

## Pennsylvania Ignores Outcry over Outcome-Based Education

HARRISBURG, PA — The Pennsylvania State Board of Education has decided to implement Outcome-Based Education in the state, despite massive public opposition. The Board voted January 14 to approve controversial revisions to the school code, including various "student learning outcomes." Unless countermanded, the Board's decision will require all the state's 501 school districts to implement revisions to chapters of the state code dealing with student testing, curriculum, and vocational training.

The Board may have gone too far in flouting public opinion. Objections to the proposed revisions were raised by parents, teachers, state legislators, and the Governor himself. Even though Governor Robert Casey recommended deleting some of the proposed outcomes on the eve of their meeting, the Board ignored the advice of the state's highest elected official.

Such bureaucratic high-handedness is not likely to go unchallenged. The recently convened State Legislature is expected to override the Board with a concurrent resolution repealing the revisions. Permanent relief may not be far behind. Legislation to strip the Board of its authority to develop outcome-based regulations was narrowly defeated (24-23) in 1992 but is expected to pass in the current session.

"There's a full-scale revolution happening here," says Peg Luksik, director of the privately-organized Pennsylvania Parents Commission and the mother of five children. Members of the State Board of Education are "behaving like they shouldn't have to answer anybody's questions," she says, and that behavior has antagonized a multitude of Pennsylvanians, including state legislators.

Mrs. Luksik contends that Outcome-Based Education with its affective orientation is "an academic failure that will result in a decrease in academic performance by all the children." Her group recommends replacing the outcome-based goals with academic performance standards and outlawing any type of psychological examination of students without the prior written consent of parents.



Peg Luksik

In January 1992, the state's Independent Regulatory Review Commission (IRRC) rejected the proposed revisions because of their overemphasis on the affective domain. "Many of the outcomes proposed are nonacademic and some could be interpreted to relate to moral or religious principles," the IRRC observed in its comments to the State Board. "Many are not based on cognitive learning, which can be easily and objectively measured; instead, they are based on affective learning, which deals with attitudes, habits, traits, feelings, values, beliefs and opinions, which are difficult and subjective to measure." The IRRC's disapproval, however, had no effect on the Board's continuing efforts to implement the new system.

In April, the State House passed a resolution urging the Governor, the Secretary of Education, and the State Board of Education to delay implementation of the revisions. The resolution also called for the creation of a House Select Committee to study the revisions. That same month, the IRRC approved the revisions, with the exception of the "student learning outcomes." Although it took party leaders five months to appoint the Select Committee, it finally began its activities in September by notifying all the state's school districts that they need not make any plans for implementation of the proposed revisions until the student learning outcomes were approved. The state commissioner for elementary and secondary education urged the districts to continue their planning anyway.

In November, just days prior to the Board's scheduled vote on the proposed revisions, more than a thousand Pennsylvanians attended a rally in the state capitol to voice their opposition to Outcome-Based Education. In response to that display of public sentiment, Governor Casey requested the Board to postpone its decision until January. On January 14, the day after the Governor's request to delete certain proposed learning outcomes, the Board approved the Outcome-Based Education revisions in their entirety. ■

## Maryland District Rejects Federal Risk Survey

CHEVY CHASE, MD — The Montgomery County, Maryland, public school system has rejected an 87-question Youth Risk Behavior Survey conducted by the Centers for Disease Control (CDC), U.S. Public Health Service. According to the promotional literature, representatives from 71 state and local education agencies and 19 federal agencies helped develop the survey.

Following a complaint by Malcolm Lawrence, Coordinator of the Maryland Coalition of Concerned Parents, the school authorities have prohibited use of the survey on the grounds that it is inappropriate and a violation of Montgomery County Public Schools Rights of Privacy Policy approved in late 1987 (see *Education Reporter*, February 1988). Long-time board member Blair Ewing told Lawrence that in his opinion the youth risk survey is "outrageous."

Montgomery County, which borders Washington, DC, has one of the largest school systems in the country (more than 100,000 students). The CDC survey had been slated for use in selected schools beginning in March.

The survey, targeted nationally for grades 9 through 12, seeks information on such topics as carrying weapons, suicide, smoking, drinking, drug use, AIDS, sexual behavior, physical activities and the education level of parents. While parental permission slips are part of the package, Mr. Lawrence asserts that parents could not possibly give informed consent without seeing the questionnaire in advance.

Among the questions asked are:

During the past 30 days, how many times did you drive a car or other vehicle when you had been drinking alcohol?

During the past 30 days, on how many days did you carry a weapon such as a gun, knife, or club?

During the past 12 months, did you ever seriously consider attempting suicide?

During the past 12 months, did you make a plan about how you would attempt suicide?



Malcolm Lawrence

During the past 12 months, how many times did you actually attempt suicide?

If you attempted suicide, did any overdose result in an injury, poisoning, or overdose that had to be treated by a doctor or nurse?

How old were you when you smoked a whole cigarette for the first time?

During your life, on how many days have you had at least one drink of alcohol?

How old were you when you tried marijuana for the first time?

How old were you when you tried any form of cocaine, including powder, crack, or freebase, for the first time?

During your life, have you ever injected (shot up) any illegal drug?

Have you ever had sexual intercourse?

How old were you when you had sexual intercourse for the first time?

During your life, with how many people have you had sexual intercourse?

Did you drink alcohol or use drugs before you had sexual intercourse the last time?

How many times have you been pregnant or gotten someone pregnant?

How far in school did your mother go?

How far in school did your father go?

Mr. Lawrence contends that such questions

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## The Problem with Outcome-Based Education

"Who owns the children?" asks Peg Luksik, founder and chairman of the Pennsylvania Parents Commission. A parent advocates what values, attitudes, and beliefs they should hold? And who, finally, is responsible for the whole child — the family, or the state?"

Mrs. Luksik isn't the only one asking those questions in the wake of an ongoing controversy over efforts to implement Outcome-Based Education — also known as Mastery Learning — in the state's public school system. Parents all over Pennsylvania are wondering the same things. Though the answers seem obvious to them, they are alarmed to find that state education officials seem to have a differing

opinion.

"The Pennsylvania State Board of Education is proposing a major reorganization of our public education system," says Mrs. Luksik. Instead of completing 21 Carnegie units in clearly defined and measurable subjects, "students would be required to demonstrate 'Mastery' of state-mandated student learning outcomes in order to graduate — regardless of what courses they took."

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. They would be replaced by 15 goals and 51 learning outcomes,

consisting of such nebulous traits as adaptability to change, appreciation of others, and a global perspective.

There are only three things wrong with Outcome-Based Education (OBE), says Mrs. Luksik: It doesn't work, it's expensive, and it's goals are affective rather than academic. The ineffectiveness of OBE was documented in 1987 by a study conducted at John Hopkins University, which concluded, in Mrs. Luksik's words, "that students achieve more per hour of instructional time using traditional education methods."

"Even though the system does not work," says Mrs. Luksik, "it will spend lots of money to make things worse."

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EDUCATION BRIEFS

Due to lack of supervision, millions of American adolescents spend much of their free time watching TV, and involving themselves in drugs, gangs, violence and sex. According to a Carnegie study, teenagers watch approximately 21 hours of television each week, compared to 5.6 hours of homework and 1.8 hours reading for pleasure. They spend an average of only 5 minutes a day in one-on-one interaction with their fathers and 20 minutes with their mothers. Thirty percent of 8th-graders are home alone after school for two or more hours.

The first girl to play high school football in Carroll County, Maryland is suing the county school board for \$1.5 million over an injury that occurred in the team's first scrimmage. Tawana Hammond, a 5-foot-10-inch, a 150-pound junior, charges that she was not adequately warned of the dangers of the sport. Miss Hammond suffered a ruptured pancreas which left her hospitalized for four months. The doctors were forced to remove her spleen and half her pancreas.

"There are more job seekers with college degrees than there are openings in jobs requiring a degree," says Daniel Hecker of the Bureau of Labor Statistics. According to the BLS, in 1990 one in five college-educated workers held jobs that did not require a college degree. Statistics comparing a college degree to an increase in earning power, show that education only makes a difference if a person takes a job that uses the educational level he achieves. The problem is not that we don't have enough college graduates - it's that we don't have enough jobs that require that level of training.

A former teacher at Phillips Exeter Academy in Concord, New Hampshire was sentenced to five years in prison without parole for possession and distribution of child pornography. The teacher, Larry Lane Bateman, only admitted that he had possessed child pornography, but it was also concluded by the judge that he had sold child pornography to many people. Bateman apologized to Exeter students after the arrest, saying that he was sorry they had been "dragged through the mud" with him. He said he still did not understand what was "so wrong" with what he had done.

Several Boston schools are requiring students to wear uniforms to foster an environment more conducive to learning. Supporters of uniforms say "the neater, less costly attire enhances self-worth and school spirit, improves discipline, cuts peer pressure and refocuses attention from clothes to studies." Carol Foster, a Harlem principal, whose students have been required to wear uniforms since 1988, claims tremendous success as reading scores have jumped 15% and enrollment has tripled.

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# Washington Students Get Choice in Biology



Photo by Don Anderson, *The Bellingham Herald*

## Mt. Baker Freshman Biology Students Who Dropped the Class

DEMING, WA — Mount Baker High School is giving its students a choice. Provided they pass two semester proficiency tests, a dozen freshmen will receive credit for a biology course conducted by a private, state-certified teacher hired by their parents. The class meets for two hours every Monday night in a local church.

The students dropped out of the school's regular biology class in September, complaining that biology teacher Don Shepherd presented evolutionary theory as fact and prohibited any mention of God and creation. Shepherd, head of the school's science department, has taught at Mount Baker High for 14 years. He has been cited twice for excellence by the National Science Teachers Association. Approximately 130 students are enrolled in the five biology classes he teaches.

Parents charged that Shepherd was mocking the religious beliefs of their children and attempting to undermine their family values. They prevailed upon Superintendent Jerry Hunter to give them a say in the curriculum and in the choice of instructors for their children.

Although he approved the alternate course, Hunter cautioned that the experiment in choice may need refinement. "We're plowing new ground here and we want to go slowly," he told a reporter for the *Bellingham Herald*. "We're trying to find a solution that is fair to the students in

the [alternate] and to the other 130 students in the regular biology class."

A number of school officials are indignant over this challenge to their "academic freedom." Principal Kenn Robinson warned that the success of the parents in obtaining a choice for their children could have a chilling effect on teachers. "I tremble in any atmosphere where a teacher says he will always play it safe. That does a disservice to the kids," he told the *Bellingham Herald*.

"All we're asking for is a choice," countered Audrey McKeever, whose son is a sophomore at Mount Baker. "This is not an issue of evolution versus creation. It's a teacher issue. Choice is the answer. That should end the debate. The bottom line is, who is going to control the children, the parents or the state?"

A former educator herself, Mrs. McKeever supervised an alternate biology class for her son and two other students last year. Rather than shield her charges from evolutionary theory, she simply presented the case against it, as well as the case for it. "You give them the whole story, because that's good science," she explained.

In a guest editorial that appeared in a subsequent edition of the *Herald*, Mrs. McKeever made a strong case for choice in education. "Who will stand up for children when their fundamental constitutional right to freedom of religion has been violated or when there is classroom indoctrination of a

'politically correct' point of view?" she asked. "The responsibility falls squarely on the shoulders of parents."

Mrs. McKeever lamented the fact that parents in the Mount Baker School District "have been criticized for overreacting and falsely accused of trying to censor material used in the classroom." Instead, they should be commended for their determination to protect the rights of their children, she argued. "These are good parents who take their responsibility for parenting seriously. Their children are conscientious students."

Mrs. McKeever considers it perfectly reasonable for parents to request an alternative biology course, "since the school district's course not only undermined but blatantly attacked the religion, values and morals of many of the children in the class." She also believes that parents have been "extremely tolerant of a bureaucratic process that is not parent-friendly." The school district, she charged, "just gives lip service to parental involvement," discouraging parents who do try to get involved by asserting that "the teachers are the professionals and they know what is best for children."

As public servants, teachers must be prepared to "put up with parental and citizen surveillance," said Mrs. McKeever. "Those teachers who don't like parents looking over their shoulders should go into some other line of work." She is quick to point out, however, that "teachers who are teaching what they're supposed to be teaching are not threatened by parents."

Mrs. McKeever argued that it is time to stop shielding the public school system from competition and put an end to its "damaging monopoly over our children."

"The answer is parental choice," Mrs. McKeever elaborated, "not only in schools, but in curriculum. Choice is reasonable. Choice does not censor. Choice empowers all parents, not just those who agree with a certain point of view. It quickly becomes obvious that anyone who opposes choice shows his own intolerance."

Mount Baker students have had a choice in sex education for the last several years because of parental demands. Students who object to the contraceptive-based program preferred by school officials can opt for the *Teen-Aid* curriculum instead. Nearly half of the school's 7th graders signed up for the abstinence-based course the first year it was offered.

# More Money Doesn't Add Up

Increased spending on education in this country does not necessarily result in improved education, according to a *Forbes* magazine study. It's not due to wasted funds, but rather to the fact that there are not enough hours in the day for the academic basics because so much of the time is spent on "politically correct fads such as teaching self-esteem" and traditional favorites like band. The school day and year are short, and schools are trying to squeeze too much into this time.

"Dress for Success" is a course offered at one school in suburban Ohio, yet a nearby elementary school was forced to drop a 20-minute spelling period. "That's interesting," editorialized *Forbes*. "School teaches dress-for-success, but kids are supposed to get spelling from their parents."

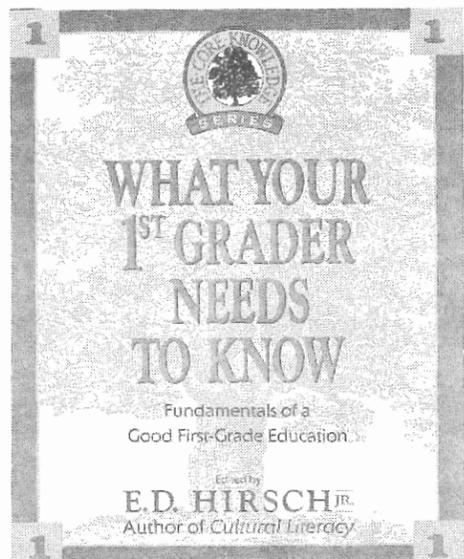
*Forbes* chose Ohio suburban school districts for its study because "the area is so ordinary American, archetypal Middle America." West Carrollton district Superintendent Vance Ramage said, "We've trimmed around the edges, but we haven't made hard-nosed decisions yet, where you cut out a program. It's tough to set policies that upset special interests — the band boosters, the football boosters."

*Forbes* found that, "in study after study, the economic and educational status of parents and such factors as hours of homework count more than spending." Another "secret," pointed out by Ohio University professor Richard Vedder, was the work ethic. "The parents sit on their kids and make them do their homework," Vedder said. Vedder added that, because of the self-

esteem movement, the schools are "not trying to push kids. . . But in the long run, you lower self-esteem by not having high expectations."



# What Your Child Needs To Know



E. D. Hirsch Jr., the best-selling author of *Cultural Literacy* and *The Dictionary of Cultural Literacy*, has provided parents with some excellent tools. By the use of his "Core Knowledge" series, parents can find out if their children are learning what they ought to be learning in the elementary grades.

Professor Hirsch has realized that the most fundamental problems with public school education stem from the decline in learning in the elementary grades. Indeed, those are the most important years of the entire educational system and should give children a foundation of "core knowledge," that is, familiarity with the shared body of

knowledge that people readily assume others know.

That's what this Hirsch series of books is designed to do, and it does it very well. The first two volumes published in 1991, the second two in 1992, and the third two which are to be published in 1993, are designed to be used sequentially by anyone: parents, teachers, or children. In each grade level, they take the child through what he ought to know in five major areas: American and World Civilization and Geography, Literature and Language, Fine Arts, Science and Technology, and Mathematics.

Parents can use the books to spend time with their children every day, discussing and reading portions of the books together. Or, parents can use the books as a check list to see if the school is teaching the child what he really needs to learn at each level. Or, if your child has learned to read by the phonics method, you can turn the 2nd, 3rd, and 4th grade books over to your child and let him read them himself and tell you about what he read at the dinner table each night. Any way that the books are used, they will prove to be useful tools for parents, and a significant enrichment to every child lucky enough to have access to them.

**What Your 1st Grader Needs To Know** by E. D. Hirsch Jr. (Doubleday, 1991, 235 pages, \$19) takes the eager child through nursery rhymes, familiar stories, and Aesop's Fables, all told very well. The Geography and World Civilization section explains the continents and the pyramids,

and gives age-appropriate treatment of Columbus, the Declaration of Independence, and the Louisiana Purchase. The Fine Arts section introduces the child to ballet and folk dancing, and the Math section teaches about adding numbers, identifying shapes, and telling time.

**What Your 2nd Grader Needs To Know** by E. D. Hirsch Jr. (Doubleday, 1991, 308 pages, \$19) includes a nice variety of stories ("Beauty and the Beast"), poems ("Paul Revere's Ride"), and explanations of old adages ("Better late than never"). The Language Arts section introduces the child to the parts of a sentence. The Geography and Civilization section teaches the child about the oceans, the ancient world and India, and introduces them to American heroes such as Honest Abe Lincoln. The Fine Arts section includes descriptions of the musical instruments and a look at some famous sculpture such as the Lincoln Memorial. The Math section teaches counting, measurements and money, and the Science section teaches about the human body.

**What Your 3rd Grader Needs To Know** by E. D. Hirsch Jr. (Doubleday, 1992, 332 pages, \$22.50) includes some well-known stories, Patrick Henry's "Give me Liberty or give me death" speech, and Emerson's *Concord Hymn*. It introduces the child to grammar and continues with a valuable section on Sayings, such as "Actions speak louder than words." This book makes clear that, in the 3rd grade, your child must learn all the multiplication tables, how to

work division, and how to estimate.

**What Your 4th Grader Needs To Know** by E. D. Hirsch (Doubleday, 1992, 381 pages, \$22.50) continues with teaching about parts of speech and old-and-true sayings. The Civilization section introduces the child to Charlemagne, Joan of Arc and Marco Polo, and tells how America acquired a government and a Constitution. The Fine Arts section includes descriptions of the world's great cathedrals, and the Math section emphasizes decimals.

When it comes to choosing materials and stories, it is a judgment call for any teacher as to what to choose and what to omit, and selection must have been difficult for the splendid team of educators responsible for these books. In general, their choices are excellent, especially their large selection of old adages that have stood the test of time and offer good guidelines to civilized behavior.

However, we note the exceedingly small space devoted to Christianity as compared to the other religions of the world, ancient and modern. Perhaps that disproportion will be remedied in the 5th and 6th grade books due to come out later this year, since the enormous influence of Christianity is a fact of our civilization. We also note the unfortunate inclusion of an anti-parent poem by Shel Silverstein in the 4th grade book.

The books are probably available at your local bookstore or can be ordered by mail from Doubleday Consumer Services Dept. CK, P. O. Box 5071, Des Plaines, IL 60017, (800) 238-3233. ■

## Luksik

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School districts in Pennsylvania have predicted that first-year costs — for additional staff, teacher retraining, etc. — may run as high as three-quarters of a million dollars per district. The portfolio assessment process employed in OBE is reported to be five times more expensive than traditional achievement testing.

The affective nature of the goals, Mrs. Luksik adds, raises several disturbing questions: What will a child have to do to demonstrate mastery of a goal? How will he be tested? How will he be remediated? What curriculum programs will be used?

The concentration on the affective domain has additional ramifications, says Mrs. Luksik, the most obvious being that academic skills will receive short shrift. Consequently, vague subjective assessments of emotional traits will replace the objective standards by which academic skills are measured. Individual differences among students will also be stifled. "Since every child must meet every outcome," Luksik explains, "children with a particular talent will wind up losing time in their area of strength to meet the standard in their area of weakness." Goals dealing with the ethical perspectives of students, she warns, can only be achieved through some sort of behavior modification.

A number of psychologists have joined the opposition to OBE for this very reason — having concluded, according to Mrs. Luksik, that the system is "tantamount to practicing psychology without a license, because many of the kinds of activities that would be required in the classroom to change a child's self-esteem or to change a child's adaptability to change would be psy-

chotherapeutic techniques."

Although touted as expanding local control, the new system would actually tighten the grip of state education officials, charges Mrs. Luksik, by giving them "control of all state and local assessments, all curriculum development and implementation, district teacher training, and the criteria for judging the performance of the individual student." Ostensibly, the system calls for a local school district to develop its own plan for achieving the specified student learning outcomes. However, the plan must be approved by the State Department of Education, which has the option of compelling the district to implement a "corrective action plan" instead. So much for local control!

Mrs. Luksik also charges that the new system gives only lip service to parental rights. Parents, she says, will have "the right to request permission to withdraw their children, on a limited basis, from objectionable programs," but the schools will be under no obligation to grant that permission. The new system also gives the state the authority "to institute experimental programs in the schools without obtaining parental consent, or even informing parents," warns Mrs. Luksik.

What will become of the data compiled on each student, documenting the child's efforts to master the learning outcomes? Who will have access to the "electronic portfolios" that will take the place of traditional test results?

"All children will have a computer file," asserts Mrs. Luksik, and "who knows who will be able to tap into it. A statewide computer data bank already exists in fact,

## Maryland

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tions are not only invasions of pupil and family privacy, but are negative in tone, demeaning and psychologically damaging to children. They have no educational value and should not be asked in any public or private classroom.

Lawrence warns that the CDC survey is making the rounds of the country with all kinds of backing, not only from federal, state and local authorities, but from the American Association of School Administrators, American Federation of Teachers, American School Health Association, Council of Chief State School Officers, National Association of State Boards of Education, National Education Association, National PTA, and National School Boards Association.

Mr. Lawrence recommends that parents in other areas work on a school privacy policy to protect their children from such tactics being promoted by "education bureaucrats and their vested interest support groups."

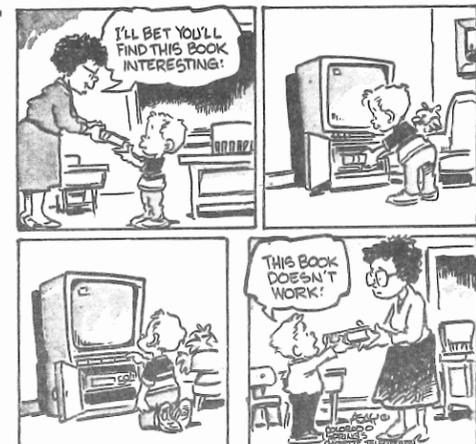
notwithstanding the denials of the state's Secretary of Education." Housed at the University of Pittsburgh, the database covers all 501 school districts.

Mrs. Luksik asks and answers the obvious question: "Are they tracking our children? Yes, they are." She concludes with this ominous prediction: "Your children will conform, or they will not move forward."

A one-hour video of a speech by Peg Luksik on Outcome-Based Education called "Who Controls the Children?" can be ordered from Pennsylvania Parents Commission, Box 73, Johnstown, PA 15907, (814) 255-1719, \$18.00. ■

The Montgomery County privacy policy states, in part: "The relationship between teachers and students is such that even asking a student to fill out a questionnaire voluntarily may be seen as coercive. Prying into past experiences, feelings, viewpoints, or home life which might create anxiety must be avoided. It is not a question of merely respecting the student and his/her family; teachers are prohibited from invading the privacy of students and their families."

Parents interested in obtaining the full text of the Montgomery County privacy policy can write to the Office of Student Affairs, Montgomery County Public Schools, 850 Hungerford Drive, Rockville, MD 20850. Ask for the long version of Student Rights and Responsibilities with Staff Implementation Guidelines. Mr. Lawrence recommends that statements on pages 2 and 9 be used as a model for other school districts. ■





## Learn More on Saturday than Any Other Day of the Week!

Phyllis Schlafly Live on Parents' Rights in Education, a live call-in counseling program with national guests, is heard Saturdays 11:30 a.m. to 12:30 p.m. central time on the following stations:

AK	Naknek	KAKN, 100.9 FM*
AL	Anniston	WANA, 1490.9 AM
AR	Clarksville	KGMR, 91.7 FM
AR	Fayetteville	KOFC, 1250 AM
CA	Modesto	KCIV, 100 FM
CA	Alturas	KCNO, 570 AM
CO	Pueblo	KERP, 91.9 FM*
CO	Denver	KRKS, 990 AM
FL	Pensacola	WPCS 89.5 FM
FL	Ft. Walton Beach	WPSM 91.1 FM
FL	Chiefland	WTBH 91.5 FM*
GA	Trenton	WADX 1420 AM
GA	Fort Valley	WJTG 91.3 FM
HI	Honolulu	KLHT 1040 AM
IA	Sioux City	KTFC 103.3 FM
IA	Sioux City	KTFJ 1250 AM
IN	Ft. Wayne	WFCV 1090 AM
IN	Indianapolis	WXIR 98.3 FM
KS	Overland Park	KCCV 760 AM
LA	Metairie	WSHO 800 AM*
MD	Denton	WKDI 84 AM*
MD	Silver Spring	WNTR 1050 AM*
MN	Monticello	KMOM 1070 AM
MN	Duluth	WWJC 850 AM
MO	St. Louis	KSIV 1320 AM
MS	Columbus	WJWF 1400 AM
MS	Jackson	WJXN 1450 AM
NC	Black Mountain	WAVJ 1350 AM
NE	Columbus	KJSK 90 AM
NV	Las Vegas	KKVV 1060 AM
NY	Hornell	WLEA 1480 AM
NY	Horseheads	WLNL 1000 AM
OH	New Albany	WCVO 104.9 FM*
OK	Oklahoma City	KQCV 800 AM
PA	Yardley	WCHR 94.5 FM
SD	Rapid City	KVSR 97.9 FM
TN	Memphis	WCRV 640 AM
TX	Austin	KIXL 970 AM
TX	Wheeler -	KPDR 90.5 FM
TX	Lubbock	Radiotalk 1340 AM*
VA	Duffield	WDUF 1120 AM*
WA	Spokane	KUDY 1280 AM
WV	Glen Dale	WZAO 1370 AM

Some recent guests include: David Barton, William Coulson, Sam Blumenfeld, Michael Medved, Gary Bauer, William Bennett, Eric Bueher, Martin Anderson, William Kilpatrick, John Taylor Gatto, Karl Zinsmeister, and George Grant.

Recent program topics include Planned Parenthood, D.A.R.E., Creation vs. Evolution, Abstinence Education, Halloween Counseling, the Children of the Rainbow curriculum, and Colleges.

\* These stations do not air the program live, but on delay. Please contact them for the day and time the program is aired.

If you would like to know how this program can be aired in your area, call Lania Duck, producer, 618-462-5415 (weekday mornings only).

# ACLU Tackles Football Player

ADRIAN, MO — Pre-game prayers are a thing of the past for the Adrian High School football team, the Blackhawks, thanks to the intervention of the local affiliate of the American Civil Liberties Union. Anxious to avoid a lawsuit threatened by the ACLU, school officials ordered the long-standing practice discontinued prior to the team's season-opening game September 11.

In an Aug. 25 letter to School Superintendent Victor Kretzschmar, Dick Kurtenback, executive director of the ACLU of Kansas and Western Missouri, argued that several events that occurred during the previous school year "constitute significant abuses of the Establishment Clause of the First Amendment to the U.S. Constitution."

Early this year, the ACLU received a complaint about religious activities at Adrian district schools from Rebecca Shelton. The mother of three district schoolchildren, she called Superintendent Kretzschmar in November 1991 to ascertain the district's policy on the teaching of religion. Her inquiry followed a report from her son that his 2nd grade teacher had related the story of the Tower of Babel in answer to a question about the origin of human languages.

"I was a little concerned about that," Mrs. Shelton told a reporter from the *Adrian Journal*, "so I called the Superintendent just to find out what Adrian's policy was. He said the school board would discuss the matter and make a policy." When no policy was forthcoming, Shelton contacted the ACLU.

Kretzschmar says the school board developed a proposed policy and submitted it to the Missouri School Board Association for review. "The association has lawyers

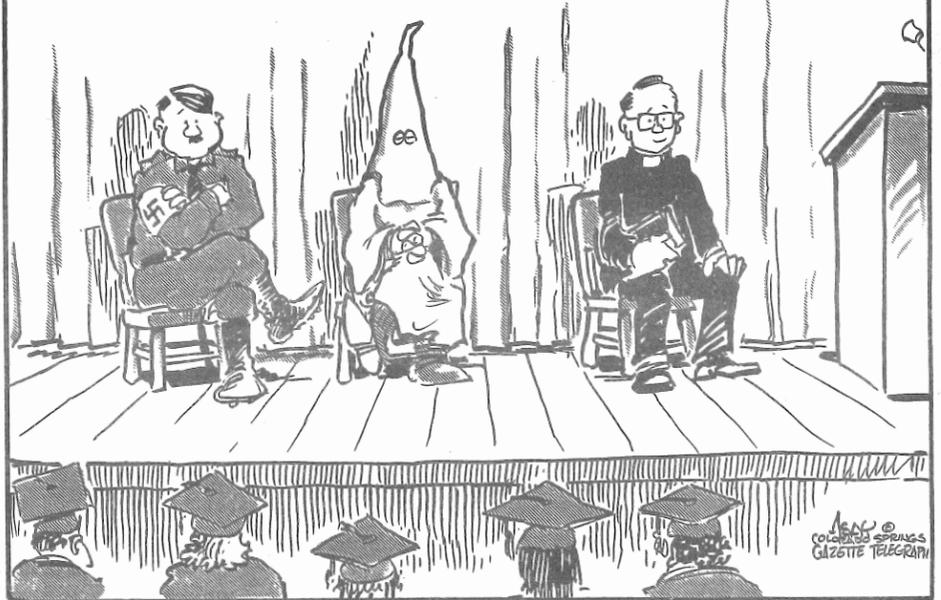
## Are Conservatives Changing Their Tune on Vouchers?

"Patrick Buchanan, Charles Murray, and even the Heritage Foundation have all become increasingly skeptical of school choice," writes John Miller in a *New Republic* editorial. Miller asserts that conservatives oppose choice because they fear it would "make private schools more like public ones" and that "once federal voucher funds started flowing into private schools, the government would have a foot in the door."

"I used to think choice was a great idea, and I still support the concept," says Charles Murray, author of *Common Ground* and *In Pursuit of Happiness and Good Government*. "But I'm beginning to wonder whether voucher programs would invite the kinds of regulations that have crippled our public schools." According to former Assistant Education Secretary Chester Finn, "There's no doubt in my mind that there will be some new regulations with voucher plans."

On Jan. 13, the New York City Board of Education approved a plan to give parents starting in September the right to transfer their children to any school in the city, space permitting. Critics say the plan is virtually worthless because many of the successful schools are already overcrowded, there is no money for transportation provided, and people like schools in their own neighborhood.

GUESS WHICH GUEST SPEAKER THE SUPREME COURT BANNED AT THE GRADUATION CEREMONY?



who are examining our policy," the superintendent told the *Journal*, conceding that it may be some time before a policy is formalized. "We will wait until our lawyers say it is legal," he said. In the meantime, students who want to pray on school grounds will still be permitted to do so — without the

sponsorship of school officials.

Nearly 500 people attended a school board meeting the night before the first football game to express their support for prayer in the schools, and to point out that participation in religiously oriented activities on campus was always voluntary.

# Fallout From Court Decision

AMERICAN CIVIL LIBERTIES UNION  
of Kansas and Western Missouri

August 25, 1992

Dear Superintendent:

In the wake of the recent US Supreme Court case, *Lee v. Weisman*, which reaffirmed the separation of church and state in public schools, the American Civil Liberties Union of Western Missouri wishes to express its serious concerns about complaints we have received about the Adrian schools.

The complaints we have received include the following events during the 1991-'92 school term:

1. Distribution of new testament Bibles on school property by the Gideons
2. A minister allowed to speak at a school assembly during which students were led in prayer
3. Religiously oriented Christmas programs
4. Censorship of library books about dragons
5. An Easter assembly during which a minister explained its Christian interpretation

Each of these incidents constitute significant abuses of the Establishment Clause of the First Amendment to the US Constitution, and are opposed by the American Civil Liberties Union.

I have enclosed a copy of the synopsis of the *Weisman* decision for your review. A typed transcription of the synopsis also is enclosed. It has been highlighted to call your attention to sections which most clearly address the incidents listed above.

On behalf of the legal panel of the ACLU of Western Missouri, I would like to request a written response from you regarding these allegations. Please also enclose a copy of your policy on religion in the Adrian schools.

DEPARTMENT OF DEFENSE  
OFFICE OF DEPENDENTS SCHOOLS  
CRYSTAL GATEWAY 2, SUITE 1500  
1225 JEFFERSON DAVIS HIGHWAY  
ARLINGTON, VA 22202

OCT. 20, 1992  
MEMORANDUM FOR REGIONAL  
DIRECTORS OF DEPENDENTS  
SCHOOLS

SUBJECT: Prayer in Schools

The DoDDS General Counsel alerted you by a memorandum dated August 5, subject, "Prayer at Graduation Ceremonies," that the Supreme Court had recently issued a ruling that had the effect of banning all prayer at school functions.

The purpose of this memorandum is to ensure that we follow the ruling of the Supreme Court. It is necessary that all prayerful activities conducted under the auspices of the school be immediately terminated. This would apply to moments of silence as well as to actual prayer at any and all school-sponsored events, whether on or off the campus. Baccalaureate exercises that are operated under the guidance and control of the school must also desist from using prayer. The prohibition also applies to prayer at moments of silence at extracurricular and cocurricular events, such as school-sponsored athletic and academic events, competitions, club meetings, and field trips. The Court decision is limited to school-sponsored and controlled events. The Court's decision does not affect the activities of non-school entities.

John L. Stremple  
Director

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