



The Phyllis Schlafly Report

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Censorship — Real and Phony

The liberals have discovered a new buzz-word to make their adrenaline flow, and the writers, publicists, actors, and agitators who have easy access to the media are riding the wave. The new left-wing boogeyman is "censorship." Just cry "censorship" and you will rate instant coverage on network television, plus plenty of column-inches in liberal newspapers. It's a "hot" word with lots of fund-raising potential. It's a scare word to intimidate citizens, taxpayers and parents.

Leading the pack in a massive mail-order campaign to warn about this newly-discovered horror is "People for the American Way" (PAW). That's a creation of Norman Lear (author of other current TV fiction), who has been joined by Barbara Jordan, Theodore Hesburgh, John Anderson, and John Gardner.

People for the American Way is tearfully seeking contributions of "\$20, \$25, \$35, or as much as you can give" in order to stop what it calls "a massive censorship and book banning campaign" by those who want "mind control over this nation's school children." PAW claims that some books are being censored such as — oh, the horror of it all — *Peter Pan* and *Snow White*.

PAW brags that "already, through two series of television spots, People for the American Way has demonstrated its ability to effectively frame the issues in a way which engages public attention." PAW solicits "your generous tax-deductible contribution" so that it can "mount a massive media campaign," produce a series of half-hour television shows, a monthly bulletin and quarterly report, a speakers bureau, a citizens action program to train local community leaders, a syllabus and study materials, and an instant communications network to alert the public.

The entire promotion is as phony as a \$3 bill. *Peter Pan* and *Snow White* were two of my most favorite childhood stories, and the claim that there is any serious attempt to "censor" them is nothing but a hallucination of paranoid liberals.

Like the thief who cries "Stop, thief" in order to distract attention from his own crime, the liberals are crying "censorship" to try to hide the fact that *they* are the most ruthless censors of all. The list is endless of the topics and the books which the liberals have censored out of the school curriculum, out of school and public libraries, and out of the media. Here are a few examples:

1. The physical dangers and disadvantages of promiscuity (especially to girls) and the incurability of Venereal Herpes.
2. The phonics method of teaching first-graders to read, including all authentic real-phonics first-grade readers and work books.
3. Prayer and all references to God and our American religious heritage in public schools.
4. The evidence that the earth was created rather than evolved, and that it may *not* be millions of years old.
5. Factual information which shows that the American private enterprise system has produced more material abundance than any other economic system in the history of the world.
6. Factual evidence, ever since 1967, which proves the

growing military superiority of the Soviet Union over the United States.

7. Words, pictures and concepts that might lead little girls to want to be fulltime, career homemakers when they grow up, instead of dedicating their lives to the paid labor force.

8. The facts about how Federal tax funds are used to finance special-interest groups, especially women's lib groups.

9. The facts about how "women's studies" courses at colleges and universities teach anti-family concepts and lesbianism.

10. The arguments against the Equal Rights Amendment, showing why ERA was defeated over a ten-year period despite massive propaganda in its behalf.

Censorship About Herpes

For years, the liberals have been accusing parents who oppose "sex education" in the classroom of trying to "censor" the "facts of life" out of the schools. The hypocrisy of their arguments is proved by the way they treat Venereal Herpes: 99 percent of the "sex education" materials used in the classrooms do not tell the children that Herpes is incurable. The liberals and sex-educators have simply censored that ugly fact out of the so-called "sex education" materials. The general impression given by sex education courses in elementary and high schools is that antibiotics and contraceptives can prevent all problems, and abortions can take care of any mistakes.

Likewise, the so-called "sex education" courses have censored out the fact that the one sure way that school children can avoid getting Herpes is to avoid engaging in premarital sex.

A magazine widely used in junior high schools recently devoted two pages to a discussion of Venereal Herpes. It concluded with a section on "What can I do to stop the spread of Herpes?" Among the nine methods given were: "washing your hands," "avoiding tight jeans," "wearing all-cotton underwear," and "never using saliva to lubricate your contact lenses."

But the list did not include any advice *not* to engage in sex, even though the readers of this magazine are all unmarried, very young teenagers. Yet, the one best way to avoid contacting incurable Herpes is to remain a virgin, marry a virgin, and remain faithful to each other.

Many liberal columnists are very angry at traditional moralists for saying that. But that advice doesn't come only from stodgy puritans. On ABC Nightline, Ted Koppel gave every opportunity to the "other side" when he interviewed Samuel Knox, national program director of the American Social Health Association and developer of Herpes Resource Center Programs all around the country.

But here is what he said: "If people absolutely never want to get Herpes, and they don't have it to begin with, they should simply just stop having sex. If they want to take the next best step — well, an absolutely monogamous relationship among two people neither of whom have Herpes is a barrier to the intro-

duction of Herpes into that relationship. Anything short of that, you introduce an element of risk."

Koppel then asked him if there is any way of knowing if the other person has Herpes. Knox replied, "You have to rely on a stranger's honesty."

That isn't much protection against a disease for which there is no vaccine and no cure. A Fort Lauderdale woman has sued her lover for \$100,000 saying that he gave her Herpes after telling her that he didn't have it. "This has changed my life tremendously," the plaintiff said. "A million dollars wouldn't compensate for what it's done."

As long as we are on the topic of censorship, we should ask the question of where most of the media were during the last three years when the number of Herpes sufferers rose from 5 million to 20 million. Why weren't those 15 million Americans warned about the dangers of promiscuity before it was too late?

During 1982, the subject of Herpes suddenly broke into the media in the United States with a cover story in *Time* magazine. That was followed by dozens of articles in other magazines and newspapers. Watching how the liberals handle this subject offers a good lesson in their attitudes and techniques.

One can't help but notice a compulsive reluctance to admit where Herpes comes from. This peculiar shrinking from the obvious is far and away more intense than oldtime Victorian reluctance to talk in public about where babies come from. Does the stork bring Herpes? Does it just appear spontaneously in the night when the lights are out? Naughty, naughty; it isn't nice to say how one acquires Herpes.

Is this because powerful forces have a vested commercial interest in promiscuity? These profitable enterprises include abortion clinics, contraceptive manufacturers, sex educationists, and the hard- and soft-porn magazines, movies and TV programs. Those profitable enterprises must be terrified that the Herpes epidemic will reverse the sexual revolution and spin their businesses into a depression.

Some advocates of the sexual revolution are trying to promote the idea that Herpes is normal and even fashionable because "everybody" has it like the common cold. Dating services for Herpes sufferers advertise for business by telling prospective clients that they are "intelligent, attractive, successful people" who simply need help in meeting other "attractive individuals without ever having to apologize or explain."

Despite liberal censorship, Herpes is so powerful that it may be changing American lifestyles. The *Washington Post-ABC* News public opinion poll discovered that more than half of young, unmarried Americans who consider themselves vulnerable to Herpes are changing their sexual behavior to avoid catching it. Only Eagle Forum has a program to teach the facts about Herpes to teenagers.

Censorship of Phonics Readers

Contrary to the liberals who cry "censorship" on talk shows and in the newspapers, the real censorship today is not of a handful of controversial books, but the massive censorship of phonics readers, workbooks and methods out of the first grade in most elementary schools, thereby depriving millions of American children of their right to read. The most important problem is not WHAT school children read, but WHETHER school children can read at all.

According to a 1979 Ford Foundation report, 25 million Americans can't read at all and 35 million more are functionally illiterate. That means that 60 million Americans cannot cope with the routine paperwork of life such as a job or driver's license application, or instructions to operate appliances or machinery.

The United States is on the way to becoming a nation with one of the highest illiteracy rates in the western world. Corporations complain that their productivity and profits are suffering badly because of new job recruits' inability to read. Some companies complain that 70 percent of their dictated correspondence has to be retyped at least once because of errors.

The New York Times reported how sales orders are botched, bank transactions bungled, messages scrambled and papers mis-

filed because of a lack of basic reading skills. Several years ago, a herd of prime beef cattle was accidentally killed when a Chicago feed-lot laborer misread a package label and gave the cattle poison instead of food.

Skilled labor jobs in industry and in the armed services depend on the ability to read instruction manuals. If employees can't read, they cannot operate the machinery properly; great sums of money (and sometimes even lives) are at stake in the proper handling of million-dollar machinery.

We live in an era when "bonehead English" classes to teach young people the reading skills they didn't learn in the first grade are conducted by colleges and universities, by the Army and the Navy, by two dozen major companies such as General Motors and Philip Morris. What a redundancy of resources and a waste of learning years!

The censorship of the phonics reading method out of first-grade readers is a national disgrace. This failure to teach the syllables and sounds of the English language has deprived millions of Americans of their right to read anything at all.

Abraham Kalish has sent me a copy of a letter he has been sending to school boards in which he suggests a class action lawsuit against book publishers to force them to stop cheating public school children with textbooks which are producing a million "functional illiterates" a year. He suggests that the suit ask as compensation that the publishers set up a fund to provide phonics teachers to school dropouts, jailed juveniles and other functional illiterates who have been shortchanged by the public schools. Kalish is a private citizen who represents no group or organization, but has had a lifetime, active interest in education. For 12 years, he was professor of writing and research at the U.S. Defense Intelligence School.

Kalish thinks that if a pre-school child talks to his parents about practically everything before he starts school, and then after a few weeks becomes reticent (Parent: "What did you learn at school today?" Child: "Nothing special."), chances are that the school is not teaching the child to read.

Yet, reading is fundamental to a child's educational process and progress. The inability to read is mentally crippling and psychologically humiliating. "Is it any wonder," Kalish asks, "that the victim lashes out with mindless vandalism?" His studies have led him to the conclusion that reading failure is the most important fact which correlates with aggression in delinquent boys. One study shows that over 20% of people in prison have a reading age under ten years.

Kalish's school visits confirm Rudolf Flesch's statement in his 1982 book, *Why Johnny Still Can't Read*, that the vast majority of public schools still use the discredited non-phonics reading method. Instead of phonics for the first year and a half of elementary education, the schools provide children only with "reading readiness" materials made up almost completely of pictures.

Children are then given readers with a limited vocabulary of 124 words! Yet, a child of five already knows 35,000 words (including such words as helicopter, shadow, beautiful, ridiculous) and needs only to learn the sounds of letters in order to start reading books with words of that level. Any school board can eliminate all this "reading readiness" and "limited vocabulary" nonsense by demanding quality textbooks that use the phonics method to teach children to read.

In one Maryland school, Kalish found that the list of novels for the fourth through eighth grades does not have a single classic. It has only books "written down" for readers of limited intelligence — books which "lack the thought, imagination, humor, nobility and beautiful language of the school books enjoyed by previous generations."

The list of biographies in this same school for the fifth through eighth grades does not include George Washington, Thomas Jefferson, Abraham Lincoln, George Washington Carver, Charles Lindbergh, or Eddie Rickenbacker. It does, however, include Mother Jones.

"Women's Studies" Censorship

The American Civil Liberties Union certainly does get involved in unusual cases. Its latest is a suit in a California court designed to assure that "Women's Studies" courses at state universities can teach feminism and lesbianism to the exclusion of traditional values. That's the real issue in a suit filed by the ACLU Foundation of Southern California against California State University at Long Beach, its Board of Trustees and officers.

The plaintiffs in the case are an unusual bunch. One is identified as an expert on "Feminist Theory," another an expert in "Lesbianism," another an expert on "Women and Racism," another an expert on "Women and Mental Health," another an expert on "Women and History," and so forth.

The Complaint states that the plaintiff faculty members are "experts in the feminist discipline, methodology, and process which is an essential requirement for teaching in a program of Feminist Studies. In addition all plaintiffs . . . are feminists."

The attorneys' Complaint starts off by defending "Women's Studies" courses, and then, by a semantic sleight-of-hand trick, slips into calling them "Feminist Studies." The lawsuit is designed to equate the one with the other.

The Women's Studies program at California State University in Long Beach started in 1970 as something to benefit all women. The female faculty, however, converted it to a program to promote radical feminist/lesbian women's goals and values to the exclusion of traditional women's goals and values. The ACLU Complaint admits that "its focus was to be the feminist discipline."

The controversy started when some churchgoing women enrolled in the Women's Studies Courses at California State University at Long Beach. When they found out what was taught in "Women's Studies 101: Women and Their Bodies," and what was the assigned reading, they went into shock.

The women complained to university officials that "Women and Their Bodies" was pro-lesbian; that the texts and recommended books were "inappropriate, pornographic, and pure filth"; and that the Women's Studies program was not 'balanced' because it failed to offer courses that espouse traditional American values. Several women who had taken Women's Studies courses filed affidavits that they had been shown X-rated and pro-homosexual films in class, that the teacher had a foul mouth, and that classroom activities and homework included sexual activities.

The textbooks and recommended reading for the women's studies courses included *Sapphistry: The Book of Lesbian Sexuality* by Pat Califia; *Sex For Women Who Want to Have Fun and Loving Relationships With Equals* by Carmen Kerr; and *Lesbianism and the Women's Movement* edited by Nancy Myron and Charlotte Bunch. The books are so pornographic and filthy that they are not quotable in this report. With explicit prose and pictures, they advise women how to become lesbians and to engage in every type of perverted sex, including group sex, orgies, bestiality, sadomasochism, and bondage.

The 30-page ACLU Complaint attempts to wrap these courses in the sacred mantle of the First Amendment, Due Process, Equal Protection, and Academic Freedom. In addition, the Complaint charges that terminating the feminist/lesbian courses was sex discrimination in violation of Title IX of the Education Amendments of 1972.

As a result of the uproar, the California State Senate Finance Committee introduced a resolution ordering the University Chancellor to find out if any of the courses offered by the California State University System allowed credit for engaging in "sexual behavior," and if so, the University was to be penalized one million dollars. Then, a California Assembly-Senate Conference Committee adopted, as part of the state budget, a resolution providing that no funds could be used to support causes "which offer academic credit for engaging in sexual experiences."

It's time that the taxpayers find out what is going on at some universities in the name of "academic freedom" and "women's studies" — and how traditional moral and family values are censored out of the curriculum.

What Do Smith Women Want?

"What Do Women Want? — Feminism and its Future" was the title of a 16-page article by Barbara Grizzuti Harrison in the October 1981 *Harper's Magazine*. It is important reading for anyone who seeks to understand modern trends among women.

Harrison posed some profound sociological questions about women's hopes and ambitions, and then spent a week on the campus of Smith College seeking the answers from the young, elite feminists there. She chose Smith, the country's largest privately-endowed all-women's college, as a microcosm of the best feminism has to offer in terms of education and career aspirations.

This report is not about my views on Smith, as I have never been there. This is a review of Harrison's commentary about Smith. Harrison's article is sympathetic to feminism and never challenges its assumption that its goals are the goals of all women.

Harrison tells us that Smith College, which was undisturbed by the turbulent 1960s, is today "no longer quite so ladylike." "There are still Friday afternoon teas," she says, "but few people are shocked — and even fewer surprised — when they become the occasion for 'lesbian workshops.'"

Smith women have rejected the career of homemaking. "In seven days on campus," Harrison writes, "not once did I see a woman wearing an engagement ring. . . . I had yet to meet a student who thought of motherhood as a vocation." The figures record the change: in the class of 1960, 61% of graduates said they wanted to be homemakers; in the class of 1970, 15% said they would be homemakers; in the class of 1980, not even 1% chose homemaking.

Throughout her 16-page article, Harrison refers again and again to the lesbian presence on campus. She tells of the lesbian residences on campus, the 200 who came to a lesbian dance, the cult of anti-male separatism, and the talk of "dismantling the family which they no longer see as a functioning unit." She is not judgmental, often using the phrase "women-identified women" as a euphemistic synonym.

Harrison asked Smith President Jill Ker Conway whether "the reportedly large number of 'women-identified women' in the Valley, and their claim to an exclusive culture, had any effect on the Smith population." After a long pause, Conway replied, "I don't define it as a problem because I think it's a private and personal preference with which the college should have no prying concern."

But Smith does, indeed, exert powerful pressures about personal careers. The one message the students receive loud and clear is that, "if you're not the head of a corporation, you're not a successful woman." Only among a few students did Harrison detect a yearning to have what their mothers had as well as a preferred place in the corporate world. As one student asked, "Why *can't* we have it all?"

Harrison wonders, who among Smith alumnae might serve as role models for young women who want to have it all? Alum Gloria Steinem has neither husband nor children; alum Betty Friedan is without husband. Alum Nancy Reagan is one of the most admired women in the world, according to national polls; but feminists will not accept her as a role-model.

Harrison calls it a "paradox" that one has to go back before the birth of the feminist movement to find a famous Smith graduate who combined a successful marriage, six children, and a career of outstanding achievement: Anne Morrow Lindbergh.

A week at Smith left the author weary of "sexual politics." The most intense campus conversations involved whether "women's studies" should be a separate department. She did not find out what women want; she did not even find out what feminists want. Harrison ended her article "with hope and sorrow so intimately braided I cannot tell them apart." It is easy to see why she is sorrowful at what she learned at Smith. But hope? Her article gives no clue as to where one could find hope for the future at Smith College, since all respect for the role of wife and mother has been censored out of the academic and social life on the campus.

Citizens' Bill of Rights

About Schools and Libraries

1. All those who spend taxpayers' money are accountable to the public. (The "public" includes citizens, parents, private groups, and the media.) The public has a right to exercise its right of free speech on how taxpayers' funds are spent and on what standards, to second-guess the judgment of the persons doing the spending, and to remove from office those responsible for any misuse of tax funds. Public supervision and criticism may be annoying, but they must be endured by all those spending tax funds, whether they be Presidents, Congressmen, bureaucrats, military, teachers, librarians, or others.
2. Since parents have the primary responsibility for the education of their own children, schools should have a decent respect for the parents' beliefs and attitudes. Schools should make every possible effort to avoid offending the religious, ethical, cultural or ethnic values of school children and their parents. Since presumably all educators would agree that *Playboy* and *Penthouse* magazines are not suitable reading materials for school children, it is clear that the issue over any particular book is one of appropriateness (which is a value judgment), not the First Amendment or "academic freedom."
3. Since thousands of good books and hundreds of important, educational books are easily available, and since a child can read only a small number of books prior to high school graduation, it is highly unreasonable and intolerant for a school or teacher to force a child to read a particular book as a precondition to graduation or to passing a course. When a book selected as course material or supplementary reading offends the religious, ethical, cultural or ethnic values of a child or his parents, an alternate book should be assigned or recommended which does not so offend. This substitution should be made without embarrassing the child.
4. This same respect for parental values and the assignment of alternate books should apply when the question is raised as to the assignment of a book at a particular grade level. Many books are appropriate in the upper grades which are not at all appropriate for younger children. Parental decisions about the maturity of their own children should be respected by the schools without embarrassing the child.
5. Public libraries should adhere to a standard like the Fairness Doctrine which governs television and radio broadcasters; i.e., they have the obligation to seek out and make available books on all sides of controversial issues of public importance. For example, libraries should present a balanced selection of book titles on sensitive current issues such as the morality of nuclear war, women's liberation, basic education, evolution/creationism, Reaganomics, and the Equal Rights Amendment.
6. Child pornography (i.e., the use of children in pictures, books or films to perform sex acts or to pose in lewd positions or circumstances) should be absolutely prohibited. In 1982, the U.S. Supreme Court held in *New York v. Ferber* that child pornography is not protected by the First Amendment because the prevention of sexual abuse of children is "a governmental objective of surpassing importance." Laws against child pornography, therefore, must apply equally to everyone including bookstores, theaters, schools, and libraries.
7. No library buys every book published. Every day in the week, librarians, teachers and school administrators are making decisions to select some books for library shelves and school classrooms while excluding (censoring) other books. These select-and-exclude decisions can be called "preemptive censorship."

The selection of reading materials is a major responsibility of school and library personnel. Most such personnel have the historical knowledge, fairness, and mature judgment which are necessary to make those decisions. However, the public always has the right to question whether any preemptive censorship is carried out on the basis of the personal political biases of the librarian or teacher, or results from a genuine attempt to give students and the public the wisdom of the ages through time-tested "great books" plus fairness on current controversies.

The public clearly has a First Amendment right to investigate, evaluate and critique the selections and the criteria. If the school board or the library board does not reflect the values of the citizens in the area of its jurisdiction, the voters have the right to change the board members through the political process. That's an important part of our free, democratic society.

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