

Graduation Not What It Used to Be

GRADUATION time is here. Soon thousands of young people will venture forth with high school diplomas in hand, thinking they have an education or the foundation to acquire one. Many may have neither.

Of course, their records show they have completed minimum attendance in classes and other requirements. They have "equal rights" to an education but there may be no equality in the quality or quantity of education they have received.

There may be obvious shortcomings in learning processes, such as have brought forth charges that "Johnny can't read!" — or write, or count money, or recite history, or understand science.

Students also are frequently shortchanged by being taught misconceptions of values and to spend time in useless activities. Whether it is the educational system, the individuals, parents or teachers who are at fault, the individuals will suffer.

Because of our misguided notion that forced integration will result in happy associations, thousands of

students have learned how to ride buses. How many high school graduates have spent more time riding buses than they have doing homework and laboratory projects?

Courts have effectively censored use of materials traditionally used to teach right and wrong. They have been unable to stamp out pressures that cause many students to think they must drink alcoholic beverages or use drugs in order to rate with their peers.

Unethical public officials and businessmen, atheist movements, social reformers, and sex or violence on TV and in movies have effectively lowered our national ethic. Many high school graduates may have high grades without having acquired high moral standards.

Deterioration of discipline in public schools has fostered an impression among students that if they can get by without contributing anything to the group or accomplishing much, they have succeeded.

Such students may be graduated from high school without useful, productive skills, without a sense of responsibility, and with erroneous

concepts of business and employment. Child labor laws, forced bus-ing and high minimum wages may have combined to deprive them of early opportunities to learn how to work or how to hold a job.

Glorification of athletes and over-amplification of rock music stars tend to distort expectations of high school graduates regarding what they may earn.

It is a much publicized fact that some young people may take in hundreds of thousands of dollars yearly for belting out songs, swinging a bat, or catching passes on football fields. Most do not.

High school graduates are likely to receive only minimum wages on their first jobs. Unless they show aptitude and interest they may never advance far beyond that level. Others learn more and earn more.

One of the most serious errors a graduate — high school or college — may make is to assume that his education is complete when he stops going to school. That is only the beginning. That might be why they call graduation exercises "commencement."

Mr. & Mrs. David Kem

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Edmond Committee of
Concerned Parents
Mrs. Janet Kem
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Dear Sirs:

We appreciate the truth that has been exposed by Mr. Ferdie Deering. More parents need to be aware of the Humanistic teaching that is going on in the Public Schools. We encourage parents to be active in their local schools, to encourage the upholding of our Judeo-Christian standards in textbooks, and in teaching methods. Without parent involvement, our Public Schools get out of balance and children may become treated as simply objects to be molded. Values Clarification is one of the tools which some teachers are using to change childrens' attitudes and encourage rebellion against parents, against Judeo-Christian standards, and against appreciation for our nation.

Thank you for printing Mr. Deering's column.

Sincerely,

Janet Kem
Mrs. Janet Kem

Co-Chairman of
Edmond Committee of
Concerned Parents

*This is a copy of the letter
we sent to the Editor.*