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Bucking Channel One Local school board 'just says no'

MORRISVILLE, PA — Led by board member Paul Bunting, the Bucks County School Board voted 7-0 to reject Channel One during its 2000-2001 budget meeting on June 28. A report in the *Pennsylvania Courier Times* (6-29-00) noted that "residents cheered when the board effectively put out the flames under Channel One." Board members and citizens were opposed to Channel One's "heavily commercialized content."

In a brief interview with *Education Reporter*, Bunting explained that, although the school district had requested Channel One, the board was "not con-

vinced" that the programming would be implemented in such a way as to "supplement the existing curriculum." He added that parents do not want their children "subjected to commercials for Coke, M&Ms and other products."

Board member Arlene Lipnitz pointed out that even commercial contracts between schools and soft drink companies do not force 80% of students to drink Pepsi, whereas Channel One requires that its daily 12-minute broadcasts, including two minutes of commercials, be viewed by 80% of students in return for free television equipment and satellite dishes. 

Junk Food Ads Subvert School Lunch Act

The School Lunch Act of 1946 was enacted by Congress and signed by President Harry Truman "to safeguard the health and well-being of the nation's children." In F.Y. '99, public school districts received \$7.4 billion in taxpayer funds to carry out this unchanged mandate. Concerned parents and pro-family leaders, however, point out that propaganda touting the consumption of junk food has become commonplace in the nation's schools.

Obligation Inc. President Jim Metrock explains that in the 12,000 schools showing Channel One, a captive audience of about eight million children watch "a parade of ads for junk food and soda pop," including Snickers, Twix, M&Ms, Pepsi, Hostess Cakes, Milky Way, Doritos, Mountain Dew, Nestle's Crunch, Skittles and more.

Last year, the trade publication *Advertising Age* reported that during an 18-month period, "the number of exclusive soda contracts in school districts increased nationwide by 300%, to 150." Channel One's *Teen Fact Book 2000*

states that soda is the "top beverage product" sold in schools, and that the top food products are potato chips, tortilla chips and cookies.



The result of all this is an increase in childhood obesity which, according to Surgeon General David Satcher, often "dooms them to the difficult task of overcoming a tough illness." The *Journal of the American Medical Association* (10-27-99) reported "alarming increases in obesity among children and adolescents," and editorialized about the role of the "marketing of snack foods" in the epidemic.

This is precisely the situation the School Lunch Act sought to avoid. "It is for Congress to decide whether it will continue to lavish hundreds of millions of dollars in school lunch funds upon schools that are violating the very purpose of the program for money," says Jim Metrock. "They shouldn't be able to take federal money for school lunches, and then take money or products from corporations to subvert the program's purpose." 

Gay 'Teach-Out' Fallout Tramples Constitution

BOSTON, MA — When Scott Whiteman of the Parents Rights Coalition (PRC) tape-recorded a statewide homosexual "Teach-Out" at Tufts University last March (see *Education Reporter*, July 2000), he couldn't have foreseen that a court-ordered blackout would suppress the tape's shocking contents. Details of the conference provoked public outrage in May when the *Massachusetts News* published a transcript of Whiteman's tapes.

Massachusetts parents worry that their children are being indoctrinated without their consent.



Frustrated, the PRC began circulating copies of Whiteman's tapes. Talk radio host Jeanine Graf was so appalled by the revelations that she devoted a whole week of programming to the issue. The story soon spread to the Internet.

Whiteman and PRC founder Brian Camenker were labeled "slanderers." The Gay & Lesbian Advocates & Defenders (GLAD) filed suit against them on behalf of students who attended the taped workshops, even though the students' voices were digitally altered before any tapes were distributed.

Gag Order Condemned

Boston attorney Chester Darling, representing Whiteman and Camenker, described Judge van Gestel's order as "trampling on the Constitution." Darling gained fame in the well-publicized legal battle of Irish war veterans to prevent a gay rights group from marching under their banner in a St. Patrick's Day parade. The U.S. Supreme Court upheld the veterans' rights in a 9-0 decision. The wiretap law, Darling explained, was enacted primarily to allow police to tape the conversations of organized crime figures and was not intended to prevent citizens from taping public meetings with pocket tape recorders.

The gag order attracted national attention, mostly negative. Liberal stalwarts such as Harvard law professor and gay-rights supporter Alan Dershowitz and Boston civil liberties lawyer Harvey Silverglate condemned it. Local citizen-activist Lawrence Andrade, representing the Massachusetts chapter of Exodus 2000 — an organization that urges par-

(See *Fallout*, page 2)

The July issue reported that, as the scandal emerged, "homosexual activists" approached state Superior Court Judge Allan van Gestel "in secret" and asked him to issue "an emergency order stopping anyone from talking about the conference or distributing a tape recording of what had happened." Invoking a state wiretap law, the judge prohibited the PRC, the news media, and the even the state legislature from disseminating or discussing the tapes.

Parents Persecuted

The PRC had initially tried to report on the conference to the education establishment, offering the tape recordings as proof, but was unable to generate any interest. PRC members attempted to give testimony at a Board of Education meeting in Pittsfield, but the board's response was to pass a directive forcing schools to accept Gay/Straight Alliances (GSAs) if the state determines they should have them. (GSAs are after-school clubs for gay, lesbian and straight youth that supposedly promote "safe schools" — see *Education Reporter*, April 2000.)

Basics In, Feds Out — What Parents Really Want from Public Schools

WASHINGTON, DC — Surveys consistently show that parents send their children to school to learn basic knowledge and skills that will equip them for a successful life. These surveys also show that parents favor local control of education over increasing interference from the federal government.

Last December, National Capital Strategies, Inc. (NCS), a leading research company based in Washington, DC, announced the results of a comprehensive research project that support previous findings. The study was commissioned by a coalition of prominent business leaders, activists, representatives from grassroots groups, and other concerned citizens.

NCS researchers found that more than 71% of Americans believe that the number one goal of education in the primary grades should be to teach basic reading and writing skills. Nearly 2/3 approve of ending social promotion, and 92% believe that a greater focus on academics would raise student achievement.

The study also showed that eight in 10 adults prefer having their public education tax dollars collected by state governments rather than by the federal gov-

ernment. When asked, "If the federal government spends taxpayer money on education, should the federal government be able to tell local schools how to spend the money and how to teach their students?" nearly 69% stated that the federal government should not be able to tell local schools how to spend the money or how to teach. Nearly three quarters, 73.8%, approve of providing businesses with a corporate tax credit for public and private school projects certified by

local communities for hiring new teachers, buying new equipment, renovating existing schools and building new schools.

"A Nation Still At Risk"

The NCS report is called "A Nation Still At Risk," in reference to the famous document "A Nation at Risk" issued by the National Commission on Excellence in Education in April 1983. That report detailed the failure of public education in America and sounded an urgent alarm. Public officials at all levels responded by vowing sweeping, innovative reforms.

NCS reports that, since 1983, the downward spiral in academic achievement has continued "at a truly astonishing pace." The Third International Mathematics and Science Study done in 1998 pointed out these alarming facts: Ap-

(See *Basics*, page 2)

A Nation Still At Risk



Research Conducted By
National Capital Strategies, Inc.
December 1, 1999

EDUCATION BRIEFS

New study debunks the importance of class size. Heritage Foundation researcher Kirk Johnson, using data from a national reading test, found that smaller classes do not necessarily increase the likelihood of improving scores on the National Assessment of Educational Progress (NAEP) tests. Johnson analyzed data from the 1998 NAEP tests, and found that children in classes with 20 or fewer students per teacher performed no better on reading exams than classes with 31 or more students. Moreover, Johnson and colleague Nina Shokraii Rees point out that the 100,000 new teachers recommended by President Clinton and Vice President Gore would barely make a dent in class size nationwide.

Girls lag behind boys in geography, studies show. Efforts to improve knowledge in geography — a 1988 Gallup survey found that 20% of Americans could not find the United States on a map — have marginally succeeded, but a significant discrepancy has emerged: Boys outperform girls by a wide margin. In the 12-year history of the annual Geography Bee, for example, 77% of the school finalists have been boys. A study commissioned in 1996 by the Geographic Society found that the gender gap is caused by cognitive differences that give boys an edge in spatial skills, enabling them to be better navigators. Boys also tend to have higher mental rotation skills, allowing them to better imagine what things look like upside down.

California bill would require interrogation of first graders. AB 2068 would amend the state's health and safety code to require intrusive questioning of children during mandatory medical exams prior to entering first grade. Tots would be questioned about a family history of domestic violence, mental illness, drug use, divorce, or unemployment. They would be asked about guns, spanking, whether anyone in their families, schools, or neighborhoods is involved in gangs, and whether they suffer from poor self esteem or depression.

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Basics (Continued from page 1)

proximately 10 million American children have reached the 12th grade without having learned to read at a basic level; more than 20 million are unable to perform basic math and, more than 25 million remain ignorant of the essentials of U.S. history.

"A Nation Still at Risk" shows that it is not our children who are failing — it is our system, our government, that is failing them. The research reveals "a burgeoning intrusion" of the federal government into public education, with 760 separate federal programs administered by the U.S. Department of Education.

Federal Control & School-to-Work

NCS found that the School-to-Work program (STW) raises particular concern among Americans. Accordingly, researchers devoted considerable time, attention and resources to investigating STW. Among their findings:

- ◆ Federal rules mandate that STW be required for all students — an example of Washington bureaucrats dictating a "one-size-fits-all" program for America's children.

- ◆ STW requires states to establish partnerships among educators, businesses and labor unions to coordinate regional education programs with workforce requirements. The result is Workforce Development Boards with unprecedented powers to project future job needs and coordinate school curricula.

- ◆ STW legislation is in part a result of the SCANS (Secretary's Commission on Achieving Necessary Skills) Report issued by the Department of Labor. Some of the essential skills dictated by the SCANS are highly subjective (behavioral) skills including self-esteem, honesty, teamwork and sociability. Evaluation and tracking of these traits by public schools opens the door to government abuse.

- ◆ Federal STW rules direct states to compile elaborate and detailed computer records on every student. Eventually, schools will be required to transmit these records to potential employers and others. Abuses of privacy are unavoidable.

- ◆ Some STW architects hope to one day replace high school diplomas with "Certificates of Initial Mastery," which reflect a student's ability to perform job-oriented skills but are not an indication of broad-based academic knowledge.

- ◆ STW moves public education's mission from the transfer of academic knowledge to training children ("future human resources") for specific jobs. Those jobs will have little or nothing to do with students' dreams, goals and ambitions.

- ◆ Most of the jobs in the STW program involve menial tasks such as washing cars

and grilling burgers. Students are removed from the classroom at a time when academic achievement in America is declining at a perilous rate.

- ◆ Many states have implemented STW through executive orders by governors, frequently bypassing state legislators and local officials in the process. This has occurred even as citizens clamor for a return to local control.

The origins of School-to-Work are found in the famous 18-page letter from Marc S. Tucker, president of the National Center on Education and the Economy (NCEE), to Hillary Clinton dated November 11, 1992. The letter spells out the details of the STW plan, many of which have since become federal law. The good news is that NCS research has discovered pockets of opposition to STW across America from diverse groups and interests.

The New Mantra

Because government officials, educators, district officials and intellectuals recognize that the schools they administer are failing to teach students, they have determined that accountability, standards and assessments are "the fix." Tough "national standards," "meaningful assessment" of student performance, and "school accountability" became the mantra at the National Education Summit held in Palisades, New York last fall.

NCS research disagrees. Its report states that "national one-size-fits-all standards are not a good idea. No one can agree on what 'accountability' means, and there is so much debate on how to assess performance and achievement that it is highly unlikely that any constructive change will occur."

Americans want their schools controlled at the local level, the report notes. "They (parents and students) want reading, writing and arithmetic. They want freedom of choice. Therefore, it is more important than ever for parents, business leaders, activists, and others concerned about the nation's future, to get involved and force needed corrections and change."

About the Research

NCS obtained information and data from a variety of government agencies, private organizations and foundations. John McLaughlin & Associates, a premier polling company, conducted the survey research.

"A Nation Still at Risk" includes a first-ever comprehensive study of all 50 states to discover the extent to which various federal programs have been implemented. More than 500 people were involved in the development of the study, which is available from NCS on a state-by-state basis or as a single-volume, national study.

Students, Teachers Fingerprinted in Maine

SKOWHEGAN, ME — About 900 K-6 students were fingerprinted and photographed before summer vacation, sponsored by the local Lions Club under the supervision of the police department. The fingerprinting kits were returned to parents, but some citizens fear that the students' prints, like those of teachers, will end up in a government database.

Fifty educators refused to be fingerprinted, and instead signed a "declaration of conscience." One teacher speculated that the purpose of the procedure was to "soften people up" for making such privacy-invading programs more commonplace.



Book of the Month

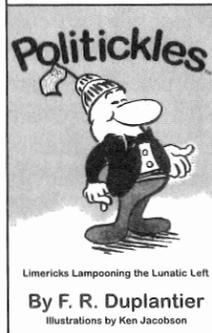


Politickles: Limericks Lamponing the Lunatic Left, F.R. Duplantier, Merril Press, 2000, 104 pps., \$14.95

While most of us can recall trying our hand at poetry while we were in school, precious few ever become sufficiently adept at this concise and demanding art form to capture our own

personal observations about life, much less to describe the lunacies of the political left.

One individual with enough talent to do so is F.R. Duplantier, director of the non-



profit organization America's Future. Dubbed the "Poet Laureate of the Conservative Movement," Duplantier's "Politickles" have been circulating on the Internet for several years, devoured by the politically savvy and even memorized by schoolchildren. Now, they are captured in a single entertaining volume of the same name.

After years of writing limericks "just for fun," Duplantier began using the art form in 1991 to satirize "the preposterous programs and policies to which public school students across America were being subjected." His prolific pen soon covered a wide range of topics, as *Politickles* will attest — crime, drugs, the media elite, social vagaries, and of course, leftwing political leaders. Here is a sampling:

• Teacher's Guide

If you want to be part of the team,
You'll have to agree with our theme:

Kids don't really need

To learn how to read
As long as they have self-esteem.

• The Politics of Demeaning

When Bill sells a scheme he's
emphatic,

His response to his foes automatic:

Anyone who says, "But — "

Is dismissed as a nut,
A right-wing religious fanatic.

• Maternity Case

Once more, for what it's worth:

Your mother is *not* the Earth!

And that's because

Your mother was

The woman who gave you birth.

• Consensus

"Don't put anything down in ink,"

The facilitator said with a wink.

"Just divide the dupes

Into manageable groups

And *tell* them what they think."

Need we say more? For single-copy orders, write America's Future, 7800 Bonhomme, St. Louis, MO 63105. For bulk orders, contact Merril Press at 425/454-7009, P.O. Box 1682, Bellevue, Washington 98009.

FOCUS: Restructuring Education for the Global Village



By Tom DeWeese

The U.S. Constitution gives us a representative government whereby the people choose their leaders and determine the policies that govern them. A global government such as that envisioned by the United Nation's Charter for Global Democracy would give us unelected rulers responsible only to political pressure groups.

Americans have no doubt that our Constitution, governing a free, independent, sovereign nation, should be our choice. How then can the U.N. expect to win over the American people and replace our way of life with its socialist system?

The answer is very simple. They steal a generation of our children and teach them to become the global citizens called for in the Charter for Global Democracy.

The process for accomplishing this has already been installed in our public schools. Academic education has been replaced with indoctrination programs designed to change the attitudes, values and beliefs of our children — away from the traditional American values of God, country, family, the American work ethic, and competition. Promoters of these programs have openly revealed their intentions.

Chester Pierce, for example, is a professor in the Department of Educational Psychiatry at Harvard University, and a major architect of the development of the "new" American citizen for the global village. Professor Pierce told 2,000 teachers attending the Childhood International Education Seminar in Denver, Colorado in 1973: "Every child in America entering school at the age of five is insane because he comes to school with certain allegiances toward our Founding Fathers, toward his parents, toward our elected officials, toward a belief in a supernatural being, and toward the sovereignty of this nation as a separate entity. It's up to you, teachers, to make all of these sick children well by creating the international child of the future." Could his intentions have been more clear?

When Professor Pierce spoke those words 27 years ago, we weren't concerned about national sovereignty or U.N.-orchestrated global governance. We were a proud, patriotic nation holding faith and family in the highest esteem. Today, aware Americans are asking what happened to change our country.

We are realizing the fulfillment of Chester Pierce's dream. Funded by programs such as Goals 2000, public schools in America are besieged by an army of psychologists who evaluate our children for traces of the sickness Professor Pierce was so concerned about — patriotism, loyalty and love of family. Once identified, they use a sophisticated method to flush these "misguided" ideas from their minds, replacing them with ideas that will help create citizens for the global village. This system has many names. You may recognize it as Outcome-Based Education (OBE).

OBE attacks the traditional beliefs and attitudes of Americans, for its target is traditional American society. OBE is an anti-intellectual, highly politicized, psychological indoctrination process designed to create a society that is accepting of and susceptible to manipulation and control. It has no other purpose, which is why it is veiled in secrecy and double-speak.

For more than two decades, our nation has been involved in this massive "education reform." The classrooms of today would be nearly unrecognizable to those of us who attended school just 20 or 30 years ago.

Many schools no longer say the Pledge of Allegiance to the Flag. Some instead recite a pledge to the United Nations or even to "Mother Earth." This practice demonstrates how the OBE restructuring process starts a child on the road to becoming the perfect global citizen. The message is reinforced in rewritten history books that no longer teach traditional American history. Multicultural education is added to confuse, divide and discourage pride in our nation. Situation ethics has replaced the standard curriculum in nearly every subject, including math, English and geography. School-to-Work job training programs are replacing a well-rounded basic academic education. Promoters of this upside-down system describe the new curricula as "educational excellence."

The results of OBE are obvious — children have steadily become less educated; unable to read, perform math computations, or reason, and the education establishment couldn't be more pleased.

How many parents have noticed a change in their children after they entered school? Instead of remaining the happy-go-lucky youngsters who first entered the schoolhouse, they become sullen and frustrated. How many times have children brought home questionnaires asking for personal family information?

Environmental Education

The environmental agenda is vital to the U.N.'s plan to encourage nations to relinquish their sovereignty. It is therefore imperative that the new citizens of the global village accept the required environmental attitudes, unburdened by the antiquated notion of private property rights. Here's how the OBE process assures that outcome.

First, your child is given a steady stream of depressing pictures and stories about supposed environmental destruction caused by man. These may be in the form of movies, television programs, video games, books, classroom discussions, computer simulations or class

projects. Little boys and girls view baby seals being beaten and skinned alive (film that has been faked, by the way). They see forests torn down by bulldozers and witness the creation of sludge-filled rivers by factories.

To help combat these outrages, your child will be encouraged — in the classroom — to join private environmental groups to fight man's destruction of the environment. Environmental projects on their own personal time will be encouraged in order to allow them to fulfill the mandatory volunteerism requirements now necessary for graduation.

Your children will be provided with colorful new textbooks and classroom materials that speak of the earth only as a fragile victim of man's development. They will be taught that the earth is their "mother" from which all life is derived.

If your child has scolded you for failing to recycle, or suddenly announced that he is a vegetarian (usually at about the 3rd-grade level); if you've noticed environmental questions or statements popping up in math tests or in language and history textbooks — this is the OBE process at work.

All aspects of the OBE curriculum reinforce the environmental message. A problem taken from a new 4th-grade math textbook called *Quest 2000* states: "Mindy read that a typical goldfish lives for six years. Mindy has a goldfish six years old. (Here comes the math question.) *Should Mindy continue to buy goldfish? Explain your thinking.*" (Emphasis added.)

Situation Ethics

Situation ethics has replaced basic academics in most subjects. English classes no longer teach students how to spell, conjugate verbs or diagram sentences. Instead, students are told to keep a journal of their deepest thoughts and impressions. These journals are collected and read by the teacher. Why? In order to evaluate the OBE process.

One popular "situation ethics" book is *The Book of Questions*. The authors openly admit that "this book is designed to challenge attitudes, morals and beliefs." They also state that there are no correct or incorrect answers or moral absolutes.

Here are some sample questions for high school students:

(1) "You, your closest friend and your father are on a vacation together, hiking in a remote jungle. Your two companions stumble into a nest of poisonous vipers and are bitten repeatedly. You know neither will live without an immediate shot of anti-venom, yet there is only a single dose of it and it's in your shirt pocket. What would you do?"

(2) "On an airplane you are talking pleasantly to a stranger of average appearance. Unexpectedly, the person offers you \$10,000 for one night of sex. Knowing that there is no danger and that the payment is certain, would you accept the offer?"

(3) "A cave-in occurs while you and a

stranger are in a concrete room deep in a mine shaft. Before the phones go dead, you learn that the entire mine is sealed and the air hole being drilled will not reach you for thirty hours. If you both take sleeping pills from the medicine chest, the oxygen will last for only twenty hours. Both of you can't survive; alone one of you might. After you both realize this, the stranger takes several sleeping pills, says it's in God's hands, and falls asleep. You have a pistol; what do you do?"

In geography class, children are instructed to create themselves as "maps" by answering questions such as what type of land mass are you? Are you an island? An island represents a loner, an introvert, a person who likes to be by himself. Are you landlocked? If you are landlocked, you like people surrounding you. You are an extrovert. The lesson goes on to indicate that if you have lots of problems in your life, you will have a rocky shore, and so forth.

In civics classes, students are forced to make life-and-death decisions playing the role of a police dispatcher. In health classes, students are actually given telephone numbers for child abuse hotlines and told to turn in their parents if they are punished.

Classroom "guest speakers" often include representatives of U.N. non-governmental organizations (NGOs), such as the Sierra Club and People for the Ethical Treatment of Animals (PETA), who continue the indoctrination.

Parents are confused, unaware of the massive restructuring in the classroom because the traditional titles of the classes are retained. Many parents deny that such radical changes are taking place in their child's school because they still have a well-rounded curriculum of math, English, civics and geography. If parents would take a moment to look, they would see for themselves, for example, whether any true math questions appear in their child's math textbook, or whether it instead contains essay questions designed to monitor his thought processes.

Assessments

Students are constantly taking evaluation tests. These assessments are not meant to evaluate what they've learned academically, but to make sure that they are developing the proper attitudes. If a child shows resistance or isn't progressing fast enough, special courses or even "personalized" computer programs are developed. He is tested again and again until he begins to give the proper responses. This is the true agenda behind the Clinton Administration's drive to put computers in every classroom — make no mistake about it.

Some children are showing signs of psychological scarring from this indoctrination. One six-year-old girl refused to sleep in a beautiful old four-poster bed she inherited from her grandmother. Sobbing, she explained that she was upset "because they had to kill trees to make

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Tom DeWeese

Focus (Continued from page 3)

it." A young boy compared lumberjacks to rapists and murderers.

Children are being told that wealth is evil; that private property is an affront to Mother Earth; that hunting is murder; that love of country is Hitleristic. They are told that there is no right or wrong, and that feelings are more important than morality. Is it any wonder that such an atmosphere has become a breeding ground for violence?

Competition Eliminated

The elimination of competition is another key to the global citizen-agenda. That's why increasingly there are no passing or failing grades; no advanced classes for overachievers and no winners or losers in sports. We're told that a child's self-esteem is damaged if he is forced to compete and lose, so competition is eliminated. In many schools, all children make the cheerleading squad, even if they have no athletic ability; all children may join the band, even if they lack the talent or desire to play an instrument.

Perhaps the most bizarre example of the destruction of competition in schools is occurring in Cecil County, Maryland, where middle school basketball is played

by very different rules. If one team is ten points ahead, additional baskets scored by the winning team won't count until the underdog team catches up. No record is kept of who scores so no one can stand out as a star of the team. This is today's modern high school athletic event. A band plays sour notes in a non-victory celebration as cheerleaders with no ability have nothing to cheer about, and as a boring, pointless game with no winners or losers drags out on the floor.

What's the point? Individual spirit dies. The desire to stand out is squashed. The drive to perform better than anyone else is stamped out. "Group-think" replaces reason. This is OBE behavior modification at work.

Our children are being groomed to live and function in a different world. The social planners aren't lying. They openly admit that the restructured education system is preparing our children for the future, but it's a future in a global village filled with misery and sacrifice.

Tom DeWeese is president of the American Policy Center and author of the DeWeese Report. The preceding was adapted from his speech at the Freedom 21 Conference, July 2000.



WASHINGTON, DC — Last December, the American Council of (College) Trustees and Alumni commissioned a student survey on American History. The survey asked 556 college seniors from 55 top-rated colleges and universities (including Harvard, Georgetown, and Notre Dame) 34 basic questions taken from high school curricula.

Four out of five students, or 81%, failed the test. Columnist David Broder used the shocking results as the basis for his July 4 column on the neglect of the teaching of American history in our institutions of higher learning. "Only one-third of the students could name the American general at the Battle of Yorktown," he noted. The *National Catholic Register* (7-16-00) reported that only 23% knew James Madison was the primary author of the U.S. Constitution, and just 22% recognized the phrase, "government

of the people, by the people, and for the people" as originating with the Gettysburg Address. However, 99% were able to identify the vulgar TV cartoon characters, Beavis and Butthead, and 98% recognized Snoop Doggy Dog as a popular rap singer.

The dismal survey findings sent shockwaves through Congress. On June 30, the Senate passed a bipartisan resolution calling for tougher U.S. history requirements at all education levels.

The American Council of Trustees and Alumni concluded that "the commitment to providing students with a broad and rigorous exposure to major areas of knowledge has virtually vanished [and], in its stead, students pick and choose from a smorgasbord of courses that are too often on narrow specialized topics."

Among the Council's proposed remedies: (1) Implement a strong core curriculum, with a rigorous course on American history to be required of all students; (2) When shopping for prospective colleges, eliminate those with loose "cafeteria style" curricula; (3) Alumni and donors should take an active interest in what their alma maters teach; and (4) government and accrediting agencies should inform the public about the amount of attention colleges are paying to basic disciplines.

Briefs

(Continued from page 2)

Graduates of Pennsylvania's Drexel University receive master's degrees for online science program. Twelve of the 24 graduates of the unique degree program, billed as the nation's first online master of science program, met their classmates for the first time at commencement exercises in June. Online degree programs from accredited universities are becoming the wave of the future.

Conservative school board candidates defeated in Kansas. Three candidates who voted to exclude evolution from state science test guidelines last year failed to win reelection in the August Republican primary. While the new guidelines actually increased schools' coverage of evolution, it was omitted from state competency test standards. A nationwide media frenzy ensued, with the board falsely accused of "banning" evolution. The new board members have pledged to reinstate evolution in the state standards.

Fallout (Continued from page 1)

ents to withdraw their children from public schools — wrote in a published letter to the editor: "The tapes of the Tufts conference belong to the people of Massachusetts. Since when do 'secret meetings' have any place in the public school system? This [order] is a greater outrage than the depravity itself."

Major media outlets were strangely silent on the matter, though the *Boston Globe* reportedly published an editorial asking the judge if he "had read the Constitution."

'Teach-Out' Instructors Fired

After the scandal broke, Massachusetts Education Department chief David Driscoll apologized for the conference and fired two of the workshop leaders, Margot Abels and Julie Netherland. A third instructor, health department employee Michael Gaucher, lost his contract with the education department. According to *The Weekly Standard* (July 3-10, 2000), Abels "fumed to the press that the education department had known perfectly well what she had been doing for years and hadn't cared until the tapes surfaced."

That is precisely what Brian Camenker and his group have been claiming all along. According to the *Standard*, "PRC has been complaining to Massachusetts officials that radical homosexuals are introducing grossly objectionable material to children and seeking to undermine parental authority over the moral instruction of their kids."

Less than a week after issuing his injunction, Judge van Gestel held a hearing to reconsider the order. Attorneys for the fired education department employees argued that "harm or injury to all the youth on the tape" could result from its distribution. Lawyers for the Fox News Network were the only media representatives to show up demanding freedom of the press. Their request that the judge "limit the injunction to the named individuals" was subsequently granted.

The PRC remains barred from circulating the tapes. There has been no ruling on whether Whiteman actually violated the Massachusetts wiretap law.

State-Sanctioned Event

The "Teach-Out" at Tufts University was sponsored by the Massachusetts Department of Education, the Gay, Lesbian and Straight Education Network (GLSEN), and the Governor's Commission on Gay and Lesbian Youth. Confer-

ence goals were to build "more GSAs" in the state's public schools, and "expand homosexual teaching into the lower grades." Children as young as 12 participated, along with teachers, administrators and homosexual activists from across the country.

One well-attended workshop recorded by Whiteman was entitled "What They Didn't Tell You About Queer Sex and Sexuality in Health Class: A Workshop for Youth Only, Ages 14-21." Graphic descriptions of homosexual sex acts were discussed, and teens were urged to consult their "really hip" Gay/Straight Alliance advisors for advice on how to "come on" to potential sex partners. Another popular workshop called "Putting the Sex Back Into Sexual Orientation: Classroom Strategies for Health & Sexuality Educators" was designed to teach teachers how to facilitate discussions about "queer sex" with their students. The session posed such questions as: "What does it mean to say 'being gay, lesbian and bisexual isn't about sex'?" "How can we deny that sexuality is central for all of us?"

According to *Massachusetts News*, those on both sides of the scandal say the conference could not have happened without the knowledge of high officials. Camenker claims the responsibility begins in Governor Paul Cellucci's office, and adds that he has "tried for years" to talk to the Governor about parents' concerns but "has always been rebuffed."

Senate Approves Funding

Despite the public controversy, the Massachusetts Senate voted to continue funding homosexual programs in the state's public schools. These programs are presented as "gay and lesbian teen suicide prevention" programs, and Camenker points out that the Tufts conference was paid for with "so-called 'suicide prevention' money." He told *The Weekly Standard*: "That money goes down a rathole to fund gay clubs in schools, and gay rallies and conferences."

The *Standard* noted that the battle in Massachusetts is likely to spread to school districts across the country as "the powerful GLSEN organization, with sponsorship money from American Airlines, Dockers, and Kodak, presses its radical agenda under the innocent-sounding labels of 'safety,' 'human rights,' and 'suicide prevention.'"

