the courts try to force "racial balance." In the middle of the first map, the small circle is an inner city school, and every one of the round black dots represents one of the other schools in Milwaukee. Under the "racial balance" plan, black children who would ordinarily attend the inner city school in question are bused all over the city — to 104 different schools.

Historically, blacks have equal opportunity education; what they've gotten instead is forced desegregation. What do blacks want? We want the same thing whites want. We want our kids educated in their own communities. Yet look at the second map, showing the bus routes for just three schools. (Imagine a map showing the bus routes for over 100 schools!)

Better than anything, these bus routes show the chaos and confusion caused by forced "racial balance." They also show corruption: the government pays the educrats an extra

\$1,000 in desegregation funds for every new route. For the last decade and a half, forced busing in Milwaukee has cost taxpayers \$335 million.

In the meantime, the public schools are failing to educate our children. Sixty percent of all Milwaukee 9th graders do not complete high school, and of the 40% who stay in the school and walk across the stage to receive their diplomas, only 10% can read. For what amounts



Bus Routes for One Milwaukee School

to a 90% failure rate, we pay \$600 million a year to support the Milwaukee public schools — that averages out to about \$6,000 per student. The educrats keep saying, "You've got to give us more money, because it's tough to educate these inner city kids. They are poor,

and they are raised by single mothers; we can't expect them to learn."

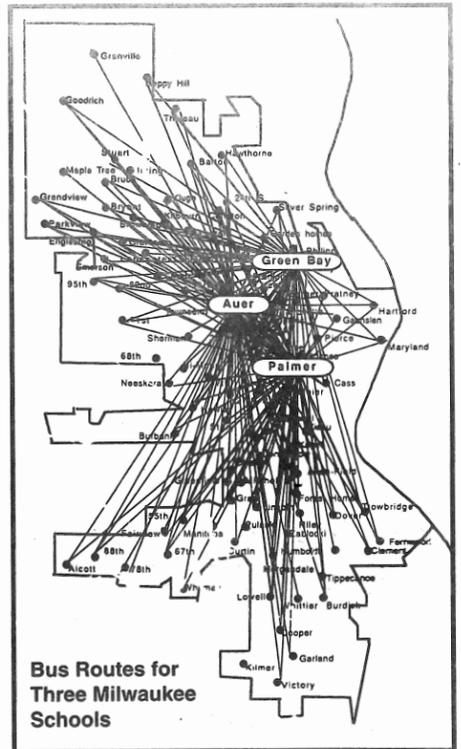
Blacks want to learn and to earn their way just like everybody else. We don't want welfare that just puts us back on the plantation — this time the government plantation.

Blacks don't want their children to be forced to attend public schools if there are better alternatives. In the Milwaukee public school system, 62% of the teachers and administrators refuse to send *their* kids to the public schools. This flight from the system has had ironic results. When 23 suburban public schools were recently in danger of closing due to low enrollment, black children were simply bused in, and the state gave the failing suburban public schools a guaranteed source of students and more than \$22 million a year in additional government funding.

I opposed forced desegregation from the start. I wanted what most parents want: for my children to be educated in their own community.

To everyone's surprise, the parental empowerment bill — the first in the U.S. — passed into law. Starting in the 1990-91 school year, up to 1000 students could claim \$2,500 worth of tuition vouchers (a fraction, of course, of the per-student expense at public schools). This year, one private school had 600 applicants for 100 openings. Every private school in the inner city has a waiting list. Hundreds of low-income families want out of the public school system. Those who have succeeded in getting out are spreading the word: Their children, two to three grade levels behind in the public school, are now working at their grade levels. Once always absent, they are even refusing to stay home sick!

Sure it's only a thousand in a city that has 100,000 students, and the educrats are fighting the bill in the state Supreme Court, but I think it's a real victory — and we've only just begun. If the poor people of Milwaukee can achieve



Bus Routes for Three Milwaukee Schools

something no other group in the nation has been able to do, then anything is possible.

Reprinted by permission from IMPRIMIS, the monthly journal of Hillsdale College. Polly Williams, a six-term state representative in the Wisconsin Legislature, is America's leading advocate of parental choice in education. Time, Newsweek, the Wall Street Journal, and "60 Minutes" have reported on her successful efforts to secure private school vouchers — the first in the nation — for inner city students in Milwaukee. Her "choice" plan was upheld by the Wisconsin Supreme Court on March 3, 1992.

# Governor Signs Abstinence Bill Grassroots Victory in South Dakota

PIERRE, SD — The Sunshine State got even sunnier in March when South Dakota Governor George Mickelson signed a "chastity bill" for elementary and secondary schools. The bill, passed by a narrow majority in the state legislature at the end of February, revises an existing "moral instruction" statute to include the teaching of sexual abstinence and AIDS instruction. It also provides that the state board of education "shall promulgate rules . . . to prescribe a course of study for the instruction required."

House Bill 1212 "has proven that exciting things happen when we allow God to have His way," said State Representative Roger Hunt, sponsor of the bill. He attributes the bill's passage to the efforts of "literally thousands of people working behind the scenes in support of HB 1212." According to Hunt, "The Governor's office reportedly assigned an additional staff member to help handle the incoming calls and messages. People left homes, families and jobs to come to Pierre to speak on behalf of the bill and lobby for the bill."

"Our work has just begun," comments Leslee Unruh, one of the originators of the chastity bill. "Now we have to sell each school system." She explains that the grass roots must lobby the

local school districts, local school boards, and local educators. "We must give them the message that teaching 'safe sex' is not working."

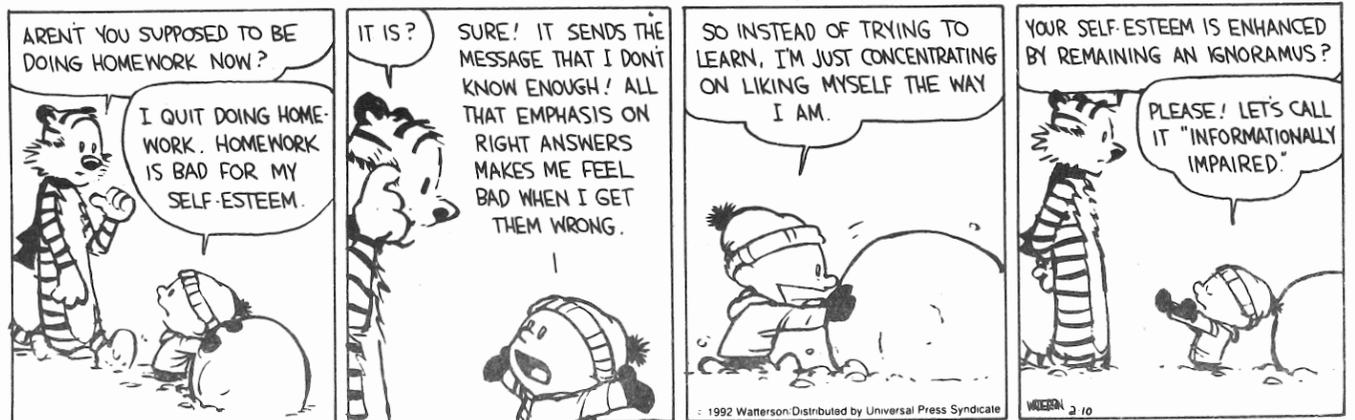
"We want each one to have a curriculum," Mrs. Unruh adds, "not just a speaker to come in and talk about abstinence. Mentioning the word abstinence is not enough — we need to teach it."

Bill sponsor Roger Hunt, commenting on the bill's narrow margin of victory (four votes in the

House, five in the Senate); asked rhetorically: "Isn't it interesting that, even though sexual abstinence has been approved and fully supported by federal and state governments, and even though it is the only effective way to combat and prevent sexually transmitted diseases, some people still argue it is something that our schools should not be required to teach?"

Hunt said that sexual abstinence should be

taught "in the school and in the home." Such instruction, he believes, offers "an option to the peer pressure that causes many of our young people to accept the philosophy that adolescent sex is okay so long as it is 'safe.'" Hunt stressed that sexual abstinence "must be taught in a positive manner so that our youth fully understand they have a choice and can say NO TO SEX."



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## Oregon Parents Shocked By Sex Ed Quiz

GRANTS PASS, OR — A quiz given by a Human Relations teacher is causing quite a storm. On the second day of her 11th grade class, she gave a sexual knowledge quiz with questions asked in a national survey designed by the Kinsey Institute. Questions included, "Out of every 10 American women, how many would you estimate have had anal (rectal) intercourse?" and "What do you think is the average length of a man's erect penis?"

As distributed to the students, the quiz appeared to be a photo copy of an undated newspaper article reporting an Associated Press dispatch out of New York, on which the teacher had typed a column for the students to write their answers to the 18 questions. (Sidebar shows the quiz exactly as it was given to students.)

This same teacher showed the class an R-rated movie which she taped from HBO called "Heavy Petting." Also she has used a condom box as a hall-pass, has worn a condom corsage, and at Christmastime decorated the class tree with red and green condoms.

Concerned by the teacher's obvious lack of discretion, parent Cheri Peterson asked to see the curriculum for the class. What she found was that the teacher had put together her own curriculum using information she received this past summer at a Planned Parenthood conference in Oregon.

### "It's 'how to' sex-ed"

"I was most curious about her view of marriage and family," Mrs. Peterson said. "Not one page [of the curriculum] was devoted to this subject," she added. "However, there were 14 pages dedicated to homosexuality, three of which dealt with the topic of homophobia."

Although the curriculum council wants abstinence stressed, no emphasis is placed on abstinence in the class. "It's basically a 'how-to' sex ed class," Mrs. Peterson claims. "It's about choosing your own sexuality without any regard to morals."

"This teacher is defiant and has her own agenda," says Mrs. Peterson, "and the administration isn't doing anything about it. I let my kids go to school to learn, and then I have to 'undo' what they're being taught!"

The curriculum council, which is made up mostly of parents, was upset when shown the quiz the teacher had given on the second day of class, and immediately prohibited its use in the future. The school principal has also forbidden the teacher to use a condom box as a hall-pass.

Mrs. Peterson says that, although she is encouraged that the curriculum council and the school principal are willing to listen and make changes, she feels like "they're constantly following behind the teacher and cleaning up her messes." Mrs. Peterson says they need to take "preventative measures and review her lesson plans and materials *beforehand*."

The teacher's union sides with the teacher and wrote a letter to the school saying, "Don't take away her academic freedom." One of the school counselors emphasized that "this is the 'real' world."

The Human Relations teacher who gave the test is popular with the students because, as Mrs. Peterson says, "kids love sensationalism and controversy, and she provides that." She has been teaching there for several years, but most parents were unaware of what was going on in the classroom because their kids did not say anything about it at home. ■

## Georgia *Continued from page 1*

certainly raises the question as to whether any instruction other than abstinence encourages the violation of Georgia law."

Concluding that "HB 1837 invites litigation by its lack of clarity as to standards of appropriateness and clearly creates a dilemma in which it is impossible to satisfy the law without violating it at the same time," the Governor announced his decision to "ask the State Board of Education to appoint a panel to review current state policy and law, and recommend what changes, if any, should be made to facilitate the teaching of responsible sex education."

The Governor's veto, coming after the close of the legislative session (and thus preempting an override), angered the bill's supporters. "The parents in Georgia are just outraged," com-

mented Linda Hamrick, an Athens mother who believes that Governor Miller succumbed to pressure from special interest groups. "I think that Planned Parenthood got to him," she observes, noting that the bill was opposed by that group, as well as by militant feminists, homosexual activists, and school officials.

Mrs. Hamrick, whose own children attend Christian schools, supported the bill "as a matter of principle." She remains undaunted by the Governor's veto, believing that the publicity surrounding the fight over the bill "has brought the problem of sex ed in the schools to the public eye. I just know that there's going to be a bigger victory later," she predicted confidently.

Sue Ella Deadwyler of Stone Mountain, Georgia also views the outcome of the legislative effort as "an overwhelming victory." "It was a

## ... and here's the test; how do you stack up?

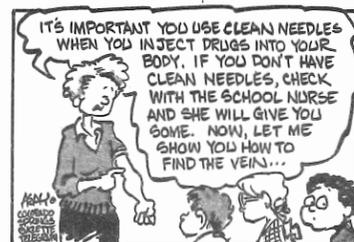
Associated Press

NEW YORK — Here are the questions about sexual knowledge asked in a new national survey designed by the Kinsey Institute.

- \_\_\_\_\_ 1. Nowadays, what do you think is the age at which the average or typical American first has sexual intercourse?
- \_\_\_\_\_ 2. Out of every 10 married American men, how many would you estimate have had an extramarital affair — that is, have been sexually unfaithful to their wives?
- \_\_\_\_\_ 3. Out of every 10 American women, how many would you estimate have had anal (rectal) intercourse?
- \_\_\_\_\_ 4. A person can get AIDS by having anal (rectal) intercourse even if neither partner is infected with the AIDS virus.
- \_\_\_\_\_ 5. There are over-the-counter spermicides people can buy at the drugstore that will kill the AIDS virus.
- \_\_\_\_\_ 6. Petroleum jelly, Vaseline Intensive Care, baby oil and Nivea are not good lubricants to use with a condom or diaphragm.
- \_\_\_\_\_ 7. More than one out of four (25 percent) of American men have had a sexual experience with another male during either their teens or adult years.
- \_\_\_\_\_ 8. It is usually difficult to tell whether people are or are not homosexual just by their appearance or gestures.
- \_\_\_\_\_ 9. A woman or teen-age girl can get pregnant during her menstrual flow (her "period").
- \_\_\_\_\_ 10. A woman or teen-age girl can get pregnant even if the man withdraws his penis before he ejaculates (before he "comes").
- \_\_\_\_\_ 11. Unless they are having sex, women do not need to have regular gynecological examinations.
- \_\_\_\_\_ 12. Teen-age boys should examine their testicles ("balls") regularly just as women self-examine their breasts for lumps.
- \_\_\_\_\_ 13. Problems with erections are most often started by a physical problem.
- \_\_\_\_\_ 14. Almost all erection problems can be successfully treated.
- \_\_\_\_\_ 15. Menopause, or change of life as it is often called, does not cause most women to lose interest in having sex.
- \_\_\_\_\_ 16. Out of every 10 American women, how many would you estimate have masturbated either as children or after they were grown up?
- \_\_\_\_\_ 17. What do you think is the average length of a man's erect penis?
- \_\_\_\_\_ 18. Most women prefer a sexual partner with a larger-than-average penis.

Note: Score one point for every correct answer. Any answer earned a point on question 5 because some people may have misinterpreted it, the poll report said. People scoring 16 or better get an "A," 14 or 15 a "B," 12 or 13 a "C," 10 or 11 a "D," and fewer points an "F," according to the poll.

### IF DRUG EDUCATION WERE TAUGHT LIKE SEX EDUCATION



necessary bill," she says of HB 1837. "It does not do what the Governor says it does," she adds, concluding, as does Mrs. Hamrick, that the Governor caved in to special interests. Mrs. Deadwyler described the struggle over the bill as "an open battle between homosexuals and Planned Parenthood versus the pro-life forces here in Georgia."

Another Athens mother likewise puts a positive face on the seeming setback. "We won a decisive battle," says Cindi Weatherly. "We will make this an issue that will be used in the State House and Senate races this year," she adds, serving notice on any legislators duplicitous enough to have voted for the bill in anticipation of the governor's veto. "If they voted with us," she warns, "they're going to have a difficult time not staying with us through the election process." Mrs. Weatherly also contends that "Planned Parenthood has figured very prominently in this battle."

Georgia parents "now have a much better understanding of the law as it's currently worded," Mrs. Weatherly said, thanks to the effort to amend that law. She asserts that "there's not a school board in the state that's abiding by the law as written," noting that the existing law requires local boards "to prescribe curricula," something they don't currently do. "Hopefully," she says, "we can encourage them to abide by the law."

The parents are optimistic that the legislature will reintroduce the bill, or a variation thereof, when it reconvenes in 1993, and that it will do so early enough in the session to allow time for an override of the Governor's veto. ■

## Controversial Sections of HB 1837

"Each local board of education shall adopt policies designed to ensure that all course materials, supplemental and otherwise, are appropriate."

"A custodial parent or legal guardian has, and is informed in writing of, both the parental right of access to course materials and the right to elect, in writing, that such child not receive such course of study."

"Nothing in this code section shall be construed to promote the violation of Georgia law."