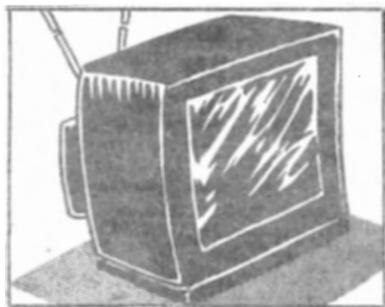


TV In The Classroom



—Ted Turner's "Newsroom" Broadcasts Propaganda -P.2

—Whittle's Commercials in the Classroom -P.3

Beaver City School Board Dumps Visualization Curriculum

The Beaver City, Nebraska, School Board voted unanimously on February 19 to remove a controversial psychological curriculum from the public schools as a result of parental protests. Called *SOS: Strengthening of Skills*, it was supposed to improve students' skills in "listening, note taking, memory, time management, and test taking."

The board did, however, determine that the curriculum materials could remain on the school premises as a resource for teachers. The board announced that it would seek another "skills" program and would try to give parents better access to it before adoption.

The *SOS* program was used in the Beaver City schools for one period each Wednesday during the fall semester. It is an 18-hour course, including pre- and post-testing, for the 5th through 12th grades. Inquiring parents were never permitted to copy the curriculum or take home any of the school's copies, so they finally had to purchase a copy at \$195.

Even though most observers conceded that the *SOS* curriculum contains some helpful study skills, it created a firestorm in Beaver City because many parents believe the program contains elements of New Age, Hindu, and other Eastern religions. The controversy erupted at the school board meeting last December 11 when

that, rather than face a problem in the real world, the solution is to fantasize a different illusion which becomes one's new reality. It encourages the idea of escaping from problems rather than confronting them and working out a problem." The curriculum, for example, teaches children to breathe deeply and "feel yourself floating away, floating gently away to the place and time in which you were in mastery."

Criticizing the relaxation techniques described on pages 218-219, Mrs. Thomas asserted that they are based on yoga, another Hindu teaching. She called the "anchoring" and "centering" skills used in *SOS* "a neuro-linguistic process of enforcing hypnotic suggestions." She asserted that the affirmation techniques are "designed to create reality by repetition," which New Agers call chants.

Mrs. Thomas concluded her testimony by saying, "If basic Judeo-Christian beliefs cannot be taught in the schools, tell me why do religious beliefs based on Hinduism and New Age religion find their way into our classrooms?"

She also pointed out that the bibliography includes at least three New Age references: Marilyn Ferguson's *The Aquarian Conspiracy*, Beverly Galyean's *Mind Sight: Learning Through Imaging*, and Jean Houston's *The Possible Human*.

Skyscraper Visualization

Mrs. Kathy Wilmot testified on behalf of a new parents' group called Protection of Educational Rights Council. She showed the power of guided imagery on children by citing *SOS's* own admission that the "Skyscraper Visualization" will have the effect that "almost all of the students will report some physical reaction. Possibilities include increased rate of heartbeat, sweaty palms, shallow breathing, constriction around the chest, dizziness, nausea, a hollow feeling in their stomach, shakiness, a tightening of the legs and clenching of their fists."

The Skyscraper Visualization in *SOS* was admittedly adapted from *The Inner Classroom: Teaching With Guided Imagery* by Jack Canfield. Mrs. Wilmot quoted from another of Canfield's books, *Education in the New Age*, which states that "centering and relaxation are 'a fundamental process for New Age education, because they provide a space for listening to the voice within. Learning how to center one's self is one of the most important processes of all the New Age educational tools.'"

The *SOS* curriculum was vigorously defended at the board meetings by the school administration. Nancy Shafer, the school's counselor, who testified that she represented the entire faculty of the Beaver City schools, specifically praised visualizations, relaxation, and affirmations as "positive" and as "valuable tools."

The *SOS* curriculum was produced with federal funding. The cover states that it was "produced collaboratively by Specific Diagnostic Studies [and] Research for Better Schools." The *SOS* advertising brochure states that the *SOS* Department of Education "is funded by the U.S. Department of Education to serve as the educational laboratory for the Mid-Atlantic region." It is based in Philadelphia. ■

Kentucky Drastically Changes School System

Kentucky is in the midst of a controversial legislative overhaul of its educational system, a revamping which may prove to be the prototype for other states considering educational reform.

This legislative action is a result of the state Supreme Court's ruling in June 1989 which declared that "all public school systems in Kentucky are inadequate and inequitable." This ruling placed the responsibility for reforming Kentucky's educational system solely on the legislators.

Legislators are trying to comply with the court directive to have a plan prepared by April 1, 1990 and in place by July, 1990. They began their efforts by dividing the task into three committees — finance, governance and curriculum.

David Hornbeck, who is chairman of the Carnegie Foundation for the Advancement of Teaching, has made recommendations which have been well-received by committee members and the media. However, parents and professionals observing the open meetings are extremely concerned because there was so little questioning of the proposals. They fear that the recommendation for performance-based assessment and rewards/sanctions will result in a radical experimental approach based on an artificial theory unrelated to reality, experience, or educational research.

All recommendations were based on a survey conducted by the appointed Governor's Council on School Performance Standards. Critics of the council noted that the survey never asked what students should know, but rather focused on how to assess what students already know. The Council decided on the tenets which will set up Kentucky's system of establishing performance goals, assessing the school's ability to meet those goals, and then rewarding or punishing the schools based upon their performance.

The six goals set up by the survey's results are (1) Communication and Math Skills, (2) Development of the Students' Ability to Apply Core Concepts on Science and Social Studies, (3) Positive Attributes of a Self-Sufficient Individual, (4) Social Attributes of a Responsible Member of a Family, Work Group, or Community, (5) Thinking and Problem Solving, and (6) Connecting and Integrating Knowledge.

While most Kentuckians realize the need for education reform, most parents and many teachers say that only the first of the six goals is desirable, since it is the only one which represents the acquisition of cognitive skills in an objective manner and can be measured by proven and acceptable standardized tests.

Parents are concerned about goals 3 through 5 since they are designed to measure attitudes, personality, behavior, self-sufficiency, self-esteem, adaptability, responsive and caring behavior, healthy physical and mental lifestyles, and the encouragement of children to become members of a global community. These goals, they say, are

See *Kentucky*, page 4



Kathy Wilmot and Merrilee Thomas, two Beaver City, Nebraska parents who testified against *SOS* curriculum.

many parents testified publicly about their objections, citing particularly the techniques of visualization, relaxation, and affirmations.

One parent, Mrs. Merrilee Thomas, presented a page-by-page critique of *SOS*, charging that it is offensive to students' First Amendment rights. Citing the visualization techniques presented on pages 171-178, she called them part of "a Hindu belief that we can create reality in our minds" and "a mind game played by the New Agers."

"Magic Ring or Energy Pill"

Mrs. Thomas quoted from the *SOS* curriculum on page 172: "Let your students know that if they find themselves unable to visualize a certain place or action, they can unblock themselves by visualizing a magic ring or wand or a magic energy pill or a powerful companion." She took vigorous exception to the school teaching children about "magic" or "a powerful companion" who might be a spirit guide or deity of some alien religion.

She charged that such visualizations "prepare our children for more complex New Age teachings [and] promote unrealistic attitudes



Two of the Governance Committee's consultants, Luvern L. Cunningham and Lila N. Carol, caused something of a stir by their recommendation that local government be reconstituted to create a State Board of Well-Being, which would include a state chancellor who would share leadership, responsibility and accountability with the bureau. What this organization would do, other than promote "well-being" (defined as "being well — happy, even free of fear and unusual anxiety; it is the ability to survive in capitalist America"), is unclear.

The Kentucky Education Association recommended that the Governance Committee set up a state board for teaching standards. This board would certify teachers and determine the curriculum in teachers' colleges.

The Curriculum Committee's consultant,

EDUCATION BRIEFS

Men can experience the feelings of pregnancy for the first time, thanks to the "Empathy Belly." Linda Ware, a social worker and child-care educator, designed the \$600 garment, which weighs 35 pounds and enables the wearer to feel 20 typical effects of pregnancy. She claims it "is a powerful teaching tool that can help reduce the teen-pregnancy epidemic", and it is currently used in schools, hospitals, and clinics. The Empathy Belly is now being used in the Parents as Teachers (PAT) program in St. Louis County, Missouri. PAT is administered under the Early Childhood Education Program.

Students at Williamsburg Intermediate School in Arlington, Virginia dressed as members of the opposite sex last month during a Cross Dress Day, one of the activities of School Spirit Week. Parents were outraged at the school's sanctioning of cross-dressing for the 7th and 8th grade classes. Arlington parent Alice Tennes commented, "Basically, they are authorizing our kids to be transvestites for a day." School spokesman Dave Rorick said, "It's just a fun thing kids like to do." School Spirit Week also included Pajama Day and Crazy Day, during which bizarre clothing combinations were encouraged.

A column in the *Wall Street Journal* of February 9 blasted the Economic Policy Institute's claim that U.S. is behind in spending for education compared to other countries. John Hood, publications director for the John Locke Foundation, called EPI's study "flawed" and pointed out that not only is the U.S. actually spending more on education than most other countries, but that there is "no correlation between spending levels and performance." Hood said, "Most American schools have plenty of money to do the job. They're just not doing it."

Two young women at Vassar College have started a Future Housewives of America organization, despite the protests of feminists, homosexuals, and administration officials. They formed the group after deciding to clean up the messy Women's Center and were originally denied permission to form their club because administration officials perceived the name of the group as being discriminatory to men, homosexuals, and non-Americans.

Joseph Fernandez, the new chancellor of New York City's public school system, is trying to get the state to eliminate "building tenure" for the city's elementary and junior high school principals and is facing harsh opposition from principals' unions. New York City is the only place in the nation where the law gives principals lifetime tenure at their school buildings as well as in their jobs.

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Pampa, Texas School Board Apologizes For Giving Negative Questionnaire

The superintendent and the school board in the Pampa (Texas) Independent School District have apologized to parents for administering to elementary school children a "Self-Description Questionnaire" without prior parental knowledge and consent. Pupils in the 2nd through the 5th grades were asked 76 very personal questions about themselves, their attitudes, and their families. Students were required to write their names at the top of the questionnaire.

Superintendent Harry Griffith told the local press in an interview, "We are sending out a letter to apologize. We were wrong." At a well-attended school board meeting on March 5, board members acknowledged that the school had made a "mistake" in giving the test and in not having better communication with parents.

At the board meeting, parents were allowed three minutes each to state their objections to the questionnaire, and seven parents voiced specific criticism of the content of the questionnaire and the lack of notification to parents. Thirteen persons defended the school administration in the controversy, most of whom were employees of the school system.

Parents objected to the very negative nature of many of the questions. (See box elsewhere on this page.) The questions were actually statements for which the children were required to answer "false, mostly false, sometimes false/sometimes true, mostly true, [or] true." Parents

were also upset at finding out that the children had been instructed by some teachers not to tell their parents about the test.

The questionnaire was part of a so-called "self-esteem" program enthusiastically supported by the superintendent and the school board. Parents found it hard to understand how the test could have promoted self-esteem when so many of the questions included words such as "ugly," "dumb," "hate," or "unhappy."

Parents who complained about the questionnaire were first told that the completed tests would be "shredded," but this was later denied. Parents have since been told that the completed questionnaires were thrown in the trash, but this has not been confirmed.

At the March 5 school board meeting, school administrators and board members appeared defensive, repeatedly proclaiming their "Christianity" and their concern for the children's welfare. Parents were mystified at this type of response because they had principally criticized the actual content of the questionnaire and the fact that parents were not notified in advance so they could withdraw their children from the test.

Despite the school's apology, parents remain concerned about the future policy of the Pampa School District and its superintendent. The school has told parents that the self-esteem curriculum has been dropped, but parents have

learned that some teachers think that the "self-esteem" activities may be continued under another name such as "inner image." Parents are concerned that the activities may include videos, group counseling, and posters, and possibly even the psychological "game" called Magic Circle, which is a self-disclosure exercise.

The school board has not made the curriculum available to parents. Efforts by parents to inspect it have so far been unsuccessful, but the school has promised to appoint a citizens' advisory committee. ■

Letter to the Editor

Dear Editor,

Thank you for your article "One Room Schools Are Back" (February 1990 *Education Reporter*). Two of my children are students at the Noah Webster School mentioned in the article and they are *blooming*.

We did the public school route (I was even PTA president) before we finally moved to homeschooling. After 3 years of homeschooling, the cottage school concept was a way of "stepping out" without going "over the edge" into the mediocrity of public school with its social contagion.

We have two more children at home and I am confident in stating they will not be darkening the doors of public schools. With all the talk about education, it's high time the public schools tried to stand up to the worthy competition offered by homeschoolers and cottage schools. Standardized tests and literacy rates and research show our methods work (not only in the "ends," but also in the "means") and theirs are failing.

Nancy M. Waggner
Cheyenne, Wyoming

Some Questions in Self-Description Questionnaire

- | | |
|--|--|
| 1. I am good looking. | bring them up like my parents raised me. |
| 6. I hate MATHEMATICS. | 37. Overall, I am no good. |
| 8. I like the way I look. | 44. Other kids want me to be their friend. |
| 12. My parents are usually unhappy or disappointed with what I do. | 46. I have a good looking body. |
| 17. I hate sports and games. | 47. I am dumb in all SCHOOL SUBJECTS. |
| 21. Most kids have more friends than I do. | 50. My parents are easy to talk to. |
| 23. I hate all SCHOOL SUBJECTS. | 52. I have more friends than most kids. |
| 26. My parents like me. | 58. I get along well with my parents. |
| 30. I am ugly. | 61. I can't do anything right. |
| 33. I am dumb at reading. | 65. I hate READING. |
| 34. If I have children of my own, I want to | 74. I'm as good as most other people. |
| | 75. I am dumb at MATHEMATICS. |

Turner Sends Propaganda Into Nation's Classrooms

CNN "Newsroom" is a 15-minute news program specifically designed for use in classrooms. It airs weeknights at 3:45 a.m. eastern time, and teachers are encouraged to tape it and show the program to their students. CNN also supplies an hour-long "Week in Review" program with a companion 30-page study guide to 50 of the nation's school districts.

Although neither CNN Newsroom nor "The Week in Review" contains any commercials, critics fear that using the program in schools will politically indoctrinate children, since its creator, Ted Turner, is a strident advocate of certain political and social views.

Turner is the founder of the Better World Society, a group which advocates humanism, including unilateral nuclear disarmament, population control, abortion on demand, and restricting business activities to protect the environment.

Turner has already imposed his political views on the programming of his four cable networks, CNN, CNN Headline News, TBS, and TNT. This political programming included a pro-abortion documentary called *Abortion:*

For Survival, an anti-nuclear movie called *Nightbreaker*, creation of the Goodwill Games with the Soviet Union, and a documentary on the U.S.S.R. which gave such an idealized view of life there that even the Soviet government ran disclaimers stating that the film did not represent reality. Turner's latest propaganda creation is "Captain Planet," a cartoon show where the superhero characters try to save the planet from the evil clutches of big business.

Turner recently announced that the Ten Commandments are "obsolete" and suggested that everyone should instead follow the cable mogul's 10 Voluntary Initiatives (see box).

Turner has spoken out against Whittle Communications' Channel One news broadcasts (see related article, p. 3) because he opposes television commercials in the classroom. However, he is not against using political indoctrination in television programs if it can "stop the arms race, control the population, and protect the environment. It's true everything I do is a war. It's a war between the forces of good and evil, hatred and stupidity, greed and materialism versus the forces of light." ■

Ted Turner's 10 Voluntary Initiatives

1. I promise to have love and respect for the planet earth and living things thereon, especially my fellow species — humankind.
2. I promise to treat all persons everywhere with dignity, respect, and friendliness.
3. I promise to have no more than two children, or no more than my nation suggests.
4. I promise to use my best efforts to save what is left of our natural world in its untouched state and to restore damaged or destroyed areas where practical.
5. I pledge to use as little nonrenewable resources as possible.
6. I pledge to use as little toxic chemicals, pesticides, and other poisons as possible and to work for their reduction by others.
7. I promise to contribute to those less fortunate than myself, to help them become self-sufficient and enjoy the benefits of a decent life, including clean air and water, adequate food and health care, housing, education, and individual rights.
8. I reject the use of force, in particular military force, and back United Nations arbitration of international disputes.
9. I support the total elimination of all nuclear, chemical, and biological weapons of mass destruction.
10. I support the United Nations and its efforts to collectively improve the conditions of the planet. ■

FOCUS: Keep Commercials Out of Classrooms

Testimony to the De Ridder School Board
De Ridder, Louisiana
by Cindy Wiggins

A quiet battle has been going on in Louisiana between concerned parents and local school boards. The issue of commercialized television in public school classrooms has quietly passed in 23 parishes without public knowledge of its target-date for implementation: March 5, 1990.

Whittle Communications is in partnership with the multi-billion dollar media company, Time-Warner, Inc., and a publishing company in England. Whittle Communications has a very profitable idea of selling advertising to major companies that will sponsor a current events news program which will reach 2,000 to 8,000 public schools this year. Whittle is offering the schools free TVs, free satellite dishes, free VCRs, free installation and maintenance, and free wiring if the school signs a contract to show Whittle's current events show, "Channel One", in every classroom each day. Whittle estimates its start-up costs to be \$200 million.

The format will be two anchorpersons hosting a 12 minute news program geared to youthful viewing. From the sample that was shown in my parish, the actual current events totaled 4 minutes, with 2 minutes of commercials in 4 spots, 30 seconds each, along with the remaining minutes of public service announcements. In Beauregard Parish, our school administrators allowed a public viewing of this sample before it went to vote by our school board the following week. Approximately 40 parents were present and most were against Channel One after they viewed the Whittle sample. In my opinion, it was extremely fast-paced, negative in overall content, and the rock group U2 music video-styled tribute was inappropriate for classroom education. Whittle approached our school board with the sales pitch that if we did not sign the contract by December 22nd, our school system would never get another chance. Unfortunately, our school board voted to accept the contract, despite many parents' outspoken concerns.

I am here today to explain why we must be

concerned about the "Channel One" issue:

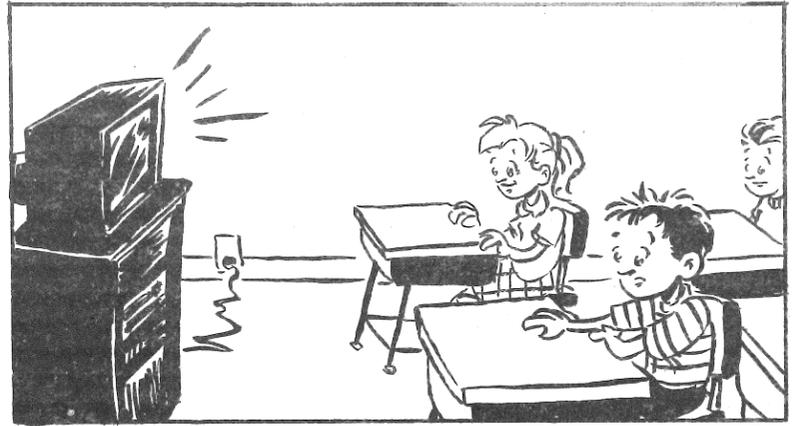
1. Whittle Communications started in September of this school year contacting local school administrations directly for Channel One not going through our state's Board of Secondary and Elementary Education. When I called a BESE member in November 1989, at least two parishes that I'm aware of were already under Whittle's contract and BESE had not been aware of its existence.

2. Channel One has been piloted for 5 weeks in 6 schools last spring. After all the freebies were offered, 1/3 of those schools asked that the televisions be removed. No one has given information as to why these schools did not want Channel One. Furthermore, I believe that 5 weeks is not long enough to prove any long-term effects on school-aged children by such a powerful medium.

3. The administration in our parish has stated that the children do not have to watch Channel One, but they will be sent out of the room to the library to read while the others watch TV. How will this make a child who is prone to peer insecurities feel? Also, the schools have to maintain a certain percentage of children in front of the TV sets in order to comply with the contract. Whittle has the right to monitor school records and personnel to guarantee this compliance.

4. The satellite will receive the programs during the night and record it on a VCR. The next morning, a school official is supposed to review the broadcast and show it sometime during the school day. The problems in this are many. I've heard teachers already complain that they do not have time to preview the broadcasts each day. According to Louisiana laws the broadcasts *cannot* encroach on the instructional time. My junior high principal has stated that he will lengthen the school day for the viewing. I am also concerned about the grade appropriateness. I have an 11-year-old 6th grader who will be viewing the exact same show as the 18-year-old senior in high school. I must ask all of you to consider the question, will the long-term effect of viewing this form of current events each day be a powerful means of indoctrination?

School boards are signing on the dotted line



quickly in our state, despite professional education organizations' strong opposition. The National Association of Secondary School Principals' executive director stated, "The students have no option but to look at it, and we think that's indoctrination." The American Association of School Administrators has pointed out ethical principles. The AASA executive director stated that he thinks Channel One is "the exploitation of a captive audience in the classroom. The classroom is a marketplace for ideas, not for someone's product." The national P.T.A. has come out strongly against it. Even in the January 1990 LAE/NEA bulletin, Channel One is not only blasted with such statements as, "students in our schools should not be for sale or trade for any piece of equipment," but they even give a toll-free number to obtain information on how to fight it on a parish level.

At least 9 states are taking a cautious second look. Two major states that lead in education, California and New York, have told Whittle Communications, "No thanks."

The alarming fact is that our BESE board just last week voted on the Channel One issue. The Executive Department's recommendation was discussed in the Education Committee and, when it came out of committee, it was voted on "en globo" with all other committee items. So the BESE has given the local parish free choice with no interference from them.

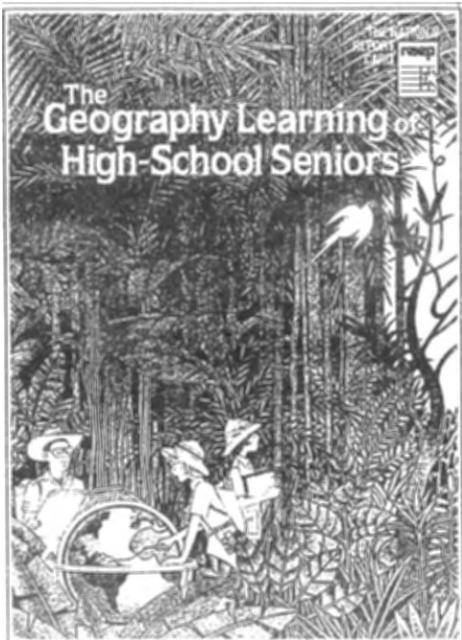
I am not against commercial TV (but I believe that it is not appropriate to be sponsored by public funds in governmental buildings at the expense of classroom time and

schedule infringements). I am not against education TV, nor am I against current events in the classroom using modern telecommunication equipment. But, as concerned citizens, we should be greatly concerned that our tax dollars may be used to put psychological pressure on children to buy certain products and name-brand clothing. We should be concerned that 2 minutes of advertising a day, 5 days a week, equal 6 hours of commercial advertising per school year. By the time a 9th grader enters his senior year in high school, Louisiana schools would have provided him with 18 hours of commercial advertising at the taxpayers' expense, using time that encroaches on his class day.

People seem to have overlooked Louisiana laws pertaining to books, films, audio-visual materials of instruction which state that they are to be thoroughly screened, reviewed, and approved as to their content by the State Board of Elementary and Secondary Education. Curriculum guides which contain grade appropriate skills and competencies are supposed to meet statewide standards. I don't believe this can be monitored appropriately for the guidelines since there aren't any for Channel One.

What can we do? Do we sit back and allow Louisiana students to be exploited as a marketing experiment for the sake of free equipment? I believe this equipment can be obtained with no strings attached through various grants and other funds. I believe that we should follow states such as California and New York and say "No thanks."

U.S. Students Flunk Geography Survey



Prepared by EDUCATIONAL TESTING SERVICE under a grant from THE NATIONAL CENTER FOR EDUCATION STATISTICS and THE NATIONAL GEOGRAPHIC SOCIETY

The U.S. Department of Education recently released the results of a survey which paints a dismal portrait of American students' knowledge of geography.

The National Assessment of Educational Progress (NAEP) surveyed over 3,000 high school seniors to assess their knowledge of geography in four areas — locations, using the skills and tools of geography, physical geography, and cultural geography. They found that most students are "almost wholly illiterate" in geographical knowledge, despite the fact that 64% of the students surveyed had taken a high school geography course.

NAEP found that students' geographical knowledge is especially deficient in location identification questions. The average 12th grade student could only answer 57% of the questions. Half the students surveyed did not know that the Panama Canal cuts sailing time between New York and San Francisco. Over 40% of the students questioned could not identify Jerusalem on a regional map. One-sixth could not point out the Soviet Union on a world map. Just 15 years after the Vietnam War, only 37% of the students surveyed could locate Southeast

Asia.

Most of the students surveyed had difficulty using map skills and tools, which was their weakest topic on the survey. Only 58% could identify two cities with similar longitude. The results were even worse when asked to synthesize two sets of information; only 27% could see the connection between amount of rainfall and elevation in causing soil erosion.

The students surveyed had problems in correctly answering physical geography questions about climate, weather, tectonics, and erosion. Only two-thirds knew the cause of seasons. Over half the students could not explain how rain occurs. 40% could not point out earthquake faults in a diagram of the earth's surface.

The average senior scored 60% on cultural geography questions, which asked questions about acid rain, the rain forests, the effects of pesticides on the environment, the greenhouse effect, and the effect of thermonuclear warfare on the environment. However, critics noted that these subjects are just theories, not proven facts, and that it is unfair to mark down students for giving a "wrong" answer to a purely

speculative question.

Apparently NAEP did not see the cultural geography questions as being partially opinion questions. Iva Mullis, deputy director of NAEP, commented that "given that such issues as climate, depletion of the ozone layer, pollution of oceans and fresh waters, loss of tropical forests, acid rain, toxic chemicals and hazardous waste should be moving to the top of the world's agenda, it seems legitimate to ask whether these high-school seniors are capable of contributing to an effort to preserve our planet."

Chester E. Finn, Jr., chairman of the National Assessment Governing Board, which oversees NAEP, called the results of the survey "a national embarrassment."

NAEP is not calling for more geography classes, since the students surveyed who took a high school geography class did no better than those who had no prior formal geographical knowledge. Instead, NAEP wants the nation to take "a hard look at how geography is being taught" to see why students lack basic knowledge of the subject despite taking it in school.

Earth Day Celebrations Hit the Nation's Schools



Earth Day, a countercultural holiday first organized in 1970 by disgruntled hippies, has hit mainstream America and will be celebrated this April 22 by an estimated 100 million people. Organizations promoting this environmental holiday, including the National Education Association (NEA), the United Nations, Greenpeace, the Better World Society, and the Environmental Protection Agency, are trying to involve the nation's 45 million schoolchildren in celebrating the event. Earth Day 1990 organizers have sent out pamphlets describing ways to celebrate the holiday to most of the nation's schools.

Earth Day organizers want teachers to mention the environment in all aspects of the school curriculum and have prepared four lesson plans. Some of the ideas listed in the pamphlet include cleaning up the schoolyard, recycling paper used in the classroom, and making reusable canvas grocery bags. However, others are overtly political; the pamphlet considers concepts such as global warming and ozone depletion as unarguable facts instead of untested theories.

One suggestion in the pamphlet is to have students "write letters to elected officials asking them to support a specific local environmental project. Request that an elected official come to your school to speak on the issue." Another idea is to "adopt a local stream and protect it from pollution and development."

The curriculum guide exhorts teachers to have their classes throw a birthday party for Mother Earth, even though most people cannot agree on the earth's age, birthdate, or gender (some say it is sexist to assume Mother Earth is female.) The guide does not discuss how to solve these dilemmas.

Children will be asked, as part of Earth Day festivities, to sign "A Pledge to the Earth" (see box).

Teachers are urged to make "the connection between population growth and environmental

problems. Using chalk, draw an outline map of the world on the playground and apportion students according to world population distribution. How many times can a population double before there's no room left?" The pamphlet then lists the address and phone number of Zero Population Growth and suggests that teachers contact this advocacy organization for further ideas. How this will help the environment in the United States is not made clear, since our country's birth rate is already at zero population growth.

In addition to all the in-school activities listed, the pamphlet suggests that teachers give out surveys for students to "explore the home to answer 6-10 simple questions." Students are asked to tell their teachers if their parents are not making an effort to save the planet. After the home survey results are counted, "students will receive a four-page action guide outlining simple, practical steps the family can take to improve its practices and behavior." The reason the Earth Day organizers want to get parents involved is so that they "can educate and motivate two generations—the planet's future caretakers and their current role models."

Earth Day will kick off the "Decade for the Environment," a scheme designed to focus attention on the earth's condition. ■

A Child's Pledge to the Earth

Earth Day 1990's Pledge:

Because our Planet today faces several environmental crises that require immediate response, because our Planet's future depends on the commitment of every nation, as well as every individual:

I Pledge to do my share in saving the Planet by letting my concerns for the environment shape how I act.

I Pledge to do my utmost to recycle, conserve energy and water, use efficient transportation and try to adopt a lifestyle acting as if every day were Earth Day.

Consume: I plan to buy and use only those products least harmful to the environment. Moreover, I will only do business with corporations that promote global environmental responsibility.

Learn: I pledge to learn about those candidates who demonstrate a balanced concern for the environment.

Support: I pledge to support the passage of local, state and federal laws and international treaties that conserve and help protect the environment.

My personal pledge.

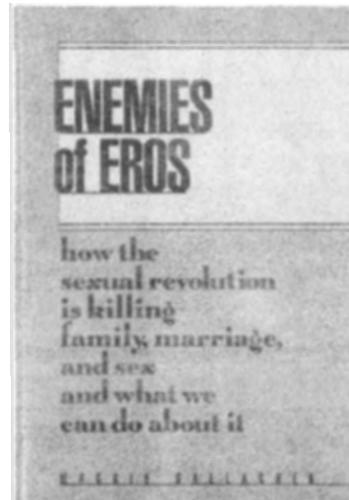
Book of the Month



Enemies of Eros: How the sexual revolution is killing family, marriage, and sex and what we can do about it (Basic Books, \$18.95)

Former *National Review* writer Maggie Gallagher's first book is a scathing commentary on the state of women's lives today. The book's main thesis is that the twin forces of the sexual revolution and the women's liberation movement, which were meant to "free" women from the repression of stereotypical sex roles, have instead imposed far greater hardships on them. Today women suffer a new repression, the tyranny of androgyny, under which "you must never, never allow yourself to suppose that men and women are different."

Gallagher notes that the androgynous culture "begins in the schoolroom, where not a single story or theme celebrates motherhood, while sex role reversals are common." Girls whose greatest ambition is to marry and have children must combat the disapproval of a society which considers such notions silly and old-fashioned.



Instead of raising men to the level of women, androgyny has made it socially acceptable for women to be as crude and coarse as men. Society no longer holds young women who choose to remain chaste until marriage in high regard. Instead, women are encouraged to be like men and enjoy many premarital sexual relationships. Exploiting women with pornography has increased, not stopped. It is even socially acceptable now for women to enjoy watching pornography.

The Ideal Man has changed, too. Men are encouraged to be sensitive and express their feelings, a la Phil Donahue. They are supposed to take an active part in their children's upbringing, but Gallagher points out that the

father of the 1950s spent more time with his children than today's father does.

Proponents of this androgynous culture have tried to create a brave new world, but have caused a national nightmare. Crimes against women, such as wife-beating, rape, and pornography, have increased astronomically during the past 30 years. No-fault divorce laws have sent women into poverty and men into higher income tax brackets. Children are now more likely to be involved with drugs, alcohol, sex, or juvenile delinquency than ever before, and at an earlier age.

Feminists hail these events as "progress" because women have more choices than ever before. Gallagher notes that the mantra of choice, "or the exaltation of choice as the highest human good, is the excuse society has given for institutionalizing the degradation of women." The so-called pursuit of "women's rights" has resulted in the reality that, "Formerly, men sexually exploited lower-class women; now, they get to exploit women of all classes."

The National Organization for Women proclaims the strides made by the so-called "women's liberation" movement, although it did more to liberate men from their responsibilities than anything else. Gallagher says that her mother's generation would have never put up with men mistreating them the way this generation's women do.

Women's burdens aren't any lighter in our current "liberated" era. Not only must they have a career, but they still must do most of the housework and child-rearing, while their husbands reap the benefits of two salaries in the household. There is no real stability in marriage any more, not only because of no-fault divorce, but also because the women's liberation movement has made it, as Gallagher puts it, "socially acceptable to be a cad." No longer do men feel any familial or societal obligation to stay in a marriage; instead, they are encouraged to walk out on their family whenever the mood strikes them.

The ones who suffer the most from the lie of androgyny are the children. Today's society encourages women to put their children in daycare as early as possible. Child-raising is done by anonymous daycare workers, while the children's parents become more like aunts and uncles.

Enemies of Eros is an excellent resource to use in evaluating textbooks to see how much they have been infused with the mythology of women's liberation and sexual liberation. It should be required reading in every Women's Studies course. ■

Kentucky *Continued from page 1*

not only utopian, unteachable and untestable, but they also invade children's privacy and contribute nothing to their knowledge.

Goal 6 gives parents similar concerns since it is designed to teach children how to think but doesn't give them any knowledge to think about.

The second part of the council's recommendations is contained in a Carnegie report called "Turning Points." If implemented in Kentucky, the recommendations would set up the Kentucky public schools as an umbrella social services agency to provide for the total needs of children. Pre-kindergarten is recommended for all four-year-olds. Family Resource Centers would be established in or adjacent to all elementary schools with at least 20% poor students, and Youth Services Centers would be in or adjacent to all middle and high schools with 20% poor students. These centers would offer a plethora of special programs which

would provide full-time preschool daycare for two and three year olds, family training, health services or referrals, employment counseling, job development, drug and alcohol counseling, and teenage pregnancy services including family planning.

Concerned citizens say that, since the "reform movement" is nationwide, the outcome in Kentucky will surely affect many other states. Since the Carnegie Corporation of New York wrote the blueprint as well as the political plan for the reform movement in its report, "Teaching as a Profession—Teachers for the 21st Century," it is assumed that the successful passage of the plan in Kentucky will encourage other governors to promote the plan in their own states.

Final passage of Kentucky's education reform package, originally scheduled to be completed by April 1, now has a target date of July. ■



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