

# EDUCATION REPORTER

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## Sex Questions on Illinois Test Cause Uproar Superintendent of Education Shocked, Calls Test 'Insensitive'

SPRINGFIELD, IL — The Illinois Goal Assessment Program (IGAP) and its chief administrator, State Education Superintendent Joseph Spagnolo, are under fire for a series of explicit sex questions that appeared on a pilot test given to 11th graders in 61 Illinois high schools. At issue are four questions dealing with HIV and STDs that were included in the Physical Development and Health section of the test. The questions contained references to oral and anal sex but made no mention of abstinence, despite Illinois law mandating that abstinence be taught as the "expected norm."

The multiple-choice questions asked children to select, for example, the most

effective way to avoid getting a sexually-transmitted disease. Choices included: A. Having intercourse only with people you know; B. Limiting the frequency of sexual intercourse; C. Always using a latex condom and foam during sexual intercourse; D. Having only oral sex with your partner. Abstinence was not listed.

A parent's complaint prompted the state board of education to recall the test, but not before most of the students had already taken it. The ensuing publicity created a furor among educators, lawmakers, and the general public. State Senator Patrick O'Malley, vice chairman of the Illinois Senate Education Committee, said: "I hope that somebody accepts

responsibility — all the way up to the superintendent — and that it's done promptly and before any other children are subjected to this trash." O'Malley is the sponsor of SB 1610, a bill to ban evaluations of feelings and attitudes on the IGAP tests, that passed the legislature this spring and is awaiting Governor Jim Edgar's signature.

Karen Hayes, representative of Concerned Women for America of Illinois,

said the questions "made me ill," and called for crisis counseling to be made available to all 11th-grade children "who were subjected to the sexually-explicit government test questions." A spokesman for Governor Edgar's office agreed that "it was unfortunate that those issues, while important, weren't addressed in a more tactful manner." Even Planned Parenthood issued an embarrassed response.

Illinois newspapers screamed headlines such as "Conservatives fume over sex questions on state exam," and Superintendent Spagnolo issued an apology on behalf of the Illinois Board of Education. "I am as shocked and dismayed as anyone that questions as insensitive as these would be used on any kind of assessment of Illinois students," he wrote in a letter to the affected school administrators. He blamed the offensive questions on a rogue employee who, he said, sent out the tests without first having them reviewed by a committee of education experts.

But Illinoisans aren't buying it. The Rev. Robert Vanden Bosch, director of Concerned Christian Americans of Lake Zurich, said an apology cannot repair the harm done and that the children had been "mentally molested by the state board of education." An editorial in the June 5 edition of the *Chicago Sun-Times* was headlined "Excuses, excuses," and opined that blaming "an unnamed bureaucrat for this 'egregious error' was not good enough." The editorial contended that the questions were no mistake, but rather that they are "a window into the mind-set of educational bureaucrats and assorted activists determined to force their vision of permissive sex education on parents and students — even when the vision conflicts with Illinois law."



Sen. Patrick O'Malley

## STW Career Academy a 'Model' for Chaos Teacher Labels School a 'Diabolical Gauntlet of Pandemonium'

ST. LOUIS, MO — In July 1996, the St. Louis Career Academy opened its doors, the first such school in St. Louis' new Career Education District (CED). The district was established by a federal court order to oversee secondary vocational-technical education as part of a federal desegregation case.

The Career Academy was the focus of considerable fanfare and received glowing accolades from the media. An existing public high school building was revamped to receive approximately 300 students, high-tech learning labs, and health care and employment counseling facilities for the community. It was touted by education reformers as the wave of the future — the "New Urban High School" — with the intent that it will eventually be open 24 hours a day. The Career Academy was designed to be one of five "break-the-mold" School-to-Work model high schools in the U.S. that are to be rep-

licated throughout the country.

In May of this year, the Career Academy's facade of "success" and "achievement" began to crumble when one of its teachers came forward to paint a sordid picture of chaos, confusion and ineptitude at the school, calling it "a diabolical gauntlet of pandemonium" for its students. Educator Christine Burns says she "started to get very uneasy feelings about what was happening there even after my first week of work."

Mrs. Burns describes herself as "a veteran teacher of outstanding character, reputation and credentials" who, after eight months' teaching at the academy, desired only to "get out of it" and be "rid



Christine Burns

of the problem." But then the school district told her to read, critique and sign off on a document entitled "Building the Foundation for Life-Long, Self-Directed Learning," which according to Burns was "full of lies, suppositions and half-truths." Realizing that she could not sign the document, she says that neither could she "walk away without someone, somewhere, knowing what I believe to be the truth about what is happening, or rather, not happening at the St. Louis Career Academy."

Mrs. Burns drafted a rebuttal to "Building the Foundation," which she sent to the school's principal, the CED Superintendent, the court-appointed vocational education monitor, and the school district's seven board members. The rebuttal charges the school with "lying about students gaining in academic achievement." It contends that the school relies too

(See Academy, page 4)

(See Test, page 2)

**Illinois Goal Assessment Program**  
1998

**Grade 11**

**Form 3**

**PHYSICAL DEVELOPMENT  
AND HEALTH**

**SPECIAL STUDIES**

Student Name: \_\_\_\_\_

ILLINOIS STATE BOARD OF EDUCATION

*The Illinois Goal Assessment Program pilot test (cover shown at left) contained the four following sexually-explicit questions:*

38. Which of these activities is least likely to expose a person to HIV?
- Engaging in French kissing.
  - Sharing intravenous drug needles.
  - Having unprotected sexual intercourse.
  - Receiving a blood transfusion.
41. Which of these is the most effective way to avoid getting a sexually transmitted disease (STD)?

- Having sexual intercourse only with people you know.
  - Limiting the frequency of sexual intercourse.
  - Always using a latex condom and foam during sexual intercourse.
  - Having only oral sex with your partner.
43. Of the following sexual behaviors, which would put a person at the greatest risk of getting the human immunodeficiency virus (HIV)?
- Giving hand-genital stimulation without a latex condom.
  - Receiving oral - genital stimula-

- tion without a latex condom.
  - Masturbating
  - Having vaginal intercourse without a latex condom.
44. Of the following sexual behaviors, which would put a person at the least risk of getting the human immunodeficiency virus (HIV)?
- Engaging in open-mouth kissing.
  - Receiving hand-genital stimulation without a latex condom.
  - Having anal intercourse with a latex condom.
  - Giving oral-genital stimulation with a latex condom.

## EDUCATION BRIEFS

**Textbooks are in short supply in Maryland's Prince George's County public schools.** A study found that nearly a quarter of the county's 182 public schools have a critical shortage of textbooks in key subjects such as math and social studies. Superintendent Jerome Clark promised to address the problem, but voiced what has become the philosophy of some educators: "Students can learn without books by using other materials such as computers, science and math kits, and workbooks. Everything cannot be textbook-driven." His response provoked outrage among parents and school board members.

**New Standards of Learning (SOL) exams in Virginia include multiple-choice questions that emphasize basic skills.** Spelling and grammar, plus skills in math, science and social studies were tested this spring on 200,000 5th-, 8th- and 11th-graders at public schools throughout Virginia. State Board of Education officials are reviewing the results this summer to determine what constitutes a passing grade. The SOL tests could become the determining factor in whether schools keep their accreditation, and passing the tests will become a high school graduation requirement in 2004.

**The Rutherford Institute has filed suit on behalf of a Washington State teacher who was fired in 1995 for resisting OBE.** Dr. Barbara Kosiec has an exemplary teaching record of nearly 30 years in Washington public schools. In 1993, she joined the Pasco school system, where Outcome Based Education has been implemented since 1987. Dr. Kosiec made every effort to incorporate OBE into her teaching, while continuing to voice her reservations about the system.

**City University of New York (CUNY) is considering dropping remedial education classes.** Last fall, 63% of incoming freshmen at CUNY's four-year campuses and 86% at its community college campuses failed placement tests in reading, writing and math. At issue is the role colleges should play in teaching students what they should have learned in high school to prepare them for college-level work.

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Web site: <http://www.eagleforum.org>  
E-mail: [eagle@eagleforum.org](mailto:eagle@eagleforum.org)

## Test (Continued from page 1)

The editorial suggested that Spagnolo accept the offer of Project Reality Director Kathleen Sullivan to provide a "Power of Abstinence" seminar for the personnel in the Department of Education. Mrs. Sullivan made the offer in a letter to the superintendent, pointing out that Project Reality's abstinence-centered sex education program is being taught in 243 Illinois schools to more than 38,000 students. "The shocking void of any reference to abstinence in a proposed statewide IGAP test is a clear indication that your Department of Education is not aware of what is happening in abstinence education and how well such education is being received by Illinois students," Mrs. Sullivan wrote.

Project Reality issued a press release detailing the offer to the superintendent and describing the benefits of its "three-tiered abstinence education program." "The vast number of related benefits of abstinence until marriage is now becoming better understood," Mrs. Sullivan stated in the press release. "Adolescents also need to understand the consequences of new sexually transmitted diseases which were not even known to exist 15 years ago, and the lack of real protection from disease offered by the so-called 'safe sex' proponents."

Some legislators and pro-family groups say the test calls into question revisions

to the IGAP tests that SB 1610 will require. "The new tests are to be individual high-stakes exams mandated for all students," Karen Hayes says. "Their supposed purpose is to test the new so-called 'state academic standards' which were approved last year. The appearance of these ominous test questions goes beyond the academic and raises speculation as to what course material is being taught in Illinois classrooms."

The *Sun-Times* editorial echoed Mrs. Hayes' concerns, adding, "The trend is for more state involvement in running local schools through such vehicles as testing and standards, already the subject of much controversy."

Though SB 1610 does allow some performance assessments in addition to multiple choice questions, it places restrictions on them and sets up an ongoing review team to be chaired by a parent. Sen. O'Malley and his supporters say the bill was necessary to ensure that the state's tests would be "academically based, with answers that are measurable."

Many parents look upon performance assessments as unreliable, subjective, privacy-invading, and controversial. Professor Herbert Walberg of the University of Illinois-Chicago says that performance assessments are "impractical and expensive" for testing large numbers of students, and that they have "low levels of reliability and validity."

## NEA Paranoia in Print

WASHINGTON, DC — The National Education Association (NEA) defines "The Radical Right" as "a wide range of groups including free-market conservatives, anti-government and anti-union ideologues, and religious fundamentalists with a political agenda." The NEA newsletter called *In Brief* accuses these groups of "touting Americanism while imposing their rigid religious and political values on the country."

It specifically charges that the Alexis de Tocqueville Institution, the Hoover Institution, and the Heritage Foundation are "anti-government," claiming that these organizations "oppose public solutions to public problems." It accuses the Christian Coalition and the American Family Association of "opposing public

schools' respect for the freedom to teach and learn, proposing to turn all schools into bastions of fundamentalist Christianity." NEA editors seem to be oblivious to the fact that prayer and Bible studies have been banned from the public schools since 1963, and that the performance of American students was abysmal on the Third International Mathematics and Science Study (TIMSS) (see 'U.S. Math Scores Fail the Test,' *Education Reporter*, April 1998) and on the 1996 National Assessment of Education Progress (NAEP) tests. Those test results prompted many educators and parents to question whether American students are learning much of anything.

*In Brief* charges that: "Radical right *See NEA, page 4*



## Book of the Month



**Weaving Character into Sex Education**, Pat Socia, Project Reality, 1998, \$17.95, 95 pps.

Pat Socia has written a powerful, practical handbook that builds on what is becoming a national movement to



promote character-based education. *Weaving Character* effectively connects character education and sexuality, and provides a positive

tool for abstinence-centered teaching in the classroom, the home, or the community health center.

An experienced educator, Mrs. Socia skillfully uses real-life anecdotes from students and research to illustrate the merits of the abstinence message. She explains why abstinence is the best method for solving the crisis of out-of-wedlock pregnancy, sexually-transmitted diseases, welfare, and the pain of broken relationships.

*Weaving Character* exposes the "redesigned" abstinence education that is taught in most sex education classes, which promotes almost any type of sexual activity as a substitute for intercourse in order to "reduce the risks" associated with intercourse. Mrs. Socia charges these programs with "treating sexual activity as if it were strictly physical, as if the emotions are not involved." She acknowledges that while abstinence "may be difficult to practice in our sex-saturated society today, it is possible." She quotes surveys showing that 54% of high school age teens have never had sexual intercourse, and says that teenagers "desperately need our persuasion to say 'no,' not our permission to say 'yes.'"

The book contains a section on moral reasoning and explains how and why it can be taught in public schools. Mrs. Socia demonstrates how the natural moral law shows that sexual relationships "are intended to be between a male and female in long commitment with love and respect for each other." She challenges adults to use "intellectual honesty" in sex education, and maintains that, contrary to popular belief, "character-based sex education is reason-centered, focused on reality, and has realistic expectations for good health, both emotional and physical."

Write Project Reality, P.O. Box 97, Golf, IL 60029-0097, or call (847) 729-3298. Special offer for Eagle Forum members only — purchase *Weaving Character* at half price!

# FOCUS: Goals 2000, Health Care, and Family Planning

by Marie Smith

In a nutshell, Goals 2000 is a top to bottom system, extending from the federal level down to the states and local communities. The education component and the health component dovetail with each other. Education reform is being implemented for the purpose of achieving healthcare reform, and schools are serving as the infrastructure because they provide access to our children and to grassroots citizens.

In Missouri, schools create partnerships with healthcare providers in their communities, including the county health departments that distribute contraceptives to minors without parental consent, for which they receive Medicaid money and Title X federal family-planning dollars. The health departments have access to private and parochial school nurses as well as to public school nurses.

At the federal level is Goals 2000, which is the education component, and Healthy People 2000, which is the health component. All the health objectives for our nation are listed in Healthy People 2000, a 692-page document produced by the U.S. Dept. of Health and Human Services. At the state level in Missouri is the School Improvement Plan, which is

SCHOOL DISTRICTS MUST "VOLUNTARILY" COMPLY WITH GOALS 2000 OR THEY "VOLUNTARILY" LOSE THEIR ACCREDITATION AND THEIR FUNDING.

the education component.

The health component in our state is called Healthy Missourians 2000, and it's based on Healthy People 2000. Implementation of this top-down process is accomplished locally through schools, churches, private businesses, and community organizations. If you hear of a

Healthy Communities program or something similar, it is all part of this initiative.

There are three primary topics in Goals 2000. The first is standards and assessments. The second is state and local reform. The third is workforce standards — the School-to-Work aspect — which rounds out government control of education, health and labor, and adds up to socialism.

We're told it's all voluntary. States "voluntarily" want the federal money so they "voluntarily" implement Goals 2000. The school districts are told it's all voluntary, but the states must ensure that the system is implemented.

In Missouri, the school improvement plan is implemented by the State Dept. of Education and local school district administrators. Accreditation is withheld if a district doesn't comply because, in Missouri, the private enterprise, non-governmental accreditation agency has been

phased out and replaced by the Missouri Dept. of Education's School Improvement Program. A team of educators visits a school district and assesses it. The district either receives accreditation, is provisionally accredited, or is denied accreditation. If the district is provisionally accredited, it has two years to earn accreditation or its accreditation lapses. That means the school district may be dissolved and merged with another school district, not necessarily an adjacent school district. So the bottom line is, districts must either "voluntarily" comply or "voluntarily" lose their accreditation and also their funding. Without funding, they "voluntarily" disappear. The bottom line is: a school district either "voluntarily" complies or "voluntarily" dies.

In Goals 2000, Section 102, objective #1 is entitled "School Readiness." It states that children will receive the health care they need to arrive at school with healthy minds and bodies, and that the number of low-birth-weight babies will be significantly reduced through enhanced prenatal healthcare programs. When Dr. Joycelyn Elders was still U.S. Surgeon General, she visited St. Louis and explained that this is a very strong component of Goals 2000 because "you can't teach children who are not healthy."

The School Improvement Plans must describe how each local district will implement Goals 2000, and specifically include identifying the most pressing needs facing students and their families. The whole family is included. Schools must also show how they will enter into partnerships with public and private non-profit agencies, such as county health departments, to increase students' and families' access to coordinated, non-secular services in a school setting or at a nearby site.

The Safe Schools Act of 1994, another component of Goals 2000, states that grantees' school improvement plans shall contain a description of how school crime and violence prevention efforts will be coordinated not only with education and law enforcement agencies, but also with health and social services. The health and social services strand runs throughout the law, and family planning is always part of social services.

Part G of Goals 2000 creates an office of Comprehensive School Health Education. This office is to function as a hands-on coordinator of activity between the U.S. Dept. of Education and the U.S. Dept. of Health and Human Services. Its job is to integrate and coordinate the objectives of Goals 2000 and Healthy People 2000.

Title X of Goals 2000, entitled "Miscellaneous," lists contraceptive devices under Section 1018, which states that the Dept. of Health and Human Services and the Dept. of Education shall ensure that "all federally-funded programs that provide for the distribution of contraceptive devices to unemancipated minors will develop procedures to encourage, to the extent practical, family participation in

such programs." An "unemancipated minor" is a child who is neither married nor independent.

What does "to the extent practical" mean when the brochures from the health departments inform our young people that, for teens aged 12 to 18, parental consent is required for general medical visits but **not** for services such as family planning, sexually transmitted diseases, or prenatal care? Most school district employees who collaborate with health departments in providing referrals probably don't know that this is the case, because schools generally don't even give children an aspirin or other over-the-counter drugs without a note from a physician. But that lack of knowledge is being exploited, and local people are being used as puppets. The state is saying, Here's Medicaid money that your district can use to hire more nurses for your schools. Those nurses are providing referrals for children and families and, when the children receive services they are asked about their sexual activity. "Are you sexually active?" "Are you using condoms or contraceptives?" "Are you talking to your parents?" The state wants children to know that they can obtain contraception without parental consent.

In Healthy Missourians 2000, unintended pregnancy is defined as all abortions plus live births and fetal deaths to females younger than 18, plus live births and fetal deaths with spacing less than 12 months for females ages 18 - 34, plus out-of-wedlock births to females with less than a college education. Healthy People 2000 encourages states to increase to at least 50% the proportion of sexually active unmarried people who used a condom during their last sexual intercourse.

The Medicaid-funded, early periodic screening and diagnostic testing (EPSDT) for children ages 13 to 18 includes more than just hearing tests, vision tests, and scoliosis screenings; they can also include a history of sexual practices. The laboratory and diagnostic procedures include pap smears. "Counseling" can cover sexual practices, sexual development behavior, sexually transmitted diseases, partner selection, condoms, unintended pregnancy, and contraceptive options. Healthy People 2000 says that clinicians may choose to add other preventatives such as for family dysfunction, and instructs them to remain alert for signs of child abuse and neglect. Healthy Missourians 2000 states that "establishing a school-based health clinic could help achieve objectives, including objectives connected to unintended pregnancy."

All these services are funded or subsidized through Medicaid. Every state must offer ten basic required services under the Medicaid plan. Number 8 is family planning services and supplies. Number 7 is early and periodic screening, diagnosis and treatment (EPSDT). Missouri's Medicaid manual states that EPSDT includes linking at-risk adolescents to family planning and pre-pregnancy risk education (which could mean abstinence education,

but is actually "safe sex" programs).

Medicaid's Case Management Billing Instructions explain that EPSDT covers unclothed physical exams including external genitals. You may have heard what happened in East Stroudsburg, PA in 1995 when the 5th and 6th graders were given genital exams against their will and without parental consent. The children begged to call their parents and tried unsuccessfully to escape. Our school district denies doing such things, but according to the Medicaid billing instructions, schools can be reimbursed for performing those services. I foresee a day when school nurses will be told that providing these types of exams are to be part of the school's accreditation, and that the state will be checking to make sure they are performed in order to keep students "safe and free of disease."

In a letter from the Missouri Dept. of Social Services dated May 2, 1995, I was told, "Schools may not necessarily provide services but will make arrangements for linking a student to an appropriate Medicaid provider for the needed service." So the school is being used as a vehicle to access all children in order to achieve the federal goals in Healthy People 2000. The letter says that the interagency agreement between the Department of Social Services and each school district does not vary from school to school. Yet our school districts are told they can write these agreements any way they want to reflect the values of their communities. The letter, however, attests to the fact that a school does not write its own agreement. These agreements are the same for private and parochial schools as they are for public schools.

If Medicaid is for the poor, then why are the schools collecting it? I'm not opposed to having school nurses in every building, but let's pay their salaries out of general revenue. We've been paying school nurses a salary for performing hearing tests, vision tests, and scoliosis screenings for years. Now, schools are being reimbursed for providing these services, even though we reimburse the nurse for those same services every time she receives her paycheck.

In 1996-97, one school district received \$80,000 in Medicaid money for performing services they had already been paying school nurses to do. Of that \$80,000, \$30,000 was spent on computers, copiers, and printers for counselors' offices, *i.e.*, data collection. In 1997-98, they expected to receive \$80,855, all of it to be spent on salaries and benefits.

What about the broader implications of all this — the "world view"? School  
(See Goals 2000, page 4)

IF MEDICAID IS FOR THE POOR, THEN WHY ARE THE SCHOOLS COLLECTING IT?

## Academy (Continued from page 1)

heavily on computers, that "computer labs are typically chaotic and poorly controlled due to lack of manpower," and that destruction and theft of equipment are commonplace. "Students cheat on computerized tests to advance to their next 'tier' (grade)," she wrote, adding that "the school lacks practical, in-classroom teaching, order and discipline." She charged that "children at the academy have been part of a giant School-to-Work experiment for the past two years, subjected to unproven and unorthodox practices and procedures, like rats in a maze."

According to Mrs. Burns, "team learning," the instruction method the academy uses, is "hated or disliked by a large number of the students because brighter students do all the work while other team members cheat and 'slip by.'" No homework is allowed to be given despite protests by parents and complaints by teachers and students. One student is quoted as saying, "This school is very educational. We don't have books or get homework, and we have fun."

Mrs. Burns complains that the school has no library, that textbooks were ordered only after teachers demanded them, and that community volunteers no longer assist at the academy due to the lack of discipline and parental involvement. She says "violence is escalating," and that stu-

dents have engaged in "scores of fights."

She describes the school administration's "last minute problems" at the start of the 1997-98 school year, which included deciding what courses they were going to teach, how many teachers they actually had, and whether to teach U.S. History or World History to the school's sophomores. (That decision apparently wasn't made until six weeks into the school year, despite the state of Missouri's rules about required courses for sophomores.)

Though the Career Academy has attempted to refute Mrs. Burns' charges, "Building the Foundation's" 37 paragraphs provide some clues as to their validity. Paragraph 9 refers to the school's staff and students as remaining "intensely involved in an ongoing process of self-creation." Paragraph 26 whines that: "In spite of an explicit court mandate to 'break the mold,' the academy continues to come under attack from proponents of the old system." Yet paragraph 30 admits that "students have learned they can fool the computer by 'smart guessing' or by memorizing answers for retests. Some students wonder how much of their learning they will retain. Others have 'maxed out' on the English and math programs, and do not feel challenged by their supplemental work."

The document uses the term "turn on a dime" to indicate the school's educational "flexibility." Paragraph 34 talks

about "The Academy's process of self-creation," and "reinventing the school." Mrs. Burns' rebuttal contends that this "'turn on a dime' school has wasted millions of tax dollars (to the tune of \$10,500 per student) and also wasted its students' high school educational experience. Lack of attention to details and fundamental educational precepts has been harmful to students."

In a letter dated May 6, Mrs. Burns repeated her concerns to State Sen. Wayne Goode, Chairman of the Missouri Senate Joint Committee on Careers and Vocational Education. She included copies of letters written by students to CED administrators complaining about problems at the academy. Also included were eight pages of obscene material from the Internet that a student had printed during class time, proving Mrs. Burns' allegation that students are breaking the pornography-blocking software codes and accessing pornographic sites on the net. She explained to the Senator how "pleas for help from the school district have fallen on deaf ears."

Mrs. Burns says that her efforts and those of other teachers to have the discipline problems and other valid concerns addressed by the administration have been followed by abuse. She reports that the principal "threatened, bullied and intimidated" anyone who complained.

Alienated by the CED, Mrs. Burns approached officials of the St. Louis Special School District (SSD). The SSD is appealing a court ruling requiring it to eventually merge with the Career Education District, on the grounds that the CED is unconstitutional. SSD officials said they felt Mrs. Burns had little recourse "short of going public." The rest, she says, is history.

Mrs. Burns is also in receipt of several letters from parents echoing her complaints, plus signed statements from four Career Academy teachers verifying her allegations. Several more teachers have made verbal pledges to substantiate her claims. She has made public nearly 50 signed requests from parents and other concerned citizens to Sen. Goode requesting that he investigate the St. Louis Career Academy.

## NEA (Continued from page 2)

extremists are also attempting to impose a curriculum that mirrors their values and inculcates fundamentalist Christianity. They would exclude and devalue people who are poor, people of color, and people who are in any way different from them." The article then cuts to the chase. "In communities all over the country, members of the religious right have attempted to impose censorship and the teaching of creationism on the public schools. They've tried to cut guidance and anti-drug programs, health education, environmental education, and even Head Start."

According to the NEA, "the ultimate aim of the extreme right is the destruction of public education in America." *In Brief* implies that conservative groups' roots are segregationist and compares segregation efforts of the 1950s to tuition vouchers of the 1990s. It says that "the Christian Coalition's highly publicized Samaritan Project cynically reaches out to Black and Hispanic parents in urban areas. Their proposed Hope and Opportunity Scholarships are actually tuition vouchers that would 'give low-income parents an alternative and the same opportunities for their children that others have.' This cruelly raises hopes that private schools would have enough places, that enough tuition vouchers for private schools will be available to all who want them, and that the vouchers will be enough to cover tuition costs. Of course, none of these are true."

The NEA's newsletter further categorizes the "right wing" as "religious zealots and blatantly racist hate groups" that have been molded into "a slick, politically adroit, well-organized network of activist organizations, think tanks, and private foundations that operate both nationally and, most crucially, at the grassroots. They dominate talk radio and help set our country's political agenda — from the attacks on affirmative action and Goals 2000 to the gutting of Medicare." The article also claims that the "right wing has political clout and the ear of top elected officials, policy makers, and the media."

The article ends with a call to action to "stop" the right wing's efforts to "discredit and dismantle public education by involving the public."



## Goals 2000 (Continued from page 3)

administrators, school board members, Congressmen and state officials have a responsibility not to undermine the faith, values, and the cultural diversity of the families in our school districts and in our states. A large segment of our community believes that contraception is immoral. Even those who don't consider it immoral don't want contraceptive chemicals and gadgets given to their children, because they don't want to encourage their children to be sexually active. Protestants Against Birth Control opposes contraception. The Catholic Church's *Humanae Vitae* takes the position that every marriage act must remain open to the transmission of life.

We need to stand up for our values. We pay taxes. We send our children to school to learn academics, not to have our values undermined. Goals 2000 is undermining the philosophies of even our religious health organizations. A letter dated December 22, 1997 from the Missouri Dept. of Social Services states: "Health plans with religious affiliations which prevent the direct administration of family planning services have engaged a third party administrator to fulfill their contractual obligation." I call this the "Pontius Pilate Syndrome." Some religious healthcare organizations are collecting Medicaid money for family planning

services that their church teaches are morally wrong.

What can we do? As a start, we should repeal Goals 2000. The best way to help a child is not to tax his parents into poverty. Just think of what we could do for education more economically, efficiently and effectively if we could do it ourselves. We must limit the percentage of federal grants to be used for salaries and benefits, define the use of these grants more narrowly, and limit Medicaid funds to the truly poor. Let's mandate that school districts publicly report to the taxpayers on what grants they are receiving and how the money is being used. Let's make our health expenses tax deductible.

Last but not least, to avoid the pill, we mustn't eat the applesauce. A mother with a sick child puts the medicine in the applesauce, and the child eats the applesauce and doesn't know he took the medicine. That is exactly how we are being poisoned by the family-planning/population-control agenda. States are hungry for the professional development funds and the grant money. The pill is hidden in the money.

Marie Smith is the founder of Life's Silver Linings. She is an education researcher, an elected school board member, and the author of "Health & Education Reform: Freedom's Voluntary Demise."

