



FROM THE DESK OF

Dear Brian,

Enjoy your programs  
on C-Span. Admire  
your objectivity. Keep  
up the good work.

[REDACTED]  
EL Centro, CA

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A review of the SAT scores since 1952 (Figure 14) confirms that the decline in scores was initiated by an event, not by a trend. In addition, the continuing decline in scores after 1963 shows that the event which began in 1963 continued to have impact for the next two decades.

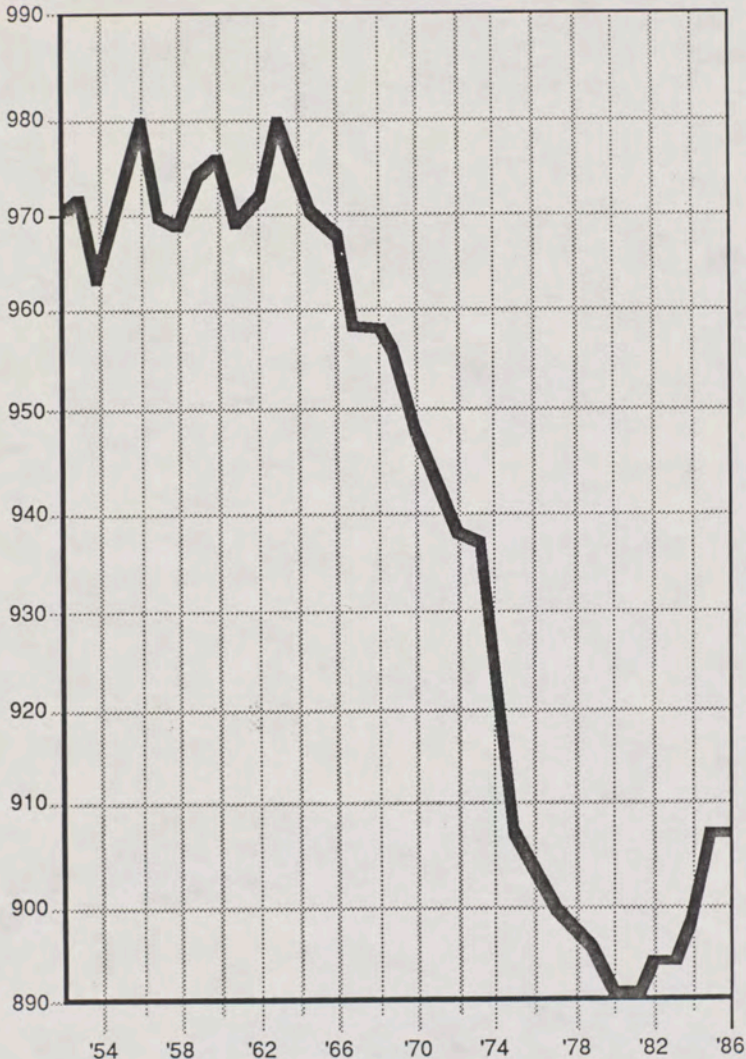


Figure 14

## Potential Causes

There have been relatively few *nationally significant* education-related events which produced on-going policies with lasting effects. Those significant events which occurred during the era of the decline, and which appear in surveys of recent educational history, are listed below. Each of these events will be examined as a candidate for the cause of the decline in scores.

**1954--Desegregation Ordered.** In *Brown v. Board of Education*, the Supreme Court rejected the "separate but equal" theory as unconstitutional. As a result, mandatory racial integration was instituted in schools nationwide. This was both an emotional and a traumatic event in education. The demonstrations of racial discrimination toward blacks were often cruel and vicious. Many black students had to be escorted with police protection into white schools.

**1957--Sputnik Launched.** Although this event occurred within the Soviet Union, its repercussions were notable in the United States. It seemed a personal insult to the American people that the Russians had been the first to launch a space vehicle into the outer atmosphere. Patriotic-minded scientists, politicians, and citizens voiced their concern that American education and technology had been superseded by the Soviets. Our educational system was called into question: why had we not supplied the knowledge necessary to beat the Soviets to space? The Sputnik launch in Russia gave birth to massive curriculum reform programs in the United States. Committees composed of university specialists and educational leaders implemented new approaches to subject matter, especially in the natural sciences and mathematics. Congress also directly intervened and, in 1958, passed one of the most significant bills in education history: the National Defense Education Act (NDEA). This bill not only provided financial aid to states to improve their educational programs and to buy teaching equipment, it also initiated the federal student loan program, an attempt to enable all students to attend college.

**1963--Religious Principles Prohibited in Schools.** As a result of Supreme Court decisions in *Engel v. Vitale*, *Murray v. Curlett*, and *Abington v. Schempp*, religious principles were separated from public education. School prayer, Bible reading, and any instruction which purported to have any type of religious connection were all prohibited

in schools. So thorough was the eradication of these principles that even the Ten Commandments, acknowledged by the Court to be the basis of law in the Western World, were eventually removed from schools. The traditional basis for any absolutes concerning right and wrong in behavior, belief, and conduct were withdrawn from educational instruction and philosophy. Although these decisions were met with widespread public anger (some districts vowed to ignore the rulings), most educators soon fell into line, removing all public religious practices and principles from schools. The sequestering of religious philosophy from public education clashed sharply with deeply-rooted traditions that had both allowed and encouraged religious principles in education from pre-Colonial times. The Court decision in 1962-1963 was the first action in American educational history to separate religious principles from academic endeavors.

**1968--Widespread Anti-War Demonstrations Begin.** By 1968, active participation of U.S. military combat troops in the Vietnam War was in its third year. The Vietnam War had become very unpopular at home and young people were outspoken in their opposition to the war. Their resistance was vocal, their tactics sometimes violent. Their attempts to focus national attention on their opposition to the war led to widespread anti-war demonstrations, with school campuses becoming the focal point for the discontent. Due to the turbulent, and sometimes bloody, confrontations between civil authorities and student protesters, classes were frequently disrupted or dismissed, and the demonstrations often resulted in the takeover and holding of actual school property (e.g., administration buildings). These protests not only created immediate disruptions in the academic learning process, they also created other distractions which hampered appropriate academic emphasis.

**1971--School Busing Ordered.** Although desegregation was originally ordered in 1954, the courts determined in 1971 that many schools, predominantly urban ones, were still segregated as a result of diverse geographic and socio-economic factors. In an effort to alleviate this type of segregation, courts ordered the busing of students from districts predominantly of one race or ethnic group to other districts composed primarily of a different ethnic group. This busing of students was strongly opposed by many parents and intensified "white flight," a phenomenon whereby many middle and upper class Caucasian families moved from urban schools to suburban or rural ones in an effort to circumvent court-ordered busing.

Each of these events was capable of adversely affecting education nationwide, including the academic scores of every school. These events not only had the potential for sudden, immediate impact on education, each also heralded the inauguration of a new and extended policy within education. While the duration of each event (and the long-term policy which resulted from the implementation of that event) has varied, each has had a sufficiently long lifespan to determine any effect on student achievement as indicated through SAT scores. By imposing the occurrence of each event upon the SAT scores, an assessment can be made of which event (and resultant trend) most closely aligns with the downturn in scores. This placement is seen in Figures 15-19.

### 1954--Desegregation Ordered

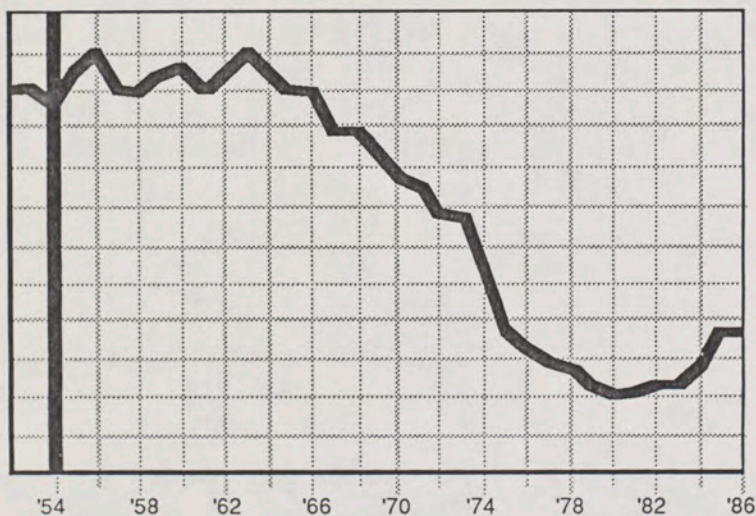


Figure 15

### 1957--Massive Educational Reforms

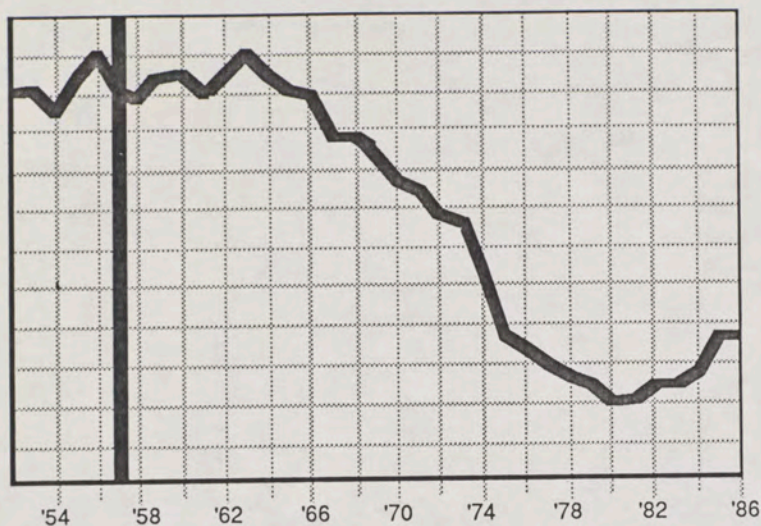


Figure 16

### 1963--Religious Principles Separated

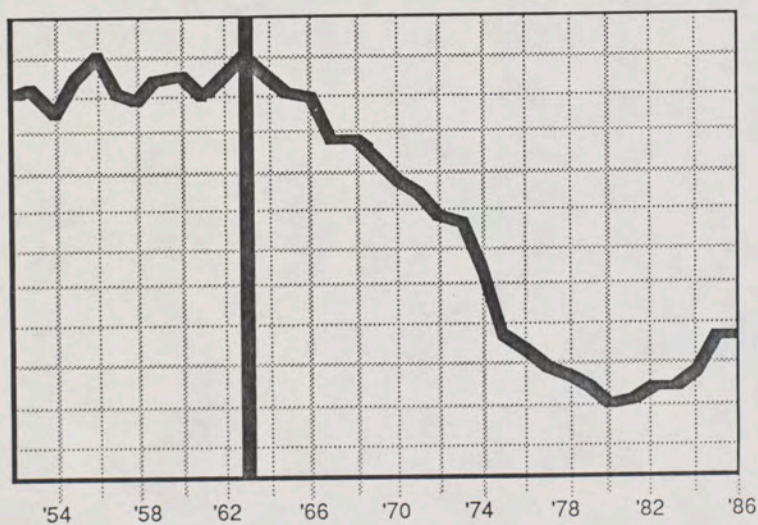


Figure 17

## 1968--Campus Anti-War Demonstrations

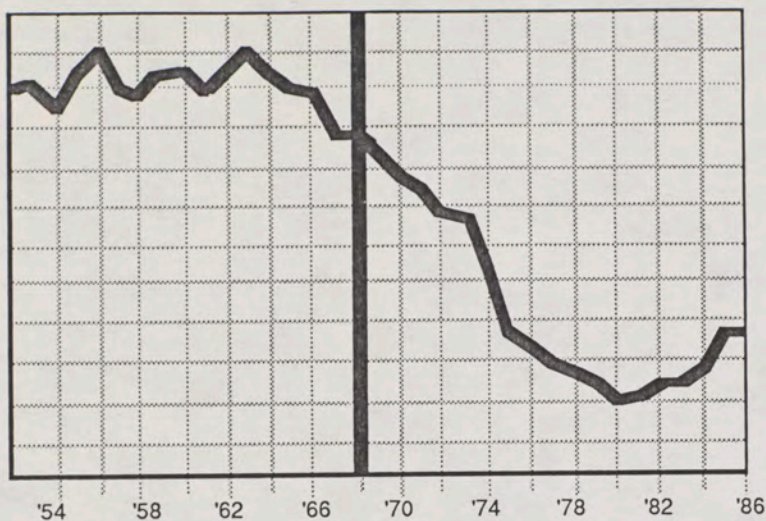


Figure 18

## 1971--School Busing Ordered

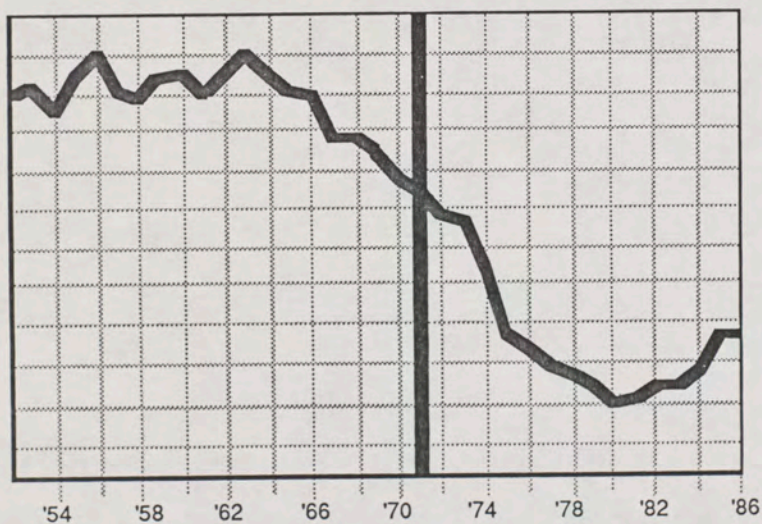
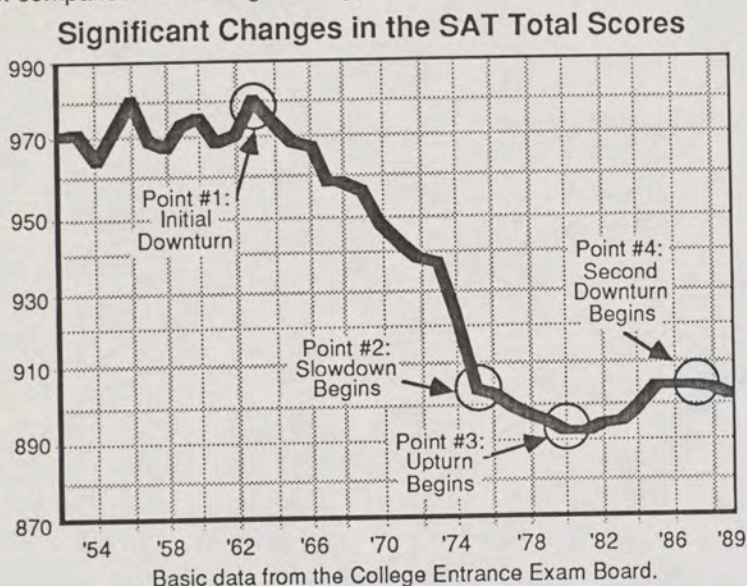


Figure 19

## The Probable Cause

The major event corresponding to the downturn in scores was the separation of religious principles from academic endeavors. If the four significant changes in the directions of SAT scores marked on Figure 20 correspond to significant changes in the use of religious principles in education, then the possibility that the two are related becomes much stronger. Figure 20 establishes the important points of comparison for testing this suggestion:



**Figure 20**

It is already noted that the initial 1962-63 downturn (the first significant point on the chart) correlates to the introduction of a religion-free educational philosophy. According to the Department of Education, when the slowdown in the rate of decline occurred in 1974-1975 (the second significant point), a simultaneous new trend emerged: private/religious schools began recording extraordinary growth in enrollment. After having remained stable for years, private/religious school enrollment jumped 17 percent during the ten-year period beginning in 1974, reporting 8,465,000 students in private/religious schools by 1984. That 17 percent increase in private/religious school enrollment is even more remarkable since the increase occurred during the same time that the total student population fell 5 percent, from 60,277,000 students in 1974 to 57,237,000 students in 1984.



“Allowing homosexuals in the Armed Forces  
would destroy the military.”

**General Norman Schwarzkopf**

**January, 1993**

The homosexual magazine, *Guide*, in its November 1987 edition outlined the gay plan to conquer America by using the news media:

1. "To desensitize the public is to help it view homosexuality with indifference instead of with deep emotion." In other words, gays should be shown on TV as just regular people with concerns for their jobs and civic pride, with the hope that through repetition the general public will begin to think of homosexuals as equals with just another lifestyle.
2. "In any campaign to win over the public, gays must be cast as victims in need of protection so that straights will be inclined by reflex to assume the role as protector." In other words, try to get media coverage of attacks of any kind, or acts of discrimination, so that even the heterosexuals in the news media will rush to give stories about gays being attacked.
3. "Our campaign should not demand direct support for homosexual practices, but should instead make anti-discrimination as its theme." In other words, news stories should not mention homosexual activities that occur in the bath houses or parks, or that gays indulge in oral or anal intercourse. Just indicate that gays are discriminated against by religious or racial bigots.
4. "To be blunt--they must be vilified....The public should be shown images of ranting homophobes whose secondary traits disgust middle America. These images might include the Ku Klux Klan demanding that gays be burned alive...." In other words, get the camera off the gays and on to the most radical and ignorant opponents. This will put the white hats on the gays and the black hats on all who are against them.

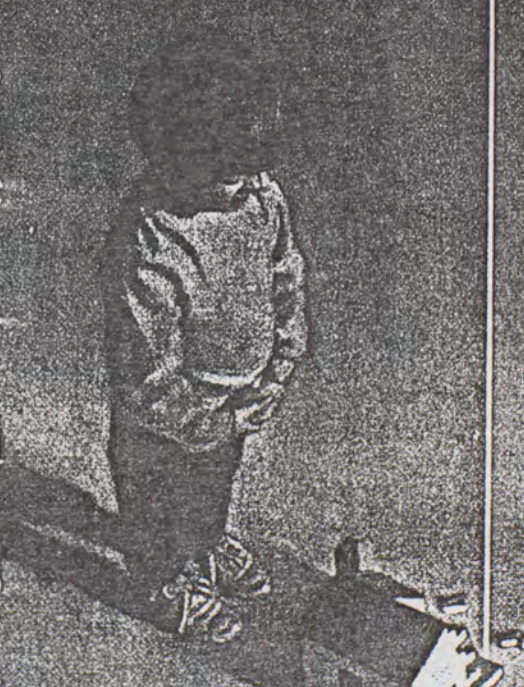
This brainwashing and propaganda campaign through television and other news media sources has been followed almost to the letter. Yet no television report about gays dares describe just what kind of sexual activity gays perform. Gay spokesmen Marshall Kirk and Erastes Pill have advised, "In the early stages of any campaign to reach straight America, the masses should not be shocked and repelled by premature exposure to homosexual behavior itself. Instead, the imagery of sex should be downplayed and gay rights should be reduced to abstract social questions as much as possible. First, let the camel get his nose inside the tent--and only later his unsightly derrier" (*Guide*, 11/87).

If the revolting sexual activities of gays could be shown on television, it is doubtful if many straight Americans would want them in the Army. *Psychology Today* has reported that fifty percent of the homosexuals surveyed have had over five hundred different sex partners; those with AIDS have had over eleven hundred, and some as many as four thousand. It is quite common for a gay to have intercourse with twelve or more partners in one night, yet the liberal television commentators present homosexuality as just another lifestyle.

# The Atlantic

## DAN QUAYLE WAS RIGHT

**A**fter decades of public dispute about so-called family diversity, the evidence from social-science research is coming in: The dissolution of two-parent families, though it may benefit the adults involved, is harmful to many children, and dramatically undermines

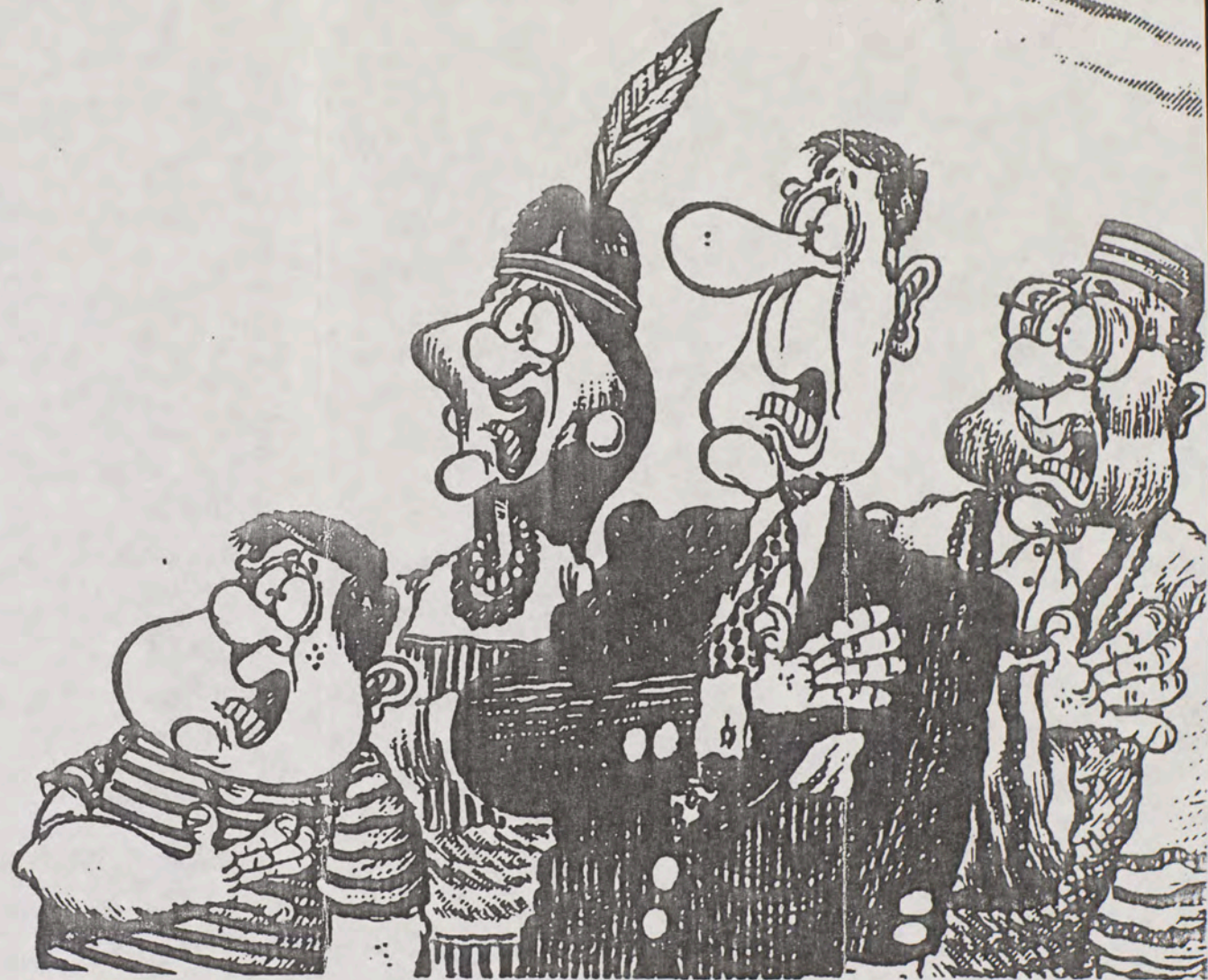
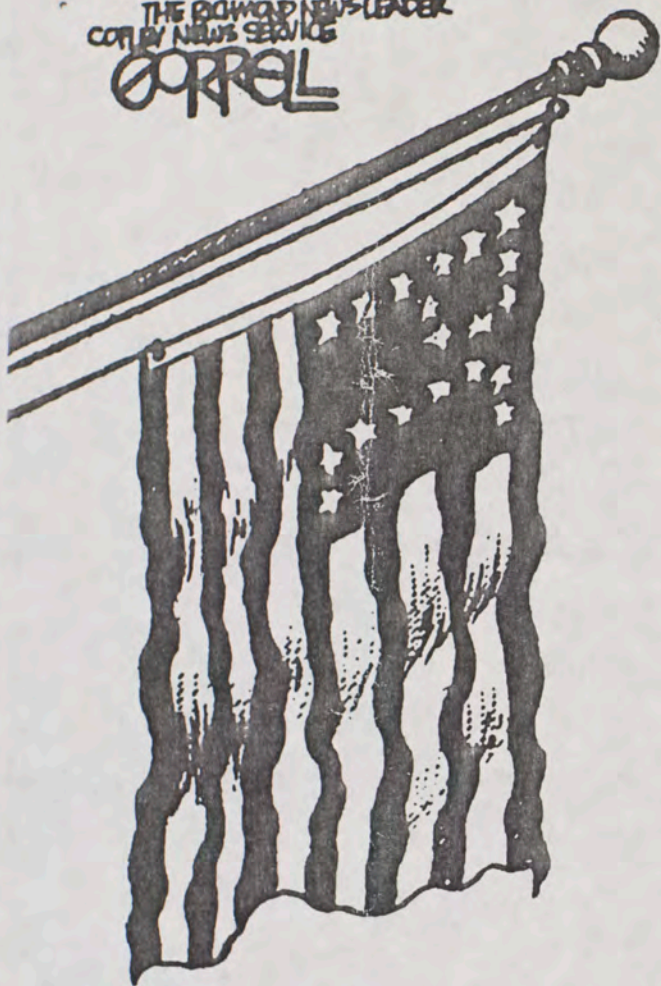


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**"I PLEDGE ALLEGIANCE TO THE FLAG OF THE POLITICALLY CORRECT STATES OF AMERICA,  
TO THE DIVISIVENESS FOR WHICH IT STANDS, PETTY ETHNIC GROUPS, MUTUALLY-EXCLU  
WITH ANIMOSITY AND CONTEMPT FOR ALL..."**



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