

Compost-Dispatch

Green Thought and Regenerative Politics



Volume 16, Numbers 11–12

www.gateway-greens.org

November/December 2005

Green Visions of Education

At 7:00 p.m. on Wednesday, November 2, 2005 the Gateway Green Alliance and Universal African Peoples Organization will ask “If we could remake the education system, what should we do?”

- Don Fitz, Missouri Green Party, Green Time TV
- Fundi Sanyika Anwisyie, Hofi Ni Kwenu Academy-Douglass Institute
- Zaki Baruti, Green Party, Universal African Peoples Organization
- Barbara Chicherio, Coordinating Committee, Green Party USA [moderator]

What changes should there be in elementary, middle and high schools as well as universities? How should schools reflect the communities they serve? Who should decide the values and curriculum students are taught? How do we combat institutional racism in education systems?

Should soda and genetically engineered food be banned from schools? Do we need standardized tests and grades? When should vocational courses begin? Should all students take them? Should high schools be integrated into community college systems?

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Is open admission to all post-high school education possible?

The forum will be at the Carpenter Branch Library, 3309 South Grand (in St. Louis).

Call 314-727-8554 for more information or visit the Greens’ web site: www.gateway-greens.org

Declare a Lead Emergency in St. Louis

by Don Fitz & Kathleen Logan-Smith

In early October St. Louis learned that a student had been poisoned by lead from Mann Elementary School in the Tower Grove South neighborhood. School officials acted surprised even though lead hazards in schools and homes have long been known. In addition to paint on windows, lead dust can be spread in schools as holes are drilled for computer wires or air conditioning ducts are installed. Hopefully, the promised lead cleanup at 47 schools will turn that around and will not mirror unfilled promises of the City to cleanup lead in homes.

When lead is in the headlines, City government typically announces a bold sounding plan which then fades when the spotlight is removed. The City launched its most recent lead initiative with the Mayor’s “Comprehensive Action Plan for the Eradication of Childhood Lead Poisoning in St. Louis” in November 2003. The problem is not the plan—it is that im-

plementation of the plan is lacking.

Rather than its decades old reactive approach, it is time for the City of St. Louis to be proactive by declaring a “lead emergency” and taking the strong measures needed to prevent children from being lead poisoned. The first phase of a lead emergency would include the Health Commissioner’s ordering lead inspections of all homes in high risk areas (primarily zip codes 63118 and 63107).

Lead poisoning is a public health emergency. It costs taxpayers millions of dollars every year. The failure to address the problem in a strategic way ensures that taxpayers pay costs of lead poisoning again and again. A lead poisoning prevention program would put its major emphasis on testing homes for lead so they can be cleaned up before children become poisoned. Instead, the City continues to rely on first testing children and then testing the homes of poisoned children. This means City has yet to change its approach of using children as lead detectors.

Testing children is important, but with an effective primary prevention program the ultimate goal is to phase out the need to test children. It is time to stress the need to test buildings. Mann School is one example of why.

There should be a registry (list) of lead-safe housing units for every neighborhood in the City so that parents can find housing that will

(continued on p.6)



George Cotton, Peter Downs & Veronica O’Brien at Black & Green Wednesday, October 5, 2005. Photo by Don Fitz.

Notes on Education

by Don Fitz

Few things could have a worse effect on schools than outsourcing jobs such as janitors, food services, secretaries and nurses to companies that specialize in degrading these jobs to positions without medical care or pensions. This gives employees little reason to stay with the school system and ensures that they cannot be a rock of community stability. We should go in the opposite direction of appreciating the role of non-teaching staff in educational settings.

This is especially important with unions. The American Federation of Teachers and National Education Association should seek to include teaching aides, nurses, counselors, secretaries, kitchen staff, maintenance workers, housekeepers and all other school workers in the same union. Schools,

especially elementary schools, should give hiring priority to those who live in the community from which students are drawn. In order to have a nurturing and protective school environment, all workgroups should have the right to elect their supervisors and the supervisors should be part of the union.

Kitchen staff should have the right to halt the serving of food they know to be unhealthy. Given the propensity of the corporate medical elite to deal with social problems by drugging students into submission, every school nurse should be able to refuse to administer drugs that s/he deems unhealthy for the welfare of the child.

Age integration in school

Adolescents cannot simultaneously be age-segregated and treated as adults. If an adolescent is able to take classes with people in their 30s and 40s, the person is ready to be treated as an adult. If an adolescent needs age-segregated classes with only those of the same age, that person will be treated as a child. How should one decide if a person between 12 years and 18 years is ready for age-integrated classes? Let the student decide her/himself. The decision will almost certainly not be for an all-at-once change. Students might sign up for one age-integrated class and take more when s/he feels comfortable doing so.

At the age of 12, few youth are ready to participate in an age-integrated educational setting. By 18 years of



Susie Parker at Black & Green Wed., July 6, 2005. Photo by Don Fitz.

age, everyone should be able to. Between the ages of 13 and 17, students should change from child-structured, age-segregated settings to adult age-integrated settings at individualized rates that each student feels comfortable with.

Grades and standardized tests

Some of the worst aspects of the US educational system are grading and standardized tests such as the SAT and ACT. Achievement tests, which claim to test everything about everything, seem to be a way to psychologically torture high school students. These tests, and grades at all levels, tell you nothing about any aspects of life. They do not predict how successful people will be on their jobs, i.e., students with higher scores are not more likely to be promoted on their jobs, be employed for more years, or earn higher salaries. They do not predict if people will be more satisfied with their lives, have better marriages, or be better parents. The only thing that standardized tests and grades predict is how well students will perform on other standardized tests and grades. They have produced an educational culture which heaps praises and adoration for the useless skill of test-taking.

Though standardized tests and grades have no positive value, both have tremendous negative aspects. They force teachers to take huge amounts of time from teaching to administer them. Grades especially cause unnecessary anxiety in students that can lead to extreme nervousness, drug usage, sleep problems, eating disorders and suicide. It is time for standardized tests and grades to be abolished.



Bill Charlton at Black & Green Wed., June 1, 2005. Photo by Kriss Avery.

Compost-Dispatch

Green Thought and Regenerative Politics



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Susie Parker, Outreach Coordinator

This issue of the *Compost-Dispatch* was edited by Don Fitz.

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Leaded Terrorism

by Kathleen Logan Smith

Lead has terrorized St. Louis families since the 1940's when excessive lead exposures still claimed lives. Sources of exposure at that time included smelters and the burning of lead acid batteries. By the 1960's, health officials identified deteriorated lead paint as the major source of exposure, (which it was, next to fumes from leaded gasoline burning in automobile engines which poisoned just about every child who inhaled through 1980, when it was finally phased out). In the late 1960's, neighborhood and housing activists (including the legendary Ivory Perry) decried the deplorable condition of substandard housing that increases the risk that a child will be poisoned and demanded action. The chart illustrates the persistent nature of the lead problem — how far the City has come and how far there is still to go.

Mayor Slay's plan for a lead safe city by 2010 has not been implemented in a way that it could succeed. It fails to acknowledge that it is the presence of lead that poses the threat, not just the condition of the surface.

To be safe, the exposed surface must contain no lead and remain a protective barrier between the lead lurking underneath and any living thing that might be exposed. Uncovered lead paint generates dust as it 'chalks' and ages. This was a dandy feature of lead house paint since a good rain would rinse off lead dust and leave a home looking fresh — while contaminating the surrounding soil. Inside homes, a few years of neglect, or a well-meaning home improvement project like installing a new door or kitchen cabinets, could release dangerous amounts of lead dust, affecting any adults exposed but permanently damaging any children who get exposed to the dust.

The lead industry wants to convince everyone that it is not the lead that is dangerous, but rather the condition of the surface, mostly so they can get off the hook for profiting from selling a poison to millions of American families and businesses. A 1940's lead paint advertisement accurately claims, "Lead Lasts." The industry hopes the liability for it does not. The lead industry spent six decades persuading Congress not to regulate lead in paint and other products (European countries, as well as Turkey, Tunisia, Australia and Greece, banned lead paint by the 1930's).

Massachusetts contemplated a ban on lead paint in the 1950's, but intense lobbying by the Lead Industries of America (the LIA) defeated that effort as a dangerous precedent that might lead to regulation nationwide. The United States finally banned lead from paint in 1978 and then, in 1980, from most gasoline. It acted too late to save generations.

Fortunately, ending lead poisoning is not difficult, nor is it expensive when one compares the millions spent for dealing with the effects of lead poisoning and the rounds of inspections and work that are endlessly repeated to keep it covered. Include the costs of crime (lead poisoning increases juvenile delinquency and is correlated with increased crime) and long-term health costs (high blood pressure, kidney disease, and miscarriages have been linked to lead) and abating lead is an undeniable deal.

Getting the lead out, keeping homeowners informed of where the lead is in their buildings, holding landlords responsible for keeping the lead covered are just a few of the "it's not rocket science" steps. And the millions it would cost is nothing compared to the millions society pays every year. The lead paint industry should help foot the bill and the City of St. Louis can hope to stop counting new victims of this ancient poison.

Kathleen Logan Smith is active with Health Environmental Justice, St. Louis (HEJ).

The more things change....the more they stay the same

Lead Poisoning Through the Years in St. Louis

	1971	1972	1979	2000	2004	2005
Children at risk	30,000			28,369	27,894	28,053
Children poisoned (by definition at the time)	1,215	619	1,564	3,503	1,169	697
Children tested	4,334	1,819	12,511	11,260	13,030	5,956
% children poisoned	28%	34%	13%	31%	9%	12%
Pre-1978 properties				165,772	138,000	138,000
Properties referred to court			910	208	107	86
Units receiving hazard reduction				92	499	120

Note. In 1971, "poisoned" was more than 40 micrograms of lead per deciliter of blood (mcg/deciliter). In 2005, "poisoned" was more than 10 mcg/deciliter.

Sources: 1971 Get the Lead Out Conference Minutes, *Lead Canaries: the Tragic Tradition of Childhood Lead Poisoning in St. Louis*, City of St. Louis Childhood Lead Poisoning Annual Reports, Lead Safe St. Louis September Updates, *The History of Lead in St. Louis* by Gil Copley.

Remaking Schools

by Don Fitz

The US school system is controlled by those who use wealth and power to indoctrinate students so that corporations can run our lives. Communities and staff have less and less to say concerning education as decisions are increasingly made from afar. Schools are based on tests and grading systems that have no educational value other than teaching students to not care for each other and to be viciously competitive, values that come straight from the corporate world.

Many schools increasingly resemble camps under martial law with students becoming less interested in formal education as they get older. Behavior problems are often not the result of students “failing to understand” the value of education for obtaining a job. Rather, they correctly understand that little waits for them after graduation besides unemployment, street corners or the military.

The more fortunate look forward to jobs, often well-paying ones. But by high school, students often realize that a life of affluence is a life devoid of meaning and a life based on greed and domination. The changes we need to make in schools are part of changes needed throughout American society.

1. Responsible food and drink in schools.

Students cannot focus on education and learn if their bodies are polluted with soda and junk food. Students are becoming addicted to food contaminants so school systems can have an additional source of revenue. Before we address any issues of curriculum, certification and community relations, we must remove all contaminated food and drink and have in-house cafeterias with cooks and dieticians in all educational systems.

2. Financial equity.

Class and race prejudice, which permeates US schools, cannot be addressed until there is equal funding for every child. This requires that, for schools from pre-school through grade 8, equal funds for every child should be received federally and controlled by local communities with school board input.

3. Community/staff control of schools.

Education is seriously hampered if staff (including teachers) do not reflect the ethnicity of the community they are serving or if they are unable to organize to protect themselves. All staff must have the right to form unions and strike (and they would be wise to be in a single union of education workers). For preschool through grade 8 or 9, organizations of parents and staff should determine curriculum (with school board input) and hire new school staff so that they reflect the ethnic composition of the communities they serve. For grades 10 through post-graduate university education, the hiring organization should be based on staff and students.

4. Primary education schools should be community centers.

Every school should strive for its space to be used by community organizations every night and weekend so that parents, staff, and other community

residents become part of the school.

5. Primary education must reflect the cultures it serves.

Beginning in preschool at age 3, every child should be taught at least two languages, one of which could be the language of their parents or ancestors. If the parents of at least 10 children request a language, it should be offered.

6. Abolish standardized tests.

These monstrosities have no relationship to (do not correlate with or predict) success in work, accomplishments in life, or happiness. They drain enormous amounts of time from the educational process. However...

- a. If a school district is really addicted to standardized tests, it should continue its habit as long as not more than four hours of class time per year are devoted to them and the district can demonstrate that teachers are not being forced to “teach to the tests.”
- b. Teachers should be encouraged to use as many assessment tools as necessary to evaluate strengths, weaknesses and progress of individual students.
- c. School systems should use proficiency exams for adult education (grade 9 or 10 and above) to confirm mastery of specific course material.

7. Abolish grades in all levels of education.

No child or adult should ever receive an “F.” There is no area in life, other than schools, where people are graded. A person who wants to bake a loaf of bread learns how to do it. If the first loaf did not turn out so well, the person practices until the skill of baking is mastered. School courses should be similarly evaluated using a “Credit/No credit” approach, with no upper limit on how many times a student may take a test. Among the many problems with using grades is that they are a racist tool for indoctrinating competition rather than encouraging cooperative learning typical of traditional cultures.

8. Bidirectional flow of evaluation and control.

Currently, school boards evaluate principals, who evaluate staff, including teachers, who evaluate students. Bidirectional evaluation means that there would be consequences of equal magnitude from students and parents’ evaluating teachers, teachers’ and staffs’ evaluating principals, and principals’ evaluating school boards.

9. Full employment.

Educational reform cannot be attained if millions of students have no job opportunities to look forward

to. Every person at least 16 years old should be able to have a job at a livable wage after completing grade 9.

10. Realize that adulthood begins around age 16.

American culture has an obsession with infantilizing adolescents and then being shocked when an adolescent acts like a child in a classroom even though the same person acts like an adult on a job. Standards of adulthood should be universalized at age 16. [The same age for driving, drinking, sexual consent, joining the military, etc.] It is a legal abomination for a 16 year old to not have the right to drink or smoke but be certified as an adult for a crime. Ways in which adult education is distinct from child education include:

- a. Adults choose their classes;
- b. Adults choose whether or not to go to class without having to explain an absence; and,
- c. Adults are in age-integrated classes (not everyone of the same age being together).

11. Every person should complete grade 9 with a job-related skill.

Every person should complete training in a job related skill by the age of 15 or 16. If a person chooses to leave school and begin working after or grade 9 or grade 10, the school system should be supportive instead of harassing the person for not finishing high school. Being supportive also means leaving the door open for the person to return to school after being away from it for a week or month or 30 years.

12. Visualize the abolition of high school.

At age 16, every student should have the option of staying in school. Those who decide to continue their education should choose between an infantilized high school (with required class attendance and age segregation) and adult education (with no requirement for class attendance and age integration). Current high school buildings would have age-segregated classes, age-integrated classes and many classes during evenings and weekends. They would function as a mixture between a current high school setting and a satellite community college. If insufficient numbers of 15 to 19 year old students choose to be treated as adults, the idea will have proven to be a failure. If, however, so few adolescents choose to be treated as children that infantilized classes do not fill, then high school will have been abolished.

13. Expand the community colleges to be the first two years of all post-high school education.

There should be open admission to all community colleges. Standardized tests and grades should have zero place in admission to any institution of higher learning. The sole criteria of admission to a community college degree program should be completion of grade 12 by attending class or attaining a GED. Many students may begin taking community college courses when they are 15 or 16 or 83.

14. Totally revamp university education.

There should be open admission to all universities. Universities should offer classes at what is currently the junior and senior level courses. The sole criteria of

admission to university degree program should be completion of a degree at a community college. If some universities find they need to restrict enrollment, they should do so by requiring completion of additional course work or having job experience, not by scores on standardized tests or daddy's money.

15. Open admission to all specialty schools.

Admission to nursing school, medical school, law school and all other specialties should be based on completion of course work appropriate to the field of study or work experience. It should not be based on standardized tests or wealth.

16. Divide teaching from certification.

Every adult educational system should have teachers teach and certifiers certify that material is mastered. Mixing of teaching and certifying far too often puts teachers in a roll of dominating students. Separating teaching from certification allows teachers and students to become partners in the process learning. Schools should have certification centers where students take exams when they feel ready and retake them as many times as is necessary.

17. Courses should last a reasonable length of time.

The idea that a person should remember 16 weeks of material for a semester course is ridiculous. Requiring adolescents to do so for 4 or 5 final exams is silly. The longest period of time that an exam should cover is the "quarter system" of 10 or 11 weeks. This should be reserved for more advanced university courses. The more basic the level of education, the shorter the time period an exam should cover, with 4 to 6 weeks being good for grades 9 and 10.

18. Throughout their lives, people should be able to take courses to improve their careers.

Every employer should be required to allow employees to take at least one course during working hours. The federal government should reimburse the person for every course for which s/he receives certification (i.e., passes).

19. Throughout their lives, people should expand their knowledge beyond their jobs.

In order to receive federal funding and reimbursement, every adult educational institution should attract at least 20% of enrollees to classes that are not job related.

20. Institutional racism should not be tolerated in adult education.

In order to receive federal funding and reimbursement, every adult educational institution should attract and certify minority ethnic groups in proportions that reflect the community served. (A possible way to begin this would be that an institution would have to attract 50% of each ethnic group's proportion during the first year after enactment, 55% during the second year, and so on, until 90% was reached. This would mean that, for a community which was 20% black and 10% Hispanic, during the first year after enactment, educational institutions would need to attract at least 10% black and 5% Hispanic students and that the proportion would go up each year until reaching the final goal of at least 18% black and 9% Hispanic.)

Any bureaucracy dealing with complex issues and millions of dollars must be held to objective, measurable, and verifiable goals internally and externally. The City is not internally monitoring key primary prevention indicators and it is definitely not reporting key information to the public. Items in the Mayor's own Lead Safe St. Louis Action Plan from November 2003 — the document that forms the framework for the Mayor's goal of eliminating lead poisoning by 2010 — are being ignored or blatantly abandoned. The City needs to get on track soon, or it will fall into complacency again and another generation will be poisoned.

The City should provide immediate, full disclosure of all lead money, according to source and expenditure, and report it in an easily readable summary with documented details. Expenditures should be broken down by salaries, abatement, testing and other major categories of expenditures so that it can be determined whether money for lead is being used to finance other City projects. The City should request and accept an audit by the Comptroller's Office and by the State of Missouri of all lead money from grants (federal, state, and private), the Lead Remediation Fund (from Building Permit fees), Building Division and all other sources.

Declare a Lead Emergency

(continued from p. 1)

not poison their children. To be effective, the registry would need to be based on regular retesting of housing to make sure that recontamination does not occur (as it has for many homes once certified as remediated). Instead, the City has a 1999 law requiring a registry but with no requirement that it be kept current.

Since windows are a major source of lead dust, the City should have a cost-effective lead abatement pro-

gram focusing on removing lead paint from windows as Milwaukee has done. Milwaukee's very effective program averaged \$180 per window, which comes to about \$1800 per housing unit. Its program, focused on outcomes and efficiency, earned the support of landlords who took care of the lead hazards that were not windows and made their properties lead safe. Milwaukee reports that no child has been poisoned in units they have treated in this fashion. In contrast, St. Louis' costs for temporary reme-

diation are often \$2000 to \$12,000 for fixes that do not last long, and rarely include window abatement.

By using short-term quick fixes,

St. Louis has 138,000 housing units built before 1978 (lead paint was supposedly not used after 1978). If it continues on its present course of remediating 499 units per year, it will complete remediation in 276 years. Actually, it will be much longer, since it is using quick fixes that result in many homes needing treatment over and over.

the City insures that many of the same homes become lead hazards even after spending money on them. Failures become apparent in 3-5

The Mayor's promise to end childhood lead poisoning by 2010 is a public relations gimmick designed to play on people's emotions by using word games. The Mayor is pretending that lead "remediation" is the same as "abatement." Housing and Urban Development (HUD) defines lead "abatement" as "permanently eliminating paint-based lead hazards." HUD defines "remediation" as "repair of lead-hazardous conditions to meet test standards." Reports from the City and Mayor's office imply that the temporary fix of remediation is the same as the permanent approach of abatement. By using short-term quick fixes, the City insures that the same homes become lead hazards even after spending money on remediation and telling the public the problem was solved. This approach guarantees that the City will spend millions year after year without much to show for it.

gram focusing on removing lead paint from windows as Milwaukee has done. Milwaukee's very effective program averaged \$180 per window, which comes to about \$1800 per housing unit. Its program, focused on outcomes and efficiency, earned the support of landlords who took care of the lead hazards that were not windows and made their properties lead safe. Milwaukee reports that no child has been poisoned in units they have treated in this fashion. In contrast, St. Louis' costs for temporary reme-

years when many of those homes again show up as lead contaminated.

Meanwhile, children living in the highest risk areas continue to be poisoned. Their developing brains, kid-

The City should have certified bonded contractors do window abatement in homes in high-risk areas. There should be random inspections of a proportion of contractors' work to insure that it is done correctly and in order to keep their certification. No contractor should get away with shoddy work that poisons children. No contractor who endangers children should be paid, especially with scarce public dollars. The City's practice of encouraging home- and apartment-owners to do the job themselves can result in work being done incorrectly and lead dust being spread through homes.

neys and bones are damaged. Communities and schools struggle to educate children with developmental and behavioral disorders; adult rates of kidney disease and high blood pressure continue to rise; women suffer miscarriages; and police continue to deal with lead-impacted crime rates. The costs of using children to detect lead that could otherwise be found with a laboratory swipe continue to mount.

The City should help landlords financially by paying window abatement costs in high-risk areas. By focusing on window abatement, the solution would last longer, cost less over time, and protect more children.

There are laws on the books requiring landlords to address lead paint. Rather than ignoring these laws the City should prosecute land-

lords who refuse to repair lead hazards. A cost-effective program based on window abatement assistance and aggressive enforcement would provide incentives as well as the means for landlords to comply with the law.

Taxpayers will get a better deal if they insist on long-term, targeted, proven, preventive solutions that protect children. The investment in children and neighborhoods will pay dividends in terms of housing value, health savings, school performance, reduced crime, and improved standards of living. The City cannot afford **not** to.

Don Fitz is Outreach Coordinator for the Missouri Green Party and can be reached at fitzdon@aol.com

Kathleen Logan-Smith is a Board Member of Health and Environmental Justice-St. Louis.

Between 2001 and 2008, the City will have spent \$10–\$12 million dollars in grant money for lead. During the same time, the Lead Remediation Fund will have generated about the same amount. With some money from other sources, the City will have spent \$25 million earmarked for work on lead problems during 2001–08. If half of this money (about \$12 million) were devoted to window abatement in areas of the greatest need, it could dramatically reduce lead exposures for decades to come in about 6,000 housing units. If the city opted for total window replacements, it could permanently eliminate window lead hazards from 4,000 living units, permanently protecting all children living in three of the high-risk census tracts in St. Louis.

Green TV in the St. Louis Area

“ENVIRONMENTAL ISSUES OF ANIMAL SLAUGHTER”

Host Don Fitz and guests Janet Enoch of the Kinship Circle and St. Louis activist Stacy Kraft discuss changes in farming over the last century, brutality to animals and workers in the meat industry and the effects of meat consumption on clean water, soil erosion and the amount of food available for people. Footage from PETA’s “Kentucky Fried Cruelty” and “North Carolina Pig Farm Investigation Hosted by James Cromwell.” (#222).

Double Helix Channel 21 in the City of St. Louis:

8:30 p.m., Mon, October 17 & 24, 2005,
7:00 p.m., Wed, October 19 & 26, 2005,
2:30 p.m., Friday, October 21 & 28, 2005,
12:30 p.m., Sat, October 22 & 29, 2005,
6:00 p.m., Sun, October 23 & 30, 2005.

“HIDING THE HEALTH DANGERS OF GE FOODS”

This is the second part of Jeffrey Smith’s classic review of the cover-up of complications with genetically engineered (GE) food. This portion looks at harassment of the esteemed Dr. Arpad Puztai, bad research done in Great Britain to support GE, efforts to label food

and how to spread the word concerning GE food when corporate media will not cover it. (#223).

Double Helix Channel 21 in the City of St. Louis:

8:30 p.m., Mon, Oct 31 & Nov 7, 2005,
7:00 p.m., Wed, November 2 & 9, 2005,
2:30 p.m., Fri, November 4 & 11, 2005,
12:30 p.m., Sat, November 5 & 12, 2005,
6:00 p.m., Sun, November 6 & 13, 2005.

“THE WELDON SPRING SUPER-FUND SITE IN ST. CHARLES”

The Weldon Springs Site was where 1 million pounds of TNT were produced daily during WWII, a processing plant produced uranium oxides for nuclear weapons, and Agent Orange was produced during the Vietnam War. Today, drinking water well fields used by 20% of St. Charles Countians lie less than 0.6 mile from the Site. Host Don Fitz and guests Dr. Dan McKeel and Louise McKeel discuss problems such as government claims that the water is safe to drink. (#224).

Double Helix Channel 21 in the City of St. Louis:

8:30 p.m., Mon, Nov 14 & 21, 2005,
7:00 p.m., Wed, Nov 16 & 23, 2005,
2:30 p.m., Fri, November 18 & 25, 2005,

12:30 p.m., Sat, Nov 19 & 26, 2005,
6:00 p.m., Sun, November 20 & 27, 2005.

“FOOD, HEALTH & BEHAVIOR IN SCHOOL”

Host Don Fitz and guest Daniel Romano with the Missouri Green Party discuss the potential impact of high consumption of sugar, junk food and artificial chemicals on children’s behavior in school. They look at recent findings concerning dangers of genetically contaminated food. The DVD, “The Impact of Healthy Food on Learning and Behavior in a Wisconsin School,” documents dramatic change in student behavior from a complete dietary makeover. (#225).

Double Helix Channel 21 in the City of St. Louis:

8:30 p.m., Mon, Nov 28 & Dec 5, 2005,
7:00 p.m., Wed, Nov 30 & Dec 7, 2005,
2:30 p.m., Friday, December 2 & 9, 2005,
12:30 p.m., Sat, December 3 & 10, 2005,
6:00 p.m., Sun, December 4 & 11, 2005.

For more information about Green Time productions, please call Don Fitz at 314-727-8554. To order a show, send \$23 (+\$5 for next day delivery) to “Double Helix” at 625 N. Euclid, St. Louis MO 63108.

Yes, I want to be part of the GATEWAY GREEN ALLIANCE! Enclosed is

\$60 Individual membership \$100 membership and donation
 \$30 Low income member \$200-\$500 membership/donation

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If we could remake the education system...
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middle and high schools, as well as universities?
How should schools reflect the community?
Who should decide the values and curriculum?
The forum will include:

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- Fundi Sanyika Anwisy, Hofi Ni Kwenu Academy - Douglass Institute
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- Barbara Chicherio, Coordinating Committee, Green Party USA [moderator]

**7 pm, Wednesday
November 2, 2005**

Carpenter Branch Library
3309 South Grand, St. Louis, MO
For more info call 314-727-8554 or visit
www.gateway-greens.org

Green Visions of EDUCATION



Gateway Green Alliance Meeting Schedule

7:00 pm, 1st Wednesday, Black & Green Wednesday educational program (except September)
7:00 pm, 3rd Wednesday, General Membership meeting

The GGA frequently holds meetings for specific topics on the 2nd and 4th Wednesdays of the month.
Call 314-727-8554 for meeting location and topic.



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