"I raised him by myself while working two jobs," he recalls. And the experience of doing so—of finally feeling necessary to someone else, having a reason to get an education and work at becoming a responsible adult— helps him to understand what his

We model excellence—what it means to take care of a family, love your wife, read to your child or spend time at the child's school.

young clients in Cleveland's Hough section yearn for, even when they have trouble articulating it.

"They want to be involved with their children, but they don't find support for that in the system. Most don't know how to ask, and some who do are met with impatience. 'What role could you play? You've got no job. You're no good to anybody. You can't even help out in the delivery room while your girlfriend is having your baby.'"

As a matter of fact, Ballard's institute is an outgrowth of his work at a Cleveland hospital maternity ward. "I kept noticing all these mothers and babies, but no fathers. So I started collecting the names of the fathers and visiting them after work, just to talk to them. Before I knew it, I had six different groups of these young fathers in various parts of Cleveland meeting and talking about everything from paternal responsibility to childhood development and reproductive health."

And not long after that, he started the institute, supported now with grants from the United Way, the Cleveland Foundation, the county commission and the federal government.

"We don't have that rigid an instruction program," he says of his approach. "What we do is work with the young father, help him to become responsible emotionally and get his life in perspective. We model excellence—what it means to take care of a family, love your wife, read to your child or spend time at the child's school.

"We only insist on three things: (1) Legitimate your child; that's a must. (2) Be in school and doing well, or else get your G.E.D. (3) You must have gainful employment—not necessarily a great job, just so you learn responsibility and what it means to show up on time."

The program is constantly evolving. Early on, Ballard saw the importance of involving other family members—grandparents, aunts and uncles—to help the little ones get a sense of belonging and stability. And he discovered, almost by accident, the value of requiring the young fathers to work as volunteers with new entrants into the program.

"The situation is more immediate for them, so many times they are better able than the professional staff to connect with their peers," he explained. "First we try to get them squared away,

This older gentleman who was serving life brought me to Christ and convinced me I was meant for better things.

then they learn to work as volunteers with other young fathers, and then they are candidates for full-time employment as counselors."

Ballard says he's just being logical. I say he's cloning miracles.

Vice-President Quayle: Murphy no role model

Murphy Brown gave birth to a son as 38 million people watched, but Vice President Quayle isn't among those sending flowers.

Quayle was campaigning in San Francisco for the California primary when he cited the "poverty of values"—including too many absent fathers and unwed mothers—as a cause of the Los Angeles riots.

"Bearing babies irresponsibly is wrong. Failing to support children one has fathered is wrong," Quayle said.

And he used the fictional star of MURPHY BROWN to reinforce the point:

"It doesn't help matters when prime-time TV has Murphy Brown—a character who supposedly epitomizes today's intelligent, highly paid, professional woman—mocking the importance of fathers by bearing a child alone and calling it just another 'lifestyle choice.'

"I know it is not fashionable to talk about moral values, but we need to do it," Quayle told business leaders.

"My point is that this is typical Hollywood, glamorizing something that is wrong with society," Quayle said at a lunch with political reporters.

"Illegitimacy is not right, it's wrong," he said. "Illegitimacy is something that we should talk about in terms of not having. We ought to talk about a mother and father.

"Hollywood is out of it. They don't get it. The MURPHY BROWN situation is totally unreal. A highly paid professional woman . . . give me a break. It is not reality. It's a sitcom, so let's look at it as a sitcom. It's fiction."

Quayle said he purposely referred to the show in a speech in San Francisco and was continuing his discussion as a way to prompt debate over the issue of values. "I've got certain values," Quayle said. "I've got the values of family, opportunity, hard work, personal responsibility. They're probably not the values of Hollywood. But Hollywood is not real America."

USA Today, 5/20/92,
Los Angeles Daily News, 5/21/92

Principal visits parents to stop students' profanity

When cursing out the teacher became almost a daily occurrence for children as young as kindergartners, Principal Dennis Reed decided he could take it no more.

"It's everywhere," he said. "But if we surrender and say that's just the way it is, what will become of our schools? What will become of our kids?"

The 57-year-old administrator last month launched a crusade against cursing in the classroom, taking the fight directly into the homes of his nearly 1,000 Dickenson Elementary School pupils.

No matter how long it takes, Reed plans to make an in-home visit with every child's parents or guardians. He believes the problem often begins with them and can also end with them. "They pick it up from mommy and daddy and bring it to the classroom with no idea whatsoever what it means," Reed said. "We've got children as young as kindergarten age using the f-word."

Foul-mouthed, back-sassing pupils are taking learning time away from the rest of the class, he said, because the teachers have to stop and discipline the offenders.

In one week, a fifth-grader was pulled from a classroom still screaming obscenities at his teacher, and a kindergartner was reprimanded for uttering the king of four-letter words on the school bus.

"Children over the last few years are coming to school without a conscience—that voice that tells them what's right or wrong," said Mary Bryant, a longtime teacher and area elementary director for Hillsborough County Schools.

Marilyn Holmes, mother of an 11-year-old girl, said her meeting with the principal was an eye opener. "I was shocked to find out what was going on. I had no idea the situation has gotten this bad," she said. "Nowadays, both parents have to work and they don't have the time to get it in their children's heads that this is wrong."

Miami Herald, 5/11/92

New York schools ignore parental values, push homosexuality in sex ed curriculum

By John P. Hale
National Review
May 25, 1992

The first day in the first grade is always a milestone for parent and child. It is the start of an adventure which parents welcome with mixed emotions, knowing babyhood has ended and real student days have begun, with work to be done, tests to be taken, and skills to be acquired to help the child grow into a self-sufficient adult. While parents of a first-grader almost always leave their child at the schoolhouse door with a twinge of regret, that regret would be converted to horror for New York City parents if they realized what new lessons await their child.

"If teachers do not discuss lesbian/gay issues, they are not likely to come up," says the new teachers' manual *Children of the Rainbow—First Grade*, on page 372. No parent would argue with that, since five- and six-year-olds are not known for any level of interest in such topics. What would startle the parents is that that statement is the jumping-off point for instructions to the teacher on how to introduce the subject.

". . . at least 10 per cent of each class will grow up to be homosexual," continues the manual, and "It is also common for them to be thrown out of their homes once their parents find out their child is gay." "Classes," the teachers are advised, "should include references to lesbian/gay people in all curricular areas

If teachers do not discuss lesbian/gay issues, they are not likely to come up, says the new teachers' manual.

and should avoid exclusionary practices by presuming a person's sexual orientation."

The manual continues: "Challenging sexual myths can begin on the first day of school." And if the boys tend to play with trucks and the girls with dolls and the children do not themselves suggest switching after a couple of sessions, teacher should suggest that the switch take place.

Do it

What's going on? The New York City school system has made reshaping children's attitudes and behavior its number-one goal. But the reshaping is not toward self-restraint and discipline, but rather toward all forms of hedonism, hetero- as well as homosexual. And the process involves driving a wedge between children and their parents, both by telling the children not to accept their parents' values, and by **not** telling the parents what the schools are doing.

One factor is the enlarged role that homosexuals are playing in molding New York City school policy. When the Federal Government made a grant to New York's schools to support education in drug prevention, $500,000 of that money was awarded to the Gay and Lesbian Community Center to run Youth Enrichment Services!

The volunteers who will staff condom distribution rooms in city high schools and who will be available to counsel the children on sexuality include delegates from the Gay Men's Health Crisis (GMHC) and the Hetrick Martin Institute for Gay and Lesbian Youth, both of which have been designated as official resources of the New York City school system.

GMHC has a new illustrated color brochure that outlines safe-sex practices and advises, "If you have sex with women these guidelines still apply." One of the guidelines is to wear a latex surgical glove when you insert your fist into your partner's

The New York City school system has made reshaping children's attitudes and behavior its number-one goal.

rectum. The pamphlet has circulated unofficially in at least one city high school. So far the Board of Education has been silent as to whether it will make surgical gloves available to the children as a health measure.

The Hetrick Martin Institute has published its own sex-ed curriculum, which states the course has been given in area high schools. One portion of the curriculum is a detailed instruction on anal intercourse with the admonition, "Do it. Have fun!"

Of even greater significance to parents are three excerpts from the January 1992 training manual. Some background is in order. When the New York State Board of Regents issued guidelines on the new AIDS curriculum to be adopted by all local school districts, it recognized that parents had the ultimate right to determine what type of instruction their children should receive. The Regents mandated that parents be given the right to opt their children out of a portion of the course. New York City schools raised the question whether parents should be told that they could opt out. Here is the answer given in the manual.

> *Question.* How are children withdrawn from prevention lessons of the AIDS instruction program?
>
> *Answer.* According to New York State Regulations, parents and/or guardians have the right to withdraw their children from the prevention lessons of the AIDS instruction program. **The school is not under an affirmative obligation to inform parents of this right....'** [Emphasis added.]

Put bluntly, you don't have to tell them. That will certainly eliminate the inconvenience of parents opting out.

Look at a second question and answer in the same manual:

> *Question.* If a parent has told me explicitly that he/she does not want his/her child to have a condom, am I still permitted to give that child a condom if he/she requests it?
>
> *Answer.* Yes....

That's consistent, if you have reached the conclusion that parental rights have flickered out in the arena of sexuality training. Whether the schools have the right to ignore the parents' explicit instruction is currently being challenged in a suit pending in the Supreme Court of Richmond County (Staten Island).

The manual also deals with the thorny problem of what to do if the children themselves object to something being taught because of their "religious beliefs." The schools are currently distributing a City Board of Health pamphlet called *Teens Have the Right*, which tells the children that they have the "right to decide to have sex and who to have it with." It is the clear teaching