



The Phyllis Schlafly Report

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Textbook and Curriculum Mistakes

How Some Students Are Taught The Law

A currently-used high school textbook called *Street Law: A Course in Practical Law* is the wrong textbook at the wrong time and the wrong grade level. While it might have some value in law school or theological school (if the book's heavy bias could be overlooked), it is a wrong selection for high schoolers because it teaches them to challenge and doubt the law instead of obey it. The book wastes the time of the students on rare or exotic problems when their time could be better spent in learning obedience to the laws until they have the maturity to question them responsibly.

The textbook boasts that it gives "practical" information. There is nothing "practical" about the way it induces discussion and even "role-playing" of bizarre situations which students would be unlikely to encounter if they lived to be a hundred.

Page 5 requires the students to develop arguments both for the defendants and for the state in a criminal prosecution for murder and cannibalism of one sailor by two other sailors who were all adrift on a raft without food for 25 days. The textbook poses questions which could be interpreted as leading the students to believe that, in this once-in-a-century circumstance, the murder/cannibalism might be moral (to save the lives of the survivors) even though it is illegal.

Page 40 tells the incredible case of a child drowning in the lake, while her father, her girlfriend who pushed her in, and a champion swimmer stood by and watched her die.

Page 44 poses the problem of a "religious group that passes poisonous snakes around during church services." A girl takes her boyfriend to the service after falsely assuring him that the snakes were harmless, while believing that the snakes bite only nonbelievers. The student could reasonably infer that her behavior is normal for "true believers" and that snakes are a characteristic feature of church services.

Page 54 is a sympathetic presentation of the euthanasia of a woman who was depressed because of poor health. The student is told that the husband really "loved his wife" so much that he helped her get into their automobile, close the garage door, and "commit suicide" by inhaling carbon monoxide fumes.

Page 181 asks high school students to discuss the reasons for changing or keeping the law that a husband may not be criminally prosecuted for raping his own wife. This is not an appropriate subject for high school discussion.

The section on Family Law tells the students that it is "now difficult, if not impossible, to define the typical American family" because of the "great diversity in family life" -- "unmarried couples, trial marriages, communal living arrangements, and other alternative lifestyles have become more common." (pp. 167-68) Most of the section is devoted to bigamy, divorce, annulments, common law marriage, elopements, illegitimacy, spouse abuse, family planning, abortion, child abuse, separation, and the "right to die."

The net effect of the section on Family Law is to encourage acceptance of the least normal and least happy human relationships, while failing to explain and defend the fabric of laws designed to protect traditional family relationships. It is no service either to the children from problem homes or from traditional homes to require classroom discussion of matters that should be within the realm of privacy.

The book is offensive to religious people. It impugns the Judeo-Christian respect for human life by casual descriptions of murder, abortion, suicide, and euthanasia. Page 53 tells the student that sex crimes which occur in private are "largely unenforceable."

Street Law has a depressing impact because it forces children to discuss and "role-play" adult immoralities. *Street Law* contributes to "students' emotional insecurity by requiring them to make their own moral judgments about what is right and wrong in the context of situation ethics.

Street Law breeds disrespect for the law by driving wedges between morality and legality. Page 54 states that euthanasia is illegal but that some people advocate it as "humane" while other people feel it is "a highly controversial moral and religious issue." The book does not mention people who believe euthanasia is wrong.

The last section of the book provides names, addresses, and favorable descriptions of some 25 extreme liberal, litigating and lobbying organizations (called "public interest groups") such as the ACLU and Common Cause. *Street Law* is basically a recruiting technique for such groups.

Parents Should Study Textbooks

If you wonder why young people today are often alienated from God, family and country, if you wonder why they choose socialist experiments and reject proven free-enterprise solutions, the reason just might be their school textbooks. Some parents today are starting to read their children's textbooks, and they are often in a state of shock at what they find.

One of my readers just sent me a book she discovered had been assigned to her high school child. It is titled *Survival: A Sequential Program for College Writing* by Robert Frew, Richard Guches and Robert Mehaffy. It is a manual to teach high school students how to "survive" in college by writing well-organized college papers.

The book methodically covers such useful skills as sentence structure, style, punctuation, library research, and different types of papers. So far, so good. But the lessons in *how* to write pale into insignificance next to the lessons it gives on *what* to write.

Any student who uses *Survival* will fill his mind with sample writing exercises that present a warped picture of America, history, morality, and private enterprise. Don't take my word for it; let the authors reveal their biases in their own selections.

"Americans must accept government control of automobile travel, electricity, consumption, and industry." (p. 8) "Although nuclear power seems to be the most promising source of power in the next three decades, only a few experimental nuclear power plants should be allowed during the next ten years." (p. 13)

"Alaska's delicate ecology will suffer now that the Alaska pipeline is in use." (p. 8) "In time, not only auto fuel but all petroleum products will disappear unless wisdom and restraint are practiced on a world-wide basis." (p. 21)

"My general topic is oil politics. The specific question I want to answer is, did a series of early Nixon decisions favoring major oil companies lead to fuel shortages and send fuel prices soaring?" (p. 122) "California faces ecological destruction, therefore all measures must be taken to prevent this from happening." (p. 57)

"Existentialism became the dominant philosophy of the twentieth century." (p. 53) "In America today, a person is not human, he is a number." (p. 60) "God does not exist." (p. 75) "An individual learns about himself when he leaves the security of home." (p. 53) "Families can be unhealthy for children and other living things." (p. 326)

"Browsing in the library may help you find a topic. Read recent periodicals -- *Time*, *Science*, *U.S. News and World Report*, *Playboy*, *Esquire*, *Psychology Today*, *Ebony*, *New Republic*." (pp. 119-120) "He likes *Playboy* because the editors print interesting interviews." (p. 37)

"Liberalized views on censorship have provided the impetus for new frankness in books and films." (p. 29) "Interest in sex among women has only recently been recognized and has now begun to be exploited by several women's magazines, for example, *Viva*, *Cosmopolitan*, and *Playgirl*." (p. 62) "An unliberated housewife is little more than a prostitute." (p. 7)

"Because the leaders of the Catholic Church were politically, economically, and sexually corrupt, the morals of Renaissance Italy were very loose." (p. 12)

"Mankind's problems are abundant and complicated, but many of them can be attributed to one single cause: overpopulation." (p. 31) "We all must get it through our heads -- prime ministers, presidents and the Pope on down to the people who have children -- that our earth simply cannot support bigger populations every year. . . . But I believe that unless rigorous population control is instituted worldwide, and quickly, we will condemn our children to future misery, future starvation, future famine." (p. 253)

Thirty pages are devoted to analyzing in great detail a disgusting, depressing and stupid story about a female child who was abused by men, became a prostitute, had a baby alone, and then killed her baby. The lesson of the story is then explained: "If she had been given a choice, she would undoubtedly have chosen another life than that of a prostitute, but she had no choice. . . . By killing her child, she made herself and the men who helped make her the person she was equally guilty of murder. . . . In the end the author's point becomes very clear: an adult is merely a reflection of the community in which he or she developed." (pp. 215-229)

Parents should find out what is in their children's textbooks, and students need a handbook to help them "survive" when confronted by such propaganda.

Lawsuit Stops Mandatory Sex Classes

Frances and Earl Frederick of Louisville, Kentucky, have provided a dramatic example of what parents can do to stop the sex stimulation courses that are invading classrooms across the country. They hired a lawyer, filed suit, and successfully asserted parents' rights as superior to any "right" of the schools to teach sexuality to children.

It all started two years ago when their 15- and 16-year-old sons brought home "sex education" textbooks from their "health" class. The Fredericks did what all parents should do; they actually read their children's textbooks. They discovered that they were full of promiscuity-promoting propaganda, including explicit information about contraceptives, abortion, and homosexuality as an alternate lifestyle.

First, the Fredericks tried to withdraw their boys from the class. The schools retaliated by failing them in the "health" course. The Kentucky State Board of Education had set the stage for this arrogance by announcing that sex education is "mandatory" throughout Kentucky public schools.

The Fredericks engaged a Louisville lawyer named Theodore H. Amshoff, Jr., who filed suit against the Jefferson County (Louisville) Board of Education, the Kentucky State Board of Education, the Kentucky Department of Education, and the superintendents, principals and teachers involved. The suit was designed to stop the defendants from trying "to coerce the children of plaintiff parents to participate in courses of instruction to which both parents and children are conscientiously opposed and which violate the religious convictions of parents and children, and to penalize said children through academic failure and other sanctions."

Amshoff based his case on freedom of religion plus the well-recognized right of parents to have primary responsibility for the education of their children. As pointed out in the lawsuit, the mandatory sex-education

program seeks "to impose upon the plaintiffs a curriculum and a program of instruction and textbooks and materials reflecting state-chosen moral and philosophical values, tenets, norms and/or behavioral guidelines" regarding "family life, sex relations, and sexual behavior which contradict, or are antagonistic to, the religious beliefs and conscientious convictions of the plaintiffs."

Amshoff's brief said that the U.S. Supreme Court, in *Ginsberg v. New York* (1968), expressly recognized the primary role of parents "in assessing sex-related materials harmful to minors." Amshoff argued that this "basic parental right is not changed regardless of whether the would-be supplier of such non-obscene sexual material is the local store or the local school."

Amshoff's brief said that the Supreme Court, in *Griswold v. Connecticut* (1965), upheld the right of individuals to get information about contraceptives on the ground that the intimacy of the sexual act is protected by "a right of privacy older than the Bill of Rights -- older than our political parties, older than our school system." Amshoff argued that the right of the Fredericks and their sons "to familial privacy in matters regarding the transmission of sexual knowledge and information is [also] within the penumbra of the Bill of Rights."

Amshoff drew heavily on Supreme Court decisions upholding the rights of parents in such cases as *Wisconsin v. Yoder* (1972, which upheld the right of parents to withdraw their children from high school altogether), *Pierce v. Society of Sisters* (1925, which upheld the right of parents to send their children to private schools), and *Meyer v. Nebraska* (1923, which upheld the right of parents to have a foreign language taught to their children).

Amshoff cited a Sixth Circuit Court decision written by Supreme Court Justice Tom Clark (sitting by special designation) in *Spence v. Bailey* (1972) which held unconstitutional a Tennessee regulation requiring students (as a condition of high school graduation) to enroll in an ROTC military training course, because it forced the student "to choose between forfeiting his diploma, on the one hand, and abandoning his religious belief on the other hand." Amshoff argued that the two young Fredericks, likewise, should not be forced to enroll in a course that violated their religious belief.

Amshoff and the Fredericks won their case by a settlement with the Kentucky School Board. To avoid a trial, the School Board changed its regulation for "mandatory" sex education to one which says that sex education "may be taught at the option of each local board of education." It's easy to see why the School Board didn't want a trial; it would have meant national publicity for a crucial defeat of the sex-educators.

Catholic Professionals Promote Sex Classes

The U.S. Catholic Conference has published a strange 118-page booklet called *Education in Human Sexuality for Christians: Guidelines for Discussion and Planning*. Unfortunately, many will mistakenly assume that it was published with the approval of the U.S. Catholic Bishops or the Catholic Church, which it was not. It was produced by the ultra-liberal Education Department of the U.S.C.C. in Washington, D.C.

The book is decorated with some very bad photography reproduced in a garish lavender-purple color. The prose is even more purple. The *Guidelines* ought to

be subtitled: How school classrooms can start children thinking about their sexuality at age 6 and then keep their minds occupied with the subject of sex throughout their elementary and secondary school education.

The *Guidelines* are clearly designed to encourage youngsters to think positively about engaging in sex acts and to develop "behavioral skill goals." The *Guidelines* are silent about the horrendous spiritual, psychological, physical, pregnancy, and disease consequences of immoral behavior.

The *Guidelines* strongly urge that sex classes be coeducational. This, of course, will condition the girls to abandon their natural modesty about sexual subjects so that they can discuss private parts of the body and techniques of sexual intercourse with boys just as openly as they discuss basketball or history.

The *Guidelines* start classroom instruction at the age of 6, although they reluctantly admit that, at ages 6 to 8, "not a great deal of interest is expressed in sexuality." However, the 6-to-8 year old child must be taught to "appreciate the role played by sexuality." The sex-ed teacher must teach that "mature Christian sexuality, in whatever state of life, demands a life-enriching commitment to other persons and the community."

With this type of training for the 6-to-8-year olds, it is not surprising what the *Guidelines* say about 9-to-11-year-olds: "By the time the child reaches the final year of this stage (6th grade in school), sex is becoming an important preoccupation." The objectives for formal instruction of 9-to-11-year-olds include understanding "physical attraction and responses, nature of sexual intercourse, etc.," and "physical sexual differences and their complementary role in sexual intercourse if this has not been done at an earlier age."

By the time the child reaches ages 12-to-14, the *Guidelines* tell the classroom teacher to "discuss topics which are preoccupying the students' thoughts, such as . . . sexual intercourse, the meaning, manifestation, and basic goodness of the sex drive . . ." The objectives of classroom instruction for 12-to-14-year-olds are to "learn how to deal with . . . sexual impulses without guilt," to get "basic information regarding homosexuality, contraception, family planning, transvestism, masturbation, the psycho-emotional and physical processes of intercourse, and harmful sex role stereotyping, . . . [and] physical and emotional responses in intercourse."

Another objective of classroom instruction of the 12-to-14-year-olds is to enable them to "appreciate Christ as a role model -- a being sexed and relating to others, although in a way which did not involve genital activity." It is unlikely that a 12-to-14-year-old would ever speculate about whether Christ was or was not involved in "genital activity" in the absence of such an offensive discussion being initiated.

The 12-to-14-year-olds, according to the *Guidelines*, should be "introduced to the scientific data regarding *all* methods of family planning and the Church's teaching on the subject," (emphasis in original) and be made to "realize that both natural and induced abortions occur." To describe a miscarriage as a "natural abortion" is to elevate the word abortion to normal and acceptable behavior.

The objectives for classroom instruction of the 15-to-18-year-olds are to "know all about major aberrations of sexual development, expression and venereal disease; examine Christian values related to the goodness of human life in view of such issues as abortion, euthanasia and capital punishment . . . poverty, sexual discrimination, unemployment and racism . . . the role of sexual expression and intercourse in the love relationship . . . the meaning of responsible love in relation to premarital sex, self-control, concern for another, contraception, family planning."

Thus, at the tender age of 15, after 9 years of coed classroom discussion of every variety of sex act, without any warning of harmful consequences, the child is ready to engage in "responsible love in relation to premarital sex." What do you think teenagers will conclude is "responsible" premarital sex? Any sex acts in or out of marriage so long as no baby results?

National Institute of Education

President Reagan is trying diligently to fulfill his mandate to cut federal spending toward his long range goal of balancing the budget. Out of the some 150 programs in the Department of Education, his Office of Management and Budget has targeted one for abolition.

That isn't very much of a cut, but the elimination of even that one program has run into all kinds of opposition. The OMB request is being opposed even by Secretary of Education Terrel Bell. The National Institute of Education (NIE) has an FY 1982 budget of \$55 million. Its purpose is to fund research on education and to promote equality of educational opportunity.

Since its start in 1972, the NIE has spent millions of dollars on unnecessary and irrelevant programs. Here are some typical examples of NIE programs funded by federal tax dollars: \$79,065 on "Parents' Policies and Political Structure" to study why parents send their children to parochial schools; \$62,000 on "Moral Development of Life Outcomes" to test the hypothesis that the level of moral judgment of late adolescence predicts life outcomes; \$45,000 on "Sex and School Board Activity" to explore educational policies of school boards with varying numbers of female members.

More NIE examples include: \$286,017 on "Harvard Project Zero" to improve educational practices in aesthetic perception and production; \$1.5 million to provide a scientific basis for the development of new organizational forms for elementary and secondary schools; \$3.3 million on a Television Career Awareness Project to design, develop, produce, broadcast, and evaluate a TV series for elementary school children with the goal of expanding career awareness; \$102,127 to study "Sex Role Attitudes in Young Women and Men"; \$65,975 to study "Why Women Avoid the Study of Mathematics."

The NIE has even opposed Republican policy. In 1981, nine months after Ronald Reagan took office, NIE sponsored a conference on Tuition Tax Credits. Of the 13 papers presented, 12 were against Tuition Tax Credits.

This was despite the fact that the Republican Platform of 1980 stated: "Next year, a Republican White House will assist, not sabotage, Congressional efforts to enact tuition tax relief into law."

The NIE has not always enjoyed universal acceptance. Only two years after it was established, the Senate

Appropriations Committee voted to recommend zero funding for it (despite NIE's request for \$130 million). Congress continued to appropriate funds, however, and NIE has lived a charmed existence ever since.

Created by the Education Amendments of 1972, NIE is the most active federal agency in the sensitive area of curriculum development. NIE also finances teacher training, instruction techniques, equal educational opportunity, and equity financing in education. NIE projects are designed to influence teachers, administrators, and decision-makers at all levels of education. By law, 90 percent of NIE's budget must be expended for research and development.

One of the reasons why so many people opposed the establishment of a Department of Education was the fear that such a department would lead to a final federal takeover of education including curriculum. Those fears are not allayed by knowledge that Secretary Terrel Bell is pushing hard to replace the Department of Education with a "National Education Foundation" which would retain federal control over education.

The American people don't want federal agencies developing new textbooks, curriculums, and methods of instruction for local school districts. That kind of governmental thought control is simply not the kind of society we want in the United States. We are much better off if private publishing houses offer their wares and local school boards make their selections of textbooks and curricula.

President Reagan promised to abolish the Department of Education, and his election was certainly a mandate for cutting back federal spending. He can and should fulfill his campaign promise by (1) transferring funds to states through block grants and (2) moving essential education functions to other federal agencies.

NIE, by any standard, is not essential. As one of the most controversial of all federal programs, it is expendable and should be abolished.

NIE is not the only part of the Department of Education that misspends taxpayers' funds. The Department, through its Women's Educational Equity program, gave grants totalling \$435,858 to the National Organization for Women Legal Defense and Education Fund *after* Ronald Reagan became President. Grant #G008006385 for \$330,281 was given on June 30, 1981, and grant #G008103968 for \$105,577 was given on September 18, 1981. The N.O.W. Legal Defense and Education Fund is the same group that has been battling to get the Supreme Court to rule *for* the E.R.A. time extension and *against* E.R.A. state rescissions.

Phyllis Schlafly has her B.A. from Washington University, her M.A. from Harvard University, and her J.D. from Washington University Law School. She taught all her six children to read before they entered school. Two are lawyers, one is an orthopedic surgeon, one has his Ph.D. in mathematics, one is an electrical engineer, and the youngest will start college this fall.

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