



18th Year The

Phyllis Schlafly Report



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The Radical Agenda of The NEA

The Annual Edition of the Journal of the National Education Association, called "Today's Education," is a primary source of information about the radical and comprehensive goals of the NEA. Here are some quotations from the 36-page NEA "Legislative Program," printed in fine print on lavender paper, in the 1984-85 edition.

The NEA supports a "nuclear freeze with cessation of testing, production, and further deployment" of nuclear weapons. (p. 149) The NEA opposes any U.S. plan or action "that would destabilize Nicaragua." (p. 184) The NEA urges the use of classroom courses on nuclear war for all grade levels in order to "show the effects of nuclear weaponry and demonstrate strategies for disarmament." (p. 183) The NEA "endorses the Peace, Freedom, and Security section of the Democratic Party Platform." (p. 151)

The NEA "opposes all tuition tax credits at elementary, secondary, or postsecondary levels" and "opposes the use of vouchers in education." (p. 149)

The NEA supports "enactment of a comprehensive, universal national health insurance system." (p. 150) The NEA supports repeal of tax indexing. (p. 149)

The NEA supports "equal opportunity and responsibility for women and men in military service." (p. 151) ("Equal responsibility for women," of course, means requiring 18-year-old girls to register immediately for the military draft, to be drafted if conscription is reimposed, and to serve in combat whether drafted or volunteers.)

The NEA "opposes the use of draft registration as an eligibility criterion for financial assistance." (p. 151) (This means that the NEA wants student draft-dodgers to be supported with taxpayer funds.)

The NEA "condemns" any legislation which requires teachers, regardless of experience, to be tested in reading, writing, and mathematics, as well as their major field(s) of certification." (p. 156) The NEA requests that Presidential appointments of edu-

cation officials "be made only after screening and approval" by the NEA. (p. 184)

The NEA urges passage of the Equal Rights Amendment. (p. 182) The NEA supports Unisex Insurance plus a program to identify and lobby those insurance companies which helped to defeat Unisex Insurance last year. (p. 154)

The NEA supports "appropriate legal and legislative action to secure equal pay for comparable work." (p. 156) The NEA supports "job evaluation to raise the pay of those jobs that are presently undervalued" because "the 'market value' means of establishing pay cannot be the final determinant of pay scales." (p. 174) (This means that the NEA wants government wage-setting to replace a free economy.)

The NEA wants control of children younger than age five. It "strongly supports early childhood education programs through the public school system, including child development, child care, and special education. These programs should be aimed at equipping the preschooler for a successful kindergarten experience." (p. 160)

In regard to sex education, the NEA says that teachers "must be legally protected from censorship" because it is the right of every individual [regardless of age?] to live in an environment of freely available information, knowledge, and wisdom about sexuality." (p. 163) The NEA says that teachers and librarians "must have the right to select instructional/library materials without censorship or legislative interference." (p. 173)

The NEA "supports the right of reproductive freedom for all women" and urges the government to make contraceptives available to everyone. (p. 182) The NEA supports school "courses that provide instruction in the changing role of the family." (p. 172) The NEA "endorses the use of non-sexist language by all schools." (p. 162)

The NEA demands that "no person be employed, retained, paid, dismissed, suspended, demot-

ed, transferred, or retired because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activities, age, marital status, family relationship, sex, or sexual orientation." The NEA supports job preference (reverse discrimination) "to certain racial groups or women or men to overcome past discrimination." (p. 176) (Does this include job preference for homosexuals?)

The NEA brags that it has "over 800 NEA members who lobby their Senators and Representatives both at home and occasionally in Washington." NEA has an "innovative Lobby-by-Mail Program" which last year "generated over 100,000 postcards to Congress opposing tuition tax credits, giving NEA's Capitol Hill lobbyists the leverage to seal the defeat [of that bill]." (p. 102)

NEA Attacks Hatch Amendment

The preceding page gives a summary of the radical objectives of the National Education Association -- none of which have anything to do with improving the quality of education. But the most radical goal of all is NEA's attack on the Pupil Rights Amendment, popularly known as the Hatch Amendment.

The Hatch Amendment is a Federal statute passed by Congress in 1978 which forbids the schools -- without prior parental consent -- from requiring students to submit to psychological or psychiatric examination, testing, or treatment regarding political affiliations, mental and psychological problems embarrassing to the student or his family, sex behavior and attitudes, critical appraisals of members of the child's family, or legally privileged relationships.

For six years, this statute was never enforced because the Federal bureaucracy refused to issue regulations to provide an opportunity, a procedure, or a place for citizens to file complaints, or a remedy for violations. Consequently, all citizens who were brave enough to try to file complaints were given the run-around. Despite mounting evidence of widespread violations, complaints by parents were futile and frustrating.

In 1982, Eagle Forum took up the cause of demanding that the Department of Education issue regulations to enforce the 1978 statute. In response to a crescendo of letters, the Department of Education published proposed regulations in the *Federal Register* on February 22, 1984 and announced that it would hold Hearings to receive public comments.

These Hearings were held on seven days in March 1984, in seven different cities from Seattle to Washington, D.C. Hundreds of parents, teachers, and concerned citizens testified about violations of the Hatch Amendment. Their testimonies constituted

shocking documentation about what is going on inside the classrooms of America "in the name of education."

They described classroom techniques such as violent and disturbing books and films; materials dealing with parental conflict, death, drugs, mental illness, despair, and anger; literature that is mostly negative and depressing; requiring the child to engage in the role-playing of death, pregnancy, abortion, divorce, hate, anger and suicide; personal attitude surveys and games which invade the private thoughts of the child and his family; psychological games which force the child to decide who should be killed (such as the Survival Game); explicit and pornographic instruction in sex acts (legal and illegal, moral and immoral); and a deliberate attempt to make the child reject the values and religion of his parents.

The testimonies were given by men and women who were, for the most part, total strangers to each other. Yet the message was the same from every part of the nation. The cumulative impact of their corroborative testimonies shows that child abuse in the classroom is a national disease carried to every state by the Typhoid Marys of Federal funding.

The NEA did not send any representative to testify at the Department of Education Hearings, probably because the psychological courses in the classroom cannot be logically defended. Instead, the NEA began a hysterical attack on the Hatch Amendment. The *NEA Newsletter* of April 16, 1984 explained why "the NEA is opposing the regulations": "Enforced as currently written, the Reagan Administration's 'child privacy' regulations would mandate that all instructional material -- including teachers' manuals, films, and tapes -- must be made available for parental inspection."

But why shouldn't all teaching materials be available for parental inspection? Who do the NEA officials think they are that they can deny parents the opportunity to inspect the materials being used on their own children?

Somewhere along the line, the NEA and the curriculum writers have adopted the notion that the schools, instead of teaching knowledge and training in basic skills, should act as a therapist to pry into and manipulate the child's emotions, family problems, sex life, and attitudes toward life and death. Teacher training schools and curriculum guides have misread the purpose of education. No wonder our country has 23 million functional illiterates!

After the March Hearings concluded, a great silence emanated from the U.S. Department of Education and the media. Weeks passed, and both acted as though nothing had happened. Eagle Forum de-

mandated that the Hearings record be published, but the Department of Education refused. Few people knew what had happened except the witnesses themselves and Eagle Forum members who were kept advised through the *Phyllis Schlafly Report*. During those months, Eagle Forum members sent five times as many letters to President Reagan as did NEA members.

The Publication of The Book

After months of silence, I edited the 1,300 pages of the Hearings into a 450-page book called *Child Abuse in the Classroom* and published it myself on August 13, 1984. Three weeks later, on September 6, 1984, the Department of Education issued the strong Regulations we had been demanding for two years. On September 15, President Ronald Reagan told the annual national Eagle Forum Conference: "I'm happy to tell you today that new regulations to enforce the Protection of Pupil Rights Amendment, sometimes called the Hatch Amendment, have been completed by the Department of Education and were published in the *Federal Register* on September 6. Like you, I believe that parents' rights in education must be respected."

These Hatch Amendment Regulations went into effect on November 12, 1984. They are the strong Regulations which the witnesses in the March Hearings had demanded for years. They are reprinted on the last page of this *Report*.

These Regulations spell out pupils' rights NOT to be subjected -- without the prior written consent of their parents -- to "psychiatric or psychological examination or test," which means activities pertaining to "attitudes, habits, traits, opinions, beliefs or feelings"; or to "psychiatric or psychological treatment," which means activities or instruction "designed to affect behavioral, emotional, or attitudinal characteristics of an individual or group."

These Regulations place the primary burden on the school to ascertain which courses and materials may be subject to the Hatch Amendment, and then to establish a procedure for securing parental consent before such courses or materials are imposed on any students. The Regulations provide for voluntary compliance at the local level, and, if this is unsatisfactory, for the filing of complaints about violations with the Department of Education. After investigation and other procedural requirements, the Department is authorized to withdraw Federal funds from a school system or other contractor in violation of the law.

The National Education Association, which fought the Hatch Amendment all the way, has carried on a steady campaign of intemperate attacks on the Regulations. The *NEA Newsletter* of December 3, 1984 proclaimed in oversized type: "The Hatch

Act Could Change The Way You Teach -- FOREVER!" The NEA position is that the schools should be able to teach whatever they want to schoolchildren -- and that the schools should not be accountable to the parents for anything. That's what they call "academic freedom."

The NEA began a continuing attack on Phyllis Schlafly and Eagle Forum, whom the NEA identified as the leader in the battle to protect parental rights in public education. The *NEA Newsletter* of December 10, 1984 quoted NEA President Mary Futrell as saying, "Phyllis Schlafly says she wants parents to be involved in education. What she really wants is to have groups like Eagle Forum become the moral police force in our schools."

In order to work out efficient and orderly enforcement of the Hatch Amendment, the Department of Education arranged for a series of meetings between parents groups, represented by Phyllis Schlafly, president of Eagle Forum, and educator groups, represented by Claudia Mansfield, executive director of the American Association of School Administrators. After the first meeting, the educator groups refused to attend any more and began lobbying Congress to repeal the Hatch Amendment.

The Turning of the Tide

The most powerful tool ever devised to reform the educational system of our nation is the book called *Child Abuse in the Classroom*. It has the power of truth because it is the official testimony of real parents saying, "This is how my child was psychologically abused by classroom activities and materials." You must read this book for yourself to feel the persuasive power of its authenticity -- about teenage suicide, death education, premarital sex, abortion, killing, lying, toying with witchcraft, hating parents, abandoning moral values and standards, and invasions of family privacy.

Upon first starting to read the book, the average reader is incredulous that such events could happen in a local school. But the book shows you how to question your child. **Then**, parents discover that their own children have been given psychological materials without parental knowledge or consent. So, all over the country, armed with this book, Americans are starting to assert parents' and pupils' rights under the Hatch Amendment.

The protection of the child and his family from the prying eyes and ears of schools which want to engage in psychological manipulation instead of teaching is **the** civil rights issue of the 1980s. The book *Child Abuse in the Classroom* is the tool to awaken parents to claim those rights, and Eagle Forum has set up a Parents Advisory Center to assist parents to secure their rights.

34 CFR Part 98 — Student Rights in Research, Experimental Programs, and Testing

§98.1 Applicability of part.

This part applies to any program administered by the Secretary of Education that — (a)(1) Was transferred to the Department by the Department of Education Organization Act (DEOA); and

(2) Was administered by the Education Division of the Department of Health, Education, and Welfare on the day before the effective date of the DEOA; or

(b) Was enacted after the effective date of the DEOA, unless the law enacting the new Federal program has the effect of making section 439 of the General Education Provisions Act inapplicable.

§98.3 Access to instructional material used in a research or experimentation program.

(a) All instructional material—including teachers' manuals, films, tapes, or other supplementary instructional material—which will be used in connection with any research or experimentation program or project shall be available for inspection by the parents or guardians of the children engaged in such program or project.

(b) For the purpose of this part "research or experimentation program or project" means any program or project in any program under §98.1 (a) or (b) that is designed to explore or develop new or unproven teaching methods or techniques.

(c) For the purpose of the section "children" means persons not above age 21 who are enrolled in a program under §98.1 (a) or (b) not above the elementary or secondary education level, as determined under State law.

§98.4 Protection of students' privacy in examination, testing, or treatment.

(a) No student shall be required, as part of any program specified in §98.1 (a) or (b), to submit without prior consent to psychiatric examination, testing, or treatment, or psychological examination, testing, or treatment, in which the primary purpose is to reveal information concerning one or more of the following—

(1) Political affiliations;

(2) Mental and psychological problems potentially embarrassing to the student or his or her family;

(3) Sex behavior and attitudes;

(4) Illegal, anti-social, self-incriminating and demeaning behavior;

(5) Critical appraisals of other individuals with whom the student has close family relationships;

(6) Legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers; or

(7) Income, other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under a program.

(b) As used in paragraph (a) of this section, "prior consent" means—

(1) Prior consent of the student, if the student is an adult or emancipated minor; or

(2) Prior written consent of the parent or guardian, if the student is an unemancipated minor.

(c) As used in paragraph (a) of this section—

(1) "Psychiatric or psychological examination or test" means a method of obtaining information, including a group activity, that is not directly related to academic instruction and that is designed to elicit information about attitudes, habits, traits, opinions, beliefs or feelings; and

(2) "Psychiatric or psychological treatment" means an activity involving the planned, systematic use of methods or techniques that are not directly related to academic instruction and that is designed to affect behavioral, emotional, or attitudinal characteristics of an individual or group.

§98.5 Information and Investigation office.

(a) The Secretary has designated an office to provide information about the requirements of section 439 of the Act, and to investigate, process, and review complaints that may be filed concerning alleged violations of the provisions of the section.

(b) The following is the name and address of the office designated under paragraph (a) of this section: Family Educational Rights and Privacy Act Office, U.S. Department of Education, 400 Maryland Avenue, SW., Washington, D.C. 20202.

§98.6 Reports.

The Secretary may require the recipient to submit reports containing information necessary to resolve complaints under section 439 of the Act and the regulations in this part.

§98.7 Filing a complaint.

(a) Only a student or a parent or guardian of a student directly

affected by a violation under Section 439 of the Act may file a complaint under this part. The complaint must be submitted in writing to the Office.

(b) The complaint filed under paragraph (a) of this section must—

(1) Contain specific allegations of fact giving reasonable cause to believe that a violation of either §98.3 or §98.4 exists; and

(2) Include evidence of attempted resolution of the complaint at the local level (and at the State level if a State complaint resolution process exists), including the names of local and State officials contacted and significant dates in the attempted resolution process.

(c) The Office investigates each complaint which the Office receives that meets the requirements of this section to determine whether the recipient or contractor failed to comply with the provisions of section 439 of the Act.

§98.8 Notice of the complaint.

(a) If the Office receives a complaint that meets the requirements of §98.7, it provides written notification to the complainant and the recipient or contractor against which the violation has been alleged that the complaint has been received.

(b) The notice to the recipient or contractor under paragraph (a) of this section must—

(1) Include the substance of the alleged violation; and

(2) Inform the recipient or contractor that the Office will investigate the complaint and that the recipient or contractor may submit a written response to the complaint.

§98.9 Investigation and findings.

(a) The Office may permit the parties to submit further written or oral arguments or information.

(b) Following its investigations, the Office provides to the complainant and recipient or contractor written notice of its findings and the basis for its findings.

(c) If the Office finds that the recipient or contractor has not complied with section 439 of the Act, the Office includes in its notice under paragraph (b) of this section—

(1) A statement of the specific steps that the Secretary recommends the recipient or contractor take to comply; and

(2) Provides a reasonable period of time, given all of the circumstances of the case, during which the recipient or contractor may comply voluntarily.

§98.10 Enforcement of the findings.

(a) If the recipient or contractor does not comply during the period of time set under §98.9(c), the Secretary may either—

(1) For a recipient, take an action authorized under 34 CFR Part 78, including—

(i) Issuing a notice of intent to terminate funds under 34 CFR 78.21;

(ii) Issuing a notice to withhold funds under 34 CFR 78.21, 200.94(b), or 298.45(b), depending upon the applicable program under which the notice is issued; or

(iii) Issuing a notice to cease and desist under 34 CFR 78.31, 200.94(c) or 298.45(c), depending upon the program under which the notice is issued; or

(2) For a contractor, direct the contracting officer to take an appropriate action authorized under the Federal Acquisition Regulations, including either—

(i) Issuing a notice to suspend operations under 48 CFR 12.5; or

(ii) Issuing a notice to terminate for default, either in whole or in part under 48 CFR 49.102.

(b) If, after an investigation under §98.9, the Secretary finds that a recipient or contractor has complied voluntarily with section 439 of the Act, the Secretary provides the complainant and the recipient or contractor written notice of the decision and the basis for the decision.

Federal Register, vol. 49, no. 179, Sept. 6, 1984, pp. 35321-35322. These Regulations became effective Nov. 12, 1984.

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