

## Will Americans kick the kooks out of the classrooms?

by Susan Welsh

All over the United States, “guerrilla warfare” operations are being waged by parents against some of the worst features of the New Age takeover of the public school system. These efforts have had some notable recent successes, such as the ouster of New York City School Chancellor Joseph Fernandez on Feb. 10, and the defeat by the Pennsylvania state legislature on Feb. 8 of the so-called reform program known as outcome-based education. But for such campaigns to succeed, there is going to have to be a deeper understanding of what has gone wrong with American society and education, and a clear positive alternative.

That means uprooting the self-proclaimed “Aquarian Conspiracy,” which now almost completely controls not only the elementary and secondary school systems, but also the universities, the media, and the institutions of government—from the Supreme Court on down.

In 1974, Stanford Research Institute issued a study titled *Changing Images of Man*, prepared by institute director Dr. Willis Harman with the help of such mind benders as psychologist B.F. Skinner and anthropologist Margaret Mead. Its results were popularized in a book by Marilyn Ferguson, *The Aquarian Conspiracy*. According to Ferguson, “a leaderless but powerful network is working to bring about radical change in the United States. Its members have broken with certain key elements of Western thought. . . . This network is the Aquarian Conspiracy. . . . The great shuddering irrevocable shift overtaking us is not a new political, religious, or philosophical system. It is a new mind—the ascendance of a startling worldview.”

The Stanford study recommended the replacement of the “industrial-technological image of man” which has hitherto characterized American society. The Old Testament image of man having “dominion over nature” must be scrapped in favor of an environmentalist ethic; the Christian image of the New Testament must be replaced with a gnostic “self-realization ethic”; the image of man that emerged from the Italian Renaissance—described as individualist, rationalist, materialist, seeking objective knowledge—must be discarded.

In the words of the kooks cited by Ferguson and company, the Age of Pisces—



A parade in New York City in 1983. The Aquarian Conspiracy wishes us to believe that homosexuality is a legitimate "alternate lifestyle" that should be taught as such to school children. Such "affective education" brainwashing is relegating what passes for an academic curriculum to the back seat.

with its dedication to rational thought, science, and technological progress—must give way to the Age of Aquarius—the "post-industrial society." The Christian conception of man in the living image of God must be replaced with a Nietzschean worldview in which God is dead and the *self* reigns supreme.

From this blueprint, and related programs of the Club of Rome, the London Tavistock Institute, the Esalen Institute, and other elite think tanks, there emerged the entire gamut of education "reforms" that we see today. In the reports that follow, we examine some of them, especially Drug Abuse Resistance Education (DARE). Most parents tolerate these programs in the schools, believing they are innocuous enough, "and who knows, maybe they will help children 'say no' to drugs?" As our report documents, that is far from the case. In fact, studies have shown that graduates of DARE are *more* likely to use drugs than those who have not been through the program at all.

### No to 'Rainbows' and condoms

In the case of New York City, determined action by parents forced the ouster of Fernandez, who had advocated condom distribution through the school system—supposedly to fight AIDS—and his endorsement of the "multicultural" curriculum known as "Children of the Rainbow."

Teachers were instructed to introduce a positive treatment of homosexuality as an "alternative lifestyle," as early as the first grade. Children were to read books such as *Heather Has Two Mommies*, so that they would view lesbian and homosexu-

al relationships as on a par with heterosexual marriages.

Last fall, the local school district in Queens revolted, refusing to allow the "Rainbow" curriculum in its schools. Fernandez retaliated by suspending the Queens school board; but the state Board of Education in February voted 4-3 not to renew Fernandez's contract when it expires in June.

A similar program went down to defeat in Pennsylvania, with a vote of 139-61 in the state House of Representatives. The outcome-based education (OBE) program put forward 55 statements that prescribe what students should know before graduation from high school. Parents feared that vague, non-academic goals such as "demonstrating respect for the dignity, worth, contributions and equal rights of each person" would lead to teaching acceptance of homosexuality.

Such fears are well grounded. One parent phoned the Board of Education and was told, "Look honey, it doesn't matter—it's a done deal. . . . If you think homosexuality is wrong, then you're prejudiced." The spokesman informed her that OBE was designed to correct such "bias." Another parent reported that her second-grader had brought home a packet of information that included a condom.

The "political correctness" trend on university campuses which has drawn so much attention of late, begins with these insidious curriculum changes on the elementary school level. The backlash that is now in evidence against them must gain strength and conceptual clarity fast, if an entire generation of children is not to be turned into zombies. With this *Feature*, and forthcoming articles in *EIR*, we provide ammunition for that fight.