

# EDUCATION REPORTER

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## N.Y. City Teachers Helped Students Cheat on Tests

NEW YORK, NY — Charges of widespread cheating on the state's standardized reading and math tests have been made in a report by New York City school investigators against 32 schools, 43 teachers, two principals and two paraprofessionals. The *New York Times* reported on December 8 that the cheating covers a five-year period and includes more students, teachers and schools than any similar incident "in the recent history of American public schools."



improve their own reputations and further their own careers by creating the illusion that they were doing a good job." While the NYC Board of Education was not implicated in the scandal, he accused the board's Office of Investigative Services with failure "to expose or punish the cheating."

The pressure for educators to improve student performance has increased considerably in recent years with the advent of new standardized "assessment" tests. Across the country, states are implement-

ing "high stakes assessments" that are tied to rewards and punishments. Schools failing to make the grade are penalized and some face the prospect of takeovers by state or local governments. Those who produce higher test results reap financial rewards, often including merit pay increases for principals and teachers. As some education experts, including Donna Heame of the Constitutional Coalition have repeatedly pointed out, the problem with these tests is that they are not *objective* evaluations of student knowledge, but *subjective* assessments of students' attitudes, feelings and beliefs. (See *Teachers*, page 2)

The cheating was accomplished in several ways. One method involved allowing students to write their answers on scrap paper, with teachers supplying the correct answers before students filled out the test forms. In other instances, teachers told students which answers to correct on their test booklets or even corrected the answers themselves.

As might be expected, test scores improved, sometimes dramatically. At P.S. 234 in the Bronx, reading test scores rose 22% during the time the cheating took place. Edward F. Stancik, an NYC schools investigator, told the *Times* that the teachers' motivation "was simply to

## Marketing to Students Corporations launch assault on schools

Channel One broke new ground in 1989 by offering schools free television equipment in exchange for airing 12 minutes of programming in class per day, including two minutes of commercial advertising. Classroom doors were opened to companies willing to pay prime-time advertising rates (about \$200,000 per 30-second spot) for the opportunity to peddle their wares to captive student audiences.

In October, the embattled company celebrated its 10<sup>th</sup> anniversary steeped in controversy, accused of funding its own pressure campaign in Alabama in order to create an appearance of conservative support. Channel One faced a storm of protest from some widely different sources on both the left and the right, such as Alabama pro-family organization Obligation Inc. and consumer advocate Ralph Nader.

Obligation Inc.'s Jim Metrock points out that although no money is changing hands, taxpayers are actually subsidizing Channel One. "If [students] watch Channel One for 90% of the school days, it adds up to 31 hours a year," he told the *New York Times* (Dec. 5, 1999). "That school time was purchased by taxpayers. If the cost of educating a child in Alabama is 6 cents a minute, in a class of 23 students, that's \$2,600 per year for the rental of that TV set."

Since Channel One opened the commercial door to the schoolhouse, big corporations have found they can deal directly with school districts on in-school marketing programs. As the *New York Times* noted: "By far the clearest legacy of Channel One is that it has bonded public education with corporate America in ways that could hardly be imagined a decade ago."

Companies including Coke, Pepsi, Burger King, Nike, Kellogg's and others are paying schools to sell their products on-site and/or to place their ads in hallways, gymnasiums, cafeterias, and on school buses and book covers.

Product logos and brand names are showing up in textbooks and other curriculum materials. (See *Education Reporter*, "Education Briefs," October 1999.) In an attempt to follow Channel One's advertising lead, one company provides schools with free computers that are programmed to run ads in other examples of the monitor screens.

Other examples of corporate marketing efforts, as described in the Sept. 17 issue of *The Exercise* magazine, include:

- ◆ An exercise magazine that purports to teach 3<sup>rd</sup> graders math by having them count Tootsie Rolls.

- ◆ A classroom business course that shows students how McDonald's restaurants are run.

- ◆ Multimillion-dollar contracts that have turned some schools into virtual sales agents for Coke and Pepsi.

*The Nation* described a 10-year, \$8.4 million contract signed in 1997 with Coca-Cola by School District 11 in Colorado Springs, Colorado, which requires the district to sell 70,000 cases of Coke products per year. The article quoted a letter written by a top District 11 official to school administrators, urging them to increase sales of Coke in their schools to meet sales goals. The letter "instructed principals to allow students virtually unlimited access to Coke machines and to move the machines to where they would be 'accessible to students all day.'" The letter further encouraged principals to support allowing students to "drink Coke in the classroom," or at least to "consider

(See *Marketing*, page 4)



## California Kids Failing

Plan to end social promotion may be modified

LOS ANGELES, CA — A policy requiring students to meet new state standards in order to be promoted to the next grade may soon be relaxed due to the overwhelming numbers of students expected to fail. As many as half the students in the Los Angeles Unified School District (LAUSD), for example, the state's largest and the nation's second-largest, would likely fail new state-mandated standardized tests if the plan were to be implemented immediately. Even if performance measures were limited to teacher evaluations, approximately 40% of students would fall short.

Last year, the California state legislature passed a law adopting new standards that were designed to end what outgoing Governor Pete Wilson called "the tragedy of social promotion." These standards were scheduled to be phased in by 2001, and students would be required to meet them before being promoted to the next grade level.

Fearing that implementation of the new program will overload summer school and tutoring programs that are set

up to help failing students, LAUSD officials have revised the plan to include only 2<sup>nd</sup> and possibly 8<sup>th</sup>-grade students initially, with other grades to be phased in later.

A debate is raging among LAUSD School Board members about whether or not to institute separate educational tracks for limited-English students and native English-speaking students. According to an article in the *New York Times* (12-2-99), 45% of the students in the district have limited or no English skills, and about 80 different languages are spoken. Board members are also considering increasing the importance of teacher evaluations over testing, though many educators and parents fear such a policy would actually maintain a form of social promotion.

As one board member admitted to the *Times*: "The implementation [of the standards] so far is pretty close to a disaster. If you talk to the principals at the schools, they pretty much don't know what curriculum they're supposed to be using. The system is not organized to spend even the money they've allocated for this properly."

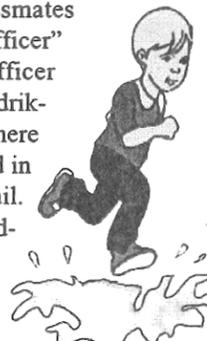
## Student Arrested for Stomping in Puddle

INVERNESS, FL — A 6<sup>th</sup> grade boy was arrested after stomping in a rain puddle and spraying classmates and a "school resource officer" with dirty water. The officer took 12-year-old Kyle Fredrikson into a school office where he was handcuffed, placed in a patrol car, and taken to jail. He was detained in a holding room for about two hours.

The incident occurred at the Inverness Middle School. The head of the school resource officer program, Lt. James Martone, de-

fended the action, telling the *Tampa Tribune* (12-9-99) that the arresting officer "did his job." He added: "It's a fine line any officer in the schools walk."

The boy was charged with a misdemeanor — disruption of an educational institution. His parents are furious, noting that other prisoners had access to the child while he waited in the holding room. They said that Kyle suffers from "a hyperactive disorder" and is enrolled in a class with children who are similarly afflicted and that school officials should have considered these circumstances before arresting their son.



## EDUCATION BRIEFS

**Planned Parenthood gives birth to California sex education bill.** Signed into law in August, the legislation mandates that schools teach "medically accurate" sex education, "free of racial, ethnic and gender biases." Proponents of abstinence education fear the bill will initiate "condom-based education" and force schools to teach students about all forms of contraception on the grounds of "medical accuracy." Some worry that, since Planned Parenthood is the initiator of the bill, it could force schools to implement its agenda.

**Circuit judge in Oregon upholds public school uniform dress code.** The Gervais Elementary School in Salem began requiring students to wear uniforms in 1997 but allowed parents to opt their children out of the policy until last year. A small group of parents objected to the new all-inclusive rule and contacted the ACLU, which helped them file suit. Circuit Judge Terry Leggett ruled that the goals of the dress code policy — to reduce discipline problems and increase class participation and self esteem — "did not stifle expression to the point of violating state or federal laws."

**Money is not enough in Clinton's \$1.2 billion plan to lower class size.** The most daunting problem has been the severe shortage of good teachers. Roughly half the teachers hired with federal dollars in some areas lack proper certification. For many urban districts, space is a critical issue — schools have no room to add classes. In poor rural areas, class sizes may already be small, and funds slated for hiring teachers may be desperately needed elsewhere.

**Pokemon trading card craze incites children and parents to violence.** In schools across the country, students are attacking each other over the cards. The Associated Press reported Dec. 11 that a 14-year-old Quebec student was stabbed during a Pokemon card-related fight. In Philadelphia, two students hit and threw a trash can at another student, stealing his cards and a small amount of change. Even parents are resorting to violence. A man allegedly punched a fast food clerk in North Carolina because his meal did not contain the advertised Pokemon toy.

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## Teachers (Continued from page 1)

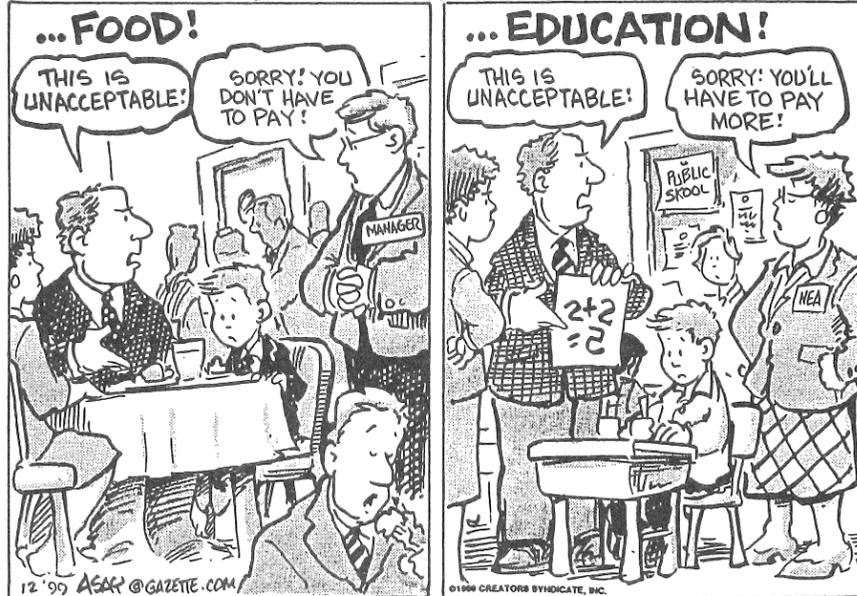
Test scores are ultimately in the hands of scorers with varying opinions of how students should interpret the material. "The tests are becoming the focal point of education," Mrs. Hearne says, "and as a result, teachers are teaching little else." (See *Education Reporter*, Nov. 1999.)

The NYC school investigators' report fails to criticize the increased emphasis on test scores, instead urging greater vigilance and the development of "more aggressive strategies" for dealing with cheating and cheaters. Though investigators estimate that the tests of more than

1,000 students have been affected, no attempt is being made to track which students may have been held back or promoted as a result of the fraudulent scores.

The investigation began in July 1998 after teachers at two schools came forward with allegations of wrongdoing. The educators accused of cheating will be removed from the classroom and reassigned to district offices while board of education officials examine evidence and determine whether or not they'll be fired. New York City has 1,100 public schools.

### HOW WE VALUE...



## Abstinence-Until-Marriage Programs Grow in Popularity

WASHINGTON, DC — Proponents of comprehensive sex education have released the results of two nationwide studies that indicate a growing acceptance of abstinence-until-marriage programs. A Kaiser Family Foundation survey found that 34% of public high school principals say that their schools' main sex education message is: "Young people should only have sex when they are married." A similar study by the Alan Guttmacher Institute found that, of 825 school district superintendents surveyed, 35% have a policy requiring abstinence-until-marriage programs in their districts.

These results were announced last month at a press conference in Washington, D.C. entitled, "Are Schools 'Just Saying No?' Is Abstinence-Only the Trend in Sex Education?" The briefing was designed to educate journalists about what "comprehensive" sex education proponents consider to be the "apparent danger" abstinence-centered programs pose to contraceptive-based programs.

According to Kathleen Sullivan, director of Project Reality, an organization promoting and distributing abstinence-until-marriage curricula, these studies should be "a cause for rejoicing among abstinence advocates nationwide."

Mrs. Sullivan noted that the results of the Kaiser and Guttmacher studies were announced less than a week after the American Medical Association (AMA) issued its controversial report advocating

the distribution of condoms in the public schools. "It's amazing that the AMA, the Kaiser Family Foundation, and the Alan Guttmacher Institute seem to be disturbed about the growth of abstinence-until-marriage programs in our nation's schools," she said. "Any organization concerned about the emotional and physical health of adolescents ought to be pleased that superintendents, principals and teachers are promoting this healthy lifestyle among their students."

Cory L. Richards, vice president for public policy at the Guttmacher Institute, stated, "It is unconscionable for young people who attend schools in one-third of districts to be denied basic yet vital information for preventing unplanned pregnancy and STDs. This should be of deep concern to parents in this country."

Observes Mrs. Sullivan: "These groups are apparently concerned that their brand of sex education is losing popularity, not only among youth, but among school administrators as well."

Abstinence-education advocates caution that, while the results of these studies are encouraging, the Kaiser Foundation only surveyed 313 school principals. "Abstinence advocates have been able to accomplish an incredible turn-around in the education system's attitudes and beliefs with a small fraction of the resources and much less political power," Kathleen Sullivan points out, "but we still have much work to do."

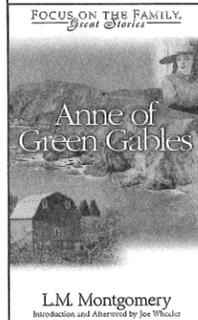
## Book of the Month



**Great Stories (Series), Focus on the Family, Tyndale House Publishers, 1999**

Includes: **Anne of Green Gables**, L.M. Montgomery, 335 pps, \$15.99; **Louisa May Alcott's Little Men**, 336 pps., \$8.99; **Ben-Hur and Little Women**, 526 pps., \$9.99; **Ben-Hur**, Lew Wallace, 577 pps., \$9.99; **Robinson Crusoe**, Daniel Defoe, 290 pps., \$8.99. All books in softcover except *Anne of Green Gables* (hardcover).

Amid the hoopla surrounding the "Harry Potter" books and other controversial children's fiction, Focus on the Family has teamed up with Tyndale Publishers to revive a number of timeless classics and bring them to today's young audiences. *Anne of Green Gables*, for example, contains



all the elements of great writing: compelling characters, including a delightful heroine, vivid imagery, and good dialogue that reveals the "character" of the characters and brings them to life. The plot is absorbing, and provides plenty of tension without sacrificing morality or the innocence of childhood.

All the books are presented in their original text, but have been updated for easier reading. They are attractively packaged with full-color covers that set the tone for the stories and invite the reader to explore. Most include original woodcut illustrations — designs that are cut in wood blocks, from which prints are made.

Writer and English Professor Joseph L. Wheeler, Ph.D., currently Professor Emeritus at Columbia Union College in Takoma Park, MD and senior fellow for cultural studies at the Center for the New West in Denver, CO, edited the books. In each, he provides an in-depth introduction, which offers extensive detail about the authors and the times in which they lived. Rather than giving the stories away, the introductions whet the reader's appetite for more.

At the end of each book, Dr. Wheeler includes an afterword with discussion questions to help readers analyze and understand what they've read.

Focus on the Family conducted a rigorous critique of each story selected for the series. They were chosen for the quality of their Christian content, the value of their messages, and their ability to bring families together.

Contact Focus on the Family, Colorado Springs, CO 80995, 1/800-A-FAMILY, or call Tyndale House Publishers, 1/800-323-9400 to order.

# FOCUS: School Violence is Big Government's New 'Crisis'

By Carolee Adams

School violence is the new "crisis" shamefully used by big government to increase control over the lives of our children and to promote the "medicalization" of the schools. It is the linchpin to immerse all schools in mental health treatment. The Robert Wood Johnson Foundation (RWJF), long a sponsor of school-based health clinics including mental health services, will be a major player in the resolution of the violence "crisis," at least in New Jersey.

Big government solutions to problems in the public schools have been expensive and intrusive and, in recent years, have actually provoked the "crisis" of violence as teaching has focused on emotions vs. academics. In New Jersey, the magic elixir is a potentially noxious brew of "peer mediation," "personality profiling," and "tolerance," to be stirred by an invading army of mental health professionals funded by government and foundation grants.

## Violence bills to fund initiatives

Sources of funding include two separate bills currently winding their way through the New Jersey legislature. A3332/S2024 would appropriate \$1,000,000 for curriculum development and training seminars. These funds do not cover the cost of implementation but will be allocated strictly for use by the Violence Institute of New Jersey, a multi-pronged organizational resource estab-

lished in 1997 to assist the state in addressing violence.

The Violence Institute coordinates more than 45 violence-related initiatives at the University of Medicine and Dentistry of New Jersey in Newark (UMDNJ) and is linked to the RWJF. (Robert L. Johnson is secretary/treasurer of its advisory board.) In January 1999, the Institute began collaborating with the New Jersey Department of Education (NJDOE) on a two-year project funded by the USDOE's Safe and Drug-Free Schools Program.

The second bill is "The Safe Schools and Communities Violence Prevention and Response Plan Act of 1999" (A3473/S2272). It appropriates \$5,100,000 to identify at-risk pupils supported by on-site school mental health services, and to outreach with mental health providers, community agencies, law enforcement entities, courts, and families.

During a New Jersey Senate Budget and Appropriations Committee hearing in December, few meaningful questions were asked of Violence Institute personnel before the \$1,000,000 grant was allowed to go to the full Senate, where it was approved. (It is now pending in the House.) Only one Senator questioned the wisdom of giving the entire amount to a single organization as opposed to dispers-

ing it among local authorities. After the hearing, the Institute's executive director Michael Greene boasted, "That was easy!"

The Violence Prevention Act requires each local board of education to offer violence instruction as part of the state's Core Curriculum Content Standards in Comprehensive Health and Physical Education or other area. Mr. Greene testified that students will become "peer mediators," with "tolerance" as the focus.

Eagle Forum of New Jersey testified against the bill, citing concerns that the state board of education would have no voice in how the legislation will be implemented and that the full cost of implementation remains undetermined. We pointed out that parents are excluded from the process and that class time for academics will suffer. Other possible contributing factors to the problem of violence, including the effects of "legal" psychotropic drugs such as Ritalin, and the lack of accountability of school supervisory personnel, are not being addressed.

Eagle Forum also noted its concern that the violence curriculum will include the widespread use of nosy attitude and behavior tests (see article below), and that "tolerance" means instruction inclusive of lifestyles that many parents find both inappropriate and in conflict with deeply

held family values and beliefs.

## 'Violence Prevention' Plan

If the new legislation becomes law, each county superintendent of schools will receive a \$50,000 grant to employ a "violence prevention specialist." The Department of Human Services will receive \$4,050,000 to be divided among 15 mental health teams, each of which will receive \$250,000 for implementation. An additional \$300,000 will be awarded to a "qualified" mental health organization to act as an advocate of the violence prevention program.

Each local violence prevention specialist will develop a plan to create an intervention team of mental health specialists assigned by the New Jersey Division of Mental Health Services in the Department of Human Services. This plan will provide "at-risk" pupils with on-site mental health services and facilitate interaction with community agencies, law enforcement officials, the courts, and the children's families. The plan will further expand mental health services through screening, assessment, treatment, and followup at school or through referrals to other agencies.

In sum, it's all about assessments and profiling. The lion's share of the financial benefits of "violence prevention" legislation will go to government bureaucrats and psychologists. Local communities will suffer the results, with no opportunity to prescribe a more sensible, practical approach to school violence.



Carolee Adams

## Nosy Questionnaire Invades New Jersey Students' Privacy

RIDGEWOOD, NJ — "Profiles of Student Life: Attitudes and Behaviors," a nosy questionnaire developed in 1996 by the Search Institute of Minneapolis, Minnesota, has surfaced in New Jersey. Parents in the Ridgewood School District are outraged that this privacy-invading survey was given to children in grades 7-12 last October without their consent.

During the past two years, *Education Reporter* has received documentation that "Profiles of Student Life" was given to students at the White Salmon Columbia High School in the state of Washington, and to students in the DePew Union Free School District in Depew, New York, among others.

In Ridgewood, the survey was administered at two middle schools and a high school at the request of the city's "Vision Team," a group of 15 school district officials, community agency employees, and Village Council members. The questionnaire grills students about their personal and family lives, illegal drug and alcohol use, sexual behavior, racial biases, and religious, moral and ethical beliefs. (See sample questions.)

The school district sent a letter home with students in September warning that the survey would be given, but some parents claim the notification was "very general," "vague," and unclear about the test date. They say the fact that no written consent was required violates their rights under the Protection of Pupil Rights

Amendment (PPRA). At least one parent, Carol Nunn, has indicated her intention to file a complaint with the U.S. Department of Education. She told the *New Jersey Bergen Record* (12-09-99) that "I'm going to protect my daughter's civil rights because the Ridgewood school district has taken them away."

In a "Letter to the Editor" published in the *Record* on Nov. 30, parent Frances Edwards called the school district's handling of the survey "coercive," and said it was "undertaken using deceptive tactics." She wrote that the board of education had teachers misrepresent the "nature of the survey" to students "so that they would all agree to take it."

Edwards observed that "Profiles of Student Life" isn't about "children as people," but about children "as data for a social service industry" that uses it as a means of obtaining grant money from foundations and government. (The Ridgewood survey was funded by a grant from the federal Goals 2000 program.)

U.S. Department of Education spokeswoman Melinda Malico was quoted by the *Bergen Record* (12-09-99) as saying that her agency "would investigate any complaint" by parents alleging that the survey was a violation of the PPRA.

While Ridgewood district officials insist that the questionnaire was "voluntary," students who were absent were forced to make it up when they returned. District Superintendent Frederick J.

Stokley admitted that "no students declined to respond to the poll." A sample of the survey was said to be available to parents on school premises.

Some observers say that, with its use of the "Profiles" survey and a curriculum called "Open Circle," the Ridgewood school district typifies the move in education toward emotional learning as opposed to academic learning. "The trend is to profile kids according to their 'tolerance' behavior, which 'Open Circle' is designed to show," explains New Jersey pro-family leader Carolee Adams. "On the surface, the curriculum appears to teach 'respect,' but in the end it determines that only 'politically correct' attitudes and feelings are acceptable."

## Profiles of Student Life Attitudes and Behaviors

### (Sample Questions)

How important is each of the following to you in your life? Mark one answer (Not Important, Somewhat Important, Not Sure, Quite Important, Extremely Important) for each.

9. Being religious or spiritual.
11. Getting to know people of a different race than I am.
12. Speaking up for equality (everyone should have the same rights and opportunities).
13. Giving time or money to make life better for other people.

31. During the last four weeks, how many days of school have you missed because you skipped or "ditched"?

How much do you agree or disagree with the following? (Strongly Agree, Agree, Not Sure, Disagree, Strongly Disagree)

36. On the whole, I like myself.
38. I like to do exciting things, even if they are dangerous.
39. At times, I think I am no good at all.
48. My parents often tell me they love me.

During the last 12 months, how many times have you . . . ?

56. Stolen something from a store
57. Gotten into trouble with the police
58. Hit or beat up someone
59. Damaged property just for fun (such as breaking windows, scratching a car, putting paint on walls, etc.)

People who know me would say that this is (Not at all like me, A little like me, Somewhat like me, Quite like me, Very much like me) . . .

68. Knowing how to say "no" when someone wants me to do things I know are wrong or dangerous.
72. Respecting the values and beliefs of people who are of a different race or culture than I am.
73. Giving up when things get hard for me.
78. Enjoying being with people who are of a different race than I am.

(See Questionnaire, page 4)

## Marketing (Continued from page 1)

allowing [other Coke-bottled products including] juices, water, and teas." The letter was signed "The Coke Dude."

Critics of in-school advertising are panicking over what they view as "blatant commercialism." One Colorado parent quoted by *The Nation* said of District 11's Coke deal: "It really angers me that the school is actively promoting and pushing a product that's not good for kids. What's next? Will kids be required to wear Nikes before they are allowed to go to school?"

District 11 cites crumbling school buildings and the failure of tax increases for education among the reasons for its commercial activities. The school district has some 50 corporate partners, and estimates its advertising packages to be worth about \$100,000 a year. School officials receive calls daily from other districts seeking to duplicate its success.

According to *The Nation*, Jefferson County, Colorado "got Pepsi to kick in \$1.5 million to help build a new sports stadium, and some county schools tested

a new science course, developed in part by Pepsi, titled 'The Carbonated Beverage Company,' in which students taste-test colas, analyze cola samples, take a video tour of a Pepsi bottling plant and visit a local Pepsi plant."

In some areas, however, parents, students and teachers are resisting the efforts of corporations to forge contracts with their school districts. Berkeley, California sophomore Sarah Church organized student opposition to lucrative deals with Pepsi and Nike at her high school, and is trying to start "a national student movement against in-school advertising." In Seattle, a group called the Citizens' Campaign for Commercial-Free Schools (CCC) sponsored public meetings in an effort to defeat a corporate partnership program proposed by the Seattle School Board. The group even managed to garner the support of organized labor, though the teacher unions declined to take a position on the issue. The school board ended up scrapping the proposal and instead appointed CCC members to a task

force to place restrictions on further commercial initiatives.

Despite these successes, most educators and parents concede that corporate sponsorship programs appear to have the



Schools no longer a "safe haven" from advertising.

momentum along with a significant amount of support. Many teachers and principals, for example, are willing to turn a blind eye to the ads on Channel One because they like the "news" reports. A New Jersey principal called Channel

One "the best student-oriented news program available." Some educators, however, have complained about the lack of control over the program's content, and question whether it is appropriate to air programming that has not been approved as part of the school's curriculum (as are textbooks and other educational materials).

Last April, Senator Richard Shelby (R-AL) held hearings in Washington, DC

to explore the wide range of concerns about Channel One. Obligation Inc. spearheaded a movement to convene the hearings, which included testimony by Phyllis Schlafly, Ralph Nader, the Family Research Council, the Association of Black Psychologists, and others. Channel One launched a costly lobbying campaign to counteract the negative testimony, and the hearings were ultimately labeled "inconclusive."

In the meantime, Channel One is developing an interactive computer program that, in the words of Tom Rogers, the new chief executive of parent company Primedia, "is the logical next step." Rogers told the *New York Times*: "The revenue, the cash flow seem to have been growing. You have a school population that is loyal and seems to want it. Where do we take it from here?"

Teacher John Hawk, a 25-year veteran of Colorado Springs schools, summed up the issue of in-school advertising in *The Nation* magazine: "Schools used to be the one safe haven where kids weren't exposed to a constant barrage of advertising. Now even that's gone." 

## Questionnaire (Continued from page 3)

84. Think back over the last two weeks. How many times have you had five or more drinks in a row? (A "drink" is a glass of wine, a bottle or can of beer, a shot glass of liquor, or a mixed drink.)

85. If you came home from a party and your parents found out that you had been drinking, how upset do you think they would be?

86. How many times, if any, have you smoked cigarettes in your lifetime?

89. During the last two weeks, how many cigarettes have you smoked?

93. How many times have you used cocaine (crack, coke, snow, rock) during the last 12 months?

95. During the last 12 months, how many times have you driven a car after you had been drinking?

99. In an average week, how many times do all of the people in your family who live with you eat dinner together?

100. How often did you feel sad or depressed during the last month?

101. Have you ever tried to kill yourself?

102. Have you ever had sexual intercourse ("gone all the way," "made love")?

103. When you have sex, how often do you and/or your partner use a birth control method such as birth control pills, a condom (rubber), foam, diaphragm, or IUD?

How much do you agree or disagree with the following?

110. Sometimes I feel like my life has no purpose.

113. Adults in my town or city make me feel important.

During the last 12 months, how many times have you . . . ?

119. Hurt someone badly enough to need bandages or a doctor

120. Used a knife, gun or other weapon to get something from a person

121. If you had an important concern about drugs, alcohol, sex, or some other

serious issue, would you talk to your parents about it?

122. How much of the time do your parents ask you where you are going or with whom you will be?

Among the people you consider to be your closest friends, how many . . . ?

123. Drink alcohol once a week or more

124. Have used drugs such as marijuana or cocaine

126. Get into trouble at school

129. How often do you feel afraid of getting hurt by someone in your home?

How much do you agree or disagree with the following? (Strongly agree, Agree, Not sure, Disagree, Strongly disagree)

134. I don't care how I do in school.

135. I have lots of good conversations with my parents.

During the last 12 months, how many times have you . . . ?

139. Carried a knife or gun to protect yourself

140. Threatened to physically hurt someone

141. Gambled (for example, bought lottery tickets or tabs, bet money on sports teams or card games, etc.)

153. How often do you binge eat (eat a lot of food in a short period of time) and then make yourself throw up or use laxatives to get rid of the food you have eaten? 

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## 'Michigan Model' of Sex Education Lives Program still used despite years of parent protests

Many educators, parents and legislators have battled school reform in Michigan since the controversial "Michigan Model for Comprehensive School Health Education" was introduced in 1984. The curriculum included sexually-explicit, comprehensive sex education and was touted as a model for the nation.

In late summer 1992, the Michigan Senate issued a report entitled "It's Not Kid Friendly," which condemned the health ed program. Governor John Engler vetoed funding for a \$2 million training program that would have forced school districts to use the money to train teachers to teach the controversial curriculum. By 1995, the Michigan Department of Education was embroiled in a scandal involving the illegal diversion of drug education money into the health ed program, while drug use among students skyrocketed.

In 1989, the newly-developed MEAP reading test, which was given to all 4<sup>th</sup>, 7<sup>th</sup> and 10<sup>th</sup> graders in the state's public schools, also received the "Michigan Model" designation because it was expected to "go national" following its statewide debut. Many similar testing programs did materialize, including the failed Kentucky Instructional Results Information System (KIRIS) and the controversial California Learning Assessment System (CLAS).

As extensively reported in *Education Reporter*, outraged parents and educators have repeatedly charged that the Michigan Model testing programs fail to measure academic skills, and instead require children to answer questions about behavior and personal attitudes that invade the private thoughts of the child and have no place in statewide testing.

Despite years of public outcry, the MEAP is alive and well in 1999. The

sex education curriculum does require parental consent for student participation, but the content remains explicit and titillating. Reading, math and social studies courses focus on beliefs and attitudes, and teachers continue to practice psychology in the classroom. Group grading, block scheduling, values clarification, and school-to-work are all part of the program.

Parent researcher Carolyn Swoveland of Traverse City offered *Education Reporter* this exclusive glimpse of student life under MEAP at the end of the decade:

◆ A "Global Studies" (high school) curriculum survey probes student attitudes about provocative topics including "the problems of world poverty," "compulsory health programs," the use of "any" weapons by countries, whether or not "large automobiles should be built" or "fishing limits" set, when birth control is "justifiable," and whether "people who immigrate should adopt the culture of their new country."

◆ High school coed "Human Sexuality" courses include discussions of oral, anal, and vaginal sex, videos on date rape, and an explicit "Guide to Contraception."

◆ Kindergartners are "prepared for what they might face" regarding sexual abuse and given "specific definitions and examples of sexual assault."

◆ 8<sup>th</sup> graders write about mandatory community service and the banning of tobacco advertising.

◆ 10<sup>th</sup> graders must decide what their life's work will be.

◆ 11<sup>th</sup> graders read stories that focus on racism, war, and hopelessness.

◆ An 11<sup>th</sup>-grade social studies test asks students for their opinions about women serving in combat, affirmative action, privatization, and political action committees. 