

# Woman To Woman



*I asked the Master where to work ... and  
thought of vales where roses lurk ... Where  
joy birds sing a sweet refrain ... and fair  
skies banish storm and pain.*

*He gave me work. I looked aghast! ...  
The chosen spot held lowly task ... I viewed  
the thorns in sore dismay ... and cringed to  
see a rocky way ... "It can't be this, my  
Lord, I groaned ... I have not strength for  
what you've shown ... The thorns will prick  
my tender hand ... and I can not the storms  
withstand.*

*The Master answered, sweet and low ...  
"With you I'll be where'er you go ... Your  
weakness will but glorify ... I've strength  
enough; I will supply.*

*In faith I made a trembling start ... and  
bade my doubts and fears depart ... The  
Master went the way with me ... through  
storms of dark adversity.*

*He kept me safe when lightning flashed ...  
and winds of trouble cruelly lashed ... He  
did his work through hands of mine ... Ful-  
filling plans of His design.*

*The birds again sang songs of praise ...  
the sun sent healing, warming rays ... And  
lo, the thorns bore roses rare! ... The Master  
answered every prayer ...*

*When my will was lost in His ... I learned  
how great, how good He is!*

Teach the aged women likewise, that they be in behaviour as becometh holiness, not false accusers, not given to much wine, teachers of good things; that they may teach the young women to be sober, to love their husbands, to love their children, to be discreet, chaste, keepers at home, good, obedient to their own husbands, that the word of God be not blasphemed.

Titus 2:3-5

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# How It All Began

## Looking Back

Momma was very sick. She had cancer. She couldn't get out of bed. The smell of cooking food made her sicker. The sound of the phone ringing was too loud. We tried cooking in the basement. The phone company sent a man to adjust the ring in the black box next to the desk in the front hall. I was nine years old then. It was hard to understand.

A few weeks later we were able to cook upstairs again and the same friendly telephone man came back to fix the phone. "I'm so glad your momma is better," he said. I looked at my two older sisters, waiting – waiting. They just kept standing there.

"Thank you, mister, but she died," I heard myself say.

I saw him swallow hard as he went about the business of the phone. I wondered why my big sisters just stood there.

Telling him momma was dead was hard, but just standing there doing and saying nothing didn't make any sense to me.

I was only nine years old then and I didn't understand. Now I'm a woman grown. I have six children and nine grandchildren. I still don't understand "do-nothing" silence.

There was a hard truth to be faced then. There is a hard truth to be faced now. That is what this little book is all about.

## Looking

In December, 1981 I received a phone call from my friend, Mary. "Laura, would you like to go to a conference in Jefferson City? Mae has had a death in her family and can't go. The whole thing is paid for. You'd be going with two other Christian women. How about it?"

I turned to my dear Jim as I relayed the message. He encouraged me to go. I had kept pretty close to home since his heart attack in June of 1979. It seemed like an ideal situation for a lively change of pace and so I went.

It was a lively change of pace, indeed. For when the conference was over I knew that once again I would have to speak out about a hard truth. What I learned at the conference had hit me as hard as my mother's death. I spoke out clearly and simply as a child and now as an adult I must speak again and again.

What I learned at that conference is contained in my first report, Report on the Governor's Conference on Children and Youth. It tells about the plan to control all of the children of Missouri. Parents may be allowed to be caretakers, but the state plan is to professionally manage and control every aspect of child development.

Those who refuse to participate in the scheme are forced to submit in two ways:

1. A hot-line call for child abuse or neglect  
OR
2. Referral of a professional

I knew that the child abuse reporting system or hot line, as it is now called, had been functioning for years. Any anonymous call could lead to the removal of children from their homes. What I hadn't known until this conference was what Governor Bond announced in his opening remarks. Four thousand Missouri children are taken away every year.

The full impact of how the "referral of a professional" worked was not revealed until a subsequent conference in March of 1982.

It was there that I learned about the plan to test little babies, separate them from their parents by age two, label up to 80% of the normal children "delayed" or handicapped and force unsuspecting parents to participate in the state plan of child control. I came home from that conference and wrote my second report, Report on the 1982 Conference on The Young Years.

There were other "child care" conferences scattered about Missouri that year. They are held every year, year after year. They are well financed, often with your tax dollars. After attending many of them I produced another report I call, Impact Report on Federal Involvement in Child Development.

Then for two years there were no reports. The strain of learning of the magnitude of the system for destroying parent - child relationships all across America was too much for me. I became ill. It was worse than my mother's death when I was nine. I became like my sisters. I was silent. I was unable to do anything because of the unspeakable grief.

But time and a loving family, a gracious God and some surgery for a vicious cancer restarted me. In September, 1985 I testified before an interim committee on the abuses of the child abuse hot line. That testimony is reproduced in my fourth report, Report to Legislative Committee on Abuse of Child Abuse Hot Line.

Then in October, 1985 I reported on KSIV Radio in St. Louis how the Denver Developmental Screening Test is used to force infants out of their mother's arms and into the greedy, heartless clutches of a state bureaucracy. I have included a tape of this broadcast entitled, "Early Childhood Education."

## Looking Ahead

I cannot stand and remain silent and do nothing. Even though what you learn here makes you swallow hard you must do just what the telephone man did. You must do whatever you can. The telephone man made the phone ring. You can call your best friend and share this little book and tape with her.

Publishers must get permission from me to reprint any of this book in their formal publications or reproduce the tape, but you are free to use them for any Godly purpose.

There is no limit to the good a man can do if he doesn't care who gets the credit.

Spread the word. The hand that rocks the cradle rules the world. Be sure that hand is yours.

Don't have your little ones tested.

Be keepers in the home.

Strengthen your family by being there.

None of us can do it all but all of us can do something.

What can you do?

What will you do?

## Looking At Shadows

This all seems awfully big, doesn't it? Here you are facing the child abuse hot line and the testing of your children by a government that has awesome power. Not only does Missouri have millions of dollars allocated for professional government control of your children but the federal government does as well. It seems as though the shadows of fear and despair, anger and helplessness war against each other to see which one will get to destroy you and your family. But they are only shadows exaggerating themselves like puffed up animals to frighten you away.

## **Light of Reality**

**Fear thou not for I am with thee. Be not afraid, for I am thy God.**

**I will never leave thee or forsake thee.**

**If any man lacks wisdom let him ask of God ...**

**Every place your foot shall tread, I have given it to you.**

**Be strong and courageous and be not afraid.**

**I will strengthen thee, yea I will help thee, yea I will uphold thee with the right hand of my righteousness.**

**You shall be my people and I will be your God.**

**... and He parted the Red Sea.**

**... and He slew Goliath.**

**... and He raised up a nation.**

**... and He suffered the little children to come unto him.**

**... and He was born in a stable.**

**... and He used the jawbone of an ass.**

**... and He saved them from the firey furnace.**

**... and He shut the mouths of the lions.**

**... and He is the same yesterday, today and forever.**

**... and He is risen.**

**... and He is coming again.**

**... and He said, "By this shall all men know that you are my disciples, that you love one another."**

**... and He said, "Love your enemies."**

**... and He said, "When a man's ways are pleasing to the Lord he makes even his enemies to be at peace with him."**

**... and we know that the fervent prayer of a righteous man availith much.**

**... and we know He won the battle over 2,000 years ago.**

**In His name I rebuke fear and confusion, unbelief and despair. I rebuke the hold they have over parents, children, the Missouri legislature, the courts of**

this land and the executive branch of government. I rebuke the power of darkness and command them to release their hold on the hearts of the men and women in all the government agencies and bureaus in America.

For our God is God!

## **A Winning Attitude**

Now go forth into all areas. Take the truth or right thinking and right living into all areas of life.

Now that you know the truth, the truth shall make you free.

We are winners. Wherever you go, take the gospel of peace with you.

You cannot lose. It has already been won.

Go ye forth and teach all nations ...

He is able to deliver thee, our God is able to deliver thee.



## **Report on the Governor's Conference on Children and Youth**

The Governor's Conference on Children and Youth, called by Executive Order, met in Jefferson City, Missouri, on December 7 and 8th, 1981. Monies were appropriated by the United States Congress (Federal Grant No. 90CG17-01). \$45,625.00 funded the conference out of the Office of Human Development, Department of Health and Human Services. The stated goal of the conference was to develop "networking partnerships," to create interdependence among all governmental health agencies, and to implement these plans in the public schools. In his opening speech Governor Bond said, "Only 10% of the children are adequately educated between the eighth month to two year period." This statement set the tone for the entire conference. After Governor Bond's call for an additional \$8 million dollars to be applied to the care of children and youth, the audience was divided into groups to attend the workshop relevant to his or her area of special interest. The five areas of special interest were Child Welfare, Education, Health, Juvenile Justice and Mental Health. These workshops continued to meet during the full two days of the conference.

### **EDUCATION WORKSHOP**

First speaker - Dr. Burton White, Center for Parent Education - a non-profit service organization.

Dr. White addressed the failure of most Head Start programs to raise the educational level of a large number of children any significant degree. His opinion was that Head Start began too late in the child's life. White said that to be effective educators must reach the child at birth. He felt that ill-informed parents ought not be allowed too long a time to pass their value system on to their children. He recommended management of the child by, what he called, "professionals" at age zero, with the parents acting as caretakers under the direction of the professional from age zero to 2½. And then at age 2½, he thought the approach should change with both the management and the service of the child being in the hands of those whom he called "professionals." Dr. White is now implementing these ideas in the "pilot schools" of Farmington, Independence, Ferguson - Florissant, and the St. Charles County District of Francis Howell. He is using the public schools to do what he calls: "brokering" wherein he introduces his experimental "parenting programs." Dr. White told his audience that "old ideas die hard" and that it would take time to make these suggested changes. The new parenting programs begin in January of 1982.

During the question and answer session Dr. White expressed his opinion that public schools should include such courses as: How to pick a mate, How to be a good parent, How to be a good lover. He said that one objective of those who wish to implement networking partnership should be to get "the biggest bang for the buck."

Second speaker - Dr. Marjorie Branch, Principal of Lief Ericson Elementary School, Chicago.

Dr. Branch provided another idea regarding education. She thought the schools ought to teach the children to read, to write, to do math, to excel in academic areas, to learn to work and achieve. Her success as an educator highlighted her words. She successfully converted a sub-standard school into

a prestigious school without spending additional dollars. Her method was to concentrate on the teachers doing the job for which they were hired: To teach the children what they need to learn in order to achieve excellence in academic skills. Her methods have achieved an attendance percentage among the children of 94% and among the teachers of 96%. Her implementation of sound educational principles has also raised the test scores on the standard achievement tests significantly. While Dr. Branch has raised the performance level of the teachers, and, thereby, also of the children, she has never had a grievance filed against her by the teacher's union, of which she is a strong supporter.

#### **Education Workshop—Preliminary Resolutions**

Chairman Jane Paine told us that three resolutions should be developed for presentation to the Governor at the final session. Since this meeting ended well past 10:00 p.m., the workshop itself did not actually formulate the resolutions; but we were excused with the reminder that though the resolutions were not yet actually worded, we did not need to be concerned, because a group of people, already selected, would "work out the wording." The following quotations from those who were chosen to work out the wording will indicate the objectives of the resolutions which were offered to the Governor.

"We are trying to word this so we can get the money."

"Use the Governor's words."

"If you want to get more money for learning disabilities and special services you've got to word it like this."

"We need to expand partnerships and programs because school enrollment is shrinking."

"We don't want to be limited to the three R's."

#### **Second Day Sessions**

A general session was called for all delegates. Dr. Eva Schindler-Rainman addressed the assembly. She related her experiences within the Peoples' Republic of China where she had examined a kindergarten serving 400 children; some of whom stayed all week in the state schools and went home on weekends, and others of whom returned home each night. She noted that she was considered somewhat of an expert in the Peoples' Republic. In her address to the heads of the educational and human service agencies she remarked, "The dollar is more 'gettable' when you collaborate than when you compete." She told us, "We must become more interdependent, rather than independent." and again, "We must look for more connectedness with the world, with less self-denial and self-fulfillment." While she was in the Peoples' Republic of China she recalled seeing only two people wearing eye glasses. She felt this was due to the government's prescribed eye exercises which were performed daily by all people in the professionally managed schools and factories.

#### **Education Workshop—Second Session**

Upon returning to the education workshop, we listened to an array of speakers on the issue of recruiting and utilizing volunteers in the education and human service areas. The next group of speakers demonstrated the willingness of other segments of society to use the public schools for their own purposes. This would bring business, industry, public-private agencies, and the community into networking partnership with the public schools. The

professionals in the public schools were told that they should view themselves as "change agents" using all resources of the community.

After this presentation the concept of networking became clear. The public schools are to act as middlemen to dispense goods and services which the professionals feel that the children, and parents, might need. The schools were to be viewed as "facilitators" and "brokers." We were told that human service agencies, private organizations, mental health services, foster care service, even various business concerns would like to, and should be able to, use the public schools to dispense their various products and services. Some of the products and services planned for introduction through the schools were birth control supplies and information, abortion alternatives, et. al. A resolution expressing the desire to use the public schools as a broker was presented to Governor Bond.

#### **Closing Session--For All Participants**

At the closing session, all resolutions were read to Governor Bond. In a summary speech, Dr. Prentice A. Meador Jr., Chairman of the Health Workshop, directed the audience and the State of Missouri to focus on: "Maternal Infant Adolescent Health" (MIAH). Dr. Meador called for a so-called "mandate" from Governor Bond for a coordinating council to render health services to the MIAH areas with a complete data system for screening and careful following up of all public school students. He also called for another "mandate" that all junior and senior high schools have classes in parenting and family planning with required attendance for all students. Dr. Meador stated that implementation of these mandates should begin with an immediate inclusion of a section on health in the present Basic Essential Skills Test. When low scores were demonstrated on this health section, there would be justification for bringing in new parenting programs. Next Dr. Meador called for the early passage of H.B. 1171 and H.B. 1173 to help in the immediate implementation of his mandates. It was evident that he wanted the money and the authorization to proceed immediately with the Maternal Infant Adolescent Health Plan and the data system which assures compliance.

Various medically trained participants in the Health Workshop were dissatisfied with the proposals which Dr. Meador presented to Governor Bond. They related that Dr. Meador brought a number of his proposals to the meeting and told them to select which of his proposals they wanted. Some of the speakers in the Health Workshop attempted to tell Dr. Meador that his proposals did not reflect the tone of the meetings which they had attended for the past two days. Dr. Meador then informed them that he had been paid to do this job and he would not tolerate any of their interference. Needless to say, only the proposals drawn up by Dr. Meador were presented to the Governor. A copy of the proposals read to the Governor from all five of the workshops has not been made available to the participants.

#### **Summary**

The Governor's Conference on Children and Youth was dominated, overwhelmingly, by representatives of government, education and human service agencies.

The objective of the conference was to create a system of "networking partnerships" and get more government money for the new role of the public schools as change agents. As Dr. Rainman said, "The dollar is more 'gettable' if the various agencies collaborate." She also stressed interdependence, which would be created by the networking of the agencies. The fact book

handed out for the conference participants specified exactly how a child enters the system. The child can enter through: 1) The Department of Family Services, 2) The Department of Mental Health, or 3) The Division of Youth Services. The Juvenile Justice System, the public schools, and all human service agencies would be participants in the networking partnership. As set forth in this conference, networking partnership is the agent whereby the State of Missouri, with tax monies, creates an interdependence of agencies which would assure that no child would escape the net of management by professionals. Through interdependence of agencies, networking of private organizations, the public schools as middlemen-brokers, and a complex data system, a web of self-perpetuating state control of all children and their families would be woven.

#### **HERE IS HOW IT WORKS**

The system assumes the management of the child at birth through the parenting programs designed to reach all first time parents. Other children are gathered in by developmental testing which begins at age zero and continues all through the school years. This testing, coupled with a complete data system, ensures thorough surveillance and control of all children by state approved professionals. This can all be accomplished through the "health programs" set forth by Dr. Meador. These so-called health programs would be required by law in all public schools, and would be interfaced with the Missouri State Health Plan which is also supported by Dr. Meador.

#### **Results Already Proposed For "Networking — Partnerships"**

With this network of partnerships any child not under the management of the professionals whom the system approves, through the brokering of services in the public schools, could be considered "abused" or "neglected" and thus subject to government control through the Juvenile Justice System.

For those who are unwilling to subject themselves and their children to the system of "approved professionals," one call on the Child Abuse Hot Line, or a "referral of a professional" could, would and does force more participants into the arena of professional management by the state.

## **Report on the 1982 Conference on The Young Years**

The 1982 Conference on the Young Years was held in Jefferson City, Missouri on March 26 and 27th, 1982. It was sponsored by the Missouri Department of Elementary and Secondary Education and the United States Office of Education. (Missouri Facilitator Center) Jane Paine, Chairman of the Education Workshop at the Governor's Conference on Children and Youth, December 7 and 8th, 1981, introduced Dr. Burton White as the "salesman" for the Danforth Foundation's new project, "New Parents as Teachers."

Dr. Burton White, of the Center for Parent Education, Newton, Massachusetts, told the audience that (what he called) his "very unusual project" is international in scope and has, what he said, "universal interest." He asserted, "We have an international report card on how well human beings are developing all over the world; in Africa, India, Europe, the Far East, as well as in the United States." His research has led him to feel that rearing children in the very young years is a job "too tough for most people to handle alone." He felt that "families everywhere need assistance."

His line of reasoning included these items: Since children nine or ten months of age suffer periodic upper respiratory congestion, they may thereby suffer from periodic hearing loss, thus resulting in their being denied early development in learning. To deny these children early developmental testing for hearing would be a serious matter. Said White, "I say it's neglecting his needs." The early developmental testing for which Dr. White is pressing, would find which are the children who are not progressing so well as Dr. White feels they should, based on his own standards. "Sending a new parent home with a six-day-old baby as we now do in this country is insane," he asserted.

He would like to change that which he described as the "American Mythology that says or implies that you don't need to know anything in order to raise children;" and replace it with his new ideas for parent education. He stated that his program will do three things:

1. Relieve parental anxiety about how well their children are doing developmentally;
2. Make parenting, what he called, "more fun"; and
3. Find possible occasional hearing losses in young children.

He feels, "A system – preferably the responsibility of the public educational system – of helping parents prepare for the birth of the child and for the learning processes that take place from birth, right up through entrance into classroom activity is the 'sane' way of designing an educational system." His plan for redesigning the system is called: "New Parents as Teachers." He assured us that his program "builds upon several earlier efforts and other efforts going on around the world, with a third – dispassionate – party around to see what we are doing."

It was revealed that the third, dispassionate party was the St. Louis based, regional educational laboratory called CEMREL, of which much is known locally. CEMREL was recently criticized in Jack Anderson's nationally syndicated column. The New York Post headlined the piece, "The Great Education Boondoggle." "Living it up at tax-payers expense seems to have been a major occupation for the big time spenders of CEMREL," says an editorial in the Globe-Democrat of April 14, 1981. "The concept of federally

financed Regional Education think tanks being given carte blanche permission to develop new curricula and create new teaching methods is repugnant to those who favor local control of education." Globe-Democrat, April 14, 1981. Among other headlines CEMREL has generated in the St. Louis and national media are: "CEMREL Spending Draws Federal Investigation." "HEW Charges CEMREL with 'Imprudent' Acts, Improper Expenditures." "Egyptian Trips Raise Question at CEMREL." He promised that anyone who goes through his program "Can't go through the first years with the child developing the handicap or (what he termed) a deficit and their not knowing it." He thinks that that promise should be open to everybody raising children. In order to make sure that our children come up to his standards, he felt that "Periodically, children should be looked at a couple of times a year," by means of his testing program.

"Periodically, a couple of times a year for the most part, we look at children not really from a physical health standpoint - that's the medical profession's responsibility," but to see to it that language is moving along well, or if not, find out why, so that the growth of intelligence is moving along well, the child's social skills with people are coming along in an effective way. In order to see that our children come up to his norms, he proposes a "modest form of a testing program."

"Proper working conditions are important" in order to bring children into conformity with the norm, and the present, traditional approach with a parent "tied to the responsibility all around the clock" is not desirable. He feels that a solution to the present undesirable way of raising children would be to offer baby-sitting for a few hours a week. He calls this training done by people other than the parents a "very highly valued element of the program."

He said that Missourians can be proud of the new experimental programs in use in our state because "There aren't that many state governments or educational leaders at the federal or the state level that have acted as vigorously" as they have in Missouri, even though Missouri is often called "backward."

An audience participant asked the question, "Is this program related to the legislation that is being dealt with in the General Assembly now?" Dr. Arthur Mallory answered, "Not necessarily, the present legislation provides the money for the early screening, provides assistance to the parents in how they deal with the youngster, and it provides money for the developmentally delayed children through the schools and the families to assist with developmental delays. It is a conservative, modest first type program, but of course, it would have a good deal of relationship to what we are doing."

Burton White summarized, "It is consistent with the philosophy but it is a pretty independent enterprise that was moved forward by others, in another way, actually." Dr. White estimated that future community involvement in his program would reach 80% of the children.

A Missouri developmental testing program, called CHILD-CHECK, of St. Louis County, estimates that across the board testing of the developmental achievements of Missouri children will include between 65% and 75% of the juvenile population. These children will be screened in the various services provided by the Division of Social Services. At this time there is no legislated norm for those who would be defined as developmentally retarded - and yet the estimates still include up to 75% of the children of Missouri who will fail to attain up to Dr. White's norm. To process this large number of children, to bring them up to Dr. White's idea of where they should be, it has already been decided that teacher training, in-service training, support training and

implementation of the programs will be financed by the State of Missouri through H.B. 1401-952, Title 4-C funds from the United States Education Department and the Danforth Foundation.

Dr. Mallory introduced Mr. Chip Casteel, the Governor's legal and legislative aid. Mr. Casteel was called one of the most influential people in state government today because he is trusted by the governor, he is respected by the General Assembly, and because he has his priorities in order, according to Dr. Mallory. One of Chip's priorities is Early Childhood Education.

Said Chip, representing state government, "H.B. 1401-952 is stuck in the House of Representatives Budget Committee." He asked the 500 educators to help get it unstuck. "It provides for funding 'incentives,' if you will, for school districts to enter into programs of voluntary - stress VOLUNTARY - developmental screening for very young children ages seven months to four years; for parent assistance to enable parents to be more effective first teachers of their children before their children enter the school system. It provides funding for children identified (by the screening, *lr*) not as handicapped but as developmentally delayed, who experience some difficulty with school."

Dr. Edward Pino, of Denver, Colorado, the keynote dinner speaker, said, "Our whole educational system is based on the negative. Think about it. We talk about 'deficiency this, deficiency that' to get the state aid, to get the federal aid. And I know that our whole reward system was built around that way of doing business. When I was a superintendent ... I got \$2,400 from the State of Colorado for every kid I could call emotionally disturbed. So obviously it was to my advantage to call all 32,000 kids emotionally disturbed. That's the rewards system. We need to stop that."

"When I went to Harvard, I was taught there were three basic purposes of the American schools; and that first among these is that we are custodians, baby-sitters, and indeed we are. Regardless of the ages represented in this room tonight we are good baby-sitters. And we should never allow anybody to forget that."

Concerning the direction that Missouri education is heading, he stated, "Now look. The five to eighteen year old market is dead. We should have learned that a long time ago. Basically, we're in the two to five year old market." "We should have been in the 6:00 a.m. to 9:00 a.m. market a long time ago. We should have been in the 3:00 p.m. to 6:00 p.m. market a long time ago. This is called latch key service."

Now many of you are in that. You know what the private schools have done. They know where the market is, they've gone into it a long time ago. And that's what the commissioner and all those at this head table are trying to do in the State of Missouri. Because, you see, the biggest vulnerability we have in our economy ... our society ... right now, is the 6 to 9 a.m. and the 3 to 6 p.m. market; and the sooner we latch onto that market the sooner we won't have to pink-slip teachers, the sooner we won't have to close up any schools because of declining enrollment, and the sooner we will be getting the kids when we need to be getting them, and the sooner there will be 1,200 people in this room in five years instead of 600.

He suggested that we all read, "The Private Life of the American Teenager," a survey of what 160,000 North American teenagers think about American high school. They say: 1) It stinks, 2) It is a failure, 3) The American school is filled with disinterested, uncaring adults." He felt that the perception of the American school needed to be changed by new advertising techniques.

The conference was attended by:

1. Service people – whose jobs are at risk because of declining enrollment,
2. Grant junkies – who see the market for early baby-sitting and related funds which taxpayers might cough up,
3. Those sincerely concerned with needs of children, and
4. Politicians – who see education as the means to bring about sweeping social and political change.

Workshop presentations were varied. Some of the leaders had kindergarten games, one had demonstrations with real children, and motor development training. One presentation was very concerned with our so-called "racist-sexist" classroom materials. Another was angry at the traditional view of "individualism" and wondered "how long I'm going to have to put up with it."

The legislation most frequently discussed included H.B. 1171, H.B. 1173, H.B. 1401-952, and Public Law 94-142. Methods of lobbying were explained and participation was encouraged. We were told, "It will take pressure to get H.B. 1401-952 out of the Budget Committee."

The techniques for selling public school day care are:

1. Always say "voluntary."
2. Stress "caring."
3. Say, "We just want to help families."
4. Stress physical help while manipulating psychological change.
5. Say, "It is cost effective."
6. Say, "It stops delinquency."



# **Impact Report on Federal Involvement in Child Development April-1982**

A Governor's Conference on Children and Youth was called by executive order and met in Jefferson City, Missouri. During the course of the conference every aspect of child care and child development was discussed and ultimately a program evolved which was designed to promote the "professional management" of children from year zero.

This contemplated "professional management" was to take many forms and ultimately it was even proposed that parents should be trained in the proper techniques of child rearing by qualified state professionals before the birth of their children. A keynote speaker at the conference, Dr. Burton White, has continued to promote his theories of child care and development and at a subsequent meeting of education officials he stated that: "Sending a new parent home with a six day old baby as we do now in this country is insane." 1

He assured the conference that his plan, "with a third - dispassionate - party around to see" was the superior way.

One "third-party watcher" specifically named by Dr. White was a surprise: CEMREL, the notorious regional education lab which was described in a Jack Anderson column entitled, "The Great Education Boondoggle." 2

Missouri's Globe-Democrat, after a series of exposes, finally stated in an editorial that: "Living it up at taxpayers' expense seems to have been a major occupation for the big time spenders of CEMREL" ... "The concept of federally financed regional educational think tanks being given carte blanche to develop new curricula and create new teaching methods is repugnant to those who favor local control of education." 3

At this same meeting Dr. Edward Pino stated that it was important to reach the children at an earlier age: "The five to eighteen year old market is dead. We should have learned that a long time ago. Basically, we're in the two to five year old market." 4

He made it clear that it was his purpose to create more jobs for educators in spite of the declining enrollments in the state schools. Dr. Pino went on to speculate that if these markets were fully exploited, the room of six hundred that he was now addressing would be filled with twelve hundred within five years. But, as disturbing as this blatant attempt to create "make work" for teachers and education officials at the taxpayers' expense sounds, there is a more disturbing theme which seems to underlie the theories and programs presented at the Governor's Conference.

Speakers made it clear that their ultimate purpose was to achieve "social change" through child advocacy. Such subjects as the identification of delinquency at age two and earlier; theories for the termination of parental rights over their children; and parental custody over their children were actively discussed and promoted.

Toward this end, an anonymous informant network was to be expanded so that neighbors, teachers, and strangers could secretly report instances of "neglect or abuse." These reports may lead to the taking of the child from his parents without court order, upon suspicion of neglect without defining the term "neglect." Doctors, nurses, and ministers under the new proposal would all be required by law to report any evidence of "neglect" or be guilty

of a Class A misdemeanor. It was finally suggested that even the spanking of a child be labeled "abuse." The informant system, which is already in place in Missouri, collected over 30,000 false accusations of child abuse/neglect last year alone. And yet, the St. Charles County prosecutor, Bill Hannah, recently stated in an interview which appeared in the St. Charles Post Dispatch: "In the past five years, the Division of Family Services has never referred a child abuse case to my office" ... "The ones who control the program don't care about children at all."

Indeed, police in Missouri no longer take reports of child abuse or neglect directly but insist that those calling in to make such reports contact a "child abuse hot line" where the report, by law, can lie for 24 hours without action.

But the conference went beyond the mere discussion of theory and ultimately proposed a slate of bills for enactment by the Missouri legislature. This legislation was to codify much of their theory and to make the state eligible for federal funding. Missouri Parents and Children (MoPaC) was formed to oppose this intrusion by the State of Missouri into the affairs of the family. But our research has revealed covert federal involvement in the affairs of Missouri's parents and children.

"Since almost all programs depend upon their funding for continuity, the pattern of responsibility resting with higher authority is further enforced. Many of the community based programs are funded by the Federal Government, thus it is the government that ultimately controls the program." 5

The above quote, generated by HEW, makes it clear who is to be in charge of these programs. But the federal officials go even further, outlining a "strategy" to gain "communal sanction" through the use of local community opinion leaders after first "defining their interests for them." HEW goes on to defend this offensive strategy: "defining their interests for them is no less arrogant and elitist than it is to defend the status quo ..." 6

Incredibly, the acknowledged "elitist/arrogant" theories and strategies of the federal planners have been very successful in Missouri.

Hundreds of well-meaning community leaders have been herded into a battle for "children's rights" and "child advocacy." Any discussion with the local supporters of this movement will quickly devolve into the repeated strident defense that "we are only trying to further the best interest of the children." One might assume that local leaders were unaware of the statements of federal officials that will be liberally supplied in this report. But in Missouri it is difficult to understand the motivation of a person who under the pretext of protecting the "best interest of children" advocates the taking of children from parents upon suspicion of "neglect," so that they may be turned over to a state system of care which spends less on the children in its custody than it does to kennel dogs.

It is also difficult to understand the motives of local legislators who continue to defend this system while admitting that not a single statistic has been accumulated to demonstrate that the state's Division of Family Services has improved the plight of a single neglected or abused child. Child abuse and neglect were punished before the creation of that agency. But even if the motives of the local proponents of these child development programs are confused there is no similar confusion on the part of the federal planners:

1. "People's problems often reflect failures in our social institutions, not in individuals."
2. "Since human development is a function of a variety of forces, no one human problem can be treated in isolation."

3. "Priority must be given to preventing problems in human development ..."<sup>7</sup>

In other words, the federal intrusion into the family is justified because it represents a fundamental attack on what the federal planners see as a serious sickness in our society. Having determined that bad parents and bad families are the cause of the social problems afflicting our country their solution is, as Dr. White stated, to attach professional managers to the family to guide its development and the care of children. Once the programs for the achievement of these goals are in place there is apparently no concern that confusion on the part of the local proponents will hinder the advancement of the program's goals: "Despite the fact that many of these programs have community controlled boards, ultimate authority with regard to policy and continuation generally rest with the funding agency."<sup>8</sup>

And so one federal agency after another has been created to treat the sickness in our society through the therapeutic modification of our children. The Social Rehabilitation Service funds the Youth Development and Delinquency Prevention Administration. YDDPA is a little known agency which attempts to screen children from the age of two for the purpose of identifying potential delinquents, drug abusers, and one presumes other varieties of social misfits. This agency apparently makes a great deal of use of shared data and one can only imagine the impact of its files on children that it chooses to label delinquent before they are even able to talk. This reckless use of data files represents a serious threat to the privacy and civil liberties of American children and their families. In Missouri we verified that computer data banks are routinely misused by "child advocacy" agencies. The Missouri Division of Family Services commonly assures parents that false information concerning an accusation of neglect or abuse will be destroyed at the end of a six-month period while in fact the records are kept indefinitely.

Other federally financed agencies involved in the area of child advocacy include:

- The Community Coordinated Child Care Committee (4-C)
- The Federal Office of Child Development
- The National Center for Child Advocacy
- The Office of Education
- Social and Rehabilitative Services
- The Bureau of Education for the Handicapped
- The National Institute for Mental Health
- Missouri Advocacy Services
- Missouri Juvenile Justice Review Committee
- National Diffusion Network
- Missouri Facilitator Center

Because of the nature of our federal system, many agencies of this type are renamed or absorbed by other programs. The ideas they promote still exist.

All of these agencies have been busily involved in the "treatment" of the great sickness afflicting our society. Project after project has been inaugurated to "demonstrate the effectiveness of using public elementary schools as the fulcrum for early detection of problems and provision of needed services."<sup>9</sup>

Experimental programs were designed to help develop the "whole child." Also it has been suggested that "schools should assume the responsibility for the students' social and emotional growth."<sup>10</sup>

The therapeutic intent lies directly behind a very thin veil where teachers are encouraged to practice behavioral modification techniques usually left in the domain of trained psychotherapists. For instance:

"Desensitization/Behavior Reversal"

"The student teacher is able to construct anxiety-producing classroom situations to help students pinpoint the source of anxiety and develop relaxation techniques ..." 11

"Sensitivity Experience"

The student teacher will be prepared in the techniques of "sensitivity experience, transactional analysis and other approaches." 12

"Emotional Awareness"

"help students understand and accept the feelings they have" 13

"Conflict Resolution Skills"

"respect the needs of others and negotiate a resolution that is mutually acceptable" 14

Therapeutic behavior modification has also been embraced by NEA through its National Training Laboratories which provided teachers and education administrators with instruction in the use of "change agent skills." To "influence beliefs, attitudes, and values ... of an individual for the purpose of 'developing' him, i.e., changing him in a direction which the organization regards to be in his own and the organization's best interest." 15

The therapeutic "process" is outlined in shocking detail:

1. "Un-freezing. An alteration of the forces acting on the individual such that his stable equilibrium is disturbed sufficiently to motivate him and to make him ready to change; this can be accomplished either by increasing the pressure to change or by reducing some of the threats or resistance to change." (The un-freezing technique is applied in the schools through the use of the "open-ended discussion" which is employed during values clarification where students are encouraged to consider that there are no wrong or right answers and that all values are acceptable.)

2. "Changing. The presentation of a direction of change and the actual process of learning new attitudes. This process occurs basically by one of two mechanisms: a. identification - the person learns new attitudes by identifying with and emulating some other person who holds these attitudes, or, b. internalization - the person learns new attitudes by being placed in a situation where new attitudes are demanded of him as a way of solving problems which confront him that he cannot avoid; he discovers the new attitudes essentially for himself, though the situation may guide him or make it probable that he will discover only those attitudes which the influencing agent wishes him to discover."

3. "Refreezing. The integration of the changed attitudes into the rest of the personality and/or into ongoing significant emotional relationships." 16

To say the least, the promotion of such sophisticated behavior modification techniques by the federal government is quite offensive but the objectives sought by the use of these techniques are even less palatable:

"Schools, furthermore, have the golden opportunity, if they will but use it, of shaping the world views of future generations of Americans along lines more compatible with the realities of global interdependence ..." 17

"The basis for an equalitarian and liberalizing education must be found in an entirely economic system, one in which equality and the full development of human capacities are fostered rather than thwarted by the way work is organized. Educational reformers will not move beyond their present contradictory position until they wed educational change with economic revolution and embrace the cause of participatory workers' control or democratic socialism." 18

"The chances that the egalitarian objectives of educators ... can be achieved without changing the status quo in health, housing or income redistribution seem very slim. If educators care about egalitarian objectives, they must act as if such policies would be efficacious." 19

And so it is a matter of public record that the creators of education theory both within the government and within those organizations which support the government's programs have specific ideas about the role of schools and the government as a mechanism for achieving their particular brand of social change. Nevertheless, these federal agencies and their supporting "think tanks" continue to promote these programs for change in the face of mounting official criticism. For instance, the Comptroller General of the United States has stated: "When asked if mechanisms exist at the federal level protecting students from unwanted value changes and undesirable materials, Office of Education officials stated that they were not formally involved in such matters ... The Federal Government avoids becoming involved in controversies about materials even though they were developed with federal funds." 20

The Comptroller General's report went on to state: "... adequate data to identify the extent to which curriculum materials and behavior modification techniques are developed is not available." 21

But the report also states that "Available data shows that federal funding for curriculum development and for other educational techniques, such as behavior modification, is significant." 22

Every feature of the new programs designed to promote better child care and development has been discredited. On the issue of early education and the termination of parental custody, see a Columbia University Teachers College study: "except in serious cases of neglect, a young child separated from his mother and enrolled in school" (or day care center) "is vulnerable to mental and emotional problems that will affect his learning, motivation, and behavior." 23

The report emphasizes that the termination of parental contact, coupled with early infant schooling "are prime contributors to childhood maladjustments, motivational loss, poor retention, deterioration of attitudes, visual handicaps, and a wide variety of other physical and behavioral problems." 24

Nevertheless, with strong federal leadership, elements of the educational elite have moved to affect social change by undermining the traditional foundations of the family through legislation ostensibly designed to protect the interests of children, and by systematically attempting to alter the attitudes and beliefs of children through behavior modification in the schools. This federal manipulation of the family and of the education systems poses a serious threat to our system of government; a threat which has long been recognized: "a general state education is a mere contrivance for molding people to be exactly like one another; and ... the mold in which it casts them is that which pleases the predominant power in the government ...; in proportion as it is efficient and successful, it establishes a despotism over the mind, leading by natural tendency to one over the body ..." 25

And while the danger to our institutions is very real the benefits to children and to society of allowing these programs and agencies to continue is an illusion. Whenever the state has taken control or custody of children, children have been abused and neglected. Further, it can be argued persuasively that any sickness in our society is more clearly associated with the new federal effort to achieve change through covert manipulation, than it is from any fundamental defect in the structure of the family.

Michael Wald of the Stanford University's law school made a careful study of the problem of child abuse and ultimately found as have many professionals who have studied the issue that: "... a family is destroyed in 50% to 80% of the child abuse cases brought into the courts .... The result has not only harmed parents but has failed to benefit children." 26

Wald also found that state officials frequently take custody of children from their families "because they disapprove of the parents' life style or child rearing practices." The state's disapproval manifests itself in a charge of child neglect, a term rarely accurately defined. Wald goes on to point out that: "We generally lack the ability to insure that a child's placement is superior to his own home."

Professor Wald's suspicions of the motives of state officials entrusted with protection of child welfare are corroborated from a source with a special inside perspective on the problem. Robert S. Mendelsohn, M.D., former National Director of the Medical Consultation Service of Project Head Start, when he testified in opposition to the federal Child and Family Service bill: "... the so-called 'helping professional' may give the image of a family friend, but in reality, both historically and on the contemporary scene, he is the enemy of the family ... increasing the number, functioning, influence and the power of the professionals absolutely and disproportionately to that of parents and other family members ... greatly alter(s) the balance of power of professionals versus parents ... the child advocate becomes the advocate against the parent, and interferes with the longitudinal transmission of family patterns and cultural heritage." 27

Mendelsohn goes on to state: "... it has become downright hazardous for a poor mother to bring her child to a hospital emergency room. Regardless of his illness, if he has the slightest bruise, he is likely to be subjected to the inquisitorial type of interrogation by a well-meaning social worker whose action, whether purposefully or otherwise, often results in separation of mother and child." 28

Carolyn Warner, the Arizona superintendent of public instruction, summed it up nicely for professional educators everywhere when she said: "those who educate are more to be honored than those who bear the children. The latter gave them only life, the former teach them the art of living." 29

Indeed, today it almost seems as if a legion of Mr. Bumbles have waddled forth from the pages of Dickens to assault the parents and children of America. I am sure Ms. Warner's words are offensive to every parent but the strategies that are described in this report are more than offensive, they are illegal. The United States Supreme Court in 1925 left little doubt as to the fundamental seriousness of the charges made here: "to the extent that schooling is efficacious, the power to choose the goals of learning is the power to manipulate society.... The fundamental theory of liberty, upon which all governments in this union repose, excludes any general power of the state to standardize its children ..." 30

The Supreme Court's fears in this area are fully justified by history. The concepts and theories described here are often considered by their proponents to be "progressive" but in fact they are old concepts, old ideas. They have been tried before: "On Tuesday ... the principal tried again to push through ideological instruction ... Parents cried out, 'We would like to see whether we are no longer the masters of the school building we have built with our own money' ... the principal declared the decision in the matter was not his to make since it had to be referred to higher authorities ... The principal closed his speech with the request that the meeting should arrange a peaceful settlement 'in the interests of the children.' " 31

The above quote is part of the record of a local school board meeting in Nazi Germany. Mosse goes on to describe the changes which occurred within the educational establishment in Fascist Germany: "The Nazi Government had to abolish the individual states in order to truly nationalize her education system which, until the advent of National Socialism, had largely been under the control of each state entity. The schools had to be unified by using curriculum changes to bring diverse schools closer together. Various government requirements were introduced which radically changed the character of German education from an emphasis on academics to one of character building." 32

Mosse quotes the leader of the Nazi teacher's union, Hans Schemm, who outlined a now familiar program: "The goal of education is the formation of character ... Until now we have transmitted too much knowledge and too little of human nature. The real values resting in the German child are not awakened by stuffing a great mass of knowledge in him ... Therefore, I say, let us rather, ten pounds less knowledge and 10 calories more character!" 33

Compare the above with the following: "We will need to recognize that the so-called basic skills which currently represent nearly the total effort in elementary school will be taught in one quarter of the present school day ... When this happens, and it's near, the teacher will be a conveyor of values, a philosopher ... Teachers will no longer be victims of change, we will be agents of change." (Catherine Barrett, President NEA Saturday Review of Education, 1973)

Hans Schemm could have provided a model for modern educators in America: "Hence the building of character and personality through our teachers must be placed in the foreground ... this is the main task for our teachers." ... "If the proper character and attitudes were created from elementary school upward, the outward form of the institutions would not matter at all ... the renunciation of individual ideas to generally held notions is the essence of ideology, and these notions are to be instilled in the youth." ... "Education is crucial here, for if an ideology can be institutionalized through the educational establishment it has won a major battle." 34

"To inculcate service and obedience ... individualism had to be controlled by instilling with him (the student) a sense of community." 35

"To us the concept of the individual is at the outset false ... if you ask me about the connection between psychotherapy and National Socialism, I must answer that the problem of the health of our people's soul is the basic question with which National Socialism is concerned ... Hence the German psychotherapeutic concept of illness is politically determined in the sense of a definite decision about a world view ... The binding National Socialist demand is common interest before self-interest.... Psychotherapy can have direct practical relationship with pedagogy since in many cases the treatment of neurosis is tantamount to overcoming educational mistakes." 36

The times have certainly changed but certain ideas are hard to bury. The language of progressive educators today is objectively no less extreme than that of their conceptual predecessors.

Note the conclusion of a Ford Foundation Study's recommendations for the role of education in our future: "... Educational experiences must be contemplated which are akin to psychotherapy in that they aim at bringing the individual in closer touch with himself, to where he makes his own discoveries that result in a felt realization of the inevitability of one inseparable world, and a felt shift in the most basic values and premises on which one builds one's life. In a sense, this means bringing something like a person changing technology ... into the educational system ... the nation will require

in the years just ahead a strong order-maintaining and justice-dispensing system and a reversal of the image of police-as-oppressor which is presently held by a large segment of the population. The counter image, of a fair and upright protective force to preserve our delicate and hard won social values, will not be easily attained. It is the common task for the educational system to carry out together with the forces for law and order." 37

There can be no better conclusion to this report than the words of Paul Oesterick, anti-facist educator, whose career was terminated by the Nazis: "Youth was – and still is – helpless. Its leaders have deceived it and it has been abandoned by its parents ... And the parents! ... In reality these parents were too cowardly, too incompetent, too stupid to solve, or even to attack the problem of education ... Thus they retired into resignation and passivity – and let the children go their own way ... Millions of families experienced deep cleavages, misunderstanding, even open enmity. The Hitler cult subverted the family while it exalted the clan ... As in all other phases of life, so in the sphere of charitable activity, all true love, all reverence, even the awe of death, was ground to dust under the heel of the SA and SS boots. A 'cleanly functioning welfare apparatus' that embraced everyone was no longer in need of a soul." 38

The United States today is not pre-World War II Germany. American parents will not silently endure any outrage to their children, and those who are apparently determined to repeat the failed experiments of the past are being vigorously opposed.



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# **Report to Legislative Committee on Abuse of Child Abuse Hot Line September 30, 1985**

The best laid plans of mice and men often go astray. The child abuse hot line is no exception.

A breakdown in communication has occurred. I'm grateful for this interim committee so the problems with the hot line can be corrected.

I'm going to give you six case histories that will explain how the hot line makes a negative impact on the community.

You don't hear of many case histories because the one who calls the hot line is by law given anonymity.

The law gives the accused confidentiality no matter how serious the abuse, unless he goes to court.

And, of course, since the legislature has given immunity to the accuser, the social worker or state informers, misuse of the system is concealed. No one is accountable for his actions.

Let me explain how it works by showing six actual case histories.

## **Case No. 1**

Larry is the father of four children. One weekend, when his two-year-old girl ran out into a busy street, he spanked her. The police arrived in response to a hot line call, within minutes of the spanking, because they work seven days a week, around the clock. Social workers don't. They saw right away that this was not a case of abuse and advised the daddy to do necessary spanking inside the house because so many people make foolish hot line calls. One of the officers also told him that there is a lot of hysteria about child abuse these days and parents have to be careful. Of course, the daddy doesn't know who called so he is suspicious of all his neighbors. The caller is anonymous.

## **Case No. 2**

A teacher from a Lutheran school spanked a student. The parents were furious. They called the school board, the pastor and had several meetings. The pastor and board decided to support the teacher's actions. So the disgruntled parents made a hot line call on the teacher. The teacher was so angry that she started hot lining every possible "suspected" incidence of abuse or neglect.

You never saw such a mess in your life. Parents against school board, board against parents, teachers against parents. Everyone at everyone else's throats.

But we aren't finished yet.

## **Case No. 3**

One of those parents who got caught up in this situation now becomes case number three.

David had soundly spanked his oldest son, so this angry teacher hot lined him. The fact that the child had been playing with lighter fluid, in a closet, had doused it on his sibling, and was caught as he was striking a match, didn't stop the social worker. "Excessive discipline," was what she called it and if David and Faith refused her professional counseling she told them she

would have to begin court proceedings to remove the children from the home.

In case number one the police arrived in minutes. In case number two a great big mess was stirred up that led to social workers threatening to orphan children if the family didn't cooperate, as in case number three.

#### Case No. 4

Tammy was a troubled eight-year-old. Her mother abandoned her at age three but her daddy and her stepmother loved her very much. Grandma and grandpa and aunts and uncles knew she was a handful but they loved her too and would never give up on her.

One day, Tammy stole money and bought ice cream on her way home from school for lunch. She had the evidence on her face and dress. When her daddy saw it he investigated. Sure enough, she went back to school teary eyed, sporting a red bottom.

She told her tale of woe to her teachers and school nurse who began their own investigation. Tammy was stripped and examined. Yes, her bottom was red. And troubled little Tammy saw her power in the situation. She began to help the nurse and teachers with their suspicions by lying. Her daddy was hot lined.

The next day a social worker showed up with a removal order and two police officers to enforce it. Tammy was forcibly taken from the home. She was carried out crying, "I'm sorry, I didn't mean it, Daddy, don't let them take me!" But it was too late. Tammy had lied, she had stolen and now she was being punished.

How do you suppose this impacted on the rest of the family, already dealing with this difficult little child? After many months, expensive legal and medical fees, Tammy was won back in an emotional court battle. But her stepmother and Tammy's half brothers were gone. The fear that the state would try to take the rest of the children so consumed this mother that she fled with them to a place where she felt safer! This tragic situation ended in divorce.

This case went to court, so the teachers have lost their anonymity but not their immunity. The bureaucrat, or social worker, as an agent of the state is immune. The case is a matter of public record.

The child has been abused by the system.

Only little Tammy feels responsible.

#### Case No. 5

Diane has four little girls. The oldest one is six, the youngest 14 months. When Diane heard the doorbell she hurried to answer it because she had just bathed them and put them down for a nap. And there at the door stood two uniformed police officers and a social worker. Diane had been hot lined. The children were awakened from their nap and examined. Not a mark was found on them. Lucky for them, because even if the toddlers had a bump or bruise from a recent fall, the police were there to take them all away.

The social worker said, "I don't **think** you are abusing your children. I **hope** you aren't, but I can't find any evidence to substantiate this case."

To say that Diane was terrified is an understatement. She suspected everybody. She cried and couldn't sleep nights; any tiny mark on her active little girls bodies and another hot line call and she would lose her children. She couldn't even face her accuser. She didn't know who it was.

The caller is anonymous and immune even if the call is malicious as was revealed later in this case.

There aren't many real secrets in this world, so it wasn't long before the informer revealed herself to a friend who told another friend and pretty soon someone told Diane how and why the call was made. Diane then went to the

teacher who had instigated the call. She went to the secretary of the school who had reported the suspicion to the administrator. He, who had no knowledge of the impact of a hot line call, reported third hand to the hot line intake worker.

In the end the teacher who instigated the whole thing apologized. Her reason for reporting? She had taken care of Diane's children while the family was busy moving into a new home. She had become so attached to the oldest child that she thought no one else could take proper care of her and she wanted authoritarian supervision of the family by the state.

#### Case No. 6

A single mother gave her two boys some quarters because there was a new video game at the laundromat down the street. The boys were having fun and mom had Saturday morning to clean house. The boys were welcome at the laundromat. The owner put the machine in there for children, so mom didn't worry. But after a while their money ran out. The owner now saw that there was no profit in letting the boys stay around. But boys, being boys, started acting silly and playing with the metal clothes carts. The owner called the hot line. It was several days before mom heard about it when the social worker knocked on her door.

She was so shocked at the ridiculous accusation of child abuse that she couldn't take it seriously. She didn't cooperate with the social worker. In Missouri it is very unwise to make a social worker mad. It can even be fatal. They have ways of dealing with angry parents. The social worker wrote a report that resulted in the forcible removal of both boys who were then placed in foster care. The mother was overwhelmed with shock and grief when she called me. But she had only begun to suffer.

A few days later she called again. This time she said, "They killed my son. They killed my baby."

The state had taken two boys from their natural mother who had protected them for 12 years. In all those years of youthful playing she had kept them from serious injury. And now, less than a week after the state had orphaned them, taken them from their mother and placed them in "protective custody," one was dead. The other one was in shock after helping fish his brother's lifeless body from a swimming pool. The foster parents had a swimming pool but they had neglected to find out that the dead boy couldn't swim.

I interviewed the director of a large residential care facility, a certified vendor of the DFS in St. Louis, only a few weeks before this child died. Asking him how the children felt when they were taken away from their parents, he made this callous, indifferent remark. "They don't care. To them it's just another bed to sleep in."

For this child it wasn't just another bed to sleep in, it was his last.

The hot line generates a lot of statistics. I interviewed a social worker about the great numbers of calls and he said, "We get so many of them we just treat them like a garbage collector handling another trash can." Thousands of calls are made every year. Half are not substantiated but over 30,000 families live in fear. The other half, that are called substantiated, are questionable, such as case number three, four and six of this report.

State records show that only 2% of the cases are taken to court and found guilty. Out of 63,000 calls, only 2% have enough validity to justify a verdict of guilty. Yet 98% of the accused are harassed by the state.

The hot line cannot be regulated.

The people who investigate are the ones who profit by finding something wrong.

It sets people against each other.

It orphans children.

It breaks up homes.

It gives emergency powers to bureaucrats in non-emergency situations.

It forces families to take compulsory psychiatric counseling from state employees who have only five weeks of training.

- The state doesn't know any more than any other person about what makes a family good.

When it comes to crime – rape, murder, assault – children need police protection. Child abuse should be reported to the police, who respond in minutes. Not to social workers who can and do wait 24 hours or more before acting, and have weekends off.

If the police are adequate to handle the calls on weekends and after hours, they should be able to handle the calls **all the time**.

Services to truly poor and needy families don't have to be abolished but forcing a family to take counseling by stealing children away is reprehensible.

You legislators, who are here, represent the body that inflicted this child abuse system on us. You may not have voted for it yourselves. You are not personally responsible for Tammy and the little boy who drowned. Yet somebody must be responsible.

State employees are immune. They aren't responsible. The accusers are immune. They aren't responsible. The social workers are immune. They are just protecting their jobs.

Mrs. Steinmetz, when I opposed you in the legislature back in 1982 on House Bills 1171 and 1173, you had an argument I couldn't refute. You said that if the hot line helps even one child then it is worth keeping. Conversely then, if it **hurts** even one child, you should be the first to suggest its elimination.

It is very hard to admit that you were wrong when you passed the laws in Chapter 210 of the Revised Statutes of Missouri (RSMo.). I am appealing to you to admit that you were wrong.

As a child advocate actively working with children abused by the state, its reporting system and its aggressive ineptitude, I am making these recommendations:

1. I recommend that the child abusing hot line be replaced by direct reporting to the local police department.
2. I recommend that those people who make reports be held accountable for their accusations.
3. I recommend that the services offered by the DFS be made voluntary and that any state employee who threatens to take children away in order to force parents to submit to the state be fired.
4. I recommend that people who commit child abuse or neglect be vigorously prosecuted – not in juvenile court but in appropriate court where the guilty go to jail.

The State of Missouri has demonstrated that it makes a very poor parent.

# **Solutions**

## **The Hot Line**

On the last page of my Report to Legislative Committee on Abuse of Child Abuse Hot Line there are four recommendations:

1. Replace the child abuse hot line by direct reporting to the local police.
2. Hold false accusers accountable.
3. Return police power to the police.
4. Prosecute legitimate child abusers for the criminals they are.

If you agree this needs to happen then you can help make it happen.

Write to your state legislators and tell them how you feel.

Write letters to newspapers using the ideas for sound solutions you have learned in this book.

### **TALK ABOUT THE SOLUTIONS!**

Don't just worry about how bad it is.

Public opinion is a powerful tool. Use it. It is as good as the jawbone of an ass.

## **Referral of a Professional**

This one is not hard to make right.

Now that you know how useless and flawed the testing system is — don't participate in it.

Tell your friends and neighbors why you don't have your child tested.

Don't try to force your views on them, but be ready with the answers on the KSIV, St. Louis, tape if they want to be free too.

God bless all your good work.

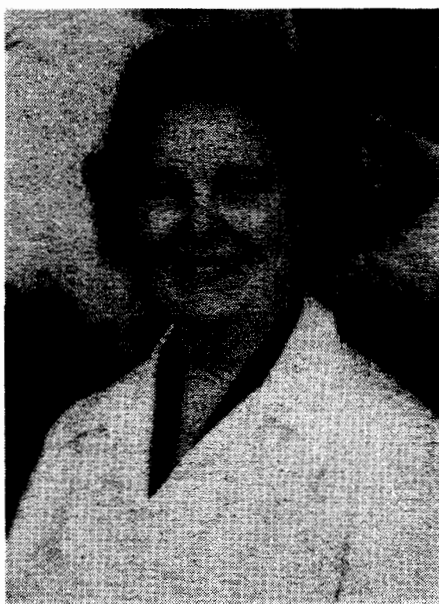
Let your light so shine that they may see your good work and glorify your Father who is in heaven.

There isn't enough darkness to put out even a single candle.

Let your light so shine.

## **Stepping in the Light**

Now for a plan of action. Are you ready? Let's walk in the light of the truth we now have.



*"Lord, let the world see what You can  
do with one woman totally committed  
to You."*

**Laura Rogers**

**Woman To Woman  
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St. Charles, Missouri 63301  
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