



The Phyllis Schlafly Report



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Has Education Lost Its Purpose?

Malpractice Suits

What this country needs is fewer malpractice suits against doctors and a start of suits against malpracticing educators and politicians.

The American taxpayers have generously given enormous sums of money to well-paid teachers so that our young people would have the best schooling that money can buy. Malpracticing educators, however, turned their backs on the tried-and-true phonics method of learning to read, on memorization of multiplication tables, and on discipline and order in the classroom.

Instead, the educationists used our children as guinea pigs for experimentation with every new fad that came down the pike, including the look-say "Dick and Jane" readers, the esoteric polysyllabic vocabulary of "new math," the undisciplined and open classrooms, and an assortment of psychological tests.

The result is that thousands of children have been defrauded of the basic tools of learning for which their parents have paid. Giving a child a grade school diploma when he hasn't been taught to read and spell, or add and multiply, is just as culpable malpractice as leaving a clamp in your abdomen when the surgeon takes out your appendix.

Remedial reading is taught in the fifth grade to those who were not taught to read in the first grade. Parents are often paying double and triple to shore up reading deficiencies all the way to college freshman English courses to teach students what they should have been taught in high school.

While we are initiating new malpractice suits, let's not overlook professional politicians. Every Secretary of Defense in the Johnson, Nixon and Ford Cabinets should be called to account in court for his malpractice in losing the Vietnam War to a backward country with only one-tenth the population of the United States. The Vietnam War caused many more deaths and crippled bodies than all the medical malpractice cases combined.

Likewise, the directors of the Export-Import Bank who gave a half billion dollars of the taxpayers' money in unsecured long-term low-interest loans to a poor credit risk, namely, the Soviet Union, should be sued for financial malpractice. If your local banker handled your savings deposits like that, you wouldn't give him the chance to make a second mistake.

Let's help the doctors to get out from under the sword of Damocles that hangs over them from malicious malpractice suits. American doctors are the best in the world, and an incompetent doctor will soon lose his business because his patients have the freedom to shop around and choose a better doctor.

But millions of school children, draft-age boys, and taxpayers have been victimized by the harmful effects of malpracticing educators and politicians -- and they deserve their day in court.

18-Year Old Vote

The 26th Amendment was added to the U.S. Constitution in 1971, granting 18-year olds the right to vote. This Amendment broke all records for speed of ratification, taking only three months. It represented a collective expression of faith that universal secondary and near-universal college education has made our 18, 19, and 20-year olds smarter than ever before, and that they should therefore fully participate in the electoral process.

The ratification of the 26th Amendment has been followed by a rush to change state laws to lower the age from 21 to 18 at which a person can buy liquor and at which males may marry without parental consent. The result of these changes in the laws has not been such as to inspire confidence in the maturity of judgment of 18, 19, and 20-year olds. Teenagers have the highest automobile accident rate, much of which is due to alcohol, and married teenagers have the highest divorce rate.

Even in the colleges themselves, the evidence is mounting that 18, 19, and 20-year olds cannot read and write the English language as well as students a generation ago, or even a decade ago. In the last four years, the number of college freshmen at many state universities who must take remedial English courses, known as "bonehead English," has doubled.

At the University of California, 45 percent of freshmen are in bonehead English courses; at the University of Illinois, the figure is 80 percent. These courses are designed to sharpen writing skills that should have been mastered in high school.

Textbook publishers are finding that their books are too hard for today's students and must be rewritten in simplified language. The Association of American Publishers recently produced a pamphlet to tell incoming freshmen how to make the best use of their college text-

books. It was written on the 12th grade level. After the pamphlet was tested, it had to be rewritten on the ninth grade level.

The decline in scholastic achievement is indicated statistically by the decline in SAT scores, used as a criterion for admission to most colleges. On a scale of 200 to 800, the number of high school students scoring over 700 has been cut in half in the last seven years. This applies to both verbal and math tests.

Some professors blame the problem on the fact that many high schools have abandoned English requirements in favor of a "do your own thing" electives program. When given the choice, a big percentage of students choose to read fiction or go on field trips rather than struggle with grammar, syntax, and composition.

If 18-year olds cannot be depended on to make responsible choices about their high school and college courses, how can we expect them to make responsible choices about drinking whiskey, selecting a wife or husband, or voting for public officials? Time may prove that we did our teenagers no favor when we forced them to make adult choices for which they were not adequately prepared.

National Science Foundation

There is a certain group of Congressmen who have become super-solicitous about every dollar of defense expenditures. They are unwilling to accept the recommendations of our military experts, and require them to justify every weapon and explain every cost overrun in minute detail.

These same Congressmen, so cost-conscious when it comes to defense, are perfectly willing to write a blank check when it comes to huge budget requests in the educational field. Their curious double standard was exposed in 1975 during the House debate on the appropriation for the National Science Foundation.

Congressman John Conlan proposed an amendment which reserved to the relevant Senate and House committees the right to pass on the Foundation's curriculum projects. The House erupted in oratory about "thought control" tactics and "censorship" at the very notion that anyone would dare to supervise or second-guess the psychological experts who are trying to remodel the minds of our children.

What stimulated the Conlan amendment was the protests of thousands of parents against a National Science Foundation curriculum project for ten-year-olds called "Man: A Course of Study" or MACOS for short. It is full of references to adultery, cannibalism, killing female babies and old people, trial marriage, wife-swapping, violent murder, and other abhorrent behavior of an almost extinct tribe of Eskimos.

When the MACOS program was completed at a cost of nearly \$7 million, more than 50 publishers refused to market it because of its objectionable content. The National Science Foundation then subsidized a promotion and marketing scheme in direct competition with regular textbook publishers so that 1,700 schools could buy it at cutrate prices. Many have since dropped it because of parental opposition.

What is the purpose of inducing fifth-graders to spend so much time on an off-beat, remote, and immoral society that could be of incidental interest only to graduate-level anthropological historians? The MACOS supporters readily admit that its purpose is to require ten-year-olds, through the technique of "role-playing" in class, to identify with the various customs described in the curriculum, and thereby conclude that

there are no moral absolutes. MACOS thus teaches that, in moral values, anything goes, and it all depends on the situation.

After Congressman Conlan's amendment failed by a narrow vote, Congressman Robert Bauman proposed a similar amendment which requires the National Science Foundation to provide Congress with a 30-day notice of proposed grants, during which time Congress has the option to veto them. Any grants disapproved would become effective at the end of the 30-day period.

The Bauman amendment passed the House and is a step in the right direction toward calling a halt to the ridiculous projects funded by the U.S. Government and foisted off on our school children in the name of education. The MACOS project indicates that the experts financed by the National Science Foundation may need more supervision than the ten-year-olds they are supposed to be educating.

Crime Among The Educated

Despite all evidence to the contrary, liberal dogma remains unshaken that crime is caused by poverty and lack of education, and that therefore crime can be eliminated by spending more government money, sharing the wealth, and giving everybody a college education. The liberals remind me of the story told about the philosopher Hegel. When informed by a colleague that the facts did not tally with his theories, Hegel sternly replied, "All the worse for the facts."

On college campuses today, the big problem is cheating. It isn't merely underprivileged students who cheat to avoid failing grades. Even "A" students are cheating. Some students, not content with getting the best grades they can steal, are sabotaging the lab experiments of their fellow students, are stealing journals containing assigned reading, are blacking out crucial paragraphs in books on reserved shelves, and are resorting to other dirty tricks.

Violent crime has invaded our high schools. In New York, one high school senior was recently arraigned on murder charges in the sniper shooting deaths of three persons. Eleven others were injured in the shooting spree. The boy was an honor student who ranked eighth in his class.

Another area of widespread crime among the non-poor was revealed recently by the head of the big Marriott hotel and restaurant chain. J. Willard Marriott stated at a national meeting of his hotel managers that "employees are stealing us blind." Stealing by hotel guests and shoplifting in retail stores are already adding significantly to the prices all of us must pay.

The traitors who stole the secrets of our atom bomb were all highly educated, as were all the Watergate conspirators and cover-up collaborators. Most of them had degrees from graduate schools.

At a press interview at the State Capitol in Indianapolis, I saw a reporter contemptuously ask "are you a moralist?" and then stalk out in disbelief when the person being interviewed referred to the Ten Commandments. Whether or not you believe that God handed Moses the tablets on Mount Sinai, the Decalogue is the best code of behavior yet devised for gluing together the fabric of civilization. The American Republic will come apart at its seams if our educated and affluent citizens reject the Ten Commandments as an anachronism of a bygone era.

The Founding Fathers of America, whose great vision we will commemorate in 1976, were all educated in

religious schools where morality was stressed. Our public schools provided moral education through various methods, including *McGuffey's Readers* and released time, until it was ground to a halt by Supreme Court decisions and the agitation of aggressive atheists.

Now we are reaping the whirlwind: a deterioration of moral values among the educated classes of our people.

Equal Time For God And Darwin

Many newspaper articles and television segments in the summer of 1975 made note of the fiftieth anniversary of the famous Scopes trial in Tennessee -- that dramatic courtroom confrontation between the theory of evolution according to Darwin and divine creation according to the Bible.

A half century ago, the Darwinian liberals such as John Scopes, and the flamboyant atheists such as his lawyer Clarence Darrow, were asking for the right of an individual teacher to expound the theory of evolution in the schools. Darrow once boasted: "I don't believe in God because I don't believe in Mother Goose."

The wheel has now turned full circle. The liberals and the atheists have censored out of our schools the concept that God created the world and its inhabitants.

In 1973, the Tennessee Legislature passed a new law requiring that, if evolution is taught, then the theory of divine creation must be given equal time. This year a Federal Court of Appeals ruled that law unconstitutional. Similar laws in Arkansas and Mississippi have also been struck down by the courts.

Battles are currently being waged in Michigan and California to give God equal time with Darwin in teaching our students how human life began.

The notion that life somehow began spontaneously without God, and mysteriously evolved to include all sea, land, air, and human life, does violence to causality and lacks scientific proof. The more we explore and learn about outer space, the more certain we are that, of all the known celestial bodies, only our earth can support human life.

The evidence is overwhelming that there must have been a divine Engineer who arranged the unique combination of sunlight, air, water, a tilted earth to provide four seasons, a rotating earth to prevent extremes of heat and cold, and a moon to furnish the tides to keep our ocean fresh with oxygen to support sea life.

A Robinson Crusoe who finds a gold watch on a deserted island does not conclude that by some chance combination of events, it evolved from the iron ore, silica and gold in the rocks. Likewise, the evidence of a divine Architect who designed the laws of physics, chemistry, heredity, and life itself, with man and his intellect infinitely superior to animal species, is too plain to reject.

To say that human beings, who can compose symphonies and build space vehicles, are children of apes rather than children of God, is scientifically absurd.

If the evolutionists had scientific proof of their theory, they would not fear a challenge from the Biblical story of creation. True academic freedom should permit equal time in our schools for God and Darwin.

TV Violence

Mark Twain is usually credited with the expression, "Everybody talks about the weather but nobody does anything about it." The same complaint might be voiced about the subject of violence on television. For years, newspapers, magazines, speakers, and scientific studies have piled up data setting forth the staggering

statistics of crimes portrayed on the tube and the way they stimulate aggressive and brutal behavior among our youth.

Among the many recent additions to the evidence of the effect of so many people being shot, stabbed, tortured or mutilated on television is the book *Where Do You Draw The Line?* by psychology Professor Victor B. Cline. He devoted three years to monitoring TV and studying the effects of an overfeed of blood and guts on children aged 5 to 14. Dr. Cline concludes that increased personal aggression and a growing indifference to real-life victims can be traced to an oversaturation of media violence which causes "desensitization" among viewers.

Dr. Robert M. Liebert, a psychologist at the State University of New York, reports that "it was not a boy's home life, not his school performance, not his family background, but the amount of TV violence he viewed at age nine which was the single most important determinant of how aggressive he was 10 years later, at age 19."

The basic reason for our widespread failure to come to grips with the problem may have been unearthed by Dr. Donald T. Lunde, professor of law and psychiatry at Stanford University. He made a five-year study of the increasing real-life murder rate, and came to the conclusion that the principal cause of the crime rise is that the whole generation of Americans who grew to adulthood since World War II has been trained to blame its troubles on "society" and to look to the government for the solution to all problems.

The permissive child rearing, the decline in self-discipline, and the diminishing influence of religion have all had their impact on a generation that has abdicated responsibility for individual actions.

While Dr. Lunde did not apply his findings to TV violence, it is obvious that parents have abdicated their moral responsibility to supervise the entertainment of their young children. Thus, the average citizen may bemoan the prevalence of television violence, but he confines himself to saying, "isn't it terrible," "there ought to be a law," or "it's up to the FCC to stop it."

TV Guide recently quoted a scientist as estimating that the average child by the age of 15 will have witnessed 13,400 televised killings. What is the matter with the parents who permit their children to watch all those murders?

What is the matter with parents who continue to patronize the advertisers whose commercials are sandwiched in between the murders and the robberies, and whose advertising budget has purchased the high-priced prime time? What is the matter with the parents who fail to protest bad programs to their local stations and to the sponsors?

If the parents really want to get rid of TV violence, nobody is restraining them from using the switch on the tube, the telephone and the mails.

'School Integration

One of the most interesting interviews on the U.S. Supreme Court decision in *Brown v. Board of Education* which outlawed school segregation was given by the Reverend Jesse Jackson, black civil rights leader in Chicago. He said flatly that the time has come to abandon the fight to establish a racially integrated society because neither blacks nor whites really want it.

"The whole notion of a melting pot is perverted imagery," the Reverend Jackson said. "It has antagonized white people and black people because the melting pot

is the integration concept. ... People resist that. White people don't like to relate to it because of strong sexual overtones. ... That's a hangup. A lot of blacks have a hangup, too, because integration suggests we are inferior, and only by sitting next to white people, having white teachers, can we be somebody."

Reverend Jackson went on to say that black educators don't want to see predominantly black colleges merged with white schools any more than Catholic institutions like Notre Dame are seeking mergers. Reverend Jackson urged applying this same principle to the public school system, so we can end the cancerous racial strife caused by busing pupils to achieve racial integration.

Reverend Jackson charged that "the fundamental question isn't segregation or integration. The real issue was always equal access to the best available education." He pointed out that one Chicago school spends \$700 a year per student, and another spends \$2,300. "If all schools received equal amounts of money for each pupil," Reverend Jackson said, "and if all pupils were guaranteed admittance to any school in the system, there would be no school busing advocates left." People "might want to go to a school with a specialty in science, arts, athletics, or a trade school."

Reverend Jackson said that establishing an open pluralistic society would also ease tensions caused by pressures to integrate neighborhoods. If the same levels of civil services were provided for black neighborhoods as for others, he said, most black residents would rather stay where they are than move into white neighborhoods.

Speaking up for freedom in the classical sense, Reverend Jackson said, "Segregation means being locked out of schools and neighborhoods which is bad, but integration means being locked into something which is bad, because neither one represents freedom. Freedom is where you have the option."

Reverend Jackson's ideas are worthy of rational discussion. The decline in educational standards and the tensions caused by busing show clearly that we have not yet found the formula for harmony and progress in our school system. Maybe we've been striving for the wrong kind of equality. Instead of going for equality of racial percentages, perhaps we should instead go for equality of expenditures and of educational opportunities, so that each individual, regardless of race, creed or color, may find his or her own identity and achieve his or her own individual goal in life.

Ashe And James

The happiest black man at Wimbledon, England, was not Arthur Ashe. It was 76-year old Richard Hudlin, the high school tennis coach who brought Ashe to St. Louis as a teenager, took him into his own home and gave him a bed to sleep on. Hudlin made it possible in those early years for Ashe to play every day and night with the same fine tennis group that has now produced three Wimbledon champions: Chuck McKinley, Jimmy Connors, and now Ashe himself.

Hudlin made the trip to England to see the Wimbledon matches, but after he got there he was too emotional to watch Ashe in person and stayed glued to television in his London hotel. He did, however, send Ashe a note with a valuable tip for the big match: don't let Connors move laterally where he is most effective, but, like a good baseball pitcher, jam the ball in close to Connors' body.

Richard Hudlin, a deeply religious man, should feel especially proud not only that he helped give our country a Wimbledon and Davis Cup champion, but more importantly he has helped to give young men a role-model to inspire them. Already, the Missouri high school tennis champion is a young St. Louis black who did not lose a single set in winning two state titles. Tennis experts say he is even better than Arthur Ashe was at his age.

The same week that Ashe won the Wimbledon crown, General Daniel James, Jr. became the first black to be named a four-star general. He is another striking example of how a boy can start in the ghetto with absolutely nothing, and make it all the way to the top. His mother, who had only a high school education herself, taught Daniel James at home until he entered high school. He credits her with giving him not only knowledge, but his patriotism and a desire to achieve and to serve his country that persisted through 101 fighter plane combat missions in the Korean War and 78 combat missions over North Vietnam.

In an interview after his nomination for four-star rank, General James recalled how his father once scolded him for fighting with a white youth who had used a racial slur. "He told me, 'You don't have time to stop and take issue with every idiot who would hurl a rock or an epithet at you.'" James called his father "a lamplighter" who consistently encouraged him to study and to achieve.

Both Arthur Ashe and General Daniel James are splendid examples to all boys, white and black, that the rewards for dedicated service to your country and your profession are far, far greater than anything possible in the careers of glamorized crime, sex and violence that are featured in the flood of movies catering to teenage customers.

Phyllis Schlafly taught all her six children to read at home by the phonics method, and then entered them in school in the second grade. Their subsequent records in schools and colleges testify to the success of her "home and phonics" project.

Phyllis Schlafly earned a B.A. with Honors from Washington University in St. Louis in three years while holding a 48-hour a week job as a gunner and ballistics technician at the largest ammunition plant in the world. She received her M.A. from Harvard University, and is a member of Phi Beta Kappa and Pi Sigma Alpha.

In addition to her principal occupation as wife and mother, Mrs. Schlafly is the author of seven books, the publisher since 1967 of the *Phyllis Schlafly Report*, and a syndicated newspaper columnist. She broadcasts twice weekly on the CBS radio network, and once every other week on WBBM Radio in Chicago. She has testified before many Congressional and State legislative committees, and is a frequent speaker on college campuses.

Mrs. Schlafly has received numerous awards including seven Honor Medals from Freedoms Foundation of Valley Forge, Woman of Achievement by the *St. Louis Globe-Democrat*, and the Brotherhood Award of the National Conference of Christians and Jews of St. Louis. She was recently appointed a member of the Illinois Commission on the Status of Women.

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