

---

# Youth Truth



Official 'Zine of Americans for a Society Free from Age Restrictions [www.asfar.org](http://www.asfar.org)

Volume 4, Issue 3-4 Summer 2003

---

## Out of the Loop

*Susan Wishnetsky*

Political candidates who want to encourage local grassroots organizing are using a new tool to facilitate it, an online service called Meetup.com.

Meetup.com was the brainchild of its CEO Scott Heiferman of Homewood, Illinois, who, according to his resume<sup>1</sup>, began his career at 14 working for a company called Challenger Software. A dot.com veteran, he took a job at McDonald's for one month in 2000 to "get back in touch with the real world." After the World Trade Center collapse on Sept. 11, 2001, Heiferman and associates Matt Meeker and Peter Kamali came up with a way to promote "the resurgence of community". Inspired by Robert D. Putnam's book *Bowling Alone*, they invented a company to help people use their computers to get *away* from their computers, out into the community meeting people with shared interests. The company launched its service in June 2002.

Since then, its numbers of members, topics, and locations have soared. As of February 3, 2003, about 137,000 people from 545 cities (in 39 countries) with 739 different areas of interest had registered.<sup>2</sup> Some of the most popular are political groups. Nine Democratic presidential candidates have official Meetup groups around the country, getting together to organize local campaigns. Ralph Nader supporters make connections via Meetup. There are also Meetup groups for George W. Bush.

When users choose an area of interest (or create a new one), Meetup arranges meetings at establishments in their area. If possible, Meetup offers members a choice of several locations for meetings, and allows members to vote. Meetup notifies the affiliated place of business and all members of the group. The service started off entirely free for all involved, but now the hosting sites, or venues, pay to participate. Venues, says the web site, include restaurants, bowling alleys, and bars.<sup>3</sup>

Meetup.com would seem an ideal mechanism for youth who want to become involved in grassroots organizing of a political campaign. But Meetup has some problems with young people. First of all, they've got to be 14. The Children's Online Privacy Protection Act (COPPA) limits collection of information from people under 13, but for some reason Meetup wants kids to wait an extra year. The second problem is with Meetup's venues.

I joined Meetup to support a political candidate. Chicago is a big city with many supporters of this candidate, so there were meetings in three locations, but only one was *at all* nearby. That meeting was in a bar. Only people over 21 could attend.

I attended. I spoke to the organizers about the meeting location. They pointed out the two other locations in the city (I have a car, and the other locations seemed totally out of reach to me; they'd probably be *more* so for a young person depending on rides or public transportation). Then I was told that of the choices Meetup offered, this bar was the best available.

The Meetup.com site has statistics about members and groups, but next to nothing about venues. I sent them an e-mail asking if they had any statistics breaking down their venues by *type* of establishment, wondering, of course, how many were bars.

Since I've received no response, I can only guess at where the problem lies. Are there not enough bookstores and cafes and bowling alleys signing up as venues to go around? Or did the candidate's campaign organizers simply not think that young people's participation was important?

Meetup was created with the worthiest of intentions: to get people involved, bring people together. But, as in most areas of life, young people are still being left out.

### Sources

1. <<http://www.heiferman.com/mcd/>> 2. <[http://www.mylermedia.com/archived/2003\\_02\\_03\\_archived.html](http://www.mylermedia.com/archived/2003_02_03_archived.html)> 3. <<http://www.meetup.com/>>

---

---

# Buzz

At its May 14th meeting, ASFAR's demonstrations committee voted to plan one or more regional voting age protests for August 14, 2004, as well as local protests at polling places on November 2, 2004. If you have a 2004 calendar, mark it!

ASFAR President David Schneider-Joseph will attend the 2003 International Democratic Education Conference (IDEC) held in Troy, New York in July. IDEC is an annual international gathering of educators and students interested in or involved with democratic education. The central themes for IDEC 2003 are challenging the high stakes testing movement, discussing democratic schooling, and learning about approaches taken by educational alternatives worldwide. Speakers and presenters include John Taylor Gatto (author of *Dumbing Us Down*), Ron Miller (author of *What Are Schools For?*), Bill Ayers (author of *To Teach*), Zoe Readhead (principal of Summerhill School and daughter of A.S. Neill), Susan Ohanian (author of *One Size Fits Few*), and many more. See <[www.idec2003.com](http://www.idec2003.com)> or e-mail <[dbennis@idec2003.com](mailto:dbennis@idec2003.com)> for more information.

On May 17, members and supporters of the National Youth Rights Association (NYRA) staged a rally in favor of lowering the local voting age to 16 at Takoma Park, Maryland's city hall. Speakers included Laura Finstad of NYRA-DC, Scott Beale of Youth Venture, Carolyn Darrow of Youth Vote Coalition, and Wendy Lesko of the Youth Activism Project. The group plans to meet with City Council members to discuss the issue further.

## On Lowering the Voting Age

Alex Koroknay-Palicz, President of the National Youth Rights Association (and ASFAR member), gives his thoughts on lowering the voting age at <<http://www.wiretapmag.org/story.html?StoryID=15979>>.

## Public "Cyberschools" Questioned

An editorial at <[http://www.sptimes.com/2003/06/01/Perspective/Cyberschool\\_daze.shtml](http://www.sptimes.com/2003/06/01/Perspective/Cyberschool_daze.shtml)> discusses how public funding for "virtual schools" provided by private companies to states such as Florida are turning out to be a raw deal for taxpayers.

*Youth Truth* (ISSN 1527-4489) is issued bimonthly, six issues per volume, by Americans for a Society Free from Age Restrictions. New volumes begin with the Jan./Feb. issue of each year. The electronic edition is available at [www.asfar.org/zine/](http://www.asfar.org/zine/) and is free of charge. Reproduction and reprinting are permitted as long as no sections are taken out of context and credit is given to *Youth Truth*. Annual subscription rates for the print edition: Members \$2.00 per year; Nonmembers and Libraries \$10.00 per year. Printed copies of single issues are available at \$2.00 per issue. Checks should be made payable to ASFAR. Special rates may be negotiated.

Questions regarding the electronic version may be directed to <[editor@asfar.org](mailto:editor@asfar.org)>. Questions about or requests for subscriptions to the print version may be directed to <[swishnets@aol.com](mailto:swishnets@aol.com)> or to *Youth Truth*, P.O. Box 11358, Chicago, Illinois 60611-0358.

### Editorial and Publishing Staff

Editor in Chief: Justin Mallone <[editor@asfar.org](mailto:editor@asfar.org)>  
Research Coordinator: Brendan Perez  
Electronic Edition Production: David Schneider-Joseph  
Print Edition Production: Susan Wishnetsky <[swishnets@aol.com](mailto:swishnets@aol.com)>  
Print Edition Design: Synimo Designs <[synimo@aol.com](mailto:synimo@aol.com)>

Editorial correspondence may be addressed to <[editor@asfar.org](mailto:editor@asfar.org)> or Justin Mallone, Editor, *Youth Truth*, P.O. Box 11358, Chicago, Illinois 60611-0358.

# Letters

**NOTE:** We overlooked this letter; it should have been included in our March/April issue. Our apologies to the author.

## The Lunacy in Having a Working Age of 16

Three years ago, when I was 13, I joined ASFAR. I've been in strong opposition to the "child" labor laws ever since then. Every summer, and sometimes during the school year, I've been wanting to work but not legally able to. (In AR you have to be 16 to work without a permit.) Now, I have reached the age of 16, but what has it brought? Homework! Ever since I turned 16, I've had homework 90% of weekends. Since I am going to be entering college in 2+ years, this summer I will prepare for the ACT if I don't get the job I applied for.

What's illogical is, you can't work until you're too busy to. Before age 16, you have so much free time but can't work. When you're finally old enough to work, you got school stuff to do. Supporters of strict "child" labor laws use the argument that a job interferes with school. But in reality, it interferes more at the ages of 16 and over than for ages 15 and under.

And one last thought: America, with its strict youth labor laws, has so many debt problems. Maybe because people can't learn to manage a job and money when they're young?

Nightvid

# Redirect

## News Links

### Amber's Insidious Amendments

Language from the Child Pornography Prevention Act banning "virtual child porn," which was ruled unconstitutional a year ago, and from the defeated RAVE (Reducing Americans' Vulnerability to Ecstasy) Act, which sought to penalize business owners for drug use by others on the premises, is now law. The wording was hidden inside the immensely popular "Amber Alert" bill, signed by President Bush on April 30; see the story at <<http://www.firstamendment.org/news.aspx?id=11418>>.

### Media Can Publish Child Suspect's Name

The New Jersey Supreme Court ruled that the media may use the name of a ten-year-old boy accused of murder, according to <<http://www.firstamendmentcenter.org/news.aspx?id=11560>>.

### Canadian Court Considers Spanking Ban

Canada's Supreme Court heard arguments in favor of banning corporal punishment on June 6, 2003. Attorney Paul Schabas stated that "the right of children not to be hit ... in a modern 21st century democracy should be unquestioned." However, from the description of the judges' reactions at <<http://www.canoe.com/NewsStand/London FreePress/News/2003/06/07/105334.html>>, it seems his chances of prevailing are slim.

### Hey, They're Lucky to Have Jobs At All

Alaskans under 18 may already be paid less than the state's minimum wage; now State Representative Norman Rokeberg has introduced HB 255, which would raise that age to 20. At <<http://aklegislature.com/stories/041803/minwage.shtml>>, Rokeberg defends his bill, saying subminimum wages "expand job opportunities for youngsters." Area businesses like the idea. The bill passed the Labor and Commerce committee, and is now being considered by the House Finance committee.

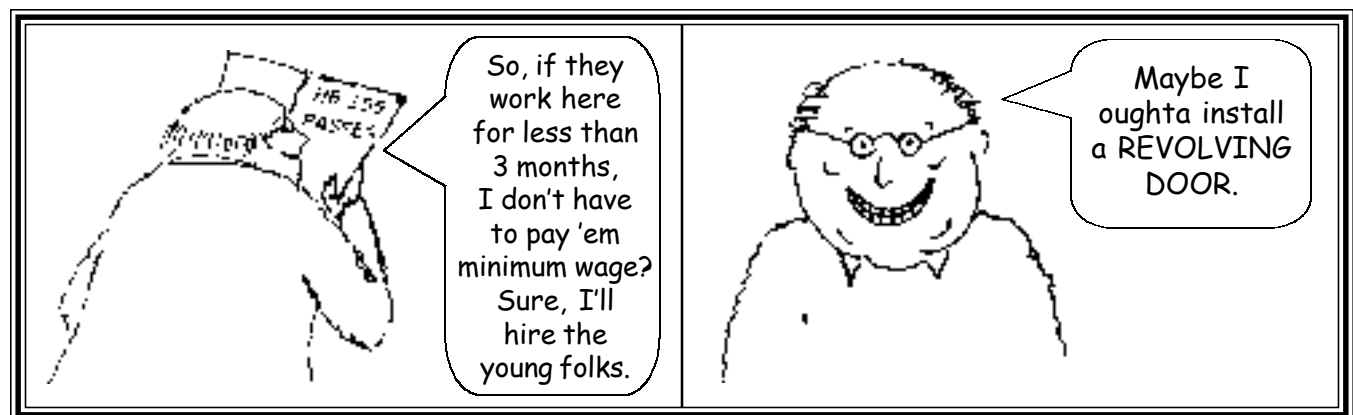
### American "Gulag School" Too Harsh for Costa Ricans

Dundee Ranch, a behavior modification school located in Costa Rica but affiliated with the Worldwide Association of Specialty Programs and Schools (WWASPS) based in Utah, was the site of a near riot after Costa Rican officials informed the residents of their rights under Costa Rican law. After a tip-off about abusive conditions from a former academy director, local welfare agency officials arrived at the institution and told the inmates that they could not be held against their will. Dundee staff members disagreed, attacking the children who tried to leave. The officials left the scene (probably for their own safety), but local police arrived later to arrest the program's owner Narvin Lichfield and four other abusive staff members. Some links to news reports are at <[http://www.jamaicaobserver.com/news/html/20030531T210000-0500\\_44514\\_OBS\\_US\\_YOUTHS\\_REBEL\\_AT\\_HARSH\\_SCHOOL\\_IN\\_COSTA\\_RICA.asp](http://www.jamaicaobserver.com/news/html/20030531T210000-0500_44514_OBS_US_YOUTHS_REBEL_AT_HARSH_SCHOOL_IN_COSTA_RICA.asp)>, <<http://www.dailytelegraph.co.uk/news/main.jhtml?xml=/news/2003/06/01/wdund01.xml&sSheet=/news/2003/06/01/ixworld.html>>, and <[http://www.charleston.net/stories/052403/wor\\_24school.shtml](http://www.charleston.net/stories/052403/wor_24school.shtml)>. A year's tuition at Dundee Ranch cost parents up to \$50,000.

### Drug Testing No Deterrent, Study Finds

A University of Michigan study including 891 schools across the nation found no significant difference in student drug use between schools using random drug tests and those that don't. One of the better articles on this topic, at <<http://www.fortwayne.com/mld/journalgazette/5902382.htm>>, says the study exposes the practice as a "needless invasion of student privacy."

## Training Wage



## Toon

---

# News Links

## **Teacher Challenges “No Child Left Behind” Act**

Brian Kegerreis has filed suit against the federal government to overturn the “No Child Left Behind” act, which, he says, will penalize schools and teachers for failing to meet unreasonable and impossible standards. At issue, according to <http://www.thekansascitychannel.com/education/2207913/detail.html>, is the Act’s requirement that 100% of students pass the state’s proficiency tests by 2014.

## **Secretary of Education Offends Non-Christians**

An interview of Education Secretary Rod Paige brought some angry reactions from non-Christians and others. Paige told an interviewer that he prefers schools with the kind of values “associated with Christian communities,” that teach kids to “have a strong faith.” He also criticized public schools for including “so many different kids from different kinds of experiences that it’s hard to get consensus around some core values.” Links to this story are disappearing fast, but as we publish, a good one is still available at <http://us.cnn.com/2003/EDUCATION/04/10/paige.religion.ap/>.

## **Rod Paige, Meet India Tracy**

According to 14-year-old India Tracy, the abuse came mostly from other students, but her Union, Tennessee middle school did nothing to stop it. After a friend revealed in a class that India’s family was Pagan, says the story at <http://www.charlotte.com/mld/observer/news/local/5828413.htm>, she was verbally and physically threatened and attacked by students and found filthy messages painted on her locker. It didn’t help that school officials recited Christian prayers over the public address system, handed out Bibles, and used school busses to take all students to an annual 3-day Christian evangelistic revival program. (Strangely, it was this evangelist who had the most sensible outlook on India and her Pagan religion: “Everybody don’t have to be saved. They have a right to be lost.”) India has left the school and legal action is underway.

## **And More Harassment in Arkansas**

Over a year ago, a teacher who overheard 14-year-old Thomas McLaughlin tell another student he might be gay reported this news to the principal at once. Thomas was called to the office where a guidance counselor called his mother at work to tell her that her son was gay. Later, Thomas got a letter from a teacher saying that he would be condemned to hell. Since then, says <http://arkansas.indymedia.org/newswire/display/726/index.php>, the school has reportedly forbidden him to discuss his sexual orientation with other students and forced him to read aloud Bible passages condemning homosexuality.

## **Baltimore 16-Year-Olds Get to Vote (Once)**

The article at <http://www.cnn.com/2003/ALLPOLITICS/05/21/16.year.old.voters.ap/> explains how it happened: Maryland law allows any resident who may vote in a general election to vote in its primary also. And because the date of Baltimore’s general election was recently made a year later (to coincide with the presidential election in 2004), the city’s 17-year-olds, and many of its 16-year-olds, will be able to vote in Baltimore’s September 9, 2003 primary election.

## **Eleven Maine Legislators Support Lowered Voting Age**

LD 640, a bill allowing 17-year-olds to vote in state elections, passed Maine’s Legal and Veterans Affairs committee by a vote of 11-2. The bill’s text is at <http://www.mainelegislature.org/legis/bills/billtexts/LD064001-1.asp>; also see <http://bangordailynews.com/editorialnews/article.cfm/ID/360946>.

## **And In Texas, Too ...**

Texas State Representative Ron Wilson has sponsored HB 482 which would lower the state’s voting age to 16. The article at <http://web.seguingazette.com/report.lasso?wcd=3325> reports on the reactions of young people—and one opponent.

## **While We Were Sleeping**

An Illinois bill (HB 2584) raising the age for compulsory school attendance in the state from 16 to 18 has died—only because it missed a filing deadline, according to <http://www.hslda.org/elert/archive/2003/04/20030428160019.asp>. Whew.

## **Sixth Graders Protest Gender Segregation**

After their teacher banned talking between boys and girls at recess in their Klamath Falls, Oregon elementary school, a group of girls protested the rule, standing and holding signs outside the school on April 28. They also wrote a letter to the principal. An article appears at [http://www.heraldandnews.com/articles/2003/04/28/news/top\\_stories/aastudents.txt](http://www.heraldandnews.com/articles/2003/04/28/news/top_stories/aastudents.txt).

## **Education Doesn’t Stop Terrorism**

Reviewing the backgrounds of terrorists and suicide bombers reveals that they tend to come from wealthier families—and to have attained higher levels of education—than others in their societies. A survey of Palestinians on their opinions about Israel yielded similar results: those with more education were more likely to support suicide bombings, and less likely to support dialogue with Israel. The researchers suggest that the motivations behind terrorism involve “long-standing feelings of indignity and frustration.” “It is even possible,” they write, “that those who are well-off and well-educated experience such feelings more acutely.” A pdf version of the article is at <http://www.alanalexandroff.com/nr-krueger.pdf>; a text version is at <https://mail.lsit.ucsb.edu/pipermail/gordon-newspost/2002-June/002867.html>. Perhaps this research can lead us to an understanding of school shootings as well?

## President's Pen

David Schneider-Joseph  
President, ASFAR  
<david@davidsj.com>

### The Right to Vote

Where does the right to vote come from? Seriously: how does a free nation with representative government determine who may and who may not participate in its decision-making process?

It's a tough question, in part because the ability to vote is a very different kind of right than the other abilities we normally think of as rights: our right to own property, to choose our job, to speak our minds, to have a drink, etc. What makes this one different? Well, all those rights have to do with *your* life. If you decide to gamble your money away in Vegas, it may be stupid, but at least you're not gambling *my* money away. You earned the money, so it's your right to decide how you dispose of it. It all comes down to the basic American principle of "your freedom ends where mine begins".

Most of us agree with that principle, but actually *applying* it is tricky business, because people disagree lots about what the law should say. For example, New York City recently banned all smoking in restaurants (among other public places). Those who supported this prohibition maintain that they should have the freedom not to be around cigarette smoke, whereas those who opposed it believe restaurant owners should have the freedom to set whatever policies they like, and if their customers don't like those policies, they are free to take their business elsewhere.

So how do we decide what set of liberties we're going to enforce? We vote. In effect, when you fill out your ballot, you're taking part in a collective *decision as to what constitutes a right, for everyone*, as opposed to merely *exercising your own rights*.

This democratic process *can* create decidedly *un-free* laws. We do a pretty good job of avoiding that in the United States, although even here we've got some pretty serious exceptions, e.g., our drug laws and our age-based restrictions on freedom. But imagine democracy in a culture that does not value freedom like ours does. Say that the percentage of Americans who supported the institution of slavery was higher in 1860, and instead of Abraham Lincoln, Jefferson Davis was President. Would this make slavery okay? Would it have been wrong for the *North* to secede in *opposition* to slavery, and right for the South to put down the insurrection, in order to preserve the Union?

Or, how about a situation where there exists a culture driven by a desire to destroy another group of people? Say, the Nazi culture of the 1930s. Given democratic political systems, such a culture would elect a leader who would make grossly immoral decisions. In essence, they would be utilizing their "right" to vote in order to violate the rights of others.

Clearly, democracy is not an end in itself. No matter how democratic the decisions of a government may be, it is responsible for the decisions it makes, and democracy is not an excuse for immorality. It is, in fact, possible for a democratic government to be so reprehensible that it loses its legitimacy. Our founding fathers recognized this fact when they gave our country's Constitution a Bill of Rights, separate from and overriding the laws of Congress. The institution of this bill was an acknowledgment that there must be a limit even to the power of a representative government; an *overwhelming* majority is required in order to amend the Constitution.

But that is not the only restriction they created on our state's democracies. They also created limits on who *took part* in voting. Only someone who was white, male, a landowner, and over the age of 21 was permitted to vote. If democracy is not an end in itself, but merely a tool to further the cause of freedom, then are these limits necessarily wrong?

I think they are, because although democracy is not an end in itself, it does not follow that we should decide whether someone gets to vote based on how closely that person shares our political views. Voting is a defining element of membership in society, so our society's decision as to who gets to vote is the ultimate statement of *who is a member of our society*.

If the 2004 election were held without a voting age, there would be little practical difference in the outcome, because the vast majority of children share their parents' political views (this is true for children over 18 years old, too). Yet eliminating the voting age would have a tremendous effect on our *culture*. Most women shared the political views of their husbands when they were granted voting rights in 1920. Yet granting women voting rights was a fundamental part of a profound cultural shift in our society, a shift that ultimately resulted in the state of affairs that we have today: *women are full members of our society*. True, the right to vote was only one part of that cultural shift, but it was a necessary part.

Those of us who hope for the day when young people are full members of our society must recognize that it is not enough merely to extend all of the *personal* rights to young people. They must have *voting* rights too.

Eliminate the voting age now!

---

# News Links

## **Students Interrogated By Secret Service**

Soon after an Oakland, California teacher called the feds about two high school students' criticism of George W. Bush, the feds showed up at the school. The two were taken out of their classroom and grilled by U.S. Secret Service agents, with no opportunity to call their parents or a lawyer. The article at <http://www.kron4.com/Global/story.asp?s=%20%201268949> makes it clear that *most* of the teachers support the students.

## **Policeman Publicizes "Subversive" Student Art**

Officer John Mott of Barre, Vermont, wearing his uniform, got a custodian to let him into the local high school building after midnight on April 9 in order to search teacher Tom Treece's "Public Issues" classroom, where he took pictures of student artwork critical of President Bush. The photos later ended up on Rush Limbaugh's web site. According to the article at <http://www.commondreams.org/views03/0510-06.htm>, school superintendent Dorothy Anderson is pretty upset with Officer Mott, but has nevertheless suspended Treece's class.

## **New York Teen Can't Get College Diploma**

Angela Lipsman, age 14, has earned enough college credits to receive her associate arts degree at Excelsior college in Albany, New York, but state law won't let them award it because she has no high school diploma or GED certification, and she's not allowed to take the GED until she turns 17. The *New York Post* article about this story is no longer available for free; you can purchase it at <http://www.nypost.com/news/regionalnews/73882.htm> or read a brief summary at <http://www.upi.com/view.cfm?StoryID=20030421-011104-9421r>.

## **Harry Potter Returns to School Libraries**

On April 22, District Court Judge Jimm Hendren overturned a Harry Potter ban by Cedarville, Arkansas' school district, says [http://www.freeexpression.org/newswire/0423\\_2003.htm](http://www.freeexpression.org/newswire/0423_2003.htm).

## **Zero Tolerance for Giant Stone Tablets**

An 800-pound monument displaying the Ten Commandments better be gone from the grounds of an Ohio public school by June 9, *or else*, says [http://www.enquirer.com/editions/2003/06/03/loc\\_oh-commandments02.html](http://www.enquirer.com/editions/2003/06/03/loc_oh-commandments02.html); U.S. Magistrate Timothy Hogan ordered the monument's removal last year.

## **Schools Still Debating "EVILution"**

Debates in Tennessee and South Carolina over science classes and textbooks are reported at <http://www.thedailytimes.com/sited/story/html/128793> and <http://greenvilleonline.com/news/2003/05/01/200305015608.htm>.

## **Vouchers, Charter Schools, Cyberschools**

So much news. The ACLU and other groups are battling the Colorado voucher plan; see <http://www.au.org/press/pr030520.htm>. The Einstein charter school in Philly seems to be in big financial trouble; see <http://www.publicopiniononline.com/news/stories/20030602/localnews/409631.html>. Milwaukee may be cancelling summer school this summer because the No Child Left Behind Act is forcing them to fund a program few students even want; that story is at <http://www.jsonline.com/news/metro/may03/14623.asp>. But the hot topic is cyberschools. Cash-strapped legislatures in Florida, Texas, and Wisconsin are turning to virtual education programs to solve their money woes, as discussed at [http://www.sp-times.com/2003/05/25/State/Vote\\_on\\_vouchers\\_a\\_vi.shtml](http://www.sp-times.com/2003/05/25/State/Vote_on_vouchers_a_vi.shtml), [http://www.palm-beachpost.com/news/content/auto/epaper/editions/today/news\\_e33c40d026e990650048.html](http://www.palm-beachpost.com/news/content/auto/epaper/editions/today/news_e33c40d026e990650048.html), <http://www.chron.com/cs/CDA/story.hts/metropolitan/education/1881282> and <http://www.jsonline.com/news/state/may03/143452.asp>. The online schools may not be a good deal for the money, but they *are* cheaper, and that's what states are after now—*any* way to save money on education.

## **Principal Tells Teachers to Pray With Students**

Elementary school principal Ellen Green of Fairfield, Kansas sent a memo to teachers suggesting that they pray next to their students' desks on May 1, the National Day of Prayer. While the ACLU thinks the memo was "inappropriate, and possibly illegal" and the teacher's union is considering legal action, the school superintendent brushed off the matter, saying he's "all for prayer." The story is at <http://www.thekansascitychannel.com/education/2206650/detail.html>.

## **The Other Extreme**

Pennsylvania teacher's aide Brenda Nichol was suspended on April 8 for wearing a cross necklace to work. From the story at <http://www.foxnews.com/story/0,2933,84997,00.html> one might say that Ms. Nichol was unreasonable for refusing to wear the cross inside her clothing; the article also makes the point that allowing crosses means allowing satanic symbols as well. But as church-state cases go, this one's pretty minor.

## **ACLU Joins Student Bible Group Case**

Six Massachusetts high-schoolers got one-day suspensions in January for handing out candy canes with religious messages to other students before Christmas break. Their school policy prohibits "distribution of all literature ... not related to the curriculum." They got themselves a lawyer from Liberty Counsel, a religious legal aid group tied to Jerry Falwell. According to [http://www.plgt.com/news\\_print\\_detail.cfm?pid=39](http://www.plgt.com/news_print_detail.cfm?pid=39), the six were surprised when they learned an ACLU attorney had also filed an unsolicited amicus brief on their behalf. The students aren't crazy about the ACLU in general, but the Liberty Counsel lawyer said "We welcome support from any corner."

## **Vegan Parents Jailed for Child's Diet**

Joseph and Silva Swinton were sentenced to five- and six-year sentences respectively for starving their daughter with a strict vegetarian diet. According to <http://www.nynewsday.com/news/local/queens/nyc-vegan0520,0,5081946.story?coll=nyc-topheadlines-span>, when she was discovered by New York authorities in November 2001, Ice Swinton, at 15 months of age, weighed 10 pounds and was “too weak to move or even cry.”

## **Water Poisoning Not Murder**

Utah prosecutors may now drop child abuse homicide charges against Richard and Jennette Killpack; to punish their adopted daughter Cassandra, the couple allegedly forced her to drink water until her brain swelled and she died. Prosecutors now want to substitute a lesser charge, according to <http://tv.ksl.com/index.php?nid=5&sid=31359>, since the Killpacks did not intend to harm their daughter.

## **Parents Find Another Use for Duct Tape**

Neil and Christy Edgar, pastors of God's Creation Outreach Ministry in Kansas City, Kansas were charged with causing the death of their 9-year-old adopted son Brian on December 29, 2002 by wrapping him “like a mummy” in duct tape. Two other adopted children in the house reported that being bound with duct tape was their usual punishment for “stealing food” or “sneaking drinks of water” from a faucet, but the article at <http://www.kansascity.com/mld/kansascitystar/5660390.htm> did not say whether the children seemed to be malnourished.

## **Foster Parents Like Duct Tape Too**

On April 16, Neil and Colleen Broe of Levittown, Pennsylvania were charged with repeatedly binding their two foster children with duct tape to “keep them quiet”. According to <http://www.thepittsburghchannel.com/news/2123123/detail.htm>, the county had named the couple “model foster parents” in 2002.

## **Arizona Mother Carries Out “Suicide Pact”**

The story of 11-year-old Sarah Stevens' death by suffocation on October 9, 2002 is told at <http://www.azcentral.com/arizona-republic/local/articles/0327cpssarah27.html>. Sarah's mother believed she and her daughter were both terminally ill from toxic mold exposure, and fatally shot herself after Sarah died. Arizona Child Protective Services had been notified weeks earlier that Sarah's mother was “unstable.”

## **Girl Frightened By Mother's Driving**

Amy Hill, 13, was removed from her mother's custody after telling a Florida social worker that she was afraid of her mom, especially her driving. The article at <http://www.heraldonline.com/24hour/nation/story/837737p-5895128c.html> gives a good reason for that fear: in 2000, Amy's mother crashed her car into a tree at 70 miles per hour, killing Amy's sister and a friend, and injuring one other passenger in the car.

## **Texas Father Convicted for Stun Gun Abuse**

Theodore Edward Moody was convicted of endangerment and injury to a child for using a stun gun to discipline his kids. According to [http://abclocal.com/ktrk/news/51503\\_local\\_stunguntrial.html](http://abclocal.com/ktrk/news/51503_local_stunguntrial.html), the judge allowed jury members to try out the stun gun on themselves before reaching a verdict.

## **Hot Car Death in Indiana**

The father of 13-month-old Hanna Johnson found her right where her mother had left her, strapped in the car seat in their van—only now her body temperature had reached 106 degrees. The item at <http://www.wave3.com/Global/story.asp?S=1277899&nav=0RZFFoZL> says that the mother was sleeping off a drinking binge, and had a blood alcohol level of .21%.

## **To Report or Not to Report?**

Following the recent death of 4-year-old Rufus Young at the hands of his foster father, two Detroit doctors have been charged with failing to report the child's earlier injuries to protective services authorities, according to <http://www.detroitnow.com/news/0305151203.html>. On the other hand, <http://www.timesdispatch.com/frontpage/MGBT8UB3QFD> tells of Nancy Nagle, a Virginia teacher who went to the police to report abuse by a fellow teacher, only to be reprimanded and threatened with dismissal. School officials say that their policy requires teachers to report abuse to the principal; Ms. Nagle claims that she did so more than once, to no avail.

## **Child Abuse on the Rise**

In an item at <http://www.cpswatch.com/news/article.asp?Index=2064> we learn that rates of child abuse and neglect rose for the second straight year in 2001, from 12.2 cases to 12.4 cases per 1000 children. Health and Human Services officials estimate that 903,000 children were abused or neglected, with about 1300 fatalities, in 2001.

## **What's A Government Agency to Do?**

On the one hand, parents insist that government should keep out of their relationships with their children; on the other hand, state child welfare services continue to be criticized for reuniting children with dangerous parents when the agencies “should've known better.” Articles from Illinois, New Jersey and Texas are found at [http://abclocal.go.com/wls/news/051503\\_ns\\_james\\_pack.html](http://abclocal.go.com/wls/news/051503_ns_james_pack.html), <http://www.nj.com/news/times/index.ssf?base/news-0/105497311914231.xml>, and <http://www.kfoxtv.com/news/2250089/detail.htm>. A more general article on the problem of dealing with abusive families is found at [http://abcnews.go.com/sections/us/Living/childabuse\\_parents030602.html](http://abcnews.go.com/sections/us/Living/childabuse_parents030602.html).

## Summer Reading : Fiction

Piercy, Marge. *Woman on the edge of time*.  
New York : Fawcett Books, c1976.

A provocative, brilliant utopian fantasy, *Woman on the Edge of Time* points out many hidden injustices in our society and introduces new ideas of future worlds.

Barely surviving in a miserable New York City apartment on welfare, the book's heroine Connie Ramos thinks her life cannot get any worse until she is committed to a mental institution for defending her niece against a pimp. In the depths of her despair, she sees a vision of a gentle person who likes and respects her as no one else does; this stranger turns out to be a time-traveller named Luciente, a visitor from a small Massachusetts village in the year 2137. With Luciente's help, Connie is able to see this future society and interact with its people.

Connie never entirely accepts or approves of many aspects of Luciente's world. She is disappointed at the primitive appearance of the town, even though all the inhabitants wear sophisticated wireless computer devices on their wrists. As a big city resident, Connie finds the close connections among the villagers hard to take. Their proud confidence and lack of inhibitions seem immature and embarrassing to her.

But she is even more shocked at their methods of reproduction and parenting. In Luciente's time, women have voluntarily relinquished the ability to give birth. The link between sex and reproduction has been severed. Embryos are created and cultivated in-vitro. Newly "born" babies are placed in the care of three "co-mothers" who agree to share the responsibility; these three "mothers" may be male or female, but are not supposed to be romantically involved with one another "so the child will not get caught in love misunderstandings".

All children are given private space to themselves, and they learn, work and play alongside older members of the society, trying out and studying whatever they choose. They decide when they wish to declare themselves "adults", at which time they must spend a week alone in the wilderness as a rite of passage, and choose a new name. (But since children seem to share in every aspect of this future life, it is not clear what privileges this rite of passage confers, aside from breaking the parental bond with the "co-mothers".) To Connie's concern that a child will be injured in the wilderness exercise, one co-mother responds, "We have found no way to break dependencies without some risk. What we can't risk is our people remaining stuck in old patterns—quarreling through what you called adolescence."

Connie is horrified when she sees two children engaged in sexual activity, and her guide steers her away to leave them in privacy. "Aren't you going to stop them?" she demands. "If they were ... playing with knives, you'd stop them." She gets a bewildered reply: "They learn how to use knives .... Mostly they learn sex from each other. If a child has trouble, we try to heal, to help .... If a child is rough, bullying, I try to work with that child, the mothers and family, to strengthen better ways."

Some of these aspects of Luciente's world appear similar to those in Aldous Huxley's *Brave New World*. But that futuristic society was rigidly stratified, with castes created by in-vitro tampering with embryos, enforced by powerful conditioning. Caste members were assigned their life roles, with no freedom to explore their own paths. Indiscriminate sex among children (and adults) was encouraged, but developing close personal relationships was considered deviant. Drug use and casual sex were promoted by the government primarily to squash any sense of injustice or rebelliousness among citizens.

In Luciente's community, alcohol, marijuana, and sexual contact are indulged in moderately, to accompany and enhance strong social relationships. They are a part of the freedom to experiment with ways of communicating and living one's life. Over the course of the book, Connie is won over to a great extent; she comes to accept many of the ways of Luciente's world that she originally found immoral or distasteful.

*Woman on the Edge of Time* focuses on many kinds of discrimination in our society—by race, gender, financial status, and sexual orientation, as well as by age—but the portion devoted to the subject of youth, their rights, and their roles is quite extensive. Unlike Luke's story in *Save Our Star: Luke* (previously reviewed in *Youth Truth*), there is plenty of excitement and suspense in Connie's adventure, and the characters are likeable and vividly drawn. The explanations of the concepts of time-travel and the existence of multiple possible futures may be unsatisfactory for hard-core sci-fi buffs, but most readers will probably find them adequate to accept the premise of the story. The end of the book, however, is jarringly abrupt, as if left unfinished, which may bother some readers.

Novels which challenge our beliefs about children's place in our society are rare. This one is interesting, challenging, and well-written, certainly worthy of inclusion on the shelves of anyone interested in the subject of youth rights.

---

Editor's note: Content of reviews or reviewed books may not represent the views of ASFAR.

Fays, Logan. *The Escape*. <<http://www.individualistvoice.com/escape.html>> : Individualist Voice, c2003.

This online novella chronicles the journey of Mitch Briggs, a gifted high-school freshman, from silent contempt for the authorities who rule his life (and his peers who submit to them) to open rebellion and personal freedom.

The authority figures—the school principal, the history teacher, and Mitch's mother—are almost cartoonishly villainous, but one can see in them similarities to people in real life who exercise their power over kids with intimidation and mind control. Sometimes Mitch finds just the right words to answer the verbal assaults of these authority figures; I cheered for him inwardly while reading. Sometimes his responses were not so perfect:

“... Didn't your mother ever teach you the virtue of showing deference to those who have been given authority over you?”  
“She tried. Apparently, she failed.”

I felt as if I'd been in the argument, rewriting my own responses. I shoulda said—no, *he* shoulda said, “Yes, she did. She taught me so well that I nearly lost own identity. I am trying to unlearn that lesson now.” But if Mitch had been so self-assured and quick thinking with every answer, his character would not be believable, and his struggle would not draw the reader in.

I enjoyed the story. A few passages just struck me as silly: “He chewed his soyburger with big, violent bites. Each bite reinforced and intensified the fire heating up within him ...”. Here and there a word or phrase bothered me, made the character of Mitch Briggs (or the author who created him) less appealing. The introduction of Mitch's mother describes the “strands of gray polluting her once luscious, brunette locks.” Polluting? Please. We, the readers, are quite capable of judging the character of this woman without being told that her hair is polluted.

From a youth rights standpoint, the strongest portions of the story are of Mitch's own thoughts and those of the one person who shares his feelings and beliefs, in which they explore the acquiescence of their fellow students to the tyranny of social pressure. These passages are truly thought-provoking:

No one actually sits down to decide on what will be socially acceptable and what won't be. Yet everyone seems to know the unwritten rules of the game ... as if they were inscribed in some sacred text.

Or maybe inscribed directly onto their minds. Mitch sometimes wondered if there were some mysterious force that had commanded the minds of the students, taken away their independence of thought, and replaced it with this social instinct.

## Sue's Review

Susan Wishnetsky  
Secretary, ASFAR  
<[swishnets@aol.com](mailto:swishnets@aol.com)>

Mitch considers himself wholly different from the other students in the school, who never seem to think about anything, who prize popularity and possessions over their own freedom. Many youth rights advocates will identify with Mitch, having felt this way in their own childhoods. Yet this is a troubling outlook. Should rights be demanded only for those enlightened, awakened young people who recognize their value? Are the majority of kids not worthy of freedom, not worth fighting for? Mitch seems to think so, and his new friend at school seems to agree, maintaining that those who remain enslaved do so by their own choice:

... they could choose to stop conforming ... There is no one—not parents, not teachers, not peers—who can get inside anyone's head. They can pressure us. They can threaten us. But they cannot write their values onto our minds ... If we become conformists, it is because we have *chosen* to relinquish our free will.

This is a harsh judgment on one's classmates; it glosses over the seriousness of what children may be pressured or threatened or actually punished with. We know about the constant, severe corporal punishment that can go on inside their homes. Some nonconforming children are involuntarily committed to mental institutions, and force-fed drugs that do destroy their capacity to think for themselves. Or carted away to “gulag schools” where the entire staff is devoted to the purpose of breaking young spirits. These dangers are real, even for kids who never imagine that it could happen to them. Can any rebellious child be certain of escaping them?

The above passage reminded me of the musings of Winston Smith in *1984*, a man for whom questioning authority was an even more perilous proposition:

They can't get inside you. If you *feel* that staying human is worth while, even when it can't have any result whatever, you've beaten them.

Winston learned that he was wrong. They *could* get inside him.

Childhood in this society is a dangerous and difficult time; many kids get through it by obeying and conforming. We can wish for them to open their eyes to other ways of thinking and living, but we should be understanding. Kids are not all alike, and we may not like some kids or their ways of handling their situation. But all share the same kinds of oppression. We are all in the same boat. Our fight must be for all of us.

## Summer Reading : Nonfiction

Biggers, John W. *Kids law : a practical guide to juvenile justice*. Tucson, Ariz. : Black Spring Books, 2003.

Over the past few years I've looked at a number of guides on the rights of youth, and I haven't been too fond of any of them. (If you know of a really good one, let me know!) Some left out huge topics that I thought were important, or small—but crucial—details. Some were actually inaccurate in their information. Furthermore, most were horribly boring to read. But what I've mainly disliked about these books was the editorializing that accompanied the descriptions of the laws. As the wretched tale of kids' powerlessness and oppression unfolds, the books seem to say "It's for your own good, you know."

John Biggers' book *Kids Law* does seem to satisfy at least two of my objections. I didn't spot any inaccuracies (although I'm no expert myself), and it's much less boring than most youth rights guides. The gimmick in this handbook is that the discussion of the law is accompanied by a story which illustrates some of the legal issues the author raises.

The story of Margo, who lives with her alcoholic mother and two younger stepsisters, and her boyfriend Elbow, who gets in trouble for his involvement in a robbery, is a fairly interesting and engaging one, and it does give some of the legal issues a bit more relevance. But in the discussion of some topics *other* than parental neglect and juvenile justice, the presence of the story seems less appropriate. For instance, before discussing the issue of divorce, the author includes a tidbit of Margo's story about her mother's divorce; in this case, the story contributes nothing and seems pointless and intrusive.

*Kids Law* is not comprehensive. The focus is on juvenile justice (and to a lesser extent, child protection); other topics merely round out the handbook. So this book cannot be relied upon as a reference work, to answer all questions about youth rights.

A long section about emancipation, for example, tells little about how to become emancipated (the author admits that the law is "unsettled"), but there is a great deal of discussion about the various problems kids may face once they *are* emancipated—and even this portion is rather unsatisfactory. For example, in a section on housing, the author says there are agencies

... equipped to assist juveniles who are making it on their own, by helping to find suitable living accommodations. There are programs that will assist in getting landlords to work with the agencies helping kids, and there are even some financial resources that can be available to minors on a temporary basis, such as with security deposits and the first month's rent ...

What agencies? What programs? How does one find them? I guess just knowing that they might be out there might be helpful in itself, but it would've been even better if the book had included a resource list of agencies and organizations that could steer a minor to legal, financial, or other kinds of help.

Another section that could have been clearer and more concise is about being arrested. The author goes on and on about Miranda rights and confessions, and under what circumstances a confession may be thrown out. It is hard to find in this section the advice which was expressed so tersely in the old "bust books" of *my* youth, which simply said "Don't talk!"

Some current issues, such as zero tolerance policies, trying kids as adults, the increased use of medication for attention-deficit disorder, and grandparents' rights are discussed; some, such as religious freedom, are barely mentioned. Some issues, such as gulag schools, are left out entirely.

The book does certainly editorialize. The author is squarely against the last decade's crackdown on juvenile offenders, and argues in favor of greater youth involvement in decisions which concern them. He even questions the "five-day-a-week, daytime classroom setting" of our schools, opining that "thousands of minors are simply not cut out for this structure." But within an overall attitude of sympathy toward youth one can also detect a fair amount of paternalism, as in this passage:

Many youth are able to find some type of menial employment, especially around their 16th birthday, but this kind of work hardly prepares them for a lifetime career. Often the kids will use these jobs to buy something, like a car, but these kinds of acquisitions often result in other frustrations, and even a lessening of interest in school.

As if the only good reason for a kid to work is in preparation for a "lifelong career!" As if a kid has any less reason to want to buy a car than adults do! As if car ownership may not be a frustrating experience for older people as well! As if a youth would not be expected to lose some interest in school when a larger life grows nearer and beckons!

In spite of these objections, *Kids Law* is not bad overall. Its conversational style makes it more readable than most youth rights guides. With its attention-holding story, it is better able to give readers a memorable introduction to the topic.

Zimmerman, Jonathan. *Whose America? culture wars in the public schools*. Cambridge, Mass. : Harvard University Press, 2002.

## Sue's Review

Susan Wishnetsky  
Secretary, ASFAR  
<[swishnets@aol.com](mailto:swishnets@aol.com)>

The book jacket describes this scholarly work as a “story of conflict, compromise, and more conflict.” That about sums up the history of this country’s battles for control over public school teachings in the twentieth century and beyond. The book *had* to begin with the twentieth century, for it was only then that compulsory education laws swept the nation, state by state. When parents *chose* to send their kids to school, disagreements with the schools’ teachings did not provoke much outrage.

Jonathan Zimmerman never makes this point in his book, but he does present a fascinating chronicle of the changing topics, in textbooks and classrooms, that have angered parents and special interest groups over the years since school attendance became mandatory.

Some of the earliest battles, I learned, involved neither morality nor religion, but ethnicity and its presentation in history. Organizations representing various nationalities argued that their ethnic groups’ contributions to America had been short-changed by the history books. History texts were later attacked for passages that seemed critical of American policies or actions. Some groups were even offended by the unpatriotic “pro-British” stance of textbooks which stated that our founding fathers had been inspired by British political philosophers.

Over time, these arguments over the presentation of history became less vitriolic. Compromises were reached in textbooks’ wording which pacified the objectors. Even comparisons of economic systems in textbooks—accused of either promoting socialism or being blatantly biased in favor of capitalism—became less controversial over time.

But the battles over morality and religion did not fade away. Bursting onto the scene in 1925 with the highly-publicized Scopes trial in which a schoolteacher was arrested and tried for teaching evolution, the gulf separating Americans today on the subjects of sex education, the treatment of religion, and the world views presented in science remains as wide as ever.

Notably missing from Zimmerman’s history is the mention of children. One would think that the young pupils were what the fighting was all about, but these battles are presented—probably accurately—as conflicts between groups of adults for control of an arena. There is no mention of the opinions of students, or even of studies of school’s influence upon them.

Rarely, the author cites an angry parent telling about what his or her own child had learned in school. But for the most part, the schools seemed to be mere battlegrounds for the opposing armies of adults; the presence of the innocent noncombatants—the “civilians” in the war—was never even noticed.

We might say that making school non-compulsory would help to resolve the conflicts. After all, the only way to provide a complete range of choices for parents and children is to allow the choice of “none of the above.” If school attendance were not mandated by law to provide the government-approved versions of knowledge for all students, then its teachings would be less objectionable. No longer would a textbook be taught as gospel; it would simply be one of many books which one might read, which a student could be free to accept or reject.

But Zimmerman concurs with sociologist James Davison Hunter, author of the 1991 book *Culture Wars*, who maintained that conflicts which involve fundamental beliefs and assumptions about the world “simply do not allow for compromise ... these frameworks are fundamentally “incommensurable”—that is, each one presupposes the invalidity of the other.”

I think I agree. Some fundamentalist religious groups believe that all sex is evil, that doubting the truth of the Bible is itself a sin, and that America was founded as, and must remain, a Christian nation. Compromises have been made to accommodate these families: the acceptance of local community standards in public schools, release of students for “Weekday Religious Education,” vouchers for private religious schools. But another part of America believes that children do not *belong* to their parents or communities, but to themselves, that individuals must be free to choose their beliefs and affiliations, and that children—even other people’s children, even those in other nations—must not be deprived of the exposure to worldviews different from those of their parents. So even splitting our nation into two Americas would not satisfy everyone.

The book’s sections and chapters are organized by topic, which means that its story is presented *more or less*—but not entirely—in chronological order. I found this somewhat disorienting. But its index is helpful, and its references provide a valuable reading list. Even if the book offers no answers, its wealth of information makes it worth reading.

---

# News Links

## **Violent Video Games Win on Appeal**

The St. Louis County ordinance requiring parental consent for people under 17 to purchase video games which contain violence was overturned on June 3, according to <[http://www.sunherald.com/mld/sunherald/news/breaking\\_news/6004812.htm](http://www.sunherald.com/mld/sunherald/news/breaking_news/6004812.htm)>. In his decision, Circuit Judge Morris S. Arnold wrote that, while obscenity is not a legally protected category of speech, “depictions of violence cannot fall within the legal definition of obscenity for either minors or adults.” The response of the relieved video game industry can be viewed at <[http://www.mi2n.com/press.php3?press\\_nb=52728](http://www.mi2n.com/press.php3?press_nb=52728)>.

## **More Good News for Gamers**

The findings of a University of Rochester study are revealed in the May 29, 2003 issue of *Nature*: high-speed, action-packed video games improve visual skills, “attentional capacity” and “ability to process information over time.” If you don’t want to pay for the *Nature* article, see <<http://www.orlandosentinel.com/news/nationworld/orl-asecgames29052903may29,0,1892593.story?coll=orl-news-headlines>> or <[http://www.jewishworldreview.com/0603/tech\\_report.asp](http://www.jewishworldreview.com/0603/tech_report.asp)>.

## **International Celebrities Fight Child Porn Charges**

On May 7, London police dropped charges against rock singer Pete Townshend of The Who for possessing child pornography. But because he accessed a child pornography web site in 1999 his name will remain on a national register of sex offenders. Townshend, according to the story at <<http://www.foxnews.com/story/0,2933,86220,00.html>>, says that he’s staunchly opposed to child pornography, as he was sexually abused himself as a child, and that he’d accessed the site while doing research for his autobiography. And in South Africa, documentary filmmaker Tascoe Luc de Reuck is fighting his government’s law requiring researchers to obtain permission to possess or view child pornography from the nation’s Film and Publications Board, as told at <<http://www.dailynews.co.za/index.php?fSectionId=500&ArticleId=146399>>.

## **Minnesota Teens Set Up Business**

Four skateboarding enthusiasts, tired of travelling out of town for equipment, now run St. Paul’s only skateboard shop, says <<http://www.twincities.com/mld/pioneerpress/6058965.htm>>.

## **To Be Young, Poor and Black**

In April, New York physician Stephen Nicholas found that in a 24-block area of Harlem, 25.5% of kids under 13 suffer from asthma, according to <[http://abcnews.go.com/wire/Living/ap/20030419\\_938.html](http://abcnews.go.com/wire/Living/ap/20030419_938.html)>. And in May, Tennessee’s Department of Health reported that the state’s black children have mortality rates *twice* as high as white children, says <<http://www.volunteer.tv.com/Global/story.asp?S=1279202&nav=4QcHFpsO>>.

## **Youth Data Book Released**

The *Kids Count Data Book* at <<http://www.aecf.org/kidscount/databook/>>, using census and other data to report on the state of the nation’s youth, was just released June 11. Local papers all over the country are reporting on how their state measures up. One particularly striking tidbit from the book’s summary is the increase in the percent of impoverished families that include one or more full-time wage-earners.

## **Those Tiresome Pledge Drives**

Another attempt to require schoolchildren to recite the Pledge of Allegiance passed the Colorado House of Representatives on April 30. The bill, HB 1368, is discussed at <<http://www.denverpost.com/Stories/0,1413,36~61~1361098,00.html>>. A good editorial on this subject, written just days before the new bill was introduced, at <[http://www.superior-wi.com/placed/index.php?sect\\_rank=4&story\\_id=139137&refer\\_url=>](http://www.superior-wi.com/placed/index.php?sect_rank=4&story_id=139137&refer_url=>)>.

## **Woman Adopted More Children to Abuse**

It seems abusing her own children wasn’t enough for 60-year-old Nellie Johnson; she took in over 25 more over the years. Two of them, according to <<http://gainesvillesun.com/apps/pbcs.dll/article?AID=/20030611/LOCAL/206110341/1007>>, are testifying against her now. In return for her care of the 17 children removed from her home in 2001, Nellie had been receiving about \$85,000 in tax-free state and federal funding.

## **Florida Community Keeps Young People Out**

Sun City Center homes already had deed restrictions against residents and visitors under age 55, but a few homes in the area weren’t covered. The retirees didn’t like it. So they persuaded their county commissioners to pass a zoning ordinance to cover about 48 more homes, which requires at least one member of the household to be over 55 and visits from people under 19 to be limited to no more than 30 days a year. According to <<http://www.sun-sentinel.com/news/local/southflorida/sfl-66suncityban,0,4540894.story?coll=sfla-home-headlines>>, only one other county (in Arizona) has enacted such a ordinance.

Please Please Please!! Don’t discard this issue.  
Instead, pass it along to someone else.

