the MEL GABLERS'

Educational Research Analysts

Newsletter

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Mainstreaming sociopathy

UNDEMOCRATIC POLITICAL CORRECTNESS

in Grades 7-8 "Literature" texts

It is impossible but that offences will come: but woe unto him, through whom they come! It were better for him that a millstone were hanged about his neck, and he cast into the sea, than that he should offend one of these little ones. — Luke 17:1-2

Texas approved four Grades 7-8 "Literature" series by major publishers for 2001 local adoption, whose story content assumes:

Individuals are not good or bad.
Groups are good or bad.

creative killing

- "... create the murderer's diary with artwork and written entries. Present the diary to the class by sharing the artwork and reading some of the entries."
- Literature: Timeless Voices, Timeless Themes, Grade 8 (Prentice, 2001), p. 549, no. 7
- Whites alone do evil, with people of color the sole victims.
- Christianity denies these notions, so it must be marginalized.

Such political correctness is discriminatory. It also rejects a key premise of constitutional government in a free society.

A free society requires checks and balances in government. The justification for checks and balances is *universal individual human corruption*. These "Literature" series negate this principle of liberty by assuming human corruption is *neither individual nor universal*.

theft as a lifestyle

"... we swiped pocketfuls of grass seed from the open bins The wholesale house didn't have any watermelon seed, and we ... decided that we'd have to buy the seed It was a violation of our principles" — Literature: The Reader's Choice, Grade 7 (Giencoe, 2001), pp. 353 – 354

"What is government itself," Madison wrote, "but the greatest of all reflections on human nature?" "In questions of power then," said Jefferson, "let no more be heard of confidence in man, but bind him down from mischief by the chains of the Constitution."

— a friend writes —

"You must be doing a good job. The professors at [University name] teach about you and your 'right wing' group. They — the liberal college profs and elementary and secondary teachers — are very concerned about you. I would go so far even to say that they are afraid of you. I'm sure that's good news to you. It was to me.

"We learned about you with the liberal greats like John Dewey ... who have done so much damage to American education. These men are held up as great revolutionaries who have benefited our great schools and made them what they are today. Actually, I thought, you're absolutely right, they did make American schools what they are today. That's why American children are dying — in every way imaginable. To you I say, Thanks" [Signed]

recurrent ethical cynicism divisive racial grievance-mongering no editorial due diligence

All Grades 7-8 "Literature" series submitted by major publishers for 2001 local Texas adoption were sociopathic, but their degrees of dysfunctionality differed. Teachers in 54 Texas school districts requested more info in response to our rating sheet that we faxed statewide on these programs.

Premise of an **AMORAL UNIVERSE**

Language of Literature, Grades 7-8 (McDougal, 2001) encourages students to separate action from ethical knowledge. Vice is often unpunished or even rewarded. Grade 7

- Lying pays. pp. 21-25, "Seventh Grade"
- Detective lets reformed thief go, depriving victims of redress. pp. 164 — 170, "A Retrieved Reformation"
- Good and bad deeds are conscienceless role-playing.

pp. 349 — 356, "One Ordinary Day, with Peanuts"

- Thrill over getting in trouble for wrongdoing; misbehavior is fun. pp. 382 — 386, "from An American Childhood"
- Aliens prey with impunity on human weakness; humans blamed instead. pp. 416 — 428. "Monsters Are Due on Maple Street"
- 3 lies, no negative consequences pp. 523 — 529, "The White Umbrella"
- Manipulative woman succeeds through intimidation. pp. 554 - 560, "A Defenseless Creature"
- Mom lies to get her son a job. pp. 622 — 628, "from GROWING UP"
- Deception pays. pp. 842 - 845, "Lazy Peter and His Three-Cornered Hat" Grade 8
- Kindergartner lies about misdeeds. pp. 5 - 11, "Charles"
- Orphan lies to conceal orphanhood. pp. 60 — 65, "A MOTHER in MANNVILLE"
- Honesty, dishonesty on ethical par p. 284, lower left, "Inquiry and Research," lines 7-10
- Son's small lie deflects disapproval. p. 396, col. 2, par. 1, lines 1-3
- · Boy twice gets away with breaking promise to drive carefully.

p. 396, col. 2, par. 3, lines 28-30 p. 397, col. 1, lines 6-8 p. 402, col. 2, par. 1, lines 1-2

- Attractiveness of the criminal mind p. 696, par. 2, lines 6-7
- Boys use their family's good name to conceal their theft of a horse. pp. 840 — 847, "THE SUMMER OF THE BEAUTIFUL WHITE HORSE"
- Women achieve goals through 6 lies. pp. 942 — 945, "THE SOULS IN PURGATORY"

ADVOCACY-DRIVEN STORY CONTENT

Race conflict trumps literary breadth in Literature: The Reader's Choice, Grade 8 (Glencoe, 2001), which harps on white oppression with blacks as principal victims. Christianity is the only religion insulted.

• Inflammatory racist fiction bordering on hate speech: stereotypical white bigot pp. 857 - 864, "The Woman in the Snow"

Thank you very much for your very quick response to my inquiny. I took the 7th grade literature analysis documents home with me last night and was fascinated by your work. Some I strongly agree with, other parts, I'm not so sure about. But, I'm very glad that your group is doing such an organized and in-depth analysis. It is what schools need. – Teachen

- Triple treatment of sit-ins, with two photos; hate-filled, hardhearted whites pp. TX22 - TX24, "My Grandmother's Sit-In" p. 492, "The Fight for Civil Rights" p. 505, "Sit-ins"
- Two descriptions of Jim Crow libraries p. TX27, col. 2, lines 1-13 p. 492, par. 1, lines 3-6
- Cruel whites mistreat black slaves. pp. 389 - 392, "The People Could Fly"
- White trader cheats Indians. p. 421, "Coyote and Wasichu"
- White Christians blamed for enforcing Fugitive Slave Act, but white Christian West's lead in worldwide abolition censored.

p. 482, col. 1, par. 1, lines 9-11 and 15-17 p. 489, no. 9, lines 2-4 p. 489, right margin, no. 9 (Teacher's Edition)

• Multiple references to U.S. relocation of Japanese Americans during WWII; silence on WWII massacres by Japanese in China, and the Bataan death march

p. 26, col. 2, par. 5, lines 1-5 p. 32, col. 1, bottom 2 lines — col. 2, line 1 p. 34, col. 2, par. 2, lines 5-6

- Negative reference to Lutherans p. 575, col. 1, par. 2, lines 10-13
- Hinduism preferred over Christianity p. 575, col. 2, lines 1-3 p. 576, col. 1, par. 1, lines 15-19

PREOCCUPATION WITH GRIEF AND DYING

Language of Literature, Grade 8 (McDougal, 2001) invites emotionally fragile students, at risk for self-destructive behavior, to unhealthy life choices. Its message is that life is cruel, that life and death are similar and it is hard to tell where the one ends and the other begins, that death may cure some hurts, and that implied suicide is thinkable. This promotes irresponsible acts by vulnerable youths.

- Living man feels dead. pp. 49 - 54, "STOP THE SUN"
- Killing someone is easy, watching him die is hard. p. 55, "from Dear America"
- Helplessness, resignation in disaster pp. 160 165, "STORY OF AN EYEWITNESS"
- Inexorable decay, inconsolable sorrow, probable early death pp. 221 - 245, "Flowers for Algernon"
- Admiration for suicidal risk-taking in which the risk-taker dies pp. 575 — 583, "A Running Brook of Horror"
- Mother who cannot provide for her son in life, does so in death. pp. 648 - 651, "The Ballad of the Harp-Weaver"
- Dead man feels alive. pp. 655 — 665, "THE HITCHHIKER"
- Contemplation of death, maybe suicide p. 665, "Mourning Grace"
- Death with contentment pp. 673 - 678, "The Third Wish"
- Death unites lovers. pp. 938 — 941, "ORPHEUS AND EURYDICE"

Thank you very much for all the information about the textbooks. I made some copies for my colleagues over the weekend. I can't believe that all the books have so many problems. - Teacher

MORAL EQUIVALENCE OF RIGHT AND WRONG

Literature: Timeless Voices, Timeless Themes, Grade 7 (Prentice, 2001) cripples character development toward ethical goals through selections in which bad acts have good results or callousness goes unrebuked.

- Exploiting another's hurt for selfish ends: daughter manipulates mother's sorrow over losing two baby girls, to avoid piano lessons; no retribution for disrespect or rebelliousness toward adults pp. 15 — 25, "Two Kinds, from The Joy Luck Club"
- By disobeying his mother, a boy saves a mountain-climber's life. pp. 210 — 216, "A Boy and a Man"
- Hypocrisy pays if you get away with it: a soldier who once deserted becomes a general who harshly punishes deserters. p. 234, "LONELY PARTICULAR"
- Romanticized crook has more honor and courage than brutish lawmen do. pp. 300 — 305, "The Highwayman"
- Psychosomatic fantasy rewarded: fake illness lands a big fish. pp. 484 - 487, "Stolen Day"
- Greed normalized, guilt debunked pp. 838 — 839, "The Princess and the Tin Box"
- Non-judgmentalism toward peer rejection, group ostracism, emotional alienation, individual isolation, physical separation, personal loneliness pp. 288 — 294, "All Summer in a Day"

Keep up the good work.

POLITICALLY-CORRECT PRIORITIES

Literature: The Reader's Choice, Grade 7 (Glencoe, 2001) gives 28 times as much space to environmentalist propaganda, and 39 times as much coverage to pagan religions, as it does to the Biblical literary heritage. This is 777 student text lines, 1051 lines, and 27 lines respectively. There is nothing negative on paganism nor hostile to sentimentalizing nature ... but 41 lines disparage Christian seminarians. Nor is there enrichment of student cultural literacy through such Judeo-Christian metaphors as the forbidden fruit, the mark of Cain, the prodigal son, or "doubting Thomas."

OVERWHELMINGLY PAGAN THEISM

One or more deities are active in 11 storylines in *Elements of Literature*, Grade 7 (Holt, 2001). Ten of those readings, totaling 1547 lines, involve pagan divinities. compared to just one 91-line reading that refers to the Judeo-Christian God - a disproportionality of 10 stories to 1, or a ratio of 17 lines to 1. This bias toward pagan over Biblical sources isolates students from such standard literary figures and allusions as the Tower of Babel, the parting of the Red Sea, and the handwriting on the wall.

Thank you for your materials. I opened and began reviewing them this morn ing. Your information will help me truly see these books and make a decision. ... Thank you for the good work you do. While I may not agree totally with you, I try hard to choose books as if my own child's mind was to be filled with their content. Thank you and may God continue to bless you in all the work that you do. - Teacher

DOUBLE STANDARD BY CUL-TURE, CREED, AND CAUSE

Literature: Timeless Voices, Timeless Themes, Grade 8 (Prentice, 2001) slants coverage of specific religions, issues, and groups as liberal ideology dictates. Of all religions anytime anywhere, it links only Christianity with slavery but not with worldwide abolition as well. Four readings treat environmentalism not as debatable public policy, but as a secular article of faith. In three storylines, whites alone are sexist, with no pejorative allusion to gender bias among people of color.

I really appreciate the long, tedious work you put forth to correct the textbooks.

— Teacher

Meanness of Whites TO PEOPLE OF COLOR

In Elements of Literature, Grade 8 (Holt, 2001), whites are the lone racists, the sole victimizers, the only cultural imperialists. All brutal, chauvinist exploiters are also white. There are no xenophobic Japanese, or inhumane Indians, or intolerant blacks.

- Junior high student's fictional account of cruel whites, suffering blacks in antebellum U.S.
 - p. 569, "Freedom Walk"
- Folk tale about oppressive whites, mistreated slaves in Old South pp. 574 - 577, "The People Could Fly"
 - White misperceptions and misrepresentations of Indians pp. 631 - 633, "The First Americans"
 - White ostracism of Indians from American civilization p. 633, "Indians"
 - Unjust white internment of Issei and Nisei during WWII pp. 645 - 650, "Camp Harmony from Nisei Daughter"
 - Separation of friends by U.S. relocation of West Coast Japanese during WWII
 - p. 652, "In Response to Executive Order 9066"
 - Whites persecute peaceful blacks. pp. 681 — 682, "from The Power of Nonvio-
 - Outside readings on white injustice toward and/or killing of Japanese, Indians, blacks in U.S.

SWEARING AND OTHER OFFENSIVE LANGUAGE

These books model attitudes or normalize language without redeeming educational value, coarsening the learning experience.

- "A flat chest, no hips, and a brain" "... my blouse fluttering where my
 - breasts should have been." "The neck was kind of low, but I was pretty flat, so I didn't need to worry about being indecent"
 - Language of Literature, Grade 7 (McDougal, 2001), p. 279, col. 2, line 6; p. 282, col. 2, par. 3, lines 3-5; p. 607, col. 2, par. 1, lines 25-27
- "... they are damned if they will be locked in again."
 - " 'Life is no damn good,' "
- " '... our damn Jews!' " Literature: The Reader's Choice, Grade 8 (Glencoe, 2001), p. 41, col. 1, par. 1, lines 6-7; p. 156, col. 1, par. 1, line 6; p. 723, col. 1, bottom line
- A dog "relieved himself" on a stump. Literature: Timeless Voices, Timeless Themes, Grade 8 (Prentice, 2001), p. 507, col. 2, par. 3, lines 4-6
- "He scratched his butt" Elements of Literature, Grade 8 (Holt, 2001), p. 508, line 2