Vol. 7. No. 3.

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STOP





As MACOS was an American reject palmed off on to Australia, so the designors of SEMP based their materials and techniques upon discredited and controversial American programmes and methods.

This issue of "STOP PRESS" shows how individual American techniques have been echoed in the Australian made project - SEMP. No matter what country provides the Case Hi stories, the stories are the same, and better to learn our lesson from overseas than wait to learn our lesson from our own harmful experiences in Australia.

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Pornography

OMMITTEE **RECRESSIVE** CDUCATION

In this 'STOP PRESS' we are including a critical review of the Editorial and some of the UNICEF News articles, in order to reveal their blatant social engineering of children towards a 'one-world' dictatorship government.

Johnny is a model pupil. He repeats correctly all the facts and figures about Africa that his teacher has drummed into his head. (i.e. basic education)

His teacher is happy because he has learned his lessons so well.

His parents are happy because his school marks are so good. (Parents + teachers in agreement)

And Johnny has said he is happy that he does not have to live in one of those African countries where so many . . strange, different-even frightening-things go on.

Robert goes to another school. He, too, has been taught many important things about Africa, but his feelings about African life are very different from Johnny's. His teacher has tried to make him "stand in the shoes" of an African child and he has come to appreciate how many things he shares in common with him.

To be sure, these are two extreme and possibly oversimplified examples, but they nonetheless represent the broad spectrum of teaching methods and goals being implemented in the industrialized countries today.

Unfortunately) there are more of Johnny's kind of school and teacher than there are of Robert's. This is a > WHY? What's wrong with Basics? particularly disturbing situation at a time in history when the world is fast becoming one global community which, in turn, demands a global perception in the minds of people everywhere. (But why get rid of besies)

James Eckenrod, Professor of Education at the University of San Francisco, claims that the capacity for a global perspective is in almost every child but it needs to be carefully nourished. How can we provide this nourishment2 How can education be reshaped to help young people perseive what is happening all over the world? How can the contacts and connections between life in ona's own hometown and life in far-away villages and cities around the world be made more visible and vivid? WHY? Fortunately some educators and groups are working hard to find meaningful answers to these and other related questions being raised today. This issue of UNICEF NEWS presents some examples of new initiatives being

nitles, drawn largely from the industrialized countries. NOTE These initiatives have many names. Some of the terms ised are "development education", "Internationalizing of education", "global development studies", "education for world understanding", "intercultural studies", to name just a few. But though the labels may be different, as may be the emphases, there is a common thread that runs through them all-the recognition that all of mankind is a single species on a single planet and that all of

undertaken by educators, teachers, parents and commu-

us share a common late. - which is supposed to be Children who are free to learn early in life, who have not had their creativity and imaginations diminished by excessive demands for conformity in their thinking and behaviour, are the kind of learners who are free to develop new perspectives through which human prog-17 ress and human peace are more likely to be achieved.

UNICEF applauds and supports the efforts being made to help children and youth in the industrialized countries understand the situation and lives of children in the developing world. Preparing young people to live constructively and cooperatively in the world of the 21st century means confronting the global issues of war, hunger, pollution, shrinking resources, racial tensions, economic strife and uses of the seabed and of outer space. (BUT this won't ensure them all a livelihood)

In searching for feasible solutions to these major issues we are getting to the heart of the kind of society we want to live in and the kind of society we want our children to live in. We are getting to the heart of the kind of community we need for our many individualities to flourish. (who are they to decide for us?

#### **UNITED NATIONS ASSOCIATION**

515 FLOOR, C'WEALTH BANK BLDG. 240 QUEEN STREET, BRISBANE, -000

#### Contento of Issue 93/1977/3

Editor: Mirlam Miller Design: Bernard P. Wolff

Building a World Community. The need for developing an awareness of the diversity of the world and an empathy for others is stressed by Edwin O. Reischauer, Professor at Harvard University and former United States Ambassador to Japan.

The Classroom in a Global Age. David C. King, Senior Associate of the Center for Global Perspectives, believes that the classroom is most useful as a place where people of all ages can learn to process and deal with the great masses of information and stimuli which bombard us.

A Community Venture—the UNICEF School Programme in Italy. The story of an innovative programme that reached out beyond the schools to the entire community is described by Marilee Karl, co-founder of the Women's International Information and Communication Service in Geneva and

Top Priority in the Family "Agenda": A Global Perspective. Ways in which parents can begin to prepare their children for the 21 t century are presented by Gerald W. Marker and C. Frederick Risinger, Both are on the staff of Indiana University's Social Studies Development Center.

Development Education in Europe. The widening gap between rich and poor has prompted efforts to internationalize both schools and society. Jane Cottingham, writer on development issues, reviews ways in which these activities are being carried out. (Rich + porh alike need the basics)

Peorla and the World: The Daily Newspaper as an Educational Tool. Sallie Whelan, Director of Educational Services of the Peoria Journal Star. reveals many specific ways in which students are using and enloying newspapers and connecting themselves to the world. - while surge denied

A Visit to an English Classroom. An imaginative teacher stimulates the interest of her students in the developing world. Journalist lain Guest gives examples of some of her ideas and teaching techniques.

Now, the Student is the Subject. Believing that "the inner reactions of the child to the environment" are most important, Dr. Seymour Fersh of Fairleigh Dickenson University advocates a more student-centred curriculum rather than content-centred teaching units. (students are deprived

"Canada Fast": Canadian Students Study-and Act. John Boone, Na-Content programme devoting one day of study to the global dilemma. Students also forgo lunch and donate the saved money to UNICEF and CANSAVE

New Vistas for Today's Teachers. A participant in UNESCO's Associated Schools project, Adelaide Kernochan offers an overview of its efforts to develop education for international understanding - (one - world ism

Self-Discovery Through Studying Others. According to Donald N. Morris, Director of School Services for the U.S. Committee for UNICEF, studying about UNICEF helps children discover "a common humanity and an appreciation of the dignity and worth of each human being." > (one -urristion)

## UNDERSTANDING THE UNESCO TREATY ON EDUCATION

#### THE HISTORY:

Under the Whitlam Government, Australia became a signatory to a treaty outlining the policy for a centralized Federal education system. This Convention, titled "UNESCO TREATY ON EDUCATION and its Application to Federal Planning of Centralised Education Policy for Australia and the States" was drawn up by the United Nations Educational, Scientific and Cultural Organization (UNESCO).

#### THE IMPLICATIONS:

Presumably the Federal Education Department will now be required by this UNESCO Treaty to dictate more and more to the 5 ate Education Departments on matters of policy and curriculum. While the Federal Government is bound to this Convention, the states are without their independence.

#### THE FINE PRINT:

Extracts from the Convention are printed below, with our comments:-

#### ARTICLE 5.

Para. 1: The State Parties to this Convention agree that:-

(a) Education shall be directed to the full development of the human personality...

We have already seen how this section of the treaty has been acted upon in the development of the Federally-funded Social Education Materials Project, (SEMP), a major emphasis of which is human development, and personality development. This is just one instance of how the signing of the UNESCO Treaty has caused the Federal Government to impose its philosophy of education onto the States.

(a) ...it (education) shall promote understanding, tolerance and friendships among all nations, racial or religious groups...

For this Convention to be correctly observed, children in school must be taught to tolerate the barbarianism of Idi Amin in Africa; must be taught to tolerate the murder and oppression in China; must be taught to tolerate and cultivate friendship with Russia, without condemning her repression of freedoms; must be taught to tolerate historically and 'understand' the obsessional hatred of Hitler. When abiding by the UNESCO Treaty, schools must promote to students tolerance and friendship towards violent racial groups or Devil-worshippers whose religion involves torture and human sacrifice.

By signing the treaty, the Whitlam Government has pledged Australia to abide by these articles.

(b) It is essential to respect the liberty of parents...

The small print, however, goes on to restrict this liberty, so that it is allowed only so long as it is

(b) ...in a manner consistent with the procedures followed in the State for the application of its legislation.

In other words, the State will allow parents the choice of their child's education as long as they choose what the State wants to give them.

The UNESCO Treaty requires the giving of

(b) ... the religious and moral education of the children in conformity with their (the children's) own convictions; and no person (child) or group of persons (the R.E. class) should be compelled to receive religious instruction inconsistent with his or her(the child's) convictions.

## UNDERSTANDING the UNESCO TREATY on EDUCATION (cont

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which might explain why the Religious Fducation Project Team appears to have adopted a Humanist, rather than a Christian, philosophy as the basis for their curriculum and materials, etc. And why they seem averse to instructing children in basic Biblical laws and doctrines according to the official teachings of their parents' denomination. According to the Treaty, the right of the child NOT to receive such instruction supersedes the right of parents to give it.

Para. 2: The State Parties to this Convention undertake to take all necessary measures to ensure the application of the principles enunciated in paragraph 1 of this Article.

"All necessary measures" have so far included deceitful advertising campaigns to ensure the acceptance of the American reject, MACOS, by our schools, and similar schemes to introduce SEMP into the system. We are currently seeing many instances, being conveyed to us by parents, of the SEMP philosophy being introduced into subjects under another name. One teacher said "The Government may take away the SEMP materials, but they can't stop me writing the same thing on the blackboard," Apparently, this also has been deemed "a necessary measure" in keeping with the UNESCO Treaty.

Article 7 requires the State Parties to the Convention to report to the General Conference of UNE SCO upon request, giving information on all action taken, both by legislation and administration, to introduce the policies of this Convention.

We have already circularized the copy of one of these reports (in Stop Press 7:2) in which SEMP was given as an example of the Federal Government's conformity to the Treaty.

#### THE SOLUTION:

While Australia is still bound to UNESCO by this Treaty, it seems unlikely that State Education will be free from Federal interference, because the Federal Government is committed to the introduction of these policies.

- We suggest that you 1) Write to your Federal Member of Parliament, urgently, asking him to work for a reversal of the action taken by Mr. Whitlam in signing the Treaty. We must put pressure on this Government to annul the decision made by the previous Government.
  - 2) Write to your State Member of Parliament, and to the Premier, and urge them to assist in ensuring that this State withdraws its commitment to the Treaty.

We are currently preparing petitions to this effect, and these should be available shortly.

\* \* \* \* \* \* \*

NOTE: For greater detail of the extracts from the UNESCO Treaty against discrimination in education worldwide, and the Report from Canberra to UNESCO regarding the implementation of SEMP, see 'STOP PRESS' Vo. 7/2.

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"DANGEROUS TRENDS IN EDUCATION" - Published by Committee Against (Comments, etc., added by Rona Joyner)

Regressive Education

(C.A R.E.) P.O. Box 151, Sandgate PO. Box 162, Margate

BURNING ISSUE - 1976

(Maryland Federation of Republican Women Study Guide)

## THE IMPACT OF FEDERAL INVOLVEMENT ON PUBLIC EDUCATION

For many years, public schools throughout the United States placed major emphasis on the intellectual development of our children, on their mastery of basic skills such as reading, writing and mathematics. Competency in physics, biology, chemistry, geography, and chronological factual history was required. Vocational and commercial courses were also available in most high schools. Cognitive learning and scholarly objectivity were stressed as the basic approach to education at all levels. As a result, our nation produced a large, welleducated middle class .... our greatest strength. We can take great pride in the fact that our schools for generations produced a society founded on respect for the individual and an unshakeable belief in his worth and dignity.

There are now, however, ominous signs that the educational establishment is letting us down. Although per pupil expenditure rose 64% in constant dollars between 1960 and 1973, the last 12 years have seen a steady decline in our national achievement scores. For example, between 1963 and 1974, average SAT verbal aptitude scores dropped 40 points. Our high schools are graduating functional illiterates. In an article in U. S. News and World Report, November 24, 1975, it was stated, "American teenagers are losing their ability to communicate through written English" and "Only one percent of the nation's 17 year olds can balance a checkbook and only ten percent can compute a taxi fare." Many teachers and administrators have responded to such findings by calling for abolition of all standard testing.

But if children are learning less, it is certainly costing much more. From 1950 to 1974, while school enrollment nowhere near doubled, total local state and Federal tax expenditures for education climbed nearly tenfold, from \$6.7 - \$61.1 billion. - In Australia, our latest budget allows 47.6% of Federal expenditure for education, health, welfare, etc. In 1966.

Academic freedom and the development of individuality are being it was 25.3% threatened by a shift in the nature of educational materials and teaching techni- of the Budget ques. Many observers of the education scene place much of the blame for the deterioration in our schools on the increasing involvement of Federal funds in public education. According to an article in the New York Times for December 10, 1975, the Federal Government spends \$7.4 billion a year on education, and it was stated that if the Government's education administrators have their way the role of the Federal Government will climb to \$25 billion a year.

There are other danger signs worthy of citing:

On February 16, 1976, President Ford, addressing a Washington conference of high school principals, said he believes young people are growing "cynical and alienated from the American system and pointed out that it is up to the educators to find ways to inspire faith in the nation's institutions of law and government. He also urged the principals to face what he called "alarming trends" away from traditional educational values.

The New York Times for November 7, 1974, reported "college textbooks are being simplified to meet the needs of the poor reader."

Newsweck magazine on December 8, 1975, ran a four page feature article entitled, "Why Johnny Can't Write."

U.S. News and World Report for September 1, 1975, contained a special 16-page section on education entitled, "Crisis in the Schools."

Woman's Day for September 1975 carried a perceptive feature article entitled, "Is Your Child Getting a Really Good Education?"

Reader's Digest for January 1976 ran an article on "The Furor Over School Textbooks."

#### And here in the State of Maryland:

The Bowie Blade reported on May 15, 1975, that 'all new teaching applicants in Prince George's County public schools will be required to pass a spelling and grammar test." Montgomery County has a similar test for teaching applicants, but it applies only to English teachers. Many teachers have failed these tests. Does your county offer this test for teachers? Have you studied the English test results for the students in your schools?

An Anne Arundel County Grand Jury in March 1975 recommended that the public school system "return to an emphasis on fundamental education." The jury's committee noted, "it was distressing to learn that some children in high school cannot read" and recommended that "reading, writing and basic math should be stressed."

A Montgomery County Grand Jury report in March 1975 called for a study of the policies and practices of the school system with respect to its contribution to the problem of functional illiteracy found among juvenile offenders. "While only a few cannot read," the report said, "many are so poorly educated that they cannot handle a decent job. These people were, for the most part, educated in Montgomery County Schools."

The Washington Post in an article on January 30, 1976, reported that the results of the first statewide testing program in Maryland schools show that while the ability of students is about at the national average, their achievement level falls markedly below the national norms. The longer students stay in Maryland schools, the test results indicate, the further their achievement level falls below the national averages."

What has caused this academic achievement decline and erosion in our public schools? The search for answers to this question is focusing attention on what the schools have substituted for academic education. Class-room emphasis has clearly shifted to values and attitudes.

## EMPHASIS ON SOCIAL ADJUSTMENT AND PERSONALITY DEVELOPMENT - ARE OUR SCHOOLS CLINICS?

Schools today are more concerned with your children's attitudes, beliefs, emotions and feelings than providing them with a basic education. Why? When did this happen?

Today's Education - NEA Journal for January 1969 stated on page 30, "Future-think suggests that between 1970 and 1980 a number of new assignments and specialties will materialize if present trends continue... For one thing, the basic role of the teacher will change noticeably. Ten years hence it should be more accurate to term him a 'learning clinician'. This title is intended to convey the idea that schools are becoming 'clinicg' whose purpose is to provide individualized psychosocial 'treatment' for the student, thus increasing his value both to himself and to society."

today with the state of the public schools. The principal push for psychosocial education has come from the Federal Government involvement in public education projects and directions.

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with UNESCO, es m

#### ENTER THE ROLE OF FEDERAL FUNDS

Emphasis on cognitive learning was shifted to emphasis on the social treatment and personality development of our children with the passage of the Elementary and Secondary Education Act of 1965 (ESEA). A copy may be requested from your Congressman or Senator. Over the past decade this legislation has allocated many billions of our Federal tax dollars to educational theorists and curriculum developers to change our public school system. Thase Federally-financed researchers have developed psychosocial courses of study, rewritten textbooks, and produced educational films and teaching guides to implement the "new education," the educational approach stressing mental health and healing.

#### LOSS OF LOCAL CONTROL?

ESEA funds have also financed new teacher training programs and established regional education laboratories across the nation to accommodate the new education. The nationwide system of laboratories was set up under Title IV of this act with a grant of \$14 million from HEW. The Central Atlantic Regional Education Laboratory (CAREL), organized in 1966 with a \$450,000 grant from HEW has had great influence on Maryland educators. Often, innovations, trends and experimentation are determined at regional

laboratories, and our state superintendents and state Board of Education implement into their own systems what has been presented to them through the regional laboratories.

The Education Commission of the States (ECS) is another center for determining educational trends and legislation that affect your school system. Your tax dollars support this center. Write to the ECS at 300 Lincoln Tower, 1860 Lincoln Street, Denver, Colorado 80203 for information and subscribe to its newsletter.

It cannot be emphasized too strongly that in order to participate effectively in education at the local level, you must be aware of legislative developments on educational practices and policies at both the State and Federal levels.

## TEACHER TRAINING FOR NEW PSYCHOSOCIAL AND PSYCHOMEDICAL EDUCATION

To further accommodate the new psychosocial and psychomedical education, in 1967 the U. S. Office of Education funded nine Teacher Education Model Programs known as the Behavioral Science Teacher Education Program (BSTEP). Receiving funding under this program were a number of universities, as well as the Northwest Regional Educational Laboratory based in Portland, Oregon. (Information on the program can be obtained from the Office of Education Publication #0E-58033 - Elementary Teacher Training Models.)

The BSTEP program instructs teachers on the use of behavioral scientists techniques, which were developed originally for treating the mentally ill and criminally defective. Techniques include role-playing, psycho-dramas, socio-dramas, behavior modification, simulation games, humanistic awareness training and the magic circle. In using these techniques in the classroom, the teacher assumes the role of teacher-clinician or teacher-therapist.

#### CHANGE AGENTS - INDIVIDUALS TRAINED TO EFFECT CHANGE

How do the proponents of the new education manage to get their ideas adopted despite the fact that they constitute only a small minority of the educational personnel? This is explained in a study dated October 15, 1971, prepared for the President's Commission on School Finance entitled "Strategies for Change". Using tax money, "change agents" are being trained in strategies to accomplish social change. They learn to identify elements in the schools and community that resist new ideas, and how to overcome these forces without our being aware of it.

Change agent training and programs have been financed under Title III of the ESEA continuously since the mid-1960's. Operations of the change

agent techniques are explained in the Oil of oil Education publication Pacesetters In Innovation, Document 10E-20103-69. (Lee my "Questioning Simovations in Education" article) of

In September 1973, the Education Professions Development Act (Title V) granted \$5.9 million to 21 institutions of higher education in 16 states (including the University of Maryland) and the District of Columbia to train 459 change agents.

The University of Maryland student newspaper The Diamondback, dated February 2? 1974, explains how racial attitudes of college students were altered by "change agents." At the beginning of a Cultural study, students' racial attitudes were measured by use of a Situation Attitude Scale (SAS). The article explains that by using data from the SAS, "change agents" were able to "bring students through progressive stages of attitudinal change without their being aware of it." Could not the same techniques be used to effect changes in religious and political attitudes and convictions?

#### PERSONAL AND INTERPERSONAL PROBING

In order to bring about desired attitudinal changes in students, teachers and "change agents" must first know where a child is in his or her attitudes, opinions and feelings. Listed below are some of the tactics and techniques used in classrooms, to make a child reveal himself to his teacher and his peers:

"Magic circle", talk-in or group discussions: The teacher gathers the children into a circle where they are encouraged to discuss personal feelings about one another, their parents, and homelife. Family size, advantages and disadvantages, comparison of toys, vacations, and clothing may be aired. Family conflicts, anxieties, worries and fears are often revealed.

Interpersonal Relationships: Maryland Board of Education By-law 321:1, dated January 1970, has mandated that all Maryland public schools include an interpersonal Relationships program in all classes K-12, interspersed throughout the entire curriculum. Domestic relations discussions are found, therefore, in all classes. It is compulsory, and children may not be excused from these discussions under any circumstances. The program is identified as Focus Area I of the Family Life and Human Development curriculum.

Inside-Out: An elementary social studies program for grades 4 and 5 entitled, "Inside-Out" encourages students to discuss their feelings before, during and after their parents have obtained a divorce. The teacher training course uses a tape of such a discussion. A Washington Post article of February 1, 1973, entitled "TV Probes Children's Emotions", describes this series coordinated for educational television by the National Instructional TV Center. It indicated that by 1974, 9-million children throughout the U.S. WARNING: Parents, SEMP involves children in these same probings into 5 family privacy, and so will any other Human Relations, Personal Development or Family Life Programme.

were expected to view this series of films dealing with situations that arouse children's deepest emotions, such as death, divorce, childhood crushes and the emotionally battered child.

Who Comes to Your House?: Another strategy often used in Maryland schools is "Who Comes to Your House?" Here, children are asked to code who comes to their homes and to note, among other things, the religion and race of the visitors. This is one of the teaching strategies outlined in the book Values Clarification by Simon, Howe, and Kirschenbaum.

#### → DIARIES, LOGBOOKS AND OTHER PROBES

In many Maryland schools children are being required to keep diaries dealing with their home life and most personal emotions. The book Values Clarification suggests 15 kinds of diaries students might keep. Among them are diaries on religion, politics, budgets, hostility and anger, and high and low points.

(As in SEMP)

Logbooks, used in conjunction with many language arts series such as Contact, Impact, and Scholastic Literary Units, are vehicles for children to reveal their reactions to short stories. There are no right answers, only personal responses.

The open-ended question is another technique used in getting at attitudes, beliefs, and values. A few examples from a Maryland curriculum: "Complete open ended sentences - I get angry when . . . . Fear is . . . . anxiety is . . . . I daydream when . . . . The greatest source of conflict with my family is . . . ."

#### ROLE PLAYING

Role playing is a much used tool in the new education. It serves a dual purpose. When children portray roles and react to the actions of others, in a contrived situation, they reveal much about themselves. Role playing also increases the acceptability of a previously unacceptable situation. Some examples of role-playing situations used in Maryland schools are:

- o Role-play being drunk and coming home to find your parents sitting in the living room with friends. How would you get past them without their knowing? (7th Grade English Class)
- o Role-playing coming home at 4:00 a.m. when you were supposed to be home at midnight. How would your parents react? (10th Grade Biology Class)
- o Role-play your mother finding marijuana in your bedroom.
  (8th Grade English Class)

lule-play: "A by with several years of schooling ahead of him is confronted by a girl he has been dating. She tells him that he is the father of her expected child, and she demands that he marry her. If neither professes to love the other, what should they do?" (10th Grade Home Economics Class)

Many people are now voicing concern about children revealing their emotions, feelings, attitudes and opinions to change agents and teachers. Last year articles appeared in The New Republic, The American School Board Journal, Psychology Today, and Learning Magazine, questioning the involvement of schools in psychological prying and record-keeping and state intervention in the lives of children.

#### SOCIODRAMAS

In addition to the concerns raised above, there are legitimate questions regarding techniques of political, social and religious indoctrination. One such the Sociodrama, is a tool for analysis, for teaching a general principle, and modifying existing behavior.

Title I and Title II Federal dollars from the ESEA often fund drama groups coming into the schools to put on psychodramas. Such performances are an emotional learning experience. At the peak of the students' emotional involvement in the drama, a socialogical message or concept is delivered. This is a teaching tool relying on emotional involvement and training.

In two such performances in Montgomery County, elementary school children were shocked by a violent murder followed by the chant "white trash" and in the second, by obscene language and gestures accompanying the message "God is dead!" (assemeinkat blasphemous play was staged for children in Old., called "Knock Knock")

Psychodrama can be indoctrinating and coercive. Is not a logical, rational, cognitive approach to sociological and political problems preferable? Try to have such drama groups previewed before your child is exposed to their performances.

## CONCEPTUALIZED SOCIAL STUDIES - WHOSE CONCEPTS? - WHAT CONCEPTS?

Conceptualized social studies are gradually phasing out chronological, factual history of persons and events. At a recent School Board meeting in Anne Arundel County, social studies teachers were critical of a new conceptual approach. The teachers felt that "without chronology there can be no perspective, and without perspective there can be no history. The students have islands of knowledge that are unrelated. It's a hodge-podge. See news article in the Annapolis Evening Capital for March 16, 1976, which also cited a petition presented to the School Board by 400 students calling for a return to the old methods.

Conceptual social studies are usually psychologically based and taught only by teachers who have received intensive in-service training.

One of the most controversial Federally-funded social studies programs in the United States . . . and a study used in Maryland . . . is Man: A Course of Study (MACOS). It is used in 1700 elementary schools in nearly every state. Over seven million Federal tax dollars were given by the National Science Foundation (NSF) for the development and marketing of MACOS Fifty-eight publishing firms refused to publish the MACOS curriculum because of its controversial make-up. Finally, NSF entered into what amounted to federal subsidies to an officeat publishing outfit, permitting them to undercut prices to the nation's public school systems for conventional nonsubsidized course alternatives published by reputable textbook publishers.

The purpose of MACOS, as its supporters readily admit, is to get children to question this society's most cherished values. The result according to a Heritage Foundation study is that children come to believe there are no moral absolutes. Among other things, the course introduces elementary school children to the concepts of adultery, cannibalism, killing female babies and old people, child marriage, wife-swapping and violent murder. The P. G. County school system removed MACOS from the classrooms in August 1974. For more information see the Congressional Record for April 8, 1975, pp. E1568-70; May 6, 1975, pp. 3700-02; May 7, 1975, pp. E2268-70; and May 21, 1975, pp. E2581-2.

Despite the controversy created by MACOS, a sequel to MACOS for high schools called "Exploring Human Nature" has been developed at a cost to the Federal Government of \$2.5 million and an additional NSF grant was made in January 15.75 to promote and market this program in key target areas, including Maryland. Use of tax money to lobby for a prescribed curriculum throughout the nation contrasts vividly with earlier days of American public schooling when parents and the local community determined what schools should teach and how.

Slated to receive funding in 1977 is the "Human Sciences Program".

According to Congressman John B. Conlan, of Arizona, "Like MACOS, the Human Sciences Program is a sophisticated and lethal assault on Judaeo-Christian family values, privacy of students and their families, and the mental health and development of young adolescents."... "Instead of learning through normal methods.... II. 12 and 13 year olds enrolled in (this) program become little investigators and opinion pollsters collecting all manner of data on their families and friends concerning social, moral, religious, economic and political activities and beliefs."

Another controversial social studies program funded with Federal money through a U.S. Office of Education grant (#OE6-10-182) is the Hilda Taba Curriculum for Grades 1-8. It is based on key concepts such as world government, the elimination of ethnocentrism, and uses sociometric tools

such as role playing, sociograms and diaries. The concept of a world community is introduced and promoted before the student has studied his own constitutional form of government and national history.

The National Education Association (NEA), the influential national teachers organization, is sponsoring and promoting "A Declaration of Interdependence: Education for a Global Community". The objective of this campaign is to eliminate individual nations and national governments... a concept generally supported in conceptual social studies classes in Maryland. The Prince George's school system has already implemented the social studies curriculum Man: A Global View which promotes the world government thems. Maryland Congresswoman Marjorie Holt has been an outspoken critic of the Declaration of Interdependence. (Implementing UN pelicy)

In this bicentennial year, it would be most appropriate to initiate and support legislation requiring all Maryland children to study the chronological history of our state and our nation in a well-concejved K-12 curriculum.

(READERS - Do write to your local MP. advocating this here also.)

VALUES EDUCATION: WHOSE YALUES? . . . OR, NO VALUES?

Throughout Maryland, teachers are using a controversial values clarification approach developed by Louis Rath, Merrill Harmin and Sidney Simon in their book Values and Teaching. Also in use are the teaching strategies for clarifying values found in the book Values Clarification by Simon, Howe and Kirschenbaum. It is most important for you to study these books. They are available at libraries and book stores. (SEMP is based on them)

The Federal Government through the National Endowment for the Humanities has funded a 3-year pilot program for values education, grades K-12. It is entitled, "The Ethical Quest In A Democratic Society" and is now in use in Tacoma, Washington. It will serve as a model for school s throughout the nation.

As described in the curriculum guide, values education will be programmed into the social studies, language arts, and health curriculum. With each aspect of the curriculum, children will confront values conflicts in the course material and a contemporary version of the same moral dilemma. The Ethical Quest approach points out that the teacher can move from the personal values dilemma to the historical, or from current events to a personal dilemma, depending on circumstances and interests.

Many teachers and students complain that this type of approach is a hodge-podge lacking substantive content. In addition, since it leans heavily on personal preferences of the classroom teacher there is no assurance that scholarly objectivity will be maintained.

This point raises two inherent and conflicting problems with values education, in general. On the one hand, the teacher may actively teach his

own point of view, consoring out other theories and phtlosophles. On the other hand, in attempting not to do so, he may teach all values, and at least by default arrive at the position that all values are equally valid. The latter, of course, is the lasts of situation ethics or moral relativism. There are no moral absolutes. Anything goes.

Many courses of study in Maryland schools have already incorporated value conflicts at all levels, and your children are daily role-playing or evaluating value conflicts situations. An example of a moral dilemma presented at the junior high level is the "Alligator River" strategy, a situation in which the student must decide whether he agrees that a young girl should allow herself to be seduced by a ferry boat pilot before he takes her across an alligator infested river to her lover. In the strategy the girl does agree to be seduced and when she finally reaches her lover, she is rejected by him. He is unable to accept her compromising and immorality. She in turn has a friend beat up the lover. Each student is asked to express his personal reaction to the story. Generally, the students are led to conclude That there was no alternative for the young girl, and the message comes through that we must compromise our principles and values to achieve our goals. This, of course, poses a conflict for many students who believe in the absolutes of right and wrong; the question involved in this example was the Commandment "Thou Shalt Not Commit Adultery."

Another example of moral dilemma is provided in the survival game, in which a certain number of people are in a stress situation, either a bomb shelter or life boat with insufficient supplies for everyone. Several individuals must be nurdered for the good of the group. Usually the group includes an aggressive athlete who eats a lot, an elderly person with a serious illness, and a pregnant woman who, of course, will pose a problem when the baby is born. These are the types generally killed off. Docile and cooperative personalities are usually permitted to survive. The so-called "Who Shall Survive" games have saused serious problems in many schools and counties in Marriand. Attached is a directive of November 18, 1974, banning the strategy from Montgomery County schools. Howard and Prince Georges Counties have also banned the games.

Is the survival game in your classrooms? Is this game conditioning children to think in terms of an individual's worth to society and desensitizing him to accept murder as a viable solution? Will it prepare the child's eventual acceptance of the concept found in a totalitarian society that in order to have a truly planned good society we must prune away the defectives? Our country has always protected the right to life of each individual regardless of his stage or condition; his worth to society is not a factor. It is important for the Maryland State Board of Education to know of your disapproval of the "Who Shall Survive" strategy.

NB all the above moral dilemmas are in use in Dld. schools (and probably in other states) I have read them in SEMP and in the Religious Education Mini - Library book by 10 Laurie Bredy ("Do We Dare?") Laurie Brady has been shown to be a Humanist (anti-Christian).

#### **GLOOM AND DOOM**

Too many stories in our children's reading series and language arts books dwell on <u>murder</u>, <u>violence</u>, <u>suicide</u> and <u>unnatural death</u>. Such a series is <u>Voices</u> which is approved for use in our Maryland junior high school English classes. In Howard County, at the request of a parent, this series was reevaluated and found to be overwhelmingly morbid. A more suitable selection was substituted. Is <u>Voices</u> in use in your county?

The Ginn 360 reading series for elementary level is also causing parents concern because of the violence and possible emotional injury to their children. In some states parental permission is required before students may use the series since teachers do not wish to assume the responsibility for ill effects from the series. A teacher's manual commenting on a story called "To Turn a Stone" quite candidly admits that "many pupils will feel emotionally drained after reading the story." Would such a reaction indicate that the material presented is beyond the maturity of the student? Does your school use the Ginn 360 series?

In the publication Values and Teaching cited above, it is suggested, "Sometimes a teacher has to contrive a situation in order to get students beyond the level of mere verbal responses, Occasionally, we need to shock our students into an awareness of what they are for and against." This concept was used in a role-playing situation in a junior high school English class when students acted out the short story "The Lottery." In the story the winner of an annual lottery is stoned to death by all the members of the town, children included. When the story was role-played, the students wadded up their notebook paper and "stoned" a classmate to death. Is it necessary to involve students in such an emotional learning experience. Most parents are aware of the impact violent TV shows have on their children; they should also become aware of the impact violent games and reading materials in school have on their children.

### DEATH EDUCATION - A SOCIOLOGICAL OR RELIGIOUS ISSUE?

In a second grade <u>Human Development</u> Curriculum Guide, children are asked to discuss their experience with death and their personal loss of a thing, friend or pet.

In the sixth grade <u>Outdoor Education program</u>, students visit <u>cemeteries</u> and are asked to <u>lie down on graves</u> to imagine what it is like to be dead. They are asked to consider the use of land for burial as opposed to the cremation process. They are often asked their personal beliefs about death.

In a Howard County high school, an elective Sociology class visits a funeral partor to learn the costs of a funeral and to observe the crematorium.

NB. READERS - Write to your MP. asking that he or she speak out against Death Education for your children - it is NOT a Christian approach

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Some teachers are receiving training at the University of Maryland in a course on Death and Suicidology. Are teachers being trained to understand all religious and moral attitudes toward death existing in our pluralistic society?

<u>Creative writing classes often use the strategy from Values Clarification which asks students to write.</u> their own epitaphs and obituaries.

Why should the public school classroom be involved with <u>death education?</u>
Are students' attitudes and feeling toward death a result of religious training because death is a religious issue? Or is death a sociological issue? What are the children in your county studying about <u>death</u>?

#### DRUG EDUCATION

Read the drug curriculum for your school. Drug education is taught K-12. Attached is an article from the publication Crime and Delinquency. April 1973, entitled, "Drug Education No Panacea." The article explains a study conducted at the University of Michigan by Dr. R. B. Start. His study revealed that the use of drugs jumped from 14 to 36% among students who received drug education. It revealed, "There was a 36% increase in the number of seventh graders who admitted trying marijuana. The number of marijuana and LSD sellers increased among students who had the course and their level of anxiety about drugs and their effects steadily declined. The control group remained constant." Dr. Stuart believes, "The problem is that no effort has been made to evaluate programs and many of them may be harmful. His conclusion is borne out by more recent analysis undertaken by Federal drug officials who admit that much of the drug education used for the past several years throughout the United States has been ineffective and may well have caused more drug problems than it has solved. The subject is also dealt with in the attached article entitled, "Going About 'Drug Abuse' Education the Wrong Way", appearing in Human Events for March 30, 1974.

#### SUMMARY

It has become apparent that although the cost of public education is climbing, the quality is declining. Basic academic skills and disciplines are not longer of primary importance in many public school systems. Classroom emphasis has shifted from teaching subject matter such as history, geography, grammer and foreign languages to discussing values and attitudes.

Until recently, it was the accepted wisdom that if a child was taught basic skills, orderly thought, and a perspective view of our heritage, he had the tools with which to develop his own values. America had strong, independent, local school systems that disseminated a diversity of philosophies and reaped a rich harvest of the creativity that accompanies individualism. Daniel Webster once wrote, "On the diffusion of education among the people rest the preservation and perpetuation of our free institutions."

Today, cultivation of individualism is replaced by emphasis on teaming, group goals and consensus. And diffusion of education has given way to infusion of federally financed curriculum designed to produce a conformity of values, attitudes and behavior throughout the country.

The new education is obsessed with values clarification and accomplishe through affective learning, based on emotions and feelings, instead of cognitive learning based in knowledge and fact. The new curriculum is saturated with grouwork, peer pressure, moral relativism and psychological stress.

Children are poked and probed to reveal their intimate attitudes and feelings to, and about, each other. Pressure of the peer group is brought to bear on the dissenting individualist. Any behavior can become legitimate when the group sanctions it.

The immature mind is being asked to cope with such things as population control, abortion, racism, pollution, drugs, gun control, death, and explicit sex education. The child is placed under immediate pressure to adopt group values, instead of having the opportunity to grow and make his own choices in his own good time. The effect of such constant stress and psychological shock on the sensitive young mind can be mental paralysis and passive surrender, some psychologists warn. The emphasis on fear and catastrophe fortify the need to herd together and identify with a strong leader.

We had better become aware of the profound effects such mind and behavior molding efforts can have on our future society. Free societies require ethical commitment and freedom is only possible with a strong set of beliefs and moral standards. However, these beliefs and standards should be imparted by the family, the church and the local community, not developed and promoted by the Federal government, through the school system, using taxpayer dollars. Federal funding means Federal guidelines which may not conform to the values of the parent and community.

Dear Parent.

We have published this information to alert you to the dangerous trends in education. We could perhaps pretend they don't exist in this country, but but won't make them go away. Christian absolutes are giving way to the Humanist situation ethics, which demand inwimen individual autonomy for all individual anarchy is teking the place of respect for outher try—and teaching materials and techniques in use in schools are greatly to blame. Won't you join us in the battle to change this situation?

Straddens me to realize that some parents will booke up one morning soon, look at their poorly-ducated, confused, themanistic child, and ask where did we go wrong? It won't be what they did, but what they didn't do! They didn't check what was going on in their childs classroom, what was in the textbooks, what hims were shown what ideas and thoughts were communicated by teachers, and they didn't question the lovely-sounding improvative

150

programmes, etc. In short, they relied on the "experts" - they left education to the educators ! It was so easy to say " We're a Christian family, so we don't need to warry about school influences, or things will right themselves in time-our children are older now, so it won't affect them " Or this common one. "If we complain, they might take it out on the kids." To this last one I say — " Put your complaint in dieset to the minister for Education, with a copy to your local M.P. and to me.

-battling everywhere to change our bildren's values. They believe in the socialist anti-God cause and they intend to win.

We can't afford to let them win - and if we really believe in the christian ideal of free enterprise under God's laws, then we will unite in prayer, and redouble our efforts to rid our classrooms of all forms of values clarification, sensitivity training, sex education, unsuitable textbooks, etc. Thanks for the help we know you will give, we claim claim to some

yours in Christ's service, Kona Joyner 200 C.A.R.E. PO. Box 162. MARGATE. 4019.

P5. Beware when those trendies who tried so hard to destroy our education system, new suddenly set up committees among themselves to imprive teachers and teaching.

13E WARNED by the following article:

October, 1977 - The Kerloned Education Back to basics a mirage? Bewarned! Editor, The Barbara Morris Report

- For many years, parents have been begging schools to get "back to basics", and in the main, these parental pleadings have been in vain.

Recently, however, with an almost frightening orchestration, the "back to basics" cry has been picked up and promoted in even the most liberal segments of the mass media. With equal suddenness, "studies" have turned up which show what parents have known all along - that their children are being cheated out of an education. Thus, the demand for "back to basics" is now very "in".

.We can expect a flurry of activity and there will be many seemingly promising "back to basics" programs. But be prepared for a mirage. In spl'e of all the positive signs, there are educators who insist we can't go "back to basics". So, which is it going to be? "Back to basics" or "business as usual"? Let's take a look.

The "we can't go back" position is illustrated in an article in the October 1975 EDUCATIONAL LEADERSHIP in an article "Back to Basics - With a Difference" in which it is stated, "This demand for "back to basics" in many ways is a call for returning our schools to the common schools of the last century. It is a new romanticism, a new idealism if you will, to promote character, to foster patriotism. . . America, however, cannot "go back". The nation, let alone the world, is much too complex for this."

That we can't "go back" is echoed in an article titled "Back to Basics: The Movement and Its Meaning" in the March 1977 PHI DELTA KAPPAN, in which a school board member is quoted as saying, "Consider what it would mean to policy development to go all the way back to the basics. . . It would mean restructuring the board's policy statements on philosophy, goals, instructional program, discipline, homework. . . report cards, counseling. . . to mention a few topics. No board is about to de that"

How much clearer can it be? Schools are not going "back to basics" but there will be lots of pretense and deception, which is admitted in this article. The author explains how it is done: "Some school districts are applying the Madison Avenue solution, advertising widely that, "Yes, we have been, are, and will be teaching the basics," then putting the spotlight on any project or activity dealing with skills. District 66 in Omaha, Nebraska, spent nearly two years on just such an effort as one

way of "talking back to the back to basics tiger". Another deceptive aspect of the "back to basics" mirage is, and will be, the semantics - the "educationese". Educators speak their own language so fluently that it is easy to be deceived by what they are saying. For instance "back to basics" educationese is laden with such gems as "improved pupil performance" "heightened cognitive competence" "improved intellectual skills" "increased educational quality" "basic proficiency skills" "minimum levels of performance" and the like. Parents should demand satisfactory nitty-gritty definitions of these and other mumbo-jumbo phrases that offer promise but no assurance of "back to basics". Actually, these expressions of "educationese" often refer to programs that give the appearance of providing a 3R basic education, but are really limited to teaching "survival skills". Such programs are deceptive in that they provide a "bare bones" training. Students are taught only what is thought necessary to permit them to "get by" in adult life. Unfortunately, parents often welcome auch programs, mistaken in the belief that traditional basic skills are taught.

Another thing for parents to consider is that when educators talk about "basics", they are talking about "new basics". For instance, Harold G. Shane, writing in the September 1976 PHI DELTA KAPPAN said, "... Rather than adding my voice to though who urge us to go "back to the basics", I would argue that we need to move ahead to new basics." He defined "new basics" as "cross cultural understandings" "skills of human relations" and "planning for interdependence".

In the March 1977 PHI DELTA KAPPAN, W. Ross Winterowd, professor of English, University of Southern California was quoted as saying, "Back to basics? Look, we're moving forward to basics. We're broadening our basics to teach children to think, analyze problems, make wise decisions. . . As for the three Rs, why return to them when we've never left them!..."

One thing is certain: Whether we go back to basics or not, there is going to be a lot more values education. In an otherwise very good article on the need for traditional basic education, Chester Nolte, in the June 1977 AMERICAN SCHOOL BOARD JOURNAL admitted this: "And another thing: We'd better start doing a more adequate job of imparting moral values to our children. You don't have to be a prophet or a prophet's son to predict a greater emphasis on values clarification ..."

Tied in with values education will be a loud emphasis on "patriotism and citizenship". Under these flags, parents should be on the look-out for global interdependence indoctrination masquerading as "citizenship education" (remember, "planning for interdependence" is seen as a "new" basic sidil!) and "character education" that promotes socialistic goals. (I've written about such programs in the November 1976, March and June 1977 Issues of THE EDUCATOR.)

Even if educators wanted to go back to basics - how could they? It is common knowledge that many teachers simply aren't capable of teaching the 3Rs. They can't adequately read. write or do arithmetic themselves. Their teacher-training prepared them not to be teachers of traditional education, but rather, to function as pseudo psychologists and agents of social

Furthermore, in spite of all the talk of getting "back to basics", there is no indication that teacher-training institutions intend to start preparing student-teachers to teach the 3Rs - all signs point in the opposite direction. The fall 1975 issue of JOURNAL OF TEACHER EDUCATION told what to expect in future teacher education in an article titled "Humanizing Teacher Education For The Last Quarter of the Twentieth Century". There is no mention of training teachers for "back to basics" education. If we are to believe what this article proposes, teachers of the future will be associated with community mental health centers and will be called "human service educators". They will be "developing ideology of humanistic socialism" and will "perceive themselves as guaranters of human rights". Does that sound like "back to basics"? Hardly. But then, we've been warned we can't go back to basics. So be prepared. It's going to be "business as usual" and then some.

# mow, the student is the subject

Seymour Fersh

Traditionally, the major function of schools has been to pass along from teacher to student the accumulated wisdom of a particular, shared culture. It was appropriate for teachers to master a body of knowledge and to help train others who could benefit from such a reservoir of valuable know-what and know-how. This kind of schooling is still appropriate in tradition-directed situations where the elders know best the kinds of behaviour that are most likely to be self-ective for survival and fulfillment.

When conditions are changing rapidly, it is not likely that traditional kinds of schooling will continue to be appropriate. We live in such times. Unprecedented changes are occurring all a pover the world and to the world overall. More your the nature of change itself is changing—

there is more of it and at an accelerating rate, a

In this kind of world, students will obviously need to know more about new kinds of content out an additional kind of learning will become increasingly crucial—the capacity to learn from the world. This kind of learning will place greater emphasis on the student as the subject with selected content used to help her or him become more self-educating and more self-directing. Especially in the elementary schools, the student needs to develop skills, understandings, attitudes, perceptions, appreciations and actions that encourage confidence in one's ability to shape as well as share, to create as well as adapt to changing conditions.

(social engineering)

Dr. Seymour Fersh teaches at the College of Education, Fairleigh Dickinson University. For many years he was Education Director of the Asia Society.

Passing along wisdom of a particular culture from beocher to student is still appropriate in tradition-directed situations. But when conditions change repidly, the curriculum must be organized more around student-centred schlevements these scome confami-centred units. This will help to give the student new perceptions. (ICEF 7285/Alena)

Using cultural content to self-educate

A first step would be to organize the curriculum more around student-centred achievements rather than around content-centred units. Content, of course, should always be authentic and important; more important, however, will be the purposes for which the content was selected. For example, in early grades we can begin to help students experience responses such as: "I never thought of that..." The purpose would be to begin having students become comfortable and even pleased when they discover that their assumption can be reversed. This process can often be achieved with existing study units life we use them for student-centred rather than content-centred purposes.

do not necessarily have to be alert to our edueational purposes but we do.

These purposes can be encouraged by using cultural studies as a unique kind of content especially useful for helping students transcend their own cultural conditioning. They will increasingly need this ability because more and more they will be living in a new culture: the future. They will have the opportunity to be culture-creators as well-as being culture inheritors.

(social engineering again.

Becoming our own teachers

How we respond to the value of "I never thought of that..." kinds of responses is itself an indicator of our educational philosophy

It is the kind of education which Yu-kung Chu calls, "interior orientation" in which personal inner resources are developed and strengthened by recognizing that "it is not the environment that educates the child; it is the inner reactions of the child to the environment." (e. psychogical affects

It's the zest with which Margaret Mead talks of her greatest greed being the greed for new experiences".

It is delightful and encouraging that words such as human, humility and humour are found close together in the dictionary. They need also to be found closer in life. We must appreciate more the seriousness of humour ("a changing and uncertain state of mind...incongruous") as a helpful learning style for becoming self-educating. Also, the special contribution of humility ("freedom from pride and arrogance") will receive more recognition in the curriculum where the student is the subject.

But, more than ever, we need to become our own teachers in a world where educated selves will be able to continue the process of self-educating.

David C. King is Senior Associate of the Center for Global Perspectives. New York City.

In a San Francisco, California, classroom, young children were engaged in the earnest business of discovering, exploring, and analyzing systems. They ranged in age from six to nine, and the youngest could not yet read or write—but they could all take part in this full-class activity.

They found systems in the human body. Toys were systems. So was the class itself

#### Forming analytical tools

Ms. Aquino is taking part in a large-scale programme called Global Perspectives: A Humanistic Influence on the Curriculum. Funded in part by a grant from the National Endowment for the Humanities, this programme uses testing sites throughout the United States, plus links to schools in Canada, England, Kenya, Peru, Japan, and India.

The underlying assumption of the project is simple: Schools must provide young people with 2.1 a set of tools for analyzing the world

Concepts such as systems form part of this tool lift. Knowledge of systems forms

a basis for understanding interdependence, Change, conflict, and communication are other concepts which form one beginning set of analytical tools.

#### Skill in using concepts sharpened

A few blocks away from Alexis Aquino's classroom, a group of older students from a suburban school emerges from a subway.

Operating in the same Global Perspectives project. Alan Hawkins has brought his students here to study wall murals equipped with weeks of study into the nature and dynamics of both conflict and interdependence.

Now they drift through the Mission neighbourhood—exploring the "wall art" — huge murals splashed boldly across the once-barren walls of stores and housing projects. The artists are —a rich mixture of cultural diversity.

In analyzing the wall art,

The teenagers argue about interpretations. Their skill in using concepts is being sharpened. Almost unconsciously, they are applying this skill to new experiences and information. That is why the programme has proved successful Students usually forget most of what they learn, but they don't forget concepts.

Shirin Da'asha, principal of the J. B. Petit School in Bombay, found that textbooks were not available; a major project then became "textbooks" put together by the students them-

discrimination in education discrimination in education departments in civilized Metern (affluent) countries will also have to teach without textback ie. Our students must NOT be pruviled in any way?

Impact of global interrelatedness

The global perspectives programme is one of a number of new approaches to the old educational problem of trying to find ways to develop "world understanding". Much of what we have tried in the past simply has not worked. Students emerge from schools with little understanding of global concerns, little empathy for people of "different" cultures why not more empathy with their own culture?

The traditional approach of teaching about "strange lands and friendly people" is gradually being replaced by new views of what schools can accomplish.

We are beginning to recognize that the impact of global interrelatedness touches most aspects of our fives, including career choices and chances, lifestyles and living standards, our tastes, aspirations, and ethics. Consequently, courses in career education, in science, social science, and the humanities all have a role to play in helping young people grasp the opportunities of our interdependence and cope with its new pressures and conflicts. A Que to Emp.

(STOP + CARE has material on the danger of this deliberately planned early career specialization)

Environmental issues, in fact, may provide a ferning point in schooling throughout the world. Other crises of our habitat, from poverty to nuclear terror, have not managed to jar education into realistic probes of humanity's present or its future. But the environmental crisis may help forge that sense of shared destiny which has been so sadly lacking.

there to the

The Belgrade Charter

Indications of new directions for education were illustrated at a Workshop on Environmental Education held at Belgrade in October of 1975. The workshop was sponsored by UNESCO and the United Nations Environment Programme (UNEP), and brought together representatives of 65 nations. All signed the workshop document which became known as the Belgrade Charter

The charter states, in part: "We need nothing short of a new global ethic. An ethic which espouses attitudes and behaviour for individuals and societies which are concommitant with humanity's place within the biospherewhich recognizes and sensitively responds to the complex and ever-changing relationships between man and nature and between man and man ... " (To create a new ethic pre-

supposes the destruction of the

The authors of the charter stated that this ethic could emerge if we can create "a world-

wide environmental education programme that will make it possible to develop the new knowledge and skills, values and attitudes which will constitute the key factor in a drive toward a quality of environment and, indeed, toward a better quality of life for present and future generations living within that environment".

What "environment"? The global one-world society. and lukat "better quality of life"? Humanism instead of Christianity

Schools throughout the world, but especially in the countries most responsible for the current crisis of habitat, had already begun major programmes designed to produce the kinds of skills and viewpoints called for. - - --

Vewpoints of students are changed by psychological brain. washing and mind manipulation techniques in MACOS + SEMP materials.

Education designed to develop a new sense of responsibility toward our planetary home can encounter difficulties similar to those of education for cross-cultural understanding. If it becomes a textbookish series of admonitions, environmental education may have little Impact.

(again-no interest in scientific ) facts, but only in indoctrination of political concepts.)

Skills must rely on basic humanism

The idea of learning to read and interpret the signs produced by our natural and human-made environment is critical. This means, once again, that the (major lask) of chools is to provide students with the skills needed to achieve that reading and interpretation. In other words, the classroom is most useful not as one more dispenser of information but s a place where people of all ages can learn to process and deal with the great masses of Information and stimuli which bombard us. And the most successful efforts to provide those skills are those which rely heavily on a basic humanism as well as on science and social science. Mate influence of Humanism

## New Vistas for Today's Teachers

Long a participant in UNESCO's Associated Schools Project, Adelaide Kernochan offers an overview of its efforts to develop education for international understanding. ....

I am aware that our school is part of a 24-year old world-wide network, now grown to over a thousand primary and secondary schools and teacher-training institutions in 65 countries, and that each of us is exploring different ways to develop education for International understanding.

January 28-France

The Associated Schools Project is an activity of the Section of Education for International Cooperation and Peace ... here in the Education Sector, as well as in other UNESCO sectors dealing with culture, science and communicaflons, ... When many seemingly isolated developments are brought together, one can see a general movement towards a world community.

As an educator preparing students for the next century, I feel it's important to visualize what the world community will be like. . . . I was locky enough to be able to observe a meetlpg of experts on the New International Ecohomic Order. The name is misleading: apparently what is envisaged is a dynamic society where the emphasis is not on monetary gain, but rather on a full life for each Individual (the model the experts described seemed very like many egalitarian villages in Africa: mutual respect and support, work and resources fairly shared, and joint action for the common good). All agreed that in the next century, with at least triple today's population and limited resources, more just and workable relationships will be aceded.

The original title of the Associated Schools Project used the phrase, "education for living to a world community". Now the New International Economic Order makes this goal particularly appropriate-and urgent. In what ways are we helping students develop knowledge and skills, values, attitudes and habits needed in this new society? What more needs to be done?

February 12-Austria

Today (in the snow!) I visited an impressive pilot project is: ended to develop appreciation of diversity—a major goal) of the Associated Schools Project, It illuminated some of the difficulties in intercultural education faced particularly by schools in industrialized countries.

This project dealt with Turkey, Following research on its past empire and artistic accomplishments, students investigated its present economic conditions and aspirations.

In the final evaluation, behold a new dilemmat? . In other words, added knowledge did not produce the intended feelings of empathy for the people or their problems; .

To change this attitude, the teachers will now try more person-to-person contacts: the use of migrant workers and their families as resource persons in the classroom, service in the Turkish reception centre - . . .

March 1-India

At a school I visited today, two class groups described a project on the rights of women.

One compared the Universal Declaration of Human Rights with the actual practices regarding men and women in five representative countries. The other group used surveys and interviews to explore the role of women in their own familles and community.

This kind of community-based education is one of the promising new trends in Associated Schools' work. World problems no longer seem abstract and remote. Equal rights and development are understood as enduring concerns of people everywhere-shared hopes and needs which form the base of an emerging world com-munity. (which global educates are kelping to engineer)

March 12-Philippines ....

At last I have seen a complete example of "education for living in a world community". Embracing the entire K-12 curriculum in all subjects, the educational programme here is integrated around a single themes development the development of individuals, communities, societies, nations, the world. Different disciplines at different levels take up different aspects of development, such as water, environment, food or population.

The world is perceived as a single developing system. It is not divided into "developed" and "developing"; The goal of this development, is not industrialization but instead the full realization of the potential of each country and each person. ce to do their own thing!

This education is dynamic. Gone are the con-1 cepts of static societies and immutable truths or learning confined to a few years inside the classroom. . . . .

Cooperation is the means to development. Not only must nations in the UN cooperate to develop the world community but people, too, ben find greater fulfillment through joint action. They are not diminished but augmented by being part of a group (collecturing is socialist)

Development demands action by everyone in the community, including young children. As a regular part of school work, children can be seen cleaning streets and canals and tending vegetable gardens and animals. They are enthusiastic about this work, which they have helped to choose and plan -- ...

March 20-In-flight I have seen that global teaching can be vital a:...I rewarding when approached in human terms and tied to projects which involve students. Even more, I have a broader view of education-what it is and what (it must become) in order to meet the demands of ine 21st century.

whiten

We are preparing young people to live in a world community where each will grow and contribute in his or her own special way. Therefore, international education cannot be peripheral or plecemeal; it must be the essence of education itself. In Sweden where the entire school experience, from pre-kindergarten through university, is being internationalized, they call this education "development of the whole person in a global context".

I do not think of such education as a chore, a duty to teach about desperate global problems

want my students to be free from fears and prejud dice, to marvel at the diversity and creativity of human beings and at the same time to feelalmost tangibly-their one-ness with people and nature. I hope their lives will have more meaning & because they sense that they are part of great of movements in the world's development.

Finally, after weeks among creative, commixed people in this UNESCO programme, I pow believe that a world community may indeed levelye. How can we as teachers help? We can practice Robert Buron's idea: "To change the world . . , we must create around us a small sland of that other world to which we aspire."