

EDUCATION REPORTER

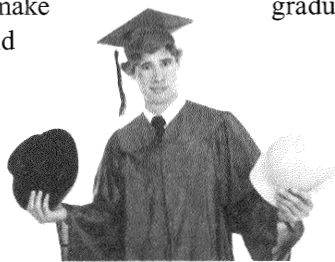
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Rethinking 'College for All'

In an attempt to justify ever-increasing educational expenditures in the midst of a weak economy, President Obama asserted last month that "The best economic policy is one that produces more college graduates." On numerous occasions the President has pledged to make the United States the world leader in college attainment by 2020, with a specific goal of increasing the percentage of the population of people ages 25 to 34 who



hold an associate's or bachelor's degree from 40% to 60%.

While the argument tying advanced education to a robust economy sounds reasonable on the surface, three recent reports suggest it is time to rethink the conventional wisdom.

Limited Learning

The first study suggests that many students who go to college aren't learning much. Sociologists Richard Arum of New York University and Josipa Roksa of the University of Virginia paint a dismal picture in *Academically Adrift: Limited Learning on College Campuses*, the book presenting their findings.

The study found that at the end of their sophomore years, 45% of students showed little improvement in general competencies like critical thinking, complex reasoning and writing. Even after four years of college, 36% of students still showed no significant gains in those key measures.

At least some of the fault seems to lie with lax academic standards. The study revealed that half of students did not take a single course that required 20 pages of writing during the prior semester, and one-third did not take a class requiring a modest 40 pages of reading per week.

Student study habits did not help matters; on average, students spent only 12 hours per week studying, and about one-third of that time was spent studying with peers. Students who studied alone had greater gains, while those who studied in groups showed less growth. Those who spent more time in sororities and fraternities fared worse.

More than 2,300 undergraduates from 24 schools participated in the study. According to the nonprofit Council for Aid to Education, the study is the first large-scale research using direct measures to determine how much undergraduate students learn. (blogs.edweek.org, 1-18-11)

Limited Job Opportunities

A second study produced by the Center for College Affordability and Productivity concludes that America is producing too many, rather than too few, college graduates. The authors of *From Wall Street to Wal-Mart: Why College Gradu-*

ates are not Getting Good Jobs report that even as college costs and student debt rise, the financial payoff for many graduates is shrinking. That is because the number of jobs requiring a degree has not kept pace with the ever-increasing number of graduates.

In 1970, only 9.8% of college graduates were underemployed. This proportion grew to 17.7% by 1992, and then rose dramatically to 34% by 2008 (the most recent year for which adequate data is available). The nation added roughly 20 million college graduates between 1992 and 2008, but 12 million of them took jobs that did not require a college education. In other words, 60% of those graduates were underemployed.

Additionally, real dollar median earnings for college graduates were lower in 2009 than in 1998, even though real college costs were much higher for the more recent graduates. This reality is not surprising given the underlying data. The Bureau of Labor Statistics data show that between 1992 and 2008 the percentage of retail sales and commodities workers who had college degrees increased by almost 67% and the percentage of motor vehicle operators who had college degrees increased by 36%. (See chart on page 4 for more examples.)

One of the most salient conclusions in the report is that the underemployment problem is not simply a result of the current recession and therefore won't sub-

(See *Rethinking College*, page 4)

Teachers Don't Push Evolution

Recent Gallup opinion polls found that eight out of ten Americans — a figure that has changed little over the past 30 years — believe God created humans in their present form, or that he guided the process of human evolution.

Apparently some of those 80% are public high school biology teachers, because creationism is still flourishing in classrooms despite federal court rulings that intelligent design cannot be taught as an accepted scientific theory. (Intelligent design is the idea that life is so complex it must have been created by a designer.)

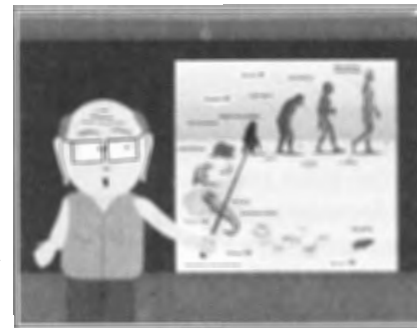
A recent survey of 926 public high school biology teachers revealed that:

1. Only 28% consistently follow National Research Council recommendations to teach evolution as the unifying theme of biology.
2. 13% explicitly advocate creationism or intelligent design.
3. Most teachers, called "the cautious 60%," said they are "neither strong advocates for evolutionary biology nor explicit endorsers of nonscientific alternatives."

The survey, published in the January 28 issue of *Science*, found that some teachers tell students frankly that they must teach evolution because state examinations test it, but that students need not "believe" it. Others teach about adaptations within a species (microevolution),

but not that one species can give rise to other species (macroevolution). A large number of teachers consider both evolution and creationism to be belief systems that cannot be fully proven or discredited, and assure students that they are free to choose based on their own beliefs.

Randy Moore, a professor of biology at the University of Minnesota, wasn't



surprised by the survey findings. "These kinds of data have been reported regionally, and in some cases na-

tionally, for decades. Creationists are in the classroom, and it's not just the South," he said. "At least 25% of high school teachers in Minnesota explicitly teach creationism."

Study authors Michael Berkman and Eric Plutzer wrote, somewhat dramatically, that "Considerable research suggests that supporters of evolution, scientific methods, and reason itself are losing battles in America's classrooms." It is notable that both men are professors of political science at Penn State, not biologists or chemists or physicists. In other words they are social scientists. They do not dispassionately employ the scientific method in their own work; rather they interpret data based upon their own worldview, much like the teachers they criticize.

Plutzer said he thinks that the "cau-

(See *Evolution*, page 4)

Government Aid Fuels Higher Ed Inflation

Since taxpayers are forced to subsidize student loans and fund the bulk of higher ed grants, they should at least expect that their dollars are actually making college more affordable. A study released by the Center for College Affordability and Productivity (CCAP) last month suggests that isn't the case.

As it turns out, student financial aid from external sources increased significantly between 1987 and 2008, largely due to increased government subsidies. Outside aid increased 177% for students attending public doctoral institutions (schools offering both baccalaureate and doctoral degrees) and 82% for those attending private doctoral institutions over that time frame.

If schools were keeping costs in line with general inflation, increased levels of

aid should have made a college degree more affordable in 2008 than it was in 1987. In fact the opposite is true. Even after adjusting for inflation, the total cost of attendance minus all grant aid increased by 44% at both public and private doctoral institutions over the past two decades.

If colleges and universities aren't using taxpayer money to reduce the amount students must pay, then where is the money going? One answer is faculty wages, but not because faculty are paid a lot more than in the past. (The data show that real faculty wages at public schools remained almost constant over the past several decades, though wages did increase by 23% at private institutions.)

Overall, faculty didn't get fat raises, but their productivity, as measured by teaching load, has decreased by 15% at

public institutions and 32% at private institutions since 1987. One might assume that smaller teaching loads could only benefit students, but the truth is that student/teacher ratios were already quite low. In 1987, the average student/faculty ratio at four-year and above institutions was 13.6 for public schools and 9.3 for private schools. By 2007, those ratios were down to 11.6 and 6.3, respectively.

Colleges and universities have also added layers of nonacademic administrators and staff, resulting in a decrease in non-faculty productivity of 27.5% at public schools and 27% at private schools. The combined decreases of faculty and staff productivity inevitably translate into higher costs for students.

In effect, say report authors Robert Martin and Andrew Gillen, colleges and universities have "captured" aid money intended to improve affordability and access. Private four-year schools (offering only baccalaureate degrees) were the only institutions where students actually paid

(See *Higher Ed Inflation*, page 4)



EDUCATION BRIEFS

School board officials voted to purchase electronic tablets for every student and teacher at Grandview High in Hillsboro, Missouri and to proceed with curriculum development for the devices. The district expects to save money by using free or low-cost online materials instead of purchasing textbooks. The trend away from paper-based materials likely signals the end of statewide textbook adoption and the opportunity for parental review. (stltoday.com, 3-21-11)

The watchdog group Citizens for Responsibility and Ethics in Washington (CREW) is demanding that Education Department Secretary Arne Duncan and his top aides produce emails and other documents related to improper communications with Wall Street short sellers. CREW has already provided the SEC with other documents that it contends prove high-level Ed. Dept. officials "colluded with Wall Street short-sellers" in advance of publishing highly controversial regulations governing for-profit colleges. (dailycaller.com, 3-17-11)

A six-year-old at Tallwood Elementary in Virginia Beach, VA was given an out-of-school suspension for crying and "disrupting the educational process." His parents said the school made no attempt to contact or work with them prior to suspending their son. Rutherford Institute attorneys have asked school officials to reverse their decision and expunge the incident from the child's record. "He shouldn't have a disturbing behavior conduct on his record . . . because all he was doing was crying at the time," said Rutherford's John Whitehead. (onenewsnow.com, 4-4-11)

State lawmakers passed a bill requiring the University of North Dakota to keep its "Fighting Sioux" nickname and Indian head logo, putting the university at odds with National Collegiate Athletic Association policy. The NCAA enforces its politically correct stance by barring schools that use Native American nicknames, mascots, or logos from hosting championship games or wearing uniforms with the offending images during NCAA play-off games. (Reuters, 3-11-11)

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Teachers' Unions: Testing the Bounds of Nuttiness

By Austin Ruse

In the ongoing fiscal fights over public-sector unions, including teachers' unions, it is perhaps easy to overlook how nutty and even offensive the policies and representatives of teachers' unions can be.

The U.N. just concluded a two-week feminist jamboree — the Commission on the Status of Women (CSW), which is an intergovernmental body that negotiates documents later approved by the General Assembly. The CSW attracts scores of radical feminists — including this time a woman named Diane Schneider, representing the National Education Association.

At a CSW panel discussion, Schneider said that "oral sex, masturbation, and orgasms need to be taught in education." She also said students should not be able to "opt out" of such classes, meaning they should be forced to learn about orgasms against their parents' wishes. She also spoke out against "transphobia," "heterosexism," and "gender conformity."

My organization, the Catholic Family and Human Rights Institute, reported this in our weekly Friday Fax, and — perhaps thinking they don't need another fight at this particular moment — the NEA began to backpedal and offer non-denial denials.

Daaiyah Bilal-Threats, the NEA's director of governance and policy, blithely described Schneider's comments as an "over-the-rainbow moment":

We try hard — we really do — for a fair, accurate and sensitive approach to all things education. We care deeply about education students to be engaged citizens, to work hard, to do well, and to listen with respect to others views . . .

And so on. Not a word about masturbation, oral sex, and orgasms, though she did direct us to the NEA's sex-ed policy — a policy into which those sub-

(See Teachers' Unions, page 4)



Great Idea! Single-Sex Lunches — Less Drama, More Eating

Middle school is about the time hormone-fueled boys and girls begin to really notice each other. That dynamic can make for drama-filled lunch periods replete with flirting, teasing, and rough-housing as boys and girls try to impress one another.

Michael Archibeque, principal of Pleasant Valley Middle School, noticed that many students were so focused on socializing that they never got around to eating lunch. "It seemed like 80% of our students were throwing away whole lunches. Then they'd be hungry later," he said.

Archibeque is one of three Wichita, Kansas area middle school principals who decided to institute single-sex lunches over the past couple of years. Since last

fall, boys eat lunch while the girls go to recess; then the groups switch.

Students — especially girls — began

eating more almost immediately, he said. As time went on, Archibeque noticed the new arrangement also decreased many behavior problems.

"Any unstructured time is a challenge," he said. "You

have lots of verbal altercations that can escalate, and part of that is showing off in front of others." Archibeque said by this time last year, 15 students had been expelled, several for incidents that started during lunch. In contrast, only two students have been expelled this year.

Truesdell Middle School principal Jennifer Sinclair initiated single-sex lunches (See Single-Sex Lunches, page 4)



DVD of the Month



The Child: America's Battle for the Next Generation, Watchman Cinema 2010, 90 min., \$15.



There was a time not so long ago when it was understood that parents have a fundamental right to make decisions about their children's education, medical treatment, disciplinary measures, and faith and lifestyle practices.

Many Americans are unaware that these basic parental rights are under serious assault. *The Child* is a great resource to get up to speed on the issue and find out how to stop the nanny state from wresting the upbringing of the next generation from parents.

At issue is who determines what is best for a child — government or United Nations bureaucrats or parents? Timely public engagement on this issue is important because there is a renewed push for the U.S. to ratify the insidious U.N.-sponsored Convention on the Rights of the Child (CRC). Just last month the Obama administration told the U.N. that it "intend[s] to review how we could move towards [CRC] ratification."

What could be so bad about a treaty that is purportedly concerned to protect the rights of powerless children? According to Michael Farris, constitutional attorney and founder of the Home School Legal Defense Association, the primary tenet of the treaty is that government decides what is best for a child on any and every matter. The second tenet is that a child of any age gets to decide what he wants, unless a government bureaucrat overrules him.

If this all sounds far-fetched, consider that some U.S. judges have already cited the CRC as customary law even though the U.S. has not ratified the treaty. In Washington state, a 13-year-old boy complained that he had to go to church three times a week. A judge ruled that he only had to go to church with his parents once a week.

In 2006, a court ruled that parents who send their kids to public school "abandoned [their] responsibility to the State." Under this rationale, a Massachusetts father spent a night in jail for trespassing on school property. His crime was insisting that his kindergarten son be able to opt out of a lesson that included offensive sexual material.

The documentary proposes a solution to the trampling of parental rights in the form of a Parental Rights Amendment to the Constitution, and explains why supporters believe only a constitutional amendment can stem the tide of secular, statist control over the parent-child relationship. Visit www.TheChildDocumentary.com to buy a DVD or get more information.

FOCUS: How 'Bullying' Programs Teach That Homosexuality Is 'Cool'

By Laurie Higgins

Some may remember the scene from the film *Moonstruck* in which Cher slaps Nicholas Cage upside the head and yells "Snap out of it." Somebody better slap the conservative community upside its collective head before the federal government spends all its time cooing at homosexuality.

Recently, the lovestruck Department of Justice, White House, and Congress have wasted valuable time and public resources servicing homosexual activists via a White House conference, a Department of Justice video, and three proposed bills.

Last week, President Obama held an "anti-bullying" (nudge nudge, wink wink) conference at the White House to which he invited the infamous homosexual "safe schools" czar Kevin Jennings; openly homosexual Fort Worth city councilman Joel Burns; the 16-year-old executive director of Gays and Lesbians United Against Discrimination; at least two representatives from the Gay, Lesbian and Straight "Education" Network; someone from the Human Rights Campaign; someone from the National Center for Transgender Equality; and someone from the Trevor Project.

The White House also invited the foul-mouthed, anti-Christian homosexual activist Dan Savage, creator of the "It Gets Better" project. Savage said the conference was "of tremendous symbolic importance," but also complained that "What was never addressed is when the parents are the bullies." Someone should ascertain exactly what Savage views as parental "bullying."

The government has created a website dedicated to ending bullying, a noble mission concealing an ignoble ultimate goal and troubling underlying philosophy. The underlying philosophy includes three central assumptions:

1. Homosexuality is equivalent to race,
2. Homosexuality is morally positive, and
3. The expression of conservative moral beliefs constitutes illegitimately discriminatory speech, which contributes to bullying.

The ultimate goal is the eradication of conservative moral beliefs and the creation of a social and legal climate that make it impossible for them to be expressed. For those who have eyes to see, the website offers clues to this goal and philosophy.

There are three image links at the bottom of the homepage: one is a link to information on cyberbullying; one is a link to information on the White House Conference; and one is a link to information on "LGBT Bullying." Remarkable. Of all the conditions for which students may be bullied, there's a special image link and section dedicated to only two: homosexuality and "transgenderism" (more accu-

rately, Gender Identity Disorder). Not one other disorder gets special attention — not attention deficit disorder, not attention deficit hyper activity disorder, not Asperger's Syndrome.

And homosexuality and "transgenderism" are the only conditions constituted by subjective feelings and volitional acts that many consider immoral that get special attention. Promiscuous students and drug-users, for example, are often bullied. Why don't those conditions get image links to their own special sections?

This Obama administration effort follows close on the heels of a pinheaded and inappropriate decision by the U.S. Department of Justice (DOJ) to create a video for Dan Savage's "It Gets Better" project. Assistant Attorney General for the Civil Rights Division Thomas Perez showed the DOJ video to public high school students in Silver Spring, Maryland. Here are a few of the comments made by DOJ employees, most of whom identify as homosexual, in their roles as government employees:

- "Being different is cool."
- "Don't be ashamed of who you are. Keep being yourself."
- "If I knew when I was eight that the thing that was causing me so much pain ... would actually define me in a way that makes me very, very proud, I would get through it."

These should be shocking comments to hear in a publicly funded project of the federal government. The federal government has made the astonishing public claims that homosexuality is "cool"; that no one should be ashamed of homosexuality; and that homosexuality should be a source of pride. The individuals who appear in this video are, of course, entitled to their own non-factual ontological and moral beliefs. **In their roles as government employees, however, they have no right to promote those unproven, subjective, non-factual beliefs.**

This video should be a public scandal. Imagine if philosophically conservative government employees appeared in a publicly funded video in their professional roles, saying that it is not cool to engage in homosexual acts; that homosexual acts are shameful; and that homosexuality is not something of which to be proud.

It is objectively true that no one should be bullied. It is not objectively true that homosexuality is cool; that

people should keep living a homosexual life; or that homosexuality is worthy of pride or respect. No employee of the government acting in their official position has any right to promote those arguable moral beliefs.

At the conclusion of the high school propaganda session, likely held during Mr. Perez's working hours, students were invited to sign the "It Gets Better" pledge, the first sentence of which states, "Everyone deserves to be respected *for who they are.*" A feckless statement, but oh so persuasive with non-thinking people. The statement suggests without stating that those who identify as homosexual should be respected *for their homosexuality.* That is a moral proposition which is widely rejected and which no representative of the government has any right to promote in their professional role.

Everyone deserves to be respected because they are human beings created in the likeness of God. It should be obvious, however, that not every subjective feeling or behavioral choice is worthy of respect. Humans deserve to be respected for their humanness in spite of their disordered inclinations and immoral volitional acts.

But it's not just the executive branch that's dancing to GLSEN's gay tunes. Our homosexuality-affirming legislators have been busy little bees of late, including Illinois junior U.S.

Senator, Mark Kirk. The technically Republican Kirk, who has a special fondness for all pro-homosexual legislation, has joined 18 Democratic senators and one independent to introduce the Senate version of the Safe Schools Improvement Act — S. 506, which will deny elementary, middle, and high schools federal funds to combat drugs and violence unless they also agree to explicitly address homosexuality and transgenderism.

Openly homosexual U.S. Representative Jared Polis (D-CO) and comedian U.S. Senator Al Franken (D-MN) have reintroduced their recently moribund Student Non-Discrimination Act (SNDA) bill — H.R. 998. According to the Human Rights Campaign, this act "would prevent schools from discriminating against students because of the actual or perceived sexual orientation or gender identity of a person with whom that student associates or has associated." If passed, SNDA will be used to censor any resources that express the view that volitional homosexual acts are not moral acts.

The Human Rights Campaign makes the amusing claim that SNDA has "broad support." Here are the organizations that they offer as evidence of breadth of support:

SNDA has broad support from over 33 national organizations, including: The American Association of University Women, American Federation of Teachers, American Civil Liberties Union, American Psychological Association,

American School Counselor Association, Bazelon Center for Mental Health Law, Family Equality Council, Gay-Straight Alliance Network, GLAD (Gay & Lesbian Advocates & Defenders), GLSEN (Gay, Lesbian and Straight Education Network), Human Rights Campaign, Lambda Legal, The Leadership Conference on Civil and Human Rights, NAACP (National Association for the Advancement of Colored People), National Association of School Psychologists, National Association of School Safety and Law Enforcement Officials, National Association of Secondary School Principals, National Center for Transgender Equality, National Council of Jewish Women, National Council of La Raza, National Education Association, National Gay and Lesbian Task Force Action Fund, National Women's Law Center, PFLAG (Parents, Families, & Friends of Lesbians and Gays), People for the American Way, SAVE (Suicide Awareness Voices of Education), School Social Work Association of America, The Trevor Project and Transgender Law Center.

But that's not all, two New Jersey lawmakers have recently reintroduced the troubling "Tyler Clementi Higher Education Anti-Harassment Act," which will require colleges and universities that receive federal funds to add "sexual orientation" to their anti-discrimination policies, and asks for a "\$250 million grant program to help schools form or expand campus anti-bullying programs." The Foundation for Individual Rights in Education (FIRE) is repeating its warning about the dangers this bill poses to First Amendment rights.

And if our busy legislative bees fail in these efforts to pollinate our schools with their unproven, unstated ontological and moral propositions on homosexuality and Gender Identity Disorder, it is reported that they will simply hide their dubious pieces of legislation in the Elementary and Secondary School Act, which is "the key federal statute governing primary and secondary education."

When will our ideologically askew and overreaching administration compel Americans to abandon their cowardly, unilateral "truce" on the "social issues"? C'mon, conservatives, snap out of it!

Laurie Higgins is the Director of the Division of School Advocacy for the Illinois Family Institute.



Rethinking College (Continued from page 1)

side when the economy improves. Rather, the current mismatch of available jobs and educational attainment is the continuation of a long-term trend that won't be remedied by churning out a higher percentage of graduates.

The report also notes how the trend of more people spending four to five additional years in school contributes to another growing national problem: "As the population ages over time, the luxury of having low labor force participation amongst the 18- to 24-year-old population (because they are largely attending college) becomes very costly to a society short of workers. More technically, the 'everyone should go to college' syndrome worsens the dependency ratio — the size of the nonworking population per worker."

'One Size Fits All' Harms Many

The nation's narrow focus on preparing students for four-year college programs has failed a vast population of students, says a Harvard University Graduate School of Education Report titled *Pathways of Prosperity*. Despite the dominant "college for all" push, six in ten Americans don't complete a bachelor's or associate's degree by their mid-twenties.

The report notes that of the 47 million jobs the United States is expected to create from 2008 to 2018, only a third of them will require a college degree. Another 30% will only require an associate's degree or a vocational certificate. The authors argue that our education system needs to account for these realities by offering numerous pathways to successful careers.

"We are the only developed nation that depends so exclusively on its higher education system as the sole institutional vehicle to help young people transition from

secondary school to careers, and from adolescence to adulthood," said Robert Schwartz, professor at the Harvard School of Graduate Education, and head of the Pathways to Prosperity project. Schwartz was previously a prominent proponent of high academic expectations for all students, but eventually began to question the 'one size fits all' college preparatory emphasis in education.

Some of the pathways open to those who don't choose college include millions of "middle skill jobs" like construction management or dental hygienist. These jobs pay more than those typically held by those with only a high school diploma, and 27% of people with professional licenses or certificates — credentials short of an associate's degree — earn more than the average four-year college graduate. The report asserts that educators need to inform students about these career options and lay out clear roadmaps for coursework and training as early as middle school so students can make informed decisions as they prepare for high school graduation and beyond.

The report recommends a greatly expanded role for businesses in providing internships, apprenticeships and other forms of work-based learning as part of a rigorous course of study matched to each student's interests and abilities. Pathways to Prosperity Director William Symonds believes the business community offers rich learning opportunities and can help young adults develop realistic job aspirations.

Pathways project leaders are already collaborating with businesses in Silicon Valley, Illinois and Boston and with healthcare professionals in "on the ground" projects to develop effective career pathways for those who don't go to college. (edweek.org, 2-2-11)

Occupational Examples of College Graduate Underemployment: 1992 & 2008

Occupation Requiring Less than a College Degree	Number of College Graduates Employed		Increase in College Graduate Employment (1992-2008)	College Graduates as Percent of Total Occupational Employment Increase
	1992	2008		
Mechanic and Repairers	236,000	397,232	161,232	17.14%
Construction trades	261,000	362,888	101,888	8.66%
Motor Vehicle Operators	174,000	235,343	61,343	36.42%
Retail Sales Workers, commodities	530,000	1,082,392	552,392	66.85%
Cashiers	132,000	365,320	233,320	19.53%
Waiters and Waitresses	119,000	317,759	198,759	19.68%
Total U.S. Non-College Level Jobs	28,869,000	49,354,666	20,485,666	61.51%

Source: Bureau of Labor Statistics and CCAP Staff Calculations

Single-Sex Lunches (Continued from page 2)

at her school two years ago. She said she got tired of breaking up inappropriate kissing and refereeing social dramas.

Sinclair said the positive impact of single-sex lunches extends beyond lunchtime because problematic interactions that used to start at lunch tended to carry over into recess and the classroom.

While it took some time to get used to, many Truesdell students now seem to prefer the gender-separated lunches. Sinclair related that when teachers recently offered a co-ed lunch as a fundraiser reward, the kids said "Yuck, why would we want that?"

Interestingly, Leonard Sax, director of the National Association for Single-Sex Public Education, does not favor gender-separated lunches. He calls lunch period "the most important period of the day in terms of negotiating relationships and . . . learning social skills."

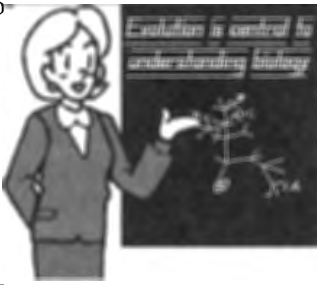
Sax, a psychologist and author of several books, would prefer to see boys separated from girls in the classroom to better accommodate their learning needs. He said that single-sex lunches are "just a discipline measure. . . . The potential [of single-sex education] is so much greater in the content areas." (Reuters, 3-10-11)

Evolution (Continued from page 1)

tious 60%" represents a group of teachers who, if they were better trained in science and evolution, would gain the confidence to teach evolution to students and defend it to parents and school board members.

But Moore doesn't believe more education would change things much. "These courses aren't reaching the creationists," he said. "They already know what evolution is. They were biology majors, or former biology students. They just reject what we told them."

Frustrated by this failure of teachers



to toe the atheistic line, some scientists and educators are pressing to make evolution the lynchpin of biology lesson plans from kindergarten through high school. The official rationale is that starting early will build a foundation for more difficult concepts in later grades. Presumably at least one unspoken motivation is the assumption that promoting evolution to children early and often makes it less likely that they will reject it later in favor of creationism. (New York Times, 2-7-11; HechingerReport.org, 2-7-11; ScienceDaily.com, 1-28-11)

Higher Ed Inflation (Continued from page 1)

less in net attendance costs as a result of external aid. Like doctoral institutions, public four-year schools also had a habit of "capturing" aid for the benefit of faculty and staff rather than students.

Because colleges and universities have access to detailed student and parent financial data for everyone who applies for financial aid (collected and supplied by the federal government), they have an unrivaled amount of information about a student's financial situation.

Similarly, subsidized student debt can also be calculated into a student's ability to pay. Schools also know exactly how much external aid they can expect to receive from the government. Martin and Gillen note that car dealerships and even banks can only dream of having that level of data available to them to set prices!

As a result of having such extensive financial data, higher ed institutions have a unique ability to adjust the amounts of school-based grants they offer to students along with tuition rates, fees, room, and board charges to maximize their revenue from each student. Instead of actual costs driving tuition rates, institutions have the luxury of maximizing student revenue and then adding in external aid to determine how much they can spend.

Martin and Gillen estimate that higher ed institutions would have foregone \$59 billion in 2008 revenues had they followed pricing policies that actually passed external aid through to students.

Pouring increasing amounts of student aid into college and university coffers has done nothing to improve college



affordability and access. Instead, the report concludes, "Higher education is engaged in an expenditure 'arms race' that thwarts policies to increase public access and redistributes wealth to higher education insiders."

Additionally, research published by CCAP Director Richard Vedder in 2004 found that more state spending on higher education correlated with lower rates of economic growth. Vedder's 2010 report, *From Wall Street to Wal-Mart*, concluded with an evaluation of increased taxpayer funding of college education: "If the public objective is to use higher education as a means to . . . expand national productive capabilities, it appears much of the recent 'investment' in colleges is misdirected. The bottom line is that we need to rethink our higher education policies, particularly the massive one-size-fits-all federal financial assistance programs, but also other public provision of higher education services. (CenterForCollegeAffordability.org, December 2010 and March 2011)

Teachers' Unions (Continued from page 2)

jects could quite easily fit.

Bilal-Threats also insisted that Schneider was not representing the NEA — though in a private e-mail from NEA's Southeast regional director Harry Lawson, she is identified as "on the GLBT Cadre," presumably an NEA working group.

Schneider's talk was immediately removed by the U.N. from the CSW website, and the description of her talk was changed, though we managed to capture it all before it was taken down.

What's really going on is that the sexual radicals who come to the U.N. believe they are on totally secure ground.

They believe they are comfortably distant from American political discourse, where they would encounter people who disagree with them. They believe they can do and say anything they want on U.N. property. It is only after they are caught that they head for the hills.

Ms. Schneider's comments and her bosses' non-denial denials are simply more reasons to take power away from the teachers' unions.

Austin Ruse is president of C-FAM (Catholic Family & Human Rights Institute). © 2011 by National Review, Inc. Reprinted by permission.