

2000 NAEP Reading Scores In Best-worst students farther apart

WASHINGTON, DC — Fourth graders are no better readers today than they were in 1992, with the gap between the highest and lowest performers growing wider. These are the results released in April by the National Assessment of Education Progress (NAEP) for the 2000 4th-grade reading test.

The NAEP results show that, while students in the top 10% posted a modest gain of three points compared to 1992 — from 261 to 264 — those in the bottom 10% dropped seven points, from 170 to 163. There was no change in reading proficiency for the largest proportion of students, who averaged 217 on NAEP's 500-point scale. The report further reveals that more than one-fourth of all white 4th graders cannot read at a basic level, with 63% of African-American and 58% of Hispanic students unable to do so.

In an April 11 interview with *Education Week*, the acting commissioner of statistics for the Department of Education, Gary W. Phillips, admitted: "Reading achievement has been very stubborn. On the average, there has been no improvement in the reading skills for 4th graders across the nation."

For many, these findings are hardly surprising. Despite the congressionally-mandated National Reading Panel's conclusion that, to be effective, reading instruction must include phonics (See *Education Reporter*, July 2000), whole language instruction is widely reported to be alive and well. The Thomas B. Fordham Foundation complained in a December 2000 report entitled "Whole Language Lives On: The Illusion of 'Balanced'

Reading Instruction," that "although most state education agencies, school districts and federal agencies claim to embrace 'balanced' reading instruction — implying that worthy ideas and practices from both whole language and code emphasis for phonics-based approaches have been successfully integrated — many who pledge allegiance to balanced reading continue to misunderstand reading development and to deliver poorly conceived, ineffective instruction." The report's author, Louisa Cook Moats, director of the National Institute of Child Health and Human Development Early Intervention Project, declared that attempts to combine whole language and phonics "is neither possible nor desirable."

Some observers say the marriage of whole language and phonics allows the worst teaching practices to continue. *School Reform News* (February 2001) reported that whole language is even being packaged as phonics in textbooks such as *Month-by-Month Phonics for First Grade: Systematic, Multilevel Instruction*, by Patricia Cunningham and Dorothy Hall. *SRN* noted that, despite the book's title, the authors urge teachers to begin reading instruction with sight words instead of explicit, systematic phonics. By the second month, students are taught — not just encouraged — to use the whole language technique of guessing at words based on context. (*Month-by-Month Phonics* was reportedly sent to every kindergarten, first- and second-grade teacher in Illinois as part of a statewide reading initiative.)



'Diversity' Days Define Deviance, Parents Say School keeps sex assembly secret

SANTA ROSA, CA — Santa Rosa High School held a "Week of Diversity" on April 9-13 that included 82 presentations by outside speakers. Parents were told in a letter announcing the event that it was "essential to the exposure and understanding of important topics and teen issues not normally taught in our public school system." The letter listed the topics and speakers and permitted parents to opt their children out.



Orlean Koehle

However, a controversial assembly entitled "Sex and Stuff" was not mentioned in the letter, and children who had been excused from the other presentations attended the assembly.

According to parent-witnesses, "Sex and Stuff" was a play presented by a group called the San Marin High School Peer Counselors. Parent Orlean Koehle, who attended many of the Diversity Week classes, said the play depicted "all the ills and sadness a high school student could ever experience, from sexual molestation to rape to unwanted pregnancy, HIV infection, anorexia, deaths from drunk driving, fights, and even suicide."

"Still worse," she continued, "were the vulgar, inappropriate sex scenes, beginning with a very suggestive dance followed by a scene where a bra, undies, and nylons are thrown from behind a sheet. Another scene, by virtue of sound effects, was suggestive of sexual intercourse taking place behind the sheet."

Although the play occasionally con-

tained a redeeming statement or line, these were "surrounded by such filth that only the filth is likely to be remembered." Mrs. Koehle cited as an example the teaching of abstinence, which included recommendations for alternative sex acts.

Some parents were so outraged at the school's failure to notify them about the assembly that they contacted the Pacific Justice Institute (PJI), which found the lack of notice in direct violation of California Education Code. "No school district can expect to directly undermine the rights of parents without being held accountable," said PJI attorney Brad Dacus. He added that his organization "is in the process of working with parents to assist them in recognizing their legal remedies in this matter."

Other 'Diversity Week' Presentations

After reviewing the agenda for the "Week of Diversity," some parents opted their children out and attended the presentations themselves. Orlean Koehle reports that at least half the classes were conducted by what she described as "an amazing lineup of leftist, radical, Marxist speakers who were assembled to address young, inexperienced, fertile minds — the best place to plant seeds of indoctrination." She offered the following observations about the presentations:

◆ Fourteen classes addressed gender, homophobia, and AIDS issues, all in support of the gay, lesbian, bisexual, and transgender philosophies that these lifestyles are not a choice, but genetic, and that they are healthy and normal. A single 50-minute presentation was allowed in opposition to the gay agenda, while the week-long program included more than 20 hours of pro-homosexual indoctrination.

(See *Diversity*, page 2)

Oregon Students Take CDC's 'Youth Risk Behavior' Survey

GRESHAM, OR — Public school students here are taking a modified version of the Centers for Disease Control's nosy "Youth Risk Behavior Surveillance System" (YRBSS) questionnaire. This survey caused an uproar in Ohio after its debut in 1996, when it was used to justify introducing the CDC's explicit sex ed "Programs That Work" (PTW). (See *Education Reporter*, May & July 2000.)

According to concerned parents, Oregon schools participating in the "testing" receive additional funds from the state. The survey is given annually to 6th, 7th, 8th, and 11th graders. The survey's explicit sex questions may be omitted for 6th grade. (See excerpts, page 4.)

Gresham parents are informed that the purpose of the test is to help school ad-

ministrators deal with a variety of student problems. Parent Rebecca Ekstrom told *Education Reporter* that, while the schools do allow parents to opt their children out of the test, she believes that a written permission form should be required before any student is permitted to take it. "While I appreciate the fact that I could and did release my children from the test, I was disappointed by the release procedure," she stated. "Had my mail been misplaced or delayed, my children would have been tested without my knowledge or consent."

Parents say the schools are claiming that the test helps determine whether drug use and other undesirable behaviors are increasing among students. As

(See *Survey*, page 4)

NEA Drafting Gay Resolution

The NEA is working on a new resolution supporting the development of curricula designed to meet the needs of gay youth. A draft of the resolution made public by CNS News.com on March 20 states: "The NEA recognizes that the complex and diverse needs of gay, lesbian, bisexual, transgender, and questioning students; and gay, lesbian, bisexual, and transgender families and their children require the development of programs that promote a safe and inclusive environment."

The draft includes statements supporting curriculum, programs and activities; the involvement of gay, lesbian, bisexual and transgender educators in the develop-

ment of these materials; the dissemination of programs supporting gay, lesbian, bisexual, transgender, and questioning students; recognition of the importance of gay, lesbian, bisexual and transgender education employees as role models; inclusion of the historical contributions of gay, lesbian, bisexual, and transgender people; and, coordination with organizations and concerned agencies that promote the contributions, heritage, culture, history, health and care of gays, lesbians, bisexuals, and transgender people.

A final version of the resolution is expected to be adopted at the union's annual convention in Los Angeles in July.

EDUCATION BRIEFS

An eight-year-old Colorado boy was strip-searched at school for signs of abuse, in response to an unnamed, unsubstantiated complaint. A teacher and a vice principal at the Odea Elementary School in Fort Collins took the child into an office and pulled down his trousers and underwear in search of bruises, scratches or scars. The outraged parents have no criminal record and have not been contacted by social services. Fort Collins police confirm that social services did not request the search.

Administrators at a high school in Springfield, Virginia persuaded students to forge their parents' signatures to get federal funds. About 20 students signed forms disclosing information such as whether a student lives on a military base or other federal property. School districts are reimbursed for the education of these children. One of the 47 students involved told a local newspaper that school officials gave them two choices — "fill out the forms or 'refuse' and be dealt with." Administrators explained that students were to have turned in the signed forms three months earlier. School officials are not expected to face criminal charges.

A Colorado high school student faces felony charges over an unloaded BB gun. Officials at Legacy High School in Broomfield searched the student's car without permission because it was parked in a lot not designated for student parking. The boy told police that he used the gun for target shooting and forgot to remove it from the car. He faces a juvenile court appearance that could result in punishments ranging from several years in a locked-down juvenile correctional facility to a deferred sentence with probation. School officials will also take disciplinary action, possibly including expulsion.

Mississippi public schools will display "In God We Trust." A new law signed by Gov. Musgrove took effect in March which requires schools to display the national motto in classrooms, cafeterias and auditoriums. The ACLU is threatening a lawsuit.

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Diversity (Continued from page 1)

◆ Eleven classes espoused radical leftist ideology and causes, including anti-war indoctrination, support for Communist Cuba, support for guerrilla forces in Colombia, support for stopping "American Imperialism" through greedy capitalist corporations, support for social change to make America more like Cuba "where the government owns everything and gives it out equally to the people so there are no rich and no poor."

◆ Seventeen classes supported vegetarianism, animal rights and various environmental causes. Speakers from organizations such as Amnesty International and the Sierra Club encouraged students to change their diets and to become environmental activists.

◆ Five classes were devoted to police bashing. Students were shown a video depicting police brutality, and were regaled with alleged atrocities committed by the Santa Rosa police department. They were encouraged to support a group called the Purple Berets and the ACLU in setting up a Citizens Review Board to monitor the actions of the police. Most egregious was a class conducted by militants representing the Midnight Special Law Firm, who gave students a three-page handout with the opening, "Never trust the police," and taught them how to engage in civil disobedience.

◆ Two classes focused on making a "hate-free world." One of the presenters portrayed a person who expresses hatred as a believer in a "book" (which she reads every day and especially on Sunday) that gives her the right to hate and to put others down. While this presenter stated that her book contains the truth, other students shouted "There is no truth!" Everyone in the class knew what "book" the presenter was referring to, which made the Christian students feel as though they

were being accused of prejudice.

Education Laws Violated

Mrs. Koehle and other parents who attended the Week of Diversity believe that, in addition to the unannounced assembly, which violated Education Code 51554(b) requiring written notification to parents prior to "instruction that involves presentations on sexually transmitted diseases, AIDS, human sexuality, or family life delivered in an assembly," these California laws were also broken:

◆ Education Code 51553, which states that whenever sexual instruction is given in the public schools, abstinence must be stressed as "the only protection that is 100 percent effective against sexually transmitted diseases"; that factual information must be "medically accurate and objective"; that the failure rate of condoms must be presented; that "instruction shall stress that pupils should abstain from sexual intercourse until they are ready for marriage"; that "instruction shall teach honor and respect for monogamous heterosexual marriage"; and that "it is unlawful for males or females of any age to have sexual intercourse with males or females under the age of 18 years to whom they are not married."

◆ Education Code 51500, which states that "no teacher shall give instruction nor shall a school district sponsor any activity which reflects adversely upon persons because of their race, sex, color, creed, handicap, national origin, or ancestry." (The presentation on hate, where anyone who believes in "the book" was labeled as hateful, violated this law.)

◆ Education Code 60044, which forbids the use of instructional materials which contain "any matter reflecting adversely upon persons because of their race . . . or occupation." (This statute was violated by the anti-police instructional material.)

Zeroing in on Zero Tolerance:

What's it really about?



Tales of schoolchildren harshly penalized for seemingly innocuous violations of "Zero Tolerance" policies continue to surface in the media, despite lawsuits and public outrage. Here are a few recent examples:

• An eight-year-old boy was suspended from Lenwill Elementary School in West Monroe, Louisiana, for drawing an outline of a fort with a soldier wearing camouflage fatigues and armed with knives and hand grenades.

• Two 2nd graders in Irvington, New Jersey were suspended and charged with making terrorist threats for playing cops and robbers with a paper gun. School officials summoned police and the students were hauled to the local precinct station. A court will determine whether the boys need "counseling."

• Two Washington Township, New Jersey high school students were suspended for wearing T-shirts the principal considered offensive and racist. One student, a senior, wore a shirt purchased at Wal-

Mart displaying the words "Redneck Sports Fan" and including lines from comedian Jeff Foxworthy's acts. The other student, a sophomore, wore a shirt decorated with a small Confederate battle flag.

• The timeless child's game of tag has been outlawed at the West Annapolis Elementary School in Maryland, despite a 5th grader's petition drive to bring it back. The principal declared the game "too rough" and noted that it violates the school's "no touching" policy.

For years, parents and students have been chafing under the nationwide policy known as Zero Tolerance. The tragedy at Columbine High School was used to justify excessive punishment for benign violations — to the point that the term "zero tolerance" has become laughable, except to the schools imposing the penalties and to the students and parents being penalized. The question is, why do these policies persist despite parental outcry and, occasionally, unnecessary legal action? (See Zero, page 3)

Book of the Month



A.C. Green's Game Plan Abstinence Program, Scott Phelps and Libby Gray, Project Reality, 2001, 76 pps., \$12.00

Game Plan is an excellent new tool for abstinence educators in their battle to preserve the innocence of our children. In an age of relentless sexual imagery in the media and society as well as in most sex education classes, this upbeat, positive curriculum provides welcome relief.

Game Plan was developed in cooperation with basketball star A.C. Green of the Miami Heat, known as the "Ironman of the NBA" because he holds the record for the most consecutive games played — more than 1,150 and counting. Green is a longtime advocate of abstinence until marriage, and this program is based on his personal insights and "rules."

"A.C. is an outstanding role model because of his dedication to promoting abstinence as the healthiest lifestyle for today's youth," said Project Reality Director Kathleen Sullivan. "Our team effort with A.C. in publishing and distributing this text will help thousands of young Americans develop a 'game plan' for their lives, making it possible for them to mature both emotionally and physically and to achieve their goals and dreams."

The eight-session curriculum — including student workbooks and a teacher's manual — uses sports themes to promote the benefits of abstinence until marriage. It begins by inviting students to list their goals in making "a game plan for life." Succeeding chapters deal with sex in the media, the "rules of the game" — why boundaries matter, the risks and consequences of sex before marriage, "halftime" — planning for the future regardless of what's already taken place in a student's life, developing healthy relationships, and "winning it all" in the good and worthy goal of marriage. Students are encouraged to take the "Abstinence Pledge" and make it work. (Studies have shown that teens who take this pledge are at less risk of pregnancy and STDs.)

Game Plan is written by Project Reality's Scott Phelps and Libby Gray, both veterans in the field of abstinence education and adolescent health. They use interesting true story vignettes to bring their abstinence messages to life.

Based on thousands of hours of classroom instruction and interaction with teens, *Game Plan* is recommended for grades eight through 10.

Contact Project Reality, P.O. Box 97, Golf, IL 60029-0097, 847/729-3298, www.ProjectReality.org



FOCUS: Mixed-sex wrestling: A step back from equality and sense

By Katherine Kersten

Last year, a promising Minnesota high school wrestler had to wrestle a girl at his sectional meet in order to proceed to the state tournament. His school, a private Christian institution, generally requires its wrestlers to forfeit to girls, thereby incurring a loss for both the wrestler and the team. The young man clearly didn't want to wrestle the girl. But given the stakes, after consulting with his father and his coach, he decided to proceed.

As the embarrassed boy walked out on the mat, spectators began to laugh. He quickly flipped the girl to her back, but couldn't bring himself to pin her, which required pushing directly on her chest. For about 40 seconds, the boy remained frozen. Finally his coach, in frustration, shouted, "Just do it!" The boy made his move, pinning the girl to the mat. But walking off, he looked defeated, not victorious. With hanging head, he strode — angry and humiliated — straight to the locker room.

Across the nation, scenes like this are becoming increasingly common. Last year, about 2,500 girls participated in high school wrestling, mostly as members of boys' teams. (Male wrestlers numbered about 240,000.) Title IX, the federal gender equity in education law, does not require public high schools to place girls on their wrestling teams, but many states allow it. South Dakota and Wyoming, on the other hand, prohibit mixed-sex wrestling, while Texas and Hawaii schools have separate girls wrestling teams.

Here in Minnesota, state law requires public schools to let girls try out for, and compete on, boys teams. (Boys, however, are barred from girls' teams.) A number of Minnesota high schools, including St. Paul Humboldt and Minneapolis De La Salle, have female wrestlers, and some schools are reportedly promoting the practice.

Concerns about mixed-sex wrestling arise from wrestling's unique nature as a contact sport. Wrestling's objective is to demonstrate control over one's opponent. A wrestler strives to take his opponent down to the mat, and scores points for dominating from behind or on top. Wrestlers frequently engage in pretzel-like contortions, such as forcing their head between an opponent's legs while struggling to turn him on his back. About 90 percent of wrestling holds involve grabbing the upper body or pelvic area.

In Minnesota, a few Christian high schools — including Trinity at River Ridge and Concordia Academy in Roseville — require their wrestlers to forfeit to female opponents as a matter of conscience. But a boy who forfeits may lose the chance to wrestle for a medal, and may even see his dream of becoming conference champion, or making the state tournament, evaporate. To make matters worse, boys who forfeit are generally taking a loss in a match they could expect to win. For while a few exceptional girls can

compete effectively against boys in their weight class, most lose quickly to male opponents.

Our society tends to frame the debate over mixed-sex wrestling in the familiar terms of physical safety and legal rights. Critics frequently note, for example, that the practice poses health risks for adolescent females. Teenage boys have significantly

Mixed-sex wrestling is not liberation for women. It's a giant step back from common sense and from equality for athletes of both sexes.

greater muscle mass than girls, and can injure them when wrenching their joints, or lying heavily on top of them.

On the other hand, mixed-sex wrestling creates legal risks for males. Boys who wrestle girls, or practice with female teammates, must touch them in ways that would constitute illegal sexual harassment in any other setting. In our litigious society, coaches take a risk whenever they have close physical contact with young female athletes. (Some wrestling coaches have refused to demonstrate holds on girls.) Wrestling officials also incur risks at mixed-sex matches, since they must break holds by thrusting in their hands near girls' chests or crotches.

But while health and legal concerns are important, they do not go to the heart of the problem. For the primary objection to boys wrestling girls is this: A civilized society should teach men that they must not use their superior strength to overpower and control women. If the sexes are to live in harmony, they must ground their relations in a kind of compact, centered in mutual dignity and regard. A fundamental tenet of this compact is that decent men respect women, and view using force against them as dishonorable and unmanly. My father put it simply: "Boys don't hit girls."

Most boys have absorbed this lesson. The U.S. Air Force discovered this 10 years ago, when its Survival, Evasion, Resistance and Escape (SERE) program carried out internal psychological surveys to prepare for the advent of female combat pilots. These surveys revealed that men react with significantly greater emotion when female colleagues are subjected to simulated stress and violence, than they do when male colleagues are similarly threatened. (To combat this tendency, SERE attempted to desensitize men by using a variety of techniques, like a realistic rape scenario, in order to overcome protective attitudes toward women

that an enemy might exploit.)

Wrestling contests between men and women strike symbolically at the heart of the compact that should govern relations between the sexes. Mixed-sex contests desensitize boys to the need to behave with respect toward girls at all times. In addition, they promote a double standard that is sure to prompt cynicism and resentment on the part of male wrestlers. Boys know instinctively that it's unfair to permit one wrestler (the girl) to choose whether she wishes to grapple intimately with a member of the opposite sex, while forcing the other (the boy) to do so against his will.

Perhaps it's too much to expect our rights-obsessed society to understand all this. But at the least, contemporary Americans should be able to grasp that mixed-sex wrestling is inequitable from an athletic point of view. The average male is markedly stronger than the aver-



Katherine Kersten

age female, and has a faster reaction time and greater cardiovascular capacity. As a result, contests that pit men against women do not provide either sex with a level playing field. Is a matchup between the LA Lakers and the all-female Minnesota Lynx anyone's idea of "gender equity"?

Girls who want to wrestle should have opportunities to do so. If interest is sufficient, high schools can sponsor all-girls teams. (The University of Minnesota-Morris has one of the nation's only women's collegiate varsity wrestling teams.) On the other hand, if interest is limited, female wrestlers can pool their resources and form single-sex community wrestling clubs, like the rugby or fencing clubs that other athletes organize. But putting girls on boys wrestling teams is not a step toward the liberation of women. It's a step back from equality for athletes of both sexes, and a giant step back from common sense.

Katherine Kersten is director of the Center of the American Experiment in Minneapolis. This article originally appeared in Minnesota's Star Tribune, Jan. 17, 2001.

Zeroing In (Continued from page 2)

Some education researchers say these policies are the result of a process that has been in the works for decades and is finally coming to fruition. In her article "Zero Tolerance for Non-Compliance," researcher and author Berit Kjos states that both zero tolerance and mental health policies "are vital parts of a far more insidious program of intimidation, control, and cultural transformation." She cites a 1970 prediction by Raymond Houghton, Professor of Secondary Education at Rhode Island College, which can be found in "To Nurture Humaneness: Commitment for the '70s" (by the Association for Supervision and Curriculum Development of the NEA, 1970): "... absolute behavior control is imminent. . . . The critical point of behavior control, in effect, is sneaking up on mankind without his self-conscious realization that a crisis is at hand. Man will . . . never self-consciously know that it has happened."

In 1934, NEA leader Willard Givens wrote: "The major function of the school is the social orientation of the individual. It must seek to give him an understanding of the transition to a new social order." A few years ago, President Bill Clinton put the same philosophy in more appealing language: "Teach our children to be good citizens. Promote order and discipline. . . . Impose curfews, enforce truancy laws, remove disruptive students from the classroom and have zero tolerance for guns and drugs."

Clinton's marketing strategy, says Mrs. Kjos, matched that of educational

change agents who say one thing but mean another. The definition of a "good citizen" is a global citizen in the minds of leading educators. "Our new education system is designed to instill a utopian vision of global interdependence in people everywhere," she writes. "Contrasted to the exaggerated evils of Western culture, this vision looks enticing enough to motivate many to accept unthinkable environmental and social restraints."

"Using 'zero tolerance' policies to shock, embarrass, and intimidate students into compliance with irrational rules fits the plan," she continues. "Most students caught in the confusing web of federal regulations must endure long sessions in 'conflict resolution' and 'anger management' — two related psycho-social strategies used to instill a submissive, collectivist mentality. They have already become standard procedure in our nation's classrooms."

Columnist and Hoover Institution Senior Fellow Thomas Sowell could have been summarizing Zero Tolerance when he told *Forbes* magazine in 1993: "The techniques of brainwashing developed in totalitarian countries are routinely used in psychological conditioning programs imposed on American school children. These include emotional shock and desensitization, psychological isolation from sources of support, stripping away defenses, manipulative cross-examination of . . . moral values, and inducing acceptance of alternative values by psychological rather than rational means." 

Survey (Continued from page 1)

one parent observed, however, even if increases in these behaviors could be accurately documented, none would be helped directly by an anonymous test, which leads to speculation as to its ultimate purpose.

Prelude to PTW?

Similar reasons for administering the YRBSS were given in Ohio, and the Programs That Work were subsequently implemented in many of the state's public schools. These programs have been widely described as "obscene, vulgar and profane." (The PTW have also surfaced in Georgia, Illinois and Washington state.) One of the five programs, *Be Proud! Be Responsible!*, encourages students to practice handling condoms by using their fingers as props, and requires them to role play about wearing condoms, discussing "safer sex with multiple partners," and discussing AIDS concerns in homosexual relationships. Field trips to drugstores and family planning clinics are included. *Being a Responsible Teen* (BART), encourages the use of explicit sexual terms and language.

In January 2000, the Ohio House Education Committee held hearings on the PTW, and the subject matter of the curricula became public. Present at the hearing was parent-activist Laurie MacMillan, who described the material — taken directly from program manuals — as "horribly immoral." One witness produced an inch-thick manual allegedly designed

to show state departments of education how to mislead parents, the public and the press about the programs' content. Two months later, the Ohio legislature voted to freeze CDC monies for the programs.

Ohio parents, who have been fighting the PTW for more than 2-1/2 years, insist that the funds to expand these programs have not dried up. Mrs. MacMillan explained that the Department of Education had already completed Phase II of the implementation when the grants were frozen, which means that the original program trainers had already trained others (i.e. teachers, nurses, members of the Red Cross, PTA, and secular organizations, etc.) to continue the expansion. Parents and pro-family leaders believe that CDC monies are now being funneled through private organizations to fund the programs.

All States Receiving Funds

In Gresham, Oregon, parents have never heard of Programs That Work, but their children are answering questions from the same survey (under the guise of a test) that preceded implementation of the PTW in Ohio.

The curriculum manual for *Be Proud! Be Responsible!: Strategies to Empower Youth to Reduce Their Risk for HIV Infection*, 5th Edition, 1996, indicates that virtually all states are getting money from the CDC, mostly through state departments of education and health, and that the PTW are to be disseminated to schools and communities across the country.



Excerpts from Oregon's Youth Risk Behavior Survey

(Note that the questions probe nearly every facet of a student's personal life and many assume that the child has experienced the behaviors described. — Ed.)

Physical Behaviors Module

3. During the past 30 days, did you: Vomit or take laxatives to lose weight or to keep from gaining weight?

12. How many times during the past 7 days did you eat a meal with your family?

Alcohol, Tobacco & Drugs Module

3. During the past 30 days, on the days you smoked, how many cigarettes did you smoke per day?

4. How many times did you use chewing tobacco or snuff in: the last 24 hours? the last 7 days?

9. How many drinks of alcohol have you had in: the last 24 hours? the last 7 days?

14. How many times did you use marijuana or hashish in: the last 24 hours? the last 7 days?

18. During your life, how many times have you used any form of cocaine, including powder, crack or freebase?

19. During your life, how many times have you used heroin (also called smack, junk, or China White)?

20. During your life, how many times have you used methamphetamines (also called speed, crystal, crank, or ice)?

22. During your life, how many times have you used a needle to inject any illegal drug into your body?

26. Sometimes we don't know what we will do as adults, but we may have an idea. Please tell us how true these statements may be for you as an adult: (Choices are "NO! no, yes, YES!")

— When I am an adult, I will smoke cigarettes.

— When I am an adult, I will drink beer, wine or liquor.

— When I am an adult, I will smoke marijuana.

Questions about AIDS/HIV*

20. How old were you when you had sexual intercourse for the first time?

21. During your life, with how many people have you had sexual intercourse?

22. During the past 3 months, with how many people did you have sexual intercourse?

23. Did you drink alcohol or use drugs before you had sexual intercourse the last time?

24. The last time you had sexual intercourse, did you or your partner use a condom?

25. The last time you had sexual intercourse, what one method did you or your partner use to prevent pregnancy?

26. How many times have you been pregnant or gotten someone pregnant?

29. If you wanted them, where would you go to get condoms?

* All but questions 27-28 (not included here due to space limitations) in the AIDS/HIV section may be omitted for 6th grade only.

Questions about Health Care

39. Have you used the School Based Health Center services at your school?

Questions about Parent Supervision

2. Over the last 2 days, about how much time (total) have you spent without any adults around?

9. Please mark how you feel about your family relationships: People in my family often insult or yell at each other. People in my family have serious arguments. We argue about the same things in my family over and over.

Questions About Family Substance Use

12. Has anyone in your family ever had a severe alcohol or drug problem?

17. How many times have you changed homes since kindergarten?

Questions About Intentions

1. Do you think you will try a cigarette soon?

3. At any time during the next year, do you think you will smoke a cigarette?

22. Does someone living in your house (other than you) smoke cigarettes?

23. How long can you go without smoking before you feel like you need a cigarette?

Personal Safety, Harassment, and Violence-Related Behavior Module

3. During the past 12 months, did you ever seriously consider attempting suicide?

4. During the past 12 months, how many times did you actually attempt suicide?

6. During the past 12 months, did your boyfriend or girlfriend ever hit, slap or physically hurt you on purpose?

12. How many times in the past 3 months have you set a fire where it didn't belong, without adult permission or supervision?

13. During the past 30 days, on how many days did you: Carry a gun? Carry a weapon other than a gun? Carry a gun on school property? Carry a weapon other than a gun (such as a knife, club, or other weapon not allowed at school) on school property?

14. If you carried a handgun in the past 30 days, who did the handgun belong to?

15. If you wanted to get a handgun, how easy would it be for you to get one?

Will Colleges Bury the SAT?



A few months ago, University of California President Richard Atkinson made headlines when he announced that he wants his university to drop the SAT (formerly the Scholastic Aptitude Test), which for 40 years has been a reliable predictor of how well college students will perform during their freshman year. College Board President Gaston Caperton countered that dropping the test "makes no more sense than dropping classroom grades." Caperton noted that neither grades nor the SAT are "perfect measures of a student's readiness for college," but that, in combination with other predictors, they make a "powerful set of tools" for admissions officers.

The SAT has often been attacked as "racially (and culturally) biased," even though the Education Testing Service spent millions of dollars in the 1970s to make it more minority-friendly. Renewed attacks erupted in California after the 1996 passage of Proposition 209, which eliminated racial quotas and preferences in college admissions.

Anti-SAT forces charge that the test unfairly burdens "underrepresented" minorities' ability to get into selective schools, intimidates Blacks and Latinos, and increases high school students' stress.

In his commentary (3-15-01), columnist George Will put the argument in per-

spective: "The vast majority of America's 2,300 four-year post-secondary schools have, in effect, open admissions: If you have a pulse and a high school diploma, you can attend. So the controversy is primarily important only to the minority of high-school high achievers seeking admission to the small minority of highly selective institutions."

Some SAT defenders, including nationally-syndicated columnist Walter E. Williams, accuse those who would eliminate the test of doing "a great disservice" to minority students, because "it amounts to telling them that the reason they do poorly isn't because they're ill-prepared

or weren't serious enough about high school work. Instead, students are told the questions are racist — hence, poor performance is not their fault."

Linda Chavez, president of the Center for Equal Opportunity, observed in a GOPUSA internet column (3-13-01) that unless we are willing to dumb down college curriculum even further than we have over the past 30 years, many students won't make it through four years of higher education, regardless of race. "The SAT isn't to blame for underachievement," she wrote, "and eliminating the test won't make the underlying obstacles to success disappear."