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ESEA Reauthorization Federalizes Public Schools

WASHINGTON, DC — Congress is about to reauthorize the Elementary and Secondary Education Act (ESEA) which some researchers say will federalize local school districts and spell the end of local and state control of America's public school classrooms.

The process began with passage of two 1994 laws, the Goals 2000 Educate America Act and the School-to-Work Opportunities Act, and was further advanced with passage of the Workforce Investment Act of 1998. This massive new version of ESEA, H.R. 2/S.2, will complete the nationalization of the public schools by Congress and the White House.

A holdover from Lyndon Johnson's Great Society legislation, the ESEA has already cost U.S. taxpayers more than \$116 billion. According to the Federal Government's five-year \$29 million longitudinal study concluded in 1997, it has failed to achieve its objectives. (See *Education Reporter*, May 1997 and *Education Week*, April 2, 1997, p.1.)

H.R. 2/S.2 is the 8th successive five-year plan to increase academic achievement by providing "compensatory education" grants to schools with high concentrations of low-income children. Even with its current price tag in excess of \$10 billion per year, the Clinton Administra-

tion is unable to make the argument that the law will raise the academic achievement of poor children. In fact, opponents say this "stealth" legislation was designed with very different objectives. Pretending to "educate to high standards," ESEA mandates that all 50 states agree to implement a one-size-fits-all education plan.

The bill calls for mandated "statewide minimum competencies for all children," which is code language for the disastrous and discredited Outcome Based Education (OBE). Also called performance-based education, OBE is measured by "criterion referenced tests" that assess students against a low threshold of achievement (formerly associated with the letter grade "D"), rather than by "norm referenced tests" which measure how well students master a body of knowledge in comparison with other students (such as the ACT, SAT, GRE, Iowa Basic, and Stanford Achievement tests).

ESEA's purpose is to tie schools to the floor of minimum achievement rather than raise them to the ceiling of educational excellence and possibilities. The oft-repeated phrase "all children will learn" really means that all children will be taught only the low level of learning that is actually reached by all children.

The term "minimum competencies" doesn't sell well to parents and the tax-paying public, so a linguistic bait-and-switch occurs throughout the bill. "Standards" means minimum levels, "accountability" means accountability to the U.S. Departments of Education and Labor, "integrated curriculum" means integrating job training into the school day, and "local control" means control over imple-

menting the nonacademic job-training system only, not control over standards, content or testing.

Not only does ESEA force OBE and criterion-referenced testing on every lo-

Rep. Bob Schaffer (R-CO) placed the Marc Tucker letter in the Congressional Record.



cal school district in the nation, it cements into place the goals of nationalized curriculum, nationalized testing and national teacher certification, which were envisioned in the 1994 Goals 2000 Act. ESEA also continues the radical changes required by the School-to-Work Opportunities Act (STW) to guide schools away from a knowledge-based system and toward training for jobs selected by local workforce boards.

STW is the Clinton Administration's vision for controlling the economy. Students will be pigeonholed into jobs to serve the best interests of the local economy as decided by bureaucrats, not by the students or the free market.

Congress has proclaimed that "the Goals 2000 and School-to-Work laws are sunseting!" While these laws are about to expire, all 50 states have adopted them, and ESEA requires that states certify they have adopted "challenging content standards and challenging student performance standards . . . with aligned assess-

(See ESEA, page 2)

Is the Correct Answer Important?

NEW YORK, NY — "Get the right answer" is the new goal of mathematics teaching! At its annual convention last month, the National Council of Teachers of Mathematics (NCTM) approved a new policy to emphasize "accuracy, efficiency and basic skills," such as memorization of the multiplication tables. The new message, which is what proponents of traditional math have been demanding all along, was articulated by Joan Ferrini-Mundy, chairwoman of the committee to revise the standards.

Since 1989, the NCTM standards have promoted math concepts, math appreciation and math "discovery" rather than basic computational skills. According to the *New York Times* (4-13-00), critics and even some supporters of the old standards are calling the revision "a retreat."

The NCTM has been under fire for

years for content standards that mathematicians assert "substitute calculator skills and a whole range of general, content independent skills, such as 'thinking and writing about math,' for genuine 'focused, specific, teachable, and measurable math content.'" When U.S. Education Department Secretary Richard Riley endorsed 10 so-called "fuzzy math" programs last fall, more than 200 mathematicians and scholars publicly denounced the move in an open letter. (See *Education Reporter*, March 2000.)

Some critics complain that the NCTM didn't go far enough in emphasizing the importance of basic skills, given the scope of the 1989 standards' influence on textbooks and teacher training. Nonetheless, the change is expected to have a huge impact on how math is taught in America's classrooms.

CDC Sex Education Grants on Ice in Ohio Special Report!

Will the General Assembly's action set a national trend?

COLUMBUS, OH — On March 29th, the Ohio House Education Committee blocked the release of federal Centers for Disease Control (CDC) "health" (sex) education grants by a vote of 10-6, rendering the controversial issue dead for the current legislative session. The Ohio Department of Education (ODE) had sought the funds to support its "Coordinated School Health" and "AIDS education" programs.



Diana Fessler

Pro-family groups have been working to keep the money frozen, not only because the CDC-funded "Programs-that-Work" (PTW) are explicit, but because they do not meet the requirements of Ohio state law for use in public schools.

Ohio law (Sec. 3313.6011) requires that sex education materials "stress that students should abstain from sexual activity until after marriage," and defines "sexual activity" as "sexual conduct or sexual contact" (Sec. 2907.01).

Professional people, including a doctor, a lawyer, a former school teacher, and representatives from abstinence and Right-to-Life organizations, parents, and students testified publicly in opposition to the grants.

Ohio State Board of Education member Diana Fessler, author of a heavily-

documented report exposing the PTW entitled *Sex Instruction in the Classroom, Controversial disease and pregnancy prevention behavior modification programs*, states: "Under the guise of 'disease and pregnancy prevention,' decency, morality, virtue, chastity, and self-control are being expunged from our culture and replaced with that which is obscene, vulgar and profane. The very activities that cause pre-marital pregnancy and spread disease are now being encouraged in the name of prevention."

She points out that "virtually all states are getting money from the CDC, mostly through state departments of education or health," and that the PTW are slated for dissemination to schools and communities throughout the United States.¹

Parents and pro-family groups hope

that Ohio's action in freezing the grants will be copied in other states but understand that, even if legislators refuse the federal dollars, the CDC could direct the funds through other channels, such as health departments or community-based organizations. Last August, the Ohio Department of Health (ODH) applied directly to the CDC for a \$2.6 million grant to implement the condom curriculum. If successful, this would circumvent the law that requires oversight of these programs.

Coordinated School Health

The concept of coordinated school health focuses on merging the home, school and community into a web of health-related evaluations, services and interventions. As Ohio pro-family leader Melanie Elsey explains: "Our State Planning Committee for Health Education in Ohio (SPCHEO) claims it is necessary

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EDUCATION BRIEFS

Five 4th-grade boys in upstate New York received two-day suspensions for "sexual harassment" when, according to *Education Week* (2-23-00), they were caught "poking straws at [pictures of] body parts on juice cartons." A girl who witnessed the horseplay told a teacher, who reported the incident to the principal. The school district superintendent supported the punishment imposed by the principal. Other recent examples of children on the receiving end of "zero tolerance" policies include a Maryland nine-year-old who was suspended for drawing a picture of a gun on a piece of paper in violation of his school's "anti-weapons" policy. In Kansas, a 7th grader was suspended for committing a "racially divisive" action — drawing a picture of a Confederate flag.

Ritalin is implicated in death of Michigan teen. A 14-year-old boy was pronounced dead at a local hospital after falling off his skateboard while playing with his cousins in the basement of his aunt's home. An autopsy performed by Oakland County Medical Examiner Ljubisa Dragovic revealed damage to the child's heart muscle and small blood vessels, though previous physicals had failed to detect any heart disease. Dragovic's conclusion, as reported in the *Oakland Press* (4-14-00), was that 10 years of Ritalin use preceding the accident caused the boy's death, and that prolonged use of the "serious" stimulant medication methylphenidate (Ritalin) "can lead to catastrophe like this."

The U.S. Department of Education was pronounced "inaudible" in December by the General Accounting Office (GAO) and the independent firm Ernst and Young. Auditors informed a congressional subcommittee that even after an eight-month delay the department "did not adequately perform reconciliations and could not provide sufficient documentation supporting transactions." Rep. Bob Schaffer (R-CO) called the agency's inability to account for its \$116 billion appropriation "an embarrassment and a travesty."

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ments." That is bureaucratic jargon for continuing the 1994 mandates.

ESEA has already moved far in the legislative process because Congress is only now beginning to understand that its "doublespeak" language includes Goals 2000 and STW. If ESEA passes in its current form, every public school district will be forced to continue implementation of the revolutionary restructuring required by the 1994 laws.

ESEA is not stand-alone legislation but works in tandem with other federal, state and local programs to mesh curriculum, graduation requirements and public funds into state-filed, federally-approved "Unified Plans" under the Workforce Investment Act. Under the guise of education "reform," all traditional public school curriculum, testing and teaching methods are being replaced with a job training system modeled after failed socialized economies in Europe.

The Clinton Plan for Education & the Economy

The Minnesota Department of Children, Families and Learning (DCFL) has distributed a graphic (right) explaining how STW is a government plan to interlock public school "reform" of curriculum with workforce preparation (job training) and economic development (national economic planning). This official state publication states that the STW mission is "to create a seamless system of education and workforce preparation for all learners, tied to the needs of a competitive economic marketplace."

School-to-Work means that the mission of the public schools is no longer to educate children to be all they can be, but instead to train students to take entry-level jobs as needed by the global economy. Critics point to the different motivations of several special interests that mesh perfectly in STW: the Clinton Administration economic gurus (Marc Tucker, Ira Magaziner and Robert Reich) who say they want America to imitate the German school-workforce system, the Clinton Administration education activists (particularly the teachers unions and Education Department bureaucrats) who want to control the school system, and the multinational corporations that seek a poorly-educated but well-trained labor force willing to work for low wages to compete with low-paid workers in the Third World.

The master plan to federalize education and tie it into the workforce originated with the now infamous "Dear Hillary" letter dated Nov. 11, 1992 by

School-to-Work Initiative Mission:

"To create a seamless system of education and workforce Preparation for all learners, tied to the needs of a competitive economic marketplace."



Source: "Making Connections" - Minnesota Department of Children, Families and Learning

Marc Tucker, president of the National Center on Education and the Economy (NCEE). It lays out a plan "to remold the

entire American system" into "a seamless web that literally extends from cradle to grave and is the same system for everyone," coordinated by "labor market boards at the local, state and federal levels" where curriculum and "job matching" will be handled by counselors "accessing the integrated computer-based program."

At right is a reproduction of the letterhead of Marc Tucker's organization. Members of his Board of Trustees include Hillary Rodham Clinton, Ira Magaziner (chief author of the 1994 Clinton health care plan), and David Rockefeller Jr.

Rep. Bob Schaffer (R-CO) correctly ana-

lyzed this letter as "a blueprint for a German model of education that would be forced upon the people of America." He said this "moves the country toward a government-managed, government-owned centralized education system from kindergarten past college." He placed Tucker's letter in the *Congressional Record* on Sept. 25, 1998. It is easily accessible on the Eagle Forum web-site: <http://www.eagleforum.org>

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Money Not the Solution to Illiteracy

WASHINGTON, DC — The presidential candidates have discovered the problem of illiteracy, and the fact that education is the number one issue among voters. Their solution is more taxpayer spending, more "tests," and more federal control of education.

Private industry has also discovered

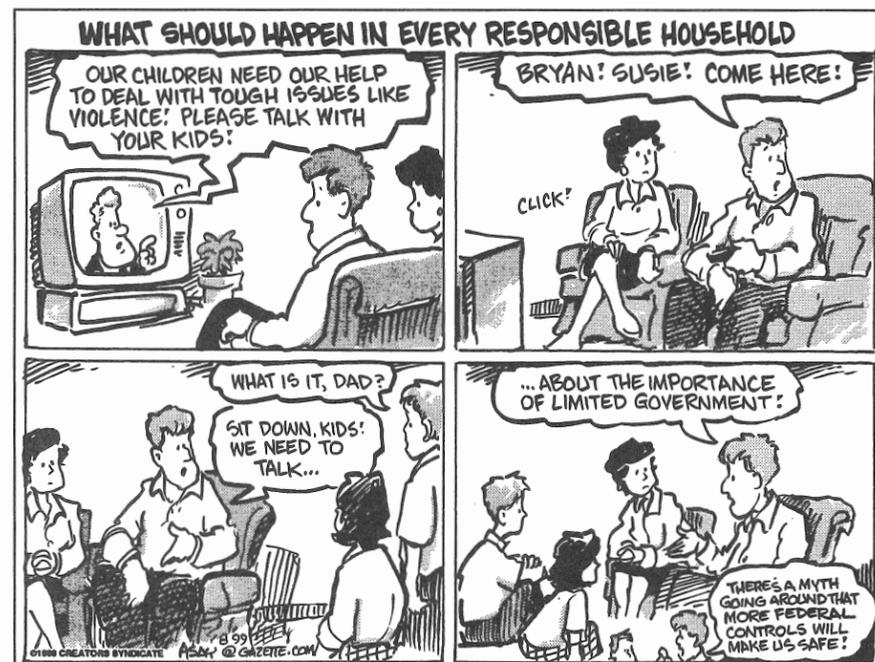
the illiteracy problem. Former Netscape president James L. Barksdale recently announced a \$100 million gift to promote the teaching of reading in Mississippi because, he explained, "we have 300,000 to 400,000 jobs we can't fill in the [computer] industry," primarily because young people have not been taught how to read.

This is a stunning indictment of the public schools.

History does not support the premise that poverty causes illiteracy, researchers say, nor that more federal dollars will "fix" the problem. Americans in the 18th and 19th centuries were very poor by today's standards, yet illiteracy was extremely low. *The Federalist Papers* are a good example of the level of literacy prevalent during the early days of the American Republic.

At the end of the 19th century, the illiteracy rate was less than 3%. Today, up to 50% of Americans are illiterate or only semi-literate. The evidence is overwhelming that this problem is the result of the failure to use phonics to teach children how to read, i.e., teach them the sounds and syllables of the English language so they can put them together like building blocks and read words.

For decades, the education system has insisted on using the "whole word," later called the "Whole Language" method of reading instruction, which teaches children to guess at words. The fraud of Whole Language has been thoroughly exposed in books such as *Why Johnny Can't Read*, by the late Rudolf Flesch and his sequel 30 years later, *Why Johnny Still* (See *Money*, page 4)



FOCUS: My Internet Dream



By Michael J. Saylor

When I graduated from high school, I didn't have enough money to go to college. My family had about \$10,000 in life savings, and college cost \$10,000 a year. I was lucky. I grew up on an Air Force base, I knew about ROTC scholarships, and I was able to finance an education at the Massachusetts Institute of Technology.

Many others aren't so lucky; they can't afford to attend college. That's bad, not only for those denied an education but also for the rest of us, denied the fruits of their education. Yet technology makes it relatively inexpensive to finance a college education for everyone who wants one. I'm so committed to this goal that I am putting my money where my mouth is: Today, I am announcing that I will donate \$100 million to launch an online university.

In just the past two years the Internet has evolved to the point where large portions of a college education can be automated, uploaded, and made available through streaming video, high bandwidth lines, and ever-faster computers. It is possible today to provide a decent college edu-

cation in certain disciplines for nothing more than the cost of computer hardware.

So why not capture an entire college curriculum via video? Take, say, a college calculus course, which might consist of 30 hours of lectures by a professor; 20 hours of recitations by students; 1,000 questions asked by students, 95% of which are the same year after year; followed by exams. At MIT this course and a few others like it would cost \$25,000 a year, but using a computer, it would run about \$200 a year per course.

It's time to create a universal knowledge database on video — a cyber-library made available to everybody. It could feature not just calculus courses taught by leading mathematicians, but Warren Buffett on investing, Scott Turow on writing, Steven Spielberg on how to direct,

John Williams on how to compose, Isaac Stern on how to play the violin, and Michael Jordan on how to play basketball; all Nobel laureates on the subject that won them recognition; all Pulitzer Prize winners on their books.

This online library could be a resource not only for those living in the U.S. but in Calcutta and Beijing. For some it might replace a traditional university; for others, it would be a supplement, allowing them to take a course or two in a subject that interests them. There would still be plenty of reason to attend traditional colleges, but this would fill nooks and crannies not served by existing institutions.

This online university can stimulate interest in education. As a kid, I read books from the library, and if they hadn't been available free, I probably never would have become interested in attending college. Making available videotaped courses from Michael Jordan and Steven Spielberg and Bill Gates might encourage 12-year-olds in the inner city and beyond to pursue education.

This cyber-library can also stand as a lasting historical record. It's as though you could get all the famous Romans to describe what they thought on the day

when Julius Caesar was killed.

To help make this dream a reality, I'm going to fund a nonprofit organization that establishes video recording studios to capture the course work, sets up servers to make it available for download and hires an administration to make sure the curriculum is properly designed and that students are tested and certified if they want to be. Students who enroll in this online university will be able to get a college equivalency degree or a certificate saying they passed a certain course, which they can then take to an employer and say, "I didn't go to college, but I've taken this recognized course of study."

I've got a business to run, so why am I spending my time and money on this effort? Because I think the most important issue facing the country today is the people left behind by our prosperity. The Web can't eliminate the underclass, but it can help improve the lives of the disadvantaged.

Michael Saylor is founder and CEO of MicroStrategy, a software and Internet company in Vienna, Va. This commentary originally appeared in the March 16, 2000 issue of the Wall Street Journal. Reprinted by permission.

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to address the 'risky behaviors' of our children. Their proposed solution is to bring a 'behavioral change approach' — behavior modification — to the classroom. Using Marc Tucker's term, the SPCHEO asserts that, 'For a child, a world with strong assets is a *seamless* one at home, at school, and in the community.'

'Programs-that-Work' (PTW)

Diana Fessler's report describes the Programs-that-Work in detail, along with the people and processes that brought them about. Three of these programs are *Be Proud! Be Responsible!*, *Becoming A Responsible Teen*, and *Reducing the Risk*. They are the direct result of a 1993 meeting in Mohican State Park in which 60 representatives of Ohio's state health and education agencies, businesses, communities and universities met for two days to develop "an action plan that would move forward [their] organizations' shared agenda." The goal was the institutionalization of "Comprehensive School Health Education in all Ohio schools by the year 2000." The word "comprehensive," notes Mrs. Fessler, is "a reference, in part, to disease and pregnancy prevention programs, *i.e.*, programs that encourage youth to consistently use condoms and contraceptives, *i.e.*, sex education."

Be Proud! Be Responsible! is intended for youth aged 13 through 18, and "provides necessary skills by letting participants handle condoms and practice working with condoms using their fingers as props."²

Role playing is an integral part of the curriculum in all Programs-that-Work.

For example, girls may role play to convince boys to wear condoms, two girls may discuss AIDS concerns in a lesbian relationship, and a boy and girl may discuss "safer sex with multiple partners." The manual says, "no participant should be excused completely from practicing skills. To do so would run counter to the purpose of the group."⁴ Students are encouraged to examine various brands of condoms and spermicides and to brainstorm ways to "eroticize condom use with a partner." They are told: "Once you and a partner agree to use condoms, do something positive and fun. Go to the store together. Buy lots of different brands and colors. Plan a special day when you can experiment. Just talking about how you'll use all of those condoms can be a turn on."⁵

Students make verbal agreements to maintain confidentiality about the sessions. "Rules such as confidentiality are crucial to the success of the program."⁶

Be Proud! Be Responsible! was written by a Ph.D. specializing in Human Sexuality Education, two Princeton Professors of Psychology, and a certified sexuality educator who serves on the board of directors of the Sex Information Education Council of the U.S. (SIECUS), a private, special-interest organization.

Becoming a Responsible Teen (BART), is designed for incorporation into teen social activities and community support organizations, including Boys' and Girls' clubs, counseling centers and even church groups. Its authors say the "biggest challenge" is "helping adolescents acquire the skills and self-confi-

dence that will allow them to carry out safer-sex practices consistently."⁷

Activities include spreading condoms on a table as a teacher tells students: "We are going to learn how to use condoms the right way . . ." The teacher discusses special features including "size, texture, color, flavor, packaging, and names," while trying to keep the "session light and maintain a sense of humor."⁸ Each student is given three or four unopened packages to hold as the teacher inflates a condom.

The prepared script suggests that teachers divide students into teams and practice condom application and removal steps, with or without a lubricant, using a penile model. Teammates are to act as personal trainers. "First, they are going to give you a round of applause and praise for what you did right. Then they're going to . . . make suggestions about what you could do differently to improve your condom skills."⁹

In Session #7 of the curriculum, each participant gets a quarter and a condom and is reminded to "Daydream safely. Even when you daydream about sex, you can imagine using a latex condom."¹⁰

Open use and acceptance of sex words not normally used in conversation makes BART different, proponents say, from other HIV and AIDS prevention classes. "[Using explicit language] is a way to create a sense of comfort and belonging within the group. The script goes on to say: "Most of us aren't used to using words like these in a group setting . . . If you feel uncomfortable at first, I hope that you'll bear with me for a while . . . we'll use the words that seem most accepted by the group." The teacher then

asks participants to "share with the group different words that they have heard people use to talk about sex."¹¹

As Diana Fessler observes: "In combination with teachers openly playing with condoms, required verbal fantasizing, etc., this common language serves only to further break down inhibitions to the lowest level."

On Feb. 4, 1998, BART was formally approved by the Ohio Department of Education's Materials Review Panel.

Reducing the Risk targets students in grades 9 and 10. While "Programs-that-Work" are described as "addressing abstinence and responsible health-enhancing behaviors," *Reducing the Risk* tells students that "there are many ways to avoid pregnancy and sexually transmitted disease (STD). You could become a hermit . . . who never talks to anyone or does anything. Or, you could avoid pregnancy and STD by being so unpleasant that everyone stays clear of you. Or you could never become involved in a romantic relationship."

Students are encouraged to determine whether these are good ways to avoid pregnancy and STDs. The teacher then acknowledges that they are not, since many people want to have a boyfriend or girlfriend, to be liked, to get along with people, or to have a family someday.¹²

Though the program is promoted as teaching students the "skills they can use to abstain or protect," it also claims: "No judgment is made about which of these responses is best."¹³ After students hear the teacher equate abstinence with nerdiness and being disliked, most would probably conclude that sex with latex is

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the preferred choice.

Developers of *Reducing the Risk* cite a visit to a clinic as perhaps the most important single element in the entire curriculum.¹⁴ All students must complete a "Visit or Call a Clinic Assignment," preferably with a boyfriend or girlfriend.¹⁵ To prove that they made the visit, students fill out homework sheets with the route to the clinic, the cost of contraceptive and STD treatment, and reasons why they would recommend the clinic to friends.¹⁶

Program Review Panel

Who determines whether these controversial "Programs-that-Work" are appropriate? Federal regulations require applicants for comprehensive school health funding to have a Materials (or Program) Review Panel of no less than five people to review and approve or disapprove all applicable programs and materials prior to their distribution and use in any activities purchased, in any part, with CDC funds, *i.e.*, federal funds.

"Every state has a such a panel," says Diana Fessler, "and members are supposed to be representative of 'a reasonable cross-section of the general population.' Members are not to be predominantly from the intended audience,¹⁷ yet this federal directive is clearly not being met, at least in Ohio. Concerned parents and citizens in every state need to find out who their panel members are."

She notes that in 1998, Ohio's Program Review Panel mandated the training of 80 professional "Trainers-of-Educators" in these curricula for classroom use. The goal is 1,600 individuals trained in implementing the curricula.¹⁸

Training people to teach comprehensive health education has been underway in Ohio since the fall of 1994. During an April 1998 PTW training session, those being trained made a list of 35 "street names" (slang and obscenities) for physical intimacy and 34 "street names" for various body parts which was supported by members of the Program Review Panel.¹⁹ By November 1998, so many concerns about PTW had surfaced that State Superintendent John Goff issued a letter saying: "Given the concerns that have been raised with regard to the content of the 'Programs-that-Work' training, I want the Department to temporarily cease offering training in this HIV/STD program."²⁰ The temporary cessation, however, merely prompted proponents to look for new avenues. Proposed options "for appropriately delivering HIV/STD and Pregnancy Prevention training" included shifting the responsibility to the Department of Health, or subcontracting the training to a university or some other entity. The ODE effectively shifted the responsibility for

PTW training to the ODH last August.

A CDC contract states that "... schools turn ... to non-classroom educators ... as their 'teachers' of students. School nurses, professionals from local, city and county departments of health, and representatives from the Urban League, American Red Cross, and Planned Parenthood are the most common self-selecting population to be trained by ODE."²¹

'Youth Risk Behavior Survey'

The shared agenda of the participants at the previously-mentioned 1993 meeting at Mohican State Park required that children be taught "the skills, knowledge, attitudes, and behaviors that will enable them to lead healthy and productive lives." In order to successfully introduce "sufficient scheduled programming to elicit behavior change," the need for such change had to be established.

This is accomplished by the "Youth Risk Behavior Survey," a biannual nosy questionnaire that asks students, among other things, if they have ever had sexual relations, how old they were the first time, how many people they have had intercourse with, and whether or not they use condoms. According to Mrs. Fessler, the answers given by 2,800 students surveyed in 1993 provide the baseline to demonstrate need for Comprehensive School Health Education.²² However, ODE records show that the Director of the Ohio Department of Alcohol & Drug Addiction Services conceded in a 1996 memo that the "Youth Risk Behavior Survey is a terrible survey ... Ohio only uses it because we have to in order to get money from Atlanta [CDC]."

A major concern is how the survey was conducted. Asks Mrs. Fessler: "What is the margin for error? Without knowing how it was conducted, a researcher cannot know if statistical biases were accounted for or eliminated. For instance, will some children, boys in particular, lie when it comes to their relating 'exploits'? Who were the 2,000 students, and from what social demographic? Since the list of schools and districts is confidential, we don't know the answers to these questions."

The survey was taken by approximately 2,200 students in 1997 and was repeated in 1999. Participation was purported to be "voluntary" and "confidential." Parents are invited by letter to give "passive permission" for their children to participate. Ohio bureaucrats asserted that, "if the U.S. Department of Education paid for it [the survey], we would be required to have active parental permission/objection forms, but since these are U.S. Department of Health [CDC] monies, a passive permission/objection form is sufficient."²³ "Passive permission" does not equal "informed parental consent."

The Future of Sex Ed

Diana Fessler and many others agree that, instead of protecting children from disease and out-of-wedlock pregnancy, "Programs-that-Work" titillate the libido and teach children casual and dangerous attitudes about sexuality.

"Envision, if you can," she adds, "a generation convinced that using a condom not only removes danger, but also marks

one as being proud and responsible. Instead of teaching our students to debase themselves by profaning that which is wholesome and pure within the context of marriage, we need to truly raise the standards of America's students. We can do this by making a concentrated effort to protect our children."

¹Jemmott, Loretta Sweet, et al., *Be Proud! Be Responsible!: Strategies to Empower Youth to Reduce Their Risk for HIV Infection*. Fifth ed. Curriculum Manual (New York, NY: Select Media, Inc., 1996).

²Jemmott, p. 8. ³Jemmott, p. 119-123.

⁴Jemmott, p.136. ⁵Jemmott, p. 77.

⁶Jemmott, p. 26.

⁷St. Lawrence, Janet S., Ph.D., *Becoming A Responsible Teen: An HIV Risk Reduction Program for Adolescents* (Santa Cruz, CA: ETR Associates, 1998). p.1 & 2.

⁸St. Lawrence, p. 113-115.

⁹St. Lawrence, p. 119. ¹⁰St. Lawrence, p. 181.

¹¹St. Lawrence, p. 21 & 22.

¹²Barth, Richard P., *Reducing the Risk: Building Skills to Prevent Pregnancy STD & HIV*, Third ed., (Santa Cruz, CA: ETA Associates,

1996). p. 40 & 41.

¹³Barth, p. 2. ¹⁴Barth, p. 9. ¹⁵Barth, p. 125.

¹⁶Barth, Richard P., *Student Workbook Third ed.*, (Santa Cruz, CA: ETA Associates, 1996). p. 33-34.

¹⁷Centers for Disease Control Assurance of Compliance Document as revised June 15, 1992. 57 Federal Register 26743.

¹⁸Combined Grant Application for Federal Assistance for State Comprehensive School Health (August 1, 1998). p. 1. [Budget period 12/1/98—11/3/99].

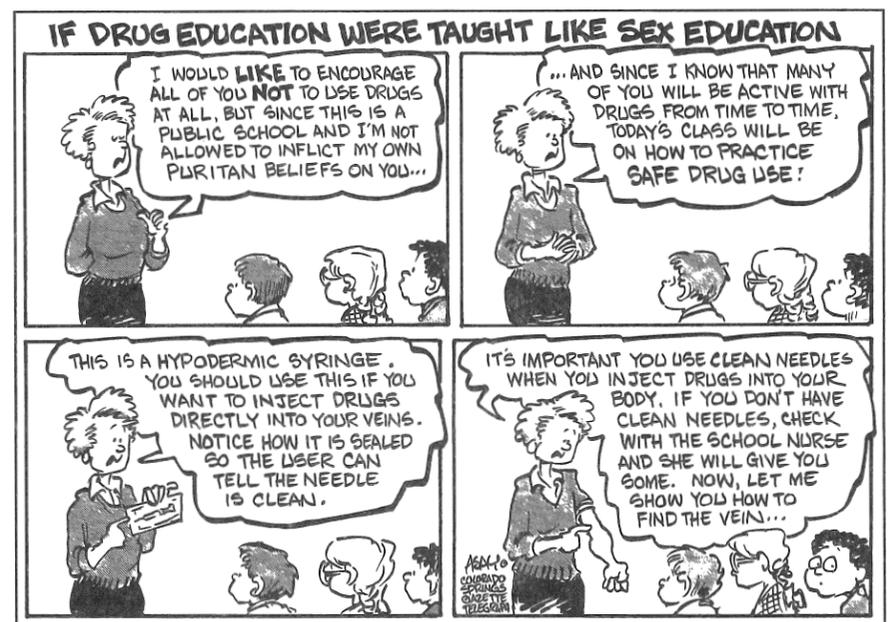
¹⁹Programs That Work! Training For Trainers. Booster & Focus Group November Roster. (Draft November 24, 1998).

²⁰Goff, John, Letter to Dr. Nancy Eberhart. Subject: HIV/STD & Prevention Training. (Columbus: Ohio Department of Education, November 6, 1998).

²¹Grant Application for Federal Assistance for State Comprehensive School Health (September 10, 1997). p. 6.

²²1993 Ohio Youth Risk Behavior Survey (Ohio Departments of Education, Health and Alcohol & Drug Addiction Services, Columbus, OH, 1995), p. 7.

²³Program Review Panel Minutes (Ohio Dept. of Education, January 27, 1999), p. 2.



Money (Continued from page 2)

Can't Read. Research studies proving the necessity of phonics were compiled by the late Harvard Professor Jeanne S. Chall in her 1967 book, *Learning to Read: The Great Debate*, which is still considered the definitive analysis of reading research.

In 1996, 40 of the nation's top experts on language and reading from Massachusetts universities signed a joint letter blasting Whole Language and blaming it for our "serious decline in achievement." The letter argued that a mastery of phonics "is fundamental to reading." These experts further explained: "Written language is a way of noting speech. To become a skilled reader, a learner must master this notation system, learning how the sounds and oral gestures of language correspond to letters and letter groups."

Further corroboration came in 1996 with the publication of *Teaching Our Children to Read* by former California State Superintendent of Public Instruction Bill Honig. He refuted the Whole Language myth that the child will learn "naturally" in the same way that a child learns to talk, without explicit instruction in skills. Honig said that this false belief has

had the "disastrous" result that 30 to 40% of urban children can't read at all and more than 50% can't read at grade level.

There have been some encouraging signs. The Alabama State Board of Education has instituted the Alabama Reading Initiative emphasizing the development of phonemic awareness (teaching individual sounds) and the systematic teaching skills needed to decode words (putting sounds together to read words). The Alabama plan includes teacher training, demonstration sites, and a determination to use early intervention with children who need extra help. (See *Education Reporter*, Feb. 2000.)

Increasingly, many education researchers, parents and teachers insist that public school curriculum is not the business of the Federal Government. While the presidential candidates are calling for more federal spending and making sure every child can read "by the end of 3rd grade," the schools are cheating children if they are not taught to read by the end of the first grade. Many excellent tools, including Phyllis Schlafly's *First Reader*, are available. Visit www.eagleforum.org for more information.