



The Phyllis Schlafly Report

VOL. 21, NO. 3, SECTION 2

BOX 618, ALTON, ILLINOIS 62002

OCTOBER, 1987

The NEA's 1987-88 Ultra-Left Agenda

The National Education Association has proved again that it has an ultra-leftwing extremist agenda. Let's take a look at some of the resolutions passed at the NEA's 1987 Convention.

The NEA Resolutions call for more counseling and contraceptives without parental consent. "The National Education Association believes that every student should have direct and confidential access to health, social, and psychological services within both school and community settings. ... These services must include ... comprehensive school-based, community-funded student health care clinics ... family-planning counseling and access to birth control methods and instruction in their use. ... The National Education Association believes that guidance and counseling services should be integrated into the entire education system, beginning at the prekindergarten level."

The NEA wants the schools to provide sex education without parental consent. "The Association urges its affiliates and members to support appropriately established sex education programs, including information on birth control and family planning, parenting skills, prenatal care, sexually transmitted diseases, incest and sexual abuse, the effects of substance abuse during pregnancy, and problems associated with and resulting from preteen and teenage pregnancies. To facilitate the realization of human potential, it is the right of every individual to live in an environment of freely available information, knowledge, and wisdom about sexuality."

The NEA is going all-out for "AIDS education" in the classroom at every level. "The National Education Association recommends that educational institutions establish comprehensive AIDS education programs. These programs must include education about all means of transmission, including sex and intravenous (IV) drug use. Information on prevention options must include abstinence and medically accepted protective devices."

The NEA continues its enthusiastic support of ERA and abortion. "The Association supports the proposed Equal Rights Amendment to the U.S. Constitution, which guarantees that equality of rights under the law shall not be denied or abridged by the United States or by any state on account of

sex. The Association urges its affiliates to support ratification of such an amendment. ... The National Education Association supports family planning, including the right to reproductive freedom. ... The Association further urges the implementation of community-operated, school-based family planning clinics that will provide intensive counseling by trained personnel."

The NEA Resolutions show strong support for gay and lesbian teachers. "The National Education Association believes that personnel policies and practices must guarantee that no person be employed, retained, paid, dismissed, suspended, demoted, transferred, or retired because of race, color, national origin, religious beliefs, residence, physical disability, political activities, professional association activity, age, marital status, family relationship, sex, or sexual orientation. ... The National Education Association believes that educational employees shall not be fired, nonrenewed, suspended (with or without pay), transferred, or subjected to any other adverse employment action solely because they have tested positive for the AIDS antibody or have been diagnosed as having AIDS or AIDS-related complex (ARC)."

The NEA wants to turn the schools into baby-sitters for pre-school children. "The National Education Association strongly supports the inclusion of prekindergarten childhood education programs within the public school system. These programs should include child care, child development, appropriate developmental curriculum, and special education. ... The Association advocates the establishment of fully funded, early childhood special education programs. ... The Association urges its affiliates to seek legislation to ensure that early childhood developmental programs offered primarily through the public schools be fully funded and available on an equal basis and culminate in mandatory kindergarten with compulsory attendance."

The NEA Resolutions endorse teaching global citizenship rather than American citizenship and culture. "The National Education Association believes that multicultural/global education is a way of helping every student perceive the cultural diversity of U.S. citizenry so that children of many races may develop pride in their own cultural legacy, awaken to the ideals embodied in the cultures of their neighbors, and

develop an appreciation of the common humanity shared by all peoples of the earth. ... The Association urges its affiliates to develop comprehensive teacher training programs for multicultural/global education and to work to secure legislation that would provide adequate funding for effective implementation of such programs."

The NEA Resolutions promote a nuclear freeze. "The Association urges the United States and all other nations to adopt a verifiable freeze on the testing, development, production, upgrading, emplacement, and deployment of nuclear weapons and all systems designed to deliver nuclear weapons."

The NEA wants dictatorial control over curricula without accountability. "The National Education Association believes that quality teaching depends on the freedom to select materials and techniques. Teachers and librarians/media specialists must have the right to select instructional/library materials without censorship or legislative interference. ... The Association deplores book burning crusades and attempts to ban books from the school library/media center and school curriculum by pressure groups."

The NEA's animosity toward private schools comes through loud and clear. "The Association believes that all federal and state legislation designed to establish or implement plans for prekindergarten through grade 12 tuition tax credits is detrimental to the public interest and urges its affiliates to work for the defeat of such legislation. ... The Association urges the enactment of federal and state legislation prohibiting the establishment of voucher plans and calls upon its affiliates to seek from members of Congress and state legislatures support for this legislation. ... The Association believes that closed public school buildings should be sold or leased only to those organizations that do not provide direct educational services to students and/or are not in direct competition with public schools."

The NEA opposes tests for teachers. "The National Education Association believes that competency testing must not be used as a condition of employment, license retention, evaluation, placement, ranking or promotion of licensed teachers."

Secretary Bennett Speaks Out on Sex

Amid the confusion and controversy, panic and paranoia, about AIDS and sex education, Secretary of Education William Bennett has sounded a certain trumpet. On January 30, 1987, he said, "Young people must be told the truth — that the best way to avoid AIDS is to refrain from sexual activity until as adults they are ready to establish a mutually faithful monogamous relationship."

Is he just moralizing to a generation that doesn't want to hear any sermons? The Secretary pointed out that, "with regard to AIDS, science and morality teach the same lesson." Those who reject morality are also rejecting the scientific evidence about AIDS that abstinence is the way to go if you want to remain healthy.

Only a week earlier, Secretary Bennett addressed the National School Boards Association on the subject of sex education, and he spelled out his views in more detail. His views are full of common sense, but they are contrary to the

prevailing pedagogy of public school teaching about sex.

Some 70 percent of all high school seniors have taken sex education. That figure is up from 60 percent in 1976. The increase in the percentage of public school children who are forced to take sex education ("forced" is, indeed, the accurate word) correlates directly with the increase in sexual problems in that age group. We have witnessed an appalling rise in the number of children who engage in fornication, who get pregnant, and who have abortions.

Whether sex education is the cause of those problems may be difficult to prove. But it is clear that sex education did not prevent them or diminish them. By any measure, classroom sex education is a colossal failure.

The dominant ideology of the sex education given to nearly all public school children could be called "Planned Parenthood-style contraceptive education." This is the ideology that sex education consists of detailed instruction in how to use contraceptives and how to be tolerant of every kind of sexual activity, in or out of marriage, with the same or the opposite sex.

So, in sex education classes, no authority figure tells children to avoid that which is unhealthy. Instead, children are taught to role-play sexual situations, to interact with equally uninformed peers, to improvise dialogue for problem situations, and to discuss open-ended options.

Secretary Bennett pointed out that this kind of teaching "does not teach." It's an abdication of responsibility. Children are taught that choosing your "option" and being "comfortable" with your decision is the sum and substance of responsible sexuality. Bennett asks, has "comfort alone now become our moral compass?"

Planned Parenthood receives about \$20 million a year of federal taxpayers' money to dispense birth control devices and information at its 750 clinics nationwide, and has been on the federal gravy train since 1970. About 47 Planned Parenthood clinics perform abortions. In some public schools, Planned Parenthood employees actually teach the courses.

The promoters of the Sexual Revolution try to ridicule Secretary Bennett as though he were out of touch. But he's not the one out of step; his critics are. A recent national poll concluded that 70 percent of adults surveyed think sex education programs should teach moral values, and about the same percentage believe the programs should urge students *not* to have sexual intercourse.

Secretary Bennett also quoted a teen services program at Atlanta's Grady Memorial Hospital which found that, of the girls under age 16 it surveyed, nine out of ten wanted to learn how to say "no." They had been cheated because no one taught them how.

One common argument given against teaching children abstinence is that we can never determine whose values to put into the sex education curriculum, and anyway, we should not indoctrinate the young with a particular set of beliefs. Those excuses are plainly dishonest.

Public school sex courses do, in fact, indoctrinate children with values — the Planned Parenthood contraceptive values. That value system ranks "being comfortable" as the ultimate personal goal.

Secretary Bennett brought up one more point which is seldom discussed. "It is crucial," he said, "that sex education

teachers offer examples of good character" because children learn more from example than from words. When sex education is taught in the public schools, parents have a right to demand that the teacher's own sexual life be above reproach.

The Seattle Textbook Story

When it comes to the matter of selecting curricula for public school pupils, there seem to be two classes of people. There are those who believe that parents are the primary educators of their children and have the constitutional right to safeguard the child's religion, ethics, culture, and attitudes, as well as family privacy, and to reject materials that downgrade or interfere with any of the above.

Then there are those — such as the NEA — who believe that the schools have the right to select and impose any curricula of their choosing, including experimental courses, films, textbooks and other materials, and that parents have no right to interfere. If parents object to any of the above, or seek a change, the NEA believes they should be brushed off, stonewalled, smeared as censors, and generally put down as the intellectual inferiors of the "professionals" in the schools.

All over the country, parents are rising up against this phalanx of school personnel who are so snobbish about parents. More and more, parents are being successful in asserting their rights. One incident in Seattle, Washington, teaches the lesson that parental perseverance pays.

In early 1986, Jim and Sally Bostad of Seattle heard some parents complaining about objectionable high school sex and drug courses. Their first reaction was, "Those things might happen in places like New York City or San Francisco, but not in our local school." But they told their son to bring home his Health textbook, anyway.

When the Bostads looked at the book, they were shocked! The book taught that promiscuity should not be criticized, that homosexuality is normal, that prostitution should be legalized, and that morality is whatever any individual decides it is.

The textbook favorably discussed alternate lifestyles to traditional marriage, such as trial marriage, open marriage, and even group marriage. Then the textbook asked the pupils, "Do you feel you might be interested in becoming part of such a group?"

One passage even told the children that it is "not considered deviant behavior" to be a Peeping Tom, defined as one who watches other people engaging in sexual activities while looking through windows, holes in walls, or binoculars. The name of this demoralizing textbook is *You and Your Health* by William Fassbender (John Wiley & Sons, publisher).

The Bostads then discovered that this text has been used since 1978 in a mandatory "Health" course in the Seattle public schools. Apparently no other parent had ever seen the textbook.

When the Bostads complained about this textbook, the school district defiantly stated that the book would continue to be forced on students in this mandatory class. The school district wrote the Bostads on June 12, 1986 that its "overall feeling is that with careful guidance of trained staff, sensitive areas in the book would be covered professionally and objectively."

In the fall of 1986 and again in the spring of 1987, the

Bostads alerted many other parents about the textbook and distributed copies of some of the offensive pages. Finally, some of the radical statements in the textbook found their way into the Seattle newspapers.

On April 13, 1987, the Seattle School Board scheduled a meeting of its curriculum committee. Mrs. Bostad attended, along with other critics of the textbook and a large delegation of local media.

After Mrs. Bostad showed the actual book and made copies of many pages available to the media, the controversy hit the fan. Among the ridiculous quotations from the textbook that were featured on the evening news was the book's statement that "AIDS is NOT a sexually transmitted disease."

What happened then would have been a comedy act if it weren't so tragic that hundreds of Seattle public school children had been *forced* to study from this disgusting book. Nobody defended the book or would take responsibility. Various school personnel began accusing each other of selecting it. Nobody could explain how the book got into the school.

All of a sudden, the school found money to buy a new textbook and announced that the normal six-month testing period for new books would be waived. All of a sudden, parents were invited to participate in the textbook adoption process.

Every day, on the tube and in the press, we hear someone say, "Education is the answer to AIDS." But the real question is, what kind of education will our children be getting?

Will they be taught from books like the one used in Seattle? If so, they will be taught things that are untrue. They will be encouraged in behavior that is unhealthy and contrary to the morals they were taught at home. The children will be the victims of teaching that violates the First Amendment rights of the parents.

The Seattle textbook case proves that parents *can* win these textbook battles, but it takes patience and perseverance.

Stopping School Sex Clinics

For the last two years, a consortium of foundations and social service professionals has been trying to install school-based sex clinics in public junior and senior high schools. This plan has been greeted with intense and vocal public opposition.

The biggest deterrent to the installation of school sex clinics is the awesome legal liability for personal injury which they impose on the schools. Any school plunging head-long into the practice of medicine should fear for its fiscal survival.

The clinics create a pool of thousands of potential young plaintiffs. Medical care is the most volatile, costly, and expanding area of tort liability. Every school is a "deep pocket" for a damage suit; it is a taxpayer-supported entity able to pay huge judgments or insurance premiums by raising taxes or cutting other parts of the budget. The issues involved in these potential suits are at the cutting edge of the ever-expanding frontiers of tort liability: reproductive, genetic, and contraceptive technology.

Suppose a student receives condoms from the sex clinic after being told that they will protect him from AIDS, yet still contracts the disease due to faulty manufacture or the usual rate of failure. Even if the school wins the case, it is costly to defend it. Imagine dozens of such suits by students who

contract AIDS or any other venereal disease, and by girls who get pregnant after failed contraception, and who suffer bad effects from an abortion recommended by the school.

Once a school undertakes to provide a service, such as bus transportation, psychological testing, food or milk, shop work or physical exams, the schools are held to the same standard of care as any one else. A school providing medical care is as vulnerable to medical malpractice suits as anyone else. The schools are whistling in the air if they think they will be protected by the parental consent form. These parental consent forms will not protect the schools from damage suits any more than a "use at your own risk" warning will protect the auto manufacturers if a wheel falls off of a new car.

It's no wonder that, despite the support of prestigious organizations backed by massive foundation funding, two years of effort have only increased the number of schools with sex clinics from 50 to about 70 out of the 15,500 school districts.

Questions to Ask About Sex Education

Using AIDS as the lever, the advocates of mandated sex education are trying to force their values and courses on minor children in the public school classroom, regardless of how offensive this is to parents and children. The education bureaucracy wants to mandate sex (or AIDS) education for Kindergarten through the 12th grade.

Tennessee is an example of what is taking place nationally. Legislation adopted in 1985 gave the state a uniform state "health" curriculum, but left it optional with local school districts as to whether or not they would use it. When only 41 out of 141 school districts adopted this unit, the busybody bureaucrats expressed their frustration at this exercise of free choice.

To preempt any mandatory action, pro-family leaders went before the Tennessee Legislature in 1987 to speak against any attempt to force sex education on the public schools. They noted that a new study from the Children's Defense Fund suggests a causal link between academic failure and adolescent pregnancy. They concluded that a solid basic academic education, rather than sexuality courses, is the key to curbing teenage pregnancy.

The Tennessee parents devised a list of twenty questions that citizens can ask their local schools before they implement sexuality curricula. The parents want to know who will teach sex to the students, and what qualifies them to teach this course of study.

If the regular classroom teacher is to be the instructor, will he or she feel overburdened by accepting yet another responsibility that rightly belongs to parents? If the classroom teacher does everything that is required to educate youngsters in the area of academics, is there even time to incorporate sex ed into the curriculum?

Where can we look for successful sex education that can be held up as a beacon to show what is to be accomplished? Sweden has had mandatory sex education since 1954 and it has the highest venereal disease rate and the highest suicide rate of any civilized nation.

What will be the policy for notifying parents of the contents and method of sex education and of inviting their comments and/or participation? What visual and audio aids

will be used (films, filmstrips, slides, tapes)? What books and other literature will be used? What facilities are there for parents to see the literature to be used, hear any audio aids, and view any visual aids?

What arrangements are there for parents to withdraw their children from sex education if they wish?

Does it require instruction and discussion to take place in sex-integrated (co-ed) classes rather than separate classes for boys and girls? Does it require boys and girls to discuss private parts and sexual behavior openly in the classroom with explicit vocabulary, thereby destroying their natural modesty, privacy and psychological defenses against immoral sex? Does it require boys and girls to draw or trace on paper intimate parts of the male and female bodies?

Does it urge boys and girls to seek help from or consult only or primarily public agencies rather than their parents or religious advisors? Does it encourage children not to tell their parents about the sex ed curriculum or about their sexual behavior or problems?

Does it omit mentioning chastity as a method (the only absolute method) of preventing teenage pregnancies and V.D.? Does it present abortion as an acceptable method of birth control? Does it present homosexual behavior as normal and acceptable?

Does it use a vocabulary which disguises immorality? For example, "sexually active" to mean fornication, "sexual partners" to mean sex in or out of marriage, "fetus" to mean baby, "termination of pregnancy" to mean killing a preborn baby.

Does it ask unnecessary questions which cause children to doubt their parents' religious and social values? Can the sex ed curriculum reasonably be described as a "how to" course in sexual acts (instruction which obviously encourages individual experimentation)?

The Tennessee parents ended their lobbying at the state capitol by presenting each committee member with a box of animal crackers with this note attached: "Sex Education without moral absolutes is animal level sex. Help keep us out of the zoo. Vote NO to Sex Education in Tennessee Schools."

The Tennessee Legislature responded to this parental appeal by not passing any sex education bill.

Phyllis Schlafly has her B.A. from Washington University, her M.A. from Harvard University, her J.D. from Washington University Law School, and an honorary LL.D. from Niagara University. She is the author of 12 books and over 1,000 network television and radio commentaries. Before her marriage, she was a librarian. 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 and is the author of a book on Rubik's Cube, one is an electrical engineer, and one is a journalist.

The Phyllis Schlafly Report

Box 618, Alton, Illinois 62002
ISSN0556-0152

Published monthly by The Eagle Trust Fund, Box 618, Alton, Illinois 62002. Second Class Postage Paid at Alton, Illinois. Postmaster: Address Corrections should be sent to the Phyllis Schlafly Report, Box 618, Alton, Illinois 62002.

Subscription Price: \$15 per year. Extra copies available: 50 cents each; 4 copies \$1; 30 copies \$5; 100 copies \$10.