

College Freshmen Can't Cut the Mustard

WASHINGTON, DC - More and more American college freshmen are finding out that they're not ready to meet the academic rigors of higher education. Too many are entering college with math and literacy skills no higher than junior high school level.

"I was a C student at McKinley Tech," said Thomas Stewart, a product of the D.C. public schools who found himself assigned to remedial grammar and writing classes when he enrolled at the University of the District of Columbia. "I never thought about whether I deserved a C or not," he said. "I didn't work very hard. I rarely did homework."

Last fall, the California State University system provided remedial courses to 60% of all entering freshmen. Campuses anticipate higher enrollments in remedial courses this fall.

Nearly a third of the nation's college freshmen took a remedial course in 1989, the most recent figure available from the National Center for Education Statistics.

In Maryland, 35% of the 1993 public and private high school graduates who went on to higher education in the state needed remedial math and about 25% needed remedial English, according to the Maryland Higher Education Commission.

The problems associated with unpreparedness continue on into the work force, where the stakes are even higher because of the impact on the nation's productivity and global competitiveness.

A survey developed by the National Center on the Education Quality of the University of Pennsylvania revealed that managers at 3,000 office, factory and construction sites throughout the country consider 20% of their workers not fully proficient in their jobs. Employers also expressed a lack of confidence in the ability of schools and colleges to prepare young people for the workplace.

"The implications are very serious because we're changing to a global and an information-driven economy in the United States," said Frederick W. Anton III, chairman of the Pennsylvania Manufacturers' Association. "Jobs are increas-

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Counselor Chauffeurs Girl to Clinic

TOCCOA, GA - School officials in this rural north Georgia town have found out the hard way that there's a price to pay for usurping the rights of parents. Stephens County School Superintendent Ed Mills, middle school counselor Ann Mills, and Principal James Bellamy have all been named in a \$3 million lawsuit alleging that they allowed two female students to be transported to a birth-control clinic during school hours without parental permission.

Waymon and Sharon Earls charge that counselor Ann Mills, the superintendent's wife, drove the Earls' two teenage daughters in her own car to the Stephens County Health Department, where they were subjected to pap smears and AIDS tests, and given birth-control pills and condoms. The Earls say they were never asked permission for the girls to visit the clinic and in fact did not learn of the incident until months later. They contend that Ann Mills told them the matter was "confidential and none of their business" and that they have been denied access to the test results.

The suit alleges that Ann Mills, at the principal's suggestion, advised the teenage girls to obtain the tests and the birth-control materials, thereby interfering with the family's "freedom of religious expression"

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Judge Orders School to Provide Copy of Curriculum to Parents

ANTIOCH, CA - A California Superior Court judge ordered the Antioch Unified School District to provide a copy of the controversial "Decision Making" class's curriculum to the parents of Vinnie and Mikel Angelo within two weeks. The judge also ruled that Mikel could be exempted from the class for the fall semester so that all of the legal issues could be resolved.

The Angelos had sought declaratory relief from the court after the school district refused to exempt the two boys from the class, which the parents feel is overly intrusive into private family matters. They previously attempted to attain copies of the curriculum in dispute, but their re-

Hillary Letter Lays Out School-Workforce Plan

RALEIGH, NC - An 18-page letter written by Marc Tucker, president of the National Center of Education and the Economy (NCEE), to Hillary Rodham Clinton shortly after Bill Clinton was elected President lays out the plan by which the education establishment hopes to achieve interlocking control over both the public school system and the nation's economy.

One would naturally have expected the implementing legislation for the NCEE-Clinton agenda to come from their liberal allies in Congress, but surprisingly, it has come in the form of H.R. 1617 (Consolidated and Reformed Education, Employment, and Rehabilitation Systems Act, known as the CAREERS Act), sponsored by many conservatives. There are numerous parallels between the plan set forth in the Tucker letter and the provisions of H.R. 1617, but the following should suffice to demonstrate the connections:

1) The NCEE plan refers to all being "taken care of at the local labor market board office by one counselor accessing the integrated computer-based system." H.R. 1617 (Sec. 108) describes a "one-stop career center system [that] shall include unified and linked computer systems."

WHERE DO YOU GET YOUR NEWS? *NEWSWEEK* MAGAZINE OF JUNE 26, 1995 CARRIED THE SAME NEWS STORY ABOUT THE IOWA GAY RIGHTS CURRICULUM THAT THE *EDUCATION REPORTER* CARRIED IN FEBRUARY 1995. STAY ON TOP OF THE NEWS BY READING THE *EDUCATION REPORTER!*

2) The NCEE plan calls for a system that "creates a seamless web of opportunities to develop one's skills that literally extends from cradle to grave." H.R. 1617 (Sec. 3,a,5,E) indicates that among the "major goals of any reform of the Federal workforce preparation and development system must be . . . encouraging lifelong learning and skills upgrading through a seamless system."

3) The NCEE plan calls for "a seamless system of unending skill development that begins in the home with the very young." And H.R. 1617 (Sec. 402) refers to "early childhood education" and "training for parents."

4) The NCEE plan "creates a single comprehensive system. . . [that] means sweeping aside countless programs, building new ones, combining funding authorities, changing deeply embedded institutional structures, and so on." H.R. 1617 (Sec.3,a,5,A) lists as a major goal: "to streamline and consolidate individual workforce preparation and development programs, eliminating unnecessary duplication and fragmentation in such programs."

5) The NCEE plan would "create a National Board for Professional and Technical Standards" and would develop "national performance standards." H.R. 1617 (Sec. 224) would establish the "National Skills Standard Board" and would have "performance goals."

6) The NCEE plan would have "counselors available to any citizen to help them assess their needs" and workers would be assisted "in the selection of education and training programs offered." H.R. 1617 (Sec. 306,b,3,B and D) provides for "individual counseling and career planning" and "development of an individual employment plan."

7) The NCEE plan calls for a "Dislocated Workers Program." H.R. 1617 (Sec. 305) describes how "the employment and training needs of dislocated workers" will be served.

8) The NCEE plan provides that workers would "receive vouchers for education and training." H.R. 1617 (Sections 109 and 306,c,4,A) calls for "vouchers" for "education and training services."

In a surprising course-reversal, liberal Democrats in Congress in Report 104-152 accompanying H.R. 1617 correctly warn that "this bill actually could reduce local and individual accountability because it centralizes too much control in the hands of one set of decision-makers: the State Governors. The bill could actually result in the undermining of State organizational decisions and in the lessening of the ability of local officials to develop job training programs most suitable for local needs."

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EDUCATION BRIEFS

Beverly Wolkow, executive director of the Michigan Education Association, resigned under fire for overseeing the MEA's biggest losing streak: their endorsed candidates lost. She worked for the state's largest teachers' union for 15 years, and her salary this year was \$160,821. A leader in the Michigan Democratic Party, Wolkow has been criticized for guiding the union's political support mainly to Democrats.

Wisconsin Governor Tommy Thompson has chosen Whitewater independent counsel Kenneth W. Starr to defend the state's school-choice program in what could be the first test of vouchers for religious schools in the U.S. Supreme Court. For five years the Milwaukee Parental Choice Program has allowed poor children to use vouchers to attend other public schools or private, non-sectarian schools. In June, the Legislature expanded the program to include religious schools. The American Civil Liberties Union responded with a lawsuit challenging the constitutionality of the expanded program. The ACLU was joined by the Milwaukee Teachers' Education Association, People for the American Way, and Americans United for Separation of church and State.

The Supreme Court has vacated the decision of the Ninth Circuit Court of Appeals in *Harris v. Join School District* and is upholding the right to student-initiated prayer at public high school graduations. The case began in 1991 when the ACLU filed suit against a public high school for allowing student-initiated prayer at the graduation ceremony. Initially, a federal district court ruled in favor of the school, but the Ninth Circuit's court of appeals reversed the decision holding that graduation prayer violated the First Amendment. The Supreme Court's ruling means that students can once again include prayer in their graduation ceremonies.

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State of Alabama
House of Representatives
MONTGOMERY, ALABAMA
Resolution
HJR 353

URGING THE ALABAMA CONGRESSIONAL DELEGATION TO REPEAL GOALS 2000 AS A PART OF EDUCATE AMERICA ACT

WHEREAS, Goals 2000: Educate America Act and related implementing legislation, ESEA Reauthorization Act, P.L. 103-382, which was passed by the Congress in 1994, require the federalization called restructuring of America's educational system; and

WHEREAS, the act, for the first time in American history, provides a framework to establish national education goals, with the power in federal, state, and local rules; and

WHEREAS, this federalization, which Goals 2000 describes 101 times as voluntary, is in effect involuntary because it requires that, for a state to receive any federal funds, including Chapter 1 funds, a state must submit to national content standards, national student performance standards, federally approved state assessments testing to cover all students regardless of where they are educated, federally approved control of information through technology plans in all programs, federally approved school readiness programs which will necessitate home inspections, mandatory community service, school to work programs directing all businesses to require certificates of mastery for all workers, and government oversight of the family; and

WHEREAS, this federalization also mandates equalized spending per pupil for a state, local, educational agency, or school; and

WHEREAS, the Alabama Legislature last year rejected outcome-based education; and

WHEREAS, the federal government does not have the legal constitutional authority to implement a national curriculum or otherwise to usurp state rights; and

WHEREAS, American education has been effective when it has taught the basics under local control; and

WHEREAS, supervision and education of children must remain the right of parents, and the Goals 2000-required parent contracts negate this parental authority; now therefore

BE IT RESOLVED BY THE LEGISLATURE OF ALABAMA, BOTH HOUSES THEREOF CONCURRING, That the Legislature calls upon the Alabama Congressional Delegation to repeal Goals 2000 in order to reverse the power it gives to the federal government.

BE IT FURTHER RESOLVED, That a copy of this resolution be sent to each Alabama Congressional member.

IN WITNESS WHEREOF, I have hereunto set my hand and have caused the GREAT SEAL of the State of Alabama to be affixed by the Secretary of State at the Capitol in the City of Montgomery on this the 27th day of July, 1995.

Jim Bennett
Secretary of State

Fob James, Jr.
Governor

Toccoa

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and encouraging "activities the parents . . . deem abhorrent and wrong for their minor children." The suit charges the defendants with contributing to the delinquency of minors, endangering the health of the two teenagers, and violating School Board regulations. It also challenges the constitutionality of the state law that allows minor females to obtain birth control and abortions without parental knowledge.

"The school system adamantly denies that any school official took anyone to the clinic for the purpose of obtaining birth-

control devices," said a lawyer for the School Board. Superintendent Mills contends that the girls approached his wife for advice on sexual matters that did not "directly" involve birth control. "They said they needed help. She didn't solicit them. We don't go out looking for cases to help," insisted the superintendent, who concedes that his wife has driven many students to the clinic over the years. "In a matter like this," he said, "it is confidential and even the parents don't have to be informed under the law."

Book Of the Month



Government Nannies: The Cradle to Grave Agenda of Goals 2000 and Outcome-Based Education

by Cathy Duffy, 1995, Noble Publishing Associates, Gresham, OR (503) 667-3942, \$13.00, 263 pps.



Elections and polls show that the American people are tired of big government – yet federal power continues to expand within the education system. Programs such as Goals 2000 and Outcome-Based Education (OBE) continue to confuse and anger parents.

Cathy Duffy explains this problem and offers a solution in her book, *Government Nannies: The Cradle to Grave Agenda of Goals 2000 and Outcome-Based Education*. She explores Goals 2000 and related legislation from the perspective of their effects on personal and family rights.

"While most of us weren't looking, our government redefined its role," writes Duffy. "Cradle-to-grave care from your concerned government is the new plan. The policies cover all areas of life, from health to death, leisure time behaviors to careers. But some of the most intrusive policies are the ones that have as their targets our children."

Duffy asserts that Goals 2000 and OBE are attacks on the family. She shows how these programs have the potential to turn America into the most socially controlled society on earth.

Government Nannies describes the real agenda behind OBE and Goals 2000, and how government control of education goes far beyond the classroom into the home, affecting parental rights and telling people how to live their lives. Particularly helpful are her chapters on the Health Connection and the Computer Connection.

"My concern and purpose for writing this book," writes Duffy, "is to stimulate more people to value their freedom and autonomy enough to stand against the encroachment of benevolent government nanny programs that would keep us all as perpetual children."

The foreword by New York City teacher John Taylor Gatto explains the theory and purpose of our public school system better than all else in print.

FOCUS: Respecting the First Amendment in Virginia Public Schools

by Cheri Pierson Yecke

In a first grade classroom in Stafford County, children were encouraged to bring their favorite books from home for free reading time. But when little Adam Waldowski, quietly and alone, began to read his Bible, he was told by his teacher that he wasn't allowed to do so.

The Hampton district exempts students from exams based on the students' earning good grades and having a minimum number of absences. However, Shulamit Warren and other Jewish students, no matter how high their grades, cannot take advantage of this policy. Several of their religious holy days occur during the school year, and they do not have these absences excused.

In Fulks Run, 4th grader Leslie Combs was "discouraged" from delivering an oral report on the old Testament Book of Esther. Soon afterward, she was told that she could no longer wear a T-shirt to school after she stated out loud, in response to another student's question, that the initials "J.C." on it stood for Jesus Christ.

Other than the fact that they all occurred in Virginia, what do these incidents have in common? A misunderstanding of the place of religious expression in the public schools.

Virginia has taken the lead in protecting these First Amendment rights. In order to provide guidance for localities, on June 22 the State Board of Education adopted a set of guidelines to assist localities in the interpretation of "constitutional rights and

restrictions relating to religious expression in our public schools."

These guidelines were developed over many months by the Board in conjunction with Attorney General Jim Gilmore's office and the Allen administration's Department of Education.

UNDER THE VIRGINIA GUIDELINES, ADAM CAN READ HIS BIBLE AND SCHOOL PERSONNEL CAN REST ASSURED THAT THEY ARE ACTING WITHIN THE LAW.

Input was received from both the public and a diverse spectrum of interest groups, including the Virginia Education Association, the Virginia Association of School Superintendents, the Jewish Community Council of Greater Washington, the Virginia School Boards Association, the Rutherford Institute, the Virginia Coalition for Religious Freedom, the ACLU, the American Center for Law and Justice, the Christian Legal Society, the Family Foundation, and the National Legal Foundation.

Public comment indicates that there was a high degree of consensus among the interest groups on many of the issues, and this is reflected in the positive tone of the guidelines: they delineate what is permissible, not what is forbidden. In addition, the guidelines emphasize that the document is not intended to displace local policy or procedure, but is rather a refer-

ence tool to guide educators as they walk the fine line of protecting freedom of speech and religious expression while avoiding the appearance of officially sanctioning or promoting any particular religious group.

Following Virginia's lead, President Clinton announced on July 12 that he was instructing Attorney General Janet Reno and Education Secretary Richard Riley to draft similar guidelines for the entire nation. He spoke at a school in Vienna, saying that he wanted to make the announcement in Virginia, where "the oldest and deepest roots of religious liberty can be found."

Although many Americans believe that the Constitution contains the phrase "a wall of separation between church and state," the fact is this phrase is not there. It was the sharply divided 1947 Supreme Court ruling in *Everson v. Board of Education* that popularized this interpretation of the Establishment Clause of the First Amendment: "In the words of Jefferson, the clause against the establishment of religion by law was intended to erect a 'wall of separation between Church and State.'"

But as historians well know, Jefferson's 1803 reference to the "wall of separation" has been taken out of context. The expulsion of religion from public schools and the public square was clearly not intended. Jefferson himself supported government funding for religious instruction for the Kakaskia Indians, and as president of the school board for Washington, D.C. he made the Bible one of the official textbooks.

Not surprisingly, there is rampant confusion over the issue of religious expression in the public schools, as too often courts rule along the lines of "Do as we say, not as we do." For example, in the 1980 case of *Stone v. Graham* the court cited the "wall of separation" in prohibiting the display of the Ten Commandments in public schools: "If the posted copies of the Ten Commandments are to have any effect at all, it will be to induce schoolchildren to read, meditate upon, perhaps to venerate or obey the Commandments. . . . This . . . is not a permissible state objective under the Establishment Clause." Yet these same Ten Commandments are chiseled in stone on the very walls of the Supreme Court chambers.

Is it any wonder that citizens are confused about what is appropriate religious expression in the schools? Parents have often turned to the Rutherford Institute in Charlottesville for advice and, if necessary, legal representation. In addition to providing assistance in the Virginia cases cited earlier, Rutherford has a worldwide network, and is the organization that came to the aid of 10-year-old Raymond Raines of St. Louis, MO who was put into detention for a week for silently bowing his head to say grace before lunch at

school.

Ron Rissler of the Rutherford Institute states that school personnel usually respond favorably to the institution's input "when they realize their actions are the result of misinformation or misunderstanding of the Constitution."

In addition to the First Amendment, the new Virginia guidelines rely heavily on numerous court decisions, the Religious Freedom Restoration Act of 1993, and the Equal Access Act. Topics addressed include holidays, student assignments, and graduation prayer.

Virginia led the nation's commitment to religious liberty in the 18th century with George Mason's Virginia Declaration of Rights in 1776 and the passage of Thomas Jefferson's Virginia Statute of Religious Liberty in 1786. It seems fitting that Virginia has again taken the initiative to assume the cloak of leadership as our country prepares to enter the 21st century.

Under the Virginia guidelines, Adam can read his Bible, Shulamit and the Jewish students in Hampton may have their religious-based absences excused, Leslie can wear her T-shirt and give her report -- and school personnel can rest assured that they are acting within the law.

Future court rulings may provide some more specific guidance and different historical interpretations some day, which will do much to clarify the real intentions of the Founding Fathers. Until that time, and thanks to the input and cooperation of many religiously diverse and politically divergent interests, the "Guidelines Concerning Religious Activity in the Public Schools" provide guidance necessary to ensure that the constitutional rights of school children in Virginia, and hopefully soon the entire nation, will be preserved, and that the court-ruled secular position of public education will be respected. ■

Cheri Pierson Yecke is a member of the Virginia State Board of Education, and was the 1988 Teacher of the Year in Stafford County.

College Students

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ingly migrating out of the United States and into either countries in Europe, which do a much better job of technical education, or to Third World countries, where manual skills pay low wages."

"I think the problem is worse than statistics suggest," said Bruno V. Manno, former Assistant Secretary of Education, now senior fellow at the Hudson Institute.

In New Jersey, he pointed out, results of the 1993 College Basic Skills Placement Test revealed that 74.1% of the recent high school graduates seeking college admission lacked proficiency or demonstrated only partial proficiency in verbal skills. In computation, 59.8% lacked full proficiency and in algebra 60.3% needed remediation. ■

Local Schools Get More Control

LANSING, MI - The Michigan State Board of Education is making radical changes toward more local control of education. The board is expected to defy a state law calling for mandatory standards, and, instead, approve a set of voluntary standards for public school classrooms.

Republican leaders claim the Legislature made a mistake when it passed a law two years ago ordering the state board to draw up a required statewide curriculum in mathematics, English, social studies, and science.

The board instead intends to offer broad standards outlining what students should know in these subjects. It will be up to the local districts to decide whether they want to abide by them.

"We don't think a mandated curriculum is a good idea," said board member Gary Wolfram, (R-Hillsdale). "We plan to stake out this position and then try to persuade legislators that this is the way to go."

Rep. James Agee (D-Muskegon) says the board is out of bounds. "It is at least with a small amount of arrogance that the State Board of Education assumes it will make a predetermination that the Legisla-

ture didn't mean what it said when it passed a core curriculum," said Agee, a former school superintendent.

Lawmakers are expected to tackle the core curriculum and other portions of the state school code when they return to Lansing this fall.

The debate boils down to an issue of state control vs. local control. Those opposed to classroom mandates say local school boards and parents know better than the state what the community should expect of its students. Barbara Jennings, a parent, said she has seen early drafts of the curriculum standards and would not favor making them mandatory.

"Some of it is nonacademic, attitudinal garbage that has nothing to do with children or learning," Jennings said. "But I would have no problem with uniform standards if they kept them to academics, saying you must learn fractions and decimals and things like that."

But supporters of classroom mandates claim they want to make sure all districts are meeting some standards because, as state board member Kathleen Straus (D-Detroit) says, "some local districts are excellent and some are not." ■

A Child's Reading List

Reading should be the most exciting activity in a child's life. Nothing can give a child such a good education as being a good reader. The wonderful world of reading starts when a caring adult teaches the child the *right* skills *before* the child is

taught the bad word-guessing methods used in most schools today.

Maria and Juliet, twin girls, were taught to read by their parents *before* entering the first grade using the pre-publication manuscript of *First Reader*. They are now age

10-1/2 and just entered the 5th grade. Here is a partial list of books that one or both of the twins have already read. Many of the books marked "B" (for boy) have also been read by their brother, Alexander, who is 9-1/2 and just entered the 4th grade.

Codes: 1 = easy, 2 = medium difficulty, 3 = hard, 4 = very hard. G = more suitable for girls, B/G = suitable for both boys and girls.

Historical Fiction

- The Secret Garden*, Frances Hodgson Burnett 1, G
A Little Princess, Frances Hodgson Burnett 1, G
The Little White Horse, Elizabeth Gouge 1, G
Linnets and Valerians, Elizabeth Gouge 1, G
Mandy, Julie Edwards 1, G
Under the Lilacs, Elizabeth May Alcott 1, G

Little Women, Louisa May Alcott 2, G
Eight Cousins, Louisa May Alcott 2, G
Anne of Green Gables, L. M. Montgomery 1, G
Anne of Avonlea, L. M. Montgomery 2, G
The Witch of Blackbird Pond, Elizabeth George Speare 2, G
The Perilous Gard, Elizabeth Pope 2, G
Freckles, Gene Porter 2, G
A Lantern in Her Hand, Bess Aldrich 2, G
A Girl of the Limberlost, Gene Stratton Porter 2, G
National Velvet, Enid Bagnold 2, G
The Silver Pencil, Alice Dalgliesh 2, G
Understood Betsy, Dorothy Canfield Fisher 2, G
Outlaws of Ravenhurst, Sister M. Imelda Wallace 2, B/G
The Wouldbegoods, E. Nesbit 2, B/G
Swiss Family Robinson, Johann Wyss 2, B/G
Knights of the Round Table, Howard Pyle 2, B/G
The Scottish Chiefs, Jane Porter 2, B/G
Adam of the Road, Elizabeth Janet Grey 2, B/G
The Trumpeter of Krakow, Eric Kelly 2, B/G
Hans Brinker, Mary Mapes Dodge 2, B/G

Gone With the Wind, Margaret Mitchell 3, G
The Scarlet Pimpernel, Baroness Orczy 3, B/G
Sherlock Holmes Stories, Sir Arthur Conan Doyle 3, B/G
Great Expectations, Charles Dickens 3, B/G
Ivanhoe, Sir Walter Scott 3, B/G

Jane Eyre, Charlotte Bronte 4, G
Wuthering Heights, Emily Bronte 4, G

- Pride and Prejudice*, Jane Austen 4, G
The American Senator, Anthony Trollope 4, G

Science Fiction

- Mirror of Destiny*, Andre Norton 2, B/G
Dread Companion, Andre Norton 2, B/G
Ordeal in Otherwhere, Andre Norton 2, B/G
Secret of the Lost Race, Andre Norton 2, B/G
Brother to Shadows, Andre Norton 2, B/G
Dare to Go A-Hunting, Andre Norton 2, B/G
Key Out of Time, Andre Norton 2, B/G

Journey to the Center of the Earth, Jules Verne 3, B/G

Contemporary Fiction

- Black Beauty*, Anna Sewell 2, B/G
White Fang, Jack London 2, B/G
Thunderhead, Mary O'Hara 2, B/G
My Friend Flicka, Mary O'Hara 2, B/G

Biography

- Cheaper by the Dozen*, Gilbreth & Carey 3, B/G
Belles on Their Toes, Gilbreth & Carey 3, B/G

A Chainless Soul: The Life of Emily Bronte 4, G

Adventure

- The Adventure Series* (15 books), Willard Price 2, B/G
Kim, Rudyard Kipling 2, B/G

Captains Courageous, Rudyard Kipling 3, B
The Great Escape, Paul Brickhill 3, B/G

Science

- Frontiers II*, Isaac Asimov 3, B/G

Myth/Legend

- The Children's Homer*, Padraic Colum 2, B/G

Ancient Egyptian Myths and Legends, Lewis Spence 3, B/G

- The Arabian Nights*, Anonymous 3, B/G
The Odyssey, Homer 4, B/G

Fantasy

- Five Children and It*, E. Nesbit 1, G
The Phoenix and the Carpet, E. Nesbit 1, G
The Light Princess, George McDonald 1, G
The Golden Key, George McDonald 1, G
The Land of Green Ginger, Noel Langly 1, G
New Treasure Seekers, E. Nesbit 1, G

A Wrinkle in Time, Madeleine L'Engle 2, G
The Water Babies, Charles Kingsley 2, G
Around the World in 80 Days, Jules Verne 2, B/G
Andrew Lang Fairy Tales, Andrew Lang 2, B/G
Chronicles of Narnia, C. S. Lewis 2, B/G
The Wind in the Willows, Kenneth Grahame 2, B/G
The Well-Wishers, Edward Eager 2, B/G

The Wood Beyond the World, William Morris 3, B/G
The Time Machine, H.G. Wells 3, B/G

Nature

- Bambi*, Felix Salten 1, B/G

The Call of the Wild, Jack London 3, B/G

Reference

- The Dorling Kindersley Science Encyclopedia* 2, B/G
The Usborne Series of History, Science and Geography 2, B/G

Parents' advice:

1. Look for books published before 1970 — the older the better!
2. Let the child's taste and interests guide the selection.
3. Avoid books that have won recent awards.
4. Read books as they were originally written; no abridged versions allowed!

It's rather obvious, isn't it, that television will never be a problem in a household where the children enjoy this kind of reading!

Class or Klas?

CHICAGO, IL — "Inventive spelling" continues to sweep the country as more and more students are being allowed to spell any way they want in order not to inhibit their creativity.

An example of the results of "inventive spelling" comes from a first-grade student at Swift Elementary School in Chicago:

"I If you n you or beofi prisnor n you or the fan n wn we go to er klas I go to gf you a kes be ks you or nas."

The translation is, "I love you and you are a beautiful partner and you are the friend and when we go to your class, I go to give you a kiss because you are nice."

The child's teacher, Kara Staggs, claims, "Inventive spelling is the way to go. Last year I gave spelling tests to my first-grade students — this year I gave none. The idea is that by allowing them to write without worrying about spelling, they're not intimidated. Our theory is that they can learn spelling later on."

According to Adelaide Bates Bingham, assistant professor of educational psychology at DePaul University in Chicago, "Inventive spelling is becoming popular among educators across America, and it's a fine new trend."

But education consultant Dee Corr claims "it's doing a disservice to the children. They learn better when they're taught the right way to spell from the beginning — rather than learn bad spelling habits that they later have to unlearn." ■

Hillary Letter

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Commenting on H.R. 1617, Virginia Miller of the Public Education Network in Pittsburgh said: "H.R. 1617 erects a mechanism by which government can centrally plan the economy (and government bureaucrats take on the role of social engineers). Labor Market Information System projections will become the basis of the vocational-technical education that is integrated into the curriculum of our local schools. Our children will thus be trained according to government projections. Shades of totalitarian regimes, such as China, where under a centrally planned economy, academic theory is discarded in favor of specific training for specific jobs."

And Eugene Maxwell Boyce, Professor of Educational Administration at the University of Georgia, wrote in *The Coming Revolution in Education* that "in the communist ideology . . . education is tied directly to jobs — control of the job being the critical control point in an authoritarian state. Level of education, and consequently the level of employment, is determined first, by level of achievement in school. They do not educate people for jobs that do not exist. No such direct, controlled relationship between education and jobs exists in democratic countries." ■

Reported by Dennis L. Cuddy, Ph.D., who has taught in public schools and universities, and is a former Senior Associate with the U.S. Dept. of Education.

Give the children in your family the **right start** with **First Reader**. Order from First Reader System, P.O. Box 495, Alton, IL 62002, (800)700-5228, \$79.95 plus shipping.