

# EDUCATION REPORTER

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## New York Schools Spin Web to Catch 3-Year-Olds

ALBANY, NY — Public schools can't educate students in the 12 years allotted for the task, but they could work wonders if parents would just surrender their children to the system three years sooner. That's the conclusion to which attendees were guided at Governor Mario Cuomo's Children's Education Summit.

Governor Cuomo's opening address at the April 27 "summit" was followed by talks by New York Education Commissioner Thomas Sobol and Kentucky Education Commissioner Thomas Boysen. A workshop entitled "Early Childhood/Coordination of Human Services" was "facilitated" by Jack Foster, director of Kentucky's Center for Strategic Policy Studies.

The conclusion reached at the spring summit was identical to the one outlined last December in a document entitled *Putting Children First*, prepared by the New York State Special Commission on Educational Structure, Policies and Practices. Arguing that "too many children begin kindergarten or first grade on a trajectory for failure because they lack the foundation for future achievement," the report called for expanding "the system of comprehensive collaborative pre-kindergarten programs to serve all economically disadvantaged 3- and 4-year olds."

The state's existing pre-kindergarten program — which includes "comprehensive educational, health, nutrition and social service components, as well as parent education and coordination with other early childhood and community agencies"

— currently serves "only 19,500 children." According to State Education Department estimates, there are "110,000 disadvantaged 3- and 4-year old children in New York State who are unserved."

The Special Commission recommended that up to \$25 million per year be allocated to a five-year expansion of the pre-kindergarten program. "As a condition for participation," the Commission stipulated, "new and expanding pre-kindergarten providers should adopt a plan for collaboration with daycare and other early childhood service providers to provide children with a seam-

less web of support services."

The spider imagery was apropos. "The current method of delivering human services to children and families is both overlapping and fragmented. Education, employment, social services and juvenile justice programs are provided by separate departments, divisions and even facilities," the Commission lamented. "Existing delivery systems should be coordinated to deal holistically" with disadvantaged students.

The Commission urged that "family resource centers" be established at school sites, offering "before and after school care

for children ages 3-12, prenatal and parenting education, including monitoring child development for new and expecting parents, health services or referral to health services, social services, social security and job counseling." The Commission also advised that "all state agency human service providers should be required to integrate and facilitate the delivery of services to children and families."

To achieve these goals, the Commission recommended merging all state agency databases on economically disadvantaged children and their families. □

## NEA Convention Censors Educators for Life

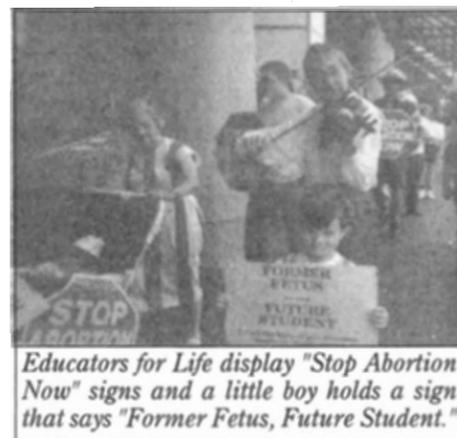
NEW ORLEANS, LA — NEA administrators continued to censor and intimidate the Educators for Life/Abortion Neutrality Caucuses at the annual meeting of the 10,000-delegate union. The caucuses are politically incorrect at NEA which takes a national pro-abortion stance. NEA Resolution I-13, which was passed in 1978, defends "the right to reproductive freedom" and "school-based family planning clinics," and promotes abortion services.

This year Educators for Life was prohibited from distributing a leaflet entitled "D & X Abortion Technique" at its fundraising exhibition booth. In a memorandum sent to Educators for Life on Independence Day during the conference, the NEA Bylaws Committee said that the leaflet violated

Standing Rule 11(c) in that it was "disruptive or offensive, i.e., obscene or in bad taste." Christine Nowak, Educators for Life chairperson, argued that the material in the leaflet has been published in major medical journals and in Planned Parenthood literature.

The memorandum was written after Ms. Nowak, a retired English teacher, and a colleague were summoned to a private meeting at the New Orleans convention after Educators for Life complained of censorship of their display material. They were startled to see ten NEA administrators at the meeting, including policy manager, Carolyn Cruise, NEA general counsel Robert Chanin, another attorney, all

See *Educators for Life*, page 4



Educators for Life display "Stop Abortion Now" signs and a little boy holds a sign that says "Former Fetus, Future Student."

## Teachers Reject Special-Ed Students in Regular Classes

The American Federation of Teachers (AFT) has released a poll that shows most teachers object to the practice of "full inclusion" of special-education students into regular classrooms.

"Full inclusion, a growing trend, places all disabled children into regular classrooms on a full-time basis, regardless of the nature or severity of the child's disability or ability to behave or learn in the regular classroom," AFT President Albert F. Shanker said.

"Of course, the other kids in the class won't learn anything because it's going to take 95% of the teacher's time to keep that [emotionally disturbed] child from spitting and cursing and urinating and doing all sorts of other things," he said.

"This kid with the other kids to get to play and learn with the other kids and may be a little better off," he added. "But nobody's asking the question, 'What about all these other kids? What's happening to their education?'"

The poll, conducted by Peter D. Hart Research Associates, surveyed 400 AFT members who said their schools have a policy of full inclusion or are moving toward such a policy. Of the poll respondents, 77% said they oppose a full-inclusion policy at their schools, and 59% cautioned against proceeding further with existing inclusion

See *Inclusion*, page 4

## Scandalous Math Questions Outrage Parents

CHICAGO, IL — Parents are outraged that a 6th-grade class at Horatio N. May Elementary School was given a math test that asked questions about drug dealers, gangs, and pimps. Parents say the eight-question test included such questions as:

"Hector knocked up 6 of the girls in his gang. There are 27 girls in the gang. What percentage of the girls in the gang has Hector knocked up?"

"Martin wants to cut his half-pound of heroin to make 20% more profit. How many ounces of cut would he need?"

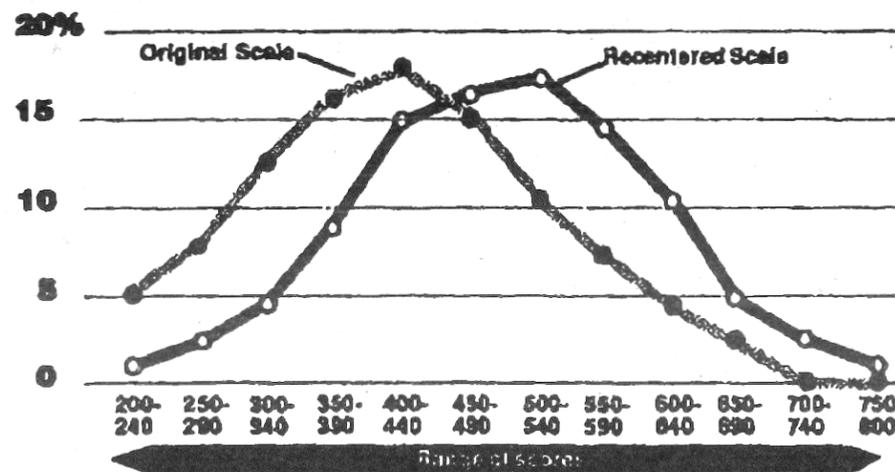
The test also included blanks for students to write their names and gang affiliations.

The teacher who gave the test has been removed from classroom duties while school officials investigate. Parents say they want the teacher fired.

"The innocence of education is gone. Our children are being exposed," said Sandra Alexander, who has five children in the school. □

## Refiguring the S.A.T.

Percentage of students scoring at different levels on the verbal section of the test under the old scale and a recentered scale.



Source: College Board

"If you can't make the grade, just change the grade." That seems to be the case for the SAT beginning next April when the test will be "recentered" and the scores will rise for everyone.

Scores for the SAT range from 200 to 800 on each of the two sections, and when the current grading scheme took effect in 1941, the average score on both the verbal and the math sections was 500 — right in the middle. But since then, the averages have dropped.

By 1969, for example, the average on

the verbal section was down to 462. Now it is 424. On the math section, today's average is 478.

But the College Board wants students to be able to easily compare their scores with the national average, so it raised the average to 500 again. A 730 on the 1993 verbal test, for example, would be equal to an 800 on the recalibrated exam.

College admissions officials will be briefed on how the new scores compare to the old, so the national college preparatory standard will remain unaffected.

# EDUCATION BRIEFS

**PAW's 1994 annual report, "Attacks on Freedom to Learn," tallies incidents of so-called censorship of school material.** PAW frequently characterizes "objectors" as members of right-wing political groups and extremist conservatives. But, according to Tom Minnery, vice president of Focus on the Family, most of the 347 cases in this year's report are "parents and grandparents who want what's best for children." Even those 347 cases are overblown, Mr. Minnery claims. J.D. Salinger's *Catcher in the Rye* received five challenges and John Steinbeck's *Of Mice and Men* received four. "Put in perspective, that's nine objections out of more than 84,000 schools," Mr. Minnery said.

**Students in the United States have taken "a strong step forward" in math and science, but are barely holding their own in reading and writing, according to findings by the National Assessment of Educational Progress.** Math and science achievement among students aged 9, 13 and 17 generally improved in the 1980s, after a period of decline during the previous decade. "It's not adequate, and we have a long way to go," Education Secretary Richard W. Riley acknowledged. But he added, "The trends are good . . . they're moving in the right direction."

**Sen. Jack Danforth's (MO) proposal for optional same-sex classes passed the Senate by a vote of 66 to 33.** This amendment to the Elementary and Secondary Education Reauthorization Act would allow — on a limited, experimental basis — low-income and educationally disadvantaged public school students to participate in same-sex classes. There is much evidence that single-sex education improves the academic performance of some children, but some schools that have tried boys-only classes have been held in violation of Title IX's prohibition against gender discrimination. Danforth's measure would authorize the Secretary of Education to waive Title IX and other such civil rights statutes, provided schools offer single-sex classes for girls as well as boys and also provide co-ed classes.

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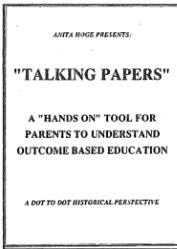
## OBE: To Win the Battle, Parents Must Know What They're Fighting!

"Talking Papers" by Anita Hoge is a "hands on" tool for parents to understand Outcome-Based Education. It's an audio tape that comes complete with a fact-filled notebook giving a carefully documented historical perspective of OBE.

After traveling across the U.S. speaking on OBE, Mrs. Hoge found that the most important tool she could give parents was the information she had acquired. "I believe knowledge is power," she said. "We parents and grandparents must be informed and well documented to be able to protect our children from the education elite."

But Mrs. Hoge adds that just saying what the problem is is not enough. "Parents need documents," she claims. "They need the proof."

"Talking Papers," with its cassette tape and notebook of documentation, will "talk"



the listener through the OBE process. It explains:

- \* OBE from Bloom's Taxonomy to Spady's transformational proves that OBE is not new.
- \* Shows that Pennsylvania is the model for the nation.
- \* Presents actual test questions from affective EQA tests and explains how values are scored.
- \* Proves that data banks exist.
- \* Examines NCES coding for data retrieval.
- \* Pinpoints how technology will be used to control under management by objective system.

"Talking Papers" will equip parents with the knowledge and documentation necessary to battle Outcome-Based Education. It is an excellent source to be shared with legislatures, friends, and education groups.

To order with Visa, MasterCard, AMEX or Discover, call 1(800)886-8852. The cost is \$18.95 + \$3 shipping & handling. Send check or money order to SRSA, Inc., 143 Passage Way, Easley, SC 29642. □

## School Violated Child's Free Speech Tiananmen Doesn't Square With U.S. Constitution

A federal court in Tampa, FL ruled on June 9 that a school board and school principal violated a pupil's constitutional rights to free speech when the principal confiscated and destroyed the child's religious literature.

The case arose in 1992 when Amber Johnston-Loehner, then a 5th-grader at Lime Street Elementary in Polk County, asked her teacher if she could distribute religious literature during non-class time. The teacher summoned the principal, Philip O'Brien, who threw the literature in the garbage saying, "I will not have religious material on my campus."

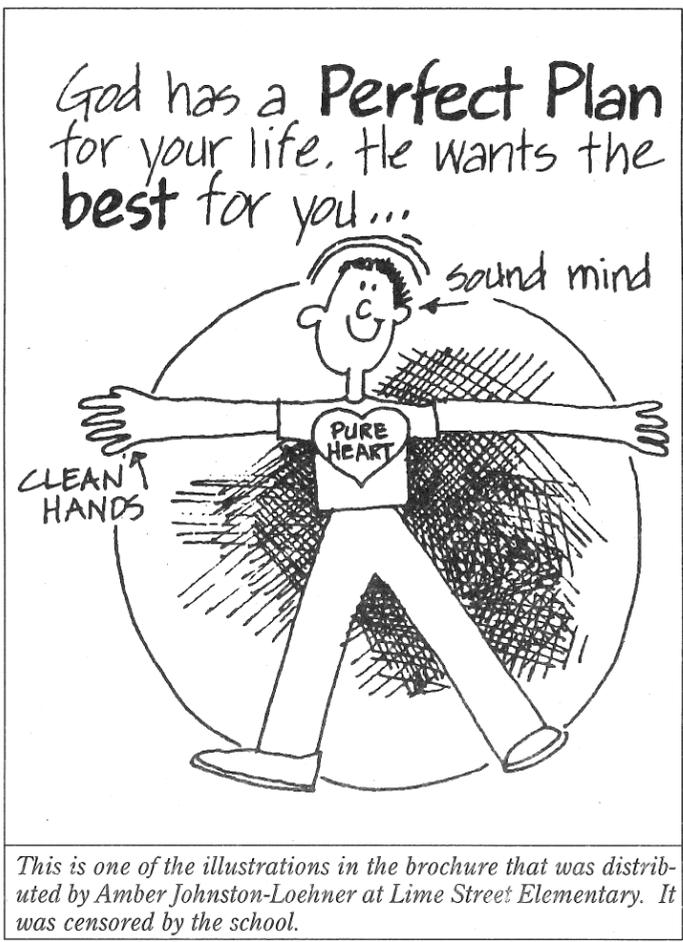
The school argued that it must censor religious materials to avoid church-state conflicts. Under the policy, any literature that students sought to distribute on school grounds was supposed to have prior approval by the school board.

The federal court ruled that the Polk County School Board policy violated the student's right to free speech. Mathew Staver, the attorney who represented the student, noted that "Just as students may verbally express themselves before class, after class, in between classes, during the lunch hour, and on the playing field, students have the right to distribute lit-

erature during these same periods."

Staver pointed out that students are required to attend school by law, and once there, the state cannot suppress their speech because they disagree with its content. "Prior approval requires prior restraint," he added. Staver concluded by saying, "The Constitution guarantees that public schools cannot be turned into a type of Tiananmen Square where only governmentally approved speech is permissible."

Staver is president of Liberty Counsel, a civil liberties education and legal defense organization, based in Orlando, FL. □



This is one of the illustrations in the brochure that was distributed by Amber Johnston-Loehner at Lime Street Elementary. It was censored by the school.

*The Fall of the Ivory Tower: Government Funding, Corruption, and the Bankrupting of American Higher Education* by George Roche, Regnery Publishing, Washington, D.C., 1994, 259 pps, \$24.00.

Students from all over the world travel to American colleges and universities to receive what many boast is the finest education available. Do our colleges and universities live up to such a reputation?

Hillsdale College President George Roche claims they do not. Why? His answer is simple: government subsidies. Dr. Roche explains in *The Fall of the Ivory Tower* why "the effect of federal subsidy and control has been more profound, more direct, and more damaging than anyone has yet realized. It has led to a situation in which the entire system of higher education in this country is academically, morally, and quite literally, going bankrupt."

Dr. Roche has served as president of Hillsdale College since 1971 and is well-known for his efforts to keep that college free from federal intrusion. A former Reagan appointee to the Department of Education, Dr. Roche explains recent scandals in academia surrounding "political correctness," "overhead" corruption, and declining SAT scores. He reveals that hundreds of colleges and universities are on the brink of financial disaster.

"Tens of thousands of students do not know when Columbus sailed to the New World, who wrote the Declaration of Independence, or when the Civil War was fought," Dr. Roche writes. "Businesses complain that they must re-educate college graduates in such basic subjects as grammar, spelling and practical math. Parents protest that tuition costs have far outstripped the rate of inflation and their ability to pay. Meanwhile, growing numbers of professors receive huge salaries for teaching one or two classes a semester. Though constantly complaining about the lack of sufficient research opportunities and funds, they have found ample time and resources to politicize the campus and to lead a frontal assault on the traditional liberal arts curriculum — all under the banner of 'political correctness' and 'multiculturalism.'"

*The Fall of the Ivory Tower* shows how student assistance is no longer just for the needy. At Harvard University, "nearly two-thirds of the undergraduates receive some form of financial assistance. At some private and public institutions, the figure is as high as four-fifths. It is not at all uncommon, in fact, for students with annual family incomes in excess of \$60,000 to be eligible for government aid. What is more, of all available college financial aid, nearly 75% — an astonishing three out of four dollars — comes from the federal government."

After explaining the root cause of the collapse of academe, Roche offers insightful ideas on how to make improvements. He explains that the financial crisis many institutions are enduring could, in fact, become good news if it forces genuine reforms.



# FOCUS: Deming Up or Dumbing Down?

## Model Schools Implement Total Quality Management

ATLANTA, GA — If the second annual Model Schools Conference convened in Atlanta early this summer is any indication, the ideal of the educated person as a well-rounded individual who can think for himself is a relic of the past. A good little worker bee is what educational reformers are determined to make of the contemporary student. The B in OBE, conference speakers made clear, is a denatured little insect that cheerfully does the bidding of his masters.

"America must redefine the purpose of education," Willard R. Daggett, director of the International Center for Leadership in Education (ICLE), proclaimed to the 1300 educators in attendance at the opening session of the conference on June 26. "The key to determining what should be taught in American schools is to decide on the skills and knowledge our graduates will need to function as adults in our society."

Daggett presented the findings of a research report he produced for ICLE entitled "Defining Excellence for American Schools." Using his newly developed "Application Model," Daggett surveyed the educational systems of ten countries to determine the degree to which their students can *apply* what they have learned — not only within but among disciplines, and

not only to predictable but also to unpredictable "real-world" situations.

The results of Daggett's survey seem to suggest that the American system is less successful in teaching students how to apply knowledge than are students in Canada, England, Germany, Denmark, France, Russia, Japan, China, and South Korea. "The greatest emphasis on application can be found in the Asian systems," said Daggett.

"Knowledge alone is inadequate; we need rigorous and relevant standards for all students," Daggett declared in the conclusion of his report, as a prelude to plugging his model. "If American schools were to adopt the Application Model as a basis for reorganizing instruction and assessment," he asserted, "schools could begin to meet the standards that are in place worldwide. Most importantly, such a move would provide students with the skills they need to function in a technological, information-based society."

Daggett's remarks were followed by presentations of "model" programs from across America. Superintendent Jim Causby provided an overview of the Polk County, NC schools, whose stated mission is to "prepare students to be literate, informed, responsible, and productive mem-

bers of a global society who believe learning is a lifelong process." Causby conceded that one of the major obstacles to restructuring is the false impression of success that school administrators themselves have created. Having always put "the best spin on things," they now find it difficult to convince parents and staff members that the whole system has to be rebuilt from top to bottom.

John Chubb, a founding partner of the Edison Project, detailed the components of that organization's business-like approach to education: direct instruction, cooperative learning, student portfolios, learning contracts, home computers for every student, compulsory community service, schools as community centers, etc.

David Langford weighed in with a presentation of his Total Quality Learning program, an attempt to apply to education the Total Quality Management (TQM) philosophy developed by W. Edwards Deming to revitalize the post-war Japanese economy. Now much in vogue among American businessmen, the philosophy includes such concepts as teamwork, self-assessment, and continuous improvement.

Lawrence Lezotte, senior vice president of Effective Schools, noted that one of the problems with trying to implement an "idealized redesign" is that "most superintendents are not trained to be change agents." Lezotte bemoaned the fact that "systems already in place have an enormous amount of inertia to do again what has been done before. If we didn't have a system in place," he asserted, "we could speed up this reform/restructuring process tremendously." Even at an accelerated pace, reform cannot be judged successful, Lezotte argued, until "a teacher says that for the first time he or she now feels important."

An "Outcomes-Driven Developmental

Model" now in use in the Johnson City, New York school system was presented by Albert Mamary, executive director of Partners for Quality Learning. "We were 'Deming' long before anybody ever heard of Deming!" boasted Mamary. "In Johnson City, nobody ever bosses anybody," he asserted, noting that in his district "teachers hire all new teachers." The Johnson City school has implemented a key concept curriculum and switched from norm-referenced to criterion-referenced assessment, with the long-term goal of introducing self-assessment.

School restructuring was presented not as an option, but as an imperative, by Mark Mitrovich, assistant superintendent of the Kennewick, Washington school district. "We must change. The old order is being challenged," he declared. "We're no longer reforming; we must reinvent." Technology is what has made this change necessary, said Mitrovich. "Technology is not the sideshow; it is the show, and profoundly changes the process of learning."

One of Mitrovich's most daunting tasks has been "trying to convince parents that grades are not important, that functional ability is more important."

The High Schools That Work program, featuring "an ungraded academic core with a career emphasis," was also held up for admiration. Director Gene Bottoms argued that "middle school concepts are most consistent with tech-prep concepts." It was with that philosophy in mind that Bottoms sent teams of teachers "into industries to see what business needs." He concluded that "the earlier the youth formulates a career plan, the more successful the high school performance." Even with that career plan in hand, however, the student is going to need "a longer day, week, and year for extra help," said Bottoms. □

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## Training the Worker Bee

Imagine Samuel Johnson standing in an unemployment line. If he were alive today, this prototypical renaissance man would be considered unhirable. However renowned he was for his wit and learning, the fact remains that the poor fellow had no "skills."

What Dr. Johnson would need to compete in our technological age is "training." And the would-be scholars of today are going to get plenty of it. They'll run little risk of acquiring unmarketable wisdom, for educational reformers are feverishly restructuring our nation's school systems to ensure the production of "a workforce that meets employer needs in an era of global competition."

The steps needed to achieve that cynical objective are outlined in a report prepared for the U.S. Department of Education's Office of Vocational and Adult Education by the Institute for Educational Leadership (IEL) and its Center for Workforce Development. Entitled *An Overview of Skill Standards Systems in Education and Industry*, the report notes that "a wide array of efforts are underway in every state to involve industry representatives in constructing workplace skill requirements," and that the Office of Vocational And Adult Education "has taken on the crucial responsibil-

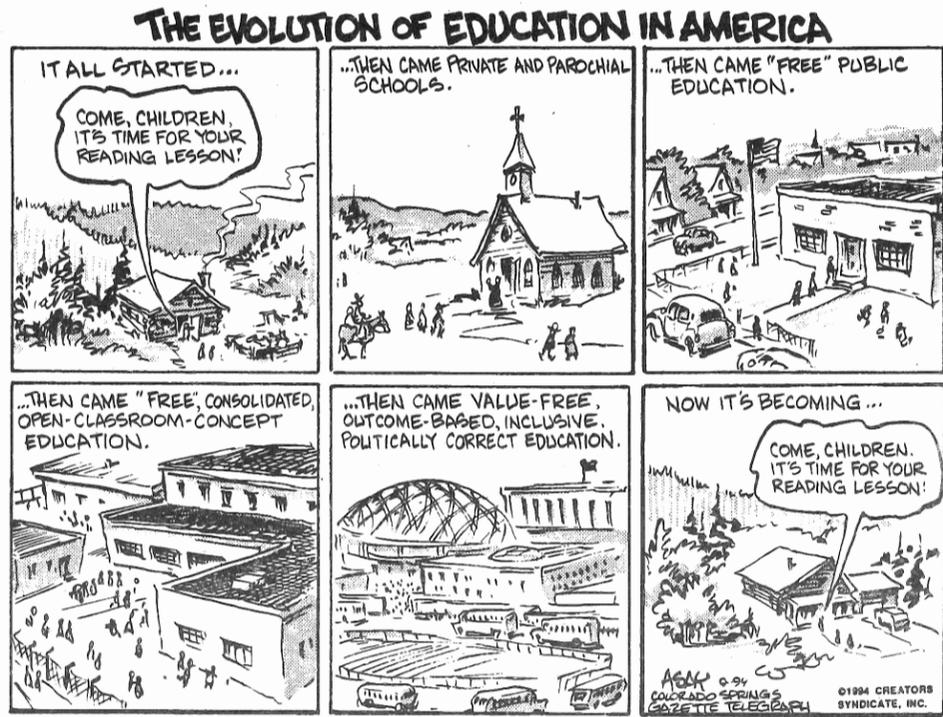
ity of assisting the states and industries in that effort."

In 1990 the bipartisan Commission on the Skills of the American Workforce bemoaned the plight of the United States as the only major industrial country lacking "national systems and structures that involved industries in the development and implementation of education and training for large portions of the workforce." The

IEL report is the Education Department's first step in correcting that deficiency. While conceding that "some American trade associations and education and training efforts are the worldwide pacesetters: in setting standards, the report insisted that America must have an "efficient, effective and understandable overarching framework within which the skill standards systems can thrive."

The U.S. Department of Labor has joined forces with the Education Department "to promote the development of a voluntary national skill standards effort that brings to the table all of the stakeholders, including industry associations, unions, and educators from both secondary and postsecondary levels." Given no status as "stakeholders," American students will eventually discover that they are the victims tied to the stake. □

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## Educators for Life

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five members of the bylaws committee, and two staffers from the bylaws committee.

"Intimidating," was how Ms. Nowak described the confrontation. She said Robert Chanin's attitude was sarcastic and his arguments were one-sided. Nowak says she doesn't know what to make of the fact that one of the bylaws committeemen later stopped by the Educators for Life booth and boasted that he worked formerly for the American Civil Liberties Union (ACLU).

Four years ago, the bylaws and legal staff refused permission to Educators for Life to display the "precious feet," their main fundraising item, unless they removed the small cardboard backing which identifies the 10-week age of the pre-born infant. Nowak points out that, the following year, the Women's Caucus was permitted to sell a sweatshirt with an obscene finger gesture. In earlier years NEA administrators prohibited Educators for Life from displaying the color brochure "Your First Nine Months," which is illustrated with the famous photo-documentation of the stages of life in the womb.

Since 1978, Ms. Nowak has tutored pro-life educators toward the goal of getting the NEA out of the abortion business. This year Edward Weber of Ohio proposed a constitutional change that no teacher dues should be funneled to any agencies that lobby for abortion.

Every time they move to delete pro-abortion wording in Resolution I-13, the Editing Committee (appointed by the NEA president Keith Geiger), votes it down. "It's a matter of logistics and stamina," Nowak says. Resolutions Committee can take it out of Editing Committee, "and this is where it's really fought out," says Nowak. "The immediate goal is to keep any local, state or national dues from being spent on pro-abortion lobbying activity and we've made great inroads as teachers become more informed about how their dues are used."

She urges pro-life teachers to get

elected, especially to the Resolutions Committee, through their state caucuses. "Most delegates," she says, "have extremist views and are not representative of the rank and file." She would like to see more family-oriented teachers become the new policymakers and get the NEA out of the business of destroying prospective pupils. Ms. Nowak says she is optimistic, as there

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is a quickening grassroots surge of teaching pro-life and abortion-neutral associations.

Individuals who want to join the Educators for Life/Abortion Neutrality Caucus or help at next year's convention in Minneapolis (July 1-6, 1995) may contact Christine Nowak, 550 Hertel Ave., Buffalo, NY 14207 or call 716/875-4313.

## Teachers Withhold NEA Abortion Dues

*Union Members Invoke Fair Share Law*

The NEA's support of abortion-on-demand has led to a grassroots movement by NEA teachers to withhold union dues that are used to promote the abortion industry. Under the Fair Share Law union members have a legal right to withhold their share of dues which is used to advocate something that they do not believe in.

Teachers across the country are alarmed at the energy and money that NEA spends to promote abortion. In a letter dated July 1992, Deborah DeLee, director of Government Relations for the NEA, wrote to the members of Congress and strongly urged them "to vote for the Freedom of Choice Act and oppose all weakening amendments."

The Fair Share Law allows union members, at local, state and national levels, to legally divert the offensive portion of their dues to a non-sectarian charity.

The Pennsylvania Pro-Life Federation offers information on how union members may divert their dues. You can write to this organization at 310 Genet St, Scranton, PA 18505. □

## Southern Baptists Take Official Stand Against Outcome Based Education

ORLANDO, FL — A resolution opposing OBE was passed on June 16 without any opposition at the Southern Baptist Convention held in Orlando, Florida.

Messengers to the Southern Baptist Convention opposed OBE because "it risks the undermining of Judeo-Christian values, local control and traditional academic standards of excellence." They insist that educational reform should not abandon traditional academic standards or community values in local schools.

"While not all OBE components are harmful," the resolution stated, "the philosophical underpinnings and goals of most OBE programs are more concerned about promoting multiculturalism, 'politically correct' social values, and New Age philosophy to the exclusion of traditional Judeo-Christian values rather than measuring academic outcomes."

Southern Baptists historically have recognized that God has given parents the primary responsibility and right to educate their children, and it was recognized that

OBE "tends to place more power in the hands of governments and less power in the hands of parents. Also, it was recognized that this ever-expanding sphere of governmental influence is very disturbing to those parents who choose to educate their children at home.

Another concern was that, since many OBE programs promote relativistic "higher order thinking skills" and "critical thinking," children might be encouraged to question traditional moral values.

"Many parents are concerned," the resolution stated, "that OBE deemphasizes traditional academic instruction and reliance on basic academic skills such as reading, writing, and arithmetic in favor of the promotion of 'affective outcomes' which emphasize the importance of what students believe and how students feel about things."

The Southern Baptist Convention noted that so many dramatic changes are being called for, yet still no evidence exists that OBE programs improve academic skills. □

## Teens Vow No Sex Until Marriage

WASHINGTON, DC — Twenty-thousand teenagers gathered in Washington, DC on July 29 to celebrate the "True Love Waits" abstinence campaign and the youth evangelism conference, DC '94. Cards from more than 200,000 teenagers claiming sexual purity until marriage were planted on the Washington Mall. Organizers of the campaign claim this event is just the beginning of an aggressive campaign to promote teen abstinence.

"We want people to know here's a group of teenagers standing up for something," said Lucy Gama, 17, of Nashville, TN. "There are good teenagers out there," she added. "Not everyone is getting pregnant."

The pledge cards say: "Believing that TRUE love waits, I make a commitment to God, myself, my family, those I date, my future mate and my future children to be sexually pure until the day I enter a covenant marriage relationship."

Several teenagers from Rock Hill Baptist Church in St. Louis, MO said the "True Love Waits" campaign affirmed their own longtime beliefs. Jacob Albers, 17, called the campaign "a beacon to the world that thousands of teenagers — thousands and thousands and thousands of teenagers — have made the commitment that we can wait."

Many of the Rock Hill Baptist teenagers received rings from their parents as a symbol of their commitment to chastity. Karen Gatchel, 18, wears a quarter-inch gold band on her right hand, matching the new diamond solitaire engagement ring on her left. "If I were ever to break the commitment, I would have to give the ring back to my parents," she said. Instead she plans to give it to her fiance on their wedding night.

"True Love Waits" is the idea of Richard Ross, youth ministry coordinator at the Baptist Sunday School Board. Mr. Ross tried it out last year at his Tulip Grove Baptist Church in Hermitage, TN. After young people there signed up, Southern

Baptist youth ministers began introducing the program in churches across the country.

Twenty-five other denominations and religious groups — including the Assemblies of God and the National Federation for Catholic Youth Ministry — have endorsed the program, according to the campaign.

The campaign also provides Bible studies, recordings by Christian music groups, and Christian sex education materials to encourage young people to make and keep the pledges. □

## Inclusion

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programs. When asked to give specific advantages and disadvantages of inclusion, 49% of the teachers said it provides an opportunity for all children to interact and builds self-esteem for the disabled, but 69% said drawbacks included lack of teacher training and discipline problems.

"Teachers feel that inclusion can work only if all the supports and resources are available and the placements are appropriate," Mr. Shanker said. "But that's not the way it's working in schools. Both special-education and regular-education students appear to be the victims of lofty ideals and poor policy. It's unfortunate that school systems are jumping on a bandwagon that is headed in the wrong direction and bound to impede student achievement."

The AFT represents 820,000 members, including teachers, health care professionals, school related personnel, state and municipal employees, and higher education faculty.

On the other hand, the 2.2-million member National Education Association supports "appropriate inclusion" of special-needs students into regular classes and announced its support at its recent annual convention in New Orleans, LA. □