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Social Worker Defends Routine Strip-Search

A federal appeals court ruled against a Wisconsin social worker who visited two children at their private Christian school and asked them to partially disrobe. The social worker was looking for signs that the children's parents had abused them.

A relative of eight-year-old Ian, one of the plaintiffs in the case, reported to the Bureau of Milwaukee Child Welfare in 2004 that the boy's stepfather hit him on the wrist

with a flexible plastic stick. Social worker Dana Gresbach went to Ian's school, Good Hope Christian Academy, and asked to see Ian and his nine-year-old sister Alexis in connection with the child abuse investigation. The principal, assuming she had no choice, allowed Gresbach to meet with the children privately in her office.

Gresbach inspected Ian's wrists for injuries, and then asked him to lift up his shirt so that she could inspect his back. Ian and Alexis both told the social worker that they had never received marks or injuries from corporal punishment. Gresbach then asked Alexis to pull down her tights and lift her dress, so that Gresbach could inspect her legs for injuries. Finding none, the social worker finished interviewing the children and left the school.

In *Michael C. v. Gresbach*, Ian and Alexis's parents and stepparents sued Dana Gresbach and the Bureau of Milwaukee Child Services, charging that they violated the children's Fourth Amendment rights by subjecting them to unreasonable search. The family also charged a violation of the

14th Amendment's guarantees of familial relations and procedural due process.

When a district court ruled in favor of the family, Gresbach appealed, claiming qualified immunity. In May, the 7th Circuit court of appeals affirmed the social worker court ruling in favor of Ian, Alexis and their family. The appeals court quoted an earlier ruling that declared, "There is no 'social worker' exception to the Fourth Amendment."

Gresbach attempted to defend her actions by telling the court that she routinely strip-searches children when investigating child abuse accusations — in as many as half of the 300 cases she handles each year. Several other social workers filed affidavits saying that they, too, routinely ask children to partially disrobe.

In an earlier court case, *Doe v. Heck*, the same court addressed a nearly identical situation resulting in a suit against the same social services department. That incident also occurred at a private school. Liberty Counsel attorney Stephen Crampton, who represented Ian and Alexis's parents in the recent case, told WorldNet Daily that although lawsuits typically concern incidents at private schools, the same thing happens at public schools all the time. "Public schools, as agents of the government, routinely roll over and give social workers access to any student they wish to see, provide a room for them, and in short serve up our children on a platter, without bothering to contact parents," he said.



Colleges, Princeton Review Criticize the SAT

Smith College and Wake Forest University just made the SAT and ACT optional for admissions. Other prestigious colleges that don't require standardized tests include Bowdoin, George Mason, Middlebury, and Mount Holyoke. Wake Forest admissions director Martha Allman said that the school hopes to increase socioeconomic and racial diversity by making testing less important for admissions. (CNN, 5-30-08)

The Princeton Review, the nation's second-largest test-preparation company, surprised many when it sent out a press release applauding Wake Forest's decision. "The Princeton Review has long been a critic of the SAT as a test that is economically, racially and gender biased," said Robert Franek, company vice president.

In an interview with the *Wall Street Journal*, Franek supported this assertion only by pointing out that white students score higher on the SAT than minority stu-

dents. (*Wall Street Journal*, 6-13-08)

The *Journal's* Naomi Schaeffer Riley challenged Franek's logic. "All you have to

know about racial bias and the SATs is this: the scores of black students *overpredict* their performance in college. . . . Black students at elite schools typically perform in college at the level of white students with SAT scores 300 points lower." The College Board, which owns the SAT, says that minority students' somewhat lower performance on the test is an educational problem, rather than a problem with the test.



Vaccine Rights Rally Draws Thousands

"Too many too soon!" was the rallying cry that rang through the West Capitol grounds on the morning of June 4th.

A 3,000-strong march and rally sponsored by Talk About Curing Autism (TACA), Generation Rescue, Healing Every Autistic Life Foundation (HEAL), and Moms Against Mercury demanded legislative action on issues surrounding mandatory vaccinations. The protest specifically addressed toxic substances in vaccines, the mandatory vaccination schedule, and the restricted statute of limitations, which makes it difficult for many children who allegedly have vaccine-induced autism to file for assistance from the National Vaccine Injury Compensation Program.

Families came from all 50 states to make their voices heard. Many of their lives changed forever on the day they submitted their infants or toddlers to the same forced dosage of vaccinations that a forty-year-old man receives. Representatives from Canada, the Philippines, Mexico, and Guam were also present to testify to the ruinous side effects of too many forced vaccinations given before a child's body can adequately cope.

Renowned mercury researcher Boyd E. Haley Ph.D., pediatrician Dr. Jay Gordon, activist Robert F. Kennedy Jr. (who wrote the groundbreaking article "Deadly Immunity"), and Rep. Carolyn Maloney (D-NY) spoke at the Green Our Vaccines rally, headlined by celebrities Jim Carrey and Jenny McCarthy, mother of an autistic child.

The speakers emphasized that they were not anti-vaccine as much as they were against the medications' toxicity and

While only a handful of elite schools have decided to ignore the SAT completely, many more colleges disregard or deemphasize the writing section. 50% of all four-year colleges, including some top schools such as MIT and Georgetown, don't even consider the writing score. Harvard, Wellesley, Tufts, and many others look at the score but pay it little heed compared to other aspects of the application.

The writing section has only appeared on the regular SAT since 2005. Before that, a separate SAT II Subject Test evaluated writing skills. Critics of the section say that high-scoring students have merely memorized a formulaic, five-paragraph approach to writing essays that test scorers like.

Les Perelman, director of MIT's writing program, is one such critic. "They've learned to write paragraph essays (See SAT, page 2)



the lack of individual choice to object to the inoculations. Dr. Gordon called attention to a major problem for those who oppose toxic vaccines — the mainstream media's biased coverage. He said that the media's attempt to frame parents' rights advocates as anti-vaccine is a trick that allows the media to get rid of the advocates more easily.

Dr. Boyd Haley testified to the "sad fact that it wasn't the American Medical Association or the American Society of Psychiatrists or even other medical associations that got [him] involved." Instead, perhaps demonstrating that the hand that



rocks the cradle is still the hand that rules the world, it was parents of autistic children who initiated this movement and involved Dr. Haley.

A brief look at the active ingredient list of most common vaccines could startle anyone concerned for our nation's children. The chemical cocktail called Varivax, a chickenpox vaccine, contains phosphate, sucrose, monosodium glutamate

(MSG), processed gelatin, fetal bovine serum, guinea pig embryo cells, albumin from human blood, and human diploid cells from aborted fetal tissue. Another repeat toxic offender is formaldehyde, which is listed with aluminum phosphate, ammonium sulfate, thimerosal (a mercury compound), and washed sheep RBCs on the ingredient list for the diphtheria, pertussis, and tetanus vaccine, DPT.

Professor Haley commented on the dangers of aluminum. He claimed that while the daily toxic limit for aluminum intake is 50 micrograms, the amount of aluminum in a vaccine can be over 250 micrograms. Additionally, Dr. Waldman pointed out that the nonsensical vaccination schedule often requires doctor's offices to inject a ten-pound baby with up to ten doses of vaccinations on the same day.

Make sure to become informed on the vaccination schedule in your area and how to waive your child's participation. Seize your right as a parent to determine what is best for your child. Our children are too precious to sacrifice to big government's method of mummying.

This article was reported and written by Eagle Forum summer interns, Dorielle Paull and Jack McCann.

EDUCATION BRIEFS

A kindergarten teacher in St. Lucie, Florida allowed her students to vote on whether five-year-old Alex Barton could stay in the class. Alex has Asperger's disease, a disorder on the "autism spectrum." The teacher gave each student a chance to say what he or she didn't like about Alex, and then asked Alex to leave when 14 out of 16 children voted him out. Alex spent the rest of the day in the nurse's office. (TCPalm.com, 5-23-08)

The chancellor of the liberal University of Colorado at Boulder hopes to endow a faculty chair for a Professor of Conservative Thought and Policy. Chancellor Bud Peterson plans to raise \$9 million for this effort. The idea met with skepticism not only from liberal faculty members, but also from some notable conservatives. David Horowitz speculated that a "token" conservative at Boulder might be treated like "an animal in the zoo." (Wall Street Journal, 5-13-08)

A new study shows that six times as many American children take anti-psychotic drugs as British children. Use of the drugs in both nations is increasing: prescription rates to children doubled in the U.K. between 1992 and 2005, and nearly doubled in the U.S. between 1996 and 2001. Most of the drugs lack long-term safety data on their use for this age group. (Associated Press, 5-5-08)



Teenagers who smoke marijuana at least once a month are three times more likely to contemplate suicide, a new study shows. The study, from the White House Office of National Drug Control Policy, also found that teens who use marijuana are at a 40% higher risk for mental illness later in life. (Washington Post, 5-9-08)



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Web site: <http://www.eagleforum.org>
E-mail: education@eagleforum.org

Drug Bust Highlights College Students' Rising Drug Use

More American college students are using illegal drugs, and the rates of drug-related crimes such as robbery and assault on campus are also on the rise. According to a study by the National Center on Addiction and Substance Abuse (CASA), twice as many college students used marijuana every day in 2005 as did in 1993. 52% more students used other illegal drugs such as heroin and cocaine. Almost half of all college students now use illegal drugs, the study reports.

"The drug problem on American campuses has become so extensive that more and more university police are finding they don't have the manpower to fight it by themselves," says CASA's Joseph Califano. Police at San Diego State University recently enlisted the aid of the Drug Enforcement Administration's San Diego field division in a five-month sting operation on that campus.

A student's death by drug overdose in May 2007 motivated the undercover investigation. A second student died of cocaine overdose in February 2008, while the operation was still in progress.

75 students and 21 non-students were arrested and accused of drug-related offenses. Police made over 130 drug seizures, and also confiscated \$60,000 in cash, a shotgun, three semi-automatic pistols, and three sets of brass knuckles.

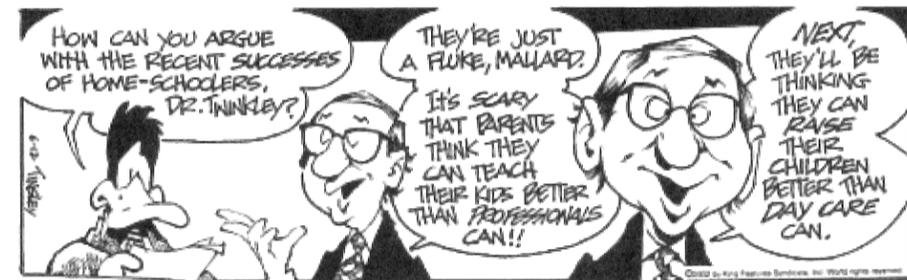
"This operation shows how accessible and pervasive illegal drugs continue to be on our college campuses, and how common it is for students to be selling to other students," said Bonnie Dumanis, San Diego County's District Attorney. Seven fraternities hosted and were responsible for most of the organized drug dealing at SDSU.

One accused drug dealer was about to receive a master's degree in homeland security. As a student Community Service Officer he reported to campus police. Another student, accused of possession of 500 grams of cocaine and two guns, was majoring in criminal justice.

Eileen Zeidler, a spokeswoman for the San Diego DEA, praised SDSU for "addressing a problem that is rampant on U.S. campuses." (Washington Times, 5-7-08, Christian Science Monitor, 5-9-08)



MALLARD FILLMORE / by Jeff Tinsley



SAT (Cont. from page 1)

they don't care whether the facts are correct. We have to spend a year in freshman composition deprogramming them," he complains. To prove his point, Perelman trained three high school students to write SAT essays that followed the formula and used big words, but were full of glaring inaccuracies and illogical assertions. All three received nearly perfect scores.

Despite these weaknesses, many admissions directors cling to the writing section as their only opportunity to see an unedited writing sample from prospective students. "With the SAT essay, they may be prompted, but at least you know it's a proctored environment and it's not an edited piece of writing," said Kelly Walter of Boston University. (Boston Globe, 9-20-07)

Like the SAT writing section, standardized tests in general provide schools with something they can't get any other way — a glimpse, however imperfect, of what each student actually knows. Grade inflation makes even a 4.0 GPA a questionable indicator at many high schools; and fewer high schools than ever are tracking and reporting class rank.

Cheating, too, is an issue in admissions. Dozens of online companies offer to write students' admissions essays for

them — as well as their written coursework — sometimes for hefty sums. Cheating is difficult to quantify, but high school and college teachers alike say that students now cheat more than ever before. Duke University's Center for Academic Integrity surveyed 24,000 high school students over six years and found that 64% admitted cheating on a test at least once.

The occasional highly publicized cheating scandal sometimes brings fellow students forward to denounce widespread cheating. In upscale Severna Park, Maryland, for example, three students were caught cheating on the Advanced Placement American history exam last year. The students took a copy of the test to the bathroom and looked up answers in a test preparation booklet.

The girls who cheated were not disciplined, even though the school had all 45 students retake the AP exam. "Anyone who doesn't think there's a culture of cheating here is either oblivious or blind," Severna Park High School student Peter Thompson told the *Baltimore Sun* (5-22-07). "Ranks and GPAs here are meaningless." If Peter is right, then the SAT will continue to play a practical and crucial role in college admissions at most schools.

Book of the Month



From Crayons to Condoms: The Ugly Truth about America's Public Schools, editors Steve Baldwin and Karen Holgate, WND Books 2008, 264 pages, \$25.95



"You're the only parent who has ever complained." That's the refrain running through the stories of faddish methods, biased curricula, pornographic assignments, and invasive surveys related in *From Crayons to Condoms*.

Public school administrators sometimes try to shame parents out of their efforts to change the system for the better. Students, too, who raise objections end up ostracized by teachers and peers. But as this book shows, you are *not* the only student or parent with complaints against these trends. Parents, students, and teachers all speak up in *From Crayons to Condoms* about their worst experiences with the public school bureaucracy.

Only a few of these dozens of stories have ever appeared in the media. They are the experiences of average people in average school districts, and as such, they reveal the extent of the problem as well as the prevalence of families' frustration.

"I send my children to school for an education, not for social programs, risk surveys, or 'preventive maintenance,'" writes Linda Rice, a parent whose children were subjected to invasive surveys, endless group work, and one ineffective prevention and awareness program after another.

The book affirms there are many good teachers in the public schools, and many teachers and administrators who don't attempt to overstep their role in students' lives. Others, however, repeatedly infringe on the integrity of the family by taking over as children's amateur psychologists, preachers of a secular world view, and the deciders of what children need to know about sex, death and suicide, and other sensitive topics.

"Legislators have given schools this power," the editors remind us. "They assume that with the breakdown of the family, all students are at-risk and in need of government intervention." Many legislators and educators believe that "they are the ones that need to step in and make all these sick children well."

The book concludes with a chapter on "What Can Parents Do?" Especially useful is the "school checklist" of almost 100 questions to ask about a school's instructional practices and philosophy. Most of these questions apply also to private school instruction and even homeschooling, and can help parents discern the strengths and weaknesses of their children's school.

FOCUS: Home Is Where the School Is

By Gregory J. Millman

During a break in a high school debate tournament not long ago, my 17-year-old son struck up a conversation with a student on the rival team from a New Jersey public school. "Where's your school?" asked the boy. When my son replied that he was homeschooled, the student probed. "How do you socialize when you're at home all the time?" he asked.

"Well, for one thing, I'm here, right?" my son laughed.

My children have gotten used to most of the standard questions from their conventionally schooled peers: Are you super-religious? Do you stay at home in your pajamas and watch TV all day? Is your mom a teacher?

Adults, on the other hand, can be surprising. Like the professor at the community college where one of our sons was taking a course, who went out of her way to pull him aside, sit him down and tell him, "You homeschoolers think you can change the world. But you can't. Nobody can."

It's hard to generalize about homeschoolers, but if there's one thing we know, it's that we are changing the world, or at least the world of education choices. Others, though, see us as either misguided or threatening — and probably cheered the February appeals court ruling in California that all children in the state must be taught by credentialed teachers. At least 166,000 California children are homeschooled. And most homeschooling parents don't have teaching credentials, so the ruling is worrisome. Gov. Arnold Schwarzenegger called it "outrageous." The decision will probably be reversed, but the teachers unions are applauding in the meantime.

Nonetheless, homeschooling is booming. In 2003, the National Center for Education Statistics estimated that the homeschooled population nationwide was 1.1 million. And the National Home Education Research Institute estimates that it may be growing at double-digit rates.

There's no denying that the modern homeschooling movement was born of the desire to shake off stultifying school bureaucracies and to sidestep the uncertain mission of public schools, which is set by adults with often conflicting priorities for children. A century of ideological struggles has defined the hodge-podge taught in schools, and they persist to this day. Will schools teach evolution or intelligent design? Offer safe-sex or abstinence-only instruction? Encourage art and dance or treat them as distractions from No Child Left Behind tests? Homeschoolers can make our own decisions based on what's best for our children.

But "homeschooling" is a misnomer, really. Most of it doesn't even take place at home, and the schooling has little in common with what goes on in school. The legal definition varies from state to state, as do registration and other requirements. In New Jersey, the law only requires parents to see that their children get an education "equivalent" to public instruction. What homeschoolers most readily reflect are the virtues of the old American frontier settlement or the Amish barn-raising — we cooperate in self-reliance. My wife and I have been teaching our children ourselves for more than 15 years, and we've found that homeschooling opens doors that schools leave closed.

And contrary to most popular belief, homeschooling isn't the brainchild of religious fanatics. It actually got started in the counterculture of the 1960s. In his landmark 1964 book, *How Children Fail*, teacher and education reformer John Holt accused schools themselves of causing students to fail; eventually, he came

to advocate a sort of "underground railroad" out of compulsory schooling. It wasn't until the end of the 1970s and into the 1980s that the movement spread through communities that believed public schools were threatening their moral values.

The boundaries between the counterculture and Christian homeschool traditions blurred through the 1990s and 2000s, as homeschoolers from various backgrounds came to discover how much they actually have in common. Today, a well-established and widespread infrastructure of homeschooling groups, websites and networks has made homeschooling accessible to a broader population, people who wouldn't consider themselves either particularly countercultural or particularly religious. People like my family.

My wife and I hadn't originally planned on homeschooling, but with six children and one modest income, we couldn't afford a house in one of the better school districts in the state. We were living in Plainfield, an elegant old central New Jersey city with typically poor urban public schools characterized by bureaucratic mismanagement, low teacher morale and student violence. In one notorious incident, third-graders in one school were strip-searched because someone suspected one of them of stealing \$20. That

wasn't what we wanted for our children. We first tried a local Catholic school, but we thought that the teachers' expectations for students were too low. Since we couldn't afford classy private school tuitions, we turned to homeschooling.

Though we first tried to teach the children what the official curriculum standards said they ought to be learning in school, we soon realized that this only made sense in the context of a school. So we scrapped dry textbooks and workbooks and found more interesting ways for our children to learn.

We haunted used-book sales and assembled a library of classics for pennies on the dollar. We introduced statistics by driving to Florida for spring training (learning some geography on the way). When the dollar was strong and the airlines offered good deals in the off-season — when other children were in school — we took ours to Europe to see the great art and architecture or to learn about ancient Rome by walking through the Forum. Travel showed our children things they never could have learned in classrooms.

For several years, they participated in a fife and drum corps, playing colonial and traditional patriotic music, marching in parades, learning not only music and history but also teamwork, perseverance, discipline and a great deal about the communities through which they marched. This kind of experience is fairly typical of homeschooling.

Homeschoolers also work across a much wider socioeconomic spectrum than the conventionally schooled. We have worked on many projects, and in many organizations, that draw participating homeschoolers from all around our state, from far beyond school district borders. We

joined a Shakespeare troupe founded by a single mother who was a college professor of literature. She taught the children to find the characters through the language, and they staged a complete Shakespeare

play every year. Other members of that troupe founded a homeschooled robotics team, building robots to compete in regional, national and international events. We founded a debate and speech team that continues to compete at the middle school and high school levels.

The results? Studies have shown that homeschooled children outperform the conventionally schooled not only on standardized academic tests but also on tests of social skills. This, I believe, isn't be-

cause homeschoolers do things better than schools do them, but because we do better things than schools do.

I've never heard a homeschooling parent refer to a child as "learning disabled," for instance. There are many kinds of intelligence, but conventional schools usually only focus on one. Take late reading. A conventional school education depends on written textbooks and workbooks and homework, so a child who can't read is unable to learn. But homeschoolers have developed systems and approaches that work with the kind of talent and intelligence a child has. One of our sons didn't read until he was 8 years old. That was no disability, though. He learned from audiotapes and DVDs and from being read to and — very importantly — from going outside and looking around. He could spot a deer on a hillside or a bluebird in a tree long before the rest of us. When he finally decided to read, he

jumped into *The Chronicles of Narnia* and finished the series within weeks. "I want to read the books before I see the movie," he told us.

Homeschooled students' high performance continues into college. Admissions officers at IUPUI, a joint-venture urban campus of Indiana University and Purdue, and at Georgia's Kennesaw State University, have tracked the performance of admitted homeschoolers and found that they earn higher GPAs than the general student population. Associate Dean Joyce Reed of Brown University has called homeschoolers "the epitome of Brown students," telling the university's alumni magazine that "they are self-directed, they take risks, and they don't back off." Admissions officers at other highly selective colleges, such as Swarthmore and Stanford, have made similar statements. Some colleges and universities are admittedly more open than others to making the effort to understand homeschooling, but we've gone through the admissions process with three daughters, and all were admitted to excellent colleges.

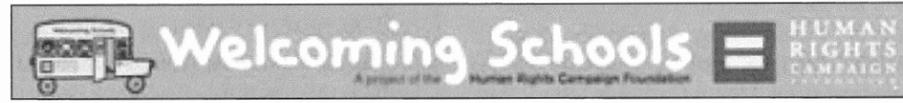
Conventional schools are like the nation's Rust Belt companies, designed in the 19th century but struggling to meet the standards of international competition today. School boards and administrators should be concentrating on ways to make schools more like homeschooling — not on ways to force homeschooled children to go back to schools. People who are free to think for themselves usually get together and find solutions that are better than what bureaucrats can devise.

Those are the kinds of principles that gave us California's Silicon Valley. Let's hope that someday soon, homeschooling will be perfectly legal there once again.

Gregory J. Millman is co-author, with Martine Millman, of *Homeschooling: A Family's Journey*, to be published in August.



Anti-Bullying Curriculum Conceals Political Agenda



"Bullying" has become an important buzzword in education, and a number of state legislatures have considered and passed anti-bullying legislation. Everyone agrees that parents and teachers must sometimes step in to discipline a child who is "picking on" others. But bullying is sometimes exaggerated, and it also sometimes serves to cover up a political agenda in schools.

Tim Gill, author of *No Fear: Growing up in a Risk-Averse Society*, argues that the word "bullying" is overused. Gill thinks we should reserve the word for cases where a stronger or older child is persistently mean to a smaller or younger one. Instead, "bullying" now often describes "what are actually minor fallings-out," says Gill. "Children are not always nice to each other, but people are not always nice to each other. The world is not like that. One of the things in danger of being lost is children spending time with other children out of sight of adults; growing a sense of consequence for their actions without someone leaping in." (*Observer*, 10-28-07)

The need to protect students from bullying has become an excuse not only for over-involvement in children's play and interactions, but also for the introduction of more and earlier lessons about homosexuality in public schools. The Human Rights Campaign (HRC), a gay and transgender advocacy group, created the "Welcoming Schools" curriculum for children in kindergarten through grade 5. "Welcoming Schools" presents itself as an anti-bullying curriculum that will help students to live peacefully together and be kind to one another.

Minnesota *Star Tribune's* Katherine Kersten investigated "Welcoming Schools," and found that its lessons "have little to do with bullying, and much to do with ensuring that kids as young as age five submit to HRC's orthodoxy on family structure, even if it differs from their own parents' view." (*Minnesota Star Tribune*, 5-11-08)

The first section of "Welcoming Schools" teaches students about "family diversity." Children in grades 3-5 act out being members of nontraditional families, including same-sex couples with children. Children in grades 1-3 participate in a "Family Diversity Photo Puzzle," an activity that re-educates them about family structure. The teacher asks students to create seven families out of a packet of photos of adults and children. The packets are "rigged" so that it is impossible to create seven groups without at least one same-sex couple.

The curriculum's second section, titled "Looking at Gender Roles and Stereotyping," seeks to "expand [students'] notions of gender-appropriate behavior." Teachers evaluate students on "whether or not [they] feel comfortable making choices outside gender expectations."

Finally, in the third section, "Welcoming Schools" addresses bullying. Not surprisingly at this point, the curriculum emphasizes bullying of students because of their real or perceived homosexuality.

It says relatively little about other scenarios for bullying.

"To promote its agenda, 'Welcoming Schools' employs classic indoctrination techniques," writes Kersten. "Teachers begin lessons by questioning students to identify their current beliefs. Then they use group exercises, films and books to convince the kids that any traditional attitudes they harbor about family structure and homosexuality are harmful 'stereotypes.' At the end of the lesson, teachers 'evaluate' students to ensure that their views now pass official muster."

HRC has piloted "Welcoming Schools" in three school districts, and hopes to distribute the curriculum more broadly beginning in the 2009-2010 school year.

Professor Sues Her Students

An English professor at Dartmouth College plans to sue her students because she claims their "anti-intellectualism" created a hostile work environment for her and violated her civil rights. The students expressed skepticism over professor Priya Venkatesan's presentations of French narrative theory, ecofeminism, and the belief that technology benefits only men and not women.

Venkatesan accused her students of "fascist demagoguery." In March, she left Dartmouth for Northwestern University. She is preparing lawsuits against Dartmouth administrators as well as the students who caused her "intellectual distress."

Joseph Rago, Dartmouth alumnus and editorial page writer for the *Wall Street Journal*, writes that professors with ideologies like Venkatesan's make coursework "pathetically easy" for their students. "Like filling in a Mad Libs, just patch something together about 'interrogating

heteronormativity,' or whatever, and wait for the returns to start rolling in."

Rago finds one aspect of the story somewhat encouraging. "The remarkable thing about the Venkatesan affair, to me, is that her students cared enough to argue," he writes. "Normally they would express their boredom with the material by answering emails on their laptops or falling asleep. But here they staged a rebellion, a French Counter-Revolution against Professor

D e f a r g e .

Maybe, despite the professor's best efforts, there's life in American colleges yet."

(*Wall Street Journal*, 5-5-08)



How Many of These Books Have You Read?

Ten Books Every Republican Congressman Should Read

Human Events asked 22 conservative scholars what they wished every Republican Congressman would read. They're not just for Congressmen — and not just for Republicans.

1. *The Road to Serfdom* by F. A. Hayek, 1944. A Nobel Prize-winning economist's classic description of how collectivism and a centrally planned economy lead inevitably to tyranny.
2. *The Federalist Papers* by James Madison, Alexander Hamilton, and John Jay, 1787-8. In a series of articles, these early American conservatives made the case for ratification of the Constitution.
3. *The Bible*. The Christian Scriptures, in the Old and New Testaments.
4. *Free to Choose* by Milton and Rose Friedman, 1980. On the free market and why excessive government intervention can't improve it.
5. *Economics in One Lesson: The Shortest and Surest Way to Understand Basic Economics* by Henry Hazlitt, 1946. A readable, straightforward book debunking myths about the market and government intervention in the economy.
6. *The Law* by Frederick Bastiat, 1849. Bastiat's brief defense of the rights to life, liberty, and property, in response to 19th-century French socialism.
7. *The Science of a Conservative* by Barry Goldwater, 1960. Addresses topics equally relevant today, such as education, the welfare state, civil rights, and taxes and spending.
8. *The Pig Book: How Government Wastes Your Money*. Every year, Citizens against Government Waste publishes a new *Pig Book* chronicling Congress's latest "pork" appropriations.
9. *Mexifornia: A State of Becoming* by Victor Davis Hanson, 2003. A compassionate but unflinching look at illegal immigration and associated issues.
10. *The Constitution of Liberty* by F. A. Hayek, 1960. Hayek's defense of classical liberalism.

The Ten Most Harmful Books of the 19th and 20th Centuries

Why read the books *Human Events* believes did the most damage over the past 200 years? "Know thy enemy." In defense of the American commitment to free speech, civil liberties lawyer Harvey Silverglate told *the New York Times*, "The world didn't suffer because too many people read *Mein Kampf*. Sending Hitler on a speaking tour of the United States would have been quite a good idea." (*New York Times*, 6-12-08)

1. *The Communist Manifesto* by Karl Marx and Friedrich Engels, 1848. *The Black Book of Communism* estimates Communism's death count at 94 million.
2. *Mein Kampf* by Adolf Hitler, 1925-6. Hitler's vision for racial holocaust and German expansion into France and Eastern Europe.
3. *Quotations from Chairman Mao* by Mao Zedong, 1966. Probably the second-most widely published book of all time (after the Bible), since Mao required every Chinese adult to own a copy. *The Black Book of Communism* estimates that 65 million people died under Mao.

4. *The Kinsey Report* by Alfred Kinsey, 1948. We now know that Kinsey generalized about all males from his studies of incarcerated felons, and that many of his experiments amounted to sexual abuse of young children.
5. *Democracy and Education* by John Dewey, 1916. Dewey advocated secular humanism and transformational education to the detriment of traditional schooling focused on academic content.
6. *Das Kapital* by Karl Marx, 1867, 85 and 94. Marx's critical analysis of capitalism.
7. *The Feminine Mystique* by Betty Friedan, 1963. A prominent feminist's attack on stay-at-home motherhood, which she described as life in a "comfortable concentration camp."
8. *The Course of Positive Philosophy* by Auguste Comte, 1830. Comte founded the Religion of Humanity, a parallel, post-theistic, "scientific" religion with its own saints and calendar, and with Comte himself as high priest.
9. *Beyond Good and Evil* by Friedrich Nietzsche, 1886. Nietzsche wrote scornfully of the "conventional" morality and Christian premises of other philosophers, and trumpeted the rise of "free spirits" like himself who would make their own rules.
10. *General Theory of Employment, Interest and Money* by John Maynard Keynes, 1936. *Human Events* calls Keynesian economics as set forth in this book a "recipe for ever-expanding government."

Selections from The Telegraph's Perfect Library

It is now rare for high school English classes to assign literary classics. Even many professors at elite colleges skip long or difficult books in favor of short stories and articles. Britain's *Telegraph* presented in June its new list of "110 Best Books: The Perfect Library." Check out these books this summer, and encourage your favorite student to do the same.

Classics

- *The Iliad and The Odyssey* by Homer, ~9th-7th c. B.C.
- *The Barchester Chronicles* by Anthony Trollope, 1855-67.
- *Pride and Prejudice* by Jane Austen, 1813.
- *Gulliver's Travels* by Jonathan Swift, 1726.
- *Jane Eyre* by Charlotte Brontë, 1847.
- *War and Peace* by Leo Tolstoy, 1865-9.
- *David Copperfield* by Charles Dickens, 1849-50.
- *Vanity Fair* by William Makepeace Thackeray, 1847-8.
- *Madame Bovary* by Gustave Flaubert, 1871.
- *Middlemarch* by George Eliot, 1874.

Poetry

- *Sonnets* by William Shakespeare, 1609.
- *Divine Comedy* by Dante Alighieri, 1308-1321.
- *Canterbury Tales* by Geoffrey Chaucer, 1387-1400.
- *The Prelude* by William Wordsworth, 1850.
- *Odes* by John Keats, 1819.
- *The Waste Land* by T.S. Eliot, 1922.
- *Paradise Lost* by John Milton, 1667.
- *Songs of Innocence and Experience* by William Blake, 1794.
- *Collected Poems* by W. B. Yeats, 1889-1939.