

A CORNER ON EDUCATION

By Erma J. Christensen

"To achieve world government it is necessary to remove from the minds of men their individualism, loyalty to family traditions, national patriotism and religious dogmas." Dr. Brock Chisholm, of World Health Organization, has commented: "...we have swallowed all manner of poisonous certainties fed us by our parents, our Sunday and day school teachers, our politicians, our priests, our newspapers and others with vested interests in controlling us....The reinterpretation and eventually eradication of the concept of right and wrong which has been the basis of child training, the substitution of intelligent and rational thinking for faith in the certainties of the old people, these are the belated objectives...for charting the necessary CHANGES in human behavior." These views could be discarded as the aberrations of a collectivist mentality were it not for the fact that we are witnessing their IMPLEMENTATION today. Values clarification is being taught by those who use role playing and reality therapy (Wm. Glasser. Values clarification definitely tends toward the eradication of the concept of right and wrong.

"Beginning with the enactment of the Elementary and Secondary Education Act of 1965, the U.S. Office of Education and HEW have bribed school boards with federal grants to adopt and implement experimental and innovative programs for PLANNED CHANGE and BEHAVIOR MODIFICATION..." (Some emphasis this writer's, some the author's.)

"A major goal of this movement is to achieve a NEW SOCIAL ORDER. Students are being exposed to NON-WESTERN thought and VALUES in order to SENSITIZE them to their own backgrounds and INHERENT CULTURAL BIASES....Role playing...as leaders of social change....

"Frequent class meetings accomplish the following: (1) UN-FREEZE previously held VALUES, standards, and morals, place child in a state of confusion. (2) CHANGE the child's image of himself—or create a new identity. (3) REFREEZE the child into a new self, or identity where he constantly acknowledges and desires peer-group control.

"Values clarification programs stem from a federally funded and promoted drug abuse program. It is recommended for use in all grades and subject matter. Values are clarified in areas such as family, love, sex, work, money, leisure, religion, ethics, politics, friendship, self-appraisal, violence, race, as well as drugs. Drug education has mushroomed into a values program which probes the psyches and manipulates the minds of a captive audience of submissive students in the entire gamut of values.

"Values clarification accomplishes also the following: (1) Violates the right of students and



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parents by encouraging them to reveal information of a most intimate nature. (2) Alienates children from parents by open discussions in the classroom of the faults and shortcomings of parents, thereby aiding and abetting in destruction of parental instilled values and attitudes. (3) Fosters rejection of authority by encouraging students to do their own thing, no right or wrong. (4) Belittles professional status of the teacher by suggesting that everyone's opinion is of equal worth and value. (5) It promotes the religion of humanism by turning classroom into humanistic laboratories. It places each person's opinion on a moral issue on a par with God's immutable laws. (6) Takes away valuable classroom time needed to help students gain KNOWLEDGE and learn SKILLS to become contributing members of society. (7) It can unwittingly damage the mind. Techniques involved in mind manipulations constitute risky business regardless of who does the manipulating. (8) It tends to promote inter-racial marriage which many believe to be contrary to the laws of God and nature. (9) It negates the doctrine of original sin and substitutes man's opinion for God's laws. (10) It is un-American, smacks of collectivism, and makes a mockery of the educational process."

The above was paraphrased for brevity, and quoted in some areas, from a paper prepared by Concerned Citizens and Taxpayers for Decent Textbooks, titled: "Values Clarification: The New Education For The New Social Order."

Two weeks ago this writer reviewed three books titled Social Studies, Concepts and Values. Today we will briefly discuss the Green set, 3rd grade. Communities all over the world are discussed, their values emphasized throughout, and change, change, change stressed. (Collectivism—children are to accept communes and world values. Ed.)

UNIT ONE: PEOPLE IN COMMUNITIES (Comparing Eskimos with students' values). Page 9—The Changing World (roleplaying as an Eskimo). Page 23: Ways of Behaving: No babies have good manners when they are born. Someone must teach a baby manners, such as how to use a spoon. Who taught you manners? Who teaches manners to an Eskimo child? To a child in New Zealand?

UNIT TWO: COMMUNITIES IN DIFFERENT PLACES (Making a balloon map

MARILYN MANION



KIDDIE CRIME

We triple-lock our doors, carry hatpins in our pocketbooks, and avoid using public transportation after the sun goes down — if indeed we dare go out at all. Yet, Americans are mugged, raped, robbed and murdered everyday.

Who are the culprits and why do they do it? For years the blame has been placed on "society." Criminals, so the argument goes, act the way they do because they are disadvantaged socially, educationally and economically. Still, the more we spend to uplift the poor, the higher the crime rate rises.

More than half the violent crimes committed today are perpetrated by kids. The 10 to 17 age group is responsible for a majority of the murders, rapes, assaults, burglaries and robberies that take place in America. And one reason this is so is that the kids know they will not be punished severely.

"...the violent youth is the king of the streets," said *Time Magazine* in a recent cover story.

"When he is caught, the courts usually spew him out again. If he is under a certain age, 16 to 18 depending on the state, he is almost always taken to juvenile court, where he is treated as if he were still the child he is supposed to be. Even if he has murdered somebody, he may be put away for only a few months...Small wonder that

hardened juveniles laugh, scratch, yawn, mug, and even fall asleep while their crimes are revealed in court.

"A New York teenager explained in a WCBS radio interview how he started at the age of twelve to rob old women. 'I was young, and I knew I wasn't gonna get no big time. So, you know, what's to worry? If you're doin' wrong, do it while you're young, because you won't do that much time.'

"Another boy, 15, recalled why he shot a 'dude.' 'Wasn't nothin'. I didn't think about it. If I had to kill him, I just had to kill him. That's the way I look at it, cause I was young. The most I could have got then was 18 months.'"

Several things emerge clearly from this sickening scenario. First, a lot of kids are not being taught the difference between right and wrong, religion in their homes is nonexistent. Secondly, they are treated too leniently when they are caught. They know they can get away with it and so they do it.

Only a resurgence of old-fashioned morality and of the tight-knit family can cure the first dilemma. A cynic might say that it is too late for that. The only remedy for the second problem is a total, tough reorganization of the juvenile justice system. Kids who kill should be punished accordingly. Society would be better off without them.

—American Way Features

of the world) Roleplaying a trip from Africa to Asia, and why?

UNIT THREE: GROUPS IN THE COMMUNITIES (roleplaying-empathy with people in Morocco) (Comparison of a Puritan home with questions such as What Do People Do? What Do You Think? How Can You Find Out? What Should You Do? (These 4 questions used at the end of each unit.)

Page 93. "The Community Cares" Role playing of a job a man or boy can't do. Then draw a picture of one job a woman or a girl can't do. Question: What makes you think so?

Page 101. "Another Look At Change" Jobs in Ghana, and questions comparing conditions in other countries and America.

UNIT FOUR: COMMUNITIES AND HOW THEY CHANGE (Comparisons of the In-

dians in North America, with role playing by discussion and questions, What Do People Do?, etc.)

Page 149. "Quick Change—Slow Change". Group ideas, ways of life, new skills, new language, clothes. Question: Do you think people accept new values as quickly as they learn new skills? Do they give up old values as quickly as they give up old clothes? (Implying why not give up old values as quickly as old clothes?) Ed.)

"You know that the environments of most communities keep changing. Should people have to change if they don't want to? What do you think?"

UNIT FIVE: COMMUNITIES AND THEIR WANTS — Question: "Puritans believed that a person must work if he wanted to eat. Do you think this idea is fair?"

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COAST GUARD CONTRACT OPPOSED

Washington: Congressman Larry McDonald voiced strong opposition to a Coast Guard Contract that will probably be awarded to Finland this fall, denying over 600 jobs to American shipbuilders while providing jobs and equipment to the Soviet dominated country.

McDonald explained that the contract is for the construction of two 270-foot Coast Guard cutters that will carry top secret computerized electronic equipment.

"The cutters are to be multi-mission ships that in peace time would protect our fishing rights and coastal waters against unlicensed foreign poachers and spy ships," he said. "In time of war, these cutters would sail with the U.S. Navy and seek out and destroy enemy submarines."

The Georgia Congressman, a member of the House Armed Services Committee and Seapower Subcommittee, stated that the contract is to be awarded by "invitation to bid." "A Finnish firm, suspiciously submitted the lowest bid—43% lower than the lowest American shipyard bid for the contract," said McDonald.

He stated that the bid was suspect because the Finnish shipbuilding company had bid on another less sensitive American contract last year. The Finnish company failed to get the contract, and in fact, was the highest bidder.

"There is a definite and undisputable history of Soviet domination in Finland. "And it is not unlikely to suspect that the Soviets are subsidizing this venture," he charged.

"I consider this an act of government stupidity and inexcusable negligence," the Congressman continued.

McDonald stressed that if these cutters were being built in a U.S. shipyard, stringent security measures would be enforced. There would be requirements that foreigners could not be present during certain stages of the construction and that no foreigners see the blueprints,

"If the blueprints and secret equipment go to Finland, they must be considered compromised by Russia's KGB spies—with irreversible consequences for our national security," concluded McDonald.

When we resist the concentration of power, we are resisting the powers of death, because concentration of power is what always precedes the destruction of human liberties.

Woodrow Wilson

The best of all governments is that which teaches us to govern ourselves.

Goethe