

## Illinois Parents Stop Diversity Plan

**S**PRINGFIELD, IL—Parents in Springfield, IL, have won a major school victory in stopping a "Diversity" curriculum that had been in the making for 18 months.

The 47-point plan had a price tag of \$600,000, but the district had planned to start with 30 of the ideas at a cost of \$236,750 in the first year and \$142,750 in following years. It sparked controversy from the minute it was introduced at the October school board meeting. Opponents to the plan claimed that it was too vague, too costly, unnecessary, and that it diverted class time away from the basics.

Stunned by the meeting at the October meeting, the board called a public forum for November 1. For three hours, parents and teachers debated the plan. At the November 7 board meeting advocates of the Diversity curriculum were unable to round up enough votes.

In December, a group called Taxpayers' Alliance for Better Schools sponsored

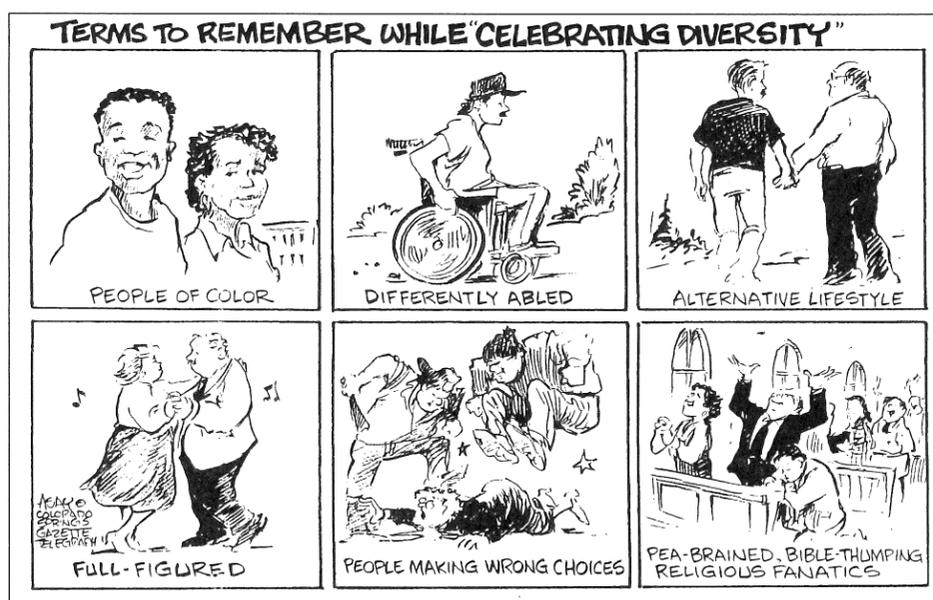
a visit by social researcher Judith Reisman. Dr. Reisman told several hundred parents and teachers at the meeting that they were being conned by school officials as to the content of the Diversity proposal. She asserted that the Diversity plan was so vague and undefined that it could easily include the homosexual agenda. "You can anticipate that, within the rubric of cultural diversity, within that Trojan Horse, is the promotion of very specific kinds of sexual conduct," said Reisman.



Dr. Judith Reisman

The author of *Kinsey, Sex and Fraud*, Reisman explained that Kinsey used children from orphanages to conduct sexual tests and induce orgasms in his famous 1948 report on human sexuality. She asserted that his fraudulent (and probably criminal) "re-

See Diversity, page 4



## Parents Fight Against Anti-Violence Proposal

**L**YNDEN, WA — A grant won by two Lynden High School students for their anti-violence proposal has sparked debate among parents and students who complain that the problem of violence in their school is overrated and the proposed program too experimental.

The "Sound Off" contest, cosponsored and funded by KSTW-TV in Seattle and Olympic Sports, was open to all Western Washington Schools. Students were asked to submit a two-page proposal outlining how they would utilize a \$3,000 grant to help reduce violence within their school. Lynden High School sophomores Laura Beckman and Inger Bornzin's proposal was judged the best of the 41 entries and won the \$3,000 grant to implement it.

"We were concerned about violence and we wanted to make a difference," commented Beckman as to why they entered the contest. "The program is based on the belief that, if people can communicate better, we can reduce violence."

Their proposal includes three parts: anger management classes, peer mediation, and a "Violence Awareness Week" with workshops and guest speakers.

Concerned parent Cathy Mickels asserts that this curriculum will be no more effective than sex education or anti-drug programs. "Well-intentioned people with well-intended ideas," she says, "are no reason to adopt the failed social programs of the past. These types of liberal social programs have been pushed on our schools before."

Mrs. Mickel's high school son Erik and his friend Gary Biondolillo helped ignite the issue when they wrote to the *Lynden Tribune* criticizing the anti-violence program. They claimed the immediate reaction of LHS students to the proposal was, "Where's all the violence?" They said students at LHS are "not witnessing the violence or racial tensions at which the proposal is aimed," and that violence and racial tensions at LHS are nearly non-existent. The proposal is "nothing more than a classic liberal, touchy-feel-good program," they wrote.

**E**ric Mickels and Gary Biondolillo assert that this is "reminiscent of '60's-style peace programs, which not only failed, but actually escalated problems."

Mickels and Biondolillo assert that this is "reminiscent of '60's-style peace programs, which not only failed, but actually escalated problems."

Nonetheless, "conflict resolution" or "anger management" programs are being taught in thousands of classrooms around the country. Dr. James Mercy of the Division of Violence Prevention with the federal Centers for Disease Control and Prevention in Atlanta says, "when it comes to curbing violent behavior, the bottom line is that we simply don't know what effect these types of curricula have."

*Seattle Times* reporter Marsha King writes, these types of programs "make parents and educators feel they're doing

See Violence, page 2

### OEA Human and Civil Rights Commission Questionnaire

December, 1994 Representative Assembly

Please complete the following questionnaire and drop it off at the Women's Caucus table in the voting area. The responses will be used by the OEA Commission on Human and Civil Rights which has been charged by the OEA President and Executive Committee to "collect information on Far Right groups and their activities in Ohio's schools and . . . make recommendations for strategies school employees can use to combat the negative impact of such activities."

1. Are any of the school board members in your school district known or suspected to be proponents of the Radical Right?  yes  no  
If yes, how many?  known  suspected

2. Has your school district experienced any of the following activity typical of the Radical Right? (Check all that apply)  
Challenges to:  science curriculum  sex education  mastery learning  library materials  Quest  Goals 2000 activities  student journals  sharing time  elementary guidance  whole language instruction (vs. phonics) or materials  Dare programs  DUSO or Pumsy programs  AIDS curriculum  Venture Capital Grants  cooperative learning  performance based education or OBE  alternative assessment  ungraded or integrated curriculum

Other activities:  use of Hatch letter  public view of curriculum  questions about teachers' personal lives or religious beliefs  requests to videotape classes  requests to inspect lesson plans

3. What has the school district done in response to these activities? (Check all that apply)  
 remove library materials  change curriculum  fire/discipline employees  eliminate programs  rescind grant applications  gave alternate selection  other, please specify: \_\_\_\_\_

4. What Radical Right groups are active in your area? (Check all that apply)  
 COY (Citizens for Excellence in Education)  Concerned Women for America  American Family Association  Focus on the Family  Christian Coalition  other, please specify: \_\_\_\_\_

5. School district \_\_\_\_\_ County \_\_\_\_\_

The above questionnaire was passed out at the Ohio Education Representative Assembly in an effort to combat the impact of "Far Right" groups in Ohio schools.

## EDUCATION BRIEFS

How easy it is for teenagers to make bombs that kill people and destroy property was the focus of a segment on the CBS-TV Evening News on Jan. 2. One child got the bomb-making instructions from his school library, and plenty of information on making bombs is available from public libraries. CBS concluded that, "the more people know of making bombs, the more they will do it." (Editor's note: Would the same rule apply to teaching about sex?)

Citing governmental immunity, the Michigan Court of Appeals has dismissed a lawsuit filed by the family of a 2nd grade student who hanged himself after seeing a school movie about a boy who attempted suicide. (See *Education Reporter*, April 1990) The court ruled that Plymouth Canton Community Schools did not owe the family of Stephen Nalepa a duty of care which was violated by the boy's death. Stephen Nalepa and his classmates were shown a film titled "Nobody's Useless" on March 23, 1990. The movie portrays a young amputee who is so depressed he tries twice to commit suicide, including trying to hang himself. The night after seeing the movie, Stephen was found hanging by a belt from the safety rail of the upper bunk of his bedroom.

The *Wall Street Journal* published a front-page article on Nov. 14 which was substantially the same news story reported in the *Education Reporter* of Feb. 1990. The article concerned the controversy in the Alabama State School Board about *Of Panda's and People*, a book which argues that the world is too complex to be explained by Charles Darwin's mindless forces and, therefore, an "intelligent agent" must have sat at the drafting table. The book never identifies this agent, but People for the American Way and other critics claim it is a disguised attempt to sneak creationism back into the schools.

More than half the teens find religion important in their lives, according to a new nationwide poll done by Teenage Research Unlimited. "In today's society it is pretty tough," said Shannon Reed, a sophomore "You need something to lean on. The word of God makes a difference in my life."

*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.

## Colleges Make Money Off of Student Credit Cards

Did your college freshman come home with a wallet full of credit cards at the end of his first year? It is very common for college students to have several credit cards because students have become an easily accessible target for credit companies.

Credit companies have found that college students are as good or better debtors than the majority of cardholders. Their buying power in college is \$25 billion a year, and because cardholders tend to be loyal to their first card for 15 years or more, there is an even greater incentive to capture the college market. Ruth Susswein, executive director of Bankcard Holders of America, a consumer watchdog group, says that credit card issuers count on parents as unseen collateral when they freely dole out unsecured lines of credit to college students. "They know many parents will pay up rather than let their kids start out in life with bad credit," she said.

A college student can hardly walk around the campus without finding a table piled high with applications. Card issuers have applications in the cafeteria and posters on bulletin boards with envelopes containing applications. The representatives at the tables offer giveaways like candybars and baseball hats if a student signs up. American Express gives students four low-priced airfares during the year, so they can bring along a friend at the same low price. Most applications take only a few minutes to fill out, and a student ID is the only form of required identification.

Colleges find this solicitation very profitable. They may charge large sums of money to the card issuers for use of the tables on campus. Some schools with 30,000 or more students receive a percentage of the revenues generated by the students' card usage. Robert Keil, director of conferences and scheduling at Loyola Marymount University in Los Angeles, says that a school can collect as much as

\$50,000 to \$100,000 per year this way.

The story of Michael Shinefield, a Loyola Marymount alumnus, is a good example of how a college student can get into trouble with easily accessible credit cards. In a three week period, 19-year old Michael (who had no job and was totally dependent on his parents) got MasterCard, American Express, Optima, Chevron, Nordstrom, and two Visas in his own name.

Michael went on a shopping frenzy, buying everything from \$220 sunglasses to an \$8,000 stereo system. By graduation, he had run up a debt of \$30,000.

Gerri Detweiler, author of *The Ultimate Credit Handbook*, recommends that parents explain how credit cards work, how late payment data remain on the student's credit records for seven years, and encourage the student to pay bills in full every month. With the card issuers running rampant on campuses, and with colleges encouraging card solicitation, students need to be super cautious. □

University Authorized  
**first bank**  
credit card  
College Student  
No limit In parents we trust.

## Violence

continued from page 1

something positive, and they may get politicians off the hook. But there's one problem: Nobody knows if they reduce youth violence."

Eileen Sobjack, another objector, considers the anti-violence program dangerous. She claims it is just "another psychological program bent on playing with the minds of teens."

Mrs. Sobjack is especially concerned that Ron D'Aloisio of The Whatcom Dispute Resolution Center is one of the individuals who is going to train the students. She says D'Aloisio, who will receive approximately \$2,000 for his services, has made it clear during past County Council proceedings and in the media that his agenda includes acceptance of the homosexual lifestyle. □

## Binge Drinking Problem Brews on College Campuses

BOSTON, MA—A national student survey of 140 U.S. campuses confirms that binge drinking is widespread among college students.

The mailed survey, administered in 1993 to 17,592 college students by the Department of Health and Social Behavior at the Harvard School of Public Health, reports that almost half (44%) of the participants admitted they were binge drinkers, including almost one-fifth (19%) who considered themselves frequent binge drinkers. Nearly half (49%) of all students surveyed had a grade-point average of A, A-, or B+.

The survey also studied the ensuing health and behavioral problems that binge drinkers create for themselves and others.

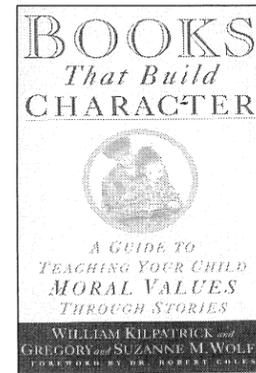
It was found that frequent binge drinkers are more likely to experience serious health and other consequences of their drinking behavior than other students. Almost half (47%) of the frequent binge drinkers experienced five or more different drinking-related problems, including injuries and engaging in unplanned sex.

Despite the overall decline in drinking, recent time-trend studies fail to show a corresponding decrease in binge drinking on college campuses. A recent national report that reviewed published studies concluded that alcohol was involved in two-thirds of college student suicides, 90% of campus rapes, and 95% of violent crimes on campus. These findings support the view of college presidents who believe that alcohol is the No. 1 problem on campus. □

## Books That Build Character:

### A Guide to Teaching Your Child Moral Values Through Stories

by William Kilpatrick and Gregory and Suzanne M. Wolfe, Simon and Schuster, 1994, New York, NY, 278 pps, \$11.00.



How can parents instill an understanding of right and wrong in their children without preaching or punishing? How can teachers develop character in their students along with creative imagination and appreciation for language? The answer is as easy as a trip to the local library or bookstore: choose good books for your children.

This list of recommended books is organized into nine categories, including classic novels, biographies, myths and folktales, picture books, holiday stories, and contemporary fiction. *Books That Build Character* gives thumbnail descriptions of more than 300 books about memorable and inspiring characters. Authors William Kilpatrick and Gregory and Suzanne Wolfe have compiled an excellent resource to help parents and teachers make reading an exercise in moral enrichment.

Each category is divided into sections specified for young readers, middle readers, and older readers. All the books listed in *Books That Build Character* should be available in bookstores or public libraries. The authors also include a short list of good videos.

To make wise choices, the authors caution parents to look for "people-centered" books rather than "problem-centered" ones. Heroes and heroines should embody qualities such as courage, responsibility, perseverance, honesty and kindness, as well as the capacity to learn from their mistakes. "A simple rule of thumb," advise the authors, "is to look for books in which the main character grows. As your child becomes involved with the protagonist, he or she vicariously shares in that character's development."

For all parents and teachers, who have been requesting a good reading list to teach values and virtues, this book is a helpful tool.

# FOCUS: *The Controversy* Whole Language vs. Phonics

by Patrick Groff

**T**here is now a "great debate" over the best way to teach students to read. On one side of this controversy stand the advocates of the "whole language" approach to reading development. On the other side are found reading experts who conclude that direct, systematic, and intensive instruction of a prearranged hierarchy of reading skills, including the ability to apply phonics information, is required.

Defenders of whole language (WL) believe that learning to read is precisely the same process as learning to speak. They therefore assume that children "immersed" in written material (as they previously were in speech) will "naturally" teach themselves to read. The WL teacher's task basically is to simply read aloud to young children, as they "follow along" in an identical text. These learners then will infer what it is one needs to know in order to read, WL advocates maintain.

The WL approach also urges children to guess freely at written words, using the context of sentences for this purpose. Reading is thus referred to as a "guessing game." Children, therefore, are encouraged to judge the meanings of written materials in personal, idiosyncratic ways. There are no "right" answers in word identification and reading comprehension, the leaders of WL insist.

This great debate over reading instruction has turned into a single, critical question: What kind of research findings should be consulted in deciding how reading should be taught and tested? On this point, there is a sharp disagreement between WL and those who support direct, systematic, and intensive teaching of reading skills.

A founder of the WL movement, Frank Smith, proclaims that "only one kind of research has anything useful to say about literacy, and that is ethnographic or naturalistic research." This research uses a small, nonrandom sample of subjects, a personal (often one-person), subjective observation of subjects' behavior, notes and anecdotes (rather than objective tests) as data, and a lot of intuition.

To the contrary, the defenders of direct, systematic, and intensive teaching of reading contend that the findings of experimental research are more valid and reliable. Almost everyone knows how experimental research is conducted. Experimental research is used to solve critical problems in all fields of endeavor: science,

technology, medicine, industry and finance, engineering, etc.

An experimental study of reading development, for example, would have two matched groups of students taught over a significant period of time in two carefully-defined, different ways, by teachers of generally equal ability. At the beginning and end of this experiment, independent, objective tests of reading would be given to all the students to find out which of the two experimental groups made the greater gains in reading ability.

The proponents of direct, systematic, and intensive teaching of reading point to the numerous surveys of pertinent experimental research evidence in reading that indicate that the WL approach is *not* the superior way to teach students to read that it claims it is. Quite to the opposite, the experimental research studies have demonstrated consistently that direct systematic and intensive phonics results in significantly greater reading development than does WL. The experimental research says, in effect, that the major tenets of WL are erroneous.

Anyone with authority or influence over how reading instruction in schools will be conducted (*e.g.*, school boards, school officials, teachers, parent or taxpayer groups) must consider and judge which kind of research findings should form the basis for this teaching. If these parties decide in favor of experimental research findings, they cannot then recommend the use of the WL approach. In other words, the WL scheme can only be approved of if a decision is made to abandon the findings of experimental research as the foundation of reading development programs.

It is my considered professional opinion that the rejection of experimental research evidence regarding the teaching of reading would be a highly undesirable action. The scientific method of investigation, as this is exemplified in experimental research, historically has worked well as an accurate and cost-effective means of resolving numerous crucial problems our nation has faced. It thus would be both illogical and irresponsible, in my judgment, to conclude that the determination of the best way to teach reading is the single type of investigation to which the scientific method does not apply. □

*Patrick Groff is Professor of Education Emeritus at San Diego State University.*

## Whole Language vs. Experimental Research Approach to Reading Development

The "whole language" (WL) approach to reading development infers remarkably different conclusions about this process from those that can be deduced from the findings of relevant experimental research. Below are WL tenets about reading development, contrasted with those that are suggested by the pertinent empirical findings:

### RESEARCH FINDINGS

#### Whole Language

1. Instruction should be indirect and unsystematic.
2. Reading skills cannot be arranged into a hierarchy of difficulty.
3. All reading skills should be taught in the order of difficulty pupils have in learning them.
4. No controls over the vocabulary and sentence structure of reading materials should be made.
5. Learning to read is the same process as learning to speak.
6. No explicit instruction in phonological awareness (conscious awareness of speech sounds should be given).
7. Instruction in phonics information will handicap reading comprehension.
8. Only teacher-constructed tests of reading should be used.
9. Pupils should be urged to guess at the identity of written words.
10. No intensive drill should be given on discrete reading skills.
11. No scope or sequence chart is needed in the reading program.
12. No lesson plans for teaching are needed.
13. Reading comprehension is not dependent on individual word recognition.
14. English spelling is too unpredictable for the application of phonics information to work well.
15. Pupils should learn to recognize written words as "wholes."
16. Enhancement of pupils' oral language skills is unnecessary.
17. Learning of the alphabet is unnecessary.
18. Many children are genetically indisposed to the learning of phonics information.
19. Phonics teaching makes learning to recognize words difficult.
20. The use of worksheets or workbooks should be avoided.
21. Pupils should not be expected to give "right" answers as to what authors intended to convey.
22. The findings of experimental research in reading should be abandoned.
23. Pupils should be urged to depend heavily on context cues.
24. WL has a political agenda: To aid in the radical change, to the left, of the political structure of our nation.

#### Phonics

1. Instruction should be direct and systematic.
2. Reading skills can, and should be so ordered.
3. Reading skills should be taught simultaneously.
4. Such controls should be implemented, being gradually reduced as pupils' reading skills advance.
5. These two processes are strikingly different in nature and development.
6. The development of awareness is a prerequisite to the learning of phonics information.
7. Knowledge of phonics information correlates highly with reading comprehension.
8. Both standardized tests and teacher-made tests should be employed.
9. Pupils must be weaned away from this crude recognition, one that able readers rarely use.
10. Such intensive drill is necessary, and has desirable effects.
11. Such a chart gives helpful guidance.
12. Lesson plans are productive elements of effective reading programs.
13. No factor in reading is more highly correlated to comprehension than is the quick and accurate recognition of individual words.
14. The success of phonics-intensive reading programs contradicts this assumption.
15. The use of letters as cues to word recognition is far more effective.
16. Some pupils' learning to read is aided by such enhancement.
17. Learning the alphabet is a prerequisite to effective word recognition.
18. Only rarely is this the case.
19. This teaching aids greatly in quick and accurate word recognition.
20. When used appropriately, these materials are productive.
21. Pupils must gain this literal comprehension in order to read critically.
22. These findings should be respected and implemented.
23. Able readers do not have such a dependency. The use of context cues has limited usefulness.
24. Reading instruction should not become politicized in this manner.

*Bibliography on page 4: "Surveys of Research that Negatively Criticize Whole Language."*



## Surveys of Research that Negatively Criticize Whole Language

1. Adams, M.J. (1990). *Beginning to read: Thinking and learning about print*. Cambridge, MA: MIT.
2. Anderson, R.C. et al. (1985). *Becoming a nation of readers*. Washington, DC: U.S. Department of Education.
3. Balmuth, M. (1982). *The roots of phonics*. New York, NY: McGraw-Hill.
4. Bennett, W.J. (1986). *First lessons: A report on elementary education in America*. Washington, DC: U.S. Department of Education.
5. Bowler, R.F. (Ed.) (1987). *Intimacy with language: A forgotten basis in teacher education*. Baltimore, MD: Orton Dyslexia Society.
6. Bryant, P.L. & Bradley, L. (1985). *Children's reading problems*. New York, NY: Basil Blackwell.
7. Carnine, D., Silbert J., and Kameenui, E. (1990). *Direct reading instruction*. Columbus, OH: Merrill.
8. Chall, J.S. (1967 and 1983). *Learning to read: The great debate*. New York, NY: McGraw-Hill.
9. Chall, J.S. (1989). *Learning to read: The great debate twenty years later*. A response to "Debunking the great phonics myth." *Phi Delta Kappan*, 71, 521-538.
10. Feitelson, D. (1988). *Facts and fads in beginning reading*. Norwood, NJ: Ablex.
11. Finn, C.E. (1986). *What works: Research about teaching and learning*. Washington, DC: Department of Education.
12. Groff, P. (1987). *Preventing reading failure*. Portland, OR: National Book.
13. Groff, P. (1989). *Two reactions to the Report Card on Basal Readers*. Bloomington, IN: ERIC, Indiana University.
14. Groff, P. (1991). *An analysis of the debate: Teaching reading without conveying phonics information*. *Interchange*, 21 (4), 1-14.
15. Groff, P. (1991). *Teachers' opinions of the whole language approach to reading instruction*. *Annals of Dyslexia*, 41, 83-95.
16. Groff, P. (1991). *Word recognition and critical reading*. *Journal of Reading, Writing, and Learning Disabilities International*, 7 (1), 17-31.
17. Groff, P. & Seymour, D.Z. (1987). *Word recognition*. Springfield, IL: C.C. Thomas.
18. Henderson, L. (1982). *Orthography and word recognition in reading*. New York, NY: Academic.
19. Kavale, K.A. & Forness, S.R. (1987). *Substance over style: Assessing the efficacy of modality testing and teaching*. *Exceptional Children*, 54, 228-239.
20. Kameenui, E. (1991). *Designing instructional strategies*. Columbus, OH: Merrill.
21. Liberman, I.Y. & Liberman, A.M. (1990). *Whole language vs. code emphasis: Underlying assumptions and their implications for reading instruction*. *Annals of Dyslexia*, 40, 51-76.
22. McKenna, M.C., et al. (1990). *Whole language: A research agenda for the nineties*. *Educational Researcher*, 19 (8), 3-11.
23. National Advisory Council on Adult Education (1986). *Illiteracy in America: Extent, causes, and suggested solutions*. Washington, DC: U.S. Department of Education.
24. Nicholson, et al. (1988). *Have we been misled by miscues?* *Reading Teacher*, 42, 6-10.
25. Orton, S.T. (1989). *Reading, writing, and speech problems in children and selected papers*. Austin, TX: PRO-ED.
26. Pearson, P.D. (Ed.) (1984). *Handbook of reading research*. New York, NY: Longman.
27. Perfetti, C.A. (1985). *Reading ability*. New York, NY: Oxford University.
28. Resnick, L.B. & Weaver, P.A. (Eds.) (1979). *Theory and practice in early reading*. Hillsdale, NJ: Erlbaum.
29. Singer, M.H. (Ed.) (1982). *Competent reader, disabled reader: Research and application*. Hillsdale, NJ: Erlbaum.
30. Stahl, S.A. (1988). *Is there evidence to support matching reading styles and initial reading methods? A reply to Carbo*. *Phi Delta Kappan*, 70, 317-322.
31. Stahl, S.A. & Miller, P.D. (1989). *Whole language and language experience approaches for beginning reading: Quantitative research synthesis*. *Review of Educational Research*, 59, 87-116.
32. Brady, S.A. & Shankweiler, D.P. (1991). *Phonological processes in literacy*. Hillsdale, NJ: Erlbaum.
33. Orton Dyslexia Society (1987). *Intimacy with language*. Baltimore, MD: The Society.
34. Orton Dyslexia Society (1991). *All language and the creation of literacy*. Baltimore, MD: The Society.
35. Rieben, L. & Perfetti, C.A. (1991). *Learning to read: Basic research and its implications*. Hillsdale, NJ: Erlbaum.
36. Templeton, S. & Bear, D.R. (1992). *Development of orthographic knowledge and the foundations of literacy*. Hillsdale, NJ: Erlbaum.
37. Von Euler, C., Lundberg, I., & Lennerstrand, G. (1989). *Brain and reading* (Wenner-Gren Symposium, Vol. 54). London: Macmillan.
38. Gossen, B. & Carnine, D. (1990). *Translating research on initial reading instruction into classroom practice*. *Interchange*, 21, 15-23.
39. Curry, L. (1990). *A critique of the research on learning styles*. *Educational Leadership*, 48 (2), 50-56.

## MEA to Spend Big Bucks to Boost Sagging Image

**L**ANSING, MI - The Michigan Education Association (MEA) will spend up to \$8.4 million during the next three years to try to boost the sagging image of the union and its member teachers. According to the *Detroit News*, the union's "profile" problem rivals the lowly status of "tax increases, cholesterol or major league baseball."

The 129,000-member MEA plans to launch an expensive campaign through TV, radio and newspaper ads and direct mail early next year to try to reverse these perceptions. The effort will be paid for by a \$30-a-year add-on to most union members' dues.

Teachers have evoked criticism for everything from stalling education reforms to ruining public schools, and the MEA hasn't done much to help the cause, teachers claim. According to high school teacher David DeLuca, "the MEA is seen as against any change, maintaining the status quo, always wanting more money."

The MEA was a big political loser last year. It lost two candidates for Governor, two candidates for U.S. Senate, and a school finance plan tied to a state income tax increase.

Many are shocked at the salaries for the 10 highest-paid officials of the MEA: executive director Beverly Wolkow receives \$160,821; assistant executive director Robert Marshall receives \$138,649; assistant executive director Jamile Boyd Webster receives \$131,581; president Julius Maddox receives \$121,676; lobbyist Allen Short receives \$114,910; program director Elizabeth Baker receives \$114,597; zone manager William Blick received \$104,674; legal director Grove Sandrock receives \$104,674; zone manager Kirk Curtis received \$104,318; and zone manager Dawn Cooper received \$104,252. □

## Disciplinarian Reprimanded for Suspending Students

**D**ENVER, CO - Ruben Perez, assistant principal at Horace Mann Elementary School, has been officially reprimanded by officials within the administration of the Denver public school system.

The letter of reprimand arrived after Mr. Perez, with a tough line on discipline, suspended 97 unruly students who were chronic troublemakers. Under the terms of the letter, he would be allowed to keep his job at Horace Mann as long as he keeps his principal informed of his disciplinary tactics, and seeks her approval before suspending any students.

A preliminary report said that Mr. Perez violated the students' rights of due process by failing to properly document the reasons for their suspensions. The district took it upon itself to clear all 97 students, although several have been suspended by the principal for more recent actions.

"In my interpretation, I didn't do anything wrong to warrant a letter of reprimand for violating due process," said Mr. Perez.

Mr. Perez's actions have further polarized the teachers from the administration, who believe that the administrators have hand cuffed them in the area of student discipline. Almost without exception, teachers at Horace Mann have defended Mr. Perez's action, staging rallies on his behalf and urging him to stand his ground by refusing to give in to the principal's demands. Over 100 parents and teachers came out to support him at a rally last week, but only a few people showed their support for the principal.

In addition to the administration's blows at Mr. Perez, members of the Latino Coalition blasted him for drawing attention away from education at school. One member, Lucera Navarro, recommended that Mr. Perez undergo "cultural sensitivity training" to help him understand how to deal with minority students. Mr. Perez is himself of Hispanic descent. □

## Diversity

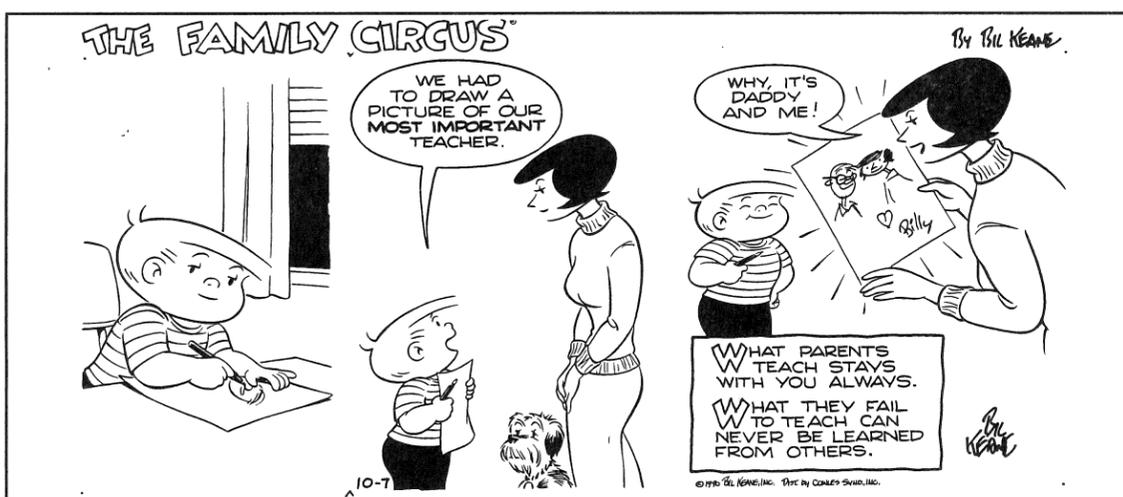
*continued from page 1*

search" has become the foundation of education about human sexuality and the training of psychologists, researchers and teachers in this field.

Reisman said that the filtering into the schools of the Kinsey theories about human sexuality finds a home in diversity curriculums nationwide. She showed how, in an extremely vague diversity curriculum, chances arise for the homosexual community to insert their agenda in the name of 'diversity.'

Following Reisman's visit, the homosexual community lashed out at her. According to Springfield resident Mike Vespa, a group of homosexual protesters voiced their total support for the program and offered to provide any assistance needed to have the diversity program implemented to include their "culture."

Superintendent Bob Hill denied there was any sexual agenda in the plan, but he was finally convinced to go back to the drawing board. "Discussion has become very emotional and debate has turned to issues that are not even included in the plan and were never intended to be," Hill wrote in a letter to the school board. "The resulting rift in the community has created a divisive atmosphere that is contrary to the intent of the plan." □



Reprinted with special permission of King Features Syndicate.