

EDUCATION REPORTER

Number 99

The Newspaper of Education Rights

April 1994

Sen. Grassley Wins Victory for Parental Rights Makes 'Protection of Pupil Rights Amendment' User-Friendly at Last

WASHINGTON, DC - Senator Chuck Grassley (R-IA) delivered a stunning victory for parents with the signing into law of his "Parental Rights Restoration Amendment" to Goals 2000. His amendment simplifies and puts teeth into the existing Protection of Pupil Rights Amendment (PPRA) by making it more user-friendly for parents seeking its protection for their children.

The Grassley Amendment passed the Senate by a unanimous vote of 93 to 0 on

February 8, and it became law on March 31 when President Clinton signed Goals 2000. (See text of the new Grassley PRRA on page 3.)

The original PPRA was passed by Congress in 1978, but it was ignored until 1984 when the U.S. Department of Education finally issued regulations in response to public demand. The PPRA was designed to forbid schools, without prior written parental consent, from imposing psychological or psychiatric tests or treatment on

children, and from invading their privacy by requiring them to answer nosy questions about sex, attitudes, and family matters that are embarrassing or none of the school's business.

The National Education Association and other school personnel associations had a collective tantrum when the Reagan Administration issued the regulations in 1984. The schools have since used every technicality and roadblock to prevent parents from asserting their rights under law.

Schools all over the country use a form letter to tell parents that PPRA does not apply to whatever curriculum is challenged. It has never been enforced, despite many examples of clear violations.

The schools typically told parents they had to prove that an offensive curriculum or survey was "experimental" and used "new or unproven techniques," even though the schools were unable to cite any evidence that the questioned curriculum had proved its value anywhere. The schools demanded that the parents prove that the curriculum met the schools' own narrow definition of "psychiatric" or "psychological," and that the "primary" purpose of the nosy questions was to reveal private information. The schools also put the burden on the parents to trace the arcane flow of federal money in order to prove that the particular curriculum was "federally funded."

Even when parents were able to present proof on all these points, as in the case of the infamous 149-question Minnesota survey, the schools just thumbed their noses at the parents, and the U.S. Department of Education refused to enforce the law. (See

Education Reporter, Feb. 1989 and Sept. 1989.)

The Grassley amendment strikes out the requirement that the parent show that the student was subjected to "psychiatric examination, testing, or treatment, or psychological examination, testing, or treatment." Those terms were cumbersome and unclear to parents and school personnel. The law now applies to "any survey, analysis or evaluation" that reveals private information, whether or not it meets some narrow definition of "psychological" or "psychiatric."

The Grassley amendment strikes out the requirement that the parent show that the "primary purpose" of the activity is to reveal private information. The Senator's amendment simply requires that, if it reveals private information, the school must get prior written consent.

Under the newly enacted Grassley Amendment, parents will no longer have to trace federal funding directly to the specific activity they find offensive. The Senator's amendment applies the law to "any applicable program," which means any program funded by the Department of Education. This would include, for example, all programs funded through the Drug Free Schools and Communities Act.

Under the Grassley Amendment, parents will simply have to show that the survey, analysis or evaluation reveals private information, that it comes from a federally funded program, and that their consent was not obtained. This is much easier for parents to demonstrate and will provide wider protection for parents and students.

The Grassley amendment places an affirmative responsibility on the educational agencies and institutions to give "effective notice" to the parents and students of their rights under this section. The remedy under the language is the threat of the

See Grassley, page 3

Abstinence Text Gets Thumbs Up From Louisiana Appeals Court

SHREVEPORT, LA - The use of the abstinence text, *Facing Reality*, in Shreveport, Louisiana schools has been upheld by a Louisiana appellate court. This decision by a panel of three judges reversed most of the trial court's ruling.

"After thorough adversarial scrutiny, 99.5% of *Facing Reality* has been found to comply with Louisiana law," said Kathleen Sullivan, Director of Project Reality, publisher of the text.

Project Reality, formerly known as Project Respect, is the publisher of *Facing Reality*, a senior high curriculum which presents the composite approach of abstinence to drugs, alcohol, and sexual activity.

The original ruling, issued in March 1993 by Judge Frank Thaxton, required small segments of the entire text to be deleted. News coverage exaggerated the amount ordered to be deleted and even falsely reported that the abstinence texts, *Facing Reality* and *Sex Respect*, were banned. This was not true. The courses were, in fact, taught in Caddo Parish schools using photocopied editions that deleted the few segments.

In his decision last year, Judge Frank Thaxton ordered the deletion of 147 of the 1,627 lines from the *Facing Reality* student workbook, and 254 of the 3,600 lines in the *Facing Reality* parent/teacher text, on the ground that they violated a Louisiana statute that forbids quizzing students on personal or religious beliefs.

This new ruling by the appellate court has reinstated all but 15 lines in the student text and 20-1/2 lines in the parent/teacher text of *Facing Reality*. This ruling also allows 96% of *Sex Respect* to be taught.

One of the sections reinstated from *Facing Reality* is: "List as many possible consequences of premarital sexual activity as you can." The appellate court ruled that this, and all other discussion items except one, does not violate Louisiana law pertaining to "subjective quizzing." The one exception upheld from the lower court ruling was the question, "Do condoms make sexual activity moral?"

The statute clearly states that "the major emphasis of any sex education . . . shall be to encourage abstinence between unmarried persons." □



Sen. Chuck Grassley

Conservative Student Stops Funding of Liberal Lobby

ST. LOUIS, MO - In a student referendum at Saint Louis University (SLU) on February 21, the reaffirmation of the tuition fee granted to the Missouri Public Interest Research Group (MoPIRG) was defeated. MoPIRG is a consumer interest/environmental lobby organization originally inspired by Ralph Nader during a speech he gave at SLU in 1971. Following his speech, students petitioned to have a waiveable fee placed on the tuition bill. The petition was passed in the Student Government elections, and student funds have been flowing to this political group ever since 1972.



Kimberley Smith

In order for the fee to remain on students' tuition bills, it has to be approved in a referendum every three years in the Student Government elections. For over 20 years, conservative students have attempted to remove the fee because they feel it is inappropriate for a lobbying organization to receive these privileged funds. The fee

was finally defeated in February when a student, Kimberley Smith, launched a successful campaign against MoPIRG.

Miss Smith posted signs around the campus that read "NoPIRG: Vote Against the MoPIRG Tuition Fee," and accused MoPIRG of collecting thousands of dollars to pay students to work for them, and of lobbying for liberal legislation. Miss Smith also runs a conservative SLU campus newspaper, in which she asserted that the MoPIRG fee is unconstitutional and secretive. "Many students do not know what MoPIRG is, nor that they can waive the \$4.00 fee each semester," said Miss

Smith. She accused MoPIRG of "tricking innocent students into paying for an organization they may not necessarily support."

The MoPIRG reaffirmation referendum failed by a vote of 678 to 632.

During the campaign, MoPIRG members were fearful that they might lose their funding, and they taped their own posters over Miss Smith's. They enlisted the editorial support of the university newspaper, which then endorsed MoPIRG's efforts and blasted Miss Smith in a series of articles.

See Smith, page 2

EDUCATION BRIEFS

A study conducted by Rebecca A. Marcone for the District of Columbia suggests that "academic approaches [in kindergarten] may be doing harm." Marcone categorized the classrooms used in the study into three test groups: academically directed, child-initiated, and "middle of the road." Marcone's study indicates that early-childhood programs that stress "child initiated" learning and social development are more beneficial than those with an academic focus.

The Steven Spielberg movie, *Schindler's List*, has spurred government officials to mandate its use as an educational tool to teach about the Holocaust in schools. Senator Arlen Specter (R-PA) sought U.S. Secretary of Education Richard W. Riley's endorsement of the movie for classroom education.

Students at Southampton Intermediate School in Southampton, NY, were rehearsing their lines for a production of "Peter Pan" when school officials informed them that the play would be canceled. Members of the Shinnecock American Indian tribe objected to some of the lyrics in the J.M. Barrie play's songs. "There was no way we wanted [Shinnecock children] to see Native Americans portrayed as whooping and wailing and carrying on that way," said Sherry Blakely-Smith, a local Shinnecock. The students will be performing the Wizard of Oz instead.

The Western Association of Schools and Colleges, the group that accredits western colleges, has adopted a controversial diversity statement that encourages universities to promote multiculturalism on campus. The statement will now be included in the criteria used to determine schools' accreditation. The presidents of Stanford University and the University of Southern California contend that the statement could allow outsiders to dictate how schools should teach students about cultural sensitivity. Religious schools object to the statement because it includes restrictions on choosing students and faculty based on sexual orientation.

Education Reporter (ISSN 0887-0608) is published monthly by Eagle Forum Education & Legal Defense Fund with editorial offices at 7800 Bonhomme Ave., St. Louis, MO 63105, (314) 721-1213. The views expressed in this newsletter are those of the persons quoted and should not be attributed to Eagle Forum Education & Legal Defense Fund. Annual subscription \$25. Back issues available @ \$2. Second Class postage paid at Alton Illinois.

How to Teach Children to Read at Home

"The most fulfilling thing I have ever done" is how Phyllis Schlafly describes the experience of teaching her six children to read before they entered school. She claims that, "Our family got a bigger return for the time I spent on that activity than anything else I ever did."

Now every family in America can experience the tremendous rewards of teaching their children to read at home with Mrs. Schlafly's beautiful new phonics system called **First Reader**.

Unlike so many other reading systems, **First Reader** is uncomplicated and easy to use. With its friendly full-color illustrations, it encourages steady, faster progress as it takes the child from sounds . . . to words . . . to

stories. In just a few weeks, children will discover the joy of reading and writing.

First Reader can mean the difference between a child starting out on the road to a good education and a good job, or on the tragic road that leads to falling behind in school and falsely being labeled "learning disabled" or "attention deficit disorder."

The key is that **First Reader** uses the correct phonics method for teaching reading, rather than the method called "Whole Language," which is used in most schools.

"Whole Language" does not teach children how to read by sounding out words, but rather teaches them to *guess* at the words on the page. With "Whole Language," the child memorizes a few dozen frequently used words, and then *thinks* he is reading because all his school books are written with a controlled vocabulary using only those few words.

Guessing, predicting, looking at pictures, skipping, and memorizing a few dozen words are **not** reading. They are

very bad habits. They lead to poor and inaccurate reading and have caused our country's scandalous illiteracy rate.

The National Adult Literacy Survey, which was commissioned by the U.S. Department of Education, found in 1993 that 90 million American adults – nearly half of our adult population – are poor readers, possessing only the most limited reading skills. Many do not write or read well enough to read a newspaper or magazine article or fill out a job application. Even most of those who graduate from high school, and go on to college, do not read well enough to enjoy or to read anything important. "That is why it is so terribly important that every child be taught to read by the

correct method **before** he is taught bad habits in school," says Mrs. Schlafly.

First Reader contains everything needed to teach a child at home. It is equally good for families that have decided to homeschool and for those who plan to put their children in public or private school.

It is not necessary to have a teacher's certificate, any special training, or a college degree. All that is required is the right attitude and the right tools to do the job.

First Reader contains those tools. It consists of a 192-page, 4-color hardbound reader, a 128-page workbook, two cassettes of instructions, and two "fat" pencils for little fingers to learn how to write.

Three 20-minute segments a day is all the time it takes to teach a child to read with **First Reader** – a small investment of time for such a high return, and a highly productive way to spend precious time of intimacy bonding with your child.

Reading is fundamental to education and is the key that can unlock doors of endless opportunity. **First Reader** is part of Mrs. Schlafly's nationwide campaign to get all Americans to teach their own children to read. If every parent joined this campaign called, "Each one, teach one," our nation's illiteracy problem could be turned around.

Our nation's Number One National Education Goal is "Every child should start school ready to learn." Your child will be "ready to learn" if he has been taught to read at home.

First Reader is available at the affordable price of \$79.95 plus shipping and handling, and can be ordered by calling 1(800)700-5228 (8 a.m. to 8 p.m. eastern time). □

Smith *continued from page 1*

After the defeat, MoPIRG ran an ad in the university newspaper that read, "SAVE MoPIRG: The Facts About an Unfair Election," in which they accused Kimberley Smith of libel and slander. They misrepresented her anti-MoPIRG campaign, and requested that all students involved in it be expelled from the university.

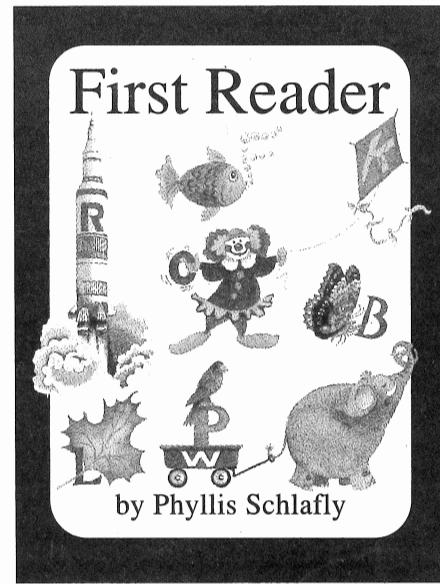
MoPIRG then threatened to file a lawsuit, in an attempt to scare the students involved in the NoPIRG campaign into recanting their position. Miss Smith has received a letter from MoPIRG's lawyer requesting that she "give him a call . . . so that [they] can best resolve these differences [disputes]."

At the following Student Government meeting on March 21, a student senator (who was also a MoPIRG member) submitted a resolution to hold another election for the tuition fee on the basis of Kimberley Smith's alleged "libel." After a long debate, in which most members of the student senate argued in favor of Miss Smith, the pro-MoPIRG resolution was defeated by a vote of 30 to 5.

MoPIRG members are now attempting to have Miss Smith expelled from the university. They have filed a complaint with the university saying that the information on the signs was misleading and that, in getting them approved to be posted, she provided "misleading information to a University official," which is prohibited by the student code.

Julie Saker, Director of Student Life, told Miss Smith that she will most likely get a simple "letter of reprimand" and that it will "soon all be over." Smith informed Saker that she will not settle for that because she did nothing wrong. Saker's decision is pending and should be made in the very near future.

Miss Smith's argument that student tuition funding for MoPIRG is unconstitutional should be on sound ground since the U.S. Supreme Court let stand the landmark decision in *Smith v. Regents*, holding that mandatory student fees may not be spent by a student government for political or lobbying purposes. (See *Education Reporter*, October, 1993.) □



FOCUS: North Carolina Adopts 'Progressive' Curriculum

By D. L. Cuddy, Ph.D.

If a company had for some time been far below its standards and profitability of 30 years ago, would you still listen to its leaders concerning how the company could improve? State education Superintendent Bob Etheridge had never been a teacher, principal or local superintendent, so he has been at the mercy of the "progressive" educrats who are largely responsible for the poor state of education in North Carolina.

A sex education policy statement from the Department of Public Instruction (DPI) about 20 years ago declared we were moving from a policy based upon moral codes to a more "humanistic" approach. Recently, Superintendent Etheridge proudly sent across the state the "Exploring Career Decisions" curriculum, which included students' "Profile Interpretation" with scored categories such as "humanism," "religion," and "family."

This curriculum contains "interdisciplinary teaching strategies" which "identify desired student outcomes" (outcome-based education) in the "cognitive, psychomotor, and affective" domains. The students write a last will and testament along with an epitaph. There's a "Secret Mission Contract" between the student and counselor. And the IALAC Story by Sidney Simon and Merrill Harmin is presented by William Glasser, author of *Schools Without Failure*. Simon and Harmin have been prominently associated with the infamous values clarifica-

tion process, and Glasser in the aforementioned book states that "we have to let students know there are no right answers." Interestingly, in this curriculum's "Identify Your Values" section, students are told "There are no right or wrong answers." Superintendent Etheridge and the "progressive" educrats spend quite a bit of time in this curriculum on family and religion, asking students to respond to such statements as "The 'boss' in my family is" and "In my life, religious experiences are." Under the "Identify Your Values" section, students are asked to declare the truth or falsity of statements such as "I love my parents," "I give time or money to my religion," "I believe there is life after death," and "If I ask, my sins will be forgiven."

The next section is titled "What Comes First For You," and students are asked to choose among "a strong religious faith," "a happy family," and other items. Next comes the "Values Survey" where students are to respond true or false to statements, including "I would rather be free to move around than be tied down by a family." The "Your Lifestyle Pattern" section wants to know "how important is each part of life (family, friends, leisure, religion, personal choices, and work) to you?" And several situation ethics examples involving student-parents

relations are presented for the students' responses.

Of course, there's the notorious "life-boat-type" game. In this curriculum, a great flood will destroy all the people on earth, but ET is coming and can save 10 people whose occupations will be most important for "the new earth." Students are supposed to vote for the most important.

After I (and others) inquired about this curriculum at DPI, I was told I couldn't see it until "some pages were pulled from it." I later received a call from a DPI spokes-

person telling me the curriculum (which had been already sent around the state) was being pulled for revision. What is important, though, is for North Carolinians to realize that these educational disasters do not come out of thin air. They come from the philosophy of "progressive" educrats who run our systems, and they, along with Superintendent Etheridge, should be invited to depart from their positions of authority before matters get worse.

By "worse," I mean the Outcome-Based or Performance-Based standards Superintendent Etheridge is planning for our schools. William Spady was a "consultant and facilitator" for this process in North Carolina. In "Future Trends: Consider-

ations in Developing Exit Outcomes" (Sept. 1987), Spady wrote: "Despite the historical trend toward intellectual enlightenment and cultural pluralism, there has been a major rise in religious and political orthodoxy, intolerance, fundamentalism, and conservatism with which young people will have to be prepared to deal." Outcome-Based Education was canceled in Virginia by Governor Douglas Wilder.

By "worse," I also mean the terribly subjective grading of the recently mandated year-end tests in North Carolina. For example, in the grade 6 "Clarification/Expository Composition" Scoring Guide, a student is downgraded for "weakness in the progression of ideas," but "progression of ideas" is nowhere to be found in the directions given students. In the grade 8 "Persuasive/Argumentative Composition" Scoring Guide, students are downgraded for "sparseness," "not elaborating enough," and for "not unifying statements," though none of these are mentioned as judgment criteria in the directions given students. Besides, isn't there something to be said for conciseness in writing?

In the English II Essay Test, a student is downgraded on Euripides' play *Medea* for "focusing on Medea's villainous acts and nothing else," but the first item under directions to the students is "Be sure to focus on a villain." Finally, in the 3rd grade "Open-Ended Reading Test," there is a story about a rabbit and deer, at the end of which students are only asked, "Do you think the deer really should have antlers?"

See Cuddy, page 4

Grassley *continued from page 1*

school's losing its federal funding.

Senator Grassley said that his amendment is important to "empower parents to walk within their constitutional rights." "Not only did the existing law fail to foster a healthy degree of parental involvement in a child's education, it actually discouraged it by establishing barriers to infor-

mation for interested parents," Grassley said. "My amendment helps cut through the red tape and helps make it possible for parents to take a more active role on how schools treat these personal issues."

"Parents will no longer be forced to jump through all these hoops just to know what happens each day at their children's school," Grassley said.

Grassley noted that his interest in reaffirming parents' right to know what goes on in the classroom was heightened in recent years by cases described to him by frustrated parents who learned of controversial questionnaires given to children who were specifically told not to tell their parents.

The new user-friendly PRRA should be of great assistance to parents who are engaged in curriculum battles. Many of the current trendy courses in self-esteem, sex and drugs are based on non-academic techniques and on asking students nosy questions.

The original need for the Protection of Pupil Rights Amendment and its regulations was explained in the best-selling book *Child Abuse in the Classroom*. This book consists of excerpts from testimonies given at U.S. Department of Education hearings in 1984 on the PPRA regulations. Because of popular demand, it was recently brought back into print. (Pere Marquette Press, Box 495, Alton, IL 62002, \$8.) □

From 'Hatch' to 'Grassley'

Since its enactment in 1978, the original Protection of Pupil Rights Amendment (PPRA) has often been called the "Hatch Amendment," after Sen. Orrin Hatch (R-UT). The term was confusing because there is a better known, older law called the Hatch Act, which limits political activity by federal employees.

Rather than Sen. Hatch, the PPRA actually owed much more to the vision of the late Sen. Sam Hayakawa (R-CA), the distinguished educator who first identified the "heresy" of "education as therapy."

Since the original PPRA has been superseded by the new Parental Rights Restoration Amendment (PRRA), the law should henceforth be called the "Grassley Amendment."

Protection of Pupil Rights -- 20 U.S. Code §1232h as amended by the Parents Rights Restoration Amendment in Goals 2000 March 31, 1994

- SEC. 439. (a) All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the children.
- (b) No student shall be required, as part of any applicable program, to submit to a survey, analysis, or evaluation, that reveals information concerning:
- (1) political affiliations;
 - (2) mental and psychological problems potentially embarrassing to the student or his family;
 - (3) sex behavior and attitudes;
 - (4) illegal, anti-social, self-incriminating and demeaning behavior;
 - (5) critical appraisals of other individuals with whom respondents have close family relationships;
 - (6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
 - (7) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program)
- without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.
- (c) Educational agencies and institutions shall give parents and students effective notice of their rights under this section.
- (d) ENFORCEMENT - The Secretary shall take such action as the Secretary determines appropriate to enforce this section, except that action to terminate assistance provided under an applicable program shall be taken only if the Secretary determines that -
- (1) there has been a failure to comply with such section; and
 - (2) compliance with such section cannot be secured by voluntary means.
- (e) OFFICE AND REVIEW BOARD - The Secretary shall establish or designate an office and review board within the Department of Education to investigate, process, review, and adjudicate violations of the rights established under this section.

After Three Strikes – Is OBE Out?

In Pennsylvania

FOX CHAPEL, PA – If it ain't broke, don't fix it. That's the message that was communicated to administrators of the Fox Chapel Area School District last November when the school board was presented with a petition signed by more than 700 parents. Judging from the cancellation of a January 24 meeting at which the Fox Chapel High School Restructuring Committee had planned to present to the school board its recommendations for radical changes in the length of class periods, that message was heard loud and clear.

Plans to implement a program called "intensive scheduling," which would have replaced the school's eight-year-long class periods of 40 minutes each with four semester-long classes of roughly twice that length, have been postponed for at least a year. "The original committee had a recommendation that I could very well support," said Fox Chapel High School Principal Charles Territo, "but there was no consensus in the community for moving forward in that direction."

Rhodora Barton, whose daughter is a freshman at Fox Chapel High, protested at the November school board meeting that implementation of "intensive scheduling" during the 1994-95 school year would be "too much, too fast, too soon." She argued that there was no evidence to support the supposed benefits of the restructuring, and that the reduced number of classes would limit a student's opportunity to take electives.

Mrs. Barton reiterated her concerns at the January school board meeting and challenged the propriety of making fundamental changes at a school recognized for excellence. (Fox Chapel High was recently designated a "Blue Ribbon School" by the U.S. Department of Education.) "I question why the school district would want to retrain our 'Blue Ribbon' teachers," she added. "Some of my concerns are who will facilitate this retraining? Where will it be conducted?" Mrs. Barton also suggested that numerous teachers at Fox Chapel High oppose the restructuring and retraining but have refrained from voicing their objections for fear of jeopardizing their jobs.

A member of the Coalition for Quality Education, a local group formed to offer community input on the restructuring plans, Mrs. Barton views "intensive scheduling" as a mechanism for facilitating the introduction of Outcome-Based Education (OBE). She argues that "the diminished subject material covered in the extended period, as well as the emphasis on attitudinal changes, are steps toward the implementation of OBE goals."

Originally composed of seven teachers, one counselor, three administrators, two students, and three parents, the Restructuring Committee appointed by Territo in 1992 has been reorganized to include 16 parents, 12 teachers, four administrators, and two school board members. Having decided not to make a recommendation for the 1994-95 school year, the new committee, according to Territo, "will continue to study and make recommendations for implementation in the fall of 1995."

The Coalition for Quality Education, (P.O. Box 77146, Pittsburgh, PA 15215), is interested in hearing from other parents who face similar problems with their children's schools. □

In North Carolina

BEAUFORT, NC – School board members in Carteret County agreed unanimously to drop OBE from the system's Strategic Plan that will guide the school system over the next five years. The plan had called for a massive overhaul of the schools so that attitudes would have become one of the teaching goals. Local parents were outraged at the proposed curriculum and stirred up such opposition that school board members were compelled to drop the plans. The superintendent, Tom Davis, recommended that OBE be dropped as a result of parents' complaints.

Ms. Shirley Way, a board member who supported the implementation of OBE, blamed national groups for starting the "problem" that eventually filtered into Carteret County. She said it was a classic contemporary example of the "Chicken Little" story: "To listen to the Carteret County

Henny Pennys and Ducky Luckys, a disaster of cataclysmic proportions is going to swoop down on our school children if OBE is ever implemented in any form," she said.

The leader of the opposition, Katherine Easley, maintained that she and other parents were very informed of the dangers that result from OBE because it emphasizes social change rather than academics. "I'm for the three R's, learning to read with phonics and an emphasis on grammar, history, science and discipline," she said, noting that those studies are missing from OBE. □



WALL, SD – If it looks like a duck, walks like a duck, and quacks like a duck, it must be a duck. That's what newly-elected members of the Wall, South Dakota School Board figured when district officials tried to salvage a three-year-old Outcome-Based Education (OBE) pilot program by recasting it as "modernization."

"It was common knowledge that it was OBE," says Glen Lakner, one of the new board members who rejected the controversial pedagogical approach in a lopsided vote (5-2) earlier this year. "When the district started getting flak," he adds, "all of a sudden it was 'modernization.'"

In implementing the pilot program, says Lakner, district officials "put academics on the back burner." Under the previous board, he contends, "the superintendent and the teachers pretty much got what they wanted." The new board, however, "threw out a lot of their goals and benchmarks" and sent district officials back to the drawing board.

The school district's exit outcomes purported to ensure that every graduate would be a "caring steward," and "involved citizen," a "self-directed lifelong learner," a "quality producer," a "self-actualizing person," and an "effective communicator." How a graduate could become any of those things without obtaining a basic education seems not to have occurred to the zealous reformers.

In instructing district officials to abandon OBE, the board observed that "cer-

tain principles are of vital importance in educating our youth" and enumerated them: letter grades, distinct grade levels, individual evaluation, and subject matter separation. The board also recommended that the school staff "break the curriculum into the four basic areas of subject matter: math, science, language, and social studies."

The victory over OBE in Wall reflects a growing trend. It's been open season for "duck" hunters all over South Dakota for nearly a year. Parents in Redfield bagged their limit last May when the Redfield School Board agreed to abandon OBE after a year-and-a-half trial.

In June, newly elected members of the Lyman School Board also took aim at OBE and brought down the school superintendent in the process. Lyman School Superintendent Chris Anderson resigned in February after 14 years in the post, citing the controversy over OBE as his reason for leaving.

South Dakota's Department of Education began offering monetary inducements to school districts to implement "modernization" programs such as OBE back in 1991. Over the last three years, 20 districts have succumbed to the enticements, but community opposition is forcing more and more of them to reconsider their decisions. Nevertheless, with the state legislature allocating \$2,050,000 for "modernization" in fiscal year 1994, the lure of the lucre will be hard to resist. □

Cuddy *continued from page 3*

Why?" They are not given the highest grade unless they address perspectives of *both* the rabbit and deer. This meant that one student, who simply said the rabbit shouldn't win the race with the deer because the rabbit cheated, was downgraded! Yet, in all real-life sports events involving just two participants, cheating by one automatically determines the other to be the winner.

By "worse," I likewise mean the objectionable and privacy-invading aspects of DPI's "Healthful Living Education" curriculum approved by the State Board of Education. Not only are second-grade "teacher observations used to identify students who are reluctant to share thoughts and feelings," but 12-year-olds are shown how to use condoms! Teachers do not tell students premarital sex is immoral, and students therefore will probably infer that it's all right. With condoms demonstrating a 17% failure rate (1 in 6, like Russian roulette), what happens when teachers, local boards, the State Board and DPI are sued for millions of dollars by students who, following this curriculum's advice, suffer the consequences (AIDS, VD, unwanted pregnancies) of condom failures?

And by "worse," I also mean the objec-

tional and privacy-invading aspects of DPI's "Alcohol and Other Drugs Inter-Disciplinary Curriculum" with Superintendent Etheridge's name on the cover. In this curriculum, first graders are told to stretch out on the floor, wiggling major body parts, as part of a Life Skills lesson including "attitudes and beliefs." Third graders are told to give the names and ages of family members and a one-word description of how they feel about each member. Then the teacher asks, "Who would you talk with if you had concerns about a family member?" Fourth graders are given a visualization exercise and told "they can travel to this place any time they wish." North Carolinians should know that Quieting Reflex, Guided Imagery, Visualization, Meditation, Yoga and other altered states of consciousness techniques in schools have been severely criticized in recent years.

The people of North Carolina must wake up and act before Superintendent Etheridge and the "progressive" edocrats do even more damage than they've already done.

D.L. Cuddy, Ph.D., has taught in N.C. public schools and at UNC-Chapel Hill, and he was a Senior Associate with the U.S. Department of Education. □