

Child Medication Bill Passes House

The U.S. House of Representatives approved H.R. 1790, the Child Medication Safety Act (CMSA) of 2005 by a 407-12 vote on November 16. The CMSA would prohibit school personnel from requiring parents to obtain prescriptions for controlled substances in order for children to attend school “under any program or activity administered by the Secretary of Education.”



Funding for schools would be contingent upon compliance. Section 4 also calls for the General Accounting Office to conduct a review of what medications are used to treat children in public schools.

The lead sponsor of H.R. 1790, Congressman John Kline (R-MN), speaking in support of the bill, said that as more children are diagnosed with Attention Deficit Disorder (ADD) or Attention Deficit Hyperactivity Disorder (ADHD), and treated with medication, such as Ritalin or Adderall, the drugs “have the potential for serious harm and abuse, especially for children who do not need the medications. . . . in some instances, school personnel freely offer diagnoses for ADD and ADHD disorders and urge parents to obtain drug treatment for their child. Parents should never be forced to medicate their child against their will and better judgment in order to ensure their child will receive educational services.”

Psychiatrist Dr. Peter Breggin, founder of the Center for the Study of Psychiatry and Psychology, and author of *Talking Back to Ritalin*, stated in a PBS interview on May 3, 2000: “I believe that there is no scientific reason or justification for giving psychoactive agents to children.”

Dr. Breggin has helped many children withdraw from medication, including Paul Johnston, who experienced drug-induced psychosis and institutionalization. See *Education Reporter* of June, 2002 article, “A Parent’s Nightmare: Losing a Child to Drug-Induced Psychosis.”

Dr. Karen R. Effrem, a pediatrician, board member of both Ed Watch and the Alliance for Human Research Protection (AHRP), and advisory council member of ICSP, has testified about the subjectivity of diagnosing ADD, ADHD, and other mental illnesses; the extremely dangerous side effects; and lack of research involving young children and the implications for their nervous systems, with the use of psychotropic medications.

(See Medication, page 4)

Erratum

The “Teen Screen” questionnaire quoted on page 1 of the November *Education Reporter* was developed and used by the Minnesota Department of Health. It is not connected with “TeenScreen” developed by Columbia University. We regret the confusion.

Ninth Circuit Decision Denies Parents’ Rights

Parents and politicians alike were shocked when the U.S. Court of Appeals for the Ninth Circuit ruled on Nov. 2 that parents’ fundamental right to control the upbringing of their children “does not extend beyond the threshold of the school door,” and that a public school has the right to provide its students with “whatever information it wishes to provide, sexual or otherwise.”

The Ninth Circuit decision in *Fields v. Palmdale School District* upheld the lower court’s broad ruling that the fundamental right to direct the upbringing and education of one’s children does not encompass the right “to control the upbringing of their children by introducing them to matters of and relating to sex in accordance with their personal and religious values and beliefs.” A three-judge Ninth Circuit panel unanimously ruled against the parents. One judge had been appointed by Jimmy Carter, one by Bill Clinton, and one by Lyndon B. Johnson.

The case was brought by parents who discovered that their seven- to ten-year-old children had been required to fill out a nosy questionnaire about such matters as “thinking about having sex,” “thinking about touching other people’s private parts,” and “wanting to kill myself.” The decision claimed that the purpose of the psychological sex survey was “to improve students’ ability to learn.”

The Ninth Circuit decision further stated that “there is no fundamental right of parents to be the exclusive provider of information regarding sexual matters to their children” and that “parents have no due process or privacy right to override the determinations of public schools as to the information to which their children will be exposed.”

The school had sent out a parental-consent letter, but it failed to reveal the intrusive questions about sex. The letter merely mentioned concerns about violence and verbal abuse, adding that if the child felt uncomfortable, the school would provide “a therapist for further psychological help.” First, third and fifth-grade children would be provided with therapists to enable them to cope with a classroom activity.

The Ninth Circuit court said that since the government has put limits on parents’ rights by requiring school attendance, therefore, the school can tell the students whatever it wants about sex, guns, the military, gay marriage, and the origins of life. The judges emphasized that once children are put in a public school, the parents’ “fundamental right to control the education of their children is, at the least, substantially diminished.”

The decision appears to be inventing a judicial argument for the new federally proposed mental health screening of all schoolchildren. The court’s opinion casually included the comment that the

school’s power extends to “protecting the mental health of children.”

Palmdale Questionnaire Typical

Many parents are surprised at the extent of the national outrage over the Palmdale decision. The questionnaire used in this case is typical of nosy questionnaires that have been widely used by schools for decades. The court’s opinion didn’t defend the nosy questionnaire itself. The court made no mention of any need for informed parental consent or a right to opt out of an activity the parents deem morally objectionable.

The use of nosy questionnaires was one of the reasons for the passage of the Protection of Pupil Rights Amendment in 1978. In urging passage of that law, then-Senator Samuel Hayakawa warned that the schools were succumbing to “a heresy that rejects the idea of education as the acquisition of knowledge and skills . . . [and] regards the fundamental task in education as therapy.”

The Protection of Pupil Rights Amendment (PPRA) (20 U.S.C. §1232h; regulations: 34 CFR Part 98), passed in 1978, states that schools may not interrogate students about political affiliations or beliefs of the student or the student’s

parent; mental or psychological problems of the student or the student’s family; sex behavior or attitudes; illegal, anti-social, self-incriminating, or demeaning behavior; critical appraisals of other individuals . . . ; religious practices, affiliations, or beliefs of the student or student’s parent; . . . without prior informed written parental consent.

The public school system and the National Education Association have bitterly — and in most cases effectively — fought enforcement of this law. Nevertheless, PPRA was reaffirmed and strengthened in the No Child Left Behind Act. The Department of Education has sent a letter to every school superintendent setting forth the school’s obligations.

Many parents believe that Congress should make compliance with the law about parents’ rights a condition of federal funding to schools just like other civil rights requirements.

Congress Defends Parents

On Nov. 16, Congress rose to the defense of parents by passing H.Res. 547 with a vote of 320-91. The resolution set forth quotations from major Supreme Court cases affirming that “the fundamental right of parents to direct the education

(See *Ninth Circuit Decision*, page 2)

Social Change and IB World Schools

As the contents of International Baccalaureate’s high school level Diploma Program are disclosed, it is clear that IB promotes values that conflict with U.S. founding principles. The recipients of IB social-political reengineering are high achieving students identified by an applicant screening process.

Despite conflict with American ideals, the U.S. Department of Education offers taxpayer funds to help with the higher costs for IB, and the National Governors Association (NGA) promotes the program.

Stated in the NGA’s *High School Reform: Aligning Secondary and Post-secondary Education Policy*: “Congress . . . should support state efforts that encourage more students to enroll in Advanced Placement (AP) or International Baccalaureate (IB) coursework . . .” (2-27-2004)

Prior to the 2004 NGA high school reform policies, UNESCO held an *International Conference on Secondary Education Reform* (Dec. 2002). Among the topics presented was “*International Baccalaureate programmes: Curriculum model for National Secondary Education in the 21st Century*” by Dr. Ian Hill from the International Baccalaureate Organization.

In “Study, Work, Rifle,” reporter Damarys Ocana wrote: “When Castro took over [Cuba] in 1959, he considered education a key tool for his dream of creating a New Society, where a New Man would be molded to be devoted to the causes of revo-

lution and Communism. . . . (The *Miami Herald*, 8-6-2000)

With a focus on “the whole person,” what New Society and New Man is the IBO seeking to create?

A new worldview

Professor Allen Quist who teaches American Government and World Politics says, “America’s foundational principles of national sovereignty, natural law and inalienable rights are at odds with the IB curriculum and are not taught.” Additionally, “IB is a transformational system of education which exists to promote internationalism. It is structured to change the attitudes, values, beliefs and behavior of its students to conform to the world government system.” (Edwatch, 6-30-2004).

Quist explains: “IB themes taken together constitute a worldview — an overall philosophy of life. According to UNESCO, the worldview taught by IB includes the promotion of the Earth Charter (a religious/pantheistic document), the Universal Declaration of Human Rights (which views human rights the same way Communist countries view human rights) and multiculturalism (which is based on the ideology of Italian Marxist, Antonio Gramsci).” (EdWatch, 6-30-2004).

(See *IB World Schools*, page 4)



EDUCATION BRIEFS

Texas State Board of Education (SBOE) voted on 11-18-05 to end membership with National Association of State School Boards (NASBE). SBOE member Terri Leo made the motion, citing “many NASBE policies are out of touch with mainstream America and that NASBE has taken positions with which the majority of the SBOE disagrees.” An example Leo cited was the NASBE policy supporting comprehensive sex education that most Texas voters disapprove of.

Lawsuit against the No Child Left Behind Act thrown out of court. The NEA and school districts in Michigan, Vermont, and Texas claimed that schools should not have to comply with unfunded federally initiated requirements. The judge disagreed. The NEA plans to appeal. (*Washington Times*, 11-25-2006)

The International Baccalaureate Organization (IBO) — established in 1968 in Geneva, Switzerland — is the developer of IB Programs. Up until 1976, IBO received funds from the United Nations Educational and Scientific Organization (UNESCO), Ford Foundation, and 20th Century Fund (now the Century Fund). Since 1977, IBO has received financial support from various governments, foundations, and corporations. Annual school fees are also a source of revenue. The U.S. Department of Education is listed as a “Major Donor” with contributions exceeding one million dollars for IBO development.

State legislators in Nebraska, Pennsylvania, South Dakota, and West Virginia consider school district consolidation. But University of Idaho Professor emeritus Jack Wenders cautions, “Over the long haul, consolidation necessarily sucks power upward, away from local control, to where it can be more easily captured by special interests.” Wenders adds, “At the same time, consolidation homogenizes policies, curriculum, pay, and working conditions across the disparate schools below.” And, “Schools tend to become larger and more remote from parents. . . .” (*The Heartland Institute*, 5-1-05)

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Ninth Circuit Decision (Continued from page 1)

of their children is firmly grounded in the Nation’s Constitution and traditions.”

The resolution has no legal effect, but it does show that Congressmen are starting to understand that Americans do not want schools to overrule parents on moral issues or judges to legislate from the bench and change what has been settled law throughout our country’s history.

During the debate on H.Res. 547, the Democrats accused Republicans of “court bashing,” but House Judiciary Committee Chairman James Sensenbrenner (R-WI) replied, “The question here is whether this decision is right or wrong. It is wrong, and that is why the resolution ought to be passed.” Rep. Joe Pitts (R-PA) added, “Make no mistake: if this ruling stands, not only will parents lose the right to choose what lessons their children will learn; it will not be long before they will not even be allowed to know what is being taught in the classroom.”

The lengthy resolution states in part:

. . . the United States Court of Appeals for the Ninth Circuit deplorably infringed on parental rights in *Fields v. Palmdale School District*. . . .

Whereas in *Meyer v. Nebraska* (1923) the Supreme Court recognized that the liberty guaranteed by the 14th amendment to the Constitution encompasses “the power of parents to control the education of their [children]”;

Whereas the Supreme Court in *Pierce v. Society of Sisters* (1925) . . . emphasized that “[t]he child is not the mere creature of the state; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations”;

Whereas in *Wisconsin v. Yoder* (1972) the Supreme Court acknowledged that “This primary role of the parents in the upbringing of their children is now established beyond debate as an enduring American tradition. . . . The duty to prepare the child for ‘additional obligations’, referred to by the Court [in *Pierce*] must be read to include the inculcation of moral standards, religious beliefs, and elements of good citizenship”;

Whereas a plurality of the Supreme Court has stated, “it cannot now be doubted that the Due Process Clause of the Fourteenth Amendment protects the fundamental right of parents to make decisions concerning the care, custody, and control of their children” (*Troxel v. Granville*, 2000).

Whereas the rights of parents ought to be strengthened whenever possible as they are the cornerstone of American society: Now, therefore, be it

Resolved, That it is the sense of the House of Representatives that — the fundamental right of parents to direct the education of their children is firmly grounded in the Nation’s Constitution and traditions . . .



Letters from Readers . . .

In response to a somewhat favorable review of the latest Harry Potter book in the October *Education Reporter*, readers have forwarded these contrary comments:

“While Rowling posits the ‘good’ use of occult powers against their misuse, thus imparting to her sub-creation an apparent aura of morality, the cumulative effect is to shift our understanding of the battle lines between good and evil. The border is never defined. . . . We must ask ourselves how we arrived at a position where we allow our children to absorb for hours on end, in the form of powerful fiction, activities that we would never permit them to observe or to practice in real life.” — Michael D. O’Brien, *Catholic World Report*, 4-21-03

“Rowling’s disregard for the virtues of obedience, truth telling, and self-restraint cultivated in traditional children’s

literature shows that she consciously rejects its moral framework. . . . In a 1999 interview, . . . Rowling shamelessly admits that she nurtures in her heroes and child readers a desire for revenge and then fulfills it.” — David Haddon, *The American Spectator*, 10-13-05

“Harry is not a good role model for children unless, of course, you want to teach them that the end justifies the means; that lying in certain circumstances is okay . . . One of the problems with Harry Potter is the lack of distinction between good and evil.” — Johnette Benkovic

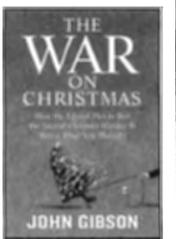
“The Potter books and movies cleverly mask the evil concepts by presenting evil in a fantastic and alluring child’s world.” — Jan Markell

See also the news article in *Education Reporter*, May 2002.

Book of the Month



The War on Christmas: How the Liberal Plot to Ban the Sacred Christian Holiday Is Worse Than You Thought, John Gibson, Sentinel, 2005, 186 pp., \$24.95



Traditionally, for millions of people around the world, descriptions of Christmas have inspired visions of peace, good will, joy, and contentment even for those who place more emphasis on commercialism and materialism rather than on the spiritual dimensions of this important celebration.

In contrast, John Gibson sounds an alarm to alert us to the full-scale attacks on Christmas throughout the United States, and warns that similar assaults are underway in Europe, Australia, and Great Britain. Gibson, Fox News anchor, reports for the reader the raging controversies and battles fought in many U.S. communities.

Numerous city, county, state, federal, and school district officials have determined that it is safer to ban any and all public display of the language and symbols associated with Christmas than run the risk of encountering objections. Gibson characterizes them as “amateur constitutional law practitioners who got way out ahead of the Supreme Court of the United States when it came to banning Christmas.”

The First Amendment to the U.S. Constitution states: “Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof . . .” Gibson asserts: “A free expression of Christmas in this age is fast becoming impossible.”

We face a crisis: the war on Christmas is “really a war on Christianity.”

School districts often capitulate to pressure and threats of litigation from the American Civil Liberties Union (ACLU). In some districts, students are disciplined for mentioning Christian references in their work, wishing their friends “Merry Christmas,” or trying to give small gifts that officials deem inappropriate. Parents are instructed to bring only white paper napkins and plates, never red or green, to “winter parties.” Efforts to expunge from the language the word “Christmas” include correcting terminology to substitute “giving trees” or “friendship trees” and “Winter Break.”

Across the country, Christians who resent the building momentum to abolish the public presence of Christmas are increasingly fighting back, seeking protection under First Amendment rights against hostile intolerance. A chapter of the book is devoted to information about attorneys who are specifically trained to advocate for religious freedom, and organizations such as the Alliance Defense Fund and the Liberty Legal Institute, which are equipped to litigate!

FOCUS: Is the School Library Safe?



by Dr. R. Albert Mohler

A roiling controversy in Arkansas may serve to awaken many parents to the reality of what is found in many public school libraries — explicitly sexual material.

This controversy centers in Fayetteville, Arkansas, where Laurie Taylor, a mother of two young teenage girls, complained to the local board of education about three library books that contained explicit descriptions and depictions of sexual activity. Later, Taylor would form a group called Parents Protecting the Minds of Children, and her list of three troubling books would be expanded to dozens of others.

Predictably, national library associations and anti-censorship groups quickly jumped into the fray, charging Mrs. Taylor with launching a crusade to take the Arkansas public schools back to the dark ages.

In response to her concerns, the Fayetteville Board of Education first decided to move the three books in question into a special parents-only section of the school libraries. Nevertheless, the board later rescinded that decision and, by a one-vote margin, decided to return the books to the main collection where they would be accessible to students.

This particular controversy tells us a great deal about how much influence parents can wield over local school boards and the administration of the schools. In a nutshell, this case proves that, even in the heartland of America, parents are denied much influence at all.

I do not know Laurie Taylor, but a quick visit to her organization's web site should be enough to raise the temperature of any concerned parent. The three books of her immediate concern, *It's So Amazing*, *It's Perfectly Normal*, and *The Teenage Guy's Survival Guide*, contain hair-raising material. *It's So Amazing*, intended for children in kindergarten through the fourth grade, deals with a wide range of sexual issues. *It's Perfectly Normal*, designed for third through sixth graders, includes cartoon drawings of a couple having sex, of homosexual relationships, and of a boy masturbating. Those readers that require proof of this content can simply visit the group's web site.

The *Teenage Guy's Survival Guide* encourages the use of pornography as "natural and fine." Backward parents who think otherwise will find themselves isolated by the liberal elite and attacked by advocates for libraries and librarians, who seem to have no concern for what parents believe to be appropriate for their children.

The Little Rock newspaper, the *Arkansas Democrat-Gazette*, editorialized against Laurie Taylor's crusade. Referring to the excerpts from offensive books Mrs. Taylor and her group assembled, the paper responded: "They can be shocking. And often on the basis of those inflammatory excerpts, she's rallied support

from others with concerns that mirror hers. In the name of protecting her kids from books she finds distasteful, she's unavoidably created obstacles for others who don't feel the way she does." The paper went on to accuse Mrs. Taylor of seeking to ban books and argued that her effort amounts to a form of unconstitutional censorship.



Dr. R. Albert Mohler

When Mrs. Taylor suggested that parents might decide to "opt out" their children from school libraries, the paper described her proposal as "a curious way to approach education, preventing your kids from using the school library."

One might think that the newspaper would be more concerned with the use of a school library as an environment for indoctrinating children into the sexual revolution. The Little Rock paper suggested that the school district should simply "flag each student's record with parental restrictions on what books their own kids can check out." In other words, parents could decide that they could prevent their children from checking out a specific list of books. Of course, nothing would prevent the children from gaining access to the books while in the library.

Undoubtedly, some persons would assume that this is all about sex education in general. But the books Laurie Taylor and her team have listed are, in the main, not about biology and the "birds and the bees." To the contrary, the books she lists are among some of the most explicit and pornographic to be found anywhere in literature.

Many parents are simply unaware that the category of literature now known as "young adult fiction" is filled with some of the most graphic sexuality to be found in contemporary literature. Many of the titles normalize homosexuality and describe homosexual acts while others cover issues ranging from incest to sexual abuse and matters of heterosexual technique.

Some would undoubtedly be surprised to learn that this controversy is localized in Fayetteville, Arkansas. Nevertheless, as reporter George Archibald of *The Washington Times* explains, Fayetteville, the home of the University of Arkansas, is marked by "the self-consciously liberal instincts of a college town" but is "surrounded by a conservative, church-going county in the heart of the Bible Belt."

Bobby C. New, the superintendent of Fayetteville's public schools, went so far as to describe the parents' effort to identify sexually explicit books as "almost a cancer that grows within the total body of our school district." Even as he pledged to work with the parents on the issue, he insisted that librarians must make the final decisions. "I will defend our librarians to the bitter end," he said. "They are

professional, trained, serious [teachers] who totally, totally have a process of reviewing everything that is ordered, to include reviewing critics, national critics that have been identified by the American Library Association as being credible." [sic]

Therein lies the problem. The American Library Association is hardly a disinterested party to this controversy. As a matter of fact, the ALA takes predictably liberal positions on almost every issue, especially when it comes to matters of pornography and censorship. The ALA steadfastly opposes the use of any internet filters, arguing that such mechanisms represent an unconstitutional form of censorship. The ALA and its associated groups have opposed laws that would protect children from access to sexually explicit material and pornography.

In a June 24, 2005 editorial, the *Arkansas Democrat-Gazette* celebrated the fact that the National Coalition Against

Censorship had written a letter to Superintendent New, urging him to resist the efforts of Laurie Taylor and other concerned parents. According to the paper, the NCAC's letter was "so unspeakably reasonable that it should be re-

quired reading." With arrogant condescension, the paper continued: "But that would probably bring another objection from the would-be censors, who keep finding more reading material they want kept from impressionable kids. The coalition's arguments against hiding books from the kids makes so much sense they would probably scare the aginners [*i.e.*, people against something] as much as any of those books do."

The paper argued that parents should not be making decisions about which books should be available in public school libraries. "The coalition says the decision about what books belong in a school library is the proper job for librarians and teachers who work with kids. And who should not be making such judgments? Individual parents. That's right, the parents shouldn't be making these decisions. Hold your outrage, mom and dad. Listen to the coalition: 'Parents may be equipped to make reading choices for their own children, but, no matter how well-intentioned, they simply are not equipped to make decisions that address the needs of the entire district's student body.'"

In other words, the paper told the parents to back off and go back home where they belong. According to the editors, "We trust the teachers, teachers' aides, librarians, principals, and even school boards and superintendents to do what's right by all the kids."

That kind of condescension — not to mention liberal arrogance — and the decision by the Fayetteville school board suggests why so many parents are withdrawing their children from the public schools and choosing other options.

While the newspaper's editors are waxing poetic against the dangers of censorship and celebrating the NCAC's open letter to superintendent New, perhaps they should actually make a visit to the NCAC Web site. There they would find a white paper entitled "Identifying What Is Harmful or Inappropriate for Minors." That paper, written by Marjorie Hines, director of the NCAC's "Free Expression Policy Project," claims: "Experts in human sexuality agree that there is no body of scientific evidence establishing that minors are harmed by reading or viewing pornography."

Later, the same paper asserts: "Correlations do not establish causation, but they can be suggestive. Studies have found, for example, an inverse correlation between youthful exposure to pornography and sex offending among adolescents and adults. That is, sex offenders generally have less, not more, exposure to pornography as youths. One possible inference is that sex offending is causally related not to youthful exposure to sexually explicit material but to its opposite: youthful repression, conflict, and guilt."

Let's see the editors of the *Arkansas Democrat-Gazette* cite that passage in an editorial. The NCAC has published a paper suggesting the "possible inference" that shielding adolescent males from explicit pornography can actually lead to "sex offending."

At least one of the paper's columnists, Mike Masterson, had the courage to defend Laurie Taylor. Noting the hatred directed at Mrs. Taylor, Masterson observed, "Her offense? Being a concerned local parent who politely took to the stage to plead for a community with divergent views to unite to mastermind an enlightened plan where each parent's desires for his or her own child's development could be met."

Masterson also informed his readers that it was Laurie Taylor who had asked the Fayetteville school district why Christmas had been left off of the 2004 elementary public school calendar, while Kwanzaa, Ramadan, and Hanukkah were listed. According to Masterson, Mrs. Taylor had even offered to pay for the reprinting of new calendars which would have listed Christmas Day. As he reported, the district's reply was, "No sale."

Many Americans would undoubtedly be shocked to observe that Fayetteville, at least as represented by a majority of its school board and a large number of its politically active citizens, is turning itself into something of a Berkeley in the Ozarks. This controversy should alert parents to look closely at the materials available in their own local school libraries. If you still question what is at stake, simply visit the Parents Protecting the Minds of Children web site. So much for trusting "professionals" to make these decisions for our children.

Dr. R. Albert Mohler is president of the Southern Baptist Theological Seminary.

"Young adult fiction" is filled with some of the most graphic sexuality to be found in contemporary literature.

Alabama Textbook Insert Calls Evolution a 'Controversial Theory'

The Alabama Board of Education in a unanimous vote (8-0) on November 10 adopted the same biology textbook insert which Eagle Forum advocated four years ago. In spite of objections in the media to the word "controversial" from some science teachers, the insert says to students that "evolution is a controversial theory."

The Eagle Forum Science Advisory Committee had sent to Board members a seven page document providing the rationale for continued inclusion of the insert that explains the controversy as twofold.

First, "Darwinian evolution assumes the appearance of human beings due to purely naturalistic causes. . . . It influences how mankind views itself, its ethics and morality." *Second*, current textbooks "ignore potential problems with the theory, omit any mention of its underlying assumptions, and present the subject matter in a persuasive rather than instructive manner."

To substantiate the necessity for an insert, the rationale showed that the textbooks contain contradictory definitions of "theory." The insert clarifies the meaning of theory and encourages students to appreciate the importance of properly defining this word. The textbooks fail to use a single definition for the word "evolution." It is used to describe an observable process and unobservable process, minor changes and major changes. The insert says that students "should learn to make distinctions between the multiple meanings of evolution."

The rationale concludes that the insert has served its purpose to prepare students to think more critically about the issue of origins. The textbooks have improved slightly over the years, but "the general pattern is still to teach evolution in a dogmatic fashion that runs the risk of indoctrinating students rather than educating them. Alabama has higher standards for our students, and still needs the instructional insert. . . ."

Meanwhile, the same day of the Board vote, University of Alabama professors — anthropology, biology and geology — announced a series of lectures on the UA campus promoting evolution. One professor fears that "we are headed into a new cultural dark age." UA chemistry professor Kevin Redding and his colleagues find that most of their students come to the university both misunderstanding and rejecting Darwin's theory. "What controversy?" asks Redding. "We don't see it."

Perhaps these professors should take the advice of one of those improved high school textbooks, which correctly states, "Good scientists are skeptics, which means that they question both existing ideas and new hypotheses." They should read Dr. Jonathan Wells' *Icons of Evolution*, which documents ten fallacies remaining in textbooks long after their errors have been exposed. It explains why the best known icons — from pictures of apes evolving into humans, to comparisons of fish and human embryos, to moths on tree trunks — are false and misleading. Dr. Wells holds double PhDs from Yale and Berkeley.

School Changes Rule on Bible at Lunch



Melissa Scharfenberg can now bring her new Bible to lunch at Wilbur Trimpe Middle School in Bethalto, Illinois, because her mother stood up and challenged the school. Principal Cindy Melissa had forbidden Melissa to read her Bible in the lunchroom

because of an "unwritten rule to not bring any items into the lunchroom." The school's staff said that it was looking out for safety of Melissa's Bible. Melissa's mother Wendy, said she was "kind of shocked" at the school's decision, so she took her complaint to the school board. On Nov. 28, the Bethalto School Board overruled the school and allowed Melissa to read her Bible during lunch.

IB Loads Costs on the Taxpayers

With more than 99% of the 597 International Baccalaureate programs in U.S. public schools, taxpayers bear the greater financial burden connected to the increased costs of this program.

Explained by PABBIS: "On average it costs taxpayers about \$200,000 per year over regular school expenses to have the IB program in a school. This is more than twice the cost of having an Advanced Placement (AP) program." (PABBIS News, 11-9-2005)

The annual school fee for authorizing the high school IB Diploma Programme has been \$8,180. IB tests — required for the "Diploma" — are around \$700 per student, usually paid by parents. Tests must be passed to receive the "Diploma." To obtain college credit for IB courses, applicants usually need the IB Diploma (not Certificate) and acceptable test scores as determined by colleges.

This year President Bush "proposed a

73% increase in funding for Advanced Placement and International Baccalaureate programs to reach more low-income and minority students. The funds can be used to train teachers and defray costs such as exam fees." (U.S. Dept. of Education press release, 2-27-2005)

While the proposal also applies to AP programs, EdWatch says: "The IB program almost always pushes out the AP classes and the IB program has much less focus on advanced science and math classes. IB classes and tests result in students receiving little or no college course credit compared to what they would obtain for AP classes and tests." (EdWatch, 11-10-2005)

IB tests are sent to Geneva for scoring. Concerns about privacy and security involve the fact that "personal, values-laden data on individual American students" is being collected and stored in a foreign database. (Edwatch, 11-10-2005)

IB World Schools (Continued from page 1)

Cultural appreciation?

In collecting complaints about literature, PABBIS (Parents Against Bad Books in Schools) receives "a greatly disproportionate number of complaints . . . from parents of children in the IB program. Some parents have not entered or have withdrawn from the IB program just to avoid running the gauntlet of controversial IB program books." (PABBIS News, 11-9-2005)

One such book is *Cracking India* — suggested in IB teacher training. PABBIS identifies it as "A Typical International Baccalaureate Program Book, A Typical Curriculum Book Challenge."

PABBIS explains: "Shortly after school started this fall, the parent of an 11th grade IB program student in Florida got upset about a book, *Cracking India*, that her child was (supposedly) required to read. This book had explicit language, a description of a 9-year old girl's encounter with her teenage cousin's genitalia and being propositioned by him for oral sex, and the girl later having sexual fantasies. . . ." (11-9-2005)

Another PABBIS review: *The Sailor Who Fell From Grace With the Sea*. Required for IB 11th grade, this "is about a 12-year old Japanese boy who is able to spy into his widowed mother's bedroom through a hole in the wall. He is able to see her having sex with her sailor boyfriend. The mother makes plans to marry the sailor. The boy and his friends discuss how much they hate 'fathers' and they plot to kill the sailor. They experiment on a kitten, torturing and mutilating it. By the end of the book, they have drugged the sailor, brandished a knife and are donning rubber gloves to kill him. The book is full of graphic and vulgar descriptions of sexual acts and violence." (PABBIS News, 3-8-01)

Such books prompt one to wonder what kind of appreciation IB students gain by reading literature steeped in violence, murder, torture, vulgarity, sex, incest, prostitution, molestation, rape, and drugs, etc.

and violence. (PABBIS News, 3-8-01)

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Creativity, Action, Service

The IB Diploma Program requires student participation in Creativity, Action, Service (CAS). The goal is "to educate the whole person and foster responsible, compassionate citizens." IBO's web site explains, "Students should, through these activities, develop greater awareness of themselves, concern for others, and the ability to work cooperatively with other people." To fulfill CAS, students must

engage in 150 hours of qualifying school activities and community service.



Is it the province of schools to mandate activity that includes community service? According to the U.S. Constitution — which IB students do not study — the 13th Amendment states: "Section 1. Neither slavery nor involuntary servitude, except as a punishment for crime whereof the party shall have been duly convicted, shall exist within the United States, or any place subject to their jurisdiction."

'Theory of Knowledge'

IB Diploma candidates need at least 100 hours of "Theory of Knowledge" (TOK) involving journaling, researching, essay writing, reading, and participation. IBO describes TOK as "interdisciplinary" and "intended to stimulate critical reflection on the knowledge and experience gained inside and outside the classroom. The course challenges students to question the bases of knowledge, to be aware of subjective and ideological biases and to develop the ability to analyse evidence that is expressed in rational argument." TOK is also described as "a key element in encouraging students to appreciate other cultural perspectives."

597 IB World Schools in the United States

As of November 2005

2	Alaska	4	Kentucky	12	Ohio
5	Alabama	2	Louisiana	3	Oklahoma
8	Arizona	19	Maryland	13	Oregon
6	Arkansas	4	Massachusetts	15	Pennsylvania
76	California	4	Michigan	1	Rhode Island
34	Colorado	13	Minnesota	38	South Carolina
4	Connecticut	3	Mississippi	5	Tennessee
2	Delaware	8	Missouri	35	Texas
57	Florida	1	Montana	4	Utah
17	Georgia	1	Nebraska	47	Virginia
1	Hawaii	3	Nevada	13	Washington
1	Idaho	10	New Jersey	6	Washington D.C.
25	Illinois	1	New Mexico	1	West Virginia
7	Indiana	34	New York	8	Wisconsin
5	Kansas	32	North Carolina	3	Wyoming

No IB schools: Iowa, Maine, Vermont, New Hampshire, North & South Dakota.

Most IB schools in the U.S. offer the **Diploma Program** for 11th and 12th graders, but 69 schools have **Middle Years Programs** (ages 11-16) and 49 contain **Primary Years Programs** (ages 3-12).

Medication (Cont. from page 1)

In her testimony before the House of Representatives in 2003, Dr. Effrem cited numerous cases of severe problems with medications, safety issues, and parents who were coerced and threatened with charges of educational neglect and child abuse if they didn't comply.

In the last Congress, the CMSA was passed by the House, but stalled in the Senate through lack of action in the Health, Education, Labor and Pensions (HELP) Committee, primarily due to the efforts of Senator Edward Kennedy (D-MA). On November 17, the CMSA was read in the Senate and referred to the HELP Committee. Senators on the Committee are listed at http://help.senate.gov/committee_members.html