

Two Indiana School Heads Resign Over Controversial "Thinking" Curriculum

The superintendent and assistant superintendent of East Gibson School District (EGSD) resigned within a month of each other this summer as a result of the controversy over the *Tactics for Thinking* curriculum. Many teachers in that district oppose the program, as well as a large number of parents.

The just-departed superintendent, Dr. William Carnes, was hired four years ago. He had earned his doctorate at the University of Indiana and received his job as superintendent because of the university's recommendation.

Prior to Carnes' coming to East Gibson, the



Joan Gubbins

Indiana Passes Abstinence Law

Abstinence will be taught in Indiana schools' sex education classes this fall because of a new bill passed during the 1988 session of the Indiana legislature. House Bill 1067 originally passed 89 to 8 in the House and 39 to 8 in the Senate. The final vote on the conference committee report was 58 to 35 in the House and 30 to 19 in the Senate. Some votes were lost on the conference report because another provision, which concerned teacher/student ratios and was strenuously opposed by the NEA-affiliated Indiana teachers union, was attached to the bill.

Joan Gubbins, a former state senator who wrote the original bill and whose representative introduced it, said, "Even with the unpopular ratio measure attached, most legislators had to vote for the bill because they could not take a position against abstinence." This pressure to vote for "abstinence" was felt by the legislators because of extensive lobbying for this measure by many pro-family groups.

The bill amends the existing school code to read: "Throughout instruction on human sexuality or sexually transmitted diseases, an accredited school shall:

"(1) teach abstinence from sexual activity outside of marriage as the expected standard for all school age children;

"(2) include that abstinence from sexual activity is the only certain way to avoid out-of-wedlock pregnancy, sexually transmitted diseases, and other associated health problems; and

"(3) include that the best way to avoid sexually transmitted diseases and other associated health problems is to establish a mutually faithful monogamous relationship in the context of marriage."

schools had never used conditioning forms of self-hypnosis, left brain/right brain training, mastery learning, or guided imagery. "All that is changed now," according to EGSD parents.

Three years ago, parents began to sense that radical changes were taking place in their school system of 1,200 students. The East Gibson School District had been chosen as a "model school" by the Indiana Department of Education. The parents thought this recognition unusual since the district was not rated first-class in the standard accreditation ratings put out by Northwest College.

EGSD's notoriety began to spread among progressive educational circles. Many teachers' working groups were lost as teachers and board members took professional leave and accompanied Carnes on national trips.

In October 1987, parents in the East Gibson School District discovered that a few selected teachers had undergone training in a new program called *Tactics for Thinking*. The methods were planned to be eventually used by every teacher for their classes in grades K through 12.

In trying to persuade the teachers to "volunteer," Dr. Carnes was heard to say that, if the teachers didn't get on the train, they would be "retiring" early. Consequently, some school personnel were "retiring" early. As one teacher put it, "When the superintendent says 'it's time to go,' IT'S TIME TO GO!"

Tactics for Thinking, a "thinking skills" curriculum, was written by Robert J. Marzano, director of research at the federally-funded Mid-continent Regional Educational Laboratory (McREL) in Aurora, Colorado and Daisy E. Arredondo of Lincoln, Nebraska. Its 22 units include such topics as "deep processing" and "power thinking."

Hypnotic-Like Processes

Parents in this small country school district in Indiana became alarmed about this program, not only because they believe it is a waste of school time, but also because the curriculum utilizes hypnotic-like processes which could be emotionally and psychologically damaging in the hands of teachers who have not been professionally certified in these techniques.

The parents researched the training manual for the course and found that Unit 1 of the *Tactics* manual, called "Attention Control," uses techniques similar to those used in New Age meditation, mind control, and hypnosis, i.e., they deal with relaxation, concentration, and focusing.

Parents became concerned that these "thinking skills" techniques would make their children less able to make objective judgments. The parents voiced their concerns at many board meetings where they were joined by many teachers from the local teachers' association.

Visualization and Imagery

The parents cited a book entitled *Imagery in Education*, edited by A.A. and K.S. Sheikh, authors who are also referenced in the *Tactics* manual, to explain some of the purposes of these "concentration" and "visualization" techniques. The Sheikh book states, "Teachers [who use VGI—Visualization and Guided Imagery] frequently made comments such as



"The VGI activities tap spiritual depths in the kids.' They are becoming more interested in future capabilities such as out-of-body, ESP, and psychic kind of phenomena.' Conversation with the teachers revealed that they believed that the students may experience a major shift in focus of interest and intellectual/spiritual capabilities by regularly doing VGI."

Parents called attention to a quote from Beverly Gaylean in *Imagery in Education* which states, "Due to the newness of VGI work, teachers should solicit support from administrators and colleagues. Some controversy surrounds the term 'meditation,' and it is advisable to use other terms, such as 'imagery,' 'centering,' 'visualization,' in order to distinguish between meditation as a religious event and VGI as an educational tool."

Less than one-fifth of the EGSD teachers strongly support *Tactics for Thinking*, and some teachers have told their colleagues they would oppose the program if it weren't for "the yellow streak running down my back."

Early this spring, the EGSD teachers who support *Tactics* tried to get the local teachers' association to endorse an academic freedom statement. The local unit voted 49 to 16 against this because they felt it would be misinterpreted as support for *Tactics for Thinking*. The teachers noted that they are not against academic freedom, but as EGSD teacher Camille Aydt stated, "None of us have total academic freedom—and we don't want that. We're accountable to the community."

Tactics in Thinking was developed with federal Department of Education (DOE) funding, both from grants it received and because its author, Marzano, is employed by the Mid-continent Regional Educational Laboratory. Because of DOE funding, parents and teachers asked the board to comply with the Pupil Protection Amendment (PPA). This would mean that prior written parental consent must be obtained before the program is used on any child. The school board refused to comply even though 95 percent of those attending most board meetings opposed the *Tactics* curriculum.

The official evaluation of this "thinking skills" program makes it clear that it is experimental behavior modification.

Even after all of the school principals, many of the town fathers, and the president of the association advised Dr. Carnes to drop the program, the superintendent and school board refused to change their position. Because the *Tactics* program is designed to be used with every subject throughout the day, for a child to be exempted from the program, he would have to participate in an entirely different curriculum.

In December 1987, *Tactics for Thinking* was put on hold with the hope, according to parents, that dissension over the program would quiet down. It did not.

The Big Debate

In an effort to win over the program's opponents, Dr. Carnes arranged a debate on *Tactics* to be presented before the school board on May 9. Indiana University Professor Ed Jenkinson and Ron Brandt, executive editor for the Association of School Curriculum Development which publishes the *Tactics* manual, faced off against the parents' group which brought in Joan Gubbins, who serves the Department of Education on the National Council on Education Research and Improvement.

The parents demonstrated yoga, self-hypnosis and other techniques and then compared them to attention control techniques used in the *Tactics* curriculum. The audience saw that they are the same thing. The program's defenders had no response, and the parents claimed the debate as a victory.

At its June 13 meeting, before opening the floor for comment, the board passed a resolution to let teachers teach whatever they thought would best suit their class, thereby avoiding a decision on *Tactics for Thinking* and allowing teachers to use or not use the program. The board also made it clear that the school will not get prior parental consent.

When the Board opened the meeting for public comment, Camille Aydt presented the board with a petition with 1,621 signatures asking for the *Tactics* program to be removed. "To vote the resolution in," said Mrs. Aydt, "was a blatant attempt to circumvent the will of the community."

In another statement to the board, EGSD teacher Cecile Caldemeyer cited a February 1988 notice from the Equal Employment Opportunity Commission designed to provide guidance for handling employee objections concerning "new age" training programs in the workplace. She told the board the notice states, "employees cannot be mandated to participate in these types of programs. Further, whether the employer or the sponsor of a 'new age' program believes there is no religious basis for, or content to, the training or techniques used is irrelevant to determining accommodation. The employer may not base its decision to accommodate the employee's religious belief on its own evaluation of whether the training or the techniques used actually conflict with the employee's religious beliefs. The employer may have to excuse the employee from the entire program where the employee contends the program itself is based on a concept contrary to his or her beliefs."

Mrs. Caldemeyer went on to state that, if a federal agency felt this strongly about these techniques on an adult to adult basis, "how much more should we be concerned when offering them to children?"

Since the June 13 meeting, parents have requested the schools to assign their children to a different teacher in order to remove them from the *Tactics for Thinking* curriculum. Their requests have been denied.

Dr. Carnes will be going to a new position with the Oak Hill School District near Marion, Indiana.

EDUCATION BRIEFS

The average teacher's salary reached a record high of \$28,085, which is 17% more than the average of all American workers and 10% more than all government workers, according to a survey announced on July 1 by the American Federation of Teachers. This is the 7th straight year salaries have exceeded inflation. The average starting salary for teachers is now \$18,557, more than double 10 years ago. Schools are open only about 180 days a year, while the average American works 240 days a year.

Tax-free bonds could make it easier for families to invest in their children's higher education. Proposed by Education Secretary William Bennett and Treasury Secretary James Baker, the College Savings Bond Bill of 1988 would allow tax-free interest for families with adjusted gross incomes of less than \$60,000, and reduced taxes for families with income between \$60,000 and \$80,000, if those funds are used for higher education. Bennett said the bonds would be "a safe and convenient higher education investment for millions of Americans."

A conference expected to launch the development of a new academic discipline in higher education called "Pop Culture" was held in New Orleans last month. Over 1,700 papers were presented at the conference sponsored by "The Popular Culture Association." Among them were "Yogi Berra: The Dumb Philosopher," "The American Garage Sale and Its Cultural Implications," "Body Slam: Professional Wrestling as Greek Drama," and "Marketing Odor: A Historical Analysis of Perfume Ads."

Kindergartners and first graders in selected North Virginia schools will soon be able to take up to half of their classes in Spanish, French, or Japanese. As part of a two-year \$176,500 Department of Education grant, this pilot "immersion" language program is expected to expand and give the U.S. a boost in international trade, according to Rep. Frank Wolf (R-VA). The program is to begin in the fall of 1989 with kindergarten classes; the 1st grade will be added in 1990.

Florida's Career Achievement Program for teachers — at one time hailed as a national model — expired recently when the state lawmakers failed to appropriate the necessary funding. The merit-pay program had been vigorously opposed by the National Education Association and the American Federation of Teachers. Both teachers organizations had filed suits charging that the program violates state collective-bargaining laws.

Fourteen states have received grants to develop programs for teachers to help at-risk students stay in school. State education departments and postsecondary institutions will use the funds for projects which include disseminating information on successful at-risk classroom strategies, expanding counseling services, and building students self-esteem. The Andrew W. Mellon Foundation grants totaling \$28,600 were awarded by the Council of Chief State School Officers to AK, AZ, CA, CO, FL, ME, MD, MO, MT, NJ, NY, OK, SC and VA.

The average class size for Japanese school-children is 49, according to a CBS 60 Minutes broadcast of July 10.

Education Reporter (ISSN 0887-0608) is published monthly by Eagle Forum Education & Legal Defense Fund with editorial offices at Box 618, Alton, Illinois 62002, (618) 462-5415. The views expressed in this newsletter are those of the persons quoted and should not be attributed to Eagle Forum Education & Legal Defense Fund. Annual subscription \$25. Back issues available @ \$2. Second Class postage paid at Alton, Illinois.



Legislation Update

With little legislative debate and practically no public attention, Congress this year passed H.R. 5, a 491-page act "to improve elementary and secondary education, and for other purposes." Title V is called "The Drug-Free Schools and Communities Act." Americans seem to be demanding drug-free schools and communities, but many people are concerned about the methods employed to do this.

Parents who have studied drug education curricula used in public schools during the last decade make the following principal complaints: (a) the courses are nonjudgmental; they do not tell children that illegal drugs are wrong, illegal, unhealthy, and sometimes fatal; (b) the courses lead the child to believe that he is capable of "critical thinking" and "decision making" about drug use, depending on his "feelings" and the "situation"; and (c) the courses are intrusive of pupil and family privacy, requiring the child to reveal all sorts of personal information about himself and his family.

The law gives enormous discretion to school personnel to declare any child "high risk" and then subject him to treatment and counseling.

Significant funds under this law are set aside to be spent for "high-risk youth." The definition of "becoming" high-risk causes these parents deep concern. H.R. 5 states, "The term 'high risk youth' means an individual who has not attained the age of 21 years, who is at high risk of becoming or who has been a drug or alcohol abuser, and who — (A) is a school dropout; (B) has become pregnant; (C) is economically disadvantaged; (D) is the child of a drug or alcohol abuser; (E) is a victim of physical, sexual, or psychological abuse; (F) has committed a violent or delinquent act; (G) has experienced mental health problems; (H) has attempted suicide; or (I) has experienced long-term physical pain due to injury."

Parents fear that a big majority of children could, in the eyes of over-reaching school personnel, be included within that definition because, in the eyes of many who function in the schools today, most children have "mental health problems." Parents feel it is surely questionable to brand a child as "high-risk" because he is poor or has had a serious accident.

The good news about this law, according to

parents, is that it empowers them to protect their children from objectionable drug abuse programs.

Section 5125 states that federal funds are made available to schools under this act for "the development, acquisition, and implementation of elementary and secondary school drug abuse education and prevention curricula which clearly and consistently teach that illicit drug use is wrong and harmful." Further, the law provides funds explicitly for "drug abuse prevention counseling programs which counsel that illicit drug use is wrong and harmful."

Since the new law directly feeds federal funds into local public school programs, the law should activate the Pupil Protection Amendment (PPA), a 1978 federal law. Under the PPA's 1984 regulations, "No student shall be required, as part of any program ... to submit without prior consent to ... psychological examination, testing, or treatment, in which the primary purpose is to reveal information concerning ... mental and psychological problems potentially embarrassing to the student or his or her family [or] ... illegal, anti-social, self-incriminating and demeaning behavior" unless the schools get written parental consent before using classroom curricula or counseling on drug abuse.

The PPA regulations define "psychological treatment" as an activity that is designed "to affect behavioral, emotional, or attitudinal characteristics of an individual or group." ■

Illinois Distributes Abstinence Video

The Illinois Department of Public Health has just financed the distribution of an 18-minute video demonstrating to teachers how they can successfully teach abstinence from sexual activity to adolescents. Every one of the 2,020 middle and high schools in Illinois received a copy of the video, which features an enthusiastic presentation by Mike Long, a young North Carolina teacher who is one of the teacher-trainers for the curriculum called "Sex Respect."

The Illinois Public Health Department also funded two full-day teacher training seminars on June 27 and 28, one in Chicago and one in Springfield. Teachers attended from 140 schools, of whom 68 signed up immediately to start the abstinence curriculum this fall if funding can be obtained.

According to Mrs. Kathleen Sullivan, director of the sponsoring organization called Project Respect, "The enthusiastic response to this curriculum shows that adolescents can be successfully taught sexual abstinence and thereby removed from the category of 'at risk' for AIDS."

Sex Respect is currently being piloted in 33 schools in six midwestern states. Its funding comes from the Department of Health and Human Services under the Adolescent Family Life Act under Title XX, which was upheld last month by the U.S. Supreme Court. This law, which funds abstinence and adoption services, was unsuccessfully challenged by the ACLU on the ground that it violates the First Amendment prohibition against the establishment of a religion.

Project Respect (Box 97, Golf, IL, 60029) has just begun distribution of 100,000 fliers designed for use by teenagers called "WAIT." The flier, which lists reasons for waiting to have sex and lists warnings about birth control methods and sexually transmitted diseases, employs road signs to instruct its audience. "Whenever these signs are ignored or taken for granted," the flier states, "there's bound to be an accident. Take a moment to learn how you can save yourself from accidents that could be fatal." ■

WHENEVER THESE SIGNS ARE IGNORED OR TAKEN FOR GRANTED, THERE'S BOUND TO BE AN ACCIDENT. TAKE A MOMENT TO LEARN HOW YOU CAN SAVE YOURSELF FROM ACCIDENTS THAT COULD BE FATAL.

WAIT

- Decide who you want to have sex. The decision may save you the "four horse and a future" of your children's deepest fears. WAIT...it'll be easier for it.
- If you have sex, someone you want to protect her or his self respect. If she truly loves you, she will respect your decision to wait. If she truly loves you, she will respect your decision to wait.
- Saying NO to sex now will result in a happier marriage and a stronger family later.
- Or better yet... Say NO now & you "wait" in the past. It's never too late for a clean conscience.
- Be true and proud of yourself. It's up to you.

SLOW

- Those who wait are far more likely to have more successful marriages. Why risk a lifetime of love and family for a careless moment?
- Saying NO may be difficult, but YOU'RE WORTH IT!
- Who changes if they of their relationship and how your life with a baby would change right now?
- No one respects a parent! Don't let someone take advantage of you. Others may yield to your decision. It's the law.

DANGER

Everyone wants a future — a good marriage, a happy home, a healthy family. Don't let the "four horse" take their easy way from you.

- 1,589,000 abortions were recorded in 1985 of which a sizable number involved girls who were ages 12 through 17.
- If both correct methods were used, three million to 1,000,000 abortions a year.
- When you have sex, you take the risk with yourself and your partner's life. BEWARE!
- DON'T FALL FOR THESE LIES:
 - "The world if you loved me"
 - "Everyone's doing it."
 - "It won't hurt me."
 - "We will respect you."
 - "It's safe whenever you say."

CHLAMYDIA — Three million Americans are infected with this venereal disease each year. Usually asymptomatic, it often becomes primary by infecting and damaging the reproductive organs.

COCCIDIOIDOMYCOSIS — One million to three million cases each year.

HERPES — 20 million people have genital herpes. One million to three million have oral herpes. There is no known cure.

BIRTH CONTROL PILL — May cause aging and sterility of the ovaries.

SYPHILIS — 30,000 to 50,000 cases each year.

AIDS — 100% deadly disease with no cure in sight.

Planned Parenthood Defunded

After a three year community-wide battle, the Planned Parenthood chapter in Charlotte, North Carolina lost its sizeable annual appropriation of taxpayers' funds. The County Commission voted 4-3 on June 8 to cut off from the controversial group its expected \$115,000 appropriation. Planned Parenthood had been publicly funded since 1978; its initial grant of \$74,000 had been steadily increased every year.

The opposition to Planned Parenthood was led by an ad hoc committee chaired by Barrett Mosbacher. Others active in the coalition against funding included Citizens Involved in Public Education led by Anne Pillsbury, Eagle Forum led by Mitzi Roper, attorneys Bob Conrad and Carl Horn, bank president Kevin Kennelly, regional developer Steve Walsh, and civic leader Beth Lassiter.

Opponents of taxpayer funding for Planned Parenthood argued that the taxpayers should not be funding an organization that performs 2,000 abortions a year. They pointed out that Planned Parenthood has consistently given contraceptives, abortions, and "sexuality counseling" to minors without parental involvement or consent.

When the opponents of Planned Parenthood started their campaign in 1985, Planned Parent-

hood enjoyed almost unanimous approval among the middle and upper middle class leadership of Charlotte, an affluent metropolitan area with a population of more than a million. Planned Parenthood's local board of directors, sustaining donors, and advisory committee members were professional leaders, politicians from both parties, prominent physicians, and a number of mainline Protestant ministers. The publisher of Charlotte's only newspaper had received Planned Parenthood's highest honor, the annual "Margaret Sanger Award."

The funding decision lies in the hands of the County Commissioners, all of whom up through 1985 has been vocal in their support of Planned Parenthood. The Commission chairman, the wife of a local doctor, had made Planned Parenthood and other "sexuality" programs a centerpiece of her political career.

When the funding was first challenged in 1985, Planned Parenthood maintained its unanimous Commission support. In 1986, an outspoken critic of Planned Parenthood, Peter Keber, was elected to the County Commission. Several existing Commissioners were then persuaded to vote against funding for Planned Parenthood, partially because they believed it duplicated other governmentally-funded services. ■

NEA Urges Gay Counseling in Schools

The NEA at its annual convention this month adopted a controversial resolution urging all public schools to offer "counseling for students who are struggling with their sexual-gender orientation." Adopted after stormy debate on July 6 by 8,227 delegates meeting in New Orleans, the vote puts the National Education Association on record as calling on the public schools to provide homosexual counseling.

Secretary William Bennett's chief of staff, John Walters, said the resolution neglected the primary role of parents in guiding children in such matters.

"Schools have a big enough job teaching basics like reading and math and character," he said.

The measure puts the 1.9 million-member union on record in favor of giving all persons, regardless of sexual orientation, equal opportunity in public schools.

It adds: "The association further believes that every school district should provide counseling for students who are struggling with their sexual-gender orientation." ■

Book of the Month

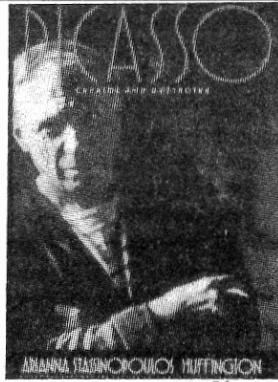


Picasso: Creator and Destroyer, by Arianna Stassinopoulos Huffington, New York: Simon and Schuster, 1988, hardback, 558 pp., \$22.95.

Arianna Stassinopoulos Huffington has stripped off Picasso's mask of art to show him to the world as a sadist who started in brothels and spent a 90-year lifetime abusing, beating, and deliberately humiliating a long succession of women who loved him. Along the way, he betrayed his friends and calculated the destruction of everyone who crossed his path. The author's descriptive skills, powerful vocabulary, empathy with victims, and sense of drama were equal to the task of relating this sordid story.

The intelligentsia have long acclaimed Picasso as the greatest artist of the twentieth century. Huffington describes how Picasso himself orchestrated that adulation by an expert manipulation of public attitudes and venalities. Picasso milked the public during his own lifetime for more cash than any other artist in history. In a 1952 confession to the Italian writer Giovanni Papini, Picasso confessed how he exploited the indolent wealthy who "desire only the peculiar, the sensational, the eccentric, the scandalous in today's art."

"Through amusing myself with all these farces," Picasso said, "I became a celebrity. ... But when I am alone, I do not have the effrontery to consider myself an artist at all, in the grand old meaning of the word. I am only a



public clown, a mountebank. I have understood my time and have exploited the imbecility, the vanity, the greed of my contemporaries."

When Picasso joined the Communist Party after World War II, he said, "Joining the Communist Party is the logical conclusion of my whole life, my whole work." The Soviet Union awarded him the Lenin peace prize in 1962 and adopted his peace dove painting as a Communist symbol.

Huffington documents Picasso's hatred toward women as expressed through both his life and his art. Picasso's disordered paintings were mirrors of his deep and universal hatred of all women and his attitude that a woman is a servile animal. Women with distorted and deformed faces and bodies filled his paintings that purported to portray the modernist world.

Picasso was cruelly domineering and morbidly possessive of his mistresses, even while faithfully to them all. He seduced an underage girl at a children's camp, inflicting on her the exotic sexual experimentation he had learned in 30 years of sexual experiences. He painted his violent *Guernica* at the same time that two of his mistresses were engaged in a fist fight along side of him in his studio.

Picasso brutally beat his mistress Dora and many times left her lying unconscious on the floor. He burned his mistress Françoise's cheek with a cigarette and told her, "There's nothing so similar to one poodle dog as another poodle dog, and that goes for women, too." Picasso told Françoise to find her own way to the hospital to have her baby, because he needed the chauffeur to drive him to the 1949 World Peace Congress.

Picasso's last self portrait, painted in 1972 a year before his death, depicts the final anguish and despair of this egomaniac, still fueled by hatred. His widow, a longtime mistress, and his grandson all committed suicide after his death.

Huffington's work exposes the hypocrisy of Picasso: his sadistic abuse of women concealed behind his so-called charisma, his violence concealed behind his dove of peace, and his life pattern as a destroyer (of women, friends, values, and traditional beauty) concealed behind his pretensions of art. ■

FOCUS: A Summer Lesson in Geography

by Charlton Ogburn

An advertisement for an atlas I once read posed an interesting question as a test of the reader's grasp of geography. If a traveler went due east from Venice, what point would he reach on the Pacific coast? Well, I was not able to say, exactly, but it would have to be somewhere on the coast of China — south China. Would the reader like to have a go at it? The answer is:

MWVPLMNAZDPBIQWVPOONOSPPTZXOVBK

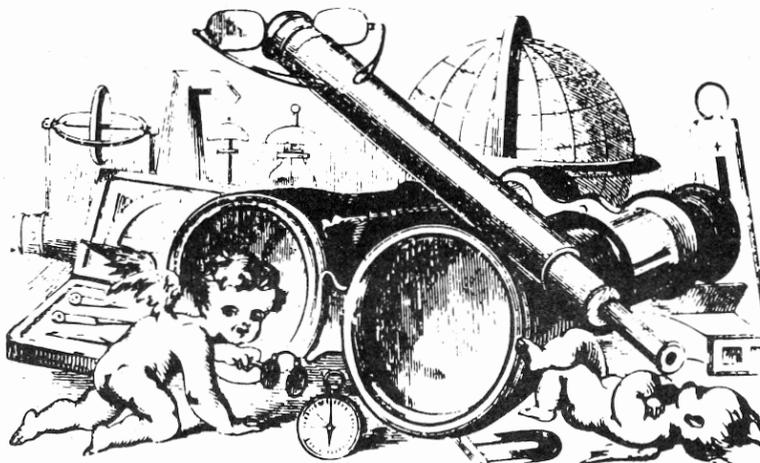
You read every third letter to extract the name.

Incredible but true.

If I had been as unobservant as that about geographical relationships, what other surprises might the globe have to offer?

I began with my native city, Atlanta. It turned out that Atlanta, Georgia, is closer to Detroit, to Chicago, and to Keokuk, Iowa, than it is to Miami, Florida. Hardly a stupefying discovery, but a pleasant one. It is not that I have anything against Miami (and it is not that I haven't, either). It was a matter of geography at the attestation to the size of the South.

There were others. Take North Carolina. If you rotated the state on its northeast corner it would reach to Boston—Boston, Massachusetts, not just Boston, Virginia. Or you could rotate it on its southwestern corner. In that case it would extend 160 miles past Boston—Boston, Indiana, that is—or all the way to Lake Michigan. Even unrotated, Virginia goes to extraordinary lengths. Would you have guessed that its western tip is 25 miles west of Detroit? Or that its northern is north of Atlantic City, New Jersey? Indeed, until Mr. Lincoln divided it in 1863 establishing the precedent for the



division of Germany and Korea, it extended as far north as New York City. I must say I was astonished to find that even *West Virginia* does so.

The whole of Chesapeake Bay is north of Cairo, Illinois.

But the South goes far south, too. If you went due west from Beaufort, South Carolina, where would you hit the Pacific coast? I would have said around Los Angeles (which, as everyone knows, is east of Reno, Nevada, as San Diego is east of all but the thinnest sliver of Oregon and Washington). But no. Mexico.

And far west, too. If you went due north from Rome, Georgia, do you know in which Great Lake you would enter Canada? Superior—the westernmost.

But the Northeast has striking oddities. Consider Connecticut, a soundly New England state, even though the southwestern corner is a New Yorker's Sudetenland. Nevertheless, the entire state is south of northernmost Pennsyl-

vania, a Middle Atlantic state. But that is not all. Also south of northernmost Pennsylvania is that *fons et origo* of Massachusetts, Cape Cod—the whole works.

Southernmost Canada is not only also south of northernmost Pennsylvania, it is within 138 miles of being as far south as the Mason-Dixon Line. (*Alors, Pepe!* Not, ol' Mars a julep!)

New England is not only south of what you might think but also north of it. Most of Vermont and New Hampshire along with the top 110 miles of New York and virtually all Maine are north of Cape Sable, Nova Scotia.

Lovely surprises come about because of the eastward displacement of South America. By that I mean its displacement eastward from where it *ought* to be, from where we picture it.

It is common knowledge that the Atlantic end of the Panama Canal is west of the Pacific end, but not everyone is aware that the canal is due south of Charleston, South Carolina. Or that virtually the entire continent of South

America is east of Savannah, Georgia. This has some queer consequences.

One is that Boston is nearer to Rio de Janeiro than New Orleans is. "Aha," you exclaim, "he means Boston, Georgia, the Hub of Thomas County!" That, yes, but also Boston, Mass.

And—which may be equally surprising—Boston, England. Though a hundred miles north of London and the latitude of Labrador, it, too, is at least as near to Rio by sea as New Orleans is, within a few miles, anyhow.

I have saved my best till last. It is one you can bet on and clean up.

If you traveled in a straight line—that is, on the great-circle route—from Miami through Portland, Oregon, and continued on the same line out to sea, what would be the next land you would reach? You can afford to give lopsided odds on this. Almost no one allows for the size of the Pacific Ocean and for the earth's surface being spherical, not flat like the surface of a map. The Aleutian Islands, Siberia, Japan: those are the answers you can count on, in about that order of preference. The actual answer is:

APNIXSSNGERENCADOWADBVNHGIEW,
SPMEZABTREPKLDSEQZCLE

Again, please read every third letter, only this time from right to left.

Of course, to win money on the question now, you will have to consort with people who do not read this magazine. But perhaps it would be worth it if you set the stakes high enough.

Charlton Ogburn is the author of many articles and books, including *The Mysterious William Shakespeare*, published by Dodd, Mead and Company in 1984. This article is reprinted with permission from the May-June 1988 Harvard Magazine. ■

Excerpts from "Tactics for Thinking"

Tactics for Thinking was written by Robert J. Marzano, Director of Research, Mid-continent Regional Educational Laboratory (McREL) in Aurora, CO, funded through the U.S. Department of Education, and Daisy E. Arredondo, Associate Superintendent for Instruction, Lincoln Public Schools, Lincoln, NE. The following are selected quotations from the text.



Deep processing is consciously generating these parts of a thought: the mental pictures, linguistic information, sensory information, and feelings. It is actively creating experiences for each of the different aspects of a thought. When you deep process, you take a thought and artificially expand it so that it has all of the components listed above.

To illustrate, if a student were to deep process information about George Washington, he might first form a strong mental image of Washington on his horse (mental picture). The student might then smell the leather of the saddle and feel what it was like to sit on the horse (physical sensations). The student might say some facts about George Washington in his mind's ear — "George Washington was the first president; he kept his army together at Valley Forge" (linguistic information). Finally, the student might try to conjure up feelings of patriotism (emotions). (p. 14)

Have students write a story about snowflakes. Before beginning the actual writing, ask students to close their eyes and pretend to be a snowflake. Ask them to describe (in their mind's ear) what they see as they float down from the sky: "What do you hear?" "What smells might you encounter?" "What tastes might you experience?" "What is floating like?" "What does it feel like to land?" "Did you feel happy, sad?" Students should then begin writing their stories from the snowflake's point of view, using their visualizations in the stories.

"pretend to be a snowflake"

In a life science class, ask students to imagine what it would be like to be deep-sea diving. Ask them to "feel" the cold water on the outside of their wet suits, to "feel" their bodies being buoyed up by the water, to see the seaweed around them, and so on. Then ask them to focus on the coelenterates (sea anemone, jellyfish, etc.), to notice the translucency of the colors, the softness of the bodies, the long tentacles, and how they move through the water. During the time that the students are focusing on their images of the coelenterates, discuss other descriptive and behavioral information. Then ask the students to describe these animals to themselves (self-talk) and to try to generate emotions about them. Then ask students to review the information they've learned about coelenterates (as a whole group). Here you will be able to correct any misconceptions that exist. Then ask students to write a description of what they've learned about coelenterates. (p. 16)

Power Thinking

Power thinking is being aware of and consciously controlling attitudes. The technique is based on two assumptions: (1) your attitudes affect your behavior, and (2) you can change your attitudes. Both of these assumptions are being increasingly validated by work in cognitive and clinical psychology. The power thinking process is quite simple:

1. Identify an attitude or belief you want to integrate into your life.
2. Develop an affirmation for the attitude or belief.
3. Systematically (each day) say the affirmation.
4. As you say the affirmation, use deep processing to make the attitude or belief real. (p. 22)

At the elementary or secondary level, begin the day with a brief refocusing activity using deep processing. For example, have students see a blue ball in their mind's eye. Have them rotate the ball, change its colors, change its position, and so on. After the activity is completed, remind students that they were engaged in "refocusing their attention"—the first phase of the responsibility frame. Next ask students to be aware of some of their attitudes about the day. Ask them to write down some of their more prominent attitudes and determine for each whether it will help them do well during the day or hinder their performance.

"see a blue ball in their mind's eye"

Have students rewrite the attitudes that will hinder them as positive affirmations. Next have students take responsibility for their attitudes by saying the affirmations to themselves and imagining what the day would be like (using deep processing) if the affirmations came true. Allow students to discuss their affirmations and describe their visualizations. Remind students that they just went through the awareness and commitment phases of the responsibility frame. Next present students with your academic goals for the day. Ask students to write those goals in their own words, then invite them to write a few personal academic and nonacademic goals for the day. At this time the classroom climate should be well established for learning. (pp. 30-31)

Content Thinking Skills

This model of a concept differs from more generalized models because of its emphasis on visual imagery. You can teach a concept using this model as follows:

1. Provide a direct or indirect experiential base for the new concept with a field trip, classroom activity, discussion describing the concept, or some personal examples of your experiences of the concept.
2. Have students describe the new concept in terms of their experiences.
3. Using the information generated in step 1, have students form a strong mental image of the new concept.
4. Have students say the word (the phonemic label for the concept) to themselves so they can hear it in their mind's ear.

5. Have the students see the word (the orthographic label) in their mind's eye.

6. Have students systematically review the newly learned concept, adding and deleting information. (pp. 36-37)

After reading about the Northwest Coastal Indians, the term "potlatch" can be introduced. Remind the class of the concept attainment process. Then begin the process by saying, "potlatch," reading it from the chalkboard. Describe potlatch as a party, evoking a festive atmosphere. Set the scene in the forest near the roaring ocean with the smell of wood smoke and cooking foods in the air and a feeling of warm humanity. Feel the close, stuffy atmosphere of the plank houses crammed with people and possessions. Feel the emotions involved in the cultural practice of carefully balancing the value of gifts with the value of favors. See the clothing, totems, utensils, weapons, colors, masks, people, and gifts. Hear the wooden box drums, the voices of the crowd, and the voice of the host in the customary bragging. Feel the cool, moist ocean air, the hot crush of the people in the house, and the soft crunch of pine needles under moccasins.

"feel the cool moist ocean air"

Throughout this activity allow students to have input relative to the picture being painted. After a vivid mental picture has been painted, have students develop a detailed description of the concept "potlatch" in groups of two or three. Have each group share its description, and come up with a consensus for a class description. Next have students review the mental picture they painted, this time repeating their description of the concept to make it part of the picture. Have student say the word "potlatch" to themselves loudly, trying to incorporate the word into the picture. Finally, have them write the word "potlatch" across the picture in large, colored letters. (p. 39)

Role Playing

After teaching students the decision-making process, ask them to assume different family member roles (mother, father, sister, etc.) and to use the process (from that role's perspective) for a common family decision such as buying a new car or going on a vacation.

Have students identify a time when their internal sense of regulation was very strong—they make a decision and it didn't seem to fit emotionally. Have them recall in detail the circumstances surrounding that decision. Have a discussion about the source of their internal sense of regulation. Have them postulate different sources (e.g., internalized rules and regulations taught within a society, universal laws that all human beings are aware of at some level). Break the class into small groups, and have each group defend one of the positions relative to the source of the internal regulation system. (p. 87)

Everyday problem solving is a tactic for systematically attacking problems faced in everyday life. ...

1. Determine whether you really have a problem. Is the goal truly important to you, or can you simply ignore it?
2. If you do have a problem, stop whatever you are doing and try to affirm the following beliefs:

a. The problem probably has a number of solutions, and you will surely find one or more of them.

b. If you look for it, help will be available.

c. You are perfectly capable of taking care of the problem.

3. Begin talking to yourself about the problem. Verbalize the thoughts you are having (Think aloud about the problem.) (p. 106)

Restructuring the Curriculum

The systematic teaching of thinking means a restructuring of the curriculum. Specifically, it means that the content of the classroom must be expanded to include the thinking skills. The learning-to-learn skills should be the first line of business in the classroom; they set the tone for all instruction. Without attention control, power thinking, goal setting, and so on, there can be little productivity in the classroom. Consequently, we recommend that they be taught at the beginning of the school year along with the rules and procedures important to classroom management.

The content thinking skills are the thinking skills that have the most direct effects on traditional content. (p. 122)

Given that the teacher is the key to instruction and learning, you should make sure that you are attitudinally prepared to teach. This can be facilitated by going through a "clearing process":

1. Prior to beginning instruction each day, state your purpose as an educator in general and for that day in particular, and identify any alternate purposes. "Purpose" here isn't used in the conventional education sense (e.g., what you want the students to learn that day). Rather, we mean the "vision" you have for education—the reason you entered teaching in the first place. This purpose or mission might be something you have forgotten along the way (e.g., "to contribute to the world by making available to students the tools of self-awareness"). On the other hand, alternate purposes are usually quite easily identified. They are commonly those thoughts and beliefs that are uppermost in your mind as you teach (e.g., "My purpose is to get through this class and go to lunch").

2. Mentally review the students in your class and acknowledge any negative beliefs or emotions you have about them. This is most easily accomplished by thinking of the characteristics you have attached to your students. Which ones do you consider intelligent? Which ones have you already decided will fail or do poorly?

3. Make a conscious decision to let go of alternate purposes and your negative beliefs and feelings about students. At first, you will probably be capable of doing this one at the level of declaration; you will still have these thoughts and feelings as you teach. However, your declaration will actually have created a new context in which to operate, and, in time, negative beliefs and feelings will fade.

4. As you interact with students, be aware of the thoughts you are having, and consciously select the types of behavior that are consistent with your purpose or vision. For the most part, this will look like choosing behaviors from the positions: "If I were trying to manifest my vision, what would I be doing?"

As simple as this four-step process sounds, it establishes a framework or context that allows you to regenerate yourself when your own energy and intentions begin to fade." (pp. 123-124)