

SB

40

SB 40 ^{S. HESS 7A-89} "An Act Relating to Parental Rights"

1
Introduced 1-16-79
Logged - 1-18-79
Referrals Judiciary

See Basely notified (Bot. Secs.)
Fls. Eilers " John Coffey
Marjorie Hall "
Wm. Thompson, Secy. of Ed.
2/7/79 - led.



AMERICA'S FUTURE, INC.
542 MAIN STREET
NEW ROCHELLE, N.Y. 10801

Whatever
Happened To The

PUBLIC SCHOOLS



By Solveig Eggerz

Whatever Happened to the Public Schools and Why?

by Solveig Eggerz

CUMULATIVE MEDIOCRITY

It has become glaringly apparent that all is not right with the public schools. Dissatisfaction has been mounting for a number of years among parents' groups. Their major objective: to bring standards back to the schools. However, only recently has the stark evidence of declining test scores awakened the taxpaying public at large to the problem of cumulative mediocrity in the schools. Typical of the new awareness is the headline in a 1977 *Wall Street Journal* (May 14) article, "Test Grades are Low in Six Largest Cities" and the subhead, "More Than Half of 10th Graders Fail English and Math Exams Administered by the State."

All major publications have carried similarly bleak accounts of sinking test scores in basic subjects, reflecting the low standards prevailing in schools nationwide. Because the same philosophies generally have pervaded most of our public school systems for many years, the decline in achievement can in large part be attributed to the successful promulgation of these philosophies.

The educational establishment, presumably in pursuit of the "modernist" notion that nothing (especially learning) should involve hard work, saw some subjects as dull and some textbooks as too dry to capture the imagination. So it went to the other extreme: Everything was to be fun and if it didn't feel good it was not worth doing. Because, in this view, a student who does not select his own curriculum is not a happy student, a plethora of electives was offered. Many concerned subjects which educators of sterner substance would have labelled "colorous."

Then there was the rising star of sociology and the view of some leading sociologists that the schools are the most appropriate instruments for bringing about social change. For students, this meant spending many hours participating in "rap sessions" on the issues of the day such as the Vietnam war, race relations and pollution.

In addition, there is within the educational establishment the school of thought known as humanistic psychology. It tends to view the schools as something akin to a mental health clinic and the teacher's role as that of psychologist. Under this philosophy the teacher's primary function is not to transmit knowledge but to guide children through role-playing, group therapy, or values clarification to an enhanced feeling of self-awareness. The effect of the introduction of these philosophies, if measured in time-consumption alone, has been to displace traditional school subjects.

These trends or philosophies have had widespread impact on the public schools, helped along by extensive "studies," conducted often with

ABOUT THE AUTHOR

Solveig Eggerz received her B.A. from the University of Kansas and her M.A. from the Catholic University of America where she is presently preparing her dissertation for the Ph.D. in the Department of Comparative Literature. Miss Eggerz has been a member of the faculty at Catholic University and has written widely for such publications as the *Washington Daily News*, *Private Practice*, and the *Washington Star*. Her study of social engineering in the public schools was published by the American Conservative Union Education and Research Institute.

federal funds, by professional educators. As a result, many schools became experimental laboratories for testing all sorts of theories thought up by educators to qualify for available government money.

In retrospect, these so-called innovations such as the "new math," the open classrooms, and absurd reading methods have proven to be, at best, ineffective. Some experimental techniques such as those designed to probe hidden problems in the child's psyche, in many cases have proven to be disastrous, especially in the hands of a lay person.

The subjects that were either displaced or distorted through these philosophies and the curricula that developed around them, are what are now known as traditional subjects. Considered in a previous age the basic concern of the schools — indeed absolutely essential to any sound learning process — they are reading, computation, and composition. The building blocks of future good citizenship, history, and geography were downgraded in favor of the catch-all subject called social studies. Because of its vaguely defined parameters, this social-studies category is particularly susceptible to bombarding students with almost any philosophy, ideology or method, no matter how far out, dreamed up by the "new" educators.

Those shocked by recent test scores must understand that the deterioration of the schools was a slow process. The problem only recently has burst upon the national consciousness because test scores tell a story that thousands of words spoken by watchdogs of the schools failed to bring home to the public at an earlier stage. Just as the consequences of lowered standards took a long time to show up in the current and shocking picture of full-blown mediocrity, so it will not be a fast, effortless process to pull the schools back to their traditional task of turning out educated youngsters who will become future good citizens of a Free Society.

But *it can be done*. There are examples of school districts across the country where community determination to raise standards has borne fruit. This study outlines what is wrong and describes the causes of the malady. Most importantly, its purpose is to furnish parents, officials, and educators with a guide on how to steer clear of the pitfalls to mediocrity, the first step toward quality education. It is written in the hope that energetic people will choose to change a bad situation. The schools are too important an element in the shaping of an individual and a nation's life to be allowed to perish because they were ignored rather than repaired.

TEST SCORES AND PREVAILING PHILOSOPHIES

The trust of parents and taxpayers in the public schools' ability to educate children has been severely shaken by the drastic decline in achievement test scores in all major subjects. Scores on the College Entrance Examination Board's Scholastic Aptitude Test (SAT) dropped for 14 consecutive years. Scores on the tests administered by the American College Testing Program (ACT) fell during the last 11 years for which data are available.

The SAT measures verbal and mathematical reasoning skills. It thus serves as a means for predicting academic performance of students about to enter college. Since 1963 the average national scores on the verbal and mathematical sections of the SAT have dropped 44 and 30 points respectively, on a scale of 200-800 points. In 1975 alone the average score dropped 10 points for the verbal section and eight points

for the mathematical.

In the spring of 1975, the National Assessment of Educational Progress (NAEP) reported a 2% decline in science knowledge between 1969 and 1973, the equivalent of a half year's loss of learning. In November, 1975, NAEP released a report on writing mechanics. It showed that students' overall writing skills had declined from 1970 to 1974. The test indicated a sharp decline in vocabulary among 13- and 17-year-olds who were found to write in a more "primer"-like fashion and to show a greater tendency to write incoherent sentences than did their counterparts tested four years earlier. A 1977 test found a continuation of these tendencies.^{1*}

According to a study conducted by social scientists Annegret Harnischfeger and David E. Wiley, test scores increased steadily from the 1940's to the mid 1960's. Their conclusion is based on data from nine major tests, including the SAT, American College Testing Program and the Iowa Tests of Educational Development. But, note the authors, scores in English, writing, literature, vocabulary, reading, social studies, mathematics, and natural sciences have been sinking in recent years. The authors state that the declines are "more dramatic in recent years and most evident for higher grades. They are especially pronounced in verbal tests, but hold for nearly all tested areas."²

This really awful situation reflected in the test scores is not an overnight transformation of public-school education from high to low quality. Rather, the test scores show the cumulative effect of the downgrading of basic learning skills over a number of years in favor of something which those in charge of the schools consider more important. The fact that educators have not expressed deep shock over the test-score decline indicates that these changes are not accidental. Educators have chosen quite consciously to de-emphasize the teaching of intellectual skills in favor of the inculcation of social awareness and what can loosely be called the psychological enhancement of the individual student. Catherine Barrett, the former president of the National Education Association, stated in 1972 (*Saturday Review*, March):

"We will need to recognize that the so-called 'basic skills,' which currently represent nearly the total effort in elementary schools, will be taught in one-quarter of the school day. The remaining time will be devoted to what is truly fundamental and basic."

What do Mrs. Barrett and other educators consider more basic and fundamental than the teaching of the basic skills? NEA literature makes it clear, as in its publication on "Curriculum for the Whole Student"³:

"The curriculum must move away from an emphasis on the retention of facts to an emphasis on the processes of inquiry, comparison, interpretation and synthesis....In addition to purely intellectual growth, the curriculum should regard emotions, attitudes, ideals, ambitions and values as legitimate areas of concern for the educational process." The NEA publication goes on to ask a question. It reveals that the largest and most influential teachers' association in America is only tangentially concerned about the traditional goal of equipping youngsters with the intellectual tools necessary for life:

"Isn't it possible to design a curriculum that has as its central core the exploration, revitalization, and sympathetic consideration of the

¹In order not to divert the reader with numerous footnotes, all sources are given at the end of the pamphlet.

learner's sense of himself as a self-directed human?"

The change in the substance of this "central core" has led to the displacement in the schools of cognitive learning in favor of psychological or "affective" education. This "educationalese" can be confusing, but "cognitive" learning is simply the imparting of knowledge, while "affective" education draws on the human potential and self-actualization movements of such men as encounter-group expert Carl Rogers, and Abraham Maslow, founder of the Third Force movement in psychology. Adapting these latter for school use, development of emotional skills takes precedence over basic skills. The perceptive capacities of sensing and feeling are often valued over rational thinking.

The idea that a prerequisite for awakening the intellect is the tapping of the emotions was introduced to the schools largely as a new approach to overcoming the learning difficulties of disadvantaged children. As with many other educational philosophies, this one was extended to cover all children. According to one analyst, Marie Fantini⁴, "Increasingly, educational theories and practices are being judged on whether they succeed with the urban poor and others who are accounted educational failures. If they do they will probably be effective with other learners as well." And, bemoaning a lingering faith in cognitive learning, Fantini made the following statement:

"Our proposal is to reverse the direction of the prevailing cognitive emphasis. We suggest that knowledge alone does not adequately produce the behavior necessary to such a society. The chances of affecting behavior will be greater if the learner's feelings and concerns are recognized and made to direct the cognition that logically should follow and if cognition is used to help the learner cope with his concerns."

This approach runs counter to the classical view of education, which considers the harnessing of impulses and emotions an important part of the civilizing process. Also, it certainly would seem to put the cart before the horse. First you tell little Johnny to "do his own thing" (including swatting the teacher with a baseball bat across the rump if he feels like it) and then you tell him to sit down and learn the alphabet—or even expect him, in what Fantini thinks "logically should follow," to ask to learn it.

In addition, there were those ever-present "social remodelers," especially prevalent in the academic world, who felt that the social changes agitated for in the 1960's could be accelerated by employing the classroom as an instrument for social change. Operating on the premise that in order for genuine change to occur, people's emotions must be appealed to, affective education was implemented toward the realization of stated goals. These included the elimination of prejudice, the propagation of egalitarianism, and attempts at resolving a host of emotions surrounding the American involvement in Vietnam. Other social questions which the schools have come to consider within their purview are drug abuse, sex and death education, and parenthood. Among those who view the schools as instruments for social change are humanistic psychologists like Alfred Altschuler⁵ who states:

"At the frontier of psychology and education a new movement is emerging that attempts to promote psychological growth directly through educational courses. Psychologists are shifting their attention away from remedial help for the mentally ill to the goal of enhanced human potential in normal individuals. Educators, on the other hand,

are beginning to accept these courses along with the unique content and pedagogy as appropriate for schools."

Frequently these various philosophies permeate school curricula in an indirect manner. But their eventual impact as indicated by test scores is direct and clear. Harnischfeger and Wiley⁶ note in their study that the declines in test scores are most evident for higher grades because the effects are cumulative. Basic courses, they note, have been displaced by "special" courses such as Black History, science fiction or media analysis where American history or English used to be. They found a "sizable drop" in enrollment in traditional college preparatory courses, including an 11% decrease in English enrollments. The list of courses offered to secondary school students in a Virginia school system⁷ reads like a college catalogue in its scope but resembles a guide for Saturday afternoon projects at a summer day camp in many of its focus areas.

Under social studies, the curriculum guide lists a series of vaguely defined courses which focus on the "world." These include world history, world cultures, world studies, world civilization, and world religions. A closer look at the world history course reveals that the emphasis is not on the facts of world history but on the mastery of the methods of sociology. The course, says the guide, "involves students in the study of key concepts like nationalism, imperialism, industrialization, conflict, and interdependence, and stresses the development of an awareness of the diversity of the historical processes in different civilizations in the world."

Totally lacking among the social studies courses is a history course to provide factual information upon which any of the described sociological studies might be based. Even the most nearly traditional course in the list "United States and Virginia Studies," promises that "Students develop social science skills through an inquiry into selected themes, concepts, events, and personalities in our nation's history from colonial times to the present."

The National Center for Education Statistics of the US Department of Health, Education and Welfare has published a *Summary of Offerings and Enrollments in Public Secondary Schools*,⁸ which points out that the number of pupils enrolled in traditional courses has decreased "presumably because there are so many other choices available." Among the courses labelled by NCEs as "short course offerings of current interest" are ethnic literature, American Indian problems, the U.S. Constitution, and intergroup relations. Furthermore, the study found that:

"Enrollments in ancient history, grade 9 community civics, problems of democracy, general science, and Latin have declined sharply since 1960-61, but sociology, consumer education, earth-space sciences, environmental courses, and drama courses are increasingly absorbing the attention of high school pupils in the United States."

The Council for Basic Education,⁹ one of the most assiduous observers of the public schools, compared the 1972-73 survey with a 1960-61 study and found an increase in the number of course titles from 1,100 to over 2,000. The Council blames the fall-off in enrollment in traditional courses on the "proliferation" of courses offered. Instead of enrolling in English, mathematics, history or geography, students choose criminology, oceanography, first-aid, modern dance, crafts,

photography, welding, child development, nutrition, housing and home furnishings, cosmetology, record-keeping or ornamental horticulture.

"It is the fundamental and massive shift from basic academic requirements to an array of electives that seems to be the most direct contributor to the achievement decline in schools and colleges," write Jack McCurdy and Don Speich¹⁰ in a survey of the state of the public schools which appeared in the Los Angeles *Times*.

INNOVATIONS AND CONSEQUENCES

All this cumulative mediocrity in the schools of course spawns numerous excuses from educators. They claim that what they don't offer in fundamental skills they make up for in the area of "creative" abilities; criticized for not teaching children facts, they explain that children are learning more about "life" through role-playing activities than they could by reading a traditional book on the subject. This kind of thinking leads to such programs (reported in *CBE Bulletin*, January 1976) as 1,400 fifth-graders in Tempe, Arizona, being taught survival skills of 200 years ago. The children spent over two hours a day for three weeks weaving baskets, spinning wool, quilting rugs, rolling flour into tortillas, and making soap. So if little Mary can't read, she learned about "life" — and she can make soap!

Many educators blame television, parental neglect, the children or the tests themselves for declining achievement. But the light is dawning on some at least, who put the blame squarely on the schools and their course content. In a nationwide survey¹¹ funded by the Kettering Foundation, 266 school administrators listed permissiveness, lower grading standards, and a "general decline in the teaching of fundamentals," as key causes for achievement decline.

In fact, students in the public schools today are bound to perform poorly on tests oriented toward fundamental skills. Robert L. Ebel, professor of educational philosophy at Michigan State University, explains why (in *Phi Delta Kappan*, December 1976):

"The kinds of educational achievement that enable a student to handle easily the tasks making up such tests have not been a high-priority item for public school administrators and teachers in recent decades. The kinds of instructional innovations that have been advocated and adopted widely, emphasizing pupil self-direction in the choice of what to learn and self-pacing in deciding how hard to work to learn it, are not calculated to maximize the achievement of task-oriented goals of learning. The atmosphere of many high school classrooms is not conducive to the pursuit of excellence in learning."

For years the schools have been in a perpetual state of enthusiasm over the latest "innovative learning technique," a situation which has obfuscated the ineffectiveness of most of these frequently flashy methods. A variety of unusual school designs including the open classroom and the school without walls has been tried. Yet many schools had to return to a more traditional seating arrangement, frequently after deciding that the innovation is too disturbing for youngsters. In the most absurd cases, schools have had walls between classrooms torn down only to reconstruct them several years later. Other innovations include multimedia emphasis in the place of books, team teaching, independent study, and a variety of psychological methods such as behavioral modification, role-playing, group therapy, sociograms, and self-awareness games.¹²

The stimulus for the development of innovations often comes through the availability of federal funds. So it was ironical that the U.S. Office of Education in 1976 completed a \$1.8 million, seven-year study¹³ on the effectiveness of innovative teaching only to find that non-traditional teaching methods do not make children learn better. The study, carried out by the American Institute for Research in Palo Alto, California, involved 1,500 teachers and 30,000 students in schools with innovative education programs.

Then, in the spring of 1977 the U.S. Office of Education completed a \$3 million study, conducted by Abt Associates of Cambridge, Massachusetts. It found that highly structured programs which emphasize basic skills have had more success in raising the achievement of low-income children than have open classrooms. The study, designed to evaluate the federally funded Follow-Through program, produced data which refute the notion upon which many federally-financed, innovative programs have been based. It found that attempts to raise a child's self-esteem in the open classroom, as a prerequisite to learning, have generally failed, and that the process is actually the reverse — children gain more self-esteem as a *consequence* of academic achievement.

The federal government has spent about \$500 million on Follow-Through, including \$59 million in 1977, since the program began in 1968 as a research experiment to test a variety of educational philosophies. For nine years the federal government has been funding the use of both structured and open-classroom programs in schools in about 100 cities in order to determine how low-income children learn best. The most successful program was found to be Distar, a *structured* program developed by the University of Oregon. Among the least successful was the open education model, developed by the Education Development Center of Cambridge, Massachusetts (the developer of the controversial social studies program, MACOS), where students ranked at the 18th percentile in reading scores and at the 14th in mathematics.¹⁴

Among the most destructive innovations have been those affecting attitudes toward learning. An example is the belief that the child itself is best equipped to determine what is best for him or her. Classrooms structured around this idea are divided into "learning stations," which children visit at their leisure, depending on whether they're interested in studying mathematics or the mating habits of elephants in pictures. One teacher when asked to compare the various learning stations in terms of popularity, said the arts-and-crafts learning station was always a hub of activity, while remarkably few pupils gravitated toward the mathematics station.

The sad thing about innovations is that they are introduced experimentally into the schools and are often not removed until the experiment has run its full course, that is until the experiment has been proven a failure, as evidenced by the seven year Palo Alto study. The use of the schools as testing grounds for social concepts and experimental techniques; the permeation of course content with the philosophy of social relevance; the emphasis on "creative" rather than intellectual activity is not a new state of affairs. A somewhat similar situation in the 1940's had disastrous consequences for student achievement. Frank E. Armbruster, who authored the recent Hudson Institute study¹⁵ of test scores and school procedures which found the decline in scholastic performance to be unrelated to economic background, race or geographic location, summarized his findings as follows:

"There was a similar decline during a period of laxity and innovation in the 1940's, until parents rebelled and forced schools to tighten up their standards. After that, scores rose throughout the 1950's, but they turned around again in the 60's, when educators started dwelling on more social 'relevance' instead of grades and homework, which means fewer papers for teachers to correct as well."

It will take more than a mere change of mood to undo all this. Selectively placed federal aid has stimulated the elaboration of many educational ideas which were of dubious value at their inception. Federally-funded dissemination of such techniques has helped create a nationally uniform curriculum as evidenced by the ubiquitous nature of certain curricula and approaches to teaching. Among these have been attitude-changing activities, characterized by privacy invasions, which would be considered illegal in other federally run areas. Public housing residents, for example, subsidized by the U.S. Department of Housing and Urban Development, would be protected from the privacy-invasive questions put to 1,800 students in 13 New Jersey school districts under a Title III program of the Elementary and Secondary Education Act. The New Jersey Scales, developed by two faculty members at Rutgers, ask students whether they strongly agree, agree, disagree, or strongly disagree with the following statements:

We need each other.

Old people talk about stupid things.

Women should be given greater opportunities.

Some people are racially superior to others.¹⁶

The results of such questionnaires are frequently stored in a student's dossier as a permanent record of a child's attitudes at a certain age. Some states are equipped to feed such material into state-wide data banks, where it amplifies a student's "profile." In Florida a state-wide computer stores information on all school pupils from the ninth grade up, including social security number, grade, school, address, type of curriculum, extracurricular activities, nationality, sex, race, religion, marital status, health and physical disabilities, languages spoken at home, family background, academic record, and test scores.¹⁷

Inferior instruction on the elementary and secondary level has of course led to a lowering of standards in higher education in order to accommodate the new breed of high school graduates. Here, too, we find the same correlations between the increased number of electives and a drop in achievement. A study by the Carnegie Council on Policy Studies points to a 22% drop in general education requirements between 1967 and 1974. According to the findings of McCurdy and Speich, student achievement showed a progressive decline in the subject areas where the number of electives increased. College textbooks have been simplified or "adapted" to suit lower reading levels and remedial reading and writing courses are being taught by Ph.D.'s heretofore unable to find employment. A few examples should serve to give a general picture of the effect of poor public school education on college standards:

The percentage of entering freshmen at the University of California at Berkeley who require remedial instruction in composition, has risen from 25% to 48% in the last seven years. The proportion of freshmen failing an English placement exam at Temple University has increased by more than 50% since 1968. The decline in the ability to write English has been so severe among incoming freshmen at Stanford that the university requires three-fourths of the freshmen, who score 700 or

above on the College Board's multiple-choice English achievement test, to study composition.

As high school diplomas become less and less a guarantee that graduates are proficient in fundamental skills, many colleges become the final stage in a general degradation of education. With proliferation of remedial reading and writing (mathematics professors are now adding remedial computation to the list) at colleges across the country, they become simply glorified high schools. And this sad and sorry condition permeates our whole society. It helps explain why employers sometimes must demand college degrees for file clerks (in the hope that they know the alphabet) or for gasoline pumpers (in the hope that they know how to make change).

TEXTBOOKS AND TEACHER GUIDES

Raising the shockingly low educational standards in the schools, as we said, is not an easy task. Textbook companies have invested millions of dollars in the promulgation of certain ideas and approaches to learning. Vast sums of money have been spent on the promotion of such materials and a sudden campaign for the removal of present textbooks would have the equivalent effect of the cyclamate ban on the soft drink industry. The schools' reliance on multi-colored, fully illustrated books and their accompanying teacher manuals partially explains the schools' reluctance to change back to phonics and traditional math from look-say reading methods and new math, even after evidence began mounting in favor of the former two methods. The schools were and still are replete with attractive arrays of instructional materials for teaching variations on look-say and new math.

Ironically, textbook companies may yet be able to capitalize on some of the consequences of inferior instruction. A new subdivision of the \$392 million college book publishing industry produces books written in simplified language for those students who cannot read English at the same level as their peers of past decades. Responding again to lowered reading levels, textbook publishers are also simplifying the English in their guidebooks on how to read textbooks. The guide published by the Association of American Publishers for college freshmen, previously written on a twelfth-grade reading level, now appears on a ninth-grade level.

Textbook companies, again responding to lowered standards, are flooding the schools with adaptations of classics such as Charles Dickens' *Oliver Twist* or *David Copperfield*. Providing materials for victims of the sunken standard is proving profitable for Scholastic, a commercial publisher of supplementary instructional material, which produces a magazine written on the second-grade level for use by junior high school students.

Were parents to peruse their children's textbooks carefully they might find more things objectionable than a degraded vocabulary. Many textbooks distort facts. They introduce philosophies which many parents may not only disagree with but which are inimical to accepted American principles and way of life. Among these is the notion that everything is in a state of perpetual flux and that an attitude of cultural relativism is the proper stance to take. Instead of transmitting the facts of an agreed-upon body of knowledge, many books denigrate traditional values. A high school psychology textbook¹⁸ contains the following passage:

"...to truly induce completely creative thinking, we should teach children to question the Ten Commandments, patriotism, the two-party system, monogamy and the laws against incest."

It should come as no surprise that tests indicate students are painfully unaware of basic historical facts. Many textbooks do not teach history but promote attitudinal change regarding American history in particular. A fifth-grade textbook¹⁹ contains the following statement:

"No nation on earth is guilty of practices more shocking and bloody than is the United States at this very hour. Go where you may and search where you will. Roam through all the kingdoms of the Old World. Travel through South America. Search out every wrong. When you have found the last, compare your facts with the everyday practices of this nation. Then you will agree with me that, for revolting barbarity and shameless hypocrisy, America has no rival."

Quite a picture to present to the unformed minds of ten-year-olds — and with the money of American taxpayers to boot!

In an attempt to make English "relevant" to ghetto children, textbooks sometimes adopt street language. They discard the traditional approach, and the primary purpose of teaching: to inform and elevate. Instead, they descend to the level of the child's language. Which raises the question: Why bother with schools and teachers at all? And with the high incidence of violence in the schools, what is the purpose of interjecting terror into the idyllic world of Mother Goose as, for example:

"Jack be nimble/Jack be quick/Snap the blade/and give it a flick/Grab the purse/it's easily done/Then just for kicks/just for fun/Plunge the knife/and cut/and run."²⁰

In the social studies field, an elementary text, *Our World*²¹, states that, "Mastery of knowledge is no longer the central feature of the educational program" and that children "should begin to learn the language of uncertainty and tentativeness."

"Uncertainty and tentativeness" — and worse — are certainly theirs if we judge by many of the social-studies texts from which they are taught, especially in our high schools. The extremely valuable, and unique, Textbook Evaluation Project of America's Future, Inc., has turned up numbers of examples of social-studies textbooks which not only provide students with "uncertainty and tentativeness," but actually give them an often distorted or highly inaccurate picture of America and its institutions. Not so incidentally, though, one of the greatest values of this fine project is that it has also turned up other textbooks which are objective, balanced, sound teaching instruments. Any interested parent or citizen can receive without charge a complete list of all texts reviewed by a distinguished panel of evaluators (each an academic expert in his field), a list of 200 recommended texts, and copies of individual reviews.²²

Just two examples²³ (there are far too many others) should suffice to indicate the seriousness of this textbook problem. One would suppose that a textbook called *The Americans - a History of the United States*, would be just that, particularly when its authors carry so prestigious a designation as "By the Staff of the Social Studies Curriculum Center, Carnegie-Mellon University."

But AF's Textbook Evaluation reviewer, Dr. Robert R. Neff, professor of history at Asbury College, notes that "About all the student learns [on the American Revolution] is that a fictional 1770 business-

man was discontented with British taxation, and that John Adams played an important role in the Boston Massacre. The chapter ends with a skit about Valley Forge and a story on the question 'To Help or Not to Help a Stranger?'" Dr. Neff also notes that "The authors have few heroes in this volume but one who towers above most others is Cesar Chavez!"

In the field of economics, a text called *Elements of Economics* by Wallace C. Peterson would lead one to believe the volume explains for young students the elements of the free enterprise system on which American prosperity and well-being is based (and whose taxes, incidentally, support the public schools). But you couldn't be more mistaken, as associate professor of history and business administration at Grove City College, John A. Sparks, points out in his evaluation. On the contrary, when the author speaks of "more equal income distribution," reviewer Sparks asks: "And how is this to be accomplished? By encouraging capital accumulation and thereby making all workers more productive and prosperous? No. Peterson is advocating government redistribution programs of taxing and transferring wealth and income." In other words, the chief so-called "Elements" in this text are those of the socialist, central-planning view of economic policy.

Then there are something called "values clarification kits" developed by Sidney Simon, professor of education at the University of Massachusetts. They are designed to help students discover their own values. While many teachers are deficient in grammar and composition, most recent graduates of schools of education are familiar with Simon's values clarification methods, which use moral dilemmas in the interest of teaching children "how values work." Among the exercises is the venting of feelings by one student toward another before the classroom, followed by a role reversal. Teachers are taught not to instill any particular values in children for there are no "right" values, but to guide them toward their own values regarding moral dilemmas about lying, cheating or stealing. A typical moral dilemma used as a teaching exercise in *Values and Teaching* by Louis E. Raths, Merrill Harmin and Sidney B. Simon might be the following multiple choice question:

"Under what circumstances would *you* try to pass a toll machine without paying the fee? — Only if I were certain that I would not be caught. — If I felt I had a good chance of not getting caught. — Never, under any circumstances. — Only if I needed the money desperately, like for family food supplies."²⁴

The level of the philosophy of those whose ideas dominate the schools is shown in an article by Simon which appeared in *Scholastic Teacher* (Oct. 1974). Deploring the neglect of students' "skin hunger needs," Simon suggests developing "skin strategies" for the classrooms including temple massages and back rubs!

Examination of these and other school textbooks and teacher guides is a disquieting exercise in more ways than one, because the proliferation of non-academic material indicates that some academic materials have been replaced. To make time to probe students' values and feelings, a traditional subject must be reduced or squeezed out of the curriculum entirely. The same is true of assigned reading in the schools. The more time spent on assigned fiction about teenage pregnancy, drug addiction and other social problems, the less there is for reading the great books of western civilization. In the short run, youngsters

will suffer from a mediocre education as a result. But, in the long run, a civilization which persists in ignoring its great works by withholding them from its school children cannot hope to survive for long. A number of authorities have noted the linkage between the study of good books with the survival of civilization, among them Russell Kirk.²⁵ The purpose of literary culture, he says, is "the guarding and advancement of the permanent things, through the power of the word." To reject humane letters "is an act of childish impatience and arrogance. The consequences of that rejection are not restricted to juvenile years, but may endure to the end of life. When the great books are forgotten or burnt — why, as George Orwell reminds us in 1984, 'Here comes the chopper to chop off your head.'"

When investigating what the schools are teaching it is imperative to ask also: what are the schools not teaching?

DECLINE IN WRITING SKILLS

The radical decline in students' ability to express themselves in writing is causing educators some worry. The fact that students are increasingly incoherent in their writing may be evidence of a decrease in their ability to think logically. The run-on sentences, incoherent paragraphs and general awkwardness in student writing tests administered by the National Assessment of Educational Progress are, however, according to optimists, simply evidence that students have not been taught the mechanics of writing. An NAEP study of the tests states that, "All of these changes point to a movement away from established writing conventions toward those of written discourse.... More 17 year olds may be writing as they speak."²⁶

In response to revealed student deficiencies some schools have instituted writing programs to make up for years of neglect in such areas as composition and grammar. Unfortunately, many teachers are not equipped to teach to meet upgraded standards. In some cases technological innovation is coupled with an attempt to improve standards and the results are not constructive. An example occurred in a Virginia school district where thousands of dollars were spent on dictaphone machines to assist students in writing. In spoken language they read their thoughts into the machine, which then repeats back to them their words to be copied, complete with errors, as essays.

Wall Street Journal columnist, Vermont Royster (Dec. 4, 1974) disturbed over the number of "adapted" classics he found in his daughter's school, refers to the intelligent students who are unable to express themselves as "the heartbreaking ones." He writes:

"It is truly painful to watch such students struggle with reading and flounder as they try to express their thoughts. The pain is in knowing that an intelligent young person has been cheated of what ought to be his educational birthright, an understanding of his own language."

Those who debunk the teaching of language and point to the ascendancy of electronic communications as a reason for de-emphasizing reading and writing, run the risk not only of creating a generation of functional illiterates but of depriving students of the set of symbols that makes logical thinking possible. As Royster notes, "those to whom written language is a mystery find, like some primitive people, that the world itself is a mystery." Without a firm grasp on language man cannot arrange in his mind the symbols for ideas and things which enable him to think clearly, a prerequisite for coherent writing. Professor

Donald R. Tuttle describes the implications of continued deterioration of language skills for western civilization:

"Words have been the channel of man's thoughts, the embodiment of his spirit, the interpreter of his emotions, the basis of his society, the chief of his weapons against the barriers of space and the ravages of time. Without language, man would be but the most miserable of beasts, his power of reflective thought, his greatest resource, as impotent as if it never had been."²⁷

Poorly equipped with language skills, the new breed of student is doomed to depend on the imagination of the listener or the reader to fill in the gaps of "you know what I mean" or "it's like...you know." Products of poor schooling struggle to externalize their thoughts through a small number of rather pitiful phrases. The incessant repetition of a slim vocabulary of four letter words among college students grows perhaps less out of the desire to shock than from the fact that students haven't other words with which to express themselves.

Those who teach foreign languages to college students are often faced with students incapable of learning another language because they haven't mastered their own. A glossary at the end of a short story by Thomas Mann is of no benefit to the student who knows neither the meaning of the German word nor of its English equivalent.

Those school systems which purport to teach "communication skills" instead of English but fail to produce literate graduates, are not living up to the promise implicit in the title of the subject. Instead of teaching students a means for communication, the schools are producing individuals incapable of expressing to another person a sensation, an idea, a nuance of a feeling, or anything whatsoever that is not entirely concrete. The denigration of language by the schools severs a man from his thoughts, severs one human being from the next, and is a serious step toward the creation of a handicapped society.

HISTORY AND SOCIAL STUDIES

The New York *Times* (May 2-4, 1976) American History, Knowledge, and Attitude Survey, administered to 1,856 college freshmen on 194 U.S. campuses, showed that one-third of the respondents thought the chief aim of colonial resistance on the eve of the Revolution was representation in Parliament rather than self-taxation.

Columbia professor William Leuchtenberg said of the test results: "The main conclusion one must draw is unmistakable: that this group of students knows remarkably little American history. Their knowledge of the Colonial period is primitive. Two-thirds do not have the foggiest notion of Jacksonian Democracy. Less than half even know that Woodrow Wilson was President during World War I. If this is the state of knowledge of American history, what can one anticipate about knowledge of the history of the rest of the world?"

The traditional role of the good history teacher is to weave dates into a meaningful whole as milestones marking high points in an exciting and true story. Instead, teachers today are increasingly discounting historical facts. Perhaps typical is the New Jersey educator (reported by *CBE Bulletin*, Feb. 1976) who said: "We teach history as a social science with economic, political, social, behavioral, and geographical ramifications. No longer do you get a chronological list you have to memorize — the 100 Great Dates. Who remembers them?"

William V. Shannon of the *New York Times* (Aug. 29, 1975) considers the debunking of history as one more expression of the anti-intellectualism which he finds typical of educators:

"The evisceration of history is part of the persistent debasement of serious education by 'educators' who really believe that the great majority of students are incapable of learning anything more difficult than they themselves cared to learn. What these educators have done to drive history out of the curriculum, they have also done to ancient and modern languages and to English literature."

The National Education Association has played a key role in degrading the level of education in most subjects. NEA biographer Edgar B. Wesley describes in his book *NEA: The First Hundred Years* how the NEA steered young people away from classical subjects toward those that better met society's "needs". The impact of this view upon education is aptly described by former Columbia professor Jacques Barzun²⁸:

"Vagueness is bound to prevail when the aim of the school is no longer instruction in subjects, but education in attitudes to meet the needs of life. From the premise that life demands other qualities than learning, which is true and important, we have come to the conclusion that in a school scholastic ability and scholastic subjects are indecent and ought to be disguised....While biology and algebra are made genteel, play-acting goes on with 'living predicaments,' 'panoramas,' 'junior town meetings,' and 'research projects,' all of which can be used in many directions, like a transfer on a busline. The dogma goes far: a year ago or so, a good parochial high school in the Middle West was taken off the accreditation list because it did not offer Home Economics and Industrial Arts. These last-named subjects are no doubt important, and to some, who will shortly become wives and machinists, very important. But to argue that they are a necessary part of the curriculum to a community that does not want them shows the distance traveled since Jefferson's and Franklin's naive belief that public schools were for spreading literacy."

In the pursuit of "relevance" students learn social-studies material in a thematically rather than chronologically ordered pattern. The result is that students may be exposed to black history or the story of women's rights from the Salem witch trials up to the Equal Rights Amendment, while remaining unfamiliar with the facts surrounding the War of Independence or the Civil War. Instead of studying the details of a given period of history, students may be directed to pursue the theme of "Revolution" in all its forms (for example: industrial, Marxist, French), causing them to cover centuries and continents at a fast clip and frequently leaving them with a very blurred idea of what actually happened at a specific time in history.

The social studies approach is often mind-deadening as it whisks students superficially over a wide range of time and geography, loosely connected by an elusive theme. Using the inquiry method the student does not simply learn a body of knowledge but, in the style of a social scientist, questions the data and draws conclusions from them. Federal aid has played a major role in the promotion of the sociological approach to what used to be history, geography and government. Describing the concomitant preoccupation with social needs of the day, a *New York Times* (Apr. 30, 1972) analysis of social studies states:

"Largely as an outgrowth of such developments, a diffuse but massive and nationally based curriculum development effort was undertaken in the early sixties by numerous teachers, academics and curriculum specialists. The federal government poured millions of dollars into literally dozens of such projects. The resulting new materials are only now bursting fully upon the educational scene as virtually every textbook publisher in the country adopts the concept-and-inquiry approach at least in part."

The impact of federal aid on the dissemination of social studies curricula cannot be underestimated. Federal aid to education began in significant doses as recently as the mid-1960's as part of the Great Society program. It has since then more than doubled from \$2 billion in 1966 to more than \$5 billion as of this writing. Beginning in 1965 regional laboratories for educational research were established to provide federal funds for high level education studies.²⁹ The fact that more money to pay for such studies was available than there were good ideas to research may be at the root of some of our educational problems today. A number of dubious psychological theories, developed with the help of federal funds, were turned into educational methods for application in the schools.

Since 1967, the taxpayer supported National Science Foundation has been influential in the development of school curricula, under legislation permitting it to dip into "social science" studies. This \$800-million-a-year independent federal agency spent millions to launch the "new math" program which, over a decade later, is still in schools nationwide. NSF also spent over \$7 million to develop a fifth-and-sixth-grade social studies course called *Man: A Course of Study* or *MACOS*.³⁰

With federal funds, MACOS found its way into 1,700 public schools across the country. Through booklets, photographs and films students taking MACOS are introduced to adultery, wife swapping, cannibalism, murder, female infanticide, and senilicide. In the interest of cultural relativism pupils are made to look at grisly animal deaths and are encouraged to consider the ways of one of the most primitive human groups on earth as just another life style. The authors adopt a neutral tone, expressing no empathy for the sufferings of the many victims featured in this social studies course. Instead of learning history and geography, under MACOS school time is devoted to the study of the life cycles of several animal groups, which are then compared to the habits of the Netsilik Eskimo. Peter P. Dow describes the purpose of the course:

"We hope this course will awaken in children an awareness of the fact that what we regard as acceptable behavior is a product of our culture. Children must learn that their judgments of others are shaped by the culture in which we live."

As a result of Congressional opposition, notably from former Arizona Representative John B. Conlan, to MACOS, NSF's curriculum development budget for 1977 was cut from a requested \$4 million to \$1.4 million. This affected somewhat dissemination programs to promote a high school sequel to MACOS called *Exploring Human Nature* which NSF spent \$2.5 million to develop. A 1975 NSF grant to the Educational Development Center, which developed both social studies curricula, went toward a series of promotion conferences to train local-

school administrators and teachers in how to use MACOS and its sequel. *Exploring Human Nature* features a genetic view of human behavior. The teacher's guide suggests "moral dilemmas" for dealing with such issues as population control. The students are faced with a choice between reducing births or increasing deaths. The guide states:

"As the population crunch becomes more severe and as more is learned about the genetic basis of particular human traits, it is likely that there will be increasing advocacy of various sorts of eugenic measures....It will be proposed...that society identify what are thought to be the most beneficial and most harmful existing genes, and that policies then be instituted to promote widespread reproduction of the former, while the latter are systematically culled out."³¹

By attending schools where the factual approach to history is ignored in favor of sociology, students are being deprived of what in the past was considered the fundamental fruit of education — an understanding of their own culture by studying its past. Students ignorant of history are cut off from their past and thus vulnerable to the seductive power of every passing fad, moral, social, economic, and political. Such individuals will suffer from what proponents of basic education call "collective amnesia"³² as they grope blindly into the future without the benefit of "guideposts of precedent" to help shape their course. For these "historyless" individuals, equipped only with the methods of sociology, current affairs are not connected with the frequently repetitive story of mankind but remain objects of perpetual awe. Unable to anticipate the consequences of political or social or moral or economic actions because of this severance with the past, the products of the "historyless" culture will prove to be unenlightened voters in the deepest sense of the word.

MATHEMATICS

A series of declines in basic math test scores have disillusioned many regarding the variety of innovative methods loosely labelled "new math" which has been predominant in the schools since the early 1960's. Developed by the late Max Bierbaum (before his death he repudiated his own innovation), new math emphasizes the importance of *understanding* math theory. For example, to learn the theory behind computation, students are taught that $2 + 3 = 3 + 2$, not because both equal five, but because "the commutative law of addition holds." Students who have learned this verbal discussion of basic arithmetic often cannot multiply two numbers because learning multiplication tables by rote has been de-emphasized in favor of the "mastery" of such theories.

The analytic approach to mathematics may be of some value to the small number of students for whom theoretical mathematics will be a career. But to promote it at the expense of basic arithmetic means to handicap students in their daily lives in a manner analogous to the failure of the schools to transmit reading skills. Morris Kline, author of *Why Johnny Can't Add*,³³ considers new math to be of "unproven worth." He says:

"Even if it were the ideal curriculum for the training of mathematicians one could not be content. The new mathematics is taught to elementary and high school students who will ultimately enter into the full variety of professions, businesses, technical jobs, and trades or become primarily wives and mothers. Of the elementary school chil-

dren, not one in a thousand will be a mathematician; and of the academic high school students, not one in a hundred will be a mathematician. Clearly then, a curriculum that might be ideal for the training of mathematicians would still not be right for these levels of education."

Criticism of math teaching methods has been mounting in the wake of declining test scores. Educators respond to it in much the same manner they do to criticism of the lack of reading skills. They suggest that solace might be found in the realm of technology. Just as some educators claim that, since we have television and other electronic communications media, students needn't work so hard at learning to read, so do math teachers now suggest the use of calculators *instead* of learning basic computation. A study funded by the National Science Foundation and conducted over an 18-month period as a response to criticism of math teaching methods, was presented at a 1975 (*Wall Street Journal*, Nov. 14) meeting of the Conference Boards of the Mathematical Sciences. The 157 page report recommends that:

"...beginning no later than the end of the eighth grade, a calculator should be available for each mathematics student during each mathematics class. Each student should be permitted to use the calculator during all of his or her mathematical work, including tests."

Professors of higher mathematics, well grounded in math theory, emphasize the importance of a basic ability to compute as a foundation for doing mathematics. This is the reverse of the sequence recommended by "new math" promoters. J. J. Uhl, professor of mathematics at the University of Illinois, says, "Calculators won't replace computational skills. That's like saying now that we have wheel chairs we don't have to walk any more. New math educators are on the frontiers of their knowledge. Because they don't understand the mathematics upon which the theories are based, they emphasize terminology instead of technique."

REACTIONS AND COUNTERMEASURES

Educators, understandably, have played down the seriousness of this whole problem of cumulative mediocrity in the schools. McCurdy and Speich note that "the relatively few school officials who concede that there is a decline in student achievement channel the blame for it everywhere but within the walls of the nation's high schools and colleges."³⁴

However, in view of growing dissatisfaction with the schools' performance, educators may not be able to ignore the situation much longer. A new kind of lawsuit has attracted attention to the problem. A high school graduate sued the San Francisco school system for its alleged failure to teach him how to read. In New York, high school graduate Edward Donohue, sued the Copiague school district for \$5 million for "educational malpractice." Despite his high school diploma, the unemployed carpenter said he cannot even read a menu printed in English.³⁵ Of the 1977 graduating class in the Northern Virginia suburbs, most of which are wealthy bedroom communities of the nation's capital, two valedictorians said they would have liked to learn more reading and writing skills.

On another front, a 1975 Gallup poll of parents indicated that fewer than ever before would rate their schools A for excellent and that a

majority would send their children to a school strict on discipline and strong on its emphasis of the three "R's".

Those school systems, however, that are ready to upgrade standards are facing the very serious problem of a glut of teachers untrained to teach basic skills. Many are tenured recipients of annual pay increases, solidly backed by teacher unions in their resistance to change. The New York State Education Department's attempt to institute competency-based teacher instruction met with teacher union opposition. Under the plan education students get academic credit according to their mastery of specified skills expressed in teaching situations.

Elizabeth Wooten Cowan, director of English programs for the Modern Language Association, a body of college professors who support quality education, points to poor teacher preparation as a key cause for today's poorly equipped public school products. "Until potential teachers study the intricacies of teaching reading and writing and the mechanisms of learning them as thoroughly as they do the literary history of England, there's not much chance of improvement."³⁶

The level of teacher mediocrity which some school systems confront was demonstrated in Montgomery County, Maryland. Tests for teachers in grammar, punctuation and spelling were recently adopted. Half the teachers applying for English teaching positions flunked the test. An investigation conducted in that county to determine the cause for declining test scores on national tests revealed the truism that teachers who are better prepared in English grammar are more likely to teach it.³⁷

Some school districts are trying to solve teacher and student deficiencies concurrently. The District of Columbia has instituted a competency-based curriculum to replace "social promotion" and has added recertification requirements for teachers. School Superintendent Vincent E. Reed proposed that applicants for teaching jobs be tested in the fields they want to teach before they are hired. The level of the concern in this school district, which traditionally scores low on national achievement tests, was expressed by Carol L. Schwartz, vice president of the D.C. Board of Education. She stated (*Washington Post*, May 17, 1977):

"We are graduating students without the basic fundamental skills, we are employing some teachers who are academically deficient, we are so busy using our students as guinea pigs in the educational experiments of the day that their education is getting lost in the process."

But there is also good news in many school districts across the nation as low test scores and community pressure motivate school systems to upgrade standards in fundamental skills. This means institution of graduation requirements, abolition of social promotion and a re-examination of teacher staff and hiring policies.

In some cases results have been immediate. The institution of promotion tests requiring the mastery of a body of material before granting advancement to the next grade has caused the Emporia, Virginia, school system to move from near the bottom of national rankings to above average in many subjects.

In Louisiana, State Representative Louis B. Jenkins introduced in the legislature a bill that would require teachers to pass an English language proficiency examination in order to teach in the school system.

As part of its campaign for quality education, the Virginia State Board of Education voted to require minimum competence in four basic areas for high school graduation. The areas are: functional literacy, computational skills, a basic knowledge of the history and culture of the United States, and either a job entry skill or the ability to pursue higher education.

Denver, Colorado, home base of the Education Commission of the States, since 1962 has had a proficiency exam to test high school seniors for a minimal grasp of basic skills and has instituted remedial classes to which the failing ones can be referred. The state legislature decided to give the test as early as ninth grade in order to give students maximum time to correct weaknesses in remedial classes. The Denver test, viewed in other states as a model, tests students in four areas: numerical, spelling, language, and reading skills.

Arizona requires that graduating students be able to read, write and compute on at least a ninth-grade level. The Oregon State Board of Education asked local school districts to develop minimum competency standards for high school graduation to go into effect in 1978.

Among the most interesting cases of the new movement toward standards are those of ghetto school systems where the emphasis on basic education taught in a structured atmosphere has had good results. These are the schools where educators have too often blamed failure on the students and not the schools. The Council for Basic Education describes four such schools in a booklet by George Weber entitled, "Inner-City Children Can Be Taught to Read: Four Successful Schools."

The Argus Community School, located in the South Bronx slums of New York City, teaches young people, over half of whom have crime records, how to read, write and do arithmetic. Through a combination of discipline and an emphasis on the three R's students at Argus average more than 1.5 years of reading progress for each year of attendance. Students have advanced more in reading skills in a year at Argus than in six or seven years of regular school.

In some school districts the exertion of leadership toward achieving quality education by the school superintendent has brought positive results. In Richmond, Virginia, school superintendent Thomas C. Little introduced his own reading program directed especially at high school students whose reading scores are in the 25th percentile or below and at middle school students who are two or more grades below the national norm.

The latest innovation in many school districts is the so-called "alternative" school, which exists parallel to traditional schools but offers more emphasis on basic skills within a structured setting. More accurately, they should be called *fundamental* or *basic* schools, because an alternative school can also be one which is very permissive or "unstructured" — that is, even more permissive than the regular schools in a system. Parents should be aware of this distinction.

The Miami-Dade County school system in Florida has started six such *fundamental* schools. Dress codes, homework and good penmanship are back in style at many fundamental alternative schools. The Basic Alternative School in Prince George's County, Maryland, emphasizes arithmetic, reading taught by the phonics method, and history. The Fidler School in Philadelphia, Pennsylvania, rejects social

promotion and focuses largely on fundamental skills.

The example of the Pasadena Unified School District should serve to demonstrate what concerned members of the community can achieve. Pasadena schools were in a state of crisis in 1972. Massive busing had led to an exodus of students to private schools. Progressive education was predominant and sinking test scores reflected the low level education had reached. When three of five school board seats were up for election a group of citizens concerned with basic education offered candidates and won all three seats. Under the leadership of school board president Dr. Henry S. Meyers, Jr., the new board decided to offer a fundamental alternative school, one that differed from already established unstructured alternative schools.

Therefore, they established several Fundamental Schools where the emphasis is on basic subjects, homework is assigned, social promotion is abolished, periodic testing is conducted, students are grouped according to ability, and discipline is maintained. Test scores in these new schools soon rose, which made them very popular. When the John Marshall Fundamental School was established in 1973 in Pasadena, 450 students left private schools to enroll in the new alternative school.

According to estimates of the Council of Basic Education, there are several dozen fundamental alternative schools in at least twenty-two cities, most of them started in the last couple of years. Edward B. Fiske (N.Y. Times, Mar. 20, 1977) writes:

"Underlying them all is a growing sense among parents, school board members and others that the educational process has somehow gotten out of hand and that children simply aren't learning the way they should."

IT'S NOT TOO LATE

Concern over public school systems that don't educate a nation's children goes beyond a justified sense of outrage at institutions that cheat the individual child out of his right to an education. A society that hopes to preserve itself cannot do so by creating a generation of illiterates and, according to U.S. Office of Education statistics, functional illiterates now number 23 million.

People who emerge from a public-school education without the ability to obtain facts by reading, without the facility to put their thoughts into writing, and without having learned to examine a group of facts analytically are vulnerable to the most dangerous of passing fads, political and social. A nation comprised of a large number of public-school products thus handicapped, can hardly hope to remain a Free Society for long.

Equally dangerous for society as the failure to teach students the basic skills, is the manner in which schools are neglecting to convey to students a sense of their history and an understanding of the basic elements of a Free Society. If, given the choice between security and freedom, man naturally favors security, then a love of freedom is not instinctive but must be learned. Given the historic precedents that bear out this theory, the present state of the schools and its predictable consequences must become a matter of grave concern.

Recent attempts on the part of communities and concerned educators to reverse this trend are heartening signs and evidence that it is not yet too late. They are an indication that, even when deterioration is widespread, people in a Free Society can still bring about change, if they are willing to dedicate themselves to the task.

NOTES AND SOURCES

1. For statistics and studies on test scores see the NAEP Newsletter of the National Assessment of Educational Progress, published by the Education Commission of the States, Suite 700, 1860 Lincoln St., Denver, Colo. 80295. See also "What Students Know and Can Do: Profiles of Three Age Groups," a National Assessment of Educational Progress report.
2. "Achievement Test Score Decline: Do We Need to Worry?" by Annegret Harnischleger and David E. Wiley, ML Group for Policy Studies in Education, CEMREL, Inc., Chicago, Dec. 1975, p. 1.
3. "Forecast for the 70's," Today's Education, NEA Journal, NEA, Wash., D.C., Jan. 1969, pp. 52-3.
4. Mario Fantini, *Toward Humanistic Education*, Praeger, New York, 1970, p. 3.
5. Alfred Atschuler, "Psychological Education," *Journal for Humanistic Education* (Spring, 1969).
6. Harnischleger, op. cit., p. 98.
7. *Secondary Schools Curriculum Guide*, Alexandria City Public Schools, Alex., Va., 1977. The use of examples from this particular school system is by no means intended to imply that the Alexandria school system is any worse than others. In fact, it is considered to be in many ways superior and is recognized for a richness of course offerings. The examples cited are merely typical manifestations of a certain approach to education.
8. 1972-1973, Log., Osterdorf, National Center for Education Statistics (NCES 76 150), U.S. Gov't. Printing Office, Wash., D.C., 1975 "Highlights."
9. Council for Basic Education (CBE) Bulletin, Feb. 1976.
10. "The Erosion of Standards in Education," *Washington Post*, August 30, 1976.
11. U.S. News and World Report, Nov. 24, 1975.
12. For definitions of some of these innovations see *A Consumers Guide to Educational Innovation* by Mortimer Smith, Richard Peck and George Weber, Council for Basic Education, Wash., D.C., 1972.
13. August Grubbin, "A Report Card on the New Education," *The National Observer*, January 8, 1977.
14. Lawrence Feinberg, "Basic Teaching Methods More Effective, Study Says," *Washington Post*, June 20, 1977.
15. "The U.S. Primary and Secondary Educational Process," from The Hudson Institute, Quaker Ridge Rd., Croton on Hudson, N.Y. 10520.
16. CBE Bulletin, February, 1976.
17. Diane Divoky and Peter Scrag, *The Myth of the Hyperactive Child and Other Means of Child Control*, Dell, New York, 1975, p. 201.
18. *Behind the Mask, Our Psychological World*, Prentice Hall, Englewood Cliffs, N.J., 1973, p. 61.
19. *Many Peoples, One Nation*, Random House, New York, 1973, p. 88.
20. *Inner City Mother Goose*, Simon and Schuster, New York, 1969, p. 26.
21. *Our World*, Taylor Publishing Co., 1971, pp. 4-5.
22. Available from America's Future, Inc., 542 Main St., New Rochelle, N.Y. 10801.
23. Textbook Evaluations, Nos. 680 and 682, America's Future, Inc.
24. Amitai Etzioni, "Do As I Say, Not As I Do," *New York Times Magazine*, Sept. 26, 1976. For more on values clarification see also Sidney B. Simon, Leland W. Howe, Howard Kirschenbaum, *Values Clarification* (Hart Publishers, New York, 1972); Merrill Harmin, Sidney B. Simon, "Values," *Adirondack Mt. Humanistic Education Center*, Upper Jay, New York.
25. Russell Kirk, "Humane Literature in High Schools," *Textbook Evaluation Report*, America's Future, Inc.
26. See NAEP publications, op. cit.
27. Donald R. Tuttle, "Composition," *The Case for Basic Education*, ed. James D. Koerner, Little, Brown and Co., Boston, Mass., 1959, p. 85.
28. Jacques Barzun, *The House of Intellect* (Harper and Row, 1959), p. 113.
29. Regarding the impact of federal aid see James D. Koerner, *Who Controls American Education? A Guide for Laymen*, Council for Basic Education, Washington, D.C., 1968.
30. *Man: A Course of Study: An Evaluation*, Educational Development Center, Inc., Cambridge, Mass., 1970, p. 4.
31. Bart Barnes and Noel Epstein, "Educators' Power Disputed," *Washington Post*, May 3, 1976.
32. Ray Allen Billington, "American History," *The Case for Basic Education*, op. cit., p. 27.
33. Morris Kline, *Why Johnny Can't Add: The Failure of the New Math*, St. Martin's Press, New York, 1973, p. 1.
34. Jack McCurdy, Don Sperch, "Educators Largely Ignoring Declining Student Achievement," *Washington Post*, Aug. 31, 1971.
35. Edward B. Fiske, "A Graduate who Says he Can't Read," *New York Times*, Feb. 20, 1977.
36. "Test Score Poser: How Much Do Kids Learn?" *The National Observer*, September 20, 1975.
37. Rebecca Leet, "Teaching Applicants Don't Know English Very Good," *Washington Star*, March 12, 1975.

CITY AND BOROUGH OF JUNEAU

YOUTH SURVEY

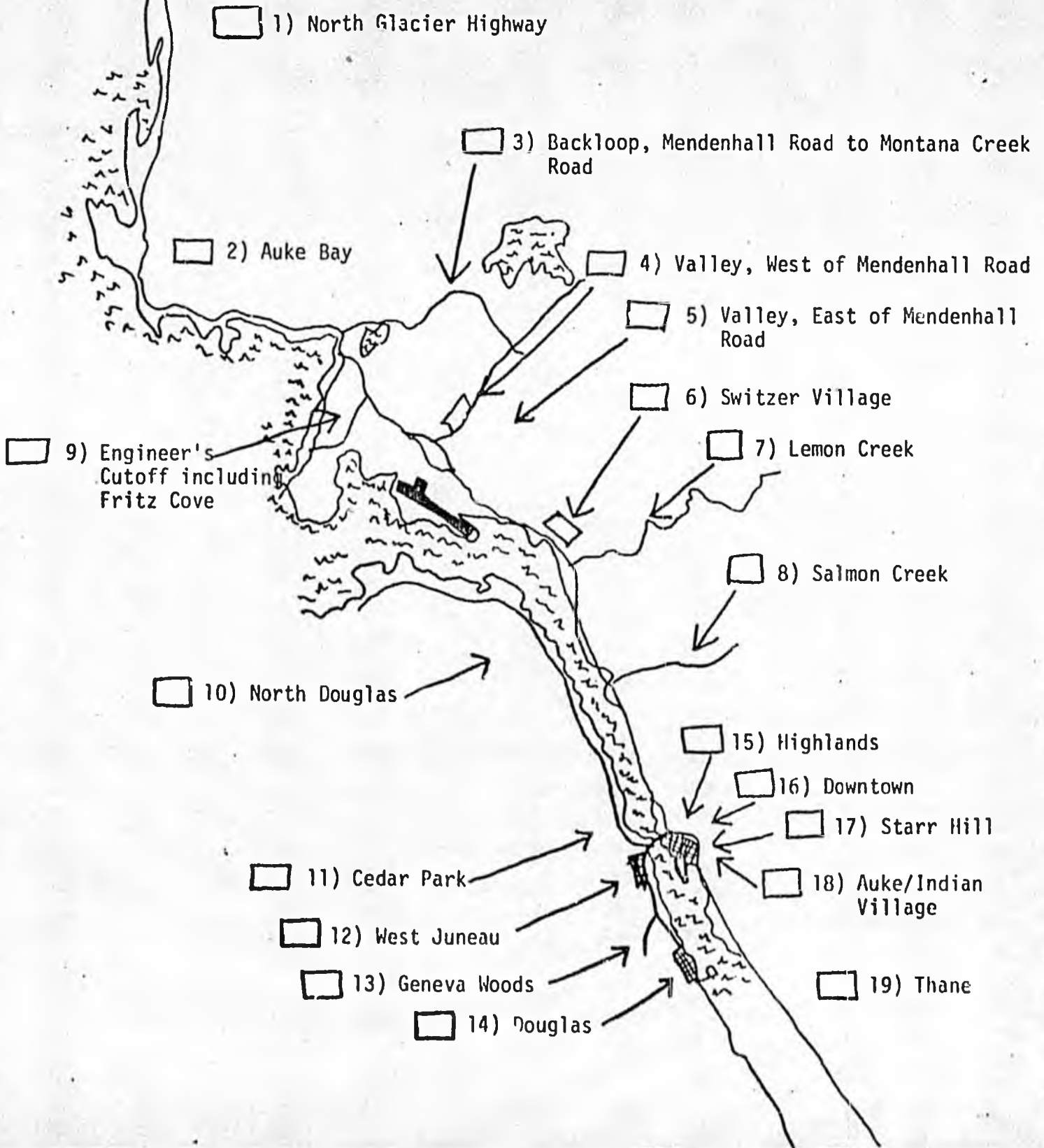
A. Background:

1. What school (agency) do you go to? _____
- * 2. How old are you? (circle one) 9 10 11 12 13 14 15 16 17 18 19 20
3. What is your sex? (check one) ___(1) Male ___(2) Female
4. To which ethnic group do you belong? (check one)
___(1) Alaska Native ___(2) Black ___(3) Filipino
___(4) Anglo ___(5) Hispanic ___(6) American Indian
___(7) Other
5. What grade are you in now? (check one)
___ Open Classroom ___ 5th ___ 6th ___ 7th ___ 8th
___ 9th ___ 10th ___ 11th ___ 12th ___ Not in School
6. How long have you lived in your present home?
___ Less than one year ___ One or two years
___ Three or four years ___ More than four years
7. Which of the following best describes where you live?
___(1) house [one family only]
___(2) house [more than one family]
___(3) apartment
___(4) mobile home or trailer home
___(5) hotel or motel
___(6) boat
___(7) group home or receiving home
___(8) other
8. How many rooms are in your home? (Do not count bathrooms, closets, or other storage space.)

9. How many people live in your house? _____

CITY AND BOROUGH OF JUNEAU

10. Where do you live? (check the named area which is closest to where you live).



11. With which of the following adults, 18 years of age or older, are you living? (check as many as apply)

- Mother Father Stepmother Stepfather
- Fostermother Fosterfather Grandmother
- Grandfather Aunt(s) Uncle(s) Sister(s)
- Brother(s) Cousin(s) Other (please explain)

12. Counting yourself, how many children or youth under the age of 18 live in your home? How many are related to you?

13. In the past year, which of the persons listed below moved in or out of your home? (If no one has moved, do not check any items.)

	Moved In	Moved Out
Mother	1) <input type="checkbox"/>	2) <input type="checkbox"/>
Father	1) <input type="checkbox"/>	2) <input type="checkbox"/>
Stepmother	1) <input type="checkbox"/>	2) <input type="checkbox"/>
Stepfather	1) <input type="checkbox"/>	2) <input type="checkbox"/>
Fostermother	1) <input type="checkbox"/>	2) <input type="checkbox"/>
Fosterfather	1) <input type="checkbox"/>	2) <input type="checkbox"/>
Other (please explain)	<input type="checkbox"/>	

14. Are your parents divorced?

B. Employment:

1. Do you have a paying job? Yes No

a. If yes, are you working full-time , part-time , or sometimes (babysitting, odd jobs, etc.) ?

b. How much do you earn per week?

c. If no, are you looking for work on a full-time basis , part-time , or sometime (babysitting, odd jobs, etc.) ?

2. Do you want a job in Juneau this summer? Yes No

a. Full-time Part-time

b. What kind of job would you like?

Statement	Is this statement true for you?		If Yes, How Often?			How Important or Serious?		
	Yes	No	Once or Twice	Sometimes	Always	Not	Some-what	Very
3. I have been to a dentist in the past year.	___	___	___	___	___	___	___	___
4. I have been to a doctor in the past year.	___	___	___	___	___	___	___	___
5. I have needed more information about alcohol and drugs.	___	___	___	___	___	___	___	___
6. Some of my friends have a problem with alcohol.	___	___	___	___	___	___	___	___
F. Recreation:								
1. There are not enough things to do after school.	___	___	___	___	___	___	___	___
2. Entertainment and recreational activities are too far from home.	___	___	___	___	___	___	___	___
3. How do you usually find out about recreational activities? (check no more than two).								
	school	radio	newspaper	friends	parents			
	other ___ (please explain) _____							
4. What would be the best way to let you know about recreational activities in the community?								
	school	radio	newspaper	friends	parents			
	other ___ (please explain) _____							
5. List three activities that you would participate in, if they were more available.								
	a.	b.	c.					

- 6a. Where do you usually go after school? _____
- b. What do you do there? _____
- c. How long do you stay there? _____
- 7a. Where do you usually spend your evenings? _____
- b. What do you do there? _____
- c. When are you usually home? _____
8. Would better bus transportation allow you to take part in more activities? Yes No
- 9a. Do you own a car or truck? Yes No
- b. Do you drive a car or truck? Yes No
10. How often do you drive a car or truck?
 Often Sometimes Rarely

G. Beliefs and Values:

This section is about your beliefs and values. We are interested only in your opinion. There are no right or wrong answers. Please indicate whether you STRONGLY AGREE, AGREE, DISAGREE, or STRONGLY DISAGREE, by circling your responses to the statements.

Statement	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
1. It is sometimes necessary to lie on a job application to get the job you want.	1	2	3	4
2. If one wants to get good grades in school, he will have to cheat sometimes.	1	2	3	4
3. It's OK to lie if you are protecting a friend in trouble.	1	2	3	4
4. One can make it in school without having to cheat on exams.	1	2	3	4
5. One should always tell the truth, regardless of what one's friends think of him.	1	2	3	4

Statement	Strongly Agree 1	Agree 2	Disagree 3	Strongly Disagree 4
6. If one wants to have nice things he has to be willing to break the rules or laws to get them.	1	2	3	4
7. Most people can be trusted these days.	1	2	3	4
8. It is easy to find someone to talk to.	1	2	3	4
9. I often feel awkward and out of place.	1	2	3	4
10. It's not worth planning for anything in the future because I really don't know what is going to happen these days.	1	2	3	4
11. I sometimes feel like nobody cares about me anymore.	1	2	3	4
12. I often feel like it's not worth even trying to change things in my life.	1	2	3	4
13. It is easier to talk to a person of my own race (or ethnic background).	1	2	3	4
14. One problem with the world today is that most people don't believe in anything.	1	2	3	4
15. Everything changes so quickly these days that I often have trouble deciding which is the right thing to do.	1	2	3	4
16. People are better off when everyone knows just how they are expected to act.	1	2	3	4
17. Nothing is done to young people who break the law.	1	2	3	4
18. I like living in Juneau.	1	2	3	4

H. Community Resources:

Please rate each of the agencies or organizations listed in this section. If you do not know anything about an agency or organization, simply check "No" to the question and go on to the next agency or organization.

1. Youth Employment Service (YES)

- a. Do you know anything about this agency or organization?
 ___ Yes ___ No

IF YES:	No	Sometimes	Yes	Don't Know
b. Is it easy to get there?	___	___	___	___
c. Do they have a good reputation with young people you know?	___	___	___	___
d. Do you know what they can do for you?	___	___	___	___
e. Would they tell anyone about your problems without your permission?	___	___	___	___
f. Are the people there easy to talk to?	___	___	___	___
g. Would you send a friend there?	___	___	___	___

2. Southeast Agency, Tlingit-Haida Central Council (BIA)

- a. Do you know anything about this agency or organization?
 ___ Yes ___ No

IF YES:	No	Sometimes	Yes	Don't Know
b. Is it easy to get there?	___	___	___	___
c. Do they have a good reputation with young people you know?	___	___	___	___
d. Do you know what they can do for you?	___	___	___	___
e. Would they tell anyone about your problems without your permission?	___	___	___	___
f. Are the people there easy to talk to?	___	___	___	___
g. Would you send a friend	___	___	___	___

3. Borough Health Center (Family Planning Clinic)

a. Do you know anything about this agency or organization?

___ Yes ___ No

IF YES:

No

Sometimes

Yes

Don't Know

b. Is it easy to get there?

c. Do they have a good reputation with young people you know?

d. Do you know what they can do for you?

e. Would they tell anyone about your problems without your permission?

f. Are the people there easy to talk to?

g. Would you send a friend there?

4. Bartlett Memorial Hospital

a. Do you know anything about this agency or organization?

___ Yes ___ No

IF YES:

No

Sometimes

Yes

Don't Know

b. Is it easy to get there?

c. Do they have a good reputation with young people you know?

d. Do you know what they can do for you?

e. Would they tell anyone about your problems without your permission?

f. Are the people there easy to talk to?

g. Would you send a friend there?

9. Teen Club

a. Do you know anything about this agency or organization?

 Yes No

IF YES:

No Sometimes Yes Don't Know

b. Is it easy to get there? c. Do they have a good reputation with young people you know? d. Do you know what they can do for you? e. Would they tell anyone about your problems without your permission? f. Are the people there easy to talk to? g. Would you send a friend there?

10. Alaska Native Health Center (PHS)

a. Do you know anything about this agency or organization?

 Yes No

IF YES:

No Sometimes Yes Don't Know

b. Is it easy to get there? c. Do they have a good reputation with young people you know? d. Do you know what they can do for you? e. Would they tell anyone about your problems without your permission? f. Are the people there easy to talk to? g. Would you send a friend there?

11. State Troopers

a. Do you know anything about this agency or organization?

___ Yes ___ No

IF YES:

No Sometimes Yes Don't Know

b. Is it easy to get there? ___

c. Do they have a good reputation with young people you know? ___

d. Do you know what they can do for you? ___

e. Would they tell anyone about your problems without your permission? ___

f. Are the people there easy to talk to? ___

g. Would you send a friend there? ___

12. Community Schools (after school activities and courses)

a. Do you know anything about this agency or organization?

___ Yes ___ No

IF YES:

No Sometimes Yes Don't Know

b. Is it easy to get there? ___

c. Do they have a good reputation with young people you know? ___

d. Do you know what they can do for you? ___

e. Would they tell anyone about your problems without your permission? ___

f. Are the people there easy to talk to? ___

g. Would you send a friend there? ___

15. Alaska Legal Services

a. Do you know anything about this agency or organization?
 ___ Yes ___ No

IF YES: No Sometimes Yes Don't Know

- b. Is it easy to get there? _____
- c. Do they have a good reputation with young people you know? _____
- d. Do you know what they can do for you? _____
- e. Would they tell anyone about your problems without your permission? _____
- f. Are the people there easy to talk to? _____
- g. Would you send a friend there? _____

16. Alaska Youth Village

a. Do you know anything about this agency or organization?
 ___ Yes ___ No

IF YES: No Sometimes Yes Don't Know

- b. Is it easy to get there? _____
- c. Do they have a good reputation with young people you know? _____
- d. Do you know what they can do for you? _____
- e. Would they tell anyone about your problems without your permission? _____
- f. Are the people there easy to talk to? _____
- g. Would you send a friend there? _____

17. Public Defender's Office

a. Do you know anything about this agency or organization?

___ Yes ___ No

IF YES:

No

Sometimes

Yes

Don't Know

b. Is it easy to get there? ___

c. Do they have a good reputation with young people you know? ___

d. Do you know what they can do for you? ___

e. Would they tell anyone about your problems without your permission? ___

f. Are the people there easy to talk to? ___

g. Would you send a friend there? ___

18. Alaska Native Brotherhood (ANB)

a. Do you know anything about this agency or organization?

___ Yes ___ No

IF YES:

No

Sometimes

Yes

Don't Know

b. Is it easy to get there? ___

c. Do they have a good reputation with young people you know? ___

d. Do you know what they can do for you? ___

e. Would they tell anyone about your problems without your permission? ___

f. Are the people there easy to talk to? ___

g. Would you send a friend there? ___

23. Office of Vocational Rehabilitation

a. Do you know anything about this agency or organization?

____ Yes ____ No

IF YES:

No Sometimes Yes Don't Know

b. Is it easy to get there?

____ ____ ____ ____

c. Do they have a good reputation with young people you know?

____ ____ ____ ____

d. Do you know what they can do for you?

____ ____ ____ ____

e. Would they tell anyone about your problems without your permission?

____ ____ ____ ____

f. Are the people there easy to talk to?

____ ____ ____ ____

g. Would you send a friend there?

____ ____ ____ ____

24. Alaskans For Life

a. Do you know anything about this agency or organization?

____ Yes ____ No

IF YES:

No Sometimes Yes Don't Know

b. Is it easy to get there?

____ ____ ____ ____

c. Do they have a good reputation with young people you know?

____ ____ ____ ____

d. Do you know what they can do for you?

____ ____ ____ ____

e. Would they tell anyone about your problems without your permission?

____ ____ ____ ____

f. Are the people there easy to talk to?

____ ____ ____ ____

g. Would you send a friend there?

____ ____ ____ ____

n. Southeast Mental Health Clinic	Yes	No
o. Alaska Legal Services	Yes	No
p. Alaska Youth Village	Yes	No
q. Public Defender's Office	Yes	No
r. Alaska Native Brotherhood (ANB)	Yes	No
s. Central Alcoholism Agency (ACA)	Yes	No
t. Alaska Native Sisterhood (ANS)	Yes	No
u. Johnson O'Malley (JOM)	Yes	No
v. Catholic Community Services	Yes	No
w. Office of Vocational Rehabilitation	Yes	No
x. Alaskans For Life	Yes	No
y. 4-H Club	Yes	No
z. Salvation Army	Yes	No
aa. Campfire Girls	Yes	No
bb. Boy Scouts	Yes	No
cc. Girl Scouts	Yes	No

31a. In case of a family problem, to whom would you first turn for help?
(number your first and second choices)

- | | |
|--|--|
| <input type="checkbox"/> Parent | <input type="checkbox"/> School Nurse |
| <input type="checkbox"/> Teacher | <input type="checkbox"/> State Trooper |
| <input type="checkbox"/> Friend | <input type="checkbox"/> School Counselor |
| <input type="checkbox"/> Relative | <input type="checkbox"/> Minister, priest, or religious rep. |
| <input type="checkbox"/> Policeman | <input type="checkbox"/> Community School Coordinator |
| <input type="checkbox"/> Agency (name) | <input type="checkbox"/> Nobody |
| _____ | <input type="checkbox"/> Other |

b. In case of a school problem, to whom would you first turn for help?
(number your first and second choices)

- | | |
|--|--|
| <input type="checkbox"/> Parent | <input type="checkbox"/> School Nurse |
| <input type="checkbox"/> Teacher | <input type="checkbox"/> State Trooper |
| <input type="checkbox"/> Friend | <input type="checkbox"/> School Counselor |
| <input type="checkbox"/> Relative | <input type="checkbox"/> Minister, priest, or religious rep. |
| <input type="checkbox"/> Policeman | <input type="checkbox"/> Community School Coordinator |
| <input type="checkbox"/> Agency (name) | <input type="checkbox"/> Nobody |
| _____ | <input type="checkbox"/> Other |

- c. In case of a personal problem, to whom would you first turn for help?
(number your first and second choices)

<input type="checkbox"/> Parent	<input type="checkbox"/> School Nurse
<input type="checkbox"/> Teacher	<input type="checkbox"/> State Trooper
<input type="checkbox"/> Friend	<input type="checkbox"/> School Counselor
<input type="checkbox"/> Relative	<input type="checkbox"/> Minister, priest, or religious rep.
<input type="checkbox"/> Policeman	<input type="checkbox"/> Community School Coordinator
<input type="checkbox"/> Agency (name)	<input type="checkbox"/> Nobody
<input type="checkbox"/> _____	<input type="checkbox"/> Other

I. Future:

Now we would like to ask you a few questions about your hopes for your future education and work.

1. How much school would you like to finish? (check one)

Junior High High School Community College
 University Vocational Training School

- a. What do you think your chances are for getting this much education?

Poor Fair Good

- b. What are the chances that you will drop out or quit school before completing high school?

Poor Fair Good

- c. How many of your friends will go to college or university?

None Some Most

- d. Do you have a better, equal, or worse chance than others to get a good education?

Worse Equal Better

2. What kind of job would you like to have as an adult?

- _____
- a. What do you think your chances are of getting that kind of job?

Good Fair Poor

- b. What are the chances of you getting a job as an adult that pays well?

Good Fair Poor

c. How good are the chances for you to be successful at your future job?

_____ Poor _____ Fair _____ Good

d. Do you have a better, equal, or worse chance than others to get the job you want?

_____ Better _____ Equal _____ Worse

J. Behavior:

Circle the answer you choose for each question. Remember, all of your answers will be kept secret.

	Never 1	Once or Twice 2	Several Times 3	Very Often 4
In the past year, how often have you...				
1. given a teacher a fake excuse for being absent from class?	1	2	3	4
2. taken little things that don't belong to you?	1	2	3	4
3. broken into a locked place without permission?	1	2	3	4
4. taken a car or truck for a drive without the owner's permission?	1	2	3	4
5. taken something from a student's locker without asking him?	1	2	3	4
6. intentionally (on purpose) damaged private or public property.	1	2	3	4
7. beat up on other young people?	1	2	3	4
8. taken something worth \$50 or more that didn't belong to you?	1	2	3	4
9. run away from home?	1	2	3	4
10. used force to take money from another person?	1	2	3	4
11. smoked cigarettes?	1	2	3	4
12. smoked marijuana?	1	2	3	4

	Never 1	Once or Twice 2	Several Times 3	Very Often 4
13. shared marijuana with others?	1	2	3	4
14. sold marijuana?	1	2	3	4
15. sniffed glue or inhaled fumes (gas)?	1	2	3	4
16. used hard drugs ("downers", heroin)?	1	2	3	4
17. sold hard drugs?	1	2	3	4
18. used alcohol ("booze")?	1	2	3	4
19. tried to hurt yourself?	1	2	3	4

K. Self Image:

Circle the answer for each statement that best describes how you feel about yourself.

	Always 1	Often 2	Sometimes 3	Never 4
1. I am a person of worth, at least equal with others.	1	2	3	4
2. Other people think I have good qualities.	1	2	3	4
3. All in all, I feel that I am a failure.	1	2	3	4
4. I am able to do things as well as most people.	1	2	3	4
5. I am not respected by others.	1	2	3	4
6. I am fun to be with.	1	2	3	4
7. I find it easier to talk to a person of my own race or ethnic background.	1	2	3	4

L. Peers:

The next ten statements have to do with your friends. Read them and circle the answer which best describes them.

	Yes 1	No 2	Don't Know 3
1. Being good at outdoor activities like fishing or hunting is important to my friends.	1	2	3
2. My friends think less of a person if he/she gets into trouble with the law.	1	2	3
3. In my group of friends, getting into trouble is a way of getting respect.	1	2	3
4. Participating in school activities is important to my friends.	1	2	3
5. Young people that get into trouble a lot feel uncomfortable with my friends.	1	2	3
6. Having good grades is a way of getting respect in my group.	1	2	3
7. When I choose a friend it is a person who is not afraid to have a little fun, even if it means breaking the law.	1	2	3
8. My friends do not get along with people who drink or use drugs.	1	2	3
9. My friends think that nothing will happen to them if they are caught breaking the law.	1	2	3
10. I do not have many friends.	1	2	3
11. Most of my friends are _____ older than myself, _____ younger than myself, _____ my age. (check one)			
12. I have one or more friends of a different race (or ethnic background). _____ Yes _____ No			

- M. Now that you have almost finished this questionnaire, what do you think we have missed? What has been left out that would help us to understand you and what you want or need?

Thank you for spending your time in helping us.

Kord Roosen-Runge
Youth Services Consultant

Sen. Bradley & Arch. org. that urges sponsorship of bill
Barbara → PBE;

Fiscal implications ?

Van Houtte

Hard to get parents to come at all.

I know of no case where parents have been
kept away from records.

How about unwarranted searches of students
persons or lockers.

Much of material is already covered.

Parents protected but kids aren't.

Nat Cole -

Rept. approp; protection already afforded by other areas of Federal or State law or regulation.
Legislation only, as good as local boards.

Sen. Bradley -

Mentions film shown in public schools
Many other controversial programs have
been shown before review.

Page 1 Line 16 [key on film and]

Page 2 Line 2 [written]

Page 4 Line 2 'videotape'

3 what about oral test?

NAME

DEPT. REPRESENTING

Bob Cooksey

NEA-AK

ALAIRE Stanton

Pres. of ALASKA School Boards.

Caroline Wohlforth

" " " "

Les Stella

Alaska School Activities Assn

Bob Van Houtte

Walt Cole

3500
6-6201

- ① Title IV
- ② Expense 4.5
- ③ Appr. full 1.2
- ④ Reorg

Office copy
Introduced: 1/16/79
Referred: Judiciary

1 IN THE SENATE

BY BRADLEY

2 SENATE BILL NO. 40

3 IN THE LEGISLATURE OF THE STATE OF ALASKA

4 ELEVENTH LEGISLATURE - FIRST SESSION

5 A BILL

6 For an Act entitled: "An Act relating to parental rights."

7 BE IT ENACTED BY THE LEGISLATURE OF THE STATE OF ALASKA:

8 * Section 1. AS 14.30 is amended by adding new sections to read:

9 ARTICLE 5. PARENTAL RIGHTS.

10 Sec. 14.30.450. PURPOSE. The purpose of AS 14.30.450 - 14.30.540
11 is to protect the rights of parents and guardians in regard to their
12 minor children enrolled in the schools of the state. The educational
13 well-being of the child is best served when there is mutual cooperation
14 and confidence between parents and school personnel.

15 Sec. 14.30.460. ACCESS TO INSTRUCTIONAL MATERIAL AND PROGRAMS.
16 The district school board or regional educational attendance area school
17 board shall keep on file and make available for inspection to parents or
18 guardians all instructional materials being used in the district. The
19 materials may be inspected during regular office hours.

20 Sec. 14.30.470. PARENTAL APPROVAL OF CERTAIN PROGRAMS. Before
21 placing a student in a program which is specifically funded as an ex-
22 perimental, innovative, pilot, or research program, the local board
23 shall inform the parent or guardian that the child is being placed in
24 such a program. If the parent or guardian objects, the child shall be
25 placed in a regular program of instruction.

26 Sec. 14.30.480. TESTING PROCEDURES. A personality or attitude
27 adjustment test shall be administered under the following circumstances:

28 (1) The tests shall be made available to parents or guardians
29 for inspection at the school where the test is to be administered.

1 (2) Parents or guardians shall be informed of the nature of
2 the test and written consent shall be obtained from the parent or guar-
3 dian before the administration of the test to a student.

4 (3) The students are informed that the tests are voluntary
5 and not a school requirement.

6 Sec. 14.30.490. CONTENT OF STUDENT'S RECORDS. Student records
7 shall include an annual evaluation of the student's progress in the
8 basic skills of reading, language, and computation, measured in terms of
9 grade level norms set by the local school district board.

10 Sec. 14.30.500. ACCESS TO STUDENT RECORDS BY PARENTS. A school
11 shall, upon request, make available to the student, parent or guardian
12 of a student the content of the student's records. The parent or guar-
13 dian may choose to be accompanied by another person or persons during a
14 review of the contents of the student's records.

15 Sec. 14.30.510. CORRECTION OF STUDENT RECORDS. (a) If a parent
16 or guardian disputes the accuracy of an item in the student's records,
17 he may give notice in writing to the principal specifying in what manner
18 he believes the item in the records is inaccurate. Within 15 days after
19 receiving a notice of the alleged inaccuracy, the principal shall, in
20 writing, either deny the alleged inaccuracy, admit the inaccuracy, or
21 state that there has not been sufficient time to complete an investiga-
22 tion.

23 (b) If the principal states that there has not been sufficient
24 time to complete the investigation, he shall immediately investigate the
25 matter to determine its accuracy. When the principal completes the
26 investigation and determines whether the item is accurate or inaccurate,
27 he shall inform the parent or guardian. If the principal determines
28 that the item is inaccurate, he shall immediately correct the item in
29 the records and inform anyone who has previously received a report

1 containing the inaccurate information.

2 (c) The parent or guardian may attach a written statement to a
3 disputed item that cannot be resolved under this section.

4 Sec. 14.30.520. PERMISSIBLE USE OF STUDENT RECORDS. (a) Student
5 records are confidential and may be made available only

6 (1) to the student, parent, or guardian of the student;

7 (2) to the professional staff working with the student;

8 (3) to a court ordering their production;

9 (4) under written instructions of a parent or guardian for
10 their transfer to another school or institution;

11 (5) under any other written instructions from a parent or
12 guardian; and

13 (6) for verification of pupil attendance, bus transportation,
14 or similar expenses to state or federal agencies.

15 (b) A school employee may not use student records for a personal,
16 nonprofessional reason.

17 Sec. 14.30.530. ENFORCEMENT. (a) A person whose rights under AS
18 14.30.450- 14.30.520 are violated may apply to the superior court for an
19 order protecting and enforcing the rights.

20 (b) A school district or regional educational attendance area
21 found under (a) of this section to have violated rights protected under
22 AS 14.30.450 - 14.30.520 is liable for the assessment of costs and
23 attorneys fees under Rule 82 of the Alaska Rules of Civil Procedure; as
24 appropriate, the court may also assess against the school district
25 extraordinary costs of the plaintiff, including but not limited to costs
26 of travel.

27 Sec. 14.30.540. DEFINITIONS. In AS 14.30.450 - 14.30.540,

28 (1) "academic test" means an instrument used to assess a
29 student's academic achievement;

? add video tape

1
2
3
4
5
6
7
8
9
10
11
12
13
14
15
16
17
18
19
20
21
22
23
24
25
26
27
28
29

(2) "instructional material" means a textbook, teacher manual, film or filmstrip;

(3) "personality or attitude adjustment test" means a written test or questionnaire other than an academic test for the collection of information relative to a student's personality, environment, home life, parental or family relationships, economic status, religious beliefs, patriotism, sexual behavior or attitudes, or psychological or sociological problems;

(4) "school" means a public elementary or secondary school of the state maintained by an organized school district or by a regional educational attendance area;

(5) "student" means a person enrolled in a school maintained by an organized school district or by a regional educational attendance area;

(6) "student records" means all information on the student recorded and retained by the school.

People For Better Education, Inc.

P.O. BOX 4-2850 • ANCHORAGE, ALASKA 99509

March 16, 1978

Senator W.E. "Brad" Bradley
Pouch V
Juneau, Alaska 99801

Dear Senator Bradley:

I will be in Juneau to testify before H.E.S.S. Committee on Monday, March 20, 1978. Can you possibly spare me a few minutes out of your busy schedule, anytime Monday through Wednesday?

I will contact your office Monday. Thank you for your consideration.

Sincerely,

Marroyce Hall, Chairman
People For Better Education, Inc.

Letters To The Editor

Juvenile Crime

Dear Editor:

A recent published article tells of parents forced to pay for vandalism by teenagers. Another lists crimes committed without names of teenagers. We coddle them, tolerate them, pay for their crimes. This permissive society stinks. Condone it because you can't control it, turn your back so as not to see.

Give the parents back the control and discipline of the teenagers. Throw out the tax wasting social agencies and legislators that sponsored the runaway laws, give the police back the authority they need to curb the increase in juvenile crime and put every pothead in jail. This sounds tough but it comes from experience with a teenager who receives advice that the law doesn't have a thing to say and neither does

the parent.

If the parent as a voter took a stand right now and drew the line decided to change things to eliminate the we-can't-help-you attitudes, if those of us who have suffered because a decaying morals Legislature allowed the current drug laws, would stand up and tell those politicians that next year they will find themselves on the outside looking for a job, the tide would turn.

Enforce the curfew law, Repeal the lenient drug laws, Jail drug pushers and throw away the key. Make anyone who breaks the law, at any age, pay the price. Those are simple rules to follow, the 10 Commandments and the use of common sense.

Donald C. Patterson
4847 Becharof

Sex Education

Dear Editor:

I am writing this letter as a concerned parent residing in the Anchorage area.

There has been much concern over the issues of sex education and the way it is being taught to our young people in public schools.

My reason for writing is that I would like to see a film study arranged on the concerns and issues of sex education. This would be done so that parents have the opportunity to see what is being taught, that they may better be informed and able to air their feelings and opinions on these issues.

That this is an unpopular opinion among some teachers and members of the school board should be of no concern. What should be taken into consideration is that your child is your responsibility. I sincerely feel that a film study can be arranged for the parents and other concerned citizens. Sex education should be open to public opinion and no longer kept in the closet or whitewashed.

Mary B. Clark
7150 Henderson Loop

Religious Broadcasts

Dear Editor:

In regard to the letter on religious broadcasts that appeared in your paper March 22: I am sure that history will record that Madeline Murray O'Hare was a great patriot. Mrs. O'Hare alone successfully carried the fight to prevent the teaching of mysticism and superstition in government-owned schools.

I am in opposition to Mrs. O'Hare in her opinion that churches should be taxed. This is not because I

believe churches should have a special category, but because I believe all taxes are immoral.

I totally agree with her objection to religious broadcasts. These programs are either presented as public service broadcasts or they are paid for by tax-exempt funds — for example, the PTL Club aired over Channel 2.

I wish Mrs. O'Hare all success in her new endeavor.

Herbert Mallicoat
Box 6765

The Port

Dear Editor:

I am writing to you as president of the United States Merchant Marine Academy Alumni Association for northeast Ohio.

I examined your Port of Anchorage dock area. It is one of the finest I have ever seen. It is one that any city would be justifiably proud to have and utilize.

I then read your story of the retiring Chamber of Commerce head, Claire Banks, who spearheaded the drive to establish the Port of Anchorage docks. All citizens and businesses of the Anchorage area truly own him a debt. Because of his efforts they can live better for less.

James J. Bambrick
Cleveland Heights, Ohio



Parental Rights Bill In Senate

A bill entitled "An Act relating to parental rights."

Sponsored by Senators Bradley,

Huber and Orsini, SB 495

includes sections that "protect the rights of parents and guardians in regard to their minor children enrolled in the schools of the state. It finds that the educational well-being of the child is best served when there is mutual cooperation and confidence between parents and school personnel."

The act provides that school boards will keep on file and make available for parental inspection, all instructional materials used.

It also requires that before a student may be placed in an experimental, pilot or research program that the parents shall be informed and then give the parents an option to refuse to have their child in such a program.

Of particular interest to parents is the section on testing procedures which states that no personality or adjustment test may be administered except under certain conditions: (they must be available for parental examination; parents must be informed and written consent given; and the tests must be voluntary.

This type of test includes tests that collect information relative to a student's personality, environment, home life, parental or family relationships, economic status, religious belief, patriotism, sexual behavior or attitudes, or psychological or sociological problems.

The bill also provides that student records shall include a yearly evaluation of the student's progress in the basic skills of reading, language and computation measured in terms of national standard grade level norms.

It further provides that a school shall make records available, upon request, to parents or guardians and that the parents may be accompanied by another person or

persons while examining the student's records.

Under the terms of this bill these school records may be challenged by a parent and either corrected or may have a written report placed in these records by the parent. The bill also limits use of the records to a very limited number of people.

Letters in support of SB 495 can be sent to your State Senator or the sponsoring senators, Pouch V, Juneau, AK 99811.

Comments Sought From Churches

State Senator Mike Coletta has provided **ALERT** with an advance copy of Senate Bill 504 entitled "An Act Relating to the Regulation of Charitable Organizations and the Solicitation of Contributions for Charitable Purposes." He has indicated that he will address any questions that might be raised about this bill.

Among other things this bill:

*Requires that charitable organizations soliciting contributions within Alaska register with the Attorney General's office. A \$10 fee will be charged.

*Certain educational institutions, all organizations who solicit contributions only from their members and fund raising or relief of an individual are exempt from the registration requirement.

*The organizations required to register must also file annual reports listing, among other things, gross income, expenses and net

income inuring to the benefit of the charity.

*Professional fund-raisers must register with the Attorney General's office. A registration fee and bond are required.

*I.D. cards must be carried by all persons soliciting contributions and the cards must be produced upon request of any potential contributor.

Senate bill 504 is very lengthy and should be evaluated by both churches and charities to insure that the interpretation of this bill will reflect the intent of the sponsor and serves the best interest of the community.

ALERT suggests that churches or individuals interested in further information should obtain a copy of the bill by calling the Alaska State Legislature Offices — phone 278-3668. Address your comments on SB 504 to Churches Alert, P.O. Box 10-445, Anchorage, AK 99511.

Lawyer Confident Parental Rights Ruling Will Prevail

Washington (NC) — An official of the Catholic League for Religious and Civil Rights has praised a U.S. District Court ruling that parents must be notified before public agencies dispense contraceptives to their minor children, and expressed confidence that the decision will be upheld on appeal.

Stuart D. Hubbell, executive director of the Catholic rights organization, called the recent ruling by District Court Judge Noel P. Fox of the Federal District Court for Western Michigan "a very strong opinion in law."

The Catholic League, which argued the case, "made a good record in court, establishing all the facts we wanted to establish," said Hubbell, a Traverse City, Mich., attorney.

In his most recent decision, Judge Fox reaffirmed his own ruling in the case of *Doe v. Irwin*. He had been ordered by the Sixth Circuit Court of Appeals to review the case in light

Continued on page 6

It Just Isn't Fair!

Milwaukee (NC) — It just wasn't fair.

At one table students sat down to china, place mats, silverware, fresh fruit, cookies, fruit cocktail, salt and pepper, and soy sauce in a crystal creamer.

Waiters served them piping hot chop suey loaded with big chunks of meat, and the milk seemed to flow from a bottomless pitcher.

But by the time the waiters got around to tables on the far side of the cafeteria, the only thing left was a little bit of rice, and that was cold.

The students at Milwaukee's Divine Savior-Holy Angels High School bore the disparity in the meals with good humor, though, because what seemed a case of bad planning was actually a lesson in world food distribution. All 400 girls taking part had volunteered, so they were prepared for what might—or might not—be served.

The World Hunger lunch, which left most of the girls with

Continued on page 7

Archbishop Calls for Alternate Solution to Teen Pregnancies

New York (NC) — The solution to the problem of teenage pregnancies and abortions lies not in "massive contraceptive indoctrination" but in education that will help them "grow up as sexually mature adults," said Archbishop Joseph L. Bernardin of Cincinnati in the Jan. 22 issue of the *New York Times*.

Writing in the newspaper's op-ed pages on the fifth anniversary of the U.S. Supreme Court decisions lifting most state restrictions on abortion, the archbishop said that there is a consensus in this country that abortion "is not desirable in and of itself."

Opinions differ, however, on solutions to the problem of teenage pregnancies, said Archbishop Bernardin, immediate past president of the National Conference of Catholic Bishops. Many promote the wider dissemination of contraceptives and contraceptive information

among teenagers, but past experience shows that such a policy "will motivate them to precocious sexual activity but by no means to the practice of contraception," he said.

Archbishop Bernardin called that approach "a cheap solution that will not work and that, if it did work would not meet the real developmental needs of teenagers searching for sexual identity."

In addition, he said, the current availability of contraceptives and contraceptive information indicates that "if sexually active teenagers do not practice contraception, it is not because they lack opportunity."

The alternative solution, although not an easy one, lies in "turning things around, and instead of telling teenagers that they can have sex without consequences, telling them the truth: There is no such thing as sex without consequences, whe-

Continued on page 6

World Refugee Population at 13 Million

Washington (NC) — There are more than 13 million refugees throughout the world, with Africa experiencing the largest growth in refugee population but the Middle East still facing the "most volatile political situation," according to the 1978 World Refugee Survey Report of the U.S. Committee for Refugees.

The report said that in Africa 1.5 million people have been displaced by the civil war in Angola; 800,000 have fled conflicts in Ethiopia; half the population of Equatorial Guinea—145,000 people—have left the country because of "severe human rights violations [by one of] the most brutal regimes in the world"; and about 50,000 have sought to escape guerrilla war in the Western Sahara.

The two million Palestinian refugees throughout the Middle East may be further threatened by "new tensions between Egypt and her Arab neighbors," the report said. In addition, there are 200,000 people internally displaced on the island of Cyprus because of Turkish occupation; 300,000 Kurds who have been forcibly relocated in Iraq; and an estimated 400,000 Lebanese displaced within the country by fighting there.

In Latin America, 80% of all citizens live under military dictatorships and "human rights violations have been widespread," said the report, which noted particular concern for 10,000 refugees living in Argentina. But, it said, "in a positive development, several Latin American nations have announced plans to return to civilian life, and have promised free elections and the release of political prisoners."

Five million refugees remain internally displaced in Indochina, "and the border war there between Cambodia and Vietnam threatens to increase this number dramatically," the report said. It called the plight of the "boat people"—those who leave Vietnam by sea and are often turned away at other Southeast Asian ports—"the most dramatic example of refugee vulnerability."

The report also outlined "one of the least noticed refugee problems"—the presence in Bangladesh of almost 400,000 Biharis, non-Bengali-speaking Moslems who fled India in 1947 and are living in make-

shift refugee camps awaiting repatriation to Pakistan.

"The enormity of the world refugee problem bears tragic witness to the need for international safeguards ensuring the right of every individual to seek and be granted asylum," said Gerald E. Connolly, executive director of the committee. He added that less than half of the member nations of the United Nations have ratified existing refugee protection treaties and that no Asian nation has entered into such an international agreement.

"The shame of it all," Connolly added, "is that the international community seems to have become inured to the sight of millions and millions of persons who feel the need to flee war, civil strife, racial injustice and political oppression."

Equatorial Guinea: Torture Capital of the World

London (NC) — Two political prisoners who escaped from Equatorial Guinea said its ruler ordered a reenactment of the Way of the Cross, a crucifixion and a mock Mass as a way of torturing and killing dissidents.

The report of the two men, who asked not to be named, was published by Amnesty International, the London-based organization concerned with human rights.

The two escapees said that President Francisco Macláns Nguema, who after a nine-year rule proclaimed himself president for life, has made Guinea "a huge torture center in which the only way out is to the cemetery."

Previous reports said the ruler has driven religion underground by a relentless persecution. The bishops were expelled, as well as the Spanish missionaries, churches were turned into army barracks or warehouses, schools and seminaries closed and religious services banned.

Some refugee sources in neighboring Gabon said a priest can be executed for offering Mass, and those attending it can be harshly punished. There have also been reports that Ma-

Continued on page 6



The Schools Are Changing

By Jenkin Lloyd Jones

TWO TINY straws in the wind: The bulletin of our neighborhood junior high school reports that the Parent-Teacher Association lacks only 10 of having 100 percent membership among parents. And an item speaks of a successful new tutoring program being conducted by parents and calls for volunteers skilled in English grammar.

The first straw is tiny, indeed. PTA membership costs only a buck a year, and this is small conscience money for fathers and mothers who let their kids run loose and never help with the homework. Still, near-unanimous membership in what is supposed to be a school uplift program is a little something.

But the drive for volunteer tutors may mean more. The great, grim fact, long hidden beneath thick blankets of educationese and tortured theory, that most American schools are failing is now emerging.

The effort to eliminate nationwide standard testing on the grounds that tests are "irrelevant" and "culturally biased" has weakened. The diminishing competency scores are bare and bleak. The anger is growing.

So we have the lashing-out and the scapegoat-hunting. Some taxpayers, unable to control the gobbling Moloch in Washington, have vented their wrath on local school levies. In places like Toledo, Cleveland and Youngstown, schools simply ran out of money.

MUCH OF THIS is only rational, a tax revolt where revolt is possible. But the fact that public expenditures for primary and secondary education have risen 400 percent since 1960 is generating a demand for cost accounting. This is not the most propitious time for militant teachers' picket lines.

Oddly, screams about the erosion of learning first began arising from those citadels of "liberalism," our universities.

Professors were finding that many students could no longer read their texts. All good professors want to teach, and the prospect of watering down instruction to the "Me, Tarzan — You, Jane" level, and inflating grades to the point of fantasy, appalled them.

There were many alibis, some based on truths. TV was blamed — the orientation of children to spoken words of limited vocabulary, instead of written literature. There's not much in Charlie's Angels or Police Woman to prepare for college.

Blame was placed on the fact that children of the bottom socioeconomic group (read that chiefly blacks) were staying in school longer and participating in tests. Many wanted to go to college. Such young people didn't figure in the test scores of 25 years ago. All true.

But here the greatest error was made. Instead of trying to teach where teaching was difficult, the theorists began arguing that teaching was not all that important. What was important was "life adjustment" and developing the "whole child."

IT WAS ASSERTED that the ghetto resident was raised in another language, and that any dialect, however ungrammatical, had equal validity. Everybody had to pass. Otherwise, schools were being cruel.

This, of course, was the worst of cruelty. Neither the world, in general, nor employers, in particular,

will be impressed by the patois of the slums. And, language aside, there is no way that the world will accept the guess that the square root of 64 is, maybe 7, or that airplanes are held up by pressure instead of vacuum.

Tolerance of wrong answers led us into the chaos of open admission to a few colleges and now has the Supreme Court wandering around in the thicket of affirmative action. Down this road lie increased racial tensions and endless frustration.

In the old days, when schools insisted on right answers, many miracles occurred. As Frank Arbruster of the Hudson Institute has pointed out in his book, "our Children's Crippled Future," the old slum schools took immigrant youngsters who were fresh off the boat, and in a short time the majority coped and many went on to eminence.

TODAY WE HEAR the cry that we must set up bilingual school systems because Puerto Rican and Mexican schoolchildren find English difficult. Thus their handicaps are to be coddled and prolonged.

Well, a lot of fancy wallpaper that was pasted up with water is coming off the wall. Many of the pedagogical theorists of the past three decades are backing up. Increasingly, legislatures under public pressure are demanding minimum competency standards for high school graduation.

The heat is on for fewer baloney courses and more theme-writing. The Rev. Jesse Jackson thunders at black parents who haven't cared. And, as our little junior high school bulletin says, well-educated fathers and mothers are being sought who will be willing to hypo the grammar.

The effort by America's educational establishment to substitute compassion for integrity may be drawing to a close.

The good news is that the bad news is out.

Jenkin Lloyd Jones is editor of the Tulsa Tribune and a long-time nationally syndicated columnist. He is a past president of the U.S. Chamber of Commerce.

Dear Editor:

Knowing The Daily News is concerned with in-depth coverage of controversial issues, we ABC Committee members feel that further information regarding your recent editorial comments on the ABC fundamental school would be appreciated.

In plotting a map of the results of the public interest survey of last May, our committee found a strong response from many sections of Anchorage. To minimize transportation requirements and save energy, we believed any projected ABC schools should be located in areas where high interest prevailed. Northern Lights School indicated high interest. Such was not the case at Denali School.

As plans were developed, the ABC Committee was led to believe that no more than one school should be considered on a pilot program for the first year. Consequently, our committee, after considerable study, recommended Northern Lights School as the first fundamental school in Anchorage. Criteria was based on the following considerations:

1. Northern Lights is in an area of diminishing enrollment.
2. The location is a quiet neighborhood but close to major arterials.
3. Other elementary schools are in proximity for those not wishing this program.
4. Widespread neighborhood acceptance was indicated by a PTA survey.
5. The size conformed with the desired 400 student enrollment.
6. The school is not heavily encumbered with federal programs.
7. The school reflects a good cross-section of the community ethnically, culturally, racially, and socio-economically.

The School District recommendations for two schools at the Jan. 23 School Board meeting came as a surprise to many persons. The parents of Denali School children had not yet had a opportunity to express their preferences, and our committee had had no time to assess the location and parental attitudes so essential to this program. Arbitrary decisions in the sensitive area of neighborhood schools can be divisive. Of course we were concerned.

In addition, the Monday Daily News reported that Breakthrough, the citizens' planning group, has endorsed a plan to create "a new headquarters library on the site of the Denali School," not to mention the new federal building a block away, other high-rise developments in the area, and the projected A-C Street couplet. What is the inevitable fate of Denali School is a question that must be answered.

ber to evaluate public response to all elementary school programs has not yet been released by the District to the School Board or the ABC Committee. With all due respect for the fine staff and people of the Denali area, our committee believes that recommendations of the Denali site by the District were premature. The problems surrounding the Denali School future must be evaluated on a long-range basis. The School Board should be commended for their vision in delaying a final decision in order to evaluate the proposed ABC program in Denali School in terms of the total community benefit.

Shirley English
ABC Committee chairman

Capital sense

Dear Editor:

It seems to me that we have been hearing far too much propaganda about the cost of moving the capital, and little information that would inform the people so that they could vote intelligently.

Everyone who survives in Alaska knows how to do "comparison shopping." The decision to move the capital is a decision not to leave it in Juneau. In order to make an intelligent decision the voters must know the cost over the same time period to allow the capital to remain in Juneau.

Our legislators will be doing us all, the people of Juneau, included a disservice if we do not have these facts before us when election day arrives.

Let's have some sense about the capital move issue.

Bob Hesselstine

Crucial information

Dear Editor:

At the monthly meeting of the Alaska Geological Society, Greg Furness of W.G.M. and Leo Mark Anthony of the University of Alaska discussed some important information concerning metallic mineral discoveries and potential on Admiralty Island in Southeastern Alaska.

Within the last few years, an ore deposit on the northern part of the island has been delineated by core drilling. Its estimated value is one-quarter billion dollars. Work elsewhere on the island has identified other mineralized areas with excellent potential. Moreover, it is the opinion of Furness, Anthony and other knowledgeable observers that there are many other significant mineralized areas on the island which have not as yet been identified by current exploration activities.

Why is this information so crucial? The reason is that Congress is considering proposals to classify essentially all of Admiralty Island as wilderness. If the island is so classified, mineral development and further exploration will be effectively terminated, and the United States will be unable to use the mineral resources of the island. I feel that this would be a short sighted decision, and a restrictive wilderness status should not be given to the island until the full extent of its potential has been determined. If at that time, with full knowledge of the resources being precluded from development, the judgment is made that the best use of the island is as wilderness, that would be a decision based on reason and not emotion. Unfortunately, I don't think that the reasoned approach will win out.

It would be bad enough if the rush to wilderness at Admiralty Island were an isolated case. It is regrettable that it is not. Vast regions of Alaska are being considered for wilderness classification as part of the d-2 legislation currently before Congress. In many instances, the mineral and other economic resources of the areas have not been adequately evaluated. I think that it would be inappropriate and potentially disastrous to prevent development in large areas of Alaska before the country knows what it is giving up.

David M. Courtis

Lost Session
Passed HEBS
& Judiciary
& Was in Rules
as of June

Marge Hall C, People for Better Education
Mr. & Mrs. Shelton & others

SB 40, "PARENTAL RIGHTS"

Not picked by NEA, Dept of Law,
& laywomen organizations (3-4 meetings)

1. This bill was introduced as a result of complaints by many parents of school children and the insistence of members of the following Anchorage organizations:

- a. The People for Better Education
- b. The Alaska Federation of Women, and
- c. The Parent Teachers Association.

2. The purpose of the bill is to protect the rights of parents and guardians of children enrolled in the State's elementary and secondary public schools. This, of course, will also result in protecting the children from being subjected to certain instructional material and personality or attitude adjustment tests, which also includes certain personal-information questionnaires, considered inappropriate by most parents and guardians.

3. The purpose of the bill is ^{also} to give some rights to parents and guardians of school children which are not now considered by all School Principals or Local School Boards as rights of these parents. Some of these are as follows:

- a. The availability for inspection by parents and guardians of all instructional materials to which their children are subjected.

Another right of Parent

- b. The notification of parents of any experimental program of instruction before placing their child in such programs and the right to object to and select a regular program of instruction for their child. This procedure also applies to personality or attitude adjustment tests before administering them *to a student. (The parent must first be notified).*

right of another Parent

- c. The availability to a parent or guardian their child's student records to include an annual evaluation of the student's progress in the basic skills.

another right

- d. The proper maintenance and correction of students records. Parents have in the past received considerable harassment in this regard and have even had to go to court to get justice. This should be unnecessary if our statutes properly cover the right of all parties concerned and

another right

- e. The confidentiality of student's records. There have been instances in some schools where the principal did not permit parents to

scrutinize the child's student records because he stated if all parents requested to do so, it would be too much trouble. Conversely, some people other than a student, teacher, parent or guardian have requested to see a student's record that should not have been permitted to see the records. Some have had ulterior motives in mind, such as ^{the} comparison ~~of~~ their child's record with another child's and publicized it.

4. Section 530 on page 3 deals with the provision for court action if any portion of the aforementioned rights are violated.

Any questions? 2

Flo Ellers
RR4, Box 4621
Juneau, Alaska 99803
February 16, 1978

Senator Joseph L. Orsini
Pouch V
Juneau, Alaska 99811

Dear Senator Orsini,

I support SB495, "An Act relating to parental rights."

It has been my experience in the past as a mother to have no say or foreknowledge of the contents of a sex education class material being offered to my daughters. It is the right of the parents and also the responsibility to teach their children. If it is the wishes of the parents to have such a class taught to their children, then they should be notified and be given that option.

I want to share briefly with you how I handled such a situation. My two daughters, ages twelve and thirteen came home one afternoon and proceeded to tell me how a health instructor was teaching them the pronunciation, spelling and definition of four-letter words of the common street vernacular. I called my pastor and he in turn notified a school board member. I then set up an appointment with the principal and the teacher involved to find out the reasoning behind such teaching practices. As I recall, she gave me a very weak explanation with the support of the principal, I might add and announced to me that tomorrow's class would be on all of the known contraceptives and how to use them! I asked her if I could monitor the class and she replied very hesitantly that I could. I wish I had now and taped her class so that all the mothers would have the opportunity to know exactly what was being taught their children but I suspect that we would have had a fiasco of the same magnitude as Watergate. On another occasion, one of my daughters told me that she was required by her "Math" teacher to submit an essay on "Witchcraft"! Somehow that just doesn't add up. I pulled my youngest daughter (four years ago) out of an astrology class that does not bear up under scientific scrutiny and is in fact a cult.

I am hoping that the parents will also have the option to choose whether they want their children to be subjected to the 'evolution theory' which is what it says it is, a theory; but somehow the teachers present it in such a way as to appear as the truth. The whole truth needs to be presented here. If we are going to teach a theory then why not present the other side of the coin which is to present the view according to the Word of God, the Bible and allow each child to make up his own mind without propagating a half-truth or rather only one version. If they are only going to present one view and not the other, then let's throw it all out!

Page two

My personal belief is to present both views which is equality for all. It's about time to give God equal time in the classrooms.

As a mother of four daughters, I appreciate what you are attempting to do.

Sincerely;

Flo Ellers

cc: Senators Bradley and Huber
Rev. Bo Melin
Bill Johnson, President, School Board

Alan R. & Heidi J. Winter
3062 North Circle
Anchorage, Ak. 99507

April 20, 1978

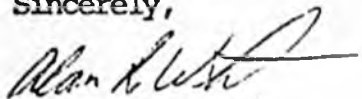
Senator Bradley
Pouch V
Juneau, Ak. 99811

Dear Sen. Bradley,

My wife and I are in support of this bill # SB 495
concerning parents right to know about their children's
education and records. We would like you, as a
senator to support this bill as you vote.

Thank you.

Sincerely,



Alan R. Winter


Heidi J. Winter

TELEGRAM

NOA ALASKA COMMUNICATIONS, INC.
PHONE: 506-6440
TUNEAU, ALASKA 99801

1979 MAR 15 PM 2 57

02025 POM ANCHORAGE ALASKA 15 03-15 1134A AST

PMS SENATOR BRAD BRADLEY

JUN

STRONGLY SUPPORT PASSAGE OF SB495 PARENTAL RIGHTS ACT

DON DIVENS 5710 RADCLIFFE DR ANCHORAGE 99504

TELEGRAM

NCA ALASKA COMMUNICATIONS, INC.
PHONE: 506-8440
JUNEAU, ALASKA 99801

1978 MAR 16 PM 5 08

02104 POM ANCHORAGE ALASKA 15 03-16 938A AST

PMS SENATOR BRAD BRADLEY

JUN

PLEASE SUPPORT SB495 PARENTS ACCESS TO ALL MATERIALS

MYRNA DIAL 1503 NUNAKA DR ANCHORAGE 99504

TELEGRAM

FROM ALASKA COMMUNICATIONS, INC.

PHONE: 578-6440

BUREAU, ALASKA 99501

1979 MAR 16 PM 2 34

02035 POM ANCHORAGE ALASKA 15 03-16 1105A AST

PMS SENATOR BRAD BRADLEY

JUN

I URGE YOU TO GET SB495 PARENTS RIGHTS BILL OUT

OF C COMMITTEE AND PASSED

MR AND MRS ALVIN SYREN BOX 3578 ANCHORAGE 99501

October 4, 1977

Senator W. E. "Brad" Bradley
P.O. Drawer 8670
Anchorage, Alaska 99508

Dear Senator Bradley,

We appreciated your taking the time from your busy schedule to view the films, "The Lottery", and "The Discussion of The Lottery".

The school board will make a decision on these materials at the board meeting, Monday, October 10th. The educators have taken a strong position that these films are a vital, and necessary teaching tool. Virtually all parents were appalled at the use of this material.

As you, and Senator Summer, are members of the HESS Committee, your testimony is vital to the parent's position.

Chat Chatterton indicated, if this issue were not settled before the Legislature met, he would help to set up a showing in Juneau. I hope we can win this issue without these measures.

If your schedule does not permit you to appear, we would appreciate a letter that could be read with our presentation. Thank you again.

Sincerely,

Marroyce Hall

Marroyce Hall, Chairman
People For Better Education

Parents Oppose Program For Wendler Junior High

By BARBARA WOLD
Times Staff Writer

Public testimony that a proposed school-within-a-school at Wendler Junior High School would not be in the best interests of the students was heard last night during a meeting of the Anchorage School Board.

Parents living in the Wendler attendance area testified against the optional program, saying that the junior high school is currently overcrowded, has large classes and uses portable classrooms.

The parents also requested that parents in the Wendler attendance area be polled on the proposed alternative program.

The proposal for the alternative program was recommended by a committee of parents also living in the Wendler attendance area.

The board approved a feasibility study by the administration on establishing the alternative program at Wendler. The study will include the

issues expressed by the parents.

Designation of Denali Elementary School as Denali Fundamental Curriculum School for the 1978-1979 school year was approved.

Also approved were administrative procedures for staff selection for the Denali fundamental school and the Anchorage Basic Curriculum School to be located at Northern Lights School next year.

The board also scheduled a workshop with the college preparatory task force on preparing college-bound students in the district. The workshop will be Wednesday at the administration building.



Students, Parents Have Right To See Scholastic Records

By LOUISE COOK

Associated Press Writer

You want to look at your child's scholastic record and the principal turns you down. Do you have the right to demand the information?

A school dress code requires that boys' hair be kept above the collar. Your son wants to wear his longer. Can he?

In both case, the answer is "yes."

Supreme Court decisions and federal laws enacted since the start of the 1960s have given public school students new legal rights and the government is trying to help youngsters and their parents learn what they are — and are not — entitled to.

A guide, published by the Youth Development Bureau of the Office of Health, Education and Welfare, details student rights in areas like religion, free speech, discrimination and records and outlines steps to take in case of possible violations.

"Your Legal Rights and Responsibilities" is available, at no charge, from the Consumer Information Center, Dept. 652F, Pueblo, Colo., 81009.

Here are some key issues for students:

STUDENT RECORDS

The 1974 Family Educational Rights and Privacy Act gives certain rights to eligible students or their parents or guardians. (An eligible student is one who is 18 or over or is attending any school after graduation from high school.) Under the law, an eligible student or his or her parent or guardian has the right to review and inspect the student's records, except for records made and kept by one person such as a psychologist or social worker. The parent or student also is entitled to challenge the records in a hearing to make sure they are not misleading or inaccurate. With a few exceptions, officials must get written permission from a student or parent before revealing the records to anyone else.

The law covers all schools receiving federal funds. Further information is available from: The Family Educational Rights and Privacy Act Office, Department of Health, Education and Welfare, 330 Independence Ave. S.W., Washington, D.C. 20201.

SEX DISCRIMINATION

Title IX of the Education Amendments of 1972 prohibits schools from treating boys and girls differently because of sex. Schools cannot provide separate classes or activities for male and female students, deny students the right to take a particular course because of sex, apply different rules about physical appearance to boys and girls, make different disciplinary rules or enforce them differently on the basis of sex or refuse to let a female student to take part in a class or activity because she is pregnant. (The school may, in some cases, require a pregnant student to get a doctor's approval for participation in a particular class.)

Because of these rules, a school cannot force boys to cut their hair shorter than girls, and it cannot prevent a girl from taking shop or a boy from taking home economics.

There are some exceptions to the requirement for joint classes. Schools may, for example, provide

separate classes for sex education; they also may separate students by sex within physical education classes for participation in contact sports.

Violations of the law should be reported to the Director of the Office of Civil Rights at the HEW address listed above.

SUSPENSION

Under a 1975 Supreme Court ruling, school officials suspending a student for 10 days or less must tell the student what rule has been broken, write it down and give the student a copy. If the student denies the offense, the officials must explain why they believe the rule has been broken. The student must have a chance to give his or her version of what has happened.

The court ruling involved brief suspensions only; the court mentioned that longer suspensions or expulsions might require more formal procedures, but it did not spell them out.

Nothing in the Supreme Court action or the law protects students from properly imposed suspensions. In addition, a student whose conduct is dangerous to other persons or who continually threatens to disrupt school, may be suspended immediately; a hearing according to the rules set down by the court should be held as soon as possible.

Survivor Gives Credit To God

SEATTLE (AP) — Hal Corbett survived 17 hours in the ocean without a lifejacket, and credits his survival to God.

His wife, a passenger and Corbett's dog all died in the airplane crash off the island of Hawaii Dec. 31.

"It was only through prayer that I survived," he said during a stop here.

Corbett's single-engined Piper Cherokee was inbound for a landing at the town of Kona when it threw a propeller blade and went into the ocean, sinking quickly.

The passenger was trapped inside. Corbett's wife Diane and their dog escaped, but drifted away and died a few minutes later. Diane could not swim.

But Corbett, 49, stayed afloat through the night and the following day until he was rescued by a pleasure boat. He lacked any flotation gear.

Corbett was born in Tacoma and lived in Seattle, graduating from Queen Anne High School in 1945. He attended Seattle Business College, and was managing a hotel in Bend, Ore., in 1947 when he took a flying lesson.

Since then, his life has been one of adventure, including searching for Spanish treasure and operating flight schools.

Corbett says he was never very pious, and his attitudes have not changed. "I haven't changed as far as going to church every Sunday. No, I don't do that," he said.

March 22, 1978

Glenn Harkney, Chair.
H. E. S. S.
Anch V
Greenau, Alaska 99811

Dear Sen. Harkney:

Please support Senate Bill
#495 regarding parental rights.
This bill is much needed and long
overdue.

Sincerely,
Mrs. Shirley English
3416 Vassar Dr.
Anchorage, Alaska
99504

TELEGRAM
HQA ALASKA COMMUNICATIONS, INC.
PHONE: 586-6440
JUNEAU, ALASKA 99801

02145 PPM ANCHORAGE ALASKA 15 03-16 0435P AST
PMS SEN GLENN HACKNEY

JUN

I SUPPORT SB495

NANCIE P NICHOLAS 4227 JAMES DR ANCHORAGE ALASKA 99504

TELEGRAM

HQA ALASKA COMMUNICATIONS, INC.
PHONE: 586-6440
JUNEAU, ALASKA 99801

JUN 17 12 1 23

02207 PPM ANCHORAGE AK 15 3-16 920P AST
PMS HON SEN HACKNEY

JUN

REGARDING SENATE BILL 495

I WOULD URGE YOUR SUPPORTING THIS BILL

ROBERT L MERRILL

3909 DUNSMUIR CT

ANCHORAGE AK 99504

TELEGRAM

AKA ALASKA COMMUNICATIONS, INC.
PHONE: 583-6440
JUNEAU, ALASKA 99901

1978 MAR 16 PM 5 28

02100 POM ANCHORAGE ALASKA 15 03-16 933A AST
PMS SENATOR GLENN HACKNEY
JUN
PLEASE SUPPORT SB495 PARENTS ACCESS TO ALL MATERIALS
MYRNA DIAL 1533 NUNAKA DR ANCHORAGE 99504

TELEGRAM

AKA ALASKA COMMUNICATIONS, INC.
PHONE: 586-6440
JUNEAU, ALASKA 99901

1978 MAR 16 PM 5 28

02105 POM ANCHORAGE ALASKA 15 03-16 1325 AST
PMS SENATOR GLENN HACKNEY
JUN
WE SUPPORT PARENTS RIGHT BILL 495. ALSO YOUR ABORTION
CONSENT BILL 245 CAN WE HELP
SUE AND DOUG BROWN 7733 HONEYSUCKLE ANCHORAGE 99502

TELEGRAM

RCA ALASKA COMMUNICATIONS, INC.
PHONE: 581 6440
JUNEAU, ALASKA 99601

02013 P0M ANCHORAGE ALASKA 15 03-15 1136A AST
PMS SENATOR GLENN HACKNEY

632

JUN

MEMBERS PEOPLE FOR BETTER EDUCATION URGE AFFIRMATIVE COMMITTEE
SUPPORT ON SB495 PARENTS RIGHTS ACT
MARROYCE HALL CHAIRMAN PEOPLE FOR BETTER EDUCATION

TELEGRAM

RCA ALASKA COMMUNICATIONS, INC.
PHONE: 581-6440
JUNEAU, ALASKA 99601

JUNE 15 PM 2 34

02034 P0M ANCHORAGE ALASKA 15 03-15 1105A AST
PMS SENATOR GLENN HACKNEY

JUN

I URGE YOU TO GET SB495 PARENTS RIGHTS BILL OUT OF
COMMITTEE AND PASSED

MR AND MRS ALVIN SYREN BOX 3578 ANCHORAGE 99531

TELEGRAM
AKA ALASKA COMMUNICATIONS
PHONE: 334-6440
JUNEAU, ALASKA 99801
JUN 15 PM 2 56

02023 POM ANCHORAGE ALASKA 15 03-15 1134A AST

PMS SENATOR GLENN HACKNEY

JUN

STRONGLY SUPPORT PASSAGE OF SB495 PARENTAL RIGHTS ACT

DON DIVENS 5713 RADCLIFFE DR ANCHORAGE AK 99504

ALASKA COMMUNICATIONS
PHONE: 334-6440
JUNEAU, ALASKA 99801

02233 POM ANCHORAGE AK 15 03-15 230P AST

PMS SENATOR GLENN HACKNEY

JUNEAU AK

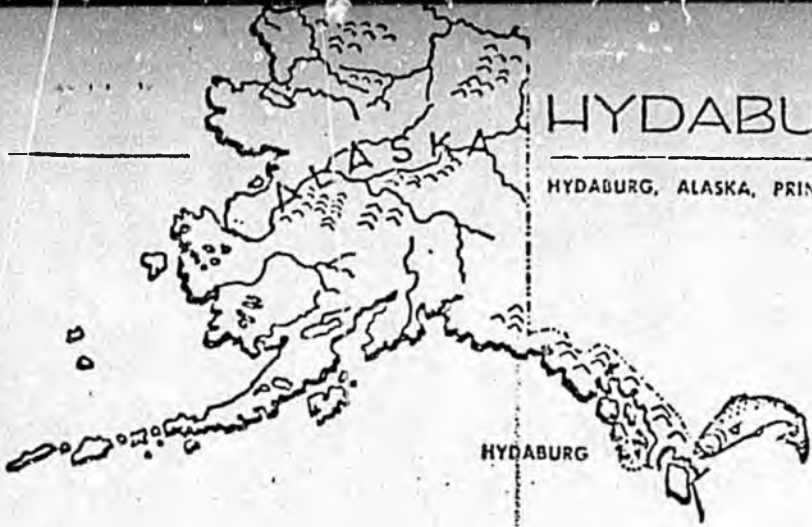
STRONGLY SUPPORT PASSAGE OF SB495 PRESENT EDUCATIONAL

TRENDS HAVE AROUSED MUCH PARENT CONCERN

ALYCE HANLEY

4007 BRENTWOOD CIR

ANCHORAGE AK 99502



HYDABURG CITY SCHOOL

HYDABURG, ALASKA, PRINCE OF WALES ISLAND 99922

March 28, 1978

File

Glenn Hackney
Senator
Chairman
Health, Education and Social Services
Pouch V
Mail Stop 3100
Juneau, Alaska 99801

Dear Mr. Hackney

I object in the negative to the information introduced with Senate Bill No. 495.

On one hand the intent as expressed in the Purpose (Sec. 14.30.450 is justifiable. However in reality the inclusion of Access to Instructional Material and Programs (Sec. 14.30.460) would be feasible if the State of Alaska through an appropriate appropriation of the budget would purchase for every school district at cost, all the educational materials published in the United States, since we draw literally from every reasonable source to teach. It would be hopeful that the appropriation would include the many file cabinets to accomodate the vast numbers of educational publishings.

Secondly, please clarify what is stated as "personality or adjustment," line 27.

Aside from the mentioned glaring inconsistencies- I feel that Senate Bill No. 495 is almost adequate.

I therefore object to the passage of this bill,

Sincerely,

A handwritten signature in cursive script that reads "Sasha I. Sobcleff".

Sasha I, Sobcleff
Social Studies Department

SIS:jw