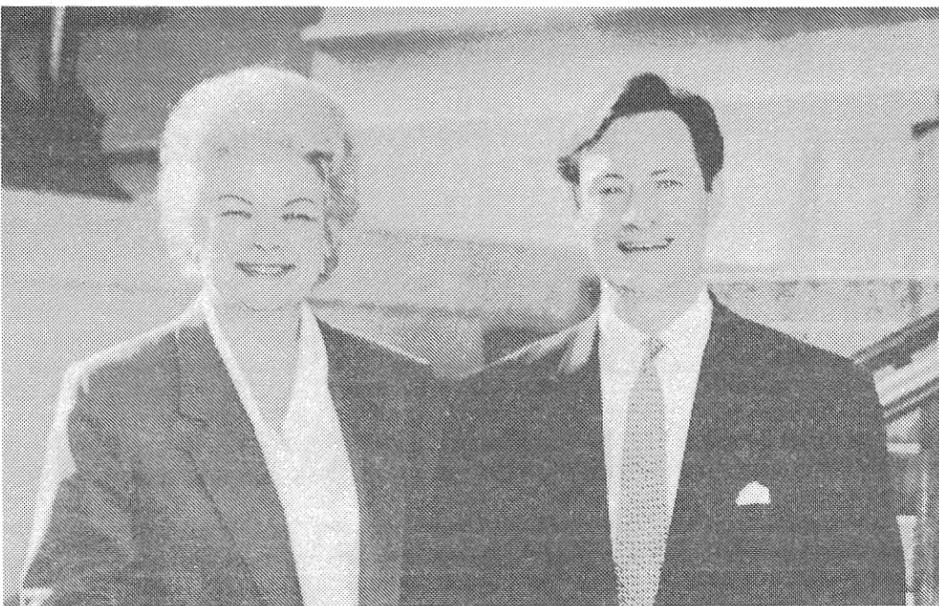


Court Asked to Ban Abstinence Sex Ed Shreveport Lawsuit Makes All-Out Attack on Abstinence



Kathleen Sullivan and Dr. William Archer

SHREVEPORT, LA — After four days of heated testimony, the curtain fell on a powerful drama played out in Louisiana's first judicial district court between the Caddo Parish School Board and ACLU-type plaintiffs who are attacking the legality of the public school's newly adopted abstinence-based sex education program. The future of the public school system's abstinence curricula hangs in the balance. The curtain call will come within 30 days when Judge Frank H. Thaxton III will hand down his decision.

"This case is much more than a simple lawsuit," said Kathleen Sullivan, director of Project Respect, the publisher of the curricula to be used in Caddo public schools. "It's shaping up as a battle in the national war for our children and their health," she said.

Both Project Respect programs, *Sex Respect* and *Facing Reality* were developed specifically for use in public schools. They avoid religious references while still adhering to traditional family values and the laws of nature, she said.

The plaintiffs in the case are seeking an injunction to guard against what they call "irreparable harm" from: (1) the teaching of "religion," (2) incomplete information about HIV, AIDS and the use of condoms, and (3) the use of public funds to teach these "unlawful curricula."

Plaintiffs went through the Project Respect manuals with a fine-tooth comb, noting "objections" to sentences, phrases, paragraphs and illustrations, in an effort to prove that they were in violation of Louisiana Revised Statute 17.281. This statute provides that any public elementary or secondary school in Louisiana may, but is not required to, offer instruction in subject matter designated as "sex education. . ."

The statute also provides that "the major emphasis of any sex education instruction offered in the public schools of the state shall be to encourage sexual abstinence between unmarried persons."

It prohibits the inclusion of religious beliefs, practices in human sexuality, and the subjective moral and ethical judgments of the instructor or other persons, and states further that students shall not be tested, quizzed, or surveyed about their personal or family beliefs or practices in sex, morality or religion. It further provides that no program offering sex education instruction shall in any way counsel or advocate abortion.

All books, films and other materials to be used in instruction in sex education must be submitted to and approved by the local or parish school board and by a parental review committee, whose membership shall be determined by such board.

The Caddo Parish Parental Review Committee (PRC), duly appointed by the school board, recommended that the Project Respect curricula be adopted as the Caddo Parish sex education program. This abstinence-based curricula consists of two texts: *Sex Respect: The Option of True Sexual Freedom* ("*Sex Respect*") authored by Coleen Kelly Mast (1986) and *Facing Reality: A New Approach to the Real World*

of *Today's Teen* ("*Facing Reality*"), authored by James R. Coughlin (1990). Both curricula were developed by Project Respect, a subsidiary of the Committee on the Status of Women, a non-profit corporation founded in 1975.

The PRC recommended that *Sex Respect* be adopted as the curriculum for the 7th and 8th graders and that *Facing Reality* be adopted for the 10th graders. These curricula consist of parent/teacher manuals and student workbooks. At a September 23, 1992 school board meeting, the school board adopted these two curricula by a vote of 7 to 5.

Shortly thereafter, plaintiffs filed their injunctive suit to prevent the implementation and, as they said, guard against "irreparable harm." Project Respect intervened on the side of the school board.

In going through the texts, plaintiffs marked "R" by any word, phrase, sentence, paragraph or illustration which they thought could be construed to have a religious connotation. They marked "M" for anything they considered to be a medical inaccuracy; a "Q" by any statement that seemed to quiz students about family life; and an "A" for anything they found relating to abortion, claiming the Louisiana law forbids any discussion of the issue.



The four witnesses for the plaintiffs were Shreveport residents: Rabbi Michael Matuson; Dr. George Seiden, a psychiatrist; Dr. Joseph Bocchini, a pediatrician; and Dr. Otterson, OB/GYN. Witnesses for the defense were experts in the field of: Theology and Ethics, Dr. Frederick Carney (Dallas); Obstetrics and Public Health, Dr. William R. Archer (Washington, DC); Psychology/Adolescent Behavior, Dr. William Coulson (California); and Education, Mr. James Coughlin (Chicago).

Plaintiffs' witness Rabbi Michael Matuson of Shreveport objected to any use of such words as "Nature" (he said nature was used as a substitute for God), "immoral," "spirit" and "spiritual," "deeper meaning of life," and "moral values," all of which he claimed have a religious meaning and, therefore, should not be in a public classroom text. Rabbi Matuson admitted under cross-examination, however, that these concepts can be used in a secular manner.

Defendants' expert witness, Dr. Frederick Carney, an ordained minister and ethics expert from Southern Methodist University in Dallas, TX, testified that, in his opinion, 43 out of 47 instances marked with an "R" in the texts were clearly not used in a religious sense. He said that the *Sex Respect* and *Facing Reality* curricula

See Court, on page 4

D.A.R.E. Anti-Drug Course Requires Prior Parental Consent

FORT COLLINS, CO — Policemen conducting a drug-prevention program in Colorado schools may have been breaking the law. The Drug and Alcohol Resistance Education program (DARE) in the Poudre R-1 school district appears to have operated in violation of the Protection of Pupil Rights Amendment (PPRA). The federal law, also known as the Hatch Amendment, requires written parental permission in advance before a student may be enrolled in a federally funded program like DARE. The law also provides that parents be permitted access to all instructional materials related to the program.

The school district's policy had been to send home "passive" release forms and automatically enroll students in the DARE program unless a parent, by returning the form, elected "to opt out." From now on, the district will require "active" consent, and students who wish to "opt in" will have to provide written parental permission before enrolling in the program. DARE has been taught in the district for two years.

School officials had first rejected claims from parents that DARE violated federal law. However, after studying the issue, the district's own legal counsel concluded that the parents could be right. Noting that the district would receive a federal grant of \$50,000 to support the DARE program, the attorney advised that the district should consider itself subject to the PPRA Amendment. The district, he concluded, "must grant parents or guardians of children engaged in the program access to all of the instructional material, including teacher's manuals, films, tapes, etc. and must obtain prior written consent from each child's parent or guardian before the child can participate."

Established in 1983 by former Los Angeles Police Chief Daryl Gates and Ruth Rich of the Los Angeles Unified School District, the DARE program features uniformed police officers using a non-directive, assertiveness-training approach to discourage drug use among children. Students are repeatedly exposed to the program throughout grades K-12, but the core curriculum is presented to 5th- and 6th-graders

D.A.R.E.

in 17 weekly sessions. Last year, more than 13,000 police officers taught the program to more than 5 million students in 50 states.

Notwithstanding the apparent popularity of DARE, studies have shown the program to be ineffective, if not detrimental, in reducing drug use among children. In a fact sheet prepared for his Research Council on Ethnopsychology, Dr. William Coulson cites a 1990 study by the Center for Social Research and Policy Analysis concluding, in Coulson's words, that "DARE demonstrated no effect on adolescents' use of alcohol, cigarettes, or inhalants, or on their future intentions to use these substances." He cites two other recent studies showing that drug use went up more among DARE participants than among members of a control group. "How can it be prevention when there's no evidence it prevents anything?" Coulson asks.

Coulson offers an explanation for why the program doesn't work. "We believe it is DARE's employment of so-called 'affective,' 'process oriented' techniques that makes it fail." He concedes that "the intention behind DARE is good: to protect the

See DARE, on page 2

EDUCATION BRIEFS

A high school teacher in Littleton, Colorado, who is openly critical of the trend toward Outcome-Based Education, has received a poor performance evaluation — which is rare for a tenured faculty member. Linda Young, an English teacher at Littleton High School since 1966, in previous years received favorable evaluations, but said she believes the administration is punishing her in the hope that it will keep other teachers from speaking out against Outcome-Based Education.

The hallucinogenic drug LSD, so popular in the 1960s, is returning to America's schools and streets. According to federal studies, more teenagers between the ages of 12 and 17 have tried LSD and other hallucinogens than have tried cocaine, and LSD is second only to marijuana as the drug of choice for this age group. It is the fastest-growing drug of abuse among those under 20 years old. According to Dr. David Smith, director of the Haight Ashbury Free Clinics, "There's an increased use by younger people in 7th and 8th grade." Smith has been consulted on three LSD-related suicides in the last couple of years and says LSD "tends to magnify the turmoil of adolescence."

The *New Republic* of January 18 blasted the private school project of Chris Whittle in a devastating article called "Dim Bulb: Why the Edison Project won't work." The Whittle project was started with much fanfare and enthusiasm, and it got a great boost last June when Benno Schmidt resigned as president of Yale University to join the project. The *New Republic* article makes a cost analysis of this unique endeavor and shows that it is impossible for Whittle to succeed. Whittle has progressively raised the tuition price to \$6,300 plus a 20% surcharge on paying parents to cover the costs of free students. To succeed, Whittle would have to convince parents that his schools are superior to private schools that are less expensive. Whittle's answers are "trust me" and "wait and see."

The Souderton, PA School Board voted 5-4 to ban the Pulitzer Prize-winning novel *The Color Purple* from the classroom, but decided to keep it in the high school library. Parents asserted that the novel is "not suitable for any 10th grader" because of its explicit language and graphic depiction of sexual encounters and rape. Although the curriculum was approved by several committees and by the board itself last year, "several" board members reportedly had not read the book when they approved it.

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NY's Fernandez Fired Despite Powerful Supporters

NEW YORK, NY — With elections for local school boards on the horizon, the New York City Board of Education voted on February 10 not to renew its contract with controversial Chancellor Joseph Fernandez. The Board made its decision by a vote of 4-to-3 following seven hours of comments about the man responsible both for introducing condom distribution in the high schools and for inaugurating a pro-homosexual curriculum in the elementary schools. Elections for the city's 32 district school boards are scheduled for May 4. Fernandez's contract expires June 30.

The Rainbow Curriculum figures to be one of the most heated topics of the election campaign. Fernandez suspended the District 24 school board in Queens last year following its refusal to implement the 445-page curriculum, which presents homosexuality as an acceptable alternative lifestyle in lesson plans beginning in first grade. Local Board President Mary Cummins had described the curriculum as "dangerously misleading homosexual/lesbian propaganda." The Board of Education reversed the chancellor's decision on December 9 and reinstated the local board.

Local school board elections, held every three years in New York City, usually draw only five percent of the eligible voters. This year's elections are likely to provoke a much larger turnout, however, since they are being seen as a kind of referendum on the Rainbow Curriculum.

Tom Duane, a homosexual City Council member from Chelsea has formed a political action committee to support board candidates who favor the Rainbow Curriculum. Homosexual groups such as ACT UP and the Lesbian Avengers are expected to campaign actively for such candidates. Conservative groups hoping to elect candidates opposed to the curriculum include the Family Defense Council and Concerned Parents for Educational Accountability.

After the dramatic vote to fire

Fernandez, the *New York Times* (which editorially still strongly backs Fernandez and all his condom and gay policies) published a detailed account of the strenuous lobbying that preceded the closely divided 4-to-3 vote.

Fernandez had three supporters he could count on: the Manhattan representative and the two members appointed by Mayor David Dinkins. The representatives from Brooklyn, Staten Island, and the Bronx opposed Fernandez. The swing vote was Carol A. Gresser, the representative from Queens (where the biggest flap had erupted over the Children of the Rainbow curriculum). Each of the borough representatives was appointed by the respective borough's president.

The pressure on Mrs. Gresser was intense over the 10-day period preceding the vote. Her own borough president and most city officials kept up a steady stream of phone calls. The heaviest pressure for Fernandez came from the multinationals, investment bankers and economic globalists. At a Manhattan breakfast whose host was Reuben Mark, chairman of Colgate Palmolive Company, more than 100 business executives and prominent New Yorkers gave Fernandez a prolonged ovation and then spent the rest of the day making phone calls in his behalf.

Reuben Mark phoned from a plane en route to London. Other callers included Hildy Simmons, vice president of J.P. Morgan & Company; Felix G. Rohatyn, chairman of the Municipal Assistance Corporation; and Sandra Feldman, head of the powerful teachers' union. New York Governor Mario Cuomo headed a "who's who" list of politicians who backed Fernandez.

However, most New York religious leaders opposed the renewal of Fernandez's contract. Mrs. Gresser ended up providing the decisive vote to fire Fernandez. ■

NEA Threats Vs. Newspaper Backfire

JEFFERSON COUNTY, MO — A small St. Louis County suburban newspaper stirred up a hornet's nest when it published the resolutions passed by the National Education Association (NEA) at its annual convention. The Missouri NEA sent a threatening letter to all the newspaper's advertisers asking them "to reconsider your decision to advertise in the *Out & Out Right News*." NEA spokesman Mike Bingman darkly implied that the NEA's "1,000+ proud and dedicated members in Jefferson County" would not patronize a business that advertises in that little newspaper.



The Missouri NEA's two-page letter made accusations about "lies" and "ideas out of context," but did not refute anything published in the *Out & Out Right News*.

The advertisers were all very small business people and mom-and-pop shops, and the Missouri NEA's letter was meant to be intimidating. The small businesses included a neighborhood butcher, a gift shop, a bakery, a car wash, a towing service, a body shop, a hair shop, a bait-and-tackle shop, a doughnut shop, a wedding center, a dance studio, and a Christmas tree lot.

The Missouri NEA's letter appears to have backfired. The *Out & Out Right News* published the NEA's letter in the next issue with a reply from the editor, Ann Uhrig, saying in part: "I thought we had freedom of the press in this country, but apparently the Missouri NEA is using its economic and financial power to try to silence criticism of its policies. The NEA is an organization whose members are paid out of taxpayers' money. We think it is important for the taxpayers to know about the policies and activities of this organization that has control over the minds of our children for so many hours of each school day. . . . We certainly can understand that the NEA finds it embarrassing to have its radical resolutions revealed to parents."

Several of the advertisers took offense at the Missouri NEA's letter and said so publicly. One advertiser wrote: "I will not be intimidated by their threats and I think it speaks very poorly of the NEA to stoop to such tactics."

The Missouri NEA's letter also came under fire in three other suburban newspapers in the area. The *Concord Call* editorialized that "Recent actions by Jefferson County teacher groups and the Missouri NEA make teacher organizations appear to be less than reasonable, let alone professional. . . . The NEA comes off like a bunch of cloak and dagger cowards. And let's face it, these are the people who are educating our children." ■

sions that no agreements exist." Peterson and his group are seeking an injunction against the program. "I'm looking to remove the program from the school system," Peterson confides. "I think it's extremely dangerous." ■

DARE Continued from page 1

children from peer pressure and sales pitches," but argues that good intentions are not enough. "The problem is that the method can also be employed to protect them from the influence of legitimate authorities in their lives, including their own parents and the officials of the school."

Last year, the *Wall Street Journal* warned of a dangerous side effect of DARE — children reporting their parents for real or imagined drug violations. "Officers learn in training not to arrest children unless they confess to dealing drugs," Coulson explains. "When they confess to other drug offenses, the officer is told not to clamp the cuffs on them, for that would destroy trust." If they report their parents or someone else, however, that's a different matter.

The trust that the police officers try hard to inculcate in students may prompt indiscreet, even fabricated revelations. Coulson quotes from a 1991 DARE Program Brief: "Students occasionally tell the officer about problems such as abuse, neglect, alcoholic parents, or relatives who use drugs. Officers are trained to report and refer these cases to the appropriate school administration and state agency."

The Poudre R-1 school board did not

formally adopt DARE until last summer. The program has yet to receive the standard review required of all in-class curricula. As a result of pressure from parents, a formal evaluation will be conducted this spring, prior to a vote on extending the program for another year. Parents are still pressing the district for access to the DARE trainer's manual, which DARE officials so far have refused to release.

One of the members of the evaluation committee is Gary Peterson, who in 1991 founded a group called Parents Against DARE. Peterson had objected to his son's participation in the program, only to be told that it was mandatory. School officials eventually relented and allowed Peterson's son to be excluded from the program, but made him sit in the principal's office during the times allotted for it. The nine-year-old is now being homeschooled. Meanwhile, with chapters in 32 states, Peterson's parents' group continues to grow.

In addition to violating the procedure for implementing curricula, contends Peterson, school and police officials also failed to sign the formal written agreement required to initiate the program. "We've got them cornered," he boasts. "We've got admis-

FOCUS: Can We Trust the Newberys?

By Jill Carlson

What John Newbery did for children's literature in the 18th century is systematically being undone in the 20th. Now in its 71st year, the American Library Association's "distinguished" Newbery Award — the darling of children's librarians — is a good news/bad news package.

Newbery Awards, going to "the most distinguished contribution to American literature" for children under age 15, also includes up to six "Honor Books" for every Newbery Medal year from 1922 to 1992.

Older Newberys nurture children with Award books like Esther Forbes' *Johnny Tremain* (1944), Marguerite Henry's *King of the Wind* (1949), and Honor books *Charlotte's Web* (1953: E.B. White) and *The Good Master* (1936: Kate Seredy). Laura Ingalls Wilder captured four Honor titles in the 1940s.

But my parent study of teen fiction in *What Are Your Kids Reading* (Jill Carlson, 1991) made me wary of anything published after 1967. Since Newberys are targeted for classroom assignments, I wondered: would that gold Newbery seal tarnish under scrutiny?

What's in a random 85% of the 25 Newbery Award books from 1967-1992? Let's begin with the authors: three-fourths of them were female (1973-1986 were all females!). And is it any wonder? Newbery 1993s will be awarded by a panel of all women. An all-male panel would surely generate protests of "censorship!"

And the stories themselves? Though you can find excellent Newberys — even among the latecomers, the bad news is that Newberys come with an ever-increasing dose of fatalism, spirit-centered and human-centered life-views.

Good News: The beautifully crafted *Up a Road Slowly* (Irene Hunt, 1967) says teen sex is wrong and serving others is right. Sophisticated teens will love this book.

Bad News: Katherine Paterson's *Jacob Have I Loved* (1981), and *Bridge to Terabithia* (1978) make fun of traditional Christianity and elevate the spirit world.

Good News: *Sounder* (1970: William H. Armstrong) and *Roll of Thunder Hear My Cry* (1977: Mildred D. Taylor) create loving, Christian black families with strong fathers.

Good News: *Dacey's Song* (1983: Cynthia Voigt) heals orphaned kids at the feet of their wise grandmother. **Bad News:** Although Dacey hears Bible songs and stories, apparently neither she nor her grandmother thinks to pray for Dacey's mother as she lies dying in a lonely hospital. And in Voigt's sequel *Seventeen Against the Dealer* (1989), Dacey asks to move in with her boyfriend — he says "No," but what does that say about the strong Dacey of four award-winning books?

Good News: Lois Lowry quoted from the Bible for her title, *Number the Stars* (1990). This story joins Christian and Jew in Nazi Denmark. **Bad News:** People die every day, but neither the children nor their

parents pray!

Bad News: Though technically brilliant, Russell Freedman's *Lincoln: A Photobiography* (1988) includes only 50% as many Lincoln prayers and sayings about God in his special quotes section as did Henry B. Kranz's 1959 *Lincoln Portrait* quotes section. Carl Sandburg and Jim Bishop's biographies describe in some detail Dr. Gurley's "slow, soft prayer" at Lincoln's death: Freedman whisks right past it. (He's in good company: ABC's December 1992 "Lincoln" ignores it, too). Freedman does not denigrate Lincoln: he simply leaves out the man's godly core.

Good News: *The Slave Dancer* (1974: Paula Fox) gives a brutally accurate picture of slave boats and the greed of black and white slave sellers. **Bad News:** The bad guy is the one with the Bible.

Good News: *Dear Mr. Henshaw* (1984: Beverly Cleary) tells us a young boy and his single mother can produce family love with little money and few friends. **Bad News:** Divorce is too easy — the wife's "I haven't forgotten you" in the closing scene doesn't have the power to override the "too many broken promises" which she uses to tell Dad goodbye for good. Readers are left with realism that sounds too much like fatalism.

Good News: *Summer of the Swans* (1971: Betsy Byars) would make any teenager love a handicapped child. **Bad News:** The Dad is deadbeat and the caretaker aunt isn't a glamour ad for homemakers.

Good News: *Maniac Magee* (1991: Jerry Spinelli) heals racial tensions and shows two strong fathers. **Bad News:** Running away from an emotionally sterile home works — just pick a town and find your own family.

Good News: *Julie of the Wolves* (1973: Jean Craighead George) is an incredible picture of Alaskan survival skills and a young girl's courage. **Bad News:** The church, by implication, is responsible for Inuit ills, and the attempted rape scene may be too graphic for some kids.

Good News: Poetry is fun! (Paul Fleischman's *Joyful Noise: Poems for Two Voices*, (1989). **Bad News:** Where is God in this clever view of the insect world! The "Requiem" chapter is a cold death scene without Him.

Bad News: *The Hero and the Crown* (1985: Robin McKinley) says unmarried sex is OK if meaningful, and being an immortal witch's daughter is credible if you do good works to compensate for your past. *The Grey King* (1976: Susan Cooper) — like L'Engle's 1963 Newbery *A Wrinkle in Time* — is a strange mixture of archaic Christianity and immortal human powers.

Can you trust a Newbery? Treat it as you would any book, and decide for yourself. Newberys still produce gems — but look for the fine dust that's settling over them.

Jill Carlson is the author of *What Are Your Kids Reading? The Alarming Trend in Today's Teen Literature and Defending the Freedom to Learn*. ■

What One Teacher Did About Channel One

AIKEN, S.C. — One person can make a difference. Jennifer Jeancake proved that proposition when she singlehandedly defeated efforts to introduce Channel One into the Aiken County, South Carolina school system. The compelling case she presented against the Whittle Communications in-school news and advertising program, during a 1992 school board meeting, left the Aiken County School District no alternative but to withdraw its recommendation for approval of Channel One.

Jeancake doesn't take credit for her victory, however. "It was truly a miracle," she explains, noting that she was the only teacher in her school to oppose the introduction of Channel One.

Whittle Communications, a Knoxville-based publishing company, would have provided the Aiken County school system with television sets, VCRs, a radar dish, and other equipment in return for the binding assurance that all students in grades 6 through 12 would watch the 12 minutes of current events programming airing daily on Channel One. Each classroom would have been furnished with a television set that would have automatically turned itself on when the day's programming began. Two minutes of each day's fare would have been devoted to 30-second commercials touting such youth-oriented products as snack foods and teen fashions.

Jeancake, a veteran of 18 years as an English teacher in the Aiken County public schools, first encountered Channel One during a February 1992 faculty meeting at Schofield High. "I was instantly horrified

by Channel One and by the positive reaction of the nearly 70 faculty members at my school," Jeancake recalls. "Frankly, the advertisements, though unacceptable for a classroom, were the least offensive part of the Channel One agenda," she observes, citing a segment that glorified the National Organization for Women.

Jeancake presented a packet of information about Channel One to a sympathetic school board member just prior to the board's originally scheduled vote on the program. At the member's request, the board tabled its vote until its next meeting in order to review the material. During that grace period, Jeancake wrote letters to the editor of the two local newspapers outlining her reasons for opposing Channel One.

"I was appalled that we would ever consider 'selling' the minds of our children every day for a free TV in every classroom," Jeancake wrote in her letter. "The segment that I viewed contained two minutes of advertising and ten minutes of news 'blurbs' and biased reporting. I could find no educational value in what I saw," she continued, adding that she considered the programming to be an assault on family values.

Jeancake explained that the three-year contract that the school district would have to sign with Whittle Communications would require that "every classroom must have a TV and that 90 percent of these 'news' programs must be shown." She noted that the National Education Association, the National Association of Elementary School Principals, the National Association of Secondary School



Jennifer Jeancake

Principals, and the American Association of School Administrators are all on record as opposing Channel One.

Citing the right of parents to review textbooks and other curricular materials used in their children's classes, Jeancake pointed out that parents would, for all practical purposes, be unable to preview the daily transmission of Channel One. She also noted the impropriety of having 6th graders watch the same programming as high school seniors. "Some of Channel One's programs are inappropriate for 6th graders," she observed.

Jeancake repeated her objections during her presentation to the school board in June. She also warned the board that Whittle Communications "could sue for damages in the millions to satisfy their promises to

advertisers if local principals do not show Channel One on 90 percent of days in attendance."

School officials conceded at the board meeting that they were unaware of such a provision and had not even read the Channel One contract.

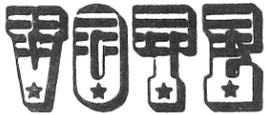
Jeancake argued that the program "has the potential for the force-feeding of daily political and social messages" and questioned the ethics of such exploitation of students. She advised the board that "our students need more reading, writing, and arithmetic, not more TVs and VCRs; more thought-provoking instruction, not more quick facts thrown out; more quiet, settling influences, not more MTV-style clamor. We do not need advertisements in our classroom, nor politically and socially biased news blurbs," she insisted. "We do not need a reduction in instructional time."

Jeancake pleaded with board members not to "put a price tag on our standards, or on the minds of our children." She urged them to reject the blandishments of Whittle Communications. "The TVs are not free," she concluded, "and I, for one, am not willing to pay the price."

In spite of her victory, Jeancake felt compelled to resign her position as a teacher at the end of the school term, citing "the public system's rejection of Christian values" as the reason for her decision. She has recently announced her candidacy for the upcoming school board election in April, however, and expects to receive considerable support from the hundreds of students she has taught during her 18 years with the Aiken County schools. ■

Voters Assert Their Rights

SPRINGFIELD, IL — Illinois voters rejected a unique constitutional amendment in the Nov. 3, 1992 election, one that would have created "a fundamental right" in the education of all persons, and would have made it the "paramount duty of the state . . . to guarantee equality." The teachers unions and state school officials battled hard for the amendment. The opposition was not very visible, but conservatives and homeschoolers effectively alerted their people to work against it.



The text of the proposed constitutional amendment read as follows: "A fundamental right of the People of the State is the educational development of all persons to the limits of their capacities. It is the paramount duty of the State to provide for a thorough and efficient system of high quality public educational institutions and services and to guarantee equality of educational opportunity as a fundamental right of each citizen. The State has the preponderant financial responsibility for financing the system of public education."

Homeschoolers saw a great danger that social workers and truant officers could attempt to stop homeschooling by asserting a child's "fundamental right" to education as defined in the state constitution. That "fundamental right" could be construed to mean a right to "public education." They also feared that the amendment would further erode parents' rights by aiding the "children's rights" movement to file lawsuits on behalf of children who disagree with their parents about educational training at home or in a private school.

Taxes were also a big issue in this

amendment. It was generally admitted that the amendment would cost at least \$1.5 billion in increased state taxes. Some estimates were as high as \$2.9 billion. The amendment was part of the national movement to equalize spending on schools by funding them through the state taxes rather than local taxes.

Opponents of the amendment argued that the amendment would be a blank check for government spending, that it didn't lower local property taxes, that there was no guarantee that any school district would be treated fairly, that it would mean a loss of local control over schools, and that more money for schools does not mean better education.

The amendment needed a 60% majority to pass, and it received only 58%.

Other Taxpayer Revolts

While Colorado voters defeated a choice-in-education ballot issue on Nov. 3, 1992, which received a lot of press and was heralded as a victory for the education establishment against the growing choice/voucher movement, Colorado voters at the same time passed what the *New York Times* labelled "potentially the most radical change in any state government this year." What Colorado voters did was to approve a measure that strips the power of state and local governments to increase taxes. Any increase in taxes — from the state income tax to a school district's mill levy — now requires approval by the voters.

Colorado Gov. Roy Romer, who campaigned against the proposition, predicts that schools could see a 12% drop in financing. The backers of the amendment are predicting that this measure will serve as a model for similar efforts around the country.

In the same Nov. 3 election, South Dakota rejected a state income tax, California repealed a tax on snack foods and rejected a proposal to increase taxes on the wealthy, and Arizona voted to require a two-thirds majority of the Legislature to increase taxes. ■

Court Continued from page 1

show no predilection toward religion. "The program is essentially a secular representation and does not instruct in religious beliefs or practice," he emphasized.

As to the use of the word "spiritual," he said the word functions in both a religious context and as a secular statement, and that there are many uses of "spiritual" and "spirit" which are not in a religious sense. He was emphatic that *Sex Respect* uses the word "Nature" in a secular sense.

The plaintiffs produced Dr. Joseph A. Bocchini, chairman of the pediatrics department at Louisiana State University-Shreveport Medical School, who claimed that some statements in the curriculum could not be supported by current medical data. He emphasized that AIDS and herpes are diseases that simply occur at contact with organisms and are not a comment on sexual behavior. He also objected to a reference that more homosexuals and bisexuals have AIDS than any other group in the United States because, although true, he said it leads one to believe that heterosexuals are not affected by the disease.

Dr. Bocchini also objected to male/female "stereotyping" in the texts, especially as related to sexual response, saying that it is the reaction of the individ-

ual, not a male or female reaction. He claimed that contraceptives were presented in a negative way, referring to the sentence, "Contraceptives are supposed to prevent pregnancy but don't always do so."

Dr. William R. Archer, obstetrician and gynecologist from Falls Church, VA, who was an assistant deputy director in the Office of Adolescent Pregnancy Programs in the Bush Administration, warned that the most dangerous message we can convey to adolescents is that contraceptives have a 98% effective rate. He believes it is imperative that men and women be informed as to the risks of contraception.

Commenting on a statement in the text that "men can enjoy sex without love but women need love to enjoy sex," Dr. Archer said that men are more easily aroused by visible signs than women. He said that a sex arousal chart in the curriculum is an effective chart designed to inform adolescents, at a level they can understand, how they might get into a situation that would lead to intercourse.

Dr. George Seiden, Shreveport psychiatrist, found fault with the sex arousal chart and suggested that sex arousal profiles from Masters & Johnson would be more accu-

Parkway Issue Paper

Teaching About Creation and Evolution

Position: The Parkway School District recognizes that the origin of the universe and humankind is of such importance that the subject is appropriate for presentation and discussion by teachers. The District also recognizes that there are strongly held beliefs on both evolution and creation and that any discussion of this topic by instructional staff must be done in a most sensitive manner. The teaching of or the presentation of issues of this nature is directed by Parkway's policies on *Controversial Issues* and *Academic Freedom*.

Furthermore, it is Parkway's position that public schools must recognize and respect, rather than ignore, the religious beliefs that are an important part of the lives of many of its pupils. Though it is not the role of the public school to teach religious beliefs, it should neither be hostile to them nor act in any manner which tends to favor one religion over another. Parkway's *Teaching About Religion* policy states: "The Parkway Board of Education is aware of the wide range of religious beliefs among the student body and that the presence of these varied religious beliefs is the result of the heritage of religious freedom

guaranteed by the laws of our country and our state. The Board of Education recognizes that the varied religious beliefs have made, and continue to make, contributions to the formation of the culture and the background of the society in which we live."

Therefore, when the curriculum deals with the origin of the universe and humankind, Parkway teachers and students may engage in discussions about creation and evolution which are consistent with the Parkway School District policies referenced below, the discussion should be relevant to the curriculum being taught at the time, and discussed in a manner that is age appropriate and respectful of the beliefs of all students in the classroom.

The above is an Issue Paper published by the Parkway School District, St. Louis County, MO. Parkway's Issue Papers address topics that are current, critical and sometimes controversial. They are intended to provide administrators with a common reference, allowing them to answer questions with confidence and accuracy. ■

Charter Schools Spreading to California

In what many claim is an effort to head off vouchers, California became the second state in the nation to allow Charter Schools. Governor Pete Wilson signed the Charter Schools Act, which passed despite strong opposition from the state's teachers unions. This law authorizes teachers and others to create independently operated public schools under a contract or "charter" with a school district.

Unlike a voucher, which enables parents to send children to the public, private, or parochial school of their choice using some taxpayers' funds, charter schools would open up options for parents and teachers within the public school system.

Under the Act, charter schools would be immune from most state regulations for conventional public schools. In return, they would have to define their educational programs — the outcomes they want students to meet, and how students' progress would be measured.

Those in favor of charter schools claim they will encourage the use of different and innovative teaching methods and improve the students' education. Opponents, however, claim that charter schools do not provide adequate protection for employees and students.

The California law could lead to a better test of the charter school concept than that

provided by the first law, which was passed by Minnesota last year. Minnesota's law limits the number of charter schools to eight statewide, while the California bill allows creation of up to 100 schools. California also includes a provision allowing a district to convert all its schools to charter status.

Each charter school would be a school of choice with funding of \$4,800 per student. "I think it's going to be very helpful," said Superintendent of Public Instruction Bill Honig. "Here's a school that basically wants to hold itself accountable, so in return they can call their own shots."

Some education groups are strongly opposing charter schools, fearing they could take money from existing programs and cause school boards and teachers' unions to lose power.

"There is no proof," said Del Weber, president of the California Teachers Association, "that opening charter schools provides any benefit to students that are not already provided in their local school districts."

Interest in charter schools is growing as similar bills have been suggested in Colorado, Connecticut, Florida, Massachusetts, New Jersey, Pennsylvania, and Tennessee. ■

rate. He suggested a chart that depicts different arousal patterns for men and women with multiple orgasms for women. He also testified that the *Sex Respect* text counseled against abortion in that it suggests that adoption may be preferable to abortion. Attorney for the Caddo Parish School Board, Fred Sutherland, interjected that nothing in the state statute prohibits counseling for adoption.

Dr. William Coulson, California psychologist and director of the Research Council on Ethnopsychology, said that he found the sex arousal chart in the text very prudent. "The Masters & Johnson chart would be without meaning to children," he said.

Dr. Coulson said that both Project Respect texts conformed to the Louisiana statute in that they did not counsel, advise or advocate abortion. Referring to the risks of abortion listed in the texts, Dr. Coulson said, "If we don't teach them the risks of abortion and of other methods of contraception, they won't be protected. We need to change their behavior. Abstinence before marriage is the only viable option if our civilization is to continue."

Dr. Coulson summarized the defense best when he said, "The reason 'Johnny can't tell right from wrong' is no one has told him what is right from what is wrong. Project Respect programs tell children right from wrong." ■