

# FAMILY TIMES

A Home-school Newsletter for New Testament Christians  
Edited by Bev & Dave Hewitt and Karen & Dave Pratte

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December, 1998 - February, 1999

## FOURTH ANNUAL HOME-SCHOOL SEMINAR

Once again this year we are planning to have another meeting about home schooling during the February, 1999 lectures at Florida College. Our meeting has been approved by the college and should last 1 1/2 hours (similar to last year's meeting). The lectures are scheduled for February 1-5.

Final decisions have not been made about which day of the week our meeting will be scheduled, though I am sure it will be an afternoon. We will plan, as we have in the past, to post notices around the campus of specific details. When you get on campus, look for notices outside the cafeteria, student center, etc. I will also try to send email notices as soon as we know specifics.

Also we have not yet decided the theme of the meeting. We are open to ideas, if any of you would like to suggest a theme.

We did, however, want to start everyone thinking about the meeting. It will be upon us sooner than we expect, so we encourage everyone who can to make your plans to be with us. We'll plan to see you there!

## BIBLE STUDY FLASH CARDS

D. L. Woods Publications, 4625 Virginia Drive, Olive Branch, MS 38654, Phone: (601) 895-8437

Reviewed by Diane Demumbreum

This program consists of flash cards with important (not trivial) Bible facts and a teacher's guide. Various topics are available. The guide lists all of the questions and answers, plus it gives additional material and shows how the cards match to the lesson studied.

Relying on drill and knowledge in both heart and head, the sets are designed for use by congregations or individuals. Each set is arranged to cover a quarter, and there are enough sets for 4 years. Cost is quite reasonable. Sets of smaller cards are available, but you don't *need* them for home schooling (they would be useful in Bible classes, so each child can have a set to take home).

Sets available include:

Survey of Old Testament Survey of New Testament The Devil, Sin, and Hell Jesus the Christ Old Testament Book by Book New Testament Book by Book The Church The Book of Acts	Old Testament Geography New Testament Geography Miracles God's Plan for the Home Men and Women of the Old Testament Men and Women of the New Testament The Parables of Jesus Faith, Hope, and Charity
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They are recommended for ages 2-adult. The study of the book of Acts, for example, includes 126 cards. Two-year-olds learn 18 of them. 3-or-4-year-olds learn 41, etc. By 4th grade students are expected to learn all the cards. All answers are directly from the Bible and ask for the book, chapter, and verse (or the chapter/chapters).

I became acquainted with this program several years ago and I consider it to be very good Bible study support material. I have used these in my Bible class (grades 1&2) with great success. I have 4 of these sets and have found no error in them, although I did on occasion lengthen the "required" answer for what I thought was better clarification. These combined with daily Bible reading and/or Bob and Sandra Waldron's books help us retain the information which makes us all better Bible students.

### **OUR EXPERIENCE WITH KONOS. A UNIT STUDY CURRICULUM**

by Mark and Laura Cascairo

My family is sold on unit studies. The one we use is called Konos. Unit studies integrate subjects into one topic. Konos topics are character traits. Therefore, all required subjects, except math and language, are studied in light of a particular character trait. For example, in the unit on attentiveness, we studied ears, sound, music, eyes, frontiersmen, tracking, trapping, predator and prey, Indians, and birds. Through all of these studies, the quality of attentiveness was reinforced.

The beauty of unit studies is that the entire family can study the same subject. Konos, for example, divides the activities into three groups, those for younger, middle and older children. With unit studies, there is freedom to decide which topics get studied, in what order, and at what level of difficulty.

Konos provides multiple suggestions for activities and experiments, as well as for reading and writing projects. This curriculum works well for all learning styles because of the variety of activities possible. The activities help our children to really remember the lessons. During our study of the ear, in addition to the reading, they built a model ear to crawl through. They were able to identify each part as they went, and they understood how each part functioned. The older children enjoyed designing the model from household items.

Each unit ends with a special activity. The obedience unit, which included a section on kings and queens, ended with a medieval feast complete with tapestries, costumes, food, juggling and more. These make for very memorable evenings.

Unit studies do require considerable preparation time. For this reason, I would recommend working with other families to share the load. Our family is involved with four other families in a co-op arrangement with twelve school aged children total. The advantages of this type of arrangement are the ability to divide up the responsibilities, the opportunity for children from different families to learn and have fun together, and the ability to utilize the talents and skills of a greater number of involved adults. For example, one father who is a carpenter helped the children build bird houses and another father who is a physician conducted a cow eye dissection lab.

Much of the unit study work is done at home as a family, but once every two weeks, our co-op meets for a special all-day session. Our children really look forward to these times. Activities and fields trips are done as a group on these days.

The disadvantages of the co-op arrangement are primarily organizational. It is sometimes hard to get different families to agree to follow the same basic schedule. All families involved must have similar goals and a willingness to share in the work. It is important that basic moral values and beliefs are held in common by all, and good parental control of the children is mandatory. We found it is helpful to formulate printed guidelines outlining the goals and responsibilities of the co-op, prior to the first meeting, so that each family participating has a clear understanding of what is expected.

The cost of unit study curricula varies. Konos Volume I costs about \$85.00 This is really quite reasonable, considering that it provides two years' worth of material, can be used for grades K-S, is reusable, and includes every subject except math and language. Volume II of Konos is also for grades K-8. There are two other later volumes for high school. These latter two do not cover math or science.

We use the library extensively to supplement our learning material. To do this, one must plan ahead to order books to be available when each new unit begins.

In summary, unit studies provide a framework of themes around which most subjects can be taught. The themes tying the subjects together, in connection with the plentiful activities, help children to remember their lessons. Unit study curricula are relatively inexpensive, and while requiring some preparation and organization on the part of the teachers, they allow a tremendous amount of freedom to individualize the instruction according to a child's learning level, learning style, and special interests.

**TELL YOUR FRIENDS ABOUT *FAMILY TIMES*!**

## HOME SCHOOLING WITH LIMITED SPACE

by Cindy Shaver

Because we have chosen to be responsible for the education of our children, we also take on the burden of housing all the materials that go along with this responsibility. Not only do we save curriculum to pass from child to child, but we also tend to collect anything relative to current and future studies.

The following are ideas I've collected from other individuals who are facing similar challenges.

### BOOKS

First rule: if it isn't a book you want or need for years to come, borrow it or check it out from the local library. If you have books you no longer need, donate them to the library.

When you purchase a piece of furniture to put the television on, get an entertainment center with a lot of bookcase space.

Turn poorly utilized closet space into a bookcase. Either hang your own shelves or purchase the wire or metal shelves and put them in the closet to hold books or other materials.

Keep ideas and information for centers or unit studies in containers. These can simply be a box with items related to the subject. This way everything is together when you need it. Make a copy of the table of contents of your resource books and keep them in a file so you know what you have.

### TOYS

Use plastic containers for different types of toys (these can be labeled with a paint pen or Sharpie): all Legos in a box, all Fisher Price in another, etc.

Cut the cover off of puzzle boxes, put the cover and the pieces into a large freezer bag. Label the bag with a Sharpie and note the number of pieces for the puzzle. These are also kept in a plastic container.

Use the "pet-nets" and "pet-chains" to keep stuffed toys out of the way.

Get rid of a toy every time you get a new one.

Put unused toys in a box for three months. Either rotate with toys still in the house every few months, or take them out after the three months and get rid on those you can.

### CLOTHES

As you transition seasonal clothes, get rid of what you can. Those you need to hold for younger children can be stored in boxes in the garage or attic or in empty suitcases. The sweater boxes available at Wal Mart are great for storing items under beds or even under the sofa.

There are some really good closet organizer systems for under \$40 that will double your closet space.

### MISCELLANEOUS IDEAS

Use bookshelf space wisely. If the shelves are deep, put books in two rows deep or place other items behind books.

Shelves above door frames are great spaces to store items. If you have walk-in closets, a shelf above the door can store linens, out-of-season clothes, etc.

Sam's has a box with a lid that will fit under the sofa. This is useful for storing posters, and other visual aids for school or Bible classes.

Use a dresser as furniture in living room or hallway. Use the drawer space wisely!

Book Suggestion: Don Aslett's *Clutter's Last Stand*

The bottom line is to get rid of anything that you don't use or you have something else which will do the job as well.

### EDITORIAL NOTES

Once again we owe much gratitude to all who contributed to this issue of *Family Times*. We especially appreciate the articles, reviews and family profiles sent us by Cindy Shaver, Wayne and Karen Walker, Jeanne Burnett, Susan Treat, Diane Demumbreum, and Mark and Laura Cascairo. We hope you appreciated the article by Phyllis Schlafly.

Due to space limitations, we did not include an article in our series about raising children. Look for further articles in future issues. Then again, maybe nobody missed it ... ☺

## THE WINSTON GRAMMAR PROGRAM

Written by Paul R. Erwin; Published by Precious Memories Educational Resources, Battleground, WA  
Reviewed by Jeanne Burnett

The Winston Grammar Program is a welcome change from the traditional textbook/workbook approach to teaching grammar to elementary students (grades 1-6). It works well for teaching multiple levels of children simultaneously, which is a plus for home schooling. By completing at least two lessons per week, students can actually master the program in a semester, freeing up the subsequent semester for writing, literature, etc.

The program itself, including clue cards and student worksheets for each lesson, along with a marker board (my own recommendation) are all that's needed to get started. Children learn parts of speech and basic mechanics of grammar by manipulating clue cards to correspond with sample sentences presented in the lessons by the teacher. Much like a math program, each lesson presents new concepts, builds on previous lessons, and provides review. Quizzes are also included for tracking student comprehension. The program stresses throughout that no word can be determined as a part of speech until presented in the context of a sentence.

Based on its results with my fourth and sixth graders, I consider the cost of this program to be very reasonable. It worked well for us because it cut teaching time in half and accomplished its purpose very effectively, as well as providing a little friendly competition between students.

## THE ILLUSTRATED BIBLE TIMELINE

Written by Crystal and Louise Hunter. Published by CLH Publications 1-813-985-5046. \$22.95 - all ages.  
Reviewed by Susan Treat

This is not just a Bible Timeline. It is a complete "big picture" of the Bible. It begins with "Before the worlds began, God had a great plan" and ends with "God's plan complete." It includes "fulfillment of promise" cards which show you where in Bible history the promises to Abraham and others were fulfilled. There seems to be nothing unscriptural here.

Each important character in the Bible is represented by a face. These are especially helpful when dealing with the kings of the divided kingdoms. The 'good' kings have smiles, the 'bad' kings have frowns. This method is used for all of the characters. It makes it easy to see who followed God and who didn't.

The timeline comes in 15 panels. When placed on a wall it would be 10" wide by 28' long. It could, however, be placed on a bulletin board in left-to-right, top-to-bottom format.

I recommend it for all ages. The faces may appear to be a little juvenile for high schoolers, but unless students already have a firm grasp on the order of the kings and other Bible characters, they will benefit from this presentation. Everyone will grow in faith by seeing how God's plan is fulfilled in the Bible.

## WALKER FAMILY PROFILE

by Wayne and Karen Walker

We are the Walkers, Wayne and Karen, and we live in Dayton, OH. Our older son, Mark, is seven and just finished "first grade," so we have been home schooling for a year. However, we have been familiar with home schooling for many years because Karen's brother and sister-in-law home schooled their children for a while back in the late 1970's and early 1980's. Also, Karen is from Ft. Wayne, IN, where, so far as we know, home schooling among brethren received some of its first notoriety. Our younger son, Jeremy, is just two, and so he will be waiting a few years before beginning formal school instruction.

There are several reasons, I suppose, why we began home schooling. The primary one is that we want to exercise the kind of control over our children's education by which we can pass along the religious, social, and moral values that we have to our children, something that is increasingly difficult to do in today's public school climate. Also, we live in the city of Dayton, and the Dayton Public Schools do not have a good track record for either education or safety. Because of our knowledge of both relatives and friends who have home schooled, the possibility, and perhaps even the probability, of home schooling have always been in our minds, even before we had children.

Unlike a lot of first-time home school parents of small children, we are both in our forties, but I feel that our age gives us a little more experience and made us somewhat more prepared for home schooling. At one time, I would have been willing to give the public schools a chance, but having seen the condition that they are now in and what is coming out of them, there is very little chance that we would ever risk the dangers of relying on the public schools to educate our children.

We did not put Mark through a kindergarten program. My personal educational philosophy is that kindergarten is not necessary and, in some instances, may be harmful. Back when I went to school, one went to first grade at age six to begin formal school instruction, having been prepared for it by five years of living with his family, playing, and picking up whatever social skills and other information he might need from his interaction with other people. Now the feeling seems to be that children need to be “prepared” for first grade by going to kindergarten at age five, and there is some thinking that children need to be “prepared” for kindergarten by going to pre-school or headstart or some such program at age four and even three. The claim is that these things give children an advantage. Those who wish to follow that course may do so with no argument from me, and in some cases it might be useful, but I feel that lengthening the time for a child’s formal school instruction, especially in the early years, gets him involved in something before he is really ready and may produce educational burnout.

Editorializing aside, when time came for Mark to begin “first grade,” we attended our state’s home school convention to listen to the seminars on how to get started and to see the various kinds of curricula available. However, we had already read through Mary Pride’s *Big Book of Home Schooling* and pretty much decided on the kind of education that we wanted our children to have: a classical/traditional approach based on Judaeo-Christian ethics. Therefore, we enrolled Mark in the McGuffey Academy of Lakemont, GA, operated by Arlon Widder, because it emphasizes the use of the McGuffey Readers and other time-tested textbooks.

However, because of problems getting together the enrollment fee, we were somewhat late, so when time came to begin schooling, we did not yet have our books. Therefore, I taught Mark phonics using Professor Phonics, which we had purchased as a supplement from some friends, and began instruction in other subjects using materials that we had bought or been given to use also as supplements.

However, when the books finally arrived, we were somewhat surprised to find that we had been sent workbook-texts from Accelerated Christian Education. McGuffey Academy confirmed my assumption that, because Mark had not gone through a kindergarten program and their feeling that the phonics instruction of the McGuffey Readers was somewhat difficult, which I had already gathered from reviews in Mary Pride’s book and in *Family Times*, they had chosen the ACE material for us. Although Mark said over and over that he did not really care for the PACE’s (he probably would have said that about any curriculum), it worked out reasonably well, and toward the end he even said that he was beginning to like it. The one thing that I did not like about it was the injection, however subtle, of actual religious doctrine (saved by going up to the altar), although we were able to work around that and it can even be an occasion to contrast denominational doctrine with what the Bible teaches.

Normally, I took Mark to the office with me (the building of the church with which I work is right next door to where we live, so that is convenient), and we studied the more difficult subjects — reading, writing, spelling, and arithmetic — in the morning. I now feel that using the Professor Phonics, I could have easily used the McGuffey Readers with Mark, so that is probably what we will do with Jeremy. Then in the afternoon, Mark usually stayed home and would study science, social studies, and art with Karen. On Mondays, when Karen spent all day shopping, Mark would stay at the office with me and we would do our music. We also used a few educational television programs, trips to museums, activities at the local library, and similar things to supplement the formal instruction.

We have already arranged our second-year curriculum, using the McGuffey readers, which we purchased at this year’s Ohio home schoolers convention, along with other texts and study-guides published by Mott Media, supplemented by science, social studies, and art from A-Beka. Last year for Mark’s music I used R. J. Steven’s book on Sight Singing, and plan to continue with that, but I am also considering the music program published by Rod and Staff because they also use the shaped notes. We could probably follow this same plan without going through McGuffey Academy, but the enrollment fee includes all workbooks and also testing. The latter is especially important because the state of Ohio does require the results of a standardized test or an assessment by a qualified teacher to accompany our yearly notification of home schooling.

As to what we like and dislike about home schooling, there is not much to dislike. Oh, it certainly takes more time, effort, and energy to plan a curriculum and provide the instruction necessary for learning, especially for younger children in the early grades, and there are days when things do not go as well as we would like. But it helps us as parents to keep our minds sharp. What we like about it is, in addition to knowing that our children are safer, receiving a better education, and getting a superior moral instruction than they would in public schools, that it helps to keep us together as a family. We can eat our meals

and do various activities with one another rather than constantly being torn apart by a hectic school-related schedule.

That pretty well explains our first year of home schooling and our plans for the second year. In spite of those days mentioned earlier when things did not always go as planned or wanted, it has been a very positive experience for all of us (Jeremy is even learning at an amazing pace), and Mark is reading exceptionally well. We hope that he will continue to enjoy learning, and we plan to do everything that we can to see that he does. We look forward to our second year with him, and to future years with both him and Jeremy.

## FOLLOWING JESUS

by Dave Pratte

I have finished preparing a Bible study workbook on basic topics relating to living as a disciple of Christ. This booklet is entitled "Following Jesus" and is designed to be used for any of the following purposes:

- \* Bible classes for teen or adult students
- \* New member studies
- \* Family Bible studies
- \* Personal study

The material is divided into ten lessons, however each lesson will take several study sessions to complete, depending on the background and experience of the students. Students from junior high and up should be able to master the material. Each lesson includes heavy emphasis on Scripture.

The booklet measures 8 1/2" x 11" and contains 60 pages.

The lessons are entitled as follows:

1. How to Change Yourself
2. How to Study the Bible
3. "Teach Us to Pray"
4. Attending Church Meetings
5. Giving
6. Human Relationships
7. Responsibilities to the Local Church
8. Purity in Everyday Life (moral purity)
9. Church Organization and Work
10. Church Discipline

The retail cost is \$5.95 plus postage. As a special introductory offer, I will sell it for \$4.95 plus postage. Postage for a single copy will be \$1.25. I will send a copy to anyone who mails me a check for \$6.20. Write me for info about postage for multiple copies.

Please send orders to Pratte Publications, 841 Hillandale Dr., Antioch, IL 60002 or email me at [dave@gospelway.com](mailto:dave@gospelway.com) for more information. You can also visit my publication web site at <http://www.gospelway.com/litepath/> for more information or to learn about other titles I have available.

## WHAT COLLEGE TUITION AND FEES ARE PAYING FOR!

(The following article is reprinted by permission from the *Phyllis Schlafly Report* — Nov. 1998.)

**BIZARRE AND WEIRDO COURSES** - One reason college tuition is so high is that it must cover the cost of paying high-priced professors to teach dozens or hundreds of worthless courses that are not education at all, but are just propaganda, entertainment, or behavior modification.

Here are some titles of courses currently taught at major universities: Columbia: "Sorcery and Magic." Dartmouth: "Queer Theory, Queer Texts." Harvard: "Fetishism" and "Feminist Biblical Interpretation." Yale: "AIDS and Society" and "Queer Histories." Cornell: "Gay Fiction." Princeton: "Sexuality: Bodies, Desires, and Modern Times." University of Pennsylvania: "Feminist Critique of Christianity." Brown: "Unnatural Acts: Introduction to Lesbian and Gay Literature." Bucknell: "Witchcraft and Politics." Middlebury: "Female Erotic Literature of Latin America." Stanford: "Homosexuals, Heretics, Witches, and Werewolves: Deviants in Medieval Society." Vassar: "Global Feminisms." Williams: "Witchcraft, Sorcery, and Magic." Rutgers: "Homoerotic Literature." University of Colorado: "Queer Theory." University of Massachusetts: "Rock and Roll." University of Michigan: "Crossing Erotic Boundaries."

University of Wisconsin: "Goddesses and Feminine Powers." ("Comedy and Tragedy, 1997-1998" published by Young America's Foundation, Herndon, VA)

PRINCETON UNIVERSITY - Your \$33,000 tuition will be partially paying the salary of Peter Singer, who has been appointed a Professor of Bioethics. He is an advocate of abortion rights, animal rights, and euthanasia rights, and he teaches that the only reason we value life is the pleasure it produces. If cows lead pleasurable lives, don't butcher them. If handicapped lives are not pleasurable, kill them. Singer supports all forms of euthanasia, voluntary or not; abortion and infanticide; and rights for animals. Who decides which lives are pleasurable? Enlightened people like himself. (Wall Street Journal, Sept. 25, 1998)

UNIVERSITY OF CALIFORNIA, DAVIS - The law review policy is to use the female pronoun instead of the male pronoun as a matter of course, "except," according to the editors, "when referring to a criminal defendant, where male pronouns are used."

ARIZONA STATE UNIVERSITY - Professor Jared Sakren of the ASU Theater Department is facing dismissal for teaching Shakespeare and other classic works. A graduate of Juilliard, Sakren was warned by Lynn Wright, the department chair, to stop teaching Shakespeare because it was "sexist," and, if he wanted to have his class perform classical works such as *The Taming of the Shrew*, he must alter the ending to avoid offending women. Sakren's former students include stars such as Kelly McGillis, Val Kilmer, and Fran McDormand, but nevertheless Sakren was denied tenure. He is appealing, and a court will decide whether his constitutional rights were violated. (Arizona Daily Wildcat, Feb. 2, 1998 and Campus, Fall 1998)

HARVARD UNIVERSITY - Harvard has appointed two lesbians to be housemasters and direct the social life of students at the leading traditional dormitory, Lowell House. (New York Times, April 15, 1998)

OLD DOMINION STATE UNIVERSITY, Virginia - When Phyllis Schlafly was invited to lecture here, the feminist faculty protested the invitation to her even though previous speakers on this campus had been a series of extreme feminists, including Susan Faludi, Molly Ivins, Patricia Schroeder, the sexologist Dr. Ruth, Faye Wattleton of Planned Parenthood, and a lesbian army colonel.

WASHINGTON UNIVERSITY, St. Louis -The syllabus for a course called "Sex and Gender in U.S. Politics" features women of the Ku Klux Klan, Anita Hill, sexual harassment, gay and lesbian rights, and the UN Treaty on Women. Eight pro-abortion groups are listed as sources.

DARTMOUTH COLLEGE - The Dean of Admissions, Michele Hernandez, has revealed some of the secrets of the admissions process in a new book called *A Is for Admission*. Most admissions committees, she writes, are not made up of scholars or intellectuals, and they resent students who are well-off and smart. Your college application will fare better if you are from a ghetto, a barrio, or an Indian reservation. To get admitted, you should be someone they can feel sorry for. That will boost your chances of getting admitted and getting financial aid, even if your academic qualifications are lower.

WICHITA STATE UNIVERSITY -The student government sought to change the non-discrimination policy of all campus organizations by requiring their constitutions to add sexual orientation and replace "sex" with "gender." After outrage from Eagle Forum Collegians chapter president Betsy Myers, as well as Christian students and groups, the student government decided to postpone its decision and create a study committee.

UNIVERSITY OF ILLINOIS - The University at Champaign freely hands out condoms as part of its "safe sex" message, but the "safety" is now in question. In efforts to cut costs, the university purchased less expensive brands of condoms to distribute in the student health center, and some packages were split down the middle and leaking. The students are demanding new condoms. (Campus, Spring 1998)

CITY UNIVERSITY OF NEW YORK (CUNY) - The administration decided to require all students to pass a basic English proficiency test prior to graduation — after public criticism about the decreasing value of the CUNY diploma and the disservice to students who graduate from college without ever learning proper English. Students at numerous CUNY campuses are going to court over the matter because many cannot pass the 12th grade level writing test. Half of CUNY students are not native English speakers, and CUNY students have been allowed to graduate without ever learning English. Yamile Mendez, the lead plaintiff in the case, said, "You cannot measure a student's capacity with one piece of paper." (Campus, Fall 1997)

SAN DIEGO STATE UNIVERSITY -Resident Assistants (RAs) are required to participate in a "diversity workshop." Speakers include representatives from groups such as the Gay, Lesbian, and Bisexual Alliance. One exercise placed all the RA trainees in a room with various ethnic and sexual preference signs.

The students were instructed to congregate under the sign that matched their ethnicity and sexual preference. Heterosexual white males were left in the middle of the room. The only group for white students in the Chapultepec Residence Hall is the Allies for Social Justice, which identifies itself as a “group for people of European decent to help support minority and civil rights causes.” (Melissa Cheney, San Diego State University student, Winter 1998)

CORNELL UNIVERSITY - The Resident Assistant program at Cornell not only requires workshops in fire and police procedures, but on human rights and social issues as well. Leftist views are forced on the RAs. One workshop asked RA trainees to describe how the world sees them and how they see the world. Students who did not view the world as unfair, racist and sexist were told by the facilitator, “Well, you have a right to feel that way, but you are deluding yourself.” Racism was defined in the workshops as follows: “The institution of people in traditional power roles which discriminates against people in unempowered positions based on their skin color.” This definition means that no minority can be labeled a racist. Most role-play situations involve racial, sexist, and homophobic matters. (The Cornell Review, October 23, 1997)

UNIVERSITY OF MICHIGAN - Jennifer Gatz was denied admission even though she graduated 13th in a class of 298, scored 25 on the ACT, was a student government leader, cheerleader, homecoming queen, and mathematics tutor. While she would have caught the eye of any college recruiter, having the wrong skin color prevented acceptance to the University of Michigan. The university had implemented the “Michigan Mandate,” which boosted minority enrollment from 12.7% in 1986 to over 25% in 1997. The “Michigan Mandate” uses a grid system to score applicants on combined test scores. However, white applicants must fall into one more demanding grid row to be admitted, while those minority applicants who are accepted may fall in a less demanding grid row for “disadvantaged” and “underrepresented” minorities. The Center for Individual Rights has filed suit against the university to assure that other students are not denied admission based on the color of their skin. (Washington Times, October 17, 1997 and Campus, Fall 1998)

MACALESTER COLLEGE, St. Paul, MN - Students were asked to support Planned Parenthood and NARAL by participating in a phone bank to identify pro-choice voters in conservative districts and get them to vote for pro-choice candidates. The phone bank operated out of the Macalester College Sociology Department. Students could sign up on the Sociology Department bulletin board. Regular attendees were rewarded with bumper stickers and pins. (WGS Newsletter Intersections, November 1997)

YALE UNIVERSITY - A sophomore Yalie could take the following list of courses in complete fulfillment of his sophomore year: Redesigning the Family: Challenges from Lesbians/Gay Men, Photography and Images of the Body, Love Books in the Middle Ages, Intermediate Yoruba, Women’s History: Methodical and Comparative Inquiry, AIDS in Society, Listening to Music, Affirmative Action and Civil Rights in the Labor Market, Sexual Meanings, Troubadours and Rock Stars—a Comparison. (Martin Gross’s The End of Sanity)

UNIVERSITY OF MASSACHUSETTS - Along with five other New England Land Grant universities, the University of Massachusetts adopted a plan called “Vision 2000.” The goals of the program are: “Through nine broad recommendations, this document sets forth a vision where women at our six institutions can and should be at the beginning of the next century.” Some of the goals include: “implement diversity initiatives, encourage womens academic and career development, establish and support women’s centers, and end gender-bias and discrimination against women in the curriculum.” (Vision 2000, February 1997)

Joseph Epstein, the editor for 25 years of The American Scholar, the Phi Beta Kappa magazine, wrote this parting comment: “In academic argument, I have noticed, the radicals almost always win, even though they rarely constitute a majority. Conservatives usually don’t care enough to take a strong stand against them.”

Abraham Lincoln said: “The philosophy of the classroom today will be the philosophy of the government tomorrow.”

For more information about the *Phyllis Schlafly Report* contact Eagle Forum at PO Box 618, Alton, IL 62002; Phone: 618-462-5415. Email eagle@eagleforum.org or go to <http://www.eagleforum.org>.