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NEA: Testing Is “Stupid”

Standardized testing of students has been increasing for years but only when student test scores became a tool used to assess teacher performance, determine their compensation, and affect their job security did it become a problem for the National Education Association (NEA) union.

The NEA Board of Directors submitted and delegates adopted an “Anti-Toxic Testing Campaign” at the July 2014 NEA Representational Assembly (RA) convention in Denver. The union anti-testing campaign mandates that the NEA call on the “President and Congress to overhaul the Elementary and Secondary Education Act [to] end the every year testing mandates, and repeal federal requirements that state standardized test scores be used to evaluate educators.” The union wants a massive reduction in testing, changing it from annual to “grade span.” This means they want students to be given standardized tests only “once in elementary school, once in middle school, and once in high school.”

The union has turned against standardized testing of students because it is being used in many states to evaluate teachers and add accountability to the profession. NEA President Dennis Van Roekel says that “the public is beginning to see the absurdity of the so-called accountability system” and that the “accountability system is crumbling.” But public outcry against testing is mostly a response to Common Core and is a part of the larger anti-Common Core grassroots movement. The public is not outraged by teacher accountability measures.

What concerns parents and citizens about Common Core — and the testing it mandates — is that it was sprung on an unsuspecting public and forced onto schools as a one-size-fits-all and inferior set of standards, often by unelected bureaucrats.

The NEA wants American students to adapt to Common Core standards but they are outraged that Common Core testing will affect teachers’ ratings and paychecks.

NEA Vice President Lily Eskelsen Garcia, who will take over leadership of the nation’s largest union in September, told delegates during her convention speech:

For us, one thing is clear. Before anything is going to get better: It’s the Testing, Stupid. Better yet, it’s the stupid testing.

Common Core Okay with NEA

In his final speech to delegates, outgoing NEA President Van Roekel doled out blame for what is wrong with public education. He says there is not enough early childhood education; he promotes a “push for equity” wherein social justice would somehow improve education; and he calls for improved “learning conditions,” by which he means better school facilities. He also blamed No Child Left

Behind. He did not blame inadequate teachers. He did not mention Common Core as a problem for students, teachers, or parents.

Although state delegates presented several items in opposition to Common Core on the NEA convention floor, none passed.

NEA and United Nations Alliance

Part of the NEA Toxic Testing Campaign is an alliance between the NEA and Education International (EI), a global federation of teachers unions. Goals listed in the Articles of EI’s constitution include: promoting peace, social justice, and equality through the collective strength of teachers; and combating all forms of bias or discrimination in education and society due to gender, marital status, sexual orientation, age, religion, political opinion, and social or economic

status. EI is affiliated with the International Trade Union Confederation and is associated with UNESCO, an agency of the United Nations. This NEA affiliation will concern those already worried about United Nations globalism in education.

Test All Teacher Candidates

In his convention speech, Van Roekel railed against “unlicensed, uncertified, or out-of-field teachers.” He believes only those who graduate from a teachers college are effective and legitimate educators. The NEA shuns newly trained Teach for America college graduates (who are often willing to teach where others won’t), mathematicians who don’t have education degrees but who can certainly impart math knowledge to students, and



anyone else who did not attend a teachers college.

Van Roekel wants “professional licensure requirements [mandated] for all educators.” He says:

“We must demand a performance-based assessment for all potential educators to be licensed to practice our profession.” But if standardized testing of students can’t be used to help determine the effectiveness of teachers, how can the same sort of test be the determining factor in deciding who is qualified to teach? According to NEA logic, testing is only “stupid” when it affects teachers’ pay and job security.

No Criticism of Bill Gates

At this year’s RA, NEA Executive Director John Stocks attacked the “barrage of bad ideas from so-called” (See *Testing*, page 4)

Vassar Student Group Pro-Palestinian, Anti-Israeli

After months of simmering anti-Semitism at Vassar, the Students for Justice in Palestine at the college in Poughkeepsie, NY posted a cartoon to a social media site, forcing the administration to launch an investigation into the group’s status as a campus organization. The cartoon, titled “The Liberators,” is anti-Israeli, anti-American, and anti-Semitic. The *Times of Israel* describes it as “a many-limbed monster decorated with the U.S. flag, holding a money bag grasped by a long-nosed banker, and wearing a Star of David as a loin cloth, stomp[ing] on houses of the innocent.” (5-16-14)



Students for Justice in Palestine (SJP) exists on more than 80 U.S. college campuses. Calling for boycotts of businesses and organizations that deal with Israel and accusing Israel of war crimes, ethnic cleansing, and genocide, some call SJP a hate group. Students for Justice in Palestine at Vassar College is a proponent of the Boycott, Divestment, and Sanctions (BDS) movement, modeled on the movement launched against South Africa in the last century. The American Studies Association (ASA) has called for an academic boycott of Israel. Although most colleges, including Vassar, have rejected the ASA boycott, the call has emboldened anti-Israel campus groups. Vassar College, like others, rejected the ASA boycott on the basis of academic freedom, rather than out of any support for Israel.

The Vassar investigation of what they are calling a “bias incident” comes after months of escalating tension during which the administration did nothing to rein in anti-Israel activists. Once administrators launched an investigation into

the legitimacy of Students for Justice in Palestine (SJP) as an authorized student group, SJP issued an apology of sorts, blaming one individual’s poor judgment. The SJP claims the social media manager acted unilaterally in posting the cartoon. But the SJP calls for the destruction of Israel, and portrays the Jewish state as illegitimate and as engaging in genocide.

The problems at Vassar are representative of the national shutdown of public discourse that threatens to halt

free speech and end rational, civil communication on college campuses when the discussion does not follow campus progressives’ leftist agenda.

Anti-Israel Campus Activity

Earlier in the year, SJP Vassar initiated an anti-apartheid week that ran from February 24 to March 2. The event included the erection of a Wall of Apartheid on which at least 75 pages of anti-Israel posters and diatribes were hung, accusing Israel of all sorts of horrors.

In response, the Vassar Conserva- (See *Student Group*, page 4)

\$10K To See Children’s Records

A Nevada father will have to come up with more than \$10,000 if he wants to review the data compiled by the state Department of Education about his four children. Although the Family Educational Rights and Privacy Act, or FERPA, demands that parents have access to all student records, along with the ability to initiate changes when the records are incorrect, Nevada has no way to allow parents to do so. John Eppolito was told that in order to exercise his right, he’d need to pay for development of a system that the state failed to create.

Over 800 data points are collected on each Nevada public school student. The state has spent seven years and \$10 million to develop the K-12 student information database, “yet the system has no capacity to cost-effectively allow parents to see the data collected on their children.” (Education Week, 6-11-14) Parental rights were not considered when the system was developed.

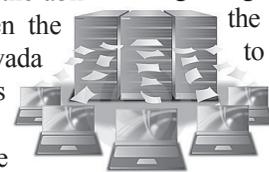
Common Core requirements have greatly added to the amount of personally identifiable information kept on

record about individual students. This sensitive information is made available to the federal government and to outside entities, such as software companies that create curriculum and universities that study education methods.

According to the *Nevada Journal*, “Beginning with the Obama administration, the federal government has sought to greatly expand the amount of individual student data collected, shared, and analyzed by expanding state educational database systems to track individuals from their pre-kindergarten years well into adulthood, into data systems now referred to as ‘Statewide Longitudinal Data Systems.’” (4-24-14) The Obama administration eliminated some privacy protections formerly offered by FERPA in order to collect and share information about students.

The sort of information that is collected includes grades, test results, demographics, discipline reports, family status, disabilities, and hundreds more individually identifiable data points.

Privacy experts are troubled because security is often lax when it comes to this (See *Records*, page 4)



EDUCATION BRIEFS

The Garden City, Kansas school district spent \$105,000 to send staff to Walt Disney World Resort for a Model Schools conference in June. The district spent about \$1,750 on each attendee who went to exchange ideas with other schools that have similar “diversity,” based on the number of students who receive free and reduced-price lunches. Sessions included Common Core language and math training. More than 25 other school districts attended the resort-based conference. (EAGnews.org, 8-2-14)

More than one million students have stopped eating school-prepared lunches because of the Healthy Hunger-Free Kids Act nutrition standards, touted by Michelle Obama. Although the Department of Agriculture claims the revised lunches are “popular,” a Government Accountability Office audit reveals that the standards are problematic for many. According to the GAO, 321 school districts have left the school lunch program and 48 of 50 states “face challenges complying” with the dietary regulations. (Washington Times, 3-6-14)

Four New York City teachers who are banned from classrooms earn a total of \$363,271 a year, plus benefits, for not teaching. One is a former history teacher and tennis coach who was accused of improperly touching and making sexual comments to two girls. Tenure laws demanded by unions make it impossible for the state Department of Education to fire him, so he works in a position that forbids student contact. (New York Post, 7-13-14)

Louisiana Gov. Bobby Jindal filed a lawsuit against the Obama administration over Common Core and the \$4.3 billion grant program and waivers that the federal government used to cajole states into adoption of the federal standards. “Common Core is the latest effort by big government disciples to strip away state rights and put Washington, DC, in control of everything,” Jindal said. (NewsMax.com, 9-1-14)

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Web site: <http://www.eagleforum.org>
E-mail: education@eagleforum.org

Planned Parenthood Sex Ed

The Making Proud Choices! sex-education program in schools is promoted by the U.S. Department of Health and Human Services and was developed in association with Planned Parenthood. The program is funded in states in part by PREP (Personal Responsibility Education Program) grants as part of the Patient Protection and Affordable Care Act of 2010, commonly called Obamacare. It is also funded by businesses and philanthropies.

“Federal funding for comprehensive sex education . . . has been at least four times the amount designated for abstinence programs. More than two-thirds of public schools (68%) teach comprehensive sex education.” (American Thinker, 8-28-14) Comprehensive sex education programs teach students everything possible about sex.

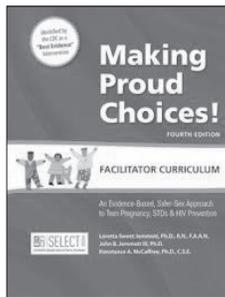
Select Media sells Making Proud Choices! school-edition curriculum for \$648. They also sell ten other sex programs aimed at children and teens.

Some parents are disturbed by the content of Making Proud Choices! What schools say they will teach and what parents agree to allow their children to learn often differs from the controversial content actually taught to students. In some cases, legislators and parents have been denied access to their children’s sex education curricula.

Secret Hawaiian Sex Ed

In Hawaii, two state legislators heard parent and teacher complaints that a University of Hawaii and Planned Parenthood-piloted sex-education program was too graphic, favored alternative sexual lifestyles, and was inappropriate for 11-, 12-, and 13-year-old students. The legislators independently attempted to obtain “Making Pono Choices!” a middle-school curriculum that received almost \$1 million in teen pregnancy prevention grant money from the federal government. (EAG News, 1-18-14) In Hawaii, Making Proud Choices! is called Making Pono Choices! Pono is a Hawaiian word that loosely translates to “the right way.”

Hawaii state representative Bob McDermott and state senator Sam Slom were denied the opportunity to independently review the Making Pono Choices! curriculum. They were only offered the option to see the program “under supervision.” Slom said this was disrespectful and likened it to treating legislators like children. McDermott stated that it is “outrageous that a state legislator . . . as an elected official and a father of public school children, cannot get this information.” Slom said, “A government that hides public information is antithetical to democracy.”



A Hawaii DOE spokesman, defending the refusal to release the documents, claimed that “the curriculum is sensitive in nature and can be misinterpreted.”

The Hawaii Department of Education (DOE) temporarily halted the program in November 2013, but after a two-week investigation, the program was restarted and expanded to 30 more schools. A Hawaii DOE spokesman “affirmed that the curriculum meets department standards, and also showed that Making Pono Choices! is a culturally responsive curriculum that has resulted in positive outcomes for students.” (EAGNews.com, 1-18-14) It is unclear how adequate a two-week investigation could be or how results were measured in such a new program; middle schools began pilot programs in 2011.

The Hawaii DOE Making Pono Choices! website claims that the sex-ed curriculum was reviewed for medical accuracy. But a report prepared by Representative McDermott finds several ways the program is medically inaccurate. Once he won his fight to review the curriculum, McDermott issued a five-page press release on January 9, 2014. He claims that, “[Making] Pono Choices! diverges from medical accuracy sharply and tries to redefine various body parts to suit its focus on recreational sex and lifestyles as opposed to biological reality.”

McDermott states that Making Pono Choices! presents homosexuality as the norm for one-fourth of all people, “a gross exaggeration of the real world numerically probability (which is between 2-3%).” McDermott continues, “This deceptive presentation is designed to ‘desensitize’ the student and portray same-sex relationships as ‘normal,’ thus undercutting the parents’ moral values.”

McDermott says:

[Making] Pono Choices! presents unprotected male/female sex and male/male sex as ‘equally’ risky. This is also totally false and misleading. Male/male anal sex poses an approximately 1800% greater risk of HIV transmission. The ‘politically correct’ portrayal of associated risk is completely distorted in order to encourage the perception of ‘equality’ for the various behaviors.

McDermott has eight children, including an eleven-year-old son, whom he does not want exposed to the controversial taxpayer-funded sex-education program. He states: “The parental opt-out forms are woefully inadequate. They lack clarity and transparency by concealing some controversial aspects of the material.”

(See Sex Ed, page 4)

MALLARD FILLMORE / by Bruce Tinsley



Book of the Month



Top Dog: The Science of Winning and Losing,

Po Bronson and Ashley Merryman, Twelve Publishing, 2013, \$16

“Well, what do you think?” That’s all Anson Dorrance says

at half-time when his soccer team is losing on the field. Coach Dorrance, who has led the Univ. of North Carolina women’s soccer team to win 21 of 31 NCAA Women’s Soccer Championships, “dials the stress way up” during practices, but during games he “dials the stress down.” He holds that it’s the competition that’s important — even more important than winning.

In many instances, adults have removed competition from the lives of children. Most adults would agree that children should learn to be resilient, to take acceptable risks, to be brave, and to stand up for themselves. Parents and experts argue about the way children can best learn these things.

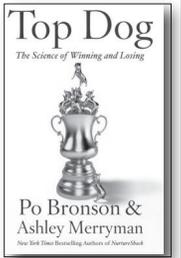
Top Dog presents scientific data to give a comprehensive picture of what winning and losing means to the development of children’s character and success. The authors offer scientific studies of brain chemistry and the hundreds of hormones in the human body; differences between male and female characteristics; and the stories of winning teams and successful students. They explain what occurs during competition.

The authors worry about “bubble wrapped kids” who are protected from defeat, undeservedly complimented, and awarded just for showing up. They say that children benefit from “destabilizing” activities and from being pushed outside their “comfort zones.” Most children benefit from competition. They say that false praise and phony medals lead to narcissism and entitlement issues.

Parents and educators examining the implications of the research provided in *Top Dog* would learn that when enrolled at elite schools, most girls thrive on the tough competition, but some boys don’t. When boys feel they have no chance of success because others are too far ahead of them academically, they sometimes give up. Examples of research done on males, ranging from Air Force Academy cadets to office furniture salesmen, proves that a hyper-competitive environment isn’t always good for males.

Top Dog gives a thorough overview of recent research and biological findings on the topic of competition. The authors offer solutions derived from data for schools and parents to use.

Failure is a learning experience for children. *Top Dog*’s ultimate message is that we must put children in situations where they strive to win, but even when they lose, they have learned to keep trying to succeed.



FOCUS: What's Wrong With Sex Education?

by **Bobbie Ames**

Originally appeared in The Alabama Gazette on August 1, 2012 and reprinted with permission.

Twenty years ago, Dr. Melvin Anchell, M.D., answered the question, "What's Wrong With Sex Education?" for parents across the nation in a book by that title. After a long and prestigious career in psychoanalysis and general medicine, Dr. Anchell wrote the critique for the Minority Report of President Lyndon Johnson's Commission on Pornography and Obscenity. In addition to his medical practice and multiple appearances on radio and television, Anchell wrote five books on the subjects of sexuality, sex education, and obscenity. Sadly, nothing significant has been done to curb either pornography or obscenity in the public square or with media.

Public school sex-education programs have been established and increasingly expanded over the last four decades. Dr. Anchell discussed the harm that they cause students and explained how and why they do so. He pointed to three basic psychoanalytical facts concerning human sexuality that are inherent in all people throughout the world.

Quoting Dr. Anchell, "The first established truth is that, in humans, sex is an intimate affair . . . two people in love seek total privacy during their sexual intimacies." Hopefully, in the context of marriage, with no intrusion by others, we aspire for a life-long monogamous relationship as the ideal.

In the case of people engaging in casual intimate sexual behaviors with partners or in groups, Dr. Anchell pointed out that not only is love lacking in such a situation, but "a regression occurs to a primitive state, in which people are desensitized. Such activity damages any chance of recovering the intimate nature of what should be exclusive and sacred."

The second psychoanalytic he points to is the fact that, in human beings, sexual intimacy has two powerful currents — an affectionate current of love, and a physical current of desire — passion. Dr. Anchell maintains that the affectionate, love current is more important than the physical current.

He says, and rightly so, that in sex education classes, "physical aspects of sex are emphasized while affection needs are damned by faint praise." When love and commitment are left out in the classroom instruction and "sex is all that remains, sex becomes meaningless and life becomes empty."

The third fact that Anchell explains is the natural process of sexual development from childhood through adolescence into manhood and womanhood. For example, the years between the ages of 6-12 are considered to be a period of latency. Yet, there is a strong movement to bring sex-education instruction into elementary school classrooms. Dr. Anchell believed that this causes irreparable harm to children.

Negative Results of Sex Ed

In nature, the Creator has caused the sexual energies of children to be dormant. This redirected energy is used for acquiring knowledge, as this is the time the child is most educable. Parents and teachers in past generations made every effort to avoid arousing the child sexually. Parents protected the child, were careful to control that to which they were exposed. Adults protected the processes of normal child development.

Repeated academic test results in the last forty years show that modern students have accomplished less scholastically than pre-sex-educated students. Sociologists Peter R. Uhlenberg and David Eggebeen at the University of North Carolina focused on the changes in the welfare of white teenagers from 1960-1980, as indicated by statistics measuring their educational performance, moral character, and physical health. They say in their *Economic Diary* report:

The facts are not reassuring. In the 20-year interval, the Scholastic Aptitude Test scores of college-bound high school seniors declined steeply, and the delinquency rates, drug use, childbirth, and abortion rates for unmarried teenage women all rose sharply.

During this same period of time, the study showed that poverty rates declined by 60% from 1960-1980, while per-pupil expenditure doubled. Also, federal social programs aimed at the young proliferated. Uhlenberg and Eggebeen wrote, "In short, spending more money to improve the environment of children has not brought about an improvement in their well-being."

Dr. Anchell addressed the importance of compassion being developed into the character of young children during latency. He wrote, "When they experience premature sexual energies, stirred up by school sex teachings, compassion is not likely to develop then or at any other time." Those are the years in a child's life to advance personal growth and cultural achievements, a time to develop those moral character traits that provide great mental barriers of restraint. Dr. Anchell believed that the ability to feel shame or disgust, to embrace moral ideas and ideals, aesthetics, and to endure pain develops the character necessary for enduring family life.

To sum it up about elementary school children, Dr. Anchell said:

1. Sex teachings make the 6-12 year old student less educable.
2. Sex courses can block the development of compassionate feelings and moral commitments.
3. Sex indoctrination weakens mental barriers controlling base sexuality and brutality, thereby making the child vulnerable to perversions and violence.
4. The teachings hamper social, cultural, and religious advancement.

Negative Outcomes for Teenagers

Dr. Anchell pointed out that teenage girls and boys follow a very different course. Teenage girls have very natural feminine inhibitions, and if led into sexual activity through pressure, they will be filled with remorse, disappointment, and emptiness. Engaging in sexual activity outside of marriage, and prematurely, will bring painful emotions and a lifelong conflict within her conscience, which Dr. Anchell called her "inner femininity and motherhood feelings."

While the young teenage boy may think that he is ready for these experiences, and isn't sure how to handle his impulses, he respects the girls who are chaste. He loses respect for the girls who "are easily had." Through waiting and observing others, and the families who "get it right," he is able to build the foundation for monogamous love in marriage, upon which a civilized society is sustained.

Teenage suicides are still in epidemic proportions, and the number of suicides of unmarried girls is higher than the national average. Dr. Richard Bloom, writing in the *Los Angeles Jewish Community Bulletin* observes, "Having extremely active sex lives by the time they are 14, teenagers have lost that feeling of looking forward one day to that someone special. Most kids have been through every kind of sexual experience by the time they are 16." We may read this and comment, "Well, that is California and surely, not Alabama." There is an old saying that's very true: There are none so blind as those who will not see.

The Alan Guttmacher Institute and Planned Parenthood are intent on seeing more school-based sexual health clinics, funded by your tax dollars. Providing contraceptives and abortions to teenagers is leading to an increase, rather than a decrease, in teen pregnancies. This is the conclusion of numerous studies, including one by Dr. Jacqueline Kasun of Humboldt University.

Dr. Anchell examined the devastating sex-ed programs used all over the country, and concluded that these sex-education classes are:

Among the greatest tragedies that our nation has ever endured and that the programs must be stopped. Nowhere do the sponsors explain why schools have assumed the right to inculcate carnality into the minds of the students, while at the same time they disclaim any responsibility for upholding sexual morality. Nor do they explain who gave the teachers the right to act as sexual counselors and to dismantle the parents' responsibility for their children's natural development.

Parents Must Act

Respecting America's Judeo-Christian morality, Dr. Anchell concluded that all of his medical practice and psychoanalytic observations affirmed that morality is life sustaining. How can parents be persuaded to relinquish to sex-ed teachers, not only their authority, but

their own sensibilities? The national sex calamity among many of our youth remains unabated.

If children are allowed to watch television without a filter or parental guidance, they will see an average of five violent acts in an hour and many more on weekend children's programs. Extramarital affairs are shown on television five times more than loving, intimate scenes of married couples. Anchell's book urges us to face the truth. There can be no compromise: "Free love and perversions promoted by sex programs cannot exist beside family life, true love, and marriage. One will be destroyed."

What parent does not desire chastity and abstinence until marriage for their sons and daughters? How many parents will allow their children to accept the indoctrination that leads young people to believe that it is normal and "right" for them to engage in sexual activities? To believe that perversions are just "alternative lifestyles"?

Instead of exposing your children to Planned Parenthood-type sex-education classes, Dr. Anchell urges parents to take bold action. Protect children and keep them out of such evil indoctrination. Concentrate on the "inward direction of their character, especially the gifting of the Creator." He points to the remarkable capacity that females have to understand and grasp life in a unique way, using five gifts that appear to be Providentially given to the feminine gender: sensitivity, subjectivity, spirituality, empathy, and intuition.

Over the last 50 years or so, there has been a sexual revolution destroying our nation. A minority of people in powerful positions have targeted America's children. The result is:

1. Sanctioned "free love" and perversion
2. Filth has been spread publicly by a pornography-filled entertainment media
3. School classrooms are allowed to disclaim morality
4. Revenge is taken on parents who dare assert their God-given authority

Is there a Social Conscience in mainstream America? Where is the Voice of the Churches?

Dr. Melvin Anchell, M.D. (1919-2010) was a Charter Member of The American Board of Family Practice and a Fellow in the American Society of Psychoanalytic Physicians. The National Association for the Advancement of Psychoanalysis and The American Boards awarded Anchell certification and accreditation in the Research Scientist and Mental Health categories.

Bobbie Ames worked closely with Dr. Anchell on the Protect America's Children campaign. She has been an educator for 49 years and in 1965, along with her late husband, founded a Christian college preparatory school that is still thriving. She is active in Alabama politics and is the mother of five children.



Testing (Continued from page 1)

education ‘reformers.’” But Stocks did not mention Bill Gates; he instead focused on the Cato Institute, the Koch brothers, and “the groups they fund,” such as Americans for Prosperity.

Stocks says an “offensive strategy” must be taken against such reforms as testing; privatization of services for food and transportation; and vouchers that allow students to choose private schools.

Claiming that union opponents “want to do more than just wear us down” and that they seek “to destroy and dismantle our public schools,” Stocks adds that education reformers cause union members to be “frustrated,” “worried,” and “angry.” He asks why reformers want to change public education. The answer he gives is “money.”

Stocks says:

We look at public education as an investment in our children and our country, a down payment on a brighter future. But [reformers] see the dollars that are spent on public education, and they wonder how they can grab a fistful.

There were NBIs (New Business Items) brought to the floor by delegates that did question Bill Gates’s involvement in education and that asked for an accounting of money received by the NEA from philanthropies like the Gates Foundation. Several NBIs submitted by delegates demonstrated concerns about “billionaires” using their wealth to control education policy, and specifically mentioned the Gates Foundation; but these submissions failed to garner enough votes or were shuttled off to committees for review.

AFT Still Supports Common Core

The second largest teachers union also held a convention in July. The expected condemnation of Common Core by the 1.6-million-member American Federation of Teachers (AFT) union at their annual meeting did not materialize. There was an anti-Common Core push, led by the Chicago Teachers Union, but it ended in a whimper. The AFT national union asked only that teachers have more “input” in implementing CC standards.

Two months before the convention, the AFT-affiliated Chicago Teachers Union passed a strong resolution condemning CC and aligning that city’s educators with the growing national opposition to the Common Core standards. The resolution stated: “The assessments disrupt student learning and consume tremendous amounts of time and resources for test preparation and administration.” (CTU.org)

Some thought the Chicago affiliate would successfully influence the AFT to oppose Common Core. When the union failed to reject Common Core, Chicago Teachers Union (CTU) President Karen

Lewis sent out a Tweet from the AFT convention saying: “I can’t believe we would agree to CC\$\$ because we’re worried about bad press.”

Carol Caref, also of the CTU, stated on the convention floor:

This debate is not about standards. [Common Core standards] were not developed to improve teaching. They were never about education. They are a business plan, not an education plan. Their purpose is to allow Pearson and other education profiteers to sell education materials to a national audience.

Follow the Money

NEA leadership failed to call out the Bill and Melinda Gates Foundation, the largest funder of Common Core. In their convention speeches, they complained about testing in general, but made no mention of the massive amounts of money Gates has given in support of Common Core, which is based on standardized testing for accountability. Although union leadership previously called Common Core “toxic,” at the July convention union executives only mentioned it in positive ways.

NEA Executive Director Stocks condemned the Koch brothers, who don’t provide funding to the NEA. But in 2013, the Bill and Melinda Gates Foundation provided almost \$7 million to the National Education Union Foundation for the Improvement of Education. The grants were made under the heading “College Ready” or Common Core, which are called “College-and-Career-Ready standards.”

Some wonder why the AFT union failed to follow through on what the Chicago affiliate union started. The American Federation of Teachers Educational Foundation received over \$10 million in “College-Ready” grants from the Gates Foundation between 2010 and 2013. (Again, College-Ready are educrat code words for Common Core.) Observers will watch to see if Gates grants materialize in 2014 now that the AFT failed to condemn Common Core.

NEA and AFT union leadership and delegates had multiple opportunities to help students who are suffering because of Common Core and to support parents who are opposed to Common Core, but they did nothing.

Perhaps Stocks is correct when he suggests it’s all about the money.

Records (Continued from page 1)

sensitive information. Not only is the information shared with the federal government and private businesses and organizations, but there are documented leaks and security breaches at the elementary, secondary, and university levels.

John Eppolito says, “They can give information on my children to third parties, but I can’t see it?”

Student Group (Continued from page 1)

Libertarian Union erected what they called a Wall of Truth, to counter the Anti-Apartheid wall, but it was promptly defaced with profanities and defamatory statements. College administrators, seeming to support the vandals, ordered that the Jewish wall be removed. David Horowitz stated, “Vassar University Administrators are not merely cowards. They are endorsers of anti-Jewish hatred.” (HorowitzFreedomCenter.org, 5-21-14)

Hillel House, the Vassar Jewish Union, has become an “Open Hillel.” A traditional refuge for Jewish students, the Vassar Hillel House opened its doors to speakers “who demonize Israel or believe the Jewish state shouldn’t exist,” as described in the *Wall Street Journal* by an alumna. The change to an Open Hillel was pushed by the Vassar Jewish Union president who signed an article in the student newspaper, along with the SJP hierarchy, calling for the boycott of Israel and condemning the Vassar administration for not signing on to the ASA academic boycott of Israel.

Prof. Joshua Schreier, head of the Vassar Jewish Studies Program, also changed his formerly held opinion and decided to support both the academic boycott and the Boycott, Divest, and Sanctions movement. (*Wall Street Journal*, 2-23-14)

Students and Professors Intimidated

Professors and students in the Vassar International Studies program had an ongoing conflict with SJP this spring. Two professors and 28 students planned a Spring Break trip to Israel, intending to study water issues. Prof. Jill Schneiderman wrote on her blog, “In early February, SJP students picketed our course [International Study Travel] causing some of our students to express feelings of harassment and intimidation upon entering the space of the classroom.” Protesters who lined the corridor outside the classroom held posters with slogans urging students to drop the class and made mocking noises at students and the professor. Schneiderman called the incident “a new kind of transgression” and stated that she “in 17 years at Vassar never experienced anything like this.” (LegalInsurrection.com, 3-27-14)

In early March, SJP members disrupted an open forum called by the Vas-

sar Committee on Inclusion to discuss both sides of the issue of the controversial trip to Israel. The March incident was a campus forum in which professors Schneiderman and Friedman and their students “were belittled, heckled and mocked in such crude ways that it left even critics of Israel shaken.” (LegalInsurrection.com, 3-27-14)

Schneiderman stated on her blog, “I was knocked off-center by a belligerent academic community dedicated to vilifying anyone who dares set foot in Israel.” A writer at the pro-Palestinian website Mondoweiss.net wrote: “I was at the March 3 meeting that so upset Schneiderman, and it was truly unsettling. Over 200 students and faculty jammed a large room of the College Center, and torrents of anger ripped through the gathering. Most of them were directed at Israel or its supporters.” (3-20-14)

Critics of the Boycott, Divestment, and Sanctions (BDS) anti-Israel movement point out that at the Vassar forum “it was not even possible to have a debate about the desirability of BDS because the students who support BDS have no intention of engaging in a debate or even letting their opponents speak without disrupting them.” (Commentary, 3-26-14)

Prof. Schneiderman states that water is “a problem on which Arabs, Jews, Jordanians, Palestinians, and Israelis have worked together with integrity and compassion.” (EarthDharma.org, 3-4-14) After the successful Spring Break trip with 28 students, Professors Schneiderman and Friedman concluded, “We feel confident that as a result of traveling to the region and talking with Arab and Jewish Israelis, Jordanians, and Palestinians, our students can now speak knowledgeably about the complex realities of this conflict-ridden place.” (EarthDharma.org, 4-10-14)

It is hoped that American college campuses would be free of racism and anti-Semitism; if universities become places that cannot engage in rational discourse because of disruption, students will be unable to learn. At Vassar College it seems that liberal anti-Zionist professors, instead of giving students insight into the complexities that exist in the region, have turned many students, even some who are Jewish, against Israel.

Sex Ed (Continued from page 2)**North Carolina “Fun Condoms”**

The debate over Making Proud Choices! is also being played out in a rural area of North Carolina. In the town of Statesville, NC the sex-ed curriculum has been taught at county schools for about four years, after school and on weekends. Reports indicate that students receive \$100 incentives to participate and that the district received \$4 million in federal funding to participate. (ExposeSexEdNow.com, 1-9-14) The Statesville school district is considering expanding the program to all the district’s freshman students.

A school board member who requested material was denied access and prevented from examining what students will be taught. Once the curriculum was made available, many found the program objectionable, saying it encourages teen sex, as illustrated by the chapter titled, “How to Make Condoms Fun and Pleasurable.”

A Solitary Voice in Charleston

South Carolina’s Charleston County School Board Education Committee voted 4-0 to table Making Proud Choices! when one brave woman attended a meeting with the actual curriculum. Faced with a room full of proponents of comprehensive sex education, including representatives of Planned Parenthood, the American Civil Liberties Union, and Tell Them SC, Mary McClelland read the actual curriculum to board members.

Board members were sufficiently convinced after McClelland’s presentation that they did not move forward. But Making Proud Choices! is approved by the school board’s Health Advisory Committee and can be brought forth again in the education committee and presented to the full school board at any time. The curriculum is already being used in five South Carolina school districts. McClelland remarked that Making Proud Choices! is “sexual foreplay curriculum.”

