The words “innocent” and “harmless” are what primarily come to mind when one thinks of the Corporation of Public Broadcasting. PBS has been largely remembered for producing children shows such as “Sesame Street” and “Mister Roger’s Neighborhood,” which generally evoke fond childhood memories. But could the seemingly innocuous Public Broadcasting Service really have a hidden agenda? At Accuracy in Academia’s July Author’s Night; Tina Trent discussed her recently published special report, which reveals how PBS is on a mission to dumb down American children.

In conducting her exposé, Trent, along with Professor Mary Grabar, particularly studied the PBS Teachers website, which provides education materials for K-12 teachers. “We found the political bias we were looking for,” Trent said. “The goal [of PBS] is to make left of center activists out of children.” Their report was published by AIA and Accuracy in Media’s Center for Investigative Journalism (CIJ) and is available on the AIM website—www.aim.org.

Trent and Grabar found that PBS Teachers promoted corporate vilification (children are taught about the negative effects of Wal-Mart) rather than untainted historical facts. The authors of the study noted was an underlying hatred for George W. Bush in the series. According to the study, “a lesson plan for grades 6-12, entitled Patti Smith: An Indictment of George W. Bush, requires students to listen to songs by Smith condemning President Bush, and then weight the ‘effectiveness’ of the songs as both art and protest.”

Trent was especially disturbed by the “emotional revolution” that is perpetuated by PBS Teachers, in which students are required to role-play “oppressor vs. oppressed” events from history and are asked to express their feelings. In many situations, the United States is portrayed as a violent aggressor while characters such as communist Russian dictator Joseph Stalin, who presided over the execution of millions, are painted in a sympathetic shade. This “People magazine version of history” is not only harmful because of its coarse anti-American and far-left indoctrination but also because it fails to accurately present the full spectrum of the historical narrative.

Over 450 million federal dollars go to funding public broadcasting, an unfortunate statistic that Trent pointed out to the audience at the AIA event at the Heritage Foundation.

This event was part of The Frank A. Fusco Conservative University Lecture Series this year, made possible by a generous grant from The Frank A. Fusco and Nelly Goletti Fusco Foundation.

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Dear Reader,

One of the nice things about our author’s nights, which we’ve done our last two newsletters on, is that we get to meet many students. As I point out in all of the author’s nights, our primary purpose in staging these is to give students an opportunity to hear speakers they are unlikely to ever see on campus.

As well, we get reports on what is happening at a fairly representative number of colleges and universities around the country. Unfortunately, they usually confirm our worst fears about bias in academia.

For example, students are more apt to learn about The Donner Party than The Great Awakening. The Donner Party were pioneers who went West and didn’t quite make it but did resort to cannibalism.

The Great Awakening was a national religious revival that affected many more people than the Donner Party’s tragic expedition. Yet, thus far I have found only one professor who has devoted extensive study to either the first or the second Great Awakening—the University of Pennsylvania’s Walter McDougall.

We’re not Diogenes but we’re looking for good professors. What we usually find are living arguments for the need to cut government spending on higher education.

We stay the course for you so that we can do our level best to give you the best information that we can on what is really happening in American colleges and universities. In turn, we could not undertake this task without your support, for which we are most grateful.

All the best,

Mal Kline, Executive Director
Report Excerpt: What PBS Teaches Teachers

The leftist ideological slant is evident in a variety of ways: the quantity of lesson plans focusing on multiculturalism, or identity politics, versus traditional learning; an emphasis on leftist causes and social movements; partisan political material disguised as “media analysis” of elected officials or government policies, and criticism of capitalism and the idea of American exceptionalism. In addition, there is an overemphasis on pop culture that isn’t necessarily leftist, but is of questionable educational value.

For example:

- There are approximately equal numbers of courses about George Washington and “hip-hop” music.

- Nearly 100 lessons are dedicated to protest movements, several of which are large, interdisciplinary projects designed to occupy substantial portions of the school day or school semester.

- The number of courses dedicated to the theme of environmentalism dwarfs other subjects.

- Health and Fitness, Economics, and Current Events curricula routinely feature highly ideological themes, such as the negative effects of a Wal-Mart moving into town (Store Wars: When Wal-Mart Comes to Town), or the dangers of genetically modified foods.

Even traditional subjects are presented with an ideological bent. Lessons on periods of history such as World War II or major literary works focus on oppression. Short shrift is given to universal themes, major literary developments, or a sense of historical progression.

--Mary Grabar and Tina Trent
FREEDOM OF EXPRESSION

Are today’s college students as inept at expressing themselves as we’ve been led to believe? No one would know better than a college professor like James Courter, who taught freshman composition for 25 years and survived this challenging career to retire and do some writing himself.

In a recent Wall Street Journal column, Prof. Courter noted that while he came in contact with numerous bright students over the years, there were some whose papers represented “a sort of literary sub genre that I’ve come to think of as stream of consciousness.”

In reviewing some of their emails about various school-related topics, he said that “some of their most creative thinking was devoted to fashioning excuses” for not doing things, including one guy who said he “had trouble getting into the right frame of mime” for an 8 am class.

One of Courter’s students “blamed ‘inclimate weather’ for having missed class, admitting that it was a ‘poultry excuse.’” Another student with dorm troubles complained that his roommate was from “another dementian.”

In the personal relationship category, a female student understandably resented being “taken for granite” by her boyfriend. Another one mentioned that her pregnancy occurred on “that fetal night.” Courter noted that things might have turned out better had she bonded with a guy who kept his relationships “strictly plutonic.”

The prof recalls that his students complained about the amount of writing that was required in college, and many of them were mighty glad when they were finished with English. One particularly unhappy sentiment was unleashed by a student who said that “writhing gives me fits.”

TITLE IX SCIENCE INVASION

The Title IX feminist promoters are at it again – and once more, they appear to be determined to solve a problem that doesn’t exist, according to Charlotte Hayes in Minding the Campus.

A decade ago, the challenge was that female college graduates were underrepresented in the field of science.

Today, 58% of all biology degrees go to women, but that’s not good enough, because only 17% graduate with degrees in engineering and computer science and 40% in physical science and math.

In their book, The Mathematics of Sex, authors Stephen J. Ceci and Wendy M. Williams show that women are “drawn to more ‘organic’ fields involving people and living things, whereas men are more interested in the objects and abstractions” of STEM majors. And of course there’s just a chance that former Harvard president Lawrence Summers had a point when he made that unfortunate comment about math not being women’s strong suit.

But don’t ask the Title IX pushers to take a course in Logic. “On June 20th, the White House announced that it would issue guidelines expanding the scope of Title IX to cover science, technology, engineering and mathematics.”

Back in 1972 when Title IX became the law of the land, women were only 43% of the college population – today female enrollment makes up 57% of college and university campuses. In a sane world, the fact that few women show interest in college sports might indicate that no problem exists.
But in the world of gender parity enforcement, the Education Department has not only extended the tentacles of Title IX into the area of sexual misconduct but now plans to solve another “problem” in the science field.

As Charlotte Hayes points out, “there is now an entire ideological industry that treats the gender imbalance in the hard sciences as a sexist disease that can be cured by a combination of re-education and coercion.”

To address this imbalance, the National Science Foundation spent $135 million over the past decade on gender equity projects, including a staging of The Vagina Monologues, “the development of a game called Gender Bias Bingo, and workshops featuring skits in which male scientists mistreat their female colleagues,” according to John Tierney in The New York Times.

Obama and Company have ramped up the movement in order to make “similar striking advances” for women in science as they did in sports “via necessary attention and enforcement.”

In fact, back in 2009, Manhattan Institute fellow Diana Furchtgott-Roth reported that NASA produced a manual, “Title IX and STEM,” that called for every university to hire a fulltime “Gender Equity Specialist” with a staff “that would monitor science departments and labs for bias.”

SCOTT WALKER AND SCHOOLS

If you think that Wisconsin governor Scott Walker might have good reason to rest on his laurels after his big recall election win this year, think again.

Having taken collective bargaining head-on, he’s now preparing to go after another sacred cow, namely the Wisconsin higher education system. In fact, he and officials from the University of Wisconsin already announced on June 19, 2012 a “revolutionary” flexible degree program.

According to the press release, “The unique self-paced, competency-based model will allow students to start classes anytime and earn credit for what they already know. Students will be able to demonstrate college-level competencies based on material they already learned in school, on the job, or on their own, as soon as they can prove that they know it. By taking advantage of this high quality, flexibility model, and by utilizing a variety of resources to help pay for their education, students will have new tools to accelerate their careers. Working together, the UW System, the State of Wisconsin, and other partners can make a high-quality UW college degree significantly more affordable and accessible to substantially more people.”

According to Via Meadia, the idea has merit – It may not work, but there’s no doubt that our outdated system needs to change. After all, we’re still operating under the post-World War II model “that was originally intended to groom the sons of a social elite to succeed their fathers as government and business leaders to manage the preparation of tens of millions of people for the business of life.”

Today, that template is out of sync with the current American lifestyle. As a job training/education program, it takes far too long and costs too much.

“The most urgent business of a state university system at this point must be to reform and improve the kind of education (in many cases, training) that can enable the state’s citizens of any and every age to acquire skills and prepare themselves to flourish in a rapidly changing economy.

Scott Walker will not be the last state governor to try his hand at education reform. It will be a bumpy road, and there will be failures and lessons learned. But through efforts like this one, through borrowing best practice from other states and countries and through trying new ideas in many states and many institutions, public and private, non-profit and for-profit, we will eventually develop an educational system that better serves the people than the one we have now.”
HOW TO BE A CONSERVATIVE IN A LIBERAL SCHOOL (edited by Sandra C. and 18 others)

Welcome to your new high school or college. You’re a teenager, but you know where you stand on the political scale: strongly conservative. And, you don’t want your beliefs to be smothered by your oh-so liberal school. How do you handle the next four years?

Maintain your own self-concept, with an open mind (to consider, discuss and sincerely argue beliefs). Because you are at a liberal school, the majority of teachers and most students there will probably be liberal, too -- or progressive. Don’t feel that you have to conform to whatever is popular. Be conservative, just don’t be a snooty one. Keep your own head straight.

Be careful. Standing up for what you believe-in in class, as unfair as it seems, could land you in a lot of unnecessary arguments. Choose your battles -- for when and the ways you deal with them.

Protect your First Amendment rights as an American citizen. So what do you do if a teacher is going outside the lines of free speech such as politicizing the class or propagandizing students? Tell someone, like a guidance counselor.

If you have a real problem with the way your classes or the school is run, write a letter and present it to student senate/council, school board or the dean or principal.

Don’t be overtaken by an overbearing standard of political correctness. State your true opinion in class debates. Say the pledge of Allegiance in the morning. Don’t be afraid to be Conservative in a Liberal Church|Say the word “God”. If they have a problem with your constitutional rights, be ready to legally defend your position.

Share your beliefs with others and be open to listening to theirs. You’re not better than everyone else. Always remember that when you want to make a controversial statement, have facts, statistics, etc.

When debating with a liberal, keep calm. Don’t feed the stereotypes of conservatives being overly-aggressive or tedious or “afraid to change. Present interesting arguments, and if your opponent wants to get angry, let him/her! Maintaining your calm, rational demeanor in such a situation will help immensely.

Look more deeply at the issues, as learning more about them will always help you to either strengthen your opinion or change it. Stay current with reading assignments in the text. Being familiar with the subject is also handy for class debates.

Try to give a conservative twist while discussing a liberal idea. Realize that the modern conservative is similar to a classical liberal. America’s Founding Fathers were “liberals” breaking the mold of the “old conservative” monarchy, Right of Kings form of government. But their original U.S. Constitutional intent is now “classical liberal” and being admired and followed by conservatives, and the current liberals are quite out of touch with traditional liberal American democracy.

Constitution Day, At Home & Abroad

September 17, 2012 is Constitution Day and there will be plenty of opportunities to observe it, nationally and internationally.

Peter Knickerbocker, who spoke at an Accuracy in Academia author’s night in 2011, will be spearheading his We Read The Constitution Day on September 15, 2012. We Read The Constitution is a project of Colin Hanna’s group Let Freedom Ring and the organization Constituting America. Hundreds of Americans set aside part of that day in mid-September to actually read the Constitution.

This year one group which has joined in that effort is Academia Res Publica, based in Sicily. ARP was founded by Sicilian Supreme Court lawyer Rosa Tremoglie as a chapter of The Federalist Society. She is also a judge. “We are grateful for our 1948 Constitution which was inspired by yours,” Tremoglie wrote in an article which appeared in Human Events in 2009.

You can find out more about both groups at www.WeReadTheConstitution.com and www.academiarestpublica.it. Accuracy in Academia is a co-sponsor of We Read The Constitution and AIA executive director Mal Kline serves on the advisory board of ARP.
POLISH HISTORY RESTORED

Living in America makes it easy for us to take our freedom for granted and to overlook the fact that so many individuals in oppressed communist countries have not shared in this freedom. In her TFAS (The Fund for American Studies)-published speech, “The Polish-Christian Experience and World War II,” Polish-born Aldona Wos, M.D. reminds us how truly lucky we are to live in America.

“We must remember, even today, in present time, a quarter of the population of the world is enslaved in states that are controlled by the Communist Party,” Wos said. “Can you imagine that? We forget China, Cuba, North Korea, and Vietnam.”

Wos, who was the U.S. Ambassador to Estonia from 2004-2006, told of the hardships that her Polish family endured during World War II, recalling how her father escaped from a Soviet POW camp and how he and his mother survived German atrocities at the Flossenbürg concentration camp. Expressing immense pride for her family's struggle against persecution, Dr. Wos also pointed out that more than 6 million Poles, both Christian and Jewish, were killed during World War II.

In her closing remarks, Wos stressed the importance of learning from history in order to prevent the spread of communism. “It’s up to you to know history so that you can interpret the present,” Wos said. “You’re going to have to make wise decisions, and you can’t make them unless you know the past.”

The countless sacrifices made by Poles and non-Poles alike during World War II show that freedom is a right worth fighting for. “Freedom and democracy are gifts that are bestowed on us by the sacrifices of previous generations,” Wos said. “We must cherish and preserve these gifts, and we must pass them on to our children.”

As citizens of the United States we have the responsibility to never forget the lessons of history lest we compromise the foundational principles that make this country so great.—Richard Thompson
The REAL MLA Stylebook

To show what college and university English Departments are really teaching, Accuracy in Academia compiled The REAL MLA Stylebook, filled with quotes from a recent convention of the Modern Language Association (MLA) where thousands of English professors gather to push their politically correct, radical agenda. Outsiders who attend this event expecting to learn more about Chaucer, Milton and Shakespeare are in for a rude awakening when they discover that panels are more likely to focus on topics such as “Marxism and Globalization;” “What's the Matter with Whiteness,” and “Queering Faulkner.”

This book is must-reading for anyone interested in learning more about the mindset of faculty members who are tasked with teaching the great works of the English language to our nation's students.

You can order your copy of The REAL MLA Stylebook using the coupon below or order online at the AIM store: www.ShopAIM.org

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