

Approved: 2-7-95
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairman Rochelle Chronister at 3:30 p.m. on January 24, 1995 in Room 519-S of the Capitol.

All members were present except: Patricia Pettey (excused)

Committee staff present: Ben Barrett, Legislative Research Department
Avis Swartzman, Revisor of Statutes
Lois Thompson, Committee Secretary

Conferees appearing before the committee: Kent Winter, Andale
Laura Ferlo, Pittsburg
Ann Sranck, Pittsburg
Laurie Blecker, Great Bend
Judy Altom, St. Paul
Al Miller, Shawnee
Ben Terrill, Overland Park
Frank Ojlie, Andale

Others attending: See attached list

Chairman Chronister called for a motion to approve the committee minutes of January 10, 11 and 12. Representative Tanner moved and Representative Horst seconded a motion to accept the minutes as printed. Motion carried.

Representative Reardon moved and Representative Shore seconded a motion to introduce a bill by Representative Chronister on work force training and a bill by Representative Glasscock to lower transportation mileage from 2.5 to 1.5. Motion carried.

Selected members of site councils opposing Quality Performance Accreditation were invited to present their views.

Kent Winter, Site Council member, Andale Elementary School addressed his concerns. “. . .the implementation of QPA appears to have generated a whole new layer of bureaucracy and paperwork requirements that are unnecessarily burdensome to administrators, teachers, site council members, and ultimately, the taxpayer. . . people willing to serve on SSC’s have a genuine desire to address local concerns. . . time required to address paperwork appears to leave very little time to devote to local action in a practical sense.” (Attachment 1)

Laura A. Ferlo, Pittsburg, who has not served on a site council, stated in her community, “there has been mass exodus from public schools, over \$300,000 lost in budget money, higher property taxes in the form of a local option budget to further finance the already sinking ship, and plans in the works for a new privately funded school for K through 12. Get back to the basics.” (Attachment 2)

Ann Sranck, Pittsburg, parent, and former teacher stated additional expenditures, disruption of learning environment, discipline and social problems as her objections to assessments tests. (Attachment 3)

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, Room 519-S Statehouse, at 3:30 p.m. on January 24 , 1995.

Laurie Blecker, Great Bend, parent and site council member, stated lack of academic emphasis, invasion of family's domain, and cost as her objection to QPA. (Attachment 4)

Judy Altom, parent and site council member, stated "site councils do not appear to be what the legislature intended. Local control is a myth." (Attachment 5)

Al Miller, Merriam, parent and site council member, stated "education should be the responsibility of the school district. The state's financial responsibility should be to divide up state funds evenly among the districts, no more. In this time of financial restraints, the last thing I want from my government is a growing bureaucracy filled with more politics, whose outcome is mediocrity." (Attachment 6)

Ben Terrill, Lenexa, an active member of a site council for 1 1/2 years shared his experience. He stated between Nov. 1992 and June 1994, they had six meetings in which they watched videos on QPA, revised the existing school mission statement, reviewed students' performance on standardized tests and reviewed the school profile document prepared by the Principal. He felt he became a better informed parent, but was not sure he provided meaningful advice and counsel to his children's school. (Attachment 7)

Frank Ojlie, Andale, parent, whose daughter formerly was enrolled in a parochial school. Within several weeks of his daughter in the Renwick school district, he realized something was wrong. Minimal homework and repetition of the beginning of her kindergarten education caused her to complain of boredom. The majority of her school hours were of a nonacademic nature. Emphasis was given to daily physical education, basic computer skills, music and art. Computer usage was poorly regulated. He objected to the concept of whole language rather than phonics. Finally, he called multigradedness and non-competition examples of the nonsense of outcomes-based education. (Attachment 8)

A letter addressed to the committee was received from Audrey McKinley. She had served on a site council for nearly 2 years in the Seaman School District. (Attachment 9)

A Kansas Classified Eighth Grade Examination Question Book was distributed to committee members. (Copy of this document is on file with the Education Committee Secretary.)

The floor was opened to questions by committee members.

The meeting adjourned at 5:15 p.m.

The next meeting is scheduled for January 25, 1995.

GUEST LIST

Committee: Education

Date: 1-24-95

| NAME: (Please print) | Address: | Company/Organization: |
|------------------------|---|---------------------------------------|
| Glenda R. Ryan | 14010 E by, O.P, Ks 66221 | Taxpayer |
| Michael J Ryan | " " " " | " & Parent |
| NANCY HANAHAN | 10001 W. 156, O.P., K566221 | CITIZEN TAXPAYER |
| Kent Winter | 7359 N. 215 th St. West Colwich, ⁶⁷⁰³⁰ KS | Testify |
| Al Miller | 5620 FARLEY MERRIAM, ⁶⁶²⁰³ KS | Citizen |
| Ben Terrill | 14919 Brentwood, Lenexa | Citizen, parent |
| Judy Lutz | Minneapolis, KS 67467 | Parent |
| Earla Taylor | 207 N 43 Terr KC, KS 64104 | Parent |
| Marsha Kent | PO Box 6164 KCK, KS 66106 | Parent Citizen - Taxpayer |
| Margaret Coder | Box 262 Lakin, ⁶⁷⁸⁶⁰ KS | Retired teacher |
| Jim Edwards | Topeka | KCCI |
| Craig Grant | Topeka | KNEA |
| Kathryn Eckert | Beloit, Ks. | Grandparent ^{former} teacher |
| Sister Mary Stanislaus | Walter Beloit, KS | St. John's School |
| Hilena Street | Downs Ks | former School Employee |
| Cap. A. Street | Downs, Ks | Former |
| Judy Ewert | Jewell, Ks | Parent |
| Tim McDanitt | Wichita, Ks | KEWNET |
| Diane Gierstad | Wichita | USD 259 |
| Mark Tallman | Topeka | KASIS |
| Christy Bullay | Topeka | Senator Han |
| Laura Ferlo | 2224 N. Bway Pittsburg Ks | Parent |
| Judy Altom | Box 131 St. Paul, ⁶⁶⁷⁷¹ Ks | parent |
| Craig Shove | Topeka | KPBTE |
| LAURIE BREKER | GREAT BEND | DIST. 428 |

GUEST LIST

Committee: Education

Date: 1-24-95

| NAME: (Please print) | Address: | Company/Organization: |
|----------------------|-------------------|---|
| Aaron Otto | 272-W- | Rep. Ballard |
| BOB JOHNSON | Topeka | WU Law Student |
| James Crawford | 279-W | Rep. Wells |
| Sharon Stringfellow | Topeka | CWA of KS |
| Arlyn Johnson | Tecumseh | |
| Sheryl Moody | Eureka | Parent (USD #389) |
| Michael Moyer | Olatche | PARENT USD #431 |
| Ann Stramek | Pittsburg | Parent/Contributor #250 |
| Christine O'Brien | Topeka | KSBCE |
| Hershel Pacer | Willsville | CIT |
| Taren Conklin | Overland Park | Sen. Janis Lee - |
| Larry Ellis | Emporia | USD #253 PARENTS |
| Kacy Ellis | " | STUDENT |
| Jessica Ellis | " | STUDENT |
| Steve Loewen | Emporia | USD 253 Parent |
| Mary Jane Whelan | Rt 1 St. Paul, KS | - |
| Hope Nowell | Topeka | Rep. Nowell Eagle Forum Parent CWA/CEE/Taxpayer |
| Mrs. Tom Eddy | Emporia | |
| Judy Cates | Emporia | Grandparent |
| Merle Shee | Topeka | KACC |
| Jane Value | " | KCOVE |
| | | |
| | | |
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| | | |

Kent Winter
Site Council Member
Andale Elementary School

Mission Statement of the School Site Council (SSC), taken from KSB of E
handout: "To provide advice and counsel regarding specified areas of their
school's programs and operation."

Prior to attending my first SSC meeting last fall, I was anticipating
an opportunity to get better acquainted and involved with the curriculum,
operation, evaluation, etc., of my local school. Instead, I was greeted
with a mountain of QPA paperwork requirements in the form of process outcomes,
student outcomes, assessment surveys, monitoring surveys, and a couple of
sample school profiles as examples of the one we were told we would have to
formulate.

It quickly became obvious to me that in those instances where QPA -
required paperwork is assigned to SSC members, there is simply not enough
time, if any, left over to pursue truly local concerns such as curriculum,
etc. The purpose of the SSC is defeated ahead of time. My personal feeling
is that I have other projects and concerns that demand much higher priority
over having my time consumed by QPA paperwork requirements.

In summary, the implementation of QPA appears to have generated a
whole new layer of bureaucracy and paperwork requirements that are un-
necessarily burdensome to administrators, teachers, site council members,
and ultimately, the taxpayer. I believe that most people willing to serve
on SSC's have a genuine desire to address local concerns. Unfortunately,
the time required to address paperwork concerns would appear to leave very

*House Education
Attachment 1
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little time left to devote to local action in a practical sense.

When you consider the "pool" of people available to serve on SSC's, a certain percentage of those willing to participate already have other civic and family commitments. I do not believe these people have enough extra time available to devote to the existing SSC time demands. If and when it becomes obvious that the majority of SSC work will be spent on satisfying paperwork requirements, I believe that it is reasonable to assume many of these people will refuse to serve or will later become inactive. If true citizen input is desired to flow from the SSC's, then we should be released from the burden of paperwork presently required.

TESTIMONY BEFORE THE HOUSE EDUCATION COMMITTEE JAN. 24,
1995 by LAURA A. Ferlo 2224 N. Broadway Pittsburg, Ks 66762

" A lie can travel halfway around the world while the truth is putting on it's shoes." Mark Twain

The basic tenets of American education has provided for local control by the community and especially parents, believing that parents have a vested interest in the school system. The community elects the school board, who then established policies, curriculum decisions etc. If there are problems in the school system, parents can go to the school board. The elected board is directly accountable to the community and parents. Through "site based management" or "school-based" decisions authority shifts from the elected school board to teachers at the site. Without the elected board, there is no accountability. "Community control of education will essentially end and local school boards will become figureheads with little or no influence over graduation requirements, curriculum, tax rates, and policies, (Policy Brief, "New Visions or New Victims," by Dr. Frances Shands, Associate Professor of Education, Saint Louis University, March 1993)

Local site-based management committees, grasping for anything in the midst of their confusion, will be easily manipulated into adopting, or contracting for, the made-to-order private curricula, vouchers, or charter schools. Vouchers would assist in the financing as well as the restructuring.

In our community of Pittsburg, Kansas there has been mass exodus from public schools, over \$300,000 lost in budget money, higher property taxes in the form of a local option budget to further finance the already sinking ship, and plans in the works for a new privately funded school for K through 12. Get back to the basics. Adhere to your oath of office and abide by the the principles of the U.S. Constitution.

Sincerely yours,

Laura A. Ferlo

316-232-7800 House Education
Attachment 2
1-24-95

The Myth of Local Control

The Reality of Site-Based Decision-Making

by Wayne Wolf

Who should control public education? That may seem like an odd question. One would think that the phrase contains its own answer: if "public education" is truly "public", then it should be controlled by the public. Sound logical?

But what if we were to change the structure of decision-making in public education? Does it matter who controls the system? Are we so uniform as a society that it wouldn't make any difference?

Educators tell us otherwise. We are constantly reminded of the diversity of our society. But if we are that diverse, isn't it possible that the system could become controlled by people who disagree with the majority?

Why even deal with this issue? Because there are attempts being made to drastically shift the decision-making process in public education. The concepts are developed and distributed from the national level, but they are currently being promoted and implemented right here in Iowa, and around the nation, at the local level.

THE AMERICA 2000 LINK

Let's begin at the national level. Most people don't know it, but the real brains behind America 2000 was a man named Chester Finn. He was the subject of an article in the July 15, 1991 edition of U.S. News and World Report, which identified him as "a professor of education and public policy at Vanderbilt University".

But more importantly, Finn was identified as "The Bush Administration's true education philosopher" and "the chief architect of Bush's plan to fix the nation's schools." In a unique inside view of the development of America 2000, the article says that Finn "wrote the early drafts of the blueprint, and he accompanied Lamar Alexander to the White House in March to sell it to the president."

Why is Finn relevant to site-based decision-making? Because other Finn statements are completely consistent with a growing push, from the national to the local level, to totally change the decision-making process in public education.

For example, the Jan 23, 1991 edition of "Education Week" contained an article by Finn himself entitled "Reinventing Local Control". He concluded the article by stating "If the states discharge their part of the job satisfactorily, specifying the 'ends' of education, furnishing resources, and managing the information feedback and accountability systems; if responsibility and authority over the means are devolved to the school-building level... we could readily dispense with the extra layer."

Notice the form of decision-making: the state decides the 'ends' or outcomes, and the schools decide the 'means' or methods and specific programs. But who at the school level should make the decisions? And what is the 'extra layer' Finn proposes to 'dispense with'?

The answers appear earlier in his article. Finn states "What if we were to declare local boards and superintendents to be archaic in the 1990's?" He later calls school boards 'superfluous' and 'dysfunctional'.

Okay, so the architect of America 2000 wants to do away with school boards. So what? What's the harm? And even if it's a bad idea, what reason do we have to believe that it's happening in Iowa or anywhere else?

The harm in eliminating local school boards would be enormous. We currently spend about \$3 billion for education in this state, which is paid for by property taxes at the local level, and sales and income taxes at the state level. That makes education the single largest government expenditure in Iowa. You tell me. Does it matter who controls the system?

Currently local school boards control the goals of each district and how those goals are attained. Finn recommends that the decision of the outcomes of education be shifted to the state (see article on state outcomes elsewhere in this issue). That will mean that the most important decision in public education, what we want to achieve, will be decided by people who have nowhere near the accountability of the locally elected school boards, and administered by the state Department of Education, which isn't elected at all.

But even more dangerous is to shift control of the methods of education to unelected teachers. Why? Because there will be no accountability at all to the public, and major accountability to the teachers' unions, both the Iowa State Education Association (ISEA) at the state level, and the National Education Association (NEA) at the national level. The NEA especially has decided to take positions on social issues like abortion, the environment, etc., and whenever it has done so, it has consistently taken the politically leftist position.

Now either the NEA doesn't represent teachers, in which case they have lost control of their union, or the NEA does represent teachers, in which case teachers are further to the left than the public. The reality is probably somewhere in the middle: teachers are probably to the left of the public to some degree, and the NEA is further to the left of the teachers. Regardless, there's trouble in River City.

Programs like Human Growth and Development and Global Education indicate the end result when educators are not sufficiently monitored by the public and do not have sufficient accountability to elected bodies. Teachers have the right to their opinions like everyone else, but they do not have the right to use our tax money to indoctrinate our children into their philosophies in the public education system.

HORNBECK AND THE B.E.R.

But is site-based decision making being implemented at the state and local levels? Only big-time. One of the first indications in Iowa was the report submitted to the

Business-Education Roundtable in September of 1990 by David Hornbeck. The BER's "World Class Schools" report listed Hornbeck as a former state superintendent of Maryland schools, and advisor to the National Business Roundtable, of which the Iowa BER is an affiliate.

But another interesting Hornbeck connection is his capacity as former chair of the board of trustees of the Carnegie Foundation for the Advancement of Teaching. Those who have read "Educating for the New World Order" may recall the major role the CFAT has played in increasing federal control of education.

Hornbeck's recommendations to Iowa include the most comprehensive description of Site-Based Decision Making to date. He begins on page 21 by saying "those who bear responsibility and are to be held accountable ought to have the authority to make important decisions related to that responsibility. Thus, we need to move vigorously toward a system of school based shared decision-making."

That doesn't sound too bad, does it? After all, we don't want teachers to have to ask the school board what color of chalk to use. If that were the whole story, though, Hornbeck wouldn't have had to make his recommendations. We already allow educators to make those types of decisions. So what is Hornbeck proposing that is any different?

First of all, Hornbeck recommends a structure that is totally new. He recommends the formation of a "School Council", and that "Those who have an integral role should include school administrators, teachers, other instructional staff and parents".

While we might be tempted to breathe a sigh of relief that parents are being involved, look at the make-up. The vast majority would be educators. Hornbeck recommends that "The precise composition and operating procedures of school councils should be determined by local school boards within the framework of regulations promulgated by the State Board of Education".

In other words, if the State Board decides that the majority will be educators, local boards cannot override that decision!

The Myth of "Consensus"

It is a fact of human nature that no two people can agree absolutely. Ask any married couple. This is common sense, obvious to the rational, western mind.

Ask a person steeped in eastern mysticism, and you will find a different answer. We have a cosmic consciousness, a global mind, an emerging brain, an evolving unity in diversity.

Herein lies the problem. Business leaders, educators and others who participated in the touchy-feely, mind-expanding, consciousness-raising sensitivity conferences of the late 70's and 80's have all come away convinced, however irrationally, that consensus is possible. All you have to do is put people in a group and they will somehow emerge hours later having reached "consensus."

This is fraud. Flagrant fraud.

EDUCATING FOR THE NEW WORLD ORDER, by Bev Eakman, does a beautiful analysis on one particular technique called "Delphi." Numerous education leaders have been trained in this method for two decades. In a nutshell, the technique teaches group leaders on methods of coercive group control in order to achieve phony consensus.

Much of this engineering is subtle to the untrained participant, and as a result many sincere parents and citizens come away discouraged from an experience where they have been man-handled by a group leader. Most forums, meetings, public hearings and other scheduled public events for supposed public input on new education agendas are controlled groups.

A very common technique to ensure quality control is to carefully hand-select group participants to ensure that there is preliminary agreement beforehand. Notice that most efforts by education and business leaders in recent Iowa history all include the rich and famous. Oh, yes, there is always a token minority and a few token dissenters who will not make much noise, but in reality the consensus is forged far in advance of any public proclamations. When the farm groups broke rank with Dr. Lepley over the vegetarian global education agenda, this was a notable exception. They were supposed to rubber stamp the transformation, thereby creating "consensus."

At the state level, educrats freely admit during meetings, that they intend to pursue transformational objectives, regardless of public opposition. They carefully frame all opposition as "radical." This then allows them to claim publicly that they have reached some sort of "consensus."

The problem with this is that it violates basic constitutional rights. If you carefully portray all opposition as "radical" then you have successfully eliminated true pluralism. Voices from the far left, the far right, minority communities, ethnic groups, religious groups, and others must be submerged in favor of the common good. This is not true pluralism where diversity is celebrated and provided the security of constitutional protection. No. Do not be fooled.

Consensus efforts are a flagrant manipulation of the people of Iowa to promote a pre-determined agenda. This is abhorrent and patently offensive. Are you a "stakeholder?" You are probably not included in this definition. "Stakeholder" is the new term used to describe those individuals and groups that will help to reach "consensus." Citizens raising serious issues are not "stakeholders." They are "radicals," "fringe elements," "kooks," "fundamentalists," etc., etc., etc.

Such blatant bigotry is common in all definitions of "consensus." If you are different, disagree with the flow, ask too many questions, talk to the wrong people, or profess certain religious convictions, you are the target of a massive campaign to discredit you. Those parents who have raised simple questions about the content of their children's human growth and development curriculum at school have already noticed how easy it is to become victimized by this bigotry.

Children are pawns in the "consensus" game. Under the nice-sounding goal of "conflict resolution" most Iowa children are now being trained to be moral relativists. Under the guidelines of conflict management, there are no absolutes, no convictions. Everything is negotiable.

The concept of "threshold" testing further erodes moral behaviors and absolutes by suggesting that there is a limit to each person's convictions - a point where they will blend their own beliefs in with the group's in order to benefit the whole. This point of compromising one's own beliefs can be reached by simple acts of peer pressure in the classroom. However, it must be pointed out that "consensus" can also be reached by methods of coercion, persuasion, punishment, societal reprimands, and ultimately imprisonment and torture if carried out to its logical conclusion.

The latest educational effort towards "consensus" is shared school government. Each school will be run by a committee, made up of a majority of teachers, with only a token representative from parents, business, or community. Known as "site-based management," this technique is not to be confused with true "consensus." It is "consensus" for teachers only. The voters are left out of this equation, and the citizens will have no part in this "shared-decision-making" process.

Consensus is fragile. The educrats in Iowa know that most of consensus must be reached by fraud. They have enlisted the support of unaware community leaders, business leaders and other groups to endorse their efforts. They present the tip of the iceberg, like the six goals of America 2000, which on the surface appear laudable. The six goals are so innocuous that consensus appears easy to attain. However, dig below the surface, and the awful, ugly truth begins to emerge. Consensus dwindles. It is therefore in the best interests of state leaders to keep the public in the dark about the true nature and intentions of their grandiose plans to overhaul education.

An informed public is the best defense and offense against such manipulations as "consensus."

WHAT IS OUTCOME-BASED EDUCATION (OBE)??

OUTCOME-BASED EDUCATION is the latest "reform" being advocated by educators to correct the deteriorating educational performance in the United States. OBE is not a new philosophy, but is just a new name attached to an old philosophy called "Mastery Learning" or "Learning for Mastery" developed by Benjamin Bloom over 20 years ago and based on B.F. Skinner's method of repetitive reinforcements – manipulating students through behavior modification. The father of "Mastery Learning", Benjamin Bloom defines good teaching as "challenging the students' fixed beliefs." (Iowa Report, 11/92).

OUTCOME-BASED EDUCATION is a redefinition of education – from "THE SCHOOL WILL TEACH, THE CHILD WILL LEARN" to "THE CHILD MUST PERFORM". OBE will develop new high school graduation outcomes that will include not only academic requirements, but also will include the assessment of the student's social, ethical and emotional development.

OUTCOME-BASED EDUCATION means much more than teaching to meet certain outcomes or objectives. It is a philosophy which promotes the ideas that:

1. all students can reach all objectives
2. the school can control virtually all conditions necessary for learning
3. mastery learning (a pass/fail system)
4. outcomes should include KNOWLEDGE (academics), COMPETENCE (application of knowledge), and ORIENTATIONS (what you are like - attitudes, feelings, motivation, and relationships)

Although there are problems with each of the four basic ideas, the easiest to focus in on is the OUTCOMES. When we look at the OUTCOMES, we should ask these questions:

1. Who sets the standard and what is it?
2. How do you test for the standard?
3. How does anyone know that a student has attained the standard?
3. How do you remediate when the student doesn't meet the standard?
4. What happens when the family and the state disagree?

As we look at the OUTCOMES, we must also remember that terms may be used in a new or unfamiliar way. For a list of definitions that may be helpful to know, See "DEFINITIONS" under Section G.

PHILOSOPHY OF TRADITIONAL EDUCATION:

TRADITIONAL EDUCATION assumes that teachers will present factual material, which students will learn in order to be tested. A student attains a diploma at graduation by successfully passing a required set of courses and acquiring the necessary credit hours (known as Carnegie Units) required by the state. In each classroom, the teacher views each child as an individual and each child is motivated to succeed by utilizing his own unique abilities.

PHILOSOPHY OF OUTCOME-BASED EDUCATION:

OUTCOME-BASED EDUCATION requires a substantial shift in philosophy and method of teaching. OBE replaces the traditional hours, credits and test score patterns with the concept of learner "exhibitions." The student must display "mastery" of a particular topic through an essay/oral presentation that seeks to reveal how the student thinks about the subject, how he or she formulates ideas, etc. This approach might have some positive aspects (application of logical thinking, for example, could be one outcome); but, in practice, it puts a heavy weight on attitudes, values and processes that are often irrelevant to college and employment environments at the expense of academics and cognitive (3 R's) skills. (Berean League, "Background" OBE, May 92) Since the OBE philosophy is based on "operant conditioning" (behavior is modified or reinforced by retesting and re-instruction until the outcome is achieved), students often understand the small picture, but are then unable to put together the entire picture. Students can become proficient at passing tests, which demonstrate mastery of the program, but have not learned the necessary knowledge and abilities which can be used in practical ways. (George Schmidt, "Chicago Mastery Reading," Learning, Nov. 82)

OUTCOME-BASED EDUCATION -- THE COMPUTER CONNECTION

PERFORMANCE ASSESSMENT is a procedure for measuring students' ability to integrate and apply their knowledge and skills. The Missouri Department of Elementary and Secondary Education envisions a new assessment system which would include an achievement test to measure students' academic knowledge and a series of complex problems or exercises which would measure students' ability to use their knowledge and skills in a variety of contexts. The Department has developed and advocated the Instructional Management System (IMS) as a system of monitoring each students' educational progress on the basis of outcomes or objectives mastered, recording the information and sharing it among teachers. (Questions & Answers about OBE, Missouri Dept. of Elem & Sec Education, pg. 5, 7 & 8) Each district (or school) should consider implementing an IMS, to provide information necessary to inform instruction. There are many IMS models ranging from simple paper-and-pencil systems to complex, computer-driven systems which can maintain an IMS for an entire school district. (A Proposal To Implement Outcome-Based Education in Missouri Schools - pg 17.)

In the state of Kentucky, Dr. Thomas Boysen, Commissioner of Education, has said that The Kentucky Education Technology System (KETS) is "... the glue which holds everything together.". The computer network does indeed tie every aspect of student records, school management, curriculum, instruction, classroom databases and assessment from the local level into huge state-level administrative databases at the Kentucky Department of Education. Reporting and tracking of individual student information to the federal level in addition to the cross-agency sharing and tracking with The Cabinet of Human Resources regarding health records contributes to the cost of the massive undertaking. (Outcome-Based Education and Kentucky Education Technology System, "The Glue That Ties The Whole System Together, Eagle Forum of Kentucky.)

AMERICA 2000 PROMOTES COMPUTER LINKING AND TRACKING!!

The National Goals for Education and America 2000 promote the use of emerging technologies. Computers, VCRs, laser discs, and telecommunications, especially when linked together, can transform the way students are taught. In addition, one section of America 2000 introduces AMERICAN ACHIEVEMENT TESTS, which will be an anchor for a nationwide system to monitor learning. Employers will be urged to use the results of the test in hiring decisions. Colleges will be urged to use the exams as part of the admission process. The test results will follow individuals for a lifetime. (The National Goals for Education and America 2000.)

A NATIONAL DATA BANK (Elementary and Secondary Education National System) is already available. Answers from assessment surveys can easily be crossed referenced in the NATIONAL DATA BANK, making use of the student electronic record keeping system. Then a plan for remediation can easily be programmed into each student's individualized learning plan. THE NATIONAL DIFFUSION NETWORK (a computer network of politically correct curriculum) stands at the ready to provide curriculum to correct student weaknesses. (IOWA REPORT, Pam Beesley, Educational Research Consultant, November 1992)

THE SECRETARY OF LABOR'S "SCANS" REPORT AND COMPUTER TRACKING!

Further connections between OBE and computer technology is found in the SCANS (The Secretary of Labor's Commission on Achieving Necessary Skills) Report. The report states that emerging instructional technologies promise to revolutionize teaching and learning enabling teachers and students to change their traditional roles. When technology dispenses information, teachers are free to coach and facilitate student learning. With technology monitoring learning, students can become active learners, working to acquire new skills.

COMPUTER TRACKING?????

A report from "Reinventing Assessment: Commentary of Changing Times in School Testing", (Northwest Regional Educational Laboratory, Portland Oregon, May 1992) states, "rather, we must expand our visions of assessment to consider the potential of assessment systems in which data are gathered at the classroom level and are aggregated upward for decision making at other levels."

2-5

TRADITIONAL SYSTEM

VS

OUTCOME-BASED SYSTEM

1. *Grades/Textbooks/Prescribed Curriculum*
2. *Comprehensive Education*
3. *Teacher Assumes Active Role Of Leadership, Authority Figure*
4. *Student Receives Instruction From Teacher*
5. *Traditional High School Diploma (Carnegie Units)*
6. *Factual Learning - Memorization*
7. *Students Work Individually and Graded On Own Merits*
8. *Structured Activities, Specific Subject Matter (algebra, etc.), Assignments Made*
9. *Multiple Levels of Performance Depending on Student's Individual Qualities and Motivation*
10. *Pre-determined Exam Schedule*
11. *Students Take Exam Once - Grade Determines Student's Knowledge of the Materials*
12. *Rewards - Pass/Fail*
13. *Emphasis On Learning*
14. *Competitive Edge for Students - Motivated to Excel According To Individual Abilities*
15. *Local Districts/Communities Determine Curriculum*
16. *Textbooks Define the Curriculum*
17. *Instructional Time Is Held Constant While Achievement Varies*

1. *No Grades/ Textbooks/Curriculum*
2. *Master Limited Number of Skills*
3. *Teacher Assumes Passive Role of Guide, Counselor, Facilitator*
4. *Student As Worker - Teacher Coaches Students to Mastery of Outcomes*
5. *Abolish Diploma, Replace With Certificate of Initial Mastery (CIM)*
6. *Philosophical and Psychological Learning*
7. *Work in Groups - Group Mastery, Group Grades. All Students Become Average.*
8. *Students Determine Their Own Schedule*
9. *Leveling of Academic Performance - No Place For "Honors" or "Low Track" Courses*
10. *Students Decide When To Take Exams*
11. *Students Have Multiple Tries. If Exam Not Mastered, Remediation Occurs (Regardless of Time Spent) Until Mastery Occurs.*
12. *No Reward - "Want All To Feel Good"*
13. *Emphasis on How Student Learns*
14. *Comparative Performance Abolished - All Pass And All Equal*
15. *State-wide Curriculum to Meet State Outcomes*
16. *Student Outcomes Define the Curriculum*
17. *Achievement Is Held Constant While Time Varies*

OKLAHOMA OUTCOMES
from Draft-Oklahoma Outcomes for
Educational Excellence Accreditation
"A plan for Living, Learning and Working
in the Twenty-First Century."

1. Teachers establish high expectations for learning and monitor student achievement through multiple assessment techniques.
2. Schools have a basic mission which prepares the learners to live, learn and work in a global society.
3. Schools provide planned learning activities within an orderly and safe environment which is conducive to learning.
4. Schools provide instructional leadership which results in improved student performance in an effective school environment.
5. Students have the communication skills necessary to live, learn and work in the 21st century.
6. Students think creatively and problem solve in order to live, learn and work in the 21st century.
7. Students work effectively both independently and in groups in order to live, learn and work in the 21st century.
8. Students have the physical and emotional well-being necessary to live, learn and work in the 21st century.
9. All staff engage in ongoing professional development based on the outcomes identified in the school performance plan.
10. Students participate in lifelong learning as contributing members of a community of learners.

KANSAS OUTCOMES
from Kansas Quality Performance
Accreditation (3-12-91)
"A plan for Living, Learning and Working
in a Global Society."

1. Teachers establish high expectations for learning and monitor student achievement through multiple assessment techniques.
2. Schools have a basic mission which prepares the learners to live, learn, and work in a global society.
3. Schools provide planned learning activities within an orderly and safe environment which is conducive to learning.
4. Schools provide instructional leadership which results in improved student performance in an effective school environment.
5. Students have the communication skills necessary to live, learn, and work in a global society.
6. Students think creatively and problem-solve in order to live, learn and work in a global society.
7. Students work effectively both independently and in groups in order to live, learn and work in a global society.
8. Students have the physical and emotional well-being necessary to live, learn and work in a global society.
9. All staff engage in ongoing professional development based on the outcomes identified in the school improvement plan.
10. Students participate in lifelong learning.

Below are questions many concerned citizens are asking their legislators:

Where is the research to prove OBE has succeeded?

How much is OBE going to cost our school district?

Why was OBE brought in to our local school without community awareness or approval?

Why did the State Department of Education choose OBE as the model education program?

Why are citizens told they have local control when the State Department of Education's plans are clearly shown in these documents?

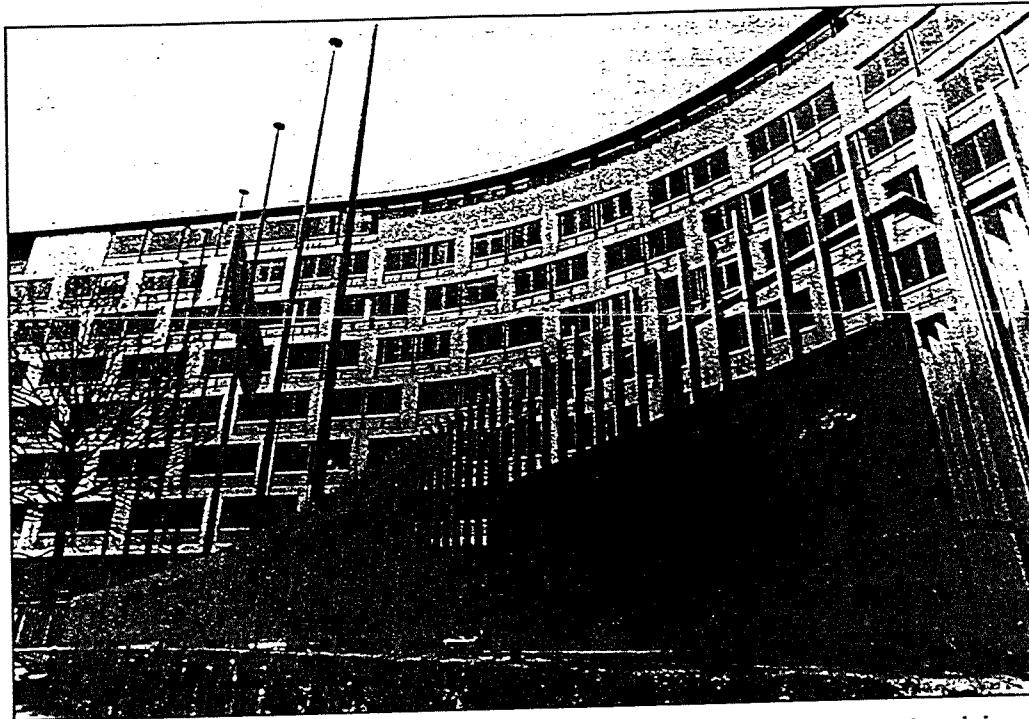
How can we fund the implementation of OBE across Oklahoma when it is so controversial and we have many other needs that will be cut?

How can we believe we have local control when many schools fear they will lose accreditation if they don't please the SDE in every way?

A Global School Board

It may be hoped that in time anybody will be able to persuade anybody of anything if he can catch the patient young and is provided by the state with money and equipment.... When the technique has been perfected, every government that has been in control of education for a generation will be able to control its subjects securely without the need of armies or policemen....

— Humanist philosopher
(and UNESCO adviser)
Bertrand Russell



UNESCO's Paris headquarters: U.S. resigned in 1984, but Clinton wants us to rejoin.

This October, if the Clinton Administration has its way, the United States may rejoin the United Nations Education, Scientific and Cultural Organization (UNESCO), which the U.S. left in 1984. UNESCO had never been a popular organization in this country, and various UNESCO-related educational initiatives in the 1950s and '60s had shattered upon the adamant resistance of the American public. Furthermore, by the time of Ronald Reagan's election in 1980, American public opinion had turned decisively against the UN and all of its works. Something had to be sacrificed to placate the electorate, and UNESCO was chosen as the organizational scapegoat.

Under the leadership of Director-General Amadou Mahtar M'Bow of Senegal, the stench of socialism ema-

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nating from UNESCO became unbearable. One British commentator described M'Bow's UNESCO as a "Third World kleptocracy": The body swilled enormous amounts of money — one-quarter of which was taken from American taxpayers — to fund M'Bow's opulent lifestyle and to underwrite an incessant stream of anti-American and anti-Western rhetoric. Under M'Bow, the body devoted itself to advancing a "New World Economic Order" which would radically redistribute wealth from the prosperous "North" to the undeveloped "South." However, the final outrage for most Americans came when the organization announced a "New World Information Order" which would require all journalists to be licensed — presumably by a global body — in order to report

on world affairs. This proposal decisively alienated the "mainstream" press, which was uncharacteristically quiet when the Reagan Administration announced the U.S. withdrawal.

Speaking at a December 1983 press conference about UNESCO, State Department spokesman Alan Romberg declared that the body had "politicized virtually every subject it deals with," had displayed a "hostility toward basic institutions of a free society, especially a free market and a free press," and had "demonstrated unrestrained budgetary expansion." Notwithstanding all of this, however, the Reagan Administration made it perfectly clear that the withdrawal was temporary. Secretary of State George Shultz pledged undiminished support for the UN and stated that

W I L L I A M N O R M A N G R I G G

The 12-month notice was intended to give UNESCO "a potential opportunity to respond to the serious concerns that have caused our withdrawal." The clear implication was that UNESCO could use its time in the "penalty box" to rehabilitate its reputation and make it more palatable to a distracted public.

American Reentry

Apparently, the rehabilitation campaign is almost complete. In August 1993, a Clinton Administration task force under the direction of Assistant Secretary of State Douglas Bennet (CFR) recommended that the United States resume its dues-paying membership in UNESCO in October of 1995. This followed the introduction of a House resolution by Representative Esteban Torres (D-CA), a former ambassador to UNESCO, which urged American re-entry into the body.

Last fall, the *New York Times* editorialized that the Reagan Administration's decision to withdraw from UNESCO until at least 1995 made "political as well as fiscal sense." Of course, as

long as America was coughing up one-quarter of the annual bill for a third-world kleptocracy, the political opposition to UNESCO was intense. However, the *Times* assured us, UNESCO Director-General Frederico Mayor "has cut the payroll and generally returned UNESCO to its original mission as a promoter of literacy, a protector of cultural monuments and a champion of a freer flow of education."

As is usually the case, the *Times* presented the public with only half the truth — the wrong half, as it happens. UNESCO is indeed ready to resume its "original mission"; however, that mission was better illustrated by M'Bow's socialist evangelism than by Mayor's tactical retrenchment. Simply put, UNESCO was designed to function as both the school board and the propaganda ministry of the new world order. This was candidly conceded in a pro-UNESCO editorial published in *The Saturday Review* in 1952:

If UNESCO is attacked on the grounds that it is helping to prepare the world's peoples for world gov-

ernment, then it is an error to burst forth with apologetic statements and denials. Let us face it: the job of UNESCO is to help create and promote the elements of world citizenship. When faced with such a "charge," let us by all means affirm it from the housetops.

Founded in Paris in November 1946, UNESCO was both a continuation and an expansion upon the Paris-based International Institute for Intellectual Cooperation, which was affiliated with the League of Nations. In their 1951 work, *UNESCO: Purpose, Progress, Prospects*, former UNESCO officials Walter H.C. Laves and Charles A. Thompson identify another interesting ancestor of the UN organization: The Soviet All Union Society for Cul-

Simply put, UNESCO was designed to function as both the school board and the propaganda ministry of the new world order.

tural Relations with Foreign Countries, or the "Voks." Founded in 1925, the Voks professed a desire to bring about "the world union of intellectual forces for the triumph of genuine world culture" and sought to inspire intellectuals to "fight the war danger [and] agitate for peace" — themes which would resonate with UNESCO's self-assigned mandate.

The National Education Association (NEA) was also among the earliest advocates of a global school board, and in 1920 the NEA created an International Relations Committee for the purpose of facilitating education for "world understanding." The campaign for a world "bureau of education" began in earnest in 1943, with the creation of an NEA "war and peace fund" which collected donations for such a body. Across the Atlantic a similar campaign was being undertaken in London under the direction of the Conference of Allied Ministers of Education (CAME). A formal proposal to create a United Nations Bureau of Education was considered at the Ninth Meeting of CAME, which was held in London in April 1944. The U.S. sent a high-profile delegation to the

event, which produced a draft for a interim UN educational organization.

Global Re-education

Even in its embryonic state, UNESCO was devoted to radical social engineering. Laves and Thompson note, "The delegates at [the preparatory conference in] London called for better education to fashion better men for a new life in a democratic society." The Yugoslav delegate to the meeting candidly urged the embryonic body to embark on a campaign to re-educate the world's population. Of course, the objective of re-education for the creation of a new man found a ready-made constituency among Marxists. Former communist Joseph Z. Kornfeder later explained that "UNESCO corresponds to the agitation and propaganda department in the Communist Party. This department handles the strategy and method of getting at the public mind, young and old."

Founding UNESCO Director-General Julian Huxley angered some American officials by appointing communists and communist sympathizers in key posts. For example, the chief of the Soviet Ministry of Education served as an early director of UNESCO's secondary education department. But such gestures were to be expected from the propaganda arm of an organization which numbered among its architects such American communist quislings as Alger Hiss and Harry Dexter White. In 1956, the Senate Judiciary Committee concluded that "by far the worst danger spot, from the standpoint of disloyalty and subversive activity among Americans employed by international organizations, is UNESCO...." The report recalled that Piere Gerety, a former chairman of the International Organizations Employees Loyalty Board, had testified that "there existed in UNESCO a clique of people who placed the interests of the Communists and Communist ideology ... above their own country."

Such is the background of the entity which presumes to act as the world's intellectual vanguard. According to Julian Huxley, "The world today is in the process of becoming one,

... UNESCO must help in the speedy and satisfactory realization of this process....” Huxley defined the body’s governing philosophy as “a scientific world humanism, global in extent and evolutionary in background.” Huxley declared that “political unification in some sort of world government will be necessary for the definitive attainment” of the next stage in “human evolutionary progress.”

Furthermore, according to Huxley UNESCO would assist in the process of “values clarification” on a global level. Because none of the religious traditions was adequate to the needs of a world government, a new world morality would have to be summoned into existence, and it would be UNESCO’s task to do the summoning: “It will be one of the major tasks of the philosophy division of UNESCO to stimulate ... the quest for a restatement of morality that shall be in harmony with modern knowledge and adapted to the fresh functions imposed on ethics by the world of today.” Instilling this new world morality in schoolchildren would be UNESCO’s most important task.

Molding “World Citizens”

The preamble to the UN convention on “Children’s Rights” demands that children be “brought up in the ideals proclaimed in the Charter of the United Nations.” The most substantial obstacle to this objective consists of parents who choose to raise their children to appreciate and defend biblical morality and America’s institutions of constitutional government. Thus, it is not surprising that the thrust of the “educational” efforts undertaken by UNESCO and its supporting elites has been to usurp parental prerogatives regarding education in order to mold children into “world citizens.”

Parents who are beguiled by the winsome idealism expressed in some portions of the UN’s founding documents — the UN Charter and the “Universal Declaration of Human Rights” — should acquaint themselves with the world body’s perspective on the origins and purposes of “human rights.” Under the American concept, the individual possesses God-given rights which the state must protect. However, the UN embraces a collectivist worldview in which “rights” are highly conditional concessions made by an all-powerful govern-

ment: Individuals enjoy the “freedom” to serve the purposes established by the almighty state, and their “rights” are therefore granted or rescinded at the whim of the ruling elite.

In 1951, while the language of the Universal Declaration was fresh and the UN’s prestige was at its zenith, a telling exposition of the UN’s concept of “rights” was presented by Lin Mousheng, who was then the secretary of the UN Commission on Human Rights. According to Mousheng, “The procedural, cultural, and political rights on the one hand, and the economic, social, and educational rights on the other, were to



AP/Wide World photo

Huxley appointed communists and sympathizers to key UNESCO posts.

a large extent developed under the inspiration of the liberal movement of the eighteenth century and the socialist and communist movement of the nineteenth century respectively.... [This] represents a new synthesis of human thought and may well be the harbinger of a new epoch in human evolution.”

The “liberal movement” referred to by Mousheng is best embodied by the militant secularism which created the French Revolution, not the biblically inspired movement which led to American independence and the creation of the U.S. Constitution. The “liberals” of that era sought not only dis-establishment of established churches, but aggressively sought to de-Christianize entire societies in order to make room for a new secular religion of the state.

The desired result was not a moral, uncountable individual who could live as a free man, but rather a deracinated political subject whose actions and beliefs were to be regimented according to the “general will” as it was interpreted by an omnipotent government.

The UN’s debt to the doctrine of the “general will” is recognized by Mousheng in his interpretation of Article 29 of the UN Declaration: “Article 29 has two ideas: On the one hand, everyone has ‘duties to the community in which alone the free and full development of his personality is possible.’ On the other hand, the community may impose such limitations on the exercise of rights and freedoms ‘as are determined by law....’” In other words, from the UN’s point of view, the individual is “free” to do exactly as he is told to do by the “community’s” rulers. This concept of “citizenship” is, in a specific sense, anti-American — and it is this perspective which is promoted by UNESCO and its allies.

In order to bring about the “new synthesis of human thought” referred to by Mousheng, it would be necessary to expunge “improper” attitudes among would-be world citizens. Accordingly, one of the early concerns of the UNESCO network was to conduct an “educational offensive” against nationalist and traditionalist attitudes.

In 1948, UNESCO produced a ten-volume series of pamphlets entitled *Toward International Understanding*, which was designed to help educators foster a sense of “world citizenship” within schoolchildren. (During the same year the NEA published a similar guide entitled *Education for International Understanding in American Schools*.) In the first pamphlet of the series, UNESCO recommended that schools seek to develop in students “an attitude of mind favorable to international understanding, which will make them conscious of the ties which unite the people of the world, and ready to accept the obligations which an interdependent world imposes” (emphasis added). To that end, history, geography, cultural studies, and related subjects were to be taught with a specific objective: “... to stress the interdependence of the modern world, the development of international cooperation and the need for a world community....”

But UNESCO was not content merely with the manipulation of the cognitive aspects of conventional education. Director-General Huxley urged the organization to exploit "affective" — feeling-based — avenues to "regulate" schoolchildren. He maintained that such an approach was necessary in order to cure the "repression" associated with traditional concepts of guilt and sin, thus "emancipating" the individual from outmoded moral attitudes. Wrote Huxley:

One other item which UNESCO should put on its program as soon as possible is the study of the application of psycho-analysis and other schools of "deep" psychology to education.... If we could discover some means of regulating the process of repression and its effects, we should without doubt be able to make the world both happier and more efficient.

In an ironic echo of *Brave New World* — a cautionary tale written by his brother Aldous — Director-General Huxley insisted that the application of psychological methods to schoolchildren "would mean an extension of education backwards from the nursery school to the nursery itself" (emphasis added). Although this element of UNESCO's program has yet to be implemented worldwide, it has seen use in totalitarian countries such as Communist China and Romania. Furthermore, psychological intervention of a less expansive variety has been openly advocated by UNESCO in the war against patriotism.

Nationalist "Contamination"

UNESCO's Eleventh International Conference on Public Education, which was held in Geneva from June 28 to July 2, 1948, concluded that "one of the chief aims of education today should be the preparation of children and adolescents to participate consciously and actively in the building up of a world society" and that "this preparation should include not only the acquisition of skills, but *more particularly the formation and the development of psychological attitudes favorable to the construction, maintenance and advancement of a united world...*" (emphasis added).

That conference created 12 recommendations for globally oriented public

education, which were submitted to "the Ministries of Education of the various countries." One recommendation was that "the educational authorities of different countries exchange views and information on the nature and results of this teaching in order to make the best use of their experience...." One result of that "exchange of views" was Volume Five of the 1948 UNESCO series, which was entitled "In the Classroom with children under thirteen years of age." The booklet, which was produced during a month-long UNESCO seminar held in Pödebrady, Czechoslovakia in 1948, was primarily targeted at attitudinal "problems" which impede "world-mindedness."

The UNESCO panel declared, "Before the child enters school his mind has already been profoundly marked, and often injuriously, by earlier influences" — specifically, by insufficiently "world-minded" parents. Parents are criticized in the report for "infecting" their children with "nationalism," "chauvinism," and "sclerosis of the mind." To overcome these supposed handicaps, UNESCO recommended that "whether in the home, the social environment or the school, our children should be educated ... to prepare themselves for citizenship in a world society." Of course, this will require early and persistent efforts to "correct many of the errors of home training," which may "cultivate attitudes running directly counter to the development of international understanding."

The "experts" summarized their indictment in these terms: "As long as the child breathes the poisoned air of nationalism, education in world-mindedness can produce only precarious results." Dangling from this brazen declaration was a tacit endorsement of Huxley's statement that "global education" will eventually have to begin in "the nursery itself."

Curing "Improper" Attitudes

Among the key American institutions used to transmit the UNESCO party line to the educational establishment was the teachers' college at Columbia University, whose leading lights included humanist John Dewey and sundry Fabian socialists. Writing in a pro-UNESCO compilation shortly after the organization was founded, Otto Klinberg, a professor of psychology at Columbia,

sketched out a set of recommendations for a campaign for the "symptomatic treatment of attitudes" which impeded world unity. According to Klinberg, "An attack should be made on the social and environmental conditions which support hostility [to] international understanding" (as embodied in the UN) and "the deeper psychological components and motives related to attitude formation must not be neglected...." In short, mass psychoanalysis of the American public would be a necessary prelude to world government.

In 1950, a group of social scientists led by Marxist Theodor Adorno published a study entitled *The Authoritarian Personality*. As summarized by the late social commentator Christopher Lasch, the approach taken by the Adorno report dictated that America's social problems "could be eradicated only by subjecting the American people to what amounted to collective psychotherapy — by treating them as inmates of an insane asylum." This assumption was enlarged upon by social scientist Daniel Bell in his 1955 work *The New American Right* (which was re-issued in 1963 as *The Radical Right*). Citing Adorno's "enlightening" study, Bell traduced conservatives as psychologically disturbed individuals whose conservative views were merely camouflage for "a rather profound if largely unconscious hatred of our society and its ways...." One token of this mental dysfunction, according to an essay in Bell's compilation, was "the incredibly bitter feeling against the United Nations."

In short, those who opposed the UN, or who were "excessively" concerned about the advance of domestic socialism, weren't merely misguided; they were *sick* and could be "cured" only through state intervention. The increasingly "therapeutic" nature of American education is, to a significant extent, a reflection of the UNESCO agenda.

The prevalence of sex education in America's government school monopoly is another little-recognized effect of UNESCO's influence. Julian Huxley instructed UNESCO to deploy the techniques of psychoanalysis to fight "repression" — a term generally used in the context of sexual behavior. The campaign to free children from the "repressive" mores of their parents is arguably the most effective means of sub-

ng the home.

In 1964, UNESCO sponsored an International Symposium on Health Education, Sex Education and Education for Home and Family Living in Hamburg, Germany. That conference produced a set of "findings" which have since entered the common parlance of sex education. For instance, delegates were told that "children learn about sex elsewhere, rarely in the home," that formal sex education is made necessary by the fact that "sex is emphasized commercially in the mass media," that "sex education should begin at an early age," and so on. The educators who attended the conference were introduced to various methods of affective instruction, including "discussion techniques, role-playing, psycho- and socio-drama...."

Most importantly, the conference attendees endorsed a template for universal sex education which had been presented by two Swedish delegates. In addition to explicit discussions of sexual practices and anatomy, the UNESCO model sex education program dealt with abortion, birth control, and the practice of "sexual deviations" — all of which were banned in most American states at the time of the conference.

The SIECUS Connection

Three months after the UNESCO conference, the Sex Information and Education Council of the United States (SIECUS) was chartered. Within a very short time, SIECUS became the country's most influential sex education "clearinghouse," providing materials for hundreds of school districts throughout the United States. As author Claire Chambers observes in her book *The SIECUS Circle*, "the SIECUS program of sex education [was] a carbon copy of the Swedish program, as adopted by UNESCO." In her exhaustively documented study of the SIECUS network, Chambers observed that "the SIECUS orbit ... expanded to envelop publishing houses, film producers, governmental and private agencies, foundations, medi-

cal societies, educational institutions, and religious bodies."

In its quest to normalize perversion, SIECUS has even attacked the "incest taboo." In 1979, the organization published a "scholarly" report by Paul Ramey which urged Americans to revise their moral attitudes regarding incest. The report also distinguished between "positive" or "consensual" incest and "abusive" incest. (This could be considered another Swedish import: The socialist Swedish government legalized father-daughter incest as a means of "democratizing" the family.) Despite the predictable negative public

touch."

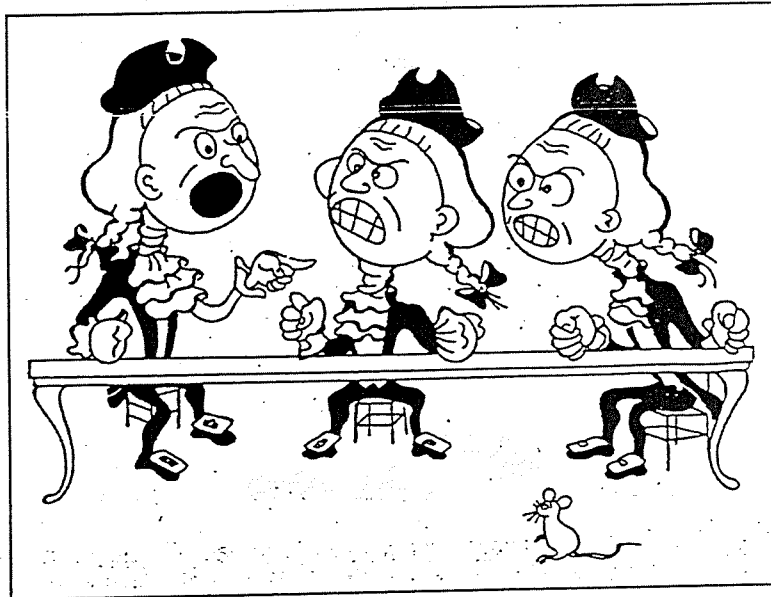
Significantly, SIECUS' pro-incest campaign began at roughly the same time that concern over child abuse became a national obsession. Most states require the same public schools which dispense SIECUS-inspired sex education to report suspicions of child abuse to law enforcement agencies. The 1992 SIECUS publications catalog listed Ramey's 1979 pro-incest paper, which was surrounded by newer offerings dealing with sex abuse prevention. Furthermore, the Society for the Scientific Study of Sex, which follows the SIECUS approach on most sexual matters, has

been active in the effort to combat "sexual harassment" in schools — an epidemic of which is the predictable result of adolescent exposure to SIECUS-derived "educational" pornography.

Wherever it has had a substantial impact, the effect of the SIECUS sex ethic is to leave parents and children morally perplexed and dependent upon the ministrations of "experts." The increasing acceptance of that ethic can be seen in contemporary America — a society in which parents cannot govern their homes without government-approved in-

struction in "parenting skills" and professional individuals cannot negotiate the business world without receiving instruction in the latest doctrinal revision regarding "sexual harassment." In short, a society of a sort favorable to UNESCO's first constituency — government.

For most people, the most recognizable attribute of tyranny is a government's ability to compel its subjects to perform unremunerated labor — that is, slavery. For this reason it should be of great concern to Americans that an increasing number of school districts are enacting mandatory "community service" requirements for high school graduation. Although the programs vary, they all require unpaid "service" as a means of teaching students about their "community responsi-



This illustration of America's Founding Fathers from a UNESCO-endorsed textbook reflects the agency's anti-nationalist attitude.

reaction, SIECUS refused to abandon its pro-incest initiative; in fact, it expanded the crusade to include other forms of child molestation.

During a 1985 conference of the Society for the Scientific Study of Sex (a SIECUS front), Dr. Mary Calderone, a founding member of SIECUS, participated in a panel discussion on child sex abuse. Some of the participants were probably startled when Calderone contributed a kind word for pedophilia: "I have a question that is almost the reverse of what we've been talking about. What do we know about situations in which young children and older people have had a sexual relationship of one kind or another that has been pleasant, and the child feels good about it because it's warm and seductive and tender?... If the child really enjoys this, it may be the only time the child ever gets a loving

bilities" — that is, their supposed debt to the state.

No subject has been dearer to the heart of President Bill Clinton than his National Service program, which includes the "AmeriCorps," the Corporation for National and Community Service, Volunteers In Service to America (VISA), and the Civilian Conservation Corps. The Corporation for Community and Public Service, which coordinates "community service" projects, is an extension of an initiative that began as the Commission for Community and National Service during the Administration of Republican George Bush. However, UNESCO was an early and enthusiastic sponsor of "community service" at the international level.

In 1951, David S. Richie, the executive secretary of the Friends Social Order Committee, wrote an essay describing the history of the "volunteer labor camp movement." Initiated during WWI as an alternative to compulsory military service, the concept migrated to America during FDR's New Deal, where it became a showcase of egalitarian social engineering. According to Richie, the New Deal mass-labor programs were the inspiration for similar UNESCO-related efforts involving youth. He explained that the work camps were "primarily directed toward socializing the attitudes of participants, awakening in them ... a deep devotion to the struggle for social justice by non-violent means."

In 1946, American and European work camp activists began to consolidate their efforts. The next year, recorded Richie, "The leadership of UNESCO recognized the potential contribution of international work camps to reconstruction and education for international understanding and offered their assistance with educational aids and joint sponsorship." In 1948, UNESCO convened an international work camp conference which included representatives of the "World Federation of Democratic Youth (WFDY)," a communist organization which helped coordinate

"large camps for tens of thousands of young people in the eastern European countries." At that conference UNESCO established an international work camp Coordinating Committee which, until 1950, included WFDY representatives.

Service or Slave Labor?

Although UNESCO was strongly supportive of the international youth labor camp concept, the idea failed to take root in the United States and Western Europe. This fact was not lost on Richie, who lamented the curious lack of enthu-



Clinton's national service agenda fits nicely with UNESCO plans.

siasm among American youth for manual labor as a means of "socializing attitudes," noting that "in certain Eastern European countries, governments have enrolled hundreds of thousands of volunteers ready to work without pay on projects financed by the government." Ah, if only the United States were more like Soviet-dominated Eastern Europe! The Clinton Administration's desire to enroll hundreds of thousands of youth in nationally directed national service suggests that the cultural convergence longed for by Richie is nigh upon us — and, significantly, the UN appears to be ready to undertake new initiatives in "community service" at the global level.

On March 6-12, 1995, the UN will hold the "World Summit for Social Development" in Copenhagen, Denmark. According to that event's prospectus, one proposal to be discussed regarding the "mobilization of human resources" in the interest of creating global "solidarity" is a service program for youth: "A Youth Voluntary Service to the community at the world level should be

considered to instill in young people a sense of service to the community [and to] create a sense of solidarity at the world level." Some UNESCO-allied groups have already inaugurated global "community service" projects. One example is Global Routes, a "non-profit corporation that provides international community service opportunities to high school and college students." A related program called the Global Service Corps offers adults "an encounter with one's own responsibilities of global citizenship."

A revival of the "international labor camp" program would take on a rather frightening aspect, should UNESCO and its comrades succeed in defining manual labor as a responsibility of global citizenship. It should be remembered that the most active supporters of the Clinton Administration's National Service program would make "voluntarism" mandatory by law. If present trends continue, it is not inconceivable that in the near future some American students

may confront a UNESCO-inspired "global service" graduation requirement.

Notwithstanding its occasional setbacks, UNESCO has never relented in its efforts to become the school board to the world, nor have its American allies ceased to promote educational schemes designed to teach schoolchildren their "obligations as world citizens." The most recent amalgam of the various elements of the UNESCO agenda — "affective" learning, indoctrination in collectivism, "service" learning, and the like — can be found in the various outcome-based education (OBE) programs which afflict school districts nationwide.

"Transformational" OBE programs lock an individual student into a computer-driven behavioral loop which seeks to "remediate" improper attitudes in pursuit of approved "outcomes." Accordingly, the kinship between the OBE design and the "transformational" pedagogy supported by UNESCO is patent. Like the comprehensive approach envi-

... by *Toward International Understanding*, OBE seeks to uproot traditional attitudes which impede political consolidation — first at the national level, and then eventually at the global level. OBE is the latest bid to realize Bertrand Russell's vision: A completely socialized education system which will "catch the patient young" and use "money and equipment" provided by the state to create a passive, controlled population.

Shaped by "Experts"

OBE is the descendant of the disastrous "mastery learning" approach, a pilot program of which the Continuous Progress-Mastery Learning (CP-ML) project utterly destroyed the Chicago public school system in the late 1970s. According to educator James T. Guines, who helped design the Chicago program, the CP-ML approach was based on the behaviorist approach favored by psychologist B.F. Skinner. Like Bertrand Russell, Skinner believed that the human behavior could be shaped by "experts" in much the same way that "a sculptor shapes a lump of clay."

An appreciation of Skinner's essential philosophy can be obtained through a perusal of his 1971 book *Beyond Freedom and Dignity*, which was financed by a federal grant through the National Institutes of Mental Health. Skinner asserted that "we need to make vast changes in human behavior" and specified, "What is needed is a technology of behavior" which will permit ruling elites to address problems such as "overpopulation," environmental destruction, war, and so on. According to Skinner, "Freedom and dignity illustrate the difficulty. They are the possessions of the autonomous man of traditional theory, and they are essential to practices in which a person is held responsible for his conduct and given credit for his achievements. A scientific analysis shifts both the responsibility and the achievement to the environment." In other words, it would be necessary to deprive humanity of freedom and dignity in order to bring about the triumph of the "scientific world humanism" sought by UNESCO's Julian Huxley.

Through the "scientific design" of culture, according to Skinner, human evolution could be advanced and human survival insured. Of course, this would provoke opposition from traditionalists: "A technology of behavior is available

... but defenders of freedom oppose its use. The opposition may raise certain questions concerning 'values.' Who is to decide what is good for man? How will a more effective technology be used? By whom and to what end?" Skinner proposed that a "true 'fourth estate,' composed of scientists, scholars, teachers, and the media," would be a reliable custodian of the social "controllers" — thus insuring that "change agents" would be monitored by an elite which shares their radical ambitions. This arrangement is dreadfully familiar to those parents who have opposed Skinnerian OBE schemes.

James Guines, the Skinnerian disciple who helped design Chicago's proto-OBE program, explained its guiding philosophy to the *Washington Post*: "If you can train a pigeon to fly up there and press a button and set off a bomb [as Skinner had done during WWII], why can't you teach human beings to behave in an effective and rational way? We know we can modify human behavior. We're not scared of that. This is the biggest thing that's happening in education today."

OBE would be an extraordinary threat to American liberty if it were a purely domestic endeavor. However, the program is an American branch of a worldwide initiative intended to bring about the consummation of UNESCO's original mission: The creation of a world government which "will be able to control its subjects securely without the need of armies or policemen."

In March 1990, UNESCO co-sponsored the World Conference on Education for All at Jomtien, Thailand. That conference, which attracted representatives from more than 150 nations, created two documents: *The World Declaration on Education for All*, and *The Framework for Action to Meet Basic Learning Needs*. The *Framework* lists six goal areas that intimately parallel the Goals 2000 legislation enacted by Congress and signed by President Clinton in the spring of 1994.

The Jomtien conference produced the World Conference on Education for All (WCEFA), the American branch of which is United States Coalition for Education For All (USCEFA), an organization whose sponsors include the American Federation of Teachers and the National Education Association.

USCEFA defines its mission as "taking this worldwide consensus [created at Jomtien] and bridging between the initiatives for reform in other countries and the goals for education reform in the United States" — in short, its mission is one of "bringing Jomtien home."

The Coalition held its first national conference in Alexandria, Virginia on October 30, 1991, an event which attracted nearly 300 "leaders in education, business, and media from over 28 countries." Out of the Alexandria meeting came a conference report entitled "Learning for All: Bridging Domestic and International Education."

The "Learning for All" report states, "Schools are at the center of the current social and economic transformation"; accordingly, they are given the task of imparting to school children "higher order skills such as creativity, critical analysis, [and] *global thinking*..." (emphasis added). The document illustrates the kinship between America's national education goals and UNESCO's global proposals in this passage: "The need to define readiness for schooling is especially critical, since it is the cornerstone of the goals of both the *America 2000* [now called *Goals 2000*] and *Education For All Declarations*."

UNESCO and its allies are confident that a decade in exile has expunged the organization's taint. Now that "communism is dead," and America's emerging nationalized education system is being rapidly "harmonized" with UNESCO's EFA guidelines, we can expect a renewed, expanded, and intensified campaign to make the public school monopoly an indoctrination appendage of UNESCO, designed to create "world citizens" who will submit to the state of their own free will and earnestly love Big Brother. ■

QPA CONCERNS : TESTING

ASSESSMENT TESTS: With the implementation of QPA there has been added emphasis on "measurements". We need to know where a student is at a given grade level on a particular skill or subject. The School Site Councils are assured that "you do have local control on what you teach, because your teachers are helping write and formulate assessment tests and curriculum.

PITFALLS: Testing is costly; not only monetarily, but also in loss of instructional time. TIME, PRECIOUS TIME that should be used to instruct the learners.

1. Additional Expenditures: The local district has to hire substitutes during the regular teachers absence due to being "off-campus" re-writing the curriculum, and formulating "assessment test" for that subject.
2. Disruption of Learning Environment: The classroom learning environment is put on "hold" when you take the teacher out of the classroom. Even the most knowledgeable, talented, and creative substitute is unable maintain the continuity of learning climate fostered by the regular teacher.
3. Disciplinary and Social Problems: It is a well-known fact: when students are without their regular teacher, and have a substitute, more of the difficult to manage students will act up, just to get attention. Teachers do fall ill, at times, and have to miss why put in more lost instructional days by sending the teacher out?
4. Additional Expenditures: I'll bet they even forgot to tell the School Site Council that after the classroom teachers administer these "tests", they give the teacher "release" time to grade these tests. once again hiring a substitute .. and the cycle goes on. . . .

I do not believe the taxpayer and their children should suffer these consequences. I've experienced the formulating of math assessments with my colleagues. Last Spring we were putting together math problems for second graders (eight year olds). These questions were to math content over the final quarter, or the last nine weeks of the year. My problem didn't make it to first base; it got "kicked out" by my co-teachers! But Ann, remember, we have to make this test so at least 80% can pass it! HOW MANY WEEKS WILL IT TAKE TO HATCH OUR CHICKEN EGGS IF WE KNOW IT TAKES 21 DAYS TO DEVELOP A BABY CHICK? Is this the "dumbing down" they are talking about? I'll bet no one told the school site council members we were experiencing paralysis of the brain! If you don't teach, they'll never know there are seven days in a week!

TRUTH: A teacher is out seven (7) days 93-94, and five (5) days fall of 94 to help write social studies curriculum and formulate tests. District recently notified some of curriculum would be used, but not the tests. What a WASTE OF MONEY AND INSTRUCTIONAL TIME!

QPA and all it brings along is EXCESS, EMPTY BAGGAGE. Did they "forget to tell the School Site Council Members? House Education Attachment 3 1-24-95

There are serious problems regarding the implementation of Quality Performance Accreditation (QPA) in the state of Kansas. QPA is Kansas' particular renaming of transformational outcome based education, which is a performance based philosophy.

1. **LACK OF ACADEMIC EMPHASIS.** QPA is a values or "behavior oriented" versus "content oriented" curriculum. These values are seen in the vague and unmeasurable outcomes each learner must meet: Ex. "Students will demonstrate physical and emotional well being . . ." What constitutes emotional well being, and who determines that? Rather than minimum academic standards these QPA outcomes focus on a "proper" set of beliefs and attitudes in order to graduate.

Traditional time spent on academic basics (English, Math, Science and History) is replaced in order to implement the new values-based priority. Teachers complain of inadequate time for basic studies due to increasing demands of mandates. It is no longer desirable to learn about national heroes such as Lincoln and Washington (USD 428 elementary teachers have been told that incoming History/Social Studies texts next year will no longer contain this kind of traditional history). It has been suggested that we fine tune QPA by taking out the "values element" and allow for more basic studies. But the very heart of QPA is to reshape societal values.

QPA lowers the educational standard in its attempt to allow all students to reach stated outcomes. "Slower" students may take as long as necessary while "faster" students are told they may spend time in "horizontal enrichment, cooperative learning groups or peer tutoring."

2. **INVASION OF FAMILY'S DOMAIN.** In implementing QPA, the government in effect becomes the parent. Under the heading of "Kansas State Outcomes-Birth Through 8 Years" you will find:

1. Every pregnant woman will have adequate prenatal care to ensure the birth of a healthy infant.
5. Children will grow up in stable, nurturing families . . .
6. Families will have the parenting skills necessary and knowledge of resources they need to ensure the well being of their children.

The question isn't whether you agree with such broad platitudes, but whether its the role of the Kansas State Board of Education to implement such goals.

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Attachment 4
1-24-98

Here is an example of a sophomore assignment given in an English class at Wichita High School in 1993. Students are to read paragraphs and underline the thesis sentence.

Too often parents think the way to rear a child is to give him guidance in the proper way to think and act. This "guidance" too often becomes an actual molding of his personality to suit the parent, as is seen in parental lectures beginning with the old cliches, "if I were you I would . . ." or "when I was your age I . . ." These parents, while they may have the good of the child at heart, are nevertheless making a grave mistake by trying to compel him to act or think in certain ways. What the teen needs instead is a type of love which gives him the freedom and confidence to develop his own opinions in matters such as religion, morality and choice of friends.

Is the real goal such a test to find the "thesis sentence" or is the goal in reality a subtle attempt to influence the way the child views his parents or their authority? I do not want government (nor is it their role) teaching my children "appropriate behavior responses" or intruding on family values. Isn't this an invasion of privacy?

3. **COST.** Everywhere that performance based education has been implemented the cost has been phenomenal. States think that they must follow the national "Goals 2,000" mandate for fear of losing federal funds, but school districts report that implementing OBE in its various forms has cost double or triple of existing budgets. Not only does the increased cost of implementing OBE far outweigh the minimal federal funding of "Goals 2,000," but adoption of such a voluntary program results in a wholesale transfer of control over our local school systems to the federal government.

4. **QPA DOES NOT WORK EITHER FINANCIALLY OR INTELLECTUALLY.** Bright students are not being challenged and consequently are bored and lack motivation. Children develop lazy work skills as they test and retest. Our son Casey is a prime example. The remediating student learns society will hand him what he needs. No one wins. Outcome based learning is one huge experiment with our children and has been a total failure wherever it has been tried. The highly touted Johnson City, N.Y., model admits showing no improvement. The legislature in Pennsylvania, a pilot state, has ousted it. After nine years of implementation, Minnesota, with its emphasis on education, has declared it a failure, as has Littleton, Colorado.

What is education supposed to be? Historically, it has been the opportunity to attain one's individual potential. It has embraced the rights of local control, a freedom this country has always held dear. Fairness meant equality of opportunity. Under QPA restructuring, fairness now means that everyone comes out the same, even if "coming out the same" means reducing the level of achievement. It doesn't work.

LAURIE FLECKER,
GREAT BEND

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Gen Yvette Sutton and Anita Hoge
Educational Analysis with the Pennsylvania Coalition for Academic Excellence
S.R.S.A., Inc. 1-800-886-8852

Concerned Women for America
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Testimony Before the House Education Committee
Re: School Site Councils

Judy Altom
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St. Paul, Ks. 66771

January 24, 1995

Thank you Chairwoman Chronister and members of the committee for allowing me to present testimony today.

My name is Judy Altom, mother of six from St. Paul, Ks. I have served on the St. Paul High School site council USD 101 since its inception in 1992. The reason I am here today is because of concerns regarding my experience as a site council member. I believe school site councils are not effective, are not providing advise and counsel, and are a deception.

At our first meeting of approximately 60 people representing 4 schools, we were each given this large binder of material on site councils----the beginning of what has become volumes of paperwork.

My original council consisted of 13 members---3 teachers, 2 school employees, 2 spouses of school employees, 2 school board members, and 3 of us not directly associated with the school. It appears these people were hand selected by the principal to insure quality control---a common technique used to insure that there is preliminary agreement before hand.

Meetings I have attended (which is most all) are nothing more than a persuasive tactic to insure compliance as a group----a film by futurist Joel Barker on **change**, an all day session at the Southeast Kansas Regional Service Center in Greenbush about **progressive change** and **arriving at group consensus**.

One thing we were asked to do and did accomplish was the writing of a **unique** Mission Statement:
"St. Paul High School is committed to providing a safe and caring environment in which students strive to reach their potential in order to meet the challenges of tomorrow."

We were presented with 3 or 4 examples by the teacher chairwoman. Efforts to insert strong academic language were unsuccessful. A very general statement was desired. As you will note from attached Mission Statements from other schools, ours is not at all **unique**.

Another project was a community, staff, and student survey with intrusive and irrevelent questions which netted a poor response.

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Attachment 5
1-24-95

In spite of being told of our importance (local control), it is my belief that site councils are a flagrant manipulation of our community to promote a pre-determined agenda. More specifically, there has been a strategy of total quality management through meetings, films, guest speakers, and seminars to insure that our recommendations meet the state mandated process outcome No. 2, Standard A in the Kansas QPA document. (see attachment)

It is my understanding that the necessity of site councils was written into law by the legislature to provide local control of schools. They are a foolish waste of taxpayers time, money, and resources.

Site councils do not appear to be what the legislature intended. Local control is a myth. I urge you and the State Board of Education to evaluate the effectiveness of site councils in facilitating educational improvement. Thank you.

Example:

STATEMENT OF MISSION

LITTLE VALLEY, KANSAS, UNIFIED SCHOOL DISTRICT 541

The mission of Little Valley School District is that "All students will have the knowledge, competencies, and orientations needed for future success in a global society."

NEODESHA UNIFIED SCHOOL DISTRICT 461

MISSION STATEMENT

Purpose of the School District

The Neodesha USD 461 Board of Education and professional educators require that students, enrolled in district schools develop and demonstrate scholastic, technical, physical, social, and problem-solving skills essential for achieving personal, academic, and occupational success.

MISSION STATEMENT

The mission of USD #342, McLouth, Kansas, is to assure that all students served by the district learn in an environment which maximizes achievement and exit with the necessary skills to be productive adults in a changing, democratic, multicultural society.

**YATES CENTER
HIGH SCHOOL
MISSION STATEMENT**

It is the mission of Yates Center High School to promote a positive, safe, and orderly environment for learning with emphasis on instruction and high expectations for every student. We will strive for a balance between the academic, the vocational, the physical, and the ethical skills for all students. We believe our function is to offer students the skills necessary to live successfully in our world and to improve the society in which they are part.

FORT SCOTT MIDDLE SCHOOL

MISSION STATEMENT

All faculty, staff and administrators pledge to provide the best possible education to meet the needs of the ever-changing nature of young adolescents.

We will have a safe, supervised climate which promotes self-discipline, physical and mental growth, and citizenship for all students.

Fort Scott Middle School is dedicated to maintaining traditions and creating a learning environment conducive to the development of creative thinking, decision-making skills, and cultural awareness in the effort to prepare students for the future world community.

**PROCESS OUTCOME RELATED TO
COMMUNITY-BASED PROGRAMS/THE LEARNING COMMUNITY CONCEPT**

PROCESS OUTCOME II

Each school and district will work collaboratively with its community to create a learning community as evidenced by the following standards:

STANDARDS

INDICATORS

A. Each school will have a broad-based site council that is responsible for providing advice and counsel in evaluating state, school district, and school site performance goals and objectives and in determining the methods that should be employed at the school site to meet these goals and objectives.

Local Required Indicator:

Schools will demonstrate participation in community-based activities designed to increase the proportion of children who enter the primary grades ready to learn.

B. Show a commitment to school readiness.

Local Required Indicator:

Schools will demonstrate that they are integrated into a communitywide effort to assist all learners.

C. Integrate social services with school services.

Local Required Indicator:

Schools will demonstrate an increased community participation in adult education activities.

D. Offer opportunities for lifelong learning.

Good afternoon ladies and gentlemen. My name is Al Miller and I am from Merriam, Kansas.

Thank you for taking time to listen to those of us who have seen QPA in operation. As a parent of two grade school students I was curious as to what impact this project would have on our school of 270 kids. Although in the bottom 10 % of per capita income in our district, we are consistently in the top 20% on Iowa and Kansas assesment tests in our district.

I have found that the principal has had to reduce his availability to his staff because of the time required to keep up with the paper flow. The teachers are involved with QPA preparation for the site visit because the principal believes they are part of the team. They take time away from their school functions, availability to students, and from their own families due to these time requirements. From site visits to other schools, our principal has found that the other sites do not always involve their staff. Whether by intent of control or lack of interest or time by the staff, I'm not sure.

When our site visit occurred, I was fortunate enough to attend. One of the members reviewd our data and offered to play "devil's advocate." He proceeded to question our data and why we chose discipline as our third objective. After hearing our principal's explanation, he recommended we phrase it in more generic terms. This would make it easier for us to be in compliance for our next site visit, when funding could hang in the balance.

During the open discussion following the evaluation meeting, I asked what their objectives were as site visitors. It was explained that the objective of the site visits are to prepare schools to be able to set attainable goals to assure compliance with state requirements for continued funding.

Based on our students performance, I felt we were really spending administrative time and energy just to receive our portion of state funding. Then it was explained that future test requirements are being developed at the state level. He dismissed the Iowa tests and said that more relevant tests are forthcoming that will direct all school districts to achieve the same results for kids in all state school districts. With more time and money given to students, and programs with children working with the slower students, better results would be seen.

*House Education
Attachment 6
1-24-93*

I have some concerns with what I am seeing in this current configuration of our education system.

First, It seems that some sharing of funding across all districts is equitable. But if a district chooses to spend additional funds on it's schools, I don't understand why the state should have any input or control over that. School district objectives and functions should be under local control and not subject to a bureaucratic approval. An oft repeated anecdote concerns a site visit by a principal who competed, but was not selected for a school of excellence award. When she toured a school who had won, she gave them a very negative review. Another concerns a site visit by a principal to a more affluent site generating the same results. In the future, these situations could have serious results.

Second, what is wrong with the Iowa and Kansas tests? Some teachers are telling me there are subjective tests coming to replace these benchmarks. In business, I never cease to be amazed at the number of people I contact who can't spell and have to use a calculator to do simple multiplication. My niece is a junior in high school (in Missouri) and has to use a calculator to divide 42 by 6. I recently visited a grade school where second graders were watching a PG rated movie. Should the state be more involved in these matters? No. If the local school board wants to spend their funds on football and band uniforms, should the state be involved? No.

My eleven and eight year old daughters say they are tired of hearing the "R" word. The facts of life should be YOU are RESPONSIBLE for what YOU DO. Education should be the responsibility of the school district. The state's financial responsibility should be to divide up state funds evenly among the districts, no more. In this time of financial restraints, the last thing I want from my government is a growing bureaucracy filled with more politics, whose outcome is mediocrity.

Thank you for allowing me this opportunity. I would hope to spark some thoughts from a perspective you may not have considered, and welcome any questions from you.

January 24th 1995

Ben Terrill
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HOUSE EDUCATION COMMITTEE
QPA SCHOOL SITE COUNCIL EXPERIENCE

Ms. Chairwoman and members of the Education Committee:

Thank you for the invitation to come before you today and tell you about my experience on a QPA school site council.

My experience began on November 2nd 1992 with my appointment as a "Parent Representative" by our school's Principal (in accordance with our district's policy) and lasted to the end of the 1994 spring term. So, I was an active site council member for roughly 1 and 1/2 years.

Between November 1992 and June 1994, we had a total of 6 meetings, plus one orientation session conducted by the school district. We met quarterly. The meetings usually lasted one to one and a-half hours. So, the time I spent in meetings during this 20-month span was between 6 and 9 total hours.

During this time, we did the following:

- Watched videos on QPA, "The Change Process," "The School Site Council," and "The School Profile"
- Revised the existing school mission statement
- Reviewed our students' performance on standardized tests compared to previous years at the school and within the entire district
- Reviewed the school profile document prepared by the Principal

In addition, I submitted suggestions to my district for its end-of-year parent survey which were gratefully acknowledged and partially used.

In summary, while I believe that I became a better informed parent, I'm not sure that I provided meaningful "advise and counsel" to my children's school.

Are there any questions you would like me to address?

*House Education
Attachment 7
1-24-95*

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Madam Chairman and Committee Members:

My name is Frank Ojile. As way of a brief introduction, I am a practicing attorney, former Council member and Mayor of Wichita, and adjunct professor at Wichita State University. I, however, come to you today as a concerned parent. Several years ago, a family friend approached me about "outcomes-based education." I listened to her, read the material and watched the videos she provided to my wife and I. My wife and I came to the conclusion that this was probably some overreaction on our friend's part. This surely could not be for real.

A couple of years later, we enrolled our daughter in the first grade in the district our friend has spoken to us about that was on the leading edge of outcomes-based education. The prior year, our daughter was enrolled in parochial school. It only took several weeks of our daughter in the Renwick school district for us to realize that something was very wrong.

First, there was very minimal homework, and only repetitive of the beginning of her kindergarten education. One paper most nights was all that was required of her, if any. She quickly began to complain of boredom as they also did not advance the

*House Education
Attachment 8
1-24-95*

curriculum of math to any measurable degree. She was reluctant to do homework she considered to be of kindergarten level and "dumb".

Second, the majority of her hours spent in school were of a nonacademic nature. The schedule provided to parents at the beginning of school verified the minimal slots of time allotted to cover mathematics, language skills and other core academics. Emphasis was given to daily physical education, basic computer skills, music and art. We found that our daughter could rival Siskell & Ebert for movie reviews that seemed to be the sustenance of these children each week. By the spring semester, some of the children were complaining of watching the same movie more than once.

Third, there was a lack of information distributed to parents regarding their child's inability to grasp any concept briefly covered in the above mentioned time frames. Instead of a note of inquiry to a parent, it was not uncommon for immediate recommendation of "Chapter I". Our daughter was kept current on her academics by her parents' attentiveness to her comments about her previous day of school. It was, however, a challenge to be informed enough with the minimal amount of papers ever to reach home and the unavailability of textbooks or perhaps the lack of usage of textbooks.

Fourth, the computer usage was poorly regulated and used to facilitate the concept of whole language. Children in the computer classroom would logout and play computer games when not observed. Sharing computers required cooperation

which, once again, was not facilitated by a teacher. These skills are not yet mature in a first grader, making daily computer practice often frustrating and we found totally ineffective in teaching any academic area simultaneously.

Fifth, the concept of whole language rather than phonics is totally failing. Although our daughter has an exceptional aptitude for reading, we observed the guessing at words rather than any skill at all for sounding any part of a word out. The teacher would read to them and their job was once a week to take their books home and read them. The words and sentences were not constructed to build any literacy skills.

Sixth, two other examples of nonsense of outcomes-based education are attached at the end of this presentation and they are called multigradedness and non-competition. I would like to go through these with you now. At the conclusion, I will be available to answer any questions you may have. I thank you for your kind attention.

Respectfully submitted,


Frank M. Ofile

FMO/ml
Enclosures

Robert H. Anderson
Barbara Nelson Pavan

NON GRADEDNESS

HELPING IT TO HAPPEN



Robert H. Anderson
Barbara Nelson Pavan

NONGRADEDNESS
HELPING
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official launch needs to be far likelier if good organizational resources have been made well tuned in, good curriculum have a confident sense of how new ways.

me:

as or other useful form

and community

As the transition from old, children need to become new vocabulary that will be they will have with each other they will utilize spaces and that are expected to unfold phase.

bring the staff together to bring made by the various task and reward those individually creative and productive use to ventilate and deal with doubling some members

arrive. Likely this will be at view, the launch ought to appropriate to make it as Like a huge wedding or a solemn dimension (we take loyalty; we know it won't be a happy, even triumphal, as we are proud of this op-

outside spirit through some events. On the opening day, we might be taken into the

auditorium or lunchroom or, weather permitting, the playground area for a ceremony. Welcome to a new era at McKinley Elementary School.

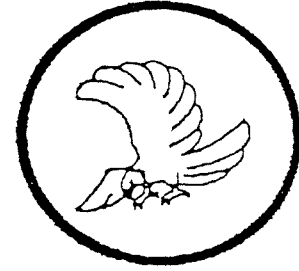
Farewell to Our Past

Originally offered almost in jest, the idea of including a burial ceremony for the Olde Graded School on the program at launch time is one that has been adopted in several places, with wonderful results. Imagine the expressions on the faces of children, parents, and others in attendance when a makeshift and amusingly decorated "coffin" (once a large fruit crate from the supermarket) is slowly carried onto the stage by "pallbearers" in appropriately funereal costumes (bedsheets representing ghosts, or Father Time with a sickle, or a Dracula cape). When turned around, this coffin has huge black letters reading "The Olde Graded School." Perhaps there can also be some somber or eerie music to accompany the procession. Then, in sequence, shrouded messengers place in the coffin cards about 10" x 20" with bold but blood-stained letters, reading "First Grade," "Second Grade," "Third Grade," etc. This is followed by also placing in the coffin, cards with "Promotion," "Failure," "ABCDEF" and "Basal Readers." Perhaps a comically dressed "Terminator" then recites a poem or brief essay acknowledging that "what we now bury, never to rise again, may once have been useful practices, but now we hope they will forever rest in peace. May the lamp of knowledge now burn more brightly because the angry wind of gradedness will blow no more."

The lid is placed on the coffin, a few old flowers are cast upon it, and the pallbearers whisk the coffin away. Perhaps arms are raised and the word "Hallelujah" is vigorously exclaimed. An embellishment could be the placing of a tombstone, with a phrase such as "The Olde Graded School, buried with respect on September 3, 199X."

This sort of jollity might be offensive to some in the community, and teachers might feel safer conducting such a ceremony in a more private setting, such as a faculty retreat. On the other hand, if the community is involved in the ceremony, it would surely get the attention of everybody in the audience, and the fact that certain words and practices have been officially entombed would surely be remembered within the community for a long time.

H S O H E A D L I N E S



VOLUME VIII

NUMBER 1

OCTOBER 1993

PRINCIPAL'S CORNER

From the time we have been old enough to understand the simplest of ideas, we have been taught to compete. In fact, competitiveness may be drummed into us as the single most important characteristic needed to be successful. As parents and teachers, we must be aware that competition has both advantages and disadvantages.

We should recognize that students need to learn when competition can be advantageous. If students learn to compete against themselves, they will improve their skills and reach their potential. But unless students are self-competitive, they may end up with more enemies than friends—and do more cheating than achieving.

We must realize that competition can be an offensive action which involves aggressive gamesmanship and can be counterproductive to the objectives we have for education. By definition and intent, competition always results in winners and

losers. Therefore, if we set up a highly competitive situation for our students, it is guaranteed that some students will win and some students will lose. The problem is that we need to assist every student to become a successful learner. That is precisely why cooperative efforts have a much better chance of helping us achieve this goal.

We know that our task as parents and educators is to develop learners. It is not to create winners and losers. It is not to establish among students in our school a rivalry for supremacy. The purpose of our school is not to produce a victor and one who is conquered.

We must teach our students to compete against themselves to improve. We will obtain much better results in the classroom by promoting cooperation, interdependence, growth, and flexibility. These are the traits that will make our students successful in school and successful in life as well.

H S O H e a d l i n e s

Another school year has begun and the HSO is looking forward to a great year. Our purpose, as stated in our bylaws, is to, "better the communication and cooperation between home and school and to develop a more positive attitude." As an organization, our activities should be aimed with this purpose in mind.

This newsletter's purpose is to improve communication between home and school—so that parents know some of the activities occurring at Andale Elementary.

Thank you to all the parents who signed up at enrollment to help with various HSO activities. The response was tremendous and indicates a willingness of parents to become involved in a positive manner to make our school a better place.

National Education Week will be November 14-20. We will have special activities at Andale Elementary to honor our teachers and staff. Renwick Teachers Association, the Renwick Board of Education and the HSOs from the various district schools will be sponsoring some activities for parents and students. Please watch the school calendar for specifics.

Our first HSO meeting was Tuesday, September 21. The organization's proposed budget was discussed and various committee reports were given. Fundraising ideas were discussed. We had the opportunity to meet and welcome many of our teachers. Mrs. Renee Ewert will be the faculty representative for the 1993-94 year.

Dr. Mercer was present to address the group and answered several concerns and questions from parents. Our next meeting will be Tuesday, November 16, at 7:30 p.m.

HSO officers and chairpersons for the 1993-94 school year:

President: Luann McFadden; Vice President: Patty Hein; Secretary: Cathy Gorges; Treasurer: Diane Posch.

STANDING COMMITTEES:

Calling Committee: Jalyrne Inkelaar; Social Committee: Patty Hein; Communications: Susie Reichenberger, Luann McFadden, Jalyrne Inkelaar, Emiley Reichenberger, Mary Horsh, and Michelle Lies; Fundraising: Ann May, Michelle Lies; Picture Lady: Marge Gruenbacher; Book Fair: Ann May; Labels: Donna Lies; Room Mothers: Kathleen Reichenberger; Volunteers in the Library; Volunteers in the Classroom; Spelling Bee: Gwen Martin.

ACTIVITIES:

Birthday Club: Terry Ramsey; Arbor Day: Matt McKee; Christmas: Emily Morris; National Education Week: Dorothy Seiler; Food for Conference Suppers: Mary Horsch; School Appreciation Week: Elisa Schwaiger.

Thank you to everyone for supporting Andale Elementary and HSO by volunteering. Let's make this a great school year!

Luann McFadden, HSO President

To the House of Education Committee

Dear Chairwoman and Committee Members,

I am the mother of 3 school aged children in the Seaman School District, and would like to voice my opinion of QPA and OBE.

I sat on a School Site Council Committee for near 2 years. I believed that this would be a way that I could have knowledge of the interworks of the school and a way to voice concerns, and even possibly have a say in what goes on in my school. But, I found however that was not the purpose of a Site Council. Actually, after nearly 2 years, I still do not have a clue just what a Site Council is to or what there purpose is to be.

Concerns about the School (mainly the circulumns) are not dealt with, policy making isn't in the Committees authority, and the nonsense paperwork is incredible.

I also found that Parents opinions in circulumns or other policy makings are not at all welcome. Basically, I believe now that Parents are to be there to volunteer when a Teacher needs them, otherwise just BE QUIET!. Though I must add that the Seaman District has a great number of Parents that do volunteer in the schools, just to be there for there children.

My biggest concern in our Schools are that the children aren't getting what they are sent to school for. Teachers and Parents alike send their children to school to learn to read, write, do arithmetic, history of there Country, science, a little physical education and music to round off a productive day. But, between all the Social Programs that have been incorporated in the circulumns and all the QPA/OBE paperwork, the Teachers have little time to do what they are there to do.

If I was to be asked if QPA/OBE has improved our school, if government involvement has helped our schools I would have to say NO!

If, I was asked whether or not local districts have control of their schools, I couldn't say for sure , the answer is not obvious, and School Administrators seem to have a different answer to that question everytime they are asked.

From where I stand as a Parent and having been involved with a Site Council, I can only say that QPA/OBE has added to our school problems, not helped.

Sincerely,

Audrey McKinley

House Education
Attachment 9
1-24-98