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'Golden Rule School' Provides Sensible Solution to 'Hate'

SANTA ROSA, CA — Parents concerned about the proliferation of "Hate-Free Schools" programs and "sensitivity" training are trumpeting Orlean Koehle's solution, a new curriculum aptly titled the "Golden Rule School." A parent herself and the president of Eagle Forum of California, Mrs. Koehle was inspired to create the program as she sat with other parents recently at a "Hate-Free Schools" meeting at Santa Rosa's Maria Carrillo High School. Administrators claimed the program was necessary following what they called two incidents of "hate" at the school. They explained that if 60% of the students and 60% of the faculty undergo this diversity training, the school would receive a banner pronouncing it "Hate-Free."

Many parents have learned that programs urging "tolerance" and "diversity" are really pushing acceptance of the pro-gay lifestyle. These parents are seeking other means of encouraging kindness and respect among students.

(See *Golden Rule*, page 2)

Abstinence Advocate is New Miss America! Popular Miss Illinois wins coveted crown, title



Miss America 2002 Katie Harman (right) crowns new Miss America 2003, Erika Harold.

ATLANTIC CITY, NJ — Miss Illinois Erika Harold, 22, an enthusiastic advocate of teen abstinence education, won the coveted Miss America title for 2003 on September 21 in Atlantic City. She captured the crown with her beauty, poise, interview skills, and singing talent.

Miss Harold has been a spokeswoman for Illinois' leading abstinence education organization, Project Reality, since 1999, addressing thousands of young people in Illinois public schools about empowering youth to make good life decisions. When she won the Miss Illinois pageant, the state required her to adopt its official platform of teen violence prevention, and she successfully wove the abstinence message into that issue.

"Erika sees the connection between helping teens to avoid all risky behaviors in order to prevent violence," stated Project Reality director of public relations Libby Gray. "Her work with abstinence education will

greatly enhance programs and efforts to address teen violence during her reign as Miss America."

A graduate of the University of Illinois-Champaign, Miss Harold has been accepted at the country's five leading law schools and has decided to attend Harvard Law School. She will enter Harvard after her year-long reign as Miss America comes to a close.

"Erika's winning Miss America is one of those dream situations that you don't think can come true," said Kathleen Sullivan, director of Project Reality. "Fortunately for everyone, this dream did come true because Erika is a wonderful role model for young women."

After being chosen Miss East Central Illinois in 1999, Miss Harold earned the state's community service award for her work with her platform: "Teenage Sexual Abstinence: 'Respect Yourself, Protect Yourself.'" (See *Education Reporter*, November 1999.) In this year's contest, Erika held the preliminary title of Miss (See *Miss America*, page 2)

Homeschoolers Hassled in California State Education Department reinterpreting law

SAN DIEGO COUNTY, CA — When Margaret Genova received letters from California State Superintendent of Public Instruction Delaine Easton and the San Diego County Office of Education this summer, she was shocked to learn that, after successfully homeschooling her children for more than 10 years, she is now considered to be "operating outside the law." The letters state that "homeschooling" — a situation where non-credentialed parents teach their own children, exclusively, at home whether using a correspondence course or other types of

courses — is not an authorized exemption from mandatory public school attendance." In other words, the California Department of Education is trying to convince parents that homeschooling is illegal unless the parent is a certified teacher or using a public school independent study curriculum.

California law has not changed, nor have Mrs. Genova's teaching methods. Her eldest son is a sophomore at Hillsdale College and a scholarship recipient. He attended community college for a year and was a straight-A student before he

was accepted at Hillsdale. Her second son will complete his high school work early



Margaret Genova

and is taking junior college courses along with his high school lessons. She expects similar results for her youngest son, but the six-year-old may not realize the advantage of solid home instruction if the state has its way.

California is one

of 12 states where homeschools operate legally as private schools. For 20 years, homeschooling parents in California have complied with compulsory education laws by establishing a private school in their homes. They file an annual Private School Affidavit, which exempts their children from attending public schools. What has changed is how state education officials choose to interpret the law.

According to the Home School Legal Defense Association (HSLDA), the California Department of Education has been "quietly" grumbling about homeschoolers since 1993, arguing that the filing of Private School Affidavits does not exempt children from the law. However, the Department "has no authority to regulate private schools nor does it enforce truancy (See *Homeschoolers*, page 4)

Some 9/11 Lessons & Remembrances Excluded God, Patriotism

On the anniversary of the most deadly attack ever on American soil, proposed lessons for school children included stories such as "My Name is Osama," offered by the National Council for Social Studies. The San Francisco Bay area *Mercury News* described it as a short story "about a young boy from Iraq who immigrates to the United States and is teased at school because of his name."

But author and syndicated columnist Ann Coulter accused the lesson plan of "calculatedly inciting hatred toward white American boys." Coulter wrote (9-12-02) that "the story is about a nasty little

boy, 'Todd,' who taunts an Iraqi immigrant named 'Osama.'"



Ann Coulter

(See *Education Reporter*, September 2002.) According to the Maple River Education Coalition

Of the lesson plans recommended for 9/11 by various educational organizations, those supplied by the NEA created the biggest uproar for their "blame America" approach.

(See *Education Reporter*, September 2002.) According to the Maple River Education Coalition

(MREdCo), however, these guidelines were "designed to comply with the new federal curriculum." (See www.familiesandwork.org/911ah/lp_3-5_vk_7.html.)

MREdCo's email alert of 9-6-02 points out that the new federal standards (curriculum) are preoccupied with "diversity" and that "all history and civics are presented in light of diversity and bias." For example: "Working in small groups, students should make a list of both contemporary and historical conflicts that have arisen as a result of diversity issues. These conflicts may be small or large; they may involve individuals, groups, or nations

(e.g., student conflicts in school, civil rights conflicts in the 1960s, conflicts in the Middle East, current conflicts in the United States concerning women's issues or sexual orientation)." The NEA's recommendation that teachers discuss the "internment of Japanese after Pearl Harbor" and other perceived American sins on the anniversary of 9/11 was in line with this federal education standard. (<http://www.mcrel.org/standards-benchmarks/activities/output.asp?Activity=217>)

MREdCo explains that "diversity curriculum is intertwined into all the areas of (See *9/11*, page 4)

EDUCATION BRIEFS

Florida elementary schools with the largest class sizes earned the best grades for 2001. According to Florida Education Secretary Jim Horne, the 580 schools that earned an A averaged 24.1 students per classroom compared to 19.9 students in 41 schools that received an F. The 353 schools earning a B had 23.2 students per classroom, and 417 schools earning a C had 22.6 students per class. Schools that earned a D (116) averaged 21.9 students per class. Nonetheless, a coalition of groups, including the far-left People for the American Way, is backing a proposed amendment to the Florida constitution that would reduce class sizes in the public schools to 18 students in K-3, 22 students in grades 4-8, and 25 students in high school classes. Financial analysts estimate the cost of this amendment to be \$20-\$27 billion over eight years. In July, a trial judge blocked the state of Florida from enforcing a new law requiring that voters be informed of the projected costs of some amendments appearing on the election ballot.

An NCES study shows private school students are twice as likely as public school students to earn college degrees. The National Center for Education Statistics also found that students from low-income families who attend private schools are nearly four times as likely as their public school peers to graduate from college. The results are based on data for students who were eighth graders in 1988. The 340-page report, titled "The Condition of Education 2002," was released early this summer.

House Majority Whip Tom DeLay has a website dedicated to teaching high school students about the U.S. Constitution. Visitors may browse an outline of our founding document as well as the entire text. The website includes a display of all 27 amendments with notations, a photograph of the original handwritten Constitution, and navigation links to help locate key concepts. Trivia questions, links to "Other Great Documents of Freedom," and a children's page are also featured. <http://majoritywhip.house.gov/constitution>

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Miss America (Continued from page 1)

Land of Lincoln before being crowned Miss Illinois 2002.

As a Project Reality spokeswoman, Miss Harold addressed audiences as diverse as national and state legislators and the Cook County Juvenile Detention Center in Chicago. Last spring, she submitted written testimony on welfare reform reauthorization to the U.S. House Committee on Energy and Commerce supporting abstinence education programs nationwide.

Mrs. Sullivan pointed out that many of the Miss America contestants are exceptional young women who care about important issues. She cited first runner-up Miss Alabama, Scarlotte Deupree, whose platform emphasized the importance of teaching children to read. "Miss Deupree talked about the importance of mothers reading to their children as a benefit to the entire family," Mrs. Sullivan said.

At a reception immediately following the nationally televised pageant, the new Miss America urged her fellow contestants to "keep together" for the purpose of bringing "good" messages to young people, including sexual abstinence and avoidance of drugs, alcohol, and violence. "Such encouragement from glamorous young women who are themselves successful in practicing these virtues can make a big difference in young people's lives, as our Project Reality spokeswomen have shown," asserted Mrs. Sullivan.

Last January, Project Reality organized a "Power of Abstinence" celebra-

tion for several hundred Chicago-area students. Fifteen young women representing 13 states and the District of Columbia, who successfully competed in beauty pageants including Miss America, Miss Black USA and Miss All-American Latina, made short presentations at this celebration after advocating for abstinence as their pageant platforms.

In April, a group of pageant titleholders including Miss Black USA 2001 Lisa Marie Miree, Miss Wisconsin 1999 Mary Louise Kurey, and Miss Nevada 2001 Ashley Huff, traveled to Washington, DC to meet with Congressmen and their staffs about the need to continue funding for abstinence-until-marriage programs. "These programs are helping teens to understand the benefits of abstinence as well as helping them to avoid the negative consequences of STDs and pregnancy," Project Reality spokeswoman Kurey told the Congressmen. "Continuing funding for these programs will reduce costs in other areas and will benefit young people both physically and emotionally."

Funded in part by a grant from the Illinois Department of Human Services, Project Reality's programs — including the popular "Game Plan" abstinence curriculum by A.C. Green — served 71,000 students last year in Illinois alone. Abstinence education programs have been credited for contributing to the recent decline in teen births, currently at a 40-year-low in Illinois.

HOLLYWOOD BRAINSTORMING SESSION



Golden Rule (Continued from page 1)

"As I listened to the Hate-Free Schools presentation," states Mrs. Koehle, "it occurred to me that we could save a lot of time and money if we would just return to the Golden Rule, the concept that influenced our schools and our society for over 200 years: 'Do unto others as you would have them do unto you.'" She drafted a handbook composed of 16 principles and procedures (some based on procedures already in use in some schools) to teach children to respect one another, their teachers and principals, and their school rules.

A school's first step in implementing the program is to post the Golden Rule in

every classroom. "The teacher explains to students that this is the main rule of the class," Mrs. Koehle describes. "Teachers can then take students' suggestions" (See Golden Rule, page 3)

Sworn Statement of Ownership

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Book of the Month



The Politics of the PTA, Charlene K. Haar, Transaction Publishers, 2002, 159 pps., \$39.95 hardcover, \$24.95 paper.

In her eye-opening new book, Charlene Haar confirms what many of us have long suspected, that the National Congress of Parents and Teachers (PTA) "is largely a political arm of the teacher unions" and supports their radical political causes and agendas. The politics of the PTA are liberal and, like those of the NEA, have little or nothing to do with education.

Although the PTA is still perceived as representing most public school parents and teachers, only about 10% of all families with school-age children are dues-paying members. Local PTA affiliates operate in slightly more than 21% of the nation's schools, according to 1998 figures.

In Chapters 2 and 3, which are particularly interesting, Haar describes the PTA's founding era from its conception by a group called the National Congress of Mothers in the 1870s to its official founding in 1897, then explores its historical development and agenda expansion through the mid 1920s.

While the PTA's stated mission remains "to support and speak on behalf of children and youth," Haar reveals that only two items in the PTA's "Statement of Principles" deal specifically with education: "vocational-technical competence" and "educational opportunity." Other "Principles" include "human values," "safety," "conservation of natural resources," "constructive leisure," "human relations," "civic responsibility," and "international understanding."

Haar writes that the PTA has abandoned its "commitment to promoting the educational achievement and well-being of children," for such pursuits as lobbying in state legislatures and in Washington, DC to achieve its political objectives, such as more federal programs that often undermine parental authority. "Abandoned also," she writes, "is the PTA's role as an independent analyst of education policy."

The good news is that, after almost four decades of decreasing membership, the PTA has become a minor player. Most schools have parent organizations not affiliated with the National PTA.

But as Haar concludes, the PTA remains a reality, albeit one that "can neither stand up to teacher union interests nor fairly represent parental interests in improving their children's local schools."

Contact Transaction Publishers, 35 Berrue Circle, Piscataway, NJ 08854, 732/445-2280.

FOCUS: Perverting the Scholastic Aptitude Test



By Julie Quist

The SAT (Scholastic Aptitude Test) has been used by colleges for many years to predict the success of students in college. Colleges have found SATs to be an effective tool in measuring college aptitude, that is, the ability to do college work. Since colleges are interested in admitting those students who will be successful in post-secondary work, the SAT has been one of the most widely used college aptitude tests in the nation.

An aptitude test is different from an achievement test. An achievement test looks at what a student has accomplished. An aptitude test tries to predict what a student will accomplish, that is, graduate successfully from college. An achievement test looks at the past. An aptitude test looks at the future.

In June, the Trustees of the College Board for the SAT voted to change the SAT from an aptitude test to an achievement test ("College Board to Vote on Overhauling SAT I, Adding Writing Section," *Washington Post*, <http://www.startribune.com/stories/484/3016538.html>). The changes are described as "the most significant overhaul in the 76-year history of the nation's most widely used such test." With these changes, the SAT will be redefined as something entirely different from what it has been. David Jacob, spokesman for the College Board, the nonprofit higher education association that owns the SAT, said: "The overall objective is to align the test more closely with what is taught in school today . . ."

In other words, the SAT will now test a student's achievement in K-12 school. That is, it will measure how well the student has absorbed the curriculum the school system has provided.

The SAT Board is also dropping the entire SAT analogies section of the test because of criticism that word analogies "are not taught in school." The word analogies are being dropped because they measure aptitude, not achievement. Why would the SAT, which has been highly accurate as a college aptitude test, entirely redefine itself?

The answer to that question can be found by looking at the new federal curriculum, the "national standards" that all students in public K-12 schools must now, by federal law, "know and be able to do." (The federal No Child Left Behind legislation and its curricular mandates are addressed on the internet at <http://www.edwatch.org/updates/022102.htm>).

The National Standards for Civics Education, developed and distributed by the Center for Civic Education with funding and authorization granted by federal education law, under "Audiences and uses of the National Standards," state: "Assessment specialists. Standards are essential to the development of assessment programs designed to determine acceptable levels of performance." ("National Standards for Civics and Government, Part VI," http://www.civiced.org/stds_toc_intro.html)

In other words, assessments will measure curriculum (civics education identifies itself as central to all other curricula) that must match the new federal curriculum. The national norm-referenced tests, such as the Iowa Basics, are being required to align their content with the

new mandated federal curriculum. All state assessments are being aligned with the new federal curriculum. **The SAT is now also being aligned with the new federal curriculum.** (See "How did We Get a Federal Curriculum?" February 13, 2002, <http://www.townhall.com/columnists/phyllisschlaflly/ps20020213.shtml>.)

The implications of this realignment of the SAT are profound. The new federal K-12 curriculum requires little more than minimum competencies in knowledge-based learning. Attitudes and beliefs are the core curriculum of the new federal standards. The federal curriculum is about creating a new global citizen, not educating children with broad-based knowledge.

The realigned SAT will test for diversity and the acceptance of every value system and spiritual philosophy imaginable, while undermining the pride of our unique American heritage and respect for the Judeo-Christian worldview. Expect the SAT to take an approach to environmentalism that reveres the earth but casts a hostile eye at individual ownership of private property.

The new curriculum does not admit to objective fact or "self evident truths," as our Declaration of Independence puts it. Don't expect students to know or be tested on unalienable rights of life, liberty and property as the foundations of our liberty; the basic rights have been superceded by the well-being of the group.

Required federal standards de-emphasize the knowledge that used to be considered education. Students are instead trained in skills for jobs. Such is the new alignment of the SAT. As a consequence, the SAT realignment will recommend for advancement those students who most thoroughly parrot the worldview of the now required federal curriculum. Private and home-schooled students who haven't picked up on the new curriculum will be at a distinct disadvantage.

Nonpublic educators have always prided themselves on their students outperforming public school students on the SAT. They have used high SAT scores as evidence of their success. The new SAT will dramatically change all that, because the new SAT will not test aptitude. It will test for knowledge of the new federal curriculum. Approximately 10% of U.S. K-12 students attend non-public schools. Unless nonpublic entities teach that curriculum, their nonpublic students will have a harder time being accepted into colleges (or qualifying for scholarships, advanced placement and the like). The new SAT will marginalize non-public students who do not comply with the federal curriculum.

Since the federal Goals 2000/School-to-Work laws were passed in 1994, restructuring education for all students in our country, including bringing nonpublic school students under its all-encompassing umbrella, has been a top concern. The SAT realignment is one significant way the agents of change in this country will accomplish that goal.

Julie Quist, an education researcher, analyst, and the mother of 10, is Founding Vice President of the Maple River Education Coalition (website www.EdWatch.org).



Julie Quist

The realigned SAT will test for diversity and the acceptance of every value system and spiritual philosophy imaginable.

Golden Rule (Continued from page 2)

for additional rules, such as no gum chewing, note passing, swearing, putting classmates down, or talking before being called on to speak."

A positive character trait is selected to be taught each week or month. Exercises include choosing a famous quotation that exemplifies each trait and assigning written work and holding class discussions about the quote. These exercises can be incorporated into English, Literature, History, Science, and even music classes. In art classes, students can make posters demonstrating the trait of the month to hang on school walls.

Other aspects of the program include setting up a student government and rotating officers so that all students showing personal responsibility get an opportunity to serve. Appropriate dress codes for students and teachers are adopted, and desks and classrooms are to be kept neat. Students and teachers are to show respect for the U.S. flag and for our form of government.

Golden Rule School teachers will respect the personal and religious beliefs of students and their parents. They will honor opt-out forms and equal access codes, which means that if a school allows pro-gay presentations, it must also allow presentations by ex-gays. Health teachers will stress the teaching of abstinence and show respect for monogamous, heterosexual marriage as cited in California Education Codes 51220.5 and 51553.

Minor discipline problems will be handled primarily in the classroom, allowing students to experience and learn about our judicial system by holding in-class trials for offending students by a jury of their peers. Any punishment will ultimately be decided by the teacher or

school administrators.

Mrs. Koehle points out that the advantages of the Golden Rule School include:

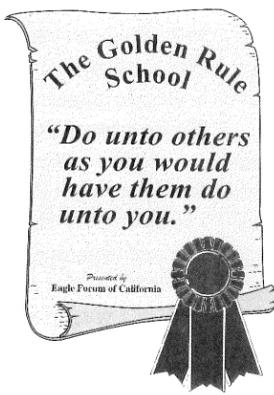
- ◆ No extra in-service training for overworked teachers.
- ◆ No "diversity" training which may violate the personal or religious beliefs of students and their parents.
- ◆ No negative labels such as "Hate-Free," which suggest that schools or students not so labeled are hateful.
- ◆ Positive student response: One student wrote that, with the use of famous quotations in class, "we are being taught great moral truths that we would not hear otherwise."
- ◆ The Golden Rule helps students think before they say or do something negative to their peers.
- ◆ Students enjoy the in-class court sessions, even when they are on trial themselves.

Mrs. Koehle is already receiving positive feedback about the program. Former superintendent of schools for 17 years in Forestville, California, Dr. Ray Parnay, stated: "The character education that is

being taught in the Golden Rule School program is badly needed in our public schools today. Much of what is being proposed is what I used in my own classroom when I was a teacher. I have seen first hand the remarkable success of such a program."

Trustee of the Sierra Unified Schools (K-12) and former kindergarten teacher for 20 years, Sharon Kientz, observed: "The Golden Rule School is something the schools have long needed. It is a very clear plan to be implemented by teachers and administrators to teach students civility and character guidance. I am recommending it for the teachers in my district."

Sharon Hughes of Santa Rosa, a businesswoman and concerned mother and grandmother, remarked to Mrs. Koehle: "Finally, a positive alternative to the liberal agenda in our public schools! The Golden Rule School is based on respect, kindness, and the time-honored basic truth of 'Do Unto Others as You Would Have Them Do Unto You' which, when instilled in youth, will spill over into their entire lives."



Pro-family Groups Winning Textbook Battle in Texas

ROUND ROCK, TX — Becky Armstrong of Texas Eagle Forum (TEF) is one of a small but dedicated army of textbook reviewers getting results from publishers for their efforts to correct factual errors and balance leftwing bias. Recently, Prentice Hall responded positively to TEF's concerns — as presented by Armstrong — about two new textbooks, *The American Nation* and *World Explorer: People, Places and Cultures*.

Prentice Hall made changes based on TEF's recommendations, including:

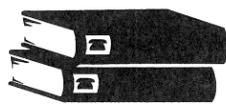
◆ Page 56 of *The American Nation* did not mention the resurrection of Jesus as a tenet of Christianity. The publisher corrected this omission by inserting: "A key tenet of Christianity, the resurrection of

Jesus from the dead, was seen as proof of Jesus's divinity."

◆ On page 58 of this textbook, TEF's objection that coverage of the Crusades was "too compressed" resulted in a more clear and accurate description.

◆ On page 43 of *World Explorer*, TEF objected that a sidebar on global warming was "not well connected to the narrative," and that it established global warming as fact without mentioning the other side of the debate. The sidebar and a related exercise were removed.

◆ On page 53 of *World Explorer*, TEF's suggested revision resulted in a more accurate definition of the free enterprise system and, on page 55, the publisher agreed



to incorporate the word "republic" into a description of representative government.

These victories follow the successful efforts of individuals and pro-family groups last year to influence the adoption of better environmental science textbooks

by the Texas State Board of Education (SBOE). Five textbooks were adopted, one was rejected, one was accepted after revisions were made, and two more were voluntarily withdrawn by the publishers.

While liberals blamed "censorship" and "rightwing political correctness" for the rejection of *Environmental Science: Creating a Sustainable Future*, published by Jones & Bartlett, SBOE member Don McLeroy wrote in a review of the textbook that "the entire construct of the book is based on factual error and false premise." He quoted from the preface, written by its author, Daniel Chiras: "The main theme of this book is that the long-term wellbeing of this planet and its inhabitants is in jeopardy and that to create an enduring human presence, we must make a massive course change." Buzzwords and phrases in the opening pages include "rethink and restructure," "revamp," "re-design," and "reshape" modern society, while blaming economic and human population growth as "root causes" of environmental problems.

Michael Quinn Sullivan, spokesman for the Texas Public Policy Foundation, a group that also participates in the textbook review process, points out that textbooks often contain factual errors. According to Sullivan, one high school science textbook claimed that "the sun is stationary" and another stated that "the use of chlorofluorocarbons has been banned around the world," when in fact their use is not banned in the United States.

Sullivan adds that errors and bias also abound in social studies textbooks. One book describes socialist systems as op-

erating "for the good" of all people, while condemning our economy as greedy. Others claim that slavery was invented by Western European societies. "Make no mistake," he asserts, "left-wing groups want censorship. They unabashedly seek to censor the triumph of the American experiment while discrediting opponents with assertions of hidden agendas."

Sullivan maintains that "open government and public involvement in the review process has vastly improved the quality of textbooks."

Vital to this process is Texas's elected SBOE, and critics would like to make it an appointed board. According to Mel and Norma Gabler of Longview, Texas, founders of Educational Research Analysts and textbook reviewers for over 40 years, Texas' elected state board is too popular to do away with outright, so opponents are instead trying to gut its power. One recent legislative effort would have ended the board's approval of textbooks, they note, letting California dictate the content. Other efforts would have weakened the Texas Permanent School Fund, which pays for textbooks.

Texas is the second-largest textbook buyer in the country (after California), and books adopted in Texas often end up in other states. "If private citizens and pro-family public policy organizations in our state are monitoring textbooks for errors, politically correct bias and offensive information, that helps children everywhere," Becky Armstrong points out.

"We have many champions working on it, starting with the Gablers, who are true American heroes," she continues. "The Gablers have been blowing the whistle on error-filled textbooks for decades." In 1999, the Texas State Senate passed a resolution acknowledging the Gablers' "many years of volunteer service . . . promoting excellence in education for our young Texans . . ." 

Homeschoolers *(Continued from page 1)*

laws; that is left to local school districts."

Education officials claim that allowing homeschools to operate as private schools "is contrary to legislative intent." But HSLDA points out that nothing in the text of [statute] §48222 "expressly or by implication prohibits parents from establishing a private school exclusively for the instruction of their own children. 'Private school' is not defined anywhere in the statutes, nor are private schools limited or described in terms of number of students, location, size of facilities, or relationship of students to teachers." The only requirement in the law is that the "owners" or other heads of private schools file an affidavit with the Superintendent of Public Instruction attesting "under penalty of perjury" that certain facts about the private school are true.

The Genovas and more than 14,000 other California families have been doing that for years. Some county education departments and some officials at the state Department of Education are refusing to issue the affidavits, although the forms are available from HSLDA and other homeschool-friendly organizations. As of September 4, a new Private School Affidavit is available on the Department of Education website. It contains "the same misleading information about 'homeschooling' that has been propagated by the Department for the past 10 years or so," states HSLDA. The difference is that the education establishment has stepped up its rhetoric and become more aggressive in its efforts to portray homeschooling as illegal.

Many parents are fearful of the future. Margaret Genova reports that the state is disseminating homeschoolers' names and addresses to local public school districts and that the districts are contacting parents to push public "homeschool" curricula so that students can "meet state standards." The Genovas received a flyer from the Vista Unified School District in San Diego County touting the district's public "homeschool" program.

"They know who we are," Mrs. Genova says, "and some parents are already so afraid of either being arrested or losing their children or both that they're throwing in the towel." But the HSLDA, the

Pacific Justice Institute, the Capitol Resource Institute and other legal and pro-family authorities say this action is premature. "There is nothing illegal about home-based private schools or non-credentialed parents teaching in such schools," notes Pacific Justice Institute attorney Roger Ho. "The Department of Education's antagonism toward homeschools is longstanding, and it appears that they are simply using [local offices of education] to scare parents into putting their children into the public schools."

The California Homeschool Network agrees. Its president, Karen Taylor, told WorldNetDaily that homeschool families should file affidavits as usual, and that the state has put out false information "to intimidate people not to homeschool."

Many observers believe the true motive is money. When a student is homeschooled, the California public school system loses as much as \$6,000 per year. Others speculate that the recent urging by Dr. James Dobson of Focus on the Family and radio talk show host Laura Schlessinger that California parents remove their children from the public schools is the primary motivator. Homeschool defender Gary Kreep, president of the U.S. Justice Foundation in Escondido, told WorldNetDaily that some education officials don't like homeschoolers because they escape the public schools' indoctrination. "If you're not in public school you can't be indoctrinated to think a certain way," he observed.

Despite the urging of the Department of Education, California lawmakers introduced no legislation to change the laws affecting private "homeschooling" during the legislative session that ended August 31. Renewed attempts are expected when the new legislature convenes in December.

Meanwhile, homeschooling organizations are urging parents to resume business as usual, since virtually nothing has changed. The Genovas plan to do just that. "We must stand up for our children and for what we know is right," Margaret Genova asserts. "The bottom line is that, as parents, we have a fundamental right to direct the education of our children." 

9/11 *(Continued from page 1)*

'study': Civics, Geography, History, Economics, Language Arts, and so on. Also intertwined throughout will be the other major themes of the new federal curriculum, such as environmentalism. Academic subjects become a means to drive a social and political agenda."

No Singing Allowed

At the University of California-Berkeley, a 9/11 Day of Remembrance sponsored by the Chancellor's office and organized by the Associated Students of the University of California (ASUC) was to exclude any displays of red, white and blue, as well as the singing of the National Anthem. Organizers explained that they "didn't want anything too centered on nationalism — anything that is 'Go U.S.A.'"

A lead planner of the event told "California Patriot Online" that "Patriotic songs may exclude and offend people, because there are so many people who don't agree with the songs. 'God Bless America' is very exclusive because it mentions God."

In Sanford, Florida, an award-winning

choir from Seminole High School was invited to sing at a 9/11 memorial service at the Central Baptist Church. The choir includes a gospel choir, but the school refused to allow the group to sing because the event was to be held at a church. The school district explained that its new policy bans all school choirs from participating at any events held on the grounds of a church.

The legal group Liberty Counsel is considering a federal lawsuit in response to what it called the "absurd" notion that this same high school choir could sing the same songs anywhere but at a church.

These incidents paint the sad picture of an education system teaching its children bias against their own nation and traditions in an effort to be "tolerant" and "diverse." As Ann Coulter's column about "Osama" points out, the real "Todd" of September 11, realizing that the hijackers of Pennsylvania flight 93 were "on a mission of death," prayed to his God and "decided to fight back." 

