

NEA Fights Critics of Gay History

YORK, PA – The Gay & Lesbian Caucus (GLC) of the National Education Association (NEA), the nation's largest teachers' union and arguably the nation's most powerful union of any kind, is circulating a form letter as part of "a call to action" to combat what it calls "the radical right." Dated October 6, this effort is the result of the controversy engendered by Resolution B-9, calling for a Lesbian and Gay History Month in the schools. B-9 was one of more than 15 resolutions designed to implement the gay agenda that were passed by the NEA at its annual convention in Minneapolis in July.

In a cover letter, GLC members are urged to send the form letter to the presidents of the state affiliates of the NEA in order to encourage them to stand firm in support of Resolution B-9.

The form letter states: "It was a giant step forward for the organization [the NEA] when B-9 was passed in 1994 and amended in 1995 to include the support for recognition of a

The form letter accuses parents who oppose resolution B-9 of "bigotry," "lies," and "irrational vehemence."

Lesbian and Gay History Month as one option available to schools that choose to eliminate homophobia and sexual orientation stereotyping. The message is that NEA supports education as the tool for dismantling the bigotry and for instilling the values of sensitivity and tolerance of all people."

The form letter accuses parents who oppose resolution B-9 of "bigotry," "lies," and "irrational vehemence."

The cover letter sent by the GLC to urge use of the form letter states that NEA "President Keith Geiger has received many hundreds of letters and phone calls con-

demning NEA for the inclusion" of B-9. The GLC letter also urges its members to oppose a forthcoming Congressional hearing on "Parental Involvement in Social Issues in Education," and to engage in organized demonstrations against it if and when the hearing takes place.

Another letter from the GLC, addressed to Keith Geiger, admits that the Internet is full of comments about this issue. The letter urges Geiger "to remain calm" in the face of the controversy. (See the August *Education Reporter* for the text of NEA resolutions passed at the 1995 convention. B-9 was originally numbered B-8.) ■

Secular Humanists Give Dunphy Another Platform

AMHERST, NY – The *Secular Humanist Bulletin* has given writer John Dunphy another platform from which to present his views about how the humanists plan to use the public school classroom to proselytize for their ideology.

The *Humanist* magazine published an essay by John Dunphy in its January/February 1983 issue entitled "A Religion for A New Age." This essay has been widely quoted ever since as evidence of the humanists' plan to impose their values on public school children.

Now, the *Secular Humanist Bulletin* of Summer 1994 (described on its masthead as "The Associate Members' Newsletter of the Council for Democratic and Secular Humanism") has published an article by Dunphy called "Dunphy Strikes Again."

Dunphy starts by saying that "nothing — nothing — that I've written has garnered as much attention" as this essay. "To the best of my knowledge," he writes, "the very first printed denunciation came courtesy of my fellow Altonian, Phyllis Schlafly, in her syndicated newspaper column about a month after the essay's publication."

Dunphy, who is obviously proud of his controversial essay, then quotes the key

paragraph from the essay "for the benefit of anyone who may have been living in a cave in Tibet for the past 11 years." Here is the much-quoted paragraph:

"I am convinced that the battle for humankind's future must be waged and won in the public school classroom by teachers who correctly perceive their role as the proselytizers of a new faith: a religion of humanity that recognizes the

spark of what theologians call divinity in every human being. There teachers must embody the same selfless dedication of the most rabid fundamentalist preacher, for they will be ministers of another sort, utilizing a classroom instead of a pulpit to convey humanist values in whatever subject they teach, regardless of the educational level — preschool, daycare, or large state university. The classroom must and

will become an arena of conflict between the old and the new — the rotting corpse of Christianity, together with all its adjacent evils and misery, and the new faith of humanism, resplendent in its promise of a world in which the never-realized Christian ideal of 'love thy neighbor' will finally be achieved."

Then, admitting that this paragraph *See Secular Humanism, page 2*

Sex Education Manual Called Outrageous

NASHVILLE, TN – The Lifetime Wellness Resource Manual produced and distributed by the Tennessee Department of Education is "highly objectionable and crude," according to concerned citizen and parent Bobbie Patray.

The manual, which has been distributed to more than 1,600 teachers across Tennessee, is an attempt to implement state-mandated sex education. It was developed by the previous Democratic administration, and is the only resource manual distributed by the Tennessee Department of Education.

"I think most caring parents would be shocked and disgusted with the kind of information and activities being pre-

sented," claimed Mrs. Patray, who helped draft pro-family amendments to the 1989 legislation mandating family life education.

She contends that the manual does not follow the letter or the spirit of the law.

"Specifically, the law states that all material regarding AIDS or any other sexually transmitted diseases be taught with a primary emphasis on abstinence from premarital intimacy," she said. "In another section of that law, it denotes that any program of family life education should stress abstinence from sexual relations outside of marriage and advocate the teaching of 'basic moral values.' This is simply not carried out in this manual." The Commissioner and Executive Director of the State Board of Education have been asked to address the failure of the manual to comply with the law. At this time, however, they are avoiding the issue despite pressure from taxpayers.

Patray cites an example from a chapter entitled "Sexuality and Family Life" that includes the following discussion question: "What kind of birth control is most effective or how many options are there available to me?" The teacher's answer, according to the manual, is: "If you believe you are ready to have sex and need accurate information about birth control, it is best to speak with someone you can

trust. An older person, not necessarily your mother, is a good person to talk with. That person can then put you in touch

with the resources you need. Your friends many not have the most accurate information, so you might want to keep looking until you find the right person to answer your questions."

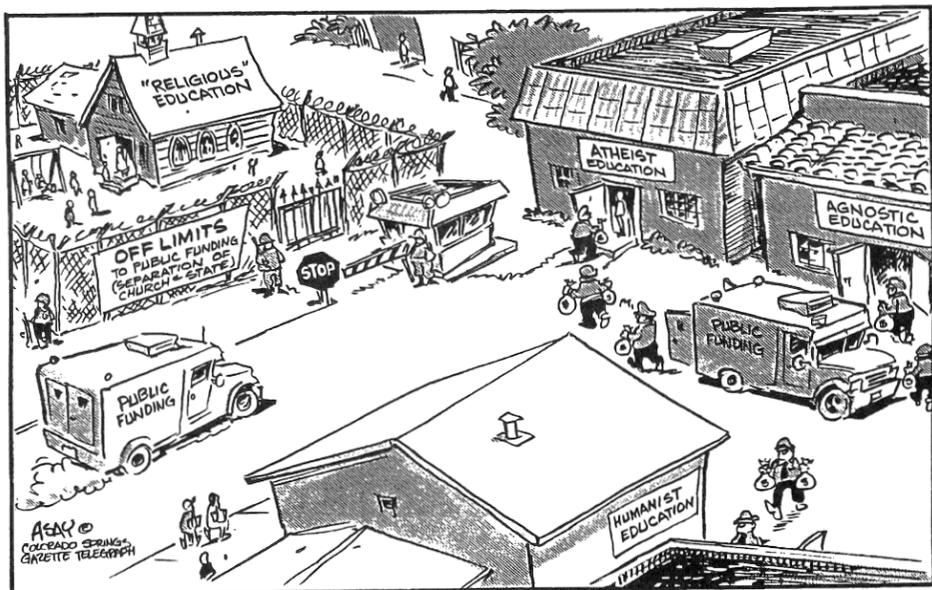
"Most parents," Patray observed, "would strongly object to their children being taught to seek an outsider's advice on such personal matters. Notice, too, that the answer is given in terms like 'ready to have sex.' This indicates that having sex is a normal, developmental sequence in a maturing individual, implying that sexual activity is a mark of maturity. There is no underlying assumption here that sex outside of marriage is morally wrong, as the state law has implied and the Judeo-Christian religions teach."

Patray described how information on sexually transmitted diseases, including HIV/AIDS, is handled in the resource manual. In one section, three traffic lights, colored to resemble a red light, a yellow light and a green light are posted. The students are asked to write down specific behaviors and place them under the appropriate light to show if there is "no risk" (green light), "some risk" (yellow light), or "risky" (red light).

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Bobbie Patray



EDUCATION BRIEFS

Jonathan Wilson, a 12-year incumbent on the Des Moines, IA school board, lost his bid for reelection after supporting the controversial "Proposal for Infusion of Sexual Orientation Issues in the Multicultural Nonsexist Education Plan." (See *Education Reporter*, February 1995) Eight candidates competed for two spots, with Wilson finishing fourth amid record voter turnout for a school board contest. Wilson spent \$50,000 in his reelection bid, dwarfing the next highest amount of \$6,700.

The Seattle school district has hired a military man as superintendent. Major General John H. Stanford (U.S. Army, Ret.) has ordered the school board to start meetings with the Pledge of Allegiance, employees to work extra hours, to keep school grounds spotless, to answer phones by the third ring and, to dress professionally. He has also launched a reading initiative and stepped up exit tests to ensure that students do not pass to the next grade unprepared. There is talk of a uniform requirement for all 45,000 students.

An odd political alliance of more than 140 Republicans and Democrats – from Edward M. Kennedy and Barbara Boxer to Jesse Helms and Strom Thurmond – is supporting a petition that seeks to loosen the rules governing the prescription drug methlyphenidate, better known as Ritalin. The petition says this most widely used drug to treat Attention Deficit Disorder is "a beneficial and relatively benign medication which assists millions of children daily" and is "not dangerous and addictive." More than two million youngsters now take the drug.

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Arizona Governor Presents Plan to Abolish State Ed Bureaucracy

PHOENIX, AZ – Arizona Governor Fife Symington shocked the public-school system when he proposed that the state Department of Education be eliminated and that individual schools be self-governing. His plan also proposes that teacher certification be discarded and that teachers' unions be denied the right to bargain collectively.

The Governor's proposal would also do away with most state regulations now forced on public schools, as well as provide private-school vouchers to parents and close down failing schools.

Symington said his plan is part of a "revolution" sweeping the country to downsize government and place more control in the hands of citizens.

"We're seeing a political revolution," he said. "Driving it all is the simple vision of limited government. It's a vision of free people taking responsibility for their own lives."

Symington said the Arizona Education Department was established in 1970 with a \$515,000 budget and has since grown to a bureaucracy with 350 employees and a \$9 million budget.

"The key to decentralization is the shift-

ing of decision making and control of budgets from the top to the bottom of the pyramid," he said. "To accomplish true decentralization, it's the Arizona Department of Education, not the districts, we must abolish."

District school boards and their elected members would lose their governing power under Symington's plan. Instead, individual schools would be left to govern themselves.

Symington also proposes that teachers not be required to be certified or attend colleges of education. All they need, he said, is "a college degree, a good mind, a clean background check and a desire to teach."

"This is demeaning to teachers," said Kay Lybeck, president of the Arizona Education Association. "It is tough to be a professional and to hear the governor say that you don't need any experience in education to teach and that you are not valuable."

Symington calls for the end of collective bargains with teacher unions. He says that principals in the new locally controlled schools should be responsible for hiring and firing teachers based on merit. ■

Manual

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"This kind of instruction does not promote abstinence – it merely mentions it," claims Patray. "It spells out 'acceptable' behavior, without any reference to any

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"has all the subtlety of a charging rhinoceros," Dunphy concludes his current statement with the following paragraph:

"Have I mellowed over the past 11 years? Of course, who hasn't? But have I repudiated or even questioned the basic tenets of 'A Religion For A New Age'? No, nor can I envision myself ever doing so. How do I respond to the fundamentalists who are so incensed by the essay? If they have the decency to confront me to my face instead of sending anonymous hate-letters, I usually say something to the effect that Pat Buchanan was right at the 1992 Republican National Convention when he stated that a cultural civil war rages across America. While the struggle is certainly quite complex and multifaceted, I continue, a significant aspect of it is comprised of the conflict between the totalitarian Christianity of the Radical Right and the force of humanism. And then I add, 'But here's something that Mr. Buchanan neglected to mention in his address: humanism is going to win.'" ■

absolute rightness or wrongness, but on whether or not it leads to a disease."

Patray points out that in a unit on Prevention/Control of Disease, a situation is described for classroom discussion, and four answers are listed: "Situation: You are in a relationship that is moving toward intercourse. Would you: (1) Suggest that both you and your partner have an HIV test before having intercourse; (2) Buy condoms and insist they be used; (3) Abstain from any risky behaviors, *i.e.*, enjoy 'outercourse' only; (4) Figure there's not much risk involved so you won't need to practice safer sex."

"This discussion is outrageous," insists Patray. "The option to abstain altogether or to remain physically chaste is not even mentioned as a possibility."

Patray also claims that many of the activities listed in the source book encourage an impersonal, clinical attitude toward sex. In a matching game, the students randomly select cards – some of which contain the name of a male or female reproductive organ, and others which describe the functions of those organs.

"Can you imagine how a shy, serious young boy would feel if he had to approach the cute school cheerleader to match up his card with the noun for the male genitalia with her definition of how it works? This embarrassing 'game' is designed to break down the teenagers' natural inhibitions, desensitizing them to the very personal and confidential nature of sex." ■

Book of the Month



Rediscovering the Ideas of Liberty: The Foundations of America's Greatness

edited by W. David Stedman and La Vaughn Lewis, 1995, 112 pps., \$15.00.

Too many public school children are being robbed of the right to examine the ideas upon which our Constitution was based, and, all too often, they're never taught about the heroic sacrifices made by our Founding Fathers. W. David Stedman and La Vaughn Lewis offer a solution to this in their book, *Rediscovering the Ideas of Liberty: The Foundation of America's Greatness*.

Stedman and Lewis were aware that so many youths did not realize the price that was paid for their freedom. *Rediscovering the Ideas of Liberty* uses the Founder's own words to bring these ideas to today's generation and gives them a new appreciation for freedom. It is a follow-up to Stedman and Lewis' 1987 Bicentennial book, *Our Ageless Constitution*.

Rediscovering the Ideas of Liberty is appropriate for high-school-aged students and can be used for school or home use. It is well organized and contains illustrations of Jefferson, Washington, and Madison, as well as all the signers of the Declaration of Independence.

This book will allow students to read – often for the first time – about the philosophies and principles held by the Founding Fathers. They will learn of the Founder's view of human nature and discover the role that religion played in American history.

Rediscovering the Ideas of Liberty also exposes the reader to the genius of the Constitution and discusses the principles on which our Constitution is based.

High-school-aged readers will come away from *Rediscovering the Ideas of Liberty* with a deeper appreciation for freedom and history. They will read the original writings which are largely censored from their own school textbooks and, thus, gain an appreciation for the sacrifices our Founding Fathers made for the sake of liberty.

Rediscovering the Ideas of Liberty is available for \$15.00 from *Rediscovering the Ideas of Liberty*, 602 Crystal Wood Rd., Asheboro, NC 27203. (NC residents add 6%, outside of U.S. add \$8.00.) The paperback of *Our Ageless Constitution* is available for \$14.95.

FOCUS: Are All Children At Risk?

A state task force proclaimed in October that "there is a crisis in California that demands our immediate attention." No, it's not an earthquake or a hurricane or a fire. The crisis is that California's experiment in "progressive" teaching methods, which started in 1987 using the Whole Language philosophy, is a "failure." A state task force has just called on California schools to resume teaching phonics, spelling and other basic reading skills.

This new report completely vindicates parents and other critics who have charged that the schools have failed in their primary mission, *i.e.*, **teaching children to read.** The Whole Language method is known to parents as the word-guessing method because it teaches children to guess at the words by looking at the pictures, rather than reading by sounding out the letters and syllables.

The California task force said that children need to be systematically taught phonics, letter patterns and other decoding skills that enable them to recognize words virtually automatically. For some years, the education establishment has been ridiculing the idea that skills need to be taught explicitly, directly and systematically, and such teaching was largely eliminated when California adopted its 1987 "framework" for reading and language arts.

Former Superintendent Bill Honig, who oversaw the writing of the 1987 policies, published a book this past summer that amounts to a confession that he was misguided. He admitted that the teaching methods adopted in 1987 are the reason why 30 to 40 percent of pupils in poverty areas never learned how to read, and that even higher percentages of students are not able to read what they are expected to read in the upper grades.

Honig wrote that the only disability of most students who are labeled "learning-disabled" is that the schools didn't teach them how to read. How would you like to have had your child labeled "learning disabled," suffered from the belief that he was mentally defective, watched him be frustrated and embarrassed by failure in front of his classmates, and then find out later that the real problem was that the school failed to teach your child how to read?

The Whole Language method teaches children: (1) to guess what the story is about by looking at the pictures on the page and thinking about them; (2) to predict what will happen next by looking at the pictures; (3) to skip over words they don't know. Whole Language gives children books with lots of pictures and tells them to "look for clues" to figure out what the pictures are "thinking or saying," and to use what they already know about the subject to predict what the story might be about.

This is a cheat on pupils, parents, and taxpayers. Guessing, predicting, and skipping over words are **not** reading.

With these mischievous instructions, children will never be able to read books unless there are pictures on every page.

The California task force report urges a complete kindergarten-to-university overhaul of teaching methods, textbooks and teacher training. But *even if* the task force's recommendations are adopted, *even if* the education establishment abandons its resistance to phonics, *even if* the schools throw out their Whole Language readers and adopt new readers, the best the school system is hoping for is that schoolchildren will be reading independently *by the end of the third grade!*

It does **not** take three years to teach a child to read! Most children can be taught to read in less than six months *if* they are taught by intensive, systematic phonics. If your first grader is not sounding out the words and doing a pretty good job of reading independently by Christmastime of the first grade, your child is at risk of never achieving his God-given potential, and you and your child are being cheated by the school.

Between 1813 and 1823, five million copies of Sir Walter Scott's novels were sold in America. That's equivalent to 60 million copies today, or 1/4th of our population. Millions of books by James Fenimore Cooper were sold, too. Have your children read *Ivanhoe*, *The Talisman*, *Kenilworth*, or *The Last of the Mohicans*? Those are long books, with big words and long sentences. Very few high school graduates are able to read them today because they didn't learn to read well while they were very young.

The best and easiest solution is for all parents to teach their own children to read using my *First Reader* System. Children who are fortunate enough to be taught to read by *First Reader* will be able to get a good education despite the dumbing down process in the schools.

So, what are the schools doing if they are not teaching children how to read?

Schools Are Trying to Be a Nanny

Maybe the reason public schools are turning out so many students who can't read or write is that the operative ideology is that schools are not for education any more, but for government welfare, government medicine, and job placement. The goal today is not to turn out educated citizens but welfare recipients, medical and psychiatric patients, and workers for the global economy.

The public schools' new mission is to serve as a government nanny, *i.e.*, to be a provider of round-the-clock, round-the-year, cradle-to-grave social welfare services of all kinds, including treatment and counseling for infant care, drug abuse, domestic violence, sex practices, medical care, and job placement.

Americans did not vote for this radical change in mission. We didn't even get the chance to debate it. The schools just did it without consulting parents or taxpayers.

The key element of this new public school ideology is the conversion of public schools into "one-stop" community/health/training/employment centers.

The "community" segment means that schools are now a community center for everyone, not just school-age children. The "health" segment means installing school-based health clinics for full-service medical care plus contraceptive distribution. The "training" segment means that children are to be trained to meet certain "performance standards" or "outcomes" in preparation for predetermined jobs. The "employment" segment means that the authorities will designate what will qualify you to be hired, *i.e.*, a "certificate of mastery" rather than a diploma.

This ambitious vision for the public schools was laid out in an 18-page letter written by Marc Tucker, president of the National Center on Education and the Economy, to Hillary Clinton on November 11, 1992, just after the Presidential election. The letter was the result of a meeting in David Rockefeller's office, at which those present, Tucker said, were "literally radiating happiness" at Clinton's victory and making plans for what "you [Hillary] and Bill should do now about education, training and labor market policy."

In this letter, Tucker laid out the group's master plan to "remold" the public schools into a "national human resources development system," which would be "guided by clear standards that define the stages of the system for the people who progress through it, and regulated on the basis of outcomes that providers produce for their clients." Tucker's vision is aggressively ambitious. His letter calls for "a seamless web" that "literally extends from cradle to grave and is the same system for everyone — young and old, poor and rich, worker and full-time student."

Tucker's "seamless web" features a national employment service in which "all available front-line jobs, whether public or private, must be listed in it by law." Then, "a system of labor market boards is established at the local, state and federal levels to coordinate the systems for job training, postsecondary professional and technical education, adult basic education, job matching and counseling."

Tucker's "seamless web" means that the government will be in the driver's seat at every stage of the "human resources development system." The "labor market boards" will decide what jobs may be allowed, the schools will "train" students (the human resources) for jobs selected by the "labor market boards," and the "new general education standard" (*i.e.*, a state-certified "certificate of mastery" rather than a diploma) will be a "prerequisite for enrollment in all professional and technical degree programs," as well as for all hiring. Tucker's letter lays out how,

under his system, schools will be required to provide information "to government agencies in a uniform format."

Much of Marc Tucker's ambitious plan is already in place. Last year, Clinton signed the Goals 2000 Act, which requires schools to adopt "standards," and the School-to-Work Act, which lays the groundwork for using high schools to train students for occupations selected by the local labor market boards.

The 1995 CAREERS bill expands on School-to-Work and perfectly tracks the Tucker letter. The text of the CAREERS bill states that the Governor of each state (if he wants the funds) shall "designate" the establishment of a "workforce development board" in each local area. In the House debate on CAREERS on September 19, Education Opportunities Committee Chairman William Goodling (R-PA) stated that the bill requires that "training be tied to occupations in demand in the local community."

The bottom line is Government Economic Planning, a system that is an abysmal failure worldwide. This would give the Federal Government the power to decide what jobs are "needed," what jobs young people may be trained for, what performance and "outcome" standards may be enforced on schoolchildren, and what certificate qualifies them to be hired. Then the government would be able to track each individual's performance and behavior in school and through the workforce on a national computer data base. This would give the government the power over every individual's ability to earn a living, and it would signal the end of freedom in America.

When you combine this labor-force system with the failure to teach children to read, and the dumbing down process called Outcome-Based Education, our children will get a Third World education to accustom them to Third World wages. The "powers that be" want public school graduates to be content to compete with workers in foreign countries who work for 1/40th of American wages. That's what they mean when they say Americans must "compete in the global economy" and become "citizens of the world."

Schools Push Socialized Medicine

The purpose of the "health" portion of the schools' new mission is to train the younger generation to expect the government to provide all health care. In other words, the purpose is to sell government medicine, a.k.a. socialized medicine.

This plan was all spelled out in the Clinton Health Care bill which, fortunately, did not pass last year. There were so many things wrong with the Clinton Health Care bill that its connection with the schools didn't receive much publicity, but the connection was clear in the text. The Clinton Health Care bill devoted 40 pages to "Comprehensive School Health Education; School-Related Health Services," and

would have provided \$400 million a year for school-based clinics (popularly known as Condom Clinics).

The Clinton bill provided that this money could be spent for "planning for the provision of school health services; recruitment, compensation, and training of health and administrative staff," for "operating school health service sites," and for "health and social services, counseling services, and necessary referrals." Individual grants could be up to \$500,000 each (which is a lot of money for one school).

To get the money to operate a clinic, the school was to set up a "local community partnership" that included a "community based organization that has a history of providing services to at-risk youth." This language was obviously designed to allow Planned Parenthood to operate the school condom clinics.

When the text of the Clinton bill was released in November 1993, social service providers all over the country began celebrating in anticipation of the windfall of money they expected to come their way. Debra Hauser, director of the school health care division of the Center for Population Options, boasted to a CPO conference in Pittsburgh, "The numbers [of school-based clinics] are just going to fly." Claire D. Brindis, a Clinton Administration adviser on adolescent health, said something much more ominous. She boasted, "Beyond the financial commitment is a policy change. There is a partnership emerging between the Education Department and H.H.S."

The Clinton Health Care bill didn't pass, but the partnership between schools and the Department of Health and Human Services is proceeding with the enormous amounts of money easily available from H.H.S. Many people are upset about the condom distribution, but it is just as important to recognize that school-based clinics are a plan to sell socialized medicine through the schools. And it is proceeding right under our noses.

How Schools Cheat Medicaid

The plan to turn public schools into social service centers is advancing through many ingenious ways, with funds acquired from the Department of Health and Human Services, public health agencies, state agencies, and private foundations. One of the ingenious devices by which schools acquire money for school-based clinics and other health services is through Medicaid.

Medicaid, which provides health care for the poor, is an "entitlement," which means that, if you meet certain criteria, the U.S. Treasury writes the check. The states administer the Medicaid program under a 60-40 matching system; that is, if the states put up X amount of money, that's considered 40 percent and the U.S. Treasury writes a check for the 60 percent, or 1-1/2 times the amount the states put up.

In 1993, Missouri social service bureaucrats came up with an innovative way to get more federal money than Missouri was eligible to receive. Here's how

the scheme worked. A public school district would transfer part of its state-aid school money for 48 hours into a new bank account called "health initiatives fund" — just long enough to apply for federal matching Medicaid funds. When a Missouri school district put \$1 million into this ghost account, the Federal Government (under the 60-40 formula) added \$1.5 million. The school district and the state bureaucrats then split the pot of gold. The school district doubled its money — it got its original \$1 million back plus \$1 million of new federal money. The state of Missouri picked up a windfall profit of \$500,000 for each school district.

The schools could then use the federal money for practically any health-related purpose, such as school-based health clinics that provide referrals for contraceptives and abortions. They could spend it to teach children that health care should be a "free" service provided as a matter of "right" by a benevolent government, independent of their parents.

After this scam was tried in Independence, Missouri, the state legislators thought it was such a neat idea that they passed a bill to extend the scam statewide. The day after the bill passed, the Missouri Division of Family Services announced plans to hire 505 new employees. It was estimated that this trick gave Missouri a windfall of \$33 million, which enabled the state to expand the already gigantic apparatus of social service professionals.

Labeling Children "At Risk"

The key to catching most or all schoolchildren in the social-service web, whether their families request or want such services or not, is the categorization of children as "at risk," a magic phrase used to authorize the state to do whatever it wants with children. The more children who are designated as "at risk," the more personnel and funds the public school system demands.

When a survey was taken this year in Utah, the school districts officially reported that 47 percent of the school-age population is "at-risk." Before you start feeling sorry for the nearly one-half of Utah children who are designated as "at risk," consider some of the factors that produced this incredible percentage: "Lack of or limited parental involvement with children and schools, Lack of or limited parental support of schools, Death in the family, Lack of or limited parenting skills, Generational low expectations, Grandparents raising grandchildren, Home-Schools, Parent(s) work out of town, Student sent to live with relatives, Discrepancy in readiness at preschool/kindergarten entry, Attention Deficit Disorder (ADD), Lack of goals or unrealistic goals, Gender disorders, Working students."

The incredible figure of 47 percent, and the wide-ranging and subjective factors that produced it, make it clear that "at risk" is just a device to bring most if not all children into the social services web, to hire more social welfare personnel, and to demand more tax dollars.

Bills are flooding into state legislatures across the country which have the pur-

pose or effect of turning public schools into social service centers. The education bureaucrats and the teachers' unions are constantly seeking federal and state legislation to give themselves authority to classify children as "at risk" at any time. The plan is to bring health and medical services, and all kinds of psychological counseling and treatment, into the schools. These bills are starting to refer to public schools as "Community Centers" or "Family Resource Centers." These new-style public schools are planning to provide "early intervention services from prenatal care through 5 years of age," infant daycare, parenting education, health care services for children including immunizations, and "any other services." These bills would authorize school districts to establish programs for health care and other social services for pupils, family members of pupils, and residents of the district.

Here is a brief collection of the sort of language used in state legislation, which is easy to recognize and is designed to give open-ended power to the schools to designate more and more children as "at risk" and then catch them in the web of social services: "collaborative service delivery system," "coordinated services for children at risk," "integrated service delivery initiatives," "on site, coordinated early intervention and case management services to children at risk," "services delivered by local teams comprised of representatives from public health, mental health, public assistance, child abuse services and school personnel," "early intervention and integrated service delivery with the pre-school population," "prenatal to grade 12 coordinated service delivery" "comprehensive, team driven, community based service delivery," "coordinated, comprehensive continuum of services to assist children and their families in coping with the multiple stressors of the 1990s."

Government Plans for Preschoolers

Remember that the Number One education goal, proclaimed by both George Bush and Bill Clinton, as well as in federal legislation, is, "Every child should start school ready to learn." This goal puts the government directly in the business of raising preschool children.

It is clear that the plan is, so far as is possible, to apply the designation of "at risk" long before the child starts to school. The rapidly spreading Parents As Teachers program brings infants and preschool children under government control by sending government agents into private homes to tell parents how to raise their children. The Marc Tucker letter (referred to above) includes this further explanation of his "cradle to grave" system: "Early childhood education should be combined with quality day care to provide wrap-around programs that enable working parents to drop off their children at the beginning of the work day and pick them up at the end."

The mantra for coopting infants and preschool children into the social service web is, "It takes a whole village to raise a child," a phrase identified as an African proverb. Contrariwise, raising a child

takes a mother and a father, and most parents don't want the whole village butting into the raising of their children. If you let the village usurp your parental authority, you can be sure that the village will teach your children behaviors you don't want them to learn.

It is clear that the facilities for "at risk" children are designed to be located in the public schools, although that is usually stated obliquely by giving the authority to the State Superintendent of Public Instruction. Such bills usually have no provision for requiring parental consent — for medical care, distribution of contraceptives, or psychological or psychiatric testing or treatment. When "partnerships" with community organizations are authorized and funded, the language is usually written so that only liberal organizations, such as Planned Parenthood, will be eligible. There usually is no provision for decision-making or review by any elective body; the plans are designed to bypass state legislatures and school boards.

It is only a matter of time before legislation will attempt to bring private schools and homeschools into their web, since the bills usually use such language as "all children deserve to be cared for," or "all children will be healthy and contributing members of society," or "a child has the right to receive these services from the proper authorities," or "families will receive the support they need to raise healthy children," or "health and wellness are responsibilities shared among individuals, families, communities, local governments and the state."

Unless the American people rise up and say **no**, the public schools will soon be converted into one-stop centers that provide government welfare services that begin at birth, government medical care, and labor-force planning with job placement.

We must repeal and/or defund all federal laws pertaining curriculum, standards, provision of social services in the schools, workforce development, school-based health clinics, or one-stop centers of any kind in schools.

We must repeal and/or defund all the state legislation that has anything to do with changing schools into social welfare agencies, medical centers, community service organizations, or labor placement centers.

No issue in America today is more important than the education issue. This is a call for all Americans to join us in our effort to save the 89 percent of children who attend public schools from the evil plans of those who are using our tax dollars to teach all children from the cradle that parents are irrelevant and their savior is the government — that the government will be their baby-sitter, their nanny, their doctor, their nurse, their psychiatrist, and their employment agency. Our goal must be to teach all children to read, to know about our great American heritage, and to be educated to fulfill their individual God-given potential. ■

Speech delivered by Phyllis Schlafly, president of Eagle Forum, at Eagle Council XXIV, St. Louis, Missouri, September 22, 1995.