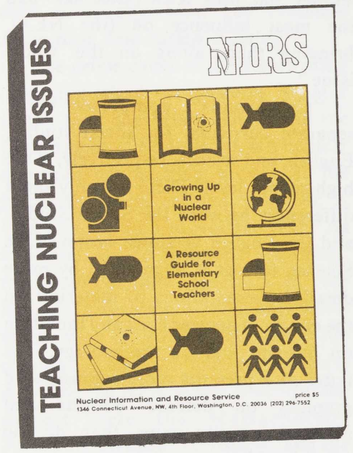
pretense of impartiality. The bibliographies and lists of recommended audio-visual materials include no token items drawn from the pro-defense side of the issues. The Science booklet states flatly "most commentary on reading materials came from the 'Selective Annotated Bibliography' of the Curriculum Committee of Educators for Social Responsibility and from 'An Annotated Bibligraphy' by Anthony P. Sager, Esq. of the Lawyers Alliance for Nuclear Arms Control, Inc." Both those organizations follow a strict anti-defense, pro-freeze line.



"Teaching Nuclear Issues"

According to its sponsor's literature, this set of programs is "in use by 600 teachers." It is the work of the Nuclear Information Research Service (NIRS), a Washington-based off-shoot of the Union for Concerned Scientists. The two units in the overall program are entitled "Nuclear Dangers: A Resource Guide for Secondary School Teachers," and "Growing Up in a Nuclear World: A Resource Guide for Elementary School Teachers."

In reality, "Teaching Nuclear Issues" is no more than an extensive and intensive bibliography of the major literature on nuclear war and nuclear power *from sources opposed to U.S. defense policies and to the nuclear power industry.* This literature makes no effort to be impartial in such issues; NIRS is hard-core anti-defense in every respect. In neither the elementary nor the secondary level guides can one find any mention of opposing positions, or of organizations which may advocate them. Teachers who rely upon these resource guides will be presenting strictly the "party line" of the American left, with none of the pretense of objectivity built into some of the other programs.

"Facing History and Ourselves"

This is another effort from the fertile soil of the Massachusetts anti-defense establishment, devised by something called Facing History and Ourselves National Foundation. This group obviously works in close collaboration with other greater Boston area organizations such as Educators for Social Responsibility, and the U.S. section of the International Physicians for Prevention of Nuclear War.

"Facing History & Ourselves" is primarily a vehicle to encourage pacifism in youngsters; secondary motives are to keep alive the memory of the Nazi atrocities against the Jews in World War II, and to create awareness of alleged Turkish genocide against Armenians prior to World War I. But there are also more subtle, almost subliminal, themes in the course material, leading impressionable young people to mistrust and reject many features of American life and traditions. In the terminology of the text: "Students are stimulated to reason and think about the implications for a society that abuses civil liberties and censors freedom to think." The end result of "Facing History" is that students are stimulated to transfer their moral outrage over Nazi and Turkish deeds of the past to branding our own society as repressive and immoral. In the 12th and final chapter this conclusion is extended to suggest America's guilt as the only user to date of nuclear weapons. This youthful indignation over a studiously selective history is allowed to grow, undiluted by any distracting images of the human consequences of Soviet expansionism since World War II. There are no mentions of Cambodia and Laos, of Afghanistan, of Hungary, Poland or Czechoslovakia. Holocausts, it appears, are only engendered by the forces of the political right; such is the view imparted to our kids by "Facing History & Ourselves."

Educating for "Social Responsibility"?

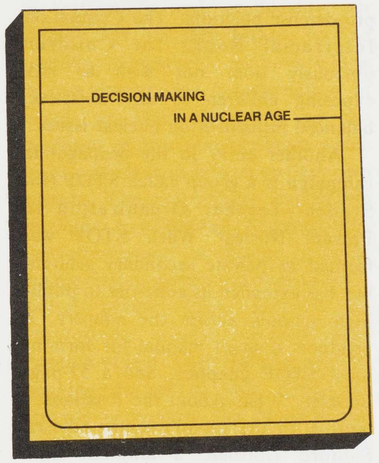
"Decision Making in A Nuclear Age"

This program for high-school age students was principally written by Roberta Snow, founder of Educators for Social Responsibility (ESR), which is based in Brookline, Massachusetts. ESR has grown to 70 chapters nationwide in a phenomenally short time, aided by funding from Boston businessman Alan Kay. Kay is acknowledged also as having "generously supported" the production of "Decision Making in a Nuclear Age." ESR's new National Executive Director, Tony Wagner, describes its work in nuclear arms education as follows:

What is striking is that ESR is a movement that transcends all of the traditional boundaries between public and private schools, between union and non-union.... People are really coming together and trying to formulate strategies of how to deal with this very, very complex issue.

"Decision Making," according to its authors, "represents the thinking and writing of many students and teachers who have joined in the process of grappling with what nuclear education is." This process included the questioning of 2,000 students, in Massachusetts, Wisconsin, Oregon and California, during a "Day of Dialogue" in 1982, utilizing the ESR apparatus already built up in those states.

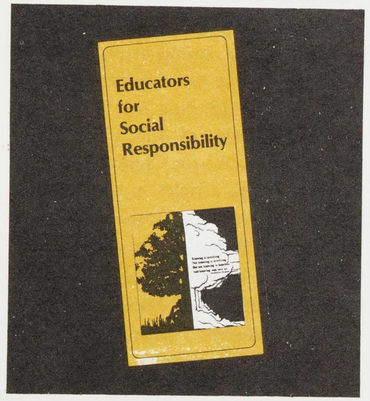
"Decision Making" is designed to promote in Americans of high-school age "an understanding of nuclear weapons within the context of human beings making choices." Beyond this, the course is *"an opportunity for students to examine and reinvent democracy."* (Emphasis added) Upon analysis of materials, it becomes evident that these two statements are in fact euphemisms for the following actual objectives: 1) to induce impressionable youngsters to oppose the nuclear weapons policies and overall defense attitude of the U.S. government; and 2) to implant doubt and uncertainty in our treasured social institutions. This is a serious charge, but is hardly an exaggeration.



"Decision Making" strives for an appearance of objectivity and impartiality by presenting conflicting arguments from which students are supposed to synthesize a better "value system" on nuclear war and on society in general. Along with citations from the extensive literature on arms control and pacifism, the text includes brief passages from such identified "hawks" as Edward Teller and Gen. Lewis Walt. But the commentary, which purports to urge the students to draw logical conclusions from the opposing arguments, consistently flavors this thought process with innuendo, leaving the impression that the United States is warlike, intractable or foot-dragging toward solving the problems of the nuclear age.

The bias of the writers is so apparent throughout that there is little point or need to extract particular examples. The central sections, Chapters III, IV and V, all end with notable passages from anti-war poetry and prose of this century, or sickening descriptions of the human tragedy of Hiroshima. While the stated aim is an appeal to logic, the achieved result in these units is the implanting of shock and fear.

In Chapter VI students are whisked through the period of the Cold War, expected somehow to absorb the whole panorama of the rise of the East-West tension, development of the hydrogen bomb by both superpowers, and the creation of the Marshall Plan, NATO and the Warsaw Pact. Under the title "Red Alert," the readers are introduced to the Rosenberg and Hiss cases, and the McCarthy era and the work of the House Un-American Activities Committee. A negative attitude toward U.S. policies is evident throughout, but is most clearly expressed in treating the Rosenberg and Hiss trials. The text presents these as a "hoax on history." Students are counseled that such episodes must be avoided in the future.



Chapter VII crams a huge body of data on arms control and the history of nuclear arms negotiations into the students. It seems unlikely that any but the most exceptional youngsters will be able to digest this complex information and emerge with a reasoned point of view. It must be stated in fairness that key arguments are presented on both sides of such matters as the merits of SALT II. Still, there is present here also an underlying encouragement to question or distrust U.S. policies.

There are factual errors as well. One of the few "hawkish" resources suggested is the largely outdated American Security Council Foundation film "The Price of Peace and Freedom." But in advising teachers how to use this item, the writers of "Decision Making" have obviously confused this film with the somewhat newer ASCF documentary "The SALT Syndrome." Significantly, teachers are cautioned to show *only the first 15 or 20 minutes* of this film, "because after a while the weight of the information becomes overpowering." Also, the text suggests that teachers employ a rebuttal of "The SALT Syndrome," produced, it says erroneously, by the Institute for Defense and Disarmament Studies. In reality the rebuttal was the work of a small group in the Department of Defense, who were part of the Administration's "SALT Sellers." It was never officially released by the Department of Defense. It may be recalled that the American Security Council subsequently issued a point-by-point refutation of this rebuttal.