

-GEM takes a no-nonsense, no-nonsense approach to the education of Maine's young people

Key Doc!

Guardians of Education for Maine
 P.O. Box 700, Camden, Maine 04820

October 23, 1978

TO: Dr. Einar A. Olsen, President, University of Maine, Farmington
 Mr. Richard Walker, MHERC
 Mr. H. Sawin Millett, Jr., Commissioner of ECS, Augusta
 Governor James B. Longley

FROM: Mrs. Bettina Dobbs, President, GEM
 Mrs. Charlotte Iserbyt, Research Analyst, GEM
 Mr. Lawrence Sturtevant, Librarian, GEM

SUBJECT: Health Education Curriculum for Maine Schools.
 Underscored words pertain to Health Education program in Maine.

The last paragraph of an article entitled "Psychiatry Can be Dangerous to your Health", by Dr. Richard A. Gardner, M.D., Associate Clinical Professor of Child Psychiatry, Columbia University College of Physicians and Surgeons, which appeared in "Parents' Magazine", July, 1978, states:

"In my opinion, there is no question that therapy is a form of brainwashing. The therapist, whether overtly or covertly, imposes his values on his patients. There are many therapists who openly admit this; those who don't are simply blind to what they are doing. The hope is that the values and standards the therapist imparts will be healthy and the patient will be better off for assimilating them."

Dr. Alan L. Lockwood, Assistant Professor of Education, University of Wisconsin, Madison, Wisconsin, contends in "A Critical View of Values Clarification": "that values clarification embodies ethical relativism as its moral point of view...", and "that values clarification is a form of client-centered therapy..."

The NEA Report "Education for the 70's" states: "Schools will become clinics whose purpose is to provide individualized, psycho-social treatment for the student, and teachers must become psycho-social therapists."

Martin L. Gross, in "The Psychological Society", Random House, 1978, states "...In all its manifestations, school psychology has become one of the most active segments of the Psychological Society as it insists that our children's psyches be probed by a team composed of schoolteachers, guidance counselors, social workers, school psychologists and even consulting psychiatrists. Their stated goal is the mental health of the young. But this prying into youngsters' minds and emotions is equally satisfying to the bureaucratic mentality which feeds on the amassing of often irrelevant information on schoolchildren. The effort is euphemistically called a search for self."

for mental health, a distorted modern concept which parents and teachers confuse with social adjustment and happiness." ... "Critics such as Dr. James B. Conant, former president of Harvard and author of The Education of American Teachers, and James D. Koerner, author of The Miseducation of American Teachers, have shown that the training of American teachers is often as much a psychological as a knowledge experience. Through 'educational psychology' and other 'method' courses, more emphasis is often placed on the whys of learning and the personality of the child than on the actual curriculum. Several critics, including Koerner, are convinced that this psychological emphasis has been greatly responsible for the recent lowering of academic school performance."

"Planning, Programming, Budgeting System", by Dr. Cavell Bean, states: "A decade ago several psychologists and educators, headed by Benjamin Bloom, classified behavioral objectives in three categories: cognitive, affective and psychomotor. The cognitive domain in education is concerned with the gaining of knowledge, with recall or memory. The affective domain consists of what the student believes and prefers, what his values and attitudes are. The psychomotor (action) domain is concerned with skills, with motor performance, with what the student is able to do. Dr. Bloom calls these classifications the taxonomy of educational objectives. ... The Rand Corporation, which assisted with the theoretical construct of a PPB system for schools, affirms that the entire responsibility for the PPBS operation must reside with one person at the top. 'No-one at a lower level has the authority or the right or the ability to acquire the knowledge required to perform the necessary tasks...', says Rand.... The power of the programmer bypasses the board of education, the superintendent and the parents."

The Hatch Amendment to Education Amendments of 1978 (H.R. 15), passed unanimously by the U.S. Senate on August 24, 1978, and approved by the House/Senate Conference Committee, states: "(b) No student shall be required, as part of any applicable program, to submit to psychiatric examination, testing, or treatment, or psychological examination, testing, or treatment, in which the primary purpose is to reveal information concerning: political affiliations; mental and psychological problems potentially embarrassing to the student or his family; sex behavior and attitudes; illegal, anti-social, self-incriminating and demeaning behavior; critical appraisals of other individuals with whom respondents have close family relationships; legally recognized privileged and analogous relationships, such as those of lawyers, physicians, and ministers;... without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of unemancipated minor, without the prior written consent of the parent."

The Secular Humanism Amendment, H.R. 12851, May 12, 1976, approved '222-174, with 36 not voting, states: "No grant, contract, or support is authorized under the Foreign Studies and Language Development portions of Title II of the bill for any educational program, curriculum research and development, administrator-Teacher orientation or any project involving one or more students or teacher-administrators involving any aspect of the religion of Secular Humanism."

The information and quotes given above are of utmost importance in any discussion of the health education program being implemented in Maine schools. The portions that GEM has underlined are directly related to the health education program. GEM has undertaken an intensive and thoroughly documented study of the curricula proposed and/or approved for SAD 57, SAD 50, Auburn, and Brunswick. GEM has also studied the extent of federal and Kellogg foundation funding, together with a study of the federal implementing legislation, Senate Bill 1466 and the agenda for the two-week training program sponsored by MHERC, 1977, "in which such components as philosophy and definition of health education, community planning, power structures, need assessment, faculty involvement in curriculum evaluation, public relations, state and national health curriculum resources, community education, and group dynamics were presented." The School Health Education Project, page 2, MHERC.

Throughout our study of this program we have found a reluctance on the part of those involved in its development and implementation to answer some key questions, including those listed below:

1. Why are the school staffs, administrators, and community members being led to believe that this curriculum is mandated when it is NOT mandated?

2. How can a program be considered developed at the local level when the coordinators of the programs have been trained at the state level in methods and curriculum choices many of which have been funded and developed at the federal level?

3. What is the relationship between the Kellogg Foundation and the State Department of Education and MHERC? Who contacted who? Is not the philosophy of the Kellogg Foundation of importance as one of the criteria for accepting tax-exempt monies to implement a program which is, to say the least, controversial in its emphasis on the mental health (values, attitudes, beliefs, etc.) of Maine students?

4. Where is the broad-based citizen, taxpayer demand for a program which deals not only with the important and legitimate areas of hygiene, nutrition, exercise, etc., but which lays heavy emphasis on the Affective domaine of young people (their feelings, values, attitudes, beliefs, etc.) GEM is unaware of a concerted citizen/parent/taxpayer effort to implement curriculum in Maine schools which deals with subjects traditionally handled by the family and services in the community.

5. Since one of the items on the MHERC in-service training dealt with "Using interdisciplinary curriculum by objectives and relationship of academic departments to health", are we to assume that our children will be exposed to controversial areas of the curriculum and controversial methodology in academic areas?

6. Who determines objectives in the affective domain? "Be able to develop curriculum objectives in a clear, concise sequential manner in the cognitive, psycho-motor and ~~a~~ffective domains:...." Objectives of District Coordinators Training Session. Who develops the pre and post tests, and where are results stored? In a letter dated October 20, 1978 from Sawin Millett to GEM, he states:

"The State has, since 1971, provided centralized computer services to its many sub-agencies. It is used as a management tool to process information more efficiently than otherwise possible. Much of the information stored in the State's computers is highly confidential and is so treated. Access to such information is restricted to certain authorized individuals." Is the computer referred to by Sawin Millett to be used to store the objectives and results of this program and to store personal data regarding students participating in the health ed curriculum (their feelings, attitudes, beliefs, etc. - all of which is covered in the curriculum?)

Our most recent concern deals with the intentions of the Maine Department of Education's and MHERC's implementation of the provisions of the recently passed Hatch Amendment. It is obvious from a careful review of the curriculum in the four districts and of the in-service training that this program will have to undergo drastic revision in order for it to be used without parental consent. In this connection we request that the Department of ECS and MHERC inform us in writing of the content of whatever requirements must be met by Superintendents regarding the implementation of the Hatch Amendment as it pertains to various components of the Health Education curriculum, i.e., the use of the Human Development Program (magic circle/sensitivity training); values clarification, invasion of privacy, role playing, diaries, psychodrama, sociodrama, group dynamics, problem solving and group thought, etc., etc.

GEM is also at a loss to find justification for the inclusion of areas in the curriculum which deal with political issues. Political issues are not relevant to a basic health education curriculum. The Auburn curriculum goes so far as to include as an objective for 8th Grade the following: "Support legislation and legislators committed to health promotion."

* * * *

There is no question in our minds that the pervasive philosophy of life found in the four curricula we have examined is that of the religion of Secular Humanism. A careful reading of the Humanist Manifesto II and a careful examination of the methods and subjects chosen for this program show a close, almost identical relationship between the religion of secular humanism and the curriculum chosen by the schools whose curriculum we have examined. Emphasis on decision-making, self-actualization, evolution, death, population problems, interdependence (world); ethics - humanists say ethics are autonomous and situational, needing no theological or ideological sanction - values clarification emphasizes the process of choosing values, not the content; "moral education for children and adults is an important way of developing awareness and sexual maturity", p. 19, Humanist Manifesto II, "right to die with dignity, euthanasia, and right to suicide", Humanist Manifesto II.

Since Secular Humanism has been declared a religion in *Torcaso v. Watkins* and in other court cases, GEM believes that Maine's health education programs are unconstitutional. Article IV of the Bill of Rights guarantees that "The right of the people to be

secure in their persons....shall not be violated..." The Health Education curriculum violates the right of parents to be secure in their persons, as parents, as they carry out their God-given responsibility to direct the moral and spiritual development of their children, as they determine to be proper. Health Education violates the right of our minor children to be secure in their persons, as dependent children, as they accept parental guidance and authority, as ordained by God and formerly recognized and protected by law. Health education is an invasion of privacy.

GEM is not asking that the Christian-Judaic religious code of ethics and values be taught in the schools of Maine, although our membership feels that the commencement of deterioration of the public schools took place when prayer was banned from the schools by the Supreme Court. What our membership is asking is that the values taught in the homes of Maine students not be undermined by endless rap sessions and values clarification and mental health strategies, etc. We are asking the educational establishment to get out of the mental health/therapy business which Dr. Gardner and other professionals consider a form of brainwashing.

This memorandum is supported by factual documentation which we have brought with us today.

We look forward to a reply to this memorandum, in detail, at your earliest convenience. We would also appreciate being informed of what steps the Commissioner of Education will take in regard to implementation of the Hatch Amendment.

Thank you very much for your consideration of our views and for your willingness to meet with us.

Copies to: GEM membership.

UNUSUAL AND EXTREMELY CONTROVERSIAL AREAS OF CURRICULUM

The programs for Brunswick, Thomaston SAD 50, Auburn, and SAD 57 are very broad and cover many areas. The areas selected below deal with most unusual and extremely controversial areas. All programs deal with human sexuality and mental health. However, GEM has not specified these areas in this paper since ALL programs cover these areas.

I. BRUNSWICK:

1. Energy crisis
2. Land Use
3. Population Control
4. Federal funding of abortion
5. Euthanasia
6. National Health Insurance
7. Decriminalization of marijuana.

II. SAD 50:

1. "All activities depend on discussion conducted in an atmosphere conducive to accepting individual differences and promoting a positive self-image for each student." Circle approach.
 - a. Child abuse
 - b. Death and dying (different views of death - Egyptian tombs, Indian funeral pyres, etc.) "Students will be able to describe one other culture's reaction to death."
 - c. Discuss world health problems.
 - d. Grades 7-12: Students know stages of death and grief.
 - e. Students can do research on world health problems (food, disease, population, wars, and suggest solutions.)

III. AUBURN:

SR. 4.68 - Sr. High. List and define the forms of sexual behavior. (Autosexual - alone; heterosexual - partner of opposite sex; katasexual - non-human partner; homosexual - partner of same sex.

List ways in which Police Dept. serves the community.

Understanding Health Services. World, WHO, FAO, UNICEF. 6th grade.

List various types of family unit. Mention of 2 men living together and two women living together and one person and a pet. 7th grade and 2nd grade.

Define incest. Describe effects of incest on victim. 7th grade.

How many children a couple should have. 7th.

Birth control. 7th

List ways in which partners communicate. Conversations at home, gestures, physical embracing, love-making. 7th

Define masturbation. 7th

Child abuse, husband abuse, wife abuse. 7th

Abortion, rape, child neglect.

AUBURN (Cont.) Support legislation and legislators committed to health promotion. 8th.

(14) SAD 57

"Analyze popular songs for messages on drug use and society's ills" ? 6-8
"Students will participate in small group work and discussion on decision making and choosing alternatives = values clarification is content - role playing - 6-8

Education for sexuality - grade 2

3-5 Education for sexuality - ~~no-text~~-- have not seen text

Students will discuss how boys and girls differ mentally, emotionally, and physiologically" - 3-5

Students will discuss secondary sex characteristics.

Students will learn the processes involved in human egg and sperm production.

Students will describe the birth process. All above 3-5

Students will survey traditional conflicts that may occur between and among family members as maturity approaches, in order to learn to deal with other family members effectively. 5-8

Adolescence can be a time of conflict with parents as the adolescent attempts to achieve independence and establish his/her own identity." 5-8

Students will analyze the social and moral forces that influence their sexuality.

Students should accept sexuality as a part of their total well being.

Students will describe positive expressions of one's sexuality and analyze their personal acceptance of self as a sexual being.

Students will role play various facets of dating behavior. Wow.

Students will list dating practices within limits of acceptable behavior to one's personal and family standards.

Dating and going steady (or going with) are important steps in the process of personality development and selection of a life's partner. 6-8.

Students will personally examine their behavior, attitudes, etc. that relate to sexual behavior.

Acceptable expression of sexual behavior contributes to one's general well-being. K-8

Students will demonstrate knowledge of human anatomy and reproductive system by completing an objective test which covers knowledge acquired in 6-8 . Contant everything on previous page. What if student fails?

Students will discuss the appropriateness inappropriateness of premarital sex.

Students will discuss birth control.

Once understanding the realities of limiting and freeing responsibilities of marriage, students will examine their views on the desirability of marriage to them.

Content: Education, career, independent living, as alternatives to conventional tendency to get married.

Content: Productive and satisfying lifestyles are possible for those who choose to marry, but not have children, for those who choose not to marry or to delay marriage until after pursuit of a career, travel.

Students will discuss advantages and disadvantages of alternative lifestyles.

Students will report to the class on cultural and social demands for and against the alternatives to marriage.

Students will determine the financial cost of having a baby and raising the child for 20 years.

Students will identify possible reasons for a childless couple, and also identify any possible problems.

Students will discuss various childrearing methods.

K-2 Mental Health

Students will identify through drawing pictures the ways that class members are different. Physical, personal, behav. diffs.

Students will become familiar with more words to express feelings.

Whole section is full of emphasis on feelings.

3-5

Students will describe their friends and tell why those people are their friends.

Students will participate in class discussion on the psychological as well as physiological changes brought about by puberty, and effects on boy-girl relationships.

Content: Adolescence presents new challenges such as interest in opposite sex, independence from parents, making meaning and purpose for one's life.

TOO MUCH TO COVER - IT IS SICK SENSITIVITY TRAINING.

