



18th Anniversary Year



The Phyllis Schlafly Report

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Child Abuse in the Classroom

Child Abuse in the Classroom is the title of the most shocking non-fiction book published in 1984. It consists of the highlights of the testimonies of hundreds of parents, teachers, and other concerned citizens at the seven all-day Hearings conducted by the U.S. Department of Education during March 1984.

The child abuse described in these hearings is not physical, sexual abuse -- it is psychological abuse. The corroborative evidence from witnesses all over the country is the biggest unreported news story of our time. The media have given this subject the silent treatment, but you can read it for yourself in this sensational new book.

The testimonies prove how Federally-funded curricula in the public schools have encouraged children to commit suicide, to believe that killing, lying, cheating, and stealing are sometimes okay, to engage in premarital sex, to have an abortion, to experiment with illegal drugs, to study anti-religious and occult practices contrary to their own religion, and to reject their parents' authority and value system.

These testimonies show how Federally-funded curricula have forced children to fill out questionnaires which reveal personal information about the children's and their family's attitudes, to write diaries which reveal their most intimate personal feelings, to play psychological games in the classroom which reveal their private thoughts and attitudes, and to engage in role-playing of unhappy situations such as getting pregnant, discovering you have VD, and your parents getting a divorce.

These testimonies prove that Federally-funded curricula have invaded the privacy of the child and his family and have deliberately attempted to change the religious, moral, and political attitudes of public schoolchildren.

No wonder so many children are emotionally confused, alienated from their parents, detached from moral standards, and are functional illiterates. The de-

cline in education began when the schools stopped teaching basic skills and fundamental facts to schoolchildren, and instead concentrated on playing psychological games with their attitudes and feelings.

The witnesses at these Hearings provide the proof of the statement made by Senator (and former educator) Samuel Hayakawa who told the Senate in 1978 that "an educational heresy has flourished, a heresy that rejects the idea of education as the acquisition of knowledge and skills" and instead "regards the fundamental task in education as therapy."

These witnesses prove that Federal funding is NOT the solution for education problems but the CAUSE of those problems. Psychological abuse of children in the classroom is a national disease carried to every state by the Typhoid Marys of Federal funding. Any politician who recommends more Federal spending on schools is spreading the disease, not curing it. The American people must understand this in 1984.

The eyewitness, firsthand testimonies given at these Hearings by indignant parents and teachers cannot adequately be summarized. You must read the book yourself to feel the power of its authenticity. Turn the page and read just a few excerpts from this important, newsworthy, heartbreaking 450-page book. You will want to buy hundreds -- or thousands -- of copies in order to save the children in your area from psychological abuse in the classroom.

This book can be a tool to make sure that YOUR child is never a victim of child abuse in the classroom. With this book, you will know what to look for and how to assert your parental rights. With this book, you can stop local schools from subjecting children to "therapy" treatment -- unless their parents give informed consent in writing. Wide distribution of this book can elect national, state and local candidates who will pledge a return to parents' rights and teaching the basics.

Excerpts from the Official Transcript of Proceedings Before

The importance of "relevance" in today's education was exemplified by this passage in an 8th grade English textbook:

"Write a suicide note." (The following is the example given in the text.) "I am finally going to do it. Unemployment drives me crazy. Inflation makes me angry. The cost of living turns my stomach. Big business raises the cost of candy and gum. Teachers expect too much. School takes away my freedom. I can't communicate with my parents. My parents don't understand me. I have said my goodbyes. I fought a good fight, but I have met defeat."

That depressing advice was supposed to be "relevant." It was taken from an "activity" approach to Basic English, Part 2, published by the New England School Development Council in Newton, Massachusetts.

Testimony of Anne Pfizenmaier, Page 308

When my daughter was 12 years old, she was given a questionnaire by her 7th grade Health teacher without my knowledge or consent. She was asked many personal questions including being required to give her views about life after death. She was asked: "What reasons would motivate you to commit suicide?" Five reasons were listed from which she was expected to choose.

She was given a list of ten ways of dying, including violent death, and asked to list them in order of "most to least preferred." She was asked what should be done to her if she was terminally ill. Two of the five choices offered her by the framers of this questionnaire were mercy killing.

You cannot convince me of any positive benefits of this approach to controversial subjects thrust upon unsuspecting minors. The manner in which these questions were presented to my child was not only an invasion of privacy, but violated the deepest moral and ethical teachings of our home.

Testimony Of Gail T. Bjork, Page 371

Children are keeping diaries which teachers read daily and comment on. Teachers are being asked to use this holistic approach under the misconception that diaries are kept to check grammar and punctuation. A mother called me to complain about her daughter's diary. The child had written that she was angry with her mother and that she wanted to kill her. The teacher responded in red ink to this child's remark in the diary, saying: "Don't kill her, just punch her out."

Open-ended sentences pry into the personal area of the child's beliefs. Questions are asked with *no* correct answer provided, implanting dishonest values. For example, one test that I recently saw said: "A child is asked what he would do if he had only one dollar and his mother's gift cost four dollars. Would he: (a) Steal the gift; (b) Borrow three dollars from a stranger; (c) Change the price tag to read one dollar?"

Survival games are played. Children are made to decide who can live and who must die. Abortion is presented as though it is a contraceptive, and contraceptives are presented as something you must use when you reach the 5th or the 6th grade.

Plays presented to students with actors dancing on the United States Flag are not uncommon and were a big problem here in Pittsburgh. Kids are definitely being programmed to accept a new global perspective.

Testimony of Marcy Meenan, Page 113

The invasions of privacy in this curriculum are endless.
"Do you have your own bedroom?"

Are you going to practice religion just like your parents?
Who has the last word in your family?

Draw what your parents wear at home, at work.

What tools do they use at home, at work?

What is your parents' income?

How much time do your parents spend watching TV?"

And on and on. The young children are expected to fill in sentences such as, "The trouble with being honest is _____." They are asked, what would be the hardest thing for you to do: "steal, cheat or lie?"

This question was included for group discussion in 3rd grade: "How many of you ever wanted to beat up your parents?" Is this education?

Testimony Of Joanne Lisac, Page 57

The question of the day was, "Who died last in your family?" The little girl's grandfather had died, and she was extremely upset. Tell me, how is that child going to get through the rest of the day after being forced to play Magic Circle?

Another case involved a little girl who was adopted. A newspaper article was read to the class, and here is the question the class discussed. The little girl in the article is 12 years old and she's pregnant. The class was then compelled to decide what to do. By a class vote, it was decided that abortion was much better than adoption. The little girl who was adopted was almost destroyed to have her friends feel that she was better off dead than adopted.

Testimony of Jayne Schindler, age 260

I remember very clearly the film "Lottery" that was shown in our school. The film centered around an average family in a small town. The focus was mainly on the mother of the family and the preparations for a town picnic that was going to take place. Everyone was excited. The day of the picnic, everything went as you would expect the picnic to go, lots of laughing and games, and so on, until someone said that it was time that everyone be a part of a circle that was being formed. Numbers were drawn out and then a number was called out. The mother in the film had a terrified look on her face; the others started saying things to her and their faces were all distorted. They all circled around her and started to stone her to death, even her own family. I remember that after the film was over and the lights were turned on, there was complete silence in the room. No one understood the film or the reason for showing it. For quite a time afterwards, I had nightmares and the film seemed to haunt me. Even now, when I think of it, it leaves me cold.

When we found out about these films, we went to the School Board and we demanded a public showing of "Lottery". We had several parents there. When I saw that film, it just made me sick to my stomach. I was an adult, and I saw how it must affect our little children. In that film, a little boy stood there whose own mother was being stoned. Somebody picked up a stone and handed it to the little boy for him to throw it at his mother, and he had such a shocked look on his face. The blood was coming down her forehead, and she was screaming.

So we went to the School Board about it and wanted the films taken out, and they told us, "No, that is censorship, you are censors."

Testimony Of Lynn Schmidt, Pages 153-154

before the U.S. Department of Education, March 13 - 27, 1984

A drama group, specifically trained with federal funds, was invited to the schools to perform a socio-drama for grades 2 through 6. The group put on a skit during which a stranger came to town to announce that God is dead. Immediately all the actors on the stage began using obscene gestures, doing obscene things, and saying obscene words. When the play was over the students went to recess and mimicked the actors' actions and words.

Language was no longer a social barrier and the group had become more cohesive. The children could now be obscene together.

Testimony Of Jacqueline Lawrence, Pages 430-431

We have a daughter, Brooke, who is in the 9th grade. On February 15, at Clackamas High School, they showed two movies in the so-called Health class. One was called "The Right To Live, Who Decides?" This movie showed actual actors playing out the "lifeboat situation," where you have the lifeboat that's got too many people on it and it is going to sink, so therefore, you have to throw somebody over, so the boat will float and you save some of the people.

So they go through the values. They say, "Well, this one's a doctor, and this one's handicapped, this one's a youth, this one's a parent, this one's an attorney." They go through the process of placing a value on each person. I totally object to that type of situation. Everybody has a tremendous value in our entire country. Nobody has more or less value.

Testimony Of Larry Johnson, Page 63

A survival game which my 7th grade son participated in required him to eliminate five out of ten whom they did not have room for on the spaceship. This is a subtle way to accept genocide, to become desensitized to euthanasia and infanticide, and to destroy religious beliefs (for the clergyman is always the oldest, or nearly the oldest, and he is certainly to be eliminated).

My fourth grader was involved in death education. He had to write an essay on our pet that had died two months prior to this. It took us an hour and a half to get him to sleep because of the problems this created in his 4th grade mind. Why did he have to write a report on his pet that had died? He had to draw a picture of the pet, and he had to read his report to his class. It is interesting that animal death education precedes the human death study in the Ombudsman curriculum. Is it any wonder that our children in this nation cannot read, write or count, when so much time is spent in our nation's classrooms on such activities!

Testimony Of Snookie Dellinger, Page 406

My own children and grandchildren have been exposed to death education in the public schools, a clear violation of their religious rights. This depressing subject is not suitable to dump on a child. In one program in our county, little first graders made their own coffins out of shoeboxes.

Testimony Of Doris D'Antoni, Page 368

Let's look at what they claim they are going to teach in this program and then look at the exercises that they make the children practice. Now in this one here, it is claimed that the purpose is to help children understand the concept of honesty. They immediately ask the children,

"How many of you have ever lied? How many of you

seem to be lying more than you used to? How many of you think it is okay to lie if it makes someone feel good?"

Then they go on to say, "If Grammy sends you a dress you don't like, what do you tell her?" And they go on to say why it is okay to lie if it makes somebody feel good.

The last statement in this exercise is: "Finish the following statement: I would lie if _____." The child is then told to get up and share his answers in front of the class. Look at what is being practiced! The children are practicing imagining situations when they would lie, but they are never asked to imagine times when its wrong. They never do that. So the exercise does not do what they claim they are going to teach.

Testimony Of Robert Duarte, Page 332

Here are examples of many offensive assignments given my 8th grade daughter. In one she was instructed to write a poem and tell a lie. This was repeated throughout the instructions. Another time she was instructed to write a paragraph in a private journal on the subject: It is okay to cheat. Her paragraph ended with the words: When you cheat and don't get caught, it feels good.

Psychological testing invades the child's privacy as well as the parents'. Through many multiple choice questions in this test, a morally good answer, such as: "No, I would not," is never one of the choices, even when the student is asked; "Would you shout down the speaker; Would you smoke marijuana; or Would you throw rocks at someone?"

This type of education has produced young people whose way of life and actions are destructive to our society and to the human spirit.

Testimony Of Frances Reilly, Pages 168-169

As a result of the indoctrination that I received as a student, I began abusing drugs and became sexually promiscuous. As a result, I became pregnant twice, and twice aborted my babies, the effects of which are still evident with me today.

I was applauded by my teachers for my decision to abort and encouraged to share my experiences with my peers. When I was a senior in high school I was living with my boyfriend. Because of this, I was invited to speak to the Marriage Class at my school, and I discussed the personal and intimate details of that situation.

It was only after I had nearly ruined my life that I began to reconsider what I had been taught in the public schools. By the grace of my Lord, Jesus Christ, I started to make positive changes in my life.

Today, I have three children to raise, three children whom I wish to protect from the effects of this type of teaching. This is my personal mission for testifying before you today.

Testimony Of Kay Fradeneck, Page 163

I was a leader in my church for the young women, ages 13 to 14. At a slumber party, one of the girls told us about her math class and how she really liked it because, every Friday, they talked about different things, instead of doing math.

I asked her what they talked about and she said, "Oh, everything. Last Friday, we talked about abortion." I asked her what was said and she replied, "Why abortion is a woman's right. She should have the say over her body, and besides, a 12-year-old girl has no business having a baby." I was shocked because the religious standard in this young girl's home is that

life is sacred and that taking the life of a baby is wrong.

When I questioned her further, it was clear the other side of abortion was never given. My question is this: What does abortion have to do with math? How can this much time be wasted and be justified? What right did this teacher have to indoctrinate this class with his one-sided view?

Testimony Of Sylvia Allen, Page 270

The following quotation is a suggested assignment for junior and senior high students throughout the State of Michigan:

"First ask the students to relax, feel comfortable and close their eyes. Then ask them to fantasize and design a form of birth control that they would enjoy using. If possible, they should include in their design how the contraceptive would work to prevent pregnancy, but this is not necessary."

"Next, ask students to share their designs out loud, noting differences and good ideas. The various designs may elicit much laughter.

"Finally, in discussion, elicit from students the criteria they consciously or unconsciously had in mind when they designed their methods of birth control. These may include factors such as ease of use, comfort, safety, effectiveness and reversibility. Ask students to apply these criteria to present contraceptives and rate them accordingly.

Vocabulary Brainstorming:

(a) Divide the class into groups of five or six. Select one word or phrase and then have each group list as many synonyms as it can in three to five minutes. Use words such as penis, vagina, intercourse, breast."

(b) Now, rearrange the class in couples and ask that they engage in a conversation for three minutes, trying to use as many of the words on the list as possible."

Testimony Of Barbara Powell, Pages 146-148

One of the most objectionable sex questionnaires was published by the Department of H.E.W. in 1979. Consider some of the questions deemed to be appropriate for "all adolescents of junior high age or older," even though the materials claim that the questionnaires have been "pre-tested by different groups through the country." Parents are outraged by such questions as these on page 155:

#12. How often do you normally masturbate (play with yourself sexually)?

#13. How often do you normally engage in light petting (playing with a girl's breasts)?

#14. How often do you normally engage in heavy petting (playing with a girl's vagina and the area around it?)

Also, consider these questions on page 150 from the "Psychological Inventory":

#112. I think sexual activities like hand stimulation and oral sex are pleasurable ways to enjoy sex and not worry about getting pregnant.

#119. For me, trying out different sexual activities is an important part of learning about what I enjoy."

Testimony Of Theresa Todd, Pages 222-223

Here is an exercise used in a high school Health class in which the teacher taught the normalcy of hating your parents. At the beginning of the unit, she asked "How many of you hate your parents?", and about three students indicated that they did. At the end of her very effective presentation, she asked the question again, and all but three students then raised their hands.

Testimony Of Ann McClellan, Pages 244-245

Excerpts from

Official Transcript of Proceedings

BEFORE THE
U.S. DEPARTMENT OF EDUCATION

In the Matter of:

PROPOSED REGULATIONS TO IMPLEMENT
THE PROTECTION OF PUPIL RIGHTS AMENDMENT
SECTION 439 OF THE GEPA
ALSO KNOWN AS THE HATCH AMENDMENT

Child Abuse in the Classroom

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