

## Homosexual Curriculum Halted by Math Teacher School Board Meeting Draws 1,500

**D**ES MOINES, IA - A sly attempt to introduce homosexual propaganda into the curriculum of Des Moines public schools was foiled early in the new year by an alert mathematics teacher. Tom Lutz caught wind of the proposal late last year and blew the whistle on it just in time to prevent the local school board from quietly approving it at its January 3rd meeting.

Prepared by a district advisory committee on sexual orientation packed with partisans, the "Proposal for Infusion of Sexual Orientation Issues in the Multicultural Nonsexist Education Plan" would have subjected students in grades K-12 to indoctrination in "the history and contribution of gay/lesbian/bisexual persons," discussions of "the dynamics of individual autonomy" and "the nature of families including same gender families," and instruction in the evils of homophobia and "heterosexual bias in language."

Relying heavily on the input of homosexual advocacy groups and on the thoroughly discredited Kinsey Report, the proposal also called for increasing "gay/lesbian/bisexual materials in school libraries and multimedia centers" and advertising the local Gay and Lesbian Resource Center in school newspapers.

Lutz, who teaches mathematics at the Casady Alternative High School, took advantage of his part-time position as an evaluator/facilitator for Title I programs to obtain a copy of the provocative proposal. Suspecting that the fix was in, Lutz contacted Bill Horn, a local spokesman for the national Christian group, The Re-

port. Horn immediately notified local pastors and ran a full-page ad in the *Des Moines Register* to alert unsuspecting parents. Lutz and Horn also appeared on a call-in radio program with talk show host Jan Mickelson, whose

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Jan Mickelson, talk show host who revealed the curriculum to his listeners.

## Money Talks When It's Spent on School-Based Clinics

### Elementary School Gets \$810,000 Federal Grant

**K**ALAMAZOO, MI - March 1 is opening day for the Edison Elementary School-Based Health Center. The elementary school recently transformed two classrooms and an office into a clinic for students. The clinic will be used to "assess Edison students' physical and mental needs," according to the *Detroit Free Press*. The school-based health center is run by a local company, Family Health Center Inc.

With a federal grant totalling \$810,000, Family Health Center Inc. and the school worked together to complete a medical center composed of a laboratory, four examination rooms, and a waiting room. The center will be awarded the total grant in blocks of \$270,100 annually for three years to help pay for the transformation.

Family Health Center Inc. won one of 27 grants from the U.S. Department of Health and Human Services. The funds for these 27 grants were made available through a 1994 appropriation to the Health Care for Homeless Children's Authorization. The appropriation, named Healthy

Schools, Healthy Communities, authorized \$3.25 million dollars to be used to set up school-based clinics in any type of school in the United States. In 1994, there were 170 applications received by the Department of Health and Human Services; 94 were approved and 27 were awarded a grant up to \$285,000 per year. Of the 27 grantees selected, 17 were Community Health Centers like Family Health Center Inc. The other grantees were: two Indian tribes, one hospital, three universities, and one private non-profit organization. These grantees implemented school-based clinics in eleven elementary schools (like Edison), six middle schools, three high schools, four junior high schools, and three K-12 schools. Costs for fiscal years 1994 and 1995 were \$6.2 million, which is about \$3 million more than what was authorized by the Healthy Schools, Healthy Communities appropriation at its outset.

To put the expenditure for the Edison School Based Health Center in perspective, compare the

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## Murder is Result of 'Full Inclusion'

**S**T. LOUIS, MO - A behavior-disordered 15-year-old student is accused of brutally murdering freshman Christine Smetzer in a restroom at McCluer North High School.

The suspect had previously been classified as having a behavior disorder which resulted in his being placed in the Special School District (SSD) two years ago. Ever since, he has been receiving Special District services. He has been a student in all three types of environments provided by the SSD including a separate building, a separate classroom in a regular building, and a regular classroom with support services. People who have worked with him have stated that he was known to skip many classes and wander into girls' restrooms.

The ultimate goal of the Special District services is the eventual placement of all students into regular classes. Federal law requires that students with behavior disorders be educated in the most normal classroom possible. The policy called "full inclusion" has become a national pattern. The accused boy spent only a few months in the most supervised, controlled environment for behavior-disordered students before he was transferred to a regular school, Ferguson Middle School. After a very short time at Ferguson, he spent at least half his day in regular classes. Less than two years after beginning SSD services, he was assigned a schedule that included all regular classes.

In early fall, when he started these regular classes at McCluer High School, the boy was found roaming the halls and hanging around in the girls' restroom. Expelling him was not an option because federal law prevents the expulsion of students for actions related to their disabilities. He was then suspended, and the SSD was asked to re-evaluate his behavior to see if he should return to the most controlled environment. The SSD decided instead to transfer him to McCluer North at the start of the second semester.

Before the end of the first semester, the boy was suspended again. He

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## Michigan Board of Ed. Puts God in School Plan

**L**ANSING, MI - The State Board of Education in Michigan, now under Republican control, adopted a conservative mission statement, rich in moral tone and very supportive of parental rights and school choice. It also calls for less state involvement in the classroom.

Clark Durant (R), newly-elected president of the board, wrote what he called a "ground-breaking" one-page document that makes four ref-



Clark Durant

erences to God or religion.

"The references to God are right out of the Constitution," Durant said. "If it's inappropriate, we ought to challenge the existing Constitution." The statement passed the board 7-1 after a half-hour of discussion.

The document opens with a line borrowed from the preamble to the state constitution. It says the state board is "grateful to Almighty God for the blessings of freedom," and says "religion, and morality, and knowledge are necessary to good government." (See sidebar for text.)

The philosophy statement says the board "believes that to teach a child created by God is a noble call-

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## EDUCATION BRIEFS

The Great Books Foundation, the literary institution founded in 1947 by leading intellectuals at the University of Chicago, says it plans for the first time to include contemporary works in its Great Books series. This breaks with its tradition of not publishing any author who hasn't been dead at least 50 years. Lonnie Plecha, editorial director of Great Books, says this is an attempt to appeal to a larger number of potential customers. Eva Bix, president of the Philadelphia Great Books Council, claims that, "once you start bending and getting contemporary works, everybody has a favorite, and before you know it you're doing *Valley of the Dolls*."

Teachers in Southern Wells, IN voted 48 to 6 to leave the Indiana State Teachers Association and form an independent union to handle their contract negotiations. Larry Sell, a teacher and supporter of ISTA, believes the cost of the annual ISTA dues, about \$450, played a large part in the election. The independent union pledged dues at about half that of ISTA. But Paul Schriver, a teacher who supports the independent union, claims that the dues were not a factor. He claimed some of the teachers had political differences with the ISTA, while others had personal differences.

Because of sexually transmitted diseases, ectopic pregnancies have increased 600% since 1970, federal health experts report. The increase of chlamydia and other STDs that can scar the fallopian tubes is spurring the rise. In 1970, the estimated rate for ectopic pregnancies was 4.5 per 1,000 reported pregnancies (17,800 women), compared with 19.7 per 1,000 (108,800) in 1992.

A national survey has found that U.S. teens used illegal drugs -- especially marijuana -- in greater numbers last year than in 1993, a trend that began in 1992. Illicit drugs other than marijuana, including LSD also gained in popularity among teenagers. After the heavy drug use of the middle to late 1970's, the 20-year-old study tracked a decline that lasted until 1991, when the recent upturn began.

*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.

## Critical Thinking Leaves Kids Uncomfortable, Parents Angry

CHARLES TOWN, WV - Parents are angry about a critical thinking activity that a teacher used in two of her 7th-grade classes at Charles Town Junior High. The lesson asked students to determine if particular statements were based on bias or reason.

Many parents were uncomfortable with the statements mentioned during the activity, but the one that created the most controversy was statement No. 10 (see end of story): "A female who offers the services of her body for the gratification of others is quickly vilified and named as a whore."

"The lesson brought up moral and social issues that I don't think anyone in the 7th grade can relate to," Cindy DeLullo said in her address to the

school board on behalf of parents. "The kids didn't understand the statements, so the teacher had to come back and put the statements in her own interpretation."

The teacher, Martha Loudon, said it wasn't like that. "I did explain what the words in the statements meant," she said. "But we weren't getting into the issues." She explained that she was asking the students if the statements were based on emotion or on a rational consideration of thought.

The lesson program came from *The Teacher's Guide to Opposing Viewpoints*, a product of Greenhaven Press in San Diego. Because the lesson was supplemental to the curriculum, Mrs. DeLullo asked for the adoption of a policy that is strictly adhered to, so

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## College Grads Score Low in Literacy

PRINCETON, NJ - Literacy skills of college graduates range from "a lot less than impressive" to "near alarming," according to researchers at the Educational Testing Service in Princeton, NJ. The analysis was an attempt to measure the quality of our nation's higher-education system.

Many studies in recent years have pointed out deficiencies in pre-college students' academic skills, but few have examined the knowledge of students in colleges and universities.

Overall, the study shows that the college experience improves students' academic and communications skills, but that many college students' literacy skills may be sorely lacking. For example, the researchers determined that the top

25% of adults with only a high school diploma did better at understanding and interpreting prose than the bottom 25% of those with a four-year college degree.

The study also points out that only 11% of four-year-college graduates and 4% of two-year-college graduates reach the highest level for prose literacy. Thus, they are able to perform tasks such as summarizing material describing two ways lawyers may challenge prospective jurors.

When it comes to document-reading skills, approximately half of four-year-college graduates do not reach the second-highest literacy level, which enables them to succeed at tasks such as understanding a bus schedule.

## Book Of The Month

### America: To Pray? Or Not To Pray?

by David Barton, WallBuilder Press, Aledo, TX, (817)441-6044, 1994, 138 pps, \$6.95 (plus shipping).

What has happened to our nation since 1962 when the Supreme Court first struck down prayer in public schools? That is the question addressed in *America: To Pray? Or Not To Pray?* by David Barton.

Filled with clear and startling statistics this book shows how the removal of prayer has profoundly affected young people, their families, their schools and their nation.

It was in 1987 that Barton discovered an undeniable relationship between SAT scores and the date that prayer was first prohibited in public schools. He noticed that, while the SAT scores had been relatively stable from 1952-1962. Their decline after 1963 was so rapid "that it appeared they were tumbling down a steep mountainside."

That was when Mr. Barton began his long, difficult search for statistical information - information obtained primarily from federal cabinet-level agencies. He wanted to find out if the change in national policy - the separation of religious principles from public affairs - resulted in any measurable differences for youth, education, families and the nation. He and his co-workers searched through thousands of articles and documents.

The results of that search are included in *America: To Pray? Or Not To Pray?*, and clearly show how dramatically such items as teen pregnancies, divorce, and violent crime, and others have risen since 1962.

"While the removal of school prayer cannot be blamed for all the declines," writes Barton, "the presence or absence, legality or illegality, of prayer and the acknowledgment of God in public arenas is the primary indicator of the philosophy under which official public policy is being conducted."



**DES MOINES PUBLIC SCHOOLS**  
**Teaching and Learning Division**  
**Office of Intercultural Program**  
**Proposal for Infusion of Sexual Orientation Issues**  
**in the Multicultural Nonsexist Education Plan**

The District's Multicultural Nonsexist Education Plan states that the educational program shall be characterized by practices which provide equal opportunity for all participants regardless of age, race, creed, color, sex, marital status, national origin, religion, sexual orientation, or disability. The following represents the collective thoughts of the Sexual Orientation Advisory Committee. The following goals are designed to ensure that the issues related to gay/lesbian/bisexual people are thoughtfully infused in the educational program and activities:

**I. Long Range Goals**

- A. To provide the opportunity for students to learn about the history and contributions of gay/lesbians/bisexual persons by infusing appropriate information into courses in all appropriate subject areas and all grade levels.
- B. To promote equality and justice for all people.
- C. To use the instructional materials selection cycle to infuse information regarding gay/lesbian/bisexual issues into the curriculum.
- D. To avoid heterosexual bias in language.
- E. To infuse sexual orientation into the Multicultural Nonsexist Education Plan.
- F. To include, but not be limited to, the following in the elementary, middle, and high school curriculum:
  1. a presentation of diverse and honest biographical information about the contributions of famous gay, lesbian, and bisexual people.
  2. a discussion of the dynamics of individual autonomy versus institutionally imposed social or political conformity.
  3. a discussion of the nature of families including same gender families and parenting.
  4. a presentation of information on gender/sexual orientation and the natural diversity present in human beings.
  5. a discussion of how homophobia impacted the governmental response to HIV disease.
  6. a presentation of information about the history of gay, lesbian, and bisexual issues and their impact on political, social, and cultural movements throughout history which may include:
    - the influence of industrialization and urbanization on changing gender roles and rise of urban same-gender oriented communities.
    - information on the post-World War II persecution of "homosexual" persons and the political use of homophobia.
    - information and discussion of the 1948 Kinsey Report and the issue of scientific "objectivity", political influence on scientific inquiry and social conservatism.
    - the use of homophobia to discredit the women's movement and the civil rights movement.
    - a discussion of the mid-1950s and 1960s counter-culture movements and the influence of gays, lesbians, and bisexuals in the Beat movement, etc.
    - a discussion of the organized homophile movement and similarities and differences with other social change movements.
    - information on the Stonewall riots of June, 1969.

- a discussion of the influence of the gay liberation movement on the history and cultural life of America and the world.
  - a discussion of the *Bowers v Hardwick* case and the right of privacy.
  - information on the National Marches on Washington for Lesbians and Gay Rights.
  - information on the civil disobedience demonstration at the United States Supreme Court in 1987.
- G. To encourage staff and student attendance at the annual A Matter of Justice and Compassion: Servicing Gay, Lesbian, and Bisexual Youth Conference.
  - H. To emphasize gay/lesbian/bisexual issues in the mandatory cross-cultural awareness training.

**II. Short Range Goals**

- A. To provide the opportunity to students to learn about the history and contributions of gay/lesbian/bisexual persons by infusing appropriate information into courses in all appropriate subject areas and all grade levels.
- B. To create student awareness of homophobic thinking and behavior and to compare these with other forms of prejudice and oppression. To provide students with information regarding the psychological roots of homophobia.
- C. To start with the psychology and sociology high school courses that are up for review during the 1994-95 school year. This could include the evolution of the modern gay/lesbian/bisexual identity; cross-cultural representations of homosexuality; current gay and lesbian issues in the world including civil rights, medical issues, activism, and politics, etc. To provide students with information regarding the psychological roots of homophobia.
- D. To include information about gay/lesbian/bisexual issues into the proposed ninth grade course.
- E. To provide information as discreet units in module form. This could be valuable for ad hoc use by teachers in a variety of courses or fully integrated into the study of a historical or literary period.
- F. To substantially increase accurate gay/lesbian/bisexual materials in school libraries and multimedia centers.
- G. To include gay/lesbian/bisexual issues as a component of the MCNS presentation to the instructional material review committees as they begin their work.
- H. To provide information about why gay, lesbian, and bisexual teenagers are considered youth at risk (i.e., suicide rate, drop-out rates, drug and alcohol abuse, etc.) and explain the rationale for addressing these issues.
- I. To provide support for gay/lesbian/bisexual staff members.
- J. To continue with current strategies to support gay/lesbian/bisexual youth
  1. Advertise the Gay and Lesbian Resource Center (GLRC) in school newspapers.
  2. Provide posters for counseling offices of secondary schools.
- K. To initiate new strategies to support gay/lesbian/bisexual youth.
  1. Talk with the youth support group at the GLRC and the Outreach Group to determine the problems that should be addressed at school and in the educational programs and activities. To apprise students of their rights to be free from harassment.
  2. Develop problem-solving strategies to assist the youth without jeopardizing their personal need for confidentiality.
  3. Provide the opportunities for student newspaper staffs to conduct interviews with the District Sexual Harassment Coordinator to increase the awareness of harassment curriculum including harassment based on sexual orientation or perception of sexual orientation.

## Des Moines

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phone lines were quickly jammed by outraged listeners.

More than 3,000 citizens crowded into First Federated Church the night before the January 3rd school board meeting for a rally organized by Horn, Mickelson, and 107 local pastors. "This is not an agenda for tolerance," Mickelson warned the packed assembly, "this is an in-your-face gay agenda seeking taxpayer support to target your kids."

In response to efforts made by supporters of the proposal to play up the pathos of students ostracized for their sexual orientations, Horn noted that no one has proposed a curriculum to tout the historical accomplishments of overweight people as a means of soothing the psyches of obese children. "When

do we draw the line and say enough is enough?" Horn asked rhetorically. "I say we start right here."

Nearly 1,500 people attended the school board meeting the following night, which began at 5:30 and ran past one in the morning. More than 100 citizens signed up to speak, threatening to withdraw their children from the public schools and to repay board members for their folly at election time. "I make no apology for causing the firestorm of debate and concern on the issue," said Lutz, who received a standing ovation after being identified as the teacher responsible for alerting the public to the proposal.

"This was the most aggressive homosexual proposal I've seen," Horn observed afterwards. "I was

shocked, and I knew that parents would be outraged." Horn is convinced that the drafters of the proposal had "planned on implementing it without disturbance at all" and credits local pastors with provoking the enormous outcry that derailed it, at least for the time being. Knowing that the homosexual lobby is nothing if not persistent, Horn urges continued vigilance. "They'll try to bring it in through the back door now," he warns.

Despite his status as a whistle blower, Lutz has yet to suffer any repercussions. "All the information was public record. I simply did what I knew I had to do," he says modestly. "It would have become policy if I hadn't publicized it." Lutz has been widely congratulated for his coura-

geous action, and he offers the same message to all of his fans. "Get involved. I can use some help." ■

## Edison

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\$810,000 (over three years) that will be spent on it to the overall school budget. The preliminary budget for 1995 showed total expenses of \$1.36 million for the elementary school. Thus, the \$810,000 grant is 60% of Edison Elementary School's entire budget for this year. In fiscal year 1995, the school plans to spend \$10,293 on textbooks, and \$13,601 on other instructional materials, and \$5,454 on library materials, while it spends \$270,100 on its school-based clinics. ■

## Michigan

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ing" and closes with a call to "pray for wisdom."

The statement also supports letting parents choose schools their children attend and says parents are primarily responsible for educating their children. These are themes embraced by Gov. John Engler, whom Durant says asked him to run for board president.

Durant offered the statement at the first board meeting, saying he was inspired to write it after learning about a new code of conduct at the

## Full Inclusion

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was allegedly found breaking into a house during Christmas vacation, but the District did nothing in reaction to the boy's arrest over the school break. He was not re-evaluated by the SSD to see if he should be placed in a controlled building, and the SSD stood by its decision to send him second semester to a regular high school. Three days after the semester started, the boy was accused of murdering Christine Smetzer and is now in custody.

Martin Rochester, parent and university professor, criticizes the practice of including behavior-disordered students in classes with other students. He describes those pushing "full inclusion" as "living in la la land."

"Your heart goes out to these [troubled] kids, but what about the teacher who has to deal with these kids in a regular classroom?" Rochester questioned.

Parents are concerned that their children suffer when the teacher must spend extra time with children who have behavior problems. In a class that is only 40 minutes long, 20 minutes could be wasted as a teacher uses his very limited authority and options to discipline a child with behavior problems.

"I am outraged that the SSD allowed the boy to attend a regular school, unsupervised most of the day. It seems like it would be common sense to keep criminals, whether juvenile or not, out of regular classrooms with innocent children," said St. Louis parent Joanne Smith.

Two weeks after the murder, McCluer North announced beefed-up security to protect its students, including more guards and video cameras, but there has been no action on the problems caused by "full inclusion." ■

high school where his daughter attends. That code includes references to rape, arson and weapons such as daggers, guns, iron bars, razor blades, and brass knuckles.

"Let me tell you, it was absolutely shocking," Durant said. "It is a stark statement of where we have come in the last few years."

Durant's mission statement has attracted criticism from Howard Simon, executive director of the ACLU of Michigan. Simon calls the "19th-century language" an invitation to bring religion into the classroom. "This is the opening shot in this year's battle to preserve secular public education," Simon added. ■

## Critical Thinking

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that other controversial supplemental lessons can't be taught without approval from the school board.

*The following is the critical thinking activity used in a 7th grade class at Charles Town Junior High in Charles Town, WV:*

### Distinguishing Bias from Reason

Biomedical issues often generate great emotional responses in people. When dealing with such highly controversial subjects, many will allow their feelings to dominate their powers of reason. Thus, one of the most important critical thinking skills is the ability to distinguish between statements based upon emotion and those based upon a rational consideration of the facts.

Most of the following statements are taken from the viewpoints in this chapter. Consider each statement carefully. *Mark R for any statement you believe is based on reason or a rational consideration of the facts. Mark B for any statement you believe is based on bias, prejudice, or emotion. Mark I for any statement you think is impossible to judge.*

If you are doing this exercise as a member of a class or group, compare your answers with those of other class or group members. Be able to explain your answers. You may discover that others will come to different conclusions than you. Listening to the reasons others present for their answers may give you valuable insights in distinguishing between bias and reason.

### Statement approved by the State Board of Education

The following statement was approved by the Michigan State Board of Education on a 7-1 vote on Jan. 19.

#### Vision

We, the Michigan State Board of Education, grateful to Almighty God for the blessings of freedom, do earnestly desire to secure these blessings undiminished for our children. A blessing of freedom is to reaffirm an important truth. Religion, morality, and knowledge are necessary to good government and the happiness of mankind, so therefore schools and the means of education shall forever be encouraged. Good government entrusts citizens to conduct a great experiment in freedom to seek excellence in providing a quality education for their own families and other children in their communities.

#### Philosophy

We, the Michigan State Board of Education, believe that to teach a child created by God is a noble calling; that throughout life, parents are a child's first teachers with the primary right and responsibility for the child's education. A quality education is rooted in character and academic excellence. It seeks to help a child develop to his or her fullest potential in heart, mind, and body. It encourages a child always and everywhere to seek truth, to know what is good, to develop a disciplined mind and a wise, kind and discerning heart and to be a self-responsible citizen who leads a full and good life as a productive and contributing member of a free society.

#### Mission

We, the Michigan State Board of Education, united in vision and philosophy, empowered by our Constitution to respond with leadership, humbly serve to enable, promote and inspire a new spirit and birth of freedom, self-government, excellence and accountability in our local communities for all who are there involved in the lifelong education of students. In working to achieve this mission, we recognize that a quality education is first the responsibility of parents and students, then of teachers, administrators, school boards and others in the local community; we support public education; we support school choices for parents; we encourage the development, support and recognition of quality teachers; we support local accountability that enhances excellence in education; we advocate for the removal of barriers that constrain efforts to open, sustain and/or expand quality schools and other quality educational opportunities in the marketplace of a free society; and we pray for wisdom in all decisions that impact the lives of the students we serve.

If you are reading this book alone, ask others if they agree with your answers. You will find this interaction valuable also.

R = a statement based upon reason  
B = a statement based upon bias  
I = a statement impossible to judge

1. It does not follow that just because a technology exists, it should be used.
2. To see artificial insemination by donor merely as an issue of infertility is evidence of professional myopia and cultural ignorance.
3. One may have the right to attempt to have children, but children are not necessarily owed to anyone.
4. Calls for federal funding of *in vitro* fertilization based on rights are as persuasive as demands for printing presses to fulfill the right of free speech.
5. It is better to be born, some argue, than never to have existed. But since we have no direct experience with nonexistence, the question cannot logically be answered.
6. The old way of adoption to bring a child into a marriage is much less satisfactory than the innovative technology of surrogate motherhood.

7. Surrogacy is inevitable. It's here to stay, so let's do our best with what we've got.

8. If one accepts the premise that the wet nurse who provides milk for the suckling infant is analogous to the surrogate mother, and if one does not object to the former practice, then one cannot object to the latter.

9. If society places a greater premium on a woman's childbearing role than it does on her employment prospects, than a woman who physically cannot give birth will be regarded with more sympathy than the woman whose vocational ambitions preclude a natural childbirth.

10. A female who offers the services of her body for the gratification of others is quickly vilified and named as a whore.

11. If there are no significant differences between maternity and paternity, then the female who donates an egg should be treated equally to the male who donates a sperm.

12. If surrogacy was permitted in the Bible, it should certainly be accepted now.

13. The hope that surrogate motherhood would wither of its own weirdness is beginning to seem quaint. ■