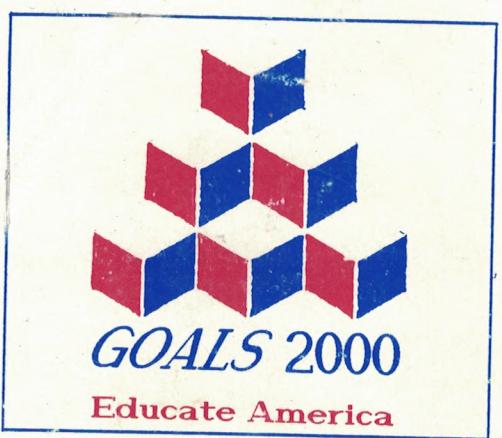


Includes
Addendum
(with entire text and critique
of Goals 2000 - Educate America Act)



America 2000 / Goals 2000 - Moving
the Nation Educationally to
a "New World Order"

Research Manual

*Compiled and Edited by:
James R. Patrick*

Research Manual



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America 2000/Goals 2000 - Moving the Nation Educationally to a "New World Order"

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Published March, 1994



A CAREFUL STUDY OF THIS BOOK WILL REVEAL NINE BASIC FACTS:

1. The restructure of America's educational system is, in reality, a restructure of the nation through the educational system. (pp. 1-131)
2. The proposed restructure program of the U. S. educational system closely resembles the international/global educational program of the United Nations and is clearly socialistic in concept. (pp. 133-179)
3. Outcome based/mastery learning, a whole "new" innovative approach to education as proposed by the Department of Education, was implemented in Eastern Europe and is being implemented in nations around the world. (pp. 181-399)
4. The idea of vouchers and tuition tax credits is NOT an idea that stems from "grass roots America," but rather is an idea that originated within the Department of Education in concert with the New American School Development Corporation. The popular concept of "Choice" in education via means of federal tax dollars will eliminate all choice as private, parochial, and Christian and home schools are quietly merged with the public system to form a national school system complete with a "national" curriculum. (pp. 401-503)
5. Restructuring of the educational system will include the pre-school years with governmental agencies monitoring the family and the home. This will be developed to insure "children at risk" the opportunity to be ready to learn. (pp. 539-557)
6. The restructure of the educational system is interlocked with the Department of Labor and will ultimately require a "certificate of initial mastery" to enter college or the work force. Mandatory/voluntary community service, on the part of the children, will be a prerequisite to obtaining a certificate of initial mastery and will be an intricate part of the development of a national work force. Also, at the adult level, continued life long learning will become standard procedure to secure or change work positions. Eventually, an occupational license or "work card" will be required of all workers, thus placing into being a national work force. (pp. 559-581)
7. A close study of the restructure program reveals an interlock with a small, but dedicated, body of people who have consistently worked to establish a single world government or a "New World Order". (pp. 583-659 - including foldout chart at the back of the book)
8. If the restructure of the educational system is completed in totality as designed, it will ultimately result in the compromise of national sovereignty as the United States yields to the authority of the "New World Order". (pp. 662-667)
9. The Goal 2000 - Educate America Act very closely resembles the Soviet Educational System of the 1970's - (See Addendum 682-772).

America 2000/Goals 2000 - Moving the Nation Educationally to a "New World Order"

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Preface

Cut the rhetoric. What is the bottom line? We live in a day and age in which time is at a premium and schedules are hectic. Everyone wants information condensed to one page. In many cases, this is not only impossible but impractical for decisions require adequate information. Too little information leaves the impression that the idea or proposal is not substantiated with the necessary research to merit consideration.

The book that you hold in your hands, *America 2000/Goals 2000 - Moving the Nation Educationally to a New World Order* has required literally hours upon hours of research to compile. In addition, each writer has spent a great length of time, in some cases months, to research and develop his particular article.

The purpose of this book is to place into your hands the resources necessary to see and understand not only the overall picture of the restructuring of the American Educational program, but also why that restructuring is taking place. More importantly, we are attempting to identify the movers and shakers behind the scenes and bring to surface the underlying philosophy that has so dramatically affected our nation's schools and our children's lives.

This book is especially important to the private and Christian school administrators, for little do they realize that their schools are in immediate danger of government take over and controls. Little do they realize that their leaders are being unwittingly maneuvered into a position of compromise. Their demise will be administered by their own hand, and, for the most part, they will not even realize that they have capitulated. After the fact, they will look back and understand why they lost their schools, and, like Esau, they will weep bitter tears over the fact that they sold their birthright for a mess of pottage. But then it will be too late to effect change.

Finally, the nation has entered into the greatest crisis of its history. The two great epochs of American history, the Revolutionary War and the Civil War, effected lasting change and were paid for with a great price of human blood and sacrifice. Combined, they pale in comparison to this third great scourge that is enveloping the nation.

No event in all of American history can begin to compare to the dangers that now lie at our nation's doors, for the changes that will be effected on the nation through the restructuring of our educational system are monumental. These changes will send tremors to the very depth of our foundational base. The family structure, religious liberty, freedom of thought and expression already weakened and eroded by time will be jolted by a devastating quake that threatens to collapse the basic pillars of our western civilization. These pillars are God, family, and country.

Freedom, as we have known it for the past two

hundred years, may well slip from our grasp; and we may plunge nationally into that awful abyss of total state control via means of the "New World Order". Frankly, it is time that we face the stark reality that our nation's sovereignty is at stake. We, the government of the people, by the people, and for the people, may well perish from the face of the earth.

This book is not light reading. It is not intended to be. If you want it all in one page, I simply cannot deliver your request. But if you want to study and research the facts before you, I will guarantee that the facts and the proofs will absolutely shock you into reality.

As we begin this study of the restructuring of America through the educational system, I am reminded of the warning of Justice Story at the closing of his book *A Familiar Exposition of the Constitution of the United States*, in which he stated on page 236,

"... If this Work shall but inspire the rising generation with a more ardent love of their country, and unquenchable thirst for liberty, and a profound reverence for the Constitution and the Union, then it will have accomplished all that its author ought to desire. Let the American youth never forget that they possess a noble inheritance, bought by the toils, and sufferings, and blood of their ancestors; and capable, if wisely improved, and faithfully guarded, of transmitting to their latest posterity all the substantial blessings of life, the peaceful enjoyment of liberty, of property, of religion, and of independence. The structure has been erected by architects of consummate skill and fidelity; its foundations are solid; its compartments are beautiful, as well as useful; its arrangements are full of wisdom and order; and its defences are impregnable from without. It has been reared for immortality, if the work of man may justly aspire to such a title. It may, nevertheless, perish in an hour, by the folly, or corruption, or negligence of its only keepers, THE PEOPLE. Republics are created by the virtue, public spirit, and intelligence of the citizens. They fall, when the wise are banished from the public councils, because they dare to be honest, and the profligate are rewarded, because they flatter the people, in order to betray them."

Justice Story fully understood the great sacrifice that went into the building of this nation. He also understood that the lethargy of the people could bring its early demise.

Today, we must face the fact that in this day of moral and spiritual corruption, there must arise men of godly character who would be willing to sacrifice everything for the cause of liberty.

Part
I:
AN OVERVIEW

VIII.

I. An Overview

The total restructure of the American educational system is now well under way. *Every state, every community, every family, and every child* is going to be affected by the dramatic changes that are being put into place.

It is our purpose to lay out in a logical way the total effects that these changes will have upon our children, our families, our communities, and our nation as a whole.

We must understand that the restructure of the school system is, in fact, a total restructure of the nation. Dr. Shirley McCune spoke at the Governor's Conference in Wichita, Kansas, on November 2, 1989. In her speech, she stated the following:

"... It seems to me that far too much of our efforts have been focused on the issue of 'let's find a short term fix and fix up the schools' and taking care of them rather than the issue of understanding that what we're into is a total restructuring of the society. What is happening in America today and what is happening in Kansas in the Great Plains is not simply a chance situation in the usual winds of change. What it amounts to is a total transformation of our society...."

"... Unfortunately, what I would say to you is that while the system still continues to work for some parts of the population, it isn't going to work over the long-run; and what has to happen at conferences like this and throughout other dialogues that go on in the state is the commitment of understanding that what we have to be about is building a future. It is the future that motivates us, it's not what we're doing now. It's the task that's before us. You cannot begin to think about restructuring of education without understanding that our total society is in a crisis of restructuring, and you can't get away from it. You can't go into rural areas. You can't go into churches. You can't go into government. You can't go into business and hide from that fact that what we are facing is a total restructuring of the society."

Part one is designed to give you a basic overall view of the restructure program, to acquaint you with the philosophy behind it, and to point out some glaring flaws that must be addressed.

To those individuals who believe that the defeat of President Bush has altered the restructure program and that we now have a totally new educational program under President Clinton will be rudely awakened

to find that the goals of *AMERICA 2000* and *GOALS 2000* are identical as evidenced by the comparison below:



Six National Educational Goals

By the year 2000:

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning and productive employment in our modern economy.
4. U.S. students will be first in the world in science and mathematics achievement.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.



Giving our students the best education in the world is not only a moral imperative but an economic necessity. As President Clinton has said, education is "an answer to how all Americans can make their lives better, and how we can all make the economy stronger."

My experience as Governor proved to me the genius of our nation's diverse, decentralized education system. It will be my job as Secretary to lead the Department to help states and communities do what only they can do to improve our schools and to expand educational opportunities to all Americans. I look forward to guiding the Department in its role to lead, coordinate, and support the efforts of the thousands of school systems and colleges that ultimately bear the responsibility for educating our students.

Another lesson I learned in South Carolina is that school reform depends on both "insiders" and "outsiders," working hand in hand. Teachers and principals, parents and politicians, school boards and administrators, business and labor, and state and federal leaders all have vital roles to play.

I know how hard many of you have worked already to move your communities toward the National Education Goals. And I know how much more hard work—and time, creativity, and dedication—will be necessary in the years to come. GOALS 2000: EDUCATE AMERICA will continue this partnership. I look forward to working with you and your communities on behalf of students and schools.

Dick Riley

THE NATIONAL EDUCATIONAL

GOALS IN BRIEF

1. All Children Ready to Learn
2. 90 Percent Graduation Rate
3. All Children Competent in Core Subjects
4. First in the World in Math and Science
5. Every Adult Literate and Able to Compete in the Work Force
6. Safe, Disciplined, Drug-free Schools

In the April, 1993 issue of *Community Update*, the U. S. Department of Education's official newsletter, the newly appointed Secretary of Education Dick Riley, as appointed by President Clinton, stated in a message to communities:

It is an honor to be called to serve as your Secretary of Education and to join in partnership with the many U. S. communities already working hard to achieve the National Education Goals.

As Governor of South Carolina, I had the opportunity to work closely with then-Governor Clinton to reform our states' and our nation's education systems, and I am extremely proud that our shared experience led him to appoint me to this post. I can think of no greater compliment.

Let me stress that the bipartisan approach to this challenge—an approach that led us to create the Goals and to work successfully, not only with the governors of both parties but with the previous Administration—will continue under President Clinton.

Long before I was governor, or a Cabinet secretary, I was a student in the public schools. I want all Americans to have what I had—access to a quality education that will allow them to pursue any career they wish and to take on any challenge they choose.

How can this be? How can a program of this magnitude be unscathed by the loss of the presidency? Why has President Clinton not altered the restructure program? Is it really possible to defeat one party and yet maintain the educational program of that defeated party? This defies even the wildest imagination and raises some very serious questions. Who controls the educational program? Are the parties really acting in unison? How can this be?

To answer these questions, we must first gain a basic understanding of the restructure program. We began our study with an overview of America's *NEW* education program.

A COMMENTARY ON AMERICA 2000

A Plan to Radically Restructure American Society

(This commentary was written in early 1992. The author's notes were added in January, 1994)

By now the words "America 2000" are familiar to most of us. They are the designation given to the federal government's plan to restructure American education. The America 2000 plan was unveiled to the American public early in 1991, shortly after the appointment of Lamar Alexander (former governor of Tennessee) as President Bush's secretary of education. Obviously, America 2000 did not spring full-blown from the head of Lamar Alexander, nor did it originate with the Governor's Summit on Education in 1989. Rather, it is the culmination of much patient planning and groundwork laid over many decades. The work has greatly accelerated since the passage of the Elementary and Secondary Education Acts (ESEA) in the mid 1960s and the creation of the Office of Education in the early 1970s. These two events enabled behavioral psychologists to work from the top down, gradually changing our classrooms into psychology labs. The behaviorists have been joined in their efforts by groups promoting the planetary citizenship/one-world government concept. (Author's note: America 2000 was renamed Goals 2000 when the Clinton administration came into power.)

America 2000 will use behaviorist attitude restructuring techniques to move American citizens from a position of loyalty and allegiance to the United States to identification as planetary citizens. Government (public) education since it's already well established, well funded, and trusted by most American families is seen as the medium offering the easiest and most direct route to the accomplishment of this goal. It's always easier to train children than to "teach old dogs new tricks." You will see, though, as we examine what the U.S. Department of Education has to say about America 2000 that the plan is so far-reaching that even the "old dogs" are to be included in the restructuring. If the goals and strategies of America 2000 are carried out, there is not a post-secondary institution, workplace, or home where the tentacles of this government monstrosity

will not reach.

America 2000 is Big Brother—more real and frightening than anything imagined in the fictional work, *1984*. To those who profess the Christian faith, believe in the Judeo-Christian principles upon which this country was founded, and would like to see America truly restored to a place of moral honor and top academic achievement among nations, this plan should be vigorously rejected for the Orwellian nightmare that it is.

The comments that follow are based upon an analysis of a 62-page booklet entitled *America 2000: An Educational Strategy* published by the U. S. Department of Education. (Author's note: This booklet is no longer available, however, if you call 1-800-USA-LEARN, you will be placed on a mailing list to receive a. P. R. newsletter on Goals 2000.) (The author is commenting upon the "white" booklet, an earlier, slightly longer version had a red cover.)

It has been said that all social engineering begins with verbal engineering. That was never more true than with the government's presentation of the America 2000 plan. The booklet's primary function is public relations. It has been published (at taxpayer expense) and is being distributed free of additional charge to present America 2000 in the best possible light, i.e. to sell it, to the American people who are ultimately to bear the costs—financial, social, and spiritual of the proposed restructuring.

The booklet begins by simply enumerating six national educational goals (NEG). These goals are later elaborated upon on pages 37-40.

Six National Educational Goals

By the year 2000:

1. All children in America will start school ready to

learn.

2. The high school graduation rate will increase to at least 90 percent.
3. American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter, including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
4. U.S. students will be first in the world in science and mathematics achievement.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning. (*Author's note: Under Clinton, a new goal "Parental Participation" is proposed. See S-1118/H.R. 2712.*)

The four-part America 2000 education strategy will enable every community to achieve these goals. I will comment on the goals later.

On pages 5-26, four strategies proposed to enact the goals are discussed in some detail. It is helpful to note that on page 13, the term "track" is substituted for "strategy" which was used earlier. "Strategy" and "track" are used interchangeably throughout the booklet.

The Four Strategies/Tracks

1. For today's students, we must radically improve today's schools by making all 110,000 of them better and more accountable for results.
2. For tomorrow's students, we must invent schools to meet the demands of a new century with a New Generation of American Schools, bringing at least 535 of them into existence by 1996 and thousands by decade's end.
3. For those of us already out of school and in the work force, we must keep learning if we are to live and work successfully in today's world. A "Nation at Risk" must become a "Nation of Students."
4. For schools to succeed, we must look beyond our classrooms to our communities and families. Schools will never be much better than the commitment of their communities. Each of our communities must become a place where learning can happen.

These are the six national educational goals and the four strategies/tracks intended to carry out the goals. Nothing too scary so far. In fact, the whole plan appears about as bland and wholesome as a bowl of oatmeal and like a bowl of steaming oatmeal on a cold morning, most of these suggestions look like they might get us off to a good start.

If you have a copy of *America 2000*, follow along as we take a look at the four tracks in the order they are presented in the booklet (pp. 13-26). I will contrast what is said with what I feel are the probable meanings

and intentions behind the bland rhetoric. This critique is detailed enough that you will be able to follow it if you do not have the *America 2000* booklet.

Track I - Better and More Accountable Schools

Under "Specifics," the phrase "world class standards" appears. To most people, saying that something is "world class" connotes a person, place, or thing of such superior quality that it would be among the very best in the world, e.g., a "world class athlete," "world class hotel," etc., and surely everyone would like to see America's education "world class" in that sense. However, as I read on further and see that these "world class standards" are to be developed by something called the National Education Goals Panel, I am concerned that "world class standards" as it is used here really means "standards promoting a one-world view."

The "Specifics" further state that mastery of these standards will be tested by a "voluntary" nationwide exam called the "American Achievement Tests" in which the "world class standards" are "tied" to the five "core subjects" (identified earlier as English, mathematics, science, history, and geography). These five subjects are what most would agree are traditional academic areas. At first glance, testing in these areas appears to be a good idea. After all, shouldn't we measure our children's academic knowledge? Unfortunately, for some time now all of these subjects, with the possible exception of math, have been infused with humanistic ideology, and taught using psychological techniques designed to move our children from whatever belief systems they enter school with to positions considered "politically correct."

Testing in these core subjects has likewise been intertwined with psychological/attitudinal assessment questions, so that we are not talking about some brave new world of the future. This contamination of knowledge and skills with attitudes and beliefs is already a reality. This comes as quite a shock to those who have not been involved in the classroom in some time, but American education has been moving slowly, quietly, but steadily away from imparting academic knowledge and skills and toward the inculcation of attitudes and beliefs. For documentation on this, I refer you to Beverly K. Eakman's book, *Educating For the New World Order*. It is beyond the scope of this commentary to say much about the increasingly psychological nature of classroom "subject matter" and tests, but Mrs. Eakman has documented that much of what is now being given to our children as academic achievement tests are, in fact, psychological profile assessments. Psychological assessment will not be abandoned when the American Achievement Tests are introduced. Instead, it will be further standardized/legitimized and the erosion of academic testing will continue.

A major problem with these tests is the collection and storage of this information. Under "Report Card

Data Collection" (p. 14) we are told that testing will be done beginning in 1994 in the 4th, 8th, and 12th grades. The results of these tests, given to each child at three intervals during their school years will be placed in a centralized computer data bank. Children will be identified individually in this data bank (probably by their Social Security number). The invasion of privacy that having detailed, cumulative psychological profiles on virtually every American, and the potential for abuse this represents is staggering.

America 2000 states that the American Achievement Tests will be used "by states that wish to do so." I believe that this exam will be introduced as "voluntary," but will immediately be tied to monetary incentives to administer it (as many other "voluntary" programs have been when they are first introduced). Sooner than later, these tests will become mandatory and any pretense of their being at the discretion of individual states or school districts will evaporate. Additionally, we learn on p. 13 under "Encouragement to Use the Tests":

"Colleges will be urged to use the American Achievement Tests in admissions and employers will be urged to pay attention to them in hiring."

Does that mean that home-school graduates and graduates of Christian schools who do not administer the tests will be discriminated against in entering college or the work force? Probably so.

Another significant objection to these American Achievement Tests is that if we have standardized, national tests, it's a very short jump to standardized, national curriculum. Anyone who has ever taught school will tell you that if you have tests coming up, and especially if there's a lot riding on the outcome of those tests, you want to do as much "teaching to the test" in advance as possible so that your students will score well. Hence, curriculum would soon have to be standardized to fit the tests. *America 2000* says otherwise; I don't believe it. They will soon be telling us we need a national curriculum to teach to the national test.

It is not the role of the federal government to establish curriculum. This has historically and constitutionally been a right reserved for the states. Since the establishment of the first public schools in the 1830s, control over the curriculum has been left in the hands of local school districts and boards of education. Most Americans are not aware of how the far-reaching programs of *America 2000* erode the concept of local control. The involvement of the federal government in national testing (first) followed by a national curriculum (soon thereafter) is a *very radical change* in the structure of American education and one the American people should be extremely wary of. Why would parents want to give up whatever control they currently exert (directly or through school boards) over their children's curriculum?

The American Achievement Tests and national tests, in general, are also discussed in the Q&A section

of the booklet (p. 32). Again, we are told that national tests do not mean a national curriculum,

"...although surveys and polls indicate that most Americans have no objection to the idea of a national curriculum."

If that is so, it's because there has not been sufficient disclosure and discussion and parents don't realize what they're surrendering. Since the American Achievement Tests cannot be "perfected" as quickly as 1994, we're told that Congress is being asked to authorize a version of tests used by the National Assessment of Educational Progress (NAEP). The scope and intent of the NAEP is well documented in *Educating for the New World Order*.

The next part of Track I that is mentioned is "Choice." Choice is generally understood to mean a system under which parents are free to choose the school their child will attend. The government supports this choice in the form of permissive transfers in and out of the district, with vouchers to be used for tuition in private schools, or with tax credits. Polls have shown that most Americans favor choice. If the curriculum and testing in this country becomes nationalized, choice would become meaningless. A chance to choose a different curriculum is the primary reason people who now have the opportunity elect choice. Schools lock-stepped into a nationalized curriculum wouldn't offer a dime's worth of difference. *Efforts to derail America 2000 should focus on the national test and curriculum since choice quickly becomes a moot point.*

Many families using Christian schools and home-schooling families also look favorably upon choice. But consider, please, this statement (p. 14):

"Such choices should include all schools that serve the public and are accountable to public authority" (emphasis added)

Is your Christian school or home-school likely to make itself "accountable to public authority" in order to take advantage of choice (get a tax break or other reimbursement)? Some will, no doubt. Others will not. It will probably hinge on whether your Christian school/you are at a minimum *willing to teach the humanistic/psychological curriculum and have your children take the three tests (grades 4, 8, and 12) in order to get the reimbursed money. Other strings could be added to the "accountability" web. Choice will remain an illusion for those who are not willing to get entangled.*

Under Track I, I call your attention to "The School As the Site of Reform." This paragraph states reassuringly how important teachers, principles, and parents are and how federal and state red tape that gets in the way of operations needs to be cut. This is government double-talk and deliberately misleading.

The final item of note under Track I is "Merit Schools Program." The government is holding out a carrot to any schools that "make notable progress" toward achieving the NEG. Monetary incentives (your tax dollars) will be the carrot used to launch many of the America 2000 programs and to keep them afloat.

TRACK II - 535 Pilot/Experimental Schools

The "535" here refers to the 435 representatives in Congress, plus 100 senators for a total of 535. What is being proposed is to have in place *by 1996* at least one experimental school (referred to as New American Schools) in each congressional district.

The private sector has been tapped for help in launching this effort and an organization calling itself the New American Schools Development Corporation (comprised of leaders of the business community) will award contracts in 1992 to "design teams" to

"...help communities create schools that will reach the National Education Goals and the World Class Standards (in all five core subjects) for all students, as monitored by the American Achievement Tests and similar measures."

This is exactly what has been proposed for all the

schools, and you have to wonder why 535 special schools need to be created to accomplish these goals. Since the awards are to be announced by May 31, 1992, you may want to write to the New American Schools Development Corporation at 1000 Wilson Blvd., Suite 2710, Arlington, VA 22209 to find out who got the contracts in your state so that you can follow up on what you're getting. (*Author's note: Out of 686 applicants only 11 were selected. A \$500 million gift from NASDC board member, Walter Annenberg, will doubtless give great impetus to "break-the-mold" schools.*)

What does *America 2000* tell us about what will go on in the New American Schools?

"Time, space, staffing, and other resources in these new schools may be used in ways yet to be imagined. Some schools may make extensive use of computers, distance learning, interactive

(Author's note: If these statements were true, there would not currently be 15 federal bills pending before the House and Senate to enable the various parts comprising the whole America 2000.)

(Author's note: Under the Clinton administration the number of restructuring bills has jumped to 95).

America 2000/Goals 2000 in a Nutshell

The AMERICA 2000 strategy has four parts that will be pursued simultaneously. They can be visualized as four giant trains—big enough for everyone to find a place on board—departing at the same time on parallel tracks on the long journey to educational excellence. All four must move swiftly and determinedly if the nation is to reach its destination:

For today's students, we must radically improve today's schools by making all 110,000 of them better and more accountable for results.

For tomorrow's students, we must invent new schools to meet the demands of a new century with a New Generation of American Schools, bringing at least 535 of them into existence by 1996 and thousands by decade's end.

For those of us already out of school and in the work force, we must keep learning if we are to live and work successfully in today's world. A "Nation at Risk" must become a "Nation of Students."

For schools to succeed, we must look beyond our classrooms to our communities and families. Schools will never be much better than the commitment of their communities. Each of our communities must become a place where learning can happen.

Our vision is of four big trains, moving simultaneously down four parallel tracks: Better and more accountable schools; a New Generation of American Schools, a Nation of Students continuing to learn throughout our lives; and communities where learning can happen.

(America 2000, pp. 6-7)

videodiscs, and other modern tools. Some may radically alter the customary modes of teaching and learning and redesign the human relationships and organizational structures of the school" (pp. 20-21).

What exactly is meant by the above "edu-speak" is not clear, but one interpretation is that in these schools, extensive use will be made of *computers as teachers*—not computers as an adjunct to teaching, but the computer actually administering the curriculum. Educators have been saying for many years that the computer is a perfect teacher. It presents the same material in exactly the same manner (without teacher "mis" interpretation, or other human error) and can repeat and repeat and repeat until the individual sitting at the terminal "gets it."

Perhaps "Distance Learning" means the activation of the U. S./Soviet Education Agreement, an agreement to collaborate on the development and exchange of classroom programs and computer software entered into by the U. S. and the Soviet Union (through the Carnegie Foundation in 1985). I refer you to Charlotte Iserbyt's *Soviets In the Classroom: America's Latest Educational Fad*.

The statement about "radically altering customary modes of teaching and learning and redesigning human relationships and organizational structures of the school" could also refer to the change in the traditional role of the teacher as source and imparter of information (someone you would listen to and learn from) to the current educational vogue of viewing the teacher as a "facilitator," i. e., someone who does not impose his/her views on the group, but just keeps the discussion or other activities flowing along. There is also a trend toward putting the children together in small groups to work out a problem for themselves. They then share their answers/consensus and "teach" what they've learned to children outside their group. The school district in which I live gives children so grouped the euphemistic title "expert groups." I don't know how you can be "expert" about something you know little or nothing about, but this is an example of the importance currently being placed on self-esteem (even when that self-esteem is based on a false self-perception).

The Q&A section has the following to say about the work of the "design teams":

"We expect that the 'design teams' will begin by erasing all conventional assumptions and constraints about schooling: the schedule (and calendar), curriculum, class size, the pace of learning, teacher/student ratios, adult role, teacher recruitment, health and nutrition, discipline, staff development, organizational and management structures, resource allocation, student as-tutors, the nature of instructional materials, and much more."

Radical as these changes sound, I'm sure there is *much more*. Included in this list is the admission that they intend to play around with the school calendar; year-round schooling is already being experimented with in some areas and is generally considered (along with increasing the length of the school day and starting kids in school at three years) as one of the waves of the future.

Another indication that something out of the ordinary is afoot with the computers in these schools is the section on page 22 called "Bringing America On-Line." We are told that electronic networks are not only expected to serve the New American Schools, but may eventually serve all schools, libraries, and other sites where learning occurs—even *homes!* What will the government ask of you to get your place of employment or home *on-line?*

Who would place their children as "guinea pigs" in these schools?

"The governors and the secretary will take added care to make sure that many such schools serve communities with high concentrations of 'at risk' children" (p. 21).

"At risk" is one of those educator/social worker code words that is constantly changing in definition. As used here, it is probably synonymous with "lower socio-economic." Many experimental ideas are tested in areas where the educators feel pretty sure the parents will not get organized enough to lynch them if the results are a disaster.

You are probably wondering what these 535 New American Schools are going to cost. The Q&A (p. 29) tells us that the business community (through the New American Schools "design teams") are going to "jump start" these schools with \$150-200 million. We are also told on page 22 that Congress will be asked to provide "one-time" grants of \$1 million to each of the 535 schools. The Department of Education assures us on page 30 that a requirement of the 535 schools is that they will be set up to operate at no greater cost than conventional schools. Even if computers were to virtually replace teachers (and their salaries), I am skeptical that this claim of cost effectiveness will prove true. Once the schools are up and running, they will become the tax responsibility/liability of the communities in which they are placed. Here is what is said about funding for America 2000 overall:

"First, state and local governments provide more than 90 percent of all education funding—a responsibility both the president and the governors have concluded should not be altered. But America 2000 is not expected to raise state or local spending. Second, both state/local funding and federal funding have increased dramatically in recent years without significant results. Since 1980, public funding

is up 33 percent per student (after inflation). The answer does not lie in spending more money on old ways, but in redirecting our resources and our energies to new approaches" (p. 29). (emphasis added)

This is a shell game. Look at the price tag on the federal legislation that's pending and you will see the "start-up" money is coming from our federal taxes. What difference does it make if the money is federal, state, or local? It all comes out of your pockets. At least they acknowledge here that you can't just throw money at the problem. But does anyone take seriously their "expectation" that America 2000 will not raise state or local spending? (*Author's note: A look at the authorizations on the Clinton restructuring bills show that all of these changes are going to cost A LOT more than presently.*)

Track III - A Nation of Students/ LifeLong Learning

This is surely one of the most amazing and audacious of the four strategies. We are told on page 23:

"And we need more than job skills to live well in America today. We need to learn more to become better parents, neighbors, citizens, and friends. Education is not just about making a living; it is also about making a life."

Can you believe this? Uncle Sam is no longer through with us as students when we reach the legal drop-out age or graduate from high school. Adults must now be taught parenting, neighborliness, friendliness, and citizenship skills. We need to "make a life." Who is determining what a "life" is? What adult is going to let the government determine standards for these personal areas and then submit to some Orwellian re-educational program? Do you think the government is capable of determining standards of righteousness in any of these areas?

Under "Specifics" we are told that on pages 23 and 24:

"Business and labor will be asked to adopt a strategy to establish job-related (and industry-specific) skill standards, built around core proficiencies, and to develop 'skill certificates' to accompany these standards."

Does this mean you cannot enter a field or advance in it without the proper skill certificate? We're informed that the secretaries of education and labor have been charged to "develop voluntary standards for all industries." If this unholy alliance takes place, the private sector which is already hampered by endless government regulations will be further damaged as the "voluntary" is quickly mandated. Industry standards should be left to the discretion of each individual trade, profession, etc., as they have traditionally been. A

great deal of education/labor collaboration has already taken place. If you call 1-800-788-SKIL you can order the Secretary's Commission on Achieving Necessary Skills (SCANS) *What Work Requires of Schools: A SCANS Report for America 2000 and Blueprint for Action: Building Community Coalitions.*

Under "Skills Clinics" (p. 24), we are told that "*one-stop assessment and referral 'skill clinics' in every large community and work-site" will be promoted to tell us what we know, don't know, and need to know. It seems that these "skills clinics" would also be assessing our "living skills" (parenting, citizenship, etc.) at the same time our "hard skills" in job related areas are being assessed—in much the same manner that our children are subjected to psychological testing under the guise of academic skills testing.*

Track IV - Getting the Cooperation of Families and Community Support Systems

Under "Strategy," an appeal is made to the entire community (and, interestingly, to churches) to get involved and get behind American education. While it is absolutely true that we will not turn American education around without broad consensus and support, America 2000—an incredibly bold attempt to restructure all of American society, not just the schools—is certainly *not* the program we should be giving our support.

Under "Specifics," communities are urged to apply for status as America 2000 communities by undertaking the following four tasks:

1. Adopt the six national educational goals
2. Develop a community-wide strategy to achieve them
3. Design a report card to measure results
4. Plan for and support a New American School

Be on the alert in your local media for indications that your community is getting itself involved in America 2000. The America 2000 newsletter of March 30, 1992 (one-year anniversary) bragged that 43 states and 1,100 communities are "on board," and "mobilizing America 2000 initiatives." They are not waiting for the passage of the federal legislation. You can contact your local school superintendent's office to see if any task forces or other groups composed of educators and members of the community at large are being formed to look at America 2000 for your locale.

Track IV closes with the following under "Individual Responsibility" (p. 26):

"Increased attention will be focused on adult behavior, responsibility for children and family, and community values essential for strong schools. This includes involving parents as teachers of their children and as school partners."

This is a reference to an especially ominous government program called "Parents as Teachers" which I will comment on next under the six goals.

The Six National Educational Goals

As an introduction to the six NEG, we are told on page 37:

"If the United States is to maintain a strong and responsible democracy and a prosperous and growing economy into the next century, all of our citizens must be involved in achieving these goals."
(Author's note: The United States of America is a REPUBLIC)

Has there been an on-going dialogue between the government and the citizenry about these goals, or have I been asleep? See how many of these you are acquainted with.

Goal 1: By the year 2000, all children in America will start school ready to learn.

What does this mean? Well, one of the things it means is spelled out in the second objective:

"Every parent in America will be a child's first teacher and devote time each day to helping his or her preschool child learn; parents will have access to the training and support they need."

Translation: "Parents as Teachers" (PAT) program. This is one of the most obnoxious and intrusive programs yet devised by edocrats/social workers/health care providers working in tandem. The basic premise behind the PAT program is that parents are ill-prepared to rear children and thus need guidance and direction from the government. They cite drug abuse, divorce, working mothers, etc., to "prove" their case. The first PAT program was established in Missouri in 1981. Participation is still (more or less) voluntary. Parents of children deemed by social workers or others to be "at risk" (newborn or pre-kindergarten age) are assigned "parents educators" who instruct parents one-on-one both in their own homes where their parenting skills (or lack thereof) are monitored in the classroom. PAT programs benefit financially when as many children as possible are designated "at risk" and in need of the PAT services (the self-perpetuating government program). The categories for "at risk" have become so broad that virtually everyone who comes under their scrutiny qualifies. Of interest to Christian parents is the fact that spanking children is considered a form of child abuse and is, naturally, a qualifying category. Parents who disagree with having their children labeled "at risk" can be subject to charges of child abuse just for refusing to cooperate with PAT officials. An integral part of the America 2000 program are H. R. 520/S. 551, companion bills to greatly expand the "Parents as Teachers" programs by offering grant money

(100 percent for the first two years, then a lesser amount for three more years) to any state wishing to set up PAT programs.

"Parents as Teachers" is the ultimate statist program—the child seen as the property and responsibility of the state and the parent viewed as either in the way or as support personnel to the state! *(Author's note: Under Clinton, the bills are S. 715/H. R. 485).*

Goal 2. By the year 2000, the high school graduation rate will increase to at least 90 percent.

This is a worthy goal! Unfortunately, America 2000 would likely try to achieve it by using standardized, national examinations and then teaching to those exams with a "dumbed-down," psychologically manipulative, standardized, national curriculum.

Goal 3: By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

This, of course, refers to the American Achievement Tests discussed under Track I and since that record of achievement is going to be centralized in computer data banks, we can well believe that it will go right along with our children as they head off for "further learning and productive employment in our modern economy" (covered under Track III—Lifelong Learning). The government will have a virtually womb-to-tomb record of our achievements (and more importantly, our attitudes).

Goal 4. By the year 2000, U. S. students will be the first in the world in science and mathematics achievement.

We are told on page 45 that:

". . . The National Council of Teachers of Mathematics and the Mathematical Sciences Education Board have done important work in defining what all students must know and be able to do in order to be mathematically competent. A major effort for science has been initiated by the American Association for the Advancement of Science."

It is reassuring to hear that what we must know is

being determined (We didn't already know what should be taught?), but without teaching/implementation strategies which I don't see here, the only way we're likely to be tops by the year 2000 is if Korea, Japan, etc., deliberately "dumb-down" their curricula as we have done over the years.

Goal 5: By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibility of citizenship.

Another worthy goal, but completely pie-in-the-sky for the target date. This would be much more complicated to set up (and enforce) than experiments with children in government schools which are already in place and well funded.

The private sector, which stands to gain the most by the accomplishment of this goal, will doubtless be pressed into service, but it appears to be a very long-range goal. I personally would have been happier if this goal had specified "rights and responsibilities of *United States* citizenship." Somehow, I feel the omission was not accidental.

The last objective listed under this goal is:

"The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially."

"Critical thinking skills," a. k. a. "higher level/order thinking skills" are educational jargon for attitudes, beliefs, and feelings and have nothing to do with cognitive skills as the name seems to suggest. This is an encoded way of saying there will be a higher percentage of college graduates with "politically correct" thinking by the year 2000.

Goal 6. By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

Wouldn't we all like to see that! One of the "Objectives" for this goal states (in part):

"Every school district will develop a comprehensive K-12 drug and alcohol prevention education program. Drug and alcohol curriculum should be taught as an integral part of health education."

Unless the schools adopt exclusively the "Just Say NO" type of programs, they will actually increase drug and alcohol use among students. Studies have shown that the "values neutral" drug and alcohol programs where students are encouraged to form their own opinions about drug use actually increased usage. See Pearl Evans' *Hidden Danger in the Classroom*.

Since this unfortunate aspect of school life is largely

a reflection of life in society outside the school, unless the same problems are dealt with there, it seems highly unlikely that anything approaching achievement of this goal by the year 2000 is even remotely likely.

The next seven pages of *America 2000* is a discussion of the changes that will be necessary for all of these "radical changes." (Yes, they do admit some of this is "radical.") They again tell us that without our cooperation "these goals will remain nothing more than a distant unattainable vision." But therein lies a strategy. What will become of this "vision" (nightmare) if we, the American citizenry—taxpayers, parents—say a loud, resounding NO to America 2000? Although it has admittedly come a long way toward being a *fait accompli*, I believe by uniting in prayer and action, we can dismantle what is already in place and prevent what is not yet established from getting funded, enacted, and otherwise foisted off on our kids—and us.

Under the "Preschool Years" we are once again insulted by being told that "American homes must be places of learning," and that "parents should have access to the support and training required to fulfill this role, especially in poor, uneducated families." These kinds of statements, along with other justifications for meddling into our homes should make us really wonder if this kind of statism is not God's judgment on us for not getting/keeping our own houses in order and on our churches for abandoning charity work to the social service agencies.

Under the "School Years," we are told:

"Next, our public education system must be fundamentally restructured in order to ensure that all students can meet higher standards. This means re-orienting schools so they focus on results, not on procedures. (Author's note: It is now clear that this is an uncoded reference to outcome based education, the centerpiece of all the restructuring efforts. Outcome-based education is already in place in some states, was recently rejected in Virginia and is being fought elsewhere.)"

I find this a very odd statement because throughout the booklet, the emphasis is on procedures (13 pages devoted to the four strategies or tracks, versus only 4 pages devoted to the goals). This says to me that the journey of moving us toward the goals is more important than the attainment of the goals themselves (especially in light of the highly unlikely prospect of attaining any of them except perhaps goals 2—90 percent high school graduation rate and partial attainment of goal 3—students *will be tested* in grades 4, 8, and 12). Suddenly, they're talking about creating powerful incentives for performance and improvement, and real consequences for persistent failure.

We are again assured in this sentence that:

"Improving elementary and secondary achievement will not require a national curriculum" (p. 43).

I believe that to be a true statement, but not

the intention of America 2000 at all—just the opposite! I am convinced, as I have stated earlier, that the American Achievement Tests will be a prelude (excuse) for a national curriculum. We will be told by the educrats that we now can see (from the test results) that our children are not doing as well as they should, and so we must have a national curriculum, filled with all the good things our children need to know, and it must, of course, be standardized so that every child can benefit. (*Author's note: See S. 1150/H.R. 1804 among other pending legislation—addressing curriculum.*)

Under the "After-School Years," we're told how services of all kinds need to be more centralized. For example:

"In some countries, government policies and programs are carefully coordinated with private sector activities to create effective apprenticeship and job training activities."

Yes, that's true; socialist countries operate this way. Various apprenticeship models (German and Swedish) are being looked at with interest by the government, but we are not told here of the likelihood that all this labor/education collaboration will take us to a two-tier system: one tier for those headed for college and beyond, and another tier for those who didn't make the grade.

Regarding colleges, we learn:

"That means more loans, scholarships, and work-study opportunities are needed. The federal government's role in ensuring access for qualified students is critical. At the same time, the higher education system must use existing resources far more productively than it does at present and must be held accountable for what students do or do not learn."

This despite the fact that President Bush says in his speech (p. 55):

"Fortunately, we have a secret weapon in America's system of colleges and universities—the finest in the entire world."

The Department of Education seems to want to "fix" our colleges, even though they don't appear to be "broke." Meddling seems to be an irresistible impulse for the educrats as it is for many politicians.

The last section deals with testing and data collection. For the first time, we learn of another test, administered by the National Assessment of Educational Progress (NAEP) and are told that in 1991, student performance data was to be collected in 38 states. This section goes on to say that the National Assessment Governing Board (see earlier reference under Track I—Specifics) is being urged by the governors to set national performance goals in the subject areas in which NAEP will be administered. Unquestionably, the collection and storage of personal information and psychological profiles about millions of Americans is one of the most alarming aspects of America 2000.

Although I find America 2000 thoroughly alarming and I am dismayed at how far down the trail to completion much of it has already come, I did not do this analysis to spread doom and gloom. As Christians, we have been given the ability to discern evil masquerading as good and the Holy Spirit has given and will give us courage and boldness. We need to step out in that boldness and oppose any plan that would further erode our families or expose our children to the pollution and exploitation of those trying to usher in a one-world government.

What are some practical things we can do to turn this around?

- Pray!—*"For we wrestle not against flesh and blood, but against principalities, against powers, against the rulers of the darkness of this world, against spiritual wickedness in high places"* (Eph. 6:12).
- TAKE YOUR CHILDREN OUT OF THE GOVERNMENT SCHOOLS WHILE YOU WORK TO DISMANTLE AMERICA 2000. We didn't get into this mess overnight, and even if every Christian in America mobilized to change things, the situation would not turn around overnight. Don't risk your precious children!
- Read to fill in the gaps in your own knowledge about trends in education. An annotated bibliography has been provided at the end of this report.
- Share the information of America 2000 with your pastor, friends, other parents, and if possible, make a presentation to your church and/or other group(s).
- Form an independent parents' group in your school district.
- Find out if America 2000 is already in your community. Get on any citizen committees that might be forming so that your inputs and objections can be heard. Try to do this with your spouse or friend(s) so that you will have at least one person supporting you at the meetings. Have other friends giving you prayer cover as you undertake this.
- Encourage good people to run for your school board—or run yourself.
- Get free copies of the America 2000 bills and follow what is happening with them. It's easy! For House Bills call (202)225-3456. You can order up to 6 with one phone call. For Senate Bills, you must write. List (up to 6) bills in numerical order, include a self-stick return address label and send your request to: Senate Document Room, SH-B 04, Washington, DC 20510. Writing to your representatives in Washington is the most effective way to get your points across. Always ask for a written response. Be persistent; write more than once. Phone calls are less effective, but suffice when time is an issue.
- Mobilize friends to write and call, too. Have a phone chain set up for emergencies.
- *The most important thing is fervent prayer.* America 2000 will not and cannot succeed unless it is part of God's end-time plan. If that is the case, pray always that the Lord will give us wisdom and discernment about how to proceed. Since we don't know God's timetable, we have a commission (according to Luke 19:13) to occupy till He comes. "Occupy" is a military term—so apt since *this is spiritual warfare*.

Annotated Bibliography on "America 2000"

Essential Background Reading

Eakman, Beverly K., *Educating for the New World Order*, 1991, Portland, OR, Halcyon House, (800) 827-2499.

Mrs. Eakman tells the story of a Pennsylvania mother, Anita Hoge, and her 10-year battle with the school system. In the course of her investigation, Mrs. Hoge learned that tests being given to her children supposedly to measure academic skills were, in reality, blatantly attitudinal. Her search for answers led her to the Pennsylvania Department of Education, and ultimately to Washington, D.C. She also learned of the heavy involvement of several non-governmental organizations, principally the Carnegie Foundation for the Advancement of Teaching (CFAT). This book documents the take-over of the American public education system by psycho-educators and the clear move away from academics to values modification. The creation of a gigantic computerized tracking system, the Elementary and Secondary Integrated Data System (ESIDS) to store test results and create dossiers on every citizen is covered.

Buehrer, Eric, *The New Age Masquerade: The Hidden Agenda in Your Classroom*, 1990, Brentwood, TN, Wolgemuth & Hyatt. Available from Great Christian Books, (410) 392-0800.

This is an exposé of "global education," one of the current educational fads. If you think global education is about geography or objectively looking at other cultures, you're in for a big surprise. It's one of the primary tools now in use to move our children away from their Christian beliefs—toward pantheism and away from identification with and allegiance to the United States and into becoming global citizens required for the New World Order. *Author's note: Out of print.*)

Iserbyt, Charlotte T., *Soviets In the Classroom: America's Latest Educational Fad*, a pamphlet published by America's Future, Inc., P. O. Box 1625, Milford, PA 18337-2625. Single copies sent free. Include a self-addressed stamped envelope.

The story of how the Carnegie Corporation, acting as a quasi-governmental agency, entered into agreement with the Soviet Union in 1985 for the exchange of people, textbooks, and audio-visual materials.

Evans, Pearl, *Hidden Danger In the Classroom*, 1990, Petaluma, CA, Small Helm Press, 622-A Baker Street, Petaluma, CA 94952.

The "hidden danger" referred to is the values free, non-directive, decision-making model of education used so extensively, especially in sex and drug education. The author shows why this type of education is harmful and names the antidote.

The New World Order

Cuddy, Dennis L., *Now Is the Dawning of the New Age New World Order*, 1992, Oklahoma City, OK, Hearth-

stone Publishing, Ltd., (800) 652-1144.

Dr. Cuddy presents the historical roots of the New World Order and where the movement is headed. The crucial importance of education in the master plan is covered. If you have not grasped the "big picture" on the New World Order, this is *must* reading.

Courtney, Phoebe, *New World Order*, 1991, 68-page booklet available from The Independent American, P.O. Box 636, Littleton, CO 80160.

This is about the Council on Foreign Relations (CFR) and their unofficial control of U.S. foreign policy. George Bush's involvement in the CFR is covered, as well as the increasing status and power of the United Nations. An alphabetical listing of CFR members is included; some of the names may surprise you.

Cuddy, Dennis L., *The New World Order: A Critique and Chronology*, 1992, 23-page booklet available from America's Future, Inc., P.O. Box 1625, Milford, PA 18337-2625.

Very useful and readable thumbnail sketches of the major players and events from 1910 through October 1991.

Other Commentaries of America 2000

Belt, Carol, *Educational Restructuring of America—Part I* (11 pages) and *Part II* (71 pages), both parts available from Carol Belt, P.O. Box 2244, Englewood, CO 80150.

Comprehensive look at how America 2000 is being enacted in Colorado. Lots of educational jargon and programs explained.

Blumenfeld, Samuel, "Education for the New World Order, or the Road to a National Education System (Run by Psycho-Educators)," *The Blumenfeld Education Letter*, Vol. 8, No. 1 (Letter No. 65), January 1992. Available from The Blumenfeld Education Letter, P.O. Box 45161, Boise, ID 83711, (208) 343-3790.

Historical summary of government education in the U.S. and the change of the classroom into a psychology lab. Comments on *Educating for the New World Order*. Note: The author has also written two books which provide excellent background information: *Is Public Education Necessary?* and *NEA: Trojan Horse in American Education*. Both are available from address above.

Hayton, Brad, *America 2000: An Assessment*, 23-page booklet available from the Pacific Policy Institute, 3416 Via Oporto, Suite 203, Newport Beach, CA 92663.

Dr. Hayton sees more conflict between various special interest groups in America as a result of the nationalization of education.

Lyon, Billy, *Education Reform/Restructuring: Parts 1-4* (80+ pages), available from Billy Lyon, Rt. 1, Box 37, Edgewood, TX 75117.

Lots on the business/education connection not found elsewhere. Some on how this is being played out in Texas.

Simonds, Kathi, *A Critique of America 2000: An Education Strategy*, 53-page booklet available from Citizens for Excellence in Education, P. O. Box 3200, Costa Mesa, CA 92628.

Extensive comments on *Educating for the New World Order*. Some discussion on enabling legislation and the six national educational goals.

Choice

Reams have been written extolling the merits of choice.

Here are two commentaries opposing choice, an important point of view we've heard less about:

Baker, Virginia Birt, *Educational Choice and No Choice*. Both reports are available from Virginia Baker, Route 1, Box 297, Van, TX 75790.

Eldredge, Tom, *Should Christians Support Choice?* Available from The Foundation for Home Schooling Churches, R. D. 2, Box 141, Wrightsville, PA 17368

To God Be the Glory!

Addendum: 10 Big Problems With America 2000

By Kathy Finnegan, New Jersey

1. IT IS DELIBERATELY DECEPTIVE. The six National Education Goals which are the centerpiece of America 2000 are deliberately deceitful and misleading. They have been written in such a way that no one can argue with them. They all sound commendable and though somewhat bland and vague, they seem like they would improve the state of American education—if achieved.

It's what you're not told about the goals that's scary. It's the way in which they will actually be implemented that should cause every parent, and every taxpayer, to take a long, hard look at this program before any more of it is in our schools.

2. IT WILL BE COSTLY. The four Tracks or Strategies that are proposed to implement the six National Educational Goals are likewise misleading. A 62-page booklet called *America 2000: An Educational Strategy* is available from the Department of Education by calling 1-800-USA-LEARN. It is must reading if you want to see where this program is headed and to hazard a guess as to what this "revolution in education" is going to cost the taxpayer. It should come with a warning label lest you be lulled to sleep by its deliberately reassuring tone. Use common sense and discernment, especially where they talk about how cost effective these programs will be.

3. IT IS TOP-DOWN CONTROL, NOT LOCAL CONTROL. A major deception being put forward by the promoters of America 2000 is that it is all just "local initiatives," not a top-down, federal program, and certainly not mandatory.

4. LIFELONG LEARNING MEANS WOMB-TO-TOMB. America 2000 will usher in womb-to-tomb intrusion of the federal government into every home in America. One of the programs enabled by H. R. 520 and S. 551 is aimed at infants (parent mentors in YOUR home, showing you how to parent and writing up reports on what they observe).

Another part of America 2000 is the creation of detailed dossiers on every child, stored in a non-secured, mega-computer called the Elementary and Secondary Integrated Data System.

5. NATIONAL TESTS ARE PERSONALITY PROFILES. America 2000 will bring in national testing of every student enrolled in the government schools. The tests are not strictly academic in nature, but contain a high percentage of questions designed to obtain a "psychological profile." This fits right in with the collection of that cumulative record that will follow you through school and beyond.

6. NATIONAL TESTS - NATIONAL CURRICULUMS. The national test will quickly be followed by a national curriculum. The test will be the prelude (excuse) for bringing in the curriculum. Shortly after the test has been fully implemented, expect to hear something like this: "Students overall are not doing as well on this new national test as we had hoped they would, and we have decided the reason is that there is so much variance from state to state and community to community in what is taught and how it is being taught. We now see clearly that we need to give every student in America the same chance to succeed by teaching them the same thing in the same way."

7. CHOICE IS A FRAUD. Choice is another cruel deception of America 2000. Choice is the chance for parents to choose another school within the district, out of the district, or a government-approved private school—sometimes with a financial incentive such as a voucher or tax credit. Polls show that most parents favor Choice, but what happens to Choice once a national curriculum has been implemented and every child in America is in the same text on the same page?

8. TECHNOLOGY WILL REPLACE TEACHERS. Expect to see more and more computers as teachers once the national curriculum is in place. Computerizing a standardized curriculum will be much more efficient than teaching the "old fashioned" way. A computer can present the same material in exactly the same manner without human error or interpretation, and because it never gets tired, it can do so over and over and over until the "learner" elicits the correct response.

9. SCHOOL BOARDS WON'T BE ACCOUNTABLE TO LOCAL CITIZENS. America 2000 will wipe out local control of government schools. How necessary/meaningful will school boards be when the federal government has complete top-down control of what is taught and how it is being taught? School boards, if they continue to exist, will be there to rubber stamp the dictates of the U. S. Dept. of Education.

10. ACADEMICS WILL BE REPLACED BY PSYCHOLOGY. Finally, America 2000 is not about academics. It's about turning America's classrooms into little psychology labs. What is to be created in these labs are servants of the state. The product turned out will be ever changing, depending on the needs of the state at any given moment in time. Expect to see the creation to a two-tier system, patterned after the socialist countries. Expect to see much more vocational training Apprenticeships, for all but the college-bound elite, will soon be pushed by a partnership between education and labor.

There will always be a need for some Alphas to do the creative/cognitive work, but far more room at the bottom for the drones. A broad, general education and the freedom for our children to choose their occupations from a wide varied palette becomes another cruel hoax of America 2000.

Who Really Wrote America 2000?

"To those who want to see real improvement in American education, I say: There will be no renaissance without revolution (l-i)

With those words president George Bush began a publication entitled "America 2000: An Educational Strategy". Whether his particular statement is correct or not, it at least indicates the massiveness of the changes being suggested in the whole arena that can be collectively referred to as "education reform."

What is the nature of the changes being proposed by America 2000? Who developed them? And what will be their consequences? It is these and other crucial questions that this article will attempt to answer. We begin our analysis of America 2000 by studying how it is being presented to the public.

"Sounds Good To Me"

Probably the most recognizable part of America 2000 is what the media almost always presents when it does stories on the subject: The Six National Goals. Developed by the National Governors' Association, they provide the umbrella under which America 2000 operates. And they also are an example of one of the most commonly used tactics in public relations, as an analysis of the goals will show.

The Six National Goals are:

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90%.
3. American students will leave grades four, eight, and twelve having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography; and every school in America will ensure that all students learn to use their minds

well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

4. U. S. students will be first in the world in science and mathematics achievement.
5. Every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.
6. Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning. (1-3)

There. That didn't hurt, did it? Actually, those goals sound pretty good, don't they? So then what's the problem? That's where public relations comes in. On the surface, taken literally, these goals probably wouldn't pose much of a problem for most people. Because we assume they will be implemented in the ways we have historically done things. But is that assumption accurate? Is there any evidence that the education system will attempt to attain these goals in ways that are different from what the public would think or support?

And do these goals mean what we think they mean?

Those may sound like odd questions, since we all speak English and live in the same society, so we would assume we share meaning and methods. But let's look deeper into the roots of America 2000 and see if we're being given the whole picture.

Where Did America 2000 Come From?

As was mentioned earlier, we were told America 2000 was the consensus of the National Governors' Association. The Governors being elected officials from all 50 states, we can then assume that America 2000

represents educational goals mandated by a broad cross-section of Americans, right? Unfortunately, as we study the roots of America 2000, a different picture emerges.

One of my favorite research tools can be found at many public libraries. It is a computer that contains a listing of all of the articles contained in the major magazines, organized by subject. Just type in the subject, and out comes the listing. On one of my excursions, I asked for all the articles on America 2000. One was to provide the key to who is really behind America 2000. Every listing includes an abstract, or a brief description of the article. One in particular stood out. It stated "The Bush Administration's true education philosopher is Chester Finn, Jr., a professor of education and public policy at Vanderbilt University. Finn is the chief architect of Bush's plan to fix the nation's schools." (2)

Hey, wait a minute! I thought the governors came up with these ideas after a hue and cry from people across the nation. Now we find out these ideas are the brainchild of one person. What's the deal?

But that was only the tip of the iceberg. My curiosity having been piqued, and having the most efficient research tool since the magnifying glass right in front of me, you guessed it, I just type in Mr. Finn's name, and viola! out came some of the most disturbing reading material I had seen in years.

The bombshell came right off the bat. Another article's abstract said "In 'Reinventing Local Control', Chester E. Finn Jr. contends that school boards are no longer capable of running schools, that the boards are superfluous and dysfunctional." (4) (Emphasis added unless otherwise noted.)

Now, I've had my share of disagreements with school boards, but not because their structure is inherently flawed. Any elected body is only as good as the people of whom it's made. If you've got stinkers on your board, your board will stink. No way around it. But the answer is not to do away with the board structure, just get new board members.

Finn seemed to be suggesting just what we shouldn't do. But let's not jump to conclusions. Let's see what he's suggesting as an alternative. Maybe he's on to something. We don't have to look far.

Another abstract stated "At a time when radical alterations are needed throughout elementary-secondary education, school boards have become defenders of the status quo. The tradition of local control may need to be altered to admit the influence of external force change agents." (6)

Well, there's our answer. No mention of some alternative elected body more sensitive to the will of the public. In fact, Finn denigrates "local control", in favor of "external force change agents", whatever the heck they are.

Fortunately, we don't have to guess what change agents are. They are clearly defined in the 1979 book "Change Agents in the Schools" by Barbara Morris. A critic of the concept, Morris quotes many education insiders on their definition of education and change agents.

One of the clearest indications of the general direction of education can be seen in a statement by Harold Drummond in the December 1964 edition of 'Educational Leadership'. His article 'Leadership for Human Change' states, "The basic goal of education is change -human change in desirable directions... This issue... focuses attention upon the school as a change agent--and the specific focus is on changing people." (8-48, 9-147)

How many people would agree with that definition of education? Isn't the goal of education to impart knowledge of basics like reading, writing, math, science, etc.? And how can "desirable directions" of change be defined in a society that, we are constantly reminded, is highly pluralistic?

To indicate that the desired change is not academic, but social, Morris quotes a federally funded study published by Michigan State University entitled "Feasibility Study: Behavioral Science Teacher Education Program" (B-STEP). Its first goal is "Development of a new kind of elementary school teacher who... engages in teaching as clinical practice... and functions as a responsible agent of social change." (8-54)

Well, there it is. The intentional redirection of education away from academics and toward "social change". But maybe the change agent is just implementing change supported by the public. Unfortunately, suggested tactics don't reinforce this trusting attitude.

In an article appearing in 'Journal of Teacher Education', Larry Palmatier gives the innovative teacher ten guidelines, including:

"Keep the door closed... The successful teacher... innovates quietly and without fanfare.

Use a special vocabulary... avoid 'change', 'fun', ... 'new', ... 'sensitivity', 'students' rights', 'students' choice'... publicly stress instead 'mastering basics', 'students' responsibility', 'hard work', 'respect', 'traditional values', 'proven', 'discipline' and 'results'.

Enlist the student in your game plan... Make a rule and gain students' agreement that they will not ask other teachers why they do not do what you are doing...

Carry a book around... potential blockers will give you more latitude to operate if you appear to know what you are doing...

Name your program as early as you feel you can... Use titles which will not alienate the general public."

And after these suggestions advocating sneakiness and deception, the author ends with this encouragement to the teacher: **"You too can become a change agent".** (8-59, 10-60)

Is this the type of person that Finn feels is more qualified to make decisions for local schools than elected boards?

One Nation Under Finn

The periodical search revealed another position held by the developer of America 2000 that should raise many questions. The abstract for an article by Finn entitled "Why We Need a National Education Policy" states "America needs national goals and norms for education in reading, writing, math, science, history, geography, civics, literature and foreign languages. Minimum levels of achievement should be established by a consensus of national leadership, but the methods of achieving these standards should be left to accountable educators."(11)

Here Finn supports national curriculum and national testing, which we will deal with later, but notice again how Finn leaves out public control. He says the minimum levels of achievement should be established by "national leadership". Here in Iowa, outcomes are being determined by the Iowa State Education Association, (the teachers union), The Iowa Association of School Boards, the School Administrators of Iowa, the Business Roundtable, and other private groups. Will the national offices of these groups determine Finn's minimum levels? If not, why didn't he say the U. S. Congress and Senate, or the president? They are the appropriate decision-makers on public issues and funding, being elected representatives of the public.

The last interesting abstract simply confirms Finn's advocacy of national curriculum, just more blatantly than the previous one. The abstract for an article by Finn appearing in 'Education Week' states "Chester E. Finn, Jr., former head of the Department of Education's research branch, has stated that he favors the development of a 'national curriculum' for the nation's schools."(13)

This abstract not only confirms Finn's support for a national curriculum, but also tells us he was the head of the USDE's research branch.

So what else can we find out about Finn? If the abstracts of Finn's articles tell us this much, one would have to wonder what the articles themselves show. As it turns out, they contain even more interesting revelations.

The Toch article on Finn (3) gives the real scenario of how America 2000 was developed. It says "President Bush labeled himself the 'education president' throughout his campaign, and he has appointed as his secretary of education Lamar Alexander, once known as an 'education governor'. But the administration's true education philosopher - and the chief architect of Bush's master plan for fixing schools - holds no political office. He is a professor of education and public policy at Vanderbilt University named Chester Finn Jr.

Finn, 46, was Alexander's principal advisor on the key elements of the new "America 2000" plan: a national examination system, a network of experimental schools and public funding for private education. He wrote the early drafts of the blueprint, and he accompanied Alexander to the White House in March to sell it to the president."(3-46)

The references to Lamar Alexander should not be glossed over. The article on Alexander found elsewhere

in this edition indicate his philosophical perspective.

In addition, we see further indication that America 2000 did not come from the Governors' Association, but rather from an education insider. A comparison of the six goals versus how education reform is being implemented at the local and state level reveals a much different agenda than is indicated by the six goals alone. We will cover those differences later.

Goodbye Local Control

The other highly revealing article is by Finn himself, entitled 'Reinventing Local Control' .(7) The whole thrust of the article is his advocacy of abandoning the concept of schools being controlled by locally elected boards. But on the way, he makes some provocative points.

On the federal role in education, Finn states "The Constitution, of course, is silent about education. By not being assigned to the federal government, this function was left to the states, and state constitutions are where we find spelled out the duty of the commonwealth to furnish education to the citizenry."

First of all, the Constitution is not silent about education. The 10th amendment says "The powers not delegated to the United States by the Constitution . . . are reserved to the states . . ." This is as legally binding as the first amendment. Since the Constitution nowhere gives the federal government the power to involve itself in education, IT IS AS ILLEGAL FOR THE FEDERAL GOVERNMENT TO SPEND ONE PENNY ON EDUCATION AS IT IS FOR THEM TO SHUT DOWN A CHURCH OR A NEWSPAPER. Then why does Finn advocate federal testing and curriculum? Maybe it's because for much of his life his salary has been paid for out of the federal till. In any event, he grossly understates the unacceptability of federal involvement in education.

But that's small potatoes (and yes, there's an "e" in the plural. I looked it up) compared to this next bombshell. In his own words he says "Breathe deeply. What if we were to declare local boards and superintendents to be archaic in the 1990s, living fossils of an earlier age? If one set of important decision and duties moves up to the state (or even the nation), and another set shifts down to the individual school (and to parents), what is the 'local education agency' except another instance of middle management of the sort that most modern organizations are stripping away in the name of efficiency and productivity?"

First of all, does your local board and superintendent know that the author of America 2000 wants to eliminate them altogether? Apparently the Associations of School Boards and the School Administrators weren't let in on that particular idea, or it would be hard to imagine they would be able to support America 2000.

And in case you think this isn't a part of America 2000, look at page 21 of the Hornbeck Report to the Iowa Business-Education Roundtable (16), or page 6 of the January '91 report of the New Iowa Schools De-

velopment Corporation (17), "the missing link... to connect America 2000 with local schools" (p. 3) Both refer to site-based decision-making, which reduces the role of school boards in decision-making. More on that later.

But notice the power shift Finn recommends. If the boards are eliminated, who makes the decisions? The state ("(or even the nation)") and the individual school. But why is the state any more qualified than local boards to make decisions? In fact, they're less qualified. They are further removed from public accountability, and are less sensitive to the needs of the community.

And what of the "individual school"? Finn parenthetically adds "(and parents)", but the Hornbeck report suggests that the local committee be made of a majority of teachers. And there are districts across the state where the parental component of the "school-based committee" is made up of spouses and relatives of teachers. So where is the public accountability there?

Finn's analogy to middle management in business is totally invalid. Government is not a business. Businesses are private organizations with owners and stockholders who place decision-makers at the top and implement down through as many layers as necessary to get the job done.

Government is meant to have as little power at the top as possible and still perform its necessary functions (remember the 10th amendment), and shift the majority of the powers down to lower levels in the hierarchy, such as state, country, school district, etc.

The "middle-management" Finn disparages is the very form of government Thomas Jefferson supported when he said "The way to have good and safe government is not to trust it all to one, but to divide it among the many, distributing to every one exactly the functions he is competent to (perform best). Let the national government be entrusted with the defense of the nation and its foreign and federal relations; the State governments with the civil rights, laws, police and administration of what concerns the State generally; the counties with the local concerns of the counties, and each ward (township) direct the interests within itself. It is by dividing and subdividing these republics, from the great national one down through all its subordinations, until it ends in the administration of every man's farm by himself; by placing under every one what his own eye may superintend, that all will be done for the best.

"What has destroyed liberty and the rights of man in every government which has ever existed under the sun? The generalizing and concentrating all cares and powers into one body, no matter whether of the autocrats of Russia or France, or of the aristocrats of a Venetian senate." (1.5)

We have never needed Thomas Jefferson more than right now. It's almost enough to make a person wish the New Agers were right about reincarnation.

Finn then salts the wound by saying "Local school boards are not just superfluous. They are also dysfunctional. They insulate education decisions from voters,

taxpayers, and parents". Does he think the state and teachers will be more sensitive to public opinion than locally-elected school boards? Either Finn is living in a fantasy world, or he's being intentionally deceptive. The latter seems more likely.

Radical Power Shift

Finn's closing statements yield a wealth of information, not only about his own views, but also about the way power is going to be distributed in our educational system:

"We need change agents in charge of those schools, not preservers of entrenched interests and encrusted practices. If the state 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; and if parents are encouraged to pick any school in the state that, in their judgment, will work well for Matt or Jessica, we could readily dispense with the extra layer.

"Local control is dead. Long live local control."

The last phrase is appropriate. It is a take-off on the old "the king is dead. Long live the king", which was used when one king died and another took his place. Indeed, power is being transferred, and Finn is telling us how it is being done.

First, notice his support for the previously mentioned 'change agents'. He not only supports their input, which is questionable, but he takes it a step further and says they should be 'in charge'. Not elected officials at the state or local level.

But then Finn gives a look into the future in terms of who decides what in education. And the future is now, if you look at what is happening in Iowa. The scenario Finn paints is a dual power structure which represents a total shift from the way we've educated in the past, which incidentally produced probably the best educational system in the nation. Finn clearly defines who will be responsible for what, which can simply be defined as the state determining the "ends" and the local change agents the "means". Notice that locally accountable elected officials are left out of the picture altogether.

This is exactly the direction Iowa is going. Already Marshalltown has been set up as the pilot school in Iowa for "site-based decision-making", where Hornbeck suggests decisions be made by a committee "with a majority being teachers".

And that Iowa is having the state determine the "ends" of education, or the results, is seen in several situations. One is the current process of the state determining "outcomes" described in the article elsewhere in this issue.

Another is the statement by Dr. Lepley referred to in the article on global education, where he indicates that it is the job of the state to determine the end results desired, but implementation is left to the districts. Lepley and Finn agree completely.

In the overview, then, we see what can be described as a "vertical" and "horizontal" power shift in education. Horizontally, at the local level, power is shifted away from elected school boards and toward unelected teachers and administrators. Vertically, power is shifted from school boards to the state levels, primarily the Department of Education. In both cases, the recipients of power are unelected, and have varying degrees of isolation from public control.

Folks, if you thought it was tough to get school boards to respond to your concerns about Human Growth and Development, Quest, or any other questionable program, if this trend continues, it's only going to get tougher. The solution? Monitor your local district, and if they're beginning to look into site-based decision-making, or are already implementing it, get involved and get our school board information about the direction things are really heading. They probably don't know. And if they do know and agree with it, maybe you should consider getting a new school board.

While these articles give reason enough for concern about the beliefs of the "architect of America 2000" Chester Finn, this is by no means all there is to know about his education philosophy or how the components work together. Fortunately, Mr. Finn has been gracious enough to elaborate fully on the entire scope of his "big picture". In his 1991 book "We Must Take Charge: Our Schools and Our Future", Finn orients his entire view around his "ten precepts" of education. Let's look at them in their entirety, and then consider their implications.

Finn's "Indispensable Ten"

1. Let us always recall that we operate an educational system for the benefit of its consumers, not its proprietors or employees.
2. We must organize, manage, and judge the system in relation to the outcomes that we seek from it.
3. In the United States in the 1990's the outcome we must concentrate on and gauge our success by is cognitive learning.
4. Civilian control of education is meant to ensure that we don't let the first three precepts tarnish with time.
5. Though the ends of education are the responsibility of society in general to prescribe through the familiar processes of democratic government, the means by which we reach those ends are the province of expert professionals.
6. We should revitalize the delivery system by vesting management authority and responsibility in building-level educators.
7. Education's individual consumers - children and parents - bear ultimate responsibility for meeting the system's norms and fulfilling its expectations, and they

must therefore have the right to choose how they will do this.

8. It is time to put in place a rich, solid core of common learning for all young Americans and an effective means of determining how well it is being learned.

9. Because people differ in their educational and career aspirations, in their intellectual acuity and commitment, and in their cultural values and religious beliefs, the educational system needs to respond accordingly.

10. At every level of the education system (child, classroom, school building, locality, state and nation) we must demand a steady flow of reliable information about student achievement and other important outcomes.

A typical first reaction might be to be appalled at a few of these precepts, such as 5, 6, 8 and 10, agree with a few, say 1, 3, 7 and 9, and not really know what in the world they mean by 2 and 4. Notice the structure. Start out with ideas that we either all agree on, or are phrased in jargon. Then move on to the stuff the public would disagree with.

But we must be careful not to let what we agree with neutralize our concern about what is intolerable. And let's face it. If a state bureaucracy and local committees dominated by unelected teachers make all the decisions, what we agree with won't be implemented anyway. So the primary concern must be to oppose changes that cause that power shift.

Let's look more closely at several of Finn's precepts. First, the most dangerous are 5 and 6. They assume that education goals are set by a democratic process. But when did you vote for Dr. Lepley or the State Board? They are appointed, and are thus isolated from direct public accountability.

Then based on his false premise, Finn suggests it's appropriate for the "experts" to control implementation. But isn't that what got us into the messes of Global Education and Human Growth and Development? And if you thought it was hard to change objectionable content now, wait until these reforms get through. It will be virtually impossible.

Precept 8 refers to national curriculum and national testing. We referred to Finn's support for national curriculum earlier. He and many others in education are increasingly supportive of this idea. Few concepts would be more effective in removing the control of education from the hands of local taxpayers and parents, so its danger is obvious.

National testing is synonymous with the National Assessment of Educational Progress (NAEP). It is specifically mentioned in the America 2000 literature on page 32 ("we will ask Congress to authorize the rapid deployment of an individual version of tests used by the National Assessment of Educational Progress) and page 46 ("This year (1991) for the first time, the National Assessment of Educational Progress

(NAEP) will collect data on student performance on a state-by-state basis... The Governors urge the National Assessment Governing Board to begin work to set national performance goals in the subject areas in which NAEP will be administered.)

We have not said much about the NAEP in this issue, but it is a vital component in the scenario, and we will deal with it in greater depth in the future, and keep you updated on its Iowa implementation.

Precept 10 refers to a national database which, contrary to the denials of educators, will indeed extend down to the level of the individual child. More general information of that type already exists, and there is every indication that the intent is to massively increase the scope of such data.

Point 2 refers to outcome-based education, which may seem harmless in and of itself, but as our front-page article indicates, OBE has the potential to totally reshape our educational system in a way which will not have public support.

So far from being the "Indispensable Ten" Precepts Finn advocates, his educational philosophy actually boil down to what could be called the "Fatal Five".

THE "FATAL FIVE"

1. National Curriculum
2. National Testing
3. National Database
4. Outcome-Based Education
5. Site-Based Decision Making

As you study the education reform movement in the media, professional journals, legislation and public events at the national, state and local levels, you will find these concepts consistently pushed. They will indeed be "Fatal" to public control of education.

In closing, let's remember the words of one of the most effective revolutionaries in human history: "When an opponent declares 'I will not come over to your side', I calmly say 'Your child belongs to us already. What are you? You will pass on. Your descendants, however, now stand in the new camp. In a short time they will know nothing else but this new community.'

The date was 1939. And the man was Adolph Hitler.

You would be amazed to know how many times people have come up to me and said they had read, or had German relatives who said, that Hitler accomplished his radical "transformation" of Germany virtually overnight by controlling education. And the behavioral and ideological content of our schools is heading us in a similar direction.

We must stop the social engineers from taking our schools hostage for their own purposes. If we fail, everything we value is at stake.

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We Must Take Charge: Our Schools and Our Future by Chester Finn, head of the U. S. Department of Education's Office of Educational Research and Improvement and Lamar Alexander's primary adviser on education matters. After reading Finn's book, Alexander told him, "You saved me six months" in organizing the president's education initiative. In the book, not only does Finn advocate a national curriculum, but he also writes: *The school is the vital delivery system, the state is the policy setter (and chief paymaster), and nothing in between is very important. This formulation turns on its head the traditional American assumption that every city, town, and county bears the chief responsibility for organizing and operating its own schools as a municipal function. That is what we once meant by local control, but it has become an anachronism no longer justified by research, consistent with sound fiscal policy or organizational theory, suited to our mobility patterns, or important to the public.* . . .

. . . Perhaps the best way to enforce this standard is to confer valuable benefits and privileges on people who meet it, and to withhold them from those who do not. Work permits, good jobs, and college admission are the most obvious, but there is ample scope here for imagination in devising carrots and sticks. Drivers' licenses could be deferred. So could eligibility for professional athletic teams. The minimum wage paid to those who earn their certificates might be a dollar an hour higher.

. . . DENNIS CUDDY

Restructuring Education: *A Brief Overview*

The New American Schools Development Corporation - Who are they? At the request of President Bush, leaders in American business created NASDC. It is an independent, non-profit organization who intends to underwrite the design for American education.

They have issued a request for proposals to submit Design Teams to create the New American Schools. What is the agenda? Phase 1: Spring 1992-Spring 1993 - NASDC will award approximately 20-30 one-year contracts for the most promising Design Teams to further develop their designs and prepare them for implementation. Phase 2: NASDC will evaluate design efforts and award two-year contracts to test and implement the design in school settings. Phase 3: Following evaluation of testing and initial implementation, NASDC will support technical assistance to help communities across the nation adapt, re-create, and put the new designs in place.

Will the proposals be released to the public? "Proposals *will not* be released by NASDC to the public, to other bidders, or to persons not directly involved in the process of selection and/or contract negotiations unless such release is authorized by the bidder." (RFP p. 39).

When are the proposals due? February 14, 1992. Contracts are to be issued to the Design Teams selected by NASDC. **THEY WILL NOT BE RELEASED TO THE PUBLIC.** **Significance:** We will not know who has been selected to restructure American education.

"Question: Are cooperative ventures with other countries allowed provided the effort satisfies the RFP criteria? Answer: YES. A FOREIGN ENTITY, WHETHER AS A SCHOOL OR AS A CORPORATION, IS ELIGIBLE AS A DESIGN TEAM OR AS PART OF A DESIGN TEAM." (Official Record, Bidders' Conference, 11/14/91, Washington, D.C. p. 31).

"Question: Potential test sites are concurrently sub-

ject to state laws and regulations, certificate requirements for teachers and other professionals, and contracts with teachers and other unions. Will laws, certification requirements and union contracts be waived? If so, by whom? If not, how is the mold to be broken? Answer: On page 54 of the RFP, it says the teams whose design require variances in public policy, regulations, or contracts should identify the necessary waivers in their proposals. Teams need not obtain those waivers until after phase 1 contracts with NASDC are established but the proposals should suggest a strategy for obtaining such waivers. And then, to carry out a little further in subsequent years of the contract, the Design Team must identify any permanent changes in applicable laws, regulations or contracts necessary for widespread implementation of its design." (Ibid., p. 18).

"Question: Will federal guidelines and court decisions apply to the design teams? Answer: Of course they will. But within this you have to recognize what the barriers are, and then also suggest how to overcome them." (Page 54-RFP.) Ibid., p. 18).

What and who are the barriers? Laws and regulations; parents and citizens —

SIGNIFICANCE OF NASDC: 24 UNELECTED PERSONS WITH AN ADVISORY PANEL OF 19 UNELECTED PERSONS WILL RESTRUCTURE EDUCATION IN THE U.S. FOR ALL SCHOOLS INCLUDING PUBLIC, PRIVATE AND HOME SCHOOLS EVENTUALLY.

Target dates: "In phase 3 we are looking for a design's ability to be disseminated simultaneously to as many communities as possible." (Ibid., p. 24). See *America 2000* for further information).

HOW DOES SITE-BASED MANAGEMENT FIT INTO THE PLAN?

State Legislators will pass site-based management legislation which will allow Design Teams to implement their plan in local schools.

WHAT WILL SITE-BASED MANAGEMENT DO?

It will place all education in the hands of Design Teams selected by NASDC. This includes curricula, testing, projected budget and all aspects of education community by community across the U.S. Local School Boards are to be phased out. **SIGNIFICANCE: Citizens and parents will lose all control of their schools; the Local School Boards are stripped of all power.**

"S. Until such time as state statutes are reviewed and modified to the contrary, the school board remains the legal entity for the schools and the district." (A Report Of The Governor's Task Force On Educational Reform To The People Of Arizona, p. 32).

WHAT ELSE WILL THE DESIGN TEAMS DO?

"We expect that the Design Teams will begin by erasing all conventional assumptions and constraints about schooling: the schedule (and calendar), curriculum, class size, the pace of learning, teacher/student ratios, adult roles, teacher recruitment, health and nutrition, discipline, staff development, organizational and management structures, resource allocation, student-as-tutors, the nature of instructional materials and much more." (*America 2000* (White book) p. 31.)

WHAT ARE THE SCHOOLS TO BECOME?

APPRENTICESHIP SCHOOLS TO MEET THE — "GLOBAL ECONOMY"

The schools are to be "Market driven". (needed work skills).

WHERE DOES "CHOICE" FIT IN THE PLAN?

Students will be bused to school, factory or work sites to train for work skills as they have been determined by business, unions and government.

WHO WILL PAY? YOU

For further information obtain the suggested reading list and bills now pending in the U.S. Congress: H. R. 3320, H. R. 2460 and S. B. 1141. (Also see PL 100-297, 4/28/88 passed by U.S. Congress).

Obtain BEYOND RHETORIC for "Estimate of New Federal Cost, Fiscal Years 1992-1996 - PROPOSED PROGRAMS" Estimated cost "266. 883-293. 262" billion. Call Arizona Governor's office or Arizona State Legislature for yearly projected cost.

SUGGESTED LIST OF LITERATURE TO ORDER REGARDING RESTRUCTURING OF SCHOOLS

BEYOND RHETORIC A New American Agenda for Children and Families

Final Report of the National Commission On Children Address: National Commission on Children, 1111 Eighteenth St., N. W., Washington, D. C. 20036- Established by PL100-203 - Chairman Hon. John D. Rockefeller IV - U. S. Senator W. Va.

NEW AMERICAN SCHOOLS DEVELOPMENT CORP.

24 member group appointed by President Bush to restructure American Education - To Contract with Design Teams, 1000 Wilson Boulevard, Suite 2710, Arlington, Va. 22209. (703) 908-9500 - (703) 908-0622 and 0633 (Fax) (Ask for Bidders' Conference materials and Design teams who are to be selected Feb. 14, 1992 etc.

AMERICA 2000

U. S. Dept. of Education, Washington, D. C. 20202-0498 1-800-USA-LEARN (1-800-872-5327) free

REFORM RESTRUCTURING REDEDICATION (A Report Of The Governor's Task Force On Educational Reform by Fife Symington, Governor)

Office of the Governor, 1700 W. Washington, Phoenix, Arizona 85007, Dec. 1991 - ask for Morrison Institute copy - free

UNITED STATES COALITION FOR EDUCATION FOR ALL

1616 N. Fort Myer Drive, Suite 1100, Arlington, Va. 22209 (write for free information) (part of a 156-nation network working to reform education worldwide) (703) 528-7474.

WHAT WORK REQUIRES OF SCHOOLS - A SCANS Report For America 2000

(The Secretary's Commission On Achieving Necessary Skills, U. S. Dept. of Labor), 200 Constitution Ave. N. W., Washington, D. C. 20210 (1-800-788-SKILL)

SCANS BLUEPRINT FOR ACTION: BUILDING COMMUNITY COALITIONS

(Secretary's Commission on Achieving Necessary Skills (SCANS) (see telephone and address above)

YOUTH APPRENTICESHIP, AMERICAN STYLE: (A Strategy for Expanding School and Career Opportunities) Dec. 7, 1990 (Report of a Conference)

Write to: Consortium on Youth Apprenticeship, c/o Jobs for the Future, 48 Grove Street, Somerville, MA 02144.

AGENDA

Fax (212) 505-3199, Scholastic Inc., 730 Broadway, New York, NY 10003 (ask for Fall 1991 edition). Write to AGENDA: America's Schools for the 21st Century (published quarterly by Scholastic Quality, Inc.)

BUILDING A QUALITY WORKFORCE

(A Joint Initiative Of The U. S. Dept. of Labor; U. S. Dept. of Education; U. S. Dept of Commerce, Superintendent of Documents, U. S. Government Printing Office, Washington, D. C. 20402 (July 1988)

Restructuring of Education is a joint effort between government-unions and businesses.

THE UNITED STATES PREPARES FOR ITS FUTURE: GLOBAL PERSPECTIVES IN EDUCATION (Report of the Study Commission on Global Education)

Write to: Global Perspectives In Education, Inc. 45 John St., Suite 1200, N. Y. N. Y. 10038 (212) 732-8606

The Historical Analysis of Outcome Based Education in Pennsylvania . . .

Antithesis to Freedom

Great controversy has exploded over the revised education regulations because the State Board refuses, not only to slow down the process requested by the legislature and parents, but, also, because of their inability in a common sense manner to explain OUTCOME BASED EDUCATION, STUDENT LEARNING OUTCOMES, or MANAGEMENT BY OBJECTIVES using the **Quality Goals of Education**. The question that must be answered is, "What must my child "DO" in order to graduate under this new system"? You have heard "marketing techniques" from an unelected elite that have not given you those answers. Changing of the Carnegie unit, "all students can learn", "and success breeds success" is rhetoric. Read the words and begin to understand the lies.

My credibility to allege deception and fraud, demanding accountability from the State Board and PDE, rests upon my federal complaint lodged in the US Department of Education against the Commonwealth for violating federal law, the Protection of Pupil Rights Amendment.¹ My federal complaint alleged three main points: First, the state mandated test, the EQA, Educational Quality Assessment, was a psychological test defined by law as the collection of personal and sensitive information, a violation of privacy; Second, PDE scored these attitudes, values, beliefs, and opinions of children to a "correct answer" or minimum positive attitude; Third, a system of validated curriculum by the NDN², National Diffusion Network, was aligned to change or alter attitudes, values, opinions, or beliefs of children to specific objectives measuring the **Quality Goals of Education**, without informed written parental consent. A four year federal investigation that included an audit in Harrisburg from the Federal Inspector General resulted in a resolution that forced Pennsylvania to issue a policy called BEC 8-90.³ This complaint forms the background and history of the system OBE being implemented right now. My allegations are no longer opinion. They are fact.

The basis of OBE is contingent upon **WHAT** are the PREDETERMINED GOALS, **WHAT EXACTLY WILL BE MEASURED**, and **HOW** will children be REMEDIATED TO MEET THE GRADUATION REQUIREMENT? OUTCOME BASED EDUCATION has a recipe for:

*PREDETERMINED TEACHER METHODOLOGY

*PREDETERMINED AND VALIDATED CURRICULUM

*ASSESSMENT/TESTING FOR FEEDBACK MONITORING GOALS

*BENCHMARKS DETERMINING PLACEMENT AND GRADUATION

ALL REVOLVING AROUND QUALITY GOALS AND STUDENT LEARNING OUTCOMES.⁴

In Pennsylvania, this was piloted in a 3 stage system over 20 years.

Stage I created the assessment instruments MEASURING specific attitudes and values along with the experimentation, curriculum, programs, and techniques in teacher methodology. How were the Quality Goals measured? I will discuss three of those instruments. CITIZENSHIP measured THRESHOLD LEVELS of COMPLIANCE by reward and punishment. SELF-ESTEEM measured LOCUS OF CONTROL determining individuality or going along with the group. ADAPTABILITY TO CHANGE measured at what point a child would CHANGE WITHOUT PROTEST OR AGGRESSIVE BEHAVIOR. Scoring these areas will shed insight to the controversy of the problems.⁵ (EXAMPLE)⁶ Priority probes on SCORED WEAKNESSES WERE USED TO TARGET POPULATION for curriculum

change.

(EXAMPLE) A PROJECT CALLED COMMUNITY INVOLVEMENT FOR RESPONSIBLE CITIZENSHIP, ALLEGHENY INTERMEDIATE UNIT, DR. DAN NICHOLAS, TITLE IV C FUNDS 7 WAS PILOTED... THOMAS JEFFERSON RESEARCH INSTITUTE RECEIVED DATA FROM THIS PILOT PROJECT.... THE RESULTANT PROGRAM WAS THE CHARACTER EDUCATION CURRICULUM.⁸ ... KEY DEVELOPMENTS FROM THE PROJECT WERE TEACHER METHODOLOGY AND TECHNIQUES TO TARGET VALUE CHANGE TOWARD CITIZENSHIP EQA GOAL⁹ (METHODS VALIDATED WERE VALUES CLARIFICATION AND KOHLBERG MORAL DEVELOPMENT¹⁰) BOTH TECHNIQUES CAUSING VALUES CONFUSION, DISSONANCE, OR PSYCHOLOGICAL CONFLICT WHICH CAN BE VERY DETRIMENTAL TO CHILDREN.¹¹

Stage II initiated planned compliance known as **PROJECT 81**. EQA and Long Range Plans were **MANDATED** forcing 501 school districts to take the EQA and draw up their 5 year long range plans according to how the EQA was scored. An Attorney Generals' opinion stated the **MANDATORY NOT VOLUNTARY** status of taking EQA and LRP.¹² Chapter 5. 151-5.153 also included financial entrapment for non-compliance of local districts.¹³ Basic Education Circular 8-80 also mandated participation in **School Improvement Waves**.¹⁴ Project 81 also began the implementation process of a communications technology in a contract between AT&T and the PDE called The Historical and Evaluative Analysis of the Lancaster City School Project. Criteria used to set up the technology for the coding system and computer retrieval, was EQA and Long Range Plans. This technology was offered to every Bell system in the country.¹⁵ The AT&T technology was developed by the Battelle Laboratory, Columbus, Ohio that established **MANAGEMENT BY OBJECTIVES THROUGH EDUCATIONAL TECHNOLOGY USING THE NATIONAL CENTER OF EDUCATION STATISTICS HANDBOOKS FOR CODING**.¹⁶

Stage III is OBE... bringing specific knowledge, skills, attitudes, and behaviors down to the **INDIVIDUAL CHILD**. This **PARADIGM** shifts **INDIVIDUAL ATTAINMENT** to the Quality Goals as a **GRADUATION REQUIREMENT**. The Carnegie Unit must be dissolved in order to implement this system of **LIFE ROLE COMPETENCIES** to individual compliance. **ALL STUDENTS WILL DEMONSTRATE EACH PERFORMANCE INDICATOR, OR STUDENT LEARNING OUTCOME, NO MATTER HOW LONG IT TAKES**. According to 5.203 Strategic Planning (old Long Range Plans), all school districts **ARE REQUIRED** to write their plans based on the Goals, SLO, assessments, planned courses, and teacher training.... **ALL BASED ON THE QUALITY GOALS**. The **REQUIRED** assessments, curriculum, and teacher methodology are prepared and "waiting in the wings" for regulations to mandate to the individual instead of just curriculum change in LRP.

How will this system operate? Management by objectives through an individualized program will require

an IEP¹⁷, **Individual Educational Plan** monitored through an electronic portfolio. Individualization of **EVERY CHILD** in the Commonwealth will demand enormous funds. Request an amount of one IEP for a Special Ed child and multiply the number by millions to stagger the imagination of the prohibitive costs involved not to mention the use of the Special Ed funds being misappropriated for non-Special Ed students (5. 219). The IST, funded by Special Ed, is in the precise position to monitor **ANY** child not meeting the Quality Goals. **THIS COST HAS NEVER BEEN ACKNOWLEDGED**. Performance assessments must also be hand scored. If every child must be monitored by these various modes of unconventional testing, this will include tremendous amounts of funding to nearly five times the amount of normal standardized achievement tests.¹⁸ However, Robert Fier had stated, **NO FISCAL IMPACT**.

Computer Assisted Instruction will also increase the need for terminals and modem hook-ups with "time on line" for each call, for each child, all day, for each class. The incredible cost will kick-back to the communications industry and utility companies paid by taxpayers. This will include millions of hours of "computer conversation" and leasing of software, which is not free. CAI will automatically reference the child's psychological profile already on file, and feed needed instruction to meet state goals¹⁹ Big Brother has arrived with the **ExPRESS²⁰**, the interstate electronic transfer of the permanent record for students and staff, and the revised **NCES Student/Pupil Handbook²¹** coding of the individual portfolio. A Certificate of Initial Mastery will be needed to graduate, go to college, or get a job through a system-hook-up by the US Department of Labor, SCANS, **WORKLINK²²**. Total Quality Management for this country's **HUMAN CAPITAL, OUR CHILDREN**, for business and industry.

Can we believe Robert Fier when he says, "...achieving outcomes in this section shall not require students to hold or express particular attitudes, values, and beliefs," when exactly one sentence before states, "achieving outcomes in this section **WILL REQUIRE** students to **DEMONSTRATE** the acquisition and application of knowledge and **APPROPRIATE ACTIONS**" in 5. 202 (e)? **CURRICULUM** is defined in 5. 3 as "a series of planned courses that are coordinated and articulated with one another and implemented in a manner designed to result in the achievement by **ALL STUDENTS** of specific knowledge, skills, attitudes, and behaviors." **CONTRADICTIONS IN THE REGULATIONS THEMSELVES ARE RAMPANT**.

The decision the Mt. Lebanon school board and Glenn Smartschen will face will be one of risk-taking and one of Kohlbergs' Moral dilemmas. You will face strong local opposition to implement the states' agenda. The risks that you confront are formulated in the following questions?

* Was Strategic Planning done through local decisions of factual information or through consensus

building to reach Quality Goals by obvious leaps in legal procedures?

* Was the district forced to use those goals by state mandate?

* A character education program was developed in your district to meet "ethical judgment"23 goals which integrated the CORE VALUES within the curriculum. An outside paid consultant was used who embraces the theories of Kohlberg. How was "HONESTY" measured or monitored in the program? What was the standard? How was it scored? How much "CHARACTER" was too much or too little? Who decided what the standard would be? How will the children be remediated to pass through the grade levels to graduate from this new system? Were individuals evaluated or groups?

* Are ALL children forced to respond to behavior changing techniques?

* Who determines WHICH students will need psychological treatment? What are the credentials of individuals administering treatment?

* Are the individuals licensed by the state to deliver these services?

* Which system of consent and documentation is currently used?

* How much risk must you underwrite your district?

* What ability do you have to insure control that those delivering services will not deviate from acceptable guidelines also defining those guidelines?

* Who will be responsible if damage is incurred... the state that mandated the system...the superintendent and school board who implemented the program... or the individual teacher who has stepped outside of their assigned capacity as teacher...not therapist?

Other curricular programs from previous Long Range Planning already in place because of EQA may also violate federal law. An example may be Home Ec that has 23 lessons on values and 20 in sewing? What about the decision making model in Here's Looking at You, 2000? How do you measure interpersonal skills? How do you measure how a child makes decisions without psychoanalyzing the child? Who has access to the individual portfolio and all of the personal, psychological data?

The residents of your district could file suit for numerous violations that exceed in grand proportions from my original complaint. They will want to know your position. They have a right to know the risks involved and what protection is warranted for their children? They intend to protect their individual rights and their children.

You will be ethically and morally challenged to make that decision? Will they take you to court? Or, will they file against Robert Fier, the State Board, and the Pennsylvania Department of Education? Or both the local level and the state level?

How you respond to their questions and their concerns will determine what action they will take.

What will be your decision?

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3. Policy Basic Education Circular 8-90, Ernest Helling, Esq. PDE Issued April, 1990.

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6. 11th Grade EQA test.

7. *Community Involvement for Responsible Citizenship, Allegheny*. Intermediate Unit, 1978-1979 proposal. Dr. Daniel Nicholes, Resources for Improvement, Citizenship, EQA; 1981.

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21. *Classification of Student/Pupil Records*. 1992. NCES, CESSO. 202-408-5505.
22. *Secretary's Commission on Achieving Necessary Skills*, April, 1992, US Dept. of Labor, 800-788-SKILL.
23. Chapter 5, section 5.4; General Policies; section 5.201 (c) (5), Ethical Judgment; Chapter 5.202, (8) Career and Work IV.

* * * * *

William Spady Defines Outcome-Based Education

Approximately 20 years ago, Spady coined the term "Outcome-Based," and has written that "the real meaning of the term Outcome-Based is far different from the way most people think of it; the authentic meaning of the term has tremendous implications for the complete transformation of our educational system... (involving) orientations—the attitudinal, affective, motivational, and relational elements that also make up a performance.... Its presence in our current schools has evolved out of the theoretical and applied research of John Carroll (1963) and Benjamin Bloom (1968).... What we know as Mastery Learning, Competency-Based Education, and Outcome-Based Education all set criterion-based performance standards identically for all students, and allow the time needed to reach that standard to vary.... Subject content takes on the role of being a vehicle to assist in the cultivation and integration of higher-order competencies--things such as critical thinking.... Averaging systems and comparative grading will disappear as the concept of culminating achievement takes hold.... Textbooks will be replaced by intended outcomes of significance as the driving force in curriculum design and delivery, curriculum tracking will disappear, there will be far less reliance on norm-referenced standardized texts...." Spady will claim that James Block first introduced him to the basic principles of Mastery Learning in 1969. In Spady's "Mission-Driven Transformational Design," focusing the organization includes beliefs and values, and "Strategic Planning for Strategic OBE Design" includes "a process that will create a set of beliefs and values." The Schwahn/Spady "Strategic Design Prototype" includes "Required (Value-Added) Life Roles" such as "(Self-Actualizing) Person." (It should be noted that "self-actualization" is at the top of the hierarchy of needs developed by Abraham Maslow, the father of "Third Force" (Humanistic) Psychology.) Spady has also been the Director of the federally-funded Far West Laboratory Outcome-Based Education Project, and has said that the three main trends in Outcome-Based design and delivery models are Traditional OBE, Transitional OBE, and Transformational OBE.

Dennis Cuddy

Research Manual



America 2000/Goals 2000 - Moving
the Nation Educationally to
a "New World Order"

Compiled and Edited by:

James R. Patrick

PDF Archive 02

Part
III:
**RESTRUCTURING---
INTERNATIONAL AND
SOCIALISTIC IN DESIGN**

The United Nations

(originator of America 2000/Goals 2000)



World Conference on Education for All

Held: March 5-9, 1990
Jomtien, Thailand

Sponsored by: The Interagency Commission on Education for All, which consisted of:
UNICEF - United Nations Children's Fund
UNDP - United Nations Development Programme
UNESCO - United Nations Educational, Scientific and Cultural Organization

WORLD BANK

Resulting in:

The World Declaration on Education for All
and
Framework for Action to Meet Basic Learning Needs

The International Origin of America 2000/Goals 2000

Part III sheds a different light upon the *AMERICA 2000 / GOALS 2000* educational program.

Many people will find, to their amazement, that the New American schools with world class standards very closely resembles the educational program as proposed by the United Nations. In fact, upon careful examination, it becomes all too obvious that the New American schools are nearly identical to the plan as set forth by the U. N. Inter-Agency Commission which is made up of the -

- World Bank
- (UNICEF) United Nations Children Fund
- (UNDP) United Nations Development Programme
- (UNESCO) United Nations Educational Scientific and Cultural Organization

Why would the U. S. Department of Education pattern *our* American schools after the United Nations' guidelines? If I remember correctly, Lamar Alexander spoke at the Governor's Conference in Wichita, Kansas, on November 2, 1989. There, he stated that the re-structure of the school system would involve change. But that change would allow individual schools to design their own programs. This implies a multitude of ideas and perhaps many different types of schools, but with the understanding that the "best" would produce a quality product, and, in time, that model would become the pattern for others that would follow.

He stated the following:

"...this team of highly trained principals and teachers would have to have career ladders; they would need to be master teachers, and they would need to be paid \$50-\$60-\$70,000 a year to create a brand new American school in every state capitol. The great advantage of that would be there wouldn't be all these arguments about whether to do this program or that program or which one to do first. You wouldn't do any of them. You would create one school, and you'd give the responsibility to one person who would form one team; and you'd give them one year or so, and if they succeeded then all the rest of us would want to be in that school, too, wouldn't we? And so we'd figure it out. It's better to go all the way through

to the end and start from scratch and create a brand new American school..."

Does it not strike you as strange that individual communities which gathered input from teachers, parents, businesses, and civil leaders found that these normal everyday red-blooded Americans just happened to arrange a design plan for the New American school in such a way that they resemble the plan as set forth by the United Nations? It is quite a coincidence; would you not agree? Furthermore, the same plan evolved out of community after community across the nation. They are all basically identical and match the goals as set forth in *AMERICA 2000 / GOALS 2000*, which in turn matches the U. N. plan.

Why would a nation founded upon the free enterprise system develop an educational program that resembles that of a socialistic organization? It does not make sense.

Furthermore, why would a free capitalistic nation enter into education agreements with the Soviet Union? Why would we, a free nation, subject our students to a curriculum that was written in part by our leading opponent?

With the *supposed* breakup of the Soviet Union, why are these agreements still honored by our government? Why? I simply do not understand why our leaders would even consider such an educational program? WHY?

Who can give an explanation for such a preposterous suggestion? Unless, perhaps, you are working together to develop a New World Order--a single world government.

Could this be the reason?

To provide an answer to these questions we must go back to the writings of the very people who are guiding the restructure program.

On April 18, 1991, President Bush called upon all Americans to break the mold and reinvent the American school. He stated,

The architects of the New American Schools should break the mold. Build for the next century. Reinvent—literally start from scratch and reinvent the American school. No question should be off limits, no answers automatically assumed. We're not after one single solution for every school. We're interested in finding every way to make schools better.

There's a special place in inventing the New American School for the corporate community, for business and labor. And I invite you to work with us not simply to transform our schools, but to transform every American adult into a student.

Fortunately, we have a secret weapon in America's system of colleges and universities --the finest in the entire world. The corporate community can take the lead by creating a voluntary private system of World Class Standards for the workplace. Employers should set up skill centers where workers can seek advice and learn new skills. But most importantly, every company and every labor union must bring the worker into the classroom and bring the classroom into the workplace.

We'll encourage every federal agency to do the same. And to prove no one's ever too old to learn, Lamar, with his indefatigable determination and leadership, has convinced me to become a student again myself. Starting next week, I'll begin studying. And I want to know how to operate a computer. Very candidly--I don't expect this new tutorial to teach me how to set the clock on the VCR or anything complicated. But I want to be computer literate, and I'm not. There's a lot of kids, thank God, that are. And I want to learn, and I will.

The workplace isn't the only place we must improve opportunities for education. Across this nation, we must cultivate communities where children can learn. Communities where the school is more than a refuge, more than a solitary island of calm and chaos. Where the school is the living center of a community where people care--people care for each other and their futures. Not just in the school but in the neighborhood. Not just in the classroom, but in the home.

Our challenge amounts to nothing less than a revolution in American education. A battle for our future. And now, I ask all Americans to be points of light in the crusade that counts the most: the crusade to prepare our children and ourselves for the exciting future that looms ahead.

What I've spoken about this afternoon are the broad strokes of this National Education Strategy. Accountable schools for today, a new generation of schools for tomorrow. A nation of students committed to a lifetime of learning and communities where all our children can learn.

America listened to President Bush's stirring address and understood him to mean that grassroots America must take an active part and offer new ideas to aid in the restructure of the educational system. The call to solve the problems of education implies a diversity of ideas that is so dominate in a free society. Both he and Lamar Alexander gave the American people the distinct impression that the restructure process would involve community involvement and input.

That challenge was met by the United States Coalition for Education for All with a three day conference in Alexandria, Virginia, on October 30, 31 and November 1, 1991. The elite of the educational system met to discuss, ponder, and establish a plan of action to meet the President's challenge.

For your examination, I am including a copy of the brochure announcing the meeting with the topics to be discussed and the individuals slated to speak or lead the panels during the three day meeting. A careful study of the brochure reads as a Who's Who in education.

This conference will prove to be one of the most important in the history of the nation, for out of it emerges the fleshing out of the six national goals as set forth in the America 2000/Goals 2000 educational programs.

I would urge you to carefully examine the slate of speakers, topics of discussion and the distinct international flavor that permeates the conference.

The United States Coalition for Education for All openly states that their conference is an outgrowth of the World Conference on Education for All, and it is evident by the roster of speakers and workshops that America's education program is to be restructured to meet the goals of the World Conference on Education for All. You will also note that the keynote speaker was James P. Grant, a member of the Council on Foreign Relations. To many that is not a significant fact, but as you continue in your study of this book, you will find that this is very significant, for he would not only set the tone and guide the overall agenda, but he would espouse the international viewpoint of the Council on Foreign Relations.



You are Invited to Participate in the
United States Coalition for Education for All
First Annual Conference

Learning for All: Bridging Domestic and International Education

October 30, 31, November 1, 1991
Radisson Plaza Hotel
Alexandria, Virginia

*Honorary Chair
First Lady Barbara Bush*

Conference Sponsor

The U.S. Coalition for Education for All (USCEFA) is a diverse network of international, domestic, government and non-government groups, education associations, and individual education, business, media and health leaders. USCEFA was created as an outgrowth of the World Conference on Education for All where participants from 156 countries achieved a worldwide consensus to:

- launch a renewed worldwide initiative to meet the basic learning needs of all children, youth and adults.

USCEFA is taking this worldwide consensus and bridging between the initiatives for reform in other countries and the goals set for education reform in the United States. Be a part of the first United States Conference to link these initiatives.

Designed to be a participatory, agenda-setting forum, the USCEFA conference: *Learning for All: Bridging Domestic and International Education*, will showcase examples of education programs from around the world which have relevance for the United States, and highlight domestic programs which can be adapted for use in other countries.

Conference Program

The goal of the conference is to develop specific action agendas for education and literacy issues which are common across countries.

No other conference in this country will bring together as many different constituencies to discuss education as USCEFA.

The conference program will highlight three major themes:

- Designing Education for the 21st Century
- Mobilizing Media in Support of Education
- Programming for Early Childhood Development

Setting Agendas:

Participants will help create and shape future education agendas through USCEFA's action-oriented conference format. Jointly with presenters, participants will have the opportunity to engage in in-depth discussions, exchange lessons learned in a variety of settings, and identify new educational opportunities. There will be ample time for networking, small roundtable discussions, sharing resources, and viewing new technologies.

All panels and keynote presentations will integrate domestic and international presenters and perspectives.

Outcomes: Action Agenda

The product of the conference will be an action document for shaping education reform initiatives in the United States and in other countries. This action agenda will reflect domestic and international research and practice.

Conference participants will find this document useful for their own advocacy. This document also will be shared with major domestic and international organizations working to improve education, including UNICEF, UNDP, The World Bank, UNESCO, USAID, major education associations in the United States, EFA Coalitions around the world, the White House, National Governors Association, United States Department of Education, and many others.

Who will Attend

Joining forces for a common cause will be domestic and international leaders from education, business, media, health, foundations, governments, donor agencies and anyone interested in shaping the education agenda for the 21st century. Registration is limited to the first 500. *Do not miss this opportunity to be part of the solution!*

Designing Education for the 21st Century

A challenge for the 21st Century is to balance the urgent instructional needs of today's children with the requirements of an adult workforce that is struggling to keep up with global economic and technological changes. New frameworks and broader partnerships are needed to create comprehensive educational systems that can meet the needs of all age groups, from pre-schoolers to adults. These new systems should allow for local solutions while keeping a global vision; and they must utilize the best research, leadership, and resource management practices possible.

Proposed Panels:

- New Visions for Education: Learning as a Continuum, from Pre-School to the Global Workplace
- Expanding Literacy: Preparing for Participation in an Information Society
- Education Leadership for the Future: How to Build Coalitions and Budgets in Unconventional Times
- Getting Started: Initiating and Maintaining Sustainable Education Reform
- Beyond Chalk and Talk: Creative Methods for Instruction and Assessment
- Multicultural Education: Valuing Diversity in Today's Multi-Ethnic/Multi-National Classrooms

"Education is the key to development. A nation simply cannot hope to sustain economic growth and alleviate poverty without a literate and numerate population."

*Barber Conable
President, World Bank
Thailand, 1990*

Mobilizing Media in Support of Education

While modern communications technology has been revolutionizing the world of work for the past decade, it has only begun to make inroads in the educational setting. Despite the relatively low cost and high returns of interactive media, it is not being used nearly enough in the world's classrooms. The integration of these educational methods into mainstream thinking is rare and demands serious national and international debate. In addition, the electronic media must be mobilized to help increase public support for quality education.

Proposed Panels:

- Integrating Distance Education into the Classroom: Promises and Pitfalls
- Teleconferencing as a Method of Facilitating Change: The Wave of the Future or a Passing Fad?
- New Technologies for Teacher Training: Videodiscs, Interactive Radio, Open Universities and Other Models
- Computers in the Classroom: Do They Really Make a Difference?
- Lessons from Sesame Street: Measuring the Effectiveness of Radio and Television on Early Childhood Education
- Social Marketing for Education: The Relevance of Lessons from Health and Other Fields

Programming for Early Childhood Development

The World Declaration on Education for All set early childhood development as the first objective. It states that "The preconditions for educational quality, equity and efficiency are set in the early childhood years, making attention to early childhood care and development essential to the achievement of basic education goals." A year ago, when President George Bush and the Governors selected six national goals for the United States, the first goal also was: "By the year 2000, all children in America will start school ready to learn."

The pre-school years are critical for the development of learning skills and a receptiveness toward learning. Nevertheless, early childhood care and development programs have not been prominent on public policy agendas. It is difficult and expensive to compensate in the school years for deficiencies in early childhood. Therefore, a new emphasis must be placed earlier on the role of the family and the whole child with attention to child health, nutrition, cognitive skills, and psycho-social development.

Proposed Panels:

- School Readiness: Assessing Child Welfare and Child Development
- Child Care in a Changing Economy: Productivity, Participation and the Needs of Children
- Childrearing Practices in a Changing World: New Parenting and Traditional Families

- Building Coalitions for Children: Empowering Parents and Communities
- The Missing Links: Integrating Health, Nutrition and Education
- Going to Scale: Starting and Sustaining Programs in the Real World

PRELIMINARY PROGRAM SCHEDULE

Wednesday, October 30

8:30 a.m.	Registration opens Exhibitors Move In
9:30 a.m.	Opening Plenary Conference
11:15 a.m.	Theme Overview Networking Lunch
12:15 p.m.	Simultaneous Panel Sessions
2:00 p.m.	Networking/Exhibits
4:00 p.m.	Simultaneous Panel Sessions
4:15 p.m.	Reception
6:15 p.m.	Dinner

Thursday, October 31

8:30 a.m.	Registration/ Exhibits Open
9:30 a.m.	Plenary Session
11:00 a.m.	Networking/ Exhibits
12:00 p.m.	Luncheon
2:00 p.m.	Simultaneous Panel Sessions
4:00 p.m.	Networking/Exhibits
4:30 p.m.	Creative Program Options
6:30 p.m.	Reception

Friday, November 1

8:00 a.m.	Registration/ Exhibits Open
9:00 a.m.	Creative Program Options
11:00 a.m.	Closing Plenary
2:00 p.m.	Coalition Board

CONFERENCE REGISTRATION

Registration includes: a complimentary dinner and reception, coffee breaks, conference materials and a final conference report.

Option meal programs require a ticket to be purchased in addition to the registration fee.

Fees should be submitted according to the following schedule:

Postmarked by September 5:	
Coalition members	\$220
Non-Members	\$250*
<i>*Includes a one-year membership in the Coalition.</i>	
Postmarked after September 5:	
Coalition members	\$250
Non-Members	\$280*

Registrations are refundable only prior to October 10. A \$10 processing fee will be deducted from each refund. A \$3 invoice fee will be added to each invoiced registration.

SUPPORTING AND PARTICIPATING ORGANIZATIONS

Supporting Agency

U.S. Agency for International Development

Participating Organizations

- Academy for Educational Development
- African Medical Research Foundation
- American Association of School Administrators
- American Federation of Teachers
- Apple Computers
- Copen Family Foundation
- Council for Education Development and Research
- Creative Associates International
- Education Development Center
- Institute for International Research
- InterAction
- International Reading Association
- John Snow, Inc.
- National School Boards Association
- PLAN International
- Save the Children
- U.S. Agency for International Development
- U.S. Department of Education
- World Education
- World Vision

Conference Sponsors

Interested organizations are invited to become conference sponsors through a contribution of \$300. Co-sponsoring organizations will be listed prominently in all conference materials.

INVITATION TO EXHIBIT

Exhibit space is available at the following rates:

for-profit organizations	\$600/booth;
non-profit organizations	\$300/booth;

Additional information on exhibiting is available through the Conference Secretariat.

CONFERENCE SECRETARIAT

U.S. Coalition for Education for All
1616 North Fort Myer Drive, 11th floor
Arlington, VA 22209
Telephone: (703) 528-7474
Fax: (703) 528-7480

CONFERENCE SITE

Radisson Plaza Hotel
5000 Seminary Road
Alexandria, VA 22311

Conference hotel rates are \$93 inclusive of tax for both single and double rooms. Hotel reservations must be made directly with the hotel by calling (703) 845-1010.



**Learning for All:
Bridging Domestic and
International Education**
Designing Education for the 21st Century
Mobilizing Media and Technology In Support of Education
Programming for Early Childhood Development
October 30 - November 1, 1991
Alexandria, Virginia

Wednesday, October 30

8:30 a.m. Registration Opens
 Exhibitors Move-in

9:30 a.m. Opening Plenary:

Education for All: The Global Challenge

Keynote: **CFR - James P. Grant**, Executive Director, United Nations Children's Fund (UNICEF)

Chair: **Janet White**, President, Education Development Center

Conference Overview:

Amalia G. Cuervo, Executive Director, U.S. Coalition for Education for All

Frank Method, Special Advisor, U.S. Agency for International Development

10:30 a.m. Break/Exhibits

11:00 a.m. Plenary:

Designing Education for the 21st Century

Chair: **Robert Morgan**, Director, Learning Systems Institute, Florida State University

Presenters:

CFR/CED - David Kearns, Deputy Secretary U.S. Department of Education

Unna Huh, Director, Center for Educational Computers, Hanyang University, Korea

12:30 p.m. Networking Lunch

2:00 p.m. Simultaneous Panel Sessions

Education Leadership for the Future: How to Build Coalitions and Budgets In Unconventional Times

Chair: **Stephen Moseley**, President, Academy for Educational Development

Panelists:

John Costello, Citizens Network for Foreign Affairs

Christopher Cross, Business Roundtable

Rosny Desroches, Haitian Foundation for Private Schooling, Haiti

Mobilizing Public Support for Quality Education

Chair: **William Smith**, Executive Vice President, Academy for Educational Development

Panelists:

Doe Mayer, University of Southern California

Thurza Thomas, WJLA-TV

Invited, but not yet confirmed.

Expanding Literacy: Preparing for Participation in an Information Society

Chair: **John Comings**, Vice President, World Education

Panelists:

Thomas Sawyer, U.S. House of Representatives, Ohio*

Daniel Wagner, National Center on Adult Literacy

Joyce White, Canadian Movement for Literacy

Improving Educational Quality through Distance Education

Chair: **Reidar Roll**, Secretary General, International Council for Distance Education, Norway

Panelists:

Cheryl Garnette, Office of Education Research and Improvement, U.S. Department of Education

Thomas Tilson, Education Development Center

Assessing the Readiness of Children for School and Life

Chair: **Robert Myers**, Coordinator, Consultative Group on Early Childhood Care and Development

Panelists:

Cigdem Kagitcibasi, Bogazici University, Turkey

Patricia Olmsted, High/Scope Educational Research Foundation

Childrearing Practices in a Changing World

Chair: **Victoria Colbert**, Education Senior Advisor, UNICEF, Colombia

Panelists:

Janet Brown, Regional Center for Child Development, Jamaica

Charles Super, Pennsylvania State University

4:00 p.m. Networking/Exhibits/Break

4:15 p.m. Simultaneous Panel Sessions

Getting Started: Initiating and Maintaining Sustainable Education Reform

Chair: **Sharon Franz**, Senior Vice President, Academy for Educational Development

Panelists:

Kenneth Lay, IBM

Leon Lessinger, formerly Associate Commissioner for Elementary and Secondary Education

Dr. Moegiadi, Ministry of Education, Indonesia

New Technologies for Teacher Training

Chair: **David Dorn**, Director, International Programs, American Federation of Teachers

Panelists:

Carleton Corrales, formerly Executive Director, AVANCE Foundation, Honduras

John Prohaska, Office of Media Services, Fairfax County School System

The Missing Link: Integrating Health, Nutrition and Education

Chair: **Michael Usdan**, President, Institute for Educational Leadership, Co-Director, National Health/Education Consortium

Panelists:

Elizabeth Hillman, McMasters University, Canada

Nittaya Kotchabhakdi, Faculty of Medicine, Mahidol University, Thailand

Building Coalitions for Children: Empowering Parents and Communities

Chair: **Frederick Wood**, Director, Education and Early Childhood Development, Save the Children

Panelists:

Marta Arango, CINDE, Colombia

Emily Vargas Adams, Center for the Development of Non-formal Education

Computers as Educational Tools: Do They Really Make a Difference?

Chair: **Katherine Williams**, Associate, Institute for International Research

Panelists:

Alan Hill, Apple Computer

Miles Gordon, Education Development Center

Jacqueline Hess, Smithsonian Institution

6:15 p.m. Reception

7:00 p.m. Dinner Program:

Education for a New World Order

Chair: **Richard Bissell**, Assistant Administrator, Bureau for Science and Technology, U.S. Agency for International Development

Keynote:

Elena Lenskaya, Deputy Minister, Ministry of Education of Russia

Be a part of the first U.S. conference to link worldwide efforts in education reform.

Thursday, October 31

8:30 a.m. Registration/Exhibits Opens

9:00 a.m. Plenary:

Mobilizing Media in Support of Education

Chair: Clothilde Fonseca, Executive Director, Omar Oango Foundation, Costa Rica

Presenters:

Clifford Block, Director, International Programs Far West Education Lab

Linda Roberts, Senior Associate, U.S. Congress Office of Technology Assessment

10:30 a.m. Break/Exhibits

11:00 a.m. Plenary:

Programming for Early Childhood Development

Chair: Robert Myers, Coordinator, Consultative Group on Early Childhood Care and Development

Presenters:

Sharon Lynn Kagan, Senior Associate, Bush Center, Yale University

Cigdem Kagitcioglu, Professor, Bogazici University, Turkey

12:30 p.m. Lunch Program:

Lessons from School Restructuring in the U.S.

Chair: Peter K. Mitchell, Executive Director, International Reading Association

Keynote:

CED/T Albert Shanker, President, American Federation of Teachers

2:00 p.m. Simultaneous Panel Sessions

Multicultural Education: Valuing Diversity in Today's Multi-Ethnic/Multi-National Classroom

Chair: Sandra Jibrell, Annie Casey Foundation

Panelists:

Elizabeth King, The World Bank

Ishwar Upadhyaya, Ministry of Education and Culture, Nepal

Ray Vaidivieso, Academy for Educational Development

Child Care, Women's Work and Child Development

Chair: Lynell Long, Women in Development Office, U.S. Agency for International Development

Panelists:

Chloe O'Gara, U.S. Agency for International Development

Dianna Pearce, Center for Women's Work and the Family, Stanford University

Invited, but not yet confirmed.

CFR - Council on Foreign Relations

CED - Committee for Economic Development

T - Trilateral Commission

NOTE:

Keynote speakers will direct and influence the desired thought patterns.

1. Wed. 10/30/91

9:30 a.m. James P. Grant (CFR)

2. Wed. 10/30/91

7:00 p.m. Elena Lenskaya, Deputy Minister Ministry of Education of Russia

5. Wed. 10/30/91

11:00 a.m. David Kearns (CFR/CED)

Beyond Chalk and Talk: Creative Methods for Instruction and Assessment

Chair: Robert Baker, President Houghton Mifflin Publishing Company

Panelists:

Nahas Angula, Minister of Education and Culture, Republic of Namibia

John Bowsher, formerly IBM Director for Education

Robert Branson, Center for Educational Technology, Florida State University

Using Media for Basic Education Outside Schools

Chair: Lou Branford, President, Public Service Satellite Consortium

Panelists:

Dr. Nyl Nyl, Director, Programme Division, UNICEF

Nancy Stover, The Discovery Channel

Media and Early Childhood Education

Chair: Joan Lufreno, Director of Production, International Television Group, Children's Television Workshop

Panelists:

Glen Butterfield, Far West Education Lab

Twila C. Liggett, Reading Rainbow

Early Childhood Programming and Implementation Issues

Chair: Manzoor Ahmed, Special Assistant to Director of Programmes, UNICEF*

Panelists:

Barnabas Osaala, University of Namibia

Jeffrey Rosenberg, Commission on Children, Youth & Family

4:00 p.m. Networking/Exhibits/Break

4:30 p.m. Simultaneous Panel Sessions

Access, Quality and Gender

Chair: May Rihani, Creative Associates International

Panelists:

Nelly Stromquist, University of Southern California

Robert Levine, Harvard University

Sarah Levine, Harvard University

Discussant:

Suzanne Grant-Lewis, U. S. Agency for International Development

Education in an Interdependent World

Chair Willard Knap, Vice President, The American Forum for Global Education

Panelists:

John Abbott, Education 2000, United Kingdom

Peter Copen, Copen Family Fund

Beau Fly Jones, North Central Regional Lab

Elena Lenskaya, Ministry of Education, Russia

Additional Ad-Hoc Sessions and Panel Sessions being organized.

6:30 p.m. Reception

Friday, November 1

8:00 a.m. Registration/Exhibits Open

9:00 a.m. Simultaneous Panel Sessions

New Visions for Education

Chair: Amalia G. Cuervo, Executive Director, U.S. Coalition for Education for All

Presenters:

Howard Gardner, Harvard University

Renata Numela-Caine, University of California, San Bernadino

Protase Woodford, Educational Testing Service (retired)

Training Educators for Schooling in the 21st Century

Chair: Frank Schorn, Advisor, United Nations Development Programme (UNDP), Jamaica

Panelists:

Dwight Allen, Old Dominion University

David Dorn, American Federation of Teachers

Joseph Carney, U.S. Agency for International Development

International Cooperation for Education for All

Chair: Sam Rea, U.S. Agency for International Development

Panelists:

Frank Dall, UNICEF

Wadi Haddad, The World Bank

John Lawrence, UNDP

Victor Ordonez, United Nations Educational, Scientific and Cultural Organization (UNESCO)

Additional Ad-Hoc Sessions and Panel Sessions being organized.

11:00 a.m. Closing Plenary/Wrap-up

Next Steps in Education for All

Keynote:

Federico Mayor, Director General, UNESCO*

Chair: Janet Whilla, President, Education Development Center

2:00 p.m. Coalition Board Meeting

If one were to study both the individuals and organizations involved in the conference by examining the brochure as well as the conference report: **LEARNING FOR ALL: BRIDGING DOMESTIC AND INTERNATIONAL EDUCATION** he would be struck by the number of prestigious organizations represented. Going through 13 pages of participants' names and organizations, here are a few you might be familiar with: American Association of School Administrators, American Federation of Teachers, Apple Computers, Copen Family Foundation, Council for Education Development and Research, National School Boards Association, Save the Children, U. S. Agency for International Development, World Vision, Center for International Studies (Florida State Univ.), Far West Regional Lab for Educational Research and Development, National Center for Education Statistics (Data Development), Public Service Satellite Consortium, Education Testing Service (Princeton, NJ), Rotary International, Department of Human Development (Harvard), Reading Rainbow, IBM, Children's Television Workshop, Department of Behavioral Studies (Univ. of Mo.), Christian Children's Fund, U. S. Department of Labor, Discovery Channel, and the National Association of State Boards of Education.

Most of these organizations are known for their one-world tendencies, and many of the education associations listed are deeply involved in behavioral research and programming.

One is even further impressed by a copy of the letter from Barbara Bush who served as the honorary chairman of the conference. She commended the participants on their efforts and stressed the importance of their task.

Obviously, our curiosity is aroused. What is the United States Coalition for Education for All? Who are the board members, and what is the main agenda? Again, to answer these questions, we must look to the coalitions own writings to make a fair evaluation.

On the inside front cover of the conference report **LEARNING FOR ALL: BRIDGING DOMESTIC AND INTERNATIONAL EDUCATION** we find both a listing of the board of directors and a statement of their mission or purpose. Again, we are enclosing a copy for your personal examination.

THE WHITE HOUSE

October 29, 1991

Dear Friends,

It is my great pleasure to send greetings to all attending the first annual conference of the United States Coalition for Education for All. What you are doing here today is so very important to all of us. Basic literacy and quality education should be the birthright of every human being, and we must find ways to assure this right for all the citizens of the world.

I am especially glad that early childhood development is one of your conference themes. There is such a great need for school and family to cooperate in meeting children's crucial early learning needs. One of our National Education Goals is that, by the year 2000, all American children will start school ready to learn, and I hope this conference will bring us closer to achieving this goal.

How good to know that Americans will be working side by side with guests from abroad. We live in an increasingly interdependent world, and this is such a wonderful opportunity to collaborate on issues that affect us all. Education for All is an issue whose time has come, here and throughout the world.

With best wishes for a productive and successful meeting,

Warmly,

Barbara Bush

The United States Coalition for Education for All

MISSION

The United States Coalition for Education for All (USCEFA) is comprised of a diverse group of international, domestic, government, and non-government groups, associations, and individual education, business, media and health leaders. The Coalition **was created as an outgrowth of the World Conference on Education for All**, where official delegations from 156 countries achieved a worldwide consensus to launch a renewed worldwide initiative to meet the basic learning needs of all children, youth and adults.

The Coalition is taking this worldwide consensus and bridging between the initiatives for reform in other countries and the goals for education reform in the United States.

It strongly believes that the improvement of education is essential for improving the quality of life for the world's people and for sustainable economic development; and for these reasons is committed to improving the state of basic education in the United States and developing countries by creating new partnerships for educational reform.

Created to promote effective programs to ensure that every person has access to a quality basic education, the Coalition aims at increasing U.S. awareness and understanding of the need to support education domestically and internationally.

Through seminars, publications, media events, conferences, networking and the dissemination of information, **the U.S. Coalition for Education for All is working to meet the goals set by the World Conference on Education for All.**

BOARD OF DIRECTORS

OFFICERS

President
Janet Whitla, Education Development Center, Inc.

Vice-President
Stephen F. Moseley, Academy for Educational Development, Inc.

Treasurer
John Comings, World Education, Inc.

Secretary
Richard Long, International Reading Association

Clifford Block
Far West Regional Laboratory for Educational Research and Improvement

David Dorn
American Federation of Teachers

David Goldenberg
PLAN International

Alan Hill
Apple Computer, Inc.

Thomas Keehn
InterAction

Charito Kruvant
Creative Associates International, Inc.

Gary Marx
American Association of School Administrators

Robert Morgan
Florida State University

Paul Petersen
World Vision

Thomas Shannon
National School Boards Association

Jim Sheffield
African Medical Research Foundation

Dena Stoner
Council for Educational Development and Research

Daniel Wagner
National Center on Adult Literacy, University of Pennsylvania

Fred Wood
Save the Children, Inc.

Ex-Officio Members

Frank Method
U.S. Agency for International Development

Sam Rea
U. S. Agency for International Development

Corporate Counsel
John F. Robbert, Attorney

Executive Director
Amalia G. Cuervo

Two statements immediately stand out -

The Coalition was created as an outgrowth of the World Conference on Education for All, where official delegations from 156 countries achieved a worldwide consensus to launch a renewed worldwide initiative to meet the basic learning needs of all children, youth and adults.

Through seminars, publications, media events, conferences, networking and the dissemination of information, the U. S. Coalition for Education for All is working to meet the goals set by the World Conference on Education for All.

(USCEFA - Inside Cover)

This proves to be of great interest. THE UNITED STATES COALITION FOR EDUCATION FOR ALL is seeking to meet the goals set by THE WORLD CONFERENCE ON EDUCATION FOR ALL.

To obtain information on the WORLD CONFERENCE FOR ALL one may write to one of the four addresses below to obtain a copy of the pamphlet as published by the Inter-agency Commission on Education for All. The Inter-Agency Commission was made up of the following organizations:

UNICEF - United Nations Children's Fund

UNDP - United Nations Development Programme

UNESCO - United Nations Educational, Scientific and Cultural Organization

WORLD BANK

The pamphlet was published in April, 1990, and permission is granted to freely quote and reproduce.

You may write to any of the addresses below:

WCEFA Liaison
ADG/Education
UNESCO
7, Place de Fontenoy
Paris 75700, France

WCEFA Liaison
Programme Division
UNICEF
Three, United Nations Plaza
New York, NY 10017
USA

WCEFA Liaison
Bureau of Programme & Policy Evaluation
UNDP
One, United Nations Plaza
New York, NY 10017, USA

WCEFA Liaison
Population & Human Resources Department
WORLD BANK
1818 H Street N. W.
Washington, DC 20433,
USA

(WCEFA - back cover)

For your benefit, I am reproducing a copy of the front cover and we will quote the preface in its entirety.

WORLD DECLARATION ON EDUCATION FOR ALL

AND

FRAMEWORK FOR ACTION TO MEET BASIC LEARNING NEEDS

World Conference on Education for All

5-9 March 1990
Jomtien, Thailand



Preface

This volume contains the texts of the two documents adopted by the WORLD CONFERENCE ON EDUCATION FOR ALL (Jomtien, Thailand, 5-9 March 1990), convened jointly by the executive heads of the UNITED NATIONS CHILDREN'S FUND (UNICEF), UNITED NATIONS DEVELOPMENT PROGRAMME (UNDP), the UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANIZATION (UNESCO) and the WORLD BANK. The conference was co-sponsored by an additional 18 governments and organizations, and was hosted by the Royal Government of Thailand.

The *World Declaration on Education for All* and the *Framework for Action to Meet Basic Learning Needs* are products of a wide and sympathetic process of consultation conducted from October 1989 through January 1990 under the auspices of the Inter-Agency Commission established to organize the World Conference. Earlier drafts of the documents were discussed at nine regional and three international consultations that brought together a wide range of experts and representatives from various government ministries, intergovernmental and nongovernmental organizations, multilateral and bilateral development agencies, and research institutes. The elected rapporteurs of the regional consultations met as a working group to advise the Inter-Agency Commission regarding the revision of the two texts for submission to the World Conference.

Some 1,500 participants met in Jomtien. Delegates from 155 governments, including policy-makers and specialists in education and other major sectors, together with officials and specialists representing some 20 inter-governmental bodies and 150 non-governmental organizations, discussed major aspects of Education for All in 48 roundtables and a plenary commission. A drafting committee elected by the Conference examined the revised texts together with draft amendments submitted by delegates. The texts of the documents as amended by the drafting committee were adopted by acclamation at the closing plenary session of the Conference on 9 March 1990.

These documents thus represent a worldwide consensus on an expanded vision of basic education and a renewed commitment to ensure that the basic learning needs of all children, youth and adults are met effectively in all countries. I wish to urge readers who could not participate in the World Conference to join this consensus and act, through their respective spheres of responsibility, to make the goals of the *World Declaration* and the *Framework for Action* a reality.

Why are these two conferences of such importance? A careful comparison of the goals as set forth by the World Conference on Education for All, (WCEFA), the United States Coalition for Education for All (USCEFA), and America 2000 are for the most part identical which proves beyond question that the restructure of the United States educational program is in reality the implementation of an international educational program.

Little do the American people realize that their nation is being merged into a single world government. If the proponents of the restructure program complete their agenda which is now in progress, our nation's sovereignty must eventually yield to that of the New World Order and in doing so freedom as we have known it for over two hundred years will perish from off the face of the earth.

Let us now examine the goals of The World Conference on Education for All (WCEFA), the United States Coalition for Education for All (USCEFA), and America 2000 (A-2000).

A side-by-side comparison provides an uncanny similarity. The reader will be left with no doubt that the American educational program is being replaced with an international program that is socialistic in philosophy.

Strange as it may seem the average American will not realize what is really taking place, for the restructure program is being sold to the public on the slogan of parental involvement, Choice in Education, local control, site based management and higher academic standard. What Americans think they are getting and what they will receive will be exact opposites. Unfortunately, the average American spends little time in serious study of governmental issues and as a result they can no longer separate truth from error.

While Americans bask in the demise of the communist state, little do they realize that the very philosophy that has enslaved so many is to be implemented into their school system.

The masters of deceit are now pulling off the greatest deception of the ages. The One World Socialist state is now rapidly coming together and the American people are so lacking in a basic understanding of government as handed down to us by our Founding Fathers that we are swallowing it hook, line, and sinker.

It seems that the fear of Abraham Lincoln is coming to pass. America will die by suicide.

*Wadi D. Haddad
Executive Secretary
Inter-Agency Commission
World Conference on Education for All*

WORLD CONFERENCE ON EDUCATION FOR ALL**DATE:** MARCH 5-9, 1990**PLACE:** JOMTIEN, THAILAND**BACKGROUND**

World Conference on Education for All (Jomtien, Thailand, 5-9 March 1990), convened jointly by the executive heads of the United Nations Children's Fund (UNICEF), United Nations Development Programme (UNDP), the United Nations Educational, Scientific and Cultural Organization (UNESCO) and the World Bank. The Conference was co-sponsored by an additional 18 governments and organizations, and was hosted by the Royal Government of Thailand.

Under the auspices of the Inter-Agency Commission established to organize the World Conference. Earlier drafts of the documents were discussed at nine regional and three international consultations that brought together a wide range of experts and representatives from various government ministries, intergovernmental and nongovernmental organizations, multilateral and bilateral development agencies, and research institutes. The elected rapporteurs of the regional consultations met as a working group to advise the Inter-Agency Commission regarding the revision of the two texts for submission to the World Conference.

Some 1,500 participants met in Jomtien. Delegates from 155 governments, including policy-makers and specialists in education and other major sectors, together with officials and specialists representing some 20 intergovernmental bodies and 150 nongovernmental organizations, discussed major aspects of Education for All in 48 roundtables and a plenary commission. A drafting committee elected by the Conference examined the revised texts together with draft amendments submitted by delegates. The texts of the documents as amended by the drafting committee were adopted by acclamation at the closing plenary session of the Conference on 9 March 1990.

These documents thus represent a worldwide consensus on an expanded vision of basic education and a renewed commitment to ensure that the basic learning needs of all children, youth and adults are met effectively in all countries.

*(Preface of WCEFA -
World Declaration/
Framework for Action)*

UNITED STATES COALITION ON EDUCATION FOR ALL**DATE:** OCTOBER 30-NOVEMBER 1, 1991**PLACE:** ALEXANDRIA, VIRGINIA**BACKGROUND**

The United States Coalition for Education for All (USCEFA) is comprised of a diverse group of international, domestic, government, and non-government groups, associations, and individual education, business, media and health leaders. The Coalition was created as an outgrowth of the World Conference on Education for All, where official delegations from 156 countries achieved a worldwide consensus to launch a renewed worldwide initiative to meet the basic learning needs of all children, youth and adults.

The Coalition is taking this worldwide consensus and bridging between the initiatives for reform in other countries and the goals for education reform in the United States.

It strongly believes that the improvement of education is essential for improving the quality of life for the world's people and for sustainable economic development, and for these reasons is committed to improving the state of basic education in the United States and developing countries by creating new partnerships for educational reform.

Created to promote effective programs to ensure that every person has access to a quality basic education, the Coalition aims at increasing U.S. awareness and understanding of the need to support education domestically and internationally.

Through seminars, publications, media events, conferences, networking and the dissemination of information, the U.S. Coalition for Education for All is working to meet the goals set by the World Conference on Education for All.

*(USCEFA -
Inside front cover -
Mission)*

AMERICA 2000: AN EDUCATION STRATEGY**DATE:** APRIL 18, 1991**PLACE:** THE WHITE HOUSE**BACKGROUND**

September 1989 - "President Bush calls the nation's Governors together... National goals are set that each state, each school, in fact each child must strive to reach" (Educational Research Institute, ALERT, Mar. 2-6, #8).

1990 - Six National Education Goals adopted by the President and Governors (America 2000, p. 1): "...the president and the governors declared that 'the time has come, for the first time in United States history, to establish clear national performance goals, goals that will make us internationally competitive.' The six national education goals contained here are the first steps in carrying out that commitment" (America 2000: An Education Strategy - Sourcebook, p. 59).

In his announcement of America 2000, President Bush, noted for proclaiming the forthcoming New World Order, called for "new schools for a new world" (America 2000, p. 51). As we've seen, the national goals are nearly identical to those of the global agenda. The New American Schools Development Corporation and its eleven Design Teams have set the strategy for reinventing the minds of communities, local educators, and individual students and parents. All will be expected to conform to the virtually identical six goals of America 2000, the United States Coalition for Education for All, and the World Conference on Education for All. I

(International-national Ed. P. 17)

August 1991 - "On April 18, 1991, President Bush announced America 2000: An Education Strategy. It is a bold, comprehensive, and long-range plan to move every community in America toward the National Education Goals adopted by the President and the Governors last year" (Lamar Alexander, Sec. of Education, August 1991: America 2000, p. 1)

(International-national Ed. p. 17)

PREAMBLE

EVERYONE HAS A RIGHT TO EDUCATION

More than 40 years ago, the nations of the world, speaking through the Universal Declaration of Human Rights, asserted that "everyone has a right to education".

(WCEFA - World Declaration P. 1)

Yet the world is also at the threshold of a new century, with all its promise and possibilities. Today, there is genuine progress toward peaceful detente and greater cooperation among nations. Today, the essential rights and capacities of women are being realized. Today, there are many useful scientific and cultural developments. Today, the sheer quantity of information available in the world—much of it relevant to survival and basic well-being—is exponentially greater than that available only a few years ago, and the rate of its growth is accelerating. This includes information about obtaining more life-enhancing knowledge—or learning how to learn. A synergistic effect occurs when important information is coupled with another modern advance—our new capacity to communicate.

These new forces, when combined with the cumulative experience of reform, innovation, research and the remarkable educational progress of many countries, make the goal of **basic education for all**—for the first time in history—an attainable goal.

Therefore, we participants in the World Conference on Education for All, assembled in Jomtien, Thailand, from 5 to 9 March, 1990:

Recalling that education is a fundamental right for all people, women and men, of all ages, throughout our world;

(WCEFA - World Declaration P. 2)

EVERYONE HAS A RIGHT TO EDUCATION

It is my great pleasure to send greetings to all attending the first annual conference of the United States Coalition for Education for All. What you are doing here today is so very important to all of us. Basic literacy and quality education should be the birthright of every human being, and we must find ways to assure this right to all the citizens of the world.

(USCEFA P. V - Barbara Bush's letter to participants of Conference -10/29/91-)

The challenge for the Coalition in its first Conference was "**Bridging Domestic and International Education**" in the cause of learning for all. To promote the sharing of global and local experience, the Coalition chose three key themes that both advanced the Jomtien goals and responded to education reform priorities set by the U.S. and other countries around the world. These themes were "Designing Education for the 21st Century," "Mobilizing Media in Support of Education" and "Addressing the Needs of Children." In keeping with the Jomtien approach of developing goals based on consensus and undertaking initiatives stemming from concerted effort, conference program activities were designed to encourage the participation of all, combining each panel session with discussions promoting common goals and initiatives.

The Conference provided a basis for further communication and cooperation among key U.S. organizations and their international counterparts. As First Lady Barbara Bush noted in her greeting to conferees, "Education for All is an idea whose time has come—in the United States and around the world." In short, the U.S. Coalition and the Alexandria Conference were "bringing Jomtien home."

(USCEFA - Introduction: Meeting the Promise - P. 2)

EVERYONE HAS A RIGHT TO EDUCATION

Nothing better defines what we are and what we will become than the education of our children. To quote the landmark case, *Brown v. Board of Education*, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

Education has always meant opportunity. Today, education determines not just which students will succeed, but also which nations will thrive in a world united in pursuit of freedom in enterprise. Think about the changes transforming our world.

(A-2000 P. 49)

THE INTERNATIONAL ORIGIN OF AMERICA 2000/GOALS 2000

THE WORLD CONFERENCE ON EDUCATION FOR ALL
World Declaration on Education for All
Language/Agenda Comparison

THE NECESSITY OF PROVIDING A RIGHT TO EDUCATION

Despite notable efforts by countries around the globe to ensure the right to education for all, the following realities persist:

- More than 100 million children, including at least 60 million girls, have no access to primary schooling;
- More than 960 million adults, two-thirds of whom are women, are illiterate, and functional illiteracy is a significant problem in all countries, industrialized and developing;
- More than one-third of the world's adults have no access to the printed knowledge, new skills and technologies that could improve the quality of their lives and help them shape, and adapt to, social and cultural changes; and
- More than 100 million children and countless adults fail to complete basic education programmes; millions more satisfy the attendance requirements but do not acquire essential knowledge and skills;

At the same time, the world faces daunting problems, notably: mounting debt burdens, the threat of economic stagnation and decline, rapid population growth, widening economic disparities among and within nations, war, occupation, civil strife, violent crime, the preventable deaths of millions of children and widespread environmental degradation. These problems constrain efforts to meet basic learning needs, while the lack of basic education among a significant proportion of the population prevents societies from addressing such problems with strength and purpose.

These problems have led to major setbacks in basic education in the 1980s in many of the least developed countries. In some other countries, economic growth has been available to finance education expansion, but even so, many millions remain in poverty and unschool-

THE UNITED STATES COALITION ON EDUCATION FOR ALL
Excerpts from USCEFA Conference for All
Language/Agenda Comparison

THE NECESSITY OF PROVIDING A RIGHT TO EDUCATION

The conference participants were there to keep the promise made in the March 1990 World Conference on Education for All held in Jomtien, Thailand (that every person—child, youth and adult—should be able to benefit from educational opportunities designed to meet their basic learning needs.

*(USCEFA - Introduction -
Meeting the Promise P. 1)*

On that October morning, the first conference of the U. S. Coalition for Education for All came to order at a momentous time for education. Speaking to conference participants, Elena Lenskaya, counsellor to the Minister of Education, Republic of Russia, recalled how a few high school teachers and "punk"-attired students responded to the attempted coup in the Soviet Union by leading Muscovites to the barricades around the Russian "White House" to protect the elected government. At the same time, world education was facing one of the greatest challenges in its history, responding to the desperate needs of over one billion adults, youth and children without access to basic education:

- A quarter of the world's adults—two-thirds of whom are women—are illiterate.
- More than 100 million children, including at least 60 million girls, have no access to primary schooling.
- More than one-third of the world's adults have no access to either the printed knowledge, new skills or technologies that could help improve the quality of their lives.
- More than 100 million children and countless adults fail to complete basic education programs, and millions more satisfy attendance requirements but do not acquire the essential knowledge and skills.

*(USCEFA - Introduction -
Meeting the Promise P. 2)*

AMERICA 2000: AN EDUCATIONAL STRATEGY
EXCERPTS from the America 2000 Strategy
Language/Agenda Comparison

THE NECESSITY OF PROVIDING A RIGHT TO EDUCATION

From a "Nation at Risk" to a "Nation of Students": Adults—today's work force—"go back to school" for further study, to learn a new skill to help them earn their living, or to acquire additional knowledge to live a better life.

(A-2000 - P. 60)

Skills and Knowledge Gap: Too many of us lack the knowledge—especially of English, mathematics, science, history and geography—and the skills necessary to live and work successfully in the world as it is today.

(A-2000 - P. 62)

Eight years after the National Commission on Excellence in Education declared us a "Nation at Risk," we haven't turned things around in education. Almost all our education trend lines are flat. Our country is idling its engines, not knowing enough nor being able to do enough to make America all that it should be.

Meanwhile, our employers cannot hire enough qualified workers. Immense sums are spent on remedial training, much of it at the college level. Companies export skilled work—or abandon projects that require it.

Shortcomings are not limited to what today's students are learning in school. The fact is that close to 85 percent of America's work force for the year 2000 is already in the work force today. These people are the products of the same education system.

Perhaps 25 million adults are functionally illiterate. As many as 25 million more adult workers need to update their skills or knowledge.

While more than 4 million adults are taking basic education courses outside the schools, there is no systematic means of matching training to needs: no uniform form standards measure the skills needed and the skills learned.

(A-2000 - P. 9-10)

ed or illiterate. In certain industrialized countries, too, cutbacks in government expenditure over the 1980s have led to the deterioration of education.

(WCEFA - World Declaration P. 1)

PRESENT EDUCATION IS DEFICIENT

Acknowledging that, overall, the current provision of education is seriously deficient and that it must be made more relevant and qualitatively improved, and made universally available;

(WCEFA - World Declaration - P. 2)

PRESENT EDUCATION IS DEFICIENT

Education for All is catching on as a global rallying cry. Sadly, this enthusiasm has not yet translated into implementation on a global scale. There continues to be many educators doing "business as usual." In many countries reform is proceeding in piecemeal fashion without the benefit of systematic analysis or of openness to new ideas and fresh approaches. The time is right to do something on a larger scale to share both general lessons on how to energize and mobilize comprehensive reform as well as the specific technical lessons and research that have emerged from the Education for All movement. The achievement of Education for All will ultimately depend on advancing this knowledge base and expanding it in all directions. According to Wadi Haddad, special representative of the World Bank to the United Nations, Education for All is not a cure for a Third World epidemic, since the need—as well as the solution—is global....

U. S. educational achievement is seriously limited by the "not invented here" syndrome. The ultimate success of the Education for All movement in the U. S. must include efforts to apply overseas ideas to domestic challenges by building bridges between initiatives on both sides. Whether in the U. S. or elsewhere, Education for All will succeed only through "cooperation for all."

*(USCEFA. IV - Taking the Next Step
Advancing Participation for All. P. 28)*

On December 4, 1991, UNICEF, UNESCO, UNDP, and the World Bank convened the International Consultative Forum on Education for All in Paris, France, to look at prospects for making schooling available by the end of the decade to the one billion adults and children in need of it. According to *Educating the Children*, a study commissioned for the

PRESENT EDUCATION IS DEFICIENT

We tend to say that "the nation is at risk, but I'm okay." **Complacency is widespread** with regard to one's own school, one's own children, one's own community.

This leaves us stuck at far too low a level, a level we ought not tolerate. One of the lessons of the education reform movement of the 1980s was that little headway can be made if few of us see the need to change our own behavior. Yet a few of us can imagine what a really different education system would look like. Few of us are inclined to make big changes in familiar institutions and habits.

Until last year, few could even describe our education goals. As a nation, we didn't really have any.

In 1990, the President and the Governors adopted six ambitious education goals. **AMERICA 2000** is a strategy to achieve them.

(A-2000, P. 11-12)

THE WORLD CONFERENCE ON EDUCATION FOR ALL
World Declaration on Education for All
Language/Agenda Comparison

BASIC EDUCATION PRODUCES SELF-RELIANT DEVELOPMENT

Recognizing that sound basic education is fundamental to the strengthening of higher levels of education and of scientific and technological literacy and capacity and thus to self-reliant development; . . .

(WCEFA - World Declaration for All - P. 2-3)

EDUCATION CAN HELP SECURE A SAFER, HEALTHIER WORLD

Understanding that education can help ensure a safer, healthier, more prosperous and environmentally sound world, while simultaneously contributing to social, economic, and cultural progress, tolerance, and international cooperation; . . .

(WCEFA - World Declaration - P. 2)

THE UNITED STATES COALITION ON EDUCATION FOR ALL
Excerpts from USCEFA Conference for All
Language/Agenda Comparison

Forum, the targets could be reached before the present generation of school-aged children reached adulthood, but only if present efforts were quickened.

According to the study, the world educational system would have to increase its capacity by 30 percent to create the 156 million additional school places that would be needed.

(USCEFA - Postscript - Looking Ahead - P. 30)

BASIC EDUCATION PRODUCES SELF-RELIANT DEVELOPMENT

Education and learning are the fundamental underpinnings to all forms of development, not just another sector of activity.

*(David Kearns: U. S. Dept. of Ed.
 USCEFA - Introduction: Meeting the Promise . . . Margin, P. 1)*

We have one goal that is more important than all the rest; forming links with world education systems. This is something we have to do. Otherwise, our country will lag behind, and you will have an uneducated enemy with nuclear power—a terrifying thought."

*(Elena Lenskaya - Ministry of Education, Republic of Russia
 (USCEFA - Introduction: Meeting the Promise . . . Margin, P. 1)*

EDUCATION CAN SECURE A SAFER, HEALTHIER WORLD

It strongly believes that the improvement is essential for improving the quality of life for the world's people and for sustainable economic development; and for these reasons is committed to improving the state of basic education in the United States and developing countries by creating new partnerships for educational reform.

(USCEFA - Mission Statement - inside front cover)

AMERICA 2000: AN EDUCATIONAL STRATEGY
EXCERPTS from the America 2000 Strategy
Language/Agenda Comparison

BASIC EDUCATION PRODUCES SELF-RELIANT DEVELOPMENT

Nothing better defines what we are and what we will become than the education of our children. To quote the landmark case, *Brown v. Board of Education*, "It is doubtful that any child may reasonably be expected to succeed in life if he is denied the opportunity of an education."

Education has always meant opportunity. Today, education determines not just which students will succeed, but also which nations will thrive in a world united in pursuit of freedom in enterprise. Think about the changes transforming our world.

(A-2000, P. 49)

EDUCATION CAN SECURE A SAFER, HEALTHIER WORLD

America's educational performance must be second to none in the 21st century. Education is central to our quality of life. It is at the heart of our economic strength and security, our creativity in the arts and letters, our invention in the sciences, and the perpetuation of our cultural values. Education is the key to America's international competitiveness.

(A-2000, P. 35)

EDUCATION MUST HAVE A VISION FOR THE FUTURE

Recognizing the necessity to give to present and coming generations an expanded vision of, and a renewed commitment to, basic education to address the scale and complexity of the challenge;...

(WCEFA - World Declaration, P. 3)

EDUCATION MUST HAVE A VISION FOR THE FUTURE

Change for the Better. Facing perhaps its biggest challenge since its founding, the world education system has been buffeted by the very circumstances it is now called upon to address in its curriculum: resource scarcity, technological change, competitiveness, poverty, social unrest and family dysfunction. Yet there is a **zeitgeist for change in education**, a common feeling shared by citizens of nearly every country that they will no longer tolerate **inadequate education**. Nonetheless, over eight years have passed since the U.S. National Commission on Excellence in Education issued its call for education reform. Another eight years without significant action will only cement a sense of hopelessness—a scourge that could affect other nations as well.

(USCEFA - I Designing Education for the 21st Century - Change for the Better, P. 9-10)

DEVELOPING A GLOBAL/INTERNATIONAL PLAN OF ACTION

To achieve the targets set for itself, each country is encouraged to develop or update comprehensive and long-term plans of action (from local to national levels) to meet the learning needs it has defined as "basic". Within the context of existing education-sector and general development plans and strategies, a plan of action for basic education for all will necessarily be multisectoral, to guide activities in the sectors involved (e.g., education, information, communications/media, labour, agriculture, health). Models of strategic planning, by definition, vary. However, most of them involve constant adjustments among objectives, resources, actions, and constraints. At the national level, objectives are normally couched in broad terms and central government resources are also determined, while actions are taken at the local level. Thus, local plans in the same national setting will naturally differ not only in scope but in content. (National and subnational frameworks and local plans should allow for varying conditions and circumstances.)

(WCEFA - Framework for Action, P. 6)

DEVELOPING A GLOBAL/INTERNATIONAL PLAN OF ACTION

The new action plans being implemented by each country will rise or fall on the response of citizens: their willingness to support greater funding for education, their resolve to agree on a concerted strategy and their energy in contributing their own time in support of learning in their communities.

The U.S. Coalition for Education for All. A product of the new citizen action in support of education, the U.S. Coalition for Education for All is poised to continue its ambitious program of increasing U.S. awareness and understanding of basic education issues, and promoting the exchange of experiences in dynamic and effective learning. In 1992, the Coalition will:

- Expand its networking effort through outreach to a wider range of constituencies in fields such as health and joint activities with partner organizations in education;
- Publish a newsletter to disseminate information on Education for All, relating domestic and international experiences in providing basic education;

EDUCATION MUST HAVE A VISION FOR THE FUTURE

If we want America to remain a leader, a force for good in the world, we must lead the way in educational innovation. And if we want to combat crime and drug abuse, if we want to create hope and opportunity in the bleak corners of this country where there is now nothing but defeat and despair, we must dispel the darkness with the enlightenment that a sound and well-rounded education provides.

Think about every problem, every challenge we face. The solution to each starts with education. For the sake of the future, of our children and of the nation's, we must transform America's schools. The days of the status quo are over.

(A-2000, P. 50)

DEVELOPING A GLOBAL/INTERNATIONAL PLAN OF ACTION

AMERICA 2000 is a long-term strategy to help make this land all that it should be—a nine-year crusade to move us toward the six ambitious National Education Goals that the President and the Governors adopted in 1990 to close our skills-and-knowledge gap.

The strategy anticipates major change in our 110,000 public and private schools, change in every American community, change in every American home, change in our attitude about learning.

(A-2000, P. 51)

Every neighborhood, town or city that cares about its children, its schools and its future will want to become an **AMERICA 2000** Community. The act of creating such a community—by meeting the President's four-part challenge—will itself do immense good. Consider, for example, what it means to devise a community plan to ensure that all children enter school ready to learn, that all the schools are safe and drug free, or that all adults will be literate. We predict that, by the year 2000, there will be literally thousands of **AMERICA 2000** Communities. They will be the pace-setters, the beacons, the heartbeat of this education strategy—and of their children's future.

(A-2000, P. 31)

THE WORLD CONFERENCE ON EDUCATION FOR ALL
World Declaration on Education for All
Language/Agenda Comparison

THE UNITED STATES COALITION ON EDUCATION FOR ALL
Excerpts from USCEFA Conference for All
Language/Agenda Comparison

- Organize a series of "mini-conferences" to explore in detail themes and issues discussed at the 1991 Coalition conference;
- Plan for its second conference in late 1993 as a vehicle for exploring specific initiatives and proposals in Education for All with the object of promoting concerted action by Coalition members; and
- Develop an electronic clearinghouse through computer networking to provide U. S. and international educators with new opportunities for sharing information and organizing program exchanges.

(USCEFA - Postscripts - Looking Ahead, P. 31)

ARTICLE 1:1 MEETING BASIC LEARNING NEEDS

1. Every person—child, youth and adult—shall be able to benefit from educational opportunities designed to meet their basic learning needs. These needs comprise both essential learning tools (such as literacy, oral expression, numeracy, and problem solving) and the basic learning content (such as knowledge, skills, values, and attitudes) required by human beings to be able to survive, to develop their full capacities, to live and work in dignity, to participate fully in development, to improve the quality of their lives, to make informed decisions, and to continue learning. The scope of basic learning needs and how they should be met varies with individual countries and cultures, and inevitable changes with the passage of time.

(WCEFA - World Declaration, P. 3)

MEETING BASIC LEARNING NEEDS

At a time of economic and social volatility, individuals will need to demonstrate a wide range of capabilities, including contributing to others and to society; functioning effectively in organizations; attaining self-fulfillment; and calling upon higher order skills such as creativity, critical analysis, global thinking and problem solving. In order to promote these capabilities, education will have to instill the qualities of cooperation, problem-solving, and verbal skills in its learners. To foster these qualities, schools will need to reach learners as never before, developing responsibility for learning, encouraging self-esteem and motivation, stimulating curiosity and emotions, concentrating on higher order skills and instructing people how to work together.

(USCEFA I - Designing Education for the 21st Century - Learning to Live with Change, P. 4)

AMERICA 2000: AN EDUCATIONAL STRATEGY
EXCERPTS from the America 2000 Strategy
Language/Agenda Comparison

AMERICA 2000 Communities. The President is challenging every city, town and neighborhood in the nation to become an AMERICA 2000 Community.

The President has asked each to undertake four tasks:

- Adopt the six National Goals.**
- Develop a community-wide strategy to achieve them.**
- Design a report card to measure results.**
- Plan for and support a New American School.**

Designation by Governors. Designation as an AMERICA 2000 Community will be made by the Governors, with 535+ of them receiving help to create the first New American Schools by 1996.

Recognition. The President and the Administration will promote AMERICA 2000 Communities with national attention to and rewards for community planning and progress. Special emphasis will be placed on the creation of such communities in areas with high concentrations of at-risk children.

The Cabinet. The Domestic Policy Council's Economic Empowerment Task Force, working with the National Governors' Association and other state and local officials, will seek ways to maximize program flexibility and effectiveness to meet the needs of children and communities. This initiative will include streamlined eligibility requirements for federal programs, better integration of services and reduced red tape.

Individual Responsibility. Increased attention will be focused on adult behavior, responsibility for children and family, and community values essential for strong schools. This includes involving parents as teachers of their children and as school partners. *(A-2000, P. 26)*

MEETING BASIC LEARNING NEEDS

Great schools are built by people, people who care and who act. A great school is one where adults teach children sound values and good character as well as knowledge and skills. The secret ingredient is human, not electronic.

(A-2000, P. 30)

The New American Schools must be more than rooms full of children seated at computers. If we mean to prepare our children for life, classrooms also must cultivate values and good character, give real meaning to right and wrong.

(A-2000, P. 54)

Our strategy to meet these noble national goals is founded in **common sense and common values**. It's ambitious and, yet, with hard work, it's within our reach. And I can outline our strategy in one paragraph, and here it is:

For today's students, we must make existing schools better and more accountable. For tomorrow's students, the next generation, we must create a New Generation of American Schools. For all of us, for the adults who think our school days are over, we've got to become a Nation of Students—recognize learning is a life-long process. Finally, outside our schools we must cultivate communities where learning can happen. That's our strategy.

(A-2000, P. 52)

ARTICLE 1:3 MORAL VALUES

3. Another and no less fundamental aim of educational development is the **transmission and enrichment of common cultural and moral values**. It is in these values that the individual and society find their identity and worth.

(WCEFA - World Declaration, P. 3)

LIFE LONG LEARNING

Recent efforts to improve the educational experience of women and minorities have been based not only on egalitarian ideals, but also on the practical needs of a modern society. Members of minority groups must be encouraged if they are to continue to make contributions to national development in changing economies that require advanced education.

(USCEFA - I Designing Education for the 21st Century: Access and Reform, P. 56)

MORAL VALUES

Human survival and progress increasingly depend on the **inculcation in the young of values emphasizing the essential oneness of humankind**, the fragility of this planet on which we live, the need for family and community, and the dignity and rights of each individual.

(USCEFA-I: Designing Education for the 21st Century: Access and Reform, P. 56)

ARTICLE 1:4 LIFE LONG LEARNING

4. **Basic education is more than an end in itself. It is the foundation for lifelong learning and human development on which countries may build, systematically, further levels and types of education and training.**

(WCEFA - World Declaration, P. 34)

MORAL VALUES

Even with accountability embedded in every aspect of education, achieving the goals requires a renaissance of sound American values, proven values such as strength of family, parental responsibility, neighborly commitment, the community-wide caring of churches, civic organizations, business, labor and the media.

It's time to end the no-fault era of heedlessness and neglect. As we shape tomorrow's schools we should rediscover the timeless values that are necessary for achievement.

(A-2000, P. 25)

LIFE LONG LEARNING

Comprehensive, well-integrated lifelong learning opportunities must be created for a world in which three of four new jobs will require more than a high school education; workers with only high school diplomas may face the prospect of declining incomes; and most workers will change their jobs ten or eleven times over their lifetime.

In most states, the present system for delivering adult literacy services is fractured and inadequate. Because the United States has far higher rates of adult functional illiteracy than other advanced countries, a first step is to establish in each state a public-private partnership to create a functionally literate workforce.

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ARTICLE 2: SHAPING THE VISION

ARTICLE 2:1 EXPANDED VISION

1. To serve the basic learning needs of all requires more than a recommitment to basic education as it now exists. What is needed is an "expanded vision" that surpasses present resource levels, institutional structures, curricula, and conventional delivery systems while building on the best in current practices. **New possibilities exist today which result from the convergence of the increase in information and the unprecedented capacity to communicate.** We must seize them with creativity and a determination for increased effectiveness.

(WCEFA - World Declaration, P. 4)

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SHAPING THE VISION

EXPANDED VISION

Telecommunications technology has reshaped the world we live in . . . Now any person with a need to learn is a potential student and any educational resource is potentially available.

(Louis Bransford . . . Public Service Satellite Consortium - USCEFA Margin, P. 16)

There is a need to radically restructure education if we are going to achieve dramatically improved results. . . **The best of technology can help in this since its flexibility, interactivity and learner-focus embody what we now know and believe to be true of good learning in general.**

(Bruce Goldberg - American Federation of Teachers - USCEFA Margin, P. 16)

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In some other countries, government policies and programs are carefully coordinated with private sector activities to create effective apprenticeship and job training activities. By contrast, the United States has a multilayered system of vocational and technical schools, community colleges, and specific training programs funded from multiple sources and subject to little coordination. These institutions need to be restructured so they fit together more sensibly and effectively to give all adults access to flexible and comprehensive programs that meet their needs. **Every major business must work to provide appropriate training and education opportunities to prepare employees for the 21st century.**

(A-2000, P. 44-45)

SHAPING THE VISION

EXPANDED VISION

The strategy will spur far-reaching changes in weary practices, outmoded assumptions and long-assumed constraints on education. It will require us to make some lifestyle changes, too.

(A-2000, P. 5)

Some schools may make extensive use of computers, distance learning, interactive videodiscs and other modern tools. Some may radically alter the customary modes of teaching and learning and redesign the human relationships and organizational structures of the school. Whatever their approach, all New American Schools will be expected to produce extraordinary gains in student learning.

(A-2000, P. 20-21)

Improving elementary and secondary student achievement will require that the nation invest in developing the skills and knowledge of our educators and equipping our schools with up-to-date technology.

(A-2000, p. 43)

ARTICLE 2:3 - TAPPING INTO THE VAST POOL OF KNOWLEDGE

3. The realization of an enormous potential for human progress and empowerment is contingent upon whether people can be enabled to acquire the education and the start needed to tap into the ever-expanding pool of relevant knowledge and the new means for sharing this knowledge.

(WCEFA - World Declaration, P. 4)

TAPPING INTO THE VAST POOL OF KNOWLEDGE

There is a shared feeling among the educators who have made effective use of media that the level of experience in education through media has reached a critical mass that will have a catalytic effect on learning. The messianic visions of the past have given way to realistic expectations of how the media can and cannot deal with the day-to-day problems of instruction. The means of dealing with these problems is available in a wide array of media options including fiber optic cable, satellites, cellular systems for communication, facsimile (or Fax), electronic mail (or e-mail), and compact and optical disks, among others. In addition, there are many providers in the field, including school districts, state and national governments, broadcasters, and the private sector—all forming new linkages nationally and internationally. Clearly, it is imperative to use these advances in media to rethink education and provide a new approach to old problems.

(USCEFA - II - Mobilizing the Media for Education: Reach & Reaction, P. 11)

TAPPING INTO THE VAST POOL OF KNOWLEDGE

Bringing America On-Line. The Secretary, in consultation with the President's science advisor and the Director of the National Science Foundation will convene a group of experts to help determine how electronic networks might be designed to provide the New American Schools with ready access to the best information, research, instructional materials and educational expertise. The New American Schools Design Teams will be asked for their recommendations on the same question. These networks may eventually serve all American schools as well as homes, libraries, colleges and other sites where learning occurs.

(A-2000, P. 22)

ARTICLE 3 - UNIVERSALIZING ACCESS AND PROMOTING EQUITY

ARTICLE 3:1 ACCESS AND EQUITY

1. Basic education should be provided to all children, youth and adults. To this end, basic education services of quality should be expanded, and consistent measures must be taken to reduce disparities.

(WCEFA - World Declaration, P 4)

UNIVERSALIZING ACCESS AND PROMOTING EQUITY

ACCESS AND EQUITY

This report serves as a promissory note on the Jomtien pledge, holding the Conference participants—and those who read these pages—to the task of setting an active, forward pace toward achieving the Jomtien goals. It is up to all of us to find ways to continue to share experience from around the world and to continue to explore new ideas and better approaches both in the U.S. and in other countries. The triumph of the present era ultimately will be seen in the number of children and adults who gain access to education where it did not exist before. The Jomtien goals must be realized not just in the rhetoric and promises of conferences, but in their application in everyday life—from professional settings to neighborhoods across the globe.

(USCEFA - Postscripts - Looking Ahead: The U. S. Coalition for Education for All, P. 31)

UNIVERSALIZING ACCESS AND PROMOTING EQUITY

ACCESS AND EQUITY

The federal government must sustain its vital role of promoting educational equity by ensuring access to quality education programs for all students regardless of race, national origin, sex, or handicapping conditions. Federal funds should target those students most in need of assistance due to economic disadvantage or risk of academic failures.

(A-2000, P 42-43)

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ARTICLE 3:2 - OPPORTUNITIES TO ACHIEVE

2. For basic education to be equitable, all children, youth and adults must be given the opportunity to achieve and maintain an acceptable level of learning.

(WCEFA - World Declaration, P. 4)

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OPPORTUNITIES TO ACHIEVE

The conference participants were there to keep the promise made in the March 1990 World Conference on Education for All held in Jomtien, Thailand (that every person—child, youth and adult—should be able to benefit from educational opportunities designed to meet their basic learning needs. In making this promise, delegates from 155 countries had reached global consensus on six goal areas for making education for all a reality by the year 2000. (USCEFA Post-

scripts-Looking Ahead: The U.S. Coalition for Ed. for All, P. 31)

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OPPORTUNITIES TO ACHIEVE

Finally, efforts to restructure education must work toward guaranteeing that all students are engaged in rigorous programs of instruction designed to ensure that every child, regardless of background or disability, acquires the knowledge and skills necessary to succeed in a changing economy. (A-2000, P. 43)

Choice: If standards, tests and Report Cards tell parents and voters how their schools are doing, choice gives them the leverage to act. Such choices should include all schools that serve the public and are accountable to public authority, regardless of who runs them. New incentives will be provided to states and localities to adopt comprehensive choice policies, and the largest federal school aid program (Chapter 1) will be revised to ensure that federal dollars follow the child, to whatever extent state and local policies permit. (A-2000, P. 14-15)

ARTICLE 3:4-5 ELIMINATION OF DISCRIMINATION

4. An active commitment must be made to removing educational disparities. Underserved groups—the poor; street and working children; rural and remote populations; nomads and migrant workers; indigenous peoples; ethnic, racial, and linguistic minorities; refugees; those displaced by war; and people under occupation—should not suffer any discrimination in access to learning opportunities.

5. The learning needs of the disabled demand special attention. Steps need to be taken to provide equal access to education to every category of disabled persons as an integral part of the education system.

(WCEFA - World Declaration, P. 5)

ELIMINATION OF DISCRIMINATION

If education is to work toward a sort of total quality management that will guarantee favourable results on a consistent basis, it first will have to attend to a critical task: meeting the needs of the people least likely to be its beneficiaries. In the case of both women and minorities, achieving gains in education will not only respond to the new labor demands of a competitive global economy, but also alleviate burdensome poverty which has disproportionately fallen on these groups. (USCEFA - I- Designing Education for the 21st Century: Accessing Gains, P. 5)

5. Governments and their partners can analyze the current allocation and use of financial and other resources for education and training in different sectors to determine if additional support for basic education can be obtained by (i) improving efficiency, (ii) mobilizing additional sources of funding within and outside the government budget, and (iii) allocating funds within existing education and training budgets, taking into account efficiency and equity concerns. Countries where the total fiscal support for education is low need to explore the possibility of reallocating some public funds used for other purposes to basic education. (USCEFA - Framework for Action, P. 11)

ELIMINATION OF DISCRIMINATION

What our best students can achieve now, our average students must be able to achieve by the turn of the century. We must work to ensure that a significant number of students from all races, ethnic groups, and income levels are among our top performers.

If the United States is to maintain a strong and responsible democracy and a prosperous and growing economy into the next century, all of our citizens must be involved in achieving these goals. Every citizen will benefit as a result. (A-2000, P. 37)

Q. What do you say to those who argue that school choice mainly benefits the well-to-do and the white?

A. Rich parents, white and non-white, already have school choice. They can move or pay for private schooling. The biggest beneficiaries of new choice policies will be those who now have no alternatives. With choice they can find a better school for their children or use that leverage to improve the school their children now attend. (A-2000, P. 31)

ARTICLE 4:1 FOCUSING ON LEARNING ACQUISITION

Whether or not expanded educational opportunities will translate into meaningful development—for an individual or for society—depends ultimately on whether people actually learn as a result of those opportunities, i.e., whether they incorporate useful knowledge, reasoning ability, skills, and values. The focus of basic education must, therefore, be on actual learning acquisition and outcome, rather than exclusively upon enrollment, continued participation in organized programmes and completion of certification requirements. Active and participatory approaches are particularly valuable in assuring learning acquisition and allowing learners to reach their fullest potential. It is, therefore, necessary to define acceptable levels of learning acquisition for educational programmes and to improve and apply systems of assessing learning achievement.

(WCEFA - *World Declaration, P. 5*)

4. The ultimate goal affirmed by the *World Declaration on Education for All* is to meet the basic learning needs of all children, youth, and adults. The long-term effort to attain that goal can be maintained more effectively if intermediate goals are established and progress toward these goals is measured. Appropriate authorities at the national and subnational levels may establish such intermediate goals, taking into account the objectives of the *Declaration* as well as overall national development goals and priorities.

FOCUSING ON LEARNING ACQUISITION

Learning About Learning. While the evolution from quantity to quality in education has required a rethinking of the participation of minorities, girls and women in the schools, it has also made it necessary to look again at the nature of learning and how individuals acquire knowledge. The latest research findings in the neurosciences and cognitive psychology suggest that the brain has a seemingly inexhaustible capacity to learn. By detecting patterns, assimilating large amounts of information, adjusting conclusions according to experience, and synthesizing information in constantly new and creative ways, the brain is equipped to build upon experiences and data in order to gain a more complex and vital view of its environment. Such ideas offer tremendous potential for improving the learning process. Based upon these views of the workings of the brain, innovative educators have proposed these criteria for effective learning:

- First, the learner must be immersed in complex experiences, drawing upon the brain's aptitude for assimilating many kinds of information simultaneously.
- Second, the learner must experience a low-threat, high-challenge environment, encouraged to find meaning in a dynamic experience and not discouraged from it by intimidation.
- Third, the learner must engage in the active processing of ideas, consolidating the information gained in a personal way.

(USCEFA - I - *Designing Education for the 21st Century - Learning About Learning, P. 6-7*)

The United Nations Educational, Scientific and Cultural Organization (UNESCO) also helps member nations to identify what they can do for their own political and social structure, technical expertise and financial resources. Organizing its initiatives in such areas as the use of local languages for instruction and multi-grade teaching, UNESCO "holds a mirror" to a given country so it can see how it meets its own objectives and then offers outside examples and expertise to support future efforts.

(USCEFA - IV - *Taking the Next Steps - Playing an International Role, P. 27*)

FOCUSING ON LEARNING ACQUISITION

National Education Goals will be meaningless unless progress toward meeting them is measured accurately and adequately, and reported to the American people. Doing a good job at assessment and reporting requires the resolution of three issues.

First, what students need to know must be defined. In some cases, there is a solid foundation on which to build. For example, the National Council of Teachers of Mathematics and the Mathematical Sciences Education Board have done important work in defining what all students must know and be able to do in order to be mathematically competent. A major effort for science has been initiated by the American Association for the Advancement of Science. These efforts must be expanded and extended to other subject areas.

Second, when it is clear what students need to know, it must be determined whether they know it. There have been a number of important efforts to improve our ability to measure student learning at the state and national levels. This year for the first time, the National Assessment of Educational Progress (NAEP) will collect data on student performance on a state-by-state basis for thirty-eight states. Work is under way to develop a national assessment of adult literacy. These and other efforts must be supported and strengthened.

The Governors urge the National Assessment Governing Board to begin work to set national performance goals in the subject.

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5. Intermediate goals can usefully be formulated as specific targets within national and subnational plans for educational development. Such targets usually (i) specify expected attainments and outcomes in reference to terminal performance specifications within an appropriate time-frame, (ii) specify priority categories (e.g., the poor, the disabled), and (iii) are formulated in terms such that progress toward them can be observed and measured. These targets represent a "floor" (but not a "ceiling") for the continued development of education programmes and services.

(WCEFA - Framework for Action
#45, P. 2)

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Assessment should be a carefully-crafted component of any initiative and should reflect the dynamic outcomes to be sought. Networking should expand in regional and international directions, going beyond traditional patterns of authority and geared to expanding on positive experiences.

(USCEFA IV - Taking the Next Steps -
Taking Aim, P. 27)

Educators recently have advanced assessment criteria such as using knowledge in a multiple context, applying knowledge in a real-world situation, showing the ability to ask questions and give answers and using the new concepts in discourse and problem-solving. Traditional forms of testing do not account for such mastery of complex material or offer constructive feedback to students and educators. Whatever method is used, assessment strategies must be as rich and strong as the outcomes expected.

(USCEFA - I - Designing Education for the
21st Century: Learning About Learning, P. 78)

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... areas in which NAEP will be administered. This does not mean establishing standards for individual competence; rather, it requires determining how to set targets for increases in the percentage of students performing at the higher levels of the NAEP scales.

Third, measurements must be accurate, comparable, appropriate, and constructive. Placement decisions for young children should not be made on the basis of standardized tests. Achievement tests must not simply measure minimum competencies, but also higher levels of reading, writing, speaking, reasoning, and problem-solving skills. And in comparing America's achievement with that of other countries, it is essential that international comparisons are reliable. In addition, appropriate, nationally directed research, demonstration, data collection, and innovation should be maintained and recognized as a set of core responsibilities of the federal government in education. That role needs to be strengthened in cooperation with the states.

(A-2000, P. 45-46)

ARTICLE 5 - THE SCOPE OF EDUCATION

The diversity, complexity, and changing nature of basic learning needs of children, youth and adults necessitates broadening and constantly redefining the scope of basic education to include the following components:

- **Learning begins at birth.** This calls for early childhood care and initial education. These can be provided through arrangements involving families, communities, or institutional programmes, as appropriate.
- **The main delivery system for the basic education of children outside the family is primary schooling.** Primary education must be universal, ensure that the basic learning needs of all children are satisfied, and take into account the culture, needs, and opportunities of the community. Supplementary alternative programmes can help meet the basic learning needs of children with limited or no access to formal schooling, provided that they share the same standards of learning applied to schools, and are adequately supported.

THE SCOPE OF EDUCATION

As suggested by the experience of young children in vigorous play across the world, the convergence of all three forces makes for an active and capable individual who stands to do well in school and society. Focusing at a time in life that is dynamically rich in possibilities and experiences, the child development effort has adopted the widest possible perspective for enriching the lives of young children. It goes beyond averting disease and malnutrition to ensuring the well-being of children. It begins at birth to promote a stimulating and supportive environment for learning. It brings these elements together through commonplace and special experiences. It looks ahead to a young adult who will make the most of schooling, readily cope with challenges and respond to a changing world.

(USCEFA - III - Addressing the Needs of the Child:
Embracing the Whole Child, P. 18)

THE SCOPE OF EDUCATION

Breaking the Mold. The Design Teams—and the communities with which they work—can be expected to set aside all traditional assumptions about schooling and all the constraints under which conventional schools work. They will naturally need to consider the policy environment within which schools can thrive. Time, space, staffing and other resources in these new schools may be used in ways yet to be imagined.

American homes must be places of learning. Parents should play an active role in their children's early learning, particularly by reading to them on a daily basis. Parents should have access to the support and training required to fulfill this role especially in poor undereducated families.

In preparing young people to start school, both the federal and state governments have important roles to play, especially with regard to health, nutrition, and early childhood development. Congress and the Administration have increased maternal and child health coverage for all families with incomes up to 133 percent of the federal poverty line. Many states go beyond this level of coverage, and more are moving in this direction. In addition, states continue to develop more effective delivery systems or prenatal and postnatal care. However, we still need

(A-2000, P. 20)

- The basic learning needs of youth and adults are diverse and should be met through a variety of delivery systems.** Literacy programmes are indispensable because literacy is a necessary skill in itself and the foundation of other life skills. Literacy in the mother-tongue strengthens cultural identity and heritage. Other needs can be served by: skills training, apprenticeships, and formal and non-formal education programmes in health, nutrition, population, agricultural techniques, the environment, science, technology, family life, including fertility awareness, and other societal issues.
- All available instruments and channels of information, communications, and social action could be used to help convey essential knowledge and inform and educate people on social issues.** In addition to the traditional means, libraries, television, radio and other media can be mobilized to realize their potential towards meeting basic education needs of all.

These components should constitute an integrated system—complementary, mutually reinforcing, and of comparable standards, and they should contribute to creating and developing possibilities for lifelong learning.

(WCEFA - World Declaration, P. 56)

The institution at the center of all is the school, because that is the place that will prepare young people to function in all those institutions that are rapidly changing as we speak.

(Sharon Franz, Academy Educational Development, Inc. USCEFA, Margin, P. 8)

Expanding Literacy: Preparing for Participation in an Information Society

Chair

John Comings, Vice President, World Education, Inc.

(USCEFA - Theme for Conference Panel, P. 39)

Accordingly, the desktop publishing and teleconferencing projects mentioned here suggest an important next step in the process of educational reform: mobilizing media to understand and effect change. An enabling technology for community and school, as well as a means to spread reform to other communities, the media approach to education may drive development of the education for the 21st Century.

(USCEFA - I - Designing Education for the 21st Century - Change for the Better, P. 10)

Spanning the Distance. Whether to reach isolated locations or offer specialized learning not available locally, distance learning and teleconferencing offer important advantages. Twenty years of experience has made it possible for countries to offer high quality education to their citizens through these media. The cost of distance learning by radio is amazingly affordable—no more than \$US 1.00 per student each year. There are similar savings in teleconferencing for teachers, since it avoids the expenses of transportation and per diem, or paying for substitute teachers.

(USCEFA - II - Mobilizing Media for Education: Spanning the Distance, P. 12)

more prevention, testing, and screening, and early identification and treatment of learning disorders and disabilities.

The federal government should work with the states to develop and fully fund early intervention strategies for children. All eligible children should have access to Head Start, Chapter 1, or some other successful preschool program with strong parental involvement. Our first priority must be to provide at least one year of preschool for all disadvantaged children.

(A-2000, P. 41-42)

Our people must be as knowledgeable, as well-trained, as competent, and as inventive as those in any other nation. All of our people, not just a few, must be able to think for a living, adapt to changing environments, and to understand the world around them. They must understand and accept the responsibilities and obligations of citizenship. They must continually learn and develop new skills throughout their lives.

(A-2000, P. 35)

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ARTICLE 6 - ENHANCING THE ENVIRONMENT FOR LEARNING

Learning does not take place in isolation. Societies, therefore, ensure that all learners receive the nutrition, health care, and general physical and emotional support they need in order to participate actively in and benefit from their education. Knowledge and skills that will enhance the learning environment of children should be integrated into community learning programmes for adults. The education of children and their parents or other caretakers is mutually supportive and this interaction should be used to create, for all, a learning environment of vibrancy and warmth.

(WCEFA World Declaration, P. 67)

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ENHANCING THE ENVIRONMENT FOR LEARNING

Embracing the Whole Child. One of the prime examples of the shared vision of a common future is the global consensus on meeting the needs of children as fully as possible, beginning with the developmental needs of children from birth to six years of age and continuing beyond. The *Plan of Action* of the U.N. World Summit for Children targets expansion of early childhood development activities, as well as reduction of mortality and malnutrition. **The America 2000 goals call for all children to be ready for school through early childhood measures in health care, nutrition and supportive environments for early learning.** The *Declaration of the World Conference on Education for All advocates early childhood care and initial learning experiences as the first step of a basic education.* A holistic approach now characterizes child development initiatives, bringing together a panoply of experiences and ideas. While symbolized by the broad agreements reached at international conferences, this holistic view is due to an emerging understanding that childhood development is a complex and interrelated ensemble of forces in health, nutrition and learning.

(USCEFA - III - Addressing the Needs of Children: Embracing the Whole Child, P. 18)

The need to define readiness for schooling is especially critical, since it is the cornerstone of the goals of both the *America 2000* and Education for All declarations. Most educators agree that child development efforts made in early childhood will produce better prepared students in primary and secondary schools.

(USCEFA III - Addressing the Needs of Children: Measures For Child Development, P. 23)

Families should serve as the cornerstone of efforts to improve the child's quality of life in health, nutrition and child development. Communities, with their ability to bring together family members and support personnel from governmental and nongovernmental organizations, should identify ways of in-

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ENHANCING THE ENVIRONMENT FOR LEARNING

And at the community level, it will take all of us—principals, teachers, students, businesses, office-holders, the media, the medical and social service communities, civic and religious groups, law enforcement officials, caring adults and good neighbors—to effect the planning and follow-through that every AMERICA 2000 Community will need.

(A-2000, P. 28)

This is not the responsibility of educators alone, however. All Americans have an important stake in the success of our education system, and every part of our society must be involved in meeting that challenge. Parents must be more interested and involved in their children's education, and students must accept the challenge of higher expectations for achievement and greater responsibility for their future. In addition, communities, business and civic groups, and state, local, and federal government each has a vital role to play throughout this decade to ensure our success.

(A-2000, P. 36)

Goal 1: By the year 2000, all children in America will start school ready to learn.

Objectives:

- All disadvantaged and disabled children will have access to high quality and developmentally appropriate preschool programs that help prepare children for school.
- Every parent in America will be a child's first teacher and devote time each day to helping his or her preschool child learn; parents will have access to the training and support they need.
- Children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low birthweight babies will be significantly reduced through enhanced prenatal health systems.

(A-2000, P. 37)

tegrating services and providing sustained support to improve the caring capacity in all local childcare situations, from care at home to daycare. In their turn, coalitions linking community networks must promote the sharing of experience at the national and regional levels.

(USCEFA - Addressing the Needs of Children: Joining Forces, P. 24)

ARTICLE 7 - STRENGTHENING PARTNERSHIPS

National, regional, and local educational authorities have a unique obligation to provide basic education for all, but they cannot be expected to supply every human, financial or organizational requirement for this task. **New and revitalized partnerships at all levels will be necessary:** partnerships among all sub-sectors and forms of education, recognizing the special role of teachers and that of administrators and other educational personnel; **partnerships between education and other government departments,** including planning, finance, labour, communications, and other social sectors; **partnerships between government and non-governmental organizations,** the private sector, local communities, religious groups, and families. The recognition of the vital role of both families and teachers is particularly important. In this context, the terms and conditions of service of teachers and their status, which constitute a determining factor in the implementation of education for all, must be urgently improved in all countries in line with the joint ILO/UNESCO Recommendations Concerning the Status of Teachers (1966). Genuine partnerships contribute to the planning, implementing, managing and evaluating of basic education programmes. When we speak of "an expanded vision and a renewed commitment", partnerships are at the heart of it.

(WCEFA - World Declaration, P. 7)

Some 1,500 participants met in Jomtien. Delegates from 155 governments, including policy-makers and specialists in education and other major sectors, together with officials and specialists representing some 20 inter-governmental bodies and 150 nongovernmental organizations, discussed major aspects of Education for All in 48 roundtables and a plenary commission. A drafting committee elected by the Conference examin-

STRENGTHENING PARTNERSHIPS

The United States Coalition for Education for All (USCEFA) is comprised of a diverse group of international, domestic, government, and non-government groups, associations, and individual education, business, media and health leaders.

It strongly believes that the improvement of education is essential for improving the quality of life for the world's people and for sustainable economic development; and for these reasons is committed to improving the state of basic education in the United States and developing countries by creating new partnerships for educational reform.

(USCEFA - Mission - Inside Front Cover)

Whether from a business or educational perspective, there is agreement that there can be no quick fixes to the challenges confronting education—only fundamental changes in the design, development, implementation, and governing philosophy of education. Schools are not closed systems, but public institutions responsible to those community members who pay taxes or tuition. Accordingly, it is logical to expect that **the community should serve as the agent of change.** There is agreement that significant education reform must be adopted as public policy. What is more elusive is the process of finding common ground in order to build consensus through complementary goals, compromise and incentives.

(USCEFA I - Designing of Education for the 21st Century - Roots of Reform, P. 8)

The United State Coalition for Education for All (USCEFA) is about breaking down these boundaries, helping to synthesize and integrate what we know

STRENGTHENING PARTNERSHIPS

Even if we successfully complete the first, second and third parts of the AMERICA 2000 education strategy, we still would not have done the job. Even with accountability embedded in every aspect of education, achieving the goals requires a renaissance of sound American values—proven values such as strength of family, parental responsibility, neighborly commitment, the community-wide caring of churches, civil organizations, business, labor and the media.

(A-2000, P. 25)

And at the community level, it will take all of us—principals, teachers, students, businesses, office-holders, the media, the medical and social communities, civic and religious groups, law enforcement officials, caring adults and good neighbors—to effect the planning and follow-through that every AMERICA 2000 Community will need.

(A-2000, P. 28)

The President is requesting \$690 million for the strategy in the 1992 budget. That does not include programs in many other departments (e.g., Labor, Health and Human Services, Housing and Urban Development), which are essential to the success of AMERICA 2000. Nor does it include the \$150-200 million from the business community to jump start the New American Schools Design Teams.

(A-2000, P. 29)

This is not the responsibility of educators alone, however. All Americans have an important stake in the success of our education system, and every part of our society must be involved in meeting the challenge. Par-

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ed the revised texts together with draft amendments submitted by delegates. The texts of the documents as amended by the drafting committee were adopted by acclamation at the closing plenary session of the Conference on 9 March 1990.

(*WCEFA - Preface*)

1. This *Framework for Action to Meet Basic Learning Needs* derives from the *World Declaration on Education for All*, adopted by the World Conference on Education for All, which brought together representatives of governments, international and bilateral development agencies, and non-governmental organizations. Based on the best collective knowledge and the commitment of these partners, the *Framework* is intended as a reference and guide for national governments, international organizations, bilateral aid agencies, non-governmental organizations (NGOs), and all those committed to the goal of Education for All, in formulating their own plans for action for implementing the *World Declaration*. It describes three broad levels of concerted action: (i) direct action within individual countries, (ii) co-operation among groups of countries sharing certain characteristics and concerns, and (iii) multilateral and bilateral co-operation in the world community.

(*WCEFA - Framework - Introduction, P. 1*)

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from domestic and worldwide experience about teaching and learning, as well as about effective use of available resources.

When we consider the needs and vision set forth at the World Conference, we cannot help but realize that we in the U.S. are part of a global community sharing an educational frame of reference that does not differ significantly from place to place. While the severity of problems and needs, and the resources to respond to them do differ around the world, we are all nevertheless confronting a common challenge—to enable all people to learn what they need to know to maintain a sustainable planet and to advance our shared goals for productive, satisfying lives.

(*USCEFA - Greetings, P. VI*)

1. DIRECT ACTION WITHIN INDIVIDUAL COUNTRIES

It is necessary to reinforce or restore the caring capacity within family and community that has always served as the framework for the young child's development. As an important step, discussions must reach families, community members, and health and education professionals and go beyond talk to include programs, institutions, and support systems—to create ways for people of differing experience, resources and perspectives to work together for children in their community, as well as to share experiences between communities."

2. CO-OPERATION AMONG GROUPS OF NATIONS

Playing an International Role. A major stimulus for all these initiatives will be the international organizations. Marshalling increasingly over-taxed budgets, they have endeavored to advance strong working partnerships with grassroots nongovernmental organizations encouraging their collaboration and dialogue with governments and promoting networking across regional and national boundaries. Simply described, the task for international organizations is doing more, doing it faster and doing it with only a slight increase in resources.

The United Nations Development Programme (UNDP) takes this approach by assisting countries in preparing national action plans for environmental

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ents must be more interested and involved in their children's education, and students must accept the challenge of higher expectations for achievement and greater responsibility for their future. In addition, communities, business and civic groups, and state, local, and federal government each has a vital role to play throughout this decade to ensure our success.

(*A-2000, P. 36*)

education and educational opportunity for women and girls, by convening regional conferences on learning needs assessments and global networking of non-governmental organizations, and by sponsoring research on "state of the art" developments in reading and writing.

The United Nations Children's Fund (UNICEF) similarly works toward creating synergy between intergovernmental, nongovernmental and governmental entities. The agency has emphasized an approach that seeks to encourage analysis of the learning environment and development of concerted strategies. Its education efforts involve four main areas: (1) cutting-edge primary education; (2) workshops in early childhood development; (3) nonformal education and literature; and (4) media-based education.

3. MULTILATERAL AND BILATERAL COOPERATION IN THE WORLD COMMUNITY

Education for all is not a cure for a third world epidemic. The need is global and so is the vision. The word "ALL" in education for all encompasses all parts of the world: In the East and the West, in the North and South, in the developing and in the industrialized world.

(Wadi Haddad-World Bank. . . USCEFA Postscripts - Margin, P. 30)

Taking Stock. On November 1, 1991, the participants of the first conference of the U.S. Coalition for Education for All concluded three days of bridging the gap between domestic and international education. They had taken up the challenge offered in the March 1990 World Conference on Education for All at Jomtien, Thailand, committed to ensuring that the basic learning needs of all children, youths and adults would be met effectively in all countries. The participants of the Alexandria Conference had taken advantage of a new climate of cooperation and pooled their experience to promote successful approaches that would meet the Jomtien goals.

In the course of three days of over 30 panels and plenaries, participants succeeded in breaking the "sound barrier" that often prevents a profitable exchange of ideas. In the thematic discussions on *addressing the needs of early childhood development*, participants agreed that holistic, complementary strategies—achieved through the empowerment of families and the involvement of communities—could address the needs of younger children in a changing society. On *mobilizing media in support of education*, panelists concluded that cutting-edge communications technology could promote new partnerships to bring advances in learning to every corner of the world. *(USCEFA - IV - Taking the Next Steps, P. 26)*

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ARTICLE 8 -
DEVELOPING A SUPPORTING POLICY CONTEXT

1. Supportive policies in the social, cultural, and economic sectors are required in order to realize the full provision and utilization of basic education for individual and societal improvement. The provision of basic education for all depends on political commitment and political will backed by appropriate fiscal measures and reinforced by educational policy reforms and institutional strengthening. Suitable economic, trade, labour, employment and health policies will enhance learners' incentives and contributions to social development.

(WCEFA - World Declaration, P. 7)

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DEVELOPING A SUPPORTING POLICY CONTEXT

On October 30, 1991, nearly 300 leaders in education, business and media from over 28 countries assembled in Alexandria, Virginia for the first conference on the U.S. Coalition for Education for All determined to find ways to share solutions drawn from educational experience around the world as well as from the latest research and development initiatives. In over 30 sessions, more than 100 speakers and panel moderators presented models and experiences and worked together to find ways to build stronger partnerships to improve education.

The conference participants were there to keep the promise made in the March 1990 World Conference on Education for All held in Jomtien, Thailand (that every person—child, youth and adult—should be able to benefit from educational opportunities designed to meet their basic learning needs. In making this promise, delegates from 155 countries had reached global consensus on six goal areas for making education for all a reality by the year 2000:).

To address the Jomtien goals, a diverse group of policymakers, teachers, community activists, health professionals, broadcasters and private sector representatives formed the U.S. Coalition for Education for All in September 1990. They planned to increase U.S. awareness and understanding of the need to support basic education worldwide, to promote the exchange of experience and expertise in meeting education challenges and to find ways for U.S. educators to collaborate with colleagues in other countries.

(USCEFA - Introduction, P. 2-3)

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DEVELOPING A SUPPORTING POLICY CONTEXT

Every neighborhood, town or city that cares about its children, its schools and its future will want to become an AMERICA 2000 Community. The act of creating such a community—by meeting the President's four-part challenge—will itself do immense good. Consider, for example, what it means to devise a community plan to ensure that all children enter school ready to learn, that all the schools are safe and drug free, or that all adults will be literate. We predict that, by the year 2000, there will be literally thousands of AMERICA 2000 Communities. They will be the pace-setters, the beacons, the heartbeat of this education strategy—and of their children's future.

(A-2000, P. 31)

Business and labor will be asked to adopt a strategy to establish job-related (and industry specific) skill standards, built around core proficiencies, and to develop "skill certificates" to accompany these standards. The President has charged the Secretaries of Labor and Education to spearhead a public-private partnership to help develop voluntary standards for all industries. Federal funds are being sought to assist with this effort, which will be informed by the work of the Labor Department's Commission on Work-Based Learning and the Secretary's Commission on Achieving Necessary Skills.

(A-2000, P. 23-24)

ARTICLE 9 - MOBILIZING RESOURCES

1. If the basic learning needs of all are to be met through a much broader scope of action than in the past, it will be essential to mobilize existing and new financial and human resources,—public, private and voluntary. All of society has a contribution to make, recognizing that time, energy and funding directed to basic education are perhaps the most profound investment in people and in the future of a country which can be made.

(WCEFA - World Declaration, P. 8)

MOBILIZING RESOURCES

The United States Coalition for Education for All (USCEFA) is about breaking down these boundaries, helping to synthesize and integrate what we know from domestic and worldwide experience about teaching and learning, as well as about effective use of available resources.

When we consider the needs and vision set forth at the World Conference, we cannot help but realize that we in the U.S. are part of a global community sharing an educational frame of reference that does not differ significantly from place to place. While the severity of problems and needs, and the resources to respond to them, do differ around the world, we are all nevertheless confronting a common challenge—to enable all people to learn what they need to know to maintain a sustainable planet and to advance our shared goals for productive, satisfying lives.

(USCEFA - Greetings - Janet Whitla,
President USCEFA, P. VII)

MOBILIZING RESOURCES

Every neighborhood, town or city that cares about its children, its schools and its future will want to become an AMERICA 2000 Community. The act of creating such a community—by meeting the President's four-part challenge—will itself do immense good. Consider, for example, what it means to devise a community plan to ensure that all children enter school ready to learn, that all the schools are safe and drug free, or that all adults will be literate. We predict that, by the year 2000, there will be literally thousands of AMERICA 2000 Communities. They will be the pace-setters, the beacons, the heartbeat of this education strategy—and of their children's future.

(A-2000, P. 31)

AMERICA 2000 is a national strategy, not a federal program. It honors local control, relies on local initiative, affirms states and localities as the senior partners in paying for education, and recognizes the private sector as a vital partner, too. It recognizes that real education reform happens community by community, school by school, and only when people come to understand what they must do for themselves and their children and set about to do it.

The federal government's role in this strategy is limited—wisely—as its part in education always has been. But that role will be played vigorously. Washington can help by setting standards, highlighting examples, contributing some funds, providing flexibility in exchange for accountability and pushing and prodding—then pushing and prodding some more.

(A-2000, P. 56)

Most of all, it will take America's parents—in their schools, their communities, their homes—as helpers, as examples, as teachers, as leaders, as demanding shareholders of our schools—to make the AMERICA 2000 education strategy work—to make this land all that it should be.

(A-2000, P. 28)

Q: Will choice apply to private schools as well as public? Will it apply to religiously affiliated schools?

A: It will apply to all schools except where the courts find a constitutional bar. The power of choice is in the parents' leverage both to change schools and to make change in the schools. The definition of "public school" should be broadened to include any school that serves the public and is held accountable by a public authority.

THE INTERNATIONAL ORIGIN OF AMERICA 2000/GOALS 2000

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ARTICLE 10 .
STRENGTHENING INTERNATIONAL SOLIDARITY

I. Meeting basic learning needs constitutes a common and universal human responsibility. It requires international solidarity and equitable and fair economic relations in order to redress existing economic disparities. All nations have valuable knowledge and experiences to share for designing effective educational policies and programmes.

(WCEFA - World Declaration, P. 8)

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STRENGTHENING INTERNATIONAL SOLIDARITY

The time is right to do something on a larger scale to share both general lessons on how to energize and mobilize comprehensive reform as well as the specific technical lessons and research that have emerged from the Education for All movement. The achievement of Education for All will ultimately depend on advancing this knowledge base and expanding it in all directions. According to Wadi Haddad, special representative of the World Bank to the United Nations, Education for All is not a cure for a Third World epidemic, since the need—as well as the solution—is global. The educational systems of the industrial democracies of the West cannot ignore the serious problems related to student dissatisfaction and alienation. The educational systems of nations in the East likewise face enormous challenges in keeping pace with the rapid course of social transformation.

Unquestionably, the U.S. offers important experiences in applying high technology, and in meeting the special needs of inner-cities and rural areas. At the same time, the U.S. stands to gain by adapting the advances of other countries, such as language training in the East and educational radio in the South. Clearly, U.S. educational achievement is seriously limited by the "not invented here" syndrome. The ultimate success of the Education for All movement in the U.S. must include efforts to apply overseas ideas to domestic challenges by building bridges between initiatives on both sides. Whether in the U.S. or elsewhere, Education for All will succeed only through "cooperation for all."

(USCEFA - Taking the Next Steps - Advancing Participation for All (p. 28)

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STRENGTHENING INTERNATIONAL SOLIDARITY

Read American/Soviet Agreements in Scientific, Technical, Educational, Cultural and other fields.
 (pages 165-175)

THE GENERAL AGREEMENT

BETWEEN THE GOVERNMENT OF THE UNITED STATES OF AMERICA AND THE GOVERNMENT OF THE UNION OF SOVIET SOCIALIST REPUBLICS ON CONTACTS, EXCHANGES AND COOPERATION IN SCIENTIFIC, TECHNICAL, EDUCATIONAL, CULTURAL AND OTHER FIELDS

The Government of the United States of America and the Government of the Union of Soviet Socialist Republics;

Desiring to promote better understanding between the peoples of the U.S.A. and the U.S.S.R. and to help improve the general state of relations between the two countries;

Referring to the relevant principles, provision and objectives set forth in the Final Act of the Conference on Security and Cooperation in Europe;

Consistent with the relevant provisions of the Basic Principles of Relations Between the United States of America and the Union of Soviet Socialist Republics, signed at Moscow on May 29, 1972;

Believing that the further expansion of reciprocal and mutually beneficial contacts, exchanges and cooperation will facilitate the achievement of these aims;

Taking into account the positive experience achieved through previous agreements on exchanges in the cultural, educational, scientific and technical fields, and in other fields;

Have agreed as follows:

Article I

1. The Parties will encourage and develop contacts, exchanges and cooperation in the fields of the natural sciences, technology, the humanities and social sciences, education, culture, and in other fields of mutual interest on the basis of equality, mutual benefit, and reciprocity.

2. This General Agreement and implementation of the contacts, exchanges and cooperation under it shall be subject to the Constitution and applicable laws and regulations of the respective countries. Within this framework, the Parties will take all appropriate mea-

sures to ensure favorable conditions for such contacts, exchanges and cooperation, and the safety of, and normal working conditions for, those participating in American-Soviet exchanges.

Article II

1. The Parties take note of the following specialized agreements on cooperation in various fields and reaffirm their commitments to achieve their fulfillment and to encourage the renewal or extension of them, when it is considered mutually beneficial:

a. The Agreement on Cooperation in the Field of Environmental Protection between the United States of America and the Union of Soviet Socialist Republics, signed at Moscow on May 23, 1972 and extended until May 23, 1987, by means of an exchange of Diplomatic Notes;

b. The Agreement between the Government of the United States of America and the Government of the Union of Soviet Socialist Republics on Cooperation in the Field of Medical Science and Public Health, signed at Moscow on May 23, 1972, and extended until May 23, 1987, by means of an exchange of Diplomatic Notes;

c. The Agreement between the Government of the United States of America and the Government of the Union of Soviet Socialist Republics on Cooperation in the Field of Agriculture, signed at Washington on June 19, 1973, and extended until June 19, 1988, by means of an exchange of Diplomatic Notes;

d. The Agreement between the Government of the United States of America and the Government of the Union of Soviet Socialist Republics on Cooperation in Studies of the World Ocean signed at Wash-

ton on June 19, 1973, and extended until December 14, 1987, by means of an exchange of Diplomatic Notes;

e. The Agreement between the United States of America and the Union of Soviet Socialist Republics on Scientific and Technical Cooperation in the Field of Peaceful Uses of Atomic Energy, signed at Washington on June 21, 1973, and extended until June 20, 1986, by means of an exchange of Diplomatic Notes;

f. The Agreement between the United States of America and the Union of Soviet Socialist Republics on Cooperation in the Field of Housing and Other Construction, signed at Moscow on June 28, 1974, and extended until June 28, 1989, by means of an exchange of Diplomatic Notes;

g. The Agreement between the United States of America and the Union of Soviet Socialist Republics on Cooperation in Artificial Heart Research and Development, signed at Moscow on June 28, 1974, and extended until June 28, 1987, by means of an exchange of Diplomatic Notes;

h. The Long Term Agreement between the United States of America and the Union of Soviet Socialist Republics to Facilitate Economic, Industrial, and Technical Cooperation, signed at Moscow on June 29, 1974, and extended until June 28, 1994, by means of an exchange of Diplomatic Notes.

2. When it is considered mutually beneficial, the Parties will encourage within the framework of this Agreement conclusion of specialized agreements, including renewal and mutually agreed amendments, between:

a. The National Academy of Sciences of the United States of America and the Academy of Sciences of the Union of Soviet Socialist Republics;

b. The American Council of Learned Societies and the Academy of Sciences of the Union of Soviet Socialist Republics;

c. Institutions of higher education of both countries.

3. The Parties will encourage the conclusion, when it is considered mutually beneficial, of agreements on cooperation in the field of science and technology, and also additional agreements in other specified fields, including the humanities and social sciences, within the framework of this Agreement.

Article III

The Parties will encourage and facilitate, as appropriate, contacts, exchanges and cooperation between organizations of the two countries in the fields of the humanities and social sciences, natural sciences, technology, education, and in other related fields of mutual interest which are not being carried out under specialized agreements concluded between the Parties. These activities may include:

1. The exchange of experts, delegations and scholarly and technical information; the organization of lectures, seminars and symposia for such experts;

2. The participation of scholars and other specialists in professional congresses, conferences and similar

meetings being held in the two countries, and the conducting of specialized exhibits and of joint research work;

3. Other forms of contacts, exchanges and cooperation which may be mutually agreed upon.

Article IV

1. The Parties will encourage and facilitate, as appropriate, contacts, exchanges and cooperation between organizations of the two countries in various fields of education. These activities may include:

a. The exchange of students, graduate students, researchers and faculty members for study and research; the exchange of professors and teachers to lecture, offer instruction, and conduct research; the exchange of specialists and delegations in various fields of education; and, as possible, the organization of lectures, seminars and symposia for such specialists;

b. The exchange of more young researchers preparing dissertations, as well as of young teachers, taking into account the desirability of proper representation of the social sciences, the humanities, and the natural and applied sciences in these exchanges;

c. Making available to students, researchers and teachers appropriate educational, research and open archive materials which are relevant to the agreed topic of research based, as a minimum, upon the agreed preliminary plan of study and, as possible, other resources which may come to light during the course of the researcher's stay;

d. The facilitation of the exchange, by appropriate organizations, of educational and teaching materials (including textbooks, syllabi and curricula), materials on methodology, samples of teaching instruments and audiovisual aids.

2. The Parties will also encourage the study of each other's languages through the development of the exchanges and cooperation listed above and through other mutually agreed measures.

Article V

In order to promote better acquaintance with the cultural achievements of each country, the Parties will facilitate the reciprocal development of contacts, exchanges and artistic cooperation in the field of the performing arts. To this end the Parties will assist exchanges of theatrical, musical, and choreographic ensembles, orchestras, and other performing and artistic groups, as well as individual directors and performers.

Article VI

1. The Parties will encourage the film industries of both countries, as appropriate, to consider means of further expanding the purchase and distribution on a commercial basis of films produced in each country; the joint production of feature, documentary, popular-science, and educational films; and the rendering,

upon request, of production and creative assistance by each side for films produced by the other.

2. The Parties will encourage, as appropriate, the exchange and exhibition of documentary films dealing with science, technology, culture, education and other fields.

3. The Parties will render assistance to the exchange of delegations of creative workers and technical experts in various aspects of film-making.

4. The Parties also agree to consider, at the request of organizations or individuals of their own countries, other proposals for the expansion of mutually acceptable exchanges in this field, including holding film premiers and film weeks, and participating in international film festivals held in each country.

Article VII

1. The Parties will, on a mutually acceptable basis, assist contacts and encourage exchanges between organizations of both countries in the field of radio and television, including exchanges of radio programs and television films, both for educational purposes and for transmission to local audiences, and in addition, exchanges of delegations of creative workers and technical specialists in various fields of radio and television broadcasting. Appearances of representatives of each country on television of the other country can take place in accordance with the existing practices of each country.

2. The Parties further agree, upon the request of organizations and individuals of their own countries, to consider other proposals in the field of radio and television, including joint production of television films and rendering services in the production of radio and television programs. Each Party, as possible and in accordance with the relevant laws and regulations of the receiving country, will render assistance to the other in the preparation of such programs.

Article VIII

The Parties note that in the pursuit of better mutual understanding a desirable goal is the greater familiarity of each country's people with the literature and other publications of the other. To this end, the Parties will encourage:

1. The exchange of book exhibits, literary works, magazines, newspapers and other publications devoted to scholarly, technical, cultural, and general educational subjects between libraries, universities and other organizations of each country, as well as the reciprocal distribution of the magazines *Amerika* and *Soviet Life*;

2. Exchanges and visits of journalists, editors and publishers, translators of literary work, as well as their participation in appropriate professional meetings and conferences;

3. Further development of cooperation between publishing houses of the two countries, when such expansion is seen as useful by individual publishing houses

or their professional organizations.

Article IX

1. The Parties will encourage and facilitate the exchange of exhibitions on various topics of mutual interest. The Parties agree to accord each other the opportunity for two to four circulating exhibitions during the six-year period of this Agreement.

2. The Parties will encourage and facilitate appropriate participation by one Party in exhibitions which may take place in the other country.

3. The Parties will also render assistance for the exchange of exhibitions between the museums of the two countries.

Article X

The Parties will provide for mutually acceptable exchanges, cooperation and visits of architects, art historians, artists, composers, musicologists, museum specialists, playwrights, theater directors, writers, specialists in various fields of law, including public law and government, and those in other cultural and professional fields, to familiarize themselves with matters of interest to them in their respective fields and to participate in meetings, conferences and symposia.

Article XI

1. The Parties will render assistance to members of the Congress of the United States of America and Deputies of the Supreme Soviet of the Union of Soviet Socialist Republics, as well as to officials of the National Governments of both countries making visits to the U. S. S. R. and the U. S. A., respectively. Arrangements for such assistance will be agreed upon in advance through diplomatic channels.

2. The Parties will encourage exchanges of representatives of municipal, local and state governments of the U. S. A. and the U. S. S. R. to study various functions of government at these levels.

Article XII

The Parties will encourage joint undertakings and exchanges between appropriate organizations active in civic and social life, including youth and women's organizations, recognizing that the decision to implement such joint undertakings and exchanges remains a concern of the organizations themselves.

Article XIII

The Parties will encourage the development of contacts in sports through organizing competitions and exchanging delegations, teams, athletes and coaches in the field of physical culture and sports upon agreement between the appropriate sports organizations of both countries.

Article XIV

receiving country.

The Parties will encourage the expansion of tourism between the two countries with the aim of more fully satisfying the requests of tourists to become acquainted with the life, work and culture of the people of each country. In this connection, the Parties will encourage, on a mutually acceptable basis, tourist trips, on a group and individual basis, to facilitate exchanges between young people, workers, farmers and representatives of other vocations.

Article XV

The Parties will encourage the further development of contacts and cooperation between archival organizations of the two countries. Initial program proposals on these contacts and (sic)

Article XVI

The Parties note that commemorative activities may take place in their countries in connection with the celebration of anniversaries recognized by major international bodies.

Article XVII

The Parties agree that, as necessary, they will hold meetings of their representatives for the general review of the implementation of contacts, exchanges and cooperation in various fields and to consider the possibility of exchanges which are not carried out under specialized agreements between the two Parties. These reviews, which may be requested by either side, will take place usually annually but at least once during the period of each three-year Program.

Article XVIII

The Parties agree that:

1. The programs and itineraries, lengths of stay, dates of arrival, size of delegations, financial and transportation arrangements and other details of exchanges and visits, except as otherwise determined, shall be agreed upon, as a rule, not less than thirty days in advance, through diplomatic channels or between appropriate organizations requested by the Parties to carry out these exchanges;

2. Applications for visas for visitors participating in exchanges and cooperative activities shall be submitted, as a rule, at least ten working days before the estimated time of departure;

3. Unless otherwise provided for in specialized agreements between the Parties, and except where other specific arrangements have been agreed upon, participants in exchanges and cooperative activities will pay their own expenses, including international travel, internal travel and costs of maintenance in the

Article XIX

1. In implementation of various provisions of this Agreement, the Parties have established a Program of Cooperation and Exchanges for 1986-88, which is attached and is an integral part of this Agreement. The terms of that Program shall be in force from January 1, 1986, to December 31, 1988, and thereafter, unless and until amended by agreement of the Parties, will provide the basic guidelines for the Program of Cooperation and Exchanges for 1989-1991.

2. The Parties agree that their representatives will meet prior to the end of 1988 to develop the Program of Cooperation and Exchanges for the succeeding three years.

Article XX

1. This Agreement shall enter into force on signature and shall remain in force until December 31, 1991. It may be modified or extended by mutual agreement of the Parties.

2. Nothing in this Agreement shall be construed to prejudice other agreements concluded between the two Parties.

DONE at Geneva, this 21st day of November, 1985, in duplicate, in the English and Russian languages, both texts being equally authentic.

FOR THE GOVERNMENT
OF THE UNITED STATES
OF AMERICA:

FOR THE GOVERNMENT
OF THE UNION OF SOVIET SOCIALIST REPUBLICS:

George P. Shultz *March 24, 1986*

**PROGRAM OF COOPERATION AND EXCHANGES
BETWEEN THE UNITED STATES OF AMERICA
AND THE UNION OF SOVIET SOCIALIST
REPUBLICS FOR 1986-1988**

In implementation of various provisions of the General Agreement between the United States of America and the Union of Soviet Socialist Republic on Contacts, Exchanges and Cooperation in Scientific, Technical, Educational, Cultural, and Other Fields signed at Geneva on November 21, 1985, the Parties have agreed on the following Program of Cooperation and Exchanges.

Article I

Higher Education

1. The Parties will exchange annually from each side:

a. For long-term advanced research: At least 40 advanced researchers, instructors and professors for study and scholarly research in the humanities and the social, natural and applied sciences for periods of from one semester to one academic year. For the purposes of accounting, two stays of one semester each shall be equivalent to one stay of one academic year.

b. For short-term advanced research: At least ten professors, instructors and advanced researchers to conduct scholarly research in the humanities and the social, natural and applied sciences for periods of between two and five months.

c. At least 30 language teachers and two leaders from universities and other institutions of higher learning to participate in summer courses of two months to improve their competence in the language of the receiving side.

d. Parallel to the exchanges specified under paragraphs a and b above, the Parties note and encourage the exchange of scholars between the American Council of Learned Societies and the Academy of Sciences of the U. S. S. R., which involves advanced research for up to 60 person-months from each side each academic year.

e. The Parties affirm the reciprocal nature of these programs in which the sending side chooses, at its own discretion, candidates for participation in the exchanges, and the receiving side, at its discretion, agrees to the placement of these candidates.

In this connection, the Parties note that, in the carrying out of the exchanges specified under paragraphs 1a, b and d above, and following the existing practice of mutually acceptable participation in the exchanges of representatives in the humanities, social sciences, and natural and technical sciences, they will strive, as in the past, for mutually acceptable participation of scholars in the above-mentioned fields.

f. In the practical implementation of these programs, the Parties will strive to maintain the levels of exchange already achieved, where the existing levels exceed the minimum levels given above.

2. In accordance with the wishes of the sending and receiving sides, the Parties will exchange annually at least 15 professors and specialists from universities or other institutions of higher learning from each side. Both sides will attempt to include four lecturers on the languages and literatures of the sending side. The exchanges will be for periods of one to ten months, normally corresponding to the receiving side's academic calendar, to lecture and, as time permits, to teach and conduct research at universities and other institutions of higher learning.

The Parties note that this exchange has involved lecturers from a broad range of fields, corresponding to the needs of both sending and receiving sides. In this

connection, the Parties will strive to maintain this mutually beneficial exchange in the various fields of the natural and technical sciences, the humanities, and the social sciences.

3. The Parties will exchange during the period of this Program at least two delegates of specialists in higher education consisting of up to five persons from each side for periods of two to three weeks each, including two to three days of seminars with specialists of the other country. The subjects of the seminars and itineraries of the visits will be agreed upon subsequently.

4. The Parties will encourage the conclusion of arrangements for direct exchanges between universities and other institutions of higher learning of the two countries for the purpose of study, research, lecturing, and participating in seminars. These exchanges will take place outside the exchange quotas mentioned in paragraphs 1, 2, and 3 above. They will be the subject of direct separate agreements concluded between the universities or institutes concerned and the conditions for the exchanges listed above will not necessarily apply to them.

5. The sides agree that the United States will continue to take measures to encourage the study of the Russian language in the U. S. and the Soviet Union will continue its practice of teaching the English language in the U. S. S. R. In order to realize the above goals, the Parties will encourage the expansion of exchange programs for language study whereby American and Soviet undergraduates can study Russian and English respectively, obtaining academic credits for that study.

6. The Parties agree to continue to exchange information and to conduct appropriate consultations regarding the equivalency of diplomas and scholarly degrees. The Parties expect that the Convention on the Recognition of Studies, Diplomas and Degrees Concerning Higher Education in the States Belonging to the Europe Region, in the elaboration of which the U. S. A. and the U. S. S. R. have taken part, will lead to closer cooperation in this field.

Article II

Primary and Secondary Education and the Pedagogical Sciences

1. The Parties will exchange annually from each side groups of language teachers, up to a total of 15 persons, from secondary schools in the U. S. A., and from secondary schools or pedagogical institutes in the U. S. S. R., to participate in summer courses of six weeks duration, including up to two weeks of travel, to improve their competence in the teaching of the Russian and English languages and their knowledge of the U. S. S. R. and the U. S. A. Each group of language teachers may be accompanied by a leader.

2. The Parties will exchange one delegation annually of specialists in primary and secondary education of up to five persons from each side for a period of two

to three weeks each, including a seminar of normally two to three days with specialists of the other country. The subjects of the seminars, their duration and itineraries of the visits will be agreed upon subsequently.

3. The Parties will encourage the exchange of primary and secondary school textbooks and other teaching materials, and, as is deemed appropriate, the conducting of joint studies on textbooks, between appropriate organizations in the U. S. A. and the Ministry of Education of the U. S. S. R.

4. The Parties will encourage the annual exchange of six teachers for periods of three months to conduct practical instruction classes in the English and Russian languages at secondary schools, colleges, universities and pedagogical training institutions of the U. S. A. and the U. S. S. R.

Article III

Arts and Culture

1. The Parties agree to facilitate the tours of at least 10 major performing arts groups from each side during the period of this Program. If one Party sends more than 10 major performing arts groups, the other Party will be accorded the opportunity to send a like number of additional groups. The detailed arrangements for tours of these groups will be provided for in contracts to be concluded between the following entities: for tours of American groups, between the Embassy of the United States of America in Moscow or authorized representatives of the groups, and concert organizations of the U. S. S. R.; for tours of Soviet groups, between appropriate organizations or impresarios of the U. S. A. and concert organizations of the U. S. S. R. The receiving side, taking into consideration realistic possibilities, will seek to satisfy the wishes of the sending side concerning the timing and the duration of tours and the number of cities visited. The sending side shall provide timely notice in making proposals for performing arts groups to travel to the other country. The receiving side will make every effort to make a decision on each proposal by the sending side as soon as possible.

2. The Parties agree to facilitate the tours of at least 10 individual performers from each side during the period of this Program. If one Party sends more than 10 individual performers, the other Party will be accorded the opportunity to send a like number of additional individual performers. The detailed arrangements for these tours will be provided for in contracts to be concluded between the following entities: for tours of American performers, between the Embassy of the United States of America in Moscow or authorized representatives of the performers, and concert organizations of the U. S. S. R.; for tours of Soviet performers, between appropriate organizations or impresarios of the U. S. A. and concert organizations of the U. S. S. R.

3. For the tours of the groups and individuals specified under paragraphs 1 and 2 above, the Parties will take all appropriate measures, to the extent permitted by applicable laws and regulations, to ensure favor-

able conditions for these performances and tours, and the safety of, and normal working conditions for, those participating in them.

4. The Parties will render assistance for the exchange of art exhibitions or other exhibitions, of equal quality, between museums of the two countries, on the basis of reciprocity where possible, and will encourage the establishment and development of direct contacts between these museums with the aim of exchanging informative materials, albums, art monographs and other publications of mutual interest. In the case of art exhibitions, their content and the conditions for conducting them, including questions of financial responsibility of governments in the event of loss or damage, guarantees of appropriate safety precautions and timely return, and immunity from seizure on the part of possible previous owners will be the subject of negotiation between appropriate museums or interested organizations of the U. S. A. and the Ministry of Culture of the U. S. S. R., and special agreements between them will be signed in each specific case. Within this process, the possible need for added safety precautions, to include additional guards at the exhibit sites, will be addressed, as required: in the U. S. A. by the Indemnity Advisory Panel reporting to the Federal Council on the Arts and Humanities, and in the U. S. S. R. by appropriate organizations responsible for the safety of foreign exhibits.

5. The Parties will encourage exchanges of delegations and individual specialists in various fields of art and culture, including, among others, such fields as libraries, museums, music, theater, fine arts, architecture and historic preservation and restoration.

6. The Parties will encourage and facilitate exchanges of theater directors, composers, choreographers, stage designers, performers, musicians and other creative artists for productions and participation in performances, with due concern for, and encouragement of, the production of works of the sending country. The conditions for these exchanges will be agreed upon on a case-by-case basis. Both sides will strive to maintain mutually acceptable exchanges over the course of this Program.

Article IV

Publications

The Parties agree to render practical assistance for the distribution of the magazines *Amerika* in the U. S. S. R. and *Soviet Life* in the U. S. A. on the basis of reciprocity and to consult as necessary in order to find ways to increase the distribution of these magazines. Upon reaching full distribution of the 62,000 copies of each magazine as currently provided for, the Parties will examine the possibility of expanding the reciprocal distribution of the magazines to 82,000. The Parties will distribute free of charge unsold copies of the magazines among visitors to mutually arranged exhibitions.

Article V**Exhibitions**

1. The Parties agree to accord each other the opportunity for 1-2 circulating exhibitions during the three-year period of this Program. Each Party will accord the other the opportunity to show its exhibition or exhibitions in 6-9 cities in all, with up to 28 showing days in each city. The number of cities and number of showing days, up to the maximum figures noted above, will be determined by the sending side. The subjects of the exhibitions will be agreed upon through diplomatic channels. The Parties will discuss in a preliminary fashion the nature and general content of each exhibition and will acquaint each other with the exhibitions before their official opening, in particular through the exchange of catalogues, prospectuses and other information pertinent to the exhibitions. Other conditions for conducting the exhibitions (precise opening and closing dates, size and character of premises, number of personnel, financial terms, etc.) shall be subject to agreement by the Parties. Arrangements for conducting the exhibitions will be concluded no later than five months before their opening.

2. The Parties will agree through diplomatic channels on arrangements for other exhibitions and on participation in national exhibitions which may take place in either country.

Article VI**Other Exchanges**

1. The Parties will encourage cooperation between organizations of both countries in the field of radio and TV, including exchanges of radio and TV programs, the joint production of films and broadcasts, the exchange of delegations and specialists, and, in addition, at the request of organizations and individuals, will consider other types of activities provided for in Article VII of the General Agreement.

2. The Parties will encourage invitations to journalists for familiarization with the print and broadcast media in the receiving country. To this end, the Parties will facilitate the exchange of at least three journalists annually from each side.

3. The Parties will encourage exchanges and contacts in the field of book publishing and translation. Among the desired goals of such exchanges would be mutually acceptable programs which would expand the scope of one country's literature and publications available in translation in the other. Such program decisions would be taken by the appropriate organizations or publishing houses of the two countries.

4. The Parties will encourage the mutually acceptable exchange of films and film specialists, the joint production of films, the rendering of production and creative assistance for films produced by each country and the holding of film premieres, film weeks, seminars and other film events on an annual basis. The Parties will

also consider additional proposals aimed at expanding cooperation, as referred to in Article VI of the General Agreement. Conditions for implementing exchanges in this field will be determined by mutual agreement.

5. The Parties recognize the value of visits by other specialists in addition to those noted elsewhere in this Program, for lectures and participation in seminars, meetings and discussions which contribute to better understanding between the peoples of the two countries.

6. In accordance with Article XV of the General Agreement, the Parties will facilitate the development of contacts and cooperation between the archival institutions of the two countries, and will encourage the conclusion of mutually beneficial exchange agreements. In particular, the Parties will encourage the reestablishment of close contacts between the National Archives of the U. S. A. and the Main Archival Administration under the Council of Ministers of the U. S. S. R.

7. The Parties will encourage, on a mutually acceptable basis, the expansion of exchanges between young people, workers, farmers and representatives of other vocations.

8. The Parties will encourage continuing contacts between the organizations referred to in Article XII of the General Agreement. Terms of these exchanges will be determined by mutual agreement.

Article VII**General Provisions**

1. This Program and the exchanges and visits provided for herein shall be subject to the Constitution and applicable laws and regulations of each country. Within this framework, both Parties will take all appropriate measures to ensure favorable conditions for such cooperation, exchange and visits, and the safety of, and normal working conditions for, those participating in U. S. -Soviet exchanges in accordance with the provisions and objectives of this Program and the General Agreement.

2. The Parties agree to hold periodic meetings of their representatives to discuss the implementation of the Program. The implementation reviews will be held at times and places to be agreed upon through diplomatic channels.

3. Each of the Parties shall have the right to include in delegations interpreters or members of its Embassy, who would be considered as within the agreed total membership of such delegations. The number of such persons shall in each specific case be decided by mutual agreement.

4. This Program is valid from January 1, 1986 through December 31, 1988.

DONE at Geneva, this 21st day of November, 1985, in duplicate, in the English and Russian languages,

both texts being equally authentic.

FOR THE GOVERNMENT
OF THE UNITED STATES
OF AMERICA:

FOR THE GOVERNMENT
OF THE UNION OF SOVIET SOCIALIST REPUBLICS:

Gene P. Shultz *July 24, 1986*

ANNEX

Conditions for the Implementation of the Program of Cooperation and Exchanges Between the United States of America and the Union of Soviet Socialist Republics for 1986-1988

Higher Education (Article I, Program)

A. Long-Term Advanced Research (Article I, paragraph 1a), Short-Term Advanced Research (Article I, paragraph 1b), and Language Teachers and Leaders (Article I, paragraph 1c):

1. These exchanges will be conducted between the International Research and Exchanges Board (IREX) of the U. S. A. and the Ministry of Higher and Specialized Secondary Education of the U. S. S. R. (Ministry).

2. The receiving side will provide for participants in these programs:

a. Necessary fees for study and research in universities and other institutions of higher learning;

b. Appropriate research conditions necessary for conducting their scholarly research programs;

c. Suitable living quarters;

d. A monthly stipend;

e. Medical costs, including dental care for the emergency alleviation of pain for dental work (except for dentures) necessitated by injury, as well as hospital expenses as agreed between the two sides in cases of illness of, or accident resulting in injury to, a participant in the receiving country.

f. For participants of one semester or longer, language instruction during their stay if it is deemed necessary by both sides in the course of initial consultations.

3. IREX and the Ministry will cover all travel expenses of their exchangees to and from Moscow and New York respectively. IREX and the ministry will cover expenses of the other side's exchangees from New York and Moscow respectively to their principal place of study and return. The Parties note that summer courses for language teachers and leaders during the course of this program will be conducted in Washington (or New York) and Moscow, and thus the need for internal transportation will not arise.

4. The receiving side will:

a. render assistance in providing suitable accommodations for spouses and minor children accompanying or following to join participants within the receiving country. To accomplish this goal, the receiving side will, to the extent possible, provide cost-free housing. When this is not possible, housing will be provided at preferential rates (in the U. S. S. R., at rates established for Soviet citizens in rubles);

b. Bear medical costs, including hospital expenses (except for dentures), as agreed between the two sides, in cases of illness of, or accident resulting in injury to, a spouse or minor child in the receiving country. The sending side will bear all other costs, including travel, for spouses and minor children accompanying or following to join the participants. Travel of family members of participants in summer language courses (Article I, paragraph 1c) is not foreseen;

c. As necessary, promptly providing exchange participants and members of their families with appropriate documents related to their stay in the host country.

B. Long-Term Advanced Research (Article I, paragraph a):

1. IREX and the Ministry will exchange lists of candidates and essential information about each candidate and his or her program before February 10 for the following academic year. No additional candidates will be accepted after this basic exchange of documents. The information presented for each candidate will include full biographic data, previous and current study and professional experience, publications, details of the proposed research program, the names of the proposed host universities or other higher educational institutions, and in addition, institutions and archives for visits and the names of specialists with whom the candidate would like to consult. The order of these procedures will be agreed upon subsequently by an exchange of letters between IREX and the Ministry.

2. Representatives of IREX and the Ministry will meet in alternate years in New York and Moscow no later than May 15 to inform the sending side of their decisions concerning the acceptance of each nominee, the names of universities or other institutions where each nominee will be placed, and the names of advisors and the archives and other institutions named in the application, to which each nominee will have access. Costs for up to two persons for up to one week related to these meetings within each country will be borne by the receiving side. Each side may also make additional visits to the other country at its own expense to review these exchanges and to visit higher educational institutions.

3. The placements of candidates accepted by each side will be considered complete and final on July 1. The two sides retain the right to make appropriate adjustments at that time, including the use of substitutions, in order to achieve a balanced exchange.

After July 1, there will be no substitutions for any withdrawals made by the sending side, and neither side will be forced to reduce its number of participants should the other side withdraw any candidates after that date. Thereafter, with the agreement of the two sides and on a reciprocal basis, a numerical increase in the participants exchanged will be possible only from candidates whose nominations are still pending. Details of the placement procedure will be agreed upon subsequently by an exchange of letters between IREX and the Ministry.

4. As agreed between IREX and the Ministry, participants accepted for the first semester of the academic year will arrive in the receiving country in September; participants accepted for the second semester will arrive in February. If a participant cannot arrive on the agreed date, the sending side will inform the receiving side as far in advance as possible, and a new date for the arrival will be agreed upon.

5. The period of study will normally be ten months. Applications for extension of agreed periods of study will be considered by the receiving side, and responses to these requests will be given within two months of receipt of each request by IREX and the Ministry. Any excess in total extension time utilized by the participants of a given side may be used by the other side in the next program year.

6. Both sides will facilitate scholarly travel by participants to other appropriate locations in the receiving country for study trips directly related to their research projects. Such research-related trips are crucial to the successful completion of the agreed program of study and will be arranged for the scholars after consultation with their advisors and the receiving institutions. IREX and the Ministry will exchange as much of this information as possible at their May placement talks. The Parties will confirm the possibility of such essential research travel at the earliest possible date. Exchange participants will be encouraged to submit their requests as soon as possible and both sides agree to respond to these requests expeditiously. The receiving side will arrange and pay for accommodations during such trips, while costs of travel will be paid by the sending side.

7. The Parties will encourage travel of the exchange participants for the purpose of familiarization with the culture and tradition of the host country. To accomplish this end, exchange participants can, as their scholarly work permits, take familiarization trips within the host country (in the U. S. S. R., such trips will be taken through Intourist tours with payment in rubles). Host institutions will render assistance to exchange participants who wish to undertake local familiarization travel.

8. In order to carry out programs of scholarly research, the Parties will provide access to educational, scholarly, library and archival materials, to laboratory equipment, to the organization of consultations at the receiving institution, and also, where it is appropriate and possible, the same access as described above to institutions which are not a part of the system

of higher educational establishments. Both Parties will, as possible, respond favorably to requests for access to additional resources (materials, consultations, etc.) which come to light during the course of the researcher's work in the host country.

9. The receiving side will provide participants with the following monthly stipends, the first payment to be made on arrival in the receiving country:

In the U. S. A. - 500 dollars a month
In the U. S. S. R. - 390 rubles a month

The level of the stipends will be subject to revision by mutual agreement of the two sides during the course of each program.

C. Short-Term Advanced Research (Article I, paragraph 1b): Provisions of Section B above will apply except that:

1. Participants will arrive in the receiving country as agreed between IREX and the Ministry.

2. The receiving side will provide participants with the following monthly stipends, the first payment to be made on arrival in the receiving country:

In the U. S. A. - 550 dollars a month
In the U. S. S. R. - 430 rubles a month

The level of stipends will be subject to revision by mutual agreement of the two sides during the course of each program.

D. Exchange of Language Teachers (Article I, paragraph 1c):

1. IREX and the Ministry will agree on the dates for the courses, will provide a daily course plan and will exchange biographic data on the participants by May 1 of each year.

2. The receiving side will provide participants and leaders the following monthly stipends, the first payment to be made on arrival in the receiving country:

In the U. S. A. - 300 dollars a month
In the U. S. S. R. - 235 rubles a month

The level of the stipends will be subject to revision by mutual agreement on the two sides during the course of each program.

3. The receiving side, at its expense, will arrange excursions to at least one city, for a total duration of up to one week, to be included within the agreed duration (two months) of the exchange.

E. Lecturers (Article I, paragraph 2):

1. The Parties by January 15 (20 months prior to the start of the academic year in which the exchange will take place) will exchange priority requests and information on the disciplines in which they wish to receive lecturers.

2. The Parties by February 15 will exchange nominations of candidates for the following academic year

including full biographic data, information on scholarly specialization and work experience, publications and program proposals in response to the priority requests exchanged by January 15 (paragraph E1, above), as well as similar data for at-large nominations. In those exceptional cases when a change in candidates is planned, the sending side will present materials on the new candidate at least six months prior to his trip.

3. Representatives of the Parties will meet in alternate years in Washington and Moscow no later than May 15 to inform each other of their final decisions on acceptance of the nominations exchanged by February 15 (paragraph E2 above). Costs related to these meetings will be borne by the sending side. Each side may also make additional visits to the other country at its own expense to review these exchanges and to visit educational institutions. The receiving side will facilitate appointments at institutions of higher learning outside Washington, D. C., and Moscow in accordance with the desires of the sending side.

4. The normal lecturer terms will be for periods of four months (academic semester) to 10 months (academic year). However, in exceptional cases, shorter periods (no less than one month) may be considered for no more than four lecturers from each side.

5. Agreement on acceptance of a lecturer will include the exact dates and duration of the lecturer's stay in the receiving country, the name of the host institution, faculty host and details of the academic program, including information on the descriptive title of courses to be taught and the required course load.

6. In presenting its candidates, the sending side will take note of both the wishes of the receiving side regarding the subject matter of lectures and its requests for specific scholars, in accord with the procedures described above (paragraph E1). It would be desirable that, to the extent possible, lecturers exchanged would be scholars specifically requested by the receiving side or scholars equally qualified in the same disciplines.

7. The Parties will cover all travel expenses of their exchanges to and from Moscow and Washington respectively. Each side will cover travel expenses of the other side's exchanges from Washington and Moscow respectively to their principal place of study and return.

8. The receiving side will:

a. Render assistance in providing suitable accommodations for spouses and minor children accompanying or following to join the participants within the receiving country. To accomplish this goal, the receiving side will, to the extent possible, provide cost-free housing. When this is not possible, housing will be provided at preferential rates (in the Soviet Union, at rates established for Soviet citizens in rubles).

b. Bear medical costs, including hospital expenses (except for dentures) in cases of illness of, or accident resulting in injury to, a lecturer, his spouse or minor child in the receiving country, as agreed between the two sides. The sending side will bear all other costs, including travel, for spouses and minor children accompanying or following to join the participants.

c. As necessary, will promptly provide exchange participants and members of their families with appropriate documents related to their stay in the host country.

9. Both sides will facilitate trips by exchange participants to other universities of the receiving country—scholarly trips for meetings with colleagues and for presenting lectures. Such scholarly trips, which are an integral part of the program, will be organized for exchange participants after consultation with the host institution and upon receiving the agreement of the university which the lecturer is interested in visiting. The timing of each trip will be mutually agreed between the lecturer and the host institution so as to be convenient to the lecturer but not interfere with the schedule of lectures and other academic obligations. Lecturers will be encouraged to submit their requests as early as possible, and both sides agree to respond to these requests expeditiously. The receiving side will organize and pay for accommodations during such trips, while the sending side will pay for costs of travel.

10. The receiving side will provide for lecturers:

a. a monthly stipend, the first allotment to be paid upon arrival in the receiving country:

In the U. S. A. - 600 dollars a month

In the U. S. S. R. - 470 rubles a month

The level of the stipends will be subject to revision by mutual agreement of the two sides during the course of each program;

b. An allowance of 200 dollars in the U. S. A. and 100 rubles in the U. S. S. R. for the purchase of books, scholarly materials and payment for duplicating services.

11. The Parties will encourage travel of the exchange participants for the purpose of familiarization with the culture and traditions of the host country. To accomplish this end, exchange participants can, as their scholarly work permits, take familiarization trips within the host country (in the U. S. S. R., such trips will be taken through Intourist tours with payment in rubles). Host institutions will render assistance to participants who wish to undertake local familiarization travel.

F. Seminars (Article I, paragraph 3):

1. The Parties will agree in advance through diplomatic channels on the subjects, procedures, locations, dates and numbers of participants in seminars in higher education.

2. The receiving side will organize the seminars and prepare the programs for visiting delegations, taking into consideration the requests of the sending side.

3. The receiving side will cover the costs of seminars in its own country, including the costs of maintenance and internal travel for the visiting participants. Maintenance will be paid in accordance with rates currently in effect in each country.

G. Exchanges between Universities (Article I, paragraph 4):

Conditions for direct exchanges between universities and other institutions of higher learning will be determined by the participating institutions.

**Primary and Secondary Education
and the Pedagogical Sciences (Article II)**

A. Language Teachers (Article II, paragraph 1):

1. The Parties will agree on the dates and location of courses for the current year by January 15, will exchange dates of nomination by March 15, and will inform each other of their acceptance of the nomination by May 15.

2. Each group of participants may be accompanied by a group leader.

3. The receiving side will cover tuition fees, living expenses, and internal travel expenses of the participants and the leader for up to 2 weeks. Monthly stipends for the period of study, to be paid on arrival in the host country, will be:

In the U. S. A. - 300 dollars a month

In the U. S. S. R. - 235 rubles a month

The level of the stipends will be subject to revision by mutual agreement of the two sides during the course of each program.

B. Seminars (Article II, paragraph 2):

1. The Parties will agree in advance through diplomatic channels on the subjects, procedures, places, durations, and numbers of seminar participants in the field of education.

2. The receiving side will organize the seminars and prepare programs for arriving delegations, taking into account the requests of the sending side.

3. The receiving side will bear the seminar expenses in the host country, including internal travel and living expenses of the arriving participants. Living expenses will be paid in accordance with the rates which exist in each country during the given time period.

C. Teachers (Article II, paragraph 4):

The receiving side will pay the expenses of exchange participants, including accommodations and internal travel, as provided for by the work program. For the period of stay of this category of exchange participants, monthly stipends will be:

In the U. S. A - 400 dollars

In the U. S. S. R. - 310 ruples

The level of the stipends will be subject to revision by mutual agreement of the two sides during the course of the program.

Arts and Culture (Article III)

Exchanges of Delegations and Specialists (Article III, paragraphs 5 and 6):

The receiving side will provide for the costs of maintenance, accommodations and internal travel for delegations and specialists exchanged between the Parties under this Program. Conditions for these exchanges will be agreed upon in each specific case. Maintenance will be paid in accordance with current rates in each country.

Other Exchanges (Article VI)

Specialists in Radio or Television (Article VI, paragraph 1), Journalists (Article VI, paragraph 2, and Film Specialists (Article VI, paragraph 4):

The receiving side will provide for the costs of maintenance, accommodations and internal travel for delegations and specialists exchanged between the Parties under this Program. Conditions for these exchanges will be agreed upon in each specific case. Maintenance will be paid in accordance with current rates in each country.

PRESIDENT BUSH ADVOCATES U. N. SUPREMACY

President Bush addresses the U.N. General Assembly and says: "We must forge a genuine global community... an international economic order... Meeting these challenges will require us to strengthen our collective engagement... We, too, must change our institutions and our practices if we are to make a new world of the promise of today... The United States is changing its institutions and policies to catalyze this effort... There's need for monitoring and prevention peacekeeping, putting (blue berets) on the ground before the fighting starts... (There's a) need to develop intelligence capabilities for United Nations peacekeeping... We must change our national institutions if we are to change our international relations... The United States is ready to do its part to strengthen world peace by strengthening international peacekeeping... We will work with the United Nations to best employ our considerable lift, logistics, communications and intelligence capabilities... The United States is prepared to make available our bases and facilities for multinational training and field exercises... (We'll redirect the United States Arms Control and Disarmament Agency to refocus its technical support for... global defense conversion... We fully intend to have other nations participate in this global protection system... The United States would be strongly engaged with its global partners in building a global economic, financial and trading structure for this new era... I affirmed American support for European integration... Our new emphasis should be on building economic partnerships... None of these can afford insular policies. Each of us must contribute, through greater coordinated action, to build a stronger world economy... We cannot separate our fate from that of others... our prosperity is so interdependent... Let us pledge ourselves to fulfill the promise of a truly United Nations... Dennis Cuddy... See pages 45 and 117 for documentation.



SOVIETS IN THE CLASSROOM: America's Latest Educational Fad

EDUCATION AGREEMENTS WITH THE SOVIET UNION

Is the repugnant act of burning the American flag more damaging to our nation's political integrity than letting the Soviets into our classrooms, in person, on video, or through U.S.-Soviet jointly-developed curricula?

One would think so considering the extensive establishment media coverage given the flag decision compared to the *wall of silence* built around the Soviet invasion of American classrooms.

Maybe America needs a Supreme Court decision, similar to the flag-burning decision, saying it's legal to let the Soviets teach our children and to "put up statues of well-known Soviet cultural figures in our parks," as called for in the General Agreement between the U.S.A. and the U.S.S.R. on Contracts, Exchanges and Cooperation in Scientific, Technical, Educational, Cultural and Other Fields, signed in 1985 and 1988 at Geneva and Moscow, respectively. The media might find it impossible to "cover up" a Supreme Court decision.

Perhaps if Americans knew about and understood the deep significance of these agreements, their outrage might even exceed that demonstrated over the flag decision. They might even call for a fully-televised Congressional investigation leading to cancellation of *all* education agreements with the Soviets (government as well as with tax-exempt private foundations).

The agreements call for "Cooperation in the fields of science and technology and additional agreements in other specific fields, including the humanities and

social sciences; the facilitation of the exchange by appropriate organizations of educational and teaching materials, including textbooks, syllabi and curricula, materials on methodology, samples of teaching instruments and audiovisual aids, and the exchange of primary and secondary school textbooks and other materials... the conducting of joint studies on textbooks between appropriate organizations in the United States and the Ministry of Education of the U.S.S.R.

What do the Soviets, who kidnapped 10,000 Afghan children and shipped them to the Soviet Union for "re-education" and in the spring of 1989 used poison gas and sharpened shovels to disperse a nationalist demonstration in Soviet Georgia, killing at least twenty persons and injuring at least 200, have to offer our children in the way of school materials? What does a country which, according to an "out-of-print" 1987 AFL-CIO book *Cruel and Usual Punishment - Forced Labor in Today's USSR*, holds tens of thousands of political prisoners in Soviet prisons, labor camps, and psychiatric hospitals and between four and five million non-political prisoners in slave labor camps, have to offer our children in the way of school materials? What does a country which publishes children's books for disinformation purposes overseas and, in the case of books distributed in India, portrays Americans as "rich, uncaring, and prejudiced, and compares us with the Brahmin caste, which is the 'ruling' caste much resented by the disadvantaged in India," have to offer our children in the way of school materials?

Contrary to the media's portrayal of political change in the Soviet Union, the August 1986 issue of *Comparative Education Review*, in an article entitled, "Aspects of Socialist Education - The New Soviet Educational Reform" state that the Soviet reform movement recommends the "Intensification of ideolo-

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gical education." A June 2, 1986 Washington *Times* article entitled "Russian Education Obsolete" says in a discussion of education reform "The specialist of today should have a thorough Marxist-Leninist training." Professor Adam Ulam, the distinguished director of Harvard's Russian Research Center, reports that "one of the principal goals of military patriotic education is to counteract any pacifist tendencies, to teach all Soviet citizens, from the youngest children to pensioners, that they must be prepared at any moment to fight for socialism. . . the determination to instill explicitly military values in the schools comes through with equally striking clarity in textbooks and manuals used by teachers." Soviet General Popkov wrote in August 1986 in a regional military paper *Sovetskiy Voin* that "the schools are taking on ever increasing importance in military and patriotic indoctrination. Party documents on school reform define an extensive, scientifically-based program for this work."²

In light of the above information, which contradicts Gorbachev's *glasnost/perestroika* propaganda, why has our government signed education agreements calling for extensive cooperation with the Soviets in curricula development, exchanges of educational materials, and the conducting of joint studies?

Why are Soviet educators permitted to do what U. S. Department of Education educators are forbidden by law to do -- involve themselves in curricula development?

Why did the U. S. Department of State authorize the unelected, tax-exempt Carnegie Corporation, a long-time and well-funded advocate of disarmament and "world interdependence" to negotiate with the Soviet Academy of Sciences, which is known to be an intelligence-gathering arm of the KGB, regarding "curriculum development and the restructuring of American education?" Is it because "privately endowed foundations can operate in areas government may prefer to avoid" as stressed by Dr. David Hamburg, President of the Carnegie Corporation, psychiatrist, and chief negotiator for the exchange agreement, in an interview with the Los Angeles *Times*, June 12, 1987? (Col. Oliver North's "operations in areas government preferred to avoid" resulted in a fully-televised multi-million dollar Congressional investigation.)

Rep. Lee Hamilton (D-IN) said during the Iran-Contra hearings, "The use of private parties to carry out the high purposes of government makes us the subject of puzzlement and ridicule." Shouldn't he be asked why "the use by our government (State Department) of private parties (tax-exempt Carnegie Corporation and other foundations) to carry out the high purposes of government does not similarly make Congress the subject of puzzlement and ridicule?

A FEW EXAMPLES

A complete listing of the many shocking exchange activities taking place as a result of the 1985 and 1988-1991 agreements would require volumes. A few

concrete examples should suffice to convince the reader that all proposals called for in the agreements are being faithfully and fastidiously carried out.

1. Cambridge-based Educators for Social Responsibility (ESR) project "Educating for New Ways of Thinking: An American-Soviet Institute." Two such institutes have been held (one in Leningrad the summer of 1989) at which "Soviet and American educators examined classroom theory and practice in critical thinking about social and political issues and worked on recommendations and resources for improving the ways we teach about each other's country, and on *A Source-book for New Ways of Thinking in Education: A U.S. - Soviet Guide* for use by teachers and students in both countries."³

"Critical Thinking" is the latest fad to hit our children's classrooms. H. Landa's *Lenin: On Educating Youth* published by the state-controlled *Novosti Press*, quotes Lenin on "thinking" as follows: "To pose a real question means to define a problem which demands a new approach and new research. . . sometimes accepted truth no longer answers as a solution for a serious and pressing problem. The school should cultivate in pupils the ability to perceive scientifically-evolved truths as stages along the endless road of cognition—not as something stationary and set."

More recently an article in *Education Week*, 4/9/86, entitled "Are Teachers Ready to Teach Pupils to Think," laments the fact that graduating college seniors "show little evolution of alternative views on any issue, tending to treat all opinions as equally good, tending to hold opinions based largely on whims or unsubstantiated beliefs, and hesitating to take stands based on evidence and reason." Summing up a decade of research in the 1960's, O. J. Harvey laments that very high percentages. . . (of educators) "operated in cognitive styles grounded in absolute assumptions—viewing reality in terms of good/bad, right/wrong, and either/or, while attributing goodness and truth to wise and all-knowing authorities."

One doesn't have to have a Ph. D. to accurately predict what U. S.-Soviet jointly-developed critical thinking curricula will look like. Do American parents want their children exposed to this type of education, especially when it will also be on computer where they can't get their hands on it?

2. The Carnegie Corporation's exchange agreement with the Soviet Academy of Sciences has resulted in "joint research on the application of computers in early elementary education, focusing especially on the teaching of higher level skills and complex subjects to younger children." ("Higher level skills" is often a euphemism for "Critical thinking skills.") Carnegie's 1988 one-year \$250,000 grant is funding implementation of this program, coordinated on the American side by Michael Cole, Director of the Laboratory of Comparative Human Cognition at the University of California, San Diego.⁴

3. The American-Soviet Textbook Study Project began in 1977, was suspended in 1979 when Soviet

troops invaded Afghanistan, and resumed in 1985 under the Geneva Agreement. At a conference held in Racine, Wisconsin in November 1987, the U.S. representatives acquiesced in the Soviet insistence that American textbooks should present a more "balanced" (i.e. friendly) discussion of Lenin and should give the Russians more "credit" for their role in World War II. A.M. Rosenthal of the *New York Times*, said in a 12/8/87 editorial "American educators solemnly discuss with Soviet educators the mutual need for textbook revision, just as if the state did not censor every single book published in the Soviet Union and the Russians could write as they pleased. This is comedy, if you like it real black."

4. Scholars from the American Council of Learned Societies and the Ministry of Education of the Soviet Union met in the United States in 1986 and agreed to establish a Commission on Education that will be responsible for joint scholarly relations in pedagogy and related fields between the United States and the Soviet Union. Some major joint U.S.-Soviet project themes are: Methods of Teaching and Learning School Science and Math Subjects Using Computers; Theory of Teaching and Learning; Psychological and Pedagogical Problems of Teaching in the Development of Pre-School and School-age Children; and Problems of Teaching Children with Special Needs.⁵

5. The Copen Foundation/New York State Education Department/Soviet Academy of Sciences agreement that "links students, teachers, administrators in U.S. and Soviet schools by computer and video-telephone lines." Mr. Copen said, "Soviet officials are especially interested in studying the effects of telecommunications on intercultural understanding, teaching methods, and learning outcomes, and that the Soviets have assigned five scientists to monitor the project."⁶ This agreement should be challenged on constitutional grounds since Article I, Section 10 of the U.S. Constitution says "No State shall, without the consent of Congress, . . . enter into any agreement or compact with another State, or with a foreign power, . . ."

6. Under terms reached with the Soviet Academy of Sciences the National Science Teachers Association will publish a Soviet science magazine in the United States. Copies of *Quantum* scheduled for publication in September 1989 will be distributed free of charge to gifted and talented children in this country.⁷

7. On December 8, 1987 the independent National Academy of Sciences pledged to help place more than a million computers in Soviet classrooms by the early 1990's.⁸

8. A \$175,000 grant from the United States Information Agency (USIA) to the National Association of Secondary School Principals, the American Council of Teachers of Russian and Sister Cities International to implement an expanded student exchange program, calling for up to 1500 American high school students to live and study in the Soviet Union each year and an equal number of Soviet students to come to the United States.⁹

Former Education Secretary William Bennett told

the Kansas City Chamber of Commerce on January 21, 1986 "American students know little about their own history and heritage and we have forgotten that intellectual innocence is easily seduced and the price we pay is that some of our children can only nod their heads in agreement when confronted with standard Soviet propaganda. They lack the knowledge to recognize it as propaganda, much less to refute it."

9. On March 4, 1989 fifteen Soviet teens and two adult teachers arrived in Aurora, Colorado as part of the Reagan-Gorbachev agreements. According to an article by Beth Petersen in the high school newspaper *Raider Revue* "A conflict arose when reportedly a Russian student, Farkhod (who was head of the Komsomol Young Communist League and spokesman for the group) told students in an honors history class, "You are all going to be Communists within fifty years. Just remember that every society must be ready for Communism - even America."

10. Students who participated in the Phillips Academy, Andover, Mass. student exchange with an elite Soviet prep school deep in Siberia, "agreed one characteristic was more striking than any other: an indefatigable commitment to Soviet communism. . ." One student, Horovath, said "I think in general young people are more committed to the party's ideology than to their parents." Another student, Tom Clyde, said "They seem to think there is going to be a world revolution any day now and the Communist Party will overtake America."¹⁰

THE SOVIET UNION THE ONLY BENEFACTOR

Does our government really believe that the Soviet government is participating in these student exchanges so that their students can be de-programmed and become good little capitalists eager for peace at any price?

Michael Warder of the Rockford Institute says "Exchanges are allegedly designed to promote peace." But he points out that as currently devised, "most exchanges are of benefit only to the Soviet Union. In the summer of 1985 a group of 46 Soviets visited the United States on a so-called good will mission. But the 46 were selected, briefed and controlled by Soviet security organs. Each of the 'friendly visitors' had relatives being held hostage at home, lest any of them might consider defecting or deviating from the official Soviet propaganda line. Their trip was paid for by the Soviet government, and among them were Soviet agents." Mr. Warder notes that "Soviet leaders know that if peace propaganda effectively reaches the U.S. public it will result in the Congress voting less money for national defense. U.S. groups going to the Soviet Union have no such 'equal opportunity to reduce Soviet arm expenditures.'¹¹ How on target Warder's comments have proved to be. Soviet propagandizing of the American people has been so successful that on May 9, 1989 four top Soviet officials were given the red carpet treatment by the House Armed Services Com-

mittee. "They appealed for a warmer approach by Washington and asked us to open a second front against the Cold War."¹² Could their appearance have something to do with the proposed defense budget cuts?

The cost to the American taxpayer, not only in terms of the miseducation of his children, but also in terms of plain hard-earned tax dollars, is immense. (Soviet students coming here are having their travel expenses and tuition paid for by our tax dollars, while some of our children cannot afford to go to college).

In 1988 the U.S. Department of State awarded \$4,540,000 to various groups involved in education exchanges with the Soviet Union and Eastern Europe.¹³ This amount, which is probably the amount doled out annually, is just the tip of the funding iceberg, with large annual grants from other government agencies and tax-exempt foundations keeping the controversial exchanges afloat.

It is to be hoped that the tragic Tiananmen Square massacre of Chinese students will result in cancellation of the U.S.-Chinese student exchanges, resulting in a lessening of our budget deficit, rather than in a transfer of those tax dollars into the U.S.-Soviet education exchange account.

A Night to Remember tells of the five iceberg warnings sent by wireless to the *Titanic*. When the sixth message, "Look out for icebergs," came in, the *Titanic's* operator wired back: "Shut up, I'm busy." Just 35 minutes later, the ship, whose captain had said "God Himself could not sink," was sinking.

We have been warned. Are we, like the *Titanic's* operator, convinced that "God Himself cannot sink America?"

The question Americans must ask themselves is: Why, when the Soviet Union is an economic, political, moral, and social basket case, militarily superior, but internally on the verge of collapse, does the United States seek its assistance in improving our educational system? Those responsible should be required to justify their support for actions which are *not* in the best interest of the United States.

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OUTCOME BASED EDUCATION IN THE SOVIET UNION

"Lenin's concept of general education has materialized today in the public education system of the USSR to include an extensive network of pre-school institutions, secondary general education schools, vocational training and secondary specialized educational establishments, colleges and universities, not forgetting facilities catering for out-of-school activities. This system, the advantages of which have by now become known throughout the world, guarantees the learner an excellent standard of education. The content of education in the USSR is constantly aligned with current social, technological and scientific developments.

Irrespective of the type of school, educational content is prescribed by a uniform curriculum which is based on the principles of Soviet formal education. With the objective comprehensive personality development, the curriculum stands guard over the structural unity and continuity of educational content. Accordingly, each pupil is expected to acquire a specified minimum of knowledge, irrespective of the type of secondary school he attends or his aptitude. Upon finishing the eight-year school, the pupil is free to continue education either in comprehensive school or any other type of secondary establishment. The school curriculum in the USSR is based on the principle of the interdependence of comprehensive and polytechnical learning and vocational guidance. Considerable time is set aside for manual and physical training, as well as aptitude testing to enable the pupil to choose the subject which suits him or her best."

THE THEORY OF CURRICULUM CONTENT IN THE U. S. S. R. by V. V. Kraeuskij and I. Y. Lerner (pp. 11-12)

Part
IV:
**THE IMPLEMENTATION
OF AN INTERNATIONAL
CURRICULUM**

IV. Implementation of an International Curriculum

Outcome based education is a whole new idea that has suddenly blossomed forth and offers a dynamic new approach to our educational problems.

Not only is it designed to raise our academic levels in the core subjects, but it will also involve the total community as we push forward with a cooperative effort by parents, teachers, and business leaders. Tomorrow's leaders will be given a foundational base that will benefit their families, community, and nation for generations to come.

How new is "outcome based" education? Part IV consists of the studies by UNESCO (United Nations Education, Scientific and Cultural Organization) that sets forth the educational plan as implemented into the communist schools of Hungary in 1977. Sixteen years ago, the communist countries were introducing outcome based education into their schools.

The Soviet Union has dissolved. Its political system is a failure. The Soviet Union is now introducing Western ideas into its schools. Why are we introducing a program that the communist countries found to be totally inadequate? Why is Gorbachev now residing in California? WHY? It just does not add up.

Unless, of course, the collapse of the Soviet Union is, in reality, a shift from conflict to merger. While we are busy pouring millions of dollars and shipping equipment and Bibles into their nation, a feeling of mutual acceptance is developing between the governments and the people of the nations.

Is it possible that the fall of communism is only a change of direction as the internationalists seek to merge Eastern Europe and Western Europe and create an east/west/block of nations and eventually merge the two factions into a "New World Order".

Space does not permit us to bring all of the documentation that would prove beyond all question that the new "outcome based education" is, in reality, a part of a world-wide international educational program.

I have personally examined documents from across the various states and found that the U. S. Educational program is the same as that which is being implemented in many European nations, Canada, Australia, and other nations of the world.

I have personally read the sixty-two page document as drafted in Paris on August 5, 1982, and distributed on August 16, 1982, as put forth by UNESCO with the clear label of "*Restricted*" at the top of the cover page. The report clearly details a plan of action to eventually implement a basic educational program into ALL nations around the world. The report openly speaks of using "change agents" to bring about the desired program. On page 36 of this document, I quote the following:

133. "The possible ways in which teachers re-

spond to change have been well analysed by *Hall and Loucks, 1978a*, who distinguish between seven levels of concern felt by teachers when they are confronted with an innovation: awareness; information seeking; personal implications; personal management and usage process; consequences for students; collaboration and coordination with colleagues; re-focusing and consideration of alternatives. They suggest that the levels of concern are experienced developmentally, though with varying degrees of intensity, and that this has implications for the sequence in which disseminators and trainers present an innovation.

4.2 External Change Agents

134. External change agents of various kinds exist in most member countries although their roles, functions and institutional contexts necessarily differ. The term *consultant* is frequently used to describe them and an analysis of the term may help to clarify some of the *constraints* and possibilities associated with particular change agent roles.

135. The term *consultancy* has tended to be used rather loosely in education but *Havelock, 1969*, gave it a very specific meaning. He stated that the consultant's role is not necessarily a knowledge-linking one: rather the consultant acts as a facilitator, helper or objective observer and as a specialist in both diagnosing needs and in identifying the means of meeting them. The consultant concentrates on the 'how' or process of problem-solving in contrast to trainers of a traditional kind who concentrate on the 'what' or solution to the problem. The consultant's underlying rationale is that only the client can really determine what is useful for him and thus that the consultant's role is to act as a collaborator and encourager."

There is absolutely no question as to the validity of an international effort to place outcome based education into the various nations of the world to bring about the merger of the individual nations into a single world order.

The question that we must ask is this. . . Can we merge our nation into the "New World Order" and retain our national sovereignty? Common sense tells us that the final authority must eventually shift to the world government. By example, our nation was created by "sovereign" states/colonies who clearly

stated that the federal government was a creation of the states with limited authority as spelled out in the Constitution. Over time, power shifted from these sovereign states to the federal government, and when various states sought to return to their original position as "sovereign states", a great civil war ensued with the question of divisibility settled for all time by the use of force.

Just as our individual states gradually diminished in power and authority so each nation must eventually surrender its final authority to that of a higher power --the "New World Order".

Politically, economically, militarily, spiritually, and now educationally, we are moving to a single world government. This last plank is the domino that will topple the nation's freedom and destroy our republican form of government.

America is expected to capitulate without a shot being fired.

The restructure of the educational system is designed to teach our children that they are citizens of the world rather than citizens of the United States of

America. Our children are to be subverted and our nation is to cease being a free, independent, sovereign nation.

Is this what you really want?

Read carefully the following article as written by the officials of the national center for educational technology of the people's republic of Hungary as commissioned by the Secretariat of UNESCO. Note the comments on the left of the article. Without question, we are dealing with the same basic plan of education that was implemented in the communist countries and is now being put into the American schools.

While Americans bask in victory over the collapse of communism, little do they realize that the same educational program that was implemented into the communist world is being implemented into our schools. Both the communist world and the free world are being manipulated into a "New World Order".

Restructure means merger into a one world government.

* * * * *

Education for International Understanding in American Schools--Suggestions and Recommendations - published by the NEA with partial funding by the Carnegie Corporation, and contains the following statements:

"The idea has become established that the preservation of international peace and order may require that force be used to compel a nation to conduct its affairs within the framework of an established world system. The most modern expression of this doctrine of collective security is in the United Nations Charter.... Many persons believe that enduring peace cannot be achieved so long as the nation-state system continues as at present constituted. It is a system of international anarchy--a species of jungle warfare. Enduring peace cannot be attained until the nation-states surrender to a world organization the exercise of jurisdiction over those problems with which they have found themselves unable to deal singly in the past."

(1948)

Development of Educational Technology in Central and Eastern Europe Studies

Division of Structures, Content, Methods
and Techniques of Education
Section of Methods, Materials and Techniques

Ed-77/WS/133
Paris, November 1977
Original: English

Editor's Note:

The following article/studies, published in Paris, France, in 1977, was compiled by the officials of the People's Republic of Hungary as commissioned by the Secretariat of UNESCO.

This study is extremely important in that the major restructure of the United States Education Program, as being developed by the New American Schools Development Corporation in concert with the U. S. Department of Education, is that of mastery learning, or more commonly called "Outcome based education".

The article *The International Origin of America 2000/Goals 2000* (see pages 134-164) clearly shows the parallel of the U. S. Education/America 2000/Goals 2000 program with that of the United Nations.

A careful reading of this study will show that Hungary and many of the Eastern European countries were implementing outcome based education into their schools as early as 1977. Notes to the side of the main body of the studies are added to direct your attention in particular points or to clarify or compare this program with that which is being implemented in the United States. Underlined areas are also added to draw your attention to particular areas.

UNITED NATIONS EDUCATIONAL, SCIENTIFIC AND CULTURAL ORGANISATION

DEVELOPMENT OF EDUCATIONAL TECHNOLOGY
IN CENTRAL AND EASTERN EUROPE

Studies

Division of Structures, Content, Methods and Techniques
of Education

Section of Methods, Materials and Techniques

ED. 77/WS/133
Paris, November 1977
Original: English

ED. 77/WS/133 - page 1
Paris, November 1977
Original: English

The material contained in this document was compiled by the officials of the National Centre for Educational Technology /OOK/ of the People's Republic of Hungary as commissioned by the Secretariat of UNESCO.

Editor

Dr. Sandor Fule

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Audio/Visual

Fiber optics is now being implemented in U. S. to modernize and extend a particular mode/philosophy via means of audio/visual methods

PREFACE

"The development of educational technology in the Central and Eastern European countries", as commissioned by the UNESCO Secretariat, is summarised on the basis of the oral and written information supplied by the countries having attended the Budapest International Seminar on Educational Technology in 1976. The countries involved are as follows: People's Republic of Bulgaria, Socialist Republic of Czechoslovakia, Republic of Finland, Republic of Greece, Socialist Federal Republic of Yugoslavia, People's Republic of Poland, People's Republic of Hungary, German Democratic Republic, Union of Soviet Socialist Republics. Data were also supplied by the Socialist Republic of Rumania which could not participate in the Seminar.

The factors exercising a decisive influence on the present standards of the application of educational technology and the strategies and rate of its further spread in the countries listed above are as follows:

- a. / the overwhelming majority of the countries represented /8 out of 10/ are socialist states;
- b. / except for the Soviet Union and Finland the nations concerned can be classified into the category of fairly developed countries from the technological point of view.

On the basis of the above factors some of the specific characteristics of the development of educational technology will be underlined. It follows from the essence of the socialist structure of the state in the countries concerned /except Finland and Greece/ that their educational system is centralized. This creates an extremely favourable situation for central state measures designed to modernize education. The socialist state possesses the means necessary for education, for the widespread use of methodology based on solid technological foundations and of the media and means of educational technology. This fact, however, coincides with increased responsibilities to be born by the organs engaged in decision-making. In a situation in which millions of students learn and hundreds of thousands of educationalists teach, on the basis of unified curricula, decisions involving the development of the methods to be adopted in education and of the media and aids of educational technology call for very thorough preparatory work. From the point of view of the development of educational technology the socialist countries are also in a favourable position because of the fact that television, school television, radio and school radio are operated centrally and are, to a considerable extent, at the service of education.

The socialist countries also have a substantial advantage from the aspect of the development of educational technology because the training and in-service training of teachers rest on a uniform basis. In addition, curricula are also uniform in the individual countries and for the different types of schools and harmony between the curricular activities and the development of educational technology can be therefore established comparatively easily.

Considering the information obtained from the countries in question and the direct experience gained in the socialist countries it can be reasonably stated that they all recognized that educational technology interpreted in a modern sense can offer substantial assistance for the effective accomplishment of educational tasks in terms of both quantity and quality; in other words, the use of an appropriate sys-

A socialist state can better develop a centralized educational program. Free nations are harder to control; therefore, a centralized educational program works best in a socialist state.

A controlled media is an advantage to a national education program.

A uniform teacher training program is necessary to develop a consistent quality/viewpoint. Continual updating of teaching certificates are necessary to develop the desired philosophy.

NAEP (National Assessment of Educational Progress) Teaching to the tests desired outcomes. It is possible if there is:

1. National testing
2. National curriculum
3. Centralized (socialist) education

tem of educational technology can be of major assistance in achieving educational objectives. This means that in contrast to several western countries the development and application of the media of educational technology follows certain definite objectives that are subordinated to the development strategies of educational and methodology.

It is a fact that the introduction and broad spread of educational technology is founded upon two basic conditions: 1. / the appropriate preparation of the educationalists and 2. / research is also very specific to the countries of the region in question. The nations supplying information have achieved considerable results in the creation of the above two conditions. In Hungary, for example, educational technology is a compulsory subject in the curricula of the teacher training institutes and is taught with the cooperation of the National Centre for Educational Technology the establishment of which was sponsored by the Hungarian government, UNESCO and UNDP. Research on the development of educational technology constitutes an integral part of the programme of pedagogical research which enjoys top priority and is considerably subsidized.

It is also a characteristic of the region that in the majority of the socialist countries, remarkable results have been achieved in the establishment of a system in which the production and distribution of educational audio-visual materials is centrally coordinated.

It is well-known to the readers of this publication that the history of the development of educational technology progresses in the direction of a pedagogically defined complex development of educational technology all over the world after setting out from a technological starting point. This rate of progress is considerably faster in countries in which technological standards are fairly or very high than in the highly advanced nations in which the media of educational technology were first used "en masse" in education some 20 or 30 years ago. The experiences gained there largely facilitate a realistic judgement of the part played by the new media of educational technology.

Even a brief analysis of the information supplied reveals that in the majority of the countries of the region, educational technology looks back on a tradition extending to only one or two decades. This circumstance explains the fact that the memories of the initial excessive expectations connected with the media of educational technology are still fresh in the minds of educationalists concerned causing, at times, two problems: the glamour of technology still gives rise to illusions in some people, while others display a certain measure of opposition to the use of the new system of the media of educational technology.

The participants of the International Seminar on Educational Technology held in Budapest in 1976 /the representatives of the countries supplying the data contained in this document/ discussed the problems outlined above from several aspects along with the alternative strategies of educational technology on the different educational levels and elaborated recommendations to promote further cooperation.

The recommendations are connected principally with the improvement of the exchange of information and coordination of research in the field of educational technology; they are also concerned with the possibilities of international cooperation in the area of software production.

U. S. National Goals—see America 2000/Goals 2000—You may obtain a copy from the U. S. Dept. of Education.

The United Nations is a close partner to the development of the educational program of the Hungarian government. A Federal Dept. of Education is necessary to develop a national/socialized program.

This is now being developed with fiber optics in the U. S. (Iowa is a leading test area).

Opposition is not usually due to the new technology, but what the state intends to do (control) with the technology.

See U. S. /Soviet agreements in education. Educational software to be developed and exchanged. International means world.

It is quite obvious that a major step forward can only be taken in the modernization of education after the institutes of educational technology and their network have been established in the individual countries. It would then be practical to coordinate the activities of the organizational units of educational technology in the region. The actual modernization of education necessitates that the activities of educational technology should be regionally coordinated.

The experts of the region agree that in our day and age the media of educational technology and the relevant materials and methods cannot be absent from any level of education because they can play a very important role in increasing effectiveness. There was also complete agreement on the point that in the teaching and learning process the teacher continues to play an important role even in the presence of the media of educational technology because it is the teacher's personality that provides for the individual colour, character and variety of education and teaching.

The authors of the studies contained in this volume are hopeful that with their work they contribute to creating a realistic picture all over the world about endeavours designed to modernize education in the countries of the region in question. It must naturally be taken into account that this document contains data supplied in 1975 and since then progress is certain to have been made in all the countries concerned in the field of the development and spread of educational technology.

It is hoped, first and foremost, that in the spirit of the Nairobi UNESCO Conference of 1977 this document will make some contribution to the establishment of regional cooperation in the field of educational technology—which is in fact very necessary—above all in Eastern Europe and gradually all over the world.

Dr. Sandor Fule
Scientific Director
National Centre for Educational Technology
/OOK/
People's Republic of Hungary

Six questionnaires were prepared by an international panel and sent out to the participating countries, in order to gather information for the International Seminar on Educational Technology held in Budapest from 3 to 9 October 1976. The questionnaires have been reproduced in the final document of the seminar.

The questionnaires were entitled:

- Analysis of certain factors unfavourably affecting the introduction and development of modern concepts of educational technology;
- Alternative strategies of implementation of educational technology in compulsory school;
- Alternative strategies relevant to the introduction of educational technology in the further vocational training of workers on the job;
- Alternative strategies of the introduction of educational technology in the education and further education of teachers;

International development of fiber optics will make it possible for ALL nations to coordinate one central educational plan.

**All over the world*

Regional cooperation rather than national—grouping of nations speeds the progress of a united world program.

International panel included U.S. Representatives.

Purpose of the survey:

- a. Develop/improve educational technology
- b. Improve national workforce.
- c. Continual education of teachers.
- d. Exchange materials by use of fiber optics.

- Alternative methods for the introduction of the modern concept of educational technology at higher educational level;
 - An information system for the exchange of educational audio-visual materials.
-

- 1 S. Pathory (HUN); G. Berger (FRA); E. Biszterszky (HUN);
W. Borq (USA); E. Brunswic (UNESCO); Z. Celler (HUN);
I. Falus (HUN); E. Furedi (HUN); T. Garmark (SWE); M. Goldschmid (SUI); P. Gonda (HUN); J. Gosztonyi (HUN); E. Jakubovits (HUN); M. Kiss (HUN); H. Mohle (GDR); A. Madasi (HUN);
B. Schwartz (FR); S. G. Shapovalenko (USSR); I. Suba (HUN);
L. Szalay (HUN); K. Tompa (HUN); P. Vari (HUN).

The following replies were received to the questionnaires:

	1	2	3	4	5	6
Bulgaria	x	x	x	x	x	x
Czechoslovakia	x	x	1	x	x	x
Finland	x	x	x	x	x	x
GDR						
Greece	x	x	x	x	x	x
Hungary	x	x	x	x	x	x
Poland						
Rumania	x	x		x	x	x
Soviet Union	x	x				
Yugoslavia		2				

-
- (1) OSSR does not consider this topic as relevant for educational technology.
(2) YSFR produced a global synthetic report.

* * * * *

STUDIES

I.

FACTORS UNFAVOURABLY AFFECTING THE INTRODUCTION OF EDUCATIONAL TECHNOLOGY

by

Andras Nadasi
head of department
at the National Centre for Educational Technology

INTRODUCTION

Replies to the questionnaires sent out before the International Seminar on Educational Technology held in Budapest were received before September 15, 1976 from the following six countries:

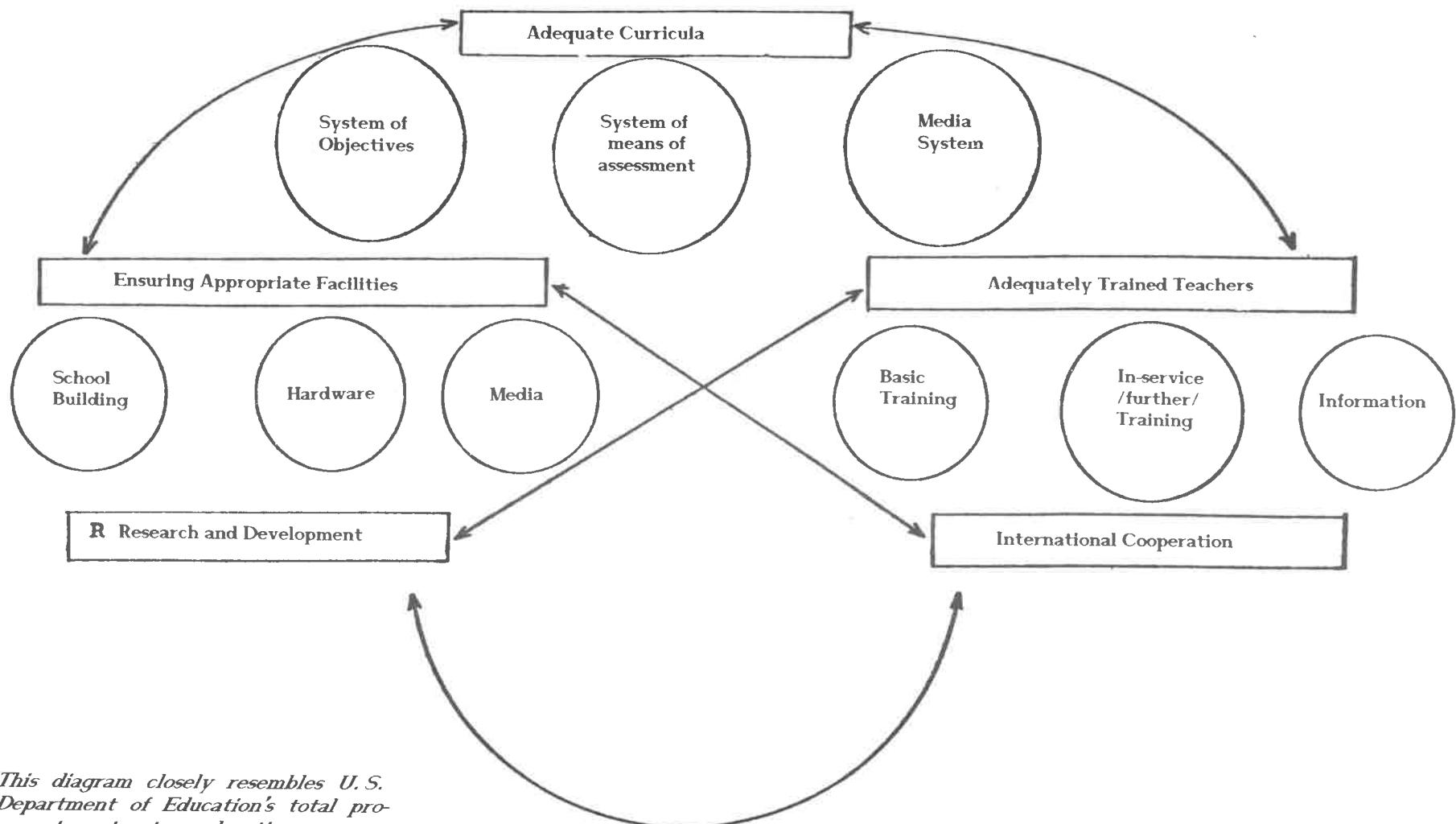
Bulgaria,
Czechoslovakia,
Finland,
Greece,
Rumania and
Hungary.

At the International Seminar on Educational Technology held in Budapest between October 3rd and 9th, 1976 the delegates of the countries listed above contributed to the debate thereby completing the replies given previously to the questionnaires; with written materials sent in the delegates of the Soviet Union, Yugoslavia, the German Democratic Republic and Poland supplied detailed information about the existing situation.

The present summary is based on the replies sent in, comments made and studies written by the countries listed above. It is beyond our intention to draw general conclusions as to the situation of the individual countries or all of them put together, so we confine ourselves to giving a picture of the results and difficulties of the introduction of educational technology in the ten countries so far as this is made possible by the replies sent in and the comments made in the debate. The factors influencing the introduction of educational technology in the ten countries concerned so far as this is made possible by the replies sent in and the comments made in the debate. The factors influencing the introduction of educational technology can be approached from the following two aspects:

- revealing the differences lying between the theoretical model representing the introduction of educational technology and the situation described by the answers given in the questionnaires or in the oral comments made by the delegates in the debate, and subsequent analysis of the reasons behind the differences, that is of the hampering factors;
- determination of the factors exerting an unfavourable influence on the basis of comparison of the results achieved and defects experienced in the course of the actual initiatives taken in the interest of the introduction of the modern concept of educational technology and while implementing the relevant plans.
- In the present summary it is attempted to determine the unfavourable factors and the ways of avoiding them by combining the advantages inherent in the above two approaches.
- The theoretical basis representing the model of the introduction of educational technology on which we reply is as follows:

FACTORS INFLUENCING THE INTRODUCTION OF EDUCATIONAL TECHNOLOGY



General Questions Concerning the Introduction

As is revealed by the replies given to the questionnaires and the debate at the Seminar not every country has a comprehensive plan for the introduction of educational technology. /The term: comprehensive plan means a plan that includes short and long term objectives coordinated with the required funds and extending to the whole of a country, or more precisely to all levels of education. /

*Comprehensive Plan
Outcome-based education*

It is evident from the replies that Rumania, Finland, Hungary and the Soviet Union consider educational technology in the way worded in the introduction of Questionnaire No. 1.

/In this context we are speaking of the introduction and development of the modern concept of educational technology, see: General Introduction as the planning and optimizing, in accordance with carefully defined educational objectives, of the educational system, the resources of learning/ audio-visual and printed media/, the value system, the supply of the educational institutions with teaching aids/hardware and software/, and the technological training and refresher courses for teachers and educationalists. "/

This is outcome based education very clearly defined

The Soviet Union, the German Democratic Republic, Czechoslovakia and Greece do not use the definition in the sense outlined above. Bulgaria failed to supply an answer to this point in the questionnaire. It can be concluded, however, that every country endeavours to develop education, but while some of them approach the problem from a methodological angle or that of planning, others set out from a technological aspect. The strategy of introduction and its specific objectives are presented in the following tables.

Strategies Accepted by the Individual Countries for the Introduction of Educational Technology

Bulgaria	It is intended to be introduced simultaneously with the implementation of an integrated curricular reform /involving content, methods, etc. /.
Czechoslovakia	Provision of schools with media, establishment of a complete system of cabinets, designing AV media in a uniform manner, training of teachers.
Finland	There is no unequivocal strategy as such, decisions on development are taken by several institutions independent of one another.
Greece	The strategy is still to be decided.

Yugoslavia	Provision with hardware and software in harmony with the social system of self-management and with the aid of the joining of forces over a broad range.
Hungary	Broad scheme of training and in-service training in educational technology as part and parcel of the central curricular development.
German Democratic Republic	Complete provision in terms of both hardware and software on the basis of central and systematic analysis of the objectives and content.
Rumania	Planning adjusted to be most suitable for the objectives of education/with all didactical elements taken into consideration/.
Soviet Union	Complete provision with both hardware and software on the basis of central and systematic analysis of objectives and content.

Specific Objectives of the Introduction of Educational Technology in the Individual Countries

Abbreviations:

B = Bulgaria	Cz = Czechoslovakia
F = Finland	GDR = German Democratic Republic
G = Greece	H = Hungary
R = Rumania	SU = Soviet Union
Y = Yugoslavia	

	B	Cz	F	GDR	G	H	R	SU	Y
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Acceleration of the pace
of learning + + + + + + +

Equalization
/Equal chances for everyone/ + + + + + + +

Introduction of learning of a
different rhythm adjusted to
the students' individual
abilities + + + + +

Changing the methods
in the field of relations
between teacher and stu-
dent + + + + + + + + +

Changing the methods on
the basis of relations be-
tween theory and practice + + + + + + + + +

*Outcome based education
Mastery Learning*

Establishment of the new
content of the teaching-
learning process + + + +

	B	CZ	F	GDR	G	H	R	SU	Y
Improvement of relations between school and actual life	+	+	+		+	+	+	+	+
Settlement of problems caused by teacher shortages			+						
Development of the evaluability of the teaching-learning process		+	+		+				
Integration in the field of educational research and production					+				
Development of new methods for the planner of education	+				+	+	+		
Spreading the methodological alternatives for enhancing motivation		+	+		+	+	+		
Establishment of the system of independent learning		+			+	+	+		
Supporting the teachers in performing their activities	+	+	+	+	+	+	+	+	
Inclusion of other strata of the society in systematic learning	+	+			+	+	+	+	

*OBE/Outcome Based Education
Mastery learning*

Let us review the factors influencing the introduction of educational technology one by one.

1. / Adequate Curricula

In an ideal situation a curriculum completed by an appropriate system of objectives, requirements, tests and media is necessary for the introduction of educational technology.

The elaboration of the curricula is directed in every participating country by the Ministry of Education. There are no data available about the existence or presence of the system of objectives, requirements, media and tests mentioned above, although Greece, Rumania, and Hungary gave an affirmative reply to the question whether the objective of the introduction of educational technology includes the establishment of a new content of the teaching-learning process, while Finland is of the opinion that the development of new planning methods necessarily brings about new content. Czechoslovakia gave a negative answer, Bulgaria supplied no answer at all, although Bulgarian reply to a subsequent question is that at the moment a new curricular reform is introduced into secondary education, which will be extended to the other levels of education at a later stage. In Finland, public education is also undergoing a curricular reform. Czechoslovakia, Hungary and the German Democratic Republic and the Soviet Union already have at their disposal a comprehensive system of media or list adjusted to the curriculum, that is it constitutes its part and parcel, it has been elaborated centrally and takes the form of either a recommendation or obligatory prescription. Each country considers the production of software important from the point of view of the acceleration of the pace of the introduction of educational technology.

A nationalized curriculum with fixed outcomes are necessary to introduce fiber optics/total control.

Curriculum reform is necessary to bring alignment to the national tests/outcomes desired.

It is impossible to control a people who have the freedom of choice in curriculum at the local level.

THE FOLLOWING INSTITUTIONS ARE IN CHARGE OF THE ELABORATION OF
CURRICULA AND MEDIA IN THE INDIVIDUAL COUNTRIES

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Country	Curriculum	Level of Education	Supervisory Authority	Development and Production of AV media	Level of Education	Supervisory Authority
Bulgaria	ME and the ministries Scientific Council	Public education vocational training higher education	ME	Board of Teaching Aids	Research and production for public education	ME
Czecho-slovakia	Czech ME Slovak ME Dept. of Higher Education of the Czech and Slovak ME	public education higher education	ME	KOMENIUM UCEBNE POMOCKY	Research and production for every level	ME
Finland	National Board of Public Education National Board of Vocational Training	public education vocational training	ME	National AV Centre, Finnish School Radio, Finnish School Television and other enterprises	Research and production for every level public and adult education on every level	ME
Greece	ME	every level	ME	There is no institute exclusively in charge of this activity	—	—
Hungary	ME, NPI, SWPI	public education and vocational training	ME	OOK, TAPSC and textbooks	public education and vocational training	ME
Rumania	Pedagogical and Psychological and Research Institute of the ME	public education	ME	Centre of Teaching Aids and TV Laboratory	production on every level	ME
Soviet Union	ME, PRISASC	public education	ME	different institutions on the basis of central plan	public education	ME

U.S. Soviet agreements in education now interlock U.S. educational program with that of Eastern Europe of which both originate from UNESCO.

Abbreviations:

ME = Ministry of Education

NPI = National Pedagogical Institute

SWPI = Skilled Workers' Pedagogical Institute

TAPSC = Teaching Aid Producing and Sales Company

OOK = Orszagos Oktatastechnikai Kozpont

/National Centre for Educational Technology/

PRISASC = Pedagogical Research Institute of the
Soviet Academy of Sciences

As expected the activities carried on by the individual institutions are coordinated in every country—as revealed from the replies— /obviously because they are supervised by one authority/ there is no sufficient information on hand as to the nature of coordination.

2. / Ensuring Appropriate Facilities

Of the three major components of the problem there was no question in the questionnaire referring directly to buildings of education, thus the fact that in the field of school architecture, cabinets, and so on there is fairly large scale research carried on in Czechoslovakia and Finland was disclosed only from a reply given to a question concerning research.

Buildings must be adequate to include fiber optics, etc. Additional costs of physical changes will be necessary to adapt to the international program.

Although there is no doubt that an educational building capable of meeting the pedagogical requirements perfectly is absolutely important, this time we focus our attention primarily to other factors influencing the introduction of educational technology such as the provision of hardware and software, the development of methods, and so on.

The proportion of the investment costs of educational buildings and the expenses of the media and equipment of educational technology are as follows in the individual countries:

Country	<u>Cost of equipment in the percentage of the building</u>
Bulgaria	no reply was given
Czechoslovakia	no reply was given
Finland	1 per cent in primary schools 2 to 3 per cent in secondary school
German Democratic Republic	no data were supplied
Greece	no accurate reply was given
Hungary	12 per cent
Rumania	10 per cent
Soviet Union	10 per cent

It is very difficult to evaluate the replies in connection with the provision of the media of educational technology because of terminological problems. Certain countries understood by this both hardware and software, while other countries classified the media /most certainly polytechnical media/ available in vocational schools also into this category. When supplying information on the extent to which media and equipment are provided the informations either gave the level achieved compared to the list of media valid for the country concerned or a general picture was supplied.

Considering the national norms the situations is as follows:

Country	National norm or recommendation /according to types of schools/
Bulgaria	+
Czechoslovakia	+
Finland	+
German Democratic Republic	+
Greece	-
Hungary	+
Rumania	+
Soviet Union	+

In Rumania, Czechoslovakia, the German Democratic Republic, the Soviet Union and Hungary the media are supplied centrally /from a central fund/, in Bulgaria they are financed from a local /district/ budget, in Greece and Finland partly central and in part local /town/ funds are available for this purpose.

So far as the extent of provision with media is concerned the individual countries gave the following reply:

Country	Extent of provision
Bulgaria	It will be 100 per cent by the end of the educational reform that began in 1973
Czechoslovakia	Very good compared to the norms
Finland	60 to 70 per cent compared to the norms
German Democratic Republic	Good compared to the norms
Greece	No reply was given
Hungary	60 to 70 per cent compared to the norms
Rumania	60 per cent
Soviet Union	85 to 100 per cent depending on the type of school
Yugoslavia	Rising tendency is revealed by data

A national curriculum and a control supply is necessary to insure that ALL schools are on the same program. LOCAL control destroys the national objectives. Parental control of education must be eliminated.

THE SYSTEM ESTABLISHED FOR THE MAINTENANCE OF THE MEDIA OF
EDUCATIONAL TECHNOLOGY IN THE INDIVIDUAL COUNTRIES IS AS FOLLOWS

Country	Regional /County/	Local /town/	Within an Institution	By different servicing companies	Other methods	Remarks
Bulgaria	+ at centres	-	-	-	Radio and TV	
Czecho-slovakia	+	+	+	+	-	
Finland	-	-	+	+	Distributors on the basis of contract	
Greece	+	+	+	-	-	Repair is organized by Ministry of Education
Hungary	+	+	+	+	-	
Rumania	-	-	+	+	Special repair cooperatives	
Soviet Union	+	+	+	-	Regional organization according to constituent republics	

Finland, the Soviet Union and Hungary replied to the question of the process of a national scale of the acceptance of the production, purchasing and distribution of the new media of educational technology and software that the different institutions give advice on the design or prototypes of the media /hardware/ to be manufactured from different aspects, and only after this stage can serial production and subsequent distribution commence.

The situation is much the same in the other participating countries as can be concluded from indirect information.

It is extremely difficult to assess the situation in terms of provisions with software because the informants failed to possess central /national/ data. In spite of this, however, it can be concluded that in most places AV software, in the first place film strips, can be borrowed in addition to central provision and local acquisition; in Finland the establishment of a media "library" attached to and operating within the framework of the public libraries is now in progress. No reference whatsoever has been made to such type of "libraries" by the other participating countries. To facilitate the acceleration of the introduction of educational technology every participating nation has set the objective of equipping the schools systematically.

A national curriculum media supply are necessary to assess national outcomes. Local control of content and software makes it impossible to achieve a national objective.

3. / Training of Teachers in Educational Technology

Relevant data indicate that in virtually every participating country work in the direction denoted by the title has begun, most certainly as a result of the fact that the deficiencies in this field have been mentioned by all of them when listing the difficulties to be encountered by the introduction of educational technology.

Continued training of teachers is necessary to insure national objectives. Continued classes required to maintain teaching certificates.

The first part of the question concerned the basic training of future teachers. The table given below presents the situation of the individual countries:

Country	Training in educational technology in colleges of education	Training in educational technology at universities
Bulgaria		+
Czechoslovakia	+	
Finland		+
German Democratic Republic	+	+
Greece	-	-
Hungary	+	-
Poland	+	+
Rumania	+	+
Soviet Union	+	+

Regarding the nature of training it can be concluded that in Czechoslovakia, the Soviet Union and Hungary compulsory basic training is of a technical character; in addition future teachers can select from specialized methodological subjects of very different fields. In Finland, educational technology can be chosen as an independent specialized field of study at the universities.

In several participating countries educational technology is instructed within the framework of subjects relating to pedagogy and psychology.

In-service training of teachers is quite general in the Soviet Union, Hungary, Rumania and Czechoslovakia, no relevant data is available from Bulgaria, while in Greece there is no in-service training of a nature of educational technology.

Specialists /full time educational technologists/ are trained in Czechoslovakia/ some 200 teachers have been retrained to act as instructors of or advisors of educational technology/ and in Finland where educational technology can be chosen as an independent specialization by the future educational technologists or full time educational technology researchers. /At the moment there are some 50 specialists of this kind. /

In Hungary, some 150 or 200 specialists are trained annually at the colleges of education where educational technology is taught as a special subject or at courses run by OOK. In the Soviet Union, the relevant departments of the universities and colleges are in charge of the training of specialists.

It is essential for teachers to acquire information constantly. It is provided by the different periodicals in the field of both educational technology and specialized methodology.

"Change agents" - to assure acceptance and implementation of national program.

Outcome based education.

Country	General pedagogical periodical	Periodical of educa- tional technology	Book of educational technology	Other publications connected with edu- cational technology
Bulgaria	23	no data on hand	no data on hand	—
<u>CZECHO- SLOVAKIA</u>	16	2	other sources	300 articles and 5 to 10 books annually
Finland	4	3	1	many articles report- ing results of research
Greece	no data on hand	—	—	a few articles
Hungary	10	2	1	OOK publication /8 to 10 annually/
Rumania	no accurate data are at disposal, some 6 to 8 periodicals			
Soviet Union	8	2	4-5	many articles report- ing results of research

4. / Research on Educational Technology

It can be concluded that partial research of pedagogical nature is carried on in Greece, Bulgaria and Rumania. In Finland research is sponsored by the Finnish National Research and Development Fund and in Czechoslovakia by the Academy of Sciences. Both countries possess comprehensive research plans for 5 or 10 years ahead. The Soviet Union, the German Democratic Republic and Hungary also have comprehensive medium and long term research and development plans.

In Finland research is carried on in the field of integrated problems such as the planning of schools, the furnishing of schools, closed circuit television, and so on, but research is also made into the individual media. In Czechoslovakia programmed instruction, computer aided teaching, school architecture, pedagogical data bank, and so on constitutes items of systematic research.

Curricular research and research on multi-media units is carried on in the Soviet Union and Hungary.

Some conclusions

- Combining curricular reforms and the introduction of educational technology can be very successful.
- Training and in-service training in educational technology act as the substantial basis of the introduction, that is why they are of decisive importance from the point of view of the system as a whole.
- The equipment is a very important but not the only factor in the introduction of the modern concept of educational technology.
- The results of curricular research can offer a realistic basis for planning to the strategy of the introduction of educational technology on every level of education from both technical and methodological aspects.
- The development of media based on research and their spread over a broad range can largely reduce the formation of hampering factors.
- The system of concept of educational technology and the position it occupied in the system of the sciences of education must be clarified accurately, because the fact that it is left to be clarified may well become a hampering factor.
- The moulding of a positive attitude of the experts of education in the individual countries /planners, users, and so on/ and of the society as a whole is a fundamental prerequisite for avoiding hampering factors.
- A method of the development of education which is based on the system theory can be adjusted to the reform of every educational system because the introduction of educational technology is a process composed of a high number of factors.

Pedagogy - the art or profession of teaching. Preparatory training or instruction.

OBE/Outcome based education mastery learning/Skinner.

Continued teacher training use of change agents. Necessary to eliminate opposition.

II

**ALTERNATIVE STRATEGIES OF THE INTRODUCTION OF
EDUCATIONAL TECHNOLOGY INTO COMPULSORY EDUCATION**

by

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1. The Reasons for the Objectives of Introduction

The economic and social conditions that have undergone considerable changes and the rapid development made by sciences and technology have a direct influence to exercise on the school. Modern methods, means and media that are suitable for transmitting the constantly growing amount of information in a form possible to accept, elaborate and learn are in fact indispensable for the educational and teaching work carried on in the school. Technology has penetrated into the domain of every science including the everyday practice of education.

The introduction of educational media and materials /hardware and software/ and educational technology (x) is one of the vitally important issues of our time in the sphere of compulsory schools educating huge masses of people. Scientific progress supplies evidence to the effect that the most comprehensive objective of the continual, rapid and intensive introduction of scientific and technological developments is the transformation of the living conditions. In most sciences the quantity of scientific information is doubled in a relatively brief spell of time. Sciences get rid of the bulk of outdated knowledge, the fundamental principles and laws undergo major or minor changes and the information material relevant to several sciences comes to be restructured. Scientific information penetrates the concealed processes of nature, the life of the society, production and thinking. Theoretical knowledge makes unprecedented development.

The scientific and technological revolution

- revealed new laws that exercise a predominant influence on man's progress in the society;
- set tasks of a magnitude to be accomplished by mankind of the category of struggle for world peace and security, environment protection, the conquest of outer space, the settlement of raw material and energy problems, the exploitation of the mineral resources of the seas and oceans, and so on.

(x) The concept of educational technology can be defined, regardless of the term, as the analysis of the components of the process of teaching and learning such as the objectives and requirements, methods, teaching aids, evaluation, etc. and the organization of the process as a whole. In countries where this term is not used, the theory of education, didactics, the psychology of education and the special methodologies of the individual subjects are concerned with the questions of educational technology.

Education is a science (political).

Outcome based education
Spady/Lenin

No room for religion.

Environmental issues/world peace. A global concepts of life necessary to foster the idea that an international government is necessary to protect the world from the dangers of nationalism.

OBE/Outcome based education
Mastery learning-

Theory dictates psychology

In order to accomplish the major tasks outlined above, which influence the whole of mankind, it is necessary to establish cooperation among countries with different social systems and activize international relations and conditions.

Scientific, technical and social development has brought about new requirements that have to be satisfied by the schools of the basic level, the teaching and education of the coming generations, their preparation for life and work constitutes a new and increased task. Young people, as a rule, are not sufficiently in possession, today, of the knowledge they acquired only a short while ago at school, nevertheless they have to increase this knowledge with new one; they must be more than familiar with the latest results achieved in the field of sciences, technology, production, culture and in the society.

The students are required by social and scientific development not only to acquire knowledge, but also to be able to apply it possibly in a creative manner in the course of their future activities. This means that side by side with the quantitative increase in the amount of scientific knowledge and its rearrangement structurally, the most advanced forms of learning must also be used in the everyday practice of the schools.

As a result of scientific and technological progress the demands to be met by the schools are in contradiction in most countries with the well-established, traditional system of education. There can be two ways out of this contradictory situation:

- extension of the period of training
/extensive development/;
- qualitative transformation of the system of education
/intensive development/.

The first one, that is extensive development is applied in practice only to a limited extent because any lengthening of the period of education hampers the inclusion of young people in production at the earliest possible date, which, in other words, means the production of material and spiritual values, and this is not only a major damage to economic development but also incurs greater expenses.

Thus it is more reasonable to adopt the second solution, the method of intensive development. In every country substantial work is being carried on in the field of the structural transformation of the educational system, the schools offering basic education, the improvement of educational programs and curricula, the optimalization of the teaching process and the intensification of its efficiency.

Examinations made to date supply evidence to the effect that the modernization of the traditional methods and media, for instance, the AV teaching aids, and the application of educational technology on the basis of the system theory make it possible in the basic level schools to bring about qualitative transformation in order to fulfil the demands of scientific and technological progress without the need for a substantial extension of the period of schooling. It has also been proved that the optimalization of the educational programmes and curricula acts as an important reserve area for the modernization of education. In other words, it seems that the contradiction between social and scientific development on the one hand and the school of today on the other can be overcome.

International curriculum necessary via means of outcome based education /mastery learning/fiber optics.

Necessity of educating youth in the proper international goals.

OBE/Outcome based education is designed to produce the desired results. One must demonstrate "a particular belief/understanding of the subject to continue on or be remediated until he grasps the desired concept.

"Spady"

Extended periods of training to secure the proper goals hinders production in the work force.

Outcome based education transformational/Spady

*Use of audio/visual aids (fiber optics)
Programming of the mind to receive but not research and evaluate tends to speed up the learning process and produce the desired national curriculum.*

In conclusion it can be stated that the introduction of educational technology on the basic level of education, that is in compulsory education is eventually verified by social and scientific progress. Its overriding objective is to increase the effectiveness of the pedagogical activities: within this the development of the theory of education, in the first place through the consistent application of the pedagogical system theory and through the implementation of the concepts of the pedagogy of the individual subjects that reflect appropriately the special disciplines of today.

2. Strategies of Introduction

It is an extremely complicated task to introduce into the schools of basic level educational technology and the modern teaching aids /both hardware and software/. Its accomplishment requires very high standards of organization and considerable finances. It is desirable to activize to this end a remarkable production capacity and masses of experts, while it must be born in mind that all this leads to substantial savings because the period of education need not be lengthened; at the same time, however, the educational standards of the up and coming generations will rise in accordance with the requirements set by scientific, technological and social progress.

In practice, there can be three methods of the introduction of educational technology. They are as follows:

- it can be introduced centrally on the initiative of government bodies;
- following the individual initiatives taken by committees of teachers;
- or the above two can be combined, with either of them represented to varying proportions.

The general opinion is that the introduction can be highly effective in case the central /government/ intentions and the demands of the teachers are identical; that is why the third, the combined method of the strategies of introduction can be considered to be the optimal one. This statement cannot be denied by the experience that introduction and subsequent spread over a nationwide scale is virtually impossible to achieve without central initiatives. The initiative on the part of the teachers is an important factor mostly from the viewpoint of bringing about demands and the spreading of ideas. In this field substantial assistance is offered by special literature. In Hungary, for example, an independent periodical has been assisting, ever since the beginnings, in raising and clarifying questions relating to educational technology and in spreading individual initiatives. It is named Audiovizualis Kozlemenek /Audio-Visual Gazette/. The time in which educational technology is introduced largely influences the proportions between central and individual initiatives. The countries in which introduction commenced in the 1950's or 1960's could rely on individual initiatives to a greater extent than the nations in which this process is taking place right now. Experiences gained in other countries exercise, as a rule, a beneficial influence on the introduction elsewhere at a later stage irrespective of which of the above listed three strategies is adopted.

From the point of view of studying the combined method of introduction it is useful to describe briefly the situation prevailing in Hungary and the process implemented in the Soviet Union.

Introduction of fiber optics will be costly, but as the programming of the mind continues—over a period of time, the younger children will adapt and accept without challenge. Individual research will be discouraged as all children are taught to think alike.

Individual ideas by the school district or by a teacher is a threat to the states desired goals. Continued teacher training necessary to maintain national education program.

The creative thinker must give way to the programming of both the teacher and the students to accomplish the state's desires.

OBE/Mastery learning

In Hungary, the National Committee on Technological Development which was founded in 1962 was the first body to be in charge of the development and propagation of the media of educational technology. A sub-committee named Subject Committee was set up within the National Committee on Technological Development with the tasks of propagating modern audio-visual technology and media, elaborating concepts and studies for their use and development inside the country and assisting their introduction in actual practice.

1967 saw the completion in the Electro Acoustics Factory of the first language studio designed and built by Hungarian experts, and the first teaching machines or their technological development concepts were also made available in the same year. Hundreds of experts including technological experts, teachers, university and college professors, specialists of commerce and government officials participated in the work of development audio-visual aids. Several research centres such as the Pedagogical Research Centre for Higher Education and the Audio-visual Laboratory of the Institute of Adult Education were established to work with this subject.

The Standing Audio-Visual Committee was established within the framework of the National Committee on Technological Development in 1961 to attend to the following tasks:

- draw up studies concerned with the development of audio-visual aids;
- the establishment and testing systems of audio-visual aids;
- cooperation with producers and users, with institutions and bodies engaged with the elaboration of relevant methods;
- drawing up the general programme of development.

The activities listed above were supported both in terms of money and content by the Ministry of Culture.

Eventually, each child will be equipped with an individual computer and an individual educational program to insure national goals. This will be accomplished by fiber optics.

Cooperative business/educational programs to develop a national work force.

State funded to insure state desired goals.

Development and further progress have been assisted from year to year by an increasing number of regional activities. This assistance has taken the form of making available practical experiences by all the institutions in charge of the in-service training of teachers. The relevant experiments, the theoretical and practical activities carried on to this effect are assisted financially by the municipal councils, for example, competitions are held for specialists working with modern audio-visual media and aids.

The experimental broadcasts of the School Radio and School Television which commenced in the 1963-1964 school year marked the beginnings of a new stage in the pedagogical activities. The programmes which had an appeal in the early stages to only the students grew wider by broadcasts on methodology transmitted to teachers. Programmes of this kind presented, among other things, schools in which teaching and learning were aided by audio-visual media.

Similar to channel #1 programming of children and teachers via means of audio-visual/TV

That was what preceded the establishment in 1973 of the National Centre for Educational Technology /OOK/ by the Hungarian Ministry of Culture, a venture sponsored by UNESCO. The responsibilities and activities of the Centre extend to the following areas:

- Elaboration of a uniform programme of research on, development of and inservice training in educational technology with the cooperation of all the ministries that are interested in education, more specifically in public education, higher education, vocational education and professional inservice training /this is termed the function of coordinating among the different ministries/.
- In this sort of activity the viewpoints of the Ministry of Education predominate, but they are not enforced exclusively. A new institution named Inter-Ministrial Scientific and Coordinating Council for Educational Technology was set up quite recently to attend to the duties of coordination among the individual ministries. The system of accepting the different teaching aids is supervised by the Council which is in charge of a number of other supervisory activities.
- Studying pedagogical, didactical, methodological and psychological problems relating to educational software; carrying on research on and experiments with the listed questions and lines. Elaboration of the principles of the development of educational software and cooperation with other institutions in producing them. Within this scope coordination of the modernization of the curricula and the development of teaching aids are very important tasks.
- Coordination of the plans for the development of the media and groups of media of educational technology /hardware/ with the industries concerned. The principal task to accomplish in this field is the elaboration and enforcement of the pedagogical and technological parameters.
- Drawing up in detail the programme of training and in-service training in educational technology and the direction of the organization and content of this training activity.
- Organization of the domestic documentation of educational technology and joining the international stream of the exchange of information.

With regard to the introduction of educational technology in Hungary, the following can be stated:

- a/ television sets, radio receivers, slide projectors, tape recorders and record players are the items of hardware most frequently available in the schools;
- b/ video recorders, feedback devices and teaching machines occur exceptionally in schools providing for basic education;
- c/ in general, the supply of the media of educational technology in secondary and vocational schools is largely superior to that of the schools of basic education /see Appendix No. 1./.

U.N. involvement in the development of communist schools is to be enlarged to include ALL nations of the world. Can we expect the parent source to offer a variety of national goals to fit a particular nation—or will the nation be expected to conform to the parent organization?

Cooperative business/educational programs—requires a nationalized work program to develop a nationalized work force.

Free enterprise must give way to a socialist state program.

Voluntary/community service to become mandatory to gain a certificate of initial mastery.

Soviet/American agreements in education will bring an exchange and merger of the two nations into one.

The trends of the supply of software are as follows:

- a/ a huge quantity of software has been made available for the teaching of virtually every subject, but they occur rather accidentally in the schools /no central list of the available software is at disposal/;
- b/ the most frequently occurring software items are: slide strips, slides and the programmes of the school radio and the school television;
- c/ transparency for the overhead projectors is surprisingly scarce /see Appendix No. 1./.

The latter can naturally be ascribed to the fact that a great number of teachers produce their own transparency and, as a result, they do not figure in the national list of this kind of software.

Following this brief description of the Hungarian "way" of introducing educational technology we shall now present the experiences gained in the Soviet Union. We are able to do so because very detailed answers were sent in the reply to our Questionnaire and in his lecture at the Seminar Professor Sapovalenko drew a very good picture about some questions of the introduction.

In the Soviet Union the "combined" method of the introduction of educational technology is being adopted and a comprehensive programme is being elaborated to promote the method. While drawing up the programme, its components are related to one another; a very strict structural programme is elaborated and it is related to the country's long term scientific, technological and economic development as well as the long term development of the people's cultural standards. Regular analysis and systematized process are necessary which make it possible to determine the optimum variations and the final result of the intermediate periods, and then these optimum variations have to be included in the comm programme.

A programme of this sort can only be implemented provided its stages are rationally arranged, the organization is of the highest standards and the work performed by the contributors is coordinated, with the indexes and criteria of the effectiveness of the participants' work determined accurately.

At the beginning, the Communist Party's programme set the guideline; later, the Federal Ministry of Education proposed the schools, teachers and scientists to elaborate the application of the teaching aids and audio-visual educational media in the pedagogical process. Some research institutes, scientific and other organizations as well as researchers engaged with the production of audio-visual educational materials were included in this activity. The Federal Ministry of Education summarizes, corrects and systematizes the experiences gained with the use of technological aids and audio-visual teaching and educational process, and the research, planning and editing activities performed to this effect. Several scientific conferences have been held to consider the above questions along with the discussion of the experiences obtained /conferences of this kind are the ones on projecting film strips, using the radio and television for educational purposes and introducing the audio-visual educational media/.

While progressing along with this work it became obvious that a research center was necessary to be established. A research institute /NIISOTSO/ for education at school and the teaching aids was subse-

A central media center would eliminate the need of teachers having to prepare their own materials and would control the total education program to meet the desired state goals.

Very strict structural programs to insure national goals.

OBE/Outcome Based Education designed by the state.

National testing/tracking insures the desired state goals.

quently established within the framework of the Soviet Pedagogical Academy. This institute is entrusted with the task of developing teaching aids, determining the demands for audio-visual educational media, educational hardware and teaching materials and of elaborating the methodology of their effective application. 8 experimental schools were set up within the frame of this research institute. Its tasks include the checking, on an experimental basis, of the quality of the teaching aids and the effectiveness of their use. A council composed of the scientists on the staff of the institute makes recommendations to the competent Ministry of the Soviet Union for the production of teaching aids and their applications at the schools.

The research institute soon emerged as the Pedagogical Institute of the Soviet Union and the Scientific Centre of the Ministry of Education, and it attended to the tasks of coordinating the introduction of teaching aids, audio-visual educational media and in general educational technology into the schools of basic education.

On the basis of the summarized experiences gained in connection with the use of teaching aids, audio-visual educational media and educational technology several party Congresses and the Soviet Government set guide-lines and directives for the organs of public education, promoting the introduction of educational technology into the schools. The competent authorities issued a series of decrees and instructions calling for studies and subsequent elaboration of supplying the schools with media of educational technology either in the form of the establishment of a cabinet system or providing for the installation and operation of educational technology media by enlarging the buildings of the old schools to have sufficient space for them. In addition, the demand was also put forward for carrying on studies of the specificities of the supplication of the media of educational technology in the new schools that were either at the stage of the drawing board or were just under construction. Measures were also taken for the in-service training of teachers and appeals were sent to the enterprises and organizations patronizing the schools to offer assistance in their endeavour to acquire the necessary media and equipment.

Side by side with the insuring of decrees actual financial assistance was also granted in the form of special funds made available for the purpose.

3. Research on and Development of Educational Technology

Checking the quality of the software transmitting and bearing information, the continual examination of their efficiency on an experimental basis and seeking new processes constitute the essential conditions of the introduction and propagation of educational technology. It is expedient to extend research activities to the methodological questions of the application of teaching aids. In both research and development the pedagogical aspects must be enforced above everything else, but owing to the fact that research on educational technology is, as a rule, of a complex nature, attention must also be paid to psychological, ergonomic and aesthetic aspects.

The general and methodological questions of educational technology and the nature of demands that can be raised in connection with the teaching aids /hardware and software/ are, as a rule, dealt with by the pedagogical research institutes. Fairly frequently the organs of mass communication also join in. The work of the development of teaching aids and the media of educational technology is often

Similar to the New American Schools Development Corporation and the design teams to create the restructure of U.S. education program.

Note that the design teams are linked with both the Department of Education and the Labor Department.

Educational policy and curriculum designed by the state.

Local parental control is eliminated. Decisions are made by the development teams in concert with the state.

performed by factories producing teaching aids and commercial organizations on the basis of directives issued centrally. Both research and development are tasks to be accomplished, above all, by researchers. However, teachers and the schools often participate in development activities. Those engaged with experimenting enter competitions, submit innovations and studies which are often displayed at an exhibition. They are commissioned to design materials /software/ write studies giving their opinion on software that has been made available already and publish their own experiences carried by special periodicals. Participation of experimenting people and specialists is highly successful in particular in the examinations of effectiveness.

Regular statistical assessment of the use of the media is part and parcel of the research and development work. Knowledge of statistical data and their analysis enable the planning of the minimum of the media of educational technology and the norms /list of teaching aids/ of the relevant equipment in the schools. This sort of activity is directed and organized, as a rule, centrally. Production development is then planned on the basis of demands.

The subjects of research are of a wide range. Examinations calling attention to the correlations between the objective of teaching and the character of the medium used are fairly frequent.

The application of the means of educational technology makes it possible to elaborate hypotheses in education which can subsequently be verified scientifically and it is also made possible to shed light on the conclusions that follow from them which may, in turn lead to either the verification or the dismissal of a hypothesis.

The use of the media of educational technology and audio-visual aids promotes the development of the students' ability to take notice of things, enables them to acquire knowledge on their own and, as a result, they will learn how to find their way independently along the paths of scientific information. Demonstrated knowledge will be made increasingly concrete, it will be used more intensively in both theory and practice; this will naturally lead to the broadening of the students' scientific, political and cultural world outlook, and the range of their horizon will widen. The machines and devices applied in education such as the closed circuit television, the video recorder and other technological media and aids can largely contribute to raising the standards of the direction of pedagogical processes and their immediate correction if need be. The positive part played by slide strips, slides, magnetic tapes and recordings of other kinds, transparencies, records with programmed materials and teaching devices and machines. As a result of research carried on to this effect evidence is on hand to the effect that the media of educational technology and audio-visual aids contribute to raising the cultural level of the teaching and education of students, to bringing about a rise in the quality and efficiency of education. They also have a stimulating influence on the traditional methods of education and the development of traditional means and media. New educational technology brings about novel ideas and gives rise to new thoughts and approaches in the teacher.

Researchers of this kind indicate, among other things, that the pedagogical importance of the media of educational technology and audio-visual aids has not as yet been clarified in each case. Only those technological media are of importance in actual teaching and educational activities which correspond to the appropriate scientific, pedagogical ergonomic, technological and economic requirements. In effect it

No room is allowed for private business or original ideas to be developed. The state makes all final decisions—but—the people are allowed to participate, giving them a sense of importance.

Experimentation, evaluation, remediation

Desired state goals are incorporated into the materials and the children are programmed to accept it as fact. Individual research and study is eliminated.

Outcome based education chooses carefully so as to gain the desired results.

would be unfounded to argue that each of the media and aids have the appropriate and desirable properties.

Relevant examinations have born evidence to the effect that the extent to which the use of technological media and audio-visual educational aids are successful in the process of education are dependent on the conditions that have been created at the schools. To promote the success of their application it is essential to state the composition of the media of educational technology and audio-visual aids to be used in the schools and are in fact necessary for the cabinets.

In a cabinet system, either mobile or portable media and devices can be used or stationary ones. Technological centres have been established in some schools in which all the media and devices are collected that make it possible to transmit information by way of the screen of a television set or magnetic tape in the cabinet. New schools are built to meet the requirement of using the media of educational technology over as wide a range as possible, while old schools and their component buildings are adjusted to meet the needs of the cabinet system so that the media of educational technology and audio-visual aids can be used.

Specialists qualified in both pedagogy and technology are essential in the schools in order to attend to jobs connected with the acquisition, repair and preventive maintenance of the media of educational technology, the organization of the use and repair of the media of technology and audio-visual aids, with borrowing films and different audio-visual aids and materials and with storing them and performing the work of their transmission with adequate professional skill.

It is also an essential condition of the successful application in the schools of media of educational technology and audio-visual aids to train new teachers and retrain the otherwise experienced ones, a work composed of minimum three important requirements. They are as follows:

- a/ knowledge and perfect operation of the technical devices;
- b/ knowledge of the available audio-visual educational aids;
- c/ knowledge of the methodology of audio-visual educational aids including an independent and creative approach to them.

It is a generally accepted position that a comparatively low number of actually effective and optimal technological media /hardware/ and audio-visual educational aids have to be used in education and instruction.

Another necessary measure is to organize the production of educational hardware and audio-visual teaching aids on a very high level and in a quantity sufficient to fulfil the requirements of the schools. It is all important to manufacture devices and media that are safe and comparatively easy to operate.

In Hungary, research designed to serve the long term development of the system of public education is one of the main lines of outstanding importance in the national development programme /it is often referred to as the sixth main line/. Research on educational technology is part of this main line. Perhaps the most important is the research programme the objective of which is to elaborate the system of edu-

Traditional education settings are not adaptable to individual computer programs and fiber optics. New schools, new equipment is necessary to adapt to the new program.

Teacher training is necessary to program the staff with the proper philosophy. It is not the running of the machine, but the philosophy that must be developed.

Mass duplication necessary to assure that ALL schools are on the same program.

tional software /within the scope of this the planning of educational packages/ adjusted to the new curricula of public education. Modernization of training and in-service training in educational technology, analysis of the teacher's activities /micro-teaching/ and comprehensive research on the system of facilities available in the school / including the school building/ constitute the integral part of research on educational technology. Research in the above listed fields is carried on by the researchers of the National Centre for Educational Technology.

4. International Cooperation

There are innumerable areas of international cooperation in reserve. UNESCO's participation and guidance in international cooperation are reasonable above all in drawing up subjects free from ideological implications. They are: the organization of exchanges of information, shows and exhibition, training of researchers and specialists of educational technology, elaborating recommendations for the typification of media and aids, circulation of economy calculations, the further improvement of the special questions of evaluation /testing in practice, efficiency examinations, and so on/, elaboration of the problem of school buildings, etc.

Three important tasks must be pointed out here. They are as follows:

- a/ Coordination of the concepts of long term development followed by a uniform arsenal of hardware and aids and specialization of production.
- b/ Organization over a very wide range of the development of software, its specialization and the establishment of an international software bank.
- c/ Studying the questions of the educational technology and the methodology of teaching.

Within the frame of international cooperation endeavours must be made for bilateral and multilateral interstate relations while further developing the existing ties /for example, the scientific conferences of the socialist countries on teaching aids such as the one in Brno in 1975 and in Budapest 1977 and the conference on programmed learning sponsored by UNESCO and held in Tbilisi in 1976/.

There are inherent difficulties of international cooperation such as the language barrier and the fact that a considerable proportion of the software bears marks of content characteristic of the school system of the country by which it has been produced.

Appendix No. 1

The Extent to Which Primary Schools are Supplied with the Hardware of Educational Technology

Media of Educational Technology	pieces	percentage
Slide projectors	4.621	95.5%
Tape recorders	3.967	83.8%
Record players	3.759	79.4%
Overhead projectors	.757	16.0%
Film projectors	3.347	59.5%
Radio receivers	4.606	97.8%
TV sets	4.677	98.8%
Others	2.022	42.7%

Expanded national assessment of educational progress tests to assure compliance in ALL areas.

U.N. guidance of educational programs to merge nations into a single world view.

Soviet/American agreements in education.

Long term cooperation.

International software/curriculum

Implementing foreign methods into the nation

Individual nationalistic views must give way to a more compatible viewpoint.

Appendix No. 2

The Extent to Which Primary Schools are Supplied
 With Software /items/ produced by TANERT /Teaching
 Aid Producing and Sales Company/

	slide series	tapes	records	film strips	program teaching materials	school radio programmes	school T. V. programmes
mother tongue	1,322	50	50	8	-	100	77
foreign language	475	104	-	1	5	150	88
history	550	53	7	11	-	40	28
geography	800	2	-	12	-	40	54
environmental studies	204	-	-	16	-	34	50
chemistry	103	-	-	10	-	-	38
physics	50	1	-	30	-	-	27
biology	557	3	-	14	-	20	27
foundations of world outlook	7	-	-	12	-	-	-
civic studies	-	-	-	-	-	20	-
music and singing	7	41	18	-	-	68	42
drawing	500	-	-	-	-	-	2
polytechnical exercises	-	-	-	10	-	-	-
physical education	-	-	-	-	-	34	-
period with the form master	-	-	-	2	-	35	15
mathematics	-	6	-	13	-	30	37
film aesthetics	-	-	-	-	-	-	9
TV kindergarten	-	-	-	-	-	-	10

III

ALTERNATIVE STRATEGIES OF THE INTRODUCTION OF
EDUCATIONAL TECHNOLOGY INTO THE IN-SERVICE
VOCATIONAL TRAINING OF WORKERS

by

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**1. The Growth of Demand for More Effective Strategy
of Educational Technology in Vocational Training
and in the Training of Workers**

In the present report we reply to a very large extent on the materials for debate mailed to the participants' address before the Seminar.

The working people's competence and professional skills as well raising the standards of their knowledge accompanies and acts as the driving force of development and increasing the efficiency of production in every branch and sector of the national economy.

Earlier traditional knowledge was handed down from generation to generation, that is by father to son and mother to daughter; its range broadened at a slow pace and new "layers" of information took a long time to get deposited on the old one. Accordingly, the contemporary strategy of educational technology adopted took the form of simple imitation, oral communication and the process of lengthly exercises with the idea of "let's try and we shall see."

Mechanization and the subsequent scientific and technological revolution brought about an unprecedented increase in the sphere of vocational skills to be acquired and the methods of labour; on the other hand, they now induce changes in their content ever more frequently within the lifespan of one generation.

In other words vocational skills are rendered outdated much earlier than before; that is why simple vocational basic training is no longer sufficient. Permanent or cyclic in-service training /that is refresher courses arranged periodically/ is necessary.

The execution of the accurately defined production processes which calls for very thorough professional skills leads to ever increasing requirements to be satisfied by the working people. The structure of employment becomes more changeable along with the vocational and qualification structure of the labour force.

At the same time the society as a whole becomes more active in the development of democratism and questions associated with human relations /such as the development of general culture, the problem of adult education, what to do in one's leisure time and so on/ come very much into the picture side by side with finding a solution to the problems of civilization.

Evidently, under the new conditions the introduction of those alternative strategies of educational technology which are more effective

A careful study of this section is extremely important for it parallels the America 2000/Goals 2000 interlock with the Department of Labor and the Department of Education.

The development of the national workforce in Eastern Europe is being repeated in America. The SCANS are published by the U.S. Department of Labor. It follows this format as does the Oregon Bill.

*Global world view
Adult education
State control of lives
Environmentalism
World peace
International movement of goods and services.*

than the others, enable acquisition of skills at a faster pace and of a higher standard from qualitative aspects in the field of vocational basic training and the in-service training of workers.

Along with several authors Bertrand Schwartz pointed to this question at the Seminar. This is what he wrote in his contribution to the debate circulated beforehand:

"In a certain number of countries, the development of AV aids was started in vocational training. Why? For simple reasons: firstly, media was more necessary there than elsewhere as it is difficult to liberate workers frequently. Secondly, there were not any educational traditions. Moreover, the topics taught seemed to lend themselves easier than others to the use of media."

In the countries of the region under examination /East Central Europe/, above all in the socialist countries the new reform of vocational training /training of skilled workers and technicians/ that follows compulsory general education took place in the 1960's. As a result of the scientific and technological revolution and in the interest of increasing the productivity of the national economy of the individual states and making them more competitive economically the in-service training of workers and the further training of specialists holding a secondary school certificate or a degree of higher education came into focus of attention in the early 1970's.

It must be noted, however, that the demand for a more effective training and management of manpower was established as early as the turn of the 20th century under the prevailing capitalist conditions. By applying the different psycho-technical methods this particular strategy of educational technology emphasized the point of the selection of manpower on the basis of abilities. In other words it was based on what are termed ergonomic viewpoints, but from the aspect of educational technology the conservative methods and means were left virtually unaffected.

The fact that the division of a labour becomes increasingly differentiated and complicated and that there is a growing demand for manpower in terms of numbers makes it less and less possible to elaborate the indices of the psycho-physiological implications to the minute details and referred to each of the jobs. It is an additional problem that the reliability of the methods with which suitability is diagnosed has not reached the required standard.

The concept of the strategy of educational technology connected with the training of manpower places increasing emphasis on training far more effective than the traditional one and corresponding to the average person and ignores the examinations focused on "suitability".

Meanwhile, the economy has also undergone changes: there has been a gradual switch-over from extensive development to the model of intensive development.

Examinations of the economy in the socialist countries have proved that under certain conditions the standards of the labour force, its level of training become the vitally important factors of progress.

Some of the examinations concerned with the economy of the effectiveness of education have revealed that damages and losses arising from the inadequate training and skills of manpower may well amount to 10 thousand British pounds per annum in the case of plants of medium

Same wording as in the restructure of U. S. Educational program.

Same plan of achieving a certificate of initial mastery and continued adult education.

size /employing 5 to 6 thousand people/.

For this reason it was the major economic units and enterprises that called for the development of vocational training and in-service training and they were the first to introduce more intensive and more effective educational technology. It is fairly frequent that certain companies and enterprises allocate as much as 2 per cent of their total turnover and 10 per cent of the total of working hours to organized training and in-service training even under capitalist conditions.

At the same time the settlement of issues relating to human aspects have come into the foreground in the socialist countries in the interest of attaining higher culture and the reasonable use of increased leisure hours. This brought about further progress of training designed to promote general culture within the framework of in-service or further training. This is based principally on the use of the media of mass communication, above all the radio and television.

At the moment coordinated development of the socialist countries, planned economy and the international division of labour/ integration/ call for the optimization of manpower reserves of appropriate vocational content and standards /vocational training/ and the in-service training of the labour force.

That is why it is expected that the examinations of the economy of education will be expanded and research will be intensified in this field, because the effectiveness of investments /both the means and funds/ and spiritual energies /classroom and software/ made into and devoted, respectively, to vocational training and in-service training fail to show a satisfactory picture because of the many different concepts of educational technology used.

Examinations of the economic planning and organization of vocational training and the in-service training of workers were made along the following two main lines:

- a/ selection and determination of the critical jobs of the plants and enterprises /places at which the losses of production are of a high index because of the in-adequately trained manpower/; determination on this basis of the content of training /practical and theoretical/ according to the requirements of technical and technological development;
- b/ examination of the effectiveness of the strategies of educational technology ensuring the acquisition of the selected and defined content of in-service training. /Comparison of the production results of manpower before and after in-service training. / This should be followed by the determination of the software demands of optimized educational technology according to the types of the courses, with this vocational characteristic and requirements as well as the standards to be met taken into consideration.

It is obvious from what is described above that the optimization of the strategies of educational technology necessitates today more comprehensive and solid foundations that the mere introduction or variation of the media of educational technology /AV technology/ within a narrow sense even in the field of the in-service training of workers. It is true that the multi-media system, the elaboration of the so-called teaching packages has improved this strategy, nevertheless this is still far from being adequate.

A socialized state must control the labor force by controlling the outcomes of the educational program.

In a free society, the workers are taught to think, develop individual ideas and talents.

The Soviet State has failed to produce goods and services because of state controls.

In a free society, supply and demand will adjust the market prices and products.

Examinations designed to increase the efficiency of training and the debates carried on at the Seminar have revealed that it is imperative to revise the WHOLE system of training for the sake of elaborating the correct strategy of optimization.

Thus the following fields have to be examined:

- a/ the objective and content of the in-service training of workers;
- b/ the different organizational forms of in-service training;
- c/ its system of direction;
- d/ the educational methods and system of means of in-service training;
- e/ the methodological training of teachers, and so on.

In the following the situation of the in-service training of workers will be described in accordance with the aspects outlined above.

2. The Objective, Principles, Content and Major Organizational Forms of the In-Service Training of Workers

The objective and system of content of in-service training include the brushing up, modernization and further development of the vocational skills of the workers in order to enable them to do their job more effectively; training them to be able to cope with the duties of related professions and trades; training them to acquire a second or further trades and training them for new trades that emerge. This system of in-service training extends to the initial training of workers as well.

In view of the fact that increasing the professional abilities of the workers is a considerable resource of the development of the national economy, it is necessary for the enterprises and plants to give in-service training to their workers periodically /in general in every 5th to 8th year/ while taking into consideration the objectives of economic policy, the specificities of the different industrial branches, and the production and development plans.

In addition, in-service training provides a framework for the training of foremen and team leaders /working team leaders, foremen of brigades and groups/ designed to enable them to acquire and effectively translate into practice in the course of their activities the knowledge necessary for the direction of working teams of a smaller or bigger size and use their knowledge of organization, industrial /workshop/ management, the organization of labour and labour safety.

The content of the courses of in-service training is composed of the following parts:

- a/ brushing up and completing general and fundamental culture acting as a basis of modern vocational knowledge, with special regard to natural sciences;
- b/ vocational /theoretical and practical/ training;
- c/ Increase fundamental culture serving the deepening of political knowledge.

Very similar to the goals of America 2000/Goals 2000 and the SCANS as published by the U.S. Department of Labor.

*Outcome Based Education
Correct political knowledge/world view to fit into the work force.*

While establishing the system of in-service training and determining its content measures are taken to make in-service training to act as an integral complement of vocational training carried on in a school system.

Mandatory community service.

To offer in-service training is a fundamental task of a company, that is why the organization of in-service training, creating the necessary conditions and covering the inherent costs are tasks to be accomplished primarily by the enterprise.

The right is guaranteed for every worker to participate in in-service training provided he satisfied the specified requirements. In addition participation in in-service training can be made to be the duty of the workers in case this is required by the interests of the national economy. The method of financial incentives can also be adopted. Part or the whole of in-service training made compulsory for the workers for the sake of instructing them in the theme and practice relating to their jobs can be held during the working hours.

A duty to the worker to promote the desired state goals!

Financial incentives by government—not by greater sale of goods and services.

Based on its production and technological development plans and co-ordinated with their respective periods every enterprise should draw up a plan for in-service training which should contain the list of people to be included in in-service training, the object, most important topics, duration, personnel and material facilities as well as the budget of in-service training.

Same idea that is written into the SCANS business to be controlled by the state.

The organizational forms of in-service training are as follows:

- a/ courses: this is the most widespread form of in-service training and contains either merely theoretical sessions or both theoretical and practical ones;
- b/ Guided individual learning: it can take different forms such as consultations, or perhaps programmed materials, reports, the application of different media and hardware facilitating education or training with the aid of the radio and television;
- c/ special forms, for example, sessions of professional exchanges of views, lecture combined with practical demonstration, further training abroad.

Input/output—you produce as you are programmed.

The most expedient form of in-service training ensuring maximum effectiveness must be selected by the company concerned according to the content of training, the composition of the participants /preliminary training, sexes, age brackets, and so on/ and with the well tested educational methods in adult education taken into consideration. The content of in-service trainings can also be determined by the Minister in charge or a centre of in-service or further training.

Required business training programs will receive state funds which will dictate content/philosophy.

It is the duty of the Ministry or centre in charge of in-service training to elaborate the educational documents of in-service training such as syllabuses, textbooks and booklets, guides, methodological aids, AV aids and materials, and so on and to supply them. This activity is financed in the socialist countries from the funds made available by the state budget for this purpose. Of the educational documents determined to be used centrally, for example, the syllabuses and methodological guidebooks are available for the enterprises at a certain cost. There are low charges for the textbooks and booklets, as well as the guides to be paid by the workers.

The in-service training of workers can be stimulated in different ways:

the incentives can take the form of moral distinction, extra pay or other methods can be adopted either individually or combined.

The company must make sure that the workers attending in-service training offering higher qualifications stay with the enterprise even after completing their training. To this end a special contract can be signed in which it can be stipulated that the worker participating in any form of in-service training will stay with the company for an agreed period.

3. The Major Types of the Courses for the In-Service Training of Workers /the structures and duration of training/

The types of the courses of in-service training are determined, as a rule, by the demands to be satisfied by the labour force and the standards of its preliminary training. Accordingly, the following types of courses can be held for workers:

- a/ Courses offering basic training: they are of the most general types because in several enterprises the prerequisite of obtaining a job is the successful completion of a course of this kind. They are generally attended by unskilled workers or those who need to be retrained, because there is no longer any demand for them for reasons of their jobs having been discontinued following changes in technology and therefore they have to be given new sort of employment. Such courses are, as a rule, also held for purposes of introducing a new technology or process. The duration of these courses can vary from some weeks to several months.
- b/ Specialized courses run for skilled workers in case new machines are installed or new production processes are introduced /their period varies between 50 to 150 hours/.
- c/ Courses training their participants for a higher qualification or standard. They provide for training of foremen, outstanding skilled workers, and so on. The period of training can extend to several hundreds of hours on terms. Instruction is given in subjects independent of one another and a certificate is awarded after the course.
- d/ Courses preparing workers for a second trade, for example, the in-service training of workers in the related trades of machining such as turning, milling, planing, chipping, and so on.
- e/ Managerial courses.
- f/ Refresher courses or those offering a broader range of knowledge /80 to 120 hours per course/. They do not give any qualification but offer new knowledge arising from technological development and the progress of natural sciences simultaneously with the brushing up and standardization of old knowledge.
- g/ In-service training designed to raise the general cultural standards. Courses of this type are run mainly for people who have not completed the general /primary/ school, especially the upper 6th to 8th grades/. There are also courses held for the workers to enable them to complete institutes of secondary education /to take the matriculation exam/, thus preparing them to enter higher education.

President Clinton is advocating grants to student/workers to be worked off by obligating themselves to the company for a period of time, and in some cases, by doing community service.

The laborer becomes a product of state to be used and shifted by the state.

*SCANS/Certificate of Initial Mastery—
This will develop into a "work card".*

Job training by a company is far different than that which is mandated by the state.

- h/ Training designed to achieve new objectives and to meet new requirements /training of a sociological aspect/

For example, - preparation of people to enable them to participate in further education, to learn independently and take part in "distance" education;

Fiber optics

- preparation of people to develop a labour process /technological process such as rationalization, optimal management of the workshop, moulding their economic outlook/.

Thought control

- courses designed to achieve better working conditions /courses on labour safety, accident prevention, ergonomic problems, and so on/;

Outcome Based Education/Group decision making.

- preparation for the democratization of labour /development of factory democracy, preparation of group decision-making, development of the technology of communication/;

OBE/SCANS global.

- preparation for the internationalization of labour /understanding technological descriptions and instructions for maintenance if they are written in a foreign language, becoming familiar with the conditions prevailing in another country, and so on.

4. The educational bases and system of media and facilities of in-service training

/specialized classrooms, training workshops; the media /hardware/ of educational technology used and provision with software/.

The content of the in-service training of workers can be divided into theoretical training /education in the classroom/ and practice sessions /training in workshop/. In trades where practice is more essential than theory their proportion is 30 to 70 per cent, respectively, but in trades that are of a more recent origin and as such needing more theoretical knowledge this proportion can be the other way round, that is 70 per cent theoretical and 30 per cent practical training.

- a/ Theoretical training within the premises of an enterprise is carried on, as a rule, in the cultural halls, dining room and other facilities attached to the enterprise, that is why in addition to the blackboard and chalk/ the percentage of their use of all teaching aids accounts for 60 to 80 per cent/ lately slide series, transparencies for the overhead projector, slide series accompanied by sound have been used ever more intensively /15 to 40 per cent/ recently parallel with the publication of textbooks and booklets which is a traditional method. 16mm and S8 films and film strips are being used in the overwhelming majority of cases in the centres of in-service of further training /their ration accounting for 5 to 20 per cent/ and it is a new development that most recently at places where varied technology has to be used video tapes and cassettes have become increasingly popular along with the use of programmed booklets and packages.

"Distance" training /or individual learning/ is still in its infancy

OBE/Fiber optics

in the field of the in-service training of workers, but it is expected to come more and more into the picture because of its inherent favourable economic aspects.

- b/ Practical training, in general, is given in the workshops and plants of the enterprise concerned in 80 to 90 per cent of the cases.

Enterprises and factories in which separate training shops operate for basic vocational training /that is, the training of skilled workers/ are in a more favourable position. They are gradually included in the in-service training of workers /for instance, in Hungary, there are five centres operating already under the name of Institute for the Training and In-Service Training of Agricultural Mechanics; they are institutes fully supplied with classrooms suitable for theoretical education and training shops; the courses are of an intensive nature and the institutes assume the role of a boarding school meaning that during the course meals and accommodation are provided for the participants/.

In plants using novel and sophisticated technology, expensive machines and raw materials /for instance those of the chemical industry, electrical engineering, telecommunication, transport and communication, and so on/ the strategy of media and hardware aided training /instruction with the assistance of models and simulators/ is gaining increasing ground /with its proportion amounting to 1 to 5 per cent today/, and occasionally it is combined with computer aided programming /for instance, simulated technological processes, fault indications, control by instruments, and so on/.

Development of the educational technology described above calls for pedagogical and cybernetic approach founded upon the system theory and requires designing, planning and experimenting on an inter-disciplinary basis /for instance, on an information theory, algorithmic, operation research, etc. basis/.

In practical training, models and the method of screening slides and film strips is used: In 15 to 20 per cent of the cases/ along with closed circuit television /1 to 2 per cent/, the demonstration of machines and tools and practising the different operations on them /75 to 90 per cent/.

5. Methodological Training of Educationalists In Charge of In-Service Training

At the courses run within the framework of the in-service training of workers, in the overwhelming majority of cases the teaching staff /80 to 90 per cent/ are recruited from the specialists of the factory or enterprises concerned /engineers, technicians, mechanics, and so on/. Methodological courses are run for them periodically and according to the courses at which they teach in the centres of in-service vocational training.

In general the curricula of the courses of in-service training contain methodological guidance for the teachers /for instance, information is supplied as to the means and aids of demonstration at disposal, the ways in which learning should be guided, and so on/.

In the in-service training centres of the different industrial branches special methodological materials or those of educational technology are issued which are intended at present mostly for teachers and special instructors responsible for vocational basic training.

/At the moment they are also intended for the teachers and instructors engaged with in-service training, but they are supplemented with the methodological specificities of the training of adults./

The other major group of teachers engaged with in-service training is recruited /10 to 20 per cent/ from those active in vocational basic training.

Full time teachers and instructors of in-service training /for theoretical and practical training/ are employed in most of the cases by the centres of major enterprises or industrial companies.

It is increasingly frequent that the staff are given training in educational technology in addition to instruction in methodology. There are considerable differences in this respect even within one country.

6/ The System of the In-Service Training of Workers and the Centres of its Organization and Direction

In the socialist countries, the development of the system of the in-service training of workers is specified, as a rule, by a government decree. In the following the system that was developed in Hungary will be presented as a possible example.

On the basis of a resolution passed by a higher body in 1971 the Minister of Labour issued a decree in 1972 specifying in detail the content, forms and organization of the in-service training of workers and the methods and ways of incentives.

In-service training that was laid on brand new foundations began in 1972 and its organizational framework had to be established at the individual ministries by 1975, the closing year of Hungary's 4th Five Year Plan.

The ministers in charge of the different industries issued their own specific decree concerning the in-service training of workers and subsequently established the educational and methodological centres and institutes providing for in-service training.

A committee /Committee on In-Service Training/ was set up to coordinate the tasks connected with in-service training. The Research Institute for the In-Service Training of Workers and Medium Level Specialists offers assistance in the accomplishment of the tasks of in-service training involving trades belonging to more than one ministry by making available teaching materials and guidebooks on methodology.

Most of the ministries possess a centre or central institute the basic tasks of which include activities such as organizing and coordinating the in-service training of workers and their leaders, supplying this activity with the necessary documents /software/, conducting relevant research, offering special advisory service and assistance to the local /company/ training organs. The system of the further training centres referred to above is contained in Figure 1., while their addresses are given in Appendix No. 1.

In each of the centres there is a section of educational technology in

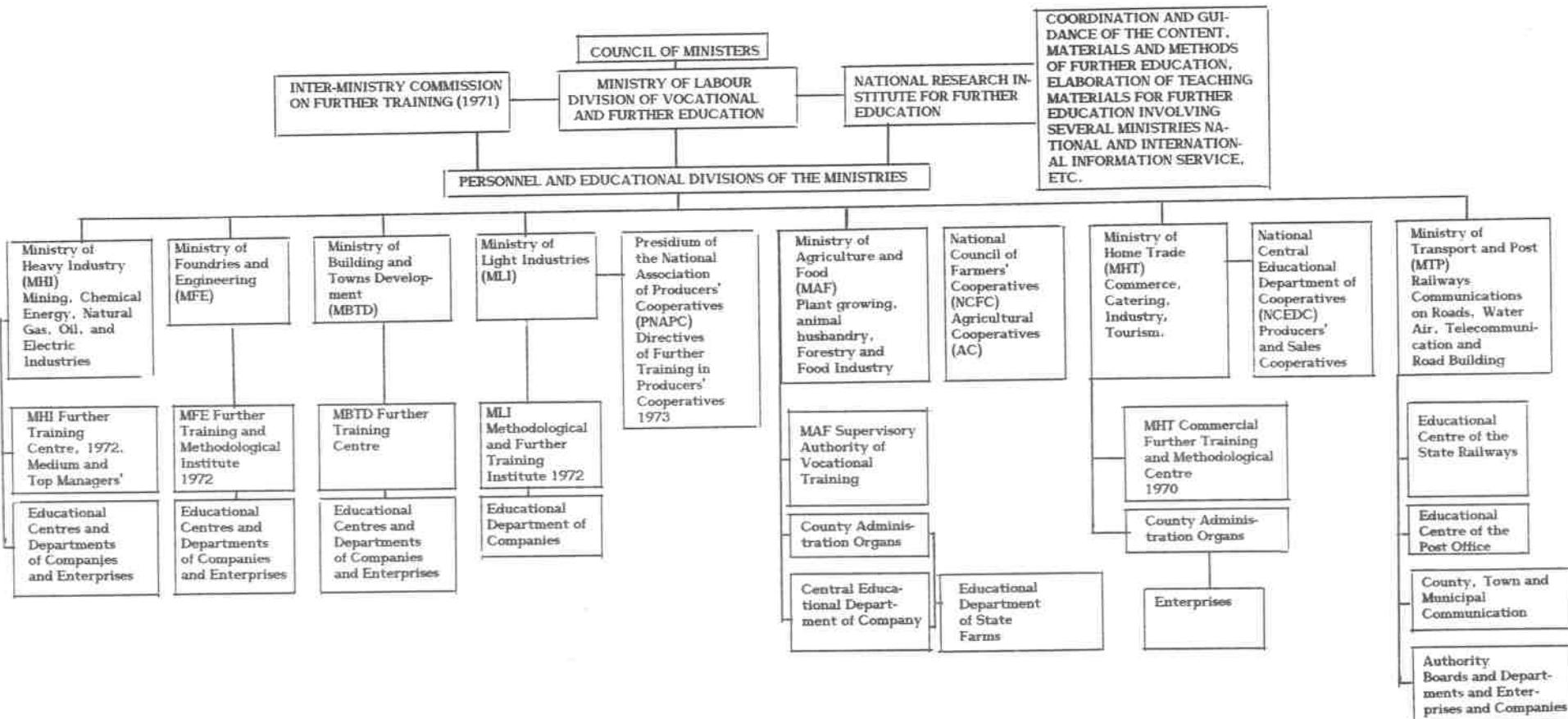
America 2000/Goals 2000 is interlocked with the Dept. of Labor, which in turn, is interlocked with business.

A careful reading of suggested educational/business cooperative efforts will result in government mandated training programs.

Advisory service in a government mandated program usually goes beyond advice to that of mandates.

charge of the educational technology aspects of training. In order to increase the effectiveness of training a special regional further training centre has been set up for experimental purposes. It does not attend to duties relating to a specific industry, but it offers assistance to several plants mainly small ones belonging to one industry in accomplishing their tasks of in-service training.

In our opinion the elaboration of a uniform concept of educational technology which can universally be applied to the whole system of the in-service training of workers in one country /or a group of countries/ is only possible in case the prevailing situation and the detectible trends are appropriately taken into consideration.



Appendix No. 1.

The main centres of the in-service training of workers /national, for one industry or for one major plant/

1. The National Research Institute of the Ministry of Labour for the In-Service Training of Workers and Medium-level Specialists
/Address: 1007 Budapest, Perzsenyi Daniel u. 6. Phone: 134-403/
Abbreviation of the Institute in Hungarian: OTKI
2. The In-Service Training Centre of the Ministry of Heavy Industry
/Address: 2509 Esztergom-Kenyemezo, POPOX 23.; Department of Running courses, Address: 1055 Budapest, Marko u. 16. /
Abbreviation of the Centre in Hungarian: NIM TX

The principal in-service training centres and educational departments of the Centre are as follows:

2. 1 Coal Mining: Hungarian Coal Mining Trust, Tababanya
2. 2 Natural gas and oil industry: National Crude Oil and Gas Trust, Budapest
2. 3 Chemical industry:
 - Chinoin Vegyikombinat /Porsod Chemical Works/, Kazincbarcika
 - Tiszai Vegyikombinat /Tisza Chemical Works/, Leninvares
 - Taurus Gumiipari Vallalat /Taurus Rubber Factory/, Budapest
2. 4 Aluminum industry: Magyar Aluminumpipari Troszt /Trust of the Hungarian Aluminum Industry/, Budapest
2. 5 Energy and Electrical Industry:
Magyar Villamosmuvek Troszt /Trust of the Hungarian Electrical Works/, Budapest
3. The In-Service Training and Methodological Institute of Metallurgy and the Machine Industry /Address: 1096 Budapest IX. Wendel u. 3/b. Phone: 130-20/
Abbreviation of the Institute in Hungarian: KGMTI

Its principal in-service training centres at the enterprises are as follows:

3. 1 Ozd and Dunaujvaros /foundry/
3. 2 Ganz-Mavag, Budapest /machine industry/
3. 3 VIVEOTON, Szekesfeheervar /electronic industry/
4. In-Service Training Centre of the Ministry of Building and Town Development /Address: 1027 Budapest, IX. Csalogany u. 23.
Phone: 358-794/
Abbreviation of the Centre in Hungarian: EVK TK
5. In-Service Training Institute of the Ministry of Light Industry /Address: 1023 Budapest, II. Polyai u. 14.
Phone: 355-397 and 151-606/

6. Supervisory Department for Vocational Training of the Ministry of Food and Agriculture /Address: 1026 Budapest, II. Frankel Leo u. 114. Phone: 336-908/

Its in-service training centres and vocational training institutes are situated in different parts of the country, for instance, at Vep, Sellye, Ketegyhaza, and so on.

7. In-Service Training and Methodological Centre for Trade /Address: 1146 Budapest, KIV. Chazar A. u. 5. Phone: 426-515/ Abbreviation of the Centre in Hungarian: KTMK

8. Educational Department of the Ministry of Transport and Post /Address: Budapest, VI. Rob u./

There are no central in-service training and methodological institutes of this ministry, for there are only centres corresponding to the different departments of the ministry. They are as follows:

- 8.1 Railway Officials and In-Service Training Institute of the Hungarian States Railways /Address: Budapest VIII. Luther u. 3/ /Founded in 1887/

- 8.2 In-service training and the training of skilled workers is carried on for the Post Office at different regional educational centres subordinated to the Personnel and Educational Department of the Post Office. Centres of this kind are situated in the provincial towns including Pebrecen, Miskola, Pecs, Sopron, Szeged.

- 8.3 A new educational centre is being established right now for road transport. At the moment training and in-service training are provided by the educational department or sections of the major enterprises such as the Autokozlekedesi Tanittezet /Driving School/, Autofenntarto Ipari Troszt /Automobile Maintenance Trust/, Volan Autokozlekedesi Troszt /Volan Road Transport Trust/ and the transport companies and enterprises of the different towns, and so on.

- 8.4 Educational Department of the General Management of the Hungarian Shipping Company MAKART.

9. There are special local in-service training institutes, for example, the Workers' In-Service Training Institute of Ujpest /Address: Budapest IV. Venetianer u. 26. /

IV.

ALTERNATIVE STRATEGIES OF THE INTRODUCTION OF EDUCATIONAL TECHNOLOGY INTO THE TRAINING AND IN-SERVICE TRAINING OF EDUCATIONALISTS

by

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Introduction

Our study is based on the replies given to the Questionnaire of Topic No. 4, sent out before the International Seminar on Educational Technology, the comments made at the Seminar and information given to

the Organizing Committee.

Of the countries of the region of Central and East Europe which were the subject of the survey replies were given to the Questionnaire by Bulgaria, Czechoslovakia, Finland, Greece, Hungary, Rumania and the Soviet Union, while Yugoslavia sent in a separate study containing the replies.

The following four groups of questions were examined:

1. / The questions of the principles and organization of teacher training.
2. / The problems relating to the use of the media and software of educational technology in the training of teachers.
3. / The characteristics of the training of future teachers in educational technology.
4. / Relations between the in-service training of teachers and educational technology.

1. The Questions of the Principles and Organization of Teacher Training

1.1 The Types of Institutes Training Teachers

There are different types of teacher training institutes and schools in the individual countries. In general, the people educating children belonging to the 3 to 6 year age bracket, that is the kindergarten nurses are trained in training schools to which the applicants are admitted following their matriculation exam for a period of two years of training. The teachers of children from 6 to 10 years of age are trained for 2 to 3 years in schools belonging, like the kindergarten nurse training schools, to the category of higher educational institutes. In some countries there are also institutes of secondary educational level in charge of training teachers for this age bracket. Teachers for the age group from 10 to 14 are trained at the teacher training colleges for four years, while teachers for the secondary schools are trained either at colleges of universities, in particular at the faculties of art and liberal arts, natural sciences of the art and science universities, at the technological, economic and agricultural universities.

1.2 The Organizational Conditions of Pedagogical Training

Instruction in the teacher training schools in psychology and pedagogy is composed of lectures which are followed by relevant discussion group and practice sessions. The students listen to lectures on logic, general, development and educational psychology and special methodology for the different subjects.

Partly parallel with the lectures and in part after them the students have to participate in practice sessions in the schools and kindergartens, respectively, at which their task is to complete the theoretical knowledge they have acquired with observations made in practice and their application in practice.

In general, the number of lessons allowed for teaching in every type of institute make it quite possible to apply theoretical knowledge in practice. The curricula /programmes/ of the teacher training schools set the practical application of theory

OBE / Skinner

Performance based training in the U. S. A. - Career ladders/ merit pay/ master teachers

as an objective. Four countries possess what is thought to be appropriate description of practical pedagogical abilities and skills; in two countries the existing system of objectives is not regarded to be adequately operational, while in another country of the region examined such list of the skills is not available. Considering the fact that those responding to the Questionnaire failed to attach a description of skills, it was impossible to state on the basis of the replies sent in whether or not the existing descriptions of skills can actually serve as measurable objectives of practical training.

The replies sent in concerning the principles and organizational viewpoints of teacher training reveal that most informants have elaborated the first stages of a competency based teacher training programme.

Although not all the countries replying to the Questionnaire supplied detailed information on the types of institutions in charge of teacher training it appears on the basis of information made available that the programmes of teacher training are conventional and have shifted, to a certain extent, in the direction of training based on performance.

1.3 Selection of Future Teachers

Knowledge acquired in the secondary school in the subjects concerned serves as the primary basis of selection made at the entrance examinations to higher education. Aptitude tests are adopted to prevent candidates unfit for health or physical reasons for the job being admitted to kindergarten nurse and primary school teacher training schools.

Knowledge of the subjects taught in the secondary schools is a criterion in every responding country for admission. In two countries, the applicants' pedagogical and psychological knowledge is also taken into account at the entrance examination. Pedagogical aptitude is a major admission requirement in five of the responding countries.

The following methods are adopted in the individual countries for testing pedagogical aptitudes:

	Czechoslovakia	Finland	Hungary	Rumania	Soviet Union
tests		+	+		
interviews	+	+	+	+	+
written tests					+
described situation of a problem					+
real-situations		+		+	
filmed situations			+		
situations recorded on video-tape		+	+		

It is evident from the table that the method of recording crucial and problematic situations is adopted only in two countries. The predominant, or in some countries exclusive method is the one of interview with the applicants.

OBE / Skinner

Performance based outcomes

Traditionally, we consider performance on quality—a nationalized educational program measures performance on the correct "political" thinking the teacher must meet the STATES desired goals.

Students are channeled, making it difficult for a student to change vocational choice at a later date.

Psychological and pedagogical knowledge is taken into account.

A nationalized curriculum demands teachers who will teach the "correct" political beliefs.

2. The Problems Relating to the Use of the Media and Software of Educational Technology in the Training of Teachers

In this chapter the application of educational technology in pedagogical training, that is during instruction in the theoretical subjects or pedagogy as well as in the course of the pedagogical seminars /discussion group/ and practice sessions will be considered. It goes without saying that the educational technology approach and the use of media /hardware/are not confined to this very narrow field in teacher training.

In giving instruction in the individual subjects such as biology, chemistry, the mother tongue, foreign languages, history, and so on the media of educational technology have a highly important role to play. Software made for public educational purposes is taken advantage of in training and the staff of the schools of teacher training also design and produce slide series, transparencies for the overhead projector and programmes for the teaching machines on their own in fairly large numbers.

We are not going to enter into details on the media of educational technology used in the teaching of the individual subjects, but this does not necessarily mean that we ignore the double importance of educational technology applied in the field, for it is quite obvious that in addition to promoting more effective instruction in a certain subject, up-to-date methods of teaching mould the students' outlook and orientate their methodological knowledge and culture.

2.1 The demand for the Use of the Media of Educational Technology in Teacher Training

The major defects of teacher training bringing about an internal demand for the use of modern educational technology were as follows:

1. It was difficult to ensure basis laid on appropriate empirical and practical foundations for the lectures on theory. References to the students' experiences gained previously and to the benefits involved in group visits to classes taught by another teacher and the talk given by the instructor or teacher failed to provide for an appropriately concrete, adequate and uniform basis bounded upon experience, theoretical training was not adequately demonstrative either.
2. The different subjects /psychology, pedagogy, the didactics of the individual subjects/ of theoretical training were not always in complete harmony with one another. They frequently overlapped one another and practical orientation was virtually missing.
3. Complete accord between theoretical and practical training could not be established. There were always differences of time and sometimes of approach and outlook between lectures on theory and experiences gained in practice.
4. Difficulties were often encountered in the event of the practical organization of group visits to other teachers' lessons that offer practical experiences /this means that it was not always possible to find a lesson of adequate standards to be visited at the time set for such a visit

OBE / Mold the students' outlooks and beliefs. This will be accomplished by individual computer programs and by audio/visual means.

A nationalized educational program must eliminate a variety of viewpoints—uniformity, harmony and complete accord are necessary to meet the desired state goals.

by the curriculum of the given training institute. It was also frequently impossible to send the students to visit training schools because they were too big in number and for this reason they disturbed the smooth run of teaching work. Considering the fact that a live lesson is highly varied and quite incalculable it was impossible to call the students' attention to events that were important to them. /

5. Teaching performed by students /practice teaching/ posed too complicated a task to the student teachers to face.

2.2 AV Materials Used Most Frequently in Teacher Training

We set off from the assumption that the use of the media and means of educational technology in teacher training contributes to shaping the student teachers' outlook and attitude towards educational technology. It came to light that the media of educational technology encountered by the teachers in the course of their educational activities are used over a fairly broad range in the training of future teachers.

The audio-visual aids were the first to contribute to making theoretical training more demonstrative.

Films and film strips have now been used for a considerable period for giving instruction in the different pedagogical subjects. In the early stages the parts of feature and popular science films that were of interest from a pedagogical point of view were screened and subsequently analysed by the student teachers. Later on several special educational films were made to assist in teaching psychology, didactics, the theory of education and the history of education. The new method of teaching mathematics is illustrated by a series of film strips.

The series "Educational Situations" presenting situations briefly for purposes of facilitating aptitude tests at the entrance examination and made by OOK.

/National Centre for Education Technology/ constitute a separate group of pedagogical films. The applicants must find a solution to a situation or problem or problematic situation presented in 1 to 3 minutes. From the replies they supply conclusions can be drawn as to their ability to solve pedagogical problems, their imagination and the extent to which they are devoted to the children. The extent to which the applicants prove suitable in practice and their ability to solve the different situations were found to be closely correlated. /Mrs. Ungar, 1973/.

Slide series is used extensively in all the responding countries, while the use of slide series accompanied by sound, sound recordings, transparencies for the overhead projector and sound films is less frequent. Video-recordings are not used in two countries while in the others only some institutes rely on them in training.

The use of programmed materials and teaching machines is far from being widespread, while television transmissions and radio broadcasts are used on a broader scale especially in Bulgaria, Czechoslovakia, Finland and Rumania.

The methods of demonstration outlined above did not bring about a change in attitudes and outlook nor did they lead to a breakthrough in teacher training. Films that are most complete in terms of the values of reality could not spread over a wide range first of all because of the high costs of production involved.

2.3 Television in Teacher Training

Because of their inherent technical qualities closed circuit television and video recording offer the most varied possibilities for giving instruction in pedagogy. Television has created more favourable conditions than any of the media for illustrating theoretical training, made it possible to narrow the gap between theory and practice, eased the tension referred to earlier in connection with group visits to a class to study classroom activities, enabled a more effective direction of practice teaching carried on by the student teachers as well as the recording and subsequent evaluation of the activities performed by the students subject to training. As a result there is need for the more accurate planning of the whole system of teacher training and the transformation of educational technology as a whole.

2.3.1 The Part Played by Television in the Modernization of Group visits to Classes

Television was first used for purposes of modernizing group visits to classes or substituting such visits. So-called studio classrooms were established from which a teaching lesson could be televised for a very large audience outside the particular classroom involved in the process. The principal advantages involved in closed circuit television were ascribable to the fact that a very large audience can watch the teaching-learning process during the lesson, a running commentary can be given on the lesson while it is in progress, several pictures can be televised from the different positions the cameras are situated and the cameras constitute a less disturbing factor than the presence at the lesson of student teachers in large numbers. Subsequent research revealed that live television transmissions by the closed circuit TV system are not more effective than the traditional group visits by student teachers to classes provided the advantage lying in the possibility of recording the transmissions are not utilized. The only advantage of live transmission along the above described lines but without video recordings over the traditional group visits is that the latter is more economic.

/Pucsko, B., Falus, I., Petri, A., 1973/

Closed circuit television transmission is a method adopted even today in the institutes of teacher training. In some places this is the only method of being "present" at a lesson for reasons of the very high number of student teachers.

Closed circuit television systems reveal highly varied technical solutions. There are no reliable data on hand for a comparison of the pedagogical effectiveness of the different technical solutions.

Over the past few years the closed circuit television systems in the countries of the region have been complemented with video-recorders. In Hungary, the Ministry of Education and the National

Centre for Educational Technology have elaborated a joint plan under which the video recorders constitute the organic parts of the newly established television centres at the colleges of education. The teacher training schools are being equipped with the same facility right now. The television centre of the Szombathely College of Education possesses outstanding technological facilities even by European standards.

2.3.2. The Use of Television for Illustrating Lectures on Theory

Closed circuit television systems fail to make it possible to illustrate lectures on theory systematically and appropriately, that is to say the incorporation of demonstration into the process of the lecture is out of the question. As a result of the use of the video-recorders, however, this difficulty has been overcome and the types of video-recordings that can be used most expediently have been developed. They are as follows:

- a/ recording of a complete lesson;
- b/ experimental processes, recording serving the purposes of presenting new and complicated methods /they illustrate the essence of the novel process, perhaps the 20 to 30 minutes to be presented are selected from a material recorded over several months;
- c/ archives of the different themes constitute a collection of recordings of different lessons to illustrate the individual psychological or pedagogical concepts or processes;
- d/ problematic and critical situation are films of a duration of two to three minutes which can be used quite effectively to illustrate a problem and to check the application in practice of the student teachers' pedagogical knowledge in addition to testing the applicants pedagogical aptitudes; besides they can also be used to the best advantage for launching a debate;
- e/ the so-called model-recordings serve the purposes of illustrating the individual teaching abilities isolated from one another /Falus, I., 1977/.

2.3.3 The Use of Television for the Modernization of Practical Training

The video recorder offers immense possibilities for raising the effectiveness of practical training. It is capable of giving a more accurate and more complete picture than any previous media to the student teacher about his or her own teacher activities.

The method of micro-teaching ensures the modernization in a complex manner of practical activities and the acquisition of different teaching skills. When this method is adopted the student teacher is first made acquainted with written material and this stage is followed by making him familiar with the teaching skills to be acquired with the aid of model recordings. Then he has to design a comparatively brief class to practice them; this is followed by the holding of the lesson he designed, it is recorded on video tape which is subsequently analysed and he has to design new drills to eliminate the errors revealed by the recording.

/Detailed description of the method is given by Ivan Falus in a paper published in 1975. /

Closed circuit television and video recorders are comparatively widespread in the countries participating in the Seminar. The fact that while in certain countries closed circuit television systems were introduced over a very wide range and video recorders are used on a comparatively smaller scale, in other states the situation is the reverse reveals interesting differences lying in the approach. Of the video recorders used the most common make are Sony and Philips but there are also Lomo, Elektronika and Ampex video recorders in use, too.

The method of microteaching is adopted in six countries with more or less frequency and with an experimental character in the majority of cases.

The method of microteaching is adopted in Hungary with experimental character and under the guidance of the National Centre for Educational Technology at the Eger College of Education, at the Szombathely College of Education, at the Esztergom Teachers' Training School and at Lorand Eotvos University, Budapest.

Educational packages of microteaching are being developed in the above listed educational institutions. At the Eger College of Education, educational packages designed to promote the ability to formulate elementary questions are being developed; at the Szombathely College of Education packages designed to develop the ability to ask questions provoking the person responding to think are elaborated, at Lorand Botvos University packages designed to promote the ability to direct individualized labour are developed while at the National Centre for Educational Technology experiments are made with teaching packages designed to develop the verbal abilities accompanying the demonstration made by the teacher. At the Esztergom Teachers' Training School the possibilities of fitting the technology of micro-teaching into the system of primary school teacher training.

In making model recordings and in the elaboration of slips of evaluation there is room for cooperation. Only Finland and Czechoslovakia possess archives of video recordings illustrating educational and teacher methods. They also have archives of sound recordings which also exist in Hungary and Rumania. The opinion given by the head teacher in charge of the student teachers activities is the most frequent feedback for their educational activities. An objective system of observation is used only incidentally as a source of feedback.

Half of the responding countries said that they use magnetic tapes and video tapes for purposes of feedback at least on certain levels of education. It is interesting to note here that the views of the head teacher in charge of the student teachers' activities, a point which America researchers found to be comparatively ineffective, is the most frequently adopted method of feedback in the countries of the region under review. It would be quite instructive to find out the methods that were found to be effective by the responding countries.

Traditional education in America found methods adopted in Eastern Europe to be ineffective.

2. 4 Supplying the Schools of Teachers Training and Colleges of Education with Software

The frequency of teachers, institutions and university facilities producing software for teacher training is roughly the same. Since teachers are very rarely trained, find time or have the technological facilities available for producing teaching materials /software/ by using the media of educational technology interpreted in the strict sense of the term, it would be interesting to find out more about the extent to which the teachers in the responding countries can contribute to the

development and evaluation of educational materials /software/ and, in particular, what kind of materials they can produce.

The replies given to Questionnaire No. 4 shows that in the overwhelming majority of countries there is not as yet an appropriate standard of organization for making maximum use of the teaching materials already at disposal. Since the development of effective educational materials is quite costly, the expenses incurred by development can only be justified by use over a very wide range.

There are sources of materials available in the majority of institutions in four of the responding countries, while in another two such materials are at the student teachers' disposal only in some of the institutes.

There is, as a rule, one technician as per 50 to 400 students in the countries responding to the Questionnaire. Most of them possess medium or high level professional qualifications.

The different materials of educational technology /software serving the purposes of teacher training are produced by the individual teachers, working teams operating within one department, institutes and central organs. The opportunities lying in the exchange of materials among the different institutes is not as yet taken maximum advantage of in the majority of the responding countries.

In Hungary, software is also made centrally. Slide series, transparencies for the overhead projectors and programmes for the teaching machines are being produced and distributed by the Educational Technology Centre of the Nyiregyhaza College of Education. Video-recordings are made by the Educational Technology Centre of the Szombathely College of Education while educational films are made by the National Centre for Educational Technology.

The records of all the software produced by the above listed institutes are kept at the Nyiregyhaza College of Education.

3. The Characteristics of the Training of Future Teachers in Educational Technology

Apart from some exceptions the institutes engaged with the training of teachers possess the media and materials of educational technology that the student teachers will use after graduation in the schools in the course of their teaching activities and they are made familiar with the tricks of their use during their studies.

They acquire the skill of using and operating the media /hardware/ within the framework of an independent subject in most of the cases, while the student teachers are made familiar with the teaching materials /software/ in the frame of other subjects and methodologies.

The subject "The Media of Educational Technology" has been instructed in Hungary at the institutes training kindergarten nurses, schools of teacher training and colleges of education since 1970. The subject has a centrally approved /by the Ministry of Education/ curriculum and a textbook used in all the above listed educational institutions. The fundamental task to be accomplished by teaching this subject is to make the future teachers acquainted with the use of the major media of educational technology, to enable them to eliminate minor faults of the media and to make fundamental software items.

Experiences gained with the instruction of the subject have shown

A national/regional supply center designed to place teaching aids into the teacher's hand.

Does the teacher have the FREEDOM to choose?

National curriculum in ALL schools.

that the 30 teaching periods allowed for the instruction of the subject at the above listed educational institutions is far from being sufficient for the students to acquire the basic skills of operating the different media and to develop the ability to make their own software items. That is why the number of teaching periods allowed has been increased to 60 at the colleges of education and the subject has been renamed: Educational Technology.

In order to meet the demand for educational technologists having received higher specialized training a special subject of educational technology built up on the educational technology instructed in 60 periods and didactics was introduced as from the academic year of 1977-78. The new subject is instructed in 90 periods extending to two semesters and it is designed to assist future teachers in planning educational technology, educational software and in using them appropriately on the basis of theoretical knowledge imparted and practical abilities developed. At the end of the two semesters of training in this special subject the student can take an examination and obtain a certificate if they pass it successfully.

In-service Training of Teachers and Educational Technology

There is institutional in-service training for teachers in every responding country. This sort of training is obligatory in the majority of cases. In Bulgaria and Rumania successful completion of the different courses is followed by pay increase virtually automatically. Promotion or a reduction on the number of obligatory teaching lessons, depending on performance, occur in the other countries.

In the course of in-service training the teachers' professional knowledge in their specific subjects, their pedagogical, psychological and ideological knowledge are developed and they are assisted in improving their practical pedagogical activities and in being made familiar with the novel educational materials.

In-service training in special educational technology is performed by the National Centre for Educational Technology in cooperation with the in-service training institutes of teachers of the different countries of Hungary. The curricula of the courses of different levels can be compiled from the modules elaborated by the National Centre for Educational Technology and they can easily be adjusted to local requirements.

The use of film strips and films, slide series, radio broadcasts and television transmissions are very widespread in the teachers' in-service training, but video recorders are much less frequently applied.

Continued training necessary to maintain certificates.

Pay increases used to bring compliance.

If the teacher CHOOSES NOT to participate—in all probability the teaching certificate would not be renewed.

In-service training is used to develop ideological viewpoints.

5. RESEARCH AND COOPERATION

Research connected with the questions of educational technology in teacher training is carried on by the institutes listed below:

Bulgaria:

Institut usoversenstvovaniya utchitely
Nauchno-isledovatel'skiy institut obrazovaniya im.
T. Samodmuva.

Czechoslovakia:

Institut pedagogiki Komenskovo
and certain university faculties and pedagogical research institutes

Finland:

Institute for Educational Research at the University of Jyvaskyla

Hungary:

Orszagos Oktatustechnikai Kozpont /National Centre for Educational Technology/

Soviet Union:

N I skolnovo oborndovaniya i TSC APN SSSR
Voronezskiy pedagogitcheskiy institut Leningradskiy pedagogitcheskiy Institut
Kievskiy pedagogitcheskiy institut.

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V.

ALTERNATIVE STRATEGIES OF THE INTRODUCTION OF EDUCATIONAL TECHNOLOGY INTO HIGHER EDUCATION

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Introduction

The scientific and technological development of our age has given rise to a number of problems to be settled in addition to several welcome achievements. In connection with our subject and as a result of the reform of higher education the questions of what to teach and how to teach have come very much into the focus of attention.

Of the problems the joint use of the media of educational technology produced for different purposes and software designed to serve different goals for promoting education is of special importance.

Topic No. 5. of the International Seminar on Educational Technology was concerned with the possibilities of introducing educational technology into higher education. The principal purpose of this study is to summarize and systematize the answers sent in in reply to the Questionnaire in order to facilitate the activities of the Seminar and the debate conducted there.

Replies to the Questionnaire were received from the following countries:

People's Republic of Bulgaria	/B for short/
Socialist Republic of Czechoslovakia	/Cz for short/
Finland	/F for short/
Greece	/G for short/
People's Republic of Hungary	/H for short/
Socialist Republic of Rumania	/R for short/

When elaborating the questionnaire the overriding principle was to include questions the replies to which enable us to assess the prevailing situation and disclose the theoretical and practical possibilities of the spread of educational technology.

Our examinations were focused on analysing the following groups of questions:

- I. The concept of educational technology.
- II. The possibilities of the introduction of educational technology into higher education and the experiences gained with its application.
- III. Research on educational technology in higher education.
- IV. The organizational structure of educational technology in higher education.
- V. Training and in-service training in educational technology.
- VI. International cooperation in educational technology.

I. Concept of Educational Technology

The ever accelerating pace of development of sciences and technology brings about tasks of increasing dimensions to be accomplished by every level of education including higher education. Today the intensification of the effectiveness of education and raising its standards assume the character of social demands.

The higher educational systems of the individual countries can only satisfy increasing requirements in case they embark, parallel with the modernization of the content of education in the function of the expectations of the society, on bringing the applicable methods, means, media and systems more up-to-date. One of the essential pre-conditions of the success of work carried on to this effect is to accept and show a positive attitude towards educational technology on the theoretical basis of which the practical implementation or modernization can be performed.

The organizational forms, content, methods and relevant technique of the educational process constitute a system on every level of education including higher education. It follows from this that the introduction of educational technology has an influence to exert on the modernization of the organizational forms and content of the teaching-learning process.

There are slight differences to be encountered in connection with the opinions on, approaches towards and the characteristics of educational technology, though these differences /detectable in Bulgaria and Czechoslovakia/ have nothing to do with the core of the problem.

The position that the present use of the different audio-visual aids or groups of aids is no more than the enforcement of one of the elements of educational technology in the teaching process is quite characteristic.

Educational technology cannot be confined merely to the application of the different audio-visual aids, because the essence of educational technology lies in the systematic planning, direction and evaluation of the teaching-learning process which are aimed at achieving accurately defined objectives based on research into human learning and communication. To this end the combination of human and non-human resources must be fully utilized.

II. The Possibilities of the Introduction of Educational Technology into Higher Education and the Experiences Gained with its Application

1. Those responding to the Questionnaire offered different rational solutions to the introduction of educational technology into higher education. It is a general opinion /in Bulgaria, Czechoslovakia, Finland and Hungary/ that it is most expedient to embark on introducing educational technology if this venture is part and parcel of the reforms of higher education to be implemented on the basis of relevant government decisions and resolutions

In the course of this activity, however, the practical work that has been performed to date by the higher educational institute in question in the field of educational technology must be taken into account.

2. It is necessary to launch programmes of research and experiments

coordinated and elaborated on the basis of a central development plan as the strategy of introduction /Bulgaria, Greece and Rumania/. In this activity a decisive role is played by the higher educational institute concerned /Bulgaria, Finland, Hungary and Rumania/ and the individual initiatives taken by the staff of the institute /an opinion voiced by Bulgaria, Finland and Hungary/.

National center to guide/dictate policy.

It is most expedient to guide the introduction, in terms of the relevant concepts, by establishing a centre to be in charge of the work of coordination on a nationwide scale.

3. One of the preconditions of the success of the introduction of educational technology is to ensure that the teaching staff of the higher educational institute in question displays a positive attitude towards the method to be introduced. Regrettably, however, a considerable part of the educationalists in higher education /Greece and Finland/ is reluctant to make any kind of "methodological" approach to the content of the special subject in question. This situation can be changed by launching different pedagogical courses /Courses on educational technology/ as is the case in Bulgaria, Czechoslovakia, Hungary and Rumania. In addition, a significant role must be attributed to be played by the different scientific and methodological conferences /a view submitted by Bulgaria, Czechoslovakia, Finland, Greece, Hungary and Rumania/ While in-service training on an individual basis also plays a remarkable part /as suggested by Bulgaria, Czechoslovakia, Finland, Greece, Hungary and Rumania/.
4. University students, as a rule, are ready to give unconditional support to the introduction in practice of educational technology /as stated by Bulgaria, Czechoslovakia, Finland, Greece, Hungary and Rumania/; nevertheless, this alone is not sufficient for the introduction to be successful. There is more than the acceptance of the method in a passive manner. Contrary to previous practices the students must be required to show a more active attitude than before. The new situation of learning can, by no means, be successful without active cooperation between teacher and student. We must be prepared to face this problem.
5. It can be concluded on the basis of the analysis of the replies contained by the Questionnaire that the different responding countries have a better supply of media /hardware/ at their disposal, even if not completely sufficient, than software.

Experienced teachers tend to resist change. In the U.S., older experienced teachers will have to be phased out to allow younger teachers to take over.

Frank Newman feels that teacher loss will be approximately 25%.

The table given below illustrates the prevailing situation.

	Supply of Media		
	insufficient	average	good
a. Projecting stationary pictures accompanied by sound		H	B, Cz
b. Projecting movie pictures /filmstrips/	B	Cz	H
c. Television	B		Cz, H
d. Sound systems	Cz, H	B	
e. Teaching machines	B, Cz, H		
f. Multi-media systems	B, H	Cz	
g. Language laboratories		Cz	B, H
h. Computers in education	B	Cz, H	
i. Others			

Note: B for Bulgaria F for Finland H for Hungary
 G for Greece Cz for Czechoslovakia

6. In spite of this, however, some countries /Finland/ spend as little as 2 to 5 per cent of the budget allocated for higher education on the introduction of or support for educational technology. Other countries /Bulgaria, Czechoslovakia, Greece and Hungary/ could not determine the relevant percentage.
7. Software is produced or acquired by the different institutes of higher education in a most varied manner. In the majority of cases software /teaching material/ is produced within the premises of the institute concerned /as is the case in Bulgaria, Czechoslovakia, Finland, Hungary and Rumania, more exactly at one of its departments or with the assistance of the group of educational technology where there is one /Bulgaria, Czechoslovakia, Finland, Hungary and Rumania/. It is less frequent to purchase or obtain software from a central national institution /supplier or distributor/ as in Finland or Hungary or from the "free market" as in Greece. It is surprising that students are included in producing software in an increasing number of countries /Bulgaria, Czechoslovakia, Greece, Hungary and Rumania/.
8. It is revealed by the analyses that for accomplishing didactical tasks set in an advance educational technology is used most frequently in the phase of imparting new knowledge /Bulgaria, Czechoslovakia, Greece, Hungary and Rumania/; it is used less frequently at the stage of drilling /Finland, Greece and Hungary/ and rarely (Czechoslovakia, Greece, Finland and Hungary/ or not at all /Bulgaria/ in the phase of checking the acquired knowledge.
9. The information provided by the software and hardware of educational technology is used

	generally	often	rarely	never
to supplement	B, Cz G, R	F	H	
substitute or	H, R	B, F	Cz, G	
illustrate	H F, R	B, Cz G		

the material discussed during the lecture.

Note: In the table above and the one coming later the capital letters denote the following countries:

B = Bulgaria Cz = Czechoslovakia

F = Finland G = Greece

H = Hungary R = Rumania

The fact that the overwhelming majority of the countries responding to the Questionnaire use the method of imparting information by the media of educational technology comparatively rarely for substituting the lecture must be regarded in a positive manner.

Lectures are still important.

10. Projecting slides, screening films or film strips, television transmission and language laboratories are the ones to be used most frequently out of the arsenal of the media of educational technology during the lectures, exercises, practice sessions and discussion groups in higher education.

	lectures	discussion groups	indivi-laboratory	dual work	Others
a. Projecting stationary pictures accompanied by sound	B, F, G, H, R	F, G, H, R	B, F, H, R		
b. Projecting movie pictures	B, F, G, H	G, H, R	H, R		
c. Television	B, F, H, R		F		
d. Teaching machines	R		B, R		
f. multi-media systems		R			
g. Language laboratory		B, F, H, R	R, H, R	R	
h. Computers in education		R		H	
i. Sound systems	G, H, R	F, R	R		

11. Educational technology is used *frequently* in higher educational institutions offering different qualifications. It is quite striking, however, that in teacher training /Finland and Greece/ and in training agricultural specialists /Finland, Greece and Hungary/ the advantages inherent in educational technology are rarely used.
12. Some countries /Bulgaria, Finland, Greece and Rumania/ responding to the Questionnaire agree that educational technology has a decisive role to play *in full time education*. Others /Czechoslovakia and Hungary/ maintain that the use of the media of educational technology can largely assist students *learning on their own* in the case of attending evening or correspondence courses.
13. The media and methods of educational technology aiding teaching activities carried on at the different institutes of higher education are used in general within the *teaching periods* as stated by Czechoslovakia, Finland, Greece and Hungary. In Rumania, software that can be presented with different media are used even outside the classroom.
14. The importance of educational technology is given by the different higher educational institutions to be of the following sequence: in giving instruction in the *basic subjects* as stated by Czechoslovakia, Finland, Hungary and Rumania followed by the teaching of the *special/vocational/ subjects* as stated by Greece, with the sequence to be noted.
15. The countries responding to the Questionnaire recommend the use of the software and hardware of educational technology for the elaboration, naturally in the function of the extent to which demonstration can be used, of the *selected chapters of the content of a subject*/Czechoslovakia, Finland, Greece, Hungary and Rumania/ or for the elaboration of the content of the subject as a whole /a view proposed by Finland and Rumania/.
16. With the experience gained over the past decade taken into consideration it can be concluded that as a result of the experiments carried out with programmed instruction by Bulgaria, Czechoslovakia, Finland and Hungary that:
 - the teaching material of the basic subjects and those of a technological character is restructured;
 - the role played by individual work increases;
 - there is increased objectivity of the valuation in the process of control and checking;
 - the enforcement of the principles of programmed instruction is significant in training through correspondence courses.

In training based on correspondence courses a considerable measure of guided individualization can be reckoned with.

III. Research on Educational Technology in Higher Education

1. In the countries responding to the Questionnaire research on educational technology in higher education is carried on mostly on the basis of a central research plan /as in the case in Czechoslovakia, Finland, Hungary and Rumania/, or on the basis of the individual

research plans of the different higher educational institutions /Czechoslovakia, Finland, Hungary and Rumania/, or it is coordinated within a given higher educational institution with research proper based upon initiatives taken by the individuals /Bulgaria, Czechoslovakia, Finland, Hungary and Rumania/ or no research work is done at all /Greece/.

2. Different examinations have been made in the responding nations. In Czechoslovakia, comparative examinations have been made with the effectiveness of the training of the students of the evening course, in Finland, the use of television in higher education has been studied, while in Hungary, research is being carried on in the following fields:

- questions relating to the content and forms of audio-visual software and the examination of the influence it exercises;
- the methodological and technical conditions of the use of educational films;
- disclosing the possibilities and methods of the application of closed circuit television systems in higher education;
- exploring the methodology and technical problems of modern media and software suitable for screening or being screened within the classroom.

It must be noted here that little is known of the research fields of the countries sending in the Questionnaire because few details were supplied in the answers.

3. There are plans for the international coordination of educational technology in higher education in Czechoslovakia and Rumania within the framework of the Council for Mutual Economic Assistance /Comecon/, or no such plans have as yet been drawn up /Finland, Greece and Hungary/.
4. Incidental relations between the commercial organs and enterprises producing media /hardware/ and materials and distributing them on the one hand and the institutions on higher education on the other are confined, in general, to purchasing one of the media or materials. In most cases there is no department, section or group of educational technology to mediate in this process. There is a certain measure of contact between the two sides in Czechoslovakia and Finland, but no ties have been indicated by Greece and Hungary, meaning that the results of research carried on by the higher educational institutions are only incidentally conveyed to the manufacturers.

IV. The Organizational Structure of Educational Technology in Higher Education

1. In this respect there are considerable differences among the countries having responded to the Questionnaire. Only one of the six nations, Hungary possesses a National Centre for Educational Technology, while in the other five countries there are either regional centres, departments or sections of educational technology attached to the universities as in Bulgaria, Czechoslovakia, Finland and Rumania or there are no centres of departments of educational technology as in Greece.

As the speakers in the debate at the Seminar pointed out in certain countries /German Democratic Republic and Rumania/ there are centrally established and appropriately operating institutes to be at the service of higher education. They are engaged with research work, hold basic or in-service training courses centrally on methodology, and they also study the questions of educational technology on the level of higher education.

2. In addition to research activities, the possibility of obtaining information on educational technology is a fundamental condition for further progress. Relevant information is made available in each of the six responding nations by different periodicals, publications, catalogues and bulletins.
3. In Finland, information on the software produced on a nationwide scale in the institutions of higher education is made available by the Ministry of Education, on the teaching of foreign languages by the National Language Centre. In some other countries information to the above effect is supplied by the producing companies, distributing enterprises or research institutes, as in the case in Bulgaria, Czechoslovakia, Hungary and Rumania, or this problem has not as yet been settled.
4. In most of the higher educational institutions it is the duty of the educationalists /Bulgaria, Czechoslovakia, Finland, Hungary and Rumania/ or their assistants (Bulgaria, Finland, Greece, Hungary and Rumania) to operate the media of educational technology. It is not characteristic that the specialists of the educational technology department are relied on for support.
5. The higher educational institutions of the different countries of the region solve the problem of maintaining or repairing the media of educational technology either by relying on local resources as in Bulgaria, Czechoslovakia, Finland, Greece, Hungary and Rumania or they are assisted by repair services /Bulgaria, Czechoslovakia, Hungary and Rumania/.

V. Training and In-service Training in Educational Technology

It is the precondition of further development to train appropriate experts of educational technology. In most of the countries having attended the Seminar the educationalists of the higher educational institutions do not receive special training in educational technology except for the German Democratic Republic where special training is carried on for the staff of institutions of higher education. That is why in-service training especially that of educational technology is of special significance in higher education and it takes the form of courses and lectures as in Czechoslovakia, Hungary and Rumania and conferences /Bulgaria, Czechoslovakia, Finland, Greece and Rumania/.

VI. International Cooperation in Educational Technology

Of the possibilities of cooperation for the development of educational technology the countries responding to the Questionnaire considered the following to be useful for the institutions of higher education of the other countries:

Fields of international Cooperation	Essential for the country	Non-essential for the country	Proposal for other countries necessary	unnecessary
Periodical published jointly	CZ, F, H		H	F
International special committee	CZ	F, H	H	F
Conferences & meetings	CZ, F	H	F	H
Centre	CZ, G, H	F	H	F
International centre	CZ, G, H	F	H	F
International standards for the hardware	CZ, F, H		F, H	
Catalogue containing hardware and software for higher education /according to the countries/	CZ, F, H		H	F
Exchange of software /acquisition and lending/	CZ, F	H	H	F
Joint research plan	CZ, F, G	H	F	H
Mutual recommendation of information	CZ, F	H		F, H
Cooperation in the basic training in educational technology	CZ, F, G	H	H	F
Cooperation in in-service training	CZ, F, G	H	H,	F

Note: Cz = Czechoslovakia F = Finland

H = Hungary G = Greece

Conclusions:

Here are some conclusions that can be drawn concerning the conditions for the introduction and spread of educational technology:

- it is essential that the responsible state bodies and authorities should support in principle the introduction of educational technology in addition to giving it moral and financial support;
- It is necessary to launch coordinated research programmes and experiments elaborated on the basis of a central development plan;
- It is a fundamental precondition for the introduction of educational technology to ensure that the staff of the higher educational insti-

tutions show a positive attitude;

- it is important to establish a new learning situation, that is to say, active cooperation between teacher and student;
- it is an essential, but not the only factor, to supply higher education with appropriate software and media /hardware/ that correspond to the international standards and are operational;
- cooperation on an international scale is necessary in research.

VI

POSSIBILITIES OF ESTABLISHING AN INFORMATION SYSTEM FOR THE EXCHANGE OF AUDIO-VISUAL EDUCATIONAL MEDIA

by

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The necessity for the establishment of a regional information and exchange system is raised in order to utilize the available audio-visual materials more effectively, to eliminate parallelism in the field of production and with regard to economic and other important aspects.

When a mechanism of such a system extending to several countries or perhaps to several activities is being elaborated it must be taken into consideration that in a number of respects, for instance, in terms of the structure of their educational systems and with regard to the organization of the system of production and distribution of audio-visual materials and aids there are quite a few differences among the countries of the region.

While examining the possibilities it is most convenient to seek what is in common and move forward step by step by relying on the existing national and international organs and organizations, the different forms of cooperation that have already been established among them and on the experiences gained and their utilization to the maximum. While doing so the demands raised by education—which is what is called actual practice—must be born in mind.

The development of education, supplying the schools with audio-visual materials and aids of appropriate quality and quantity constitute one of the most current issues in all the countries having attended the International Seminar. Accordingly, the system of research on, production and distribution of audio-visual materials and aids has undergone considerable changes in recent years and this process is far from being complete. The list of the most important institutions and companies as per country which are engaged with research on, production and distribution of audio-visual materials and aids is contained by the Appendix attached to Topic No. 6. /Naturally, the list is not complete but it offers an appropriate basis on which further activities can be carried on./ In addition to the name and address of the insti-

tution or enterprise the list also contains the type of the audio-visual material or aid produced /or distributed/ and the educational level at which it is recommended to be used is also denoted. These two aspects are extremely important because when a regional exchange system is being established the educational level and the kinds of audio-visual aids and materials with which the system should be concerned are questions of top priority. Truly enough problems of curricular development do not figure in the Appendix but it would be wise to consider this point before denoting the individual fields of activity. The experts of this particular field would have very important duties to perform if they were left with the job determining the subjects and themes for which audio-visual materials have been produced that could be used in other countries, or for which such materials could be elaborated jointly by several nations. This would call for cooperation among the competent institutions of the interested countries followed by the setting up of a regional committee on curricular development. From the point of view of the character of the institutions responsible for this activity there are, at the moment, considerable differences among the countries involved. In Greece, the Ministry of Education, while in Rumania a special institute /ICPPG/ is responsible for the elaboration of the curricula for all educational levels and subjects instructed. In Finland and Hungary, there are separate institutions in charge of the problems of public education and vocational training.

The Appendix reveals that the activities of some of the institutions extend to planning, designing, production and distribution, while others specialize only in one of these lines. This is probably ascribable to the fact that the audio-visual material and aids were introduced into the different countries of the region in a different manner and, accordingly, this brought about differences in the duties of the institutions concerned.

The complex process as a result of which the audio-visual material and aids reach the schools will be illustrated by the Hungarian example.

In Hungary, the National Pedagogical Institute /NPI/ is engaged with the elaboration of the curricula and the list of teaching aids and the relevant methodology attached to them. It is the duty of the National Centre for Educational Technology to produce the zero series of software made for purposes of public education along with the elaboration of teaching packages and the development of audio-visual materials and aids. The Teaching Aid Producing and Sales Company is responsible for the serial production and distribution of software, while the Textbook Publishing House is in charge of the duplication and distribution of textbooks.

There is a cooperation agreement providing for the coordination of the activities of the above given institution in the field of research on and development and designing of the teaching aids used in primary and secondary education. Under the agreement the institutions concerned coordinate their plans, inform one another mutually and evaluate the accomplishment of the tasks jointly. A committee called Committee on Teaching Aids has been set up to coordinate the supply of teaching aids for public education.

The organizational set up of the supply of audio-visual aids and materials of vocational training is also easy to describe. Relevant research and planning are the responsibilities of the Research Institute of Vocational Training while production and distribution are in the hands of the Centre Supplying Vocational Schools with Teaching Aids.

Soviet / American agreements in education.

"Long distance" education is a comparatively new field and is the responsibility, in the first place, of school radio and school television, but the National Centre for Educational Technology is also engaged with relevant research.

The activities carried on by most institutes are of several directions. The National Centre for Educational Technology is responsible, for instance, for designing and producing the audio-visual materials, while the Centre Supplying Vocational Schools with Teaching Aids is in charge of their production and distribution. In the case of school radio and school television both planning, production and distribution are in one hand. In the case of audio-visual materials and aids designed for public education, more than one enterprise is engaged with production, since the production of the zero series is the responsibility of the National Centre for Educational Technology and serial production is in the hands of the Teaching Aid Producing and Sales Company. In the field of vocational training the Centre Supplying Vocational Schools with Teaching Aids is in charge of producing, distributing and borrowing teaching aids.

The schools are given credit centrally by the Ministry of Education for making their purchases on the basis of the list of teaching aids compiled by the Ministry of Education; they can also borrow audio-visual materials and aids from the Budapest Pedagogical Institute, the County Film Archives which are subordinated to the local municipal council.

In all the forms of activities the supreme body to which the different planning and producing institutes are subordinated is very important because if all of them belong to the same authority /for instance, the National Centre for Educational Technology, the National Pedagogical Institute, the Teaching Aid Producing and Sales Company and the Textbook Publishing House are all subordinated to the Ministry of Education/ it is much easier to establish cooperation among them. Most of the problems arise at this stage of production because there are overlappings that are difficult to eliminate because the enterprises engaged with production are subordinated to different ministries. For example, each of the film studios run by the different ministries make their own educational films and so it may occur that several films are made simultaneously about one particular subject or theme. In an effort to solve or eliminate such and similar problems the Inter-Ministerial Scientific Coordinating Council for Educational Technology /IMSCCET/ was established by the Minister of Education in agreement with the other ministers. The National Centre for Educational Technology is in touch with all the ministries and a number of national institutions through IMSCCET making it possible to coordinate the production of software not only within the sphere of authority of the Ministry of Education but also within that of the other ministries.

Some of the audio-visual aids and materials are distributed and sold abroad by Kultura, the Trading Company for Books and Newspapers. It is much easier to manage the exchange of programmes made by school radio and school television because it is the responsibility of the Foreign Relations Department of the Hungarian Radio and Television and there is no need for any intermediary organ to do the job. The materials used by school radio and school television are thus made available for the user directly by the producer.

In view of the fact that the possibilities of exchanging audio-visual materials and aids is largely influenced by the system of distribution that evolved in the individual countries, our examination of the other coun-

Private and religious schools are independent while local school boards tend to choose on an individual base—all tend to MESS UP the national plan; therefore, they must cooperate or be eliminated. This is now being done in the U. S. A.

tries of the region in question will be concentrated around this specific field of activity.

On the basis of the replies sent in by the countries responding to the Questionnaire it can be concluded that public education is supplied with audio-visual aids and materials centrally in every country from a central fund or at the expense of the responsible bodies of the different areas. In addition, schools in most of the countries have their own funds to make purchases from. It goes without saying that the conditions vary from nation to nation to a certain extent.

In Bulgaria, the necessary materials are supplied by the Board of Educational Technology Media /called BUTC in Bulgaria/ or its local branches as ordered by the different schools. Central and regional film archives have been established to supply the educational institutions with films.

In Czechoslovakia, distribution is centralized systematically. In addition to the materials and aids provided free of charge the primary and secondary schools can obtain software at the expense of the district or region in which they operate. Education films can be borrowed from the "Czechoslovak Film".

In Finland, the local authorities bear the costs and they obtain a certain state contribution that is quite differentiated. The volume of the purchases made by the schools from their own funds is also considerable. Since there is no separate institute for the distribution of audio-visual aids and materials the shows and exhibitions that are held annually in different parts of the country to display audio-visual aids and materials are very important. There is a broad network of film archives in Finland to contribute to the high standards of the supply of audio-visual software for the schools.

In Greece, the audio-visual aids' service of the Ministry of Education is engaged with the supply of audio-visual aids and materials on a nationwide scale. Money is made available from a central fund according to the school's local needs and requirements. Apart from this substantial purchases are also made from the schools' own funds.

In Rumania, the distribution of audio-visual aids and materials is centralized and is effected through the Centre of Teaching Aids /called OCMI in Rumanian/ and its local branches all of which operate under the supervision of the Ministry of Education.

It was attempted in the foregoing to illustrate the system of research on, production and distribution of the audio-visual aids and materials in the countries of the region in question from country to country and through the example of Hungary in more detail. In the following we try, on the basis of a comparative analysis of the information obtained, to single out the major factors that can have a decisive role to play in the practical implementation of the exchange of materials.

Of the different educational levels most of the attention is devoted to meeting the requirements of public education, that is obligatory primary and secondary education. This determines, among other things, the character and content of research as well as the system of distribution. The use of audio-visual aids and materials look back on a long tradition in vocational training; that is why in several nations including Finland and Hungary there are separate institutions to be in charge of this field. There has been increasing interest in higher and adult education in recent years, and educational technology has

a particularly important role to play in its newly established forms of education such as the "long distance" education.

Fiber optics

In most countries of the region there is an independent institute or institutions engaged with designing and conducting *research* into audio-visual materials and aids and in general they are also concerned with a certain kind of experimental production. As a rule, these institutions closely cooperate with the organs responsible for curricular development which determine the teaching aids to be used along with the curricula in several countries such as in the Soviet Union, the German Democratic Republic and Hungary.

Centralization is of a lesser degree in the field of *production*. Even concerning nations in which there is a central body or institution responsible for the production of audio-visual aids and materials it is very difficult to give a complete list of the companies involved, not to mention local production carried on within the premises of schools, a trend coming very much into the picture. This picture drawn here applies, above all, to Yugoslavia, the country in which the picture is more complex than elsewhere because of the federal republics the country is composed of; institutions of a similar or identical line operate in each federal republic in Yugoslavia. In Finland, audio-visual aids and materials are supplied mainly by privately owned companies.

The countries having participated in the International Seminar reveal most similarities in respect of their system of the *distribution* of audio-visual aids and materials. Distribution, as a rule, is directed centrally. Yugoslavia is an exception to this because of the reasons listed above. There are, of course, certain differences to be detected from the point of view of the extent of centralization, the priority given to local demands, and so on. The organ to bear responsibility for distribution in the individual countries of the region is the Ministry of Education or its competent department, or an institution operating directly under the supervision of the Ministry. The audio-visual aids and materials are supplied through the local authorities corresponding to the units of local administration. In Finland, most of the expenses are born by the local municipal authorities.

In addition to purchasing teaching aids from a central fund the schools can acquire them at their own expense as well.

The network of film archives that has been established in some countries of the region serves purposes of improving the standards of the supply of audio-visual aids and materials. Bulgaria has one, Hungary has 20, Finland possesses 42 while there are 2,000 central, county and town film archives in the Soviet Union. At the moment their activities are confined practically to lending films, but there are initiatives under way designed to extend their services to lending audio-visual aids and materials.

There are national exhibitions held in Finland and in the German Democratic Republic annually. They are designed to facilitate distribution and, on the other hand, the exchange of information inside the country.

It can be stated in conclusion that central direction is predominant in general in the course of research and distribution, while it has little if any part to play at the stage of production. Considering the fact that the producing enterprises and companies are, in the majority of cases, subordinated to different authorities there is considerable overlapping and parallelism on a national scale. Regarding its consequenc-

es from an economic point of view it has some very disadvantageous implications. It is, therefore, quite understandable that efforts are being made in some of the countries of the region to achieve higher standards of organization and nationwide coordination of the institutions and enterprises operating in the fields of activity referred to earlier. This purpose is designed to be served by the solution adopted in Hungary and described at an earlier stage of this study. At the same time the implementation of coordination is a current issue in both Poland and the German Democratic Republic.

Nationwide cooperation is of immense importance from the aspect of the exchange of information within a country and it is, at the same time, a prerequisite of regional cooperation. In connection with this Yugoslavia must be referred to as an example, the country in which some important steps have been taken to establish cooperation.

The experiences gained in the course of the exchange of information within a country are very useful when it comes to the question of establishing regional cooperation. At the same time, however, cooperation existing between the individual countries or their respective institutions as well as participation in the international organizations already active in the field of educational technology and the experiences gained during the actual work must also be taken into consideration.

Bilateral cooperation is the principal form of cooperation in the region. Its objective and content are defined, in most cases, by inter-state agreements. Such agreements are now effective between the Soviet Union and the German Democratic Republic, Hungary and the German Democratic Republic, Bulgaria and the Soviet Union. Some kind of cooperation especially in the field of research often develops between institutes of a similar profile or nature even in the absence of any agreement to this effect. In general, the main areas of bilateral cooperation have so far been those of research and, to a lesser extent, propagation. There are examples on hand of joint production: Hungary and the German Democratic Republic made jointly some film strips and slide series about mathematics. Examples that are very isolated and few today can be given an impetus within the framework of regional cooperation. The objective is to build up relations extending to the other forms of activities, to the fields of planning and production, since their strengthening serves the purposes of preparing multi-lateral ties.

The International Scientific Conference on Teaching Aids held by the socialist countries in Moscow in 1973, the second one held in Erno, Czechoslovakia two years later and the third staged by Budapest in 1977 examined the possibilities of establishing multilateral cooperation designed to involve the countries of Comecon/Council for Mutual Economic Assistance/.

A certain kind of cooperation developed among the representatives of the countries attending the Seminar through the activities of international organizations dealing with audio-visual aids and materials. Finland, Poland, Hungary and Yugoslavia are members of ICEM /International Council of Educational Media/ the activities of which extend to ensuring the exchange of information, facilitating international relations, and training specialists of educational technology. Finland participates in the cooperation, educational and research activities of the Council of Europe. In certain special questions and fields the International Labour Office /ILO/ and CERES, UNESCO's centre of higher education in Bucarest can also offer assistance for international

See U.S. / Soviet agreements in education.

cooperation.

From the point of view of international experiences that can be exploited special attention must be paid to INTERFILM-INFORM, an organization operating within the framework of the Scientific and Technological Information Centre /STIC/ of the European socialist countries, the basic institution of which is in Budapest. The organization comprises six members and processes the data supplied by some 2,000 scientific and technological films annually /made either by one of them or imported from other countries/. In a short time the organization will embark on the processing of data by computers and the exchange of the copies of the films is designed to commence in the near future.

While examining the possibilities at disposal the question was approached in the foregoing from the viewpoint of the existing and available organizational framework and experiences, but the audio-visual educational materials and aids constituting the object of the exchange and the practical problems associated with them were not dealt with. It must be underlined, however, that in the event of establishing an information system it can be considered as one of the fundamental questions to find a solution to the problems of uniform standards, special terminology and documentation /uniform files and records/.

It is quite obvious that the information system must be engaged with the *software* existing and used in the countries of the region. They include film strips, slide series, slide series accompanied by sound, sound and video recordings, school radio and school television transmissions and programmes. Materials that correspond to the demands of users in another country or can be used with little if any adjustments must be selected to act as the objects of exchange. On the basis of the Questionnaire sent out to be answered before the Seminar and what was actually voiced during the sessions at the Seminar it can be stated that 16 mm film strips, slides, slide series and slide strips are most commonly used in public education. Of the kinds of sound recordings, bands, cassettes and gramophone records are equally used.

Slide series accompanied by sound, transparencies for the overhead projector and video recordings are not yet adequately widespread although there is demand for the exchange of aids and media of this kind. Possible differences in the standards must be eliminated both on a nationwide and regional scale.

It is impossible to keep uniform files and records without a uniform special terminology. In this field, only the initial steps have been taken to date. Within the framework of the International Pedagogical Cooperation of the Socialist Countries /IPCSC/ a multilingual dictionary has been compiled containing the terminology necessary for the subject of measuring performance and evaluation in the school. The elaboration of special dictionaries of a similar type is an item in the working plans for bilateral cooperation. In Rumania, for instance, a special pedagogical dictionary and an audio-visual encyclopedia have been compiled. In 1976, the first volume of the Hungarian Pedagogical Encyclopedia - planned to run into four volumes - was published.

The question of the *documentation* of the audio-visual aids and materials is another one awaiting a solution. In the countries of the region so far a uniform cataloguing system has only been worked out for the film strips within the frame of INTERFILM-INFORM, an organization mentioned earlier. Examinations conducted up to now and international experiences gained to date show that it is quite possible to elaborate a similar system of cataloguing for the rest of the audio-visu-

See U. S. /Soviet agreements in education.

This is being completed in the U. S. by the use of standardized tests/ goals/ outcome as mandated to the states by the federal government.

All schools must be alike

OBE

al materials and aids, but this is a task needing maximum precaution which is one of the preconditions of establishing an information system.

The problem of processing the data of an information system of such broad dimensions can only be solved with the aid of computers. Although this is an issue to be settled only in the long run, it is worth noting that in Czechoslovakia a system based on processing by computers and suitable for the documentary purposes of the audio-visual educational aids is already in service, and similar systems are designed to be introduced in the Soviet Union and in Bulgaria.

Different methods and systems have evolved in the individual countries in connection with research on, production and distribution of audio-visual educational aids and materials and with the related problems. Regional cooperation necessitates the establishment of a mechanism stimulating the organization of the national systems. At the same time it should make it possible to use the existing ones in the meantime.

Computerized tests, training, tracking of students are necessary to implement a national or international educational program.

*America 2000 / Goals 2000
"World Class Standards"*

Appendix to Topic No. 6.

Institutions Responsible for Research on, Production and Distribution of Audio-Visual Materials in the Countries Mentioned in this Publication

Symbols:

R = research

P = production

DD = domestic distribution

DA = distribution abroad

Name of Institution	Address of Institution	Level of education	Type of AV material	Field of activity
BULGARIA				
Board of the Media of Education- al Technolo- gy /PUTC in Bulgarian	Boulevard 9 Septemvri 224 Sofia	secondary school, technical secondary school vocational school	slide strips slides, film strips	R DD
Studio of AV Mater- ials	Boyan St 16 Film Centre Sofia	primary and secondary schools, technical secondary schools and vocational schools	slide strips, film strips	P
Studio of Popular Science Films	Bizuov St. 9. Sofia	primary and sec- ondary schools, technical second- ary schools and vocational schools	films	P

Name of Institution	Address of Institution	Level of education	Type of AV material	Field of activity
"Ekran" Studio	Film Centre	primary and secondary schools, technical secondary schools	films	P
Sofia Press	Levski St. 1 Sofia	primary and secondary schools, technical secondary schools	film	P
"Hemus"	Ruski Boulevard 6 Sofia	secondary school, technical secondary school, vocational school	film	DA

CZECHOSLOVAKIA

KOMENIUM	Prague 1. Staromestske-nam 25	R, P, DD
UCEBNE	Banska Bistriion	R, P, DD
Pomocky	Prague 1.	
PZO ARTIA	Vesmeskach 30.	DA
PZO KOVO	Prague 10. Cernokostelecka	DA

FINLAND

VALTION AVKESKUS	Hakaniemen-Katu 2. 00530 Helsinki 53	kindergarten, adult education of basic and secondary level	tapes and slides	R, P
Finnish School Radio /Oy YLEIS-RADIO Ab.	Keskakatu 3 00260 Helsinki 26.	Kindergarten adult education of basic and secondary level	tapes and slides	P
KIRJAYH-TYMA Oyd	Eerikinkatu 28. 00180 Helsinki 18	primary and secondary/last three years preparatory adult education for higher education/	tapes, slides, records, trans-parencies	P

Name of Institution	Address of Institution	Level of education	Type of AV material	Field of activity
Kustannusosakeyhtiö OTAVA	Uudenmaankatu S-12. 00120 Helsinki 12	kindergarten, skilled workers' training of primary and secondary level, adult education	tapes, slides, transparencies /films and records/	P
Kustannusosakeyhtiö TANHI	Hameentie 15 00500 Helsinki 50	adult education	tapes	P
Osakayhtio VALISTUS	Saarikinientie 5, 00210 Helsinki 21	basic and secondary	transparencies, slides, records	P
Oy WEILLIN and GOOS Ab.	Ahertanjantie 5 02100 ESPOO 10	adult education of basic and secondary level	tapes transparencies, records	P
WERNER SODER-STROM Osakeyhtiö	Bulevardi 12 00120 Helsinki 12	adult education of basic and secondary level	tapes, records, transparencies, slides	P
K. J. GUMMERUS Oy	PL 130, 40101, JYVASKYLA 10	adult education of basic and secondary education	tapes records	P
FILMIYE-TMYA	Mukolankatu 58, 60 00510 Helsinki 51	kindergarten, basic and secondary education	slides, tapes, slide series accompanied by sound	P
Finnish Television	Pasilankatu 44 Helsinki			
Finnish Audio-Visual Association	PL. 842 Helsinki 10			

GERMAN DEMOCRATIC REPUBLIC

Pedagogical Instituto of the Academy of Pedagogical Sciences /I. F. U. /	films tapes slides slide strips	R
School Equipment Distributing Company /S. K. U. S. /		DD

Name of Institution	Address of Institution	Level of education	Type of AV Material	Field of activity
HUNGARY				
National Centre for Educational Technology /OOK/	8200 Veszprem Stadion ut 20.	public education other fields of education	films, tapes slides, slide series	R, P
Teaching Aid Producing and Sales Company /TANERT/	Budapest, VIII. Szentkiraly u. 8.	public education other fields of education	transparencies, slides tapes	R, P DD, AD
School Radio	Budapest, VIII., Brody S. u. 5-7.	primary and secondary schools	school radio, programmes recordings	R, P
School Television	Budapest, V. Munich F. u. 6.	kindergarten public education adult education teacher training	school TV programmes, films	R, P
Pedagogical Institute for Vocational Training	Budapest, IX. Konyves K. 48-52	Vocational training	slide strips films transparencies	R
Centre Supplying Vocational Institutes with Teaching Aids	Budapest, VII. Berzsenyi u. 6	vocational training	slide strips films transparencies	P DD
Film Studios	Budapest	professional information, in-service training	films	P
Kultura, Trading Company for Books and Newspapers	Budapest, I. Fo u. 32.		slide strips slide series records, tapes transparencies	DA
Hungarofilm	Budapest, V. Bathory U. 10.		films	DA

POLAND

Teaching Aid Warsa producing company	R, P
County and Town Commercial Enterprises/C. E. Z. A. S. /	DD

Research Manual



America 2000/Goals 2000 - Moving
the Nation Educationally to
a "New World Order"

Compiled and Edited by:

James R. Patrick

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ORGANISATION FOR ECONOMIC CO-OPERATION AND DEVELOPMENT

Centre for Educational Research
and Innovation

Paris, drafted: 5th August, 1982
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CERI/CD(82)15

Scale 2

EDITOR'S NOTE:

We are including the introduction of a U.N. paper from the Organization for Economic Cooperation and Development drafted on August 15, 1982, and distributed on August 16, 1982. The portion reproduced here is but the introduction, table of contents, a brief overview of the various chapters, and chapter four in its entirety.

I find it fascinating to view the overall international plan of education as proposed by the U.N. and to see it being implemented under the guise of a "national" plan. The entire paper would be of interest to those people who would be interested in the early stages of outcome based education. Of particular importance, however, is chapter four which details the need of "change agents" both externally and internally to bring about the desired goals. Although the U.N. paper clearly refers to them as "change agents", they are encouraged to refer to themselves as "consultants", for the title is less offensive and gives greater credibility to their position. In essence, people by nature resist change. It is the consultant's/change agent's task to collaborate and encourage the client/school official/teacher/board to choose the desired state goals. The successful change agents are able to induce change, but the decision is made by the client. In reality, the client is to be manipulated or maneuvered into the right path.

If the American people, the teachers, and administrators of the public school system knew what they were dealing with and who was really calling the shots, the public schools would be empty tomorrow morning. We who are opposed to outcome based education must realize that the restructure of the nation's schools is coming in on a piecemeal base. In other words, there will be a portion here and a portion there, but it will never appear in a total program. To do so would awaken a sleeping populace and raise havoc with the overall plan.

But ever so quietly and slyly, the total program is coming together; and when it is completed, parents, businessmen, civic leaders, teachers, and school administrators will be absolutely shocked at the loss of parental, local, state, and national control as we become a part of the "New World Order".

Choice, freedom, and democratic principles will give way to the authority of an absolute state.

GOVERNING BOARD

Strategies for School Improvement

(Note by the Secretariat)

1. Review and analysis of overall policies for educational change and of specific strategies and experiences in the Member countries in this field, together with the state of related research work, are germane to the CERI mandate and have been a regular feature of the CERI programme since its inception. Representative significant examples have been the initial work on *Strategies for Innovation in Education* (1973); *Creativity of the School* (1978); *School-Based Curriculum Development* (1979) and *In-Service Education and Training of Teachers* (1978, 1982).
2. The aim of this work has been to draw upon on-going country experience and research, in order to map out the bases on which alternative strategies for sustaining educational change on a continuing basis could be discussed in Member countries. The effectiveness of such strategies in providing schools with the necessary support to enable them to respond to changing needs has been the underlying preoccupation.

3. Developments since the mid-1970s have given added force to this school improvement approach. Demographic and economic contraction confronts schools with new problems, at a time when there is also general disenchantment with global innovation strategies. Increasingly, school-based innovations are seen as a major source of educational change. Considerable experience and evaluation research in this field are already available in the Member countries. The time is opportune to bring this together in a comprehensive review and to attempt tentative conclusions, as provided for in the 1981 programme of work (CERI/CD(80)5, para. 19). This is done in the attached report.

4. The report has been prepared by the Secretariat with the help of Professor Ray Bolam, School of Education, University of Bristol (United Kingdom). It focuses on Schools within the compulsory period of schooling and draws mainly on European and U.S. experience. The preparation of the report also benefited from the initial contributions and thinking during the two planning conferences of the International School Improvement Project (ISIP). It is also hoped that this tentative state of the art will contribute to the on-going conceptual mapping of school improvement which is an essential component of the work plan for ISIP.

5. After summarizing the main issues that schools will face in the 80s, Chapter I in the report presents the problem-solving school as a development goal. The report then analyses the various internal (Chapter II) and external (Chapter III) factors to be taken into consideration in any school improvement strategy. Chapter IV summarizes recent research on innovation strategies in underlining some perspectives on change. The concluding Chapter reviews implications for policy, practice and research and concludes with a number of specific suggestions for areas amenable to future work.

6. It should be noted that the main policy conclusions are built upon and extend the outcomes of the Creativity of the School Project referred to above, and that some of the areas suggested for further work have been retained in ISIP following the Governing Board's endorsement of this Project at its last session.

7. The Governing Board is invited to:

- (i) COMMENT on the attached report;
- (ii). DISCUSS in particular the main conclusions of the report as they are synthesised in Chapter V;
- (iii). RECOMMEND the derestriction of the report for wider circulation.

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SUMMARY

1. The report aims at reviewing recent experiences and research relevant to school improvement strategies in OECD Member countries and at offering some conclusions and suggestions for policy, practice, research and development in the future. It is mainly addressed to the compulsory period of schooling and the chosen method is to consider the process rather than the goals and outcomes of school improvement.
2. In the introductory chapter, the following preliminary working definition of school improvement has been adopted: "an attempt by schools to implement an innovation with the ultimate aim of producing positively valuable changes in student learning outcomes in teachers' skills and attitudes and in institutional functioning", it being understood that practical definitions of school improvement differ significantly at any given time and over a given historical period, both within and between countries. The problem-solving school, or variants on it, is then presented as a development goal, with all the difficulties that the achievement of this goal may present.
3. Other approaches are also outlined. Chapter II reviews a number of key internal school factors which are considered as crucial in the school improvement process. They are:

- (i) head teachers and principals;
- (ii) school self-evaluation;
- (iii) related in-school developments such as:
 - self and peer group evaluation of classroom teaching;
 - school-focused INSET and professional development;
 - school based curriculum development;
 - teachers as action researchers;
 - internal change agents and leaders;
- (iv) specific school characteristics such as:
 - the conditions of service and professional attitudes of teachers;
 - the internal structure and organisation of schools;
 - the amount of discretion heads and teachers have in the daily functioning of schools and classrooms.

4. Chapter IV focuses on external factors in analysing the role of support agencies, methods and policies as well as of administrative, financial and accountability procedures. It successively considers:

- (i) External support structure at national level, such as:
 - curriculum development and education research agencies;
 - institutions of higher education;
 - national policies for funding research and development;
 - teachers' education policies and practices;
 - professional associations;
 - publishing, the media and information technology;
- (ii) External support at local levels;
- (iii) External administration, finance and accountability.

The chapter concludes with a discussion of the interest and feasibility of a coherent co-ordination of the various external structures.

5. Chapter V is devoted to a review of the most prominent recent research on innovation strategies. It focuses on:

- (i) education and training for individual professionals;
- (ii) external change agents;
- (iii) large scale innovation strategies.

Important lessons can be learnt from the last ten years of experience and research. First, it is now widely accepted that change, although finally an individual experience and process, invariably takes place within the context of a social system, normally the school but sometimes a department, a classroom or indeed

a local education authority. Second, that change is a process and not an event; in other words it takes place over time. Third, that the various people, agents and systems involved in a change process interact with each other over time and are changed by the change experience itself. Fourth, it follows that an innovation should not be seen as immutable but should be regarded as something which is bound to change over time. Fifth, that the implementation phase is the most crucial one in the whole process and yet it continues to be neglected by practitioners. Sixth, that effective implementation will normally involve a process of mutual adaptation by change agents and members of the target user group. Within these rather general conclusions, a number of tentative practical generalisations are made, followed by a presentation of three main perspectives on change emerging from the recent literature: the technological, political and cultural perspectives. The dominant technological perspective and its implications are then analysed. The differing perspectives from centralised and decentralised systems are shown, followed by a strong plea for the development of studies of individual schools, change agencies, change process at national level, aiming at clarifying possible alternative improvement strategies.

6. The final chapter explores some of the implications for policy practice and research in Member countries and also for OECD in the next few years. It first summarizes the main messages emerging from this review and on this basis draws specific conclusions and suggestions for future work. The proposals are based upon two assumptions: first, that the problem-solving school is both desirable and feasible as a development goal; second, that the internal school factors and the external support and administrative arrangements must be coherent-ly organised if the development goal is to be achieved and maintained. The following areas for future work are suggested:

- (i) comparative studies of existing experience of the problem-solving school concept;
- (ii) more detailed investigation of the internal factors associated with effective school improvement;
- (iii) analysis of support agencies, methods and policies of external, financial and administrative pro-cedures and of the impact of these upon school improvement;
- (iv) comparative studies of the desirability and feasibility of coordinating the external support structures;
- (v) evaluation of recent research on innovation strategies especially outside the USA, in relation with school improvement;
- (vi) analysis of the appropriateness of different strategies for centralised and de-centralised systems.

CHAPTER 4:

RECENT RESEARCH ON INNOVATION STRATEGIES

122. In this Chapter some of the most prominent recent research is reviewed. The review does not, of course, claim to be comprehensive or exhaustive and it draws heavily upon U.S.A. publications. An attempt is made to take account of these limitations in the critique of the research which concludes the Chapter.

4. 1 Education and Training for Individual Professionals

123. Important though structural changes in teacher education undoubtedly are, in the final analysis it is the impact of that teacher education upon teachers' behaviour that is important in determining whether or not any improvements occur in classrooms and schools. In general, the message emerging from research about this is inconclusive (vide McIntyre, 1980). There are probably three main reasons for this.

124. First, there are problems of research methodology. In a synthesis of American experience, Hall, 1979, (pp. 45-48) cites evidence which demonstrates the extreme complexity and difficulty of obtaining reliable information about the impact of teacher education on teacher behaviour, while data on change in pupil behaviour and learning caused by teacher education are even more difficult to obtain. These conclusions are echoed in the recent OECD study of INSET (Bolam, 1982).

125. A second reason relates to the pedagogy of education and training. Joyce and Showers, 1980, distinguished between four levels of training impact; awareness, the acquisition of concepts and organised knowledge, the learning of principles and skills and, finally, their application to problem-solving in the classroom or school. They argue that it is only when the fourth level is reached that it is reasonable to look for impact on pupil learning. They also distinguish between five main components of training courses: presentation/lecture; demonstration/modelling; practice in simulated setting; feedback information on performance in simulated setting; on-the-job coaching for application of new skills. Joyce and Showers summarise their findings as follows:

"For maximum effectiveness of most inservice activities, it appears wisest to include several and perhaps all of the training components we have listed. Where the fine tuning of style is the focus, modelling, practice under simulated conditions, and practice in the classroom, combined with feedback, will probably result in considerable changes. Where the mastery of a new approach is the desired outcome, presentations and discussions of theory and coaching to application are probably necessary as well. If the theory of a new approach is well presented, the approach is demonstrated, practice is provided under simulated conditions with careful and consistent feedback, and that practice is followed by application in the classroom with coaching and further feedback, it is likely that the vast majority of teachers will be able to expand their repertoire to the point where they can utilise a wide variety of approaches to teaching and curriculum. If any of these components are left out, the impact of training will be weakened in the sense that fewer numbers of people will progress to the transfer level (which is the only level that has significant meaning for school improvement). The most effective training activities, then, will be those that combine theory, modelling, practice, feedback, and coaching to application. The knowledge base seems firm enough that we can predict that if those components are in fact combined in inservice programs, we can expect the outcomes to be considerable at all levels." (p. 384-5)

126. These findings are offered as reasonable hypotheses rather than firm conclusions but they do have considerable 'common-sense' appeal. They also highlight certain crucial, but rarely discussed, features of teacher education and training. Pedagogically, it is frequently badly conceptualised, planned and implemented. Most 'training' courses consist of lectures or discussions and are usually very brief; modelling, practice and feedback are rare, especially at the in-service stage; on-the-job coaching is even rarer.

127. The third reason for the inconclusive nature of research findings on the impact of teacher education relates to lack of resources. It will be apparent that if the Joyce and Showers' conclusions were acted upon, teacher education at all three stages (initial, induction and in-service) would be longer, more labour intensive and, in consequence, more expensive. Similar resource implications arise from one set of recommendations for improving the research process in teacher education offered in the context of Hall's 1979, synthesis:

".... for teacher education research to make an appreciable difference in the manner in which teachers are selected and prepared in institutions across the nation, multiple sites must be engaged in both hypothesis formulating and hypothesis testing studies... in order to make a difference these studies will need to be longitudinal in nature, reflect a high degree of external validity and be subject to numerous replications." (Schalock, 1979)

Thus, both the first two reasons, research methodology problems and poor training methods, interact directly with the third —inadequate resource availability. However, it is most unlikely that increased resources on the scale implied as being necessary here will be made available and hence it becomes important to explore how best to use the resources that are likely to be available.

128. Experience and research are at one in pointing to the value of school-focused and school-based approaches to training. Perhaps the most important single lesson to emerge from the Australian and British studies of the induction of beginning teachers is that summed up by Tisher as follows:

".... because induction is so closely concerned with the particulars of teaching in a real life setting, most of the special arrangements made to improve the process are probably best based in the school where the new teacher is a staff member. Here trained, experienced, trusted colleagues can counsel the less experienced teachers as well as capitalise on their creative potential." (Tisher, 1980, p. 81)

Detailed accounts of the practicalities of school-based induction schemes in the U.K. are contained in McMahon and Bolam, 1982.

129. The recent OECD study (Bolam, 1982) of in-service education and training (INSET) confirmed the feasibility of, and widespread support for, school-focused and school-based INSET and elaborated on some of the practical problems of implementing the approach. The needs analysis stage was particularly difficult to carry through in the absence of appropriate guidelines; and schools differed considerably in the ways they analysed their own INSET needs.

130. School-focused and school-based approaches do appear to be cost-effective for certain purposes but they are not necessarily cheaper than the conventional external course-based approach. Whether such schemes are to be implemented effectively will depend upon the availability of adequate financial and professional support from the appropriate national and local authorities.

131. The teacher-training/learning problem is further illuminated by setting it in the wider context of adult learning and also relating it to the training of other educationists like principals and administrators. Corrigan, 1980, demonstrates that the characteristics of teachers as adult learners have to be taken into account but the specific practical implications of this perspective are unclear. Weiss, 1979, argues that individuals learn complex decision-making skills through a process of gradual enlightenment, selecting aspects of research and practitioner knowledge for their utility and feasibility of use: thus, knowledge, accretion, though purposeful, is not linear, systematic or problem-solving.

132. Sieber, 1979, identifies seven features of the role of incentives and disincentives for individuals involved in any change process:

".... recognition of extrinsic motivations for adoption, emphasis on different inducements for implementation and for adoption, recognition of local conditions and perspectives on incentives that shape change efforts, awareness of persistent reliance on internal sources of information despite the availability of exogenous expertise, acknowledgment of managerial dilemmas that point to conflicting incentives, sensitivity to the unanticipated consequences of planned change, and demonstration of the importance

to teachers of 'intrinsic' rewards." (p. 8)

These will bear upon particular training approaches and change processes to varying degrees for different individuals and sometimes these differences will crucially affect the outcomes of the training and change. Yet, as Sieber convincingly argues, our knowledge of the part played by incentives in school improvement is minimal.

133. The possible ways in which teachers respond to change have been well analysed by Hall and Loucks, 1978a, who distinguish between seven levels of concern felt by teachers when they are confronted with an innovation: awareness; information seeking; personal implications; personal management and usage processes; consequence for students; collaboration and coordination with colleagues; re-focusing and consideration of alternatives. They suggest that the levels of concern are experienced developmentally, though with varying degrees of intensity, and that this has implications for the sequence in which disseminators and trainers present an innovation.

4.2

External Change Agents

134. External change agents of various kinds exist in most member countries although their roles, functions and institutional contexts necessarily differ. The term consultant is frequently used to describe them and an analysis of the term may help to clarify some of the constraints and possibilities associated with particular change agent roles.

135. The term consultancy has tended to be used rather loosely in education but Havelock, 1969, gave it a very specific meaning. He stated that the consultant's role is not necessarily a knowledge-linking one: rather the consultant acts as a facilitator, helper or objective observer and as a specialist in both diagnosing needs and in identifying the means of meeting them. The consultant concentrates on the 'how' or process of problem-solving in contrast to trainers of a traditional kind who concentrate on the 'what' or solution to the problem. The consultant's underlying rationale is that only the client can really determine what is useful for him and thus the consultant's role is to act as a collaborator and encourager. According to Havelock, five characteristics may be regarded as distinguishing 'pure' consultancy from training:

- (a) it is the client who initiates the consultancy;
- (b) the consultant/client relationship is temporary and specific to the immediate problem in hand;
- (c) the consultant and client came from different professional disciplines;
- (d) the consultant is advisory only and does not prescribe solutions;
- (e) the consultant has no administrative relationship with the client i. e. he is not a superordinate or in a position to assess or report upon the client.

136. We have very little empirical evidence of a systematic kind about the ways in which educationists are in fact able to operate in this way. One piece of evidence concerns the roles of local education authority advisers or inspectors in England and Wales. Bolam, Smith and Canter, 1979, studied their roles in relation to educational innovation and in so doing asked them to say how far they saw their jobs involving the following tasks:

- (a) visiting schools and colleges to diagnose their problems and needs and to indicate solutions and developments which they (the advisers) saw as necessary;
- (b) visiting schools to discuss the problems and needs which the school staff had diagnosed and the solutions and developments which they envisaged;
- (c) working together with departments and schools to help them establish their own problem-solving and decision-making procedures.

The answers to these questions were instructive. The first two approaches were judged to be accurate descriptions of the way in which they worked by one third of the sample. The first one was most favoured by specialist subject advisers who may thus be regarded as likely to adopt a more prescriptive stance in their work. Not one of the sampled advisers said that the third strategy was an accurate description of the way they actually worked. Most of them wanted to adopt this role but said that they were not able to implement it. Precisely why this should be so is unclear but it may well be that the inspectorial dimension of their role acted as a major constraint: in Havelock's terms they were in a super-ordinate position and, therefore, unable to carry out a 'pure' consultant role.

137. In considering the implications of Havelock's ideas for school improvement, several experienced practitioners and researchers have expressed doubts about the direct relevance and helpfulness of such typologies. For example, Eraut, 1978 wrote as follows:

"I am adopting a very broad definition of consultant and abandoning the implicit assumption in my earlier writings that a consultant is necessarily non-directive. This avoids problems of exclusion by definition and leaves me free to examine a wider range of possible consultancy roles. My definition, therefore, is that a consultant is any external agent from within the educational system who involves himself in discussing the educational problems of a class, department or school with a view to improving the quality of teaching and learning. I mean to exclude lay people from this definition unless they are effectively co-professional—some journalists and authors might belong in this category."

138. This conclusion is one with which it is difficult to disagree. No country can afford to ignore the resources that exist in the system. In England and Wales, advisers represent a major part of that resource. The fact that they can't carry out some of the 'pure' consultant's functions does not prevent them making a significant 'impure' consultancy contribution. Equally, college and university lecturers and teachers from other schools are major manpower resources that, where they are available, simply have to be used for consultancy-type tasks. In practice, supporters of the use of external helping roles in the school improvement process have rarely advocated the adoption of a 'pure' consultancy approach. Indeed, Havelock, 1973, himself, went on to distinguish between four major roles—resource linker, process helper, solution-giver and catalyst—categories which may well have more utility in education.

139. Perhaps a more important and influential analogy, especially in the U. S. A., was the agricultural extension agent. In her thorough and comprehensive review of American research, Louis, 1980, argued that this approach gained considerable U. S. Government support from 1970 onwards but that the arguments against the need for external linkage agents now take two forms: first, that there is evidence that the use of external change agents does not lead to effective change and can often cause problems for the implementation process; second, that schools have neither the structural characteristics, the personnel nor the financial resources to benefit from the use of external change agents (p. 5).

140. Louis then cited research findings which support the use of change agents and concluded:

"Those who support the need for external agents may point with some pleasure to the apparent robustness of this set of findings, in which the impact of an external agent appears to hold in the laboratory, in field settings and in a wide variety of different roles ranging from the non-intensive 'extension agent' role (found in the Pilot State Dissemination Project or in the state facilitator role in the NDN project) to the relatively intensive and long-term arrangements found in many OD interventions." (Louis, 1980, p. 6)

141. She stressed that several of these studies (e. g. Emrick and Peterson, 1978) are at variance with the criticism of external agents made in the Rand Studies (Berman and McLaughlin, 1975). A critique of the Rand Studies by Datta, 1980, supports this view, arguing that the case against external consultants is very weak and that the Rand data can, in fact, be interpreted as supporting their use.

In her review, Louis, 1980, set out to answer three questions:

". . . . first, what is meant when we say that a strategy for change and knowledge utilisation that employs external agents 'works'; second, under

what conditions the agent is effective, and third, what additional research is needed in order to arrive at some broader set of theories and policy decisions regarding external roles in stimulating knowledge utilisation." (Louis, 1980, p. 6)

In the course of the review, she concentrated on effective change agent strategies and outlined a contingency approach in which the agent's choice of strategies is dependent upon such factors as the distance between agent and target group. This contingency approach is clearly of considerable importance and ought to be thoroughly researched along the lines that Louis suggests.

142. Change agent studies have, of course, been carried out in Europe (e.g. vide Hameyer, 1981). In Canada, Leithwood et al, 1979, reported on a study of agents based at Field Centres of the Ontario Institute for Studies in Education. The unusual feature of this report is that it deals only with successful change efforts. In consequence, the generalisations and practical guidelines which arose from the study are of particular interest. Finally, a recently completed study of dissemination efforts in the U.S.A. to support school improvements included a major component on the use of external agents (vide Crandall, 1981).

4.3

Large Scale Innovation Strategies

143. Several major studies have been completed of the ways in which nationally initiated innovations in the curriculum and organisation of schools have actually been implemented. For example, in England and Wales the impact and take-up of School Council and Nuffield materials by primary and secondary schools has been studied. According to Steadman, Parsons and Salter, 1980, of the sixteen primary school projects surveyed, 81% of headteachers reported using at least one, 43% reported using one or two and 37% reported using three or more. On the other hand, ten projects were known by less than 20% of headteachers and used in less than 10% of schools. At secondary school levels, 56% of all teachers had read part of at least one of the 36 funded projects studied and 32% reported 'some' or 'extensive' use of at least one of the projects. However, the majority of projects were used by less than 10% of the relevant teachers although 82% reported adapting a project's ideas or materials. Projects working in single subject areas achieved the highest levels of familiarity and use in secondary schools, though less so in the 16-19 age range, and conversely inter-subject projects were least successful in these respects. The teachers reached by the Council were mainly those in more senior positions—heads of department, deputy heads and heads.

144. The following paragraph highlights some of the report's main conclusions:

"The evidence of this survey does not suggest that the Council's major curriculum development projects at secondary level have failed to help teachers in providing alternatives and persuading teachers to use them. There is a variation in performance, referred to earlier in this chapter, and some projects have been disappointing in their achievements, but this is not surprising among so many—especially considering the wide coverage of the curriculum that the range of Council projects encompasses. Those which have generated the highest levels of awareness, 'contact' and 'use' by teachers in schools have—with few exceptions—been substantially resourced; had a prolonged period to establish themselves, and adopted a positive and continuous approach to dissemination and the provision of support for teachers." (Steadman, Parsons and Salter, 1980, p. 8)

145. Hameyer, 1981, reported that although numerous implementation and evaluation studies have been carried out in Austria, Germany and Switzerland, no analytic state-of-the-art reviews have been produced. This is generally true outside the U.S.A. but Hameyer's report provides a valuable source of references for such a study of innovation in German-speaking member countries. His preliminary conclusions are consistent with those U.S. ones which follow.

146. In the U.S.A., there have been numerous surveys of the impact of Federal innovations. Perhaps the most influential are those known as the Rand Studies which surveyed the impact of four major Federal Programmes. These endorsed the findings of earlier work that the implementation process was of crucial importance in determining the outcome of an innovation. They also concluded that three kinds of factors affected the implementation process itself:

"Project characteristics (amount of funding, educational methods, implementa-

tion strategy, scope of change).

Federal policies (programs' aims and management strategies).

Institutional setting (organisational climate and motivation of staff, characteristics of the schools and district, and characteristics of the people most closely involved with the project.)" (Berman and McLaughlin, 1975)

Most significantly, they distinguished between three types of implementation:

"Implementation never consisted of merely applying a fixed technology in an unchanging setting. The interaction between project and setting was neither automatic nor certain. Three types of results emerged: mutual adaptation, when both the project design and the institutional setting changed; non-implementation, when neither element changed, usually because of LEA indifference or lack of ability; and cooptation, where the LEA changed the project, usually emasculating it, to meet its needs, without any corresponding change in the institution." (Berman and McLaughlin, 1975)

147. They concluded from their evidence that mutual adaptation led to the most effective implementation and that the following four strategies were likely to promote mutual adaptation: adaptive planning; staff training related to the local setting; local materials development; the establishment of a critical mass of participants.

148. There can be little doubt that these findings, especially those arising from the Rand Studies, echo a great deal of experience in member countries. Indeed, a smaller scale replicatory study in Australia confirmed and extended the findings (Porter, 1980). However, the difficulties of interpreting the Rand Studies should not be underestimated. For example, Datta, 1980, argues that the Rand Studies have been unjustifiably influential in encouraging the U. S. Office of Education and National Institute of Education to fund local change agents, rather than central developers, in order to promote local problem-solving, on the assumption that this would lead to more effective implementation. Datta cites evidence from the Rand Studies themselves to contradict, or at least substantially qualify, this assumption. She concludes:

". . . . the dominance of a single metaphor, such as local problem-solving, mutual accommodation, evolution, has a certain attractiveness. Yet the current studies when examined closely do not justify exclusive enthusiasm for these metaphors or any others. If simple untruths are not to beat out more complex realities in educational policymaking, we may need to best-guess in what circumstances different approaches are most apt." (Datta, 1980, p. 114)

149. Emrick and Peterson, 1978, synthesised the findings from five major studies. Hall, 1979, summarises their conclusions as follows:

- " 1. Meaningful change occurs as a process, not as an event.
- 2. Directed personal intervention is by far the most potent technical support resource, and may be a necessary condition for many forms of utilisation.
- 3. Continuous personal participation of the implementing staff is needed to firmly root and sustain the utilisation.
- 4. Administrators occupy a crucial role in supporting the utilisation process.
- 5. Comprehensive materials, resources at a 'how to' level appear necessary, particularly for utilisations involving organisational or instructional change." (p. 50)

150. Following the rather depressing conclusions which were drawn in the early 1970's about the relative ineffectiveness of the R. D. and D. approach to large scale change, far more positive and optimistic messages are emanating from more recent studies. From a methodological point of view, for instance, instruments devised by Hall and his colleagues in the University of Texas are extremely useful in measuring the extent to which some of the processes identified above are actually occurring. Mention has already been made of the

'Levels of Concern' instrument. The second instrument measures 'Levels of Usage' (Hall and Loucks, 1978b) of the innovation and a third instrument measures 'Innovation Configurations' or the extent to which an innovation is adapted during its use.

151. One of the most striking findings of the review study by Emrick and Peterson, 1978, was that the strategy devised by the National Diffusion Network was so successful. The distinctive features of the N. D. N. include: an emphasis on practitioner-developed innovations which are validated and approved for dissemination by a Joint Dissemination Review Panel of experts and practitioners; a two stage dissemination process involving developers who are experts in particular innovations, and facilitators, who are local general change agents; a commitment to local adaptations based upon identified core features of the innovation; the development and provision of differentiated adoption materials; the use of local networks for secondary diffusion.

152. It is noteworthy that this final feature—networking—is itself becoming a major focus of attention for students and practitioners of large-scale change. Two substantial surveys of research and experience have recently been completed by Miles, 1978, and by Pritchard, 1978. Both authors suggest that the approach, which essentially builds upon the notion of informal information exchange by like-minded peers, shows great promise.

4.4

Some Practical Generalisations

153. From the evidence of research and experience during the last ten years, some of which has already been cited in this report, it is possible to draw up a list of generalisations about the change process in education. Several words of caution are, however, necessary if the status and significance of these generalisations, are not to be misunderstood. First, they should be regarded as working hypotheses and as pointers for future study since their basis in research is often weak. Second, they may be culture-bound since most of the evidence comes from the U. S. A. Third, as we shall see below, the perspectives which produced these generalisations are themselves under serious scrutiny and attack.

154. Changing individual teacher's behaviour is difficult enough but the task of changing the behaviour of groups of teachers, including whole school staffs, as part of the process of school improvement is even more difficult. In an earlier paper (Bolam, 1976) it was already clear that the research development and diffusion model of innovation was being generally judged to be much weaker than had been anticipated and hoped. The evidence from the Rand Studies and the Schools Council studies quoted earlier, confirms these judgments. However, during the last ten years or so, it has become accepted amongst students and practitioners of change that important lessons can be learned from this relative failure.

155. First, it is now widely accepted that change, although finally an individual experience and process, invariably takes place within the context of a social system, normally the school but sometimes a department, a classroom or indeed a local education authority; thus, change should be conceived of as a process which takes place within a social system context. Second, that change is a process and not an event; in other words it takes place over time. Third, that the various people, agents and systems involved in a change process interact with each other over time and are changed by the change experience itself. Forth, it follows that an innovation should not be reified and seen as immutable but should be regarded as something which is bound to change over time. Fifth, that the implementation phase is the most crucial one in the whole process and yet it continues to be neglected by practitioners. Sixth, that effective implementation will normally involve a process of mutual adaptation by change agents and members of the target user group.

156. Within these rather general conclusions, a number of practical generalisations can be made, albeit somewhat tentatively. The first set concerns the innovation. According to the literature surveyed, an innovation has much greater likelihood of being successfully implemented if it meets as many as possible of the following conditions: -

- it should be centrally relevant to the members of the target user group;
- it should bring major benefits to them (e. g. to the students and to the staff);
- it should be simple and flexible so that teachers can understand what they have to do so that the innovation can be broken down into component parts and most important so that the innovation can be adapted to the needs of local circumstances;
- its underlying values should be congruent with those of the target user group particularly the teachers, pupils, students and their parents;

- finally, it should be feasible in terms of its costs, in its implications for teachers, (e.g. for their status or job definition and in not requiring too much extra work and time.)

Successful implementation strategies should ideally meet the following conditions:

- they should involve adaptive and continuing planning by the major participants and interest groups involved, giving an opportunity to adapt the goals and content of the innovation and providing mechanisms for feedback on progress;
- staff training should be provided in a relevant and continuing form, should be specific and practical, where possible provided by peers and practitioners and ideally in an on-the-job or classroom context;
- there should be opportunities for members of the target user group to develop and modify the innovation locally by adapting the materials and by learning about the innovation's characteristics and developing a sense of 'owning' it;
- 'a critical mass' of people involved should be developed so that individuals do not feel isolated but can meet together with like minded enthusiasts as a team for discussion, information sharing and training.

157. The third set of generalisations concern the characteristics of the setting in which implementation occurs. Even though positive answers are given with respect to the first two sets of criteria, the most important conditions are the following:

- the change agent should be perceived favourably by the members of the target user group and should therefore, have the right status and authority, the right leadership style and, ideally, a successful 'track record' with respect to innovation and implementation;
- the target user system of organisation should itself be receptive to change and should therefore have high staff morale, the active support of and commitment of the head of the institution or department, and the general support perhaps expressed in the form of funds, of the local authority while the teachers themselves should be ready to expend extra effort;
- the organisation of system should also be adaptive and thus ready to change structures, timetables and role behaviour within the various departments and sub-structures.

4.5

Perspectives on Change

158. Several extremely useful reviews of the literature on change have been published in the last ten years. They include a theoretical and methodological review by Chin and Downey, 1973, a review for practitioners by Runkel et al, 1978 and an attempt at a comprehensive synthesis by Lehming and Kane, 1981.

159. An influential review was that by Fullan and Pomfret, 1977, who distinguished between three perspectives on the study of change. The first of these they called the fidelity perspective whereby both change advocates and evaluators look for an innovation being implemented as closely as possible along the lines originally envisaged by its developer. On the other hand, those who adopt a mutual adaptation perspective expect and look for implementation in which both users and change agents engage in a process of mutual adaptation and modify both the innovation and existing practices and attitudes. The third perspective is called the process perspective and takes account of the totality of the innovation process. A notable feature of this review is that it refers to several non-U.S. studies.

160. A most helpful way of analysing and understanding the varying perspectives on change which have been used over the past twenty years or so was provided by House, 1979, and 1981 who also distinguished between three perspectives. First, the technological perspective adopts as its fundamental assumptions and principles the idea that change should be a systematic and rational process in which explicit knowledge and techniques are applied and in which consumers are, on the whole, passive rather than active and are prepared to cooperate more or less automatically with the change agents. The motivation is for increased efficiency and accountability and common interests and values are assumed to hold between all parties. The perspective

focuses upon the innovation itself, its characteristics and the techniques needed to implement it as well as concentrate upon evaluating the consequences of implementation. The goal of the innovation is therefore pre-determined by the developer and the aim is to find the one best way to accomplish this goal. It is further assumed that everybody regards innovation as being virtually synonymous with progress and that technological innovation should be pursued fairly aggressively. The image is one of production and the whole perspective is product oriented.

161. Second, the political perspective assumes that various factional groups and coalitions engage in conflict and compromise during the innovation process and that each seeks to exert influence by persuasion, inducements and coercion. Power struggles are frequent, cooperation is regarded as unlikely and problematic and the legitimacy of the innovation is regarded as an issue. Thus, there are continuing and continual conflicts of interests during this process. The innovation is therefore regarded by people who adopt this perspective as having to be seen in context and particularly within the particular power and authority relationships of the setting within which it is being implemented. On the whole, it is assumed that consensus is possible after conflict negotiation has taken place. The ethics of the process are essentially contractual and it is recognised that the innovation is not necessarily in the best interests of all concerned; therefore compromises have to be adopted to resolve problems. The image then is one of negotiation and bargaining and the whole process is conflict oriented.

162. Third, in the cultural perspective, all the participants in the innovation process are seen as members of cultures and sub-cultures and the process is seen as depending upon the interaction of the separate cultures. The effects of an innovation are assumed to be diffuse and intangible. Cooperation may occur but it will be enigmatic because the changes in question will have different meanings for the various participants or interest groups. Autonomy, the autonomy of individuals and of sub-cultures; will be the last issue and there may be conflicts over values and interests. The focus of this perspective is upon the context of the innovation and the meanings and values which the actors attribute to it. It is assumed the values will be shared within small groups but that between groups there may well be significantly different values and thus conflict may result. The ethical position is a relativistic one: it is recognized that innovations may have unanticipated consequences and it is assumed that it is wrong to impose an innovation on other groups. The image is of the community and the culture and great stress is laid upon interpreting and understanding the different meanings which such groups attach to an innovation.

163. According to House, it is rare to find either an innovator or a researcher adopting the cultural strategy or perspective. House argues convincingly that, since no-one can be sure which of the perspectives is the 'correct' one, it would be sensible of governments to promote innovation strategies and research methodologies in all three. Practitioners and researchers trying to adopt a multi-perspective strategy should also be encouraged. It would be foolish, he argues, for a government simply to take one perspective as has been the case in the past with the technological perspective since it is clear that this perspective has not been as effective in the complex social world of education as it has been in the relatively predictable world of agriculture and drugs. It would then be up to policy makers, having obtained a variety of research and practitioner findings from a variety of perspectives to judge which of them offered the most useful data on which to base policy and action.

164. There will be disagreement about the distinctiveness of House's three categories. It is arguable that the technological perspective is broadly synonymous with a system or consensus model of society and that the political and cultural perspectives are sub-parts of a phenomenological or conflict model of society (vide Greenfield, 1976). Furthermore, it is arguable that it is incomplete as a typology since it stops short at the interpretive stage and ignores the possibility of a critical perspective on change (vide Burrell and Morgan, 1979). Nevertheless, it unquestionably offers a refreshing alternative to many earlier reviews, most of which have, implicitly at least, adopted a predominantly technological perspective.

4. 6

A Critique

165. In this section, the main characteristics of recent research work are summarised and the limitations of that work are discussed. In particular, the significance of contextual factors in centralised systems is considered.

(a) The Dominant Technological Perspective

166. Much of the work described above has the following characteristics. It focuses mainly upon the dissemination of centrally developed curriculum project materials, pedagogical approaches, and procedures for in-

ternal school organisation. The research itself is frequently funded by national and local governments or by central development agencies and their motivation appears to be primarily a need to find more efficient and cost effective ways of ensuring the successful dissemination and implementation of their products. This has led in recent years, especially in the U.S.A., to a concentration on linkage roles and agencies and latterly on the promotion of local, problem-solving procedures but all with the same basic goal. The research deals mainly with large-scale, mass-dissemination style 'national' innovations. The implicit, and rarely questioned, assumption is that the innovations under study are 'good' and therefore worth adopting and implementing. Furthermore, the main focus is invariably upon the fate of one innovation in many schools and local authorities, etc.

167. The methodology of these research studies in the U.S. particularly have become increasingly sophisticated but recently it has been subjected to criticism and scrutiny which casts doubts upon the reliability of the findings (v. Berman, 1980). Certain of these studies employ a case study approach and frequently involve the researchers in interventionist or action research roles.

168. The perspective adopted in most of the studies continue to be a top/down or management/operative form, in Houses, 1981, terms, a technological perspective. This is true of most of the large scale dissemination studies, the studies of individual teacher responses to innovation, the case studies and the approaches involving organisation development. It follows that the research often adopts a fidelity perspective, i.e. the researchers are looking for implementation which is true to the original conception of the innovation.

169. The underlying assumption appears to be that men are rational creatures and that they will respond to rationally presented innovations and subsequently behave rationally and systematically during the adoption and implementation phases. However, this ignores the common-sense and research evidence that many, and indeed probably most, teachers, like other human beings, generally, for example, don't use systematic planning techniques and methods, don't read research reports, don't like to use systematic self-appraisal methods and prefer to behave intuitively. It ignores the common-sense evidence therefore, that teachers, like other human beings, tend to make decisions unsystematically, incrementally, in a 'muddling-through' fashion and rarely engage in systematic, planned problem-solving.

170. The approach continues to be psychological in orientation and thus tends to underestimate what appear to be crucial organisational features of schools. Thus, it underestimates the importance of the complex and simultaneous contextual pressures within which teachers necessarily operate—pressures of time, the need to 'survive' and the lack of opportunity to reflect and plan. Similarly, by concentrating their analysis on the fate of one innovation they ignore the fact that most schools are dealing simultaneously with several changes or innovations which vary in size, complexity and urgency.

171. More positively, it underestimates the innovative capacities of individual teachers and schools. By concentrating on externally generated innovations it neither looks for, nor generally finds, evidence of internally generated innovations. Yet, once, again, observation and experience indicate that a great number of small scale innovations occur frequently in classrooms, departments and schools.

172. The approach also underestimates the extent and importance of the constantly changing membership of schools; in any one year there can be at least 20% turn over of staff within a school. New teachers arrive, old teachers leave and, of course, existing teachers change their roles during the course of a year and certainly during the course of any particular innovation. Thus, from the initiation through the implementation and to the incorporation stages the composition of a school staff could be radically different from that which existed at the outset, with considerable problems for defining, understanding and using the innovation.

173. The approach also has a distinct tendency to ignore what we may refer to as the micro-political feature of schools. Power is distributed unevenly in schools and, typically, principals or headteachers have far more administrative power than have teachers although, of course, this varies between countries. Whatever the formal position of the school 'leaders' it will often be the case that they use coercive powers where possible. Other individuals have access to varying forms of coercive power; for example, teachers may resort to industrial action, including strikes. Decisions which are frequently portrayed as open and systematically planned will in fact normally involve covert bargaining between individuals and between groups; interest groups themselves form as coalitions of interests in order to achieve particular goals (vide Pratt, 1982).

174. Moreover, the approach also underestimates the macro-political and contextual constraints within which all innovations occur. Two examples will suffice. First, it is clear that in a centralised system governments can and do take decisions of a power-coercive nature in order to implement curriculum guidelines or

other changes in the system. Secondly, teachers and administrators are frequently confronted with the need to implement innovations which they may regard as 'bad', for example, the consequences of declining enrolment, and over which they have little or no control.

175. Thus, in total, although the dominant perspective on change has certainly extended and deepened our understanding of the dissemination and implementation of large-scale, centrally funded innovations and of the process of implementing in one school innovations initiated by principals or leaders, it in no way represents a complete explanation of the way in which changes actually occur in schools. Such changes are frequently small scale, incremental and multi-faceted. Moreover they will be taking place within a complex and ever-changing social system and frequently may not be easily observable by an outsider.

(b) Differing Perspectives from Centralised and De-Centralised Systems

176. School improvement efforts have to be seen in the context of the educational system as it exists in each country. Most of the published research literature emanates from the U.S.A. and it naturally reflects the values and conditions there. An alternative perspective would have to take account of the various aspects of the cultural-bound nature of this literature: first, that it is predominantly technological in approach; second, that it was produced in a political context which is decentralised but in which Federal finance provides a crucial stimulus to local efforts; third, that the U.S.A. is a wealthy, developed country with a sophisticated economic, communications and professional infrastructure.

177. The U.K. study of the impact and take-up of Schools Council materials can similarly only be understood in context: the Schools Council has no authority to compel schools to adopt its materials let alone use them in any particular way. The most it can do is to provide the information and experience to enable teachers to make an informed judgement as to whether or not to adopt project materials.

178. By contrast, in several member countries relatively specific and detailed curriculum guidelines are laid down by law. Yet it is far from clear whether or not the adoption of the centralised, power-coercive approach actually contributes to more effective implementation. Nor is it clear whether countries such as Sweden are de-centralising the curriculum decision-making process because it is believed this will lead to better implementation or because it is simply part of a wider social policy, one which is prepared to risk less effective implementation. Certainly the introduction of centralised curriculum innovations ought, in principle, to present distinctive dissemination problems. For example, the individual teacher is merely required to understand the new requirements and then acquire the necessary implementation skills. She is not required to exercise individual professional judgment about the desirability and usefulness or otherwise of the centrally developed curriculum package. Similarly, the job of the disseminator is essentially to inform and train and not to engage in professional discussion about desirability and usefulness. Little attention appears to have been given, at least in the published literature, to these sharply contrasting political approaches to externally developed curriculum innovations yet it is surely a potentially productive perspective on implementation for both researchers and policy makers.

179. The French system illustrates this point well. Feneuille, 1981, describes it as follows:

"Centralisation has clearly restricted the independence of schools inasmuch as the general and specific objectives of the education provided, syllabuses, instructions concerning teaching methods and weekly timetables for the various subjects are all laid down in detail by the Ministry of Education. Precise rules also govern the allocation of funds and teaching posts to schools, as well as divisional numbers, conditions for splitting classes for certain activities, procedures for organising pupil groups, and, in short, the pedagogic organisation of schools."

(p. 2)

It seems reasonable to assume that the task of innovating in this system will be very different from a decentralised system. How valid is this assumption?

180. In the centralised French system, innovations and reforms have been introduced compulsorily from the centre, sometimes preceded by experiment and teacher information and training and sometimes not. The possibility of locally initiated change also exists, Feneuille, 1981, lists some of the problems of this dual approach: the overwhelming predominance of the centralised approach relegates the local approach to a marginal role; the centralised, power-coercive approach has employed weak implementation strategies; the atti-

tudes of teachers and parents are frequently inimical to the innovations; teachers and parents sometimes oppose innovations because of the politics of the national government rather than the features of the innovation. These problems and related ones, have prompted the French Government to reappraise its research and innovation policies and to study methods of decentralising in such work.

181. Hameyer, 1981, has summarised recent research and experience in Australia, the Federal Republic of Germany and Switzerland. Perhaps the most striking feature of his review is that the issues raised are all ones which are of concern in de-centralised systems. As in the French experience, the implementation stage of school improvement raises problems which may be common to all systems.

182. Support for this interpretation comes from both Australia and Canada, where education is the responsibility of the states and provinces respectively. Marsh et al, 1981, report on a study of the take-up by primary school teachers of materials issued centrally by the Education Department of Western Australia, which 'traditionally held tight control over what was taught in their schools' (p. 61). However, these latest materials were part of a policy to promote de-centralised schooling and school-based curriculum development. Their practical recommendations are not dissimilar to those found in de-centralised systems, as are the materials produced by Fullan and Park, 1981, in Ontario Canada which also has a centralised system. Both publications provide insights which are of considerable utility to practitioners. They also raise some important policy issues.

183. The feature of this work on curriculum implementation which is common to both centralised and de-centralised systems is that it is written from the point of view of those outside the school. External interventions to promote improvement in schools inevitably throw up problems of a technological or management kind. Hence it is not surprising that implementation has been identified as a crucial problem in many countries and that the solutions appear to have general applicability.

184. These lessons are important and much can be learned from them. However, this commonality of experience should not be allowed to obscure a much more fundamentally important issue. This issue is discussed by Marsh et al, 1981, in terms of the potential conflict between centrally produced curriculum materials and school-based curriculum development. The writers argue that there is no incompatibility between these two ideas but some will find their argument unconvincing. A related issue was raised at the final O.E.C.D. conference on INSET (Bolam, 1982) by those participants who argued that, although school-focused INSET could be a means of strengthening problem-solving within schools and thus of promoting de-centralisation, it could also be used to re-inforce centrally produced materials in centralised countries.

185. Beattie, 1982, who also works in Ontario, confronts these issues directly in a critical review of the book by Fullan and Park, 1981. She criticises the authors for adopting a managerialist stance in which

"people are construed as sets of 'behaviour, belief and skills' and are 'difficult to deal with'"

She also challenges

"the assumption that, if the Ministry must accept responsibility for decisions about broad educational goals, then one must have a centralised, multi-level system...."

And argues that

"If one takes as a basic principle 'maximise school autonomy and minimise administrative bureaucracy' then curriculum development and implementation will be continuous processes engaged in by teachers." (p. 102).

186. One does not have to agree with these criticisms and ideas to recognise the force and importance of the value position on which they are based. Moreover, they do illuminate without answering, the question of the differences between improvement strategies in centralised and de-centralised systems. We may reasonably conclude that many of the technological implementation problems encountered will be the same and that many of the strategies devised to resolve them will be generalisable. It could be that managerialist (or modified power-coercive) strategies are most likely to be employed in centralised systems. It is certainly true that existing studies, either within one country or on a comparative basis have not yet addressed these issues adequately.

(c) Alternative Perspectives

187. The preceding analysis and critique argues the need for research which is different from that produced in the cultural and political context of the U.S.A. Two broad suggestions are outlined briefly here -- no doubt others could be generated.

188. At the institutional level, case studies of individual schools should be pursued using anthropological and ethnographic methods amongst others. Two examples are cited to illustrate the point. Whitehouse, 1979, studied two schools on the following basis:

"The research was intended to take a fresh approach to problems posed by previous studies on the diffusion of educational innovations. Rather than following the traditional pattern of diffusion studies, which tend to follow the progress of particular innovations from their point of origin through the social system to their point of adoption, this study examines all the reported innovations in two schools undergoing comprehensive reorganisation over a period of five years. It examines the social contexts of innovations and it also investigates the characteristics of members of staff who initiate innovations."

189. In Sweden, Ekholm et al, 1981, have carried out a study of three schools using social anthropological methods combined with questionnaires and structured interviews. Their purpose was to chart the life of pupils and staff over a three year period in order to ascertain their reactions to the many important externally generated changes that were taking place and to record the progress of any internally generated changes.

190. Similar studies of change agencies could also be usefully carried out. As Louis, 1981, emphasises, U.S. work is too prone to ignore the constraints and problems faced by a change agency rather than an individual agent and this is particularly relevant to other OECD countries, most of whose change agents are based in agencies like universities, colleges, teachers' centres and education authorities (e.g. local or national inspectors). Moreover, the particular problems faced by an external agency working on the implementation of centrally determined innovations in a centralised context, precisely the task faced by such agents in many O.E.C.D. countries, is also worthy of study.

191. At the national system level, the most obvious need is for comparative studies of the change process in centralised and decentralised countries. The key variables appear to be the degree of control exercised by central government, by local government, by professional teachers in individual schools and by non-professionals at all levels, over the curriculum content, pedagogy and timetable. Key questions would include the following. Does the effective implementation of a centrally controlled curriculum depend upon efficient technological change strategies? Do such technological implementation strategies differ significantly in the two contexts? What impact do centrally school controlled curricula each have upon what is actually taught and how it is actually taught?

192. Certain such studies have already been completed; for instance, Porter, 1980, has compared the differential effect of federal funding on innovations in the U.S.A. and Australia while Broadfoot, 1981, has compared the rhetoric and reality of accountability procedures in France and England. Some variables might best be explored in comparisons with developing countries where the professional infrastructure, the transport and communication networks and the education budget all differ substantially from many O.E.C.D. countries. Interestingly, Adams and Chan, 1981 reach conclusions drawn from case studies in several developing countries, which are essentially technological and which closely resemble those reached in developed countries.

CHANGE AGENTS: This network of agents will form the skeleton of the organization we need, namely, one that is sufficiently large to embrace the whole country; sufficiently tried and tempered unswervingly to carry out its own work under all circumstances, at all 'turns' and in unexpected contingencies; sufficiently flexible to be able to avoid open battle against the overwhelming and concentrated forces of the enemy, and yet able to take advantage of the clumsiness of the enemy and attack him at a time and place where he least expects attack.

... V.I. Lenin, "Where to Begin," (1901). *Selected Works* (New York: International Publishers, 1937), Vol. 2, pp. 21-22.

"It must be admitted that sometimes collaboration just will not work and, when it fails, there are a number of alternatives (e.g., a 'fait accompli' strategy) that should be considered, ranging... to complete deception." ... Ronald Havelock, *The Change Agents Guide To Innovation In Education*. Portions of the book have been developed under federal Office of Education (within HEW) Contract No. OEC-0-8-080603-4535(010)

The Common Curriculum

Grades 1-9

February 1993

EDITOR'S NOTE: The purpose of this book *America 2000/Goals 2000 - Moving the Nation Educationally to a New World Order* is to show that the restructuring of the educational program in the United States is not unique or isolated to this nation. Instead, it is a part of a worldwide effort to bring the nations of the world into a single educational system that will ultimately teach the children that they are citizens of the world rather than citizens of a particular nation.

Outcome based education stems from the United Nations (UNESCO) and was incorporated into the Eastern European nations as early at 1977 and is being implemented into nations around the globe.

The following is a brief overview of the Canadian goals. To the average person who has not studied outcome based education to any depth, it would appear that the basic ideas as listed in Canada's common curriculum are innocent enough in that the overall goals are really only general goals clothed in the typical language of an educator. But when one reads the expected goals of a third grade, sixth grade, and a ninth grade, it becomes all too apparent that the expected social and political philosophy promotes a global view, heavily laced with environmental issues, and diametrically opposed to the traditional family structure. Children in Canada (as in the United States) will be taught to think and act for the good of the world rather than the good of their nation. This sounds innocent enough, but it eventually will produce a one world mentality that can only result in the sovereignty of Canada and Great Britain yielding to the New World Order.

Introduction

Like other institutions in a rapidly changing world, schools must constantly strive to respond to new developments in order to meet the needs of their communities and those of society at large. This document describes the Ministry of Education and Training's curriculum for the Province of Ontario for Grades 1 to 9, which has been designed to respond to current and anticipated developments and changes in our society and the world at large. It is intended to provide direction to all those who have responsibility for curriculum development, implementation, and review in Ontario—teachers, principals, consultants, school board supervisory officers, and trustees. Ultimately, its aim is to enable individual schools to design programs that meet local needs.

The curriculum in this document supersedes the one described in *The Formative Years, 1975*, and the subject guidelines for Grades 7 to 9, including those developed under *Ontario Schools, Intermediate and Senior Divisions (OSIS)*, 1989. However, these and other earlier ministry documents remain valuable as resources for program planning.

The curriculum described in this document has the following key features:

1. It is defined in terms of *learning outcomes* rather than objectives or allotted time. *Outcomes* are the ob-

servable/measurable knowledge, skills, and values that students are expected to have acquired and developed at certain key stages of their schooling. They describe what students should know, should be able to do, and should value as a result of their learning experiences.

The outcomes in this document shall form the basis of the programs, learning activities, and specific outcomes that school boards develop for each grade. (Roman Catholic separate schools are constitutionally protected denominational schools and are responsible for their own religious education programs and outcomes).

2. **It is designed for all students; that is, a school's programs must accommodate the various abilities, needs, and interests, as well as the differing racial and ethnocultural backgrounds, of all the students in the school.** Each class will include students with a wide variety of experiences, strengths, and needs.
3. **It is holistic in its view of an increasingly complex and interdependent world; that is, it places emphasis on connections and relationships—relationships among ideas, among people, and among phenomena.** In keeping with this view, subject matter and outcomes are organized into broad program areas rather than traditional subject disciplines.
4. **It requires that programs at the school board and school levels be planned collaboratively by staff, students, and the community to ensure that local needs are met.** Schools may organize their programs and work towards achieving the stated outcomes in a wide variety of ways in order to accommodate the varying needs of their students.
5. **In emphasizing outcomes, it provides a basis for evaluating student achievement and program effectiveness.** Ongoing assessment will provide the basis for modifying programs and methods of instruction to better meet the needs and interests of individual students.

The term *common curriculum* encompasses ten essential cross-curricular learning outcomes, more specific learning outcomes organized under the four interrelated core program areas, and all the learning experiences designed by schools to enable students to achieve these outcomes by the end of Grade 9. All of the students' experiences in school should contribute to the achievement of the outcomes of the common curriculum.

Education in Ontario is founded on a commitment to: **accountability, excellence, equity, and partnership.**

A commitment to **accountability** means a commitment to ensuring that the essential cross-curricular outcomes of the common curriculum are met, and to communicating to students, parents, and all those with an interest in education how well our school system meets established standards of student achievement.

A commitment to **excellence** means a commitment to high standards of achievement in our schools. More specifically, it means ensuring that all students attain, to the highest level of which they are capable, literacy, numeracy, and other knowledge, skills, and values they will need for personal fulfilment, lifelong learning, effective functioning in the world of work, and full participation in society.

A commitment to **equity** means a commitment to social justice. This includes a commitment to removing established barriers and biases in school policies, programs, and practices so that the intended learning outcomes may be achieved by students of all societal groups, including those that have been traditionally disadvantaged.

A commitment to **partnership** means a commitment to rooting our schools more firmly in the communities they serve and recognizing that responsibility for education in Ontario is shared by the ministry, teachers, students, parents, school trustees, and business, labour, and community organizations.

The curriculum outlined in this document is based on the recognition that societies are not static—that they change and evolve in response to events occurring at the local, national, and global levels. Schools must respond to these changes and the consequences that they have for students. For example, when Canada's economy was largely based on its natural resources, agriculture, and manufacturing, education was but one avenue to becoming a successful citizen. However, as Canada's economy becomes more and more dependent on service—and technology-based industries, education is becoming increasingly essential for success in all areas

of endeavour; in fact, it is already difficult to play a productive role in our society without it. It is therefore extremely important that we give our young people the motivation and the opportunities to acquire the kind of education that will enable them to live productive and satisfying lives.

Our society is currently undergoing far-reaching changes in the structure of families, in the composition of the population, and in the nature of the economy. Other trends, such as the information explosion, the impact of new technologies, changes in the workplace, the increasing fragility of the environment, and concern about changes in the values and institutions that have formerly been a source of stability in our society all dictate a review of traditional models and approaches in education. Responding successfully to these changes and to changes in the student population—including the influx of adults who are returning to continue their education—requires new ways of thinking about and organizing curriculum.

The increasing pace of change of all types means that today's and tomorrow's citizens need to be effective lifelong learners, capable of responding constructively not only to conditions we can foresee, but also to those we have not yet imagined. They need the ability to use both traditional and innovative means of learning, including up-to-date technologies, to achieve personal growth and satisfaction, become productive and adaptable members of the work force, deal with changing family structures and responsibilities, and participate effectively in the life of the community and of society in general. Most fundamentally, they need to view education as a continuing process in their lives—a means of identifying and solving problems creatively and of planning effectively for the future.

The purpose of this document is to provide the policy direction needed to design educational programs that will meet these needs. Part I outlines the educational principles that underlie the ministry's approach to curriculum. Part II describes the ten essential cross-curricular learning outcomes that all students are expected to achieve by the end of Grade 9. Part III describes the four core program areas and their general outcomes, which enable students to achieve the essential cross-curricular learning outcomes. Part IV provides more specific learning outcomes to be achieved by the end of Grades 3, 6, and 9, for each of the four core program areas.

Ontario is fortunate to have a dedicated teaching force that is actively involved in the creation of schools that can meet the challenges of the twenty-first century. This document was developed with the assistance of such educators and describes practices that are already in place in some school-board jurisdictions. It provides school boards and schools with the guidelines they need to plan programs that are more relevant and more responsive to current as well as anticipated conditions and needs. Curricular change should be seen as an ongoing process through which educators continually review their practices and modify them to better meet the needs of their students, communities, and society.

PART I

Principles Underlying Education for Grades 1 to 9

The view of curriculum described in this document is based on the following principles of education found in current research and literature on learning, teaching, curriculum organization, and assessment and evaluation. Many of these principles are already familiar to Ontario teachers and are being applied in some form in the teaching practices of the province's schools.

Principles Underlying Learning

1. Learning involves values as well as knowledge and skills.

Values are qualities that people, as individuals and groups, consider important as principles of conduct and as major aims of existence. Personal values influence attitudes, decisions, and behaviour, and affect interpersonal relationships. Societal values shape individual values and behaviour and are in turn shaped by them. Societal values influence laws, social norms, and institutions.

Children and youth develop their values and attitudes through socialization, by recognizing and internalizing the implicit and explicit messages they receive from their environment. Parents, siblings, peers, the media, and the school have a powerful influence on children's perceptions and behaviour and the beliefs they develop about others and themselves.

While schools do not have the predominant role in the development of values in children and youth, they do have a clear responsibility to address the values implicit in all curriculum. Schools cannot be value-neutral. The values that form the foundation of the curriculum described in this document are those that the majority of Canadians hold and regard as essential to the well-being of their society. These values transcend cultures and faiths, reinforce democratic rights and responsibilities, and are based on a fundamental belief in the worth of all persons and a recognition of the interdependence of all human beings and the environment.

All students need to develop a positive sense of self and respect and concern for others. It is also important for students to develop a sense of belonging in the community, a sense of social responsibility, a commitment to democracy and human rights, and a love of learning. An education based on democratic principles ensures not only that students are exposed to different points of view on issues, but also that they learn to recognize biases and explore different philosophical positions as part of the process by which they develop and reflect on their personal value systems.

2. Learning involves active inquiry into interrelated topics and issues.

Effective learning involves actively constructing the meaning of one's world. The events, problems, and situations one encounters in daily life are not experienced as discrete phenomena; rather, they are experienced holistically. Similarly, curriculum that responds to the requirements of daily life should be presented in a way that emphasizes relationships among ideas, people, and phenomena and that recognizes the importance of integrating knowledge, skills, and values.

The process of actively constructing meaning occurs most effectively when learners are encouraged, individually and in groups, to explore phenomena in their natural and social environments; to formulate questions for inquiry; to seek answers through observation, experiment, creative art, research, and consultation with those more knowledgeable than themselves; to present, explain, and justify their conclusions; and to evaluate both the process and the outcomes of their inquiries through discussion with their peers and teachers. Similarly, the development of understanding, knowledge, skills, and values in the core program area of Mathematics, Science, and Technology is best achieved through relevant problem-solving activities. In all core areas, an inquiry-oriented program can give learners opportunities to observe, investigate, and analyse concepts and problems, and to create and assess solutions.

3. Learning involves effort and self-discipline.

Although learning often takes place in interaction with others—and is greatly facilitated and enhanced by such interaction—each individual learner is ultimately responsible for his or her own learning. Teachers therefore need to motivate students to set high expectations for themselves and must constantly encourage them to achieve their best in an attempt to help them take greater control of their own learning. Whatever their particular abilities, students must understand that there is a direct connection between disciplined effort and achievement, both in the school and in the world of work. In stressing the importance of work and self-discipline in all areas of the curriculum, teachers should help students realize that sustained effort will not only achieve academic goals but bring increased satisfaction, self-esteem, and enjoyment of future tasks.

4. Learning is cumulative and builds on existing knowledge, skills, and values.

Learning and developing understanding is a cumulative process and occurs over time through a variety of experiences in different environments. To be meaningful, school programs must respond to the diverse experiences that students bring to school. Approaching learning in this way enables the teacher to provide appropriate guidance for each individual student. Students learn most efficiently when they are presented, in an emotionally supportive setting, with tasks that challenge them to move just beyond their current levels of skill and understanding.

Students must be encouraged, at appropriate moments in their learning experience, to reflect on the process of learning so that they may understand how they learn and assume responsibility for learning.

5. Individuals differ from one another in their styles and rates of learning.

Individual students learn in different ways and at different rates. They differ, therefore, in the paths that their development follows. Teachers should continually monitor and assess students' progress so that they can make the necessary adjustments in their teaching methods to respond more closely to individual students' learning needs. All students should be given the time and resources they need to reach their potential.

Principles Underlying Teaching

1. A variety of teaching methods are needed to respond adequately to the wide range of student backgrounds, needs, and abilities represented in the classroom.

Teachers need to use a variety of instructional methods to enable students of a wide range of backgrounds, abilities, interests, and learning styles to learn effectively. Of particular importance are teaching methods and learning activities that encourage supportive relationships among students. Such methods acknowledge and promote respect for individual students' backgrounds, strengths, and unique contributions. Students of all backgrounds will benefit from opportunities to work in groups in an atmosphere of cooperation and mutual respect. Such opportunities will not only foster learning and the development of effective interpersonal skills, but will also lead students to understand and value the contributions of people from a wide variety of backgrounds.

Class, small-group, and individual learning activities continue to have an important place in the repertoire of teaching practices.

2. Teaching methods should emphasize active inquiry and the making of connections between ideas.

Students learn most effectively when they are encouraged to adopt an inquiring attitude and are helped to formulate their own questions and to seek answers to them by appropriate means. Students also need encouragement and assistance in establishing and defining relationships between the ideas they encounter in different areas of their program, and between ideas and their own experiences and values, particularly those relating to the family, peers, the community, the environment, and society. All teaching should reflect a holistic view of life and experience in a world of complex and interrelated phenomena. Teachers should be ready to make relevant connections between ideas and experiences in response to students' needs.

3. Integrated teaching methods are best developed through collaborative exploration by all members of the school community—principals, teachers, other school staff, students, parents, and all those in the community who have an interest in education.

The most successful teaching methods will emerge from a collaborative process in which teachers are given the freedom to investigate, test, and assess various methods and to draw upon each other's resources and those of the community. The search for creative ways of implementing a holistic view of curriculum and learning should involve all members of the school community. Decisions about how and when to use specific teaching methods should be based on the methods' usefulness in helping students to achieve specific outcomes of the common curriculum.

Principles Underlying Curriculum

1. All of the students' school-related experiences make important contributions to learning.

In general, the curriculum comprises all of the students' school-related experiences. It includes program content and all the activities and experiences derived from it; learning resources; teaching strategies; procedures relating to discipline and evaluation; and the interactions of staff, students, and others in the course of school activities.

Curriculum also includes experiences that derive from social interaction in the classroom, the school, and the community at large. Peer relationships and informal interactions with school staff and community members have an important bearing on students' attitudes and values. Such interactions occur in a variety of settings, including the classroom, halls, lunchroom, playground, and school bus, and during co-curricular activities.

Principals and school staff need to continually review school policies and practices to ensure that all aspects of the school environment, operation, and programs, including learning resources, are free of bias and enhance the ability of every student to achieve the essential learning outcomes of the common curriculum.

2. Preparation of students for the modern world requires integrated programming.

Because issues in the modern world are interrelated in complex ways, students need to develop a broad understanding of ideas and phenomena and their interrelationships, as well as knowledge and skills that they can apply in a wide variety of subject areas and contexts. The shift in curriculum emphasis to more integrated programming and active, inquiry-oriented learning is intended to assist schools in providing every student with opportunities to develop the independent problem-solving abilities and the knowledge, skills, and values required for effective living in a rapidly changing world.

The core program areas identified in this document reflect an integrated view of subject matter and student development. Curriculum for the core areas should reflect both the distinctive character of each area and the interrelatedness of the four areas.

3. Curriculum must be adaptable to ensure that it is relevant and responsive to changing needs and circumstances.

If curriculum is to provide the opportunities for students to develop the knowledge, skills, and values they will require for effective living in the twenty-first century, it needs to be adaptable and responsive to students' changing needs and circumstances. All those responsible for program planning must ensure that programs are relevant for the students for whom they are designed and that they reflect current and anticipated requirements. Only programs that are designed to be adaptable can continue to be relevant in an age of rapid change.

Inherent in this notion of curriculum is a view of learning as an active, inquiry-oriented process in which the learner develops knowledge, skills, and understanding by defining and solving problems creatively. Teachers, students, parents, and the community need to work together to ensure that this view of learning is effectively promoted and reinforced through all of the students' learning experiences since it underlies the goal of lifelong learning.

4. The curriculum shall be free of bias and shall reflect the diverse groups that compose our society.

Students' self-image, as well as their perceptions of others and attitudes towards them, is affected both by what is taught and by how it is taught. All students are entitled to have their personal experiences and their racial and ethnocultural heritage valued within the context of a society that upholds the rights of each person and requires each person to respect the rights of others. All students must, therefore, see themselves reflected in a curriculum that acknowledges both the diversity and common aspirations of the various peoples that make up our pluralistic society.

What is taught in schools must represent an authentic picture of reality. The curriculum must reflect the variety of peoples and cultures in Ontario and Canadian society and accurately reflect the contributions and accomplishments of men and women of all races, cultures, religions, ages, abilities, and backgrounds.

5. Individuals' strengths, needs, and backgrounds need to be recognized through appropriate learning activities.

Individual students have unique backgrounds, strengths, and needs. Effective teaching and learning methods and relevant resources enable every student to meet the requirements of the common curriculum to the best of his or her ability. At the same time, students need a range of learning activities through which they can develop their personal strengths and pursue their interests. Such activities will allow students to develop, as well as explore in greater depth, those aspects of the common curriculum that have particular relevance for them.

Principles Underlying Assessment and Evaluation

1. Assessment of student learning is an integral component of Ontario curriculum and effective classroom practice.

Assessment must be based on clear statements of expected outcomes. To be effective, assessment and evaluation must be a continuous and ongoing process involving the individual student and his or her peers, teachers, and parents.

Teachers will use the results of the evaluation of student achievement to assess the effectiveness of programs and their classroom practices, and to make modifications in these practices that will enable all students to achieve the intended outcomes. The results of the evaluation of student achievement will also form the basis of reports concerning student progress.

2. Teachers need to employ a wide variety of assessment methods that are consistent with the instructional approaches used and appropriate for describing student achievement.

Teachers need to use both quantitative and qualitative methods of assessment in order to reflect the breadth, depth, and complexity of the learning outcomes of the common curriculum. These methods should encompass all aspects of student learning and should be appropriate for the ages and levels of maturity of the students. The use of a variety of methods and procedures has the added benefit of giving students a range of opportunities for demonstrating their progress.

3. The evaluation and reporting of student achievement is the task of the teacher, who must consider the special requirements of individual students and work in consultation with them and their parents.

Evaluating the effectiveness of students' learning and choosing assessment tools that are appropriate to what is being evaluated require the application of professional judgement. At the same time, it must be recognized that all assessment and evaluation activities have a subjective dimension. For this reason, it is particularly important that teachers tailor their assessment methods to the particular requirements and circumstances of individual students. This means taking into account their cultural, linguistic, and socio-economic backgrounds, as well as their special needs and abilities. The use of a variety of appropriate assessment activities on an ongoing basis will ensure that all these requirements are accommodated, and that a comprehensive record of student progress and achievement is maintained.

It is important that teachers solicit and consider the views of students and parents when making decisions about students' requirements.

4. The evaluation of school programs should effect improvement and should be based on school board and provincial standards.

Teachers and principals will determine the overall effectiveness of programs by evaluating students' results with reference to the performance of all the students in the program within the school, in other schools of the board, and in relation to the standards established in the provincial benchmarks. This process will ensure that achievement of standards is monitored and reported as objectively as possible. The information obtained will be used to improve programs and will have the effect of enhancing student achievement by promoting high standards in all areas of learning and teaching.

Provincial review procedures will provide information on student achievement which can be assessed in relation to provincial benchmark standards in some areas of the curriculum.

PART II

Ten Essential Cross-curricular Learning Outcomes

The common curriculum provides a basis that allows schools, in co-operation with parents and other members of the community, to enable all students to develop the knowledge, skills, and values they will need for a life of personal fulfilment, responsible citizenship, and full participation in society. It is expected that school programs at all grade levels and the activities that flow from them will enable all students to achieve the **ten essential learning outcomes** outlined below, to a degree commensurate with their individual ability and stage of development. These outcomes are cross-curricular in nature and must therefore be considered the

responsibility of all teachers. For example, the goal of enabling students to use language to think, learn, and communicate effectively is to be actively pursued at all grade levels and in all program areas.

While it is recognized that these cross-curricular outcomes will continue to be developed and refined throughout life, students should achieve them, by the end of Grade 9, to a level that will enable them to:

- function effectively in everyday life; and
- pursue appropriate further studies of their choice.

It should be noted that the ten cross-curricular outcomes are not listed in order of importance; all are considered essential for effective learning, living, and working in the twenty-first century.

By the end of Grade 9, students will:

- **be able to use language to think, learn, and communicate effectively in a variety of contexts and curriculum areas;**
Students will demonstrate proficiency in using language, both spoken and written, for a variety of purposes, as well as an understanding of the functions and forms of language.
- **be able to employ mathematical knowledge and skills to solve practical problems;**
Students will have developed an understanding of mathematical principles and their application, and the skills and values required to apply this understanding in a variety of contexts in everyday life.
- **be able to use scientific methods to solve problems, and apply scientific perspectives to better understand their world and make responsible decisions;**
Students will have developed an understanding of scientific principles and methods and their application, and the skills and values required to apply this understanding in a variety of contexts in everyday life.
- **be able to evaluate and use a wide variety of technologies to improve their performance in school- and work-related areas and generally enhance the quality of life;**
Students will have developed an understanding of the uses of various technologies, and the skills and values required to make effective use of these technologies in the workplace as well as in appropriate contexts in everyday life.
- **demonstrate an understanding of how history, geography, and cultural forces have shaped the past and the present, and be able to apply this understanding in planning for the future;**
Students will have acquired a knowledge of history and geography and developed the skills and values required to apply this knowledge to the analysis of events, developments, and future trends in Canada and the world, as well as to the understanding of diverse cultural and socio-economic perspectives.
- **demonstrate a commitment to peace, social justice, and the protection of the environment, and apply a global perspective in both their attitudes and behaviour;**
Students will have developed an understanding of global and environmental concerns and their implications, both for individuals and various groups and societies throughout the world, and will demonstrate a commitment to social justice and the preservation of the environment.
- **be able to interact and work effectively with others, demonstrate respect for human rights, and be motivated to fulfil the responsibilities of citizens in a democratic society;**
Students will demonstrate an understanding of and support for the democratic principles that underlie our society and be motivated to live and work co-operatively with others and participate responsibly in society.
- **value work and learning of all types not only for their practical benefits but also for the sense of purpose and satisfaction that they can bring, and be able to develop relevant, well-prepared plans for entering the work force or continuing their education;**
Students will demonstrate an understanding of both the material and psychological benefits of work and learning and an appreciation of their importance for individuals and society as a whole.
- **be able to exercise aesthetic judgement in relevant contexts and to apply aesthetic standards to many facets of life and work;**
Students will demonstrate an understanding of aesthetic principles and their application in the arts as well as other areas of life, and the ability to apply this understanding to enhance both personal expres-

sion and perception.

■ **be motivated to build healthy lifestyles and relationships.**

Students will demonstrate an understanding of the role of personal health in our lives, the ability to make wise and safe choices for healthy living, and a commitment to relationships based on mutual respect and caring.

The development of these interrelated understandings, skills, and values is the responsibility of every member of the school staff and is the overriding purpose of the entire school program to the end of Grade 9. While it is acknowledged that some students will demonstrate learning difficulties that may delay the achievement of these outcomes or significantly affect the level at which they are achieved, the stated outcomes and the high standards they represent remain valid and realizable goals for the vast majority of Ontario students.

PART III

Four Core Program Areas

The curriculum includes four core program areas. They are:

- Language
- the Arts
- Self and Society
- Mathematics, Science, and Technology

Each of the core program areas contributes to the achievement of the ten essential cross-curricular learning outcomes in its own distinct ways and through its own set of learning outcomes. These outcomes are statements of observable/measurable knowledge, skills, and values that learners are to acquire and develop by the end of Grade 9.

To demonstrate the connections between ideas, people, and phenomena, those developing curriculum should focus on broad program areas rather than narrowly defined subjects and disciplines. For this purpose, several traditional disciplines or subjects have been integrated within each core program area as well as developed across these areas. Although the organizational structure described in this document is recommended, schools may choose other ways of organizing programs to assist the learner in understanding that knowledge, skills, and values are interrelated and to enable all students to reach the stated outcomes.

School programs must enable students to connect their learning to their own experience. The curriculum must, therefore, show sensitivity to the racial, linguistic, and ethnocultural composition of the student population and reflect community needs. The development of programs that both meet these needs and achieve the core program outcomes identified in this document is the responsibility of teachers and other staff within schools and school boards. The emphasis on local planning is intended to ensure that the curriculum is as responsive to local needs and conditions as possible and that it is developed in close co-operation with the community which it serves.

In some instances, support services will have to be provided and time requirements adjusted to assist those students who are experiencing difficulty in achieving the stated outcomes to the best of their ability.

Descriptions of the four program areas and their interrelated components are followed by general learning outcomes for each component.

Outcomes for Self and Society*

A. Meaningful Participation: The Individual in Society

By the end of Grade 3, students will: *By the end of Grade 6, students will:* *By the end of Grade 9, students will:*

1. be able to visualize and evaluate possible futures for themselves and their world
2. be able to use knowledge of their strengths, interests, and aspirations to set goals and undertake educational and career planning
3. understand how aspects of their personal identity may affect their opportunities for realizing their personal and career goals
4. know what means are available for achieving their goals
5. understand how career/occupational choices affect all aspects of a person's life
6. recognize the ways in which global and environmental issues and factors may affect their career and lifestyle opportunities
7. be able to use relevant information to make responsible personal choices about health, lifestyle, and relationships, and value participation in group and individual physical activities
8. know about and be able to use a variety of learning and decision-making strategies
9. be willing and able to resolve conflicts in a co-operative and non-violent manner
10. be willing and able to contribute to social change through peaceful, democratic action

participate in the games, gymnastics, and dance activities provided in the school's daily physical education program

use effectively a variety of communicative strategies to interact with peers, parents, and others

work independently and with others

accept responsibility, to a degree appropriate to their age and grade, for personal choices, friendships, schoolwork, and behaviour during leisure time

identify and perform a service in the school community or at home and evaluate the experience

identify and describe the effects of lack of exercise on themselves and their peers and the short- and long-term benefits of regular physical exercise

explain the importance of a balanced diet and describe the nutritional value of various foods

participate in the games, gymnastics, and dance activities provided in the school's daily physical education program

recognize that regular physical exercise enhances their ability to explore and gain enjoyment from their surroundings

work independently and with others

identify and use effectively a variety of communicative strategies to interact with others

remember, describe, and apply safety rules associated with indoor and outdoor activities in the home, school, and community and know and describe ways of obtaining emergency help

identify and describe conditions that contribute to a healthy lifestyle, assess their own lifestyle, and suggest ways of improving it

identify ways in which they are responsible for the well-being of their peers

participate in a school's daily physical education program that includes music, movement, and dance activities, gymnastics, individual, small-group, and large-group activities, fitness activities, outdoor activities, recreational activities, and aquatic activities (where facilities and expertise permit)

make lifestyle choices that contribute to their well-being and maintain a commitment to those choices through self-monitoring, self-evaluation, and self-reinforcement

begin to understand some of the physical, emotional, social, and spiritual aspects of human sexuality and their effects upon self-esteem and relationships with others.

understand the concepts of peer pressure and distinguish between group values and personal values and responsibilities

*The specific learning outcomes for Grades 3, 6, and 9 are not presented in a sequential manner across the grades because a developmental progression from one level to the next is not always appropriate.

By the end of Grade 3, students will:

determine whether their personal eating patterns are healthy and whether their meal and snack choices have a positive or negative impact on the environment (i.e., in terms of compostability of packaging)

remember and apply rules of safety and know about obtaining emergency help

identify people in the community who provide safety services and describe their roles

understand the difference between prescription and non-prescription drugs and the rules for their safe use

recognize and report behaviour that can threaten their safety (*e.g., abuse, violence*), whether outside or within the family

identify and apply a variety of social skills appropriate to different settings and situations

identify and describe relationships within a family and recognize that there are different types of families

identify various ways in which people express emotions and distinguish between acceptable and unacceptable ways

identify some of their personal strengths, interests, achievements, and aspirations and relate them to possible future educational and occupational choices

compare a variety of occupations in the school and community

describe ways in which individuals can contribute to their own future well-being and that of their community, society, and the global community

By the end of Grade 6, students will:

identify and begin to apply the skills necessary to achieve success in school

recognize and report behaviour that can threaten their safety (*e.g., abuse, violence*), whether outside or within the family

understand and discuss aspects of human sexuality that are relevant to them

understand basic information about communicable diseases, about the body's ability to resist and fight disease, and about the safe use of medicine and drugs

understand that drugs can affect the way the body functions, that there are good and bad uses of drugs, and that drugs can be harmful if misused

understand and discuss information about drugs and tobacco: their effects on the body, the reasons why people use them (including peer/social pressure), and the rights of non-smokers

evaluate their own knowledge and abilities and begin to see them in relation to their career aspirations and opportunities

identify and perform a service within the school and evaluate the experience

use a variety of strategies to gather relevant information in order to make considered consumer choices (*e.g., comparison shopping, Better Business Bureau questioning techniques*)

understand that a career encompasses all aspects of their lives, including education, work, leisure, and family life.

understand and discuss the relationship between education and various careers

gather information about careers and use it in thinking about possible personal career choices

act (independently and in groups) in ways that will contribute to their own well-being and that of society and the global community

By the end of Grade 9, students will:

think critically about and discuss information about child abuse, spousal abuse, sexual assault, and other forms of violence and identify appropriate strategies to address such forms of violence

investigate and assess factors that influence personal decision-making

examine the possible effect of their personal choices on the broader community

make considered decisions based on knowledge of their personal needs, aspirations, and values and of what makes for a healthy lifestyle and wise use of resources

act as a mentor, providing responsible guidance & assistance to others

understand issues and information related to contraception, Acquired Immune Deficiency Syndrome (AIDS), and sexually-transmitted diseases

describe the types and sources of nutrients and ways in which diet affects health

examine dieting, eating disorders, and fad diets in the context of information about good nutrition

identify and perform a service activity and evaluate the experience

develop and participate in an activity related to a global and/or environmental issue and evaluate its impact

examine ways in which their own abilities, interests, aspirations, and needs may be relevant to their future educational and career opportunities

investigate and compare a variety of occupations they are interested in

investigate and compare the educational paths that lead to different occupations

develop plans and make decisions related to their educational and occupational future

evaluate and discuss ideas about the role of leisure in a well-balanced life

<i>By the end of Grade 3, students will:</i>	<i>By the end of Grade 6, students will:</i>	<i>By the end of Grade 9, students will:</i>
recognize both their own accomplishments and those of others	understand similarities and differences among environments in different regions of the earth, at both a local and a global level, and investigate the human capacity to make use of different environments	identify and discuss different views about a variety of Canadian issues
identify and describe both their rights and their responsibilities as members of their community	identify and describe the role of Native peoples and other founding groups in the origins and early history of the province	identify beliefs, attitudes, and aspirations that people from different cultural backgrounds hold in common and appreciate the importance of such shared values
	examine the stories of different Native peoples and the contributions of Native men and women to Canadian life	analyse issues that affect the choice of location of people, businesses, industries, and government in Canada
	investigate and discuss specific events in Canadian history from the perspective of people from a variety of different backgrounds	investigate past and present global issues and demonstrate knowledge of their relevance to Canadian concerns
	identify and analyse some of the systemic causes of inequities within their community	demonstrate understanding of power relationships among individuals, within groups, in society, and in the world
	act to promote antiracist attitudes and behaviour within the school and broader community	analyse the ways in which the influence of family, peers, and the media shape their personal and consumer choices
	understand that all men, women, and children have legal rights and obligations	demonstrate understanding of the Native experience in Canada prior to European contact and from contact to the early twentieth century
		demonstrate knowledge and appreciation of the role played by Native peoples, other founding groups, Canadian institutions, and the international community in the development of Canada
		reflect on and discuss issues related to Native identity and the future development of Native societies within Canada, North America, and the world
		analyse the role of immigration in the development of Canada and demonstrate understanding of the challenges that faced various immigrant groups
		demonstrate knowledge and appreciation of the culture and contributions of Franco-Ontarians
		understand and discuss reasons for business and government to work to strengthen Canada's role in international affairs and the global economy

C. Understanding Natural and Human-made Systems

By the end of Grade 3, students will: *By the end of Grade 6, students will:* *By the end of Grade 9, students will:*

19. understand and appreciate the relationship between Canada's land and its peoples—in the past, the present, and a variety of possible futures
20. understand the interdependence of people within a society and among societies within the global community
21. recognize power relationships in groups, society, and the international community and assess their causes and impact
22. understand the nature of Canada's relationships in the global community
23. understand the structures and functions of institutions and governments in their community and in Canadian society
24. understand and appreciate the role of business, industry, and labour in their locality and in Canada
25. understand and appreciate the ways in which culture may influence the ideas and behaviour of individuals and groups
26. understand the influence of technological developments on education, work, and leisure

demonstrate knowledge of their own and other cultural groups within the community

identify a variety of community institutions, groups, and services and describe their effect on or connection to the students' own lives

identify and use school and local community services and resources

recognize the value of all types of work

identify a variety of different places where a person might work

identify and analyse an ecosystem within the local community

investigate and demonstrate knowledge of how land and natural resources are used by people in Canada

identify and describe basic body systems

identify examples of interaction between the environment and human society in Canada and the world and explain some of the causes and effects that characterize the interaction

express their own views and voice their concerns about environmental and global issues

identify ways in which technology influences their daily lives at home and school

understand the nature and purpose of a variety of arts, religious, and service activities

identify a variety of natural resources at the local, regional, and national level, and analyse them with respect to location, uses, methods of harvesting/extracting, renewability, etc.

examine ways in which human and natural systems are interconnected

understand and discuss the effect of various activities of business, industry, and labor on our standard of living

identify and analyse the influences on and interrelationships among local ecosystems

examine and describe a fragile environment, explain the causes and effects of its fragility, and identify processes that preserve or destroy it

identify and explain factors that influence the price and availability of goods and services

identify examples of interaction between the people of Canada and people of the world and outline some of the reasons for and effects of the interaction

describe a variety of institutions and governments in the province and in Canada

examine and describe ways in which technology influences people's daily lives

make contact with various support agencies within the community and contribute to and/or use the services they offer

explain the changes in land use in Canada over time

understand the structures and functions of institutions and governments in Canada

explain the need for independent, entrepreneurial, and co-operative work skills for success in business, government, and industry

demonstrate an understanding of some past and present interrelationships among business, labour, and government

understand the ways in which cultural background influences individuals, groups, and social systems in Canada and around the world

understand some important factors that influence supply and demand

demonstrate knowledge of the role of financial institutions in relation to both business and individuals

understand and discuss ways in which ethical considerations influence the decisions of business, labour, and government

identify a number of social and economic factors at the local, provincial, and national level and understand the ways in which they affect people's lives

By the end of Grade 3, students will: *By the end of Grade 6, students will:* *By the end of Grade 9, students will:*

understand and discuss various activities of business, industry, and labour and the ways in which they affect our standard of living

identify factors that motivate people to engage in entrepreneurial activities, with reference to a variety of types of ventures

understand a variety of cultural, economic, demographic, environmental, and physical patterns at the local, national, and global level

identify examples of interrelationships among people and products in Canada and the world and explain the reasons for their interdependence

examine a number of global and environmental issues and describe the response to them of governments and non-governmental and private-sector organizations and interest groups

outline ways of managing finite and renewable resources and of creating a "conservant society" in Canada

use knowledge gained from studying past events to understand contemporary trends and develop informed hypotheses about possible future developments

By the end of Grade 3, students will: *By the end of Grade 6, students will:* *By the end of Grade 9, students will:*

identify some key social, political, economic, and environmental issues explain their relevance to the challenge of achieving "sustainable development"

understand and evaluate the effects of technology on people's lives and the environment

D. Functioning in the Age of Information

By the end of Grade 3, students will: *By the end of Grade 6, students will:* *By the end of Grade 9, students will:*

- 27. understand that the ability to gather, evaluate, and use information is an important life skill in a technological society
- 28. be able to access, organize, process, and evaluate information from a variety of sources in an effective manner
- 29. understand ethical and legal issues related to the use of information and develop responsible and ethical practices with respect to information management
- 30. understand the role and recognize the importance of technology in managing information
- 31. be able to use technology appropriately to access, manage, analyse, and disseminate information

acquire information in a variety of ways and from a variety of sources: through viewing, observing, reading, listening, questioning, and through technological means

understand a variety of ways in which information can be organized, analysed, interpreted, and stored

keep a record of school events and use it to complete daily activities and monitor their progress

begin to understand and use a variety of graphic symbols and conventions employed in different types of graphs, charts, models, and diagrams, with reference to reading and making maps (distance, scale, direction, location), telling time, observing, collecting, and recording data in field work, etc.

convey information through a variety of verbal and non-verbal means

detect bias in information and discuss how evidence of bias affects the usefulness of the information

propose a variety of alternative solutions for a problem

identify some present and possible future uses of a variety of information technologies

identify and use the appropriate means for locating and selecting information in different forms

convey various kinds of information effectively

understand and use, in increasingly complex contexts, a variety of graphic symbols and conventions employed in different types of graphs, charts, models, and diagrams, with reference to reading and making maps (distance, scale, direction, location), telling time, observing, collecting, and recording data in field work, etc.

use various types of technology to facilitate their work and enhance its presentation

organize, analyse, interpret, store, and retrieve information using a variety of means: cataloguing, calculating, synthesizing, comparing and contrasting, inferring, simulating, hypothesizing, entering and using data from computer information systems, memorizing, mind mapping

employ appropriate skills to collect and record information on school, class, and personal events in order to complete daily activities and monitor their progress

detect assumptions, points of view, and biases in information and evaluate the reliability of the information accordingly

understand the present roles of information technologies in society and suggest possible future uses of such technologies

understand the ways in which appropriate information can increase their effectiveness in many endeavours and use a variety of means to locate and select needed information

organize, analyse, interpret, and store information accurately

employ appropriate skills to collect and record information on school, class, and personal events in order to complete daily activities, monitor their progress, and plan for the future

convey various kinds of information accurately and responsibly

understand and use, with facility, graphic symbols and conventions employed in different types of graphs, charts, models, and diagrams, with reference to reading and making maps (distance, scale, direction, location), telling time, observing, collecting, and recording data in field work, etc.

examine and discuss some legal and ethical issues related to information management

evaluate the reliability of information and give valid reasons for their assessment

describe the roles of information technologies in personal life, the home, school, business, the workplace, and society as a whole, and discuss the risks and benefits of its use

suggest some possible future uses of information technologies

E. Understanding and Managing Change

<i>By the end of Grade 3, students will:</i>	<i>By the end of Grade 6, students will:</i>	<i>By the end of Grade 9, students will:</i>
32. understand the causes of changes in various areas of life and their impact on themselves, their families, their communities, and society	33. understand the ways in which change affects individuals and institutions in business, labour, and government	34. understand the relationship between human activity and environmental changes
35. understand the ways in which societies change in response to local and global events	36. recognize and be able to use effective strategies to manage change and embrace it with confidence	
describe some of the changes that have happened to them and that will happen as they grow and develop	understand and explain the relationship between the stages in their personal growth and changes in their roles, responsibilities, needs, capabilities, and interests	define change and discuss some of its effects on the individual and society
identify and discuss ways in which the roles of family members and of people in the community have changed or may change	identify and consult people and resources that can help them to respond constructively to the changes they are experiencing	understand the relationship between stages in their personal growth and changes in their roles, responsibilities, needs, capabilities, and interests
<i>By the end of Grade 3, students will:</i>	<i>By the end of Grade 6, students will:</i>	<i>By the end of Grade 9, students will:</i>
identify changes in the community and discuss ways in which those changes affect students	identify and use adaptive strategies to adjust to new situations and people	understand the relationship between lifelong learning and successful adaptation to change and identify strategies that will enable them to become lifelong learners
identify and describe significant changes that are taking place in the world	understand the relationship between lifelong learning and the ability to manage change	relate their studies in school to a wide variety of future career opportunities
understand the concept of flexibility and describe and discuss ways in which people have adapted and/or are adapting to change	understand the ways in which their personal actions can make a difference and identify strategies for bringing about desired changes	use problem-solving skills to deal with the effects of change
use problem-solving skills to deal with changes that affect them	investigate global changes that affect or will affect their lives	identify, analyse, and evaluate changes in the local community with reference to physical, cultural, economic, political, social, and environmental aspects
understand and explain reasons for the creation of new products and establishment of new services	identify and describe changes in the types of occupations, composition of the work force, and types of employers in the community	identify, analyse, and evaluate a variety of changes that have occurred or are occurring in business, labour, and industry
change ordinary items into extraordinary creations (<i>e.g., make a periscope from small mirrors and a milk carton; recycle "junk" to make artworks</i>)	discuss the effects of a variety of social and economic circumstances on people's lives	understand the ways in which changes in the economy may affect them now and in the future
	develop and apply problem-solving skills to deal with changes that affect their personal lives and changes that affect their community	identify some significant changes in technology and analyse and evaluate their impact on the world of work
	identify some significant technological changes and describe their impact on society	identify, analyse, and evaluate significant changes and trends in the Canadian and international business community

<i>By the end of Grade 3, students will:</i>	<i>By the end of Grade 6, students will:</i>	<i>By the end of Grade 9, students will:</i>
	identify some changes in roles, life-styles, and careers in their family and community, and discuss the ways in which changes affect and interact with one another to produce further change	demonstrate understanding of what the goal of "sustainable development" implies for our treatment of the environment and use of resources
	identify and describe a variety of occupations and discuss changes in the occupational roles of men and women in our society	evaluate and analyse evidence in order to formulate viewpoints and plan for the future
	identify and describe actions consumers can take to influence the type and quality of products and services available	

Outcomes for Mathematics, Science, and Technology

A. Understanding Models, Theories, and Perspectives

<i>By the end of Grade 3, students will:</i>	<i>By the end of Grade 6, Students will:</i>	<i>By the end of Grade 9, students will:</i>
1. know how to investigate, build, explain, and evaluate models and theories representing the natural and human-made worlds	describe, extend, generalize from, and create patterns in order to build mathematical models and solve everyday problems	use algebraic notation to represent the general term of a pattern and employ algebraic modelling as a strategy in solving relevant real-life problems
classify and seriate common objects, both living and non-living, according to established criteria (<i>e.g., material - texture, size, mass, flexibility, volume, odour, colour, hardness; living things - coverings, movement, colour, protection, functional parts</i>)	recognize and describe patterns in natural and human-made environments (<i>e.g., the spiral of a shell, the petals of a flower, the symmetry of butterfly wings, the design of a bridge</i>) and systematically apply classification criteria to them	recognize and describe complex patterns and relationships in natural and human-made environments (<i>e.g., patterns in the distribution of plants and animals, rocks and minerals; classification systems; water, lock, dam, and irrigation systems; food webs; chemical and physical patterns; the operation cycle of an engine</i>)
create and apply their own criteria for classifying or seriating common objects and living things	create and apply their own simple systems for classifying objects and living things, based on the selection of common attributes	apply both their own classification systems and established classification systems to objects and living things
see relationships among objects, images, and systems with respect to size, shape, colour, strength, and texture. For example, the texture of two materials determines the method of joining them (<i>e.g., gluing, binding, fastening, and stitching</i>), the adaptability of a material allows it to meet different needs (<i>e.g., wood can be used to make toys, paper, buildings, boats</i>)	demonstrate an understanding of form, shape, colour, texture, strength, and structure and how they relate to function and purpose (<i>e.g., a bridge is built for strength; a model car is designed for speed; a kite is designed for flight</i>)	recognize and compare the characteristics of a collection of objects, including their physical, chemical, functional, and aesthetic qualities

<i>By the end of Grade 3, students will:</i>	<i>By the end of Grade 6, students will:</i>	<i>By the end of Grade 9, students will:</i>
compare, evaluate, and discuss the design of personal and household items (e.g., types of shoes, coats, mugs, furniture)	compare, evaluate, and discuss the design and function of familiar products, processes, and systems (e.g., motor cars, malls versus local stores, the postal system versus the telephone system)	evaluate and express opinions about the functions and aesthetic value of various products, processes, and systems, and suggest improvements (e.g., investigate the structure and applications of transportation, communication, manufacturing, weather-forecasting, banking, food-processing, and irrigation systems; think critically about the potential effects of emerging technologies such as applications of living-tissue cultures, genetic engineering, satellite communications, and imaging)
<i>By the end of Grade 3, students will:</i>	<i>By the end of Grade 6, students will:</i>	<i>By the end of Grade 9, students will:</i>
identify changes in their environment over a period of time	predict changes in themselves, others, and the environment	predict changes by observing and analysing processes and trends in the immediate environment (e.g., changes in organic and inorganic materials; changes in rural and urban environments caused by technological applications)
identify predictable events in their lives and create timelines to track and record simple human-made and natural patterns, events, sequences, and movements (e.g., birthdays, holidays, seasonal changes, weather patterns, plant growth, personal growth, simple astronomical patterns, shadows at different times of day, the sequence of traffic lights)	describe cyclical occurrences in their lives and in the natural world and develop timelines to track and record them (e.g., phases of the moon, lighting of the streets, activity/rest cycles, feeding cycles, growth rings on a tree, changes of state)	describe cyclical occurrences in the world and the universe (e.g., migrations; movements of the earth, moon, and sun and relationships among them; movements of constellations and planets)
describe familiar changes in the world around them as a function of time (e.g., the pattern of a shadow, clouds, seasons, weather, animal adaptations to seasons, changes to human-made structures, their own growth)	understand the relationships among events, time, distances, and speed/velocity (e.g., estimate and measure distances and the time that objects take to traverse them; use time as a variable in an experiment; design, construct, and calibrate a device to measure units of time)	understand the relationships among events, time, distances, and velocity (e.g., the relationship between the speed of a plane travelling eastward and the speed of the earth's movement)
explain ways in which living things interact and adapt to their natural environment (e.g., nesting, migration, hibernation, camouflage, and simple food chains)	explain the ongoing process of change in the natural environment (e.g., the earth's movement causing day and night and the seasons; signs of spring, summer, fall, and winter; food cycles)	explain theories about the process of change in the environment over periods of time (e.g., the slow evolution of ecosystems to an equilibrium state; population dynamics; pollution influences; the effects of conservation efforts; the impact of technological developments)

By the end of Grade 3, students will:

describe the interaction of plants and animals in their environment

identify natural and non-natural changes to non-living materials in their environment (*e. g., the soiling of carpets, scorching of pots, production of flame, heat, and smoke by a burning candle*)

understand the concept of energy through examples from the immediate natural and human-made environment (*e. g., a ball rolling, a toy car moving, a kite flying, a light-bulb giving off heat, wind moving leaves, magnets moving objects*)

identify the forms of energy used and/or produced by everyday things such as flashlights, electrical appliances, toys, and machines

2. be able to use the languages, models, symbols, and methods of mathematics, science, and technology with accuracy and in appropriate contexts

read, listen, observe, represent, construct, discuss, write, diagram, chart, and graph in order to investigate and acquire skills and knowledge in mathematics, science, and technology

read, discuss, and follow simple instructions in mathematics, science, and technology, and communicate them using appropriate terminology

By the end of Grade 6, students will:

identify plants and animals native to particular habitats, and describe the ways they interact (*e. g., in a pond, woodlot, schoolyard, forest, stream, city*)

explain ways in which materials are changed naturally (*e. g., rust, tarnish, decay, erosion, the fading of colour*)

identify and describe the characteristics and properties of one or more forms of energy (*e. g., electrical, sound, light, magnetic, heat, mechanical, chemical, nuclear*)

conduct experiments to illustrate the conversion of various forms of energy, and explain the results (*e. g., electricity into heat, mechanical energy into sound kinetic energy into electricity, chemical energy into electricity*)

create and/or use models, symbols, pictures, graphs, charts, diagrams, and terminology in order to investigate and acquire skills and knowledge in mathematics, science, and technology

read, discuss, follow, and evaluate instructions in mathematics, science, and technology, and communicate them using appropriate terminology, models, and symbols

By the end of Grade 9, students will:

explain some models and theories about the interactions among living organisms (*e. g., tropisms; photosynthesis; host/parasite relationships and symbiotic associations; oxygen/carbon dioxide cycles; food cycles; human dependence on plants and animals*)

investigate and explain ways in which matter changes (*e. g., physical and chemical changes*)

investigate and explain the ways in which the energy requirements of homes, cities, nations, and the world are met and evaluate those ways in relation to the availability of natural resources

identify and describe various objects and machines in which the conversion of energy takes place (*e. g., electric kettles, microwave ovens, light fixtures, power tools, bicycles*) and identify and explain the energy conversion taking place

use a variety of methods, technologies, models, checklists; sketches, graphs, and charts; oral, written, and pictorial symbols; and technological devices in order to investigate, acquire skills and knowledge, and communicate effectively in mathematics, science, and technology

use and appreciate the value of algebraic notation in mathematics

acquire information by reading mathematical, scientific, and technological journals, manuals, and books and consulting databases; ask clarifying or extending questions; and apply the information accurately

3. know how to conduct an inquiry with intellectual honesty, objectivity, and discipline, as well as respect for others and the environment

understand and follow the procedures necessary to ensure an honest investigation or inquiry

detect biases, omissions, and distortions in inquiries and learning materials and understand and follow procedures that will ensure the honesty and integrity of an inquiry

understand, value, and follow procedures that will ensure the honesty and integrity of an inquiry and be able to explain why these qualities are important in scientific and technological investigations

By the end of Grade 3, students will:

demonstrate the ability and willingness to work independently and with others, and be willing to engage in class discussions about co-operation and sharing

understand and explain why it is important to be accurate, thorough, and persistent when conducting an inquiry

By the end of Grade 6, students will:

demonstrate the ability and willingness to work independently and with others, and to join in developing rules of group conduct with peers

conduct an accurate and thorough inquiry with persistence and creativity and explain the importance of those qualities in investigations using mathematical, scientific, and technological methods

By the end of Grade 9, students will:

demonstrate the ability and willingness to work independently and with others, and to explain the importance of collaboration for the advancement of knowledge in mathematics, science, and technology

conduct an accurate, thorough inquiry with persistence and creativity and explain why these and other qualities are required in investigations using mathematical, scientific, and technological methods

4. know how to analyse and evaluate their own views and those of others

take note of and evaluate the views, opinions, and cultural perspectives of people with whom they interact during inquiries and while collecting and using data

understand that, while mathematics, science, and technology use precise, quantitative methods for investigating the world, there are many different ways of explaining phenomena

find multiple solutions for a problem and respect and accept other people's solutions

take note of a variety of views, opinions, and cultural perspectives and evaluate them before making judgments, bearing in mind that many currently held views reflect a Eurocentric perspective

understand that different disciplines may offer different types of explanations and interpretations of phenomena (*e.g., religious or mystical; imaginative; psychological; scientific and technological*)

recognize that there are a variety of solutions for many problems, assess the validity and quality of different solutions, determine the most appropriate solution, and respect and accept other people's solutions

examine and objectively evaluate a variety of perspectives before making judgments during inquiries and research

describe different models used to interpret phenomena (*e.g., scientific, technological, psychological, sociological, philosophical, religious, mythological*) and appreciate the contributions made by each

value the fact that problems may be solved in different ways and respect and accept other people's solutions

<i>By the end of Grade 3, students will:</i>	<i>By the end of Grade 6, students will:</i>	<i>By the end of Grade 9, students will:</i>
identify and describe the technologies relevant to their lives in a familiar environment (<i>e.g., cars, toys, tools, utensils, clocks, televisions, radios, traffic lights; tractors, harvesting machines, and trucks used for farming and food production</i>)	identify, compare, and explain the development of technologies that are relevant in their lives (<i>e.g., television; electronic and video equipment; home appliances; electronic toys; technologies that support a healthy and safe lifestyle; farming equipment; construction equipment</i>)	understand the ethical, personal, local, and global consequences of the use or misuse of technologies in the past and the present and suggest some possible consequences in the future (<i>e.g., in suntanning practices, chemical and industrial-waste disposal, nuclear-power management, genetic engineering</i>)

13. know how to explain and evaluate relationships between humans and the environment

describe some of the different ways in which other cultures interact with the natural world	describe and compare the relationship to the natural world of societies with high and low levels of technological development	explain and compare the world-views of other cultures and societies as they relate to the natural world
be comfortable in and familiar with school and neighbourhood natural habitats	describe the bioregion in which they live and visit representative local natural communities (<i>e.g., marsh, woods, rivers, meadows</i>)	demonstrate concern and care for their bioregion by acting to ensure its sustainability
identify relationships among technology, people, and the immediate environment (<i>e.g., technology to help people cope with weather conditions; technology and its influence on the local environment; technology and its influence on food production; technology in local conservation practices and environmental protection projects; technology that assists physically challenged people</i>)	identify and explain relationships among technology, people, and the environment (<i>e.g., water purification systems; road and transportation systems; food production, processing, and preserving; sewer and storm drainage systems; housing projects; recycling systems; conservation practices</i>)	understand the importance of their bioregion and compare it to others as a means of achieving global awareness

<i>By the end of Grade 3, students will:</i>	<i>By the end of Grade 6, students will:</i>	<i>By the end of Grade 9, students will:</i>
identify and describe a variety of interrelationships in natural and human-made environments through school and neighbourhood studies (<i>e.g., effects of different habitats on animal life in open fields, woodlots, parking lots, playgrounds; effects of thermostats on heat; effects of storm drains on water run-off; dependence of humans on plant and animal products for food</i>)	identify and describe a variety of interrelationships in natural and human-made environments through community studies (<i>e.g., in woodlots, grassy areas, wet and dry areas; in road and transportation systems and water purification systems; in ways humans use plants and animals for food, clothing and building materials</i>)	identify and describe problems related to interrelationships in natural and human-made environments through regional, national, and global studies, and suggest solutions (<i>e.g., ecological imbalances and endangered species; food cycles, production, and scarcity; gas and water cycles, production, consumption, and pollution; the unequal sharing of global resources and related disparities</i>)

 14. demonstrate concern for living things and ecosystems

care for a variety of living things in the school and local environment and explain the similarities and differences in their needs and characteristics (*e.g., maintain bird feeders; plant bulbs; care for common plants and animals; maintain an aquarium; use an incubator, greenhouse, or terrarium; plant trees; study pets*)

understand some of the ways in which humans have an effect on ecosystems

care for a variety of plants and animals and explain their needs, differences, similarities, interrelationships, and life cycles (*e.g., maintain a vivarium, terrarium, aquarium, ant formicary, or worm composter; maintain a bottle ecosystem; beautify the school grounds; care for classroom plants and animals*)

explain the adaptability of living things to natural and artificial environments with reference to their interdependence, life functions, and life cycles, and engage in a personal project to care for one or more living things (*e.g., use hydroponics and other advanced growing techniques; study micro-organisms and their effects on food production and preservation; explain the use of hormones and other chemicals on animal growth and health; do an evaluative study of zoos and commercial aquaria*)

 15. be motivated to play their parts in preserving and enhancing the environment

identify and imitate positive environmental activities observed in their school and community

identify positive environmental activities and explain their contribution to sustainability (*e.g., reducing, reusing, recycling, rehabilitation, restoration, energy conservation*)

identify environmental problems and propose solutions to ensure a sustainable future

describe several environmental values they personally hold and explain how they apply these values in everyday life

identify a school environmental issue and prepare an action plan to address it

do research to identify and analyse the advocacy skills used in response to a local environmental issue (*e.g., as revealed in media coverage, guest speakers' presentations*)

communicate creatively (*e.g., using prose, drama, multi-media presentation*) a vision of a sustainable future in which the interaction of science, technology, and environmental concern allows for the flourishing of all life

understand that their personal behaviour affects the environment and take an active part in preserving resources and energy

show concern and care for the environment and for the wise use of energy (*e.g., repair dripping faucets; collect papers, aluminum cans, and bottles for recycling*)

use advocacy skills to promote the development of positive ecological awareness and behaviour (*e.g., communication skills—letter writing, petitioning, advertising; co-operative skills—debating, conducting surveys, consensus building; research and promotional skills—using the media and governmental and non-governmental agencies both as sources of information and as vehicles for disseminating information to the general public*)

practise reducing, reusing, recycling, refusing, and rethinking and explain the implications of these activities on a local, community, and global scale

understand and compare the short-term and long-term effects on the environment of the use of energy from a variety of sources

By the end of Grade 3, students will:

participate in activities that demonstrate a care for life (e.g., feeding birds, planting flowers, germinating seeds, gardening)

16. see the relationship between their own knowledge and abilities and possible career opportunities in the fields of mathematics, science, and technology and, where appropriate or necessary, question occupational stereotypes related to gender or background

identify ways in which mathematics, science, and technology are used in the world around them (e.g., tools, kitchen utensils, computers, calculators)

demonstrate a bias-free awareness of different types of careers involving mathematics, science, and technology and describe ways these careers meet various needs in the community

understand the mathematical, scientific, and technological concepts and processes involved in the production of familiar items, and relate them to manufacturing equations and careers in industry (e.g., toy manufacturing, food production and processing)

perceive and acknowledge the importance of applying themselves in mathematics, science, and technology activities

By the end of Grade 6, students will:

participate in ecological restoration activities in the schoolyard or local community (e.g., schoolyard naturalization, school tree nurseries, wildlife gardens, tree planting, nest-box construction, wildlife habitat enhancement, environmental clean-up)

16. see the relationship between their own knowledge and abilities and possible career opportunities in the fields of mathematics, science, and technology and, where appropriate or necessary, question occupational stereotypes related to gender or background

identify ways in which mathematics, science, and technology are used in the world around them (e.g., tools, kitchen utensils, computers, calculators)

demonstrate a bias-free awareness of different types of careers involving mathematics, science, and technology and describe ways these careers meet various needs in the community

understand the mathematical, scientific, and technological concepts and processes involved in the production of familiar items, and relate them to manufacturing equations and careers in industry (e.g., toy manufacturing, food production and processing)

perceive and acknowledge the importance of applying themselves in mathematics, science, and technology activities

By the end of Grade 9, students will:

assess possible sites for community ecological restoration projects and prepare and implement an action plan (e.g., stream, woodlot, and other restoration projects in co-operation with community groups, conservation authorities, or government ministries)

examine their own interests, aptitudes, and abilities in relation to a variety of career and work opportunities and investigate the role of mathematics, science, and technology in these occupations

use statistical information to identify groups of people (e.g., women, racial/ethnocultural minorities, disabled persons) who may be under-represented in careers in mathematics, science, and technology, and discuss ways of eliminating such inequities

understand the mathematical, scientific, and technological concepts, materials, and processes involved in making simple and complex machines, equipment, and devices (e.g., levers, pulleys, inclined planes, tools, toys, household utensils, kitchen devices) and use this knowledge as a basis for investigating commercial production methods and careers in manufacturing

perceive a connection between their personal effort and self-discipline and their achievement in the mathematics, science, and technology program

understand the mathematical, scientific, and technological concepts, materials, and processes involved in mass-production techniques (e.g., force, work, energy, efficiency, friction, gravity, mass; simple and complex machines and mechanical advantage; assembly lines, robotics, electronics, and the invention of new formulae and products; grafting to produce new and superior crops) and use this knowledge as a basis for investigating commercial production methods and careers in manufacturing and industrial research and development

establish personal goals and work towards achieving them in order to maximize their learning in mathematics, science, and technology

D. Inquiring, Reasoning, and Reporting

By the end of Grade 3, students will:

17. be motivated to ask questions, seek answers, and communicate results

ask questions about the world around them and discuss the validity of answers

demonstrate a positive attitude towards mathematics, science, and technology; manipulate concrete materials spontaneously and with confidence; and show respect for the success and contributions of others

18. know about and be able to use a variety of methods to gather and analyse information, make inferences, draw conclusions, and make and communicate informed decisions

use a variety of investigative strategies (*e.g., observing, collecting, sketching, drawing, writing, talking, information processing*) to gather, analyse, and interpret information drawn from their immediate natural and human-made environments and communicate the information clearly

demonstrate a beginning understanding of the concepts of chance and probability through informal investigations involving data collection and interpretation

use word-processing, telecommunications, and database-management hardware and software to organize, analyse, interpret, and communicate information related to inquiries

develop simple presentations, using multi-media and hyper-media technologies, to communicate the results of personal investigations

By the end of Grade 6, students will:

ask questions about and investigate their immediate environment and the wider world, discuss the answers, and communicate the results to others

demonstrate a positive attitude towards mathematics, science, and technology; confidently and spontaneously conduct an inquiry involving the manipulation of concrete materials; and show respect for the success and contributions of others

use investigation skills to gather, analyse, interpret, and evaluate information, communicate the information clearly, and apply it appropriately

understand and explain the concepts of chance and probability through investigations involving the collection, organization, interpretation, and application of statistical information

use word-processing, telecommunications, database-management, and spreadsheet hardware and softwear to organize, analyse, interpret, and communicate information related to inquiries

develop presentations, using multi-media and hyper-media technologies, to communicate the results of a variety of investigations

By the end of Grade 9, students will:

ask questions and pursue answers through independent inquiry and research, and communicate their findings in a variety of formats and to a variety of audiences

demonstrate a positive attitude towards mathematics, science, and technology; confidently engage in independent inquiry, research, and the manipulation of concrete materials; and show respect for the success and contributions of others

gather data from a wide variety of sources, analyse and interpret it, make decisions based on it, and communicate the information and decisions in a fashion appropriate to the intended audience

investigate and apply the concepts of probability and statistics in the course of inquiries

use advanced features of word-processing, telecommunications, database-management, and spreadsheet technologies to organize, analyse, interpret, and communicate information in a fashion appropriate to the intended audience

develop presentations using the advanced features of multi-media and hyper-media technologies

<i>By the end of Grade 3, students will:</i>	<i>By the end of Grade 6, students will:</i>	<i>By the end of Grade 9, students will:</i>
19. be able to use appropriate information technologies in the collection, storage, processing, and communication of data		
enter and retrieve data, using appropriate techniques (<i>e.g., keyboard, mouse, track-ball, voice input</i>) and simple editing features	enter and retrieve data with increasing accuracy and speed, using appropriate techniques and a variety of editing features	enter and retrieve data with high levels of accuracy and speed, using appropriate techniques and advanced editing features
use software packages to design products and communicate information in a format that combines text and graphics	use one or more integrated or multi-media software package(s) to design products and communicate information in a format that combines text, graphics, and sound	use one or more integrated or multi-media software package(s) to design products and communicate information in a format that combines text, graphics, sound, animation, and video
use word-processing, multi-media, hyper-media, and database software	use word-processing, multi-media, hyper-media, database, and spreadsheet software programs, and select appropriate tool software	use word-processing, multi-media, hyper-media, database, and software programs, and select the best tool for the task from a variety of software
use calculators and computers to explore simple patterns and relationships and solve problems relating to objects and settings	use calculators and computers to explore patterns and relationships and solve problems relating to a variety of settings, from the familiar to the global	use calculators and computers to explore patterns and relationships and solve problems relating to regional, national, and global settings
use computers to explore simple simulations/models of real or imaginary situations, products, systems, and processes (<i>e.g., the structure of simple food chains; the processes of managing a lemon-ade stand, buying and selling goods, heating unknown substances, designing structures and products</i>)	use computers to explore and evaluate simulations/models of real or imaginary situations, products, systems, and processes (<i>e.g., the process of flight; the operations of machines, ecosystems, astronomical systems; the process of designing structures and products</i>)	use computers to develop, explore, and evaluate simulations/models of real or imaginary situations, products, systems, and processes
20. be able to apply appropriate methods of inquiry and design to investigate, analyse, and resolve issues related to the natural and human-made environments		
follow the steps used in a standard scientific/technological inquiry method (<i>e.g., question, observe, classify, analyse, control variables, reflect, predict, experiment, test multiple solutions, draw conclusions, communicate results</i>)	use scientific/technological methods during inquiry processes, retracing and repeating steps as required (<i>e.g., pose problems, infer and hypothesize, analyse, control variables, experiment, test multiple solutions, evaluate and reflect, draw conclusions, apply and communicate results</i>)	understand the importance to science and technology of scientific/technological methods of inquiry, use such methods to conduct a personal inquiry, and explain the inquiry process used to others
21. know about and be able to use a variety of problem-solving strategies		
demonstrate a beginning understanding of problem-solving strategies in mathematics, science, and technology	use problem-solving strategies in mathematics, science, and technology	use a variety of their own and generally accepted problem-solving strategies in mathematics, science, and technology

By the end of Grade 3, students will:

recognize and solve personal problems and simple problems related to a familiar environment by applying thinking and communication skills acquired through mathematics, science, and technology activities

identify and describe components of their school and neighbourhood communities, including living things, structures, buildings, services, functions, roles and their interrelationships, and local issues

demonstrate understanding of a basic design process by using words and drawings to describe the steps in a design project (*e.g., describe the steps to be followed in a simple experiment involving a toy car or an inclined plane*)

22. be able to implement decisions responsibly and evaluate the results critically

understand the interdependent relationship between humans and the environment in their community

By the end of Grade 6, students will:

use a variety of strategies to pose and solve everyday problems with a mathematical, scientific, or technological dimension, and evaluate and justify their conclusions

use scientific, mathematical, and technological methods of inquiry to investigate, understand, and describe local areas and issues

use a design process to identify a problem and propose a solution (or solutions) and describe the steps in the process (*e.g., identify the need to repair a bicycle, outline the procedure to be followed, and carry out the plan*)

By the end of Grade 9, students will:

use a variety of strategies to pose and solve a wide-range of everyday problems drawn from relevant experiences across the curriculum and having a mathematical, scientific, or technological dimension

use a variety of problem-solving strategies to investigate the capacity of the earth to sustain life and development

use a particular design process to decide on a design project, outline and evaluate possible procedures, and carry out the project (*e.g., design and build an aquarium ecosystem, a case for a musical instrument*)

By the end of Grade 3, students will:

work individually and in groups to identify problems on issues of concern to them personally or to the community and investigate and make judgements about the problems or issues (*e.g., problems regarding pet health, personal health, garbage disposal*)

By the end of Grade 6, students will:

work individually and in groups to investigate, make decisions about, and reflect upon personal, societal, global, and environmental problems (*e.g., unequal food distribution/hunger, water shortages; diseases and epidemics; applications of technology in human conflicts*)

By the end of Grade 9, students will:

work individually and in groups to investigate, make decisions about, and reflect and act upon personal, societal, global, and environmental problems (*e.g., unequal food distribution/hunger, endangered species, rain-forest depletion, new and/or untreatable diseases*)

Part
V:
**THE IMPLEMENTATION OF
AN INTERNATIONAL
CURRICULUM IN THE
UNITED STATES VIA
DESIGN TEAMS**

V. Implementation of an International Curriculum in the United States Via Design Teams

The fifth section of this book continues to narrow in on the restructure of the American educational program.

First, we shall give you an overall view of the design teams created by the New American Schools Development Corporation.

The reader cannot help but be impressed with the men and organization that have jumped into the restructure of our faltering educational system. Board members and design teams read as "Who's Who" in America. In less than six months from the time of incorporation, they raised over \$40 million with a planned goal of over \$200 million over the life of the corporation.

Some of the most influential personalities in government, business, and finance have pooled their resources and knowledge to tackle the problem plaguing our educational system and have come up with an innovative plan to pull the public educational system out of the depths of despair and revitalize it with a sense of purpose and direction. For the first time, the Department of Labor and the Department of Education have joined forces to produce a student training program that will equip our youth with the proper training to lead the world into the twenty-first century.

The New American Schools Development Corporation Facts Sheet (NASDC Facts) is followed by a very thought-provoking article by Billy Lyon that delves into the "Connections and Conflicts of Interest" of the team members.

Oddly enough, the idea of vouchers, tuition tax credits, and other government funds began to surface as a means to build, attract, and maintain the New American Schools. We read of privatizing the educational system to force schools to produce a higher academic level of education.

"Choice in Education" has become a household word as a ground swell of people demand that education become responsive to parental concerns. To accomplish this, federal dollars in the form of voucher checks would be given to the parents with their right to select the school of their choice.

Private, parochial, and Christian school leaders have jumped onto the band wagon to demand their fair share. Conservative Christian groups have formed coalitions to place pressure on various state legislatures to bring about a fair law that would enhance their programs as well as those of the public sector, and all the while, the NEA is fighting the passage of such legislation thus proving that if they are against it, it has got to be good.

Several things immediately came to mind.

1. The infusion of federal tax dollars directly into the hands of parents must carry some means of checks and balances to assure that the dollars spent are, in reality, going to the education of their children.
2. Schools must also be accountable for the services offered. The influx of millions of dollars into this area will produce some "con artists" who would open a school to skim off the "cream" while giving the child "skim milk". Certainly, it would only be reasonable to expect that participating schools be "lawfully operating" schools with an "approved curriculum" by the state. One could have a lawfully operating school but not have an approved curriculum. Vouchers would bring the two together, making the federal dollars available only upon the implementation of the approved curriculum by the state, which really means the choice or control of curriculum and values will pass from the parent to the school and the state respectively. Local, parental control will be effectively wiped out. What the child is taught has been removed from the parents' control, for the school is now answerable to the state rather than to the parent.
3. Further examination reveals state control extending beyond the normal school years to the pre-school years and even penetrating into the home. On the other end of the spectrum, continued life-long learning will be mandated by law in order to obtain a "certificate of initial mastery" which will be necessary to enter college or to enter the work force. In effect, the state will have gained control of the child from "womb to tomb".
4. There appears to be a rather large number of representatives from the Council on Foreign Relations (CFR) and the Trilateral Commission. Both groups have a history of promoting an international view of government rather than seeking to maintain the states of individual nations.

Perhaps it would be in the interest of all Americans to ask some very serious questions as to their beliefs on national sovereignty and then carefully examine their proposed curriculum to determine if it promotes a global philosophy.

New American Schools Development Corporation

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FOR IMMEDIATE RELEASE
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NASDC moves into Phase II with nine Design Teams

NASDC announces new Board Chairman & President
Sec. Riley attends Board Meeting

Following a June 1st meeting of its Board of Directors, the New American Schools Development Corporation announced nine Design Teams which will proceed to Phase II of their design effort to develop "a new generation of American schools". Contracts between NASDC and each of the Design Teams will be finalized immediately. Beginning with the 1993 school year, the Design Teams will begin testing and implementation of their innovative new designs in schools and districts after having spent a year developing initial designs. The nine Design Teams are:

ATLAS Communities
Audrey Cohen College
Community Learning Centers
Co-NECT Schools
Expeditionary Learning
Los Angeles Learning Centers
Modern Red Schoolhouse
National Alliance for Restructuring Education
Roots and Wings

Nearly 130 public schools in 19 states, from Maine to California, will test and implement the work of the Design Teams in rural, suburban and urban locations. A list of the schools and cities partnering with the Design Teams will be available from NASDC when contracts are signed.

In other Board action, NASDC elected David T. Kearns, former CEO and Chairman of Xerox Corporation and Deputy U.S. Secretary of Education, as Chairman of the Board and President of the corporation.

-more-

Gov. Tom Kean, who remains on the Board, stepped down as Chairman after serving in that role for the past two years. Kean, President of Drew University and former Governor of New Jersey, said he was "proud to have been Chairman for the first two years of NASDC's existence." "With Kearns' leadership," Kean continued "I am confident that NASDC will continue to fulfill its mission in the months and years ahead. NASDC is clearly the single most exciting and powerful school improvement effort ever launched in this country."

Kearns, in accepting the Board's appointment, said his "personal commitment to NASDC and the work of its Design Teams continues to grow as the quality of the teams' work becomes clear." "I am honored," Kearns continued, "to assume the NASDC Chairmanship and Presidency. Its exciting and important mission of reinventing schooling encompasses setting higher standards for students and teachers, creating new roles for students, parents, teachers and community leaders and redesigning ways students are taught. I believe these designs will lay the groundwork for significant improvement as we work to make our schools the best in the world." Kearns added, "The NASDC Board is convinced the nine Phase II Design Teams are doing terrific work! We feel very good about the product these teams offer."

Education Secretary Richard Riley opened the June 1st Board meeting by expressing his and President Clinton's support for NASDC and offered observations about the synergy between the Clinton administration's GOALS 2000: Educate America Act and the work of NASDC's Design Teams. Riley said, "I think these designs are about the best way I have seen to move ahead in education reform. The work of NASDC and these Design Teams fits right into the action being created in the states on the subject of education." Riley has called GOALS 2000 and NASDC "a powerful combination for change and improvement."

President Clinton, in his recent endorsement of the program, said "...(NASDC) is trying to help replicate what works, which I still believe is our most urgent task." He continued, "...the private sector has already raised millions of dollars from public spirited business leaders. It (NASDC) has path-breaking Design Teams which are providing us with valuable lessons about how school innovations all around America can help us reach world class standards."

NASDC's fundraising will be the major effort and focus of the Board of Directors in the next few months. Kearns said, "This Board is committed to raising the funds needed to complete the design effort. If this nation plans to move into the 21st century able to compete in the global economy, a focus on improving America's education system is imperative. My colleagues and I believe that business and community leaders will support the NASDC effort to provide our children with the best education in the world."

NASDC, a non-partisan, non-profit corporation created in July 1991, began its work with a nationwide competition for bold, new design ideas on how to reinvent schooling. Nearly 700 groups of citizens from across the United States responded to NASDC's challenge to design "a new generation of American schools". In July 1992, NASDC selected 11 Design Team proposals and awarded those 11 teams one year contracts during which the teams refined, planned and designed programs to be tested and implemented in schools for two years beginning in the 1993 school year. Following the two year Phase II testing process, the designs will be finalized and made available to communities, schools and school systems across the nation.

Selection for Phase II was based on an assessment of Design Team performance during Phase I. NASDC evaluated the teams on three criteria: performance of the team to date; readiness to implement a design by the scheduled start date; and the promise the design will be widely replicated. The Board's selection of Phase II teams was based solely on these three criteria.

Two of the eleven Design Teams, the Odyssey Project and the Bensenville New American School, will complete their NASDC Phase I design work at the end of the calendar year, but will not go forward with Phase II.

The Executive Committee of NASDC, in addition to Chairman Kearns, includes James K. Baker, Chairman and CEO of Arvin Industries, Inc.; Louis V. Gerstner, Jr., Chairman and CEO of IBM Corporation; and Frank Shrontz, Chairman and CEO of The Boeing Company.

END



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Robert Schneider, Secretary. Senior Consultant, Xerox Corporation
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NASDC Board Members who are/were members of the Council on Foreign Relations (CFR) are printed in red lettering.
Committee for Economic Development – (CED)



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NASDC FACTS

MISSION

The New American Schools Development Corporation (NASDC) is a private, non-profit tax exempt organization, formed by American business leaders, to support the design and establishment of new high-performance learning environments that communities across the country can use to transform their schools for the next generation of American children.

NASDC is an unprecedented national effort to bring America's creative genius to bear on one of the most pressing challenges before this nation: creating schools that will help all American students make a quantum leap in learning, and that will restore American education to world preeminence.

NASDC's success lies not in incremental reform or cosmetic changes in existing school structures, but in the creation of new schools, and new ways of teaching and learning, for a new millennium.

LEADERSHIP

NASDC is led by President and Chief Executive Officer Ann D. McLaughlin, a former United States Secretary of Labor, and is governed by a Board of Directors headed by Thomas H. Kean, former Governor of New Jersey and current President of Drew University. The Board includes 22 leaders of business and education nationwide, among them the chief executive officers of seven Fortune 100 companies, as well as three Vice Chairmen: James K. Baker, Chairman and CEO of Arvin Industries, Inc.; Louis V. Gerstner, Jr., Chairman and CEO of RJR Nabisco, Inc.; and Frank Shrontz, Chairman and CEO of the Boeing Company.

The work of NASDC is supported by an 18-member Education Advisory Panel of notable educators from public and private, K-12 and higher education nationwide. The panel is headed by Saul Cooperman, former Commissioner of Education for New Jersey and currently President of Educational Programs, Amelior Foundation.

KEY DATES

- NASDC was formally incorporated on July 8, 1991.
- NASDC raised initial capital of \$40 million by January 1992.

NASDC FACTS
PAGE 2

- NASDC will raise \$200 million total in investment capital over the life of the corporation.
- Proposals from potential Design Teams were due to NASDC by February 14, 1992.
- Final decisions were made on July 7, 1992. They resulted in a selection of 11 Design Teams, with whom NASDC commenced negotiations toward mutually agreed upon contracts. The public announcement was made July 9, 1992.
- The design prototypes will be refined by the Design Teams over a year long period starting in the summer of 1992.
- Contracts will be awarded authorizing testing and implementation of the designs during the summer of 1993 contingent upon evaluations of Phase I performance.
- NASDC will make the Design Team's work available to communities nationwide from spring of 1995 through spring of 1997.

PROGRAM STRATEGY

To carry out its mission, NASDC has drawn upon the talent, energy and vision of the finest minds in education, business, technology, public leadership, social services, science, the humanities, and more, brought together in specially formed Design Teams that competed for NASDC investment funds.

- *Planning and Design.* During 1992-1993, the 11 teams will further develop and refine their prototypes for the best schools in the world.
- *Testing and Implementation.* During 1993-1995, the designs from Phase I will be tested in communities throughout the country.
- *Technical Assistance and Public Education.* An intensive effort will be conducted throughout 1995-1997 to make designs available to communities nationally.

CHALLENGES TO DESIGN TEAMS

Design teams were required to meet three challenges:

- They must help all students meet new national standards in five core subjects of mathematics, science, English, history and geography, and must prepare students for responsible citizenship, further learning, and productive employment.
- They must be able to operate on a budget comparable to conventional schools.
- They must seek fundamental institutional change in American schooling.

THE NASDC PROPOSAL EVALUATION PROCESS

In October 1991, NASDC asked Design Teams to re-think and re-configure how American children are educated. This process required all involved to stretch beyond their experience and to use their imagination.

The criteria for Phase 1 selection included: (1) the likelihood that the design will enable all students to reach the National Education Goals and attain world class standards; (2) the quality of the plans to assess the performance of the design; (3) the plans and potential for fostering widespread application; and (4) the appropriateness and realism of the proposed costs.

NASDC sought designs that clearly break the mold of existing education and schooling practice, that are relevant to the diverse populations in the nation's communities, and that address the systemic issues surrounding implementation in communities -- including required changes in rules, regulations and administrative practice -- and continuing costs of operation.

Panel Evaluation. In the first phase of review and selection, panels focused entirely on criterion one.

More than 1500 applications to readers were sent out and 500 readers responded. These were specially recruited individuals with expertise in education, management, community relations, technology and business. At three sites around the country, a total of 180 readers donated four days of their time to the process. Each site forwarded their slate of proposals for the next stage. The forwarded proposals were each read by a minimum of three people and up to 10 people, and discussed in groups of three, 10 and 30 people.

Education Advisory Panel and NASDC Management Review. The proposals forwarded by the reader panels were then reviewed by NASDC staff, the Educational Advisory Panel (EAP) and the RAND Corporation (NASDC's Research and Analysis contractor). Each proposal was again read by a minimum of three people, and up to 24 people, and discussed in groups of three, six and 24 people. This evaluation applied all four criteria as described in the RFP.

Final Selection. The final slate of proposals was developed at a meeting chaired by the CEO of NASDC. The slate took into account the educational needs of the nation as well as the quality of the proposals.

At the Board's direction, NASDC staff and EAP members, assisted by representatives of the Board, conducted additional fact finding with Design Teams and presented a final slate of proposals to the Board on July 7, 1992. Each of the proposals on the final slate had been read by at least 34 people. Information also was presented regarding the outstanding wealth of ideas and partnerships evidenced in many of the 686 proposals received. The Board made the final decision as to which proposals are being offered contracts.

THE NEW AMERICAN SCHOOLS DEVELOPMENT CORPORATION

THE DESIGN TEAM PROGRAM

With its selection of 11 Design Teams on July 7, 1992, The New American Schools Development Corporation set in motion individuals and organizations that bring together the best theory and the most effective education practice to apply them to the design of schools that can accelerate learning dramatically.

PHASE I RESEARCH AND DESIGN

(Summer 1992 - Summer 1993)

Initial contracts will be for one year. In that year, each design team is expected to develop the basic design it proposes. This represents a period during which the design team should refine and expand its initial concept and explore the best combinations of approaches, systems, technologies, and personnel needed to make the design a reality. A crucial part of the work during this phase will be defining the standards against which the design will be assessed in the course of implementation.

PHASE II TESTING IN SCHOOL SETTINGS

(Summer 1993 - Spring 1995)

Following evaluation of the development design, NASDC plans to negotiate a second round of two-year contracts with the Design Teams. The objective of this second phase is to demonstrate that the design can be adapted and used in real communities. The designs must be tested and refined in more than one site. Difficulties will undoubtedly arise during initial implementation. Phase II offers design teams the opportunity to experience these difficulties firsthand and make the necessary adjustments. During this phase as well, the teams must develop the capability to help communities re-create and implement the designs during Phase III.

PHASE III NATIONWIDE IMPLEMENTATION OF A NEW GENERATION OF AMERICAN SCHOOLS

(Spring 1995 - Spring 1997)

A third, two-year phase will follow initial testing -- an implementation effort to provide technical assistance to many communities. Here the Design Teams will be asked to demonstrate that there are realistic, viable, cost-effective solutions to the various difficulties associated with implementation and operation.

For each of these phases, the Design Teams will lay out a series of milestones for its work -- times at which NASDC can expect to see some specific kind of progress, and some specified level of results.

Following these efforts, the challenge of reinventing American's schools will rest with the American people, acting in their own communities as a force for change, to exert the pressure which will permit these new ideas to take root and flourish in the learning environments of the schools of tomorrow.

**EDUCATION ADVISORY PANEL
NEW AMERICAN SCHOOLS DEVELOPMENT CORPORATION**

Saul Cooperman (Chairman). President of Educational Programs, Amelior Foundation, (Morristown, New Jersey); former Commissioner of Education, New Jersey

Mary V. Bicouvaris, Teacher, Hampton Roads Academy, Newport News, Virginia

Bruce Brombacher, Teacher, Jones Middle School, Upper Arlington, Ohio

Wilhelmina R. Delco, Speaker Pro Tempore, Texas House of Representatives

Therese Dozier, Teacher, Irmo High School; Coordinator of Professional Development Schools, University of South Carolina

Jill A. Eaton, Principal, Walter Jackson Elementary School, Decatur, Alabama

Joseph A. Fernandez, Chancellor, New York City Public Schools

Peter R. Greer, Professor and Dean of the School of Education, Boston University; Superintendent ad interim of Chelsea Public Schools, Chelsea, Massachusetts

Sister Caroleen Hensgen (Retired), former Superintendent of Schools, Diocese of Dallas

Franklyn G. Jenifer, President & CEO, Howard University

Sharon Lynn Kagan, Senior Associate, Bush Center in Child Development and Social Policy, Yale University

Michael W. Kirst, Professor of Education, Stanford University

Judith E. Lanier, President, Michigan Partnership for New Education; Distinguished Professor and Dean of the College of Education, Michigan State University

William L. Lepley, Director, Iowa Department of Education

Herbert J. Walberg, Research Professor of Education, University of Illinois at Chicago

James R. Walker, Superintendent, North Branch School District, North Branch, Minnesota

Stephen S. Willoughby, Professor of Mathematics, University of Arizona

Deanna G. Woods, Teacher, Wilson High School, Portland, Oregon

ATLAS COMMUNITIES

Communities for Authentic Teaching, Learning and Assessment for all Students

ATLAS Communities is an effort presented by the "giants" in education and education reform, who have joined together their separate and distinct efforts and created a program for systemic and comprehensive change for all children. ATLAS Communities will focus on authentic education, the concept that children learn best in environments they know; and, the concept of community, including homes, schools, cities and small personal groups. The ATLAS vision is built around six dimensions crucial to school reform: authentic and sustained learning environments; supportive organizational structures; broader communities; ongoing development of educators; facilitative uses of technology; and flexible administrative and financing policies.

STUDENTS SERVED

Pre K - 12 students in urban, suburban and rural communities in diverse geographic locations.

INITIAL SCHOOL SITES

Lancaster, Pennsylvania
Norfolk, Virginia
Prince George's County, Maryland
Gorham, Maine

KEY FEATURES

Curriculum

- ATLAS schools will draw on the Coalition of Essential Schools' principle that "less is more" to design a clearly articulated, integrated curriculum. Curriculum will focus on essential questions that have the power to incite students' and teachers' imaginations and that flow from universal questions, such as "Where did I come from?" or "Why does the world look and behave as it does?"
- All individuals involved in the educational enterprise will be encouraged to recognize the meaningfulness of their activities, not only within the school context but also in relation to the larger society.
- Instruction will emphasize active inquiry. Students will learn by doing: by seeking out experts in the school, at home and in workplaces; by consulting primary resource materials; by devising and carrying out experiments; and, by communicating their ideas to others.

ATLAS COMMUNITIES
PAGE 2

- To foster understanding, the learning environment of ATLAS schools will be responsive to students' diverse developmental pathways -- from intellectual to emotional -- as well as their diverse intellectual strengths. To foster this continuity, teachers, mentors and advisors will work closely with small numbers of students over long periods of time.
- Essential questions can be revisited over time as students construct and reconstruct their understandings during their years in school. Younger and older students can concurrently explore similar questions. For example, an astronomy unit for younger children might have them trace their shadows on large paper once a month at exactly the same place in the school yard. The figures, from 3 to 14 feet high, stimulate ideas among younger children about how the earth's turning relates to the making of these shadows. Meanwhile, 16 and 17 year-olds apply mathematical concepts to the study of planetary rotation. Observing the six-year-olds, they are amazed at some of the youngsters' naive conceptions and can better appreciate the development of their own thinking.

School and Community

- ATLAS envisions a "community of learners" where individuals work together despite their differences because, together, they have agreed on strong common goals and a long-term commitment to achieve them. They are attentive to milestones, discuss problems and revise their blueprints when necessary.
- Teachers will be encouraged to see themselves as individuals who are role models worthy of achievement and emulation.
- Students will be encouraged to regard their time in school as an opportunity to gain facility and joy in communicating with other individuals; to learn disciplined approaches to questions that interested them long before they went to school; and, to be able to apply their emerging understandings to new situations.

Structure and Governance

- Structures that ensure continuity in management, forge bonds between schools and communities and encourage students' development along intellectual, social and other pathways.
- A Planning and Management Team of teachers, parents, school counselors, students of high-school age and the school principal. It will prioritize, coordinate and monitor school activities. Problem solving will be collaborative and largely done by consensus.
- The Community Health Team will include teachers, special educators, parents, psychologists, social workers and nurses from the school and the community. The team will be prepared to meet the needs of individuals in crisis, but it will also act to prevent crises by sharing knowledge about child development and identifying problems the school must address so all children can learn. For example, it might deal with a high transfer rate by recommending orientation and departure programs for students who move into and out of school.

ATLAS COMMUNITIES**PAGE 3**

- A Parent Participation Program will engage parents in designing and participating in special events, such as concerts and parent-teacher nights. It will involve parents in daily school activities where they can work as teacher aides or library volunteers, thus reinforcing important bonds between home and school.
- A Curriculum and Staff Development Team composed largely of teachers will work to advance teaching skills, identify curriculum resources, and design integrated curriculum units based on essential questions and authentic activities. The team may also devise in-service training.

Technology

- Technology will be called on when it can aid students, teachers and others in the pursuit of authentic work and when it will add to the creation and sustenance of an educational community.
- Technological resources will be used in two principal ways. First, technology-based programs will be used to enrich curriculum, assessment and adult development activities. Second, state-of-the-art technology will be used to facilitate communication among all participants within and across sites and organizations. Such technology, dubbed the ATLAS Community Exchange (ACE), will allow students and teachers to communicate naturally with peers from other communities and also provide links to workplaces, professional associations, apprenticeship sites and other groups with which they have become affiliated.

Assessment

- ATLAS schools will not rely on traditional testing. Rather, authentic forms of assessment that evaluate students' genuine understanding -- their ability to apply knowledge acquired in one setting to challenging problems never before encountered, to draw on diverse disciplines and resources in exploring problems, and to call upon the range of their own strengths. These assessments include portfolios of student work, performance examinations and exhibitions. Authentic assessments also serve to develop teachers' clinical judgement and coaching skills.

PARTNERS

Apple Computer, Inc.
AT&T
IBM
National Alliance of Business

ATLAS COMMUNITIES
PAGE 4

DESIGN TEAM

Theodore R. Sizer, *Professor of Education and Chairman of the Coalition of Essential Schools at Brown University*

Sizer previously was Headmaster of Phillips Academy in Andover, Massachusetts, and Dean of the Harvard Graduate School of Education. The Coalition grew out of *A Study of High Schools*, a large-scale inquiry into American secondary education which Sizer chaired.

James P. Comer, M.D., *Maurice Falk Professor of Child Psychiatry at the Yale University Child Study Center and Associate Dean of the Yale University School of Medicine, Director of the School Development Program at Yale Child Study Center.*

Howard Gardner, *Professor of Education and Co-Director of Project Zero at Harvard University, Adjunct Professor of Neurology at the Boston University School of Medicine.*

Janet Whitla, *President and Chief Executive Officer of Education Development Center, Inc.*

Edward D. Campbell, *Executive Officer of ATLAS.*

Norris Haynes, *Assistant Professor of Psychology, Education and Child Development at Yale Child Study Center and Research Director of the School Development Program.*

Richard Lear, *Senior Researcher for School Design and Adjunct Lecturer at Brown University.*

Catherine Cobb Morocco, *Associate Director for the Center for Family, School and Community at the Education Development Center.*

Joseph Walters, *Directs with Howard Gardner the Development Group of Harvard's Project Zero plus representatives of the four chosen school district sites.*

THE BENSENVILLE COMMUNITY DESIGN FOR A NEW GENERATION OF AMERICAN SCHOOLS

The Bensenville Community Design story exemplifies the role of community in education reform. In 1991, this village of 17,000 people outside Chicago, Illinois, resolved that they must redesign their schools if their children were to compete in the global economy. The citizenry met regularly, educating themselves about the future, educational theory and school funding. Design Team members run the gamut from the village manager and the school superintendent to the local pharmacist and the president of the Fenton High School Student Council. The plan is to create an environment where the entire community serves as a campus. At the heart of the community campus will be a Lifelong Learning Center. Non-traditional learning sites, such as government offices and industrial complexes will become classrooms, as well. Students will take a more active role in classroom learning, and teachers will become facilitators who draw the varied resources of the community into their classrooms. Using technology will become as familiar to students as using pencils.

STUDENTS SERVED

All children at the kindergarten through 12th grade level in Bensenville, Illinois, a diverse village community of 17,000 people.

INITIAL SCHOOL SITES

The Lifelong Learning Center will be located in Bensenville, but students will spend a considerable amount of time at additional sites in the community, including governmental offices, industrial complexes, recreation facilities, libraries and technology centers.

KEY FEATURES

Curriculum

- Curriculum will be built around the National Education Goals and on the Illinois State Learner Outcomes (created by the Illinois State Board of Education), which call for development of positive values and academic achievement.
- The curriculum will focus on higher-order thinking skills and on real-life applications of school to work. The plan uses the whole community in the learning process.
- Curricula will be developmentally appropriate and relevant to the world the students are experiencing; strong connections will be exemplified among science, mathematics and technology, with an emphasis on hands-on learning. There will also be an emphasis on appreciation of the arts.

BENSENVILLE COMMUNITY DESIGN
PAGE 2

- The curriculum will be performance-based and centered on student achievement, with standards -- as opposed to textbooks -- providing the framework for curriculum development and revision.

Instructional Practices

- Instruction is student centered, with emphasis on presentations, group discussions and hands-on learning. Teachers and administrators will act as facilitators.
- Students will learn from certified classroom teachers, library personnel, parents, business and industry representatives, service organization members and other students.
- Students will be actively involved in peer tutoring and cooperative learning.
- Instruction will focus on student performance and maintenance of performance portfolios rather than the traditional completion of tests, credits and assignment of grades.
- Teachers will use community resources, such as libraries, museums and stores, to build schematic knowledge that students can apply to core subjects.

Teacher and Staff Development

- Bensenville will enter into a partnership with Illinois State University to redesign its teacher preparation programs. The partnership will focus on new ways to identify promising teachers, connecting the academic world with the K-12 classroom, internships and specializations.
- The training of Bensenville teachers will itself "break the mold" in many ways. Prospective teachers will:
 - * stop viewing classrooms as four-walled facilities and will start seeing the whole community as a campus for learning;
 - * stop seeing teachers as the sole authority of right answers and have a better understanding of the wide range of resources for learning;
 - * stop viewing learning as the memorization of procedures and facts, while focusing more on analysis and reasoning;
 - * focus on more than encouraging students to find right answers, but on conjecturing, inventing and problem solving, as well; and
 - * come to understand teaching as a complex set of practices interweaving learning theory, instructional theory and curriculum theory.

BENSENVILLE COMMUNITY DESIGN
PAGE 3

- The Bensenville New School Design project will become a major on-site preparatory experience for Illinois State University graduates.

Structure and Governance

- Students begin the school day at the learning center and will be transported to various sites throughout the day.
- Schooling takes place year round; school facilities may be open, with supervision, from 6 a.m. through 10 p.m. daily, with shortened hours on weekends.
- Class scheduling will be flexible, with larger blocks of time for cross-disciplinary coursework, team planning and a combination of large lectures and small seminars, all of which will ensure stronger relationships between students and teachers.
- There will be a single governing body consisting of parents, business leaders, government officials, educators and other citizens. In order to maintain their seats on the governing board, members will be required to continually familiarize and update themselves with the school work site concept.
- The evolution of the school governance structure will take place over a three-year period. The principles of Total Quality Management will be applied to the daily operation of sites.

Technology

- The teacher's desk will be replaced by an Electronic Teaching Center, which will include a file server connecting the teacher to the computers used by the students. At this center, the teacher may monitor student achievement data, create and print relevant materials, make reports, order materials and supplies, retrieve student information and meet other reporting and communication requirements.
- The Center also includes a video cassette, a laser video disc player, and a large screen so the teacher can create interactive instruction for individuals, small groups or the entire class.
- Via a national satellite hookup, teachers may order and receive special videos or newscasts, as well as communicate with the world outside the school.
- The Center will facilitate communications between parents and teachers via a telephone, modem, speaker and answering machine. The answering machine will be capable of playing individualized messages to parents when they dial a student's code number.
- Videotape machines will be available for student use in the classroom. Other types of video transmission such as video disk and CD-Rom players will be used as the schools become more experienced in using electronic teaching.

BENSENVILLE COMMUNITY DESIGN
PAGE 4

Assessment

- A committee composed of design team members and contractual consultants will establish tangible benchmarks based on content identified by curriculum committees for English, math, science, history and geography. The assessment committee will work with content area specialists, teachers and assessment experts to identify narrative and numeric equivalency descriptors for student progress based on three achievement levels:
 - * Level I - does not meet the world class standards for a given subject
 - * Level II - meets world class standards for a given subject
 - * Level III - exceeds world class standards for a given subject
- Descriptors of these levels will be based on empirical work currently underway by the National Assessment Governing Board and the Illinois Goals Assessment Program.
- A variety of assessment strategies will be employed. These include: written, oral and demonstration formats; portfolios of student work; structured and open-ended interviews; homework, projects, journals and essays; and dramatizations and class presentations.
- The committee will also create a system, modeled after the national report card, as an accountable means of sharing progress with the community. The report card will be released to the local press, accompanied by community meetings designed to clarify the report card data and provide the community with a forum for expressing reactions.

DESIGN TEAM

Dr. Len Sirotzki, Director of the DuPage-Kane Educational Service Center, Wheaton, IL

Dr. Sirotzki currently serves as Director of the DuPage-Kane Educational Service Center in Wheaton, Illinois. He is responsible for programs that provide professional growth opportunities for more than 12,000 teachers and administrators in 53 school districts and 350 schools which serve more than 200,000 students in the counties of DuPage and Kane, Illinois. His previous positions include Director of Staff Development for the U-46 School District in Elgin, Illinois, and a series of progressively responsible positions in the school districts and towns of Palatine, Roselle and Schaumburg, Illinois.

Michael Allison, Village Manager, Bensenville

Bruce E. Anderson, Director, DuPage Area Occupational System (DAOES)

John Barr, President, Fenton High School Student Council

David F. Belanger, President, Bensenville Education Association

Douglas N. Bergst, Community and Industry

Diane English, Director, Just Moms Daycare

Thomas W. Eson, Superintendent, Bensenville School District Number Two

BENSENVILLE COMMUNITY DESIGN**PAGE 5**

John C. Geils, Village President, Bensenville

Carl Herren, Superintendent, Fenton High School

Bob Hughes, President, Fenton High School

Sr. Laurina Kahne, CSJ, Pastoral Minister to Hispanics, St. Alexis Church

Robert Kunkel, Director of Parks and Recreation, Bensenville Park District

Diamond Montana, Student Council President, Blackhawk Jr. High School

Jerry L. Newman, R.Ph., Wilkinson Pharmacy

Rosalyn Parisi, Parent and Community Representative

Sharon Pobloske, School Board President, Fenton Community High School District 100

Jill H. Rodriguez, Library Director, Bensenville Community Public Library

Russ Rodriguez, School Board President, School District Number two

Maria Tejeda, Reading Advocate/Parent Educator, Bensenville Public Library

Cynthia Thomas, President, J.A. Breiter Greenhouses, Inc.

John J. Wassinger, Bensenville Theatre/Cornerstone Real Estate

Richard Ziehm, President, Precision Extrusions, Inc.

THE COLLEGE FOR HUMAN SERVICES (THE AUDREY COHEN COLLEGE DESIGN TEAM)

Students learn best when they can see the connection between what they are learning and the real world, and when they see that what they have learned in school can make a positive change in the community. This premise is the foundation on which The Audrey Cohen College Design Team proposal is built. Each semester, students will study a major Purpose that consists of two components: a substantive body of knowledge and a socially important thrust. Examples of Purposes are, "We Work for Good Health" and "We Use Technology to Meet Human Needs." Core subjects -- from mathematics and science to literature, history, geography and English -- will be focused to relate to each semester's Purpose. Technology will be used for information gathering and analysis. Students will spend several hours in organizations outside the classroom each week directly applying what they have learned at school. This applied learning, which relates to the semester's Purpose, is the cornerstone of the educational program.

STUDENTS SERVED

Students from a range of communities, socio-economic groups and ethnic heritages will be represented.

INITIAL SCHOOL SITES

From seven to 30 schools in Arizona, California, Illinois, Mississippi, Washington, D.C. and New York City will participate. San Diego City Schools are among those already selected and committed.

KEY FEATURES

Curriculum

- The new curriculum has three elements. **Purpose** identifies the broad area of activity around which student learning is organized for a specified period of time. It gives coherence and organization to the curriculum. The classes students attend are named for - - and organized around -- **Dimensions**, critical perspectives from which knowledge is examined and which will help students take effective action. The **Constructive Action** demonstrates how the student has used learning to plan and take action that improves the world outside the classroom. The curriculum is an integrated whole.
- Each Purpose has two aspects. First, it covers a substantive area of knowledge, and second, it guides young people in using this knowledge to improve the world outside the classroom. The knowledge encompassed by each Purpose includes mathematics, science, English, history and geography, as well as such abilities as critical thinking, problem solving, synthesizing knowledge from various disciplines, making ethical choices, working effectively with others, understanding and negotiating systems, and developing needed skills.

AUDREY COHEN COLLEGE**PAGE 2**

- Knowledge and skills are organized into comprehensive, complementary and action-oriented classes in a way that makes them relevant to the Purpose of the semester, and thus, to problems and issues of the world. The five essential aspects -- or Dimensions -- of these classes are acting with purpose (solving problems with flexibility and persistence); weighing values and ethics; understanding oneself and others; understanding systems; and, making use of skills, such as mathematical reasoning, language skills, computer skills and others.
- Planning and carrying out a Constructive Action has positive results for the individual and the community. It is a learning activity, an opportunity for real achievement, and the basis for assessing what students have learned. For example, a group of students working with the Purpose "We Use Government to Improve our Community" might contact and meet with various representatives of local government to learn procedures through which a needed community improvement might be made. For their Constructive Action, they might decide to try to have a school crossing guard assigned to the school area to make it safer for children coming to school.

School and Community

- Children will go out into the community each school day in order to learn to take action. This interaction is expected to be a potent force in breaking down the barriers that isolate classrooms from each other, isolate teachers from each other, and separate the school from the community.
- Organizations and individuals in the community that have never thought of themselves as sources of learning will organize educational programs, internships and collaborations with and for students.
- Families will become resources for learning. The involvement of parents and parent surrogates will start at the earliest classroom-centered learning stage, where the Purpose is "We Build a Family-School Relationship." Thereafter, students will use their families as a resource as part of every Constructive Action.
- As needed, schools will bring in such ancillary services as after school activities, health care, prenatal care and early childhood development, social services, literacy programs, counseling, parent education and training, and job preparation and placement.

Structure and Governance

- Teachers will plan the curriculum collaboratively as a team. This will help them build strong support systems for students -- and themselves.
- Teachers will be building relationships with their students outside the classroom, with parents and with other members of the community.
- Master teachers will be trained to help others teach in the comprehensive way this design requires and assume the new roles for which it calls.

AUDREY COHEN COLLEGE**PAGE 3**

- Principals, in addition to being administrators, will become "educational brokers," helping to make sure that the classroom and community resources are marshalled effectively to help students achieve their Purposes.
- Principals will help create the network of relationships with parents, business leaders, not-for-profit organizations, taxpayers and other constituencies that will be so important to students' success. They are likely to find themselves increasingly involved in everyday educational activities.
- With their high visibility, district superintendents will be instrumental in recruiting community organizations to present educational programs and provide placements. They can also use their influence to facilitate change in rules and procedures in the district.

Technology

- In every semester, children will learn to choose and use technology for information gathering and analysis.
- Experts on the design team will identify technology to support this process and will help develop Constructive Actions that will incorporate technology.
- Interactive multimedia will be used by students to develop problem-solving abilities.
- In their forays into their communities, students will employ appropriate audio, video and photographic equipment to gather information for oral and computer presentations.
- Computer systems and networks will have telecommunication capabilities, enabling students and teachers to communicate with other College of Human Services team schools around the country or even around the world.

Assessment

- Assessment will be based on a description of the kind of person who the program intends to graduate: the competent and productive citizen who is so important to America's future.
- In developing the framework of specific abilities to be assessed, certain guidelines will apply. For example, the abilities must be of a nature to be useful or even necessary to students as they plan and carry out their Constructive Actions. The abilities must encompass an essential body of knowledge as well as one or more general classes of ability such as analyzing and evaluating arguments, using critical thinking to make ethical judgements, or using English language skills correctly and effectively. The abilities must be organized so that a student can progress at his/her own pace to ever higher levels of complexity and sophistication.
- The application of abilities in the Constructive Action will be assessed by teachers, by students and, at least in some cases, by people from the community.
- Abilities will be assessed inside and outside the classroom.

AUDREY COHEN COLLEGE
PAGE 4

DESIGN TEAM

Audrey C. Cohen, President and Founder, The Audrey Cohen College

Audrey Cohen is a professional educator and social inventor. The only living founder and president of an institution of higher learning, she has refocused the educational process to integrate learning using research to create constructive change. Promoting service to others, in a society whose economic foundation is increasingly tied to the global service and information economy, has been the cornerstone of Ms. Cohen's diverse civic and professional activities.

Robert Martin, *Center for Workforce Preparation and Quality Education, U.S. Chamber of Commerce*

Sandra Kessler Hamburg, *Director of Educational Studies, Committee for Economic Development*

Kay Kennedy, *Partner in Charge of Communications, Coopers & Lybrand*

Karen Eisele, *Executive Director, Eastern Center, Coro Educational Institute*

Eve Weiss, *Executive Director, The Hasbro Children's Foundation*

James Geletka, *Executive Director, Information Technology Foundation of the Information Technology Association of America (ITAA)*

Judith Hamilton, *Senior Vice President, General Manager, Locus Computing Corporation, and Trustee of the Information Technology Foundation*

Dr. Kent Lydacker, *Deputy Director of Education, The Metropolitan Museum of Art*

Ester F. Schaeffer, *Senior Vice President, The National Alliance of Business*

Robert Sullivan, *Associate Director, The National Museum of Natural History, Smithsonian Institution*

Ramona Gremillion, *Director of Public Relations, The National Museum of Women in the Arts*

Dr. Michael Brian Webb, *Director of Education and Career Development, The National Urban League*

Chuck Supple, *Vice President for Youth Engaged in Service, The Points of Light Foundation*

Dr. Thomas Payzant, *Superintendent, San Diego City Schools*

Candice Carpenter, *President, Time-Life Video, Time Warner, Inc.*

Dr. Larry Brown, *The Center on Hunger, Poverty and Nutrition Policy, The Tufts School of Nutrition*

Dr. Paul Braden, *Manager, National Medal of Technology Office of Technology Commercialization, U.S. Department of Commerce*

Richard J. LeBrasseur, *Senior Vice President, Publisher and General Manager, Weekly Reader Corporation*

Paula Gauvin, *President, YMCA of Greater New York*

COMMUNITY LEARNING CENTERS OF MINNESOTA

Minnesota offers the opportunity for teachers to accept responsibility for what their students learn and to contract with school boards to begin a school with the understanding that students will meet agreed upon standards for improvement or the school charter will not be renewed. This teacher accountability and flexibility is a unique feature of the Community Learning Centers design proposal. While working within existing budgets and targeting five core subjects, dollars will be reallocated to better meet the needs of students with appropriate curriculum and learning tools. Personal growth and needs, not just classroom needs are emphasized in this design.

STUDENTS SERVED

Pre-school and K-12 students in urban, suburban and rural schools and districts throughout Minnesota.

INITIAL SCHOOL SITES

Rothsay School District (rural West-Central Minnesota)
North Branch Public Schools
St. Cloud School District

KEY FEATURES

Curriculum

- Implementation of modern learning principles will increase learning dramatically for all students by specifying the skills, knowledge and attitudes students are to attain -- otherwise known as competency-based education or outcome-based education. For example, students will demonstrate writing proficiency by writing letters to the editor or successfully documenting a month-long visit to a different community or country.
- Learning will be made meaningful to students. For example, students will learn world geography through their interest in short wave radio or friendships with international exchange students. They will apply what is learned to real life tasks.
- Interdisciplinary approaches will be used.
- Community and service learning activities will become a part of the classroom experience.

COMMUNITY LEARNING CENTERS

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- Active and experiential learning approaches will be used. For example, topics are studied through writing, orally, visually, with speakers, videos, simulations, role playing, field trips, analogies and stories.
- Projects and cooperative learning methods will be used to stimulate multiple intelligences. For example, students plan a new school service program and work in teams to accomplish the complex task of implementation.
- Students will be involved in planning learning activities and being responsible for outcomes.

School and Community

- A site council, made up of elected stakeholders (teachers, other school personnel, students, parents and other community members) will decentralize decision-making on curriculum, teaching methods and budget expenditures to foster resourcefulness and accountability.
- A contract between the Community Learning Center and the school district will outline the degree of independent decision making, learning outcomes, budget decisions, staffing arrangements and program freedoms in each school.
- A contract will require accountability of the Center by an annual assessment report, including pupil progress toward educational goals, attendance, graduation percentages and client satisfaction. The report will not be limited to these areas and other measures of progress are encouraged.
- To improve learning readiness for all ages of youth, social service agencies will offer needed services on-site, integrating those services with education.

Structure and Governance

- Qualified and committed teachers will be largely responsible for the learning that occurs and will be held accountable for improving outcomes.
- According to Minnesota Charter School law, teachers will retain their school charter only as long as state learning goals are met.
- Teachers will manage instructional systems as true professionals. They will design curricula, arrange staff training, supervise paraprofessional personnel, review peer performance, oversee the purchase and use of technology, and assure that assessments of learning results are available to stakeholders.
- Teachers will have the primary responsibility to involve parents in their child's learning program using personal approaches and modern technology. Teachers will also secure agreements with a variety of resources for learning such as: parents, libraries, agencies and businesses.

COMMUNITY LEARNING CENTERS**PAGE 3**

- Managing each Center will be the responsibility of a council broadly representative of parents, educators, students, community businesses and social service agencies. Councils will hire a chief administrator; negotiate contracts with the school districts tied to achieving identified, measurable improvements in student outcomes; and monitor funds to assure that the mix of personnel and technology is cost-effective and results in demonstrably better learning outcomes.

Technology

- Each Center will use technology to enhance student learning.
- Ratios of personnel versus technology may differ radically from those currently found in public schools. Resources will be reallocated so that more is accomplished with the same dollars. For example, by reconfiguring how teachers are used in the classroom and increasing use of paraprofessionals, staffing costs could be significantly reduced and that money allocated to equipment instead.

Assessment

- Assessment methods will be both qualitative and quantitative, measured against baseline data. Measurements will include: dialogues with Community Learning Center stakeholders (parents, staff, students and community) to establish expected learning outcomes; results of academic achievements by all groups; graduation rates for all groups; attendance rates; thinking skills; student and parent enthusiasm indices; enrollment under competitive or choice conditions; participation of adults in learning experiences; cost-effectiveness; and, interest by other school districts in adopting the program.

PARTNERS

Public School Incentives, Inc.

Rothsay School District (rural West-Central Minnesota)

North Branch Public Schools

St. Cloud School District

Cray Research Foundation

The Urban Coalition

NAACP, St. Paul Branch

William C. Norris Institute

Center for School Change, Humphrey Institute of Public Affairs University of Minnesota

DESIGN TEAM

Wayne Jennings, Ph.D., is president of Designs for Learning. He spent the major part of his educational career as a teacher and administrator in the St. Paul and Minneapolis public schools. In the past three years, he has participated in the program design of several new public schools: EXPO for Excellence Magnet School (K-4), Chiron Middle School (4-7), St. Paul Area Learning Center (7-12 plus adults) and the High School for Tomorrow (9-12).

COMMUNITY LEARNING CENTERS**PAGE 4**

John Cairns, a Minneapolis attorney and former executive director of the Minnesota Business Partnership

Joe Nathan, Ph.D., Director of the Center for School Change at the University of Minnesota and a former school teacher and administrator

Elaine Salinas, Education Program Officer of the Urban Coalition

"THE CO-NECT SCHOOL: A DESIGN FOR TWENTY-FIRST CENTURY SCHOOLS"

With a thrust toward a curriculum focused on math and science, the Co-NECT Schools will use existing technologies to bring practical applications of everyday circumstances into the classroom. The Co-NECT concept will demonstrate that technologies can create a communications environment in which much broader, deeper and stronger learning can occur. Teachers, students and all school and volunteer personnel will make technology an integral feature in their learning program. All children will master the five core subjects and become comfortable with technology, while learning self-direction, perseverance and commitment to quality.

STUDENTS SERVED

K-12 inner city children, including a substantial number of children at-risk of failing to achieve.

INITIAL SCHOOL SITES

Sarah Greenwood School, K-5 elementary school, Boston, MA

Woodland Street Community School, K-6 inner city school, Worcester, MA

KEY FEATURES

Curriculum

- Curriculum will be radically transformed and based on projects and seminars, through which students acquire a deep understanding of key concepts in all subjects areas, while developing critical work skills including self-direction, perseverance and commitment to quality.
- Curriculum will be based on an on-going program of student-initiated projects that engage students in rigorous investigations of issues with local, national or global interest, and result in a visible product.
- Teacher-initiated seminars will lead to the creation of a product, which involves each student's in-depth mastery of a topic or skill, and results in a certificate -- after successful completion of the seminar.
- Each student has a personal growth plan regarding his/her curriculum, focusing on long-term goals and what it will take to accomplish them. The plan is developed and agreed to in regular meetings with teachers, students and their parents.

THE CO-NECT SCHOOL**PAGE 2**

- Students prepare and maintain resources and portfolios -- detailed and ongoing records of progress -- with assistance and suggestions from teachers.

School and Community

- A restructured school community will be created -- featuring self-managing "clusters" of students, teachers, administrators and community members -- designed to strengthen relationships among individuals while fostering a more efficient use of resources.
- At the heart of the restructured school community is the cluster, consisting of half a dozen teachers and a 100 students. Teachers will act as special advisors and friends to these students for several years. Cluster is also the focus of all educational activities.
- The cluster's teacher team will be a self-governing management unit, responsible for the curriculum, budget, instructional organization, and management of the cluster's school day and school year calendar.
- Co-NECT schools will require a redesigned use of space, in which project workshops, seminar rooms and social function rooms replace traditional classrooms.

Technology

- Access will be universal to a flexible and open computer-based communications network that connects all school community members with each other and to a rich array of local, national and global learning resources and tools.
- Computers will be utilized in all aspects of learning. School design calls for extensive and pervasive use of computer, multi-media and interactive video technologies in virtually every activity students undertake.
- All computers in the school will be connected to a school network server through which students and teachers will be able to communicate via electronic mail and access a library of other resources including electronic books, video data bases and programs.
- Co-NECT schools will be connected to the NSF internet regional network. Students will be able to communicate with scientists working on research projects at remote locations, with university scholars, and with students and teachers around the world.
- Visual format will be a strong curriculum component. Students will use video and multimedia documents extensively to learn and to communicate and publish what they have learned.

Assessment

- Assessment instruments -- portfolios, products and performance assessment techniques -- will focus not just on students' subject matter learning in the five core areas, but also on their abilities, dispositions and attitudes critical for life and work. Assessments will also be used for school accountability.

THE CO-NECT SCHOOL

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PARTNERS

Bolt Beranek and Newman

Boston College Center for the Study of Testing, Evaluation and Educational Policy

Apple Computer

Earthwatch, Inc.

NYNEX

Massachusetts Corp for Education Telecommunications

Lotus Development Corp.

DESIGN TEAM

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Dr. John Richards, Manager, Education Technologies

Bruce Goldberg, AFT

George Madaus, CSTEPP

Dennis Newman, BBN

Robert Pearlman, BBN

Brian Rosborough, Earthwatch

Candie Fixter, MCET

Carol Shilinski, Worcester Public Schools

Isabel Mendez, Boston Public Schools

EXPEDITIONARY LEARNING: A DESIGN FOR NEW AMERICAN SCHOOLS

Beginning with the concept, "To start a school is to proclaim what it means to be a human being," this team believes that children will learn to think by taking them through programmatically related voyages and adventures. The five core subjects are intertwined into all programs and the International Baccalaureate will be the standard by which students will be assessed. With a focus on community service and character development, expeditions will provide students with critical personal and academic opportunities through intellectual and experiential expeditions that will call on intellectual inquiry and rigor, physical stamina and service ethic.

STUDENTS SERVED

Pre-K - 12th grade

INITIAL SCHOOL SITES

The program will set up at least one chartered school and work with several existing schools in:

Portland, Maine
Boston, Massachusetts
New York, NY
Decatur, Georgia
Douglas County, Colorado

KEY FEATURES

Curriculum

- Residencies by area artists, professionals, scholars, scientists and others will be integrated into the schools. Schools will become more vibrant and interesting communities by sponsoring service projects on site, such as recycling centers, puppet theatres, bookstores, homeless shelters, food cooperatives and day care facilities.
- Curriculum will be based on the International Baccalaureate, consisting of six subjects: (1) English, including a syllabus of world literature; (2) foreign language; (3) the study of humans in society (geography, history, economics, philosophy, psychology, social anthropology and organization studies); (4) experimental sciences (biology, chemistry, applied chemistry, physics, physical science and experimental psychology); (5) mathematics (including computing); and (6) practical and theoretical studies (art/design, music, a classical language, a second foreign language, a second study of a humanity subject, further mathematics, computer studies or a syllabus submitted by the school and approved by the International Baccalaureate Office).

EXPEDITIONARY LEARNING

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Structure and Governance

- Students attend school in multi-year cycles, during which they are grouped into "Watches" (a nautical term for a crew on duty) of approximately 8-12 students. The groups share responsibility for presenting research reports, solving problems, serving the school and the community, working and playing together.
- Two to three watches will comprise a crew of approximately 25 students, led by one expedition guide. The crew remains together for at least three years. From kindergarten through second grade, a teacher works with one group of 18-25 students. A second teacher works with the same group of students spanning grades three through five. In the middle grades and in high school, students continue working in watches within crews and are affiliated with a core group of teachers for three or more years. Groupings of students are multi-age, with older students sharing with and leading younger children.
- Expeditions take place in a variety of sites, including museums, businesses, hospitals, airports and community based agencies. A typical expedition, for example, might center upon the critical thinking process that would lead students to understand the social, political and economic ramifications of the bubonic plague. To do so, students identify rituals and beliefs around the plague, write biographies of individuals from various walks of life of the time, generate house plans and scale models, project life cycles and eventually grapple with the thorny issues of superstition, public health and the role of church and state in making connections to the AIDS epidemic of today.
- The structure of expeditionary learning is based more on a web than a rigid hierarchy. Leaders are "in the middle reaching out," rather than "at the top reaching down." Expedition advisors and principal advisors work in teams. And the curriculum and instruction are school-initiated.

School and Community

- Parents will participate in expeditions. They will share the facilities and the resources of the schools, and they will assist expedition guides in determining the special talents of their children and designing learning programs that utilize those talents. Parents will participate in Homework Assistance Centers, to share the expeditionary process, and will be encouraged to participate in Family Expeditionary Nights.

Senior Service Expedition

The individual senior service expedition is founded on the principle: "Teach what you love to teach; share what you love to share; test your readiness to do the unknown." The prerequisites structure a base of skills and experiences including completion of an outdoor wilderness course with a solo, passing the Intermediate Level Emergency Medical Technician and Red Cross Junior Lifesaving courses, and successfully participating in group service expeditions. Completion of the individual senior service expedition is a demonstration of a student's particular passion in service to others. A typical expedition might involve the student teaching a computer class to senior citizens and directing every step of the process, from recruiting to curriculum development to counseling and assessment.

EXPEDITIONARY LEARNING PAGE 3

Teacher/Staff Development

- Teachers take on the role of expedition guides after an apprenticeship phase. Apprentices must have a bachelor's degree in liberal arts, and must be able to demonstrate an understanding of child development, organizational development and interpersonal development. The apprenticeship process includes two, six-week interdisciplinary expeditions.
- Expedition guides work in three-year cycles. This supports ongoing professional development in several ways, allowing talented individuals in other fields who want to teach the opportunity to do so and allowing teachers to move on to other fields, as well. Scientists may alternate between research jobs in the private and public sectors and teaching; artists may rotate between producing art and teaching.
- Teacher preparation and renewal will include development of close observational skills of one child over time.

Assessment

- To attain a diploma, students complete prerequisites, carry out an approved senior service expedition and pass the International Baccalaureate examination. Each student may complete these tasks at his or her own pace as early or late in years as is appropriate. The International Baccalaureate is a pre-university course offered in schools and colleges in 50 countries. These schools have been assessed and approved by the International Baccalaureate Office, based in Geneva Switzerland.

PARTNERS

Outward Bound, USA
Academy for Educational Development (design evaluation & community collaboration)
Educators for Social Responsibility (curriculum development)
Facing History, Facing Ourselves (curriculum development)
Harvard/Outward Bound Project (design development)
Project Adventure (design development)
TERC (science, mathematics and technology curriculum development)

DESIGN TEAM

Diana Lam, Principal Designer, Consultant, Voyager Associates and Superintendent of Schools, Dubuque, Iowa

Lam, named Massachusetts Superintendent of the Year in 1991 while serving as the first superintendent under the historic Boston University-Chelsea Partnership, has 20 years experience as an effective, bold and innovative educator and administrator. She has served as district superintendent, middle school principal, elementary principal and bilingual director in the Boston Public Schools.

EXPEDITIONARY LEARNING
PAGE 4

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Alan H. Feldman, Project Director, TERC

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Patricia Anne Kelly, Principal, Joseph P. Manning School

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Janice R. Mokros, Co-Director, Technical Education Research Centers

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Jerome A. Pieh, Former Headmaster, Milton Academy

Rachel A. Poloner, Chapter Director, Boston Area Educators for Social Responsibility

Geraldine Robinson, Director, Early Childhood Program, Children's Museum

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Rob Snyder, Earth, Space Science and Chemistry Teacher, Brookline High School

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Alexander T. Weinbaum, Senior Program Officer, Academy for Educational Development, School and Community Services

Peter O. Willauer, CEO and President, Thompson Island Outward Education Center

THE LOS ANGELES LEARNING CENTERS

Their faces speak of the diversity of their cultures and ethnicity. More than half of them are poor. For many, English is a second language. They walk neighborhoods isolated by freeways and marred by violence. But they are eager, energized by possibility and challenge. These are the children of Los Angeles who, through continuity, incentives, modeling, nurturing and high expectations, can achieve world class standards in education. This is the vision of the designers of The Los Angeles Learning Centers -- five corporate partners, top leadership of the Los Angeles Unified School District and the United Teachers of Los Angeles, and other experts in education, technology and social services, caring parents, talented teachers and the city's public education fund. Their plan advocates a "Moving Diamond" of support for students that links each young student with an older student, teachers, parents and a community volunteer throughout grade clusters. Teachers will become continual learners, the classroom will be stretched to include the family, the neighborhood, the workplace and the city, health and social services will become integrated into the school to support readiness to learn. Technology will link learners, teachers and parents to the world and each other.

STUDENTS SERVED

Approximately 3,200 students will be involved, reflecting the diversity in Los Angeles' student population, including multi-ethnic, multi-lingual and at-risk populations. This is especially important since one out of every 100 students in this country is enrolled in a school located in Los Angeles County. Of the Los Angeles Unified School District's 643,000 students, nearly 75 percent are children of color and one in three come to class speaking little or no English.

INITIAL SCHOOL SITES

Two sites in Los Angeles, The Los Angeles Learning Centers, with approximately 1,600 students each. One of the sites will be a school designed from "scratch" to meet the specifications of the proposal. The second site, a complex of feeder schools, will be chosen through an application process by school communities.

KEY FEATURES

Curriculum

- Each child will be linked to an individualized learning network through a "Moving Diamond" matrix, which matches a younger student at the base of the diamond with an older student at the top, a teacher at right; and at the left, the student's parent(s) and a community volunteer. Each of the diamond placeholders, including the teacher, move with the student within three clusters, through the equivalents of grade 4, 8 and 12.

THE LOS ANGELES LEARNING CENTERS**PAGE 2**

- Core content will include mathematics, science, English, history and geography, languages other than English and the arts. Intersession classes as part of a year-round, multi-track schedule will be used to assist in-depth learning for non-traditional and linguistic minority students. Early morning and late afternoon hours will also be used for continuing support for those students who need extra time to keep up.
- In-depth thematic learning will take place as students are taught to solve real-world and complex problems, to understand subject matter in depth and to make connections across disciplines. Large blocks of time, non-graded classrooms and models for interdisciplinary teaching, team training and curricula developed through the Los Angeles Humanitas, Galef Institute and Subject Matter Projects, and others will make this possible.
- The educators also will become learners. Almost one day a week (equivalency) will be allocated to teachers for their continual learning, for creating plans with colleagues and for addressing the needs of students. Community resources will free up educators' time to accomplish these things.

School and Community

- The Centers will integrate and link health and social services by drawing from the experience of 30 agencies now planning integrated services in L.A. County, including health and social services, a family planning program and a school readiness program for all four-year olds, to integrate such services on school grounds. The students most at-risk will require special services, from pre-natal care to job readiness instruction.
- The community will be a classroom and integrated resource. Frequent and regular opportunities will be planned for learning away from school, such as studying the marine and wildlife habitats in the area in science class or using the multilingual neighborhoods of the area for foreign language instruction.
- The Learning Centers will be open daily from early morning through evening 50 weeks per year, in effect making obsolete the notion of "after school."
- Centers will incorporate transition to work programs. During the final two years of upper school, per-pupil resources will be used to support training possibilities, including a new job readiness curriculum developed with assistance from local corporations, in addition to academic pursuits in core subjects.

Structure and Governance

- The Centers will break the daily, weekly and annual schedule of school. Classes will be ungraded in clusters of K-4, 5-8 and 9-12; for teachers, time will be freed to grow professionally, to individualize instruction and to work with parents and community members in ways that assist both students and teachers. For students and families, the Learning Centers will operate when they are needed -- from early morning to evening, all year round, as much as the budget permits.

THE LOS ANGELES LEARNING CENTERS

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- Site-based management will govern the Learning Centers. They will operate on "zero-based budgeting" procedures under the control of a site-based Management Council, composed of teachers, parents, students and the Center principal. All decisions regarding budget, personnel, curriculum, strategic planning, discipline, community relations and students rights will be made by the Council.

Technology

- The Centers will make state-of-the-art instructional technologies available to teachers and students and will integrate systems widely used in business to maximize administrative efficiency. Technologies will link learners, teachers and parents.

Assessment

- Portfolios, projects and performance assessments will all be a part of student assessment. Along with UCLA's Center for Research and Evaluation, Standards and Student Testing (CRESST), the Learning Centers will use a series of measurement techniques, including the California Assessment Program, the National Assessment of Education Progress, the International Assessment of Educational Progress and the International Association for the Evaluation of Educational Achievement. The Learning Centers also will compare student performance in history, geography, science and mathematics with students in Japan and Europe.

PARTNERS

Los Angeles Unified School District
United Teachers of Los Angeles
Los Angeles Educational Partnership

Corporate Sponsors

ARCO
Bank of America
GTE California
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Times Mirror Company

DESIGN TEAM

Peggy Funkhouser, President and Executive Director, Los Angeles Education Partnership

As a founding board member and president of the Los Angeles Educational Partnership, Funkhouser has become a recognized national leader in galvanizing human and financial resources to improve public school education, raising more than \$12 million for the effort. Under her leadership, the Partnership has received wide acclaim for implementing innovations in the classroom. She currently directs a staff of 25 and an annual budget of just under \$4 million.

THE LOS ANGELES LEARNING CENTERS
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Helen Bernstein, President, United Teachers of Los Angeles
William Anton, Superintendent, Los Angeles Unified School District
Virgil Roberts, President, Solar Records
Eva Baker, Director, Center for the Study of Evaluation
James Catterall, Professor, UCLA Graduate School of Education; Director of Research and Evaluation, Galef Institute
David Crippens, Senior Vice President of Educational Enterprises, KCET/Public Television for Central and Southern California
Yvonne Chan, Principal, Vaughn Street Elementary School
Christine Gutierrez, Assistant Coordinator, Humanitas Program, Thomas Jefferson High School
Harry Handler, Assistant Dean, UCLA, Graduate School of Education; Former Superintendent, L.A. Unified School District
Guilbert Hentschke, Dean, USC School of Education
Rafer Johnson, President, Rafer Johnson Enterprises
Lydia Lopez, Director, Coro Foundation Fellows Program; First President, United Neighborhoods Organization
Jacquelyn McCroskey, Associate Professor of Social Work, USC; Research Director, Los Angeles Roundtable for Children
Janet Phillips, President, 31st District PTA
Larry Pincus, Associate Director, Center for Research in Education Finance, USC
Mike Roos, President, Los Angeles Educational Alliance for Restructuring Now (LEARN); member, California State Assembly
Ted Synder, Assistant Director, Model Technology Schools Project
Robert Beck, Executive Vice President, Bank of America
Michael Crawford, Vice President and General Manager, GTE-California
Richard Mau, Senior Vice President, Corporate Communications, Rockwell International
William Rusnack, President, ARCO Transportation; Chairman, Los Angeles Educational Partnership Board of Directors
Phil Williams, Vice Chairman (retired), Times Mirror Company

THE MODERN RED SCHOOLHOUSE

Believing that all students can achieve high standards, **The Modern Red Schoolhouse** brings the much heralded "classical education," time tested and proven in certain existing older school designs, to the classroom for all children -- rural, urban, suburban and native American communities. With a strong emphasis on the use of technology, students will master the five core subjects and will commit to an Individual Education Contract, thus bringing personal accountability to this "old fashioned" idea about schooling.

STUDENTS SERVED

More than 152,000 students in seven school districts located in two large urban areas, one mid-size city, one small, rural town, two suburban areas, and a Navajo reservation.

INITIAL SCHOOL SITES

Bartholomew Consolidated School Corporation, Columbus, Indiana

11 elementary schools, 2 middle schools and two high schools, totalling 10,000 students

Beech Grove City Schools, Beech Grove, Indiana

2 elementary schools, 1 middle school and one high school, totalling 2,063

Charlotte-Mecklenburg Schools, Charlotte, North Carolina

73 elementary schools, 16 junior high schools, 5 middle schools, 11 high schools and 9 special program schools, totalling 77,897 students

Eastern Howard School Corporation, Greentown, Indiana

1 elementary school and one junior high school, totalling 1,269 students

Indianapolis Public Schools, Indianapolis, Indiana

68 elementary schools, 10 junior high schools, 7 high schools, totalling 47,536 students

Kayenta Unified School District, Kayenta, Arizona

2 elementary schools, 1 middle school and one high school, totalling 2,651 students

Lawrence Township School District, Indianapolis, Indiana

8 elementary schools, 2 middle schools and 2 high schools, totalling 11,100 students

KEY FEATURES

Curriculum

- The core curriculum will be drawn primarily from the Department of Education's *James Madison* series, the Department of Labor's SCANS project, and E.D. Hirsch's *Cultural Literacy* and will include math, science, history, geography and English.
- Self-paced learning will enable each student to meet standards according to their ability, effort and prior attainment.

MODERN RED SCHOOLHOUSE**PAGE 2**

- Every student will have an Individual Education Contract (IEC) to be negotiated by the student, parents and the teacher/advisor. The IEC will be an educational road map for the student over a specified period of time and will be integrated into a computer network as part of an instructional management system available to all teachers.

Structure/Governance

- The principals will assume the role of CEO and the school will possess a differentiated instructional staff, including master teachers, associate teachers, teachers/advisors, aides and volunteers from a wide range of backgrounds.
- Within each level of school, students will be grouped in multi-age, multi-year "homerooms" where students have teacher/advisors.
- The schools will have distinctive organizational features, including autonomy from the district, flexible daily and yearly schedules, and the elimination of traditional grade structures.
- Students will attend these schools by choice. The selection process will be a random draw from among those students in the pool of applicants interested in the school. Teachers will work at the schools by choice as well.

Assessment

- The school will organize the curriculum around a new unit of measurement to gauge mastery; it will assess student progress at three transitional or "watershed" levels -- primary, middle and upper -- and will create new ways to report student progress to students, parents and the community.
- New testing mechanisms will be devised to test student mastery.

Technology

- The school will make extensive use of computers, databases and networks for instruction, management and communication between home, school and community. Hudson Schools will apply technology in concert with other elements of the design; technology will not merely be overlaid upon a "business as usual" teaching system.
- Electronic bulletin boards, community-access TV and a school-specific database will provide significant vehicles for parents and local businesses to hear from, communicate with or keep track of their school.

MODERN RED SCHOOLHOUSE
PAGE 3

- Through technology, parents will have two-way communication with teachers.

School and Community

- The school will establish its own "ready for school" standards and will work with a consortium of community agencies to assist in getting all children ready to learn by the time they begin school.
- The school will provide opportunities for parental involvement and parental education. Parents will consult with their child's teacher/advisor on a regular basis to follow -- and assist with -- the child's progress.
- The school will address the needs of "at-risk" students by providing an academic support system that has as its guiding principle that the school should do what it can do best -- and other agencies in the community should do likewise. Character building will be the school's unique contribution to help its at-risk youth.

DESIGN TEAM

William J. Bennett, John M. Olin Fellow, Hudson Institute and former Secretary of Education

Bennett served as Secretary of Education under President Reagan from February 1985 through September 1988. In that office, he became widely known as an outspoken proponent of education reform. He is the author of *James Madison High School: A Curriculum for American Students*. His other government positions include Director of the Office of National Drug Control Policy and Chairman of the National Endowment for the Humanities.

Mark Blitz, Vice President for Programs, Hudson Institute

Percy Clark, Jr., Superintendent, Lawrence Township Schools

Carol D'Amico, Research Fellow, Hudson Institute

Denis P. Doyle, Senior Fellow, Hudson Institute

Pierre S. du Pont, IV, Board of Trustees, Hudson Institute

Chester Finn, Jr., Director, Education Excellence Network, Vanderbilt University

Shirl E. Gilbert, II, Superintendent, Indianapolis Public Schools

Lindan B. Hill, Superintendent, Eastern Howard School Corporation

William Johnston, Senior Fellow, Hudson Institute

Leslie Lenkowsky, President, Hudson Institute

Joseph Martin, Superintendent, Kayenta Unified School District

MODERN RED SCHOOLHOUSE
PAGE 4

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John A. Murphy, Superintendent, Charlotte-Mecklenburg Schools

Bradley G. Showalter, Superintendent, Beech Grove City Schools

C. Steven Snider, Superintendent, Bartholomew School Corporation

Barbara O. Taylor, Board of Trustees, Hudson Institute

The Hudson Institute, a public policy research firm based in Indianapolis, Indiana, has an extensive record of experience and achievement in the area of education policy research, dating to the publication of the Institute's first major book on education, *Our Children's Crippled Future: How American Education Has Failed* in 1977.

THE NATIONAL ALLIANCE FOR RESTRUCTURING EDUCATION

An output-driven, performance-oriented system of American education that produces students meeting national achievement standards benchmarked to the highest in the world is the goal of The National Alliance for Restructuring Education. This group of nationally recognized education, social policy, management and technology experts proposes doing this by "breaking the current system, root and branch." The believers include the states of Arkansas, Kentucky, New York and Vermont, and Washington, and Pittsburgh, Rochester, San Diego and White Plains, all of which have signed on as participants. The plan starts with the premise that nothing short of a complete reinvention of the present system will do. It calls for defining the outcomes wanted and measuring that progress accurately. Then it calls for enriching curriculum, partly by altering teaching methods, partly by the application of technology to the classroom. Health and human services will be integrated with the schools. Organizationally, schools and entire systems will take a lesson from America's best corporations and apply principles of Total Quality Management. Special attention will be paid to coalescing the support of the host communities throughout the reform effort.

STUDENTS SERVED

Currently, the states and school districts mentioned are already working with the National Alliance and constitute approximately 12 percent of the nation's school children.

INITIAL SCHOOL SITES

The National Alliance plans to have 243 "break the mold" schools in seven states by 1995.

KEY FEATURES

Design Challenges

- *Defining what outcomes are wanted and creating good measures of progress toward those outcomes*
- *Connecting schools to the curriculum and institutional resources they need to perform to high standards*
- *Improving the planning, financing and delivery of health and human services to more effectively support student learning*

NATIONAL ALLIANCE
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- *Adapting for education the principles of the total quality movement as they have evolved recently in the best American firms*
- *Identifying those strategies that will foster sustained public support for world-class student performance standards and the revolutionary changes in policy and practice needed to meet them*

Curriculum

- An outcome-based curriculum will be developed that gives students access to the depth of knowledge in the core subjects and that allows students to meet world class standards.
- The Center on Student Learning at the Learning Research and Development Center, a unit of the University of Pittsburgh, will help the National Alliance establish a growing bank of teacher-oriented research information, and identify the most advanced curriculum proposals in the country to serve as intellectual and practice resources for the Design Team. Teachers can then develop their own curriculum through these resources.
- A Design Team partner, the Commission on the Skills of the American Workforce, will work with the schools in the Alliance to help them devise the policies and practices required for an effective school-to-work transition program. They will design the curriculum to reinforce that transition.

Assessment

- The National Alliance will continue to work with the New Standards Project to develop standards and examination systems in all content areas covered by the National Education Goals as well as work skills at the 4th, 8th and 10th grade levels. It will draw on the work of national bodies such as the National Council of Teachers of Mathematics and on content frameworks developed by the states. The Project will also establish international benchmark standards for performance.
- Work has begun on the tasks that will constitute the core of the examinations. The first tests for use in math and English language arts will be ready by 1994-95; in work readiness by 1995-96; and science by 1996-97. Other discipline areas will follow.
- The New Standards Project's examination system will employ advanced forms of performance examinations as well as assessments of the quality of students' work through the use of portfolios, exhibitions and projects.

Technology

- Apple Classrooms of Tomorrow (ACOT) program of Apple Computer, Inc., backed by the full resources of Apple Computer and ACOT's national network of laboratories and demonstration sites, will be responsible for providing technical assistance needed for fully integrating advanced computer-based technologies into the new curriculum.

NATIONAL ALLIANCE
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Teacher/Staff Development

- Through a design team partner, the National Board for Professional Teaching Standards, rigorous standards are being developed and board certification will be available in 1993-94. States and communities who work with National Alliance will have an opportunity to redesign their teacher policy to meet the Board's new standards.

School and Community

- The Harvard Project on Effective Services and the Center for the Study of Social Policy will work with such organizations as National Center for Service Integration, Joining Forces and the National Center on Education and the Economy to create integrated, comprehensive services, beginning with pre-natal care, and including health care, family support services, child care and preschool education. Teachers will be able to mobilize services and support for children and their families. Other programs that will be developed include before and after school care, safe recreational opportunities and strong links between schools and homes.

Structure/Governance

- The schools will take the principles of the total quality movement and adapt them for use in education. Their strategy is to involve a growing number of industrial corporations with a strong reputation in the quality management field in direct technical assistance relationships with the schools, districts and states.
- Teachers will be students' collaborators, and must be the designers of the students' educational programs, not just implementers of others' designs.
- The principal's role will be reconceived. He/She will no longer be the enforcer of rules made elsewhere, but rather the leader and facilitator of the teacher's efforts.
- A far-reaching development program will be established that will contain observation and modeling, active practice, "scaffolding" (putting a new teacher side-by-side with a master teacher), coaching and guided reflection.

DESIGN PARTNERS

Apple Computer, Inc.

Center for the Study of Social Policy

Commission on the Skills of the American Workforce

Harvard Project on Effective Services

Learning, Research and Development Center at the University of Pittsburgh

NATIONAL ALLIANCE
PAGE 4

National Alliance of Business
National Board for Professional Teaching Standards
New Standards Project
Public Agenda Foundation
Xerox Corporation

SITE PARTNERS (enroll approximately 12 percent of the nation's school children)

State of Arkansas
State of Kentucky
State of New York
State of Vermont
State of Washington
Pittsburgh, PA
Rochester, NY
San Diego, CA
White Plains, NY

DESIGN TEAM

Marc Tucker, President and Founder, National Center on Education and the Economy

Tucker is the President of the National Center on Education and the Economy, a nonprofit organization engaged in public policy analysis and development, institutional design and technical assistance in education and human resources. Tucker previously served as Executive Director of the Carnegie Forum on Education and the Economy from 1985-87. The forum, a program of Carnegie Corporation of New York, released its major report, *A Nation Prepared: Teachers for the 21st Century*, in 1986, launching what has been widely referred to as the second wave of educational reform.

David Hornbeck, Co-Director, National Alliance for Restructuring Education and Maryland's State Superintendent of Schools for 12 years

Michael Cohen, Co-Director, National Alliance for Restructuring Education

Lauren Resnick, Director, Learning, Research and Development Center; and Director, New Standards Project

Robert Glaser, Director, Learning, Research and Development Center

Frank Farrow, Director of Children's Services Policy, The Center for the Study of Social Policy

Lisbeth Schorr, Director, Harvard University Project on Effective Services

David Dwyer, Principal Scientist and Project Manager of Apple Classrooms of Tomorrow, Apple Computer, Inc.

David Mandel, Vice President for Policy Development, National Board for Professional Teaching Standards

Deborah Wadsworth, Executive Director, The Public Agenda Foundation

THE ODYSSEY PROJECT

Students who graduate from Odyssey learning centers will be: Communicators; Collaborators; Creative Producers; Critical Thinkers and Concerned and Confident Citizens. This formal system of basic schooling for ages three to 18 will require students to master English, social studies (including geography), science and mathematics objectives, with an appropriate balance between learning concepts, acquiring information and applying essential processes. Odyssey students will also study a second language, art, drama and kinesthetics at each level of schooling. Instead of grade levels, age clusters will be used, with all movement in or out of learning cadres determined by accomplishment of performance outcomes, not age, grade levels or time frames. Learners will attend school at least 200 days each year. Social and health services will be available on campus. By the time they graduate from an Odyssey center, students will have performed at least 220 hours of quality community service time. All students will leave school technologically literate.

STUDENTS SERVED

More than 31,000 suburban and rural students with minority enrollment at .1 percent American Indian; .7 percent Asian; 17.9 percent African American; and, .2 percent Hispanic.

INITIAL SCHOOL SITES

The Gaston County (NC) School system, which operates 54 schools: 35 elementary schools, 12 junior high schools, and seven high schools. The school system is the second largest employer in the county, with more than 3,300 full- and part-time employees.

KEY FEATURES

Curriculum

- Each student who graduates from an Odyssey school will be an effective communicator, collaborator, creative producer, critical thinker and concerned and capable citizen.
- Curriculum will be based on four core subject areas: English, social studies (including geography), science and mathematics.
- Each Odyssey student will study a second language, music, art, drama and kinesthetics at each level of schooling.
- In the five levels of schooling or "learning centers," traditional grade levels will not be used. Instead, learners will be grouped by age ranges designated by a Greek letter. "Alpha" will designate preschool students ages 0-3; "Beta" will be the center for learners ages 3-6; "Gamma" for learners ages 7-10; "Delta" for learners ages 11-14; and "Odyssey" for learners ages 15-18.

THE ODYSSEY PROJECT**PAGE 2**

- At the three upper levels of Odyssey schooling, students will be required to attend weekly seminars that address national and world citizenship issues. These seminars will focus on multi-cultural issues that prepare students for living in a global society.
- At all levels of formal learning, community service will be an integral part of each student's life. By the time students graduate from an Odyssey Center, they will have performed at least 220 hours of quality community service.
- The project will use an outcome-based education model that focuses on the knowledge, skills and attitudes that students should possess when they graduate.

School and Community

- Family involvement with their child's schooling will be a primary goal of the Odyssey Project. The Alpha component will be designed to prepare families for later involvement with all levels of Odyssey schooling. Adult family members of Beta and Gamma students will provide 20 hours of service each year to the Center. The service may be completed in a variety of ways, but at least five hours will be spent in their child's learning station. At Delta and Odyssey Centers, adult family members will provide 10 hours of service to the Centers, with at least two hours at their child's learning station.

Structure and Governance

- Movement in and out of all levels will be determined by accomplishment of performance outcomes and not by traditional age, grade levels or time frames.
- For all levels, a Learning Support Center will be provided and will play a key role in students' accomplishing performance outcomes. The LSC, open from 6:30 a.m. to 6:30 p.m., also will provide make-up instruction for students who were absent from their regular classes.
- Students will graduate from the Odyssey Center when they have met all the performance outcomes defined for them since their entry into the Beta Center. During their last term in the Odyssey Center, students must prove through exhibition that they have mastered each of the exit outcomes -- including written and oral presentations, team role play activities, and an oral or written discussion of the purpose of government, among others. They must also present evidence of their physical, mental and emotional health and present two letters of recommendation.
- Schools will operate on a year-round schedule. Four terms of 10 weeks each will comprise the learning year, and students will attend each of the four terms for a total of 200 days. At the end of each term, a three-week mini-term will be provided. Students who accomplish all performance outcomes during the regular terms may attend enrichment or extension sessions or take time off during this period. Students who do not reach expected performance standards for that term will attend five- to seven-day mini-terms to improve performance before the next term begins.

THE ODYSSEY PROJECT

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- Each Odyssey Center will have an instructional manager and a non-instructional manager. The instructional manager will be responsible for the instructional leadership of the center. The non-instructional manager's responsibilities will be similar to that of an operations manager.
- Agencies will be contracted to provide health care, social services, wellness and other essential support programs to Odyssey students, and many of the agencies will provide these services in the school.

Teacher/Staff Development

- Teachers will be "learning facilitators" rather than "givers of information." Instead of the traditional role of lecturer, the teacher will assist and guide the students through the curriculum.

Assessment

- Evaluation will be based on both quantitative and qualitative measures. Learners will be expected to complete all performance outcomes before moving to the next Center. Quantitative measures will include the pairing of each Odyssey center with a non-U.S. school and a comparison to established national norms. Qualitative measures will include analysis of collected data in six areas: philosophical considerations, curriculum structure, instructional practice, assessment and monitoring procedures, organizational arrangements and administrative support and staff development.

DESIGN TEAM

**Design Team Leader -- Joseph F. Miller, Director, Research, Planning and Development,
Gaston County Schools**

An active participant in school improvement issues in North Carolina, Miller moved through the educational ranks, from teacher, to principal and university program director before joining the Gaston County Public Schools as Director of Research, Planning and Development in 1991. A well known consultant to school districts, he has helped Alcoa City Schools, Tennessee; South Western City Schools, Grove City, Ohio; and, Lincoln County Schools, North Carolina, with such issues as administrative team building, site-based management and managing change and conflict.

Jane Buckner, Instructional Specialist in Early Childhood Education, Gaston County Schools

Nancy Drake, Member, Gaston County Board of Education

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Brenda Ratchford, Director of Middle School Education, Gaston County Schools

THE ODYSSEY PROJECT

PAGE 4

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Melinda Ratchford, Director of Media and Technology, Gaston County Schools

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ROOTS AND WINGS UNIVERSAL EXCELLENCE IN ELEMENTARY EDUCATION

Roots and Wings seeks to provide every student not only with strong basic skills, but also with the thinking skills, creativity, flexibility and broad world view to learn. With strong roots in the appropriate curriculum and support services for all children, students will be prepared to succeed in their early years of schooling, and thus will develop wings to carry them to further successful learning. The design calls on "neverstreaming," as opposed to mainstreaming -- based on the concept that children get lost or incorrectly labeled early in their school careers and then must be mainstreamed back into regular classrooms. Neverstreaming suggests that most children will succeed in regular classrooms if given the best early tools in school.

STUDENTS SERVED

Primarily rural children from birth through age 11, with a minority population between 22 percent and 37 percent.

INITIAL SCHOOL SITES

Four elementary schools in Lexington Park, MD (St. Mary's County):

Green Holly
Lexington Park
George Washington Carver
Ridge Elementary

KEY FEATURES

Curriculum

- "WorldLab," a program in which children work on simulations of real-life problems and activities, will be used throughout the elementary grades. For example, students might represent South American delegates to a conference on the rain forest, at which they would have to know about the history, geography and culture of South America. They will also engage in real activities related to their own communities, such as planning a park or solving a traffic problem.
- Curriculum and instructional methods will be developed to help students reach world class standards in reading, writing/language arts, mathematics, science and social studies. The programs in each area will make extensive use of cooperative learning and integration across disciplines. Learning in each subject will be closely tied to the activities of the WorldLab simulations.

ROOTS AND WINGS**PAGE 2**

- An after-school program will be offered to all students that will include cross-age tutoring, special education, Chapter One services and a latch-key program.

School and Community

- To prevent prolonged remedial and special education, "neverstreaming" programs will be instituted. Neverstreaming will provide prevention and early intervention strategies that are effective in keeping most students from needing long-term remedial or special education services. Children who are at-risk will receive tutoring, family support services, assistance in the regular classroom and other services intended to help them succeed in mainstream classrooms.

Structure and Governance

- Roots and Wings will focus on early and elementary years, extending from birth through age eleven.
- There are no grades at Roots and Wings schools; students are flexibly grouped across age lines according to their accomplishments and interests.
- Building on existing programs for infants and toddlers in Maryland, Roots and Wings schools will be family development centers, combining funding from federal, state, local and community sources to serve the families of at-risk children of all ages.
- A family support team at each Roots and Wings school will work to increase parent participation in the school and to integrate services such as health, mental health and day care programs, adult education and assistance with food and rent.
- Each Roots and Wings school will have a facilitator to help the school's staff implement the design. The facilitator will coach teachers implementing the new curricula, see that all staff are coordinating their activities and make certain every child is succeeding.
- A School Improvement Team at each school will meet frequently to ensure that Roots and Wings' design is tailored to meet the school's needs.
- Parents will have a choice to send their children to any of the four pilot schools, consistent with availability of space. Teachers and other staff will have to make an affirmative choice to teach in a Roots and Wings school.

Technology

- Computer technology will be used extensively in all Roots and Wings schools, especially in conjunction with WorldLab. Students will have access to CD-ROM encyclopedias and other databases and they will simulate scientific experiments on the computer.

ROOTS AND WINGS

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Assessment

- Each student in a Roots and Wings school will have a "passport," a record of accomplishments that will follow the student throughout his or her time in the school and into any other school in the same district. Much of this record will consist of adaptive assessments students will take on computers. In addition, portfolios of written work -- especially compositions, reports and projects -- will be kept as part of the passport. These materials will be used within the school to help determine placements and progression through the nongraded blocks and will move with a child as he or she goes to another school.
- Children will be assessed each year through innovative, performance-based measures recently developed by the State of Maryland for grades 3 and 5 or on assessments linked to these in grades K, 1, 2 and 4. World class standards for these assessments will be set on the basis of pilot programs in Maryland and Germany. Roots and Wings schools expect to increase -- by 20 percentage points each year -- the proportion of students exceeding these standards.

DESIGN TEAM

Robert E. Slavin, Project Director, Center for Research on Effective Schooling for Disadvantaged Students, Johns Hopkins University

One of the best known educational researchers in the world, Robert Slavin is co-director of the Early and Elementary Program, Center for Research on Effective Schooling for Disadvantaged Students at Johns Hopkins University. He is a leading authority in the areas of cooperative education, school organization, mainstreaming and programs for disadvantaged students. A prolific author, Slavin has written more than 140 articles and 12 books and has worked with many school districts around the country to improve their educational systems.

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ROOTS AND WINGS

PAGE 4

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Gastonia, NC 28053

REFERENCES

How are communities going about creating their New American Schools?

New American Schools Development Corporation

1000 Wilson Boulevard, Suite 2710
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(703) 908-9500

Charlotte-Mecklenberg, North Carolina

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Modern Red Schoolhouse

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New Iowa Schools Development Corporation

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Des Moines, Iowa 50312-2999
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I. DEFINING WHAT ALL STUDENTS NEED TO KNOW AND BE ABLE TO DO—WORLD CLASS STANDARDS

National Council of Teachers of Mathematics

Curriculum and Evaluation Standards for School Mathematics

1906 Association Drive

Reston, Virginia 22091

(800) 235-7566, Extension 135

Portland Middle School

Bill Adams, Principal

745 Storz Avenue

Portland, Michigan 48875

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National Alliance for Restructuring Education

(See above)

Modern Red Schoolhouse

(See above)

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II. DOING WHATEVER IT TAKES TO HELP ALL STUDENTS REACH THOSE STANDARDS

THE CURRICULUM

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Core Knowledge Foundation
John Holdren
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INSTRUCTION

Mohegan School
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Expeditionary Learning
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TIME

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Modern Red Schoolhouse
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Co-NECT Schools
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Co-NECT Schools
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THE COMMUNITY

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Chicago, Illinois 60624
(312) 534-6500

POLICIES AND MANAGEMENT

Community Learning Centers of Minnesota
(See above)

Charter Schools
Ted Kolderie
Community Learning Centers
Center for Policy Studies
59 West 4th Street
St. Paul, Minnesota 55102
(612) 224-9703

Education Alternatives, Inc.

David Bennett, President
1600 West 82nd Street, Suite 250
Minneapolis, Minnesota 55431
(612) 885-5572
(800) 444-5014

South Pointe Elementary School

Ms. Pat Parham, Principal
1050 4th Street
Miami Beach, Florida 33139
(305) 531-KIDS

Educational CHOICE Charitable Trust

Timothy Ehrgott, Executive Director
7440 Woodland Drive
Indianapolis, Indiana 46278-1719
(317) 297-4123

Children's Educational Opportunity

(CEO) Foundation
Robert Aguirre, Director
P.O. Box 15039
San Antonio, Texas 78212
(512) 299-1171

Partners Advancing Values in Education

(PAVE)
Daniel McKinley, Executive Director
3501 South Lake Drive
P.O. Box 07912
Milwaukee, Wisconsin 53207-0912
(414) 747-1505

Heartland Plan of Chicago

Joseph Bast
Center for Rebuilding America's Schools
634 South Wabash, Second Floor
Chicago, Illinois 60605
(312) 427-3060

TEACHERS

**National Alliance for Restructuring
Education**
(See above)

Bensenville Community Design
(See above)

Co-NECT Schools
(See above)

Los Angeles Learning Centers
(See above)

Sandia High School
Jimmy Juarez, Principal
7801 Candelaria N.E.
Albuquerque, New Mexico 87110
(505) 298-0988

III. ASSESSING STUDENT PERFORMANCE IN RELATION TO WORLD CLASS STANDARDS

National Alliance for Restructuring
Education
(See above)

Sullivan High School
Robert Brazil, Principal
6631 North Bosworth
Chicago, Illinois 60626
(312) 534-2000

California Assessment Program
Dale Carlson, Director
721 Capitol Mall, Fourth Floor
Sacramento, California 95814
(916) 657-3011

Kentucky Department of Education
Division of Accountability
C. Scott Trimble, Director
500 Mero Street
Frankfort, Kentucky 40601
(502) 564-4394

Maryland State Department of Education
Robert Gabrys, Assistant State
Superintendent for School Performance
Ron Pfeiffer, Director
of Public Information
200 West Baltimore Street
Baltimore, Maryland 21201
(410) 333-2000

Vermont Department of Education
Douglas Walker
120 State Street
Montpelier, Vermont 05620
(802) 828-3111

Odyssey Project
(See above)

Albert Einstein High School
Katheryn Gemberling, Deputy
Superintendent for Instruction
Montgomery County Public Schools
650 Hungerford Drive
Rockville, Maryland 20850
(301) 279-3126

IV. WORLD CLASS STANDARDS: WHO'S LEADING EFFORTS TO DEVELOP THEM?

MATHEMATICS

The National Council of Teachers of Mathematics has already developed World Class Standards in mathematics. These standards can be used to inform or guide the development of local curricula in mathematics.

The National Council of Teachers of Mathematics Curriculum and Evaluation Standards
Order Processing
1906 Association Drive
Reston, Virginia 22091
Item Number: 398E1, ISBN 0-87353-273-2
Cost: \$25 each (discounts for bulk orders)

The following groups are receiving support from the U.S. Department of Education to lead the development of World Class Standards:

SCIENCE

Ken Hoffman
National Academy of Sciences
National Research Council
2101 Constitution Avenue, N.W.
Washington, D.C. 20418

Projected completion date for World Class Standards in science: summer 1994.

HISTORY

Charlotte Crabtree
National Center for History in the Schools
University of California at Los Angeles
231 Moore Hall, 405 Hilgard Avenue
Los Angeles, California 90024

Projected completion date for World Class Standards in history: spring 1994.

THE ARTS

John Mahlmann
Music Educators National Conference*
1902 Association Drive
Reston, Virginia 22091

Projected completion date for World Class Standards in the arts: summer 1994.

**(These art standards are being developed in coordination with the American Alliance for Theater and Education, the National Art Education Association, and the National Dance Association.)*

CIVICS

Charles Quigley
Center for Civic Education
5146 Douglas Fir Road
Calabasas, California 91302

Projected completion date for World Class Standards in civics: summer 1994.

GEOGRAPHY

Anthony de Souza
Geography Standards Project
National Council of Geographic Education*
1600 M Street, N.W.
Washington, D.C. 20036

Projected completion date for World Class Standards in geography: winter 1993.

**(These geography standards are being developed in coordination with the Association of American Geographers, the National Geographic Society, and the American Geographical Society.)*

ENGLISH

Jean Osborn
The Center for the Study of Reading*
174 Children's Research Center
51 Gerty Drive
Champaign, Illinois 61820

Projected completion date for World Class Standards in English: fall 1995.

"(These English standards are being developed in coordination with the Nation Council of Teachers of English and the International Reading Association.)

You don't have to wait! Although World Class Standards have not yet been developed, many of the above groups are using various documents to inform their discussions. Those documents are available now, and many are listed in the "Documents For Setting Standards Today" section of *Creating a Strategy: National Education Goals 3&4*.

B. Understanding Diversity

- By the end of Grade 3, students will:* *By the end of Grade 6, students will:* *By the end of Grade 9, students will:*
11. know about and value the contributions of people from a wide variety of cultures, races, religions, socio-economic backgrounds, and abilities, in the school, the community, Canada, and the world
 12. understand and appreciate the similarities and differences among various peoples
 13. appreciate both their own uniqueness and worth and those of every individual, including elders and people with special needs
 14. understand and appreciate the experience of people who have successfully faced various challenges
 15. understand the influence of cultural and family traditions on the choices and decisions made by individuals and groups
 16. know about the history of Canada and understand the perspectives of the different groups who played a part in that history
 17. understand how differing climatic conditions, geographic features, and natural resources in various parts of Canada affect the choices that people, businesses, and industries make with respect to settlement and location
 18. understand and acknowledge the rights of individuals and groups and be willing to carry out their responsibilities as citizens in the home, school, community, and workplace, and to work to bring about a more just society

understand and accept differences between their own and their family's beliefs and attitudes and those of others

investigate the culture of their ancestry and explain why they value it

identify and define their own beliefs, attitudes, and aspirations and discuss the factors that have shaped them

By the end of Grade 3, students will:

By the end of Grade 6, students will:

By the end of Grade 9, students will:

identify and describe characteristics that make their class, school, and community unique

investigate the attitudes towards change in a variety of cultures

demonstrate knowledge of a variety of cultural traditions and the ways in which cultural traditions influence the choices and decisions made by individuals and societies

identify and discuss similarities and differences among environments in different regions of the earth, at both a local and a global level

value their own race, ethnocultural and linguistic background, gender, and faith, and respect those of others

recognize the importance of the principles of equity, equality before the law, human rights, and the rights of children, and understand the relevance of these principles in the context of home, school, community, and society in general

value their own race, ethnocultural and linguistic background, gender, and faith, and respect those of others

describe the outstanding accomplishments of a variety of individuals and groups in the community, province, and country

analyse issues that affect individual and social well-being, such as child abuse, spousal abuse, sexual assault, and other forms of violence, and identify appropriate strategies to address these issues

recognize and understand the effect of such variables as gender, age, race, ethnicity, and disability on people's attitudes and opportunities

identify different roles performed by adults and children in the home, school, and community and recognize their worth

investigate and demonstrate knowledge of Canada's regional, physical, political, economic, and demographic diversity

consider and describe their relationship to others within their home, school, and community

recognize ways in which views of occupational roles are influenced by stereotyping and bias

investigate and discuss the characteristics and processes of human-made and natural geographic patterns

recognize and discuss the contribution of various cultures to their community

identify and communicate with members of the community, in a variety of walks of life, who are positive role models

recognize and accept both similarities and differences among people

recognize that men, women, and children have contributed to the development of Canadian society and discuss some of these conditions

Research Manual



America 2000/Goals 2000 - Moving
the Nation Educationally to
a "New World Order"

Compiled and Edited by:

James R. Patrick

PDF Archive 04

Connections and Conflicts of Interest

(Or, There Ought'a Be An Investigation!)

Private, for-profit, design team projects. Connections of those involved. New information on vouchers (educational "choice"). Legislation. Etc.

Billy Lyon

October/November, 1992

Revised.

- PREFACE -

This paper began as a revision and update of the original article, "\$\$\$\$ 'Choice' For Profit? \$\$\$\$, " about the Edison Project. Since writing that article, however, the eleven "Design Teams" have been selected by the New American Schools Development Corporation and the released embargoes received, giving more fodder for grist. To be perfectly honest, some of the connections were just too irresistible to ignore. Each one led to another and this paper has grown like over-leavened dough. The "Design Teams," new information from America 2000, proposed legislation, and a little digging in some old files, provided further insight into the voucher proposals. This paper is about vouchers (educational "choice") as much as anything, but from a different perspective. The Design Teams give you an idea of what kind of "private schools" the vouchers may eventually be used for.

For those who received the earlier " 'Choice' for Profit?" article, Appendix A contains additional information on Time-Warner, Benno C. Schmidt and Chester Finn, Jr. The material on James S. Coleman in Appendix B is especially significant.

By no means, does this paper cover all connections, or even all the "Design Teams." We're sure that those who are left out will not be offended. A chart is enclosed which, hopefully, will help you see some of these connections.

As you read this paper, keep in mind that in the beginning of talks on education reform/restructuring, all that citizens were demanding was a return to traditional basics. They wanted children to be able to read!

- CONNECTIONS AND CONFLICTS OF INTEREST- (Or, There Ought'a Be An Investigation!)

Time-Warner and "Cop-Killer"

If you liked Time-Warner's production of "Cop-Killer," the violent, vulgar song by heavy metal rapper, Ice-T, that has police associations across the country alarmed, you'll be overjoyed to learn of Time-Warner's involvement in two prominent education projects scheduled for replication in schools across the country, both of which would benefit from an educational "choice" or voucher plan. We might ask, "If Time-Warner will stoop to producing something as insidious as 'Cop-Killer,' hiding behind the First Amendment, arguing 'freedom of speech,' or 'commitment to the free expression of ideas...,' what else will they do? What might they put in a curriculum for school children?"

Conservative and mainstream news sources alike, have reported bits and pieces of this story, carefully omitting certain connections. In this instance, conservatives have been more guilty of censure by omission than the liberal press they chastise and condemn. For example, have you ever seen Time-Warner and "Cop-Killer" mentioned in the same story with Time-Warner, Whittle and the Edison Project? Have you read in any conservative report that John Chubb who came to Texas promoting vouchers for private schools is a team member of the Edison Project which would accept and benefit from government vouchers? If you have read either, please send me a copy. Some

very informative articles have been written connecting Time-Warner and Whittle's "Channel One"; some have even reported Time-Warner as one of the 5 top offenders and most frequent sponsors of sex, violence and profanity on television in 1992; but these same ones ignore the Time-Warner-Chris Whittle-John Chubb-Edison Project connections.

The Edison Project, Time-Warner, Whittle Communications -

Chris Whittle's Edison Project is an initiative to build a national, private, for-profit school system. Time-Warner is not only a full partner in The Edison Project, but owns 50% of Whittle's principal company, Whittle Communications LP.¹ Other Edison Project partners and financiers are Phillips Electronics and Associated Newspapers Holdings, which have agreed to spend up to \$60 million for the 3-year study.

Team members of The Edison Project include Yale University President Benno C. Schmidt, Jr.; Lee Eisenberg, former editor-in-chief of *Esquire* (Whittle was once co-owner); Dominique Browning, former assistant managing editor of *Newsweek* magazine; Vanderbilt University professor and former Asst. Secretary of Education in the Reagan Administration, Chester E. Finn, Jr.; and John Chubb of the liberal Brookings Institution and Center for Education Innovation. See Appendix A for detail on team members.

"Channel One" - Advisory Panels - NASDC -

Whittle Communications is well known for its controversial "Channel One" news programs and commercials beamed into classrooms across the country to the consternation of many parents and teachers. Few may be aware, however, that Saul Cooperman and Judith E. Lanier, members of "Channel One's" Council of Advisors (which includes presidential candidate and Texas education reformer, Ross Perot), are on the Advisory Panel of the NEW AMERICAN SCHOOLS DEVELOPMENT CORPORATION (NASDC).²

NASDC is the private, nonprofit corporation set up by American business leaders at the request of President Bush to develop a new generation of American schools by contracting with and supporting the most promising, "break the mold," "start from scratch" curricula "design teams." Even though NASDC is non-profit, the eleven winning "Design Teams" will be for-profit. NASDC is part of America 2000, the President's new education restructuring strategy, which has seen a blitz of advertising since it was announced.

Friends in High Places -

It is worth noting that Secretary of Education, Lamar Alexander, appointed by President Bush, is a "long time friend" and former business partner of Chris Whittle. (See Appendix A.) It's nice to have friends in high places—or at least in the *right* place.

Whittle Communications was one of 6 presenters in the July "Texas Distance Learning Conference" in Austin, led by the Public Utility Commissioner, two State representatives, and Project Bluebonnet. Speakers and presenters included Dr. Lionel "Skip" Meno, Texas Commissioner of Education, other educators, and business representatives, including IBM, and Apple Computer. According to the conference schedule, Alan Gibb, Vice President of School Relations with Whittle Educational Network, explained how technology was used in a joint effort between the Michigan Department of Education and Whittle Communications to link a state-wide teleconference.

Distance learning technology, including fiber optics, microwave, and other transmission formats, is the wave of the future in education. The "design teams" will use advanced communications technology. Most federal education legislation has provisions for such technology. A recent Senate bill, S-1275, would have established an Office of Educational Technology within the Office of Educational Research and Improvement, the Federal research arm of the Department of Education. Title IV of S-2, another Senate bill, addressed "Distance Learning" and technology.³

Time-Warner - NASDC's Audrey Cohen College Design Team - CED -

Another major education project that Time-Warner is participating in is The College For Human Services (AUDREY COHEN COLLEGE DESIGN TEAM), represented by Candice Carpenter, President, Time-Life Video. This is one of the eleven "Design Teams" selected by NASDC. Fellow members of this team include the U.S. Chamber of Commerce, The National Alliance of Business (NAB), The National Urban League, the Committee For Economic Development (CED) and others. Recall that CED gave us *The Unfinished Agenda*, a blue print for education restructuring and early childhood education/intervention.⁴ Networking with foundations such as Carnegie, Exxon and Rockefeller, as well as foreign entities, CED has had tremendous influence on education and the economy.

The AUDREY COHEN COLLEGE DESIGN TEAM has several interesting connections, so bear with us. We'll come back to the important Committee for Economic Development and Deputy Secretary of Education, David Kearns, after a "side trip." This gets downright mind-boggling.

Audrey C. Cohen- World Future Society -

Audrey C. Cohen, for whom the project was named, travels in New Age circles. Design team information released from NASDC described her as a "professional educator and social inventor", and stated, "...she has focused the educational process to ...create constructive change. Promoting service to

others, in a society whose economic foundation is increasingly tied to the global service and information economy, has been the cornerstone of Ms. Cohen's diverse civic and professional activities."

In 1986, Audrey Cohen was on the Steering Committee of "Future Focus, The Next Fifteen Years," a conference organized by the World Future Society. The conference focused on "crisis management and conflict resolution." Cohen was also organizer and moderator of one of the concurrent sessions, "The Education of the Future," which dealt with "a shift from an industrial to a service economy... advanced technology...." etc.⁵ Lynell Johnson of *Weekly Reader* was on another concurrent session, "Whose Future Is It?" *Weekly Reader* Corporation is represented on the Audrey C. Cohen Design Team also.

Other concurrent sessions were: "Medical Science in the Future"; "New Thinking for Community Futures Projects," which included New Ager, Hazel Henderson; "New Directions For World Order"; "The New Politics: Synergistic Technologies & Conflict Resolution," with Hazel Henderson of the Club of Rome & Calvert Group Investment Fund (a fund started by New Agers) and Charlene Spritnak, co-author *Green Politics* and *Politics of Women's Spirituality*; "The Education Crisis: Reforms & Rituals"; "Anticipatory Democracy:..."; "Team Building:..."; etc., etc.

Among the conference Directors were: Orville Freeman, former U.S. Agriculture Secretary; John W. Gardner, former U.S. Secretary of HEW; New Ager Barbara Hubbard, President of FUTURES NETWORK; Sol M. Linowitz (who gave away the Panama Canal); Robert McNamara, former president World Bank, (AND under whom the Rand Corporation-developed PPBS was introduced as a "systems approach" to defense planning and programming at the Defense Department in the early 1960's, and which was later brought in to control education under Title III of the ESEA!)

Howard Didsbury - Kean College, NJ -

On the Steering Committee of the 1986 World Future Society conference with Audrey Cohen was Howard F. Didsbury, Jr., Professor of Future Studies at KEAN COLLEGE in NEW JERSEY, and Director of Media Projects of the World Future Society. He was on the concurrent session, "Weapons in Space: Increasing Global Insecurity," and on the Conference Course, "An Introduction to the Study of the Future." He has authored several books, including: (Editor), *Communications and the Future*, (1982), *The World of Work* (1983), *Creating a Global Agenda* (1984), and *The Global Economy* (1985). Didsbury was also on the Conference Planning Team for the World Future Society's 1985 conference, "The Global Economy, Today, Tomorrow, and the Transition", as well as speaker at the 1992 World Future Society Conference, "Creating the 21st Century, Institutions and Social Change," along with Marilyn Ferguson and other New Agers.⁶

What's interesting is that Howard Didsbury, Jr., collaborator in a World Future Society conference with

Audrey Cohen (whose "Design Team" was one of the 11 NASDC winners) is from KEAN COLLEGE, NEW JERSEY. THOMAS KEAN, former governor of NEW JERSEY and President of Drew University, is, coincidentally, CHAIRMAN of the NASDC BOARD of DIRECTORS, who are responsible for the final selection of the "Design Teams." Sources in New Jersey said that Thomas Kean's ancestors founded Kean College in 1855, but it is not known if there is any connection today. But of course, the NASDC Board of Directors adopted policies to avoid conflicts of interest when the concern about conflicts of interest arose at the Bidders Conference.

Dorothy Maver - U.N. - Global Education Project - Robert Muller - GATE -

KEAN COLLEGE has another intriguing connection in this strange web. Dorothy J. Maver, Ph. D. (Education) is an adjunct faculty member at KEAN COLLEGE where she supervises student teachers and offers teacher training seminars. She is also on the Project Design Team of the Global Education Project of the University of Peace, an institution created by the United Nations General Assembly, and whose chancellor is Robert Muller, former Assistant Secretary of the United Nations. The team's goals are to "design and implement a Global Education Program for Peace and Universal Responsibility that includes: (a) a shared, global conceptual framework...relevant to any community on the globe; (b) indigenously developed curriculum materials that reflect the project theme, 'Thinking Globally, Acting Locally'; (c) classroom methodologies that kindle, nurture...creative capacities; empowering teachers..and students."

Among the accessible resources listed for this U.N. Design Team, in addition to The University for Peace and the Government of Costa Rica, are: The Preparatory Committee of the United Nations Conference on Environment and Development; The Robert Muller School Pilot Program; and The Global Alliance for Transforming Education (GATE), on whose steering committee Dorothy Maver serves, and whose purpose is "holistic education" and "creating critical mass for change." According to "Project Design Team Resumes," Maver was scheduled to teach a two-year course of study, *Planning the New Education*, in Arlington, Texas, USA beginning June, 1990.⁷ This is the location of the Robert Muller School where his World Core Curriculum (birth-12th grade) is taught. This curriculum, according to the manual, uses the "Ageless Wisdom teachings" based on the underlying philosophy of occultist, Alice A. Bailey.⁸

Other goals of the U.N. Global Education Design Team Project are: to offer this program to every country in the world through governmental and/or non-governmental agencies by the year 2000; to pilot test from Sept., 1991 - June, 1992 with schools from various countries for which contracts and interest already exist; to develop four developmentally-oriented train-

ing manuals (birth-7, 8-14, 15-21, adult); to work in co-operation with UNESCO, UNICEF, WHO, UNEP, UNFPA, UNDP, and other relevant United Nations agencies.⁹

Seven Ray Institute & University - ESCEF -

Maver is also co-founder and director of the New Age, occultic Seven Ray Institute and University of the Seven Rays, with branches in the U.S.A. (New Jersey, location of Kean College), Australia, Canada, New Zealand and the Soviet Union. In her teaching, Maver utilizes the latest in brain research, transformational kinesiology, and her own *Student Identity Profile*, a psychological instrument for self-understanding and vocational counseling.¹⁰

The University of the Seven Rays is allied with the Esoteric Sciences & Creative Education Foundation, Inc. (ESCEF) of Australia, where Maver participates in conferences. The January, 1991 ESCEF Newsletter (page 1), reported "the first global ESCEF Conference, 'Networking the Light - Unity through Consciousness,' held in Sydney in October 1990," with presenters from the faculty of the Seven Ray Institute and University of Seven Rays of New Jersey, which included Dorothy Maver. Her subject was "Global Education - The Esoteric Connection." From a tape and transcript of Maver's talk at this Conference we learn that educators from 9 countries "gathered in Chicago, Illinois... and discussed the potential for Global Holistic Education, not just for the United States, but a contextual frame work, applicable around the world... with spirituality as a keynote." We learn, too, that Gloria Crook, Director of the Robert Muller School in Arlington, Texas, is on the faculty of the University of the 7 Rays, and that the Robert Muller School will be used as a model school, along with others, to pilot the U.N. Global Education Project. "The goal—to present a contextual framework in June, 1992 at the ecological and environmental conference in Brazil, where it is being recommended by the United Nations that a parallel theme be Global Education." Maver believes that this potentially represents "an esoteric connection in Global Education. Targeted at main-stream. It is not an alternative, it is main-stream." She told her audience "to encourage this natural bridging process... that when educators begin to speak of bridging, that is when the new education will come to light.... The natural bridging process—the esoteric connection... a vision of hope... a vision of love,... a vision of joy.... The keynote of this solar system of joy." (Reminds me of W. Edwards Deming, "Mr. Joy," -ed.) Maver also mentioned President Bush's "Points of Light" initiative and said, "... we can identify and recognize the esoteric connection." And, finally, The University of Seven Rays presented a conference, "Into The Light," coordinated by The Center For Applied Knowledge, at The Unity Church of Dallas, August 15, 1992. Speaking of "light," The Points of Light Foundation is represented on the Audrey C. Cohen Design Team also.

The June, 1991 ESCEF Newsletter (page 2) announced an ESCEF Education Seminar entitled, "BRIDGING EDUCATION INTO THE FUTURE," that was held in Adelaide, Australia on June 22, 1991, "the first in a series of ten ESCEF public seminars... (which) will look at education and how we can transform the way we look at ourselves and our relationship with the world by emphasizing our innate human potentials - the intuitive, creative, emotional, imaginative and spiritual, as well as the rational, logical and verbal."

The seminar appears to be a "bridging"—first cousin to one held 4 months later in the U.S. entitled "LEARNING FOR ALL: BRIDGING DOMESTIC AND INTERNATIONAL EDUCATION," sponsored by The United States Coalition for Education for All (USCEFA), with participants from 156 countries networking to reform education worldwide. A paper accompanying the USCEFA Conference Report said, "USCEFA was created as an outgrowth of the World Conference on Education for All, which was sponsored by the World Bank, UNESCO, UNICEF, the United Nations Development Program and 23 co-sponsors." The USCEFA conference was held in Alexandria, VA, Oct. 30-Nov. 1, 1991, with First Lady Barbara Bush, Honorary Chair. DAVID KEARNS, DEPUTY SECRETARY, U.S. DEPT. of EDUCATION, was a keynote speaker, along with Albert Shanker, American Federation of Teachers; Elena Lenskaya, Deputy Minister of Education, Republic of Russia; and James Grant, Executive Director, UNICEF.¹¹ ("Bridging" does appear to be the new buzz word among globalist educators, and is being picked up by the mainstream and conservatives alike, just as Dorothy Maver said.)

(USCEFA) - President Janet Whitla - "Atlas Communities"

USCEFA President, Janet Whitla, is also a NASDC Design Team, "ATLAS COMMUNITIES," with Brown University's Theodore R. Sizer (Coalition of Essential Schools); Psychiatrist James P. Comer, Yale University Child Study Center (who was provided \$15 million by the Rockefeller Foundation for his school reform experiments.)¹²; Howard Gardner (Harvard Univ.), who was also a USCEFA conference panelist and is Director of "Project Zero"; and others from Brown U. and the Yale Child Study Center. "Partners" in "Atlas Communities" are Apple Computer, AT&T, IBM, and the National Alliance of Business. Apple Computer and IBM, by the way, are listed among the Co-Sponsors of the USCEFA conference.

Which brings us back to David Kearns, the Committee for Economic Development (CED), and its partnership on the Audrey Cohen Design Team, with which Time-Warner is connected. You may want to look back on pages 2 & 3 to re-connect for this "trip."

**David T. Kearns, Asst. Secretary
of Education - CED - Time
Incorporated -**

In addition to being a keynote speaker at the USCEFA conference, David T. Kearns, Deputy Secretary of Education under Lamar Alexander (Chris Whittle's friend), is a CED Board of Trustees, former CEO of Xerox, and before that, a vice president in the data processing division of IBM. Kearns co-authored *Winning The Brain Race* in 1988, with another CED trustee, Dennis P. Doyle, whom we'll get to shortly. In the section "About the Authors," we learn that "Kearns is a member of The Business Roundtable (which has enough clout with NASDC that the NASDC *Request For Proposals* book devotes Appendix B, pages 57-58, to Business Roundtable Principles - ed.), The Business Council, and the Council on Foreign Relations. He is... (on) the board of directors of Chase Manhattan Corporation, TIME INCORPORATED (now TIME-WARNER)... member of the National Board for Professional Teaching Standards (NBPTS)... (and) member of the board of trustees of the National Urban League...."¹³

(The Plot Thickens. Yes, we're mind-boggled too!).

NAB, NBPTS, & NASDC's "The National Alliance for Restructuring Education" Design Team -

The National Alliance of Business ("Atlas Communities") and the National Board for Professional Teaching Standards (NBPTS) (David Kearns) are both represented on yet another NASDC Design Team, "THE NATIONAL ALLIANCE FOR RESTRUCTURING EDUCATION" (Carnegie's David Hornbeck, Co-Director), along with Marc Tucker, Executive Director of the Carnegie Forum on Education and the Economy (1985-87), Apple Computer, Xerox Corporation, and others.

Where did the idea for a *National* Board for Professional Teaching Standards originate? Not with your local teachers! "... the Carnegie Task Force on Teaching as a Profession, in its pivotal report, *A Nation Prepared: Teachers for the 21st Century*, called for the establishment of a National Board for Professional Teaching Standards. The following year, 1987, this unique institution in the life of American education was born."¹⁴ (Carnegie speaks and presto... !-ed) The entire NBPTS Board of Directors is too lengthy to list, but you'll recognize these few: James B. Hunt, Jr., NBTS Chairman, former Governor and now candidate again for Governor of North Carolina; James P. Comer, Yale Child Study Center (on "Atlas Communities"); NEA President Keith B. Geiger; Ford Foundation's Barbara R. Hatton; Bill Honig, Superintendent of Schools, CA; Albert Shanker, AFT; Damon P. Moore, IBM Education Systems; David T. Kearns; AND Judith E. Lanier ("Channel One's" Council of Advisors and NASDC's Advisory Panel).

"What kind of 'selling' job did Carnegie do with 'A Nation Prepared'?", one writer asked. "Phyllis Schlafly answered this question, in part, in her May, 1989 report: *The Governors who seem willing to promote Carnegie's proposals, and even present them as their own are former North Carolina Governor, James Hunt, New*

Jersey Governor THOMAS KEAN, former Tennessee Governor LAMAR ALEXANDER, Kentucky Governor Wallace Wilkinson, and Arkansas Governor BILL CLINTON.'¹⁵ Well, well! (Yet, Schlafly and other conservative leaders did not oppose Lamar Alexander's appointment as Secretary of Education.)

As Chairman, James B. Hunt, Jr. described NBPTS as "'the linchpin of a larger strategy to affect the transformation of our nation's schools.' The board wants to nationally certify teachers, and this would be not simply on the basis of academic competence, but also on such things as how they would teach students with different religious backgrounds."¹⁶ Incidentally, in 1979, Governor Hunt released a report, "A Child Health Plan for Raising a New Generation," developed by the North Carolina Division of Health Services by request of the federal government. Its purpose was "to regionalize child health services as part of a national strategy.... Under (this program), one was defined as having a health 'handicap' if one didn't have 'social' well-being."¹⁷

Dennis P. Doyle - CED - NIE -

According to *Winning The Brain Race*, referred to on page 6 (under David Kearns) co-author Dennis Doyle was project director for the Committee on Economic Development's "path breaking study and policy statement, *Investing in Our Children: Business and Public Schools*" (a precursor to *The Unfinished Agenda*). Doyle is "a Senior Research Fellow at the Hudson Institute,... a director... at the American Enterprise Institute, and before that, a Federal Executive Fellow at the Brookings Institution." (Recall John Chubb of the Brookings Institution on the Edison Project? - ed.) Doyle is a consultant to both the Burger King Corporation and Xerox Corporation, speaker in several countries for the United States Information Agency, an assistant director at the National Institute of Education (NIE) where "he oversaw the Voucher and Experimental Schools programs.... Director of the Education Voucher Demonstration Program at the U.S. Office of Economic Opportunity... consultant to the *Center for the Study of Public Policy*, the founding president of the *Sequoia Institute*..., and project manager for the Alum Rock Voucher Project in its initial phase...."

Dennis P. Doyle is also quoted in the Labor Department's contribution to America 2000, in the SCANS book, *Learning A Living: A Blueprint for High Performance* - (A SCANS Report for America 2000), 18 on page 4. Others referred to and quoted in this same book are: Edward Dennison, Brookings Institution (p. 11), W. Edwards Deming ("Mr. Joy" -ed.) (p. 17), James Comer and Howard Gardner (p. 13), and the Rand Corporation (p. 48).

As for NIE, their early involvement in voucher projects and with the Rand Corporation, developer of PPBS and now third party consultant to NASDC, shows us that voucher promotions are neither new nor did they originate with grassroots conservatism.

NIE was involved with the Rand Corporation as shown in "Rand report R-1496/1, 2, 3, NIE, titled: A PUBLIC SCHOOL VOUCHER DEMONSTRATION: The First Year at Alum Rock." NIE also helped fund a grant (NIE-G-81-0053) through the Office of Education Research and Improvement (OERI), to the PACIFIC CIRCLE CONSORTIUM, established in 1977 by the Centre for Educational Research and Innovation (CERI), a subgroup of a Paris based international think-tank, Organization for Economic Cooperation and Development (OECD), for the purpose of developing *international* curriculum projects and spreading global education.¹⁹

William Spady who is propagating his "transformational outcome-based education" across the country was Senior Research Sociologist with NIE between 1973 and 1978.²⁰

Dr. Dennis L. Cuddy, former Senior Associate at the U.S. Department of Education, told of "a kind of 'revolving door' between Carnegie and the U.S. Department of Education, . . ." including many of those with NIE.²¹ It seems that people float back and forth between the two bodies, with Carnegie funding start-up projects later picked up by the Department of Education. (See Appendix B for more detail on NIE.)

Dr. Cuddy also gives us a glimpse of the relationship between the Brookings Institution and the Carnegie Corporation. "In a report titled, 'Teaching as a Profession-Teachers for the Twenty-first Century,' Carnegie called for the establishment of the National Board for Professional Teaching Standards, which would nationally certify teachers, and in the 1988 annual report from the Carnegie Corporation of New York, it lists grants of nine hundred thousand dollars to the generally liberal Brookings Institution; . . ." and other institutions such as the Aspen Institute, and the ACLU, etc.²²

Dennis Doyle, William J. Bennett, Chester Finn & "Modern Red Schoolhouse" -

Dennis P. Doyle is a member of the NASDC Design Team, "MODERN RED SCHOOLHOUSE." Fellow team members are William J. Bennett, former Secretary of Education and a Fellow of the Hudson Institute; 6 other associates of the Hudson Institute, including Pierre S. duPont, IV; and Chester Finn, Jr. _____ which brings us back to Time-Warner and Whittle Communications. Recall that Chester Finn, Jr. is also a partner on The Edison Project, along with John Chubb of the liberal Brookings Institution, and Benno C. Schmidt, former Yale University President.

Vouchers (Educational "choice") - Edison Project & NASDC Design Teams, Etc. -

Since vouchers (educational "choice") are important to the success of this scheme to "privatize" and "de-centralize" education through "Design Teams," "The Edison Projects," and other private programs, with the assistance of waivers and "flexibility," vouchers need to be examined in the new context. Sorry if you thought you'd heard the last of it.

Mainstream news sources have pointed out that vouchers will benefit Chris Whittle's Edison Project, as well as any other "privatized" school projects. Examples are:

Newsweek (6-8-92) - "There's no question that Whittle schools could be extremely rewarding . . . if Congress approves a voucher system. . . ."

TIME (6-8-92) (owned by Time-Warner) - "the Bush Administration strongly supports the concepts that underlie the Edison Project. . . many observers believe Whittle's long-term plan anticipates the use of these (voucher) funds. If adopted, the reform (vouchers) could funnel billions of public dollars into private schools."

The Morning News Tribune, Tacoma, WA (5-28-92) - "Whittle believes his private schools will . . . change public schools--through the same kind of consumer pressure that underpins the administration's education strategy. This is the idea of 'choice,' or voucher system. . . . Whittle says his schools will be so good they will convince parents of the need for choice."

Washington Times (6-1-92) - "The Edison Project . . . would expect to participate should a system of educational choice evolve, he (John Chubb) said."

John Chubb and Conservatives -

Most conservatives have been conspicuously silent on John Chubb's partnership in The Edison Project, and the benefits to be accrued from government voucher assistance. Many call this "privatization" of education, leaving the impression that it is "free market enterprise," which is absolutely ridiculous since the venture is tax-payer funded and, consequently, government controlled! Chubb's role may now be an embarrassment to those, who with great fanfare and publicity, sponsored his tour around the country extolling the virtues, but not the consequences, of education "choice." Nor, were people informed of Chubb's liberal connections. And, only later did people learn of the other "designs" on "choice" money which came to light with the introduction of America 2000, The Edison Project, and the other for-profit programs. The "Design Team" projects were probably part of a veiled plan that drove the promotion of vouchers to begin with--from top down. Before letting the cat out of the bag, however, it was necessary to garner support for the strategy, especially from Christian conservatives. "Choice" had to be sold to them as beneficial. And, so it was. Many fell for it, following certain leaders. John Chubb was at the top of the sales team.

"Grassroots" Beginning -

In the last five year period, "choice" (vouchers/tuition tax credits) was initially promoted out of fairness to those parents who were "doubly taxed" be-

cause they paid into the public school system and paid again to send their children to private schools. Another argument was that of breaking the establishment's hold and NEA's control over education. Both are valid concerns, but government vouchers are not the solution. Those who pointed out entrapment through the voucher plan were allied with the NEA, since the NEA was the only *publicized* opponent. Irrefutable evidence, which had nothing in common with the NEA, was ignored.

Ever so gradually and carefully, the strategy was changed to one of aiding poor students who couldn't afford to attend private Christian schools. That this conformed with the Title I, Chapter 1 requirements of the Elementary & Secondary Education Act was not explained, if even noticed or understood by most. President Bush's legislation, S-1141, would have attached a voucher provision to Chapter 1, embracing the existing requirements and regulations. For once we can agree with Senator Kennedy, who introduced the bill, when he said the plan would turn Chapter 1 into a voucher. And, we might add, turn the voucher into Chapter 1!

Lately, we're hearing new rumblings of reasons for vouchers. They would assist working parents who would like to enroll their children in schools near their jobs, or in schools within the workplace. These schools usually include "baby-sitting" facilities for the under 5 age group.

Following America 2000's introduction, waivers and "flexibility" became the trend, followed by the announcement of the Time-Warner-Whittle Edison Project, probably to test the waters, so to speak, while the boys in the back room selected the NASDC Design Teams. What no one foresaw was that a Time-Warner produced song entitled, "Cop Killer," by an obnoxious rapper named Ice-T, would focus attention on Time-Warner's "school business" and related partners. And this may well be the reason the two are not connected in news articles.

Laying The Groundwork -

Regional strategy meetings on choice in education were held in the fall of 1989, following the White House Workshop on Choice in January, where John Chubb, Dennis P. Doyle, Joe Nathan, Governor Rudy Perpich of Minnesota, Governor Tommy Thompson of Wisconsin, and then Governor of Tennessee, Lamar Alexander, were speakers. At the strategy meetings, research papers, position statements, and policy analyses were presented and the information compiled in a large notebook entitled, *Choosing Better Schools, Regional Strategy Meetings on Choice in Education*. The notebook contained two "Education Policy Papers," from the Center for Educational Innovation (CEI), a project of the Manhattan Institute for Policy Research.²³ The list of CEI Executive Committee members included John Chubb, Sr. Fellow, Brookings Institution, and Joe Nathan, Sr. Fellow, Humphrey Institute of Public Affairs. Among the CEI supporters

were... *The Chase Manhattan Bank, Exxon Education Foundation... The Rockefeller Foundation.* (THIS ISN'T GRASSROOTS CONSERVATISM, FOLKS! - ed.) CEI's Education Policy Paper #2, "The Right to Choose," contained presentations by John Chubb, Joe Nathan, Chester Finn, Jr., and James S. Coleman.

We know of John Chubb's voucher-promotion tour around the country and of his connection on The Edison Project, along with Chester Finn, Jr. (who is also on NASDC's "Modern Red Schoolhouse Design Team"). What have the other presenters in CEI's Education Policy Paper #2 been up to since the regional strategy meetings? Appendix A contains detailed information on Chester Finn, Jr.

Joe Nathan, of the Humphrey Institute, is on the NASDC Design Team, "COMMUNITY LEARNING CENTERS OF MINNESOTA" (former Governor Rudy Perpich's state). Partners include The Urban Coalition, St. Paul branch of NAACP, Center for School Change of the Humphrey Institute of Public Affairs University of Minnesota. John Cairns, former director of the Minnesota Business Partnership (MBP) is a team member. (Those who read this author's Part III, "Business Partnerships" of Education Reform/Restructuring report will recall the role the MBP played in education reform in Minnesota. -ed.)

James S. Coleman has been busy too. His work permeates the entire educational environment, including restructuring. He's been quoted in educational materials for at least 25 years. Recently, a paper by Coleman, entitled "Parental Involvement in Education," was included with the "America 2000 Issues" papers, "What Other Communities Are Doing, National Educational Goal #1," distributed after the third America 2000 satellite town hall meeting (7-28-92). In this paper, after discussing "human capital," Coleman introduces and elaborates on a new concept, "social capital," which is "the social relations that exist in the family or in the community outside the family... (it) lies in the strength of social relations that make available to the person the resources of others." Coleman's idea is collectivist, with the entire community being responsible for all children, under the guiding authority of the school.

Coleman gives yet another reason for approving "choice," one less publicized. He said that a "choice system" would give the school more authority, making it possible to require more of parents and children by having them accept and obey a set of rules as a condition of entering and continuing in the school. (Please see Appendix B for important detail on Coleman.)

In Urie Bronfenbrenner's *Two Worlds of Childhood, U.S. and U.S.S.R.*, we read of Coleman's ideas on factors influencing educational achievement:

"But by far the most important factor was the characteristics of the other children attending the same school. Specifically, if a lower-class child had schoolmates who came from advan-

taged homes, he did reasonably well; but if all the other children also came from deprived backgrounds, he did poorly.... the beneficial effect for a disadvantaged child of being in a class with non-disadvantaged pupils increased substantially with the proportion that non-disadvantaged children represent of the class as a whole.... 'Changes in the social class or racial composition... would have a greater effect on student achievement and attitude than changes in school quality.' "24

Bronfenbrenner, by the way, is referred to in the "America 2000 Issues" paper, "What Other Communities Are Doing, National Educational Goal #1." He was heavily involved in founding the Head Start program, according to his book *Two Worlds of Childhood*.... And, completely out of context, but interesting, is that both James Dobson and Raymond Moore are included in the resources section of this same America 2000 paper.

Does the information just presented tell us something about the evolution of arguments for vouchers; from one of assisting those in private schools to that of aiding the poor who can't afford a private school? Does it explain why all voucher legislation/amendments are directly or indirectly connected to Title I, Chapter 1 of the Elementary and Secondary Education Act, which addresses the "disadvantaged"? Does it suggest that the purpose of the whole scheme is "homogenization," through more integration, economically and socially? —for total equality through redistribution of wealth and children, via vouchers?

What about the new *private* voucher programs popping up across the country offered by private organizations and individuals such as the Golden Rule Insurance Co., Georgia Public Policy Foundation, Charity for Choice, and the Texas Public Policy Foundation, etc.? They are right in line, offered to "low-income" students. Why? It just might be that the low-income requirement fits rather well with proposed federal legislation such as the "G. I. Bill for Children" (S-3010), which states:

"Sec. 9 (a) (1)... the Secretary (of the U. S. Department of Education) shall approve applications for educational choice programs on the basis of...

(D) the applicant's financial support of the program, such as the amount of state, local and *non-governmental funds* that will be provided to supplement Federal funds...." (emphasis added-ed.)

Also of interest and possibly explaining the rash of private vouchers or "scholarships" from private sources (and recall that Chris Whittle will use similar private "scholarships" initially in The Edison Project) is a section in President Bush's bill, S-1141, "Title V-Parental Choice of Schools":

"Eligibility"

"Sec. 523. (a) A local educational agency is eligible for a grant under this part if it will carry out an

educational choice program during the year for which assistance is sought *and carried out such a program during the preceding year*.

"(b)... an 'educational choice program' is a program adopted by a State or by a local educational agency under which ...

"(2) sufficient financial support is provided to enable a significant number or percentage of parents to enroll their children in a variety of schools and educational programs, including private schools."

This apparently means that either the State or local agency must in some way have had a choice program in place a year in advance of the applied for grant ("preceding year"), and that "sufficient financial support" be available. So, perhaps, the private organizations with their generous private scholarships are *paving the way*, providing the "sufficient financial support," in a "preceding year," for Federal vouchers should S-1141 or similar legislation be passed in the future. This would explain why the private vouchers specify "low-income"; it is in compliance with Chapter 1, which the "choice" plans in legislation are tied to.

Remember also, lots of people can make lots of money if government vouchers support their "private" curricula "designs" which they hope to sell to public, private and home schools.

Don't forget the "access and equity" measures, resulting in reorganization of school funding into equal sized chunks (county taxing districts in Texas) for better "planning" and "assessment" of "outputs." Each of these plans plays a role in the restructuring of education which is, ultimately, a restructuring of society.

G. I. Bill for Children, or Integration by Voucher -

For those who think that vouchers and the G. I. Bill for Children are a recent consideration, here is more news for you. A 1970 book from California's OPERATION PEP (a PPBS pilot project), in considering "a market system" approach in education, quotes both Milton Friedman and Theodore Sizer. (Yes, the same Theodore Sizer of Coalition of Essential Schools fame, highly praised by the President and on the "Atlas Communities" design team. See page 6.)

According to the OPERATION PEP book, Friedman's plan would permit parents to "spend vouchers at the *accredited* school of their choice. No school which was not integrated in terms of its region would be accredited, but private and even parochial schools could receive accreditation."

Sizer's contribution to the "advantages" are: "1) that public resources would be concentrated on schools which *poor* children attend; 2) a poor child might become a financial asset to a private school if money vouchers for the poorest were substantially above those received by the rich; and 3) social and economic integration would be facilitated if it were

to the advantage of suburban schools to admit poor children from the central city." (2 & 3 are footnoted: Sizer, Theodore, "The Case for a Free Market," *Saturday Review*, January 11, 1969, pp. 34-42.)

Continuing: "It is possible that residential segregation by race and income which has been increased and exacerbated by a difference in school systems could be reversed by such a plan.... Similarly, on the supply side, school administrators and teachers would be freed from the *tedium and fear associated with dealing with the school board* and be forced to innovate and experiment in *designing education*.... Thus by instituting the market system, for which planning can never be more than a pallid surrogate, the schools can achieve the *society's stated goals of equality of opportunity and innovation in education*. To a certain extent... the G. I. Bill has operated in this way without either the redistribution of income provision or the accreditation clause."25 (all emphasis added. -ed.)

Do you suppose this is where the idea came from for the currently proposed "G. I. Bill for Children" (S-3010)? The bill specifically addresses middle- and low-income families and requires that the grant application contain "an economic profile of children residing in the program area, in terms of family income and poverty status." (That's language right out of Chapter 1, ESEA. -ed.) The bill further requires: a *national* evaluation; achievement of standards called for by the *National Goals*; compliance with the Civil Rights Act, Title IX of the Education Amendments of 1972, the Rehabilitation Act of 1973, and Part B of the Individuals with Disabilities Act; that schools assisted must be "*lawfully operating*" (that isn't defined but could well mean "accredited"); that the applicant will maintain such records... as the Secretary may require, etc. In addition, we read, "The Secretary SHALL promulgate regulations to enforce the provisions of this Act." So, later, what kind of regulations may be added? Does this sound to you like a strings-free, free enterprise market voucher? Nor does it have much in common with the old G. I. Bill for veterans.

Even Representative Dick Armey's "choice" amendment to HR-4323 had strings, recommending "site-based management emphasizing alternative certification, merit testing and New American Schools...."

Education "choice" would kill two birds with one shot: ensnare existing private schools (including Christian schools) with government control; and confiscate taxpayer money to fund private, for-profit educational projects. Recall these statements: Albert Shanker, American Federation of Teachers - "It may be that we can't get the big changes we need without choice. "; President Bush - "Choice is the one reform that drives all others. "; Former Secretary of Education, Lauro Cavazos - "President Bush and I are determined to use the power of choice to help restructure American education."

Another source that may surprise you, New Ager Marilyn Ferguson, in 1980, in *The Aquarian Conspiracy*, considered by many to be the "New Age bible," said "The idea of educational vouchers... has appeal

across the political spectrum, however starkly different the radical and conservative rationales may be." Evidently having inside information, she stated, "A top-level government policymaker for education speculates that we may eventually have the equivalent of the GI Bill in lieu of compulsory curricula -... funding the student and not the institution." In this same Chapter, entitled "Flying and Seeing: New Ways To Learn," we're told, "The greatest reform of education may be *decentralization*, the dismantling of the windowless walls that have closed off school from community, from the milieu of real life." And, "Of the Aquarian Conspirators surveyed, more were involved in education than in any other single category of work." Indeed! This entire book reads like a blueprint of what is now happening in America, especially in the field of education.

Why do those who claim to want "free market enterprise" and "choice" in education not go about it in a way that would *truly* provide freedom and a free market, rather than in a manner courting government control? Start with ending the federal government's unconstitutional meddling—abolish the federal Department of Education! Taxes would be reduced by half and money supporting the system would never be taken from citizens to start with. As it is, "choice" proponents are beggars. They beg the government for some of their own money back for "choice" of schools—schools that would be controlled through regulations and guidelines issued by the Federal Department of Education, either directly or indirectly.

The "Design Teams" will not be free of requirements and specifications either. They must embrace the 6 *National Education Goals*, which are not as simple and nice as they sound, be "outcome-oriented," "establish benchmark measures by which... (to) assess... those outcomes," meet "world class standards" (which have yet to be defined), etc. The Edison Project will meet requirements, too, if they expect public schools to "replicate" or adopt their curricula, as they claim.

Meanwhile, legislators are busy sponsoring educational voucher legislation and amendments, and "G. I. Bills for Children." President Bush threatens to veto legislation that doesn't have a "choice" component. Christian talk show hosts praise and promote vouchers, using that positive sounding word, "choice," that the abortionists use. Under "choice," abortionists kill the baby and private schools kill their autonomy. It appears that all has been carefully orchestrated. Most "conservatives" are going along with President Bush's America 2000 plans, hoping to get a "choice" bone tossed their way.

When everything is in place, taxpayer/parents will have little control or choice. Waivers, and "flexibility" are already at work by-passing constitutional checks and balances that would permit some recourse. Through site-based management edicts and legislation, traditional authorities such as school boards, and even state boards of education, are put into "Catch 22" situations. They must relinquish their

authority to comply with site-based management mandates. 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 or "designs." Vouchers would assist in the financing, as well as the restructuring.

Education will continue to be more profitable to the peddlers of curricula and materials (and expensive to taxpayers!) with the introduction of complex technology. Big bucks are to be made. In the end, making money is usually what it's all about, in spite of the flowery rhetoric of wanting to help the poor and give parents and students a "choice." Big players such as Time-Warner and Whittle Communications bow to the wishes of no one, as witnessed by the long time refusal to pull the "Cop Killer" song from the market, and court battles to keep "Channel One" in the classroom.

William Murchison, you're right, "the public school monopoly has to be smashed."²⁶ But you're not going to improve the situation with vouchers and for-profit school programs. If the plans succeed, you may not like what you get. Witness the "smashing" of "Ma Bell's monopoly!"

Billy Lyon
October/November, 1992

APPENDIX A

THE EDISON PROJECT

What is the Edison Project?

Chris Whittle plans to invent and build a national, for profit private school system by assembling 100 experts from business, education and other fields, and raising \$2.5 billion from investors. By 1996, 200 innovative private schools will be opened for 150,000 children aged one to six. By 2010, 2 million students of all ages will be served in 1,000 schools. Whittle envisions his schools becoming models for what public schools can be, some buying his instructional materials and others replicating the schools outright. Tuition would be almost \$5,500 annually, less than the per-pupil cost of public school education. "Some 20% of the pupils who live in areas that do not allow *school choice* may be able to get scholarships based on need. (*Washington Times*, 5-26-92) The *Milwaukee Journal* (5-31-92) stated, "Whittle's goal is simple: make money." "Whittle says his schools will be so good they will convince parents of the need for choice." (The Morning News Tribune, Tacoma WA, 5-28-92)

The Partners & Financiers -

Whittle Communications
Time Warner
Phillips Electronics

Associated Newspaper Holdings
All have agreed to spend up to \$60 million
for this 3-year study.

Edison Project Team Members -

Team Leader and organizer, Chris Whittle, of Whittle Communications, best known for the controversial "Channel One" classroom news programs, complete with obnoxious, rock-music-accompanied commercials for "captive audience" students. Former co-owner of *Esquire* magazine. (*The New York Times* National, 3-6-91) Longtime friend of Secretary of Education, Lamar Alexander, who in 1987, during the interim year between his governorship of Tennessee and presidency of the University of Tennessee, became a "consultant" for Whittle. A nice profit was made from 4 shares of Whittle stock purchased for \$10,000 and later sold for \$330,000. (*The Wall Street Journal*, 3-5-91) This was just one of several financial dealings that caused concern among Senators during Alexander's confirmation hearings for Secretary of Education.

Whittle Communications:

When learning from Wall Street bankers in 1988, that his principal company, Whittle Communications LP was valued at twice what he thought (\$400 million), Chris Whittle began shopping for a partner. In December, TIME, Inc., now TIME WARNER, Inc., bought 50% of the principal company for \$185 million. (*The Wall Street Journal*, 3-5-91)

TEAM MEMBER and "risk-taker," *Benno C. Schmidt, Jr.*, former dean of Columbia University Law School, "stunned his colleagues and others in the educational community" when he resigned recently as President of Yale University to help Chris Whittle "create a national system of private schools." (*Milwaukee Journal*/5-31-92.)

Regarding Yale, the *Wall Street Journal* (5-27-92) gives this insight into its management: "Too many universities nowadays—and in particular, Yale—are organizations where the faculty reigns. This means, . . . that no one is really in charge and serious decisions are extraordinarily difficult. Teams of Yale faculty asked to evaluate the budget . . . rejected even mild programs for reducing their own members." Dean Donald Kagan, who resigned earlier, "doesn't draw a direct link between the faculty's power and the faculty's politics. (But, . . . he did note that the rise of faculty senates and similar faculty institutions has coincided with the ideological change on campuses," referred to earlier in the article as "political correctness.''" ("Site-based management" appears not to be working so well at Yale. -ed.)

In a *Wall Street Journal* (6-5-92) article, Benno Schmidt, discussing what is wrong with present

schools and how projects such as the Edison Project might improve things, claims that "schools have wavered from liberal educational purposes... leave(ing) little room for the free play of young people's curiosity... and the cultivation of the imagination...." He asked, "What might result if children came to school as toddlers or even earlier, rather than as five- or six-year olds? What if parents were systematically involved and actually worked regularly in schools? What if students taught other students much more? What if schools were open 12 hours a day, 12 months a year? What if... a school system across the nation was completely tied together technologically, and could take advantage of system-wide experimentation...." (What if we just taught students how to read and write well and compute $2 + 2$ without a calculator? What if everyone in the country took all their children out of the public schools? What if someone turned off all the electricity?!-ed.)

Benno C. Schmidt, Jr. is associated with the Aspen Institute for Humanistic Studies. His book, *Freedom of the Press vs. Public Access*, c. 1976, is listed as one of the "Aspen Institute Publications" in the *Freeman Digest - The Aspen Institute for Humanistic Studies*, (c) 1979, 2nd printing, Sept., 1981, p. 85.

What is the relationship, if any, of Yale's Benno C. Schmidt and A. Benno Schmidt, Editorial Assistant for the Congressional Clearinghouse On The Future, a group who has featured Willis Harman and other New Agers, as well as Luis Machado, Venezuela's "intelligence enhancer"? Their publication, *What's Next*, focused on topics such as outer space, earth science, global interdependence, food supplies, etc. Articles have included, "Homesharing," "Social Leveling," "Future of Education," "Preferred Future," etc. Other persons listed with this organization are Albert Gore, Jr., Cochair; Rep. Newt Gingrich (GA) and Senator Timothy E. Wirth (CO), Executive Committee; Alan Cranston, Barbara Mikulski, Clairborne Pell, Christopher Dodd, Henry A. Waxman and Thomas S. Foley, Advisory Committee. (*What's Next*, Winter 1991-92, Vol. 13, Issue 4, and December, 1981, Vol. 6, #4; a Congressional Institute For the Future publication.)

On page 7 of this same issue of *What's Next*, is a list of "Selected Articles and Reports." Under subheadings, "Environment" and "Telecommunications," two OECD (Organization for Economic Cooperation and Development) reports are listed, showing a connection with this international group, which is also involved with the National Goals Panel. See references to OECD on page 8 of this report, page 19 of Appendix B, and the Addendum for more detail.

TEAM MEMBER Chester E. Finn, Jr., is currently professor of education and public policy at Vanderbilt University.

Human Events (7-27-91) reported: "Chester Finn, a neoconservative who served as head of the Office of Educational Research and Improvement (OERI) under former Education Secretary William Bennett, is widely recognized as perhaps leading intellectual guru and guiding light for those, including Education Secretary

Lamar Alexander, who have developed the President's education measure.... Secretary Alexander... publicly acknowledged that Finn's book, *We Must Take Charge: Our Schools and Our Future*, provided many of the ideas behind the Administration's education package; and that book, despite frequent references to the importance of flexibility, nevertheless constitutes a battle plan for imposing top-down control of American education.... Finn advocates vouchers... (but) the diversity he seeks applies to the methods of teaching... not what is taught—which, if Finn has his way, would be the same for all American children, whether they go to public, private, or parochial schools.... Finn... desire(s) to have all students... forced to study a nationally prescribed core curriculum and penalized for failure to comply.... every student must meet the same set of goals of 'exit standards' ... attain the desired 'outcomes,' before being accepted into the workaday adult world."

Dr. Dennis Cuddy, in *Now Is The Dawning of The New Age New World Order*, in addition to relating Finn's influence on Alexander as mentioned above, said: "In the book (*We Must Take Charge*...), not only does Finn advocate a national curriculum, but he also writes: *The school is the vital delivery system, the state is the policy setter (and chief paymaster), and nothing in between is very important. This formulation turns on its head the traditional American assumption that every city, town, and county bears the chief responsibility for organizing and operating its own schools as a municipal function. That is what we once meant by local control, but it has become an anachronism no longer justified by research, consistent with sound fiscal policy or organizational theory, suited to our mobility patterns, or important to the public.*'

"Every student must meet a core learning standard or be penalized, according to Finn, who says, *Perhaps the best way to enforce this standard is to confer valuable benefits and privileges on people who meet it, and to withhold them from those who do not. Work permits, good jobs, and college admission are the most obvious, but there is ample scope here for imagination in devising carrots and sticks. Drivers' licenses could be deferred. So could eligibility for professional athletic teams. The minimum wage paid to those who earn their certificates might be a dollar an hour higher.*" Cuddy refers to a U.S. Department of Education 'White Paper...', (probably prepared largely by Finn)... with a cover letter saying, *Assessment can be used as both a carrot and stick.*..."

"Under the White Paper's section, 'Intervening in Academic Bankruptcy,' it indicates that some school districts may be unwilling to meet their educational responsibilities, and in those cases, state intervention may mean *replacing district superintendents and local school boards with state-appointed officials.*' This is the same 'state takeover' of local schools not meeting certain state standards that Carnegie persuaded the National Governors Association to recommend when Lamar Alexander was its chairman in 1986."

Dr. Cuddy then reminds us that "Leading conservatives around the country were warned about the Alexander/Finn educational philosophy, but most refused to oppose the nomination of Lamar Alexander as U.S. Secretary of Education." (The above quotes from Dr. Dennis L. Cuddy's *Now Is The Dawning of The New Age New World Order*, published by Hearthstone Publishing, Oklahoma City, OK, (c) 1991, pages 366-368.)

TEAM MEMBER John E. Chubb, Senior Fellow with the Brookings Institution (see information on Brookings Institution below), was a participant at the 1989 White House Workshop on Choice in Education, at which he also introduced speaker, Governor Rudy Perpich of Minnesota.

Chubb is on the Executive Committee of the Center for Educational Innovation, "an independent project of the Manhattan Institute for Policy Research.... (whose) goal... is to improve the educational system in America by challenging conventional methods and encouraging new approaches.... seeks to accomplish this through... research, discussion and dissemination directed at a broad public audience. The Center's work is made possible by grants and gifts from the following: Karen & Tucker Andersen, The Chase Manhattan Bank, Exxon Education Foundation, The Lauder Foundation, *The Rockefeller Foundation*," and others. (From "Education Policy Paper," Number 1, Model for Choice: A Report on Manhattan's District 4, Manhattan Institute for Policy Research - included in the notebook entitled, *Choosing Better Schools, Regional Strategy Meetings on Choice in Education*, which came from the U.S. Dept. of Education, Office of Intergovernmental and Interagency Affairs, Jack Klenk, Special Advisor. Emphasis added-ed.)

John Chubb is one of a 14 member task force who issued a study that "proposed a set of bold, innovative solutions designed to bring about... improvements in Texas public schools," entitled, "Choice in Education: Opportunities For Texas" (March, 1990)." In addition to Chubb, "Members of the Task Force producing this study included..., Dr. John Goodman, President of the National Center For Policy Analysis, Dallas, Allan Parker, Associate Professor of Law, St. Mary's University, San Antonio, Dr. Linus Wright, former Under Secretary of Education, Dr. Kathy Hayes, Associate Professor of Economics, and Fritz Steiger, President, Texas Public Policy Foundation." (*Texas Public Policy Foundation REPORT*, Summer, 1990, Vol. II, Issue 11, pages 3 & 4.) Dallas Eagle Forum also reported co-sponsoring the John Chubb-Terry Moe conferences in March, 1990.

THE PARTNERSHIP: "The Edison Project is a partnership of Whittle Communications, TIME-WARNER, Phillips Electronics and Associated Newspapers Holdings Limited. (*Washington Times*, 5-26-92).

TIME-WARNER - Producer of "Cop Killer," the song by hard rock rapper, "Ice-T." Fifty percent owner of Whittle Communications LP as reported in *The Wall Street Journal*, March 5, 1991.

Owns Six Flags Over Texas, Astro-World, "Loony Toons," Batman movie, Home Box Office, Cinemax, Lorimar Television Pictures, Book of the Month, Time Life Books; Magazines: Time, Sports Illustrated, People, Money, Fortune, Southern Living, Life; Cable Television: American Tele & Communication, Turner Broadcasting (20%), Comedy Channel (50%), and who knows what else. Has been justifiably boycotted by Police Associations and law abiding citizens who support them, if the "Cop Killer" song is not removed from the market.

Warner Books published New Ager Willis Harmon's *Global Mind Change* in 1988. (see reference to Congressional Clearinghouse On The Future, *What's Next*, under Benno Schmidt.)

Not to be outdone by Ice-T, Madonna has just written a piece of filth so bad it's Mylar-wrapped to keep you from peeking without purchasing. And, yes, of course it's published by WARNER BOOKS. (Gary Bauer said, "I have a hard time deciding who is more decadent,.... Madonna, or the money grabbers at Time Warner...." (Deirdre Donohue, "Heat Is On At Bookshops," *USA Today*, 10-21-92) Yet, have you seen Bauer or his associate, James Dobson and the Family Research Council, mention in any single article Time-Warner, The Edison Project, and John Chubb, or Time-Warner and the Audrey Cohen Design Team???)

APPENDIX B

National Institute of Education (NIE)

NIE helped fund a grant (Grant NIE-G-81-0053) to the PACIFIC CIRCLE CONSORTIUM for the PACIFIC CIRCLE PROJECT. The money was awarded to the Northwest Regional Education Laboratory... Portland, Oregon. "The grant proposal... calls for 'widespread international education... or more appropriately, global education... design and implementation of innovative and experimental lighthouse projects in schools across the United States... and global classrooms in magnet schools.'"

The PACIFIC CIRCLE CONSORTIUM was established in 1977 by the Centre for Educational Research and Innovation (CERI), whose chairman was Donald Senese, then Asst. Secretary of the Dept. of Education and Director of the Office of Education Research and Improvement (OERI). CERI was a subgroup of the international think-tank, Organization for Economic Co-operation and Development (OECD), headquartered in Paris. Two of the PACIFIC CIRCLE CONSORTIUM's main objectives: (1) "To establish on a trial basis and to test the longer term feasibility of a relatively low cost, largely self-sustaining consortium of educational research and development agencies," and (2) "To design and implement a school curriculum project in education for international understanding directed toward the Pacific, defined as a social-political-economic-physical-cultural region.... By

March of 1981 the FIRST PHASE programmes were complete and 'a major joint school curriculum development project' with 'school curriculum materials and teacher guidelines for use in... schools' had been prepared for member countries." (Information summarized and quoted from *Chaos In The Classroom*, by J. M. Wallis, Veritas Publishing Company Pty. Ltd., (c) 1984; pages 324-326, quoting Joan Masters, a correspondent in the USA.)

Dennis Cuddy in his book, *Now is the Dawning of the New Age New World Order*, tells of "a kind of 'revolving door' between Carnegie and the U.S. Department of Education, . . ." including many connected with NIE. It seems that people sort of flip-flop back and forth between the two bodies, with Carnegie funding start-up projects later picked up by Department of Education.

Brookings Institution -

The Brookings Institute prepared a report entitled, "Education for Social Change" (Establishing Institutes of Public and Business Administration Abroad), written by Mary E. Robinson, based on a conference conducted by the Brookings Institution, for the Public Administration Division of the International Cooperation Administration (ICA) in 1961. According to author K. M. Heaton, "ICA (referred to in the Brookings report) was the successor agency to Harry Truman's 'Point Four' program, . . . an offshoot of the Marshall Plan. . . . The 12 years following the Truman 'Point Four' program saw the actual beginning of penetration of foreign governments with the 'planning idea'; the indoctrination of selected university personnel in this country; the preparation of 'implementers'; creation of appropriate scenarios; and the schema to be followed in creating the increments of the New World Order." This was done with the knowledge and consent of Special Committees of the Senate, as well as the Senate Committee on Foreign Relations. "The Ford, Rockefeller and Carnegie Foundations also contributed. Before 1961, 13 universities in the United States were directly involved in the project. . . ." In short, "ICA was setting up a worldwide program for 'economic Development' - an integrated, interdependent system of regional governance encompassing the whole world. . . ." (K. M. Heaton, *The Impossible Dream*, Hart Publications; (c) 1990, pp. V-40-41.)

The report, under "What Should Future Objectives Be?" asked: "Do the institutes underpin the development of nationalism, and if so should they? Or do they -and should they-implement efforts to leap-frog this stage and move toward development of multinational or regional political and economic structures as more viable bases for dealing with human and natural resource development, production and distribution? Should the institutes set going 'permanent revolution' by introducing the concept of continuing change represented by the American dream of the ever more-perfect society? Implicit in these questions are the ultimate criteria for planning and assessing future efforts to establish indigenous institutions for 'human capital forma-

tion.' " ("Education For Social Change," (Establishing Institutes of Public and Business Administration Abroad), Report by Mary E. Robinson, based on a conference conducted by The Brookings Institution for the Public Administration Division of International Cooperation Administration; The Brookings Institution, Washington, D. C., May 1961, page 85.)

Doesn't something in this Brookings report remind you of the United Nation's Global Education Project, the "indigenously developed curriculum materials that reflect. . . 'Think Globally, Acting Locally,' " and the related information following, referred to on page 4 of this report?

The Brookings Institution has also been involved with the Global Interdependence Center (GIC), founded in Philadelphia in 1976, which produced the Declaration of Interdependence with project funding from the Rockefeller Foundation. In 1988, "The desire to affect policy changes that might ameliorate this situation (the United States going from the world's largest creditor to its largest debtor, and global economic instability, etc.), prompted the Board of the GIC to convene two roundtables. . . to which representatives from the World Bank, the International Monetary Fund, the European Economic Communities, the Federal Reserve, the Organization of American States, the Institute for International Economics and the Brookings Institution were invited." A paper was issued as a result of these roundtables entitled, *International Economic Policy: A Proposal For Reform - A Policy Statement of the Global Interdependence Center*, written by Lawrence R. Klein, A. Gilbert Heebner, and Robert Solomon, "a Guest Scholar at the Brookings Institution, . . . with the Federal Reserve Board for 28 years. . . and recipient of the Rockefeller Public Service Award." (Information taken from the paper *International Economic Policy: A Proposal For Reform. . . , Foreword*, by Frederick Heldring, Chairman of the Board, Global Interdependence Center, Philadelphia, March, 1989. -ed.)

James S. Coleman -

Some material from the main body of the report is repeated here in an attempt to keep all of the Coleman information together so that it may stand as an independent report.

James Coleman has been around for several years. His book, *The Adolescent Society*, Glencoe: Free Press, 1961, appears in the Bibliography section of Benjamin Bloom's *Taxonomy of Educational Objectives, The Classification of Educational Goals*, Handbook II: Affective domain, (c) 1964.

More recently, his paper, "Parental Involvement in Education," was included with the "America 2000 Issues" papers, "What Other Communities Are Doing, National Educational Goal #1," distributed after the third America 2000 satellite town hall meeting on July 28, 1992. In this paper, Coleman discusses "human capital," then introduces and elaborates on a new concept, "social capital," which is "the social rela-

tions that exist in the family or in the community outside the family... (it) lies in the strength of social relations that make available to the person the resources of others." Coleman's idea is collectivist, with the entire community being responsible for all children, under the guiding authority of the school.

"Parental Involvement in Education" continues: "The building of social capital in the community has a special importance for schools confronted with problems of maintaining authority.... Schools have traditionally drawn their authority over, and responsibility for, the children in their care from the authority of the parents. The principle of *in loco parentis*, the school standing in the place of the parent, has been the guiding principle. This has, however, never been a simple task: Parents have been reluctant to give up control of their child, even to the extent necessary for the school to carry out its task."

Conditions having changed over the years, there has been a "reduced consensus (due to) the absence of social capital in the community, (that) frees deviant parents to contest the school's authority without inhibition. There is a... possible remedy for the problem of authority in the school, through a modern-day social contract. If a school system gives up its prerogative of assigning children to schools (through magnet schools or another system of choice), it gains an important asset: Since children and parents can now choose among schools, the schools may require students and parents to accept and obey a set of rules as a condition of entering and continuing in the school.

Choice makes it possible for the principal to require more of parents and children,... through a written contract signed by parent and child,... once the school becomes a school of choice, a form of social contract between the school and its clients is possible that was not possible before."

As for building "social capital" in the community: "A crisis or a common problem can often serve to pull parents from other activities to organize for action... examples are... drug or alcohol use or by an automobile accident involving a high school driver...." (Or, we might add, a shooting at school, or an inflated AIDS statistic!-ed.)

"...parents are unskilled in helping their children to succeed in school.... The school, on its own or with the aid of specialized professionals, can help parents help their children.... It requires more consultation, building consensus over a wider range of people, sharing control, and sharing responsibility."

Another interesting paper by James Coleman turned up in a notebook, *Choosing Better Schools, Regional Strategy Meetings on Choice In Education*, compiled from information presented at White House Workshop on Choice strategy meetings in the fall of 1989. In the notebook were two "Education Policy Papers" from the Center for Educational Innovation (CEI), a project of the Manhattan Institute for Policy Research. CEI Executive Committee members listed included John Chubb and Joe Nathan. CEI supporters included *The Chase Manhattan Bank, Exxon Education Foundation*

and *The Rockefeller Foundation*. CEI's Education Policy Paper #2, "The Right to Choose," contained presentations by John Chubb, Joe Nathan, and Chester Finn, Jr., as well as James S. Coleman's "What Makes Religious Schools Different?"

Coleman's paper deals mainly with Catholic schools, and religiously grounded schools in general, as far as the "social capital" available to parents, which is provided by the religious community surrounding the school. Coleman made the point that the "social capital" is made available to the student rather than the parent, because of the institutional connection between the family and the school. "The social capital of the religious community surrounding the school can substitute for that which would ordinarily be provided by the family. It is especially valuable for children from disadvantaged or deficient families...."

Coleman then asked what this has to do with what will be viable in schools in the future. He outlined two quite different paths that public schools might take to reestablish their viability. One is to recreate the school community, replenishing the social capital that's available to students and parents. He emphasized that by school community he means not the community within the school, but the community that relates the school to families outside the school.

"The second path... abolishes completely the conception that the student is under parental authority and that the school is functioning under a grant of authority from the parents. Instead, it establishes the principle that the relevant relation is directly between the school and the student—that it is *the student who is an autonomous person*, who is *solely responsible for his or her own education*."

Coleman then promotes educational "choice," because it would allow for a contract. Although he doesn't state it in this paper, a contract would reinforce the school's authority as described in Coleman's "Parental Involvement in Education" (see page 11 in the body of this report, and the page before this in this appendix).

"The best of the schools taking the first path will... (rebuild) the community that's fallen into disrepair, by recreating the social capital... drawing parents into school-related activities.... It involves reconnecting parents with different children so that those parents can, as a community, establish the norms that constitute the necessary social capital....

"The best of the schools following the second path, of *autonomous student responsibility*, will inevitably be *boarding schools*. Workable examples of the second path exist within the public school system as well as outside it. (I have in mind, for instance, the two North Carolina governor's Schools.)"

The "boarding schools" remark was disturbing when it was first read, but was dismissed at the time. However, it took on significance when once again reviewing Urie Bronfenbrenner's *Two Worlds of Childhood*.... Remember that the "America 2000 Issues"

paper on National Goal #1 ("All children will start to school ready to learn"), not only contained a paper by James Coleman, but a reference to and quote from Urie Bronfenbrenner. The two were colleagues according to "Acknowledgments," page vii of *Two Worlds of Childhood*. . . . Remember, also, that the US and the USSR signed exchange agreements which included education curriculum exchanges, etc. We're adopting many of the USSR's educational concepts and ideas.

On page 17 of *Two Worlds of Childhood*, we're told that the Soviet Union has used communal facilities for the rearing of children for years, but "collective upbringing received its greatest expansion following the Twentieth Party Congress in 1956, which called not only for the expansion of existing institutions, such as nurseries and kindergartens, but also for the introduction of the so-called schools of the new type—the '*internats*' or *boarding schools* and the '*schools of the prolonged day*', 'except that the pupils go home at about six in the evening and return early the next morning. . . .

"For all of these institutions, the stated aim is to provide the child, *from early infancy onward*, with the physical, psychological, and social conditions regarded as necessary for his full development but not readily available in his own home. In accordance with this aim, priority in admission is given primarily to children from families in which one parent is absent or away for long periods of time, or where the parents work on different shifts. *Infants may be entered at three months of age.*"!!!

Does this not sound exactly like Lamar Alexander's proposals in his speech at the Kansas Governor's Summit in Wichita, KS in November, 1989, prior to his being selected US Secretary of Education?

In another section of Urie Bronfenbrenner's *Two Worlds of Childhood, U. S. and U. S. S. R.* (pages 107-108), we read of Coleman's ideas on factors influencing education achievement:

"But by far the most important factor was the characteristics of the other children attending the same school. Specifically, if a lower-class child had schoolmates who came from advantaged homes, he did reasonably well; but if all the other children also came from deprived backgrounds, he did poorly . . . the beneficial effect for a disadvantaged child of being in a class with non-disadvantaged pupils increased substantially with the proportion that non-disadvantaged children represent of the class as a whole. . . . Changes in the social class or racial composition. . . would have a greater effect on student achievement and attitude than changes in school quality."

Notable Quotes on NASDC -

"'You are going to see massive changes in American schools,' promises Tom Kean, NASDC chairman and president of Drew University in Madison, N. J. 'We are aiming for nothing less than a fundamental and

dramatic change in education. . . ."

"The 11 projects incorporate a wide range of educational theories and practices, including extended school days and school years, increased parental involvement, advanced use of technology, and close links between school, community, and social services. . . . Grant applicants were asked to submit plans that could be replicated in public schools nationwide.

"'Of all the aspects of America 2000, this is probably the most useful,' says Frank Newman, president of the Education Commission of the States in Denver. 'We already have about a dozen major national networks of school reform.' . . . Newman is optimistic that the New American School designs can be adopted by other schools. 'They're coming into a system that every year is doing more and more replication,' he says. 'This is pushing the critical mass further.'

(Quotes from "Breaking the Mold" of Education," by Laurel Shaper Walters, *The Christian Science Monitor*, July 20, 1992, page 12.)

"Critical mass," Newman said? See page 4, The Global Alliance for Transforming Education (GATE). Next thing you know, Newman will be "bridging," if he isn't already. Frank Newman was also a speaker at the infamous Kansas Governors' Summit.

Howard Gardner -

Howard Gardner, Harvard University, referred to on pages 6 and 8, who is on the NASDC Design Team, "ATLAS COMMUNITIES," has written the book, *Frames of Mind. Teaching and Learning*, which is about his theory of "multiple intelligences." Elaborating further on this theory, Linda MacRae-Campbell, Bruce Campbell, and Dee Dickinson have written *Teaching and Learning Through Multiple Intelligences*, which is advertised by New Horizons for Learning, as "a practical guide to classroom applications of Howard Gardner's theory of multiple intelligences." Dee Dickinson and Linda MacRae-Campbell are both on the White House Task Force for Innovative Education, as well as President and Director of the New Horizons for Learning, a network of educators and others interested in "leading edge" education reform. New Horizons for Learning publishes *On The Beam* three times yearly which contains "reports on new findings regarding learning, and practical examples of ways to improve memory, creative and analytical thinking and problem-solving in the classroom home and workplace." (A New Horizons for Learning flyer and membership form; no date.) MacRae-Campbell and Dickinson are connected with other New Age groups and publications.

ADDENDUM

Just as we thought this paper was at last finished, several reports arrived from the National Education Goals Panel. 27 This Panel was established in 1990 "to

assess and report to the nation on the progress in achieving the six National Education Goals set by the President and the Governors." The six National Goals were incorporated into President Bush's educational restructuring strategy, America 2000. To become an America 2000 school, or community, the 6 National Goals must be adopted.

One of the reports is: *The Goal 5 - Technical Planning Subgroup on International Workforce Skills* (Report to the National Education Goals Panel), July 31, 1992 (#92-08).

Listed under "Goal 5 Technical Planning Subgroup on International Workforce Skills" is Co-Chair, Marc Tucker, National Center on Education and the Economy, NY. (Tucker was Executive Director of the Carnegie Forum on Education and the Economy, 1985-1987, according to NASDC's Design Team information. See page 7 of "Connections and Conflicts of Interest.")

Also listed as "Liaison with the U.S. Department of Education," is Nevzer Stacey, Office of Educational Research and Improvement (OERI), Washington, D. C.

Information in the Goal 5 report that relates to information in "Connections and Conflicts of Interest" is, briefly:

Co-Chair Marc Tucker, National Center on Education and the Economy, NY - See reference to Tucker, "Connections...," page 7.

World Bank - a sponsor of USCEFA, page 6 of "Connections...," page 3, Robert McNamara, World Future Society conference director and former president World Bank, and page 21 of the Appendix under "Brookings Institution."

Organization for Economic Cooperation and Development (OECD), Paris, France (also listed as a member of the Technical Planning Subgroup) - page 8 of "Connections..."; Appendix A, under Benno Schmidt; and Appendix B, pg. 9 under NIE. **Center of Educational Research & Improvement (CERI)**, also page 8 of "Connections..." and Appendix B, page 19, NIE.

Office of Educational Research & Improvement (OERI) - see Appendix B, and recall that S-1275 was a Senate bill to reauthorize OERI and included provisions for international education programs and education exchange, among other things. This was Chester Finn, Jr.'s department at the U.S. Dept. of Education.

The Goal 5 Report discusses worker skills; the relationship between skills and economic outcomes and the influence on economic growth; productivity and income distribution; organizing the collection and analysis of data to shed light on these questions; international workforce skill comparisons; and studies by a consortium of researchers, one in the U.S., Europe, and Japan, asking "questions of an international sample of workers concerning their values, beliefs and attitudes about work."

On page 10, studies to be undertaken are listed under the heading, *U.S. Participation in Planned International Studies*.

First subheading: *The World Bank* -

"The Technical Planning Subgroup recommends that the U. S. participate in a Survey of Worker Training in the manufacturing industry which is being planned by the World Bank in seven countries; Japan, Singapore, Korea, Mexico, Colombia, Malaysia, and India. The study... (will) provide information about the relative effects of different forms of training on productivity.... Since the Bureau of the Census already collects information on U. S. companies' sales, production, capital stock, employment, etc., the World Bank questionnaire could be limited primarily to questions regarding worker training, thereby decreasing the data collection burden on manufacturing firms and enhancing the likelihood that they will agree to participate."

Next subheading: *International Study of Adult Literacy* - in 6 countries (Germany, France, Canada, Mexico, Japan, and the United States). . . .

Last subheading: *Organization for Economic Co-operation and Development (OECD)* -

"OECD has expressed interest in working with the Goals Panel in two areas of mutual interest where co-operation might be especially beneficial: a study of adult and lifelong learning and an education indicators project. The Education Committee of OECD and the Center for Educational Research and Innovation (CERI) will be conducting a number of studies collectively called, 'Education and Training 16+'. Two studies are particularly relevant to the Panel's proposed work: (a) Further Education and Training as Investment; and (b) Assessment and Recognition of skills and Competencies. (Shades of the Labor Department's contribution to America 2000 and the "SCANS Skills.") OECD notes that in the context of increasing international economic competition, there is widespread interest in adult literacy, workplace training, continuing vocational education, and general adult education, although it is evident that *improvements in data collection and reporting are needed* to describe the situation in different industrialized countries. A cross-national study will commence in 1992, which will assist countries seeking to adopt further education and training *accounting and reporting* practices. It is scheduled for completion in early 1994, and the Technical Planning Subgroup encourages U. S. participation." (Emphasis added-ed.)

Which further proves that *international connections exist* and that the information quoted in "Connections and Conflicts of Interest" from J. M. Wallis' *Chaos in the Classroom* are not far removed from the current restructuring of society under the guise of educational "reforms." J. M. Wallis and Joan Masters were right on!

Please look back at Appendix A (The Edison Project), under the heading "Benno C. Schmidt," page 16, where we ask if there is a relationship with A.

Benno Schmidt, Editorial Assistant for the Congressional Clearinghouse On the Future (CCOF), and Benno C. Schmidt. We refer to *What's Next*, CCOF's publication. Under "Selected Articles and Reports," subheading "Environment," and subheading "Telecommunications," two reports are listed:

"Rijsberman, Frank, Barrett, Scott. 'Responding to Climate Change: Selected Economic Issues.' *Paris, OECD*. In deciding how to respond to the problem of global warming, it will be important to consider the economic efficiency--how best to use scarce resource--of alternative policy options. (LRS91-10242)..."

"Antonelli, Christiano. 'The Diffusion of Advanced Telecommunications in Developing Countries.' *Paris, OECD*. 111 p. This study examines in detail the economic factors underlying the speedy adoption of advanced telecommunications in many newly industrializing economies and shows how they can catch up to--and leap-frog--even certain OECD countries. (LRS91-10777)"

We still don't know for sure if there is a connection between the two "Benno's," but there is certainly a connection with the Organization for Economic Cooperation and Development (OECD), which is connecting with education, labor and the workforce, the environment, and the economy, including the National Goals Panel, proving once again that "restructuring" in the "New World Order" is international.

Information is arriving faster than we can keep up with it. The recently released *The National Education Goals Report, 1992, Building a Nation of Learners* just came in the mail. Chapter 1 is entitled "American Education in a Global Context." All of the arguments for international comparisons are given. "How does the performance of our education system today compare with those of other nations, especially those of our *most important competitors*?... This question can only be answered objectively by international comparisons of both education systems *and outcomes*.... We believe, ... that international education indicators are potentially as meaningful and useful as international indicators in other fields such as health or economics.... international comparisons can provide *insights that are unique and powerful*. By learning about the characteristics and performance of others, we discover more about ourselves; both the levels of performance we need to aim for and the types of system reforms that may help to achieve them." (emphasis added-ed.)

OECD's "interest in working with the Goals Panel" (see last page above) was honored and no time wasted. Two exhibits from OECD are shown on page 6; "Exhibit 2, High School Completion," and "Exhibit 3, College Completion."

The National Education Goals Panel, created by the President and the nation's Governors in 1989, began with establishing the 6 National Goals, subsequently incorporated and promoted in America 2000. The

Panel is quickly expanding their work. Re: *Executive Summary, The National Education Goals Report, 1992, Building a Nation of Learners*, page 27:

"Because of gaps in available information on progress toward the Goals, the Panel is also charged with *proposing new or improved data collection systems*. In the past year, the Panel endorsed the *creation of a new national Early Childhood Assessment System*; a new, voluntary system of uniform student records; and improved national and state-level indicators of student achievement. ... It is also considering proposals for improved indicators of citizenship; a national collegiate assessment system; and *international comparisons of the knowledge, skills, and attitudes of American workers*....

"The panel has also recently taken on the role of ensuring the development of national standards for student achievement and a *voluntary national system of assessments* aligned to those standards. To coordinate this work, the Panel established a charter for a *National Education Standards and Assessments Council* in July 1992.

"Key Goals Panel Milestones... January, 1992
- The Goals Panel accepts the recommendations of the *National Council on Education Standards and Testing*...; to appoint membership to a new standards and assessment body; and to adopt with that new body national standards and criteria for a *voluntary national system of assessments*."

Simultaneously, and right in line, is the "New Standards Project," "a joint program of the *Learning Research and Development Center* at the University of Pittsburgh and the *National Center on Education and the Economy*...." The information below is from a presentation by Warren Simmons, Director of Equity Initiatives, which was to "clarify the goals and role of the New Standards Project." The following is taken from copies of Mr. Simmons' overheads used in his presentation to the Commission on Student Learning, State of Washington, and forwarded to Brian L. Benzel, Chair of the Commission on October 12, 1992:

The New Standards Project (Partner on NASDC's "National Alliance for Restructuring Education" Design Team-ed.)

"Directors- Marc Tucker (Carnegie connected) and Lauren Resnick. (Both are on NASDC's "The National Alliance for Restructuring Education" Design Team; Tucker representing the National Center on Education and the Economy; and Resnick representing the Learning, Research and Development Center *and the New Standards Project* - see p. 7)

"Primary funders: The Pew Charitable Trusts and John D. and Catherine T. MacArthur Foundation.

"New Standards Project Partners: States- Arizona, Arkansas, California, Colorado, Connecticut, Delaware, Florida, Iowa, Kentucky, Maine, New York,

Oregon, South Carolina, Texas, Vermont, Virginia, Washington, School Districts— Fort Worth, Texas, New York City, Pittsburgh, Rochester, NY, San Diego Unified, White Plains, NY.

"Major Goals:

- >Construct a Performance-Based Examination system with... Matrix Examinations... Cumulative Accomplishments Records: *Projects, Exhibitions and Portfolios*
- >Develop World Class Content Standards (Curriculum Frameworks)
- >Restructure Schools in Ways that Support the Attainment of World Class Standards and Equity

"New Standards Project Key Concepts:

- >Content Standards (Curriculum Frameworks) - Broad descriptions of the kinds of knowledge, strategies and skills students should acquire in a particular subject area. Descriptions often include desired learning outcomes for specific educational levels.
- >Student Performance Standards - Concrete examples and explicit definitions of what students have to do to demonstrate that they have learned to an adequate level the skills, strategies and knowledge framed by content standards.
- >Performance Assessment - Assessments which require individuals to engage in tasks which mirror as closely as possible the conditions under which a particular competence is performed in 'authentic' settings....

"National Education Goals Panel - Six Governors, four members of the Administration and four members of Congress - Created to report annually on the Nation's Progress Toward meeting the Six Educational Goals

"*National Council on Education Standards and Testing* - 30 members including members of Congress, educators, leaders of the two major teachers' unions, members of the Administration. Studied feasibility of establishing national standards and a national examination system....

"Major Recommendations Continued - *Establish National Educational Standards and Assessment Council* to coordinate development effort - System of Standards and Assessment should be used to:

- >Illustrate for students, parents and teachers levels of achievement expected.
- >Improve classroom instruction and learning outcomes for all students.
- >Measure and hold students, schools, school districts, states and the nation accountable for educational performance.
- >Assist education policymakers with programmatic decisions."

Included with these overhead transparencies on the "New Standards Project" is a chart with the heading, "National Standards and Examinations Initiatives," and a list, "National Standards and Exams: The Players." These are enclosed for your information.

Notice the similarities of the New Standards Project

and the National Education Goals Panel's Executive Summary. Again, Carnegie has a great influence.

No conflicts of interest?!!! What do you think?

**The Audrey Cohen College Design Team
A Comparison with Curricula and
Textbooks of the Past**

The Audrey Cohen College Design Team wants students to connect what they learn with the real world, making a positive change in the community. "Students will spend several hours in organizations outside the classroom each week directly applying what they have learned at school."

Three elements of the curriculum are: Purpose - "the broad area of activity around which student learning is organized for a specified period of time; Dimensions - critical perspectives from which knowledge is *examined*...; The Constructive Action demonstrates how the student has used learning to plan and *take action* that improves the world outside the classroom...." ("Improving the world outside" is not explained, although the phrase is repeated. Emphasis added-ed.)

Remember that in the field of "change agency," or behavioral science, taking *action* is the reinforcement tool for cementing the "knowledge," values, and beliefs, which are adopted after "examining" all the alternatives. Role-playing has been used in classrooms and elsewhere in the past for just such a purpose. -ed.

In addition to traditional courses, which are quickly glossed over, knowledge "encompassed" will include: "critical thinking, problem solving, synthesizing... making ethical choices, working effectively with others, understanding and negotiating systems, and developing needed skills."

"Essential aspects" of the classes are: "acting with purpose...; *weighing values and ethics*; understanding oneself and others, understanding systems; and making use of skills...."

School and Community -

"Children will go out into the community... in order to learn to take action. This interaction is expected to be a potent force in breaking down the barriers that isolate... the school from the community.

"Organizations and individuals in the community... will organize educational programs, internships and collaborations with and for students.

Families will become resources for learning. The involvement of parents and *parent surrogates* will start at the earliest classroom-centered learning stage, where the Purpose is 'We Build a Family-School Relationship.' Thereafter, students will use their families as a resource as part of every Constructive Action.

"As needed, schools will bring in such ancillary services as after school activities, health care, prenatal care and early childhood development, social services, . . . counseling, parent education and training, and job preparation and placement." (all emphasis added. -ed.)

Teachers will plan curriculum collaboratively as a team, build relationships with students and parents outside the classroom, as well as with other members of the community. There will be "master teachers." Principals will become "educational brokers," creating networks of relationships with all elements of school and community. Superintendents will help recruit organizations to present educational programs, etc., and "use their influence to facilitate change in rules and procedures in the district."

Technology -

"...Children will learn to choose and use technology for information gathering and analysis.

"Experts...will identify technology to support this process and will help develop Constructive Actions that will incorporate technology.

"Interactive multimedia will be used...to develop problem-solving abilities.

"In their forays into their communities, students will employ appropriate audio, video and photographic equipment to gather information....

"Computer systems and networks will have telecommunication capabilities, ...to communicate with other...schools around the country or even around the world."

Assessment -

"Assessment will be based on a description of the kind of person who the program intends to graduate: the competent and productive citizen... .

"In developing the framework of specific abilities to be assessed, certain guidelines will apply....the abilities must be of a nature to be useful or even necessary ... (to) carry out... Constructive Actions. The abilities must encompass...analyzing and evaluating arguments, using critical thinking to make ethical judgments,....The abilities must be organized so that a student can progress at his/her own pace to even higher levels of complexity and sophistication." (Does this remind you of "portfolios" and "exhibitions," as in Ted Sizer's Coalition of Essential Schools?-ed.)

That is a summary of the information we have on the Audrey Cohen College Design Team received from the New American Schools Development Corporation itself. Please compare this, especially the indented portions above, with the following.

China, published by Vanguard Press, Inc., NY, (c) 1951, 1953, 1971, by Edward Hunter. This is from information that Mr. Hunter obtained (including actual textbooks) in 1950 and 1951 after the Communists took China over officially in 1949.

Keep in mind that only textbooks were available at the time. Computers and sophisticated technology for classroom use were a thing of the future.

Page 255 - "INVESTIGATION"

"Investigation and Research seemed like a curious title for a high school book.... The book appeared to be an entirely new approach to the problem of responsibility in society, and so it was. In the old civics courses, the emphasis was on the individual's role in society, the give and take of being a good citizen. . . . The research part of (the new book) was supposed to make it scholarly and academic, but like the psychiatry in the indoctrination course at the Revolutionary University, and like the evangelism in the learning and self-criticism meetings, this was a quack undercover work, an attempt to habituate minds to the secret police mentality while they were still young and malleable.

Page 256 -

"The book gave no specific rules of operation, but what it did teach was of such a nature that the students would automatically organize themselves into groups. . . . The book outlines actual experiments that the students can do themselves. This is field work (investigating a village) or it is homework (investigation of a family). . . .

Page 257 -

"Part (of the text) deals with statistics (how to collect them, what the average and the index mean, how to fill out statistical forms)... the mathematics used is of the simplest.

"...Knowledge that is being studied in school gives investigatory work... a higher tone... The book is purportedly scientific, intended to train children in making an investigation and drawing accurate conclusions, . . . students are expected to do some actual investigating on their own. Home is always an easy place to start, as is the firm where father works, or a factory operated by some relative. . . .

Page 258 -

"The book teaches on page 1 that 'a scientific attitude is most essential...; on page 2 that 'investigation and research must be guided by revolutionary theories and policies' and on page 3 it quotes Mao Tse-tung's saying: 'Without investigation, one has no right to speak out.' The book goes on to say that the basic rule in investigation and research is 'to understand facts objectively,' using Marxism as the point from which 'to observe and study society by this method of class analysis. . . . 'dialectic methods' have to be used.

first of all, When did it happen? Where did it happen? How did it happen? What relationship has it to other facts?... We must not be content with its present conditions. We must try to know its past. We must find out how it developed into its present state and what is the tendency of its future development....

"Helpful tips are given on 'distinguishing true information from false statements,' by determining the source. 'Was this a personal experience of the informant? If not, other proofs are required to back up its authenticity.'... Try to gather information about the same fact from different angles or sources and compare them.'

Page 259 -

"This is actually what was done with the information provided in background reports, self-criticism statements, and thought-conclusion theses... data (was) compared... the whole compared to different reports. Contradictions would be noted and used as leads in ferreting out further information *and secrets*. That this was an examining technique of Soviet Russia's secret police was perhaps purely coincidental.

"The Chinese people were being taught not only to propagandize themselves, but to be their own secret police against themselves. The book taught this new twist on investigations:

"Bring the problem before the masses. See how the masses react. Gather the opinions of the masses and study the information obtained with the help of the opinions expressed by the masses."

(This appears to be the method that some "populists" are suggesting in the USA today. One such is presidential candidate, Ross Perot. He tells his audience that whatever "the people" want he'll do it. It's up "to the people." We should "get everybody together and form a consensus."-ed. Re: Oct. 19 presidential candidate debates and other speeches.)

Continuing on page 259 & 260:

"This is exactly what is done in China in mass trials and in public purges. In Soviet Russia, purges and public trials are a matter for trained investigators and special prosecutors. In Red China, the *public* was being entrusted with this responsibility, along with self-propaganda and self-espionage. *This was the new democracy.*" (Emphasis added. -ed.)

"Practical experiments are outlined. One such is 'Studying a Family.' The first data that has to be gathered in the class to which the family belongs. In order to determine this, these lines of investigation have to be followed:

1. Family members: age, sex, past experience, profession, labor conditions, relationships inside the family.
2. Property: land, house, production materials, living materials, money.

3. Role in exploitation: extent to which the family exploits others or is being exploited. (Or, today, how the environment is being exploited!-ed.)

4. Income and expenditures: source of income, amounts, various expenditures and their amounts....

Instructions are given for field work in investigation of a village,..."

Edward Hunter's comment: "What I can't, or perhaps don't want to, imagine is the type of mind being developed by this sort of investigatory work—a mind which will regard such activity as normal in society, a mind which has been indoctrinated to enjoy just this sort of inquisition."

Page 264-265 on the subject, History -

"...a great deal of space (is given) to discussion of the evolution of social status and the development of society, which includes a great deal of research material.... This, far from revealing a desire to press home a political slant, appears to the young students as evidence of the care taken to provide proof for everything said. Ideas and viewpoints skillfully planted in these immature minds thus take root. The students when older, acquire their own way of looking at history—the Party way. Their brains are cleansed, so that whatever facts are presented to them are tested in this framework and they are able to think for themselves only within this narrow framework.

"Drastically new ideas conflicting with popularly held versions of history are not presented too abruptly in the junior high histories. Political and economic conditions are described first, then the historical event or battle is mentioned. An effort is made to avoid giving the impression that these histories seek to revolutionize traditional concepts, although this actually is the basic objective. Only later is this bluntly done, after the mental framework has been molded.

"Such revolutionizing of traditional concepts is extremely stimulating to youth, for it makes them feel superior to the past."

More quotes have been included here than originally intended for comparison with the Audrey Cohen Design Team. But, so much of what Edward Hunter said applies to other concepts being promoted by the educationists today in the USA, that it seemed appropriate to include the information.

Principles and Practices In The Teaching of THE SOCIAL SCIENCES CONCEPTS AND VALUES, Level 6 (6th grade), Teacher's Edition, published by Harcourt Brace Jovanovich, Inc., (c) 1970.

The Harcourt Brace Jovanovich Social Studies series was adopted for use in Texas schools (and later in other states) in the early 1970's, causing quite a stir. It was precedent setting for textbooks using the

"new" behavioral science concept to be adopted.

There is no doubt but that these texts for grades K-6, used the "dialectical," or "concept-seeking" approach. This was illustrated in a U shaped example in the teacher's edition: "'present' or 'old' comprehension--> confrontation (with an event not explained by the old comprehension) --> concept-seeking --> new comprehension --> 'present' or 'new' comprehension which in turn becomes a" --> and the process is repeated. Several diagrams and illustrations show the circular, constantly changing, "concept-seeking" methods. And, of course, "problem solving," "value seeking," "data gathering," "evaluating," "role-playing", etc. are included—the same things being promoted today with, perhaps, the names changed or altered. Most all of this book is objectionable, but we're going to zero in on one particular "investigation."

Page 39 - Student book -

Heading - *"An Independent Investigation into observing cultural patterns -*

"Take a look around your neighborhood. Observe the people and how they act." Students are told to analyze a certain way of acting among people observed, making a graph of likenesses and differences. (1) What kind of home... apartments... houses... large or small, etc.? (2) Do the people own a car... more than one... what other things are owned? (3) What clothes do people wear... the children... workers in different jobs? (4) "How do adults act toward children? How do children act toward adults? toward each other? (5) How do people act toward family members? toward friends? toward strangers?..."

Page 43, Teacher's book - (same lesson)

"Value-Seeking: Children begin to see themselves as members of a group..." in response to certain questions.

Instructions for the teacher are to have the class do an "Independent Investigation into observing cultural patterns."

"This investigation should be done by observation, not by questionnaire or interview. People can be very sensitive to the neighbor's child asking 'how much do you have' questions, even for scientific purposes!" They are told to keep the data collected from being a "statement of generalizations or opinions," and be sure to have each student list the "evidence" from which he inferred his answers to the questions, such as....—and the same questions are listed as those from the Student book. HOWEVER, there is a slight change and addition in the teacher's book:

Under (3) Clothes..., the teacher's edition adds "How often have you seen him? Where were the clothes worn? At home? At the store? Out to dinner? At church? At school?"

Under (4) Adults & children..., the teacher's edition adds "When did you observe it? How often? In how many different cases? What was done? What was

said? In what situation?"

Next the teacher is instructed to ask the students if their families follow the cultural patterns described, to tell why and why not, and to follow up with asking if studying cultural patterns affect your willingness to follow them?

To conclude this comparison, something from *Two Worlds of Childhood, U.S. and U.S.S.R.*, by Urie Bronfenbrenner, A Clarion book, published by Simon and Schuster, (c) 1970 by Russell Sage Foundation; Preface to Clarion edition (c) 1972 by Brofenbrenner.

Brofenbrenner made a series of seven visits to the U. S. S. R. for background material for this book and other works. The book is favorable to the U. S. S. R.'s methods of child development, training and education. Brofenbrenner was "heavily involved in the development of Project Head Start, serving as a member of the committee which designed and gave professional direction to this national program." (Acknowledgements section of the book.)

Pages 31-36 -

In Grade 1, children are instructed in how to behave in public places and "...to explore neighboring streets, squares, parks, scenic places; visit local workshops,... and become acquainted with how people work there for the common good, learn about the work the grown-ups in your family do for the service of other people.... Activities to be carried on outside of school are frequently described in class,... rehearsed through role playing, and systematically reported on in school."

Grade 5 - In school, students assist each other, help the younger children, clean and repair school property, etc. At home, students are instructed to help with chores, assist parents, and to do other good and helpful things. Then this statement: "It is to be understood that all of the above activities, including those carried out at home, are conducted in the context of the child's collective."

Page 50 - "The individual is taught to set the judgment of the group above his own and to subordinate his interests to those of the collective."

Several colorful posters are included in the book, one in particular that Bronfenbrenner refers to. This poster on page 44 with the caption, "A Pioneer tells the truth and treasures the honor of his unit," has a picture of a poster within the poster. Bronfenbrenner's comment (page 47) on the picture is:

"As the drawing indicates, being truthful includes, as one Soviet educator preferred to put it, 'expressing one's opinion publicly about a comrade's misconduct.' But there is a poster within the poster. It depicts a serious-faced Pioneer named Pavlik Morozov... a household word in the U. S. S. R. A young Pioneer during the period of collectivization,... Pavlik denounced his own father

as a collaborator with the Kulaks and testified against him in court. Pavlik was killed by people of the village for revenge, and is now regarded as a martyr in the cause of communism. A statue of him in Moscow is constantly visited by children."

What Bronfenbrenner *does not tell us* is that Pavlik "... betrayed his father and uncles when they tried to save their families from starvation by not giving 95% of the crop to the Communist authorities." (B. P. Dotsenko, *Christianity Today*, 1-5-73.)

Do you suppose little Pavlik was taught to "observe" and "investigate" the community, "gathering information" and doing his "analysis," using his "critical thinking skills" in "making ethical choices," with the "family as a resource," before taking "constructive action"? My, what he could have done with the technology proposed in the Audrey Cohen Design Team—audio, video, photographic and computers!

And, of course, we're all acquainted with the spying (or "data gathering") the youth in Nazi Germany were taught to do.

NATIONAL EDUCATION GOALS PANEL

THE GOAL 5 TECHNICAL PLANNING SUBGROUP ON INTERNATIONAL WORKFORCE SKILLS

Report to the National Education Goals Panel

July 31, 1992

92-08

Goal 5 Technical Planning Subgroup on International Workforce Skills

Co-Chairs

Marc Tucker National Center on Education and the Economy, New York

John Bishop School of Industrial Relations, Cornell University, New York

Members

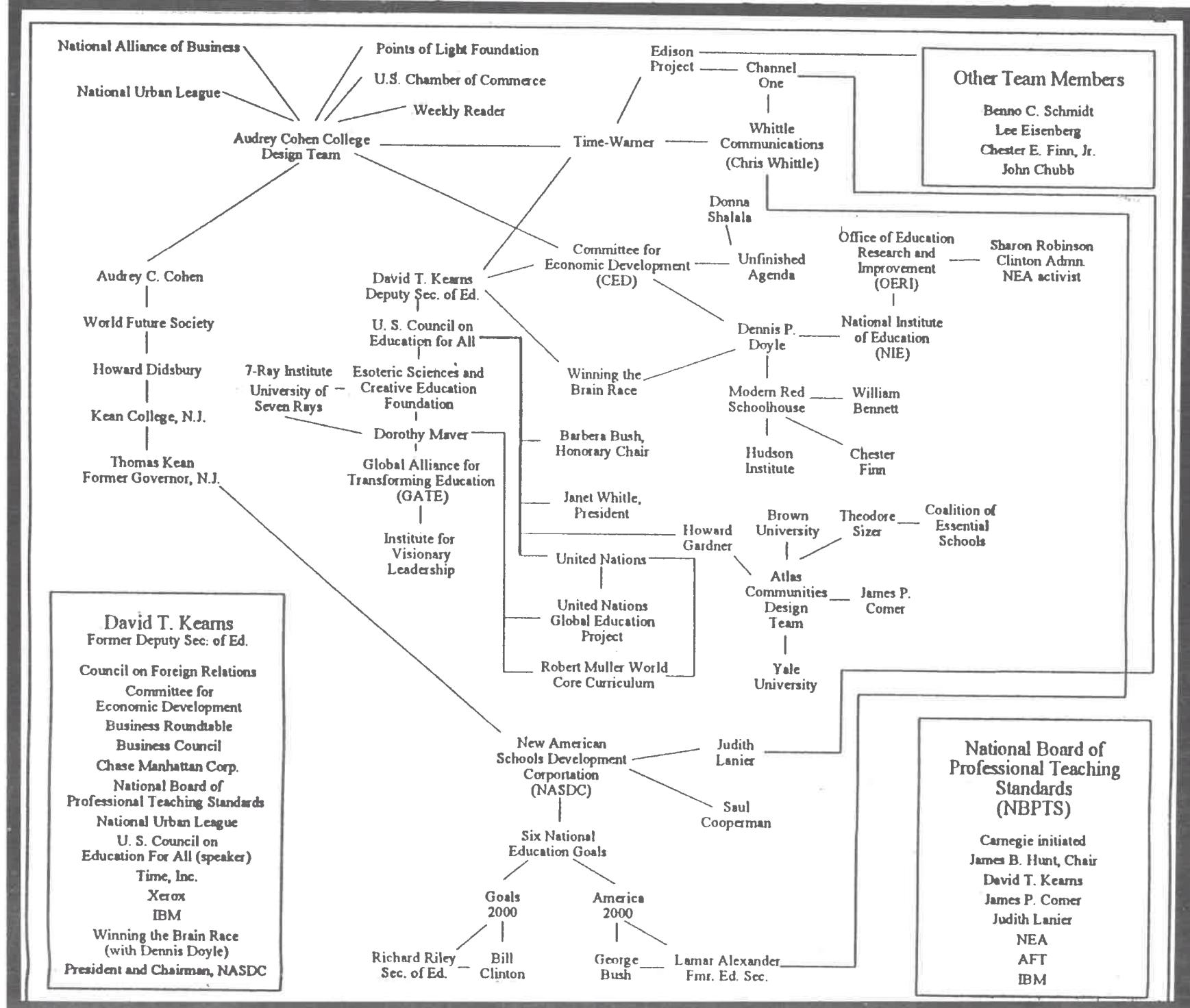
Paul Barton	Educational Testing Service, New Jersey
Sue Berryman	Institute on Education and the Economy, Columbia University, New York
Elizabeth Brand	Office of Vocational and Adult Education, U.S. Department of Education
Badi Foster	Aetna Life & Casualty Company, Connecticut
Mitsuya Goto	M. Goto & Company, Yokohama, Japan
Robert Jones	Office of Employment and Training Administration, U.S. Department of Labor
Michael Lyden	Aetna Life & Casualty Company, Connecticut
Ray Marshall	LBJ School of Public Affairs, University of Texas at Austin
Mark Musick	Southern Regional Education Board, Georgia
John Parish, Sr.	Worth, Inc., Tennessee
Stuart Rosenfeld	Regional Technology Strategies, North Carolina
Dorothy Shields	AFL-CIO, Washington, D.C.
Albert Tuijnman	Organization for Economic Co-operation and Development, Paris, France
Pedro Viera	SER National, Texas
Daniel Wagner	National Center on Adult Literacy, University of Pennsylvania
Alexander Wigdor	National Academy of Sciences, Washington, D.C.

Liaison with the U. S. Department of Education

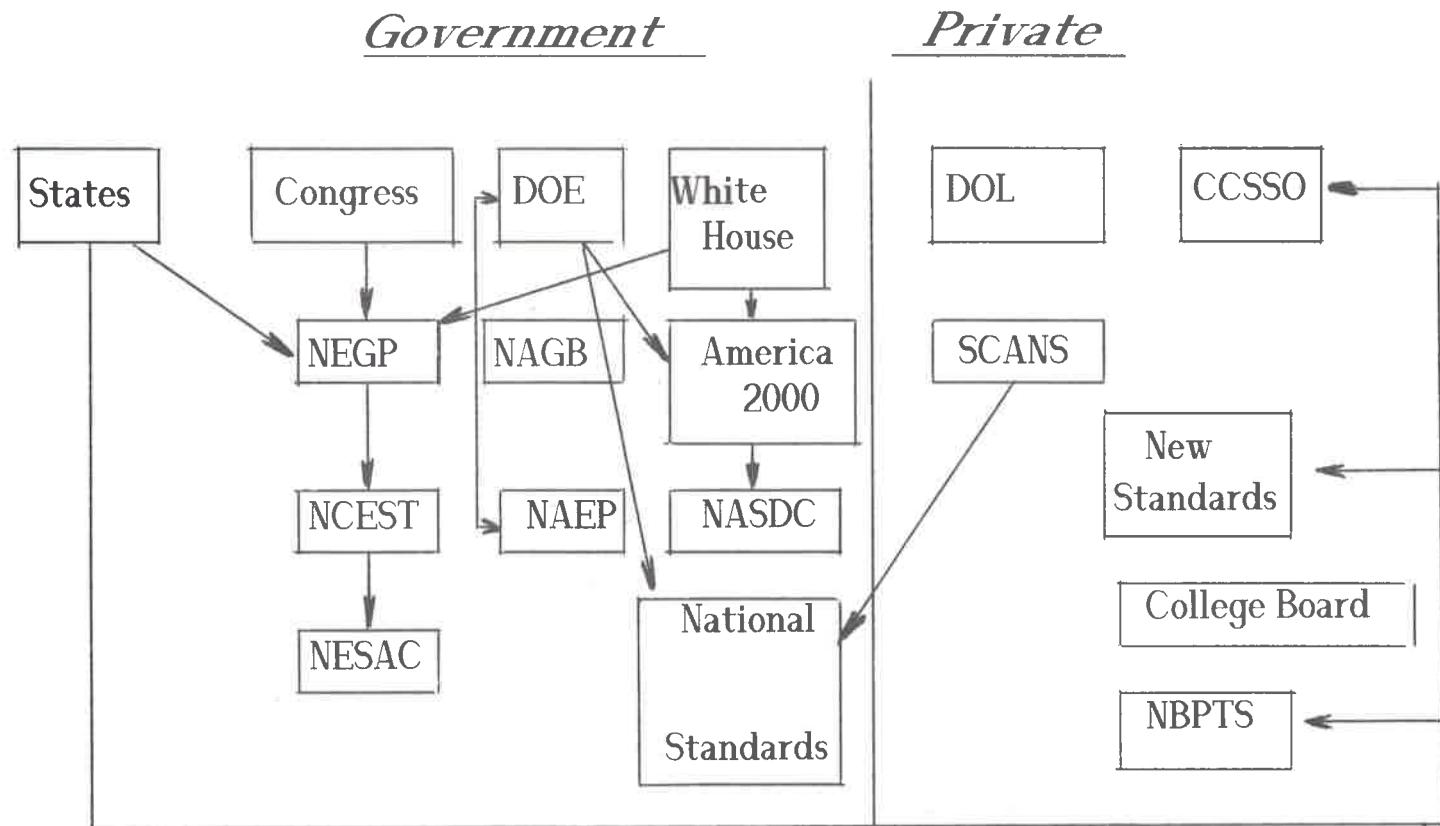
Nevzer Stacey	Office of Educational Research & Improvement, Washington, D.C.
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National Education Goals Panel Staff

Cindy Prince
Emily Wurtz



National Standards & Examinations Initiatives



From: The New Standards Project

National Standards and Exams: The Players

DOE	Department of Education
DOL	Department of Labor
NEGP	National Education Goals Panel
NCEST	National Council for Educ. Standards and Student Testing
NESAC	Proposed education standards advisory council
NAGB	National Assessment Governing Board
NAEP	National Assessment of Educational Progress
America 2000	Bush/Alexander Education Initiative
NASDC	New American Schools Development Corp.
SCANS	Secretary's Commission on Achieving Necessary Skills

CCSSO	Council of Chief State School Officers
NBPTS	National Board of Professional Teaching Standards
NSP	New Standard Project
CB	College Board

- FOOTNOTES -

1. *The Wall Street Journal*, 3-5-91.
2. The NASDC Advisory Panel assisted in the selection process of the eleven winning "Design Teams." Questions about possible conflicts of interest were raised at the Bidders Conference. (Official Record of New American Schools Development Corporation Bidders' Conference on "Designs for a New Generation of American Schools," Washington, D.C., Nov. 14, 1991, page 28.)
- NASD's Spring 1992 newsletter, UPDATE (pages 6 & 7), devoted considerable space to the adoption of "a formal policy to preclude conflicts of interest with respect to all NASDC activities."
- Reading the press releases on the eleven Design Teams, seeing the team members and partners, and the connection of the corporations, organizations, and individuals, you'll understand the conflict of interest concern. (ed.)
3. Fortunately, neither S-2 nor S-1275 passed this last session of Congress, but there is always next year. The Elementary and Secondary Education Act (now the Hawkins-Stafford Act, or the 1988 HR-5) is up for reauthorization next year and we could have another omnibus bill like HR-5, which will include the elements of both S-2 and S-1275, plus other objectionable items. The Department of Education and Congress have already held some hearings on this reauthorization according to a Texas State Board of Education report by Chuck Russell, September 11, 1992.
4. For more information on the Committee For Economic Development (CED), see Part IV, "Education Reform/Restructuring," November, 1991, by this author, and an article by Dr. Shirley Correll entitled, "Restructuring Schools Brings To Fruition Years of Leftist Plans," in *The Florida Forum*, Jan.-Feb.-Mar., 1991.
5. "Future Focus, The Next Fifteen Years, Crisis Management & Conflict Resolution," WORLD FUTURE SOCIETY, 1986 Conference & Exhibit, July 14-17, 1986, New York, NY, Preliminary Program. All information on this conference taken from this program schedule.
6. Ibid., World Future Society.
7. United Nations, General Assembly, *Global Education Project* - "An Executive Summary," with this explanation: "The Global Education Project is sponsored by the University of Peace in Escazu, Costa Rica. An academic institution created by the United Nations General Assembly on December 5, 1980, the University for Peace has authorized a Project Design Team: . . ." This information was included with a cover letter and report dated 11 October 1989, from Carlos Jose Gutierrez, Ambassador, Permanent Representative of Costa Rica, United Nations General Assembly.

The GATE information is from a flyer entitled "Global

- Alliance for Transforming Education - GATE," 4202 Ashwood Trail, Atlanta, GA 30319 USA, (no date), describing "The GATE Story," "GATE Participation," and "The Chicago Statement on Education," and including a membership application."
8. *The Robert Muller School, World Core Curriculum Manual*, November, 1986, (c) 1986 by the Robert Muller School, Preface.
9. Op cit., United Nations, *Global Education Project* - "An Executive Summary."
10. Op cit., United Nations, *Global Education Project*, "Project Design Team Resumes," and, a resume for "Dorothy J. Maver, Ph.D., Education Consultant," from SEVEN RAY INSTITUTE, 128 Manhattan Ave., Jersey City Heights, NJ 07307 USA, no date.
11. From papers announcing the United States Coalition for Education for All, First Annual Conference, October 30, 31, November 1, 1991, and from the Conference Report itself. An enclosed Membership Registration form stated that USCEFA "is funded through institutional and individual membership contributions and a small seed grant from the Office of Education of the U.S. Agency for International Development. World Education, a 501(c) nonprofit organization, is currently serving as the fiscal agent for the Coalition."
12. *The Unfinished Agenda: A New Vision For Child Development and Education*, A Statement by the Research and Policy Committee of the Committee For Economic Development, 1991, Committee for Economic Development, 477 Madison Ave., New York, NY 10022; page 67.
13. Kearns, David T. and Doyle, Dennis P. *Winning The Brain Race, A Bold Plan To Make Our Schools Competitive*, published by ICS Press, Institute for Contemporary Studies, San Francisco, CA; (c) 1988 by David T. Kearns and Dennis P. Doyle; pages 145-146.
14. "Toward High and Rigorous Standards For the Teaching Profession - Initial Policies and Perspectives of the National Board for Professional Teaching Standards," 2nd Edition, SUMMARY, (c) National Board for Professional Teaching Standards, 1991; Introduction, page 2. To order a free copy of this pamphlet, call 1-800-989-6899. I heard about it from an announcement on a Christian radio station.
15. B. J. Smith, *What You don't Know CAN Hurt You!*, Part II, "Changing Society Through Education," June 1992; page 13.
16. Dr. Dennis L. Cuddy, *Now Is The Dawning of the New Age World Order*, Hearthstone Publishing, Ltd., Oklahoma City, OK, (c) 1991; page 189.
17. Op cit., B. J. Smith, p. 17; quoting two articles by D. L. Cuddy, *Human Events*, 2-6-88, and *The Union Leader*, 4-21-88.

FOOTNOTES - Continued

18. *Learning A Living: A Blueprint for High Performance*, (A SCANS Report For AMERICA 2000), The Secretary's Commission on Achieving Necessary Skills, U.S. Department of Labor, April, 1992.
19. J. M. Wallis, *Chaos in The Classroom*, Veritas Publishing Company Pty. Ltd., P. O. Box 20, Bullsbrook, Western Australia, 6084; (c) 1984, pgs. 324-328.
20. Charlotte T. Iserbyt, *Back To Basics Reform Or... Skinnerian International Curriculum?*, published by Barbara M. Morris Report, (c) 1985, page 12.
21. Op cit., Dr. Dennis L. Cuddy, pages 214-215.
22. Op cit., Dr. Dennis L. Cuddy, page 212.
23. Another Manhattan Institute for Policy Research member is Edwin J. Feulner, President The Heritage Foundation, according to the 1984-85 Council For National Policy roster.
24. Uri Bronfenbrenner (With the assistance of John C. Condry, J.), *Two Worlds of Childhood, U.S. and U.S.S.R.*, A Clarion Book, Published by Simon and Schuster, (c) 1970 by Russell Sage Foundation, Preface to the Clarion edition copyright (c) 1972 by Uri Bronfenbrenner; pages 107-108. Title page note: "This study was originally supported and published by Russell Sage Foundation."
25. *A Brief History and Analysis of Budgeting As A Tool Of Allocation*, by David C. Warner, Asst. Professor of Economics, Wayne State University, Detroit, Michigan, for OPERATION PEP: a Statewide Project To Prepare Educational Planners For California, March, 1970. "The work presented or reported herein was performed pursuant to a grant from the U.S. Office of Education, Department of HEW. The grant was made under provisions of Title III of the ESA Act of 1965 to the San Mateo County Superintendent of Schools through the cooperation of the San Mateo County Board of Education."
26. Reference to an article by William Murchison, "A Serious Effort to Reinvent Education," *The Washington Times*, "Commentary," June 1, 1992, page E4. (A favorable article on The Edison Project.)
27. Order this and other National Education Goals reports from: National Education Goals Panel, 1850 M. Street, N.W., Suite 270, Washington, D.C. 20036. See attached order form.

* * * * *

CHOICE IN EDUCATION - A vital part of the restructuring of American Education

We can encourage educational excellence by encouraging parental choice. The concept of choice draws its fundamental strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote, the right to decide where to work, where to live. It's time parents were free to choose the schools that their children attend. This approach will create the competitive climate that stimulates excellence in our private and parochial schools as well.

GEORGE BUSH
p. 5, *America 2000*

CHOICE: If standards, tests and report cards tell parents and voters how their schools are doing, choice gives them the leverage to act. Such choices should include all schools that serve the public and are accountable to public authority, regardless of who runs them. New incentives will be provided to states and localities to adopt comprehensive choice policies, and the largest federal school aid program (Chapter 1) will be revised to ensure that federal dollars follow the child, to whatever extent state and local policies permit.

GEORGE BUSH
p. 22, *America 2000*

Part
VI:
PRIVATE, PAROCHIAL
AND CHRISTIAN SCHOOLS
ARE AN ENDANGERED SPECIES

VI. Private, Parochial and Christian Schools are an Endangered Species

Part six will prove to be the most provocative of all, for it will deal with one of the most crucial areas of the restructuring process.

Having read the previous section that delved into the design teams and having exposed the various connections and conflicts of interest, I find it evident that the origin of "choice in education"/the voucher/tuition tax credit plan is found to come not from the grass roots of America, but from the Department of Education and from the New American Schools Development Corporation.

Federal tax dollars in the form of vouchers or tuition tax credits must carry some governmental controls to assure legitimate claims by parents and to assure these same parents that their children are in a school that meets the minimum standards of the Federal Department of Education. To expect anything less of government is to remove from the state its legitimate responsibility to the people in the spending of tax dollars.

Tax dollars MUST carry some form of governmental controls.

It is time that private, parochial, and Christian school leaders take a long hard look at the dangers involved in the voucher/tuition tax credit plans.

It is also important that we examine the philosophical beliefs of the proponents of the voucher plan. Why would any group of people who advocate an international educational program seek to aid the private, parochial, and Christian schools?

Internationalism promotes a global society, a world government, and a statist/socialistic view point while private, parochial, and Christian schools would, by nature, promote a nationalistic view with a strong emphasis on religious beliefs as well as the free enterprise system. The very nature of these two views is completely opposite.

This being the case, it is obvious to anyone who will examine the facts that the voucher system is designed to accomplish a two-fold purpose. Let us examine the effect that vouchers will have on both the public and private sectors. The voucher will have a two-fold effect on the public schools.

1. In the public school sector, vouchers are designed to give the semblance of parental control. While, in reality, vouchers will remove all parental control and place the control of curriculum into the hands of the state.
2. Vouchers will neutralize the opposition. Opponents of the outcome based education will be pacified and neutralized. Those who object to the program will change schools in an effort to improve their child's education. Thinking that they are improving their lot, they will be pacified while the child will continue with the same

program. The curriculum will not change, only the learning site.

The voucher system will accomplish a very different thing in the private, parochial, and Christian schools.

1. Acceptance of federal tax dollars must carry some governmental control. The private sector will have to be "lawfully" operating schools that meet the minimum government standards. That really sounds like a very reasonable request. It implies only the barest of governmental intervention. Failure to meet those basic requirements will give the appearance of a "shoddy" operation, and inferior quality, which will produce a lack of credibility and thus student losses will occur.
2. Vouchers are designed to "pressure" schools to adopt the outcome based curriculum with the world class standards and the international/global viewpoint. Failure to adopt the curriculum designated by the state would result in a loss of vouchers to the parent. The parents, in an effort to keep the federal dollars, would place pressure on the school to change the curriculum to comply to the federal standards or threaten to remove their students from the school, which, of course, would place financial hardships on the school. Consequently, pressure is applied to produce change. This effort to pressure the school to comply is clearly stated in the America 2000 handbook:

PRESSURE FROM PARENTS:

The president called on parents to urge use of World Class Standards, American Achievement Tests, and report cards by local schools. Parents must play a key role in creating new American Schools in their own communities and must work with children in the home to improve children's performance in school.

p. 54, *America 2000*.

PRESSURE FROM COLLEGES:

Colleges will be urged to use the American Achievement Tests in admissions; employers will be urged to pay attention to them in hiring.

p. 21, *America 2000*.

PRESSURE FROM BUSINESS:

The president urged business and labor cooperatively to develop--and then to use--world class standards and core proficiencies for each industry. Federal resources will be sought to provide start-up assistance for this effort.

p. 55, *America 2000*.

In time, a "lawfully operating school" would be equated with a school that implemented the state approved curriculum, thus paving the way for the eventual closure of non-complying schools. This would be done either by the loss of revenue to operate or by mandated laws. Acceptance of the voucher system by the majority of private, parochial, and Christian schools would divide the Christian school movement and weaken the ability to withstand the encroachment by the state.

QUALITY is not the issue. The issue is "**CONTROL**".

3. The vouchers will be used to discredit private, parochial, and Christian schools who truly seek to instill a "quality" education based on Biblical principles. Outcome based education is designed to produce the correct political thoughts. Children who are tested from a traditional education viewpoint will "bomb out" on the tests. Consequently, it will make the schools appear to be inferior in quality, again paving the way for their forced closure by the state.
4. Vouchers are designed to create a flow of students "away" from the public sector and "into" the private sector. Increase in students will require added programs, larger facilities, and greater overhead. In a very short time, private, parochial, and Christian schools will be dependent on the federal funds to continue operating. At that point, the net will be drawn. They will be entrapped and forced to adopt to the state curriculum or close their doors.

Now, let me deal with a very hard area that will certainly create irritation on the part of the leaders of the Christian school associations. My purpose is not to divide, but to teach and warn of the dangers that you are in. Two things are taking place.

1. You are being manipulated and backed into a corner. The state would rather that you comply to their program without resistance. If you can be led to believe that the laws can be written to protect the Christian school movement, and if you can be enticed to accept the voucher system, then the very alternative that God has raised up can be effectively neutralized. Your "Christian" school, by the state definition and as ruled by the Supreme Court, will become, for all practical purposes, a "state/public school."

2. You are being flattered into thinking that you are an important individual. Your dialogue with the Department of Education and the Secretary of Education is being carried out with the express purpose of getting your input and, if possible, to enlist your aid in writing or changing the wording of a particular bill to ease your fears and lead you to believe that you wrote the bill.

Don't forget that the Judas goat was used to lead the unsuspecting flock to the slaughter. Remember, also, that the effort to get Nehemiah to meet with Sanballat and Geshem was, in reality, a trap. They thought to do him mischief. (Nehemiah 6:2)

Once you understand the total scope of the restructuring plan and realize who is behind it and why, you will suddenly realize that a snare is laid, and you are the intended victim.

Finally, I am including articles that warn of the dangers involved with the voucher system. I am also including the article that was offensive to the leadership of the American Association of Christian Schools. I am doing so for the following reasons.

First, the past resolution of September 14, 1992, serves as proof of the fact that good Christian men are being unwittingly maneuvered into a very perilous position.

Secondly, my reasons for standing against federal funds remain unchallenged. To this date, we have received hundreds of letters and telephone calls commending us for our position without one challenge against the principles that were set forth. I did receive one letter from a state director who felt that my article was unwise in that it should have been directed to the national board before a general mailing was sent out, but even he agreed that the principles upon which I took my stand were basically correct.

The leaders of the Christian school movement must understand that their decisions are far-reaching in that thousands of churches and schools are looking to them for guidance. An incorrect decision will lead thousands astray, and in this case, it will remove the last great obstacle that lies in the path of the international plan for total world government.

The church and the Christian school CANNOT avoid the spiritual conflict that is now taking place. Unfortunately, the leaders of the private, parochial, and Christian school movement are unaware of the total picture, and, thinking that they are strengthening Christian education, they are working to promote the very idea that will destroy them. At this moment, most of the leaders in the Christian school movement are sitting on the sidelines and have become a part of the problem rather than being a dynamic force to oppose the very forces that seek to destroy them. We should think long and hard and then determine to take our stand for our God, family, and country.

I would hope that the church would be true to its

calling and faithful to its Lord.

Men, the greatest spiritual battle of all history is in the making. We need to take our stand with Christ, for eventually He will destroy that which is being set

into place.

I intend to be a part of his remnant. Will you not stand for His sacred truths?

How to destroy Christian Education

"Nothing will more quickly destroy independent Christian schools than state aid; their freedom and independence will soon be compromised, and before long their faith."

*George Bernard Shaw
of The Socialist Fabian Society
of England
(quoted from *The Oregonian*, 10/20/82)*

Can legislation be drafted with appropriate language to insure complete autonomy of participating private and Christian schools?

"Some to be sure, like to think they can have it both ways; i. e., can obtain aid without saddling themselves with unacceptable forms of regulation. But most acknowledge the general applicability of the old adage that he who pays the piper calls the tune, and are more or less resigned to amalgamating or choosing between assistance and autonomy."

Finn, Jr., Chester E.; NASSP Bulletin,
March, 1982, "Public Service, Public Support,
Public Accountability", p. 69.

Tuition Tax Credit: Dream or Disaster?

The news rang out with the proposals sounding like a promised box of gramma's cookies. It was too good to be true. In fact it had not been a dream because it was too fairy-talish to even dream of. But that was yesterday. Today it is a bonafide dream because papers are printing it, radio stations are mouthing it. Congress is discussing it and the new, old-fashioned, no nonsense President is pushing it. TTC is a dream which now contains a good percentage of possibilities—and if you can believe it—the Christian school for once is to be the recipient of public monies. For years all the monies have gone to other enterprises, benefiting everything from goldfish in the D. C. aquarium to homosexuals in yesterday's White House. But now Uncle Sam has leveled benevolent eyes on private education, and many Christian schools see a brighter tomorrow because of Uncle's anticipated generosity.

Other Christian schools feel conversely that TTC proposes a nightmare rather than a dream. They feel it comes as an "angel of light" but would seriously undermine Christian schools and eventually derail the entire Christian school movement.

Many articles have been written on the pros and cons of TTC. This article will show both sides and then treat the TTC as applied to private education. The last section will consider the TTC as exclusively applied to Christian education.

TTC The Dream

PROVIDES SOME JUSTICE—Supporters of TTC contend that taxation in favor of public school has been unfair to those who receive no services from those schools due to their participation in private education. Non-public

school students will not receive full justice but at least it provides more justice than was previously offered.

PROVIDES A CHOICE—Other backers of TTC see it as at last providing an alternative to public education. Many parents, they declare, will have an option only if TTC monies are made available. Some parents seriously desiring private education are denied an educational choice because their education monies, via taxes, are consumed by an education system which they consider to be undesirable. TTC would provide the monies and would make a choice financially feasible.

They also assert that educational choice is a basic parental right. Currently, many parents cannot exercise that right because the government has "bought" the education that they want for children.

PROVIDES A TAX REDUCTION—Proponents of the TTC anticipate that it would reduce the tax burden on the American people. Since private education has consistently operated at approximately 1/2 the cost of public education, the government would have less educational expenditure. This would be especially welcomed by taxpayers who do not have school-age children yet are required to pay for the public schools. This reduction would only result if there was at least 5% shift from public education to private education. A recent nation-wide poll, conducted by Newsweek, indicated that 23% of parents with children in public schools might switch to private schools if TTC passed.

PROMOTES QUALITY EDUCATION—Some advocates of the TTC point out that the credits would force the public school system to provide quality education. By creating an attainable alternative to public programs, the credits would cause the public schools to provide quality education. Currently, quality has

Daniel L. Whisner is the son of Levi W. Whisner, whose case reached the Ohio Supreme Court. The decision of the Court on 7/28/76 vindicated his stand against State Licensing of Christian Schools.

taken second place to the many programs that have been the "pets" of the public system. Sports, social change, vocational training, etc. have tipped their priority scale. But should TTC enter the scene, they would have to compete in quality or risk the demise of their system. Parents are alarmed at the lack of educational proficiency among their children and are beginning to search for methods of reversing the trend toward illiteracy. Should the TTC pass, many would consider the educationally superior private schools as the long awaited solution. Applying an ingredient of free enterprise into education would result in better education for all.

PROVIDES A BELT TIGHTENING—Another plus for the TTC that would benefit the tax payer is that it would provoke a belt tightening effect on the public schools. For years the public schools have expanded with mushrooming programs. It appeared that the school tried to be mom and dad, preacher and counselor. They wanted to provide for every contingency, thereby producing well-rounded individuals. Through this "benevolent" reasoning the public schools have gotten away from the basics of reading, writing, and arithmetic, to behavior modification and social change. If money was less available, some feel that the public schools would be forced to teach and would of necessity quit playing God.

The TTC would also take some of the fat out of the system. Public schools of late have been screaming about lack of funds and yet they have the latest equipment, new facilities and complexes, and enough on the side to maintain their programs. The TTC would eliminate much fat as federal monies decreased. The public schools would be forced into pursuing cost effectiveness.

TTC The Disaster

While some dream of TTC's, others have become prophets of doom, labeling them as certain disaster. They are definite in their belief that passage would have dire consequences for modern and future America.

DEMISE OF THE PUBLIC SCHOOL—Many of the public school "protectors" feel that the TTC would be in itself responsible for the demise of public education. They charge that tax credits "would encourage the establishment of an educational caste system by spurring the exodus of advantaged children while leaving the handicapped and learning disabled—not to mention the poor—behind in the public school system.

An exodus would also reduce federal monies poured into the system on a dollar-per-pupil basis. Though the reduction occurs, they must maintain the same large facilities, continue to support the expensive sports programs, and pay their large professional staff. The student exodus could be such that program and staff cuts would not equal the financial reduction. If the credits drew 3 or 4 pupils from each class, a teacher would still be needed for that individual class. You would also need

the same amount of coaches, cooks, and counselors. The building would require the same amount of light, heat and maintenance. But if that school had 100 classes with a loss of 4 students per class they could lose as much as \$800, 000 in federal funding.

SUPPORT FOR PROTEST SCHOOLS—Opponents also argue that TTC "would indirectly subsidize the protest schools—private, white-flight schools, built to avoid racial integration". While the public sector strives for "equal opportunity", these schools afford the segregationists a chance to train his devotees. The opposition claims that money protest academies have no money for a chemistry lab or a gym. They insist that "tax credits for parents would boost enrollment, enabling the protest schools to expand their facilities with the tax money of the very people in whose face they slam the door."

A BONANZA TO THE WEALTHY—The TTC, it is argued, will profit the wealthy rather than the poor. The wealthy would receive a tax break while the poor, they contend, could not even send their child with the assistance of TTC.

TTC As Applied to Private Education

A realistic evaluation of TTC as applied to private education reveals that it would be a catalyst to free enterprise education. It would provide a choice to public education, which has become a virtual monopoly. America has stood against monopolies which deprive freedom of choice. Though TTC would not provide an equal choice between public and private, it would be more convenient with TTC than without.

Various studies have indicated that TTC would represent a tax reduction. The American has carried a heavy tax burden and is certainly due a break. In a time when we are seeking ways to our national financial dilemma, every little bit will help.

TTC, if passed, will bring pressure to bear on the public system for better education. They have carelessly educated children for years with no threat of repercussion. With the possibility of million dollar losses, many public schools are already shoring up their weaknesses. They now realize that they are not eternal and indispensable.

It is doubtful if a small credit like the TTC could kill the public school system. It could, however, hasten the demise. If the public schools are so sick and crippled as to crumble at a \$250 credit, then it is questionable as to whether they should continue to be propped up.

Free enterprise allows the sluggish, ineffective, and inefficient operation to waste away. If the public schools don't shape up no one will have to destroy them; they will destroy themselves.

Private education has not occurred in protest to integration. There are places where such might be the case, but most private education was born out of a desire for good, wholesome, basic education. The

overriding issue must not be obscured by those who wish to bring splinters to the forefront.

TTC As Applied to Christian Education

It is this section to which our readers should devote careful consideration. For a number of reasons the TTC will have a different effect on those schools which are Christian. Christian schools must question the immediate and future implications on their church ministry.

INEVITABILITY OF CONTROLS—Some Christian educators have been overjoyed at the possibility of free money. But, will the government really hand out this money unattached? They never have yet, and don't expect them to begin now. They have already discussed the stipulations which must be met for receipt of TTC monies. Senator Bob Packwood, as sponsor of a TTC bill, said, "The private schools *would still have to meet whatever standards are prescribed for them* in each state." (emphasis ours) Should a school wish to receive the credits they must surrender to state control. The State would then regulate these schools according to statist desire. To accept TTC would mean surrendering to the control from which Christian schools have earnestly sought relief.

Through the courts and legislature CLA and many Christian organizations have sought to keep Christian schools free. The State has unsuccessfully tried every coercive and persuasive measure to force or woo Christian schools into the fold. Nothing has worked. But now it appears that a few "free" greenbacks will woo the wayward sheep into the fold. The job at which the bureaucrats, courts and policemen have failed will now be turned over to the office of filthy lucre. Many who saw Christian educational freedom a must can't see quite so clearly with dollar bills dangling in their face. TTC, if passed, will mean surrender to State control for every church that participates in the dole.

THE INEVITABILITY OF INCREASED CONTROL—"Sure there are requirements but they're so minimal" cries one proponent of the credits. Of course, they always start out that way. But today's minimum is simply the lubrication for tomorrow's maximum. Each year, regulations and standards are expanded and increased. Initially one will not have to concede much to be a recipient. Each year standards will escalate until Christians become the parabolic gradually boiled frog.

THE TTC DEPENDENCY—"Well, I'll get out if the standards suffocate my religious liberties." Sounds good. Sounds courageous. But those who have no conviction to stand, later on may have neither the conviction nor the power. TTC will be a drawing card for participating schools. Some schools may double over night. Building programs will begin. Some will raise their tuition. It will appear that schools are flourishing. Enter the State. All schools receiving TTC must teach a state approved sex education course. Preachers rise to the occasion to defend their schools against insidious intru-

sion. The State rules that it is within their compelling interest to see that the students are properly educated in this area and all schools in non-compliance will be ineligible for TTC immediately. Take away the TTC and half your students go elsewhere. Your new building is supported in part by the TTC. TTC helps pay the light bill. TTC helps pay the large staff. TTC helps maintain the school. Now the Christian school has put itself in a position of vulnerability similar to that which currently threatens the public school. If they stand they lose, if they succumb they lose. If they stand they will lose the school through loss of TTC funds and a possible court encounter. If they succumb they lose their remaining Christian distinctives. Those who participate in the TTC will voluntarily enter a losing battle, at least a losing battle as far as the Christian school is concerned. The State will at last be the victor.

TTC FALLOUT—So cornerstones of the Christian school will be eroded upon the entrance of TTC, not because they won't be preached or taught but because it will no longer be necessary to practice them. Today Christian schools were built on faith. Faith was a necessity for new buildings, monthly payments, teachers' salaries and all the financial demands of a Christian school. The churches did not have the money, the preacher did not have the money, but God did. Consequently, preachers and churches regularly fell on their faces, petitioning God to supply the need. To this extent, schools were a new lesson in faith. Some oldtime churches having had all their bills paid were complacent and apathetic until they were forced to depend on God for the demands of their new ministry. Preachers learned faith. Teachers learned faith. Mom and dad learned faith, and a watching world learned what God could do through the faith of his children.

Now comes TTC and faith will no longer be necessary. Our parents will be better able to carry the financial load of the school. The money saved from TTC will find its way into the school treasury. Building projects and campus renovation is just around the corner—not by faith but by TTC. The TTC dream may fade as preachers see the parents putting the money saved from TTC into cokes and candy. TTC will produce some additional funds for the parents, but many parents only give what is required, so the additional funds will embellish their homes, not the school. TTC may not serve as effectively as faith.

Acceptance standards may be lowered to entice TTC funds. Most Christian schools have felt the need for high acceptance standards lest the school environment be reduced to that of the public school. This would eventually take its toll on the godly students as increasing evil peer pressure draws them away from right living.

ANOTHER DIVISION IN THE RANKS—Christian schools that are Christian in philosophy rather than just in name should have common grounds for a united stand.

Individual school freedom is necessary so that schools collectively can survive. It stands to reason that those interested in Christian education, as opposed to just education, should have some semblance of unity. But little by little, partitions have divided the ranks. One group of schools is exclusive because they belong to a certain association. All others are on the outside. Another group accepts state control through licensing and can't accept those "radicals" who won't submit. Others are divided on the school name, first or second degree separation, curriculum and standards. The TTC would be another large division to further separate the efforts of the Christian school movement. Rather than a call to stand on likenesses, it is another call to separate on differences.

The TTC represents a clear threat to the existence

of Christian education. There may be some real benefits for private education and free enterprise, but as applied to Christian schools the Christian schools will be the loser. It will be tragic indeed if the schools for which preachers cried, prayed, and battled, were swept away by the glitter of gold. The impregnable wall that has withstood modern day persecution will be ineffectual against the enemy if they are invited in the gate. Christians should not seek the passage of a bill so potentially dangerous and, if it is passed, they dare not participate in the government regulated credits.

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Vouchers: Devil's Bargain for Private Schools

By Ronald L. Trowbridge

Issuing from too many respected quarters of late is a lock, stock and barrel acceptance of the educational choice/private school voucher movement taking the country. The November ballot measure in California and the state constitutional amendment movement in Michigan, among others, have received well-intentioned conservative support. It troubles me as a conservative to have to confess that there is a fatal downside to these proposals. No one is more convinced than I that competition is required to break up the monopoly of the teacher unions, yet public money for private schools will inevitably end private schools as we know them.

Now, no one will force any private school to accept government money, but most private schools will succumb to the easy reward. Private schools will be defined as "recipient institutions" of federal or state funds, and therefore will be required to follow the monolithic political control of Washington or the state capital. In other words, in return for government funds, they will be "blackmailed" into accepting and promoting affirmative action, euphemistically labeled "civil rights" legislation, and political correctness in the misleading guise of "diversity."

I base this on Hillsdale College's actual experiences. Our president, George Roche, has said: "In the mid-1960s, when the first broad-based federal aid to students in higher education was proposed, Congress assured colleges and universities that the aid would come with no strings attached and that it would not jeopardize their independence. Then, in the mid-1970s, the rules of the game were changed. The college was defined as a recipient institution and was subject to Title IX legislation on affirmative action. It made no difference, the government said, that we had our own alternative policies of nondiscrimination. Hillsdale's position was that since it did not accept direct aid from government (the aid went directly to students), it was under no obligation to comply." The case went all the way to the Supreme Court and we lost. Since 1985, we have raised private funds to replace the federal grants and loans students formerly received.

The danger signs for private schools are present; I cite just a few:

1) In 1991, then-Gov. Clinton signed into law Arkansas Senate Bill 264, replete with requirements for multicultural diversity—e.g., students must "recognize and appreciate ... the contributions made by diverse cultural groups";

they must "develop a sensitivity to... customs of others" and "function effectively in a multicultural environment." Look for these to be codified by Washington.

2) The pending "Goals 2000: Educate America Act" stipulates as a "national education goal" that "all students will be knowledgeable about the diverse cultural heritage of this Nation and about the world community"; "Each State plan shall include strategies for ensuring that comprehensive, systemic reform is promoted from the bottom up in communities, local educational agencies, and schools."

3) This April, Alabama state court Judge Eugene Reese ruled that public education shall meet criteria in compliance with the state's constitution; one such constitutional requirement is that students shall have "sufficient understanding of the...cultural heritages of others." This case is precedent setting, and similar cases are pending in Louisiana, Connecticut, Massachusetts and New York. Public vouchers for private schools will carry the ball and chains of political correctness.

4) In December 1992, the Virginia State Council of Higher Education ruled that Liberty University students may receive state tuition-assistance grants, provided the school eliminates mandatory attendance at religious worship services and removes the requirement that students and faculty sign a statement of faith. In taking state government money, the school sacrifices the very nature of its privacy.

In 1952, the Commission on Financing Higher Education, comprising the presidents of Johns Hopkins, Union College, the California Institute of Technology, the University of Missouri, Stanford, Brown, a former president of Columbia, and the provost of Harvard, concluded: "We are convinced that it would be fatal were federal support to be substantially extended. Power means control. Diversity disappears as control emerges. Under control, our hundreds of universities and colleges would follow the order of one central institution, and the freedom of higher education would be lost." They were right.

If government vouchers are extended to private primary and secondary schools, truly private schools in five, 10, 15 or 20 years will become virtually extinct.

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Educational "Choice"

"Education is an emotional issue," he said. "We're staying away from the word 'voucher' because 'educational choice' sounds a little more palatable to parents. . . Educational choice is giving students and their parents a voucher. . . and we want to mobilize a significant number of people. . . to get the camel's nose under the tent. . . We've got to prepare for the long term. . . so we can strengthen our position and that of our friends."

So reported a leader of a covert "new right" Dallas think tank at a recent White House Conference on Education. The prochoice activists are vociferous proponents of tuition tax credits and the education voucher, and we wonder why they want to "improve the schools and parents' attitudes" by confounding our intellectual inquiries with an emotional and illusory word change.

A well-known scholar who has written much about education said, "A phenomenal growth of Christian education, which now commands 35% of all primary and secondary school children, and is growing steadily each year, now faces total disaster, not from the statist officials who seek to control it, but from within its own ranks. A growing number of well-meaning leaders are seeking federal or state aid by various means, and most notably the voucher plan."

President George Bush said, "Choice will be a critical element in education reform for years to come." (UPI, 1/19/89) This recent upsurge in support of "choice" and the voucher program is nothing new and deserves closer scrutiny by parents and especially by private and home school patrons.

THE PRIVATE SCHOOL TRAP

To parents who have been paying taxes to support government schools it sounds wonderful to be able to choose the better school not necessarily in their neighborhood. To parents who have been paying taxes to government schools and also paying the tuition costs to send their children to private schools, a tax break or

a government-paid incentive would be a welcome relief from financial strain, seemingly encouraging a sort of free-market approach to education. But stop and think: The state has its fangs into private and home schools now; what will it be like when schools are recipients of "choice" money?

The truth of the matter is, once private education accepts ttc/vouchers it can no longer remain "private," because through government regulations, it will be forced to become one and the same with its public counterpart." And therein lies the trap! It will be government's way of harnessing 'all the stray cats' (who have gone astray via private education), in order that they may be conditioned to think and act alike through government controlled schools. Any system for credits will be exactly that, a wholly owned subsidiary of the State and a bureaucratic agency for the propagation of ideology and the enforcement of 'standards.' And the standards will be devised not by the enthusiasts of vouchers, . . . but by the same old coalition of educationists and unionists (N.E.A.) and politicians and social engineers and manufacturers of gimmicks and publishers of pseudo-books who do know exactly what they want, and exactly how to get it."

In 1981 Thomas A. Shannon, Executive Director of the National School Boards Association, said, "Tuition tax credits for private elementary and secondary schools would profoundly change the character of private education. A simple fact of political life is that public regulation follows money." Echoing this view, an article in The New Republic stated: "The most significant effect is of major government funding, the level of government regulations seems likely to increase. This raises troublesome problems for the private schools. Once they are subject to the same regulations as public schools, will they lose the qualities that make them special?"

Relating his experiences with vouchers (G. I. Bill), Bob Jones University head once wrote, "We have been fighting them since 1968, for it was then that our students lost the right to use G. I. benefits, simply because we would not sign the 'Act of Compliance' which would bring us under federal control and dictatorship."

The defeated Minnesota Voucher Bill of 1977 revealed a host of hidden rules, regulations, and costs. Among them were the requirements that schools be accountable to the Senate regarding "all financial and administrative records, courses of study offered, curriculum materials and textbooks, the qualifications of teachers, administrators and paraprofessionals, the minimum school day, the salary schedules, financial reports of money spent per pupil, and other information as may be required. . ." In addition, all schools participating in the program would have been required to file "a certificate with the State Board of Education, that the school is in compliance with Title VI of the 'Civil Rights Act of 1964."

Again, Shannon warned, "Private schools that operate with public money will be subject to public regulations, regardless of whether this is done in the name of 'accountability' or effecting social change." "No agency of state can relinquish the necessary civil control over agencies using or receiving tax funds. To receive any state funds whatsoever is to receive state controls. . . To ask for vouchers or anything else from statist sources is to ask for higher taxes." (R. J. Rushdoony, 9/89) "The presence of public money, directly or indirectly, brings government intervention and control." (Bruce Evans, 3/89)

If there has ever been any doubt in your mind about the desirability of the voucher "choice" idea, which would allow parents freedom to send their children to any public or private school anywhere (which freedom, incidentally, they have now) with "free" government financing, you may now satisfy that doubt by knowing that the United States Supreme Court and, more recently, the Congress of the United States have clarified the issue. To explain the situation, let us begin with a little background information.

To start, George Bernard Shaw of the socialist Fabian Society of England said, "Nothing will more quickly destroy independent Christian schools than state aid; their freedom and independence will soon be compromised, and before long their faith." His protege, Keynesian economist Milton Friedman, began in 1960 to promote the voucher plan, at first unsuccessfully in his Alum Rock Experiment, and he later wrote *Free to Choose*, published in 1979. In it he not only promoted a voucher that parents could use at any public or private school in the country, but "at the same time require public schools to finance themselves by charging tuition" although relieving "no one of the burden of taxation to pay for schooling."

INTERAGENCY DAY CARE STANDARDS

On September 23, 1968, certain requirements, pursuant to Sec. 522(d) of the Economic Opportunity Act,

were approved by the U. S. Department of Health, Education, and Welfare, the U. S. Office of Economic Opportunity, and the U. S. Department of Labor. The key federal legislation underlying and controlling any subsequent education legislation was adopted on June 18, 1971. This master control system, called "The Interagency Day Care Standards," hinged upon the federal government's own definition of day care: "Day care is defined as the care of a child on a regular basis by someone other than the child's parents for any part of the 24 hour day."

Also: "As a condition of federal funding, agencies administering day care programs must assure that the requirements are met in all programs or facilities the agencies establish, operate, or utilize with federal support. . . (An operating agency is) any agency, public or private, which receives federal funds directly (as an administrating agency), or indirectly through a grant or contract with an agency acting as administrator of federal funds in the area, by way of reimbursement through a vendor payment made by the administering agency for day care services provided for the child and his family."

What this says, is, all educational facilities, whether public or private, that receive federal funding, either directly or indirectly, are obliged to ("shall, must, will") comply with all laws, rules, regulations, standards, techniques, licensing and certification requirements, ideology, philosophy, administrative policies, and anything else covered that are set down as standards for the public schools. If one school in the entire system received federal funds, all other schools in that system must comply. Of course, all public school systems are grouped into school districts, and all public school districts are controlled by State agencies. So, if only one school in the state receives federal money, the entire state must abide by the Inter-agency standards. "Acceptance of Federal funds is an agreement to abide by the Requirements."

Later, in July, 1980, the First Global Conference on the future was held in Toronto, Canada. One of its prime objectives was to push educational choice on an unsuspecting American, Canadian and European citizenry. Some of the participants were Edward Corrinch (World Future Society); Aurelio Peccei (Club of Rome); R. T. Francoeur (Aquarian Cabal); Miriam and Edward Kelty (National Institute of Mental Health); Dorothy MacLean (Findhorn Foundation); Barbara Marx Hubbard (prominent new ager); Mark Satin (anarchist, Green Revolution activist); Marilyn Ferguson (world's leading new ager); Maureen Murdock (occultist); Moshe Davidowitz (American Association for Humanistic Psychology); and many others.

And in 1981 the American Legislative Exchange Council, founded by Paul Weyrich ("We are radicals who want to change the existing power structure. We are not conservatives. . .") (Richard Viguerie, 1980), mailed to 16,000 state and federal officials and legislators a suggested educational voucher.

The chronology, or evolution, of events has, by law, now placed the standards ("guidelines") within

state agencies. Just how were these federal standards imposed upon state agencies and into state law, bypassing our elected representatives?

FEDERAL STANDARDS AND STATE GUIDELINES

Prior to 1975 the Department of Health and Human Services issued model State child care standards, which were adopted on a selective basis by the States.

Then federal aid for any day care services that "meet applicable standards of State and local law" was consolidated into a single grant and funneled through the existing Social Services Block Grant Title XX of the Social Security Act. Title XX of the Social Security Act is administered by the Office of Policy, Planning, and Legislation, Office of the Human Development Department of Health and Human Services. Title XX appears in the United States Code as Sections 1397-1397f, sub-chapter 7, Title 42. Regulations of the Secretary of Health and Human Services relating to Title XX are contained in part 96, subtitle A, Title 45, Code of Federal Regulations.

The original Paperwork Reduction Plan Act of 1980, 44 U. S. C. 3501 et seq., gave the White House Office of Management and Budget (OMB) power to control the form and the content of agency rule-making, and to keep information dealing with regulatory reviews secret from Congress and the public. The White House by the way, continues at this date to oppose any efforts that would require the OMB to make information dealing with all regulatory reviews available to Congress and the public or to restrict OMB's control. The White House opposition has been led by Chief of Staff John H. Sununu and White House counsel C. Boyden Gray.

Executive Order 12291 of February 17, 1981, signed by Ronald Reagan, further provided for presidential oversight of the regulatory process of present and future regulations "designed to implement, interpret, or prescribe law or policy under 44 U. S. C. 3502(1)" (emphasis added). The Order states that the Director of OMB "shall have authority...to prescribe criteria" for requiring any set of rules. The Director of OMB is subject to the Presidential Task Force on Regulatory Relief and has wife authority under the Paperwork Reduction Plan Act of 1980, 44 U. S. C. 3501 et seq., and the Regulatory Flexibility Act, 4 U. S. C. 601 et seq.

You can see how the federal bureaucracy defined to the States what a day care facility is, what day care standards to adopt, then made those mandatory guidelines a condition of funding, buried those conditions in the Social Security laws, and to this day absolutely controls them from the White House without Congressional or public scrutiny! These standards have linked increased school costs and unasked for, unwanted, yet mandatory programs, through "back door" administrative guidance policies and procedures and without the knowledge or involvement of elected representatives, to federal requirements as conditions of funding! These mandatory programs, part of the web of deceit that is called "public education," include sex and drug educa-

tion, death education, character education, "citizenship" education, psychological services and questionnaires, behavior modification and values clarifications, role-playing, organizational changes, mastery learning, human relations activities, community service, bilingual education, global education, the deceptive "back to basics," etc., etc., etc.

They are promoted and implemented by "change agents"—persons, organizations, or institutions that change or help to change the beliefs, values, attitudes, or behavior of people without their knowledge or consent. The purpose of most of the activity that takes place in public, and often, in private and church schools, is not to change the child by developing his intellect, teaching him skills and a traditional body of knowledge. Rather, the purpose is to eliminate existing traditional beliefs, values, attitudes and behaviors and to replace them with new beliefs and behaviors that will render the child susceptible to manipulation, coercion, control and corruption for the rest of his life." (Barbara Morris, 1979)

WHAT ABOUT PRIVATE SCHOOLS?

In 1977 the Department of Health, Education and Welfare required Grove City College, affiliated with the United Presbyterian Church and located in western Pennsylvania, to sign a form stating it met the requirements of Title IX, a law prohibiting sex discrimination in "any education program or activity receiving federal financial assistance." The college, with a strict nondiscrimination policy of its own, declined to sign the government form on principle, stating it had never accepted direct federal assistance.

"Private schools that operate with public money will be subject to public regulations, regardless of whether this is done in the name of 'accountability' or effecting social change."

Thomas Shannon
Executive Director
National School Boards Association

The college appealed to the U.S. Supreme Court when a lower court said it had to comply.

But in March, 1984, the United States Supreme Court ruled that private schools are subject to government regulations even if they receive no direct federal funds. The Court ruled six to three that a private school may be held accountable for federal rules because it enrolls students who receive tuition money from the government. Even though the checks are payable to individual students, not the school, the Court said any scholarships, loans, or grants to students "constitute federal financial assistance to that entity."

According to a report in the April 6, 1984, Chris-

tianity Today, much of the Court's reasoning hinged on "congressional intent"--what Congress really meant when it passed both Title IX and student-loan legislation in the early 1970s. The opinion, written by Justice Byron R. White, found that the language of the law "contains no hint that Congress perceived a substantive difference between direct institutional assistance and aid received by a school through its student." On this point, John Dellenback, president of the Christian College Coalition, vigorously disagreed. At the time the legislation passed, he was a congressman from Oregon and served on the House Education Committee. "To the best of my recollection that was not the intention. Our target purpose was to help students, not institutions, by providing the student with choice." Dellenback said the Court's reasoning is akin to saying that a veteran's pension check spent on groceries constitutes federal aid to the supermarket. The article from Christianity Today (4/6/84) continues:

Grove City College is one of 71 members of the coalition, an association for schools that stake their existence on a distinctly Christian outlook and program. Dellenback believes the Grove City ruling will give pause to all other church-related schools.

"It is tremendously important for our colleges to ask themselves, 'How do we remain faithful to our basic Christ-centered mission?' rather than worry about how to change policies to comply with the law," he said. All the other colleges have students receiving federal aid, and the ones approached with compliance forms have signed them.

Only one other college in the country, Hillsdale College in Michigan, has refused to sign on principle. The Supreme Court's ruling will be binding upon it as well.

Another troubling aspect of the case involves potential court challenges to Christian schools because of government entanglement. Like unwitting carriers of plague, students with federal loans may expose their schools to an epidemic of questions about whether a pervasive Christian commitment is compatible with any government support. The First Amendment's "establishment clause" has long been interpreted to prohibit church-state entanglements or aid to a particular religion.

These concerns were addressed in a single paragraph at the end of the Court's opinion. White wrote that there is no constitutional infringement as long as students may "take their (grants) elsewhere or attend Grove City without federal financial assistance."

Continuing in the same direction, on January 28, 1988, the United States Senate passed the Civil Rights Restoration Act, S. 557. It passed the House on March 2nd but was vetoed by President Reagan on March 16th. However, the President's veto was over-ridden, and on March 22, 1988, P. L. 100-259 became the law of the land. According to the Congressional Quarterly Weekly Report, "The measure would extend the reach of four civil rights measures that were limited by a 1984 U.S. Supreme Court ruling, *Grove City College v. Bell*. The ruling said only the 'program or activity' of an entity receiving federal funds, not the entire institu-

tion, was covered by anti-discrimination laws. The legislation would reverse the ruling and make it clear that the entire institution must not discriminate if any component receives federal aid. (p. 774)"

A year later The Dallas Times Herald (1/15/89), in a short article titled "Witch wins lawsuit," stated that the Salvation Army in Biloxi, Mississippi, violated a woman's constitutional right to freedom when it fired her because she practiced witchcraft. U.S. District Judge Dan Russell of Biloxi ruled "that the Salvation Army cannot discriminate against witches because it receives federal funds for some programs."

H. R. 5

On April 28, 1988, the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (Pub. L. 100-297), commonly known as H. R. 5, amending and reauthorizing the Elementary Secondary Education Act of 1965, became law. This \$7.4 billion law is an omnibus law, which means it contains miscellaneous, unrelated, all-encompassing provisions. Seeming to completely ignore Article X of the Bill of Rights of our Constitution by stating "now it is the right time for Federal government to fulfill its role in education reform," the new law reauthorizes, revises, consolidates and adds to the provisions of Chapter 1 of the Education Consolidation and Improvement Act of 1981 and Title 1 of the Elementary and Secondary Education Act of 1965.

P. L. 100-297 is a uniform, universal education system, not just nationally but internationally. Its magnet "choice" schools (may apply, few are chosen) and volunteerism (allowing mandatory "volunteering" for community services, to be a prerequisite for a diploma and university acceptance), to name but two programs, are closely tied in with (1) the voucher proposals, (2) the phasing out of SAT tests and student loans to college student, and (3) the identical education reforms going on in countries around the world. It affects all children, from birth to age 24, in every "school attendance area," defined as "the geographical area in which the children who are normally served by that school." In fact, it contains a bypass provision which allows the Secretary of Education to circumvent any state law in order to "assist" in the education of a child who lives in any school district.

The reasoning is, that all local school districts must be allowed to participate in the "services, purposes, and benefits" of this bill if they receive any kind of government subsidy. Not only can the Secretary bypass any existing state laws or agencies "unwilling to provide for such participation," he may make any regulations necessary to ensure compliance, consulting with no one "in emergency situations." The law affects elementary and secondary "day or residential school" children and their parents and it specifically includes private schools, whose students "shall" receive the services of the provisions and regulations of P. L. 100-297.

On June 18, 1989, in his column "Here We Stand" in the *New York Times*, Albert Shanker, President of the American Federation of Teachers, wrote: "Chang-

es, big changes, are needed. Public school choice, by itself, is not the big change we need. But it may be that we can't get the big changes we need without choice." Parents and their children are not the primary concern of those who run our public schools. Choice is just their catalyst to bring in certain "big changes"—some enumerated in this article—that they want to promote and foster on our children.

Parents, pastors and administrators, do not think that your children, your students, your parents, your teachers, or your education programs can accept any form of federal money, whether in the "choice" of a tax credit or a voucher, and escape these networking inter-related federal and state laws. The federal legislation has already been written, and the promotional literature available from the U.S. Department of Education

"It is tremendously important for our colleges to ask themselves, 'How do we remain faithful to our basic Christ-centered mission?' rather than worry about how to change policies to comply with the law"

John Dellenback
President
Christian College Coalition

predicts that "the definition of 'public school' should be broadened to mean any school that serves the public and is held accountable by a public authority." (America 2000)

AMERICA 2000

Democratic Senator Edward Kennedy, interestingly, was asked to introduce the Republican "Excellence in Education Act," S. 114, which he did on May 23, 1991. Under "Title V: Parental Choice of Schools," Part B amends Chapter 1 of Title 1 of the Elementary Secondary Education Act of 1965 (ESEA) "so that local Chapter 1 projects and educational choice programs will be coordinated with, and enhance each other." Section 511 ensures "that children receiving Chapter 1 services do not lose those services when they participate in an educational choice program." This is the "America 2000" long-term national strategy promoted by President Bush and Education Secretary Lamar Alexander which "anticipates major change in our 110, 000 public and private schools, change in every American community, change in every American home, change in our attitude about learning, change in our lifestyles, . . . and unprecedented and impressive innovations and ambitious experiments . . . community by community . . . continuing through our lives." (Title 1 ESEA money carries many strings ("services")!

Furthermore, P.L. 100-297 encourages the state to implement "school reforms," under various names and titles, which incorporate identical provisions of the federal law, which state legislators fall all over them-

selves offering "choice" bills to "improve the schools and the education of children."

"CHOICES" IN EUROPE

In 1959, in France, a law was passed creating a contractual relationship between the federal government and private schools. The government wanted to give parents "freedom of choice," while the strongly leftist National Education Federation, the union that represented the majority of the 800, 000 teachers in the public school system, maintained that siphoning off public funds for private schools damaged the state system." It was not until December, 1982, that France's Education Minister Alain Savary announced the government's plans to take control of those private schools that had received federal aid "to assure a better material, moral, and social management of national education, after President Francois Mitterand had vowed to reorganize the French educational system into a 'unified public education service.'

More than 2 million of France's 12 million school children attended private schools. Tens of thousands of people have taken to the streets in marches, in major cities such as Paris, Brest, Nantes, and St. Nazaire in recent months,' said the conservative opposition in Parliament, said the plan threatened the very basis of freedom in education. LeFigaro said it was worse than that: 'Private schools are no longer threatened; the propositions of Alain Savary on the future of private education are equivalent to a sentence of death.' Private schools which had not received federal aid were not affected."

HOME SCHOOLS

And, of course, home schools are not exempt. On October 2, 1984, Congressman Thomas J. Bliley, Jr., of Virginia, introduced H.R. 6374 which provided for a tax credit of up to \$200 annually per child for "any expenses paid or incurred by an eligible taxpayer... who provides an education in his home for a dependent of the taxpayer." Fortunately, this bill died at the close of the 98th Congress without any action taken on it. However, Tom Bliley was still in Congress when his article was written, and as we have seen, efforts continue on both federal and state levels to reach every child in every state.

It becomes increasingly obvious that the so-called "free" nations of the west intend to nationalize and even internationalize all education systems in their federal governments. Men in government will always act to control education, and this progress is made much easier if private education has already accepted some form of subsidy. Our statutes show that the government intends to "restructure the total educational environment at the level of the individual school," and H.R. 5 provides funds "to develop innovative approaches for surmounting barriers that make the programs... difficult to administer." Educational choice,

by whatever name (tuition tax credit, voucher, open enrollment, opportunity grant, etc.), is that "innovative approach."

If all this doesn't convince you that the pro-choice activists and their deadly tuition tax credits and vouchers and "choice" are designed to penetrate all private and home schools in this country in order to control and manage our children's social and behavioral attitudes and morals, we don't know what will! "Through the voucher system, parents would get tax money back from the government—or, in some plans, would even receive additional money above their tax payments—for each child placed in a private education program. Some proponents of these plans, aware that government might use such vouchers as a means of controlling private educational institutions, have added to their voucher proposals provisions forbidding any State regulations. But . . . can such legal stipulations really stop State educational authorities from seeking to control private educational programs when the parents of students enrolled in those programs are actually receiving a direct payment from the Treasury, which is what the vouchers would be?" (James and Levin, 1983)

"Whatever the federal government subsidizes, the federal government controls; so says the Supreme Court." (Don Bell, 4/23/82) "The so-called private educational system will be swallowed up in a mountain of red tape. How much imagination does it take to see what is coming? Can you imagine the kinds of controls

in store for schools that are set up to permit an escape hatch for the crumbling state education monopoly—the most horrendous visible failure of socialism in America?" (North 5/76) "While stemming the tide of public discontent with the State's educational system, the voucher program will be used to bring all private education under government control."

"It is simply naive to imagine that our government, or any government anywhere, will construe tax credits or vouchers as a way of letting its citizens keep, and spend as they please, some of their own money. Should credits or vouchers be provided by law, the same law would have to provide. . . that most of the policies and practices that make the private schools what they are would suddenly become illegal. When private schools are required to hire certified graduates of state teacher academies, and to offer all the mandated mickeymousery, of social adjustment disguised as 'studies,' and to make sure that the ninth-grade textbook for Appreciation of Alternative Lifestyles doesn't use any tenth-grade vocabulary words, then the erstwhile voucherites will long for the good old days, when you could at least get what you paid for, and when the private schools actually were an alternative to government education." (Mitchell, 1984)

(Complete documentation on this article is available from FWR upon request.)

"HOOKED" ON THE NARCOTIC OF FEDERAL DOLLARS

Federal education officials are not stupid. They are well aware that most local school districts cannot cope with sudden and severe slashes in their operating budgets. They know that school districts have contracted for services in the expectation that, having qualified for U. S. funds by meeting the terms of aid legislation, those funds will be forthcoming. They realize that local tax rates cannot be quickly and arbitrarily raised to offset the unplanned loss of federal dollars. The U. S. government has unlimited resources (which we have given it) to hire legal counsel, but our districts do not, indeed, those districts which have most to lose by withdrawal of U. S. aid are usually the poorest districts. Working without expected and budgeted U. S. assistance while fighting a long, costly lawsuit to regain that assistance presents a difficult choice to the local school board—and the federal power-brokers know it. Thus, in almost every case, the local board will knuckle under to federal authority without a court battle, complying with whatever ukase the government imposes, simply to assure the uninterrupted flow of federal money into the district's bank account...and their school system has become "hooked" on the narcotic of federal dollars.

. . . . Theodore M. Black,
Former Chancellor of
N. Y. State's Board of Regents

Federal Grants for State and Local "G. I. Bill" For Children Act

Mr. DANFORTH, Mr. President, yesterday I introduced legislation with Senators Hatch, Kasten, Brown, Cochran, Thurmond, D'Amato, Smith, and Packwood to encourage, assist and evaluate educational choice programs. I ask unanimous consent that the text of that legislation, Federal Grants for State and Local "GI Bills" for Children Act, S. 3010, be printed in the RECORD at this time.

There being no objection, the bill was ordered to be printed in the RECORD, as follows:

S. 3010

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled.

SECTION 1. SHORT TITLE.

This act may be cited as the "Federal Grants for State and Local "GI Bills" for Children Act".

SEC. 2. PURPOSE.

The purposes of this Act are--

(1) to assist and encourage States and localities to--

(A) provide children from middle- and low-income families with more of the same choices regarding all elementary and secondary schools and other academic programs that children from wealthier families already have.

(B) improve schools and other academic programs by providing middle- and low-income parents with increased consumer power and dollars to choose the schools and programs that such parents determine best fit the needs of their children;

(C) more fully engage middle- and low-income parents in their children's schooling; and

(D) through families, provide new dollars at the school site that teachers and principals may use to help all children achieve the high educational standards called for by the National Educational Goals;

(2) to encourage the creation and use of supplementary academic programs during and after regular school hours, on weekends, and during school vacation peri-

ods, for children of middle- and low-income families; and

(3) to demonstrate, through a competitive discretionary grant program, the effects of State and local programs that provide middle- and low-income families with more of the same choices regarding all schools, including public, private, or religious schools, that wealthier families have.

SEC. 3. AUTHORIZATION OF APPROPRIATIONS.

(a) AUTHORIZATION.--For the purpose of carrying out this Act, there are authorized to be appropriated \$500, 000, 000 for fiscal year 1993 and such sums as may be necessary for each of the fiscal years 1994 through 2000.

(b) RESERVATION.--From the sums appropriated pursuant to the authority of subsection (a) for any fiscal year, the Secretary may reserve not more than \$2, 000, 000 to carry out the national evaluation described in section 13.

SEC. 4. PROGRAM AUTHORIZED.

The Secretary is authorized to make grants, on a competitive basis, to States and localities to enable such States and localities to carry out educational programs in accordance with the provisions of this Act.

SEC. 5. STATE OR LOCALITY ELIGIBILITY.

A. State or locality is eligible for a grant under this Act if such State or locality--

(1) has taken significant steps to provide a choice of schools to families with school children residing in the program area described in the application submitted under section 8, including families that are not eligible for scholarships under this Act;

(2) during the year for which a grant under this Act is sought, will, if awarded such a grant, provide scholarships to parents of eligible children that may be redeemed for elementary or secondary education for their children at a broad variety of public and private elementary and secondary schools, including re-

ligious schools, if any, serving that area; and

(3) permits all lawfully operating public and private elementary schools, including religious schools, if any, serving that area, to participate in its program assisted under this Act if such schools so choose.

SEC. 6. SCHOLARSHIPS.

(a) IN GENERAL. — Each grantee receiving funds under this Act shall use such funds to provide scholarships to the parents of eligible children described in section 7.

(b) AMOUNT. — The amount of each scholarship under this Act shall be the sum of -

(1) \$1,000; and

(2) an additional amount, if any, of State, local, or nongovernmental funds.

(c) SPECIAL RULE. — Notwithstanding any other provision of law, the amount of scholarship assistance received under this Act shall not be deemed income of the parents for Federal income tax purposes or for determining eligibility for any other Federal assistance.

SEC. 7. ELIGIBLE CHILDREN.

(a) IN GENERAL. — Each grantee receiving funds under this Act shall provide a scholarship -

(1) to the parents of children who -

(A) reside in the program area described in the application submitted under section 8.

(B) will attend a public or private elementary or secondary school that is participating in a program assisted under this Act; and

(C) are from a middle-income or low-income family, as determined by the grantee in accordance with regulations prescribed by the Secretary, except that the maximum family income for eligibility may not exceed the State or national median family income (adjusted for family size), whichever is higher, as determined by the Secretary, in consultation with the Bureau of the Census, on the basis of the most recent satisfactory data available; and

(2) in each year of the grantee's program to each child to whom the grantee provided a scholarship in the previous year of the program, unless -

(A) the child no longer resides in the program area;

(B) the child no longer attends school; or

(C) notwithstanding paragraph (1)(C), the child's family income exceeds, by 20 percent or more, the maximum family income of families who receive scholarships from the grantee in the preceding year.

(b) SPECIAL RULE. - If the amount of the grant under this Act is not sufficient to provide a scholarship to each eligible child in the program area who is from a family with an income level described in this section, then the grantee shall provide scholarships to parents of children in such area who are from the lowest income families.

as the Secretary may prescribe.

(b) CONTENTS. — Each such application shall contain -

(1) a description of the program area to be served;

(2) an economic profile of children residing in the program area, in terms of family income and poverty status;

(3) the family income range of children who will be eligible to participate in the proposed program, consistent with section 7, and a description of the applicant's method for identifying children who fall within that range;

(4) an estimate of the number of children, within the income range specified in paragraph (3), who will be eligible to receive scholarships under the program;

(5) information demonstrating that the applicant's proposed program complies with the eligibility requirements of section 5 and with the other requirements of this Act;

(6) a description of the procedures the applicant has used, including timely and meaningful consultation with private school officials, to encourage public and private elementary and secondary schools to participate in the program and to ensure maximum educational choices for the parents of eligible children and for other children residing in the program area;

(7) an identification of the public, private, or religious elementary and secondary schools that are eligible and have chosen to participate in the program;

(8) a description of how the applicant will inform children and their parents of the program and of the choices available to such parents and children under the program, including the availability of supplementary academic services described in section 11(2);

(9) a description of the procedures to be used to provide scholarships to parents and to enable parents to redeem those scholarships, such as the issuance of checks payable to both parents and schools;

(10) a description of -

(A) the procedures by which a school will make a pro rata refund to the grantee of the scholarship for any participating eligible child who, before completing 50 percent of the school attendance period for which the scholarship was issued -

(1) is released or expelled from the school; or

(11) withdraws from the school for any reason; or

(B) another refund policy that addresses special circumstances the applicant can reasonably anticipate and that the applicant demonstrates, to the Secretary's satisfaction, adequately protects participating eligible children in accordance with the purposes of this Act;

(11) a description of procedures the applicant will use to -

(A) determine a child's continuing eligibility to participate in the program; and

(B) bring new children into the program;

(12) an assurance that the applicant will cooperate in carrying out the national evaluation described in section 13;

(13) an assurance that the applicant will maintain

SEC. 8. APPLICATIONS.

(a) IN GENERAL. — Each State or locality that wishes to receive a grant under this Act shall submit an application to the Secretary at such time and in such manner

such records relating to the program as the Secretary may require and will comply with the Secretary's reasonable requests for information about the program.

(14) a description of State and local funds (including tax benefits) and non-governmental funds, if any, that will be available to supplement scholarship funds provided under this Act; and

(15) such other assurances and information as the Secretary may require.

(C) UPDATING. -- Each such applicant shall be updated annually as the Secretary may determine necessary to reflect revised conditions.

SEC. 9. APPROVAL OF PROGRAMS.

(A) PROGRAM SELECTION. -

(1) IN GENERAL. - From applications received under the Act in each fiscal year, the Secretary shall approve applications for educational choice programs on the basis of -

(A) the number and variety of educational choices that are available under the program to families of eligible children;

(B) the extent to which educational choices among public, private, and religious schools are available to all families that are not eligible for scholarships under this Act;

(C) the proportion of children who will participate in the program who are from low-income families;

(D) the applicant's financial support of the program such as the amount of State, local, and nongovernmental funds that will be provided to supplement Federal funds, including not only direct expenditures for scholarships, but also other economic incentives provided to families participating in the program, such as tax relief programs; and

(E) other criteria established by the Secretary.

(2) SPECIAL RULE. -- In considering the factors described in paragraph (1)(D), the Secretary may take into account differences in local conditions.

(b) GRANT DISTRIBUTION. -- The Secretary shall ensure that to the extent feasible grants under this Act are awarded for programs in urban and rural areas and in different areas of the Nation.

SEC. 10. AMOUNTS AND DURATION OF GRANTS.

(a) AMOUNT. -- The Secretary shall award grants annually taking into account the availability of appropriations, the number and quality of applications, and other factors related to the purposes of this Act the Secretary determines are appropriate.

(b) DURATION AND RENEWAL. -- Each grant awarded under this Act may be awarded for a period of not more than 4 years, and may be renewed for an additional 4-year period.

SEC. 11. USE OF SCHOLARSHIP FUNDS.

The Federal portion of any scholarship awarded under this Act shall be used in the following sequence:

(1) FIRST. -- First, for -

(A) The payment of tuition and fees at the school selected by the parents of the child for whom the scholarship was provided; and

(B) the reasonable costs of the child's transportation to the school, if -

(1) the school is not the school to which the child would be assigned in the absence of a program assisted under this Act; and

(11) the parents of an eligible child choose to use the scholarship funds for that purpose.

(2) SECOND. -- Second, if the parents so choose, to obtain supplementary academic services for the child, at a cost of not more than \$500, from any provider chosen by the parents that the grantee, in accordance with regulations prescribed by the Secretary, determines is capable of providing such services and has an appropriate refund policy.

(3) THIRD. -- Third -

(A) if the child attends a public school, for use by such school to enable such school to conduct educational programs that help students at such school achieve high levels of academic excellence; or

(B) if the child attends a private school, and remaining funds shall be made available to the grantee to enable the grantee to award additional scholarships under this Act in that year or the succeeding year of the grantee's program.

SEC. 12. EFFECT ON OTHER PROGRAMS.

(a) ELEMENTARY AND SECONDARY EDUCATION ACT OF 1965. -- Notwithstanding any other provision of law, a local educational agency that, in the absence of an educational choice program that is refunded under this Act, would provide services to a participating child under part A of chapter 1 of title I of the Elementary and Secondary Education Act of 1965, shall provide such services to such child.

(b) INDIVIDUALS WITH DISABILITY EDUCATION ACT. -- Nothing in this Act shall be construed to affect the applicability or requirements of part B of the Individuals with Disabilities Education Act.

(c) SPECIAL RULES. --

(1) ASSISTANCE TO FAMILIES NOT INSTITUTIONS. -- Scholarships under this Act are aid to families, not institutions. A parent's expenditure of scholarship funds at a school or for supplementary academic services shall not be construed to be Federal financial aid or assistance to that school or to the provider of those supplementary academic services.

(2) ANTIDISCRIMINATION PROVISIONS. --

(A) IN GENERAL. -- Notwithstanding the provisions of paragraph (1), in order to receive scholarship funds under this Act a school or provider of academic services shall comply with the antidiscrimination provisions of section 601 of title VI of the Civil Rights Act of 1964 (42 U. S. C. 2000d), section 901 of title IX of the Education Amendments of 1972 (20 U. S. C. 1681), and section 504 of the Rehabilitation Act of 1973 (29 U. S. C. 794).

(B) IMPLEMENTING REGULATIONS REQUIRED. -- The Secretary shall promulgate regulations to implement the provisions of this paragraph, taking into account the purposes of this Act and the nature, variety, and missions of schools and providers that may participate in providing services to children under this Act.

(d) CONSIDERATION OF FEDERAL FUNDS PROHIBITED.

No Federal, State, or local agency may, in any fiscal year, take into account Federal funds provided to a grantee or to the parents of any child under this Act in determining whether to provide any other funds from Federal, State, or local resources, or in determining the amount of such assistance, to such grantee or to the school attended by such child.

(e) STATE LAW. — Nothing in this Act shall be construed to supersede or modify any provision of a State constitution or State law that prohibits the expenditure of public funds in or by religious or other private institutions, except that no provision of a State constitution or State law shall be construed or applied to prohibit any grantee from paying the administrative costs of a program under this Act or providing any Federal funds received under this Act to parents for use at a religious or other private institution.

(f) SECRETARY. — Nothing in this Act shall be construed to authorize the Secretary to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution or school participating in a program assisted under this Act.

SEC. 13. NATIONAL EVALUATION.

From funds reserved under section 3(b), the Secretary shall conduct a national evaluation of the activities assisted under this Act. Such evaluation shall, at a minimum -

(1) assess the implementation of programs assisted under this Act and such programs' effect on participants, schools, and communities in the program area, including parental involvement in, and satisfaction with, the program and their children's education;

(2) compare educational achievement of participating children with the achievement of similar nonparticipating children before, during, and after the pro-

gram; and

(3) compare -

(A) the educational achievement of children who use scholarships provided under this Act to attend schools other than the schools such children would attend in the absence of the program; with

(B) the educational achievement of children who attend the schools such children would attend in the absence of the program.

SEC. 14. ENFORCEMENT.

(a) REGULATIONS. — The Secretary shall promulgate regulations to enforce the provisions of this Act.

(b) PRIVATE CAUSE OF ACTION PROHIBITED. — No provision or requirement of this Act shall be enforced through a private cause of action.

SEC. 15. DEFINITIONS.

For the purpose of this Act -

(1) the terms "elementary school", "local educational agency", "parent", "secondary school", and "State educational agency" have the same meanings given to such terms in section 1471 of the Elementary and Secondary Education Act of 1965;

(2) the term "locality" means

(A) a unit of general purpose local government, such as a city, township, or village; or

(B) a local educational agency;

(3) the term "Secretary" means the Secretary of Education; and

(4) the term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

SEC. 16. EFFECTIVE DATE.

The provisions of this Act shall take effect on the date of enactment of this Act.

School Choice - Cornerstone to Restructure Program

Lauro F. Cavazos, former U. S. Secretary of Education, said, "President Bush and I view school choice as the cornerstone for restructuring America's system of elementary and secondary education." ¹ "The radical restructuring of our education system through school choice and school-based management is the best way to reach our educational goals." ² One needs to understand their definitions of the terms restructure, school-based or site-based management (it doesn't mean local control³), and "No children, no matter their circumstances, should be held captive in a school that fails to meet their needs or is not doing a good job of educating."

¹ Improving Schools and Empowering Parents (page 111)

² No Choice a Sound Choice (page 2)

"CHOICE IN EDUCATION" ---

It Sounds Wonderful, but. . .

The American educational system, once the envy of the world, has so deteriorated that we have become the laughing stock of the more advanced nations of the world. Each year, as our test scores dip to a new low, the problems increase. Teachers are frustrated, parents are angry, and the students are being deprived of the very basic essentials that are necessary for a full and productive life.

With quality education increasingly absent in the classroom, our public schools have become a blackboard jungle that is infested with gangs, drugs, and sexual promiscuity. That, in turn, has caused a dramatic increase in AIDS, unwed mothers, and naturally a cry for abortions without parental consent.

Good teachers and administrators are steadily seeking new vocations or holding on for just a little while longer so that they can "get out" with early retirement. A few have taken the "bull by the horns" and have demanded academic excellence, a more structured classroom, and a firmer mode of discipline, only to be stymied by laws that prohibit corrective discipline and parents who refuse to squarely back the teacher and administration. In reality, we have come to expect quality education without a standard of excellence, good study habits, or proper discipline. Consequently, our final product is inferior to other nations. This, then, results in our inability to compete in the market place.

America is committing suicide with the dagger of public education as the tool that is cutting out the very heart and soul of our nation. This has not gone unnoticed. Efforts have been made to correct the problem. Over the years, various task forces have been assembled, with some of the leading educators chairing the panels and seeking to offer a viable solution that will correct the cause of America's educational program. So concerned are our leaders that we now have created a cabinet position for the secretary of education, and our President has declared education to be one of his top priorities.

In an effort to correct the problem facing our nation, *America 2000: An Educational Strategy* was compiled, printed, and distributed to every school in America at government expense. It is a bold plan to totally reconstruct America's educational program. In the forward to the book, Lamar Alexander, secretary of education writes,

On April 18, 1991 President Bush released *AMERICA 2000: An Educational Strategy*. It is a bold, complex, and long-range plan to move every community in America toward the national education goals adopted by the President and the governors last year.

This sourcebook is a collection of documents that together offer a comprehensive, description of *AMERICA 2000*. Also included in it are the national education goals and the joint statement from the historic Charlottesville education summit.

In his address to the nation, reprinted in the pages that follow, the President offers a striking vision for our schools. He challenges us all to join him in a populist crusade to make America—community by community, school by school—all that it should be.

*Lamar Alexander
Secretary of Education*

Lamar Alexander refers to a "bold, complex, and long-range plan" to move every community in America toward a new national education plan of action.

I would urge every reader to write to the Department of Education to obtain a copy of the book *America 2000: An Educational Strategy*. The booklet is very well written and seemingly offers a dynamic new plan to accomplish the Department's goals. Beneath the surface and in between the lines, however, there are five items of grave importance. They

are as follows:

1. Global education
2. World class citizens
3. Choice in education
4. Greater governmental controls
5. Greater responsibility on the part of government to watch over and teach preschool children

After a careful study of the booklet, it is evident that our educational program is under a total restructuring to comfortably merge with the nations of the world to form a "New World Order".

Private and Christian education have become a fly in the ointment. They must be brought into the framework of the total plan, or they must face elimination. Choice in education, the voucher plan, or tuition tax credits are the vehicles by which the private and Christian schools will be carried into this bold new plan.

On page 22 of *America 2000*, we read the following words:

Choice: If standards, tests and report cards tell parents and voters how their schools are doing, choice gives them the leverage to act. Such choices should include all schools that serve the public and are accountable to public authority, regardless of who runs them. New incentives will be provided to states and localities to adopt comprehensive choice policies, and the largest federal school aid program (Chapter 1) will be revised to ensure that federal dollars follow the child, to whatever extent state and local policies permit.

Note the following words:

"Such schools should include all schools that serve the public and are accountable to public authority; regardless of who runs them."

On page 41, the following question is asked.

Q. Will choice apply to private schools as well as public? Will it apply to religiously affiliated schools?

A. It will apply to all schools except where the courts find a constitutional bar. The power of choice is in the parents' leverage both to change schools and to make changes in the schools. The definition of "public school" should be broadened to include any school that serves the public and is held accountable by a public authority.

In essence, by the new definition of a "public school", we understand this to be ANY school that serves the public. In other words, a "private" and a "Christian" school are, in reality, "public schools" and are answerable to the governmental authorities. Their authority will include the overseeing of the basic objectives as set forth in *America 2000: An Educational Strategy*. This will all be carried out under the banner of "excellence" and "choice" in education.

In reality, Americans are being maneuvered into a

world government with a global view of education. Little do they realize that within just a few years their children will be conditioned to believe that they are citizens of the World Federation of Nations, rather than citizens of the United States of America.

On page 47 of *America 2000*, we read.

The President called on all Americans to help create better and more accountable schools based on world class standards and the principle of accountability. He encouraged all elements of our communities —families, businesses, unions, places of worship, neighborhood organizations and other voluntary associations—to work together with our schools to help the nation achieve educational excellence.

A. World Class Standards in Five Core Subjects

The President believes the time has come to establish world class standards for what our children should know and be able to do in five core subjects: English, mathematics, science, history, and geography.

■Through the National Education Goals Panel, and working with interested parties throughout the nation, the President and the governors will develop a timetable for establishing national standards in these five subjects, and in September 1991, and each year thereafter, the panel will report to the nation on progress toward the national education goals.

■The standards are intended to lift the entire education system and improve the learning achievement of all students. The President and the governors oppose a national curriculum or federalizing our educational system.

Note the emphasis on "World Class Standards". How do you suppose that the New World Class Standards will be implemented? They will be implemented by pressure from both parents and governmental authorities to comply with the provisions as set forth in the "choice" in education.

On page 54 of *America 2000*, we read,

The President called on parents to urge use of World Class Standards, American Achievement Tests, and report cards by local schools. Parents must play a key role in creating New American Schools in their own communities and must work with children in the home to improve children's performance in school.

This now brings us to the subject of "Choice in Education". Governmental funds flowing to the parent will bring pressure upon the school to comply to the "World Class Standards". On page 49 of *America 2000*, we read,

D. Providing and Promoting School Choice

The President believes that educational choice for parents and students is critical to improving our

schools.

■ The President will promote state and local choice programs as part of his AMERICA 2000 Excellence in Education Act of 1991.

-- A \$200 million Education Certificate Program Support Fund will provide incentive grants to local school districts with qualified education certificate programs that enhance parental choice.

— National school choice demonstration projects will be supported through a \$30 million initiative.

■ The administration also will seek ways to ensure that federal education programs are more supportive of choice.

"Choice in Education" is being promoted by governmental authorities, the Department of Education, and, unwittingly, by conservative Americans as a means to decentralize and break the governmental monopoly on education. In reality, however, it will increase the governmental stronghold and take over the control of private and Christian schools.

Now having laid the proper background, let us pause and look long and hard at the proposed "G. I. Bill" for children, officially known as Federal Grants for State and Local "G. I. Bill" for Children Act. S. 3010. The bill, proposed by Senator Danforth and placed into the Senate record on July 23, 1992, serves as a classic example of what can be expected by those who participate in the federal program.

Should this particular bill NOT be enacted into law, it is important that not only parents but also private and Christian school officials understand the full ramifications of the bill, for this initial effort to bring about "choice" in education has resulted in a proposed bill that is perhaps the BEST effort yet to eliminate fear on the part of private and Christian school officials. Failure to pass will only result in a more carefully worded bill to lure the schools into the clutches of the federal government.

Let us stop and weigh carefully what is entailed in this particular bill. The bill is divided into fifteen sections. They are as follows:

Section 1 - Short title

Section 2 - Purpose

Section 3 - Authorization of appropriations

Section 4 - Program authorized

Section 5 - State of local eligibility

Section 6 - Scholarships

Section 7 - Eligibility of children

Section 8 - Applications

Section 9 - Approval or programs

Section 10 - Amount and duration of grants

Section 11 - Use of scholarship funds

Section 12 - Effect on other programs

Section 13 - National evaluation

Section 14 - Enforcement

Section 15 - Definitions

Let us now address the following questions:

1. Are private and Christian schools protected from government intervention?

To answer this question, I wish to point you to two paragraphs which seem to place these questions to rest.

Section 12 C (1) reads as follows:

(1) ASSISTANCE TO FAMILIES NOT INSTITUTIONS.

— Scholarships under this Act are aid to families, not institutions. A parent's expenditure of scholarship funds at a school or for supplementary academic services shall not be construed to be federal financial aid or assistance to that school or to the provider of those supplementary academic services.

Section 12 F reads as follows:

(f) SECRETARY. — Nothing in this Act shall be construed to authorize the secretary to exercise any direction, supervision, or control over the curriculum program of instruction, administration, or personnel of any educational institution or school participating in a program assisted under this Act.

At a quick glance, it appears that the private and Christian schools are protected from governmental intervention. Scholarships are to the parent, not to the institution, and is not to be construed to be federal financial aid or assistance to that school.

The secretary of education is further restricted from exercising direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution or school participating in a program assisted under this act.

Note the wording very carefully:

1. Section 12C(1) - Funds are not to be "construed to be federal financial aid or assistance."

2. Section 12 F - Speaks of a school or institution as being *assisted* under this act.

3. Section 8 B(9) - Directed to the state of locality declares that they must provide:

(9) a description of the procedures to be used to provide scholarships to parents and to enable parents to redeem those scholarships, such as the issuance of checks payable to both parents and schools.

This is double talk. One section declares the aid to be to the parent while the other section speaks of the scholarship being payable to both the parents and schools, which is declared to be *no assistance* to the school that is *assisted*. This would be further complicated by the Supreme Court rulings that declare that federal aid to a school places it under federal jurisdiction.

In *Essex v. Wolman*, 409 U. S. 808 (1972), the Court, without a hearing or opinion, summarily affirmed (8-1) a federal district court ruling that an Ohio law providing payment of \$90 to parents of nonpublic

school pupils to offset expenses for tuition, books, lab fees, bus fares, etc., violated the Establishment Clause.

The district court had held that the effect of the grant was to serve a limited, predominantly religious group—approximately twelve per cent of the Ohio student population—of which ninety-five per cent attended Catholic schools. The case was not similar to *Everson v. Board of Education* 330 U.S. 1 (1947), (busing) or to *Board of Education v. Allen* 392 U.S. 236 (1968), (textbooks), said the court, for they had merely extended to sectarian school pupils what was already available to public school pupils. It was closer to *Lemon* (1971, purchase of services), because the "substantial beneficiary can only be organized religion." (342 FSupp 413)

The district court had also rejected the contention that the manner of payment—to parents rather than to schools—would not lead to excessive entanglement. The court answered that payment to the parent for transmittal to the denominational school does not have a cleansing effect and somehow cause the funds to lose their identity as public funds. While the ingenuity of man is apparently limitless, the Court has held with unvarying regularity that one may not do by indirection what is forbidden directly. (342 FSupp 415)

In *Pearl v. Nyquist* 413 U.S. 455 (1973), the New York law provided maintenance grants to the schools and a choice of either tuition reimbursements or tax credits to parents. The Court conceded the law's purposes to be secular and valuable: to provide a healthy and safe educational environment, to encourage pluralism and diversity of educational alternatives, and to lessen the financial burden on the state by retaining pupils in nonpublic schools.

The law failed the second test, however. The Court held its primary effect to be the advancement of religion. Justice Powell specifically rejected the argument that maintaining facilities and either reimbursing or granting tax relief to parents were like busing pupils (as in *Everson*, 1947) or like providing secular textbooks (as in *Allen*, 1968). In those cases the state provided the welfare service generally, to all pupils rather than to only those in nonpublic schools, as here. In *Everson* and *Allen*, help for sectarian schools was indirect and incidental, while in *Nyquist* it was primary. The effect, said Powell, "is to subsidize and advance the religious mission of sectarian schools." (p. 779)

More important, he said, in *Everson* and *Allen* the state could easily restrict the aid to secular functions related to the schools. In *Nyquist*, there was no way to insure that funds would not be used to maintain religious facilities rather than that portion of space and time allotted to secular activities. Nor was there any way to prevent parents from passing on their reimbursement grants or tax benefits to the sectarian schools. Administration of the law did not permit surveillance; the question of whether involvement was excessive was academic.

These arguments applied to tax benefits as well as to grants, said Powell. It made no difference in the Court's eyes whether the benefits were called "credits,"

"modifications," "deductions," or "forgiveness." Like the reimbursements to the school or the parents, the "money involved represents a charge made upon the state for the purpose of religious education." (p. 791)

Furthermore, the Court clearly differentiated between income tax benefits and the property tax exemptions for church property upheld in *Walz v. Tax Commission* 397 U.S. 664 (1970), on several grounds. Property tax exemptions had a long accepted and harmless history. They balanced the power to inhibit religion by taxation; they tended to lessen entanglement between church and state; and they applied to all charitable and educational institutions as well as to churches. On all these counts, income tax benefits were different or even completely opposite: the income tax exemption was new, would increase government involvement in religion, and would benefit religious institutions almost exclusively.

Thus, although the law in *Nyquist* passed the first test, secular purpose, it failed on the ground of primary or principal effect. As for the third criterion, in addition to the administrative morass, the law carried "grave potential for entanglement in the broader sense of continuing political strife over aid to religion." (p. 794) Increasing appropriations would probably be requested each year, Powell said.

Moreover, the State itself, concededly anxious to avoid assuming the burden of educating children now in private and parochial schools, has strong motivation for increasing this aid as public school costs rise and population increases. (p. 797)

Thus, he felt, political factionalism along religious lines would increase.

I think it important to realize that this bill which seemingly protects the private and Christian school is in violation of the previous Supreme Court decisions. Which law will ultimately prevail? Obviously, the Supreme Court decision must prevail. Congress cannot guarantee that which is in violation to the supreme law of the land. The President knows that as well as the congressmen who proposed the bill. They, like the secretary of education, know that this will ultimately be challenged and struck down by the Supreme Court. Unfortunately, many schools will be entrapped before it is settled in the courts.

2. What schools are eligible to participate in the federal program?

Section 5 (3) reads as follows:

(3) permits all lawfully operating public and private elementary and secondary schools, including religious schools, if any, serving that area, to participate in its program assisted under this Act if such schools so choose.

Again, note carefully the wording of the bill:

"All lawfully operating public and private elementary and secondary schools including religious schools . . . if such schools so choose."

First, we must address the question of what is a "lawful" school.

Parents, pastors, and administrators, please stop and weigh these words carefully: "What is a 'lawful' school?" Who determines that it is lawful? Finally, what assurance do we have that the law may not eventually be changed?

This paragraph is the most important paragraph in the entire bill and the word "lawful" is the key word of that paragraph. Christian schools are a ministry of the church. They are schools that have been established to carry out that portion of the great commission which commands us to literally "teach all nations".

This poses a great question: Does the government have the right to determine the legality of a Christian school?

Based on *America 2000* p. 41, a lawful school would be *all* schools that serve the public and are held accountable by a public authority *except* those schools that the courts find a Constitutional bar.

Contrary to the Department of Education, the first amendment to the Constitution declares the following:

Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

The church is steadfast in its belief that the federal and state governments do not have jurisdiction over them. The state, on the other hand, maintains that it is its responsibility to assure an adequate education of the people. Has this ever been challenged? It has been challenged numerous times in Ohio, Indiana, Michigan, Iowa, Nebraska, Minnesota, Puerto Rico, and Hawaii (just to name a few). Questions have been raised as to accreditation, licensing, certification of teachers, and student testing. In some cases, students have been declared truant; pastors have been jailed; and schools and churches have been padlocked.

This one word "lawful" means *final authority*. To participate in the choice program, a school must recognize the authority of the state over its ministry and must be willing to submit to the guidelines as established by the state.

There are two other words of great importance in reference to participating schools:

"permits all lawfully operating...including religious schools, if any serving that area, to participate in its program assisted under this act if such schools so choose."

In spite of the double talk contained within the bill, the fact remains that a school can *choose* to be *assisted* by the federal government through its grants and pro-

grams. To do so will result in that school waiving its freedom to teach and function as a Christian school. In reality, it ceases being a "Christian" school and becomes a "public" school.

3. Does participation in the G. I. Bill for children bring any requirements on the part of the school?

To expect federal funds without federal controls is to exhibit a total ignorance of the law. This bill states in Section 12 (f):

(f) SECRETARY. -Nothing in this Act shall be construed to authorize the secretary to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution or school participating in a program assisted under this Act.

Protection and safety is granted, but the very next section nullifies that which has been stated. Section 13 reads as follows:

SEC. 13. NATIONAL EVALUATION.

From funds reserved under section 3(b), the secretary shall conduct a national evaluation of the activities assisted under this Act. Such evaluation shall, at a minimum—

(1) assess the implementation of programs assisted under this Act and such programs' effect on participants, school and communities in the program area, including parental involvement in, and satisfaction with, the program and their children's education;

(2) compare educational achievement of participating children with the achievement of similar non-participating children before, during, and after the program; and

(3) compare -

(A) the educational achievement of children who use scholarships provided under this Act to attend schools other than the schools such children would attend in the absence of the program; with

(B) the educational achievement of children who attend the schools such children would attend in the absence of the program.

If funds are received by the schools, they must participate in a testing program to determine their success or failure. Those tests will include the "World Class Standards" as developed in conjunction with the National Education Goals Panel and will include the five basic areas of education: English, mathematics, science, history and geography. (See *America 2000* pages 19-21.)

Bear in mind this new, bold, complex, long-range plan will be developed to produce a World Class Citizen as set forth by an International Standard of Education. If Christian schools did not alter their curriculum to include the global, evolutionary philosophy, they would "bomb out" on their test scores. This will

give the appearance that their quality of education is inferior to the public schools.

Remember, *America 2000* calls upon parents to urge the use of World Class Standards, American Achievement tests, and report cards by local schools. (See *America 2000*, p. 54). The federal government has every intention of applying pressure on you to change your curriculum to meet the New World Class Standards. Failure to do so will result in disgruntled parents removing their children from your school to place them in a school with higher test scores. Unfortunately, the parent will not realize that secular humanism is the philosophy that will permeate the textbooks. Americanism, Christianity, and moral ethics will be pushed out to make room for the World Class Standards.

In reality, the federal government is banking upon parental "ignorance" and "greed" to force private and Christian schools to submit to the federal guidelines.

In regard to a school's financial records, Section 8 states that a school must detail its costs and provide assurance that unused funds due to withdrawals or explosions will be refunded to the locality from which the grant came. Certainly there must be some examination of the school's records to verify the accuracy of the expenditures and refunds.

In addition to all of this, Section 14 gives the secretary of education the teeth to enforce the law.

SEC. 14. ENFORCEMENT

(a) REGULATIONS. -The secretary shall promulgate regulations to enforce the provisions of this Act.

(b) PRIVATE CAUSE OF ACTION PROHIBITED. - No provision or requirement of this Act shall be enforced through a private cause of action.

Now that we have briefly examined the contents of the bill, let us continue in our assessment of the total effect upon our churches and schools. Nearly twenty-five years ago, I sat in the Dixie Baptist Church of Clarkston, Michigan, and listened to my pastor, Dr. Paul Vanaman, preach on the consequences of life's great decisions. To illustrate his point, he gave reference to the Alaskan Highway before its total completion. He stated that as you entered the highway, there stood a sign which simply stated, "Choose carefully which rut you enter, for you will be in that rut for the next 1,500 miles." Needless to say, either rut would bring its own set of problems and, at times, I am sure that the traveler may have wished that he would have taken the other path. But once committed, there is little choice left but to face and endure the consequences of each individual decision.

In essence, each of us must choose which rut we intend to take. None of us will be able to foresee all that lies ahead. Unfortunately, all will not travel the same rut and thus the aid or assistance that we could be to one another will be severely limited. This will make our total journey more difficult than it could have been.

Let us consider what lies ahead in the particular rut/decision that we choose.

1. Electing to participate in the choice program.

Choice in education is a very popular cry. Surely this will help to break the government's monopoly. Once again, parents will be able to choose and to vote with their dollars and their feet in the realm of education.

Most public school officials view it with alarm and fear that there will be a flight to the private and Christian schools. This, in turn, will leave them with the poorer and deficient children. This fear has been lessened to some extent in that the voucher will be made available to all families that are \$40,000 or below, while for the most part, the former tuition tax credit would have been possibly only for the middle and upper classes of society. In either case, you can expect the public school officials and the N.E.A. to cry out against the proposed bill.

Private and Christian schools are suddenly faced with the prospects of increased enrollment (which will be a tremendous help to offset the financial burden that they have had to deal with). Programs that they could not afford will become feasible. For the first time, the competitive market will channel students to their doors. Certainly this is a wonderful break in the government's stronghold upon education, and it is a tremendous boon to the prospects of Christian education. Finally the private and Christian schools will have a fair shake.

In light of the above prospects, we must take into consideration the parents who have borne the burden of double taxation. For years, they have been forced to pay taxes for a school system that they chose not to use. The financial burden has been, at times, unbearable. Consequently, some have been forced to withdraw their students from the private and Christian schools simply because they could not afford to pay the price that was demanded of them. But now, "choice" in education does provide a real choice. Additional monies that will not be taxed are suddenly available. Truly this is a "God-send". Heaven has finally heard their cry and deliverance has come. They have been set free from the bondage of indebtedness and the wonderful prospects for their children's future are assured.

As we look down the "rut" that lies before us, this appears to be the best path. Public school officials will obviously fight the plan; but, in reality, why should they not be made to produce as have the other segments of our society. If they do not produce, they have just as much of a chance to regain and hold their enrollment as anyone else. In fact, their chances should be better for their facilities are much more elaborate than that of the private sector.

Private and Christian schools will gain in enrollment. This, in turn, will help them to offer more and produce a higher quality of education. Certainly the parents will jump at the opportunity, for it is their children who will benefit regardless of their choice.

In my estimation, I believe that this will be the overwhelming choice of the American people. But is

it a wise choice? Are there hidden dangers that are unforeseen? Are there "soft"/danger spots that will cause us to be mired down?

Personally, I am inclined to believe the Scripture that simply states,

"Enter ye in at the strait gate; for wide is the gate and broad is the way that leadeth to destruction, and many there be which go in therewith;

Because strait is the gate, and narrow is the way, which leadeth unto life, and few there be that find it."

(Matthew 7:13, 14)

All that seems rosy is not what it appears to be. The beautiful rose bears some sharp thorns that will prick the flesh and cause pain and discomfort. If we choose this path, we can expect more children, more dollars, and more controls. In fact, I believe that we can expect to lose our "Christian" schools as we are forced to implement programs and philosophies that are "un-Christian" in practice and principle. Our "Christian" schools will become "public schools" with a Christian name.

Based on the letter of the law and the proposed *America 2000*, pressure will be placed on Christian schools to submit to the government as the final authority. In fact, our entrance into this "rut" will be conditioned on the fact that we meet the state's criteria as to our being a "lawfully" operated school and that we implement World Class Standards subject to the American Achievement Tests. Our children will have to show by test scores that they are achieving to the expected level. To achieve in this area, the Americanist view must give way to a global philosophy; the theory of evolution must be implemented to reach an acceptable score in science, and the freedom philosophy must be replaced with a democratic socialist viewpoint.

Many will say, "We are a Christian school!!! The secretary of education does not have the authority to interfere in our curriculum, school policies, or personnel. We are free to teach as we always have in the past."

Do you really believe that to be true? I promise you that you will face pressure to conform to the federal government's plan of action. That pressure will come from three sources: parents, colleges, and businesses.

In *America 2000* on page 54, we read,

The President called on parents to urge use of World Class Standards, American Achievement Tests, and report cards by local schools. Parents must play a key role in creating New American Schools in their own communities and must work with children in the home to improve children's performance in school.

Nothing could be clearer. Parents will be urged to bring pressure upon your school to adopt the American Achievement Tests. Failure to do so will ultimately result in lower test scores and the impression that your school is not performing on the expected level. Parents will vote with their feet as they seek out schools who are of "higher quality" in their educational program. If

this does not bring the necessary changes, the law could be rewritten to exclude those schools which have not adopted the total government program. Thus, you will be losing your accreditation to the voucher system. Unfortunately, by the time that this occurs, most schools will be locked into programs that necessitate the continuance of federal funds to stay afloat.

Pressure will also come from the colleges and businesses. In *America 2000*, we read on page 21:

Encouragement to use the tests: Colleges will be urged to use the American Achievement Tests in admissions; employers will be urged to pay attention to them in hiring.

Schools who do not adopt the American Achievement Test will find the doors to the colleges and universities closed. The business community will also bring pressure upon the educational program. In *America 2000*, page 23, we read the following:

The Business Community is also vital. It will jump start the R & D Teams that will design the New American Schools. The business community will use the American Achievement Tests in hiring decisions, develop and use its own skill standards and, perhaps most important, will provide people and resources to help catalyze needed change in local schools, communities, and state policies.

On page 21 of *America 2000* in reference to the American Achievement Tests, "employers will be urged to pay attention to them in hiring."

All in all, this "rut" offers much at the start but will mire us down with governmental controls and will destroy our distinct "Christian philosophy" of education. THIS RUT IS TOTALLY UNACCEPTABLE.

2. Refusing to participate in the choice program.

Let us now look at the other "rut". To travel this road is to refuse federal funds--to *choose* not to be involved in the voucher system. This also means to *choose* an independent course and, if necessary, *refuse* those children who seek to pay their tuition fees with the "free" dollars granted to them by the voucher system.

This choice will allow you to remain as a distinctive "Christian" school. What are the ramifications that you can expect if you *choose* this "rut"?

First, you can expect your parents to not understand your motives or actions. Even if the parents of your present enrollment understand the real issues at stake, the younger generation will not, and thus, your enrollment will shrink as the parents seek out schools that will take the voucher system. To offset these losses, we must initiate some scholarship programs of our own. We must, in some way, devise a program of assistance that will offset the dollars offered by the federal programs. That, plus a more con-

centrated effort to excel in our academic program, should be our approach. We may even have to teach our children errors deliberately, and then offset these errors with truth so that they can pass the government's testing program.

Secondly, you can expect your Christian schools to be looked upon as "radical", "extremist", and "out of sync" with reality.

Thirdly, if our students test poorly in comparison to the public schools, you will find your students forced into "Christian colleges" which will also shrink in number because they, too, will find that the market for their students will dry up if they do not conform to the American Achievement Tests.

In light of this, I personally believe that a Christian college, just as a Christian school, is essential to molding the youth for life's work. Unfortunately, many parents do not see the college level to be that great of importance.

Fourthly, you may find that your school may face the prospect of being an "unlawful" educational institution.

This "rut" will be the most difficult to travel, but it is the only "rut" that offers any hope of truly "Christian" education. This "rut" will test the sincerity of your faith, your willingness to sacrifice, and more importantly, your dependence and devotion to God's Word and God's standard. This rut will sift the wheat from the chaff, the men from the boys, and the Christian in name from the Christian in practice.

To choose this rut will require the faith of Abraham, the courage of Moses, the determination of Joshua, the dedication of Daniel, the suffering of Isaiah, and the anguish of Jeremiah.

But is there not another alternative? Are these ruts inevitable? Must we make only one of these two choices? Perhaps there is one other alternative that will prove to be an even better course of action.

Let us take the position of Ezekiel, the watchman on the wall. We can see the danger approaching. Let us lift up our voices in warning. Let us cry aloud to alert the sleeping population. Let us take the offensive in teaching our people, and in writing and calling our congressmen. Let us get on the radio and television stations. Let us write tracts and letters. Let us determine that we will go on the offensive and lead the fight to defeat the voucher system.

My friend, if we can hold on another ten years—if we can continue to grow and teach and produce young people of Christian character, we can win the battle. Our opposition is so corrupt and immoral that it will decay from within. It will fall like an over-ripe fruit. It will self-destruct. Why do you think that the government has proposed such a drastic change in education? It realizes that the product coming from private and Christian schools is far superior to that of the public schools. If allowed to exist for a few more years, this nation will begin to turn back to God, and the government will suffer loss in influence and power.

Private and Christian schools coupled with the Home School Movement is causing great concern in the

Department of Education. It realizes that a real viable alternative system of education is in the making. The private and home schools are growing at a rapid rate. In reality, the implementing of the New American Schools with World Class Standards is but a defensive/offensive move. Educators realize that they are engaged in a great cultural and spiritual battle and have launched an open attack in an effort to take the high ground. Educators have declared war on the private and Christian schools, but they are so ingenious in their approach that the private sector sees only an extended olive branch and dialogues that will promote good will and a cooperative effort to build a better, kinder, gentler world.

Let us not be deceived by the outstretched hand. The rose contains thorns. The wine is spiked with arsenic.

We are in a spiritual warfare that will prove to be one of the greatest battles of the ages. Never has the church been faced with such a tempting proposal. If it is accepted, it will culminate into an adulteress union with the very darkest forces from the pit of hell.

TO THE WALLS, MY FRIEND!!! Girt on your armour! Lift up your voices! Fight the good fight of Faith!

Heaven requires men to hold forth the truth of God's Word. Heaven requires men to stand upon the ideals of individual liberty and freedom to exercise their own God-given right to worship and serve God as their conscience dictates.

The age old battle between the church and state has once again resurfaced, but this time the enemy has developed a plan of action and is willing to spend the necessary resources to gain a total victory. This battle will prove to be a long, bitter fight. The church is divided, brother stands against brother in a great spiritual/civil war.

Now, let us summarize what we have learned.

1. The government has launched *America 2000*, an educational strategy to totally reshape our educational system.

2. The new educational program is designed to merge us with other member nations of the world. It is global in philosophy, complete with World Class Standards, tests and objectives.

3. Children will be conditioned to think of themselves as citizens of the New Federation of Nations. This, in turn, will place our nation's sovereignty under that of the world government.

4. This new educational program will be funded by your tax dollars with the parents being designated as the "Judas goats" to lead the unsuspecting masses into a tyrannical form of world government.

5. The government is banking on the parents' "need" and "greed" as well as the American people's ignorance of the proposed educational bill and basic Constitutional law. It further believes that the church will lack the character to speak out against the proposed bill for fear of losing children.

If all goes according to plan, we, like Esau, will sell our souls for a mess of pottage and unfortunately, like Esau, when we finally realize our error, we will be unable to redeem our lost possessions: our children, our schools, and our nation.

"Choice", freedom to choose in the realm of education, will prove to be the catalyst that will destroy genuine freedom throughout the land. In reality, the government plan for freedom of choice in education will eliminate all alternatives.

Today, you *can* choose. In the future, your choices will be only that of which government school you prefer.

Today, the twilight falls, and the darkest age of history lies before us. The once glorious light of the gospel flickers dimly against the forboding backdrop of evil.

Out of the very darkest pit of hell ascends a heavy cloud of darkness that is filtering and sifting over the land. Freedom, the hope of the masses, may well be extinguished as we usher in a new age.

In closing, I must remind you that there has never been a free lunch. Someone must pay the tab! The parents will pay with the loss of freedom to educate their children. Unfortunately, average parents will look at the short term and seek to benefit in their particular lives. In accepting the funds, however, they will sell the souls of future generations. The private and Christian schools will pay with the loss of private control. The nation will pay with a loss of nationalism and freedom to chart its own course.

May I remind you of an old Chinese saying -
FISH WHO NIBBLES — FRIES!

Justice Blackmun acknowledged that the government may call on recipients of subsidies to relinquish some of their constitutional rights.

On May 23, 1991, the Supreme Court upheld the principle that when the government offers funds, it may include as a condition of funding that those who receive the money refrain from disseminating certain kinds of information, or expressing certain points of view. In "Government Funding Brings Government Control" author Gary McGath wrote:

Never before has the Supreme Court upheld a viewpoint-supression of speech simply because that supression was a condition upon the acceptance of public funds. *Rust v. Sullivan* does not cut into the right to receive information, but the right to give it! Now, "in the public interest" can include not only what one does but what one says.

The Court endorsed a further expansion of the government's power to specify the content of the activities it subsidizes. What is more frightening is the possibility of expanding Federal control of expression and information to private educational institutions that receive government money. . . Justice Blackmun acknowledged that the government may call on recipients of subsidies to relinquish some of their constitutional rights. For example, recipients of government money often are required to implement affirmative action programs, limiting their freedom to choose their employees. *Rust v. Sullivan* expands this power disastrously.

When the government funds an activity, it will exercise control over it. Value-neutral funding is impossible. The more such precedents the government sets, the more it becomes protective of its power to control the beneficiaries. Power feeds on itself.

Control through funding bypasses all constitutional limitations. To be free of government control, one must be independent of the government. Simply "reforming" the system by attempting to guarantee the independence of the recipients of the money isn't a viable solution; the government will, in one way or another, control what it subsidizes. Government funding and government control of private activities go hand in hand. To keep private activity free, its financing must be kept private.

1. *The Freeman*, Nov., 1991
2. No Choice is a Sound Choice (pages 6-7)

7

Reasons why the resolution that was issued by The American Association of Christian Schools in support of the GI Bill For Children was unwise

For over twenty years the American Association of Christian Schools has stood unflinchingly on the front lines of battle. It has been led by men of consecration and deep spiritual faith. These men have stood uncompromising for the truths of God's Word and the right to educate their children in the nurture and admonition of the Lord.

Their testimony is impeccable, their character unquestionable, and the quality of leadership a shining example of faith in action. America owes a debt of gratitude to this tremendous organization, and by God's grace the American Association of Christian Schools will continue in this great leadership position.

But men are human and sometimes the burdens of the day and the overloads that are borne tend to cause us to let down our guard. Perhaps counsel is faulty and thus a decision is made that we realize is the wrong decision only after we have embarked upon the course. In that case, it is never a shame to admit the error and turn back rather than proceeding on. How many times in my ministry have I had a kind friend offer a bit of advise that placed things in a different perspective. How thankful I am for friends who really care.

Therefore, I trust that this article will be received in the right spirit. My only reason in releasing a public refutation to the American Association of Christian Schools resolution on The GI Bill for Children on September 14, 1992, is that if their position is not immediately corrected, hundreds and thousands of churches and schools will be affected. In fact, this may be the very resolution that will spell death to the Christian School Movement across America. If the stakes were not so high, I would choose to ignore rather than make it an issue. But, in this case, we are dealing with a critical issue and a resolution that places every Christian school in jeopardy.

Both in August and September of this year, I personally talked with Brother Herbster on the phone. I sent both a rough draft and a more completed copy of

our position on "The GI Bill for Children." I voiced my concern and urged Dr. Herbster to please weigh carefully the evidence before him.

He was kind and courteous, but obviously overloaded with an agenda that left little time to spare. He did not cut me short, nor did he present himself as a man of too great a position to listen to just a common man.

I was left with the impression that he would look it over; however, I did not feel that he would examine it in great depth. I believe that Dr. Herbster has relied on counsel that is faulty and has been innocently led into a precarious position that will prove to be fatal unless he is kindly and gently nudged back to the more conservative and Biblical course.

My position is not to criticize or chastise but to point to some definite Biblical and historical signposts that have weathered the test of time and proven to be guideposts that point to the proper road. Because of the overload of work, and the extreme hectic schedule, a hasty decision was made and the AACCS is now off course. I hope, with a slight readjustment, she can be put back on course and continue in her position as a beacon of light to a world floundering in the darkness of sin.

Unfortunately, a public resolution is as a word spoken. Once released, its total influence can never be corrected and, in this case, literally thousands of people will be affected for eternity.

May I present to you seven reasons why the American Association of Christian Schools has issued an unwise resolution?

1. The AACCS Resolution Is In Violation Of Scripture.

We agree with the position of the American Association of Christian Schools in that education of children is the primary responsibility of parents and not that of the state. However, we do not agree with its

RESOLUTION ON GI BILL FOR CHILDREN
Adopted By
THE AMERICAN ASSOCIATION OF CHRISTIAN SCHOOLS
September 14, 1992

In accordance with the authority vested by the constitution of the American Association of Christian Schools, to the State Board of Representatives, representing a constituency of over one million citizens in affiliated congregations and schools, the following resolution was adopted at the Nineteenth Annual Washington Conference held in Washington, D.C. and is as follows:

WHEREAS, the education of children is the primary responsibility of parents and not the state, and

WHEREAS, inculcation of values is an unescapable event in the education of children, and

WHEREAS, parents must be able to select the school and the values represented in that school, for the education of their children without financial penalty, and

WHEREAS, current funding of education discriminates against those families who seek religious values-based education, and

WHEREAS, President Bush has proposed the GI Bills for Children to allow choice among economically disadvantaged families to promote educational choice, including religious-based education, and,

WHEREAS, because of lack of choice, an absence of competition exists among schools and many children are forced to attend elementary and secondary schools that do not provide an adequate education, and

WHEREAS, the GI Bills for Children would give middle-and-low-income parents greater consumer power, therefore,

BE IT RESOLVED, that the American Association of Christian Schools commends the President of the United States for his leadership in promoting the educational choice concept, and

BE IT FURTHER RESOLVED, that the American Association of Christian Schools supports the concepts set forth in the President's GI Bills for Children, and

BE IT FURTHER RESOLVED, we support the concept of these scholarships being a help for families and not institutions, and

BE IT FURTHER RESOLVED, that we call upon the Bush Administration to correct flaws in the GI Bills for Children through amendment and clarification, and

BE IT FURTHER RESOLVED, that we will oppose any choice bill that allows for government control of any nonpublic school, but will enthusiastically endorse a choice bill with proper protections from government control, and

BE IT FURTHER RESOLVED, should the GI Bill for Children not pass Congress in 1992, that the American Association of Christian Schools calls upon President Bush to make a properly drafted educational choice bill the top priority of his second term in office.


Dr. Carl D. Herbst, President


Dr. Arno Q. Waniger, Exec. Vice President

position of seeking state or federal funds in the form of vouchers/tuition tax credits/or The GI Bill for Children to aid or benefit its programs.

Acceptance of monies from the state or federal government, in whatever form, compromises the church's position of authority over ecclesiastical government and place it under the authority of civil/state government.

Monies granted by the civil government to any group or organization must carry certain guidelines to ensure that tax dollars are spent in a legitimate way. To expect anything less than this is to deny civil government its proper role. Therefore, tax dollars flowing to Christian schools, directly or indirectly, must carry some type of governmental control or regulation. We may naively think that we can exempt our ministries from governmental control by the inclusion of words or phrases that would appear to protect our autonomy, but this will not hold up in a court of law and, in fact, has been nullified within the very bill before us.

To place any authority over that of God's final authority is, in reality, a violation of Scripture.

2. The AACCS Resolution Is In Violation Of The U.S. Constitution.

The Constitution, as devised by our Founding Fathers and ratified by the thirteen original colonies, clearly enumerates the powers and responsibilities of each branch of government and that of the government as a whole. The United States Constitution is that of a limited constitutional republic, wherein its primary responsibility is to protect the people's inalienable rights, which are the rights of life, liberty, and property.

The government, empowered by the people, cannot take upon itself that which the people did not have the power to do in themselves. Constitutionally, one does not have the right to steal from his neighbor. To pass a law or tax that takes from one segment of the population and gives to another without the people's consent is, in reality, legalized theft, or as Frederic Bastiat said, "legal plunder".

Most federal grants, programs, and vouchers are just that--the legal plunder of one segment of society to aid and benefit another. In more modern times, it is referred to as the redistribution of wealth and has long been recognized as one of the basic planks of the Communist Manifesto.

At the very least, the Voucher/GI Bill is a socialistic program that looks to government to meet and supply its need. The infusion of public monies into the private and Christian schools can only result in their entrapment into a national socialistic educational program.

To cry out against the use of federal funds to aid farmers, bail out banks and businesses, or to use federal funds to establish a national health program as being un-Scriptural and unconstitutional while crying out to gain those same dollars for our program is hypocritical, un-Scriptural, and unconstitutional. We must be consistent. It cannot be wrong for others to feed out of the public trough if we are going to glut ourselves on the taxpayers' dollars. Neither they nor we can justify this position on Scriptural grounds. In fact, it violates the

very basic principles of Scripture and is in violation of the original intent of the Constitution.

3. The AACCS Resolution is a departure from the very Biblical principles that brought our Pilgrim fathers to the New World.

We all take pride in our national heritage. We glory in the dedication of our Pilgrim fathers' deep religious convictions which caused them to risk and, in many cases, sacrifice their very lives to establish a colony wherein they might be free to worship God according to their consciences rather than the dictates of the state.

They, like John Bunyan before them, would suffer prison and, yes, even death to maintain their religious freedoms. Suffer, yes, but never would they compromise the Biblical truths of God's Word. A license to preach was, in reality, state regulation and control. That power was clearly recognized for what it was--the authority of the state over that of the church.

To revert back to an acceptance of, yea, even an appeal to the state to gain financial aid can only result in states control over ministries of the church, for in order to bring this about, the school must be a "lawfully" operating school. That word "lawfully" must meet the government's definition, which is, in reality, a license to operate.

To revert back to this philosophy is more than compromise. It is to trample underfoot the martyrs' blood, and to deafen one's ears to the cries of those who languished in prison. It surely reveals a mind darkened to the glorious light of religious freedom and displays a heart that is calloused and indifferent to the generations yet unborn who will find themselves chained to the walls of a spiritual prison.

To turn our backs on Plymouth Rock, the Mayflower Compact, and the hearty breed of men and women who sacrificed their lives to found this nation would be so ignoble that even Judas would demand reconsideration of his dastardly deed. It is better to die a thousand deaths than shame and dishonor our noble heritage.

4. The AACCS Resolution is a repudiation of the First Amendment to the Constitution.

Separation of church and state was established and is guaranteed by the First Amendment. It reads as follows:

"Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances."

To really appreciate the importance of this amendment, we must understand colonial history. Al-

though our Pilgrim fathers came to this continent seeking religious freedom, they also sought to impose their views upon the people of their day. Unlike our present nation which is seeking to eradicate all signs and symbols of religion from its midst, they thoroughly believed in the necessity of a godly and moral society. So convinced were they in their beliefs that some even advocated a tax upon the people to support the clergy. In 1784, Patrick Henry proposed a bill of general assessment, or a tax upon all the people, for this purpose.

James Madison, the leading opponent of the bill, sought to defeat the measure, and, in doing so, wrote his famous article "*A Memorial and Remonstrance*." Although the article contained fifteen arguments against the assessment, I would like to quote just the first argument to you.

"We remonstrate against the said bill.

Because we hold it for a fundamental and undeniable truth "that religion or the duty which we owe our Creator and the manner of discharging it, can be directed only by reason and conviction, not by force or violence." The religion, then, of every man must be left to the conviction and conscience of every man; and it is the right of every man to exercise it as these dictate. This right is in its nature an unalienable right. It is unalienable because the opinions of men, depending only on the evidence contemplated by their own minds cannot follow the dictates of other men. It is unalienable also, because what is here a right towards men, is a duty towards the Creator. It is the duty of every man to render to the Creator such homage and such only as he believes to be acceptable to Him. This duty is precedent, both in order of time and in degree of obligation, to the claims of Civil Society. Before any man can be considered as a member of Civil Society, he must be considered as a subject of the Governor of the Universe; and if a member of Civil Society, who enters into any subordinate associations, must always do it with a reservation of his duty to the Great Authority; much more must every man who becomes a member of any particular Civil Society, do it with a saving of his allegiance to the Universal Sovereign. We maintain, therefore, that in matters of religion, no man's right is abridged by the institution of Civil Society and that religion is wholly exempt from its cognizance. True it is that no other rule exists by which any questions which may divide a Society, can be ultimately determined, but the will of the majority; but it is also true that the majority may trespass on the rights of the minority."

James Madison, joined by Thomas Jefferson, was an ardent believer in religious freedom. They believed that the state did not have the right or the power to regulate the church.

Simply stated, they believed in the separation of church and state. Contrary to today's opinion of separation of church and state, they sought not to diminish the influence of the church on the political institutions —they sought only to maintain a neutral position. The power of government was to neither help nor hinder

the church in her mission, for in either case it would violate the Scripture and ultimately result in the loss of religious freedom.

Biblical principles do not change. To appeal to government to aid our Christian schools by enacting The GI Bill for Children is a clear violation of the First Amendment to the Constitution. Our claim to educate our children is greatly hindered by our revealed ignorance of Biblical law and constitutional government.

How foolish to think that we can use the power of government to legally plunder our neighbor and not find that same government infringing upon our Biblical and constitutional rights.

We cannot have it both ways. We must stand for freedom in its entirety or sacrifice it completely.

5. The AACs Resolution reveals a lack of Biblical knowledge.

Of all the reasons that one could give for not supporting The GI Bill for Children, this point is by far the hardest to state and will certainly be met with spiritual indignation.

My purpose is not to divide and criticize but to teach. How many times have we preached on the sinful nature of the nation of Israel? We have pointed out Israel's sin in demanding a king and her rejection of God as her final authority. Samuel cried out unto the Lord and was told to warn the people of the consequences of their sin.

Looking to men—the state rather than God—would result in the loss of their children, their freedom, and their right to control their properties. Ancient Israel lost all three.

To pursue the course as set forth by the AACs Resolution on The GI Bill For Children will result in those same three losses. Infusion of federal and state funds into the private and Christian schools will result in your being required to teach the state mandated program. You will be required to test by their standards and meet their guidelines. In doing so, past Supreme Court decisions will dictate the final authority to be that of the state. Your faith, your facilities, and your children will be lost just as Israel lost theirs to their king.

How can we preach so accurately on the Bible and be so blind to the principles taught in Scripture?

Years passed, but in time they went into captivity for a lack of knowledge. (Hosea 4:6)

If we really think that we can defy God's plan and circumvent His divine judgment, we are in for a rude awakening. Unfortunately, when Israel realized her error, it was too late. Freedom had slipped from her grasp.

If we do not hold tight to religious freedom now, it will be lost, and, once lost, it is seldom regained.

6. The AACs Resolution reveals a lack of understanding of recent American history.

Not only have we lost the Biblical concepts and the

foundational truths of our early American history, but we also seem to be blind to more recent government programs.

Can you point to any government program that has not grown over a period of time into a monster out of control? Subsidies invariably destroy the independent spirit, entwine its victim in a web of bureaucracy, and ultimately result in governmental controls.

- Subsidies destroyed the farm industry.
- Grants and loans destroyed the railroads.
- Business after business has been regulated out of existence.
- We have witnessed the collapse of the Savings & Loan.
- Major insurance companies are faltering.

If there were not other examples to give you, can you not at least see what has happened to the public educational system? Once looked upon as public schools where anyone was free to attend, these schools are neither controlled by the public nor are they free.

Educational costs have skyrocketed while public influence has diminished to nearly a zero level as programs are forced upon the people by an ever growing governmental bureaucracy.

Appealing to and accepting federal or state funds will only cause the cycle to be repeated in the private and Christian school.

7. The AAC's Resolution rests upon a false hope.

I have laid out a number of reasons why the American Association of Christian Schools cannot possibly receive monies into their schools without compromising their autonomy with the state. It would appear that there should be no question as to what position that we as an association should take.

But advocates of the voucher system point out the fact that according to the wording of The GI Bill for Children that assistance is to the parent and not to the school and that safeguards have been written into the bill that would restrict the secretary of education from interfering in the affairs of the provider. The sections of The GI Bill for Children reads as follows:

Sec. 12c(1)-ASSISTANCE TO FAMILIES NOT INSTITUTIONS. - Scholarships under this Act are aid to families, not institutions. A parent's expenditure of scholarship funds at a school or for supplementary academic services shall not be construed to be Federal financial aid or assistance to that school or to the provider of those supplementary academic services.

Sec. 12c(2f) - SECRETARY. - Nothing in this Act shall be construed to authorize the Secretary to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution or school participating in a program assisted under this Act.

This raises a legitimate question and rightly de-

deserves an answer. Our answer would be as follows:

Biblical principles do not change. Neither individuals nor organizations have the power in themselves to steal from their neighbors. Passing a law and exempting the provider does not alter the fact that legal plunder is still the result. Tax dollars are still flowing from one segment of the population to another and that still remains a Marxist, socialist principle as delineated in the Communist Manifesto. It is still a violation of Scripture and the Constitution. To write a law and exempt oneself from danger, but, in the process, encourage another to do that which he cannot or will not do just does not square with Biblical principles. How can we justify this position before a Holy and just God? It appears to me that to follow this course is to teach our people that it is all right to bend God's Word to fit our own personal situation. We condemn situation ethics in the public schools but have no aversion to it when it comes to ourselves.

There is one glaring truth that comes to the surface—to deliberately encourage others to do what you cannot Biblically and constitutionally do in yourself is to pervert the law for personal gain. Is this due to greed or a lack of understanding of God's Word? Unfortunately, I believe that it includes both, but I believe that a lack of understanding would be a greater factor. In reality, America's problems are rooted in a uninformed clergy. We are dealing with deep spiritual problems that have undercut our society as a whole.

Ezekiel 22:23-31 clearly lays out the root cause of Israel's decline and fall. The following truths can be clearly seen.

A. Israel's decline and fall was due to a lack of decent spiritual leadership. (vs. 25-26)

The nation fell spiritually before it ever fell politically or economically. It lacked a vision or knowledge of God's Word in the area of Biblical and civil government. (Prov. 29:18, Hosea 4:6)

B. Spiritual decline will invariably affect political and economic leadership. (vs. 27)

Without solid Biblical and moral values as a basis of leadership, we can only produce men who will substitute humanistic principles for Biblical principles. For years, our Christian colleges and seminaries have deleted the study of God's Biblical and moral laws as a basis of civil government from their curriculums and what has been the end result? We have turned out pastors and teachers who are void of understanding. Without Biblical knowledge, we have gradually turned our schools over to the state and have reaped exactly what we have sown.

Very honestly, it is time that we pastors stop bellyaching about corruption in government. The government is only a reflection of a people void of Biblical and moral values. America's root problem is found to be corrupt leadership within the church.

We would do well to remember the words of James Madison:

We have staked the whole future of American civilization, not upon the power of government, far from it. We have staked the future of all of our political institutions upon the capacity of mankind for self-government; upon the capacity of each and all of us to govern ourselves; to control ourselves, to sustain ourselves according to the Ten Commandments of God.

America can only expect to see positive changes in the political and economic arenas after the clergy repents of her willful neglect of Biblical and moral laws as a basis of government. We must turn back to God's Word and systematically teach it to our people.

C. A clergy ignorant of Biblical principles will seek to use the government to aid its programs. (vs. 28)

The third phase of Israel's decline was inevitable. A lack of knowledge brought forth the substitution of man's law, secular humanism in place of God's Law. This is where we are at right now. The clergy is seeking to use the power of government to fulfill its needs. The collusion of church and state is spiritual adultery and by example it is leading many of its followers into the same wicked sin.

D. The final step to Israel's decline was that of the people plundering one another. (v. 29)

No nation can survive this final step. America is well into this last step, for she is seeking the benefits of government programs by passing laws which legally plunder one another. We are guilty of theft. Who do we vote for? We vote for the one who promises the most from the public treasury.

The nation of Israel died of suicide. Death came by her own hand. What was the root cause of her demise? It was a lack of knowledge of God's Word. Spiritual adultery and corruption, primarily from within the ranks of the clergy, spread to every branch of her society. (Jer. 2:8)

E. God sought for a man to stand. . . (vs. 30)

But he found none. . .

Must we like Israel of old perish because God cannot find men who will stand upon His Word? I want to believe that the AACS is made up of good solid men. I honestly believe that the national executive board of the association is made up of godly men who, for whatever reason, let this item slip by without any real deliberation. This brings us back to the original question. . . Can the AACS find rest and peace within themselves in that the monies are granted to the parents rather than to the schools? I think not. In fact, I believe that we are in a more precarious position, for now we are not only an accomplice to the wicked deed, but also the moving force behind it. We are in double jeopardy and

thus accountable to God for a greater crime against the society in which we live.

Finally -

Our purpose is not to divide but to teach — not to create friction and fragmentation, but to cause each one of us to seriously consider the end results of this particular resolution.

I know for a fact that the average pastor and principal has been so busy that they have not taken the time to research and study the total ramifications of The GI Bill/Choice in Education/America 2000. Therefore, they are relying on trusted leaders to guide them.

I want to believe that Dr. Herbster is relying on counsel in these areas and has perhaps not taken the time to explore the facts before him.

In this case, his counsel or judgment is in conflict with the Word of God, the U.S. Constitution, early American history, the Founding Fathers' view of separation of church and state, Biblical history, and more recent events in American history.

Unfortunately, the damage is done. The resolution has been issued and now hundreds of pastors and schools are going to innocently follow in a path that will ultimately destroy their "Christian schools".

The booklet that you hold contains a wealth of information by nationally known writers, some of whom worked in the Department of Education. A careful study of the facts before you should result in at least a closer scrutiny of the AACS Resolution on The GI Bill for Children.

The time has come where a line must be drawn. To cross over this line—to accept federal or state funds into your school—is to cross over the point of no return, for in reaching out for governmental funds, we will step into the quagmire of bureaucracy and controls, and in doing so, we will seal the doom of Christian education.

Most of us have expected the battle line to be drawn by governmental power using the threat of force to coerce our schools into submission. To our surprise, the battle line is drawn in the heart. It has not come by coercion, but by seduction. Due to our lust for acceptance and material gain, we are being enticed into an adulterous position. Little do we realize that once in the chambers of compromise, we will find that, ". . . though her lips are as honeycomb and her mouth smoother than oil, that her feet go down to death and her steps take hold on hell." (Proverbs 5:3-5)

Wisdom calls from without to "remove thy way from her and come not nigh the door of her house". (Proverbs 5:8)

Therefore:

We believe that the resolution on The GI Bill for Children as adopted by the American Association of Christian Schools on September 14, 1992, was hastily written without careful consideration of basic Biblical principles, or without ample research in our Christian

heritage, or in the true intent of the Constitution as set forth by our Founding Fathers.

We believe also that the executive board relied too heavily on counsel that failed to address the full ramifications of The GI Bill for Children and its interlock with the America 2000 strategy for education, which promotes globalism, socialism, and secular humanism.

We further believe that this resolution is not in agreement with the general consensus of its total membership.

We at East Moline Christian School kindly and

humbly request that the executive board reassemble for a more thorough study of this matter. We further request that member schools be issued a statement of decision based on Biblical, Constitutional, and historic Christian beliefs.

In His Service,

Rev. James R. Patrick,
October 28, 1992

TUITION TAX CREDITS: FACETS OF CONTROL

Regardless of assurances that proposed TTC legislation would be drafted with appropriate language to insure complete autonomy of participating private schools, common sense and abundant evidence tells us such assurances are not trustworthy. The following are just some of the reliable warnings about the dangers inherent in TTCs which cannot be ignored or disputed:

* "Some to be sure, like to think they can have it both ways; i. e. can obtain aid without saddling themselves with unacceptable forms of regulation. But most acknowledge the general applicability of the old adage that he who pays the piper calls the tune, and are more or less resigned to amalgamating or choosing between assistance and autonomy."

* In the Stanford University *Campus Report* of March 18, 1981, president Donald Kennedy had this to say about TTCs:

"While the tax credit may seem simple to apply, it would require additional federal regulations. The Internal Revenue Service must determine which institutions... are eligible.

*In the July 1981 *School Board News*, Thomas A. Shannon, Executive Director of the National School Boards Association stated:

"... tuition tax credits for private elementary schools would profoundly change the character of private education. A simple fact of political life is that public regulations follow public money.

"Private schools that operate with public money will be subject to public regulations regardless of whether this is done in the name of 'accountability' or effecting social change."

While Shannon's argument is clearly self-serving, nevertheless, he's right. TTC's are the camel's nose under the private school's tent flap.

*In Minnesota, transportation, cost of guidance counseling and school health services have been subsidized by the state since 1955. According to the *Washington Post* of Oct. 22, 1981:

"Having gone down the road of aid to non-public schools, the state legislature now may demand some say in how those schools are operated."

Hearings were set on legislation "... to set minimum standards for private schools and to require the licensing of non-public school teachers.

"Supporters of the bill say it was designed primarily to rein in a rash of tiny 'home schools' set up by fundamentalist Christians for their children..." (emphasis added)

Obviously, the intention is not just a "little regulation" of private schools in order to make certain quality education is being provided; the goal is *total control of ALL education*.

BARBARA MORRIS
Tuition Tax Credits,
(pgs. 25-26)

Utah S. B. No. 258

(Education Options Pilot Program)

1993

GENERAL SESSION

An act relating to education; providing for an education options pilot program; defining terms; providing for an application and selection process; providing for the option of attending a public or private school; providing for a review of and report on the pilot program; and providing an effective date.

This act affects sections of Utah code annotated 1953 as follows:

Enacts:

53A-15-601, Utah code annotated 1953
53A-15-602, Utah code annotated 1953
53A-15-603, Utah code annotated 1953
53A-15-604, Utah code annotated 1953
53A-15-605, Utah code annotated 1953
53A-15-606, Utah code annotated 1953

Be it enacted by the Legislature of the state of Utah:

Section 1. Section 53A-15-601, Utah Code Annotated 1953, is enacted to read:

53A-15-601. Short title.

This part is known as the "Education Options Pilot Program Act."

Section 2. Section 53A-15-602, Utah Code Annotated 1953, is enacted to read:

53A-15-602. Definitions.

As used in this part:

(1) "Eductaion credit" or "credit" means the instrument issued to students or their parents that represents the amount of money determined under this part for educational services.

(2) "Education options pilot program" or "pilot program" means a program in which parents of students receive education credits to compensate for educational services provided to them through schools in the state.

(3) "Parent" means a natural parent, legal guardian, or any other person having legal custody over a student.

(4) (a) "School" means an educational provider, public or private nonsectarian, which teaches any grade level from kindergarten through grade 12.

(b) "School" does not include home schools.

(5) "Student" means an individual enrolled in kindergarten through grade 12 who resides in the state.

Section 3. Section 53A-15-603, Utah Code Annotated 1953, is enacted to read:

53A-15-603. Establishment of pilot program—Application form.

(1) There is established an education options pilot program.

(2) (a) The State Office of Education shall develop a standard application form for participation in the program.

(b) The form shall require information from the applicant as to:

- (i) the school last attended, except for those who are entering kindergarten for the first time; and
- (ii) the anticipated school of attendance, premised on the student's acceptance into the program.

(3) Public schools shall participate in the pilot program, subject to space availability at the school in the requested grade or class and compliance with other state laws related to school choice in Title 53A.

(4) (a) Private schools have the option of participating in the program.

(b) (i) If a private school chooses to participate in the program, it must satisfy eligibility requirements established by the State Board of Education in consultation with a representative group of the state's existing private schools.

(ii) The requirements shall relate to prior and current performance by the school as measured by test results, graduation rates, and the general satisfaction of the clientele served by the school.

(iii) The State Board of Education shall establish procedures to monitor private schools for continuing participation in the pilot program based on the performance measures established under Subsection (4)(b)(ii).

(c) The State Board of Education shall establish eligibility requirements for newly created private schools with no prior record of academic achievement.

(d) Each participating private school shall file a copy of its entrance requirements with the State Board of Education.

(e) (i) The State Board of Education through the State Office of Education shall monitor private schools participating in the pilot program.

(ii) Any school that accepts a student under the pilot program shall participate in the statewide testing program required in Section 53A-1-603 as it applies to the student and the student's scores shall be reported to the State Board of Education.

(iii) The board shall report its findings annually to the Legislature's Interim Education Committee prior to the Legislature's general session as part of its overall assessment of the pilot program.

Section 4. Section 53A-15-604, Utah Code Annotated 1953, is enacted to read:

53A-15-604. Participation in the pilot program.

(1) (a) Beginning with the 1993-94 school year, 1% of the total student population of the state may participate in the pilot program authorized under this part, conditioned upon the following:

(i) dividing the applicants into three groups consisting of students currently enrolled in public schools, students currently enrolled in private schools, and students who are enrolling in school for the first time; and

(ii) determining that the number of applications from students currently enrolled in public schools and new entrants into the school system who declare an intent to attend a private school exceeds the number of applications from students currently enrolled in private schools, and that the total value of credits used in private schools is less than the state monies required to educate those who otherwise would have remained in the public education system.

(b) For purposes of Subsection (1)(a)(i) only, "private school" would include sectarian and nonsectarian schools.

(c) The percentage may be increased beginning with the 1994-95 school year not to exceed 2%, contingent on satisfying the requirements of Subsection (1)(a)(ii).

(2) In accordance with Title 63, Chapter 46a, Utah Administrative Rulemaking Act, the State Board of Education shall make rules to determine who shall participate in the program in the event that the number of applicants exceeds the percentages authorized in Subsection (1) subject to maintaining the balance required under Subsection (1)(a)(ii).

Section 5. Section 53A-15-605, Utah Code Annotated 1953, is enacted to read:

53A-15-605. Education credits and values.

(1) If a student chooses to attend a public school under this part, the value of the education credit is equal to the amount of state monies the student would qualify for as a resident student attending school in the district of residency.

(2)(a) If a student chooses to attend a private school, the value of the education credit is equal to 50% of the value of the weighted pupil unit, except as provided in Subsection (b), determined in the Minimum School Program Act for the current school year.

(b)(i) The value of an education credit given to a student who is in state custody or foster care of whose parent or guardian is receiving public assistance in the form of Aid to Families with Dependent children or Supplemental Security Income is equivalent to 150% of the value of the credit given under Subsection (a).

(ii) A student under Subsection (b)(i) may also receive monies to offset transportation costs to and from school.

(iii) (A) Private schools participating in the program shall admit at least one student applicant under Subsection (b)(i) at the face value of the credit for every nine students they admit under Subsection (2)(a).

(B) A student admitted under Subsection (iii)(A) shall meet predetermined entrance requirements established by the school in consultation with the State Board of Education.

(C) A private school may not be allowed to continue to participate in the pilot program if it violates the admission requirements in Subsection (iii)(A).

(3) The State Board of Education shall adopt rules to implement Subsection (2).

Section 6. Section 53A-15-606, Utah Code Annotated 1953, is enacted to read:

53A-15-606. Administrative costs—Disbursement of monies—Sunset date.

(1) The State Office of Education shall receive a designated percentage of the monies appropriated for the pilot program in order to cover costs associated with administering the application process, disbursing the education credits, and monitoring the status of the private schools.

(2)(a) The State Office of Education shall disburse the education credit monies to parents of participating students enrolled in private schools by December 31 of each year, except for those qualified under Subsection 53A-15-605(b)(i), who shall receive their monies by October 1 of each year.

(b) The state office shall disburse education credit monies under the public school component in the same manner as it disburses similar legislative appropriations to the public schools under the Minimum School Program Act.

(3) The pilot program authorized under this part shall terminate June 30, 1997, unless reauthorized by the Legislature.

Section 7. Effective Date.

This act takes effect on July 1, 1993.

MANAGEMENT AND FISCAL ANALYSIS

S. B. 258

FUND	Revenue		Appropriation	
	FY 1994	FY 1995	FY 1994	FY 1995
Uniform School Fund			\$777,000	\$811,000
Local Funds	(\$306,000)	(\$608,000)		
Total	(\$306,000)	(\$608,000)	\$777,000	\$811,000

The bill's fiscal impact will vary depending upon the level of participation. The Analyst used a conservative level to determine an estimated impact of \$1,083,000 for FY 1994 and \$1,419,000 for FY 1995. The bill would require an appropriation of \$777,000 from the Uniform School Fund to the State Board of Education for FY 1994 and \$811,000 for FY 1995. The remaining \$306,000 impact in FY 1994 and \$608,000 impact in FY 1995, represents a net loss in revenues to the school districts for each of the two fiscal years.

The actual impact would depend on the number and mix of new students entering the schools, students on public assistance, current public school students and private school students who apply for and are accepted into the program. In addition to the "education credit" expenditures required, an estimated \$83,000 would be needed for program administration. Transportation expenditures for students on public assistance would also be necessary.

California

BALLOT PAMPHLET

Usted puede obtener una traducción al español de este folleto llamando al
1-800-339-2814

Quý Vị có thể xin bản dịch bằng Việt Ngữ của tài liệu này bằng cách gọi điện thoại số 1-800-339-8163



CERTIFICATE OF CORRECTNESS

I, March Fong Eu, Secretary of State of the State of California, do hereby certify that the measures will be submitted to the electors at the general election to be held throughout the State of California on November 2, 1993, and that they were correctly prepared in accordance with law.

Although Proposition 174 failed the general election it is extremely important that we study the proposed amendment to represent the best effort of proponents of the voucher system to secure federal funds with little federal control. A careful study of the proposed amendment clearly reveals compromise of both historic, biblical and constitutional principles.

I further certify that the foregoing CERTIFICATE OF CORRECTNESS and the BALLOT PAMPHLET has been signed by me in Sacramento, California



MARCH FONG EU
Secretary of State

March Fong Eu



Secretary of State
SACRAMENTO 95814

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Dear Voter:

This is your California Ballot Pamphlet containing information regarding the statewide ballot propositions to be voted on at the special statewide election on November 2, 1993. The titles and summaries were prepared by the Office of Attorney General Daniel E. Lungren. The impartial analyses of the measures were prepared by the Office of Legislative Analyst Elizabeth G. Hill. The pro and con arguments and rebuttals were prepared by proponents and opponents of the propositions. The texts of the propositions were proofed by the Office of Legislative Counsel Bion M. Gregory. The printing was done under the supervision of the State Printer.

All of those involved in the preparation of this pamphlet are constantly looking for ways to make the California Ballot Pamphlet more useful to you the voter. Many suggestions made by voters over the years have been adopted and are included in this pamphlet. However, we need your help to make future pamphlets better. We invite you to send your ideas to this office. For your convenience, the inside of the back cover page may be used for this purpose. Send your ideas to California Ballot Pamphlet, 1230 J Street, Sacramento, California 95814.

Please vote on November 2.

A handwritten signature in black ink that reads "Tony Miller".

TONY MILLER
CHIEF DEPUTY

Please note that Proposition 168 is the first proposition for this election. To avoid confusion with past measures, the Legislature passed a law which requires propositions to be numbered consecutively starting with the next number after those used in the November 1982 General Election. This numbering scheme runs in twenty-year cycles.

November 2, 1993 Ballot Measures—Continued

		PROP. 174 EDUCATION. VOUCHERS.
SUMMARY ♦	Initiative Constitutional Amendment Put on the Ballot by Petition Signatures	
	<p>Permits conversion of public schools to independent voucher-redeeming schools. Requires state-funded vouchers for children enrolled in qualifying private schools. Restricts regulation of such schools.</p>	
ARGUMENTS	PRO ♦	Yes on 174: A BETTER CHOICE FOR EDUCATION. Schools accountable to higher testing standards. Ends runaway costs; saves taxpayers billions. Safer schools. Control to parents, away from Sacramento politicians. Ends waste and mismanagement. More teachers, fewer bureaucrats. Specialized schools for productive jobs. Rewards quality teachers. A BETTER CHOICE FOR KIDS.
	CON ♦	Proposition 174 abandons public school children, creates pressures for tax increases, and doesn't require oversight to prevent fraud and abuse. It devastates public school budgets (to pay for those ALREADY in private schools), allows ANYONE with 25 children to open a "school", and creates a permanent billion dollar entitlement program.
ARGUMENT SIGNERS	PRO ♦	<p>William J. Bennett U.S. Secretary of Education, 1985–1988</p> <p>H. Glenn Davis Associate California State Superintendent of Public Instruction, 1970–1978</p> <p>Carmela Garnica School Board Member Palo Verde Unified School District</p>
	CON ♦	<p>Charity Webb, President California School Boards Association</p> <p>Del Weber, President California Teachers Association</p> <p>Norman T. Allen Chairman, American Association of Retired Persons California State Legislative Committee</p>
FOR MORE INFORMATION	PRO ♦	<p>A Better Choice for Education 2250 E. Imperial Highway, Suite 220 El Segundo, CA 90245 (310) 416-9601</p>
	CON ♦	<p>Committee to Educate Against Vouchers 5757 West Century Blvd., Suite 400 Los Angeles, CA 90045 (310) 348-7650</p>

174

Education. Vouchers. Initiative Constitutional Amendment.

Argument in Favor of Proposition 174

Every parent, teacher, taxpayer, and—most importantly—every child deserves better and safer schools.

Fifteen years ago, Californians spent nine billion dollars on public schools. Today, we spend nearly \$29 billion. Can anyone claim that parents, kids, and taxpayers are \$20 billion better off today?

You're not spending too little on education; you're getting too little in return.

- California's test scores still rank in the bottom half of the nation.
- California's dropout rate is worse than 43 other states.
- For every ten teachers, there are 13 non-teachers in the system.
- Assaults against public school employees are up dramatically, while student weapon possessions have jumped 40% in just three years.
- The presence of illegal drugs in public schools has become a source of grave concern to parents.

Without real change, things will only get worse. The solution? Proposition 174—choice, opportunity, and hope.

With Proposition 174, parents may choose the best schools for their children, public or private. If they choose a private school, Proposition 174 provides parents an education grant of approximately \$2,600 to pay for their child's education. (Sixty-four percent of California's private schools willing to accept vouchers charge less than \$2,600).

Taxpayers win, too. State officials estimated a tidal wave of 1.8 million new students would enter the system over the next eight years. Without Proposition 174, taxpayers will spend over \$50 billion per year on public schools.

To absorb this tidal wave, politicians will take the money from your police and fire departments, from medical care, or from retirees. When that's not enough, they'll just take more from you, whether you have a child in school or not.

Our opponents are working actively to raise your property taxes to build thousands of expensive public schools. Proposition 174 can make new public school construction unnecessary and save Proposition 13 safeguards.

Proposition 174 will save billions by letting the private sector work in partnership with the state to educate students at half the current taxpayer cost.

Proposition 174 means:

- **QUALITY EDUCATION.** Motivated teachers who get results.
- **ACCOUNTABILITY.** Schools answer to parents and taxpayers.
- **TAXPAYER SAVINGS.** At least \$19 billion could be saved over the next eight years.
- **SAFETY.** Children no longer trapped in high crime schools.
- **EFFICIENCY.** Cuts waste, bureaucracy, and overpaid administrators.
- **FAIRNESS.** Everyone can have the same choice, public or private school.

Ask yourself: Do you honestly believe that the answer to our education mess is more of the same?

Let's take back control of our schools by breaking the iron grip of overpaid administrators, powerful union bosses, and timid school board members.

IMPROVED PUBLIC SCHOOLS

SAFER SCHOOLS

MORE QUALITY TEACHERS

FEWER BUREAUCRATS

LESS WASTE

MORE PARENTAL CONTROL

BETTER EDUCATED CHILDREN

VOTE YES on 174

WILLIAM J. BENNETT

U.S. Secretary of Education, 1985–1988

H. GLENN DAVIS

*Associate California State Superintendent
of Public Instruction, 1970–1978*

CARMELA GARNICA

*School Board Member, Palo Verde
Unified School District*

Rebuttal to Argument in Favor of Proposition 174

Proposition 174 promoters don't tell you how their law actually works. Instead of their empty slogans, consider what this law actually does:

- **PERMITS DISCRIMINATION:** 174 produces a new divisive two-tier system by allowing voucher schools to reject students for religion, gender, family income, mental or physical ability.
- **ALMOST ANYONE CAN CREATE NEW VOUCHER SCHOOLS:** Almost anyone recruiting 25 students can receive taxpayer money, even radical groups. It invites fraud against unsuspecting families.
- **FINANCIAL SECRECY:** No provision to audit spending to prevent fraud and waste. Voucher schools can spend taxpayer money with virtually no controls.
- **NO TEACHING CONTROLS:** No requirement for teacher ability tests, credentials, or college degrees. New standards for private schools prohibited without $\frac{2}{3}$ legislative approval.
- **TAX PRESSURE:** With billions spent on private voucher schools and major cutbacks in neighborhood school funding, pressure for higher taxes is certain.

THE ISSUE IS NOT CHOICE. The law ALREADY gives parents public school choice starting next year.

Proposition 174 takes at least \$1.3 billion from our neighborhood schools, just to pay for students ALREADY in private schools. Altogether neighborhood schools could lose about 10% (\$2.6 billion) of their budgets before the first student transfers. And billions of dollars will go to state politicians to spend any way they want.

The moment voucher schools start getting \$2,600 vouchers, private school tuition will increase. Only the operators win—taxpayers lose and students gain nothing.

Assuring a good education for every child is a fundamental obligation in our society.

Please vote NO on 174.

GRAY DAVIS

California State Controller

KATHRYN DRONENBURG

Member, State Board of Education

DEZIE WOODS-JONES

*Vice-President, Committee to Protect
the Political Rights of Minorities*

Education. Vouchers. Initiative Constitutional Amendment.

174

Argument Against Proposition 174

CALIFORNIA CAN'T AFFORD PROPOSITION 174

This Constitutional Amendment is filled with technical mistakes, exemptions and loopholes—a billion dollar entitlement program lacking normal safeguards. It would undermine, not improve, neighborhood schools.

MAKES SCHOOLS WORSE, NOT BETTER

No help for neighborhood schools. Proposition 174 takes money away from neighborhood schools to pay for private voucher schools. \$2.6 billion could be cut from neighborhood school budgets to pay for the students *already* enrolled in private schools.

This means 10% less for your neighborhood schools—*fewer teachers, teacher's aides and security officers, and more crowded classes.*

Unlike public schools, voucher schools can reject students based on gender, religion, test scores or even income.

Proposition 174 strips the neediest students of a fair chance to become strong citizens. It creates a new two-tier system of schools; one for the haves, one for the have nots. It's unfair to children, wasteful and costly.

No Teacher Credentials: 174 doesn't require teachers to hold a degree or teaching credential.

Almost *anyone* enrolling 25 students can qualify as a voucher "school."

Shady operators get the same funding as legitimate schools. Even extreme religious groups can receive tax money. So can political causes.

No Meaningful Course Requirements: Under 174 and existing law, voucher schools need not teach full courses in math, reading, science or history.

No Reasonable Way to Correct Flaws: New laws for private schools on teacher credentials or course requirements cannot be approved without a three-fourths vote of the Legislature. ELEVEN Senators out of 120 legislators could block protection for all of us because of a loophole in this Amendment.

PROPOSITION 174 IS A BLANK CHECK FOR WASTEFUL GOVERNMENT

No Safeguards Against Waste and Fraud: Proposition 174 gives

billions in taxes to private voucher schools, yet requires *no public audits of how that money is spent.*

Public schools *must* open their books to taxpayers. But voucher schools can spend tax dollars virtually without public scrutiny.

Like some government-funded trade schools, voucher schools invite operations that prey on innocent victims.

TAX INCREASE LIKELY

No Taxpayer Protection: 174 causes *pressure for major tax increases, making government budget problems worse.*

174 requires millions in spending on new bureaucracy with no revenue source, and a billion dollars in new entitlements. No funds are budgeted for preventing fraud or abuse.

PROTECT OUR CHILDREN AND OUR FUTURE VOTE "NO ON 174"

We want improvement in our schools. But instead of making schools better, 174 creates new problems—with NO proposals to increase parental involvement, improve discipline or reduce class size.

That's why 174 is **OPPOSED** by the State Board of Education, State Controller, Mexican-American Legal Defense and Educational Fund, League of Women Voters, California State PTA, NAACP and California Council of Churches.

Let's not give up on California's kids or give away a blank check. A state of 31 million people is no place to try a billion-dollar experiment that risks our children's future.

Please vote NO on 174

CHARITY WEBB

President, California School Boards Association

DEL WEBER

President, California Teachers Association

NORMAN T. ALLEN

*Chairman, American Association of Retired Persons
California State Legislative Committee*

Rebuttal to Argument Against Proposition 174

Read every word from our opponents. Note one point:

THEY HAVE NO PLAN TO REFORM OUR SCHOOLS.

Cut through their distortions, and what remains? Overpaid administrators, visionless bureaucrats, and union bosses wanting more of your money . . . and nothing changes.

THERE IS A BETTER CHOICE

Proposition 174 simply lets parents choose the best school for their child.

Proposition 174 Means:

Children escape crime-ridden schools.

All schools, public or private, could be held to high testing standards.

Specialized schools teaching skills needed for productive jobs.

Educators accountable to parents, not Sacramento politicians.

\$19 billion in taxes could be saved over eight years.

Competition strengthening *all* schools.

Authorizes the Legislature to impose strong criminal penalties against shady operators.

Proposition 174:

Will not change teacher certification laws.

Will not change health and safety regulations.

OUR OPPONENTS WANT YOU TO ACCEPT BUSINESS-AS-USUAL

- Los Angeles schools cut back on classroom necessities, yet spent \$250,000 on political consultants.

- The teachers union just spent \$7.4 million on politicians and lobbyists.
- California just spent \$32 million negotiating with school employee unions—over twice as much as it spent preventing dropouts.
- The California School Employees union took legal action to make parents stop mowing grass, painting and making badly-needed repairs to their children's schools.

ENOUGH IS ENOUGH.

BREAK THE MONOPOLY OF FAILURE.

For our children: back to basics in safe schools.

For you: control of education without massive new taxes.

SCHOOL CHOICE.

It's your choice . . . A Better Choice.

LEWIS K. UHLER

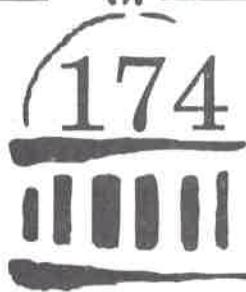
Chairman, Center for the California Taxpayer

JOSEPH F. ALIBRANDI

*Chairman, Education Task Force
California Business Roundtable, 1987-1990*

MARCI DELGADO

*Teacher and Director of College Counseling,
Roosevelt High School*



Education. Vouchers. Initiative Constitutional Amendment.

Official Title and Summary Prepared by the Attorney General

EDUCATION. VOUCHERS. INITIATIVE CONSTITUTIONAL AMENDMENT.

- Amends California Constitution to enable parents to choose a child's school by requiring State to provide a voucher for every school-age child equal to at least 50 percent of prior fiscal year per pupil spending for K-12 public schools.
- Requires Legislature to establish procedures whereby public schools may become independent voucher-redeeming schools. Vouchers may be redeemed by such schools and by qualifying private schools.
- Authorizes required academic testing.
- Limits new regulation of private and voucher-redeeming schools.
- Voucher expenditures and specified savings count toward education's existing constitutional minimum funding guarantee.

Summary of Legislative Analyst's Estimate of Net State and Local Government Fiscal Impact:

- Long-term (by the fifth year) net fiscal effect on state funding of K-12 schools is largely unknown. Annual impact likely to range from costs of about \$800 million to savings of about \$1 billion, depending on the number of pupils who shift from public schools to schools that accept vouchers and legislative decisions on funding of public schools.
- Short-term (first few years) state costs averaging hundreds of millions of dollars annually.
- Debt service savings to the state and school districts potentially in excess of \$100 million annually after 10-20 years, resulting from reduced need for construction of public schools.

Analysis by the Legislative Analyst

Background

Currently, about 5.2 million pupils attend kindergarten through 12th grade (K-12) in California public schools. In addition, about 550,000 pupils are enrolled in K-12 grades in various private schools that are not part of the public school system.

The California Constitution (Proposition 98, as amended by Proposition 111) establishes a minimum level of funding for public schools and community colleges (K-14 education). In the 1992-93 fiscal year, public schools received about \$21.5 billion (\$15 billion from the state General Fund plus \$6.5 billion from local property tax revenues) subject to Proposition 98. Total revenues available for spending by public schools in 1992-93—including state and local funds subject to Proposition 98, other local revenues, federal funds, and state lottery funds—were about \$27.7 billion.

Proposal

This initiative constitutional amendment makes significant changes in public funding for K-12 education. These changes are described below.

Scholarships for School-Age Children

Under existing law, state and local governments do not provide funding for pupils attending K-12 private

schools, except for a small number of children with physical, mental, or learning disabilities who are placed in certain private schools.

This measure requires the state to offer an annual scholarship to every resident school-age child in California. The scholarships would be used for the payment of tuition and other educational fees at schools with 25 pupils or more that choose to become "scholarship-redeeming schools." Private schools could become scholarship-redeeming schools by filing certain legal statements with the State Board of Education. Public schools also could become scholarship-redeeming schools (see below).

The amount of the scholarship would be at least half of the average amount spent per K-12 public school pupil in the previous year from all funding sources. Based on current data, we estimate that the initial minimum scholarship amount would be about \$2,600 per child. The measure would allow the Legislature to set higher scholarship amounts for some or all grade levels. The Legislature could also (1) provide supplemental amounts for reasonable transportation needs of low-income pupils and for special needs related to physical impairment or learning disability and (2) authorize scholarships at schools with fewer than 25 pupils.

If the tuition and fees at a scholarship-redeeming school are less than the amount of the state-provided scholarship, the state would put the difference in an account to be held in trust for the individual pupil's future tuition and fee expenses at any scholarship-redeeming school or California college or university. A student would be eligible to use the trust account until his or her 26th birthday. Any unused amount remaining in the account at that time would be transferred to the state treasury.

The measure states that scholarships would be available beginning with the 1993-94 school year for pupils who were not enrolled in a private school on October 1, 1991. (Because the amendment could not be implemented until well into the 1993-94 fiscal year, however, it is not clear whether scholarships would initially become available in 1993-94 or 1994-95.) Beginning with the 1995-96 school year, the measure states that scholarships would be available for all K-12 pupils attending scholarship-redeeming schools, without regard to whether they were enrolled in a private school on October 1, 1991.

2. The measure declares that the scholarships are grants of aid to children through their parents. Scholarship payments, however, would be made directly to schools selected by parents. The scholarships would not be considered income for state tax purposes.

3. The measure prohibits schools that discriminate on the basis of race, ethnicity, color, or national origin from redeeming scholarships. However, the measure does not prohibit scholarship-redeeming schools from restricting admission on other bases, including sex, religion, ability, and disability.

The measure further prohibits redemption of scholarships by schools that advocate unlawful behavior, or that teach hatred of persons or groups on the basis of race, ethnicity, color, national origin, religion, or sex.

1. Families with children enrolled in a private/Christian school will not truly benefit from the voucher program. The state is to provide vouchers at 50% of the prior fiscal year per student. If the tuition fees are less, excess funds will be held in trust for future use by the child.

This provision will immediately cause tuition rates to rise in an effort to gain a greater number of dollars for the individual school, rather than losing it to another school at the college or university level. The parents will eventually pay the same out-of-pocket dollars for their share of tuition fees, but be dependent on the state voucher to keep their child in the private/Christian school, while the school will find overhead expenses rising to meet increased wages, equipment, buildings, etc. The school will also become dependent on the state voucher program. The parents will not gain. The school will become dependent on state aid, and the state will gain control of the private and Christian schools.

2. Payments made directly to schools will eliminate being declared as additional taxable income and thus gaining parental acceptance. Direct payments to the schools will also eliminate parental abuse of funds on expenditures that are non-school related. This is expected and proper since the state must give an account for the proper use of tax dollars. Likewise, redeeming schools must be verified as lawfully operating schools. Therefore, the paragraphs immediately following place state guidelines on redeeming schools.

3. Scholarship redeeming schools must meet the criteria of the state. Note the enlarged area that falls under discrimination. Schools are not prohibited from restricting admission on the basis of sex, religion, ability and disability, but then immediately prohibits redeeming schools to advocate unlawful behavior on the basis of race, ethnicity, color, national origin, religion, or sex.

Public policy will override convictions. Redeeming schools are left without freedom of conscience. The first paragraph grants the right, the second nullifies the right as prescribed by law. Private and Christian schools are no longer protected by law but must conform to public policy.

Conversion of Public Schools to Scholarship-Redeeming Schools

4. Under existing law, public schools are administered under the rules, policies, and procedures of their elected school district boards, county offices of education, the state Superintendent of Public Instruction, and the State Board of Education. Public schools are subject to various laws and regulations that do not apply to private schools. For example, public schools must hire teachers who are credentialed based on certain standards, while private schools may hire anyone who is "capable of teaching." In addition, public schools are subject to certain rules related to curriculum (that is, the types and content of courses) and school facilities that do not apply to private schools.
5. This measure directs the Legislature, within a year of passage of the amendment, to establish a process by which public schools could become "independent scholarship-redeeming schools." Unlike private scholarship-redeeming schools, these independent schools could not require parents to make payments above the scholarship amount and could not teach religious doctrines. In other respects, these schools would not be subject to laws and regulations any more restrictive than those applied to private schools, except as otherwise required by the California or United States Constitutions.

Under the measure, any public school employee retained as an employee of such a converted school would be permitted to continue his or her pension and health care programs on the same terms that existed before conversion of the school.

The measure leaves other details of the conversion process for the Legislature to determine.

Regulations Affecting Scholarship-Redeeming Schools

6. Under current law, private schools generally operate under laws and regulations that are significantly less restrictive than those applied to public schools. The Legislature and local governments may change those laws and regulations, in most cases through a majority vote of the relevant governmental body.

This measure imposes significant new restrictions on the ability of the Legislature and local governments to change existing laws and regulations or adopt new laws and regulations affecting private schools. For example, the measure requires approval of any new or revised state laws and regulations by a three-fourths vote of the Legislature. Local governments could impose new health, safety, or land use regulations on private schools only upon a two-thirds vote by the local governing body and approval in an election by a majority of all the people in the affected area who are registered to vote.

Open Enrollment/Parental Choice in Public Schools

Under existing law, school districts generally decide which public schools children will attend within each district. These decisions are based primarily on where children live and available space in schools. Districts also give consideration to maintaining desegregated schools as required by federal and state laws.

4. *Public schools are administered under the rules, policies, and procedures of their elected school district boards. Under this measure, public schools could become "Independent/converted scholarship-redeeming schools".*
5. A. *They could not charge more than the scholarship amount, nor could they charge tuition. (Private/Christian schools may charge tuition, but they will receive only 50% of the scholarship).*
- B. *Converting to an "Independent"/common school eliminates parental control and the local control of an elected school board.*
- C. *The Independent/common school would fall under the total control of the state. In this case, vouchers will eliminate local, parental control.*
- D. *WHY are these converted schools prohibited from teaching religious doctrines? Is this a ploy to stop religious-minded people from gaining control of a particular school by exerting influence on the local administration? If it is unlawful to teach religion in a converted school, why is it permissible to teach religion in a private/Christian school that is a scholarship-redeeming school?*
This will be challenged and settled by the court system.
6. *Private/Christian schools will be subject to increased regulations and more stringent laws. Although restrictions are imposed on the legislature to make regulations more difficult, the private/Christian school is no longer in control of its program or policies. A three-fourths vote of the legislature could change and regulate the school. This measure totally destroys separation of church and state. Private/Christian schools are now "public schools", for they are now controlled by the legislature rather than their private or church boards.*
Private and Christian schools may be controlled by a two-thirds vote of the local governing body, with approval of a majority of all people in the affected areas who are registered to vote.
All semblance of private control is eliminated. Private/Christian schools will be public schools.

7. *Open enrollment is permitted providing room exists and is not in conflict with federal and state laws, including requirements for desegregated schools.*

Disgruntled parents/students may change locations but not the state programs. This, in effect, neutralizes the opposition to the federal mandated programs.

*This measure requires school districts to establish a mechanism to permit parents to choose the schools *within* their district of residence that their children will attend. If a school has room to accept more students once these enrollment choices are made, the measure requires that students from *outside* the district also be permitted to attend. Whatever mechanisms are established to accomplish these parental choice objectives would have to be consistent with federal and state laws, including requirements for desegregated schools.*

8. **Testing**

This measure authorizes the State Board of Education to require public schools and scholarship-redeeming schools to choose and administer tests for measuring academic achievement. Test results for each grade would be released to the public.

Changes in Minimum Funding Level for Schools

Currently, Proposition 98, as amended by Proposition 111, and related laws establish a minimum funding level for public schools and community colleges (K-14 education). Proposition 98 permits the state to spend more, or under specified circumstances less, than this minimum level.

The minimum funding level is calculated for any given fiscal year based on a complex formula involving:

- Tax dollars available for general state purposes.
- Prior-year spending for K-14 education.
- Number of K-12 pupils.
- State per capita income.

Under this measure, pupils receiving scholarships would be excluded from enrollment totals for purposes of computing the minimum funding level. In addition, expenditures for scholarships, plus a K-12 "savings" amount calculated according to a formula specified in the measure, would count as spending for purposes of determining whether state education spending meets the minimum funding level. The effect of these two provisions is to reduce the minimum amount that the state is required to spend per pupil in the public schools.

Fiscal Effect

This measure would have major fiscal impacts on the state and local school districts. The size of these fiscal impacts, however, is largely unknown, as it would depend on such factors as:

- How people respond to the availability of scholarships. For example, the fiscal effect would depend on how many parents choose to send their children to scholarship-redeeming schools, how much room existing private schools make for new scholarship pupils, and to what extent new scholarship-redeeming schools are established.
- What actions the Legislature takes in response to the measure. For example, the fiscal effect would depend on the scholarship level set by the Legislature and the amount of funding provided to public schools.
- Legal interpretations of the measure.

Our best estimate is that the net impact on the state in the longer run (by the fifth year) could range between major costs (about \$800 million annually) to major savings (about \$1 billion annually). For school districts,

8. All schools that are deemed to be scholarship-redeeming schools will be required to administer tests that are authorized by the local state board of education.

Tests will be based on national/federal standards and will include the "outcomes" mandated by the America 2000/Goals 2000 guidelines.

revenue reductions resulting from the measure would, on average, be offset by cost reductions, although individual districts could experience net costs or savings.

Below we discuss the significant fiscal impacts of the measure.

State Impacts

The primary effects of the proposition on the state involve (1) *costs* for providing scholarships to pupils who would have attended private schools regardless of this measure and (2) *net savings* related to pupils who move from public schools to scholarship-redeeming schools.

- ***Costs for Existing Private School Pupils.***

Assuming the Legislature provides scholarships at the minimum level (50 percent of total state and local spending per pupil in the prior year), the initial scholarship amount would be about \$2,600. We have further assumed that (1) the vast majority of existing private schools would eventually become scholarship-redeeming schools and (2) the Legislature does not provide supplemental amounts for transportation or special education to pupils attending scholarship-redeeming schools.

- ***Net Savings From Public School Departures.***

As children move from public schools to scholarship-redeeming schools, the state will save money that would have been spent on them. While total spending is about \$5,100 per pupil, we estimate that the state would be able to save about \$3,700 for each pupil leaving the system. Thus, the net savings would be about \$1,100 for each departing pupil (\$3,700 in savings less \$2,600 in scholarship costs).

The net effect of these costs and savings factors would be very different in the short term and the long term.

Short-Term Effects. There are likely to be net *costs* to the state for the first few years. This is because the state would incur costs in the first few years to provide scholarships to all eligible existing private school pupils. At the same time, however, savings to the state would start at a relatively low level and increase as the number of pupils shifting from public to scholarship-redeeming schools increases. While we cannot predict what these net state costs would be, they are likely to average in the hundreds of millions of dollars annually for the first few years.

Long-Term Effects. By the fifth year (1998-99), we believe most people and schools will have responded to this measure. That is: existing private and public schools will have decided whether to become scholarship-redeeming schools and whether to serve additional pupils, people will have decided whether to start scholarship-redeeming schools, and parents will have decided on the placement of their children in schools.

In estimating the net state impact, the single most important assumption is the proportion of public school pupils who shift to scholarship-redeeming schools. While it is impossible to predict this number, we believe a reasonable range would be between 10 and 33 percent by 1998-99. Figure 1 shows the net state impact at the high and low ends of this range. It indicates that:

- With a 10 percent shift, there are net state costs of about \$800 million (costs of about \$1.8 billion less savings of about \$1 billion).
- With a 33 percent shift, on the other hand, the state would realize net savings of about \$1 billion (costs of about \$1.8 billion less savings of about \$2.8 billion).
- With a 20 percent shift, there would be no fiscal impact on the state.

Proposition 174: Text of Proposed Law

This initiative measure is submitted to the people in accordance with the provisions of Article II, Section 8 of the Constitution.

This initiative measure expressly amends the Constitution by adding a section thereto; therefore, new provisions proposed to be added are printed in *italic type* to indicate that they are new.

PROPOSED LAW

THE PARENTAL CHOICE IN EDUCATION INITIATIVE

The following section, the "Parental Choice in Education Amendment," is hereby added to Article IX of the California Constitution:

Section 17. Purpose. The people of California, desiring to improve the quality of education available to all children, adopt this section to: (1) enable parents to determine which schools best meet their children's needs;

9. *(2) empower parents to send their children to such schools; (3) establish academic accountability based on national standards; (4) reduce bureaucracy so that more educational dollars reach the classroom; (5) provide greater opportunities for teachers; and (6) mobilize the private sector to help accommodate our burgeoning school-age population.*

Therefore: All parents are hereby empowered to choose any school, public or private, for the education of their children, as provided in this section.

(a) Empowerment of Parents; Granting of Scholarships. The State shall annually provide a scholarship to every resident school-age child. Scholarships may be redeemed by the child's parent at any scholarship-redeeming school.

13. *(1) The scholarship value for each child shall be at least fifty percent (50%) of the average amount of State and local government spending per public school student for education in kindergarten and grades one through twelve during the preceding fiscal year, calculated on a statewide basis, including every cost to the State, school districts, and county offices of education of maintaining kindergarten and elementary and secondary education, but excluding expenditures on scholarships granted pursuant to this section and excluding any unfunded pension liability associated with the public school system.*

(2) Scholarship value shall be equal for every child in any given grade. In case of student transfer, the scholarship shall be prorated. The Legislature may award supplemental funds for reasonable transportation needs for low-income children and special needs

9. *Section 17(2) empower parents*

17(6)(2) Empowerment of parents

See Student and Parent Empowerment Act on page 473 of this book, America 2000/Goals 2000 - Moving the Nation Educationally To a New World Order.

10. *Section 17(3) National standards and testings to be imposed.*

11. *Section 17(4) Reduce bureaucracy - bureaucracy will be increased, not decreased.*

12. *"To help accommodate our burgeoning school-age population" . . . is a definite statement of controlling children of the future.*

13. *See page 443.*

attributable to physical impairment or learning disability. Nothing in this section shall prevent the use in any school of supplemental assistance from any source, public or private.

(3) If the scholarship amount exceeds the charges imposed by a scholarship-redeeming school for any year in which the student is in attendance, the surplus shall become a credit held in trust by the State for the student for later application toward charges at any scholarship-redeeming school or any institution of higher education in California, public or private, which meets the requirements imposed on scholarship-redeeming schools in paragraphs (1) and (3) of subdivision (b) of this section. Any surplus remaining on the student's twenty-sixth birthday shall revert to the state treasury.

14. (4) Scholarships provided hereunder are grants of aid to children through their parents and not to the schools in which the children are enrolled. Such scholarships shall not constitute taxable income. The parent shall be free to choose any scholarship-redeeming school, and such selection shall not constitute a decision or act of the State or any of its subdivisions. No other provision of this Constitution shall prevent the implementation of this section.

(5) Children enrolled in private schools on October 1, 1991, shall receive scholarships, if otherwise eligible, beginning with the 1995-96 fiscal year. All other children shall receive scholarships beginning with the 1993-94 fiscal year.

16. (6) The State Board of Education may require each public school and each scholarship-redeeming school to choose and administer tests reflecting national standards for the purpose of measuring individual academic improvement. Such tests shall be designed and scored by independent parties.

17. Each school's composite results for each grade level shall be released to the public. Individual results shall be released only to the school and the child's parent.

18. (7) Governing boards of school districts shall establish a mechanism consistent with federal law to allocate enrollment capacity based primarily on parental choice. Any public school which chooses not to redeem scholarships shall, after district enrollment assignments based primarily on parental choice are complete, open its remaining enrollment capacity to children regardless of residence. For fiscal purposes, children shall be deemed residents of the school district in which they are enrolled.

(8) No child shall receive any scholarship under this section or any credit under paragraph (3) of this subdivision for any fiscal year in which the child enrolls in a non-scholarship-redeeming school, unless the Legislature provides otherwise.

19. (b) Empowerment of Schools; Redemption of Scholarships. A private school may become a scholarship-redeeming school by filing with the State Board of Education a statement indicating satisfaction of the legal requirements which applied to private schools on October 1, 1991, and the requirements of this section.

(1) No school which discriminates on the basis of race, ethnicity, color, or national origin may redeem scholarships.

(2) To the extent permitted by this Constitution and the Constitution of the United States, the State shall prevent from redeeming scholarships any school which advocates

14. See page 443.

15. See page 443.

16. The state Board of Education MAY require . . . to choose and administer tests reflecting national standards.

May require/will require!

17. Required tests will be designed and scored by independent parties. What appears to be an impartial analysis of the school's progress really means control of the type of tests given. Failure to teach the designed outcomes will produce a poor test result and will give the impression of a poor academic program. He who controls the test controls the destiny of the schools. Schools will be forced to conform to the national curriculum.

18. Who are the governing boards of school districts? Note that public schools which choose not to redeem scholarships will be required to open their doors to students who may not be in their district.

19. See Student and Parent Empowerment Act (page 473).

unlawful behavior; teaches hatred of any person or group on the basis of race, ethnicity, color, national origin, religion, or gender; or deliberately provides false or misleading information respecting the school.

(3) No school with fewer than 25 students may redeem scholarships, unless the Legislature provides otherwise.

20. *(4) Private schools, regardless of size, shall be accorded maximum flexibility to educate their students and shall be free from unnecessary, burdensome, or onerous regulation. No regulation of private schools, scholarship-redeeming or not, beyond that required by this section and that which applied to private schools on October 1, 1991, shall be issued or enacted, unless approved by a three-fourths vote of the Legislature or, alternatively, as to any regulation pertaining to health, safety, or land use imposed by any county, city, district, or other subdivision of the State, a two-thirds vote of the governmental body issuing or enacting the regulation and a majority vote of qualified electors within the affected jurisdiction. In any legal proceeding challenging such a regulation as inconsistent with this section, the governmental body issuing or enacting it shall have the burden of establishing that the regulation: (A) is essential to assure the health, safety, or education of students, or, as to any land use regulation, that the governmental body has a compelling interest in issuing or enacting it; (B) does not unduly burden or impede private schools or the parents of students therein; and (C) will not harass, injure, or suppress private schools.*

23. *(5) Notwithstanding paragraph (4) of this subdivision, the Legislature may (A) enact civil and criminal penalties for schools and persons who engage in fraudulent conduct in connection with the solicitation of students or the redemption of scholarships, and (B) restrict or prohibit individuals convicted of (i) any felony, (ii) any offense involving lewd or lascivious conduct, or (iii) any offense involving molestation or other abuse of a child, from owning, contracting with, or being employed by any school, public or private.*

(6) Any school, public or private, may establish a code of conduct and discipline and enforce it with sanctions, including dismissal. A student who is deriving no substantial academic benefit or is responsible for serious or habitual misconduct related to the school may be dismissed.

(7) After the parent designates the enrolling school, the State shall disburse the student's scholarship funds, excepting funds held in trust pursuant to paragraph (3) of subdivision (a) of this section, in equal amounts monthly, directly to the school for credit to the parent's account. Monthly disbursals shall occur within 30 days of receipt of the school's statement of current enrollment.

(8) Expenditures for scholarships issued under this section and savings resulting from the implementation of this section shall count toward the minimum funding requirements for education established by Sections 8 and 8.5 of Article XVI. Students enrolled in scholarship-redeeming schools shall not be counted toward enrollment in public schools and community colleges for purposes of Sections 8 and 8.5 of Article XVI.

24. *(c) Empowerment of Teachers; Conversion of Schools. Within one year after the people adopt this section, the Legislature shall establish an expeditious process by*

20. No regulation of private schools, scholarship-redeeming or not, beyond that required by this section.

Passage of this measure binds non-redeeming private schools to new legislation.

This measure recognizes state authority over the private school. Separation of church and state is eliminated.

21. Three-fourths vote of the legislature and two-thirds vote of the local governmental body with a majority vote of approval removes all semblance of "private/Christian" school. They are now public schools for the public can override the private school board.

22. Though the burden of proof is placed on the governmental body, the fact remains that the "public policy" /public interest will override private control. Though couched in language that appears to protect the school, in reality, the right of private/Christian schools to operate by their Biblical standards of conviction are clearly compromised. Over time, legislature will chip away all freedom.

23. The legislature retains the right to enact civil and criminal penalties for fraudulent practices, felonies, child abuse, etc.

Though the state has a compelling interest in the child, what constitutes child abuse? Because a national curriculum is interlocked with the international guidelines, it is reasonable to assume that the Child's Rights Act will ultimately prevail. This will prove to be a dangerous section that will remove parental and church discipline as based on Biblical standards.

24. *See page 444, #5.*

which public schools may become independent scholarship-redeeming schools. Such schools shall be common schools under this article, and Section 6 of this article shall not limit their formation.

(1) Except as otherwise required by this Constitution and the Constitution of the United States, such schools shall operate under laws and regulations no more restrictive than those applicable to private schools under subdivision (b) of this section.

(2) Employees of such schools shall be permitted to continue and transfer their pension and health care programs on the same terms as other similarly situated participants employed by their school district so long as they remain in the employ of any such school.

(d) Definitions.

(1) "Charges" include tuition and fees for books, supplies, and other educational costs.

(2) A "child" is an individual eligible to attend kindergarten or grades one through twelve in the public school system.

(3) A "parent" is any person having legal or effective custody of a child.

(4) "Qualified electors" are persons registered to vote, whether or not they vote in any particular election. The alternative requirement in paragraph (4) of subdivision (b) of this section of approval by a majority vote of qualified electors within the affected jurisdiction shall be imposed only to the extent permitted by this Constitution and the Constitution of the United States.

(5) The Legislature may establish reasonable standards for determining the "residency" of children.

(6) "Savings resulting from the implementation of this section" in each fiscal year shall be the total amount disbursed for scholarships during that fiscal year subtracted from the product of (A) the average enrollment in scholarship-redeeming schools during that fiscal year multiplied by (B) the average amount of State and local government spending per public school student for education in kindergarten and grades one through twelve, calculated on a statewide basis, during that fiscal year.

(7) A "scholarship-redeeming school" is any school, public or private, located within California, which meets the requirements of this section. No school shall be compelled to become a scholarship-redeeming school. No school which meets the requirements of this section shall be prevented from becoming a scholarship-redeeming school.

25. (8) "State and local government spending" in paragraph (1) of subdivision (a) of this section includes, but is not limited to, spending funded from all revenue sources, including the General Fund, federal funds, local property taxes, lottery funds, and local miscellaneous income such as developer fees, but excluding bond proceeds and charitable donations. Notwithstanding the inclusion of federal funds in the calculation of "State and local government spending," federal funds shall constitute no part of any scholarship provided under this section.

(9) A "student" is a child attending school.

(e) Implementation. The Legislature shall implement this section through legislation consistent with the purposes and provisions of this section.

(f) Limitation of actions. Any action or proceeding contesting the validity of (1) this section, (2) any provision

25. Federal funds are to be included in state and local government spending, but not to constitute any part of the scholarship. Federal funds will dictate curriculum and control of state program to conform to national standards/curriculum. Scholarships are necessary to appease parents as the national curriculum merges with the International guidelines.

26. of this section, or (3) the adoption of this section, shall be commenced within six months from the date of the election at which this section is approved; otherwise this section and all of its provisions shall be held valid, legal, and uncontested. However, this limitation shall not of itself preclude an action or proceeding to challenge the application of this section or any of its provisions to a particular person or circumstance.

(g) **Severability.** If any provision of this section or the application thereof to any person or circumstance is held invalid, the remaining provisions or applications shall remain in force. To this end the provisions of this section are severable.

26. Any legal action contesting the validity of this section must commence within six months from the date of election (5/2/94) or be held valid, legal, and uncontested. Note, private and Christian schools would begin receiving scholarships at the beginning of the 1995/1996 school year. Contestable time limit expires before the program begins. Unforeseen problems, regulation, etc., will not surface until the implementation of the program.

Vouchers are the Seal of Doom for Independent, Private Schools

However, and this is important, any voucher system necessarily requires the licensing of participating schools. Over fifteen years ago Dr. Gary North predicted:

If the certification ploy does not work, then the last hope of state educational bureaucrats is the voucher system. If parents continue to send their children to uncertified (private) schools, then the state must find a way to convince private school administrators that they must register with the state and conform their programs to state educational standards. In short, vouchers are the most promising tool for the suppression of independent private education now at the disposal of state educational bureaucrats.

We will have (federal) guidelines operating in every voucher-using school—equal opportunity policies, quota systems of every kind, teacher hiring and firing policies, racially and religiously mixed student bodies. The so-called private educational system will be swallowed up in a mountain of red tape. How much imagination does it take to see what is coming?

Vouchers are the very seal of doom of independent, private schools, because the problems of American public education are the problems associated with any state of government-enforced, tax-supported wealth redistribution.

The more distant the source of the school's funds from the family, the less control the family has over the selection of teachers and equipment. By transferring the burdens of financing education to persons other than the family, the family thereby relinquishes its sovereignty over their children. The teachers then serve someone other than the parents. The bureaucrats gain their greatest control in a tax-supported system, where their power is not linked to a financial dependence on the parents, nor even to the community or the state.

North, Gary, "Educational Vouchers: The Double Tax," *The Freeman*, The Foundation for Economic Education, Irvington-on-Hudson, New York 10533, May 1976.

Deception of the Christian Conservative OR California Voucher Rush - The New “Gold” ’N Fleece?

EDITOR'S NOTE: This particular article, California Voucher Rush - The New Gold'n Fleece? by Billy Lyon, is the most difficult article that I have to deal with—difficult in that it raises some very hard questions about some of our most trusted conservative leaders. It is difficult because many will quickly cast aside the "entire book" because of their dislike of this particular article. Knowing the potential reaction, I would like to put this article aside, but I feel that to ignore the connections of the conservative right with the liberal left is unwise for all people, especially those who are mentioned.

The article is hard hitting and if one is prone to be easily offended, it will tend to anger the reader and cause him to rise to the defense of the accused.

To the reader, may I temper this article by stating that both the author and myself clearly recognize that many, many good conservative Christian groups are being manipulated and deceived. They, or the groups that they represent, would not deliberately do that which would be destructive to their family or to the nation. But in an effort to do "something", they have unwittingly aligned themselves with or dialogued, written, and held conferences with those who will prove to be deliberately deceptive men.

Little realizing the total scope of the effort to restructure the nation via means of the educational system, good men do not even realize that they are being manipulated and deceived. They really believe that they are doing that which will break the monopoly of public education and replace it with greater diversity and freedom.

The words "private" and "privatize" mean two entirely different things to the conservative and the liberal. To the conservative, they mean parental and local control with freedom to choose curriculum and staff.

To the liberal these words mean the use of federal/state tax dollars in the form of vouchers to be given to the student to pay tuition at a federal/state approved school that will implement the six national goals and comply to the national test standards.

The conservative idea will truly produce an educational system that is founded on the free enterprise system, while the liberal approach will consolidate and control the education system at the federal level. Federal/state funds will bring federal/state control. It is absolutely impossible to expect anything other than this, for private use of federal dollars must require regulation of the monies spent. Anything less than this would be to rob the civil government of its rightful and responsible authority.

Without a working knowledge of Biblical law and Constitutional law, the play upon words becomes very deceptive.

We need to remind ourselves that in the last days "There shall arise false christs and false prophets, and shall shew great signs and wonders; insomuch that, if it were possible, they shall deceive the very elect." (Matthew 24:24)

Please understand this article is not written to point a finger of accusation at every person mentioned, nor is it included to cast doubts on good men or organizations; but it is written and is included to bring you face to face with the fact that good, conservative men are being manipulated and used to bring change.

How can you sort out the good from the bad? Read this entire book and you will see the deceiver aligned and interlocked with the total program in a variety of ways, while the deceived are usually very limited in their influence and activity. In addition, NEVER FORGET this great truth,—the deceiver must do his evil

work with the aid and coalition of "good people". The communist builds with non-communist hands. The people are to be manipulated into a surrender of their own sovereignty by their own vote, and this is usually accomplished by the carrot and the stick.

We live in a deceptive age.

Go back to Biblical principles and the original intent of the Constitution. If you would do this simple thing, you would immediately realize that the choice/voucher plan is a violation of both. No where scripturally or Constitutionally do you find it morally or legally right to use public funds via way of redistribution to finance any project.

Local public schools, financed by a local tax base and operated by a local elected school board, will provide diversity, quality, and a self-governing independence and responsible people. He who does not wish to participate in the public system has the "choice" to go to a private, parochial, or Christian school.

The new choice/voucher plan used federal and state tax dollars to be redistributed (a Marxist philosophy) in the form of vouchers to create the appearance of local control, but, in reality, removes all local and parental control. Real local control is not just choosing the site but is choosing the curriculum and the staff that are answerable to the people—not the state.

Why are conservatives promoting the voucher/choice plan? They are being deceived and manipulated by a very clever, orchestrated group of people who are bent on a single world government.

Read the article. You may not enjoy it, but you should learn a lot if you just simmer down and read it with a desire to see the total picture.

CALIFORNIA VOUCHER RUSH - THE NEW "GOLD'N FLEECE"?

By: Billy Lyon

There's a new rush to California and it isn't for gold, but for the "filthy lucre" of taxpayer funded vouchers, which would ensnare and entrap with government control those private schools that participate.

It's both astonishing and alarming to see those who call themselves "Christian" conservatives falling all over each other in a rush to CA to support Proposition 174, the infamous CA voucher initiative—more positively titled "Parental Choice in Education Initiative. California is the big test case. The theory is that if the initiative supporting vouchers for both public and private schools passes in CA, the strategy will be successful in other states.

Have these voucher supporting "conservatives" ever read CA Prop. 174? Have they read legislation, proposed legislation, or any of the legislative hearings at the federal level, which would affect schools accepting vouchers? What about Supreme Court rulings? Have they done any homework into the history of voucher proposals, or standards and regulations currently in place at the state and federal levels? Have they studied the "America 2000" and the "Goals 2000" materials, the National Education Goals Panel information? Have they missed the voluminous writing on proposed national standards and national assessment? If not, then we can legitimately call them unforgivably ignorant. If they have, then they should be aware of the consequences, and in my opinion, that makes them deliberate deceivers of the people who blindly follow them. These are strong words and it is with a heavy heart that these

things are said. However, exposure of the situation is long overdue. People need to know what is being done and who is supporting it. The question is WHY? And, perhaps, who really benefits or profits?

Begin with reading California's Proposition 174. You're not far into the document before this "choice" tidbit literally jumps off the page: "Section 17 (to be added to Article IX of the CA Constitution). Purpose . . .(3) establish academic accountability based on national standards; . . ." (emphasis added)

The proposed, much discussed, national standards haven't yet been completed! Or, perhaps, more accurately, haven't been revealed entirely to us ordinary folks. The national standards are not the six National Education Goals, but are part of the "National Goals process."¹ The national standards will define what students should know and be able to do and will include developing a system of measurements and assessments for achieving them. Only the math standards are finished. And, the Elementary and Secondary Education Act that dictates most of the present standards and regulations is currently in the process of revision and reauthorization. Why haven't the conservative watchdogs alerted their followers about this? Don't most of them have liaison people in Washington, D.C. and a staff to do research? H. R. 6 (along with the more recent H. R. 3130 and S. 1513, the administration's proposal) is the reauthorization bill and over 26 hearings have been held so far, according to information from the House Committee on Education and Labor. And yet, "conservatives" supporting the CA initiative are agreeing to "establish academic accountability based on the national standards," not knowing exactly what the standards will specify, and knowing that the Carnegie Foundation and the same old educational establishment are part of the forces writing them? That's like signing a contract to buy a house you've never seen and have no information about.

The term "accountability" itself is deceptive. It has come to mean different things to different people, much like "quality education." "Accountability," in hardcore education terms, refers to a computer-assisted mechanism for controlling and guiding behavior and values to fulfill state-oriented goals and objectives. It incorporates mastery learning based on Benjamin Bloom's taxonomy and B.F. Skinner's operant conditioning. California, by the way, in the late 1960's and early 1970's, had one of the pilot programs, Operation PEP, for the "accountability" system. It was referred to then as Planning, Programming, Budgeting Systems.² The Rand Corporation helped develop the PPBS concept³, and later, Rand was third party consultant to the New American Schools Development Corp.⁴ A Rand representative recently participated in the hearings on Chapter 1 reform. From another hearing (on Assessment) we read from the statement of Richard Mills, Vermont Commissioner of Education: "The Rand Corporation had conducted rigorous evaluation of the Vermont portfolio assessment." Since 1988, Vermont has "acted on a systematic reform agenda that includes state-wide student assessment based on portfolios."⁶ Rand has also been working in California.

"National standards" is a very broad term in light of all available information, including current hearings. "National standards" include "content standards," "performance standards," "school delivery standards" (more recently called "opportunity to learn standards, or just "opportunity standards"), and "occupational skill standards," which will affect not only students but workers and employers. According to Secretary of Labor, Robert B. Reich, at a hearing on the Goals 2000:... Act (H.R. 1804), "The development of a well-educated, highly-skilled workforce requires high occupational skill standards, as well as high academic standards. Skill standards provide a critical link between the educational system and the labor market. Title IV of the bill would establish a National Skill Standards Board...."⁷

These standards will be broadened, much as the National Education Goals have been. You begin to understand that the goals and standards really are intended to apply to *everyone*—students, workers, and the entire society. In addition, the "national standards" are quickly meshing with "international standards." More on that later.

We're being led to believe that each school, community, and state, through task forces, councils, site-based management committees, etc., are developing their own goals, standards and assessments. However, these committees always have change agents available to "help" with the decision making. Experts from regional service centers and people such as William Spady and William Daggett ("futurists, experts, and practitioners") are brought in to give training seminars and conferences. Some committee members say they are unable to recognize their goals and missions statements upon completion. The state dictates the "what," and the local committees decide the "how." The same is true from the federal level to the state level. And you, dear taxpayer/parent, are being "fleeced" at all levels for

your and your child's mind manipulation.

For a short history, the National Education Goals Panel was created in 1990 in response to the Education Summit convened by President Bush and the national Governors in 1989. The panel was to report annually to the nation on progress toward meeting the National Goals. It was determined "that to... measure progress, consideration should be given to creating national education standards...." The National Council on Education Standards and Testing (NCEST) was formed and charged with beginning the work. Task forces were created, experts consulted, public comment solicited from various organizations. Recommendations were made for "standards for students and standards for schools and school systems." Content standards would specify "what students should know and be able to do"; and performance standards tell "the level of performance that students are expected to attain—how good is good enough."⁸ Some excerpts from an important NCEST Council statement are:

"High national standards tied to assessments can... help to better target resources... promote educational equity... provide an increasingly diverse and mobile population with shared values and knowledge... include substantive content together with complex problem-solving and higher order thinking skills. (p. 3)

"The system of assessments (such as the National Assessment of Educational Progress (NAEP) must be developmental, not static." (p. 4) [This means "flexible" for changing to conform to the needs of society and the planned world economy. ed. l]

"The Council finds that the assessments... could be used for such high-stakes purposes for students as high school graduation, college admission, continuing education, and certification for employment....and by states and localities as the basis for system accountability." (p. 5)

"Other required elements of reform include state curriculum frameworks tied to the standards, professional development opportunities for teaching to the standards, new roles and responsibilities for educators, technology that enhances instructional opportunities, assistance to families and communities in need, incentives to inspire better efforts by students and educators, early intervention where problems are identified, and the reduction of health and social barriers to learning."⁹ (p. 7)

By March, 1992, expansion of the National Goals process had begun:

"Because of gaps in available information on progress toward the Goals, the Panel is also charged with proposing new or improved data collec-

tion systems. In the past year, the Panel endorsed the creation of a new national Early Childhood Assessment System;... It is also considering proposals for improved indicators of citizenship; a national collegiate assessment system; and *international comparisons* of the knowledge, skills, and attitudes of American workers. The Panel *will continue to investigate* potential measures that will provide a clearer picture of how the nation and individual states are progressing toward the achievement of the National Goals."10 (emphasis added - This appears to be a never ending process—lifelong assessing for life-long learning!-ed.)

International cooperation and connections have been in place for some time through federal legislation, including the 1988 Hawkins/Stafford Act (H.R.-5 now PL100-297), a reauthorization and amending of the 1965 ESEA, and on which revision hearings are now being held.

Don't forget the important United Nations maneuverings, the Global Education Project, the World Declaration on Education For All with its "Framework For Action To Meet Basic Learning Needs", and the subsequent United States Coalition for Education for All, whose 1991 conference was chaired by First Lady Barbara Bush. For an excellent side-by-side exhibit and comparison of similarities of these programs and the America 2000 project, refer to pages 134-164 of this book. The article "The International Origin of America 2000/Goals 2000 clearly proves America's restructured program to be the same as the U.N. educational format.

The 1992 Goals Panel's second "report card" to the American public (referred to above) placed "special emphasis on the international context in which education functions. Data appear comparing our performance with that of other nations across the National Education Goals.... The 1992 Report... puts the nation's efforts in a global context."11

In July, 1992, the Goals Panel adopted a preliminary charter for a new National Education Standards and Assessments Council (NESAC) which would carry on with the work begun by NCEST. NESAC's name was soon changed to National Education Standards and Improvement Council (NESIC), because, we're told, another organization already had that name. NESIC will be made official with the passage of the Goals 2000: Educate America Act. This bill, H.R. 1804, passed the House on 10-14-93. It isn't known when the Senate will take action.

In the April 22, 1993 Hearings on H.R. 1804, Secretary Riley said, among other things:

"The Goals 2000: Educate America Act is about change. It is designed to expand the use of challenging curricula, instruction, and assessments geared to *world class standards* and to do that for all students.

"The Goals 2000: Educate America Act will help to identify voluntary *internationally competitive*

standards for what students should know and be able to do in each of the major subject areas and the occupational areas....

"...we do not have information available about what constitutes *internationally competitive opportunity to learn standards*. Through the Goals 2000 Act voluntary, exemplary *opportunity to learn standards* WILL BE identified in essential areas related to teaching and learning, such as quality and the availability of curricula, materials and professional development of teachers, to deliver, this higher content. The information will be made available by the National Education Standards and Improvement Council." (emphasis added. -ed.)

Before this, under the Bush administration, a pamphlet from the U.S. Dept. of Education, entitled "World Class Standards for American Education," distributed at the America 2000 Leadership Workshop last November in Dallas, TX (which this author attended), asked: "What are education standards?" The reply contained the same jargon you've just been reading, ending with a statement by the NCEST, a "bipartisan panel," which concluded "...that any new assessment system should be based on *world class standards*." Another question was: "How will voluntary national standards be developed? The reply:

"The U.S. Department of Education has made grants to major professional and scholarly organizations to develop voluntary national standards in different subjects. Each of these standard-setting projects will manage a broad consensus-building process.... The standards will be voluntary, not mandatory.... No *federal mandate* will impose the new standards." (all emphasis added. -ed.)

Famous last words! The *Wall Street Journal* caught on to the "voluntary" deception:

"Such standards (delivery standards) are said to be 'voluntary,' but in effect they would be the camel's nose under the tent for federal intrusion into state and local school districts....

"And don't forget the trial lawyers: Mr. Smith was recently quoted in one education newsletter as saying, with approval, that one purpose of the 'standards' is to invite lawsuits against local schools that fall to meet them."12

More on "voluntary" in a minute, but before we go further, let's see who some of these "bipartisan" panelists are on the National Council on Education Standards and Testing (NCEST) referred to above. In the Jan. 24, 1992, Executive Summary, "Raising Standards for American Education," 32 Council members are listed, among whom we find:

Carrol A. Campbell, Jr., Co-Chair - Governor of SC;

Chair of the National Education Goals Panel (Aug. '91-Aug. '92).

Roy Romer, Co-Chair - Governor of CO; member of the National Goals Panel.

Ramon C. Cortines - San Francisco Unified School Dist. (now Supt. of Schools in NY); on the original New American Schools Development Corp. (NASDC) Education Advisory Panel.

Chester E. Finn, Jr. - many credit him with Pres. Bush's and Secretary of Ed., Lamar Alexander's education reform, most of which continues under the Clinton administration; formerly with Office of Education Research and Improvement; member of the Edison Project; on the NASDC Design Team "Modern Red School House" with William Bennett and Dennis Doyle.

Keith Geiger - National Education Association.

William Goodling, U.S. Rep. - Committee on Education and Labor; Subcommittee on Elementary, Secondary, and Vocational Education; National Education Goals Panel member.

Orrin Hatch, U.S. Senator - Committee on Labor and Human Resources.

David Hornbeck - Carnegie-connected; served on Board of Directors of Children's Defense Fund; on NASDC's Design Team "The National Alliance for Restructuring Education" (driven by the Carnegie Forum on Education and the Economy); Leader on the National Ed. Goals Panel's Goal 3 Technical Planning Subgroup on Citizenship; for the last 2 years has been chairman of the "independent," 28-member Chapter 1 (ESEA) Commission, according to a House Committee on Education and Labor "Hearings on H.R. 6: Reform Proposals for Chapter 1," (2-25-93).

David Kearns - former Deputy Sec. of Education and now President and Chairman of NASDC; Business Round-table; Committee for Economic Development (CED); Nat'l. Bd. of Professional Teaching Standards; Council on Foreign Relations, etc.

Lauren Resnick - Director New Standards Project (Carnegie-connected), on NASDC's Design Team "The National Alliance for Restructuring Education"; on the National Ed. Goals Panel's Goal 3 Technical Planning Subgroup on Citizenship with David Hornbeck (who is also on "The National Alliance...NASDC Design Team) and Gordon Ambach.

Gordon Ambach - Council of Chief State School Officers; National Goals Panel's Goal 3 Technical Subgroup on Citizenship. We assume this is the same Gordon M. Ambach who, as Executive Deputy Commissioner of Education in New York, was a part of a group who worked on "Constructing A State Policy to Promote Regionalism in

School Government," in 1970, under the auspices of The University of the State of New York, the State Education Dept., and the Bureau of Educational Finance Research. (emphasis added.)

Marc Musick - Southern Regional Ed. Board; National Ed. Goals Panel's Goal 5 Technical Planning Subgroup on International Workforce Skills (along with Carnegie's Marc Tucker); member of the National Goals Panel's NAEP Technical Subgroup along with Vermont Commissioner of Ed., Richard P. Mills, who recently stated in the Feb. 18, 1993, *Hearing on H.R. 6: Assessment*, "Our participation in New Standards and our recent sharing in a New American Schools grant through our membership in the National Alliance for Restructuring Schools will help us share the great design work yet to be done in assessment, as in so many other parts of the systemic reform agenda." (H.R. 6, H.R. 3130, and S. 1513 are the current bills to revise, reauthorize, and amend the Hawkins/Stafford School Improvement Bill, H.R. 5, passed in 1988 (now PL-100-297)—originally the 1965 ESEA.)

Lynne V. Cheney - National Endowment for the Humanities.

Roger Semerad - RJR Nabisco (of nasty old Joe Camel fame).

Albert Shanker, American Federation of Teachers.

There are others, but these are the more familiar ones.

California voucher initiative promoters, these are some of the people who have been, and will be influencing and establishing the *national* standards and assessments that you're agreeing to base your academic accountability on—sight unseen. They're as establishment connected as can be.

Do you really believe that with all the money, time and energy being spent on national standards and testing that a "scholarship-redeeming" school would be allowed to escape the controls? The "choice in education" plan only gives the appearance of allowing freedom-to-choose.

The Dallas Morning News, regarding the work of the National Council for Education Standards and Testing, reported: "The panel members insist that the standards are not an effort to set a national curriculum—a notion that has long been anathema to American educators.... Even though the tests are intended to be voluntary, states and school districts could feel considerable pressure to administer them if their results were used as a basis for scholarships, college admissions or hiring, for example."13

For those states involved in hassles over "equitable funding" (and what state isn't?) it appears things will get more complicated. Chuck Russell, Senior Director for Federal Governmental Relations with the Texas

State Board of Education reported in September: "Some see national opportunity-to-learn standards as laying the foundation for increased federal intervention in state and local education efforts... (giving) the federal government too much control and influence over curriculum and strategy and... limit(ing) diverse approaches at the state and local level.... There is concern the voluntary national standards would turn into mandates as a result of litigation or future implementation procedures...."14

Are CA initiative writers and supporters "voluntarily" agreeing to accept the national standards (yet to be completed) which may bring more federal control?

And, incidentally, the "educational choice" (vouchers/tuition tax credits) legislation and amendments proposed at the federal level have in some way been attached to Chapter 1 of the Elementary and Secondary Education Act. One such example was Pres. Bush's S-1141 in the 102nd Congress. This is a very clever tactic, because when Chapter 1 is amended, the voucher or "choice" program is amended also.

We're told that almost every school district and two-thirds of the public schools in the nation participate in Chapter 1, which is targeted at low-income, disadvantaged students. There is serious discussion in the Chapter 1 revision hearings to change the funding mechanism to apply to the entire school program rather than to individual students, holding schools accountable for the results. Alan Ginsburg, Acting Asst. Secretary for Policy and Planning, U.S. Dept. of Education said, "If we are to expect the children served by Chapter 1 to reach the *National education goals*, changes in the program will have to occur. The core of these changes should be high standards, the same high standards expected for all children."15 (emphasis added.)

Back to Proposition 174 - "Section 17....(6) mobilize the private sector to help accommodate our burgeoning school-age population."

What does that mean? Will all the grandmas and grandpas be "mobilized" to "volunteer" in the schools to help with the children—as a condition of receiving their social security checks? Don't laugh. This has been suggested. Or, does this mean that private industry and business will require their employees to be mentors to students in schools and the workplace—as a condition for keeping their jobs? This, too, has been suggested. Will this "mobilization" be mandatory or voluntary? Or, in another vein, will the "mobilized" private sector be the for-profit Edison Projects and the Design Teams, or others who want to privatize and contract using taxpayer money?

The proposition's "Supplemental assistance for reasonable transportation needs" spells lots of added costs, and possible, confusion.

And, again, under "Section 17 (b)...(6)" "The State Board of Education may require each public school and each scholarship-redeeming school to choose and administer tests reflecting NATIONAL STANDARDS for the purpose of MEASURING individual academic improvement." This is a re-emphasis of "Section 17. Purpose,

(3)," already covered above. By the way, it appears, from the limited information I have, that CA has already tied itself to national performance standards and assessments, the National Goals Panel, NCEST, the New Standards Project, etc. through passage of AB 40 and SB 662. 16

Section 17 (b)...(7) says that "Governing boards of school districts shall establish a mechanism consistent with FEDERAL LAW to allocate enrollment capacity based primarily on parental choice.... For fiscal purposes, children shall be deemed residents of the school district in which they are enrolled."

Will the formula used for ESEA's Chapter 1 apply here? Will you really have a "choice" if enrollment capacity is full? What if the school you want your child to attend specializes in auto mechanics and that school is full (or, the "economy" does not need more auto mechanics), will you and your child have to "choose" another school—perhaps the arts and drama school?

"(b) Empowerment of Schools.... A private school may become a scholarship-redeeming school by FILING WITH THE STATE BOARD OF EDUCATION a statement indicating satisfaction of the legal requirements of this section."

What are these "legal requirements which applied to private schools on Oct. 1, 1991"? If I lived in CA I'd surely look into it. Any time a private school has to file anything with a State Board of Education it is under State control, and courting more of it.

"(b) (2) To the extent permitted by...the Constitution the State shall prevent from redeeming scholarships any school which advocates unlawful behavior; teaches HATRED of any person or group on the basis of race ethnicity, color, national origin, religion, or gender...." (emphasis added.)

How will "hatred" be defined and who will define it? If your private Baptist school teaches that the religion of the Roman Catholic church is wrong, or vice versa, will that be considered "hatred"? If the Wiccan school in CA that wants to be a "scholarship redeeming school" teaches against Christianity is that "hatred"? If your Christian school teaches the Bible and Romans 1, will that be considered teaching "hatred" of homosexuals? And, gracious! How Proverbs 13:24 could get you into trouble, not only with the hate-police but with the child abuse fanatics. "He that spareth his rod hateth his son; but he that loveth him chasteneth him betimes."

"(b) (3) No school with fewer than 25 students may redeem scholarships...." would allow anyone who could gather that many students together to open a school. This certainly makes it convenient for the Design Teams and others such as the Edison Project to open their for-profit-schools, using your tax money! This is privatization? Later, could these privatized schools be more easily turned into specialty schools to "meet the needs of the economy" for a planned global society?

"(b) (6) Any school, public or private, may establish a code of conduct and discipline and enforce it

with sanctions, including dismissal...."

This sounds innocent enough, until you read James Coleman's writings, and begin to ponder the possibilities.

If you read the author's "Connections and Conflicts of Interest," you'll recall James Coleman's words, which are repeated here because it may be important to this. Certainly Coleman has not been included in so much of the educational literature and planning for no reason.

"...Schools have traditionally drawn their authority over, and responsibility for, the children in their care from the authority of the parents. The principle of *in loco parentis*, the school standing in the place of the parent, has been the guiding principle. This has, however, never been a simple task! Parents have been reluctant to give up control of their child, even to the extent necessary for the school to carry out its task ("its task" not defined). . . . There is a...possible remedy for the problem of authority in the school, through a modern-day social contract. If a school system gives up its prerogative of assigning children to schools (through magnet or another system of choice), it gains an important asset: Since children and parents can now choose among schools, the schools may require students and parents to accept and obey a set of rules as a condition of entering and continuing in the school....Choice makes it possible for the principal to require more of parents and children,...through a written contract signed by parent and child,...once the school of choice, a form of social contact between the school and its clients is possible that was not possible before." Coleman also tells us that "...parents are unskilled in helping their children to succeed in school....The school, on its own or with the aid of specialized professionals, can help parents help their children....It requires more consultation, building consensus over a wider range of people, sharing control, and sharing responsibility."¹⁷

Proposition 174's "(c) Empowerment of Teachers; Conversion of Schools."

In a sense this fits with James Coleman's idea of the schools having more authority over the children than their parents. But, what does "empowerment of teachers" really mean?

An important publication from IMPACT II, The Teacher's Network, regarding a workshop in August, 1990, said that teachers should literally be running the schools. From *The Teachers' Vision of the Future of Education: A Challenge to the Nation*:

"New Definition - Teacher Empowerment"

"If teachers are to be leaders, assuming new responsibilities for education, they must be empowered. That means taking control:

"Control of curriculum. . . .having a central voice in curriculum development and implementation and not merely creating lessons to teach a mandated curriculum.

"Control of funds. This extends far beyond the authority to expend a \$100 or \$200 personal classroom budget.

"Control of time and space. Teachers will determine scheduling and space assignments. They will work alone or in teams. Planning time is recognized as a basic teaching activity and is expanded.

"Control of the methods and means teachers use to help students discover the how and what of learning....plan interdisciplinary studies and introduce new technology....incorporate strategies for updating and maintaining positive ongoing learning.

"Empowerment also means having a telephone! Teacher work space will reflect re-defined roles as facilitator, policymaker and consultant. Each teacher will have a fully equipped, state-of-the art office....will meet with students, parents, colleagues and community leaders."

"New Definition - Organizational Structure"

"Existing boards of education, in our vision, have been replaced by planning teams. These teams are composed of educators and people from family services, business, and community support centers, as well as parents and other family members. The planning teams meet frequently to evaluate and collaborate on community learning, community needs, and community health.

"At the school level, all decisions regarding staffing are made by teachers, who will also hire personnel to carry out administrative functions....

"Teachers sit as voting members of federal, state and local commissions and boards,... The decision-making and financial communities have immediate access to the teacher as the trained expert in the field of education. Consulting teachers for educational advice has become as fundamental as consulting lawyers for legal advice."¹⁸

Now, lest you think this is from some obscure, exaggerated, on-the-fringe publication, you should know that grateful acknowledgement is given "to the following organizations for serving as advisors to the project and for providing written responses that are included in this document: Carnegie Foundation for the Advancement of Teaching (written by Ernest Boyer), Committee for Economic Development (written by Sol Hurwitz, Pres.), Council for Aid to Education, Education Commission of the States, American Federation of Teachers (written by Albert Shanker) and the National Education Association (written by Keith Geiger)." The project was one of a series of workshops, attended by "outstanding teachers" from across the country. Five of the 29 listed "IMPACT II sites" are in California.

"NDN, National Diffusion Network, An NDN Developer/Demonstrator Project" appears at the end of a flyer titled, "The IMPACT II Model."

IMPACT II issued a News Release on April 19, 1993: "IMPACT II Teachers Ratify The Teachers Declaration at National Teachers Summit." The Teachers Declaration was ratified by 500 teachers, each of whom will reach out "to at least 43 additional teachers in his or her community."

And now we come to the WHO part of this paper. WHO are the "conservatives" and Christian conservatives promoting "choice in education" and the voucher propositions, especially now in California? And, WHY??

Citizens for Excellence in Education (CEE) President, Robert Simonds, has been working frantically for the last few years to bring people under his CEE umbrella, and working with equal vigor to promote the "educational choice"/voucher scheme. In an October, 1993, "Special Message for Californians Only" newsletter, Simonds said: "It was a privilege for me to have a part in writing this initiative." He claimed the initiative is "constitutional and carefully written to protect all Christian and private schools from punitive or additional 'regulations' that were not in place in 1991." (emph. added. -ed) Strange wording here. How about those regulations that *were* in place in 1991 and after? Did AB40 and SB662 have any affect on this situation? We don't know. We're just asking. Simonds also said the initiative "would make public schools accountable to parents. . ." He forgot to add "*based on national standards*!"

We can't help wondering what is going on here? Whose side is Robert Simonds really on, knowing that Proposition 174 would tie private Christian schools to the national standards and government control?

We know that Robert Simonds attended "a White House-recommended forum on education reform, which included and emphasized 'choice' in education."¹⁹ We have also read that the Coors Foundation supported NACE/CEE (as well as some of the other Christian conservative organizations) with a large grant.²⁰ The Coors people, interestingly, work both sides of the isle, supporting Ted Sizer's Coalition of Essential Schools on the one side²¹ and supporting those battling outcome-based education on the other! What is the intent of these seemingly double-minded people? Simonds California "Special. . ." claimed that 23 states "have similar bills up for adoption, waiting to see what California will do in the election."

There's something else disturbing about Robert Simonds and CEE. In the October, 1993, "President's Report," from NACE/CEE, Simonds promoted the *Character Education Curriculum (CEC)*, saying it was being used in sixty thousand classrooms. He asked, "Why not get it into your school? Call the American Institute for Character Education at... (an 800 number)." Added in parenthesis are these words: "(CEE is unaffiliated and does not profit from CEC)." (emphasis added-ed.) Yet, a 1993 Character Education Institute letter lists Robert L. Simonds, Th. D., President, Citizens for Excellence in Education, as a member of the CEI Advisory Board. Not just "Robert Simonds" personally, but as "President of CEE." Is being on an advisory board not considered

an affiliation?

Simonds knew, of course that the American Institute for Character Education had changed its name sometime between 1990 and 1991 to the "Character Education Institute" (CEI). We know that Simonds knew this because a packet of information from the Character Education Institute contained a letter from Dr. Robert L. Simonds, written to "Young Jay Mulkey, President, *Character Education Institute* . . . San Antonio, TX . . .," in which Simonds praised the CEI K-9 curriculum. He said "It is the best character building program I've ever seen. . . We fully endorse the CEI *Character Education* and anti-drug curriculum for our schools." (emphasis added) Attached to this letter is a highly complimentary two page NACE/CEE "Review of the Character Education Curriculum," by Kathi Simonds (now Hudson), dated 6/18/91.

Also, CEE's "A Wealth of Family Learning - Citizens for Excellence in Education - All New Catalog!" received in February, 1992, gives the Character Education Institute's 800 number to call for information on "Character Education curriculum" as "a good alternative curriculum." The 800 number is the same as the one on Character Education Institute letterhead, and the same as the one given in the NACE/CEE "President's Report," of October, 1993, mentioned above.

What do you think? Is there, or isn't there, an "affiliation" between CEE and CEI's Character Education Curriculum (CEC)?

To further complicate the question, on August 19, 1982, Bob Simonds, then President of Christian Educators Association, Inc. (CEA) wrote to "Beloved Christian friends," on CEA letterhead stationery, telling of the work CEA was doing in 1981-82 which included: "...negotiated an arrangement with the American Institute for Character Education to use and place in every public school in America this marvelous life-changing material and curriculum; began teacher manuals on morals and spiritual values by grade level." (new paragraph) "We can transform our schools from the inside! The Character Education materials have now been purchased and are in use in over 1,000 public schools. . . We will be distributing them under a different name than CEA, obviously. Pray for this major project. We want YOU to help us distribute them nation-wide."

Why has Robert Simonds promoted the Character Education Institute's Character Education Curriculum and then attempted to distance himself from them claiming no "affiliation" or "profit"?

There are other seeming contradictions within the CEE leadership. While Robert Simonds took credit for helping write, and heaped praise on the CA voucher initiative, which would "establish academic accountability based on national standards," his daughter, Kathi Hudson wrote: "President Clinton's GOALS 2000 agenda presents a further threat by coercing states to submit their outcomes and assessments for *national certification* by an accountable, unelected board. Many experts believe GOALS 2000 will lead to a national curriculum and national testing. . ."²² Obvi-

ously, Kathi Hudson is aware of the dangers of national standards and assessments, etc.

In a letter dated June 8, 1993, Kathi Simonds Hudson claimed that her father, Robert Simonds, was no longer a member of the Coalition on Revival (COR), that he was only involved with them for "3 or 4 years" beginning in "1983," and he had been out of COR for "many years" before the National Coordinating Council was created in 1990.

A February, 1990, C.O.R. newsletter listed "Dr. Robert L. Simonds" on its letterhead under "Steering Committee." So, either Mrs. Hudson is the victim of modern math, poor memory, or something else, or the materials I have from COR lie. If Simonds was only "involved" with COR from "1983," "for 3 or 4 years," that should come out to be involvement until 1986 or 1987, instead of 1990 and 7 years. And, if Simonds had been out of COR for "many years," before creation of the NCC in 1990, "many years" adds up to zero (0) years. A "Coalition on Revival SPECIAL REPORT, California Ministry Merge Seminars," dated 1990, lists Bob Simonds as one of the team members of the National Coordinating Council "which exists to incorporate COR's 17 worldview documents into society." One of COR's stated "worldviews" is to "Work towards replacing all local public schools with private schools by 2000 A.D. 23

Robert Simonds may be out of membership with COR and off the COR Steering Committee in 1993, but as recently as last winter (1992) he was still working with them. His name and picture appear on page 133 under the section titled, "Our Editors and Columnists" of "Crosswinds, The Reformation Digest," Vol. I, No. 1, Winter, 1992, whose "Contents" page ended with, "Copyright 1992 Coalition on Revival."

There are other questions we could ask and problems we could pose about CEE and some of the leadership's writings and statements which seem contradictory and objectionable. We could discuss unfavorable critiques of the Character Education Curriculum. We could examine the philosophies and connections of COR. Perhaps another time. For now, we just ask, "What is going on here?"

The Excellence through Choice in Education League (ExCEL) was the first to organize a CA "choice" plan, according to news article. It is an interesting group of "conservatives" playing to the Christians for support of Proposition 174. The advisory board of ExCEL's group includes:

■ William Bennett - former Secretary of Education; a fellow at the Heritage Foundation; President of National Empowerment Television, a project of Paul Weyrich's Free Congress Foundation. Apparently drawn to "empowerment" concepts, Bennett, with Jack Kemp, founded Empower America which has been promoting "educational choice" in CA. He's on NASDC's Design Team, "Modern Red School House," along with Chester Finn, Jr. (Yes, vouchers would be nice to help support your "privatized" Design Team curriculum, ed.)

In an April 7, 1993 *Education Week* article, "Is Our Culture in Decline?", Bennett prescribes among other

things, ". . . a radical reform of education through national standards and school choice; . . . We desperately need to recover a sense of *the fundamental purpose of education*, which is to engage in *the architecture of souls*." (emphasis added.) Speaking of "souls," a flyer for a recent book written by Dorothy Maver, Phil Gang, and Nina M. Lynn, *Conscious Education, The Bridge to Freedom*, stated that "Education is in the midst of a major transformation. . . experiencing a shift from information-centered learning to *soul-centered learning*." (emphasis added.)

One of the most enlightening statements by William Bennett is found in *The Family - Preserving America's Future*, A Report to the President from the White House Working Group on the Family, containing a letter from Under Secretary of the Dept. of Education, Gary L. Bauer (now President of Dobson's Family's Family Research Council), dated 12-2-86. Bennett said, "'Children do not just 'grow up.' They must be raised by the community of adults—all adults. The community should accept as its solemn responsibility—as a covenant (sic)—the nurture, care and education of the coming generation.'" Bennett seems to agree with James Coleman's collectivist theories.

Bennet points to problems with "Afrocentric" academies nationwide, "some of which fly an African-American flag alongside the Stars and Stripes and begin the day by reciting the poem, 'A Pledge to African People,' " about which Bennett said: "These kids are not Africans; they are Americans. . . This is the country they need to know about."²⁴ We agree. So, seeing the conflict, why does Bennett promote a "choice in education" scheme such as Proposition 174 that encourages more such individualized, privatized schools or academies?

In 1989 Bennett went off to New Ager Jean Houston's seminar grounds at Coolfront in Beverly Springs, W. VA for a program which included "daily aerobics classes and meditat(ing) during intense sessions of yoga."²⁵

■ Milton Friedman - long time voucher/tuition tax credit and privatization proponent; Co-author with his wife, Rose Friedman of *Free To Choose, A Personal Statement*, published by Harcourt Brace Jovanovich, copyrighted 1980, 1979, in which vouchers are supported; on the Education Voucher Institute's (EVI) Board of Directors. (James Coleman, Denis Doyle, John Coons, Paul Kienel, and Raymond Moore were also on EVI's Technical Advisory Board.)

■ John Taylor Gatto - Teacher of the Year in New York; participant in the IMPACT II conference referred to earlier; whose book, *Dumbing Us Down - The Hidden Curriculum of Compulsory Schooling*, suggests a guerilla curriculum of daily involvement in our communities, in all their gritty reality." This book is advertised in the catalog "Books To Build a New Society," by New Society Publishers (New Society Educational Foundation), which states that they "try hard to meet the needs of you, our activist customers, and

the growing global network of peace, feminist, environmental, social justice, decentralist and human rights movements of which we are a part."

■ **Annette "Polly" Williams** - Legislator/Choice Pioneer from WI. She toured the states promoting "educational choice" at the same time John Chubb and Terry Moe were making the rounds.

■ **John Chubb** - Sr. Fellow of the liberal Brookings Institution; participant at the 1989 White House Workshop on Choice in Education; on the Executive Committee of the Center for Educational Innovation, "and independent project of the Manhattan Institute for Policy Research. . . . (whose) goal. . . is to improve the educational system in America by challenging conventional methods and encouraging new approaches. . . ." The Center's work was made possible by grants and gifts from the following: Karen & Tucker Andersen, The Chase Manhattan Bank, Exxon Education Foundation, The Lauder Foundation, The Rockefeller Foundation, and others. One of CEI's policy papers, "The Right to Choose," contained presentations by John Chubb, Joe Nathan, and Chester Finn, Jr., as well as James S. Coleman's "What Makes Religious Schools Different?"²⁶; Co-author with Terry Moe of the 1990 Brookings study, *Politics, Markets and America's Schools*; one of a 14 member task force who issued a study, "Choice in Education: Opportunities For Texas" (March, 1990); Dallas Eagle Forum co-sponsored, with the National Center for Policy Analysis (active in the privatization movement according to a 1986 Reason Foundation report²⁷) and the Texas Public Policy Foundation, a tour with John Chubb around Texas, promoting "educational choice" in March, 1990. Phyllis Schlafly's *Education Reporter*, April, 1990, reported John Chubb's appearance in Texas, but for some reason failed to mention that Dallas Eagle Form was a co-sponsor.

■ **Terry Moe** - Professor, Stanford University; co-author with John Chubb of the Brookings study *Politics, Markets and America's Schools* (see John Chubb above); in *Education Week's Special Report* (12-16-92), "A Matter of Choice, A Debate Over Schools and the Marketplace," *Education Week* asked: "If private schools are included in a school choice program, won't they be subject to governmental regulation? And should that be a matter of concern?" to which Terry Moe replied: "Yes. There should be a minimum of regulation for these schools. That's the whole point. . . ."

In an article, "Can Educational Choice Save Our Schools?", appearing in *Background* of the James Madison Institute for Public Policy Studies, (1991), author Warren T. Brookes discussed John Chubb's and Terry Moe's *Politics, Markets and America's Schools*. Brookes said, "While the authors inexplicably shy away from their earlier explicit endorsement of vouchers for private schools, their reforms would in effect 'privatize' each public school by making it an autonomous self-gov-

In my opinion, ExCEL represents mainstream establishment. It's surprising that Christian conservatives are working hand-in-hand with them on "educational choice."

An interesting *Wall Street Journal* article, "Choice Goes National," 10-7-93, reports on yet another political action group, Americans for School Choice, who "will announce the launch of a nationwide effort to promote choice. In addition to the many think tanks promoting choice, the movement now has its first 'action tank.' . . . Its impressive directors' list includes former Education Secretaries Lamar Alexander and Bill Bennett, civil rights leader Roy Innis, and choice pioneers Polly Williams. . . and Wisconsin Governor Tommy Thompson."

Something else strange is going on in California in the battle for Proposition 174. For a long time R. J. Rushdoony, Chalcedon Foundation President, dubbed "father of Christian Reconstructionism" by the *LA Times* (10-19-92), has publicly opposed vouchers or educational choice plans which involve government money.²⁸ However, one of Chalcedon's trustees and major donor, Howard Ahmanson, his wife, and his Fieldstead & Co., have donated \$336,000 in support of Proposition 174. Ahmanson and state Senator Rob Hurt (R-Garden Grove) are political allies, and have the potential to raise more money for Prop. 174 through their Allied Business Political Action Committee, according to the *LA Times*. Raising even more questions, the Council on Foreign Relations' Annual Report (6-1-92 - 6-30-93), lists The Ahmanson Foundation as an Annual Donor in the "\$5,000 +" category. Which, again, makes us wonder what's going on here??

In *The Wall Street Journal*, 9-7-93, in an article entitled "Christian Coalition Hopes to Expand by Taking Stands on Taxes, Crime, Health Care and Nafta (sic)," Gerald F. Seib writes: ". . . It (Christian Coalition) intends to lobby for initiatives, particularly one up for a vote this fall in California, that would give parents greater freedom to choose the schools their children will attend. . . ." This article also reports that "Mr. Reed, noting Mr. Robertson's involvement in overseas trade through his broadcast operations, generally endorses Nafta (sic)." !!

In an *LA Times* article, "Christian Right Puts New Focus on Economy," 7-15-93 (*Washington Times* by-line), Ralph Z. Hallow reported that the Christian Coalition is changing its image to include a broader range of issues. "The first explicit indication of a shift in focus appeared in the current issue of Heritage's quarterly magazine Policy Review, in which Mr. Reed wrote that the 'pro-family movement has limited its effectiveness by concentrating disproportionately on issues such as abortion and homosexuality.' . . . Mr. Reed. . . referred favorably to such likely GOP presidential candidates as Jack Kemp and Bill Bennett. . . . GOP moderates have accused Mr. Reed's group of harboring a secret agenda to take over the GOP and make it safe for religious 'extremism.' But Mr. Reed has

abortion in the GOP's 1996 platform.... He is also 'going to start... taking full-page ads and buying radio on some of these other issues, so people will say: ... they aren't just concerned about gay rights. They do care about other issues. When we go out to California and buy TV and radio in support of the choice-in-education initiative, we will become a part of the debate. And that will help.' Mr. Reed said."

On April 5, 1992, the *LA Times* printed an article by Barry M. Hortsman, quoting Ralph Reed. The title of the article explains the tactics advocated: "Christian Activists Using 'Stealth' Campaign Tactics" - "Voting: Conservative religious groups try to capitalize on gains using methods shielded from the public."

What's going on with the Christian Coalition?

Other Christian groups have supported the choice in education plan with equal vigor. We are puzzled about conservative leader Phyllis Schlafly. She wrote strong articles exposing the dangers of "vouchers" or "certificates" to daycare facilities that accepted them. In *The Phyllis Schlafly Report*, July 1989, she said: "... the acceptance of one dollar of federal money under any form 22 (including 'vouchers' or 'certificates') would make the daycare facility AND its affiliated church or synagogue subject to the Civil Rights Restoration Act.... This would bring the church under the full force of Section 504 of the Rehabilitation Act of 1973, Section 309 of the Age Discrimination Act of 1975, Title VI of the Civil Rights Act of 1964, and Title IX of the Education Amendments of 1972." Similarly, in *The Phyllis Schlafly Report*, February, 1988, after quoting government regulations which would affect childcare assistance, she wrote: "This would be a back-door leap into the massive regulations which are so offensive in the Grove City bill, whose tremendous assault on the rights of religious institutions is admitted by all.... Despite all of this, the first day that the day care center accepts one "certificate" from a low-income mother, that automatically puts the entire university into the full regulatory harness of all the above listed laws."

If Schlafly could see the danger of vouchers or certificates from the government for daycare, as she wrote in the 1988 and 1989 *The Phyllis Schlafly Reports* referred to above, why can't she see that same danger in vouchers, certificates or "choice"-in-education for private and Christian elementary and secondary schools? Yet, in the fall of 1991, she wrote favorably of choice in education, quoting both Presidents Bush and Reagan on the subject. She said: "Parental choice is the most significant reform in education today. Yet it is vigorously opposed by most teachers' unions and many school boards and school administrators. The question about choice in schools ought not be why, but why not?"²⁹

And finally, the liberal *Church and State*, reported in an article by Joseph L. Conn, that "Jerry Falwell operatives and friendly business leaders, educators and conservative political theorists" had founded the Contemporary Economics & Business Association (CEBA). "In addition to Falwell, the little-known group's advisory board includes former U.S. Education Secretary Wil-

liam Bennett, television preacher D. James Kennedy, American Enterprise Institute scholar Michael Novak and conservative economist Walter E. Williams. George Champion, retired chairman of the board of *Chase Manhattan Bank* (emphasis added), serves as CEBA's chairman.... The group is currently peddling a five-part video series that promotes private school vouchers as the solution to 'America's greatest social crisis....' CEBA President Robert Mateer... also chairman of Liberty's Economics and Finance Department, bashes 'monopolistic bureaucrats who head our educational institutions' and calls for 'unfettered parental choice so that each parent can send their (sic) child to a school of their (sic) choice.' Mateer strongly backs California's Proposition 174, calling it a 'model for the nation.' "³⁰ (The "sic's" are part of the quote.)

James Dobson and his organizations support educational choice. In California, they are working through the Capitol Resource Institute to press for passage of Proposition 174. We've heard that Dobson and followers are very active in Michigan promoting the voucher scheme. In addition, Dobson's Focus on the Family, in partnership with Free Market Foundation and Capitol Resource Institute groups, is working across the country organizing Christians and churches into a "social action" (their words) movement through the "Community Impact Seminar." The "mission" is to "activate" churches, identify "successful tactics... to employ," "empower(ing) them for effective involvement" in addressing "social concerns in their communities," etc. Use of the word "political" is carefully omitted. "Once 'energized' at a congregational level, the project then invites churches to regional meetings...."³¹ (Shades of liberation theology?-ed.)

In 1989, Focus on the Family offered to send *Citizen Magazine* free of charge to all members of an organization in exchange for that organization's mailing list. The offer was made to Christian and conservative organizations coalitioning together in the Dallas area. Supposedly, the mailing lists were to help *Citizens Magazine* reach more potential subscribers.

Concerned Women for America support vouchers. However, we've heard that the organization in CA is split over Proposition 174. Some members are having second thoughts.

Many of these conservatives were apparently already supporting "educational choice" as early as 1988, according to a copy of an invitation issued by "J. Peter Grace and the Dinner Committee" to a function "paying tribute" to William J. Bennett, "distinguished U. S. Secretary of Education, advocate of 'content, character, and choice,' dynamic and courageous leader, and recipient of the Educational Freedom Award...." The affair was entitled "Educational Choice Dinner sponsored by Americans for Educational Choice," held Sept. 14, 1988, at the Hyatt Regency in Washington, D.C. A statement in the invitation package said, "Americans for Educational Choice is a coalition of over 35 organizations cooperating to advance the following principles of public policy in ed-

ucation: freedom of parents to choose schools, governmental or independent, without loss of educational tax benefits (and) freedom from excessive governmental regulation of independent education."

Those on the "Steering Committee," listed directly under that statement, are: Mae Duggan (Thomas J. White Foundation); Al Janney (American Association of Christian Schools); Christopher Klicka (Home School Legal Defense Assoc.); Marilyn Lundy (Citizens for Educational Freedom); Forrest Montgomery (National Association of Evangelicals); Sally Reed (National Council for Better Education); Michael Schwartz (Free Congress Foundation); Edward Steimel (Louisiana Assoc. of Business & Industry); Thomas J. White (Thos. J. White Foundation).

The "Sponsoring Organizations" listed were: Agudath Israel, American Lutheran Education Association, Association for Public Justice, Catholic League for Religious and Civil Rights, Christian Educators Association International, Christian Legal Society, Christian Schools International, Citizens for Educational Freedom, Coalition for Religious Freedom, Committee for Equal Rights in Education, Concerned Women for America, Council for Educational Freedom in America, Eagle Forum, Educational Freedom Foundation, Ethics and Public Policy Center, Free Congress Foundation, Heritage Foundation, Institute for Independent Education, International Montessori Society, Knights of Columbus, Liberty Federation, Louisiana Association of Business & Industry, Lutheran Church - Missouri Synod, National Association of Evangelicals, National Catholic Education Association, National Center for Neighborhood Enterprise, National Center for Privatization, National Council for Better Education, National Society of Hebrew Day Schools, Parents Acting for Choice in Education, Thos. J. White Foundation, U.S. Catholic Conference Dept. of Education.

The "Dinner Committee" list consisted of: Chairman J. Peter Grace, William Allen, William B. Ball, Esq., Rev. Virgil Blum, S. J., The Hon. Robert Bork, Patrick Buchanan, William F. Buckley, Jr., James Coleman, Jack Coons, Holly Coors, Virgil Dechant, Paul Dietrich, Peter duPont, Mae Duggan, Rev. Jerry Falwell, Edwin Feulner, William J. Flynn, Milton Friedman, Murray Friedman, George Gilder, Alexander Haig, The Hon. Orrin Hatch, Dick Heise, The Hon. Donald Hodel, The Hon. Henry Hyde, Al Janney, The Hon. Jack Kemp, Dick Kelsey, James J. Kilpatrick, Russell & Annette Kirk, The Hon. Jeane Kirkpatrick, Bernard Cardinal Law, Ernest Lefever, Eugene Linse, Sr., Catherine McNamee, CSJ, Most Rev. John L. May, Edwin Meese, Richard John Neuhaus, Michael Novak, William Raspberry, Pat Robertson, Donald Rumsfeld, Phyllis Schlafly, Most Rev. Francis Schute, Donald Sills, William Simon, Ed Steimel, The Hon. Patrick Swindall, Paul Weyrich, Thos. J. White, Robert Woodson, David Zwiebel.

If any of the above have changed their position on this issue since 1988, please notify me with documentation as we have not seen any thing publicly stating a change.

Why do these conservative groups who coalition together appear to be so blind to the consequences of any form of government voucher or tax credit money accepted by private Christian schools or the parents of the students attending? Why isn't this approached from the stand of eliminating federal control altogether, keeping the tax money at home instead of supporting the Federal Department of Education, and returning control as provided by the Constitution back to the individual states and local communities? He who controls the money, controls what it funds!

This is reminiscent of the almost forgotten Williamsburg Charter, which in part, proposed to "reappraise" and "reconstitute" our First Amendment religious liberty clauses.³² Some of these same Christian conservatives who are supporting the CA voucher initiative hopped on the Williamsburg Charter bandwagon as signers, along with Ernest Boyer, Carnegie Foundation; Senator Edward Kennedy; Mary H. Futrell, then NEA President; Bill Honig, CA Supt. of Public Instruction; Norman Lear, People for the American Way, and others of a similar liberal bent. Later, at least one of these conservatives asked to have her name removed from the Charter, its resulting curriculum, and any advertising thereof. However, to my knowledge, there was not a public statement issued to this effect. The Williamsburg Charter's curriculum, "Living With Our Deepest Differences..." was later transferred to First Liberty Institute at George Mason University. According to the Fall, 1991 Temple of Understanding newsletter, the WC curriculum is now being sold by Hartley Films who makes its "award-winning films on Eastern religions available through the Temple of Understanding to school libraries throughout the United States." Hartley Films, according to its catalog, has films on Voices of the New Age, Quantum Healing, Other Lives, Other Selves, Consciousness Research, Psychic Research, Buddhism Comes to America, Meditation, The Global Brain, Aging and Deathing, etc., etc. Thus you see how the bandwagon-promoted signing of a document resulted in Christian conservatives lending their names and support to something that may now have been consistent with their other proclaimed beliefs and values. Perhaps this is why the Williamsburg Charter and its resulting curriculum are almost forgotten among Christian conservatives.

Meanwhile, Charles Haynes, who was on the Williamsburg Charter's Curriculum Development Committee, has participated in IDEA Institute conferences telling teachers, school administrators, and others how to properly and consensually deal with the "religious right" who protest objectionable school curricula.³³ And, that's another story.

It would please many of us if these large Christian organizations would re-examine educational choice and the vouchers and come to see the very obvious dangers to private Christian schools. We have freedom of choice now in most states regarding attendance at public or private schools. Why fleece Christian

private schools of their autonomy, entangling them with government controls, for a little pittance of "gold"?

Somehow this quote from Mark Twain seems appropriate.

"A lie can travel halfway around the world while the truth is putting on its shoes."

B. J. Lyon, October, 1993.

- Footnotes -

1 *The National Education Goals Report, Building a Nation of Learners*, Executive Summary, 1992, p. 2.

2 Eggerz, Solveig, "Planning and Programming Thought-Reform' In The Public Schools," ROUGH BEAST, Issue No. 21, (c) 1973.

Publications from *OPERATION PEP: A State-Wide Project to Prepare Educational Planners for California*. "... Performed pursuant to a grant from the U.S. Office of Education, Dept. of Health, Education and Welfare... under provisions of Title III of the ESEA Act of 1965, to the San Mateo County Superintendent of Schools through the cooperation of the San Mateo County Board of Education. 1969, 1970.

Other references.

3 Wallis, J. M., CHAOS IN THE CLASSROOM...; Veritas Publishing Co., PTY, LTD., p. 328.

Heaton, K. M., "The Impossible Dream," Hart Publications, (c) 1990; page VI-6. There are many other references in the book to PPBS also.

4 "New American Schools Development Corporation Bidders' Conference on 'Design for a New Generation of American Schools,' Official Record, Washington, DC. Nov. 14, 1991; page 16. 5 Hearing on H. R. 6; Reform Proposals for Chapter 1, before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, 103 Congress, 1st Session, Washington, D.C., Feb. 25, 1993; statement of Iris Rotberg, Sr. Social Scientist, Rand Institute on Education and Training, Washington, D.C.

6 Hearing on H. R. 6: Assessment; Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, 103rd Congress, 1st Session, Washington, DC, Feb. 18, 1992; statement of Richard P. Mills, Vermont; pages 21-23.

7 Statement of Robert B. Reich, Secretary of Labor" in "Hearings on H. R. 1804-Goals 2000; Educate America Act," Hearings before the Subcommittee on Elementary, Secondary and Vocational Education of the Committee on Education and Labor, House of Representatives, 103rd Congress, 1st session; Hearings held in Washington, DC, April 22, May 4, and 18, 1993; Serial No. 103-17; p. 51-52.

8 An article from *Education Week*, October 6, 1993, under the "Commentary" section, entitled "The Politics of National Standards," by Tom Loveless, defines content and performance standards: "Content standards define the curriculum schools are to offer; performance standards establish content-mastery levels and include assessments to measure whether students meet acceptable thresholds; and delivery standards spell out the quality of services schools must provide so that students have a reasonable opportunity to achieve the expect-

ed levels of learning."

9 "Raising Standards for American Education," Executive Summary, Jan. 24, 1992, pgs. 1 through 5 and 7.

10 Op cit., *The National Education Goals Report...*, Executive Summary, 1992, p. 27.

11 Op cit., *The National Education Goals Report...*, Executive Summary, page 3.

12 "Rolling Riley," *The Wall Street Journal*, April 19, 1993. This editorial discussed who was really in charge at the Dept. of Education, suggesting that it's Marshall "Mike" Smith, and that the bureaucrats are attempting to block any student testing with "delivery standards" which have to do with schools being "equal in salaries, teacher credentials, facilities," etc.

13 "Panel Recommends National Education Standards, Testing System," *The Dallas Morning News*, LA Times byline; 1-3-92.

14 Chuck Russell, Senior Director for Federal Governmental Relations, Texas State Board of Education; report to Texas State Board of Education entitled "Summary Report of Federal Activities," "Attachment II, Opportunity-to-Learn Standards - Goals 2000," presented to the Committee on Long-Range Planning, September 10, 1993.

15 "Hearing on H. R. 6: Reform Proposals for Chapter 1," Hearing before the Subcommittee on Elementary, Secondary, and Vocational Education of the Committee on Education and Labor, House of Representatives, 103rd Congress, First Session, February 25, 1993; Testimonies of David Hornbeck, Iris C. Rotberg, RAND Institute on Education and Training, and Alan Ginsburg, Acting Asst. Secretary for Policy and Planning, U.S. Dept. of Education; pages 4, 13, and 108.

16 John Cradler & Melinda Melendez, "The Future of Testing - In With the NEW," *Thrusts for Educational Leadership*, October, 1991.

17 Coleman, James S., *Policy Perspectives - Parental Involvement in Education*, June 1991; a part of the Policy Perspectives Series; included with the U.S. Dept. of Education's "America 2000 Issues," "What Other Communities Are Doing, National Education Goal #1," received 8-14-92.

18 *The Teachers' Vision of the Future of Education: A Challenge to the Nation*, Edited by Ellen Meyers, Paul McIssac & Marie Bobetsky; published by IMPACT II-The Teachers Network; Prepared with support of the Metropolitan Life Foundation, (c) 1991, pgs. 11 & 15.

19 Virginia Birt Baker, "No Choice is a Sound Choice," 4-10-92, page 1 and footnotes 2 & 3. This excellent paper is a critique of a report "Choice in Education" written by Kathi Simonds Hudson, 12-92. For a copy, send \$3.00 to Mrs. Baker, Rt. 1, Box 297, Van, TX 75790.

20 Russ Bellant, *The Coors Connection*, published by South End Press, (c) 1991; pages 20-21. Warning. This is a liberal book written by liberals and although I disagree with many of the opinions expressed in the book, their documentation of facts has not been disputed or contested to my knowledge.

21 Carol J. Belt, Becky Mountjoy, Susan Panning, *Educational Restructuring of America - Education or Indoctrination*, Direction 2000 Connection, Littleton Public Schools, Part I, October, 1990, page 7.

22 *Information Network News*, Sept./Oct. 1993, reprint

FOOTNOTES - continued:

from Rutherford Institute's *Home School Brief*, Vol. 2, #8, Aug., 1993.

23Coalition on Revival newsletter, February 26, 1990, which included a paper entitled, "Ministry Merge Seminar for Pastors & Leaders," with a section "Ministry Categories for Coordinated Ministry Merge in the 60 Major Cities of North America," page 5.

24" Fighting a Racist Legacy," ("Afrocentric Schools"), *U.S. News & World Report*, December 9, 1991, pg. 74.

25"6-Day Program Helps Bennett Stop Smoking," *The News and Observer*, Raleigh, N.C., 3-1-89, and *The Christian News*, 3-13-89, p. 17.

26"The Right to Choose," Education Policy Paper #2, from the Center for Educational Innovation (CEI), a project of the Manhattan Institute for Policy Research, contained in a notebook from the U. S. Department of Education entitled *Choosing Better Schools, Regional Strategy Meetings on Choice in Education*, compiled from information presented at the White House Workshop on Choice strategy meetings in the fall of 1989.

27Myron Lieberman, *Privatization and Educational Choice* (with "Cato Institute" on inside fly page), St. Martin's Press, New York, (c) 1989; pgs. 9-10.

28Virginia Birt Baker, "Educational 'Choice'", 1991; pg. 1 and footnote 1.; and R. J. Rushdooney, *Chalcedon Report*, November, 1992, page 26.

29Phyllis Schlafly, "The Failure of Our Monopoly School System," reprinted from *The Phyllis Schlafly Report*, appearing in the *Colorado Eagle Forum*, Fall, 1991.

30Joseph L. Conn, "Vouching for Theocracy - The Religious Right's Latest Crusade," *Church and State*, Sept. 1993, page 10(178).

31 "Is Your Church Involved In Moral Issues?" *The Lone Star Report*, May, 1992, Vol. 4, No. 5, page 4; included in the centerfold of Focus On The Family *Citizen*, May 18, 1992,

Vol. 6, No. 5.

"Turkeys, Goblins and Pilgrim's Progress," subtitle "The Progress of the People in the Pew," *Capitol Contact*, published by Capitol Resource Institute, October 1991, Issue No. 8, Vol. 2, pgs. 1 & 2.

32The Williamsburg Charter (WC) was an outgrowth of the Bicentennial celebration of the U. S. Constitution. The idea came from Senator Ted Stevens of Alaska, retired Chief Justice Warren E. Burger, and British citizen and sociologist, Os Guinness (Executive Director). The stated purpose of the WC was to "celebrate and reaffirm the First Amendment Religious Liberty Clauses," as well as to "reappraise" and "reconstitute for the "common good." The WC stated: "The intention of the Framers (of the Constitution) is... a necessary *but sufficient criterion* for interpreting and applying the Constitution." Consensus would be required in "reconstituting" and "revitalizing" the "American understanding of the role of religion in a free society." Wrapped in lots of warm, fuzzy, glowing, circular jargon, the whole Charter smacked for reinterpreting and, falling short of using the word "rewriting," recommended "reconstituting" First Amendment religious liberty clauses. According to the WC, the "inalienable right" derives from the "inviolable dignity of the human person," rather than from God. The curriculum, "Living with Our Deepest Differences," was a result of the WC, and George Mason University was designated as the national teacher training center. After its work, the Williamsburg Charter Foundation was dissolved.

33An audio tape of speaker Charles Haynes, at the May, 1993 IDEA Conference, Denver, CO, produced by Steel on Steel Productions, P. O. Box 740461, Arvada CO 80006.

For more information about the IDEA Conference, see the July, 1993, Vol. 2, #7 *Free World Research Report*, P. O. Box 4633, Des Moines, IA 50306. Annual subscriptions are \$20. This is an excellent source of information.

Federal Aid Jeopardizes Academic Aid

In October, 1990, Dr. George Roche, President of Hillsdale College, wrote about his college's concurrent encounter with the "federal bulldozer." Even though the college had never accepted a penny of federal funding, it was labeled a "recipient institution" because some of its students had government loans or grants. Hillsdale went to court and eventually won a partial victory. The government chose not to appeal; instead, the government concentrated on Grove City College. Here are some remarks from Dr. Roche's story:

Does anyone remember that, when federal aid to education was being debated in the 1960s, its opponents were jeered out of the arena for arguing that federal aid meant federal control? That academic freedom was at stake? The loudest jeering was precisely from those institutions most eager for the money; the ones now snarled in government red tape...

The *Grove City v. Bell*/Supreme Court ruling was a blow to academic freedom. It gave the government an enormous amount of economic leverage with which to control the internal affairs of educational institutions---even those not receiving funds directly...

The Supreme Court's decision did not, as one might expect, please liberal legislators. In truth, they were furious that they had not quite reduced private colleges to unconditional surrender...

1. (*No Choice Is A Sound Choice*, p. 4)

2. George Roche, "The Hillsdale Idea," *Impremis*, Vol. 19, No. 10, Oct., 1990

Four Resolutions Passed at Washington Conference

In accordance with the authority vested by the constitution of the American Association of Christian Schools to the State Board of Representatives, representing a constituency of over one million citizens in affiliated congregations and schools, the following resolutions were adopted at the Twentieth Annual Washington Conference held in Washington, D.C. on September 13-15, 1993, and are as follows:

RELIGIOUS FREEDOM RESTORATION ACT

WHEREAS, religious liberty was one of the driving forces that resulted in the colonization of what is now the United States of America, and

WHEREAS, the guarantee of individual rights from governmental authority was necessary before the U.S. Constitution was adopted, and

WHEREAS, our Founding Fathers recognized that there is no liberty without religious liberty and thereby placed religious liberty as the first liberty protected by the Bill of Rights, and

WHEREAS, other First Amendment freedoms such as speech and press are afforded special status requiring strict scrutiny in constitutional cases, and

WHEREAS, government actions conflicting with the free exercise of religion have historically had to meet the Sherbert test of a "compelling state interest" and the "least intrusive means" test, and

WHEREAS, the Sherbert test has afforded Americans a workable, although not perfect, means of balancing government's general interests against the individual and corporate liberties of its citizens, and

WHEREAS, the U.S. Supreme Court decision in *Employment Division v. Smith* overturned three decades of Sherbert precedent and relegated religious liberty to a "luxury" our nation could no longer afford, and

WHEREAS, application of the new *Smith* precedent has resulted in religious liberty losing virtually all cases where laws of general application violate the free exercise of religion, therefore

BE IT RESOLVED, that the American Association of Christian Schools calls upon Congress to pass the Religious Freedom Restoration Act, S.578/H.R.1308, and

BE IT FURTHER RESOLVED, that the American Association of Christian Schools opposes amendments to S.578/H.R.1308 that might weaken the act or address issues not related to protecting the free exercise of religion, and

BE IT FURTHER RESOLVED, that the American Association of Christian Schools calls upon President Clinton to actively promote the passage of S.578/H.R.1308 and to sign the legislation as soon as it reaches his desk.

GOALS 2000: EDUCATE AMERICA ACT

WHEREAS, the American Association of Christian

Schools firmly believes that the education, discipline, and medical and physical care of all children are the God-given responsibility of parents and not of any government, agency, or social group, and

WHEREAS, the American Association of Christian Schools will not support any bill which eliminates or weakens parental rights and control over their children's educational destiny and weakens local and community responsibility of education, and

WHEREAS, Goals 2000 creates an unelected national school board, known as the National Educational Standards and Improvement Council, and codifies the existing, private National Goals Panel as a federal bureaucracy, and

WHEREAS, Goals 2000 further reinforces top-down bureaucratic reform, whose main pitfall is the bureaucracy it creates, unelected boards not representative of the people, and \$427 million in wasteful regulatory spending, and

WHEREAS, Goals 2000 promotes "Parents as Teachers" meddling (a system whereby teachers invade the home to tell parents how to parent) through Parental Information and Resource Centers; essentially, parents are being told that they are accountable to teachers, but teachers are not accountable to anyone, and

WHEREAS, Goals 2000 initiates a new wave of experimentation and social engineering upon America's youth via such objectionable measures as school-based clinics, outcome-based education, national curriculum, and national testing, and

WHEREAS, the adoption of outcome-based education via Goals 2000 places the federal government in the position of determining what outcomes (social values necessary for learning) or values are required for students, and

WHEREAS, Goals 2000 offers no safeguards to protect students from politically correct testing by the federal government as mandated via its national testing plan, and

WHEREAS, all testing should be conducted by private, unbiased institutions void of politics; the ideal is to test learning and comprehension of academics, not the acceptance of certain social values, therefore

BE IT RESOLVED, that the American Association of Christian Schools urges members of Congress to vote no on H.R.1804 and S.1150.

BE IT FURTHER RESOLVED, that in consideration of the aforementioned findings, we strongly urge Congress to vote for Representative Dick Armey's "Parent and Student Empowerment Act" as an alternative to Goals 2000.

PARENT & STUDENT EMPOWERMENT ACT

WHEREAS, the American Association of Christian Schools firmly believes that the education, discipline, and medical and physical care of all children are the God-given responsibility of parents and not of any government, agency, or social group, and

WHEREAS, the American Association of Christian Schools strongly supports measures establishing parental rights and control over their children's educational destiny, and strengthen local and community responsibility for education as opposed to federal bureaucratic control, and

WHEREAS, the "Parent and Student Empowerment Act" recognizes the parent's right to determine who can view their children's records (a basic right to privacy), and

WHEREAS, the "Parent and Student Empowerment Act" reinforces parents' inalienable right to opt out of programs they consider detrimental to their children's education, and

WHEREAS, the "Parent and Student Empowerment Act" requires schools to acquire prior written parental consent before children are subjected to sex surveys and psychological testing, and

WHEREAS, the "Parent and Student Empowerment Act" prohibits the use of funds for outcome-based education and school-based clinics, and

WHEREAS, the "Parent and Student Empowerment Act" does not increase the federal bureaucracy or spending, and

WHEREAS, the "Parent and Student Empowerment Act" provides for school choice, a concept which a broad majority of the Supreme Court embraced in the recent "Zobrest" decision, and

WHEREAS, the "Parent and Student Empowerment Act" gives accountability, authority, power, and responsibility to parents and local community leaders to reform the process and educate their children effectively, therefore

BE IT RESOLVED, that the American Association of Christian Schools is an ardent supporter of this initiative to restore parental rights and educational opportunity, which is an alternative to Goals 2000.

AMERICA'S CHRISTIAN HERITAGE WEEK

WHEREAS, we each have been richly blessed by The Almighty Whose Divine Providence our founding fathers sought as they established these United States of America as a free and independent nation, and

WHEREAS, George Washington, the acknowledged father of our country, has been documented as having said: "...we ought to be no less persuaded that the propitious smiles of heaven can never be expected on a Nation that disregards the eternal rules of order and right which Heaven itself has ordained," and

WHEREAS, our Christian heritage is recognized in the writings and accomplishments of such individuals as William Bradford, John and Abigail Adams, James Madison, Patrick Henry, Andrew Jackson, Abraham Lincoln, Woodrow Wilson, Harry S. Truman, Dwight D. Eisenhower, and countless others, and in the Constitutions of the several sovereign States, and innumerable public documents and utterances, and

WHEREAS, the contributions of our Christian faith and traditions of our people are often reflected in the prayers offered preceding each day's opening of Congress, from its inception unto this day, and

WHEREAS, the importance of our Christian heritage to the institutions, values and vision of our nation is immeasurable, and

WHEREAS, our Christian heritage is further reflected by our people and our leaders, past and present, in our individual and collective efforts as a nation of peacekeepers and peacemakers to provide for other people, both in America and abroad, by providing humanitarian assistance to our fellow men, women, and children; and

WHEREAS, it is entirely appropriate to recognize the Pilgrims' First Thanksgiving for God's Providence as a special time and reason for celebrating our nation's Christian heritage; now, therefore

BE IT RESOLVED, that the American Association of Christian Schools urges the Senate and House of Representatives of the United States of America in Congress Assembled, to support H.J.RES113, which states that November 21, 1993 through November 27, 1993 be designated as "Christian Heritage Week", and the President be authorized and requested to issue a proclamation calling upon the people of the United States, the department and agencies of state and local government, and all interested organizations to observe such week with appropriate ceremonies, activities, and programs.

Dr. Carl D. Herbst, President

Dr. Amo Q. Weniger, Vice-President



Washington, D.C. Capitol Comments

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AACS Resolution in Support of Dick Armey's Parent and Student Empowerment Act

On September 13-15, 1993, the leaders of the American Association of Christian Schools met in Washington, D.C., for their twentieth annual Washington Conference. At that conference the following resolutions were passed:

1. A resolution *in favor* of the passage of the Religious Freedom Restoration Act. (S 578 / HR 1308)
2. A resolution urging Congress to *vote against* HR 1804 / S 1150 (Goals 2000), but urging Congress to vote for Representative Dick Armey's Parent and Student Empowerment Act, as an alternative to Goals 2000.
3. A resolution stating that the American Association of Christian Schools is an *ardent supporter* of the Parent and Student Empowerment Act, which is an alternative to Goals 2000.
4. A resolution urging Congress to *support* HJRES 113, which states that November 21, 1993 through November 27, 1993, be designated as "Christian Heritage Week".

Resolutions #1 and #4 are excellent, and we *commend* the AACS for their stand for religious freedom, and a week of national observance of our Christian heritage.

Resolution #2 urges Congress to vote against Goals 2000 - HR 1804 and S 1150. We *commend* the AACS for their stand against Goals 2000, but we *object* to their endorsement of Dick Armey's Parents and Student Empowerment Act as an alternative to Goals 2000, which of course leads us to Resolution #3, and endorsement of the Parent and Student Empowerment Act.

Obviously someone has not done their homework. A repudiation of Goals 2000 but an endorsement of the Parent and Student Empowerment Act reveals a lack of study of the proposed bills. Although the wording is changed in such a matter as to appear to protect and empower the parents and students, it is, in reality, a

near carbon copy of America 2000/Goals 2000. It is a compromise bill that seeks to satisfy opponents of the Goals 2000 program, but in reality encourages the basic tenets of Goals 2000 at the expense of private and Christian education.

Fortunately, this amendment/substitute failed to pass in the House and we *applaud* Congress in its rejection. However, we must admit that its rejection of the compromise bill is not an endorsement of our beliefs of separation of church and state.

We have included both Dick Armey's compromise bill and the AACS resolution for your personal examination. This is being done to point out the fatal flaws that will ultimately undermine the private and Christian schools. We are further offering a more indepth study of the proponents of the Parents and Student Empowerment Act, which will show their interlock with the effort to restructure America's educational system with the international educational program.

Of all the bills that I have studied, the Parent and Student Empowerment Act proves to be one of the most dangerous bills submitted to Congress and clearly undermines the Biblical concept of parental authority over the child. Rather than protecting the family unit, it undermines parental authority and would have proven to be an absolute disaster if it had been passed.

Under Section 209, Parental Consent, we find the following statement:

Section 209(A) - Psychological testing -

No funds under this title shall be made to any State educational agency, local educational agency, or school in which psychiatric or psychological examination, testing, or treatment, or any project that involves surveying, analyzing, or evaluating the personal values, attitudes, beliefs, or sexual behavior of the student, take place, without the prior, written

consent of the student (if the student is an adult or an emancipated minor), or in the case of an unemancipated minor, without the prior, written consent of a parent or guardian who has been first informed of the purpose of such examination, test, treatment, or information sought to be obtained.

I call your attention to the words, "without prior, written consent of the student (if the student is an adult or an *emancipated minor*) or in the case of an *unemancipated minor*, without the prior written consent of a parent or guardian". . .

This phrase is repeated in reference to privacy in Section 209(B) and includes all records, including access to academic grades, standardized achievement test scores, grades, attendance, intelligence, aptitude or psychological tests, health records, medical records, family background, teacher or counselor ratings, and observations and verified reports of serious or recurrent behavioral patterns.

It further includes the transfer of records to other educational institutions. Opt-out rights are also protected in the same manner. This bill slams the door shut to any parent whose child has been emancipated.

When this is viewed in light of the United Nations' Convention on the rights of the child, we immediately recognize the Dick Armey bill, Parents and Student Empowerment Act, is one of the most deadly bills placed before Congress.

For the benefit of all AACS members, we are reprinting at this time an article published by the National Center for Home Education that clearly sounds the warning.

The United Nations Convention on the Rights of the Child

America Prepares for the Parental Rights Battle of the Decade

After years of debate within the international community between politicians and child's rights activists, an agreement was finally reached in 1988, which for the first time created a comprehensive charter advancing the agenda of the children's "liberation" movement. What the child's rights advocates have for over two decades been unable to accomplish through the normal legislative process may now be realized in one sweeping blow, should the Clinton Administration push the Senate to ratify the *United Nations Convention on the Rights of The Child*. Under the guise of a "child's rights" measure, this wolf in sheep's clothing could, if passed, substantially undermine the authority of parents to exercise vitally important responsibilities toward their children if these responsibilities infringe on the child's "right" to autonomy and self-expression as defined by a panel of "experts" appointed by the United Nations.

If ratified, this treaty could undermine the family

by granting to children a list of radical "rights" which would be primarily enforced against the parents. These new "fundamental" rights would include "the right to privacy," "the right to freedom of thought and association," and the right to "freedom of expression." A fundamental presumption of the treaty is that parental responsibility exists only in so far as parents are willing to further the independent choices of the child.

The *Convention* Would Redefine Family Law in America

The impact of the *Convention* is particularly ominous in light of the fact that the United States Constitution declares treaties to be the law of the land. Under the Constitution's Supremacy Clause of Article VI, "all Treaties made, or which shall be made under the Authority of the United States, shall be the supreme Law of the Land; and the Judges in every State shall be bound thereby, any Thing in the Constitution of Laws of any State to the Contrary notwithstanding."

In *Missouri v. Holland*, the Supreme Court held that a treaty made by the President with the required concurrence of two-thirds of the Senate is, under the Supremacy Clause of Article VI, section 2, part of the supreme law which takes precedent over contrary state laws. Thus, the *U.N. Convention* would constitute legally binding law in all 50 states. Otherwise valid state laws pertaining to education, the family, etc., which conflict with the provisions of the treaty will be subject to invalidation.

Were this convention to be enforced, the United States would be required to alter portions of long established law to cater to the demands of the United Nations, and the panel of experts they select to define international standards for child's rights.

The *Convention* Would Give Children the "Right" to Disregard Parental Authority

Although several of the treaty's provisions offer generally positive nonoffensive platitudes, a substantial portion of this charter undermines parental rights. The *U.N. Convention* would: (1) transfer parental rights and responsibilities to the State; (2) undermine the family by vesting children with various fundamental rights which advance notions of the child's autonomy and freedom from parental guidance; and (3) establish bureaucracies and institutions of a national and international nature designed to promote "the ideas proclaimed in the Charter of the United Nations" and to investigate and prosecute parents who violate their children's rights. Some of the more relevant provisions of the *United Nations Convention on the Rights of the Child* are summarized below:

The State Will Determine the Child's "Best Interest"

Article 3: "In all actions concerning children," the

courts, social service workers and bureaucrats are empowered to regulate families based on their subjective determination of "the best interest of the child." This article shifts the responsibility of parental judgment and decision making from the family to the State (and ultimately the United Nations).

The Provisions of the Treaty Must Be Enforced

Article 4: This provision makes clear that the treaty is not just a positive affirmation. Signatory nations are bound to "undertake all appropriate legislative, administrative, and other measures, for the implementation of the rights" articulated in the *Convention*. In fact, the United States would be required to "undertake measures to the maximum extent of available resources... within the framework of international cooperation" in order to restructure society in accordance with the implementation of these rights.

All Children Must Be Registered

Article 7: In order to insure State and U.N. control over their development, all children must be immediately registered after birth.

Severe Limitations Are Placed on the Parent's Right to Direct and Train Their Children

Article 13: Under this provision, parents could be subject to prosecution for any attempt to prevent their children from interacting with material they deemed unacceptable. Children are vested with a "freedom of expression" right which is virtually absolute. No allowance is made for parental guidance. Section 1 declares a child's right to "seek, receive and impart information and ideas of all kinds, regardless of frontiers, either orally, in writing or in print, in the form of art, or through any other media of the child's choice."

Article 14: Children are guaranteed "freedom of thought, conscience and religion." Children have a legal right to object to all religious training. Alternatively, children may assert their right against parental objection to participate in occult, Muslim or Buddhist worship services.

Article 15: This article declares "the right of the child to freedom of association." If this measure were to be taken seriously, parents could be prevented from forbidding their child to associate with people deemed to be objectionable companions. Under Article 15, children could claim a "fundamental" right to join gangs, cults, and racist organizations over parental objection. Parental rights and responsibilities are unmentioned.

The *Convention* Would Further Entrench the Right of Teenagers to Abort Their Babies

The *Convention* is not only vague but contradictory when it comes to the critical issue of the right to life of an unborn child. Although some might argue that the language of Article 6 would favor the rights of unborn

children, neither abortion nor unborn children are specifically mentioned. That provision reads: "Stated Parties recognize that every child has the inherent right to life." The fact that several of the signatory nations not only permit but as a matter of state policy actively encourage abortions among its citizenry lends further credibility to the view that this is not a pro-life measure.

Article 16: Any positive benefits resulting from the language of Article 6 are clearly undermined by the "right to privacy" purportedly granted to children under Article 16. Although the United States Constitution nowhere grants a woman the right to abort her baby, "privacy" was the operative word used by the Court in *Roe v. Wade* to create the right to abortion. This United Nations-sanctioned "privacy" would seemingly establish as "the law of the land" the child's right to obtain an abortion without parental notice, the right to purchase and use contraceptives, the right to their sexual and homosexual promiscuity, and the right to pornography in the home.

The State Must Assist Parents in the Raising of Children

Article 18: This provision not only encourages two-income families by granting children a fundamental right to state-subsidized, state-run child care facilities, but it calls on the State to be co-parent by rendering "appropriate assistance to parents and legal guardians in the performance of their child-rearing responsibilities and shall ensure the development of institutions, facilities and services for the care of children."

Parents Who Don't Comply May Be Prosecuted

Article 19: This provision mandates the creation of an intensive bureaucracy for the purpose of "identification, reporting, referral, investigation, treatment, and follow-up" of parents who, in violation of the child's "rights," treat their children negligently.

A Prohibition on Corporal Punishment

Article 28: Education is declared a "right" which is not only to be universally free, but compulsory. This section would require that the United States pass laws and develop an infrastructure geared toward "encouraging" all school-age Americans to be part of the school system. The nations of the world are challenged to unite in the creation of an internationalist approach to education. Finally, parties to the *Convention* must ensure that school discipline "is administered in a manner consistent with the child's human dignity" as defined by the United Nations. Presumably this would prohibit corporal punishment.

Education for the New World Order

Article 29: It is the goal of the State to direct the

education of the people it governs toward the philosophy of the New World Order as "enshrined in the charter of the United Nations." Each child must be prepared to be a responsible citizen by having "the spirit of understanding, peace, toleration, equity of sexes, and friendship (for) all peoples, ethnic, national and religious groups of indigenous origin," including presumably, cultic, anti-Christian religions, and those regimes which embody authoritarianism and intolerance.

International Experts Will Parent Our Children

Article 43: An international committee of 10 "experts" is to be established to oversee the progress of the implementation of the Treaty.

A Call To Action

Both the U.S. House and Senate have introduced resolutions requesting that the President sign the *U.N. Convention*. Once a treaty is signed by the President, it must be ratified by the U.S. Senate. Because the *U.N. Convention* is being promoted under the deceptive guise of a child's rights measure, it is likely that proponents will portray it as "noncontroversial" and attempt to rush it through the Senate approval process in order to eliminate a long and protracted debate on its merits. Although the Clinton administration has yet to formally announce plans to sign the *U.N. Convention* and send it to the Senate for ratification, President and Mrs. Clinton have indicated their strong support of the child's rights agenda advanced by this treaty. Mrs. Clinton formerly chaired the Children's Defense Fund, a leading child's rights lobbying organization which has been a primary proponent of the *U.N. Convention*.

Currently, there are over 100 co-sponsors for Senate Resolution 70. Voice your opposition to the *U.N. Convention on the Rights of the Child* by contacting your U.S. Representative and Senators.

(This special report was prepared by Doug Phillips, Director of the Congressional Action Program. Permission is granted to reprint this report in its entirety.)

Now, having shown the danger of the word emancipated and how this will tie in with the *U.N. Convention* on the rights of the child, I will emphasize that I DO NOT believe that any member of the AACS would intentionally approve any measure that would undermine parental rights on control of the child. This is clearly an oversight on the part of AACS officials, but it clearly sends the message that the Parent and Student Empowerment Act and its sponsor Dick Armey are approved by the leadership of the American Association of Christian Schools. If the truth were known, probably Dick Armey does not realize what he has sponsored. All are relying on legislative researchers who have not done their homework.

I doubt that out of the nearly 2,000 member schools in the AACS that a half dozen pastors have even seen

the Parent and Student Empowerment Act, much less read it; and probably even fewer are aware of the U.N. Convention on child's rights.

Our schools are trusting the leadership of the AACS and the leadership is trusting researchers and heaven only knows who the researchers are trusting. This act will not only destroy our schools, but will undermine the family unit in America. It is bad—bad to the bone.

Christian conservatives are being misled. The leaders of the Christian school movements are either lax in their research or too trustworthy of those that they converse with. I fear that they are guilty on both counts. Fortunately for the AACS, their resolution went unheeded and permanent damage has been held off for a time, but we, the members of the AACS, had better start doing our own research rather than depending on someone else to look out for our interests.

We further admonish our brethren to return to godly principles, for a return to Biblical and Constitutional principles would quickly penetrate the fog that seems to have enveloped the Christian school movement.

If we could grasp but five simple principles, we could settle once and for all the dilemma that the Christian school movement finds itself in.

1. The Biblical principle of government recognizes the various and limited spheres of government which are the following:

- A. Self-government
- B. Family government
- C. Ecclesiastical government
- D. Civil government

All of these are under the final authority of God's law. Each realm of government has limited authority and proceeds from the individual rather than from the top down. Government is created by the grant of power from the individual. When the Biblical concept of government is followed, the various governments will operate in their limited sphere and freedom will prevail. When Biblical principles are violated, one sphere of government will seek to intrude upon the others. Today, civil government is seeking to dominate over ecclesiastical, family, and individual self-government and, in reality, is seeking to be that final authority over all of society. If unchecked, it would, in all reality, dethrone God as the final authority.

America 2000/Goals 2000 is an unscriptural intrusion by the federal government into the sphere of the church, family, and the individual, and it is a direct assault on freedom and the sovereignty of God.

The private and Christian schools must never yield to this intrusion. To do so is to compromise the truths of God's Word.

2. **We must return to Constitutional law.** The federal Constitution was created by the thirteen original colonies and was limited in power with its primary responsibility of protecting the people's inalienable (God-given) rights of life, liberty, and property. Education is a parental right in which they are answerable to God's law, not that of the all-powerful state.
3. **Separation of church and state forbids either to usurp authority over the other.** Both are limited to their respective spheres of influence. Although the Parent and Student Empowerment Act does not dwell on vouchers, it clearly states in Section 211 (4) (E) that not less than 25% of the amounts made available to local educational agencies under this title shall be used for choice programs. This section, linked with *Title I - National Education Goals*, clearly endorses Goals 2000 and the restructure of the American school system. Choice is a vital part of the total program.

To issue a resolution in opposition to Goals 2000 and then issue a resolution that ardently supports an alternative that lays out the very goals that are objected to under its first title simply does not make sense. In my estimation, the AAC's resolution supports a more dangerous bill than the original Goals 2000 bill.

Again, our leadership is not doing its homework. How often must this occur? Is it not time to stop and evaluate something of this magnitude in depth and to weigh our evaluation on the authority of God's Word and the Constitution?

4. **To seek federal/state funds in the form of vouchers is to endorse the socialistic principles of redistribution of the wealth, which is to endorse one of the main tenets of the *Communist Manifesto*.** Frederich Bastiat termed it as legal plunder. God calls it theft. To hide behind the argument

that it is your tax money does not hold up under the scrutiny of law, for once tax dollars are collected/paid, the tax monies belong to the government and require accountability on the government's part to insure that expenditures are lawful.

You will NEVER be able to write a voucher program without laws being enacted to assure proper usage of the monies spent. Because tax dollars come from all the people, public policy must dominate over individual/religious convictions.

5. **To teach people to rely on federal/state funding is to repudiate individual self-government and local control.** The hottest place in hell should be reserved for the apostate who would mislead and destroy a people's obedience to God's Word and thus jeopardize their posterity's right to worship and serve God.

A simple junior high level of Bible study would clearly teach and correct the error of our ways. May I recommend a study of the seven letters to the churches of Revelation 1-3? We are playing with the same diabolical ideas as did the church of Pergamos. Collusion with the state must produce either an all-powerful church or an all-powerful state, both of which are unscriptural. History reveals that the Dark Ages followed that unscriptural marriage of church and state.

Can we afford to ignore both history and God's Word? I think not!

We have reviewed the AAC's resolution endorsing Dick Armey's Parent and Student Empowerment Act. Now, let us take a very close look at the bill itself. The fact that these are now dead issues does not reduce their importance, for these plus the G. I. Bill, Utah SB, California program - 174, and the disaster in Michigan all point to the same conclusion. We are playing with fire, and we are going to get burned!

Christian School Officials Should Take Heed

Last December the Virginia Council of Higher Education voted to require Jerry Falwell's financially troubled Liberty University, formerly called Liberty Baptist College, to change three policies or risk losing state subsidies. Late June Liberty agreed to the changes in order to keep government funds flowing. Students and faculty no longer are required to attend church services; students and faculty may believe what they want; and faculty now are free to publish what they want even though it may conflict with the school's theological doctrine. Once you start taking government funds you have to play by the government rules.

Ref. Christianity Today, 7/19/93

PARENT AND STUDENT EMPOWERMENT ACT

**Amendment in the Nature of a Substitute
to H. R. 1804, As Reported By The Com-
mittee on Education and Labor
Offered By Mr. Armey of Texas**

Strike all after the enacting clause and insert the following:

SECTION 1. SHORT TITLE

This Act may be cited as the "Parent and Student Empowerment Act".

SEC. 2. CONGRESSIONAL FINDINGS.

The Congress finds that—

(1) parents must have a greater stake in their children's schools if American education is to improve;

(2) the reforms in education prompted by the 1983 "Nation at Risk" report have achieved good results in some places, but have failed to reverse a 30-year nationwide decline in student academic achievement scores;

(3) reform should come from the bottom up, from parents, teachers, and business and community leaders, and not down from Federal or State governments;

(4) the Federal Government should give States and local communities maximum flexibility to achieve national education goals; and

(5) reform should emphasize results, not more spending.

#3 and #4 are contradictory. You cannot have bottom-up reform from the parents, teachers, etc., if the federal government has control of the national education goals and grants.

Allows the states maximum flexibility. One or the other must have final authority. This bill recognizes the final authority to rest at the federal level.

TITLE I - NATIONAL EDUCATION GOALS

Endorsement of America 2000/Goals 2000.

SEC. 101. PURPOSE.

It is the purpose of this title to recognize six national education goals.

SEC. 102. INTERPRETATION.

Nothing in this title shall be construed to authorize or encourage Federal control over, involvement in, or regulation of public, private, religious, or home schools, or any curricular framework, instructional material, examination, or assessment system during the 5-year authorization of this Act or at any future time.

Section 102 is contradictory to Section 101. Recognition of the six national goals must place the federal Department of Education over the total educational program. You cannot restrict authority and retain a national plan.

SEC. 103. NATIONAL EDUCATION GOALS.

The Congress declares that the national education goals are the following:

(1) **SCHOOL READINESS.** —(A) By the year 2000, children in America will start school ready to learn.

(B) The objectives for this goal are that—

(i) all disadvantaged and disabled children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school;

(ii) every parent in America will be a child's first teacher and devote time each day to helping his or her preschool child learn, and parents will have access to the training and support they need; and

(iii) children will receive the nutrition and health care needed to arrive at school with healthy minds and bodies, and the number of low-birth-weight babies will be significantly reduced through enhanced prenatal health systems.

(2) **SCHOOL COMPLETION.** —(A) By the year 2000, the high school graduation rate will increase to at least 90 percent.

(B) The objectives for this goal are that—

(i) the Nation must dramatically reduce its dropout rate, and 75 percent of students who do drop out will successfully complete a high school degree or its equivalent; and

(ii) the gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

(3) **STUDENT ACHIEVEMENT AND CITIZENSHIP.**

—(A) By the year 2000, American students will leave grades 4, 8, and 12 having demonstrated competency in challenging subject matter including English, mathematics, science, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

(B) The objectives for this goal are that—

(i) the academic performance of elementary and secondary students will increase significantly in every quartile, and the distribution of minority students in each level will more closely reflect the student population as a whole;

(ii) the percentage of students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially;

(iii) all students will be involved in activities that promote and demonstrate good citizenship, community service, and personal responsibility;

(iv) the percentage of students who are competent in more than one language will substantially increase; and

(v) all students will be knowledgeable about the diverse cultural heritage of this Nation and about the world community.

(4) **MATHEMATICS AND SCIENCE.** —(A) By the

Section 103 endorses the National Education goals, which are identical to America 2000/Goals 2000.

All children cannot be ready to learn without a national pre-school plan.

See Parents as Teachers Program (pages 540-549).

Federal/state monitoring of family unit. (See page 541).

International Educational Program.

year 2000, United States students will be first in the world in mathematics and science achievement.

(B) The objectives for this goal are that—

(i) math and science education will be strengthened throughout the system, especially in the early grades;

(ii) the number of teachers with a substantive background in mathematics and science will increase by 50 percent; and

(iii) the number of United States under-graduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.

(5) ADULT LITERACY AND LIFELONG LEARNING.—(A) By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

(B) The objectives for this goal are that—

(i) every major American business will be involved in strengthening the connection between education and work;

(ii) all workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs;

(iii) the number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and midcareer students will increase substantially;

(iv) the proportion of those qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially; and

(v) the proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively and solve problems will increase substantially.

(6) SAFE, DISCIPLINED, AND DRUG-FREE SCHOOLS.—(A) By the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

(B) The objectives for this goal are that—

(i) every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol;

(ii) parents, businesses, and community organizations will work together to ensure that the schools are a safe haven for all children and

(iii) every school district will develop a comprehensive K-12 drug and alcohol prevention program. Drug and alcohol curriculum should be taught as an integral part of health education. In addition, community-based teams should be organized to provide students and teachers

Continued life-long learning. (See Oregon Bill, page 520 (Section 28(2)).

Development of a nationalized workforce (see page 525).

with needed support.

TITLE II - SCHOOL REFORM AND PARENT EMPOWERMENT

SEC. 201. PURPOSE.

The purpose of this title is to raise the quality of education for all American students by spurring a 5-year effort to promote dramatic and effective changes in the system of elementary and secondary education throughout the Nation.

SEC. 202. PROGRAM AUTHORIZED.

The U. S. Secretary is authorized, in accordance with the provisions of this title, to make grants to State educational agencies to enable States and local educational agencies to reform and improve the quality of education. Such grants shall be used to develop and implement innovative educational reform plans.

SEC. 203. APPLICATION.

(a) IN GENERAL.—If a State desires to receive assistance under this title, the State educational agency shall submit an application to the Secretary at such time, in such manner, and accompanied by such additional information as the Secretary may reasonably require. Such application shall cover a 5-year period.

(b) CONSIDERATION OF APPLICATIONS.—Each such application shall—

(1) contain satisfactory evidence that the State educational agency has or will have authority, by legislation if necessary, to implement the State reform plan required under section 204.

(2) provide an assurance that the State has a strategy for ensuring broad participation in the planning process, including parents, students, teachers, business leaders, and other community leaders;

(3) provide an assurance that the State will notify the public through print and electronic media and all local educational agencies through actual notice—

(A) that the State has made application for funds under this title;

(B) of the purposes for which the funds will be used; and

(C) that the State is developing a reform plan under section 204;

(4) provide an assurance that all students shall have equal access to the curricular frameworks and instructional materials developed as part of the State reform plan;

(5) describe actions taken and resources identified or committed to meet the requirements of this title;

(6) provide an assurance that the applicant shall prepare and submit to the Secretary annual evaluations of and reports concerning the State reform plan; and

(7) provide an assurance that the State shall carry out the provisions of section 204.

(C) APPROVAL.—The Secretary shall approve an application and any amendment to the application if the

Authority is not from bottom up - but from top down. The federal government is authorized to make grants to state educational agencies.

The power to grant is the power of control. The giver, not the receiver, is the final authority.

States that desire assistance must meet federal guidelines, standards, and requirements.

Federal assistance will be granted only after the state educational agency has received authority by legislation to implement state reform plan. The people grant to the state but all in an effort to gain federal assistance. The people/state must conform to federal mandates. This is hardly local control.

TOTAL federal control.

Federal government to monitor state programs on an annual base—he who monitors controls.

Approval by the federal secretary of education.

application or the amendment to such application meets the requirements of this section and is of sufficient quality to effect substantial reform of elementary and secondary education in the State. The Secretary shall not finally disapprove an application or amendment, except after giving reasonable notice, technical assistance, and an opportunity for a hearing.

SEC. 204. DEVELOPMENT AND APPROVAL OF STATE PLAN.

(a) ESTABLISHMENT OF STATE REFORM PANEL.—Each State educational agency assisted under this title shall establish a temporary ad hoc panel to develop a statewide reform plan. Such panel shall consist of—

- (1) a chairman, who shall be the chief executive of the State (or designee);
- (2) the presiding officer and the minority leader of each house of the State legislature (or designees);
- (3) the chief State school officer;
- (4) the head of the office that coordinates higher education programs in the State or, if there is no such office, the head of the office designated under section 2008 of the Dwight D. Eisenhower Mathematics and Science Education Act (20 U. S. C. 2988) (or designee); and
- (5) individuals selected by the chief executive of the State, including representatives from the following groups and organizations:

- (A) Parents
- (B) Teachers
- (C) Principals
- (D) Local school boards
- (E) Small businesses
- (F) Large businesses

(b) ADDITIONAL MEMBERS.—(1) The first meeting of the State reform panel shall be convened by the chief executive of the State. At such meeting, the panel members designated or selected under subsection (a) may select additional panel members.

(2) The membership of the panel shall not exceed 25 in number.

(3) The chief executive of the State shall serve as the chairman of the panel and determine a meeting schedule.

(e) DEVELOPMENT OF STATE PLAN.—The State reform panel shall develop a State reform plan that—

(1) stresses that all students are to demonstrate substantial improvement in academic achievement and cognitive skills;

(2) emphasizes quantifiable measures of the improvement of students' cognitive skills rather than prescribing how State and local educational agencies should achieve such improvements;

(3) describes strategies for how the State will encourage parents and the public to support and become involved in implementing the State and local reform plans;

(4) establishes State goals to maximize academic achievement by each student;

(5) establishes academically rigorous curricular frameworks;

The typical panel set up to give semblance of local control.

This panel will be manipulated by federal guidelines. How can you determine this to be true?

Have the panel submit their own plan with a firm statement that they expect the federal Department of Education to alter the federal plan to meet the state objectives.

The Empowerment Act sidesteps local school boards (the elected officials) and in reality removes local control from the people.

Although the local school boards are involved, they will be influenced, manipulated, and outvoted by non-elected officials.

"Cognitive" versus "Academic": A Critical Distinction

If one has the stamina to plow through such weighty treatises as Basic Principles of Curriculum and Instruction and Improving Educational Assessment and an Inventory of Measures of Affective Behavior, both by ETS and CFAT bigwig Ralph Tyler, or James P. Shaver's "National Assessment of Values and Attitudes for Social Studies" (see chapter 6); or the Dupuis and Mitzels (eds.) piece, "The Place of Psychology in a National Institute of Education" (discussed further on), no doubt whatever will be left as to either the thrust or intent of the National Assessment (NAEP) and the state versions of assessment testing.

Dry though these documents may be, they are worth perusing, primarily for the technical terminology. In

the Shaver document, for example, one learns the rationale behind defining the term cognitive as "belief system," rather than as "academics"—a very important distinction that is frequently lost on the public at large. On pages 5 and 6 of his paper, Shaver explains how attitudes and opinions are assessed using a "cognitive" basis. Notice that it is the so-called "intellectual component" of values which permits psychologically manipulative curricula to be passed off as "basic" subject matter.

Values are, in educational parlance, both cognitive and affective. That is, despite a tendency for people to think of values as being "only feelings", they have an intellectual as well as an emotional aspect. Persons can define what they mean by a value such as "honesty", argue about whether one another's definitions are appropriate and functional, and debate whether a person has applied the value appropriately in making a decision about how to behave... or in judging the behavior of someone else. In doing so people are using intellectual processes to deal with the intellectually knowable; that is they are attending to the cognitive aspects of values.

EDUCATING FOR THE NEW WORLD ORDER (page 65)

Developing the taxonomy

Keeping in mind the aforementioned principles, we began work by gathering a large list of educational objectives from our own institutions and the literature. We determined which part of the objective stated the behavior intended and which stated the content or object of the behavior. We then attempted to find divisions or groups into which the behaviors could be placed. We initially limited ourselves to those objectives commonly referred to as knowledge, intellectual abilities, and intellectual skills. (This area, which we named the cognitive domain, may also be described as including the behaviors: remembering; reasoning; problem solving; concept formation; and, to a limited extent, creative thinking.) We proceeded to divide the cognitive objectives into subdivisions from the simplest behavior to the most complex. We then attempted to find ways of defining these subdivisions in such a way that all of us working with the material could communicate with each other about the specific objectives as well as the testing procedures to be included.

TAXONOMY OF EDUCATIONAL OBJECTIVES (1956) (page 15)

(6) provides for the development of instructional materials based upon the curricular frameworks;

(7) provides for the development of valid, reliable, and procedurally fair assessment systems based upon the curricular frameworks that are capable of accurately measuring the basic cognitive skills and knowledge required to meet the State's education goals;

This is outcome based education with assessment of both academic, behavioral patterns.

Proper political thinking.

(8) establishes a process for reviewing Federal, State, and local laws and regulations and for recommending changes in such laws and regulations to further state-wide reform;

(9) provides a process for selecting local educational agencies to receive subgrants under section 206;

(10) provides for the development of objective criteria and measures against which the success of local reform plans can be evaluated; and

(11) provides for the evaluation of the effectiveness of the State reform plan in helping low-achieving students to improve their performance, using academic achievement and such other measures as attendance, grade retention, and dropout rates.

(e) PUBLIC COMMENT PERIOD.—Following the development of the State reform plan, the State reform panel shall seek public comment by—

(1) publishing the plan with a comment period of at least 60 days, and

(2) notifying the public through electronic and print media and conducting regional hearings.

After providing the public with an opportunity to comment on the plan, the panel shall consider the public's comments and make appropriate changes.

(f) APPROVAL OF STATE PLAN.—The State reform plan shall be submitted to the State for review by the State educational agency, which may make recommendations to the panel for changes to such plan. The State educational agency shall then implement the plan after such agency has submitted the plan to, and received approval of the plan by the Secretary.

(2) The Secretary shall approve a State reform plan if the plan meets the requirements of this section.

(3) The Secretary shall not finally disapprove a plan or an amendment to such plan, except after giving reasonable notice, technical assistance, and an opportunity for a hearing.

(g) REVIEW OF STATE PLAN.—The State reform panel and the State educational agency shall review on a continuing basis the implementation of the State reform plan for the period during which the State receives Federal funding under this title. The results of such review shall be prepared in writing by the State reform panel and be included by the State in its annual report to the Secretary under section 213(a).

SEC. 205. STATE USES OF FUNDS

(a) USES OF FUNDS.—Funds allotted by the Secretary under paragraphs (a) and (b) of section 211 and State and private funds contributed to make up the total cost of a State reform plan under section 211(c) shall be used by a State with an approved application for the following purposes:

(1) To develop and implement the State reform plan (with not more than 10 percent of the Federal funds shall be used for this purpose).

(2) To support the activities of the State reform panel (including the travel expenses of the members of such panel).

Outcome based education

Recommendations of local panel to be submitted to the State Educational Agency which is in turn submitted to the federal level for approval. So much for local control.

(3) To make subgrants to local educational agencies as provided in section 206.

(4) To provide technical assistance (including dissemination of information) to local educational agencies to assist in developing and carrying out local reform plans.

(5) To undertake evaluation, reporting, and data collection.

(b) SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES.—In the first year that a State receives a Federal allotment under this title, from not less than 75 percent of the total cost of a State's reform plan, the State educational agency shall make subgrants to local educational agencies for the purpose of developing and implementing local reform plans as provided in section 206. In the second and succeeding years, from not less than 90 percent of the total cost of a State's reform plan, the State educational agency shall make subgrants to local educational agencies to fulfill the purposes of this Act.

SEC. 206 DEVELOPMENT AND APPROVAL OF LOCAL PLANS.

(a) IN GENERAL.—As described in the State reform plan, and based upon the recommendations of the State reform panel established under section 204, the State shall make subgrants to local educational agencies based upon local reform plans consistent with the State reform plan and developed by temporary ad hoc local reform panels.

(b) ESTABLISHMENT OF LOCAL REFORM PANEL.—Each local educational agency assisted under this title shall develop a district-wide reform plan consistent with the State reform plan. Such panel shall consist of—

(1) a chairman, who shall be the highest-ranking elected chief executive in the local jurisdiction most closely approximating the boundaries of the school district (or designee), and who is not also a member of any other local educational reform panel;

(2) the chief district-wide school officer; and

(3) individuals selected by the chairman of the local reform panel, including representatives from the following groups and organizations:

(A) Parents.

(B) Teachers.

(C) The local school board.

(D) Small businesses.

(E) Large businesses.

(c) ADDITIONAL MEMBERS.—(1) The panel members designated or selected in subsection (b) may select additional panel members from community organizations.

(2) The membership of the panel shall not exceed 11 in number.

(3) The chairman of the panel shall determine a meeting schedule.

(d) APPROVAL OF LOCAL REFORM PLAN.—The local educational agency shall implement the local reform plan after the local reform panel has submitted its plan to the Secretary and received written confirmation from the Secretary that its plan is consistent with the

Local plans must meet state and federal guidelines.

Again, local plans include the elected school boards but must also include parents, teachers, small business and large business. Elected officials answerable to the people, will be manipulated and outvoted by non-elected officials.

LOCAL CONTROL IS LOST.

Local plans must meet state and federal guidelines. Is this BOTTOM UP or TOP DOWN control?

This empowerment act DESTROYS local control.

State reform plan.

SEC. 207. LOCAL USES OF FUNDS.

A local educational agency which receives a sub-grant under this title shall use the funds for the purpose of district-wide reform, consistent with the State and local reform plans. Authorized activities shall include one or more of the following:

- (1) Model schools, including charter schools, which reflect the best available knowledge regarding teaching and learning, which use the highest quality instructional materials and technologies, and which are designed to meet State and local educational goals as well as the particular needs of their students and communities.
- (2) Merit schools systems which reward schools with students who, as a group, demonstrate improved performance on curriculum-related outcome measures that assess only basic cognitive skills.
- (3) Choice programs which permit parents to select the school their children will attend.
- (4) Decentralized management which permits maximum decision making at the individual school level, involves parents, and emphasizes alternative certification.

SEC. 208. PROHIBITED USES OF FUNDS.

No State educational agency, local educational agency, or school that receives funds under this Act shall—

- (1) adopt outcome measures that assess affective skills; or
- (2) engage in programs that coordinate access to health care or other social services.

SEC. 209. PARENTAL CONSENT.

(A) PSYCHOLOGICAL TESTING.—No funds under this title shall be made available to any State educational agency, local educational agency, or school in which psychiatric or psychological examination, testing, or treatment, or any project that involves surveying, analyzing, or evaluating the personal values, attitudes, beliefs, or sexual behavior of the student, take place, without the prior, written consent of the student (if the student is an adult or an **emancipated minor**, or in the case of an **unemancipated minor**, without the prior, written consent of a parent or guardian who has been first informed of the purpose of such examination, test, treatment, or information sought to be obtained).

(b) PRIVACY.—No funds under this title shall be made available to any State educational agency, local educational agency, or school that lacks a written policy to protect the right of parents (or student, if the student is an adult or an **emancipated minor**) to—

- (1) inspect or review at any time any and all official records directly related to such student, including all written or electronically recorded material that is incorporated into the student's cumulative record folder, identifying data, academic work completed, grades, standardized achievement test

Restructuring of schools to meet America 2000/Goals 2000 guidelines.

By whose definition?

*Measure student's beliefs.
Choice/voucher related schools.*

Site-based management. All of the above are consistent with America 2000/Goals 2000.

Academic and cognitive psychological testing is done under cognitive assessments.

This is a contradiction of previous actions.

*U.N. Declaration of Childrens' Rights will probably emancipate ALL CHILDREN.
America 2000/Goals 2000 is interlocked with UNESCO's international curriculum which will supersede parental rights.*

U.N. Declaration of Childrens' Rights will protect children against the invasion of their privacy by their parents.

scores, attendance data, scores on standardized intelligence, aptitude, or psychological tests, interest inventory results, health data, medical records, family background information, teacher or counselor ratings and observations, and verified reports of serious or recurrent behavior patterns; and

(2) forbid the release of such student's official records, without the parents' (or student's, if the student is an adult or an **emancipated minor**) prior written consent, to anyone other than—

(A) school officials within the student's school or local educational agency who have a legitimate educational interest;

(B) officials of other schools or school systems in which the student intends to enroll, upon condition that the student's parents (or the student, if the student is an adult or an **emancipated minor**) be notified of the transfer, receive a copy of the record if desired, and have an opportunity for a hearing to challenge and correct the content of the record; or

(C) in connection with a student's application for, or receipt of, financial aid.

(c) OPT-OUT RIGHT.—No funds under this title shall be made available to any State educational agency, local educational agency, or school that lacks a written policy to protect the right of parents (or student, if the student is an adult or **emancipated minor**) to withdraw the student from participation in any activity carried out as part of the State or local reform plan when the parents (or student, if the student is an adult or an **emancipated minor**) consider such activity to be detrimental to the student's education.

(d) GRACE PERIOD.—Any State educational agency, local educational agency, or school that receives funds under this Act shall have a grace period not to exceed 6 months from the date that such funds are first made available to write the parental consent policies required under subsections (b) and (c).

SEC. 210. WAIVERS OF STATUTORY AND REGULATORY REQUIREMENTS.

(a) IN GENERAL.—To fulfill the purposes of this Act, the Secretary may waive any requirement of any Federal statute listed in subsection (g) or of the regulations issued under such statute for a State educational agency, local educational agency, or school that requests such a waiver.

(b) PROMPTNESS OF RESPONSE TO WAIVER REQUEST.—The Secretary shall act on any such waiver request not later than 180 days after receipt or the waiver shall be considered granted.

(c) WAIVER PERIOD.—Each such waiver shall be for a period not to exceed 3 years. The Secretary may extend such period if the Secretary determines that the waiver has been effective in enabling the State or local educational agency to fulfill the purposes of this Act.

(d) WAIVER REVIEW.—The Secretary shall periodically review the performance of any State educational agency, local educational agency, or school for which the Secretary has granted a waiver and shall terminate

Parents will not be able to obtain records on emancipated student without the child's written consent.

Student Empowerment is much greater than we understand it to be. Parents are thinking of child protection. The federal government is talking of children's liberation.

Children's rights to supersede parental rights.

This measure could remove all parental control; children will not be aware of the danger.

See pages 22.-(9)

This is Chapter I, Title I (ESEA)

the waiver if the Secretary determines that such performance has been inadequate to justify the waiver's continuation.

(e) EXCEPTION.—Nothing in this section shall be construed to authorize the waiver of section 438 or 439 of the General Education Provisions Act.

(f) SPECIAL PROVISION.—Nothing in this section shall be construed to authorize the waiver of any provision of this Act.

(g) PROGRAMS SUBJECT TO WAIVER.—The statutes subject to the waiver authority of this section are as follows:

(1) Chapter 1 of title I of the Elementary and Secondary Education Act of 1965.

(2) Part A of chapter 2 of title I of the Elementary and Secondary Education Act of 1965.

(3) The Dwight D. Eisenhower Mathematics and Science Education Act (part A of title II of the Elementary and Secondary Education Act of 1965).

(4) The Emergency Immigrant Education Act of 1984 (part D of title IV of the Elementary and Secondary Education Act of 1965).

(5) The Drug-Free Schools and Communities Act of 1986 (title V of the Elementary and Secondary Education Act of 1965).

(6) The Carl D. Perkins Vocational and Applied Technology Education Act.

(h) WAIVERS NOT AUTHORIZED.—The Secretary may not waive any statutory or regulatory requirements of the programs listed in subsection (g) relating to—

(1) maintenance of effort;

(2) comparability of services;

(3) the equitable participation of students and professional staff in private schools;

(4) parental participation and involvement; or

(5) the distribution of funds to State or to local educational agencies.

SEC. 211. ALLOTMENT OF FUNDS.

(a) TO THE SECRETARY OF THE INTERIOR.—From funds appropriated under section 218, the Secretary shall allow to the Secretary of the Interior for each fiscal year an amount equal to 1/2 or 1 percent of the funds appropriated, not to exceed \$600,000 in any fiscal year, to benefit Indian students enrolled in schools funded by the Department of the Interior for Indian students. The provisions of subsection (c) of this section shall not apply to payments made under this paragraph.

(b) TO THE STATES.—From the remaining amount appropriated under section 218, the Secretary shall make annual grants to States with approved applications.

(c) MATCHING REQUIREMENT.—(1) Of the total cost of a State reform plan, during the following years for which a State receives funds under this title, the Federal share under this title may not exceed—

(A) 100 percent the first year;

(B) 85 percent the second year;

(C) 60 percent the third year;

Federal government bows out and the state and local areas must pick up the tab, but federal guidelines remain as the guiding force.

(D) 45 percent the fourth year; and
 (E) 33 percent the fifth and any succeeding year.

(2) The non-Federal share under this title shall be paid by the State from State funds and may include contributions from private sources.

(3) The non-Federal share under this title may be in cash or in kind fairly evaluated.

(4) The matching requirements of this subsection shall not apply to the Virgin Islands, the Commonwealth of Puerto Rico, or Pacific outlying areas.

(d) ADMINISTRATIVE COSTS.—From its annual Federal allotment, a State may reserve for administration (not to include the activities of the State reform panel) an amount not to exceed 4 percent or \$250,000, whichever is greater.

(e) SPECIAL PROVISION.—Not less than 25 percent of the amounts made available to local educational agencies under this title shall be used for choice programs.

SEC. 212. AVAILABILITY OF INFORMATION TO NON-PUBLIC SCHOOLS.

Proportionate to the number of children in a State or in a local educational agency who are enrolled in private elementary or secondary schools, a State educational agency or local educational agency that uses funds under this title to develop curricular frameworks, instructional materials, examinations, or assessment systems shall, upon request, make information related to such frameworks, materials, examinations, or assessment system available to private schools and private school accrediting organizations.

SEC. 213. ANNUAL PROGRESS REPORTS: TECHNICAL ASSISTANCE.

(a) ANNUAL REPORT.—A State which receives funds under this title shall annually report to the Secretary—

- (1) regarding such State's progress in meeting its State reform goals and plan;
- (2) describing proposed activities for the succeeding year; and

(3) describing Federal regulations which may impede reform activities under this title as described in local reform plans approved by the Secretary.

(b) TECHNICAL ASSISTANCE.—The Secretary shall provide technical assistance, either directly by grant or by contract, to the States to assist them in complying with the requirements of this section. The Secretary may reserve up to 1/2 to 1 percent of the appropriations for this title to carry out this section.

SEC. 214. EVALUATION AND DISSEMINATION.

(a) EVALUATION.—The Secretary shall evaluate a representative sample of State and local reform efforts over the course of the 5-year authorization in order to assess the effectiveness of such plans and activities in improving the education performance of all students. The Secretary may reserve up to 1/2 to 1 percent of the appropriations for this title to carry out this section.

(b) DISSEMINATION.—The Secretary shall, annually

At least 25% of funds allotted to local educational agencies under the title to be used for CHOICE programs. Choice programs funded by vouchers may or may not include private/Christian schools.

Private/Christian schools must have access to the federal/state program. They could become a scholarship redeeming school if approved by the State.

AACS endorsement of this act supports voucher programs which is a violation of Biblical and Constitutional principles.

Federal monitoring of state and local programs.

and upon request, disseminate to the States information on reform approaches and materials developed under this title or through related efforts.

SEC. 215. REPORT TO THE CONGRESS

The Secretary shall submit annually to the Members of the Committee on Education and Labor of the House of Representatives and the Committee on Labor and Human Resources of the Senate a report that contains—

(1) a description of the progress that States receiving funds under this title have made in developing and implementing their plans; and

(2) information from State and local reports regarding requirements in Federal law or regulation which have been identified by State or local educational agencies or State or local reform panels as impeding the purposes of this Act.

SEC. 216. GENERAL PROVISIONS.

Nothing in this title shall—

(1) be construed to exempt a State or local educational agency that receives funds under this title from the requirements of section 438 or 439 of the General Educational Provisions Act;

(2) be construed to authorize any department, agency, officer, or employee of the Federal Government to—

(A) exercise any control over the curriculum, program of instruction, administration, or personnel or any educational institution or school system; or

(B) prescribe the use of a particular examination or standards; or

(3) be construed to authorize or encourage Federal control over, involvement in, or regulation of private, religious, or home schools during the 5-year authorization of this Act or at any future time.

This is a total contradiction of the proposed measure—to adhere to the national goals and participate in the proposed plan that eliminates local control by elected officials is to exert total control.

This portion is a play upon words and deceptive to the reader.

SEC. 217. DEFINITIONS.

(1) The term "affective skills" means, but is not limited to meaning, the emotions, opinions, values, attitudes, beliefs, or sexual behavior of a student.

(2) The term "assessment system" means a system for measuring the cognitive skills and academic achievement of students that is based upon a set of curricular frameworks.

(3) The term "cognitive skills" means abilities to perform discrete academic tasks that demonstrate understanding of such basic subjects as reading, writing, mathematics, science, history, and geography, and that may be readily assessed, measured, and compared in objective and numerically quantifiable terms, but does not mean affective skills.

(4) The term "community organizations" means, but is not limited to meaning, fraternal or religious organizations, but does not mean organizations created for the purpose of, or having as their primary effect, the influencing of education or education policy.

Cognitive skills as defined in this bill is not of the same definition as found in the book Taxonomy of Educational Objectives.

(5) The term "curricular framework" means a specific, detailed description, in a particular subject matter area, of the knowledge and cognitive skills children should acquire at each grade level.

(6) The term "legitimate educational interest" means an interest in a student's cognitive skills and academic progress, but does not mean an interest in a student's affective skills, psychology, family, or other nonacademic matter.

(7) The term "Pacific outlying area" means American Samoa, Guam, the Commonwealth of the Northern Mariana Islands, and the Republic of Palau (until such time as the compact of Free Association is ratified).

(8) The term "private school" means nonpublic or religious education.

(9) The term "school" means public, private, or religious education.

(10) The term "Secretary" means the Secretary of Education.

(11) The term "State" means each of the 50 States, the District of Columbia, and the Commonwealth of Puerto Rico.

(12) The terms "State educational agency" and "local educational agency" have the meaning given such terms in section 1471 of the Elementary and Secondary Education Act of 1965.

Note the definition of "PRIVATE SCHOOL" and "SCHOOL". Most of this bill refers to SCHOOL which by this definition includes private and religious education. What appears to be a protective bill is all inclusive.

SEC. 218. AUTHORIZATION OF APPROPRIATIONS.

For the purpose of carrying out this title, there are authorized to be appropriated \$400,000,000 for each of the fiscal years 1994 through 1998.

The Emancipated Child Would Probably Gain the Following Rights

Richard Farson (Advocate of Child's Rights) argues for complete rights for children. Farson advocates the following list of rights for children:

1. *The Right to Self-Determination:* Children should have the right to decide matters that affect them most directly.
2. *The Right to Alternate Home Environments:* Self-determining children should be able to choose from among a variety of arrangements; residences operated by children, child-exchange programs, twenty-four hour child-care centers, and various kinds of schools and employment opportunities.
3. *The Right to Responsive Design:* Society must accommodate itself to children's size and to their need for safe space.
4. *The Right to Information:* A child must have the right to all information ordinarily available to adults—including, and perhaps especially, information that makes adults uncomfortable.
5. *The Right to Educate Oneself:* Children should be free to design their own education, choosing from among many options the kinds of learning experiences they want, including the option not to attend any kind of school.
6. *The Right to Freedom from Physical Punishment:* Chil-

dren should live free of physical threat from those who are larger and more powerful than they.

7. *The Right to Sexual Freedom:* Children should have the right to conduct their sexual lives with no more restrictions than adults.
8. *The Right to Economic Power.* Children should have the right to work, to acquire and manage money, to receive equal pay for equal work, to choose trade apprenticeship as an alternative to school, to gain promotion to leadership positions, to own property, to develop a credit record, to enter into binding contracts, to engage in enterprise, to obtain guaranteed support apart from the family, to achieve financial independence.
9. *The Right to Political Power:* Children must possess the same political rights as adults, such as voting, holding office and the like.
10. *The Right to Justice:* Children must have the guarantee of a fair trial with due process of law, an advocate to protect their rights against parents as well as the system, and a uniform standard of detention.

(See generally Richard Farson, Birthrights (New York: Macmillan, 1974).)

Empower/Empowering -

What Does It Mean?

The words "empower" or "empowering" seem harmless in themselves. They imply "freedom", "responsibility", and basic human rights. They are found in Dick Armeys substitute bill to H. R. 1804. The Parents and Student Empowerment Act is endorsed by the American Association of Christian Schools and advocated in Governor John Engler's special message to a joint session of the Michigan legislature on education, which was delivered on Tuesday, October 5, 1993. They are further found in the booklet *Knowledge Revolution For All Americans* as published by the Knowledge Network For All Americans.

William Bennett, the darling of conservative America, is tied in with the design team The Modern Red Schoolhouse, and Tom Kean of The New American Schools Development Corporation (NASDC) are also promoting the concept of "parental and student empowerment".

When such a word becomes a part of key phrases, letters, booklets, or speeches, it is of obvious importance. We would urge all Americans to study in depth the booklets, writings, or speeches of those who have incorporated it into their vocabulary (especially if it has anything to do with the legislative process).

Because the words are so widely used by men and organizations, it is wise to read carefully not only what is written, but also more importantly to observe who the writers or organizations are. For that reason, we wish to offer a critique of The Knowledge Network For All America.

The seventy-seven page booklet *Knowledge Revolution For All Americans*, as published by The Knowledge Network For All Americans, should be required reading for all conservative Christian Americans. This becomes even more apparent when you read the listing of names who head the organizations and the sponsors and contributors to the organizations.

The ten leaders signed an open letter to parents, 1992 presidential candidates and members of Congress, governors and legislators, educators and employers,

media and community leaders, all Americans. They are certainly open in their effort for all America to hear their cries of concern for the betterment of the educational process. They are listed below:

Terrel H. Bell CFR
U. S. Secy. of Education
1981-1984

William Verity
U. S. Secy. of Commerce,
1987-1989
Chairman, U. S. Chamber
of Commerce, 1980-1981

Thomas Boysen
Commissioner, Kentucky
Department of Education

Stuart Gothold
Superintendent of Schools
Los Angeles County

Floretta McKenzie
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1981-1988

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In their effort to win the war against ignorance by empowering public schools, they deal with eight cultural myths:

- Myth #1:** Most American families have healthy, well-behaved, smart children.....
- Myth #2:** Media programming and advertising are harmless for our children.....
- Myth #3:** Working alone, America's public schools can prepare students for successful futures.....
- Myth #4:** Higher education need not be part of national public school reform.....
- Myth #5:** Community organizations have little influence on today's children.....
- Myth #6:** Employers are not major stakeholders in national public school reform.....
- Myth #7:** The federal government has little responsibility for improving public schools.....
- Myth #8:** Americans cannot afford to invest more money in public school reform.....

After identifying the cultural myths, they propose a plan of action for all Americans to build responsible learning cultures which includes:

Learning Improvement Contract (LIC)
Empowering the Family
Empowering the Public School
Empowering Higher Education
Empowering Community Organizations
Empowering Employers
Empowering the Mass Media
Empowering the Federal Government
The Knowledge Revolution Act of 1993

The booklet, an endorsement of *America 2000/Goals 2000*, certainly advocates the empowering of parents, teachers, schools, children, employers, the mass media, and the federal government. The book is well written and certainly challenges the present structure of our education system, and it should be challenged; but after reading the book, their idea of empowerment scares me. I question whether freedom as envisioned by our Founding Fathers can even hope to survive.

May we suggest that you contact THE KNOWLEDGE NETWORK FOR ALL AMERICANS. To order the booklet *Knowledge Revolution For All Americans*, or for further information on how you can participate in the Knowledge Network, call 1-800-736-4877.

Knowledge Network for All Americans
 Partners Creating Responsible Learning Cultures
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THE WILLIAM BENNETT CONNECTION

EDITOR's NOTE: One of the strongest advocates of choice/vouchers is former Secretary of Education William Bennett. He appears to be having a tremendous influence on James Dobson, Pat Robertson, and Bob Simonds, who are in turn having a tremendous impact on the private and Christian school movement in the drive to bring vouchers into reality.

Do Dobson, Robertson, and Simonds understand all of the implications that are involved? Are they aware of William Bennett's connections? Do they understand the total scope of the restructure of the education program? Only in time will the questions be answered but for the present it appears that many conservative Christian leaders are being taken in by the rhetoric and would do well to stop and take a hard look at the positions that they now advocate.

May I now present to you the William Bennett Connection, as detailed in Melanie Field's article.

WILLIAM BENNETT - MODERN RED SCHOOLHOUSE

Due to public reaction to the Common Core of Learning, the possibility exists that the VA Department of Education will offer "The Modern Red Schoolhouse" as an alternative. It is our opinion this is an attempted appeasement, in the hopes that since Bill Bennett's name is attached to it, we will accept it. There are some serious concerns even with this that must be looked at closely.

As many of you know, present education reform is George Bush's America 2000, now endorsed and renamed by Bill Clinton as Goals 2000. The plan has not changed, and each contain the same key elements: Six National Goals, National Tests, National Standards, National Efforts, OBE, early childhood intervention, and so on. All of which is resulting in a National Curriculum and more FEDERAL CONTROL.

SOME BACKGROUND

The New American Schools Development Corporation (NASDC) was established and finally incorporated on July 8, 1993. This was a direct result of America 2000. NASDC's purpose is "to support the DESIGN and

ESTABLISHMENT of new" schools. NASDC is a "private non-profit tax exempt organization formed by American BUSINESS LEADERS." (NASDC FACTS pg. 1 & 2. Emphasis added unless otherwise noted.)

"To carry out its mission, NASDC has drawn upon the talent, energy and vision of the finest minds in education, BUSINESS, public leadership, SOCIAL SERVICES, science, and the humanities, and more, brought together in SPECIALLY FORMED Design Teams that competed for NASDC INVESTMENT FUNDS." The initial capital raised by NASDC was \$40 million. (NASDC FACTS pg. 1 & 2)

"More than 1,500 applications... were sent out and 500 responded. These were SPECIALLY RECRUITED individuals with expertise" in various areas, including BUSINESS. (NASDC FACTS pg. 3) Out of the 500 respondents, 11 were selected with the final decision made on July 7, 1992. These 11 grants became known as the Design Teams, whose purpose, as stated above is to establish new American schools to meet the national goals. The Modern Red Schoolhouse (Bill Bennett/The Hudson Institute) is one of the original 11 Design Teams.

Among the original challenges presented to grant recipients was that "they must help *all* students meet

new NATIONAL STANDARDS...MUST prepare students for responsible citizenship, further learning, and PRODUCTIVE EMPLOYMENT," and to "seek fundamental institutional changes in American schooling." (NASDC FACTS pg. 2) A brief look at reform going on in VA sheds light on the new definitions of citizenship and what we may expect of "changes" in schools if government has its way.

Design Teams were to "re-think and re-configure how American children are educated." Selection criteria included "the likelihood that the design will enable ALL students to reach the National Education Goals and attain world class standards," as well as the "plans potential for fostering widespread application." NASDC wanted designs "that clearly break the mold of existing school practices." (NASDC FACTS pg. 3)

Proposals received by NASDC were reviewed by staff, the Educational Advisory Panel, and the "RAND Corporation (NASDC's Research and Analysis Contractor.)" NASDC spoke of the American people becoming a "force for change" to "exert pressure which will permit these new ideas to take root." This means the public is to become its own "Judas goat." The testing phase for the design began in the summer of 1993 to continue through spring of 1995. (NASDC FACTS pg. 3 & 4)

NASDC POINTS OF INTEREST

■NASDC's Research and Analysis Contractor, RAND Corporation, assisted in the construct of Planning Programming Budgeting System (PPBS). PPBS was originally used in building the Edsel, put into government in 1965 by the president, and implemented in the Department of Defense by McNamara. The Vietnam War was fought with PPBS management. PPBS was reported on and condemned in 1971 by California Assemblyman Robert Burke. The report states that PPBS techniques "were being promoted for achieving behavioral objectives." (Our last newsletter gave an overview of PPBS. For more information, contact us.)

■Former Va Governor Gerald L. Baliles is a board member for NASDC. Interesting to observe the position he and his wife have taken on VA reform efforts.

■A former Secretary of Labor is president and CEO of NASDC.

■Business leaders on NASDC's board include CEO's of B. F. Goodrich, Merrill Lynch, Eastman Kodak, Exxon, Xerox, Boeing, RJR Nabisco, and others. Most are members of CFR.

RJR Nabisco is RJ Reynolds Tobacco Company merged with Nabisco. Carl Rogers and William Coulson received a research grant from RJR to test and study affective educational theories developed by Carl Rogers. At the close of the experiment Rogers and Coulson reported it to be a dismal failure. The Tobacco Institute currently publishes a parents guide to keep kids from smok-

ing based on the same educational theories that previously failed.

■Former Chancellor of New York City Public Schools, Joseph A. Fernandez is a member of NASDC's Education Advisory Panel. This IS the same Fernandez of *Heather Has Two Mommies* fame.

■Thomas H. Kean, chairman of NASDC board of directors, is also on the advisory board for Empower America.

In summary, we would add that NASDC, being a private tax-exempt corporation, using private monies to implement GOVERNMENT reform, (which is the stated purpose of NASDC) is following in the path already taken by the U.S. that has caused innumerable education woes. This amounts to Corporation/Business having governing power over the electorate. In the use of, or co-mingling of private and public funds, there is no accountability to the citizenry, as business is not elected or representative of the people.

THE MODERN RED SCHOOLHOUSE (MRS)

Having reviewed the MRS grant proposal, we can safely say it wears the federal reform agenda. The term for this is fed-ed. There are some differences in MRS and the current offerings, but not enough to remove the fed-ed warning label. One difference seems to be the absence of "politically correct" content. If so, then good; but there is a big problem with the use of the Department of Labor's SCANS Report as one of three primary sources for MRS content. As noted in our last newsletter, SCANS is the federal/corporate wish list, the basis for much of OBE in terms of what government wants schools to "produce" for the needs of business. The morality of schools churning out "workers" for the needs of government and business should be called into question. SCANS says, "Ultimately, SCANS definitions will be the basis for assessment systems and curriculum elements." (SCANS - Blueprint for Action: Building Community Coalitions, pg. 19)

The second primary source is the Department of Education's "James Madison Series," which Bennett wrote in 1987. The big problem here is the General Education Provisions Act which prohibits government intrusion into curriculum. Bennett himself says in the "James Madison High School" on page 3 that government is prohibited by statute from "exercising direction, supervision, or control over the curriculum or program of instruction of any school or school system." In light of Bennett's own words, SCANS and NASDC ought to be even more cause for concern.

The third major component of MRS is E. D. Hirsch's "Cultural Literacy." Both good and bad have been said about this. Not having reviewed it, we offer no opinion except to say everything should be carefully reviewed before endorsing it.

As in other reform efforts, MRS uses the "multi-age multi-year" idea, where students learn in mixed age groups, staying with the same teacher for multiple years. A slight difference is that MRS calls for this only in homerooms. The teacher is called "teacher/advisor." We understand teacher, but what is this "advisor" business? Anytime a school takes a teacher out of the strict teaching role, there is cause for concern. (Executive Summary)

MRS makes use of "peer tutoring." This is limited to homeroom as opposed to schools that use it as standard fare. However, even limited to homeroom, do we send our children to school to tutor other children? Do we want them taught by other children? Educators will likely say children teach each other naturally. What parent has not observed this with siblings? Yes, it is natural, but there is also the down side. For instance, Melanie's son learned through peers how to expand his Lego building capacity. But he also learned the term "butt head" and "DUUHH". The issue is not that children DO teach each other; the issue is the line between nature and deliberate manipulation of nature—using children as mini-teachers, thereby holding back brighter students.

Another problem with peer tutoring is the weight of responsibility this places on young, unformed, vulnerable children. It is a rather adult responsibility. For those who subscribe to the Biblical view of child rearing, we ask where is the Biblical mandate to use children as teachers? Rather, the Bible lays this responsibility squarely upon the adult—parents.

Peer tutoring promotes the lie which seeks to turn the heads of children toward their peers in direct opposition to truth which seeks to "turn the hearts of children toward their fathers and the hearts of fathers toward the children." We also know that "foolishness is bound up in the heart of a child" and "the company of fools will be destroyed."

MRS describes "distinctive organizational features, including autonomy from the district, flexible daily and yearly schedules, and elimination of traditional grade structures." (Grant Abstract) Anyone who has read America 2000 literature will recognize the familiar call for year round schools open 6 a.m. to 6 p.m. Secretary Alexander claimed this would support families by freeing them from worries concerning child care and would support the family schedule. We call it government day-care, or socialized babysitting.

What will the availability of longer school hours do to private sector child care providers when government can make a better deal? How about the cost of air-conditioning in each school? Will teachers get raises for working 12 rather than 9 months? Who pays for this? If government is truly concerned with the "state of parenting," they would not encourage irresponsible parenting by offering what amounts to a free meal ticket. Some parents will gladly "dump" the children on school, and taxpayers will pick up the tab. Government is apparently more than willing to step into the parents' role.

Voters will be thwarted in the MRS "autonomy from

the district" design. True autonomy would be nice if, and only if, the top-heavy bureaucracy was eliminated. With elected school boards becoming more prevalent, do we want schools that are autonomous from those we vote into office? The reality is that most school boards act as mere rubber stamps for the state. This does not mean performing bureaucratic by-pass is the solution either. What school "autonomy" (site-based management) does is remove the local layer of bureaucracy, giving the STATE greater control over local matters.

The MRS idea of eliminating "traditional structure" sounds much like what OBE proponents are touting. MRS gives a clue as to what will replace grades in the "overview chart" which says, "Hudson units based on mastery, not time-on-task, indicates what a student has accomplished and when he may take a watershed test." In other words, the concept of Mastery is still entrenched in MRS. Present Carnegie units go. Children take as much time as they need to "master" a topic.

The "mastery exams" given at "three watershed points" tie nicely into the national data collection. Each state is responsible to collect certain data—not all academic—which is pooled at the federal level. In MRS, children will not escape the federal data collection, in fact, MRS anticipates further federal control as evidenced in this statement: "Until national standards are developed... until national exams are developed." (Grant Summary) We can look forward to greater federal control as states are brought into compliance through fed-ed reforms.

OBE rests on the theory that everyone can master everything if given enough time. Bennett says OBE is fine if "confined to cognitive outcomes." Even at that, can OBE be used without tapping into Skinnerian operant-conditioning? Must all students master everything? Can we allow them to excel in one area and accept a passing grade in another subject? (Empower America - Summary of Remarks by William J. Bennett, May 27, 1983)

MRS gives the impression it can by-pass government ideas of "ready to learn" by calling it "ready for school" and saying schools will establish their "own ready for school standards" and work with a "consortium of community and social service agencies to assist in getting EVERY child ready to learn." (Grant Executive Summary) The bottom line—SCHOOL decides what ready to learn is. And Social Services will "assist" in this effort. HOW will this be done? Aren't children BORN ready to learn? Through the schools, government is defining what ready to learn is and awarding themselves the right to "help".

Compare the language of MRS with another of the 11 Design Teams grants, called the Odyssey Project Schools "will contract with many different agencies to provide health care, social services, wellness and other essential support programs... This interagency arrangement will provide holistic support services to learners and their families."

MRS graciously offers "parent education," accord-

ing to government standards of course. Parents have been defined as "partners" in the child's education. We have been demoted from primary educators. The term "partner" gives the impression there is equal or shared authority. Are we to share parental authority with an arm of the government?

Parents are to be partners in the child's "academic, EMOTIONAL, and SOCIAL DEVELOPMENT." In other words, the school has a big stake in non-academic development. Unless behavior is disruptive, the old saying is MYOB. MRS goes on to say "parents WILL fulfill this role" by "showing youngsters how to behave properly, enforcing attendance and homework assignments and keeping in FREQUENT contact with the child's teacher/advisor." NASDC adds that "parents WILL consult with their child's teacher/advisor on a regular basis."

Compare again the language of MRS with the Odyssey Project on what parents will do: "Family involvement with their child's schooling will be a primary goal . . . Family members WILL provide service hours at each Odyssey center and WILL attend a minimum number of progress conferences with center professionals each year their child attends the center."

During phase one, MRS will be "INFORMING parents of . . . their responsibilities." And that "through technology (computers) parents WILL have TWO-WAY communication with teachers." Excuse us for getting flip, but does this mean buying new crayons, the latest Niki shoes, grading papers, baking cookies for class parties? Does it mean computerized letters from school? Does it mean home computers will be linked to school computers? This may sound like a joke, but indeed it is not. An IBM flow chart from Indiana shows regional/district/school computers linked to home computers!

Most disappointing is the use of Individual Education Contracts, which is the same concept to the Special Ed IEP's. The MRS Executive Summary says this "tailors educational programs to his or her particular aptitudes. It SPECIFIES the EXPECTED outcomes for EACH student and how the school and parents WILL help the student reach those outcomes." NASDC FACTS says an "Individual Education Contract will be an educational road map for the student over a specified period of time and will be integrated into a computer network as part of an instructional management system AVAILABLE TO ALL TEACHERS."

Keeping in mind MRS philosophy and tendency toward Individualized Education, we quote from the U.S. Department of Education's Secondary School Recognition Program entitled, "Profiles in Excellence Resource Guide" (1982-1983) "The major goal of the school's curriculum is to INDIVIDUALIZE the learning process for EACH STUDENT. The district is in the process of developing a DATA BANK for students and a TESTING PROGRAM for determining EXPECTANCY instruction levels for each INDIVIDUAL student. Once this is in place, staff will develop an INDIVIDUAL education plan for each student to meet the individual needs. The major difficulty the school is encountering in implementing this new process is the secondary staff who are trained

as subject matter teachers, teachers need to be RETRAINED to focus on INDIVIDUAL needs rather than on content areas."

The MRS Executive Summary talks of teacher re-training in very similar language. It says, "To help staff in implementing the design, the school will train teachers in INDIVIDUALIZING instruction. . . ."

MRS focuses on assurance of outcome vs. assurance of instructional delivery. Cost involved in insuring outcome through mastery and IEC's will be the same as for the "politically correct" cousins of this system. Under any mastery system, high achievers wait while slower students catch up. "Students will be given as much time and instruction as necessary to prepare for watershed assessments." (Grant Summary) Practically speaking, one child could take months, while another only days.

In a highly individualized system, the teacher cannot give personal attention to 25 - 30 students. Enter the computer, which will act as teacher substitutes, and by extension, human substitutes. Computer literacy is good, as well as using them for assignments, but we must guard against computers being used as substitutes in this type of system.

WILLIAM BENNETT / HUDSON INSTITUTE POINTS OF INTEREST

Bennett became chairman of the National Endowment for the Humanities in 1981. In 1983 an interesting conference took place that was funded by awards from the Endowment. The Washington Times (March 7, 1983) reported "funds provided by the National Endowment for the Humanities . . . will underwrite two days of speakers, photography exhibits and discussions on the relevance of Marx's ideas to issues in American Society." The article ends with, "if only it were Groucho."

Bennett asserts that "political leaders can help shape attitudes through public discourse and through SOCIAL legislation." He also asserts that civil rights legislation was "statecraft as soulcraft," and "we ought to do more of it." So—whose ideas will become legislative "soulcraft"? On education, Bennett calls for "radical reform of education through NATIONAL STANDARDS" and "a core curriculum." "National" standards will sure make a heap of difference when choice comes rolling around, won't it? We will have our choice of WHICH government cloned school to send our children. (4/18/93)

A 1985 New York Times (9/17/85) article quotes Bennett as saying the most difficult time in his career was "the death of my friend, boss, and MENTOR, Charles Frankel." So who is this Charles Frankel? He was on the editorial board of "The Humanist," and an associate member with such well knowns as B. F. Skinner and Betty Friedan. Frankel was chairman of the U.S. Delegation to UNESCO in 1966, on the board of

directors of N. Y. State Civil Liberties Union 1960-1965, a Carnegie Corporation reflective year fellow 1959-1960, and Council on Foreign Relations. Mentor means instructor, guide, teacher, trainer.

Bennett's support of national testing and curriculum goes back a few years. A March 1985 *USA TODAY* article says, "Bennett said he supports the NATIONAL TEST" and that "Bennett urged formation of a NATIONAL CURRICULUM of common sense." But how does ANY national curriculum make common sense, especially when it is against the law?

In 1987 the director of the Council of Postsecondary Accreditation took exception to one of Bennett's remarks calling it "very unfortunate" and "a very medieval view of what accreditation is." So what did Bennett say? "Traditionally, accrediting agencies have looked at INPUTS." Oops, does that have a familiar ring? Quoting Bennett again, "...the focus should be on OUTCOMES, or students achievement - what students actually learn." Outcomes? Inputs? He is also said to have "proposed new regulations for agencies that accredit colleges, universities and post secondary trade schools." (*QUAD-CITY TIMES*, Sept. 1987) "Medieval" is putting it mildly.

As many know, Bennett was called on the carpet, so to speak, for smoking while he was the nation's "Drug Czar." He decided to quit and enrolled in a six-day quit smoking program. The News and Observer of North Carolina (March 1989) describes the six-day program this way: Bennett "sweated through daily aerobics classes and meditated during intense sessions of yoga." No comment!

One of Bennett's Design Team Members is the "conservative" Chester Finn—or so it seems. Finn serves on the team of the Edison Project as well. Yes, this is the same Edison Project headed up by Chris Whittle who gave us Channel One. Whittle has ties to Time-Warner who gave the American public "Cop Killer" and Madonna's book, "Sex". Chris Whittle is quoted as saying, "America can have 50,000 New Age elementary schools on-line by the year 2000." (Ohio Newspaper, 1992)

Bennett has touted the "Effective Schools" party line on and off for years. No surprise then that on the Modern Red Schoolhouse, the Design Team is a member of the National Center for Effective Schools. "Effective Schools" happens to be one of THE most behaviorally oriented organizations in existence. One of their familiar phrases which Bennett parrots is "high expectations." Meaning that school reform includes as a "fix-it" strategy changing the expectations of teachers to expect more of students. The problem is that in all the nice talk about expectations, little is said about what teachers will actually teach. The reformers salivate about "high expectations" as necessary to reform while Americans sit back getting the warm fuzzies about teachers' "new attitudes."

The problem here is this—how many of us have had high expectations of others—say a spouse—only to be let down? We can have all the high expectations we want and that will not in itself guarantee someone else will meet up to them or "perform" any better. Actually

"high expectations" is another example of OBE ed-speak that clouds the real issue—what will teachers TEACH? Reformers can hide behind their "high expectations" never being held accountable for the actual material they deliver. Students will bear the responsibility for not learning because teachers, after all, had "high expectations."

In all seriousness, high expectations is another example of something good misused. There is merit to having a good attitude toward those you teach, but it should not let teachers off the hook or lay the blame on the student. It cannot be a panacea for education ills. Nothing can replace good solid teaching. The focus needs to be thrown back to solid academics while we leave the "warm fuzzies" to the therapy clinics.

Interesting pieces fall into place as documents are gathered. It is common to find the same name tangled up with numerous organizations and foundations who have their hands in the education reform pot. The Hudson Institute is no less interesting. First, Bennett is a "Hudson Institute John M. Olin Fellow" of the John M. Olin Foundations. James Pierson, executive director of the Olin Foundation is also president of the Philanthropy Roundtable. The Roundtable says it believes in and promotes "self sufficiency and independence" and "is for grantmakers who want to help individuals succeed." The Roundtable works with "donors" to "ensure" their dollars are having the greatest impact in accomplishing the objective THEY intend. (Roundtable information brochure)

Of course it IS their money, and they can use it any way they want, so let's take a look at how they do use it. First, the Roundtable "has generated a resource bank of ideas and experience of effective grantmaking . . . information has been . . . disseminated . . . on topics" such as "health, EDUCATION, and SOCIAL WELFARE . . . the environment, and PUBLIC POLICY." (Roundtable information brochure)

Hmmm! Sounds a bit political! How does this jive with "individual success"? Maybe the list of conferences they have sponsored will help. Oops! Those are political too. Titles include: RADICAL SCHOOL REFORM—NEW directions in CHILD WELFARE POLICY. Child welfare policy? It appears the generous sounding Roundtable cannot resist involving itself in politics and social agendas, not to mention someone else getting involved with OUR children.

Hudson also has its fingers in the political/educational pot. In fact, the "Report on the Task Force by the National Governor's Association" references a Hudson Institute publication called, "Workforce 2000: Work and Wonders for the 21st Century." This publication was co-authored by Arnold Packer, and is referenced in a Hudson brochure as one of the publications done by "Hudson scholars." On that same list is "Devaluing America" by William J. Bennett.

Packer's book is also referenced in "The Virginia Plan for Strengthening the Commonwealth's 21st Century Workforce," a report complete with youth-work learning centers and recommendations to withhold employment based on achieving mastery/compe-

tency skills. The Virginia report recommends establishing a SINGLE authority with the power to oversee and give "direction" to various job training service/facilities.

Hudson Institute's Arnold Packer's book is even found referenced in the SCANS report called "Learning a Living: A Blueprint for High Performance." Not too surprising since Packer was also executive director of SCANS. Packer's book is described in the SCANS report as "the seminal study" which "laid the 'cornerstone' of the 'reform structure' we continue to assemble." This is the SCANS report that speaks of the Certificate of Mastery as "a ticket for job selection." Sounds very similar to the VA report mentioned above.

The 1993 SCANS report called "Teaching SCANS Competencies," quotes from Packer's book. It reads, "the preparation of future workers MUST include methods and techniques that address the SCANS skills and competencies." Evidently Hudson is lending its support to Department of Labor control over what work skills we should have and by extension what jobs we can hold.

The Hudson Institute's Modern Red Schoolhouse brochure describes "knowledge and skills" as the means to living "happy and fulfilled lives." To ensure that "all children" acquire this, Hudson says, "we MUST build a world-class system of public education." (Where have we heard that term before?) This is as if to say knowledge and skills are the keys to happy fulfilled lives. Kind of makes me wonder if anyone was happy and fulfilled before we began this journey or worshipping education as the key to all of life's problems. Was anyone happy prior to education reform? Did anyone acquire the needed skills without the government's help? How have we gotten by without their meddling mother-in-law help all these years?

As long as Bennett is rubbing elbows with Chester Finn, maybe we should take a closer look at him. U.S. News and Work Report (7/15/91) says of Finn, "The Bush Administration's true education philosopher is Chester Finn, Jr., a professor of education and public policy at Vanderbilt University. Finn is the CHIEF ARCHITECT of Bush's plan to fix the nation's schools." Gulp!! We thought it was the governor's fault!!

Finn has a rather interesting idea about local control. Education Week, (2/13/91 - a Carnegie publication) reports, "In Reinventing Local Control," Chester Finn, Jr., contends that school boards are no longer capable of running schools, that the boards are superfluous and dysfunctional." We might all agree on "dysfunction" but not on "superfluous." What is it that Finn sees as a solution? He answers in Education Week, (1/23/91) "At a time when radical alterations are needed throughout elementary-secondary education, school boards have become defenders of the status quo. The tradition of local control may need to be altered to admit the influence of external force CHANGE AGENTS." Please note, Finn's ideas seem to have been carried out. The federal government gave us a site-based management as an appropriation for schools carrying out "system wide reforms." (Public Law 102-325)

Bennett and Finn appear to be in agreement on such ideas as nationalizing education. "Chester E. Finn, Jr., former head of the Department of Education's research branch, has stated that he favors the development of a 'national curriculum' for the nation's schools." (Education Week 2/22/93) Of course he does; the U.S. News and World Report mentioned earlier states, "Finn 46, was Alexander's principal advisor on the key elements of the new 'America 2000' plan: a national examination system, a network of experimental schools and public funding for private education. He wrote NEARLY ALL the drafts of the blueprint, and he accompanied Alexander to the White House to sell it to the president."

There you have it! STATIST conservatism at its finest! Is that just my opinion or do others share it? Joseph Sobran, colleague of Bennett's at National Review says this in "Insight" May 1993, "what makes me uneasy about him and Jack Kemp is they've both headed departments of government that ought not even exist, and I think what's urgently needed now is actual reduction of government." Rockwell of the von Mises Institute says, "All this Clintonian stuff about a National curriculum was started by Bennett. He vastly expanded the (Department of Education) budget. He... wanted National certification of teachers and national curriculum and total centralized federal control over every single classroom in America." Rockwell continues, "he (Bennett) lobbied very hard for all these laws which vastly expanded federal power into people's private affairs." The drug war Rockwell says, made "every American a potential criminal and used the people's legitimate concern about drug use to vastly expand federal power."

Rockwell's assertion comes as no surprise. Any-one who has read any of the "drug free" legislation will see clearly the expanded federal role in controversial "affective" behaviorally oriented drug education. Not to mention one fine piece of legislation that makes use of closed military bases for "drug rehabilitation" complete with work programs, all under the command of military personnel. Rather than protecting the nation, the military is now given supervision over civilians due to this legislation. The legislation is Public Law 100-690, 1988.

A FEW CLOSING REMARKS...

Though I would agree with some of what Bennett has to say regarding moral decay in America, I find his solutions unacceptable and the company he keeps questionable. It is inexcusable that a "conservative" like Bennett would participate in a totalitarian scheme such as America 2000 and the Department of Labor's SCANS initiative. In fact, other "conservatives" have entered the same STATIST ball game. Wife of "conservative" Senator Robert Dole co-created the SCANS when she was Secretary of Labor.

Is it really the liberals we have to thank for selling us down the river? Those we look to as conservatives appear to be nothing more than sheep in wolves cloth-

ing. This begs another question—Why are conservative leaders rubbing elbows with Bennett at all and inviting him to speak at Christian schools and conferences? Are our leaders aware of the trap they are setting for those that follow them? Do they really think they can find a "political messiah" in William Bennett? It would appear some do. When was the last time anyone heard "famous" leaders ask Bennett some really tough questions? When? When did they ask Bennett to explain his role in America 2000/Goals 2000? Listen! Do you hear the silence of your Christian leaders? It is deafening! Oh you get a tidbit of information here and there, but where is the real hard hitting truth? I have a name for the silence. I call it "Christian Dis-information."

The Modern Red Schoolhouse boils down to nothing more than a "less" radical version of FEDERAL EDUCATION. I would remind readers of Article X of the U. S. Constitution which says, "The powers not delegated to the United States by the Constitution are reserved to the states." This means education is a state issue, and whether conservative, or radical, the Constitution does not give authority to the federal government to intrude. Do we really want a conservative version of federal control? When has that kind of power NOT led to corruption?

The solution is NOT in bargaining with the government to persuade them in leveling a benevolent eye our way. The solution lies in God given and Constitutionally protected rights and authority which the people must reclaim. No matter how "conservative" government education is, God NEVER gave government a compelling interest in the rearing/education of children. We must guard against "bargaining with the devil."

The sad fact remains that participants in NASDC and the Design Teams are knowingly or unknowingly participating in something Constitutionally unlawful, and in the process undermining parental authority and Constitutional Government. Remember—the very nature of NASDC is the mix of business and private money to carry out government reforms. The American Heritage Dictionary says this: "A philosophy or system of government that advocates or exercises dictatorship through the MERGING OF STATE AND BUSINESS LEADERSHIP." This is the definition of FASCISM, or more precisely, Corporate Fascism.

If that sounds radical, look around at the school-business partnerships. Who is donating money to education reform? Numerous tax-exempt foundations have been involved in funding education for many years. (See Educating for the New World Order, by B. K. Eakman.) As pointed out, who stands accountable for government programs that are financed through private funds? And is that not the exercise of governing power?

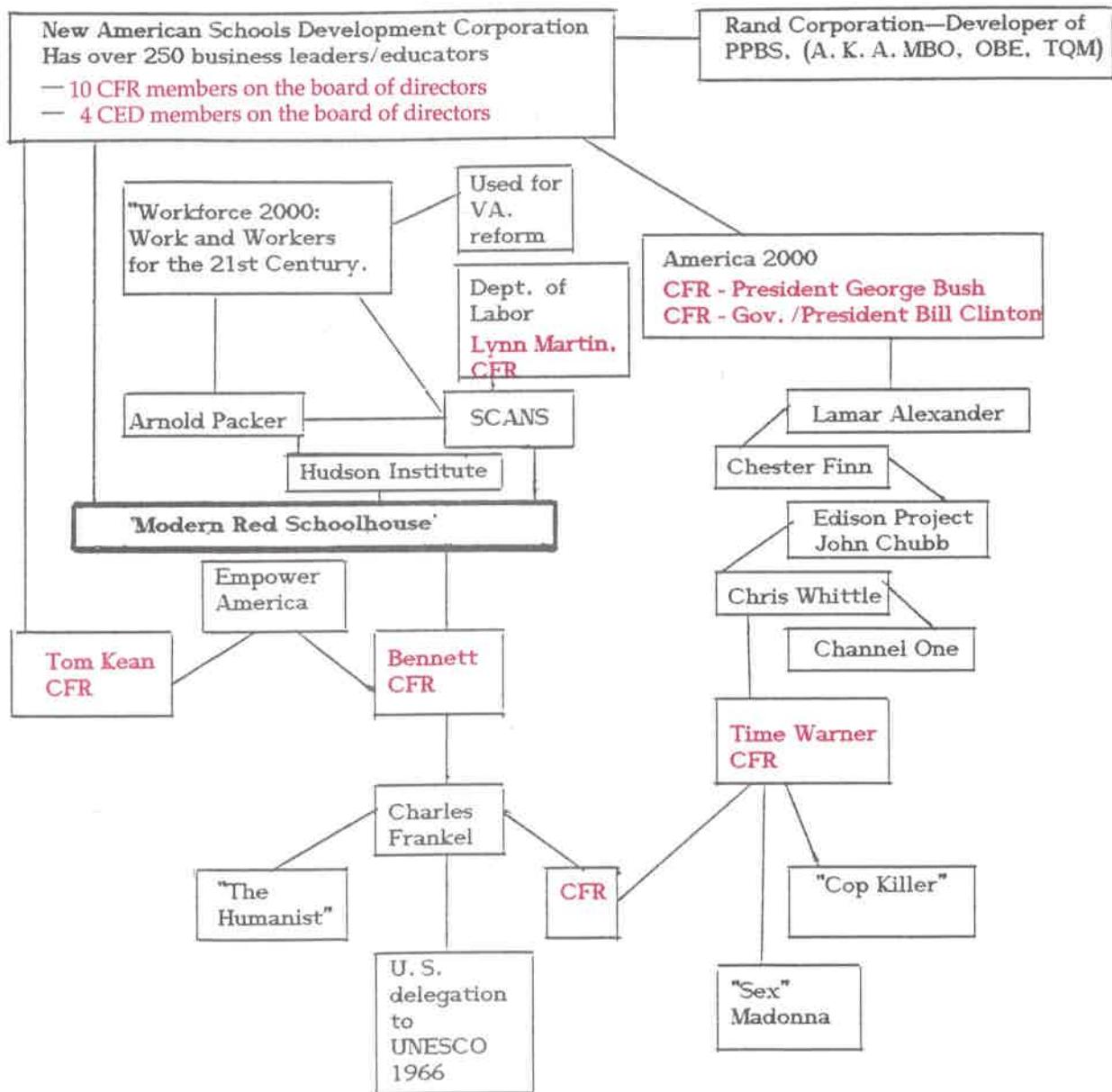
Conservatives must be especially aware of how endorsement of any of this assists in the chipping away of Constitutional protections. Any action we take is best directed at the SOURCE of educational woes, which is the federal government overstepping its authority. But first and foremost, we as a people must gather our children to ourselves and refuse to let government, Bennett or not, dictate how we will educate and rear them. There is no room for compromise because "children are the heritage of the Lord."

William Bennett Desires TOTAL Centralized Federal Control

"All this Clintonian stuff about a National curriculum was started by Bennett. He vastly expanded the (Department of Education) budget. He . . . wanted National certification of teachers and national curriculum and total centralized federal control over every single classroom in America."

(LLEWELLYN ROCKWELL,
Ludwig VonMises Institute
/Insight, May 16, 1993, page 30)

THE WILLIAM BENNETT CONNECTION



The Origin and History of the Voucher Mentality

Is the idea of a voucher plan from grassroots America? History proves otherwise.

The following is but a brief history of the effort to introduce vouchers into the educational program. Private and Christian schools would be wise to look at the following evidence which proves that the idea of vouchers comes not from grassroots America but rather from the liberal establishment who would use the voucher system to entice parental support to restructure the educational program, which in turn, will restructure the nation.

Let us never forget that it was George Bernard Shaw of the Socialist Fabian Society of England who said,

"Nothing will more quickly destroy independent Christian schools than state aid; their freedom and independence will soon be compromised, and before long their faith."

(quoted from the *Oregonian*, 10/20/92)

The following is a brief history of the movement to introduce vouchers into the education system.

1959: In 1959, in France, a law was passed creating a contractual relationship between the federal government and private schools. The government wanted to give parents "freedom of choice," while "the strongly leftist National Education Federation, the union that represented the majority of the 800,000 teachers in the public school system, maintained that siphoning off public funds for private schools damaged the state system." It was not until December, 1982, that France's Education Minister Alain Savary announced the government's plans to take control of those private schools that had received federal aid to assure a better material, moral, and social management of na-

tional education, after President Francois Mitterand had vowed to reorganize the French educational system into a 'unified public education service.'

More than 2 million of France's 12 million school children attended private schools. 'Tens of thousands of people have taken to the streets in marches, in major cities such as Paris, Brest, Nantes, and St. Nazaire in recent months,' said the conservative opposition in Parliament, said the plan threatened the very basis of freedom in education. *LeFigaro* said it was worse than that: 'Private schools are no longer threatened; the propositions of Alain Savary on the future of private education are equivalent to a sentence of death.' **Private schools which had not received federal aid were not affected.**'

(see page 412 for documentation)

1960: Keynesian economist Milton Friedman, began in 1960 to promote the voucher plan, at first unsuccessfully in his Alum Rock Experiment, and he later wrote *Free to Choose*, published in 1979. In it he not only promoted a voucher that parents could use at any public or private school in the country, but "at the same time require public schools to finance themselves by charging tuition" although relieving "no one of the burden of taxation to pay for schooling."

(see page 409 for documentation)

1977: The defeated Minnesota Voucher Bill of 1977 revealed a host of hidden rules, regulations, and costs. Among them were the requirements that schools be accountable to the Senate regarding "all financial and administrative records, courses of study

offered, curriculum materials and textbooks, the qualifications of teachers, administrators and paraprofessionals, the minimum school day, the salary schedules, financial reports of money spent per pupil, and other information as may be required. . . ." In addition, all schools participating in the program would have been required to file "a certificate with the State Board of Education, that the school is in compliance with Title VI of the 'Civil Rights Act of 1964."

(see page 409 for documentation)

1979 Milton Friedman writes in *Free to Choose* on page 150-151 which is published by Avon Books:

One simple and effective way to assure parents greater freedom to choose, while at the same time retaining present sources of finance, is a voucher plan. Suppose your child attends a public elementary or secondary school. On the average, country-wide, it cost the taxpayer—you and me—about \$2,000 per year in 1978 for every child enrolled. If you withdraw your child from a public school and send him to a private school, you save taxpayers about \$2,000 per year—but you get no part of that saving except as it is passed on to all taxpayers, in which case it would amount to at most a few cents off your tax bill. You have to pay private tuition in addition to taxes—a strong incentive to keep your child in a public school.

Suppose, however, the government said to you: "If you relieve us of the expense of schooling your child, you will be given a voucher, a piece of paper redeemable for a designated sum of money, if, and only if, it is used to pay the cost of schooling your child at an approved school." The sum of money might be \$2,000, or it might be a lesser sum, say \$1,500 or \$1,000, in order to divide the saving between you and the other taxpayers. But whether the full amount or the lesser amount, it would remove at least a part of the financial penalty that now limits the freedom of parents to choose.

The voucher plan embodies exactly the same principle as the GI bills that provide for educational benefits to military veterans. The veteran gets a voucher good only for educational expense and he is completely free to choose the school at which he uses it, provided that it satisfies certain standards.

1980 July: In July, 1980, the First Global

Conference on the future was held in Toronto, Canada. One of its prime objectives was to push educational choice on an unsuspecting American, Canadian and European citizenry. Some of the participants were:

Edward Cornish - World Future Society

Aurelio Peccel - Club of Rome

R. T. Francoeur - Aquarian Cabal

Miriam & Edward Kelty - National Institute of Mental Health

Dorothy MacLean - Findhorn Foundation

Barbara Marx Hubbard - Prominent New Ager

Mark Satin - Anarchrist, Green Revolution Activist

Marilyn Ferguson - World's leading New Ager

Maureen Murdock - Occultist

Moshe Davidowitz - American Association for Humanistic Psychology

and many others...

(see page 409 for documentation)

1981: And in 1981 the American Legislative Exchange Council, founded by Paul Weyrich ("We are radicals who want to change the existing power structure. We are not conservatives. . .") Richard Viguerie, 1980), mailed to 16,000 state and federal officials and legislators a suggested educational voucher.

(see page 409 for documentation)

June 18: On September 23, 1968, certain requirements, pursuant to Sec. 522(d) of the Economic Opportunity Act were approved by the U.S. Department of Health, Education, and Welfare, the U.S. Office of Economic Opportunity, and the U.S. Department of Labor. The key federal legislation underlying and controlling any subsequent education legislation was adopted on June 18, 1971. This master control system, called "The Interagency Day Care Standards," hinged upon the federal government's own definition of day care: "Day care is defined as the care of a child on a regular basis by someone other than the child's parents for any part of the 24 hour day."

Also: "As a condition of federal funding, agencies administering day care programs must assure that the requirements are met in all programs or facilities the agencies establish, operate, or utilize with federal

support... (An operating agency is) any agency, public or private, which receives federal funds directly (as an administering agency), or indirectly through a grant or contract with an agency acting as administrator of federal funds in the area, by way of reimbursement through a vendor payment made by the administering agency for day care services provided for the child and his family."

What this says, is, all educational facilities, whether public or private, that receive federal funding, either directly or indirectly, are obliged to ("shall, must, will") comply with all laws, rules, regulations, standards, techniques, licensing and certification requirements, ideology, philosophy, administrative policies, and anything else covered that are set down as standards for the public schools. If one school in the entire system received federal funds, all other schools in that system must comply. Of course, all public school systems are grouped into school districts, and all public school districts are controlled by State agencies. So, if only one school in the state receives federal money, the entire state must abide by the Inter-agency standards. "Acceptance of Federal funds is an agreement to abide by the Requirements."

(see page 409 for documentation)

July: In the July 1981 *School Board News*, Thomas A. Shannon, Executive Director of the National School Boards Association stated:

"...tuition tax credits for private elementary schools would profoundly change the character of private education. A simple fact of political life is that public regulations follow public money.

"Private schools that operate with public money will be subject to public regulations regardless of whether this is done in the name of 'accountability' or effective social change."

From - *Tuition Tax Credits - A Responsible Appraisal*,
page 26. BARBARA MORRIS

1982 October: "Nothing will more quickly destroy independent Christian schools than state aid; their freedom and independence will soon be compromised, and before long their faith."

George Bernard Shaw of The Socialist Fabian Society of England (quoted from *The Oregonian*, 10/20/82)

1982 December: France's Education Minister Alain Savary announced the government's

plans to take control of those private schools that had received federal aid "to assure a better material, moral, and social management of national education, after President Francois Mitterand had vowed to re-organize the French educational system into a 'unified public education service.'

More than 2 million of France's 12 million school children attended private schools. "Tens of thousands of people have taken to the streets in marches, in major cities such as Paris, Brest, Nantes, and St. Nazaire in recent months," said the conservative opposition in Parliament, said the the plan threatened the very basis of freedom in education. *LeFigaro* said it was worse than that: 'Private schools are no longer threatened; the propositions of Alain Savary on the future of private education are equivalent to a sentence of death.' Private schools which had not received federal aid were not affected."

(see page 412 for documentation)

1984 October 2: Congressman Thomas J. Biley, Jr., of Virginia, introduced H.R. 6374 which provided for a tax credit of up to \$200 annually per child for "any expenses paid or incurred by an eligible taxpayer... who provides an education in his home for a dependent of the taxpayer." Fortunately, this bill died at the close of the 98th Congress without any action taken up on it.

(see page 412 for documentation)

1989 January: The White House Workshop on Choice (in Education) is held, after which leading educators supporting educational choice participate in regional strategy meetings resulting in a notebook titled, *Choosing Better Schools, Regional Strategy Meetings on Choice in Education*. Feeling that parents should have the right of "choice" (instead of forced busing, for example) of the schools their children attend, there is a growing support especially among conservatives for "educational choice." However, too little attention is paid to the statements by leading proponents of choice that if vouchers or tax credits are involved, then federal regulations will accompany them to private as well as home schools. (See warning about educational choice in papers, "Educational Choice: An Innovative Approach," by Virginia Birt Baker, May 10 and July 9, 1990, and see Barbara M. Morris' *Tuition Tax Credits: A Responsible Appraisal*, 1983).

(see page 112 for documentation)

June 18: On June 18, 1989, in his column "Here We Stand" in the *New York Times*, Albert Shanker, President of the American Federation of Teachers, wrote: "Changes, big changes, are needed. Pub-

lic school choice, by itself, is not the big change we need. But it may be that we can't get the big changes we need without choice."

(see page 411 for documentation)

July 8: The New American Schools Development Corporation is formally incorporated. It was formed by American business leaders at the request of President Bush; and based on 6 National Education Goals established in 1990, NASDC on July 7, 1992 will select 11 Design Teams to produce "New American Schools." One of the award winning programs will be titled, "Odyssey," and will include students from birth, teach them world citizenship, and will require 220 hours of community service by the time students graduate. Seven Council on Foreign Relations members and 5 members of the Committee for Economic Development are on the NASDC Board of Directors.

(see page 119 for documentation)

September: "No agency of state can relinquish the necessary civil control over agencies using or receiving tax funds. To receive any state funds whatsoever is to receive state controls.... To ask for vouchers or anything else from statist sources is to ask for higher taxes." (R. J. Rushdoony, 9/89)

(see page 409 for documentation)

1991 April 18: On April 18, 1991, President Bush released *AMERICA 2000: An Educational Strategy*. It is a bold, complex, and long-range plan to move every community in America toward the national education goals adopted by the president and the governors last year.

This sourcebook is a collection of documents that together offer a comprehensive description of *AMERICA 2000*. Also included in it are the national education goals and the joint statement from the historic Charlottesville education summit. In his address to the nation, reprinted in the pages that follow, the president offers a striking vision for our schools. He challenges us all to join him in a populist crusade to make America—community by community, school by school—all that it should be.

Lamar Alexander
Secretary of Education

(AMERICA 2000, introduction)

We can encourage educational excellence by encouraging parental choice. The concept of choice draws its fundamental strength from the principle at the very heart of the democratic idea. Every adult American has the right to vote, the right to decide where to work,

where to live. It's time parents were free to choose the schools that their children attend. This approach will create the competitive climate that stimulates excellence in our private and parochial schools as well.

(George Bush, p. 5, AMERICA 2000)

CHOICE: If standards, tests and report cards tell parents and voters how their schools are doing, choice gives them the leverage to act. Such choices should include all schools that serve the public and are accountable to public authority, regardless of who runs them. New incentives will be provided to states and localities to adopt comprehensive choice policies, and the largest federal school aid program (Chapter 1) will be revised to ensure that federal dollars follow the child, to whatever extent state and local policies permit.

(p. 22, AMERICA 2000)

May 23: Democratic Senator Edward Kennedy, interestingly, was asked to introduce the Republican "Excellence in Education Act," S. 114, which he did on May 23, 1991. Under "Title V: Parental Choice of Schools," Part B amends Chapter 1 of Title 1 of the Elementary Secondary Education Act of 1965 (ESEA) "so that local Chapter 1 projects and educational choice programs will be coordinated with, and enhance each other." Section 511 ensures "that children receiving Chapter 1 services do not lose those services when they participate in an educational choice program." This is the "America 2000" long-term national strategy promoted by President Bush and Education Secretary Lamar Alexander which "anticipates major change in our 110,000 public and private schools, change in every American community, change in every American home, change in our attitude about learning, change in our lifestyles,...and unprecedented and impressive innovations and ambitious experiments...community by community...continuing through our lives." (Title 1 ESEA money carries many strings ("services")!

Furthermore, P. L. 100-297 encourages the state to implement "school reforms," under various provisions of the federal law, which state legislators fall all over themselves offering "choice" bills to "improve the schools and the education of children."

(see page 412 for documentation)

1992: Knowledge Network for All Americans publishes the booklet, *Knowledge Revolution for All Americans* in which they state the following:

We must invest ourselves in developing responsible learning cultures in every organization—family, school, business,

media, community and government—to fight the cancer of ignorance spreading over our country. Competitiveness in our global knowledge economy requires focusing on the public schools because they educate 90 percent of the American people. New investment incentives for public schools, however, must be tied to educational reform and improved student performance. *Before we waste another generation, we must undertake a Third American Revolution—a Knowledge Revolution for All Americans.*

Preface—

Former Secretary of Education Terrill H. Bell is the leading figure in The Knowledge Network.

July 23: "G. I. Bill" for children, officially known as Federal Grants for State and Local "G. I. Bill" for Children Act. S. 3010, is proposed by Senator Danforth and placed into the Senate record on July 23, 1992, serves as a classic example of what can be expected by those who participate in the federal program.

What can we expect?

Section 5 (3) reads as follows:

(3) permits all lawfully operating public and private elementary and secondary schools, including religious schools, if any, serving that area, to participate in its program assisted under this Act if such schools so choose.

(see page 415 for documentation)

SEC. 13. NATIONAL EVALUATION.

From funds reserved under section 3(b), the secretary shall conduct a national evaluation of the activities assisted under this Act. Such evaluation shall, at a minimum—

(1) assess the implementation of programs assisted under this Act and such programs effect on participants, schools, and communities in the program area, including parental involvement in, and satisfaction with, the program and their children's education;

(2) compare educational achievement of participating children with the achievement of similar nonparticipating children before, during, and after the program; and

(3) compare—

(A) the educational achievement of children who use scholarships provided under this Act to attend schools other than the schools such children would attend in the absence of the program; with

(B) the educational achievement of children who attend the schools such children would attend in the absence of the program.

SEC. 14. ENFORCEMENT

(a) REGULATIONS. The secretary shall promulgate regulations to enforce the provisions of this Act.

(b) PRIVATE CAUSE OF ACTION PROHIBITED. No provision or requirement of this Act shall be enforced through a private cause of action.

(see page 417 for documentation)

1993 - July 1: Utah SB 258 - Education Options Pilot Program Section 3:(4)(A)

(4)(a) Private schools have the option of participating in the program.

(b) (i) If a private school chooses to participate in the program, it must satisfy eligibility requirements established by the State Board of Education in consultation with a representative group of the state's existing private schools.

(ii) The requirements shall relate to prior and current performance by the school as measured by test results, graduation rates, and the general satisfaction of the clientele served by the school.

(iii) The State Board of Education shall establish procedures to monitor private schools for continuing participation in the pilot program based on the performance measures established under Subsection (4)(b)(ii).

(c) The State Board of Education shall establish eligibility requirements for newly created private schools with no prior record of academic achievement.

(d) Each participating private school shall file a copy of its entrance requirements with the State Board of Education.

(e) (i) The State Board of Education through the State Office of Education shall monitor private schools participating in the pilot program.

(ii) Any school that accepts a student under the pilot program shall participate in the statewide testing program required in Section 53A-1-603 as it applies to the student and the student's scores shall be reported to the State Board of Education.

(see page 435 for documentation)

Date: Parents and Student Empowerment Act offered by Dick Armey of Texas. This is the same bill that the American Association of Christian Schools ardently supported in their September 13-15, 1993 Resolution passed at their twentieth annual Washington conference.

Title I is a sweeping endorsement of the national educational goals. (see pp. 473-475 for documentation)

Title II

Section 211 - allotment of funds.

(E) Special provision - not less than 25% of the amounts made available to local educational agencies under this title shall be used for choice programs. (See pg. 483 for documentation)

In the same bill, Section 209 - Parental consent requires written consent for testing, evaluations, re-

lease of records, etc., by the student if an adult or an emancipated minor or in the case of an unemancipated minor, by the parent or guardian.

Passage of the Childrens' Rights Act as encouraged by the President and signed by 137 nations would remove all parental authority over the child and slam the door shut to parental guidance.

(see pages 481-482 for documentation)

October 5: Michigan Governor John Engler, before a joint session of the Michigan legislature, states,

I propose that the state fund not "the system" but the students. Let parents choose the public school they want their kids to attend, and have a foundation grant follow the kids to the school they've chosen. The customer decides. That's the American way. And that will be the Michigan way...

...In addition to empowering families with the foundation grant, another tool I am proposing is the Student Education Bank Account. This account will be created for each Michigan child attending a public school. Every fall, moms and dads will see, in writing, the total education dollars the state is investing in their updated statement of account that they can study and hold in their hands. They can think about what that investment means for their children's future, and choose the best school for them. Perhaps parents will choose a public school that offers higher quality instruction at a lower cost than that available in their district. If so, they can bank the difference and apply that money to tutoring or summer schooling.

(see page 511 for documentation)

November 2, 1993: California Proposition 174 - Education vouchers. Initiative Constitutional Amendment was placed before the voters but was defeated by a wide margin.

The measure would have required testing of children by the state and placed the private and Christian schools under more stringent regulations and laws.

Although restrictions would be placed on the legislature to make regulations more difficult, the private/Christian school would no longer be in control of their program or policies. A three-fourths vote of the legislature could change and regulate the school. This measure would have totally destroyed separation of church and state. Private/Christian schools would have become "public schools", for they would now be controlled by the legislature rather than their private or church boards.

Private and Christian schools would have been controlled by a two-thirds vote of the local governing body with approval of a majority of all people in the affected area who are registered to vote.

All semblance of private control would have been eliminated. Private/Christian schools would have become public schools.

(see page 449 for documentation)

Speaking of the educational choice effort, Richard Miller, executive director of the American Association of School Administrators (AASA), said, "**A well-chosen word can be a mask, a cover, a ploy to distract from the true intent of an effort, no matter how damaging to the public good.**"¹ As we were warned twenty years ago, "**The trigger word is 'parents' choice'.**"²

¹ Lubbock (Texas) *Avalanche-Journal*, in an editorial titled "School Choice: 'Quick Fix' Not the Answer," September 11, 1990.

² "The Nationalization of Education," Deloris Feak.

Research Manual



America 2000/Goals 2000 - Moving
the Nation Educationally to
a "New World Order"

Compiled and Edited by:

James R. Patrick

PDF Archive 05

Part
VII.
CHARTER SCHOOLS

VII. Charter Schools

Charter schools--are they private, public or government schools?

A study of America's educational restructure program would be incomplete without a section on charter schools. Nearly every article or proposal that I have seen that has promoted charter schools has left the distinct impression that charter schools may be the only real hope of breaking the monopoly of the public school system.

For the first time, the federal government is actually endorsing the privatization of the school system to create a more competitive market in the educational arena. This approach appears to have all the earmarks of the free enterprise system. If it is allowed to compete in the educational market, public schools will have to shape up and produce a safe, drug free, high academic program or face closure due to the lack of students who will be diverted to the new charter schools or to private and Christian schools. For once, it appears that there is a breath of fresh air on the horizon for the ingenuity of the dynamic free enterprise system has once again sparked an idea that offers hope to the gasping educational system. This new concept in edu-

cation may once again cause freedom to triumph and it will be done the American way!

Wisdom would certainly dictate that we take a close look at this new idea. Let us examine it in the light of historic principles that have weathered the test of time. Let us put it to the acid test to see if it will hold up under the scrutiny of Constitutional law; after all, what we now have is bad. Let us not replace it with something that will also break down in the future. I think that it would be wise to back up, slow down, and carefully weigh this new proposal, lest we replace our present corrupt system with something that may be even worse.

This section merits a very careful study, for the new proposed "charter schools", which are being sold on the free enterprise concept are really socialistic in design. Contrary to what the public is being told, charter schools will remove both parental and public control. We are witnessing a total grab for the control of education by the state.

WHAT ARE CHARTER SCHOOLS?

In its "purest" form, a charter school is an autonomous entity that operates on the basis of a charter, or contract, between the individual or group (e. g., teachers, parents, others) which organizes the school and its sponsor (e. g., a local school board, county or state board). The charter specifies such items as the school's educational plan, specific educational outcomes and how they will be measured, the management plan for the school, and how the school will comply with other stated requirements.

Once granted a charter, the school begins to receive educational formula-driven funding as if it were a public school district. The charter is in effect for a specified period of time, during which the school is accountable to the sponsor and the parents for the students' attainment of specific educational outcomes. In exchange for accountability, the charter school may be freed from many (or all) district and state regulations that might inhibit innovation. When the initial charter contract is up, and if the school is meeting its student education outcomes, has not violated any laws or grossly mismanaged its affairs or budget, the charter can be renewed. If a charter school fails to attain outcomes as specified in its charter contract, it goes out of business.

. . . (Morrison Institute for Public Policy,
School of Public Affairs, Arizona State University
Charter School update 10/93. . . p. 20)

EDITOR'S NOTE: In order to obtain a charter, the entity must submit and meet state guidelines in their management plan. Failure to achieve the desired goals will result in the loss of the charter. This places the state in TOTAL control. Therefore, charter schools are neither public nor private schools; they are, in reality, government/state schools--local/parental control becomes non-existent.

Governor John Engler
Special Message to a Joint Session of the Michigan Legislature: On Education
Tuesday, October 5, 1993

**"Our Kids Deserve Better!
New Schools for a New Century"**

Lieutenant Governor Binsfeld, Senator Posthumus, Senator Miller, Speaker Hillegons, Speaker Hertel, ladies and gentlemen:

We are here today for one reason: because our kids deserve better! In my time with you, I will outline a far-reaching, comprehensive plan of innovation and reform -- a plan that will deliver new schools for a new century.

But before we look to the future, I'd like to take you into the past and recall words spoken in this very chamber, from this very podium:

"In my special message to the Legislature on Education . . . I outlined the major problems facing Michigan because of the inadequate, inequitable, and antiquated structure we have for operating and financing our schools. I said that collectively these problems add up to an educational crisis in Michigan, and that if we failed to move toward educational reform intelligently in the very near future, the crisis would become an educational disaster.

"Evidence of this mounting crisis is upon us. It is evident in the loss of public confidence in the State Board of Education. It is evident in strike-torn school districts. It is evident in the collective bargaining whipsaw effects that are forcing too many districts into deficit financing. . . . It is evident, above all, in the growing public dissatisfaction with our educational processes. We must move now, and we must move with boldness."

Those words, ladies and gentlemen, are from another era. The time: October 9th, 1969 -- 24 years ago this week. The mission: to improve our public schools. The speaker: Governor Bill Milliken.

Ideas and sentiments 24 years old -- but they could have been spoken yesterday. It's the "same old same old," but the kids of that era have grown up, and now it's their children who are in school. Will we act in time for them? We'd better -- and soon! Because our kids deserve better!

It was 76 days ago that you -- the elected representatives of the people of Michigan -- took the bold step to eliminate state property taxes as a means of funding public education, and so, set the stage for far-reaching education and school finance reform. It was 47 days ago that I signed Senate Bill 1 in front of a one-room schoolhouse in Greenfield Village. On that day I pledged to the people of our state that I would keep listening to their concerns and work my hardest to bring a world-class education within the reach of every Michigan child.

In my travels around the state these past weeks and months, I've been listening. And I keep hearing people talk about the need for "real change" in our schools. Last week, there were rallies outside this capitol in which the crowd called for "real change" again and again.

I agree -- we need real change. And real change means not just more politics, but more principle. Not just talking about putting kids first, but doing it. Not just paying for a world-class education, but delivering one. Not just caving in to special interests, but standing up to them. Because let's get something straight from the start: There is only one special interest in this state -- our kids. And our kids deserve better!

Note the phrase "world-class education. It implies a high quality to the reader--it will eventually be what Governor Engler said--a world wide international curriculum.

Why is "real change" so badly needed? Because the system's broken! It needs fixing. And it needs fixing now!

Let me tell you the story of how Kay and Roger Pettipas and their eight-year-old boy, Rory, lost control of their destiny in our public schools. Rory took a battery of tests that showed he was gifted in math and reading. But his mom didn't think he was challenged enough academically. And she asked the school and Rory's teachers if they could do more to challenge her son. Unbelievably, they got upset with her for making waves. They said they didn't have the extra time and resources Rory required. So she tried to transfer him. But the local school board refused. One board member frankly admitted that the issue was money, that they were more interested in receiving state aid for Rory than in doing what was best for him. They went on record saying: "The board needs to use caution in these types of situations, so we don't start releasing students left and right. What's to stop ten more kids from coming to the next meeting and wanting to be released to [other schools]? It could open the floodgates."

Kay tried to be understanding. She said: "I realize the money issue is important to them. But our child and his academics are important to us. We are responsible parents and we must send him to [a better school]."
Rory's mom and dad eventually made their choice -- the only choice they had, and the only legal choice open to Michigan parents today. To do the right thing for Rory, they had to sell their home and move to another school district.

That's what's wrong with the system! That's why we've got to change it! And we've got to change it now!

Rory and his family are with us today. Would you please stand? It's because of experiences like yours, Rory, that we need real change. This plan's for you!

My friends, this should have never happened to Rory and his family. He deserves better. All our children deserve better. They are Michigan's greatest resource -- our future. But are we caring for that resource as well as we could? Absolutely not!

Public education in America and in Michigan is in a continuing state of crisis. I serve as a member of the National Education Goals Panel. And last week we issued our 1993 Goals Report to the nation. The report is a wake-up call. Let me quote a passage to you:

"At no stage in a learner's life -- before formal schooling, during the school years, or as adults -- are we doing as well as we should be or as well as we can. The nation has fallen behind its own expectations and behind the progress of our global competitors."

Professor Harold Stevenson at the University of Michigan reports that, "On tests given to students from twenty countries, American eighth graders ranked tenth in arithmetic, twelfth in algebra, and sixteenth in geometry. Twelfth grade students fared just as badly."

In Michigan, next week, we will be releasing a report on our state's progress toward meeting the national education goals. Frankly, the report is not flattering.

Data show that over the past few years:

- Our high school graduation rate has been barely above 70 percent.
- Only one in five 10th graders has been passing our statewide mathematics test.
- Only two in five have been passing our statewide reading and science tests.
- Last year, there were 15 school districts where more than 75 percent of the incoming seniors could not pass a 10th grade test and earn a state-endorsed diploma.
- And in 253 districts, more than half of the incoming seniors could not pass the 10th grade test and earn a state-endorsed diploma.
- Despite investing billions of dollars on K through 12 education over the past decade -- despite many reform efforts -- SAT scores have remained virtually flat.

Ladies and gentlemen, that's not good enough. Not good enough for our kids, our economy, our future. We can do better! We must do better! And do

Michigan's governor serves on the National Education Goals Panel. Michigan will implement the six national goals as dictated by the federal government.

better now!

Please don't misunderstand: I know there are many success stories. But there are far too many failures. In my travels around the state, I encounter people who say: "My school is fine; it's the others that are the problem." Maybe that's true -- there are many good schools. But everyone knows a school that's not very good.

Maybe your children don't go there -- but someone's children do, and they are Michigan children. And they are children who will enter our economy and in turn have kids of their own. We have to reach them and help them. Otherwise, when these children fail, we all fail. Their failure will haunt us for years -- in our jails, in our prisons, in welfare lines, in unemployment lines. That's not the future they want. It's not the future you or I want. So let's resolve to act, here and now. Because our kids deserve better!

My purpose is not to point fingers, but simply to show the magnitude of the challenge ahead of us. This is not the time to blame, but to heal. Not the time to look backward, but forward. And the plan I am detailing to you today does just that.

It sets world-class standards, opens up new options, provides replacement revenues, and -- most importantly -- puts our children first.

My plan is built on four fundamental principles.

II. Empower Kids

Principle number one: We must empower our children -- empower them with a world-class education so they can live, work, and compete in a global marketplace.

Is our aim high? You bet it is, because second-place isn't good enough. We are not just competing with neighbors like Ohio and Indiana, but with distant economic powers in Asia and Europe. My vision is to have Michigan graduates able to compete with anybody, anywhere. Number one in the U.S.; number one in the world.

And my concerns are not just for the college bound, but also for those who choose to go directly into the workforce upon graduating from high school. They, too, need world-class skills and credentials. World-class because one-ninth of Michigan's economic output is dependent on exports: \$20 billion worth of our goods and services. We are peninsulas connected with the world, not islands unto ourselves.

The question before us today is: How can we work together, fix a broken system, and really begin to help our kids? First and foremost, we must raise expectations and set higher standards -- world-class standards -- so that a Michigan graduate is second to none. My plan calls on our schools to redouble their efforts to achieve our ambitious National Education Goals, and make sure our children are learning the basics -- math and science, history and English, civics and geography. It calls for doubling the funding of early childhood education. It calls for the development of a world-class core curriculum that prepares our graduates to enter the job market or the freshman class on day one -- without remediation. It calls on our schools to evaluate student progress in elementary, middle, and high school with tests that measure us against the best in the world. It calls for developing the technology to bring the world's best libraries into your child's classroom. And it calls on the state of Michigan to put its reputation on the line with endorsed diplomas, and exams that indicate those subjects in which a student has achieved mastery, and the Michigan Education Warranty.

I've said it before, and I'll say it again: It's time our schools stood behind our graduates the way we expect our automakers to stand behind their cars! We can no longer accept diplomas that merely measure attendance.

One more thing about empowering kids. We know that it is important that our children learn the core skills like reading, writing, and arithmetic. But there's another core -- a core deep inside -- and that's character. The aim of education must not only be to make kids smarter, but better. There are certain qualities that citizens must share in common: respect for truth, property, authority, and the rights of those who look or think differently from themselves. Only by practicing these civic virtues can our young people take their rightful place in our self-governing republic. Because our kids will never be fully empowered unless they know their heritage and develop the habits of good citizenship. Things won't be right until they know the difference between right and wrong. I'd like to see more schools emphasize service to others, foster character, and teach the democratic values that made our country great.

"Empower" -- see articles on pages 468-472 and pages 473-486 that refer to the Parents and Student Empowerment Act. This will eventually result in adoption of U.N. Children's Rights and total loss of parental control.

World-class standards -- national goals must be measured and obtained. This will be accomplished by a national report card.

World class skills and credentials will produce an international workforce. World class credentials will be necessary to work in the global work place.

Children are to be trained in a global viewpoint which will erode national sovereignty. Their world-class education will produce world-class citizens.

National education goals. Six national goals as detailed in America 2000/Goals 2000.

World-class core curriculum is an endorsement of the International Educational Program. The core will be more than math, science, English, history and geography. It will embrace the correct global viewpoint to produce world class citizens.

Pre-school programs are necessary to ensure that children are ready to enter the kindergarten program -- the parents as teachers program will fall into this area.

National tests to determine achievement on an international scale.

This will be accomplished by means of fiber optics. An international exchange and cooperation.

Achieved mastery with Michigan Education Warranty -- This is the same as the Certificate of Initial Mastery as found in the Oregon Bill. See Page 561

III. Empower Families

A. Choice

Let me turn now to our second principle. We must empower our families -- empower them with more choice. And that means giving moms and dads the freedom to send their kids to the school they think is best. My friends, freedom to choose is why this nation was founded. Our political system, our economic system, our whole society are built upon this fundamental right. President Clinton, in his health-care message to the nation two weeks ago, reinforced this point by emphasizing how important it is that Americans be free to choose their doctor, their dentist, their hospital, their benefits. Everyone agrees: Freedom to choose is our inalienable right as Americans.

Why is it, then, that we deny people choices when it comes to primary and secondary education? Parents have complete freedom to choose where to send their kids to preschool. And when their kids grow up, parents have complete freedom to choose where to send them to college. So why the educational gulag between kindergarten and the 12th grade? Why are we denying families this fundamental American right? It makes no sense at all when you stop and remember that the people denied this freedom are the very people paying for our schools. These are the families who pay the taxes -- families like Rory's. It's not fair! It's not right! And these families deserve better!

Let's cut to the chase: Public education is a monopoly, and monopolies don't work. Why? Because in a monopoly, customers don't come first. We've all heard the stories. About the mom in Detroit who broke the law and was sentenced to probation. Her crime? Sending her daughter to a higher-quality school in the suburbs where she didn't live.

Or how about the Eaton Rapids kindergartener who has to ride a bus two hours a day because his school district won't release him to attend a school 10 minutes down the road.

Or the story about a mother who went to court and gave up custody of her son so he could live with relatives in order to attend a higher-quality school.

Or the stories about school districts hiring "family police" at taxpayer expense to investigate where children live!

Everybody here has heard these stories. That's what's wrong with the system. That's why it's broken. And that's why we must fix it now -- because our kids deserve better!

I know what the cynics say: These people have a choice. Let them move. Let them send their kids to a private school. But you and I know many mothers and fathers who really don't have a choice. Maybe they can't afford to move to a better school district. Maybe an employer's residency requirement bars them from leaving a community. Or maybe they just don't want to move.

Whatever the reason, parents and children deserve a more flexible system, a system with schools that respond more to the educational needs of the family than to the bottom line of the system!

To reinforce my argument for the right of a parent to choose, I'd like to read a passage from a recently published report:

"We know from experience that monopolies do not serve customers well. It is an odd fact that we attack monopolies harshly when they are businesses, but embrace them warmly when they are public institutions. In recent years . . . this attitude has begun to break down. Governments have begun to contract services competitively; school districts have begun to give their customers a choice. . . . This trend will not be reversed. In our democratic form of government, we have long sought to give people a voice. . . . It is time we also gave them a choice."

Who do you think wrote that? The Vice President of the United States, Al Gore, in his report to the President that came out last month. Al Gore is right. We need more choice!

It's a strange system that says to families: You can choose where to buy your children's clothes, but not the school where they'll be worn. You can choose where to buy your children's books, but not the school where they'll be read. You can choose where to buy your children's paper and pencils, but not the school where they'll be used to write. It simply doesn't make sense -- and I for one think our kids and their families deserve better!

Empower parents by use of the voucher to bring about "choice" in education. --

Vouchers/federal tax dollars will eliminate all freedom of choice by forcing the state mandated curriculum to be implemented by scholarship or charter schools.

Freedom to choose IS our inalienable right. Freedom can be assured when the people are free to choose curriculum. Government supported schools CAN NEVER produce freedom. This is raw socialism.

Public education is a monopoly but that has come to pass only by federal and state usurpation of control.

The monopoly can be broken very simply by returning education to the people with their control of curriculum and their responsibility to fund the program.

Local control will produce diversity and with that will come a quality product and insured freedom.

Though the governor decries a monopoly he further increases that monopoly by placing pressure on existing private and Christian schools.

Socialism is always sold to the people on the platform of democracy.

Now, to those who fear school choice, I ask: What are you afraid of? Are you afraid some parents will make a bad decision for their child? I'll tell you what I believe: I would sooner trust parents who love their children than bureaucrats who love their paycheck!

My friends, the idea of trusting parents is central to any education reform worth its salt. Too many parents feel left out -- on the outside looking in. It's time they had a place at the table. It's where they belong. They deserve better!

Now, I want to make myself clear on the issue of choice. While empowering parents is central to my plan, it does not mean there will be a loss in local control. In fact, my plan strengthens local control by putting parents in control. All parents will continue to have the right to send their children to the neighborhood school down the street, and to schools in the district where they live.

What will be different is this: The local school district will no longer have the right to compel your children to attend only those schools in the district. Further, no school district will be required to admit students who live outside its boundaries. Those districts that want to keep things just as they are and remain closed will have that right. But they must understand this: They will have to compete with other schools that decide to open to choice.

B Charter Public Schools

I recognize there are many districts in this state that may choose to remain closed to students outside their boundaries. So, to assure an array of public school choices for families -- and empower them as never before -- we will encourage new and innovative schools to be started. These schools without boundaries are known as "charter public schools." Seven other states have them, and they have the potential of revolutionizing the way public education is delivered to our children.

With charter schools, you get away from the one-size-fits-all mentality that has imposed a deadening uniformity -- and all too often a mediocrity -- on so many of our public schools. Ladies and gentlemen: Let's tear down the Berlin Wall of separation that has held kids hostage to one school district. It is time to tear down the wall! Our families want their freedom! And they want it now!

These new and innovative schools could be chartered by any public entity -- including existing public schools. Their mission would be spelled out in their charter, and they would admit all children on a space-available basis, without discrimination. They would be freed up from some of the bureaucratic rules and regulations that have choked off innovation in many of our public schools.

To take just one example, charter schools could open their doors to all the talent and experience of the community and invite people who have a love for kids to teach in the classroom -- something that's very difficult today. It speaks volumes that, under the current system, Lee Iacocca can't teach business in a Michigan public school. Or that General Colin Powell can't teach history. Or that Justice Dorothy Comstock Riley can't teach civics. Charter schools would be freed up from such unnecessary restrictions. And fairness demands that we free existing public schools from these restrictions as well.

Chartered public schools can take any number of forms. A mother and child school, where mom finishes high-school while, down the hall, her kids are in Head Start or pre-school. A math-science school, where children learn the skills to get into the best universities in the world. A history school at Greenfield Village, where young people not only study the past but live, work, and breathe the past. An art school at the Detroit Institute of Arts, where kids interested in creating can learn to do so in a rich, supportive environment. A technical school at the UAW-Ford Education Center, where students can learn to design and assemble the products of tomorrow. A highly-disciplined training school, where kids on probation -- kids who need a second chance -- can get one before it's too late.

As you can see, the potential is staggering. We are bounded only by the limits of our creativity. Whatever form these schools take, the beauty of them is that they are there to serve our families. They put families first, where they should be. And under my plan, that's where families are going to be!

These publicly chartered schools could literally redefine educational opportunity in Michigan. In fact, one already is. We are fortunate that our state's first such school opened its doors this fall -- the Wayne State University Public School.

I hear skeptics claiming the public doesn't understand what this new kind of school is. Too complicated for parents. Too untraditional for teachers. Too unfamiliar for community leaders. With all due respect, that's nonsense.

The University Public School, in the heart of Detroit, drew over 5,000

A choice of school site does not insure local control. Local control of education is to have control of the curriculum.

All control of curriculum has been taken from the people. The rhetoric is beautiful--the truth is ugly...

Choice/charter schools are designed to neutralize opposition to the international educational program that is now being implemented.

Charter/public schools are, in reality, "privatized" by federal/state funds because they are charter schools, control of curriculum is removed from parental control. But in order to be chartered they must meet state guidelines.

The state/federal government now has total control.

Charter schools are encouraged to remove children from any semblance of a "public" controlled school.

Charter schools are controlled by the "choice"/voucher plan that will force compliance to the federal mandates to insure continued funding.

This is not true. --They may be different in outward appearance, but you can be assured that they will be alike in curriculum and in conformity to the national goals.

applications for just 330 openings -- and the families that applied knew that no public transportation would be provided to shuttle the kids to and from school. One young man was so eager to get in that he tried entering the selection lottery over 100 times. He didn't make it. My heart really goes out to that young man. He and his family deserve better. They deserve more choice.

My friends: The answer is not for that child to apply one hundred times. The answer is to have one hundred charter schools. Under my plan, Michigan will!

C. Foundation Grant

So this is the future of public education in Michigan. Public schools that do not admit students from outside traditional boundaries. Public schools that do admit students from outside traditional boundaries. And new charter public schools starting up without any boundaries whatsoever. In the future, public education in our state will be forever changed because families are going to have more choice.

But to exercise their choice, they will need money. So I propose that the state fund not "the system" but the students. Let parents choose the public school they want their kids to attend, and have a foundation grant follow the kids to the school they've chosen. The customer decides. That's the American way. And that will be the Michigan way!

I propose that each child be given a minimum foundation grant of \$4,500. That will insure greater fairness and equity in the system. All children in Michigan will be winners -- ahead of where they are today. Students in poor districts will be brought up to an adequate level of support. Students from average-spending districts will be protected. And students from the highest-spending districts will have the opportunity to maintain spending at current levels. Under my plan, there will be no more Robin Hood, no more recapture, and no more lottery monkey business. My plan carves it in stone that all the revenues necessary to fund the foundation grant will be earmarked for education -- untouchable, locked up -- so that in future years, the state's commitment to our children can never, ever be in doubt.

Empowering families with a portable foundation grant will change the whole dynamic of public education funding in this state. What it means for schools is two things. First, it answers the complaints of so many school districts for so many years -- that they want to concentrate on teaching our children instead of fighting the next millage battle. Under my plan, 523 of Michigan's 558 school districts -- 94 percent of them -- will immediately and permanently be out of the millage business. The handful of remaining districts will phase out their millage in the years ahead. No more permanent millage campaigns that drain away time and valuable resources just to keep the school doors open. Henceforth, schools will be freed up to concentrate on the only campaign that matters in this

And that brings me to the second point. Quality, performance, accountability -- these will be the prized attributes of successful schools, because parents will be looking to do what is right by their children. The total funding level of schools will be determined by how many students they can retain or attract. The schools that deliver will succeed. The schools that don't will not. No longer will there be a monopoly of mediocrity in this state. No longer will there be exclusive franchises over education. No longer will there be a company store holding our families hostage. Because our kids deserve better!

Here is my goal: Effective August 1994, every student in every school will be where he or she wants to be. Our children will be there because they will have chosen to be there. That's how we begin to make our public schools more flexible and responsive to the children they serve. That's how we begin to change the whole mentality of the system -- and insure that it's there to serve the children and not the other way around.

D. Student Education Bank Account

In addition to empowering families with the foundation grant, another tool I am proposing is the Student Education Bank Account. This account will be created for each Michigan child attending a public school. Every fall, moms and dads will see, in writing, the total education dollars the state is investing in their children, from kindergarten to graduation. Every fall, parents will receive an updated statement of account that they can study and hold in their hands. They can think about what that investment means for their children's future, and choose the best school for them. Perhaps parents will choose a public school that offers higher quality instruction at a lower cost than that available in their district. If so, they can bank the difference and apply that money to tutoring or summer schooling.

Vouchers for students will eliminate opposition to an unsuspecting populace. They are to be led into socialism by their own free will.

True!!!

1. *Elimination of the millage battle also eliminates local and parental control.*
2. *Quality performance, accountability to the state/federal government.*

You are absolutely correct!!! The democratic republic form of government as guaranteed by the U.S. Constitution will now give way to a democratic socialism. Accountability to the state not the people.

Parents are to be paid by the state, with their own tax dollars to surrender the control of their children to the state.

The benevolent state will become dictatorial over a period of time.

The Student Education Bank Account can also help many parents address one of their most pressing concerns: How to pay for their child's college or technical training. I propose that if students finish their high school requirements by the end of the 11th grade, they can use the money they would have spent their senior year to offset the cost of tuition at a community college or university or other technical training.

Understand that this account represents real money and a real commitment to the education of every child in Michigan. It doesn't matter whether the child comes from the home of a traditional two-parent family or the single parent fighting the odds. Under my plan, every child can get the education they need, beat the odds, and be their best.

E. Report Card

One final tool I am giving parents is in some ways the most important of all. It's information -- consumer information about how well each and every public school measures up. I want every citizen in Michigan to have access to a building-by-building-by-building report card to evaluate school performance. If parents are not satisfied with their children's school, and their complaints are not being addressed, then they can vote with their feet because they will have the information -- and the right -- to do so. They can remove their children from an unresponsive school that just isn't measuring up, and send them to a school that is trying harder and has a better track record.

The report card is the first of my proposals that will be implemented. The first edition will appear within a month, and it will include such information as test scores, staff-to-pupil ratios, and salary levels. Additional data in future editions will be published annually each May.

Information is power. And this report card will give parents the power to do what is best for their kids!

IV. Empower Teachers

Now to my third principle. We must empower our teachers -- free up teachers to do what they do best -- teach and inspire. Across Michigan, dedicated classroom teachers are on the front lines of education -- inspiring and challenging our children to be their best.

Everyone in this room knows how important a good teacher can be in the life of a child. Everyone has had a special teacher. And everyone knows a special teacher. But we all know it's not easy being in the teaching profession today. I've talked to many teachers on the front lines, in our classrooms, and they are frustrated. Frustrated because they are always the first to get the pink slip when the millage is in doubt. Frustrated because they must pay out of their own pockets just to get simple supplies into the classroom. Frustrated because when parents aren't doing their job, teachers are expected to do the job for them. Many have to be janitor, hall monitor, and social worker all in the course of a day.

Ladies and gentlemen: Our teachers deserve better! They're our children's mentors and need our support. They should be liberated to do the best job they know how. And they should be able to work in a system that rewards effort and innovation.

That is why I propose allowing teachers to start their own charter schools or convert the school in which they teach today. Just as we give students and parents choice, we should give teachers choice. No public school teacher should be compelled to be in the union to teach in the classroom.

Further, I propose we continue our efforts to improve the working conditions and professional standing of teachers. With the leadership of Al Taubman and the Michigan Partnership for New Education, and the cooperation of many others, we will empower teachers with the tools and training needed for the classrooms of tomorrow.

Teachers have a big job to do. But too often these days they are prevented from doing it. Young thugs and punks disrupt classes and even resort to violence if they don't get their way. They create an atmosphere of intimidation and terror in which it is impossible to learn. It is a sad commentary on our society that so many teachers feel afraid in their own classroom. I propose that we empower teachers to take back their classrooms, maintain better order and discipline, and demand a drug-free, gun-free environment!

Why is this so urgent? This 20-gauge, sawed-off shotgun was carried into school by a 16 year-old child. It's not right. It's time to put a stop to it! And put a stop to it now!

Report cards will measure outcomes desired by the state. Any school that seeks to maintain a traditional academic program will test poorly and appear to be academically bankrupt.

Teachers are to be encouraged to join in the restructure of America's educational system, thus breaking up union control and opposition to the state plan.

Teachers, like students and life long learning parents, are but human resources to be molded to the state goals.

Teachers must continue to update their credentials to assure the transition to state/federal goals.

We need tough-love legislation that makes it clear: Any child who brings a gun to school is out. Any child who brings drugs to school is out. Any child who brings any weapon of any kind to school is out -- gone -- history. Put the punks and thugs on notice: You few won't ruin school for the many. You will not be able to intimidate your teachers and other students and get away with it. You are hereby served notice that, in Michigan, there will be zero-tolerance for your destructive behavior. Our teachers and kids deserve better!

V. Empower Taxpayers

Now to my fourth principle. We must empower our taxpayers -- empower them by giving them the relief they deserve. On August 19th, when I signed Senate Bill 1, Michigan property owners received the largest property tax cut in state history. Almost \$7 billion. As you will see in a moment, my plan calls for replacing most of that revenue -- but not on the backs of our property owners. Under my plan, they will see a net cut of well over \$4 billion in their property taxes. The average family will save \$356 a year.

This long-overdue savings is a life-saver for many of our citizens. Just listen to this letter I received a few weeks ago. It's from Virginia Cooper, who lives in Pinckney:

"About a year ago I wrote to you in regard to my high property tax. And at that time, I was being forced to sell my home because of the property tax. My retirement is very close. I will be 67 in January 1994. But I felt I just couldn't retire and pay the high property tax. So I kept working, afraid to retire. And most of all -- sell my home.

"When you signed Senate Bill 1, this meant I did not have to sell my home. I just could not believe this. . . . I just sat down and cried. You will never know how grateful I am to have someone like you who really cares about our kids and senior citizens. Not in my wildest dreams did I think this would ever happen. I will always be grateful to you for saving me and my home.

Sincerely,
Virginia Cooper

Well, Virginia, this plan's for you. The relief you are counting on from Senate Bill 1 is too important to retreat from or to compromise away. The relief you are counting on is the relief you are going to get!

Now when we cut property taxes, we accepted the obligation to find replacement revenue and fund our schools. In early August, I charged State Treasurer Doug Roberts with the task of helping me find the fairest sources of replacement revenue. I laid out several criteria. I told him I wanted tourists from out-of-state to pay their fair share. I told him I wanted business to pay their fair share. I told him I wanted the wealthy with second homes to pay their fair share. I said, whatever you come up with, make sure it's a pro-growth tax agenda -- because you can't move education forward by moving the economy backward.

I emphasized this last point for the simple reason that our state is in the midst of a remarkable economic recovery. It is Michigan that is leading our nation's economy -- 330,000 jobs created in the last two years. Just a few days ago a *Wall Street Journal* came across my desk with the headline: "Go Midwest, Young Man!"

Who would have thought such a thing five, ten, twenty years ago? But today, we've turned our economy around. Michigan is the recovery. Michigan is the opportunity. And I'm not going to wreck it!

The replacement revenue package I am proposing is fair and responsible; it spreads the burden of paying for our schools so that no one sector of our population gets stuck holding the bill; and it provides the means to pay for high-quality instruction throughout our state, so that every school can bring a world-class education within reach of its children.

If you've been reading the newspapers, you've heard lots of rumors about the specifics. Let me end all rumors now. Among other things, my plan calls for funding education in this state with:

- a half percent increase in the SBT rate;
- a four percent homestead transfer tax;
- a 50 cent hike in the tax on a pack of cigarettes, and a comparable tax on

Property owners are TEMPORARILY relieved of taxes and with that relief comes a loss of their local schools. Enjoy the relief! It is for just a season--new taxes will eventually replace the old.

You have paid a high price in the loss of local control for a temporary relief from taxes.

- all tobacco products;
- a 16 mill property tax on business, second homes, and non-resident property, capped in the Constitution; and
- a two-cent hike in the sales tax, also capped in the Constitution.

What you will not see in my proposal is an income tax hike. Is that ideological? No -- it is economical. Keep in mind that an income tax hike would only be paid by Michigan citizens -- 100 percent of our workers. A hike in the sales tax, on the other hand, would not threaten our recovery and has the added advantage of spreading the burden to out-of-staters visiting or vacationing in Michigan. All in all, two cents makes good sense.

Now, the sales tax hike will require an amendment to the Michigan Constitution. I'm going to go directly to the voters and ask them to meet their obligation to our children. Some will ask: "Why go to the voters at all?" The answer is simple. Our Constitution, since 1978, has capped overall state spending.

With the replacement revenues I have already recommended, and with the establishment of the Health Care Security and Medicaid Fund to protect us in the coming national health care debate, we are at our state spending ceiling. Without a two-cent hike in the sales tax, we will be \$2 billion short of what we hope to spend on our children's education.

Others will argue: "Just cut the \$2 billion out of the state budget." No one in this country has worked harder or done more to cut budgets than I have. I have a three-year track record to prove it!"

We've made substantial progress: \$1.2 billion cut by line-item vetoes; and \$600 million cut by executive orders. The cuts we have made together thus far would pale in comparison to those that would be experienced by a \$2 billion reduction in state spending.

So to fund schools, I propose that on February 8th, we submit a constitutional amendment to the voters of Michigan. Our amendment will include:

- first, increasing the sales tax by two cents, effective immediately;
- second, permanently eliminating local school operating taxes for all but 35 school districts;
- third, earmarking all existing and new K through 12 revenues to the School Aid Fund, and that includes the lottery; and
- fourth, abolishing the State Tax Commission and reforming the State Board of Education.

As a safeguard to taxpayers and educators alike, I also propose that we sunset the sales tax hike in the year 2000, so that every voter will have the chance to review how well we have kept the promise.

The bottom line is this: I am asking the people of Michigan to stand and deliver on education. I am asking them to lock in permanent property tax relief. I am asking them to fund public schools at a world-class level. Because our kids deserve better!

When you add it all up, my plan delivers a net tax cut of over \$300 million next year. And substantial new cost containment. The cost of K through 12 schooling in Michigan has soared in recent years. Since 1983, we have spent over \$74 billion on public education in this state -- a 91 percent increase over the course of a decade. At the same time there has been a seven percent decrease in the total number of Michigan students. Right there is a good argument for getting a better handle on expenditures. When we rein in the skyrocketing costs, we will save hundreds of millions of dollars in the next few years.

Some of the cost-containment measures include:

- health insurance reform;
- pension system reform;
- purchasing and contract reform; and
- administrative reform -- like eliminating the vast majority of millage elections; like establishing a boundary commission to review and reorganize the crazy patchwork quilt of education and human-service agency boundaries; and like issuing an executive order to move some functions out of the State Department of Education so they become more sharply focused on their mission -- education quality.

Cost containment is critical, and can be very rewarding for those who participate. Under our proposal, 100 percent of any savings will stay in the school. It's time we gave taxpayers and kids a better deal for their money. Because they deserve better!

VI. Call to Action

Ladies and gentlemen, leadership means standing up for what is right. It means meeting the challenge. It means taking the risk. Why am I taking the risk -- one year before the election? Why not play it safe?

Because there is nothing more important than education. And this is a once-in-a-lifetime opportunity that transcends my political career or yours. I didn't get elected to duck the tough issues. The people sent us to Lansing to get the job done. What is important is not my future -- or your future -- but the future of 1,670,000 children in our state. That's why I am taking the risk.

I'll tell you why else. I'll tell you 13 more reasons: Their names are Erin, J.J., Katie, Laura, Kenny, Lisa, Andy, Danny, Elizabeth, Emily, Sally, Mary, Kelsey -- my nieces and nephews. And if you seek more reasons, I'd point to the children in your lives. And beyond them, to all the kids in this state. These children are Michigan's future. They are worth the risk.

Our Founders were thinking of the children when they carved a state out of the wilderness. They never lost sight how important education was to the future of our republic. In one of our founding documents, the Northwest Ordinance of 1787, it is written that:

"Religion, morality, and knowledge, being necessary to good government and the happiness of mankind, schools and the means of education shall forever be encouraged."

That inspiration, more than 200 years old, has come down to us as a sacred trust. Those very words begin the education article of Michigan's current Constitution -- and I intend to keep them in the center of the debate.

My friends, the eyes of the nation are upon us. This is Michigan's moment -- a moment that will tell future generations here and across America what kind of leaders we were. Will we put our kids first? That is the question before every single person in this chamber.

Our answer -- is their future.

Governor Engler is now being considered as a presidential candidate, and may well gain enough national attention to win the nomination.

The Northwest Ordinance is one of the finest documents in American history. Those same Founding Fathers believed in local responsibility and local control.

How sad to use good things to promote evil. Michigan's moment to lead will, in fact, tell future generations how and why they lost their freedom.

Serious Questions that Demand Answers

"This intrusive involvement of business and labor in the classroom raises these pivotal questions: Will all WOMEN be required to work? Is this why there is such a big push for state intrusion into pre-kindergarten programs? Will Americans be so regulated that any sources of outside income (such as "odd jobs") are illegal in the future? Will all adult workers be required to undergo training and re-training at the new state Learning Centers to pass the new Certificate of Mastery? Will all have to pass the new assessment tests and demonstrate certain "outcomes?"

What will happen to those citizens who refuse to take the tests for religious reasons or who cannot pass the tests for religious reasons or who cannot pass the tests for other reasons? What will happen to individuals who fail through the cracks? Skeptics are urged to read the bill for themselves.

The bill further makes this bold statement: "THE STATE MUST PROMOTE INNOVATIVE THINKING with respect to the curriculum and educational delivery system of Oregon public schools" (emphasis ours). These words can mean only this: the state of Oregon is now to be in the business of promoting state-mandated politically correct thinking!"

. . . SARAH LESLIE

Gov. Engler's Reform (Deform) Package

Our Kids Deserve Better!

New Schools for a New Century

Governor John Engler's Plan to Reform Michigan Schools - Oct. 5, 1993

(EDITOR'S NOTE: Quotes by Governor John Engler are taken from the article "Our Kids Deserve Better: - New Schools for a New Century" --- This is not to be confused with the actual speech given before the joint session of the Michigan Legislature as reproduced earlier in this book. The quotes in this article are from the summary of Governor Engler's speech as printed by Michigan Department of Education.)

PUBLIC SCHOOL OPTIONS FOR PARENTS AND STUDENTS -

"I propose that students be given the opportunity to attend other public schools... Districts participating in the inter district public choice program would accept students on a space available basis, without discrimination." (Pg. 7)

Parents are being led to believe they have a choice, but the truth of the matter is, this is nothing more than the old desegregation plan for within or cross district busing. No state has ever allowed a choice of other than a state public school, and they have all had to meet quotas. In fact in Minnesota, when parents questioned why their children couldn't go to a certain school, the hot line regarding choice told parents, "The needs of society take precedent over the needs of the individual."

The governor proposes the money follow the child, always bear in mind that money has both state and federal strings attached. George Bush declared, "Any school that serves the public is a public school." The establishment of national standards and assessment (evaluation) to see those standards are met, will force compliance to government standards, and all schools, public or private will be government schools.

CHARTER PUBLIC SCHOOLS - "I propose the Legislature adopt comprehensive Charter Public Schools legislation." (Pg. 7) 1200 Department of Education (DOE) employees were transferred to the Department of Social Service (DSS) and Department of Labor (DOL) in preparation to set up charter schools run by DSS and

DOL. It is proposed that DSS will operate schools for pregnant teens and teens with babies at one end, with day care and preschool at the other end and a school based clinic in the middle (Detroit Free Press). It is essential for the clinic to be in the school, as the alternative programs for teenage mothers has never worked, the girls involved in the program were likely to have more than one out-of-wedlock child. The clinic must be in the school for the girl to be checked each day to make certain she has taken her birth control pill. No doubt many will be transported to a facility that will implant Norplant in her arm as Baltimore schools are doing with their out-of-wedlock mothers.

This past year, by executive order of the governor, the Governor's Workforce Commission was established. In this years school aid act is \$40,000,000.00 for ECONOMIC DEVELOPMENT JOB TRAINING and another \$32,000,000.00 to provide a JOBS GRANT PROGRAM. Only the governor's commission determines the appropriation of these funds. This explains why the funding for vocational education has been drastically cut. The plan is clear, the DOL will run charter job training schools to develop the future workforce, according to the findings of the statewide labor market information exchange system. Vocational education will be phased out as the governor's commission and state and local occupation councils will determine what workforce is needed in the area and train only to the labor market needs. True choice of a vocation will be a fallacy, as students will be programmed into training for the jobs available in the locality where they reside.

The Charter School will change the focus of education from that of educating, to that of a service provider, a one stop service provider, as well as to serve

the economy by supplying the workforce for the economy and the New World Order. This was all very cleverly written in PA25, when the title of the act was changed from "the powers and duties of certain boards and individuals", to "the powers and duties of certain state departments, the State Board of Education, and other boards and individuals." Now any and all state departments (social services, health, mental health, and labor) can actually operate a school, according to the socialistic agenda of the state. With the passage of PA25, PA145 (Property tax cut), Charter schools and this "Deform" package, Michigan will become the first socialistic school system in the nation.

HIGHER STANDARDS - "I propose that our program of state-endorsed high school proficiency tests... be required for a Michigan high school diploma beginning in the year 2001... State Board of Education create an *advanced Mastery Endorsed diploma*... every Michigan high school graduate be entitled to a *Michigan Education Warranty*." (Pg. 9) He also proposes, "The State Board of Education will set mastery levels for both academic and career students." Under the guise of higher standards comes more state control, always bear in mind, the test that each student must pass, indicates the student has mastered the state's mandated outcomes. Not only does this dictate what will be taught in every school in the state, the school must teach to the test, or they won't receive additional moneys from the state for their student's test score improvement, but also dictates that every child must reach the state's political correct attitude, or they won't receive a diploma.

Three years ago HB4505, known as the Keith/Oxander Occupation Education Act - Workforce Act was introduced. Even though it was never passed, the governor has put in place everything the bill proposed, including the Workforce Commission. This bill would have also created two state certificates, a CERTIFICATE OF INITIAL MASTERY and a CERTIFICATE OF ADVANCED MASTERY. The agenda being set by the governor mirrors what's happening in Oregon. In Oregon, no student can enter a college or university or secure a job without a state certificate, and an employer who hires an employee without a state certificate will be fined by the state. What better way to force conformity and control on all home schoolers and private schools. If they didn't teach to the state's curriculum, their students couldn't pass the state's proficiency test and wouldn't receive a state certified diploma.

ACCOUNTABILITY - "I propose increased accountability for all public schools including, in the future bonuses for good performance and sanctions for poor performance." (Pg. 13) This is the B. F. Skinner's operant conditioning, controlling behavior using the principles of reinforcement. Those schools who conform to state dictates will be reinforced through bonuses, those not conforming will be punished through sanctions.

The state will have to train teams in each ISD who will monitor compliance and conformity to state man-

dates (accreditation). These surveillance teams are Regional Technical Assistance Center's personnel. The cost for these teams is phenomenal, 1992-93 budget \$713,849.00 and the projected 1996 budget is \$4,020,500.00. Remember, PA25 mandates a school not meeting the state's accreditation standards the STATE CAN CLOSE THE SCHOOL. This amounts to nothing more than blackmail and state control at the expense of the taxpayers of Michigan.

GOVERNOR'S EDUCATION REPORT CARD - "I propose that an annual Governor's Report Card be issued for every public school on a building-by-building basis." (Pg. 14) This proposal is the same as declared by Bill Clinton in 1990, when he chaired the Governor's Task Force, and was instrumental in the initial work that lead to the 6 National Education Goals. In this regard, Bill Clinton, "... promises we'll have yearly 'report cards'—not only on all school children, but on every school in America, every state and the national government to see how... we measure up to what we promised to do and what the country needs." Please note this socialistic statement, "what the country needs," not what the individual needs. The evidence is very clear, the governor's plan for Michigan is the national agenda.

100% INCREASE IN THE STATE FUNDING OF SCHOOL READINESS PROGRAMS. - "The first of six national education goals for the year 2000 is "All children in America will start school ready to learn." To meet this goal, extra support is needed for youngsters most at risk of school failure." (Pg. 16) On this same page the governor refers to "One promising model for such a school is the Kenan Trust Family Literacy Project." This has been referred to as an innovative national plan for the eradication of illiteracy, and William Bennett (former Sec. of Ed.), refers to Sharon Darling as doing the most creative work in the country today in the field of literacy. It was the same Sharon Darling that sat on the board of directors of the Barbara Bush Foundation for Family Literacy. This socialistic exemplary program has been considered by over 38 nations and 50 governors. Darling plans that, "When a child is three the parents will go into education and training and the child will go in day care. We bring them together on a school bus... We provide them breakfast." The parents go into a literacy program,... the child works in a pre-school program, they have lunch together,... parents volunteer in school projects and parents are given training in parenting skills. This program was partially federally funded. (This is covered extensively in the Sept./Oct. 1989 Newsletter on Why the New MEAP.) As you can see, this too sets up the school to become a one stop service provided—Parents as Teachers, Communities First, Healthy Start, Smart Start, all readiness programs where social service personnel go into and monitor homes and the parenting skills of the parents. This will create more day care and preschool programs as well. All school boundaries are proposed

to be changed to require social services, mental health and health services are within every school district's boundaries.

The September 17, 1993, memo from Superintendent Robert Schiller to the State Board of Education exposes the agenda more clearly. In this working draft of proposed beliefs, objectives and goals, it states, "The State Board of Education believes that: The health status of a child is a critical factor in that child's ability to achieve the learning tasks of schooling. Objectives: The State Board will implement the Part H agreement for coordination of services, including **HEALTH SERVICES TO CHILDREN WITH DISABILITIES BIRTH THROUGH AGE TWO YEARS**. (Ed. note—Disabilities means any child classified at-risk). The State Board will develop and support **INTERAGENCY COLLABORATIVE PROGRAMS** to meet the **HEALTH NEEDS OF CHILDREN FROM PRESCHOOL AGE THROUGH GRADE 12**. Goal: **ALL SCHOOLS WILL PROVIDE CHILD HEALTH SERVICES**, through collaborative and cooperative efforts with other community human service agencies, to insure that students have access to health services and knowledge of components which support optimal health status." The governor's grab for power to force Michigan into the National Goals 2000 socialistic plan exemplifies the totalitarian agenda of the nation. Every child becomes a child of the state through womb to tomb government intervention.

STUDENT EDUCATION BANK ACCOUNTS - "Specifically, each student in Michigan who attends a public school will be given a Student Education Bank Account (SEBA). The SEBA would be updated annually to reflect deposits provided by state appropriations and, in some cases, local supplements, and withdrawals for educational expenditures made on behalf of students. That is students and parents will select a public school and use the SEBA to pay for the school." (Pg. 27) This is exactly what Marilyn Ferguson divulged in her 1980 book, *The Aquarian Conspiracy*, "A top-level government policy maker for education speculates that we may eventually have the equivalent of the GI Education Bill... "funding the student and not the institution." So much for originality regarding **THE GOVERNOR'S REFORM PLAN**.

What isn't being told the public is, the proposed legislation would require the social security number of each student to set up the account. No wonder the Department of Education has already developed the software on student records to require the student's social security number. This coincides with the National Education Goals Panel's STATEWIDE STUDENT RECORDS SYSTEMS; CURRENT STATUS AND FUTURE TRENDS, developed at Michigan State University in 1992, which actually states, "An identification number that *uniquely identifies* each child in a State is an essential aspect of a student-level record system." The Elementary and Secondary Integrated Data Systems (ESIS) was established in 1988 by the U. S. Department of Education, which is a 'customized data collection system for education.' Any government agency can and will have access

to every individual child's extensive data bank. The child's social security number can be used to access cross-comparison personal information concerning parental attitudes, including social/economic status, value judgments, and political points of view. This is a sinister threat to the privacy of every child, parent, teacher and taxpayer in Michigan and the nation.

TECHNOLOGY - "I propose, . . . the creation of the **Michigan Information Network** in order to access information from around the world... create a virtual statewide network that offers interactive data and video connectivity to every educational entity in Michigan... create schools without walls; enable data collection for the Report Card and other reporting mechanisms." (Pg. 19) The governor is only wanting to legalize and provide more funding for this intrusive network that has and is already being implemented. He (governor) touts the fact that this network will be able to access information from around the world. It is these massive data banks that invade the privacy of every child, parent and teacher that is most threatening. Already the local school is linked by computer to the Intermediate School Districts (ISDs), which in turn is linked to the state, the federal government, and it appears the governor proposes to the international system (Is this the UN and UNESCO?) The information network will monitor our schools and the individual behavioral change in students, parents and teachers to evaluate if they are moving to a global interdependent perspective. Already the local school's detention room, counselors, nurse, social worker, psychologist, and administration offices are linked to the ISD. The computer disc on school improvement at the ISD requires evaluation methods in place to evaluate staff behavioral change. With this setup, no one will function in all of society, without their every thought, feeling, behavior, and politically correctness being monitored by the government.

The data banks are bad enough, but even more alarming is the computer aided Instruction in the governor's technology proposal. As far back as 1963, the federally funded **TECHNOLOGICAL DEVELOPMENT PROJECT OF THE NEA**, exposed how computer applications can be used to change attitudes. The article describing this project explained, "...after first determining a student's constellation of attitudes through appropriate testing procedures, the machine would calculate which attitudes are "out of phase" and which of these are amendable to change." Every child will have an Individual Education Program (IEP), and an individual student profile will be in the data banks on each child. In 1985, Charlotte Iserbyt's book **BACK TO BASICS REFORM OR... SKINNERIAN INTERNATIONAL CURRICULUM?** really exposed just how insidious this can be. She quotes Dustin Heuston of Utah's World Institute for Computer-Assisted Teaching (WICAT), "We've been absolutely staggered by realizing that the computer has the capabil-

ity to act as if it were ten of the top psychologists working with one student. . . You've seen the tip of the iceberg. Won't it be wonderful when the child in the smallest country in the most distant area or in the most confused urban setting can have the equivalent of the finest school in the world on that terminal and *no one can get between that child and that curriculum?* We have great moments coming in the history of education." We still have the privilege of being able to see our children's textbooks and other materials, but how and who will monitor the computer? Will all software be available for parents to approve? These are questions that must be answered.

PARENTS AND TEACHERS SITE-BASED DECISION-MAKING - "I propose greater control of individual buildings be granted to parents and teachers." (Pg. 21) These advisory boards would be appointed by the local board of education (no doubt the superintendent would submit his hand picked list to the board for approval), they are to be chaired by the school principal and consist of 5-11 members. Just another facet of the network of control being put into place statewide. When we lost our right to vote on property tax increase regarding our local school district, we lost all say as to what will take place in our local school. When we allow our schools to be run by hand picked, not elected boards, we have no say regarding the curriculum, methodology, school day and year, school staff, school budget or anything regarding the operation of our school. These boards will act as the change agents or public relation ploys to get community approval for the upheaval of their schools, it's better expressed by the governor, "...education reform was most effective and sustained when implemented by people who felt a sense of ownership and responsibility for the reform." The governor is following Kentucky's lead, the Wall Street Journal, Jan. 5, 1993, "Figuring the best way to change things is to change the people in charge, the Legislature created parent-teacher councils at every school to take over much of the power wielded by the local school boards."

SPECIAL EDUCATION - "I propose that special education remain unchanged at this time." (Pg. 24) The federal and state thrust to force both the special education student and the juvenile delinquent to be mainstreamed into the classroom (inclusive education), would have been on the fast track too, if it weren't for litigation. It will be Special Education or Chapter 1 funds that will be used for the purpose of remediation and will set up the instructional support teams who will observe, assess, diagnose and intervene in regards to each child reaching the state's prescribed objectives (outcomes). It will be the Chapter 1 funds that will be used to force all states to comply with the National Goals 2000 (Revealed on Pg. 1 of newsletter). The withholding of funds unless the federal dictates are met is nothing less than blackmail to force every school in the nation into compliance with the demolition of all traditional education and the implementation of OBE as the only restructuring plan for all schools in the nation.

INTERMEDIATE SCHOOL DISTRICTS - "I propose that our intermediate school districts continue to provide special education, staff development and administrative services to local schools." (Pg. 25) The governor proposes that the Intermediate School Districts (ISDs) provide professional development and other non-academic services. They (ISDs) are to "Coordinate with the Michigan Department of Education in implementing public policy goals in education and coordinating with human services providers to assure our children receive all necessary supports." (Pg. 25) When the state and the ISD assures all necessary supports for children, rather than parents, MOM + DAD DO = STATE. As you can see the ISD will act as the state's Gestapo troops who will lock step every school district into conformity.

REFORM INITIATIVES IDENTIFIED BY THE GOVERNOR ON 9/3/93

- Revised model core curriculum to focus on higher order thinking and learning outcomes in mathematics, science, reading, and writing and social studies;
- Continual improvement of the Michigan Educational Assessment Program to align more with the learning objectives of the model core curriculum;
- High school graduation tests, including measures of employment skills;
- A Quality Incentives Program, including penalties based on academic performance;
- Site based decision-making through new school structures, such as charter schools, school site financing, alternative and magnet schools and special recognition programs;
- Additional investments in staff development;
- Full funding for pre-kindergarten, tutoring and full-day kindergarten programs;
- Education and health and human services agencies work with poverty-impacted schools to provide health care, counseling, nutrition, education, drug abuse treatment, safety and parent-community involvement;
- Emphasis on state-of-the-art technology with cooperative research and development centers to create curriculum materials for the latest technology, and
- Allow parents to send their children to another public school if theirs does not earn high marks.

A copy of the above materials was given to each superintendent in Michigan, notice the date, a

month before the governor's plan was released to the public, now compare the information that follows. The regular print will be taken from the state's document, the italics will be our comments.

STATE OF MICHIGAN DEPARTMENT OF EDUCATION
SEPTEMBER 17, 1993 - MEMORANDUM
FROM: ROBERT SCHILLER
TO: STATE BOARD OF EDUCATION
SUBJECT: PROPOSED SCHOOL QUALITY REFORM
AGENDA

1. PRIMARY SCHOOL PROGRAM INITIATIVE

A. Establish a non-graded, ungraded, continuous progress program for children (grades 1-4) which is developmentally appropriate. *This is your "child centered" progressive program that was thrown out of England and Sweden several years ago. This is the same program that the parents in the Plymouth/Canton school district are fighting to get rid of.*

B. Establish an individualized planning/teaching program with individualized Education Programs (IEP's) for all children. *We have predicted this for several years. A parent of a special education child has the privilege of approving their child's IEP, but the same privilege will not be afforded all parents. The massive data banks will be used to develop the student profile and the IEP.*

C. Emphasize linkages among teachers, parents, students, schools for multiple years (teachers and students stay together for two-three years of school). *Remember that the school is to be linked to all services within the school boundaries. The child will continually be observed and assessed to determine if the child is perceived to have any problems, if so it will be a simple matter to refer for treatment.*

D. Require that all teachers maintain student portfolios and narrative report cards with parent conferences twice a year. *No longer will the child receive A-B-C, but their report card will look like the one we published in a previous newsletter that was being used in Northville schools. Please notice every child is to have a portfolio in these early grades, also bear in mind that we are being told the child will choose what goes in their portfolio. It would be interesting to see what a child in grades 1-4 would choose, but we are certain the child will have no choice, but the teacher will assume this responsibility.*

2. UPPER ELEMENTARY SCHOOL INITIATIVE

A. Establish grades 4-5 transitional programs based on collaborative student learning environments, group work, and group problem-solving skills. *Every child will be forced into cooperative learning, which is aimed at the eradication of all competition and each child assuming responsibility for every child*

learning. This is nothing more than collectivism and the annihilation of all individualism. The reason this must begin in the lower grades is that research indicates that by the time the child reaches the 7th grade their values are pretty well stabilized and it takes more time to change their values. It is for this reason, that it is necessary to have them involved at an earlier age in group work, collaboration, consensus building, conflict resolution, etc., in order to change their attitudes (values) regarding collectivism vs individualism.

3. MIDDLE SCHOOL PROGRAM INITIATIVE

A. Implement the principles which guide middle school programs and the middle school environment for all students between grades 5-8. *This is derived from the Carnegie's plan TURNING POINT, which proposes all children will have a mentor. All schools will be forced into having an ADVISOR/ADVISEE program in their middle school program. There will be 20 to 30 minutes spent each day in home room. The children will discuss problems that they and other teens may be facing today or in the future. Recently we received a call from a parent whose child was involved in the program and their first group meeting was regarding the rights of the child and the child's right to divorce their parent. The rationale for these programs is that todays children face more stress than in the past and need help in coping with all their problems. This program is typical of so many, it is set up for children who have problems, but all children must receive a dose of the medicine whether they need it or not. This is not a program that children opt into, but must opt out of. The child becomes nothing more than a captive in the classroom being subjected to psychotherapy whether they need it or not. Remember the children will be observed and assessed as to whether the teacher (advisor) perceives the child may have a problem, and can then refer the child for treatment. Following is a copy of a page from the program.*

4. COMMON CORE CURRICULUM INITIATIVE

A. Codify in legislation the State Board of Education core curriculum outcomes and as a result mandate the alignment of local district curricula. *By codifying the core curriculum outcomes, Michigan will be doing exactly what the federal government is doing with the Goals 2000 legislation. The new proficiency test being developed by the state, MAF contends is the National Goals 2000 assessment tool. We make this statement because of the involvement of one of the federal regional educational labs who paid for the experts to come to Michigan to advise how the test was to be developed. Revealed here, is the states intent to mandate all local school districts must use the states curriculum. Will the codifying of Michigan's core curriculum outcomes be identical to the national*

standards?

B. Establish common curriculum of outcomes and course offerings for all students in grades 9-10. *By doing this it will mean all students will be compelled to be involved in all curriculum and courses the state mandates. Will parents be allowed to say NO and exclude their children from certain learning experiences, or will all be compelled to participate? Will Michigan's curriculum and course offerings be identical to the National Goals 2000? Is Michigan already implementing a national curriculum?*

5. UPPER LEVEL HIGH SCHOOL INITIATIVE (GRADES 11-14)

A. Once a student completes the common curriculum in tenth grade, she/he will select a program of studies leading to post-secondary education or a career technical program linked with community colleges. *This is the Minnesota Plan, which also refers to the common curriculum and the common school. Michigan's example of their proposed diploma that would be awarded when a child passed the proficiency test also was titled "THE COMMON SCHOOLS OF MICHIGAN." This is also Ted Sizer's COALITION OF ESSENTIAL SCHOOLS which is part of the Re-Learning Project of which Michigan is a networking state. This will force every child to have developed a career plan by the 10th grade and then be channeled into higher education or vocational training just like the German schools. We call your attention to the grades listed above, 11-14, not 11-12. Is the state already implementing a plan that the public and legislature know nothing about?*

ALL OF THE ABOVE 1 through 5 ARE LISTED AND WORDED IDENTICAL IN THE GOVERNOR'S "OUR KIDS DESERVE BETTER" BOOKLET ON PGS. 26-27 LISTED UNDER "A SAMPLE INSTRUCTIONAL PROGRAM"

6. ASSESSMENT INITIATIVE

A. Establish at grades 4, 7, and 10 an AUTHENTIC/ASSESSMENT PERFORMANCE program which is correlated with the common core curriculum. *Will this require all students to be tested at these grade levels? Students are already tested at these grade levels and parents have a right to exclude their child from testing, what will this mean? It would appear that this would require the proficiency test that is now being piloted in the 9th and 10th grade, to also be developed for the 4th and 7th grade too. Before anything is done legislatively, someone had better define what is meant by authentic assessment.*

B. There will be three levels of achievements: novice, proficient, and mastery. *This would indicate that there will be no marks (A-B-C-) as such, as each student reaches whatever level they wish.*

C. Proficiency exams in writing, mathematics, sci-

ence, communication skills and world studies at the tenth grade level will result in awarding a certificate of initial mastery. *PA 118 stated that each student would have to take the proficiency test to graduate. Is the department of education writing their own law by requiring students to take the test in the 10th grade rather than the 12th grade?*

D. Endorsement on high school diplomas will continue from 1997 to 2000. Students must score at the proficiency level as a requirement for high school diploma effective 2001. *Again the state is rewriting state law, PA 118 mandates that all students must pass the proficiency test in 1997 in order to graduate from high school. Does the state department of education have the power to change law without a vote of the legislature? Of course some of the proposed legislation in the governor's deform package does have this wording.*

E. Establish a series of assessments which will serve as indicators of advanced mastery in subject areas. *Does this mean that there will be more than one test, depending on the intelligence and ability level of the student?*

7. LOCAL SCHOOL EMPOWERMENT INITIATIVE

A. Empower school improvement councils so that by 1996 each school has its own board of education which would serve under the auspices of a district board of education. *Same as the governor proposes, controlling through committees, now we'll call them boards.*

8. STATEWIDE PROFESSIONAL DEVELOPMENT INITIATIVE

A. Establish four days in July and four in August 1994 for professional development of all teachers in the limited areas of how to teach writing, how to effectively use performance assessment, and how to implement the primary education non-graded, ungraded, continuous progress program. *Requires 8 days of brainwashing all teachers into conformity regarding the state and governor's agenda. The teachers will have no choice as to what areas they consider to be the most vital in staff development, the state will dictate conformity to their agenda.*

B. Establish a statewide Academy for the Advancement of School Leadership to train prospective leaders and new school superintendents. *I don't know who is kidding who here, this is already established in the Michigan Partnership for New Education, which was just funded in the State Aid Act to the tune of \$5,351,500.00. The sole purpose of this is to train change agents or facilitators to go into districts and force the state and national restructuring agenda. Yes, the network of control is all encompassing and our tax dollars are paying for the demise of education as well as our nation.*

C. Establish a peer support program for new teachers. Teachers with less than two years of experience will be assigned to a master teacher and/or a college professor and/or a retired master teacher who will provide on-site, ongoing, professional direction and support. *Notice, not only will we train and control our leaders (very often labeled master teachers) and new school superintendents, but now each new teacher will be kept under continual surveillance to ensure they develop the proper attitude and behavior regarding the restructuring plan. All must be clones and of the same mind set.*

10. ACCOUNTABILITY INITIATIVE

A. Redirect the focus of the existing accreditation program to those schools which are below established standards. *As long as the schools are complying we will leave them alone. Those who are not meeting the standards mandated by the state will be relentlessly harassed to compliance.*

B. Publish the annual district report and school report card on one established date statewide, with a required daylong focus on the condition of education in Michigan. *Not even the date of the district report will any longer be allowed to be at the discretion of the local district. All will have to meet the "edu-hype" date set down by the state. No doubt this will be used as a media hype to propagandize the public into believing the schools are improving. Even though the failure rate of the MEAP is appalling; the public will be told its all because of the test which is much harder than in the past rather than the truth that our kids are being dumbed down. No data will be given regarding the cost of education since 1983, when we were declared a nation at risk, nor will the fact that our illiteracy problem continues to exist and increase.*

11. SCHOOL YEAR/SCHOOL DAY FLEXIBILITY INITIATIVE

A. Schools/districts may petition the State Board of Education to consider on a case-by-case basis the granting of waivers on the length of the school year and school day. This will not only enhance flexibility but also encourage innovation. *This has been part of the national agenda from the very beginning, year-round schools. Of course, this is the most expensive way a school district can go, as we found out years ago when we did an extensive study of year-round schools. It is business that is pushing year-round schools, for the simple reason that the tourist businesses and moving companies will profit if parents can be flexible enough to move any time of the year or go on vacation any time of the year. The other reason is that the schools cannot be a one stop service providers if they close their doors for part of the year. For them to be child care centers and service providers, they must be open from six in the morning to six at night or longer. It is also a means of breaking tradition, that special time the*

family has together in the 'good ole summer time. Traditional and family ties must be uprooted if the child is to become a child of the state who must sever themselves from the values of the home to accept the socialistic global interdependent politically correct values of the state. This will also allow for the establishment of the New American Schools Design Corporation (NASDC) schools. Why do you think McGriff left the Detroit School Superintendent to work with the Edison Project? It will be interesting to see how many Edison Project schools will be established in Michigan.

B. Provide extended year of instruction for students with educational and economic disadvantages by using all existing compensatory education and Chapter 1 moneys to provide the extended support. *Haven't we always offered summer school for this very purpose? The true reason, is for all the above reasons.*

12. SCHOOL PLANNING AND RESEARCH LINK INITIATIVE

A. All schools by 1997 are to align themselves with the principles/precepts of existing research-based school improvement models; such as, coalition of essential schools, professional development schools, effective schools, accelerated schools, or to establish an affiliation with a Michigan University or college. *This would mean that by 1997 no traditional school would be allowed to operate in the state of Michigan. All would have to be transformational outcome-based education schools. To understand just how controlled the situation is, we must explain each of the schools listed:*

COALITION OF ESSENTIAL SCHOOLS are part of the Re-Learning Project of which Michigan is a networking state. The focus is like all transformational OBE, what some perceive the future will be and the reduction of the student to nothing more than a human resource that is to be developed to meet the needs of the economy. It amounts to nothing less than social engineering as to what an elite few consider society should be.

The PROFESSIONAL DEVELOPMENT SCHOOLS are part of the Michigan Partnership for New Education. The school is nothing more than a clinic or laboratory for the university which is running the school. A lab to try new methodology and curriculum, and use university/college students to help with the experiment. These college students will eventually fill the job slots in the schools (the positions will not be posted so an outsider can't even apply for the position), thus ensuring control of the implementation of the program. Holt schools in Lansing is one of the first such schools, and you should hear the horror stories parents have to tell about the school. This is the school that was written up in the Michigan Partnership for New Education's publication telling about

how children in a math class whose group comes up with the answer that $2+2=5$, the teacher doesn't correct the students because it might damage their self esteem.

EFFECTIVE SCHOOLS is actually Ted Sizer's Coalition of Essential Schools (CES), which was founded by him in 1984 and was cited by Lamar Alexander as an example of an effort to design "new American Schools" that is intended for the whole world. The CES and the CCSSO (Council of Chief State School Officers) formed the Re: Learning Project, which is aimed at developing "thinking skills" rather than knowledge. This is a student focused or the child centered education theory, the teacher's role becomes that of facilitator (materials enclosed).

ACCELERATED SCHOOLS is just another name for the Society for Accelerated Learning and Teaching (SALT). In November of 1987, Judith Lanier, then Dean of the College of Education, Michigan State University and a member of the Carnegie Forum Task Force on Teaching as a Profession, addressed the SALT International Conference titled, THE QUANTUM LEAP: IMPACTING TEACHING, TRAINING AND TEACHER EDUCATION. Today Lanier heads the Michigan Partnership for New Education housed at Michigan State University. Another person involved with SALT is Dee Dickenson, who has had materials published by Accelerated Learning Systems and in 1991 served on the White House Task Force on Innovative Learning. These schools use Gardner's "theory of multiple intelligence."

gences, " as well as visualization, imagery and many other forms of altered states of consciousness.

Affiliating the local school with a Michigan university or college, would be no different than the Professional Development schools and would be nothing more than a clinic school of the college or university. As you can see, there would be no such thing as local control or allowing any traditional back-to-basics school to exist in the state.

13. CLARIFICATION OF STATE'S ROLE

- A. It is posited that the State's role for teachers, schools and students is to:
 - 1. Establish high expectations.
 - 2. Set high standards.
 - 3. Assess progress. *
 - 4. Monitor for compliance and success. *
 - 5. Report to the public on the condition of Michigan education and provide rewards/incentives and if necessary apply sanctions, based upon performance. *
 - 6. Allocate and assure equitable distribution of resources.

14. ESTABLISH IN FIVE REGIONS, SPECIAL HIGH SCHOOLS (GRADES 11-12):

- A. Governors' schools for Creative/Performing Arts.
- B. Governors' schools for Advanced Technology.

This concludes the Superintendents Memo, and as you can see, it certainly covers the same areas as the governor's deform plan.

MATERIAL ALTERATION OF OUR SOCIAL CONTRACT

Restructuring in America, and in the several states, is a direct attack on the freedoms given to us by our Founding Fathers. It matters not which state one examines, the result is the same. The effect is that of our Constitution being "restructured." By "implied consent," government controls the life, liberty, and property of American citizens. Government dictates how, when, and where the citizen is to enjoy his pseudo-freedom.

By judicial edict, the meaning of many absolute rights has been changed. Judges across America are substituting their biased opinions for Constitutional meaning. To illustrate, a first principle of law, as outlined on page 26, Vol. 21 of Rutgers Law Review, is, "If there is a conflict between the rights of the state and the rights of man, the rights of man come first. The state justifies its existence only as it serves and safeguards the right of man."

Many legal cases can be cited to verify the violation of, not only this principle, but other first principles. The absurd grounds for change in our Republic have no fixed basis. For example, in Kansas, Judge Terry Bullock pulled ten questions out of his hat to establish ten rules to guide the state lawmaking process. A brief persual of Bullock's decision reveals major flaws in the thinking of these power hungry devils. The resident power of the People is usurped by these minions of evil.

Most education reforms that are being rammed through today are not with the consent of the governed. Government is to protect, not "provide the economic and educational conditions whereby the social capabilities of the individual can be developed in specific directions." Through judicial decisions, the agreement (contract) between the citizens and government is being altered without informed consent. The courts are proving to be the vehicle to force the population into, as Rutherford puts it, "absolute and passive obedience." Sociological law has no tolerances for the inalienable rights of the People.

ROY MORELAND
Freeworld Research Report 9/93

MICHIGAN'S CHARTER SCHOOL BILL

SUBSTITUTE FOR SENATE BILL NO. 896

(As Passed the Senate November 2, 1993)

A bill to amend the title and section 1230 of Act No. 451 of the Public Acts of 1976, entitled as amended "The school code of 1976," section 1230 as amended by Act No. 68 of the Public Acts of 1993, being section 380. 1230 of the Michigan Compiled Laws; and to add part 6a and section 1701a.

THE PEOPLE OF THE STATE OF MICHIGAN ENACT:

Section 1. The title and section 1230 of Act No. 451 of the Public Acts of 1976, section 1230 as amended by Act No. 68 of the Public Acts of 1993, being section 380. 1230 of the Michigan Compiled Laws, are amended and part 6a and section 1701a are added to read as follows:

TITLE

An act to provide a system of public instruction and elementary and secondary schools; to revise, consolidate, and classify the laws relating to elementary and secondary education; to provide for the classification, organization, regulation, and maintenance of schools, school districts, and intermediate school districts; to prescribe rights, powers, duties, and privileges of schools, school districts, and intermediate school districts; to provide for the regulation of school teachers and school administrators; to provide for school elections and to prescribe powers and duties with respect thereto; to provide for the levy and collection of taxes; to provide for the borrowing of money and issuance of bonds and other evidences of indebtedness; to establish a fund and provide for expenditures from that fund; to provide for and prescribe the powers and duties of certain state departments, the state board of education, and certain other boards and officials; to provide for licensure of boarding schools; to prescribe penalties; TO MAKE CERTAIN APPROPRIATIONS; and to repeal certain acts and parts of acts.

PART 6A CHARTER PUBLIC SCHOOLS

Sec. 501. (1) A charter public school is governed by this part and is not subject to the other provisions of this act except as provided in this part. A charter public school is a public school under Section 2 of Article VIII of the state constitution of 1963, and is considered to be a school district for the purposes of Section 11 of Article IX of the state constitution of 1963. A charter public school is a body corporate, may sue and be sued in its name, may acquire and take real and personal property for educational purposes by purchase, gift, grant, devise, or bequest, and may sell and convey the property as the interests of the charter public school require.

(2) As used in this part:

(A) "Certificated teacher" means an individual who holds a valid teaching certificate issued by the state board under Section 1531 or 1233B.

(B) "Chartering body" means a person or entity that grants a charter as provided in Section 503.

(C) "Community college" means a community college organized under the Community College Act of 1966, Act No. 331 of the Public Acts of 1966, being Sections 389.1 to 389.195 of the Michigan compiled laws.

(D) "Conversion charter public school" means a charter public school that has been issued a charter under this part to be a conversion charter public school under Section 504.

(E) "Conversion charter school district" means a school district that has been issued a charter under this part to operate all of its schools as conversion charter public schools, as provided in Section 504A.

(F) "State public university" means a university described in Section 4, 5, or 6 of Article VIII of the state constitution of 1963.

Sec. 502. (1) A charter public school shall be organized and administered by a person or entity described in Subsection (2) under the direction of a board of directors in accordance with this part and with by-laws adopted by the board of directors.

(2) Any of the following persons or entities may apply for a charter to organize and administer 1 or more charter public schools under this part:

(A) For a conversion charter public school, a charter public school corporation formed by 1 or more certificated teachers described in Section 504, which charter public school corporation meets the requirements of Subsection (3). For a conversion charter school district, a school district may apply.

(B) For a charter public school that is not a conversion charter public school, any of the following:

(i) A charter public school corporation formed by any 1 or more certificated teachers, which charter public school corporation meets the requirements of Subsection (3).

(ii) A county, city, village, or township.

(iii) A school district or intermediate school district.

(iv) A community college.

(v) A state public university.

(vi) A department or other agency of state government.

(vii) A charter public school corporation formed by another person or entity and meeting the requirements of Subsection (3).

(3) A charter public school corporation shall be organized under the Nonprofit Corporation Act, Act. No. 162 of the Public Acts of 1982, being Sections 450.2101 to 450.3192 of the Michigan compiled laws. A charter public school corporation may not be established by a religious organization.

(4) Subject to Subsection (5), a person or entity described in Subsection (2) may apply to any of the following chartering bodies for a charter to organize and operate 1 or more charter public schools under this part:

(A) The state board.

(B) The board of a school district or intermediate school district.

(C) The governing board of a community college or state public university.

(D) The state charter public school authority created in Section 510.

(5) If a person or entity described in Subsection (4) (B) or (C) desires to organize and operate 1 or more charter public schools under this part itself, the person or entity shall apply for the charter to either the state board or state charter public school authority created in Section 510, and either the state board or state charter public school authority may grant the charter as provided in Section 503.

(6) The application for a charter shall include at least all of the following:

(A) Identification of the person or entity applying for the charter.

(B) If the application is for a conversion charter public school or a conversion charter school district, a statement to that effect.

(C) A list of the proposed members of the board of directors of the charter public school or a description of the qualifications and method for appointment or election of members of the board of directors.

(D) A copy of the proposed bylaws of the charter public school, which shall include at least all of the following:

(i) The governance structure of the charter public school.

(ii) A copy of the educational goals of the charter public school and the curriculum to be offered and methods of pupil assessment to be used by the charter public school.

To the extent applicable, the progress of the pupils in the charter public school shall be assessed using at least a Michigan Education Assessment Program (MEAP) test or an assessment instrument developed under Section 104A(9) of the State School Aid Act of 1979, being Section 388.1704A of the Michigan compiled laws, for a state-endorsed high school diploma, or 1 or more of the following nationally normed tests: The California Achievement Test, The Stanford Achievement Test, or the Iowa Test of Basic Skills.

(iii) The admission policy and criteria to be maintained by the charter public school. The admission policy and criteria shall comply with Section 505.

(iv) The school calendar and school day schedule.

(v) The age or grade range of pupils to be enrolled.

(E) Descriptions of staff responsibilities, or the role of parents and legal guardians, and of the charter public school's governance structure.

(F) Identification of the local and intermediate school districts in which the charter public school will be located and a description of the anticipated relationship between the charter public school and the local and intermediate school districts in which it is to be located.

(G) A description of how the charter public school will meet the requirements of Section 1233 and 1233B and Sections 1230 and 1246.

(H) An assurance that the charter public school will comply with all applicable state constitutional provisions, statutes, and rules governing church-state issues in Michigan public schools.

(I) If the application is for a conversion charter public school or a conversion charter school district, evidence satisfactory to the chartering body that the requirements of Section 504 or 504A, as applicable, are met.

Sec. 503. (1) Subject to Sections 502(5) and 510(2), a chartering body may grant a charter to a person or entity described in Section 502(2) to organize and operate 1 or more charter public schools in this state if the chartering body finds that person or entity meets and that the proposed charter public school or schools will meet the requirements of this part and that issuance of the charter will meet the educational needs of students who will attend the charter public school. A chartering body is not required to issue a charter to any person or entity. Charters shall be granted on a competitive basis taking into consideration the resources available for the proposed charter public school, the population to be served by the proposed charter public school, and the educational goals to be achieved by the proposed charter public school.

(2) A charter granted to a person or entity to organize and administer a charter public school is a contract between the charter public school and the chartering body and shall contain at least all of the following:

(A) A commitment by the charter public school to comply with this part.

(B) The educational goals the charter public school is to achieve and the methods by which it will be held accountable.

To the extent applicable, the outcomes shall be assessed using at least a Michigan education assessment program (MEAP) test or an assessment instrument developed under Section 104A (9) of the State School Aid Act of 1979, being Section 388.1704A of the Michigan compiled laws, for a state-endorsed high school diploma, or 1 or more of the following nationally normed tests: The California Achievement Test, The Stanford Achievement Test, or the Iowa Test of Basic Skills.

(C) A description of the method to be used to monitor the charter public school's compliance with this part and its performance in meeting its targeted educational outcomes.

(D) A description of the process for amending the charter during the term of the charter.

(E) Specific operating requirements for the charter public school, which shall include at least all of the matters specified in Section 502(6)(C), (D), (E), (F), (G), and (H).

(F) If the charter is for a conversion charter public school, identification of the existing school facilities to be occupied in whole or part by the conversion charter public school.

(G) Procedures for revoking the charter and grounds for revoking the charter, including at least the grounds listed in Section 509.

(3) Upon proper application, the state board shall grant a charter under this part for an instructional program operated in 1993-94 under Section 23C of the State School Aid Act of 1979, being Section 388.1623C of the Michigan compiled laws.

(4) Upon proper application, the state board shall grant a charter under this part to the State Department of Social Services to organize and administer 1 or more charter public schools for educating any of the following or a subgroup of any of the following:

(A) Youth committed to the care and custody of the State Department of Social Services pursuant to either the Youth Rehabilitation Services Act, Act. No. 150 of the Public Acts of 1974, being Sections 803.301 to 803.309 of the Michigan compiled laws, or Act. No. 220 of the Public Acts of 1935, being Sections 400.201 to 400.214 of the Michigan compiled laws.

(B) An individual under age 20 who has dropped out of school or has been expelled from school or, based on information from a school district or another charter public school, is at risk of being expelled from school.

(C) An individual who has not completed high school and who is pregnant or who is the parent of at least 1 child who is eligible for state funded preschool or early education programs.

(5) A charter issued under this section is valid for 7 years and shall be renewed for the same number of years by the chartering body if the chartering body determines that the charter public school has achieved the educational outcomes required in the charter and has complied with the other requirements specified in this part and in the charter.

Sec. 504. (1) A chartering body shall issue a charter to establish a conversion charter public school if all of the following are met:

(A) The charter application to the chartering body is submitted by 1 or more certificated teachers employed by the school district at the school to be converted who have formed a charter public school corporation meeting the requirements of Section 502(3).

(B) The charter application is supported by the affirmative vote of at least a majority of the certificated teachers employed at the school to be converted. The vote required under this subdivision shall be held within 60 days before the date the charter application is submitted.

(C) The charter application is supported by the affirmative vote of at least a majority of the parents or legal guardians of the pupils enrolled in the school to be converted who are present and vote on the question

at a public meeting on the issue of converting all or a part of the school to a conversion charter public school. The meeting at which the vote is taken shall be held within 60 days before the date the charter application is submitted. Public notice shall be given for the meeting in the same manner as notice of a meeting of a school board under Section 1201.

(2) If the charter for a conversion charter public school identifies existing school facilities to be occupied by the conversion charter public school, the school district in which the conversion charter public school is to be located shall allow the conversion charter public school to convert those school facilities to the use of the conversion charter public school, as specified in the charter. The school district and the conversion charter public school shall enter into a lease agreement charging a reasonable rent for the facilities. The lease agreement shall specify the party that has financial liability for all utilities, maintenance, improvements, and other costs for the facilities occupied by the charter public school.

(3) A conversion charter public school and a school district may enter into a contract or cooperative arrangement concerning general liability insurance for the conversion charter public school.

Sec. 504A. A chartering body shall issue a charter to a school district to convert to a conversion charter school district if all of the following are met:

(A) The charter application to the chartering body is submitted by 1 or more certificated teachers employed by the school district from each school in the school district.

(B) The charter application is supported by the affirmative vote of at least a majority of the certificated teachers employed at each school in the school district. The vote required under this subdivision shall be held within 60 days before the date the charter application is submitted.

(C) The charter application is supported by the affirmative vote of at least a majority of the parents or legal guardians of the pupils enrolled in each school in the school district who are present and vote on the question at a public meeting held at the school on the issue of converting the school to a conversion charter school district. The meeting at which the vote is taken shall be held within 60 days before the date the charter application is submitted. Public notice shall be given for each of the meetings in the same manner as notice of a meeting of a school board under Section 1201.

Sec. 505. (1) A charter public school shall not charge tuition and shall not discriminate in its pupil admissions policies or practices on the basis of intellectual or athletic ability, measures of achievement or aptitude, status as a handicapped person, or any other basis that would be illegal if used by a school district. However, a charter public school may limit admission to pupils who are within a particular range of age or grade level or on any other basis not specifically prohibited under this part that would be legal if used by a school district.

(2) A charter public school shall not enroll a pupil who is not a resident of this state. Subject to Subsection (3), enrollment in the charter public school shall be open to all pupils who reside in this state who meet the admission policy. If there are more applications to enroll in the charter public school than there are spaces available, pupils shall be selected to attend using a random selection process. However, a charter public school may give enrollment priority to a sibling of a pupil enrolled in the charter public school, and a conversion charter public school shall give enrollment priority to pupils who reside within the attendance area in which the conversion charter school is located. As used in this subsection, "attendance area" means the geographic area that, before the conversion charter public school received a charter, had been prescribed by the board of the school district in which the conversion charter public school is located as the area in which pupils had to reside to be assigned to attend the school. A charter public school shall allow any pupil who has enrolled in the charter public school in the immediately preceding school year to enroll in the charter public school in the appropriate grade unless the appropriate grade is not offered at that charter public school.

(3) A charter public school operated by the State Department of Social Services for individuals described in Section 503(4) may limit enrollment at the charter public school to those individuals or a subgroup of those individuals.

(4) A charter public school may include any grade up to grade 12 or any combination of those grades, including kindergarten and early childhood education, as specified in its charter. If specified in its charter, a charter public school may also operate an adult basic education program, adult high school completion program, or general education development testing preparation program. The chartering body may approve amendment of a charter with respect to ages of pupils or grades offered.

Sec. 506. (1) A charter public school is subject to the requirements of Sections 1204A, 1277, 1278, and 1280, commonly referred to as "Public Act 25 of 1990"; to the requirements of Section 1230 and Section 1233 or 1233B and Sections 1230 and 1246; part 126 of the Public Health Code, Act No. 368 of the Public Acts of 1978, being Sections 333.12601 to 333.12617 of the Michigan compiled laws; and to health and safety laws that are generally applicable to public buildings.

(2) A charter public school and a person employed by or engaged as a volunteer or contractor by a charter public school is subject to Section 1312.

(3) A charter public school shall meet generally accepted accounting principles.

(4) A charter public school shall comply with all applicable state constitutional provisions, statutes, and

rules governing church-state issues in Michigan public schools.

(5) A charter public school shall perform the same functions and duties under Article 3 as a local school district for the purpose of ensuring that a handicapped person enrolled in the charter public school is provided with special education programs and services under Article 3.

Sec. 507. (1) A charter public school may employ or contract with personnel as necessary for the operation of the school, prescribe their duties, and fix their compensation. A charter public school may contract with another entity, including, but not limited to, a for-profit corporation, workers cooperative, or employee-owned corporation, to provide instructional services at the charter public school.

(2) Upon written request by the employee, the board of a school district shall grant a leave of absence to an employee of the school district to teach in a charter public school.

Sec. 508. (1) A charter public school operating under this part shall receive state school aid per pupil in membership at the charter public school pursuant to Section 20 of the State School Aid Act of 1979, being Section 388. 1620 of the Michigan compiled laws.

(2) In addition to the funding under Subsection (1), a charter public school is considered a school district for funding under all other sections of the State School Aid Act of 1979, may apply for funding under federal law, and to the extent permitted by law, may accept donations from other public or private sources.

(3) A pupil enrolled in a charter public school shall not be counted in membership in a school district.

Sec. 509. A charter issued under this part may be revoked by the chartering body that issued the charter if the chartering body determines that 1 or more of the following has occurred:

(A) Failure of the charter public school to abide by and substantially meet the educational goals set forth in the charter.

(B) Failure of the charter public school to maintain applicable health and safety standards.

(C) Failure of the charter public school to meet generally accepted accounting principles.

(D) The existence of 1 or more other grounds for revocation as specified in the charter.

Sec. 510. (1) The State Charter Public School Authority is created within the Department of Education. The State Charter Public School Authority shall consist of 7 members, appointed by the governor with the advise and consent of the senate.

(2) The State Charter Public School Authority may grant a charter under Section 503. However, a charter granted by the State Charter Public School Authority may be rejected by a majority vote of the state board not later than 30 days after the date the charter is granted. A charter rejected by the state board under this subsection is void.

(3) The State Charter Public School Authority shall do all of the following:

(A) Periodically review and evaluate the progress of implementation of charter public schools under this part.

(B) Prepare and submit to the governor, the state board, and the legislature an annual report on the status of charter public schools.

(C) Provide technical assistance to charter public schools and to persons interested in establishing a charter public school. Assistance may include, but is not limited to, assistance in locating buildings and other facilities, facilitating communication among charter public schools, and facilitating acquisition of liability insurance, including exploration of pooled coverage arrangements.

(4) Members of the State Charter Public School Authority shall serve for terms of 4 years or until a successor is appointed, whichever is later, except that of the members first appointed, 2 shall serve for 2 years, 2 shall serve for 3 years, and 3 shall serve for 4 years. A member may be reappointed.

(5) A vacancy on the Senate Charter Public School Authority shall be filled in the same manner as the original appointment.

(6) The members first appointed to the State Charter Public School Authority shall be appointed within 30 days after the effective date of this section.

(7) The first meeting of the State Charter Public School Authority shall be held not later than 60 days after the effective date of this section. At the first meeting, the State Charter Public School Authority shall elect from among its members a chairperson and other officers as it considers necessary or appropriate.

(8) A majority of the members of the State Charter Public School Authority constitutes a quorum for the transaction of business at a meeting of the State Charter Public School Authority.

(9) The business that the State Charter Public School Authority may perform shall be conducted at a public meeting of the State Charter Public School Authority held in compliance with the Open Meetings Act, Act No. 267 of the Public Acts of 1976, being Sections 15.261 to 15.275 of the Michigan compiled laws.

(10) A writing prepared, owned, used, in the possession of, or retained by the State Charter Public School Authority in the performance of an official function is subject to the Freedom of Information Act, Act. No. 422 of the Public Acts of 1976, being Sections 15.231 to 15.246 of the Michigan compiled laws.

(11) Members of the State Charter Public School Authority shall serve without compensation. However, a member may be reimbursed for his or her actual and necessary expenses incurred in the performance of official duties.

(12) The governor shall appoint an executive director of the State Charter Public School Authority, who shall administer the functions of the authority and perform other duties as directed by the authority. The position of executive director shall be exempt from the Classified State Civil Service.

(13) There is appropriated for the state fiscal year ending September 30, 1994 an amount not to exceed \$150,000.00 for the establishment and operation of the State Charter Public School Authority.

Sec. 1230. (1) Beginning with hiring for the 1993-94 school year and subject to subsections (2), (4), and (5), upon an offer of initial employment being made by the board of a school district, local act school district, or intermediate school district or the governing body of a charter public school or nonpublic school to an individual for a position as a teacher or a school administrator or for a position requiring state board approval, the district, charter public school, or nonpublic school shall request from the criminal records division of the Department of State Police a criminal history check on the individual and, before employing the individual as a regular employee, shall have received from the Department of State Police the report described in subsection (8).

(2) If the board of a school district, local act school district, or intermediate school district or the governing body of a charter public school or nonpublic school determines it necessary to employ an individual for a position described in subsection (1) for a particular school year during that school year or within 30 days before the beginning of that school year, the board or governing body may employ the individual as a conditional employee under this subsection without first receiving the report described in subsection (8) if all of the following apply:

(a) The board or governing body requests criminal history check required under subsection (1) before conditionally employing the individual.

(b) The individual signs a statement that identifies all crimes for which he or she has been convicted, if any, and agreeing that, if the report described in subsection (8) is not the same as the individual's statement, his or her employment contract will be voidable at the option of the board or governing body. Not later than July 28, 1993, the department shall develop and distribute to districts and nonpublic schools a model form for the statement required under this subdivision. The department shall make the model form available to charter public schools. A district, charter public school, or nonpublic school shall use the model form for the purposes of this subsection.

(3) If an individual is employed as a conditional employee under subsection (2) and the report described in subsection (8) is not the same as the individual's statement under subsection (2), the board or governing body may void the individual's employment contract. If an employment contract is voided under this subsection, the individual's employment is terminated, a collective bargaining agreement that would otherwise apply to the individual's employment does not apply to the termination, and the district, charter public school, or nonpublic school or the board or governing body is not liable for the termination.

(4) For an applicant for a position as a substitute teacher, instead of requesting a criminal history check under subsection (1), a school district, local act school district, intermediate school district, charter public school, or nonpublic school may use a report received by another district, charter public school, or nonpublic school or maintained by the department to confirm that the individual does not have any criminal history. If that confirmation is not available, subsection (1) applies to an applicant for a position as a substitute teacher.

(5) If an applicant for a position described in subsection (1) is being considered for employment in such a position by more than 1 school district, local act school district, intermediate school district, charter public school, or nonpublic school and if the applicant agrees in writing to allow a district, charter public school, or nonpublic school to share the report described in subsection (8) with another district, charter public school, or nonpublic school, a district, charter public school, or nonpublic school may satisfy the requirements of subsection (1) by obtaining a copy of the report described in subsection (8) from another district, charter public school, or nonpublic school.

(6) An applicant for a position described in subsection (1) shall give written consent at the time of application for the Criminal Records Division of the Department of State Police to conduct the criminal history check required under this section.

(7) A school district, local act school district, intermediate school district, charter public school, or nonpublic school shall make a request to the Criminal Records Division of the Department of State Police for a criminal history check required under this section on a form and in a manner prescribed by the Criminal Records Division of the Department of State Police.

(8) Within 30 days after receiving a proper request by a school district, local act school district, intermediate school district, charter public school, or nonpublic school for a criminal history check on an applicant under this section, the Criminal Records Division of the Department of State Police shall conduct the criminal history check and, after conducting the criminal history check and within that time period, provide a report of the results of the criminal history check to the district, charter public school, or nonpublic school. The report shall contain any criminal history record information on the applicant maintained by the Criminal Records Division of the Department of State Police.

(9) Criminal history record information received from the Criminal Records Division of the Department of State Police under subsection (8) shall be used by a school district, local act school district, intermediate school district, charter public school, or nonpublic school only for the purpose of evaluating an applicant's qualifications for employment in the position for which he or she has applied and for the purposes of subsection (3). A member of the board of a district or of the governing body of a charter public school or nonpublic school or an employee of a district, charter public school, or nonpublic school shall not disclose the report or its contents except any felony conviction or a misdemeanor conviction involving sexual or physical abuse to any person who is not directly involved in evaluating the applicant's qualifications for employment. However, for the purposes of subsection (4), a person described in this subsection may confirm to an employee of another district, charter public school, or nonpublic school that a report under subsection (8) has revealed that an individual does not have any criminal history or may disclose that no report under subsection (8) has been received concerning the individual, and for the purposes of subsection (5), a person described in this subsection may provide a copy of the report under subsection (8) concerning the individual to an appropriate representative of another district, charter public school, or nonpublic school. A person who violates this subsection is guilty of a misdemeanor punishable by a fine of not more than \$10,000, but is not subject to the penalties under section 1804.

(10) As used in this section:

(a) "Criminal history record information" means that term as defined in Section 1a of Act. No. 289 of the Public Acts of 1925, being Section 28.241a of the Michigan compiled laws.

(b) "State board approval" means that term as defined in Section 1539b.

Sec. 1701A. For the purposes of ensuring that a handicapped person enrolled in a charter public school created under part 6A is provided with special education programs and services, the charter public school is considered to be a local school district under this article.

Charter/government schools are necessary to merge the U. S. educational program with the international educational program.

The Role of the Federal Government

The Federal Government carries a heavy responsibility in connection with these challenges. Its trusteeship of the general welfare places upon it an obligation to assist in the development of equality of educational opportunity, to promote the fullest development of the abilities and aspirations of its citizens, and to preserve a system of education that will enhance democratic values. The Federal Government can and should reflect a growing sense of educational nationhood---an awareness that the implications of education are indisputably national, however local may be the control of education.

Practically speaking, this obligation is reinforced by a realistic consideration of public finance---the substantial revenue resources available to the Federal Government as opposed to those available to the States and localities.

The Federal Government must be prepared in the coming decade not only to continue and, where appropriate, expand existing programs of aid to education; it must also develop new avenues of assistance and patterns of educational leadership. It must do all that is necessary to support the pluralistic educational system of the Nation. **In the area of international educational cooperation, in particular, it must play the major role, since ONLY THE FEDERAL GOVERNMENT CAN ENTER INTO AGREEMENTS WITH OTHER GOVERNMENTS.**

*(A Federal Educational Agency for the Future, published by
U. S. Department of Health, Education and Welfare,
HEW - April, 1961 - p. 41)*

We Weep For Thee,

O, Michigan!!!

A study of America's educational restructure program would be incomplete without a section on charter schools. Nearly every article or proposal that I have seen that has promoted charter schools has left the distinct impression that charter schools may be the only real hope of breaking the monopoly of the public school system.

For the first time, the federal government is actually endorsing the privatization of the school system to create a more competitive market in the educational arena. This approach appears to have all the earmarks of the free enterprise system, and if it is allowed to compete in the educational market, public schools will have to shape up and produce a safe, drug free, high academic program or face closure due to the lack of students who will be diverted to the new charter schools or to private and Christian schools. For once, it appears that there is a breath of fresh air on the horizon for the ingenuity of the dynamic free enterprise system has once sparked an idea that offers hope to the gasping educational system. This new concept in education may once again cause freedom to triumph and it will be done the American way!

Wisdom would certainly dictate that we take a close look at this new idea. Let us examine it in the light of historic principles that have weathered the test of time. Let us put it to the acid test to see if it will hold up under the scrutiny of Constitutional law; after all, what we now have is bad. Let us not replace it with something that will also break down in the future. I think that it would be wise to back up, slow down, and carefully weigh this new proposal, lest we replace our present corrupt system with something that may be even worse.

At this time, we really need a clear picture of what a charter school really is. To get that picture, let us ask some definite questions and get some definite answers. I would think that the following questions should be addressed:

1. **What is the proper definition of a charter school?**
2. **How may a charter school be founded?**
3. **What must be included in the charter school's application?**
4. **Who has the final authority over the charter school?**
5. **How is the charter school to be funded?**
6. **Are charter schools private, public or government schools?**

Under the dynamic leadership of Governor John Engler, the state of Michigan has introduced to its citizens a charter school program that may well become the model for the future. We shall confine most of our study to Michigan's Substitute for SB#896 as passed by the state senate on November 2, 1993 and Michigan's Substitute for HB#5124 as passed by the house on November 29, 1993. We would urge the reader to study these two bills in depth in order to answer the seven questions listed above. To give a brief overview of those questions, we find the following:

1. What is the definition of a charter school?

To answer this question, we must realize that there are different types of charter schools. For instance, there are:

A. Charter Public Schools

A charter public school is a public school under section 2 of Article VIII of the State Constitution of

1963, and is considered to be a school district for the purposes of Section 11 of Article IX of the State Constitution of 1963. A charter public school is a body corporate, may sue and be sued in its name, may acquire and take real and personal property for educational purposes by purchase, gift, grant, devise, or bequest, and may sell and convey the property as the interests of the charter public school require. (Sec. 501(1))

B. Conversion charter public schools.

"Conversion charter public school" means a charter public school that has been issued a charter under this part to be a conversion charter public school under Section 504.

C. Conversion charter school districts.

"Conversion charter school district" means a school district that has been issued a charter under this part to operate all of its schools as conversion charter public schools as provided in Section 504A. (Sec. 501-(2)(E))

D. A conversion charter school may not be established by a religious organization. (Sec. 502 (3))

2. How may a charter school be founded?

1. Subject to subsection (5), a person or entity described in subsection (2) may apply to any of the following chartering bodies for a charter to organize and operate 1 or more charter public schools under this part:

- A. The state board.
- B. The board of a school district or intermediate school district.
- C. The governing board of a community college or state public university.
- D. The state charter public school authority created in Section 510.

2. If a person or entity described in subsection (4) (B) or (C) desires to organize and operate 1 or more charter public schools under this part itself, the person or entity shall apply for the charter to either the state board or state charter public school authority created in Section 510, and either the state board or state charter public school authority may grant the charter as provided in Section 503. (Sec. 502-(4-5))

3. What must be included in the application?

- A. Identification of the person or entity applying for the charter (Sec. 502 (6)(A))
- B. If the application is for a conversion charter public school or conversion charter school district, a statement to that effect. (Sec. 502 (6)(B))
- C. A list of proposed board members or a description of the qualifications and method of appointment. (Sec. 502 (6) (C))
- D. A copy of the proposed bylaws (Sec. 502 (6)(D))

- (1) A copy of the educational goals, curriculum and method of pupil assessment. (Sec. 502 (6) (D) (II))
- (2) Admission, policy and criteria to be maintained by the charter public school. (Sec. 502 (6)(D)(III))
- (3) School calendar and school day schedule. (Sec. 502 (6)(D)(IV))
- (4) Age or grade range of pupil to be enrolled. (Sec. 502 (6)(D)(V))
- (5) Description of staff responsibilities, the role of parents and legal guardians, and the charter public school's governance schedule. (Sec. 502 (6)(E))
- (6) Identification of local and intermediate school districts and a description of anticipated relationship with that school district. (Sec. 502 (6)(F))
- (7) A description of how the charter public school will meet the requirements of Section 1233 or 1233B and Sections 1230 and 1246.
- (8) Assurance that the charter public school will comply to the state's constitutional provision, statutes, and rules governing church-state issues in Michigan public schools. (Sec. 502 (6)(9H))

4. Who has the final authority over the charter school?

Although the applicant may submit his request to the state board, the board of a school district or intermediate school district, the governing board of a community college or state public university, or the state charter public school authority (Sec. 502 (4) (A-D)), the charter may be voided by a majority of the state board not later than 30 days after the date that the charter is granted. (Sec. 510 (2))

Or a charter may be revoked if the charter schools fail to:

- A. Abide by and substantially meet the educational goals as set forth by the charter.
- B. Fails to maintain applicable health and safety standards.
- C. Failure to meet generally accepted accounting principles. (Sec. 509 (A-D))

In addition, a charter issued under Section 503 is valid for only seven years and may be renewed for an additional seven years if the chartering body determines that the charter public school has achieved the desired educational outcomes and complied with other requirements in the charter and charter law. (Sec. 503 (5))

Contrary to what many are led to believe, the privatization of public schools via means of the charter program does not grant private control to the charter school; for the charter bill clearly states that the charter school is a public school. (Sec. 501 (1-2))

5. How is the charter school to be funded?

Section 508 (1-2) reads as follows:

Sec. 508. (1) A charter public school operating under this part shall receive state school aid per pupil in membership at the charter public school pursuant to Section 20 of the State School Aid Act of 1979, being Section 388.1620 of the Michigan compiled laws.

(2) In addition to the funding under subsection (1), a charter public school is considered a school district for funding under all other sections of the State School Aid Act of 1979, may apply for funding under federal law, and, to the extent permitted by law, may accept donations from other public or private sources.

(3) A pupil enrolled in a charter public school shall not be counted in membership in a school district.

On pages 506-515 of this book, we have reprinted Governor John Engler's special message to a joint session of the Michigan Legislature On Education. In that speech entitled *Our Kids Deserve Better! New Schools For A New Century*, Governor Engler detailed his concept of empowering families with a choice in education by creating charter schools. He stated:

"These new and innovative schools could be chartered by any public entity—including existing public schools. Their mission would be spelled out in their charter, and they would admit all children on a space-available basis, without discrimination. They would be freed up from some of the bureaucratic rules and regulations that have choked off innovation in many of our public schools"....(pg. 8 original text)

"Chartered public schools can take any number of forms. A mother and child school, where mom finishes high-school while, down the hall, her kids are in Head Start or pre-school. A math-science school, where children learn the skills to get into the best universities in the world. A history school at Greenfield Village, where young people not only study the past but live, work, and breathe the past. An art school at the Detroit Institute of Arts, where kids interested in creating can learn to do so in a rich, supportive environment. A technical school at the UAW-Ford Education Center, where students can learn to design and assemble the products of tomorrow. A highly-disciplined training school, where kids on probation—kids who need a second chance—can get one before it's too late.

"As you can see, the potential is staggering. We are bounded only by the limits of our creativity. Whatever form these schools take, the beauty of them is that they are there to serve our families. They put families first, where they should be. And under my plan, that's where families are going to be!"

"These publicly chartered schools could literally redefine educational opportunity in Michigan...."(pg. 8 original text)

"But to exercise their choice, they will need money. So I propose that the state fund not "the system" but the students. Let parents choose the public school they

want their kids to attend, and have a foundation grant follow the kids to the school they've chosen. The customer decides. That's the American way. And that will be the Michigan way!

"I propose that each child be given a minimum foundation grant of \$4,500. That will insure greater fairness and equity in the system. All children in Michigan will be winners—ahead of where they are today. Students in poor districts will be brought up to an adequate level of support. Students from average-spending districts will be protected. And students from the highest-spending districts will have the opportunity to maintain spending at current levels. Under my plan, there will be no more Robin Hood, no more recapture, and no more lottery monkey business. My plan carves it in stone that all the revenues necessary to fund the foundation grant will be earmarked for education—untouchable, locked up—so that in future years, the state's commitment to our children can never, ever be in doubt.

"Empowering families with a portable foundation grant will change the whole dynamic of public education in this state. What it means for schools is two things. First, it answers the complaints of so many school districts for so many years—that they want to concentrate on teaching our children instead of fighting the next millage battle. Under my plan, 523 of Michigan's 558 school districts—94 percent of them—will immediately and permanently be out of the millage business. The handful of remaining districts will phase out their millage in the years ahead. No more permanent millage campaigns that drain away time and valuable resources just to keep the school doors open. Henceforth, schools will be freed up to concentrate on the only campaign that matters in this state—and that's making Michigan children number one!"

"And that brings me to the second point. Quality, performance, accountability—these will be the prized attributes of successful schools, because parents will be looking to do what is right by their children. The total funding level of schools will be determined by how many students they can retain or attract. The schools that deliver will succeed. The schools that don't will not. No longer will there be a monopoly of mediocrity in this state. No longer will there be exclusive franchises over education. No longer will there be a company store holding our families hostage. Because our kids deserve better!"

"Here is my goal: Effective August 1994, every student in every school will be where he or she wants to be. Our children will be there because they will have chosen to be there. That's how we begin to make our public schools more flexible and responsive to the children they serve. That's how we begin to change the whole mentality of the system—and insure that it's there to serve the children and not the other way around.

D. Student Education Bank Account

"In addition to empowering families with the foun-

dation grant, another tool I am proposing is the Student Education Bank Account. This account will be created for each Michigan child attending a public school. Every fall, moms and dads will see, in writing, the total education dollars the state is investing in their children, from kindergarten to graduation. Every fall, parents will receive an updated statement of account that they can study and hold in their hands. They can think about what that investment means for their children's future, and choose the best school for them. Perhaps parents will choose a public school that offers higher quality instruction at a lower cost than that available in their district. If so, they can bank the difference and apply that money to tutoring or summer schooling.

The Student Education Bank Account can also help many parents address one of their most pressing concerns: How to pay for their child's college or technical training. I propose that if students finish their high school requirements by the end of the 11th grade, they can use the money they would have spent their senior year to offset the cost of tuition at a community college or university or other technical training.

Understand that this account represents real money and a real commitment to the education of every child in Michigan. It doesn't matter whether the child comes from the home of a traditional two-parent family or the single parent fighting the odds. Under my plan, every child can get the education they need, beat the odds, and be their best. (pp. 9-10 original text)

6. Are charter schools private, public or government schools?

Charter schools, as detailed in the Substitute for SB896 as passed on November 2, 1993 by the Michigan Senate and as envisioned by Governor John Engler in his October 5, 1993 speech to the joint session of the Michigan Legislature On Education, gives us a very clear view of the proposed charter school program. We may summarize our findings by stating the following:

- A. The privatization of public schools by means of the charter school concept DOES NOT change the fact they are, in reality, still PUBLIC SCHOOLS. (Sec. 501 (1))
- B. To obtain a charter, the person or entity involved must set forth their plan which must meet the guidelines of the State Board of Education, which in turn, follows the national guidelines as set forth by the federal government.
- C. Once the charter is obtained, it must be periodically reviewed to determine that the goals have been maintained and that satisfactory progress has been achieved. (Sec. 510 (3)(A))

This is all couched in the positive language of empowering kids, families, teachers and taxpayers with the essential tools to achieve success. Because of the wording, the average person will hear or read the report and jump on the bandwagon, little realizing that the adoption of the charter school program will cause

drastic changes to take place in the public school arena. Before the program is adopted, "Michigan-ers" would be wise to consider the following things:

1. To privatize public schools by means of federal/state funds is to create neither a private or a public school.

In reality, a state/government school is created which removes both private and local/public control. Although written in flowery language with the most clever use of the English language, once the thin veneer of deceit is peeled back, what is really seen is a raw grab for total control of the educational system by the state.

The people are being led to believe that they will have greater input and control over their children's future, but the clever plan wipes out both parental and local control. If one were to go back to the very basic rudiments of the English language, we would clearly see that Governor Engler's plan is a farce.

Let us first lay down some basic benchmarks in order to have a starting point. Privatization of the public school system leads one to believe that private control will be the wave of the future. This bill does not empower people at the local level, but it strips the people of their right of control and ushers control right to the top levels of the state and federal government. Perhaps we need a definition of the word *private*:

pri·vate (pri'veit) *adj. Abbr. priv., pvt.*
 1. Secluded from the sight, presence, or intrusion of others: a *private bathroom*. 2. Of or confined to one person: personal; *pri·vate opinions*. 3. Not available for public use, control, or participation: a *private club*. 4. Belonging to a particular person or persons, as opposed to the public or the government: *private property*.

private enterprise. 1. Business activities unregulated by state ownership or control; privately owned business in general. 2. A privately owned business enterprise, especially one operating under a system of free enterprise or laissez-faire capitalism.

private school. A secondary or elementary school run and supported by private individuals or a corporation rather than by a government or public agency.

(THE AMERICAN HERITAGE DICTIONARY
HIGH-SCHOOL EDITION - *Houghton Mifflin Company*)

Based on the above definitions, we can conclude that a private school would be a school that is run by a private individual or a corporation. To be truly private, that individual or corporation must have the right to set and control the curriculum, enrollment,

hiring and firing policies. Because it is private, it must be funded by sources other than the public treasury (tuition, private gifts, grants, etc.).

Charter schools are being heralded as free enterprise in action. Nothing could be further from the truth. Charter schools are socialistic in design and concept. Perhaps we would be wise to ground ourselves in a proper definition of the various forms of government to best determine which type of government best describes the charter school program.

The free enterprise system, better known as capitalism, is in direct contrast to statism. I cannot improve upon the simplicity of Lee G. Madland's concise definition of the various forms of government. He stated:

Our world, few would deny, is in the throes of a major political crisis, a result of a clash of basic and opposing political-economic ideologies. To denote these ideologies and systems in ordinary speech we casually throw around standard political and economic terms such as capitalism, socialism, communism, fascism, "left," and "right" with all the self-assurance and confidence of one to whom the meanings of the words he uses are elementary and obvious.

In any event, these terms bring an immediate picture to the minds of most of us, followed by a definite mental reaction based on that image. For example, we think of socialism and communism as "leftist" systems or philosophies, while capitalism and fascism are commonly characterized as "rightist." Some influential writers and opinion makers go so far as to imply that fascism (including Nazism) is simply an extreme form of capitalism, or at least an outgrowth of it. Avowed socialists and communists, of course, find this view very congenial to their beliefs and do everything they can to encourage it, if indeed they did not originate it.

As a result, the very word "capitalism" has acquired a sort of vague disrepute in America and the other countries of the West—countries which, it is generally acknowledged owe much of their progress and prosperity since before the Industrial Revolution to the ascendancy of capitalism, with its emphasis on the autonomy and worth of the individual human being. In any case, capitalism is today a word almost unused in polite society except in a derisive sense, to the point that even most defenders of Western values hesitate to use it in describing their ideals of free enterprise and freedom of thought.

Capitalism as a system is thus commonly thought of as decadent or at least passe, and the idea is prevalent that the alternatives to it lie in one of two presumably different directions: either fascism on the so-called "right," or socialism or communism on the "left." It is clear that of these alternatives socialism-communism has gained the upper hand today, with the horrors of Hitler's Nazism still relatively fresh in people's minds (although those who favor communism conveniently ignore the at least equal horrors committed in *its* name). And anyway, fascism was defeated in World War II, wasn't it?

Are Fascism and Communism at Opposite Poles?

How valid are these popular ideas? Do communism and fascism really represent opposite poles, with socialism being either an intermediate stage on the road to communism or a less extreme product of leftist thinking which can be stopped short of communism and thus avoid its excesses? Certainly this is the impression unmistakably given by most segments of the American mass media, and such ideas are prevalent abroad as well. And where does capitalism fit in? Or, more concretely, where do we in America and other Western countries fit into the world political spectrum, and, even more important, in which direction are we heading?

In answering these questions, let us take the currently unusual step of defining our terms, using the most concise and to-the-point dictionary definitions available. This basic approach is warranted by the fact that these terms have been so consistently misused by well-meaning people unaware of their true implications. Also, a little reflection on them should make it clear to any thinking person on which side of the spectrum each of these political-economic systems lie, and thus help put them into a true perspective. It should then be clear that the issue being discussed here is far more than a matter of semantics or a debate over words, but a basic question involving the very lives of people and nations—the answer to which the future and even survival of Western civilization, and for that matter all civilization, may depend.

Let us first define capitalism along with a less-used but equally significant contrasting term, statism.

capitalism: An economic system characterized by private or corporate ownership of capital goods, by investments that are determined by private decision rather than by state control, and by prices, production, and the distribution of goods that are determined mainly by competition in a free market. (*Webster's New Collegiate Dictionary*, 1974)

statism: Concentration of economic controls and planning in the hands of a highly centralized government. (*Webster's New Collegiate Dictionary*, 1974)

The principle or policy of concentrating extensive economic, political, and related controls in the state at the cost of individual liberty. (*The Random House Dictionary* (unabridged), 1973)

Note that the above two terms are direct opposites. Capitalism, with its reliance on private decision unguided by government decrees, and statism, with its reliance on government authority in all spheres, are in the long run totally incompatible with each other. While statism as a term is not so widely used as the other terms being discussed here, it is

nevertheless probably the best word available to describe the political economic pole opposite capitalism, and ultimately the only alternative to it. Capitalism, with its emphasis on individual liberty, rests on a philosophic base of individualism—while statism, with its denial of individual rights and its vesting of effective control in a collective entity, the state, rests on a philosophic base of collectivism. Thus, insofar as the political terms "right" and "left" have any concrete meaning, capitalism represents the political right; statism the political left.

Let us now turn our attention to the three "ism's" most discussed today, all of which have gained control of major nations in recent times, and at least two of which are continuing to extend their area of overt control.

socialism: Theory or system of social organization by which the means of production and distribution are owned collectively and controlled through the government. (*Thorndike-Barnhart Comprehensive Desk Dictionary*, 1967)

communism: A system by which the means of production and distribution are owned and managed by the government, and the goods produced are shared by all citizens. (*Thorndike-Barnhart Comprehensive Desk Dictionary*, 1967)

fascism: Any system of government in which property is privately owned, but all industry and business is regulated by a strong national government. (*Thorndike-Barnhart Comprehensive Desk Dictionary*, 1967)

Note the close similarity in the meaning of the above three terms. All of these systems rely on government force to accomplish their ends, and deny individual rights whenever they conflict with those ends as determined by the collective—that is, by the state. Thus, *all three are simply forms of statism*, and politically represent the far left. One should not be misled by the nominal private "ownership" allowed by fascism, since ownership without control is a sham, a contradiction in terms. (That many people *have* been so misled, however, is shown by the common but unthinkable designation of fascism as "rightist.") Fascism and communism, far from being opposites, are both direct outgrowths of socialist thought and socialist doctrine. They not only share the same collectivist roots but amount to the same thing in actual practice. It is no coincidence that Hitler's program for Germany was officially known as National *Socialism*, the Nazi party platform being clearly socialist in both form and content.

Yes, it is true that fascists, socialists, and communists have often been bitter enemies, even to the point of bloodshed and warfare between them. But the special hatred they reserve for each other, sometimes superficially interrupted by temporary alliances, more resembles the rivalry of greedy brothers fighting over a large inheritance than that of parties disagreeing

over basic principles. They share the same basic principles: the collectivist notion that the preferences of the mass, exercising control through the state, supersede the rights of the individual. In practice, this leads to only one thing: totalitarian dictatorship, exercised by the individual or small group most adept at manipulating crowd passions and not hesitating to use force against any who refuse to cooperate.

Based on the definitions above, charter schools more closely resemble fascism than any other form of government.

2. To privatize public schools by means of federal/state funds is to remove public control

Our founding fathers were wise men. They understood the necessity of education to maintain a republican form of government, while at the same time recognizing the natural intrusion of government into the private affairs of men. Although much is said about education in the founding years, a careful study of the Constitution clearly reveals that the Federal government was not granted the right to interfere in the educational system. Education was left to the states and the people respectively.

The original concept of education, as understood by the Founding Fathers, is by far the closest thing that I have seen that resembles the free enterprise system. Each community was responsible to establish a school system. That mandate carried with it the responsibility to provide a local tax base and a local school board elected by the citizens of that community. Hiring the teacher, overseeing the selection of textbooks, and determining the expected outcomes was a local/community responsibility. As the colonies and nation expanded so did the number of schools, but always with the local community bearing the responsibility for their particular school. The system was not flawless but it resulted in the most progressive nation that the world had ever seen. Our nation was second to none as was our educational system and the people were in control. This unique system of education held sway until the Eisenhower administration began to inject federal money into the educational system to recapture the lead in the math and science fields. Please note, it was the injection of federal funds that turned our education system on its head and will prove to be the root cause of our educational decline.

With this background, Governor Engler has called for an empowerment of kids, parents, teachers and taxpayers. His solution is to remove the local property tax as a base of educational support and to establish charter schools funded by other tax dollars. Let us carefully examine his proposal.

- A. Public schools would become privatized. Thus the control of curriculum, policy, hiring and firing would pass to the charter school rather than remaining with the local elected school

- board.
- B. Vouchers would be granted by the state to the child to be used at the school of the parents or guardians choice.
 - C. In order for the charter school to receive the voucher granted by the state, their program must meet the guidelines set forth by the state.

Let us go back and review what has really happened. The people have forfeited their right to control their local schools by removing the local tax base. Money that now comes to them in the form of a voucher is good only at a state approved school and that school must meet the state guidelines to be approved. Governor Engler's empowerment of kids, parents, teachers and taxpayers is a fraud. They are, in reality, totally defrocked of all right of control. Governor Engler is banking on the people's ignorance of civil government and their greed to remove all semblance of the free enterprise system. What the people are getting is statism, socialism, fascism. Either Governor Engler is very limited in his personal knowledge of government, or he is a party to a treasonous act on the part of the state. Has he forgotten that Article IV Section 4 of the U.S. Constitution is written to guarantee the preservation of a republican (freely elected representative) form of government in each of the states?

A republic cannot hope to exist if the educational system is deprived of the vestiges of a republican form of government. The educational system of one generation will invariably produce the government of the next generation. If Governor Engler truly believes in the free enterprise system, he should return the educational program back to the people which would include the responsibility to bear the tax load, as well as to determine curriculum and educational outcomes. School boards, elected by the people, would once again determine the fate of their children.

Although Governor Engler will probably pull this caper off, he should be arrested and tried on the high crime of treason. He is, in reality, working in concert with the federal government who is seeking to merge our nation into an international system of education that will ultimately erode the sovereignty of the nation.

How long will it take for the citizens of Michigan to realize what has been done? The elimination of property tax as a means of financing public education has removed ALL local control from the people.

Although Governor Engler will be highly praised for his actions and property owners will gain some relief for a period of time, the long term effects will be devastating. Public education (education financed and controlled by local communities with parental control) has gone the way of the "Edsel". Michigan will now have state/government controlled schools complete with world class standards and a national report card to measure her compliance to the six national goals, which in turn will merge Michigan with the International Educational Program.

Michigan is well on her way to becoming America's first socialist state. The restructure of America via means of the educational system is gaining momentum and unless Michiganders put the brakes on right away, they will find themselves hellbound on the rails that can only plunge their state and nation into the awful quagmire of socialism.

Have they forgotten that there is no free lunch? Education must be paid for. Parental dissatisfaction could at least be exercised at the polls. They could control to some degree the educational programs by cutting off the flow of tax dollars, but now they can only hope to influence a legislator who relies on his research staff.

Oh, yes, they are going to get a "choice" and vouchers to pay the tab, but it will be state money with state controls that will dictate curriculum. Local school boards may function, but they will be maneuvered into the desired state objectives by the demand that teachers, businessmen and community leaders make up the new board. The appointed officials will far outweigh the elected school board in input, and now the people can no longer say no.

The jubilant sounds of victory over their new-found freedom will, in reality, reverberate in the mournful wail of a people behind the iron gate of oppression.

Local control has lost the battle. The all-powerful state now reigns supreme.

We weep for thee, O, Michigan!!!

To privatize public schools by means of federal/state funds is to create neither a private or a public school.

In reality, a state/government school is created which removes both private and local/public control. Although written in flowery language with the most clever use of the English language, once the thin veneer of deceit is peeled back, what is really seen is a raw grab for total control of the educational system by the state.

JAMES R. PATRICK

Part
VIII.
**PARENTS AS TEACHERS---
INSURING "CHILDREN AT
RISK," AT THE PRE-SCHOOL
LEVEL, THE OPPORTUNITY TO
BE "READY" TO LEARN**

VIII. Parents as Teachers – Insuring "Children at Risk" at the Pre-school Level the Opportunity to be "Ready" to Learn

Educators have a problem. The breakdown of our society in the moral and spiritual areas has sent shock waves reverberating across the nation.

We are dealing with problems of monumental proportions. The family structure is coming apart at the seams, children are being raised by single parents, and in many cases, the child has been conceived out of wedlock and has no father image.

Added to these problems are ever increasing financial woes that have forced mothers into the job market and children to be cared for by a baby sitter, older brother or sister, or, in some cases, they are simply left "home alone".

A lack of stable family structure has been further decayed by violence on television and a total lack of wholesome literature and music within the home.

Families simply exist today. They do not live as the normal, healthy, wholesome unit that undergirded our society for the first 325 years. Needless to say, all of these problems come right into the classroom which are further compounded by the elimination of the moral values which were once found in the textbooks. Sex education has been taught without Biblical moral values which has caused children to "learn" by experimentation. Sometimes, this is even further compounded by the alternative lifestyle. As a result, confusion reigns.

What has caused this erosion within our society? A careful reading of Dennis Cuddy's *Chronology of Political and Education Movements* leads one to wonder if the breakdown was not a deliberate thing caused by those who knew that the first stage of a revolution has always been that of corrupting the youth and weakening the moral and spiritual fabric of a nation. Many would challenge that premise, while others would vehemently hold that to be the cause.

I choose not to debate that issue at this time. I will leave it to you to search out the answer and settle the question in your own heart and mind.

But the truth is, regardless of your personal opinion, it does not change the fact that our children are a mess, and educators are forced to confront the problems that face them on a daily basis.

Once again, proponents of an all powerful state have come forward with a solution. They advocate the opening of pre-schools for children under kindergarten age. They would lengthen the day that care is provided and extend the school year to a year around calendar. They would also develop a social agency similar to child and

family services that will train workers to "help" parents take up the responsibility of rearing children.

Many applaud the solution and consider it to be a definite part of responsible government, while others shudder in fear of an ever-growing intrusive government that now intends to enter into the home to monitor the family.

Traditional families are further alarmed in that the restructure of education is international in concept. Will that global philosophy be implemented into this area as well? Will the government seek to guide a family in the moral and spiritual values that it holds? Will the government seek to monitor and "change the beliefs" of the family? And if the family chooses to affirm its traditional Christian values and beliefs, will the family run the risk of having its beliefs declared to be in opposition to "public policy", and thus create a conflict as to whether the final authority is that of the parents or the state?

These questions are not groundless. In fact, they are very real questions that must be addressed, for we believe that the creators of a "New World Order" must ultimately phase out nationalistic and narrow-minded views to assure the smooth transition to a single world view.

Frank Newman declared at the Governor's Conference in Wichita, Kansas, on November 2, 1989, that ten percent of the youngsters were deprived before entering public schools and that many were intellectually damaged.

Dr. Shirely McCune stated that the sooner the state intervened into the life of the child, the better because it would eliminate future problems and ultimately cost less than allowing the child to grow up damaged by its surroundings.

Repeatedly, we are hearing that it is the government's responsibility to protect the health and safety of children. Remember, this is the same government that has called for abortion on demand.

I will not attempt to impress you with my knowledge in this area. I choose rather to introduce you to authors who know far more than I. I hope this section will be one that will enlighten you in an area that most people seem to be ignoring. We cannot, however, ignore the fact that we have problems to solve. I fear that the solution set forth by the government or those promoting "more government" will prove to be destructive to the family and to the nation.

IN LOCO PARENTIS

PART I -

The Brave New Family in Missouri

Many people are concerned about the problems that face our nation today, and the good folks at the Missouri Department of Education are no exception. In an attempt to reverse the decline in enrollment and the high dropout rate, and to win back parental favor for the public school system, Missouri launched an experimental parenting program in 1981. It was then called New Parents as First Teachers, but has since been simplified to Parents as Teachers, or PAT.

Dr. Burton White's Harvard Preschool Project paved the way for the PAT program. "Sending a new parent home with a six-day-old baby as we now do in this country is insane," he asserted at a 1982 education conference. He predicted that future community involvement in his "very unusual project" would reach 80 percent.

In Missouri PAT began as a voluntary pilot project in four school districts at a cost of only \$30,000 each. State legislators believed it would help disadvantaged children by screening them for "developmental delays." In 1985 the Missouri Legislature mandated the Parents as Teachers program for all schools and all children. The cost rose to over 9 million dollars and involved 53,000 families.

This program now covers 100,000 children at a cost of fifteen million dollars in tax money, and the January 1990 issue of *Parents as Teachers News*, PAT's monthly bulletin, reports that PAT will be fully implemented "by 1995 or so." Since 1981 PAT has been introduced in 40 states and at least eight foreign countries, and in 1987, the Education Commission of the States announced eight spinoff programs with different names and similar goals. Edward Ziegler, director of the Yale University

Bush Center in Child Development and Social Policy, predicts the future price tag will be from seventy-five to one hundred billion dollars for the total child care package. All that money will go to pay for a program that is revolutionary in its approach to child development and parent involvement.

Much of the strategy behind PAT was laid out at a Governor's Conference on Education held in Kansas in 1989 called "Schools, Goals and the 1990's." At the Kansas Governor's Conference two years earlier Dr. Ziegler stated that "the child care system must become part of the very structure of our society. It must be tied to a known major societal institution." During the 1989 conference Lamar Alexander, president of the University of Tennessee, called for "a brand new American school". These schools are to be open year round for children from birth, and a team of teachers will be assigned to a child from the day that child arrives at the school all the way through college.

Dr. Shirley McCune added definition to what she called the "strategic direction" for American schools. "It seems to me that far too much of our efforts have been focused on the issue of let's find a short term fix and fix up these schools and taking care of them, rather than the issue of understanding that what we're into is a total restructuring of the society. What is happening in America today and what is happening in Kansas and the Great Plains is not simply a chance situation and the usual winds of change. What it amounts to is a total transformation of our society. We have moved into a new era."

Dr. Frank Newman, who is with the Education Commission of the States (and on the national advisory board of PAT), agreed. "We cannot expect these systems to change, unless we change the basic policies that surround them. That means for example that new teachers entering the profession must come

in from higher education and teacher education programs as change agents."

To the Missouri taxpayer, the goals of PAT may be more obscure.

The process begins when a "parent educator", through home visits and school visits, bonds herself to a family. The January 1990 issue of *Parents as Teachers News* reports that the "purpose of these visits is to help the parents feel more comfortable about leaving their child at the center. Because the parent-teacher relationship begins in the home, parents see the teacher and the center as more responsive to their needs and to the needs of their baby."

Once that bond between parent educator and the biological parent is established, the children and parents are eased into school programs that deliver a battery of services. First, under the guise of education screening, parents and children are evaluated, the child is given a personal computer code number, and a computer record is initiated that will enable Missouri to track each child for the rest of his life. All of the twelve computer code definitions label the children "at risk". "If children don't fit in the first eleven "at risk" categories, they automatically fall into the twelfth category PAT calls "Other - That Wonderful Catch All." There is no code for normal.

The next step of the PAT program is to change and usurp the relationships parents have with their children. The change agent, the "significant other," will be working with the children in a "mentoring program" or perhaps as a "certified parent educator." This new "certified parent educator" delivers free medical care, free nutrition counseling, free mental health services and free food—all things formerly provided by the parents.

As time goes on children spend more time at school than at home. Services are increased. The parents discover that the schools will provide free daycare, free overnight care, and free camps, as well as free education.

All these free services come, however, at the price of sometimes significant interference in family life. One young mother, Gabrielle Copp, reports that she was outraged at the arrogance of the "state certified parent," who told her husband he could not spank their children. When her husband would not agree the parent educator tried to get Gabby to side with her against him. The Cops are withdrawing from the PAT program.

Family advice is strongly discouraged not only by the parent educators but by a PAT distributed booklet entitled "What Now? A Practical Guide for Parents with Young Children" by M. S. Linebarger and R. N. Bonebrake. "Ignoring information offered by a grandparent or relative is sometimes difficult," they write. "Family members often have the parent and child's best interest at heart, but too many suggestions can make the new parent feel incompetent or even feel like a failure. The new parent needs to learn to make decisions independently and not depend on others for advise."

As Nida Clayton writes (she is a mother of five who

has recently left the PAT program), "In light of these statements I find it very interesting that (Linebarger and Bonebrake) go on for the next three paragraphs to advise new parents to read parenting manuals... and books on child rearing and participate in educational programs provided by mental health centers, health departments, the Division of Family Services, and their local Parents as First Teachers." The goal is, clearly, not to encourage the parents to make independent decisions, because they might make wrong decisions (such as the decision to spank their children). The goal is to undercut the extended as well as immediate family, so that the parents depend on the state support system, whose experts know so much better what it is children need.

Some parents may object to the new goals of the change agents in the school. However, the parent educator isn't responsible to the parent but to the state. In the state of Missouri PAT is also called a child abuse prevention program, and the parent educator is also a child abuse investigator, one of whose jobs is to create abuse statistics. Missouri law (and similar laws are in effect throughout the United States) requires that "mandated reporters" report to the child abuse hotline anything they "suspect" might be abuse or neglect. Since the definition of child abuse or neglect is very broad, any subjective determination made by the "mandated reporter"—here the "parent educator"—must be reported to the hotline. Failure to do so is Class A misdemeanor, punishable by a \$1,000 fine and one year in jail. As a home visitor, PAT's parent educator carries a big club.

For instance, if a child isn't happy at school or acts up, talks too much, or otherwise misbehaves, the "certified parent educator" may prescribe mental health services or perhaps a drug like Ritalin. A booklet distributed widely by the Missouri Division of Family Services states that one reason for a child abuse hotline call is "refusal to take recommended services." If the parent refuses the recommended services, the state can remove the child from the home, place it in a residential treatment center, and force the parent to take psychological counseling for an indefinite period. "Failure to provide" is, even now, a frequent reason for putting children in state approved facilities. Even if the child is allowed to return home, the state may choose to retain legal custody and control.

A couple of years ago I visited 17 DFS offices around the state to question some "mandated reporters" who are child abuse investigators. One of my questions was this: "Just what is child abuse and neglect and how do you define it?" Some officials gave me xeroxed pages from their notebooks and checklists. Each set was different and often conflicted.

One man listed as a risk factor families who are part of a subculture. He couldn't define a subculture. Another said, "We don't have checklists or anything like that." Another gave me a copy of her checklist of "indicators." One said, "I would never tell a parent not to use a belt." Another said, "Whether or not to use a belt is a judgment call.' " Still another said, "Any

instrument other than the hand is a weapon and that is child abuse."

"There is a state-approved standard of living," said another. But he couldn't tell me what it was, although he said it was "higher now than it used to be." Having a dirty house or diaper rash is neglect," said another. "Being late for school is an indicator." "Yelling at a child is emotional abuse."

All this attention has a financial motive. Head counts in public schools are essential, because the number of children served determines the funding level. There is a bounty on all living, breathing children. If the Parents as Teachers social workers can get one child into the system and keep him there, funding increases. So adding to the school population becomes a task of primary importance.

At the 1982 Missouri Education Conference on the Young Years, Ed Pino, an educator from Denver, declared, "The five to eighteen-year-old market is dead. We should have learned that a long time ago. Basically, we're in the two to five-year-old market.... The sooner we latch onto that market, the sooner we won't have to pinkslip teachers, the sooner we won't have to close up any schools because of declining enrollment and the sooner we will be getting the kids when we need to be getting them." (At this same conference Ritalin-drugged children were put on display. The children were bused to the conference and made to sit on mats on the floor, except when batting beach balls suspended from the ceiling by strings. Attention was called to their sluggish physical and intellectual responses that changed as the drugs wore off and new doses were administered.

The Parents as Teachers program doesn't wait until a child is two years old. PAT initiates children and parents into the system before a child is born by recruiting pregnant women in prenatal clinics and private doctors' offices. If PAT doesn't capture them there, the Department of Education in Missouri shows a videotape advertising the program to new parents in the hospital before they take their baby home. In a 1990 St. Louis Dispatch article, Mildred Winter of the Parents as Teachers National Center at the University of Missouri at St. Louis said, "Some of our parent educators follow expectant women around the supermarket so they can ask them whether they know about the program."

The federal government isn't the only source of funds. Some of the supporters of the Parents as Teachers program include but are not limited to The Ford Foundation, the Carnegie Foundation, The Danforth Foundation, New World Foundation, Edna McConnell-Clark Foundation, The Rockefeller Foundation, and the Pet Corporation. There are also The A.P. Green Foundation, The Kansas City Association of Trusts and Foundations, Maritz, Inc., The Monsanto Fund, Don Orscheln, The Powell Family Foundation, and The Speas Foundation. In Missouri we check off a little box when filing income tax directing money to The Children's Trust Fund, another means of funding.

Other federal monies come through the Handicap Law, also known as P.L. 4-142. It may be in the inter-

est of a "certified parent educator" to identify a normal child with the "newspeak" label "developmentally delayed" to initiate the flow of these funds. So should we be shocked that teachers admit the fact that certain tests are rigged to show that up to 75 percent of the normal population of children are abnormal? (Davis Gillam, a teacher who ran the "handicapped" education program in Potosi, Missouri, for many years, left the system last year because her conscience would not allow her to continue to brand normal children as "developmentally delayed.") Or that a Missouri Department of Education publication reveals that social workers may choose to "rate selected aspects of the child's social development" without any public accountability for the results?

Parents as Teachers won't be fully implemented until 1995. Until then, the Parents as Teachers program is using "nice grandmothers from local churches" - as Missouri Secretary of State Roy Blunt put it - for home visits and screening, while certified educator parents are being trained at the Danforth Foundation's Teachers Preservice Institute. The Institute is recruiting people already working in child care centers to accredit them as "certified parent educators," who will soon take over the program. They will also assume for many families the primary parenting role. As Carolyn Warner, the Arizona Superintendent of Public Instruction, told the Arizona Herald in 1975, "Those who educate are more to be honored than those who bear the children. The latter gave them only life, the former teach them the art of living."

PART II -

The Parents as Teachers' Program Lives On

My ten years of research have finally paid off. My article in the February 1991 Chronicles, "In Loco Parentis: The Brave New Family in Missouri," has led to nationwide opposition to the Parent as Teachers (PAT) program that began here in Missouri. As a result of this article, I have been overwhelmed with hundreds of letters, phone calls, and requests for radio and television interviews from citizens and state and national legislators who are concerned about the prospects of a PAT program in their state.

For the uninitiated, the PAT program was begun in Missouri in 1981, ostensibly for the purpose of curbing the high dropout rate and winning back parental support for the public-school system. In 1985 the state legislature mandated that the PAT program be offered to all schools and children in Missouri, and since then the PAT program has been proposed in at least forty other states. Simply put, the program pivots on assigning to all parents and children a "certified parent educator." This state employee evaluates the child (under the guise of educational screening), assigns the child a computer code classification, and initiates a computer file that the state will use to track the child for the rest of his or her life. All of the computer code designations label the child to some degree "at risk," and there is no classification for "normal."

The state agent conducts periodic home and school visits to check on the child and the family, dispersing gratis such things as nutritional counseling, mental-health services, and even food. Schools under the PAT program provide free day-and overnight-care. The "certified parent" might forbid the biological parents to spank their child, and might prescribe, if the child is deemed "unhappy," psychological counseling or a drug such as Ritalin. If the parents refuse the recommended services or drugs, the state may remove the child from the home, place him in a residential treatment center, and force the parents to enroll in family counseling for an indefinite period.

It should come as no surprise that the PAT program is also billed as a child abuse preventative program, and the "parent educators" as child abuse investigators. A couple of years ago I visited 17 Department of Family Services offices around Missouri to find out what these investigators considered "abuse." One man listed as a risk factor families who are part of a subculture. Another said, "Any instrument other than the hand is a weapon and that is child abuse." Having a dirty house or diaper rash is neglect," chimed another. And one investigator openly admitted, "We don't have checklists (to determine risk or abuse) or anything like that."

These statements should be clear indications of how frightening and threatening the state bureaucracy has become and how close parents are to losing to the state complete control over their children. Sample, for instance, many of the problems homeschoolers now face. Kathy, a home-educating mother, was having a birthday party for her oldest daughter, age 16, when a state agent knocked at her door. It was 8:30 at night. Kathy only opened the door partway to keep the dog inside, but that didn't stop the state agent. The agent whom Kathy calls a "big bruiser," shoved her shoulder against the door, banging it against the wall, and barged in. The children were terrorized, interrogated, and threatened with removal from their home if they didn't cooperate. Two days later another agent, equally abusive and with all the same threats but without a forced entry, did the same thing. The Missouri Department of Social Services (the SS) claims that the second visit was a mistake and that the forced entry didn't happen. But the children and their mother, who have been home-educating for eight years, remain firm in their report of the facts, and elected officials are investigating. The case against this family was unsubstantiated.

Another mother of eight children, Corissa, refused to submit to a room-by-room search of her home and an interrogation of her children. Corissa reasoned that since the anonymous hotline allegation simply stated that Corissa "had two jobs and didn't have enough time to educate her children at home," the law is on her side. Corissa didn't have any job outside her home except to aid a crippled neighbor with bathing and housekeeping. The children accompanied their mother most of the time. That didn't stop the state agents. They got the police and a juvenile office to terrorize the whole family, and eventually Corissa and all of the children (even the ones who had a fever and an earache) were

forced to go to the county welfare office for interrogation. The case against this family was unsubstantiated.

These intrusions don't go unnoticed by homeschoolers in Missouri and elsewhere. Nor do we ignore the bravery of the women who most often are the first line of protection for their families since the dads are usually at work. The Missouri Families for Home Education organization (FHE) at its June 1991 convention, attended by over six hundred home-educating parents, presented these women with a "Mother Bear Award" to salute their courage and honor their bravery. The director of FHE asked those in the audience who had been "hot-lined" in the past to raise their hands. Over half the audience responded.

I recently discovered some interesting details about the PAT program that have hitherto been unpublicized. Most enlightening was a May 11 meeting I had with three of the PAT program's biggest supporters: U. S. Senator Christopher Bond, who was the governor of Missouri when the PAT program began; attorney Gary Cunningham, chairman of the board of directors for the PAT National Center and Missouri Governor John Ashcroft's appointee to the Missouri State School Board, where he serves as president; and Mildred Winter, executive director of the PAT National Center. Those at the meeting from the private sector included Donna Hearne, radio talk show host and former appointee of President Reagan to the National Institute on Education (NIE); Louis Linton, wife of Missouri State Representative Bill Linton; and myself.

The first question was directed to Senator Bond: "Why did Dr. Burton White (whose Harvard Preschool Project was the basis for PAT) resign from the Parents as Teachers program?" Senator Bond replied that Dr. White didn't get the money he wanted. The reason for Dr. White's resignation was not discussed again, even when Mildred Winter read specific quotes from Dr. White's national newsletter. It became clear that when Dr. White says the program, or any aspect of it, might be good, he will be quoted as an authority. But when Dr. White vehemently protests against the effectiveness of the program as now exported from Missouri, when he objects to the deception of the public as to the worth or validity of his research, which he states cannot support PAT's claim to help "high-risk families," the PAT proponents insult him and charge that his motive for leaving the program is greed.

During an insipid discussion about whether properly administered spanking constituted child abuse, and all parties agreed that it did not, Senator Bond acknowledged that on an occasion or two he had spanked his only child, Sam. While pretending to write down Senator Bond's harmless admission I said, "Now just where is it that you live, Senator?" Senator Bond turned sharply to me and said that if I was planning to intimidate him with a charge of child abuse for his admission... I quickly interrupted him and tried to calm him. "Senator, I was joking. It's all right. It was only a joke. I didn't mean to frighten you." I had made my point.

From this episode, which I intended to be light-

hearted, I concluded that Senator Bond was nervous. He later admitted that I and my article had aroused powerful opposition to his Senate bill to provide \$100 million to fund the PAT program nationwide. He stated that his bill might be killed, and if that occurred, he suggested ominously, we might get something worse. It was also clear that Bond isn't comfortable speaking for his PAT program without plenty of help. Even when he demanded equal time to rebut my comments on an earlier appearance on "Point of View," a Christian radio talk show hosted by Marlin Maddoux in Dallas, he sought the help of Arthur Mallory, former Missouri Commissioner of Education, who appeared on the show with him.

Maddoux and I had agreed publicly on a previous radio program that the American public should know about the dangers of sending state agents of the PAT program into homes to tell parents how to rear their children in accordance with state policies, and that one of the dangers inherent in the PAT program is that if parents don't comply with state policy referrals, they may very well find themselves struggling to disentangle themselves from a false charge of child abuse or neglect. Senator Bond told me that he didn't share these views, and that he didn't like his own performance on the radio show, admitting that he had sought Mallory's help. Bond went further and stated that he was using Arthur Mallory to try to recruit churches to support the PAT program, but that Mallory was having a hard time getting churches involved. No surprise there.

At one point Mildred Winter read from her notes a little vignette about a poor, illiterate woman with a large family and several blind children, who purportedly was helped by the PAT programs. I responded by pointing out that there are already many social service agencies that address such cases and that my objection is that the PAT program links perfectly normal, healthy young parents to the state's social services referral system, thereby developing a whole new welfare-dependent class. Winter went on to say that because there are so many "at risk" children, something must be done to get them to school, "ready to learn."

I said that I was very glad she brought that up, because I had heard that she had told people that the "Risk Factor Definitions" that identify "at risk" children through PAT's Planning and Implementation Guide (PIG) are no longer used. "Have you recalled the definitions?" I asked. She seemed confused. "Have you written a letter to all of your 'parent educators' telling them to remove the 'Risk Factor Definitions' from the PIG? "Mildred," I said, "your answer is 'no.' " I had been to the homes of many "parent educators" who not only still had the "Risk Factor Definitions" in their PIGs, but who were very familiar with them.

Mildred continued to refer to "at risk" families throughout the meeting, and so I finally asked her where I could find the definition of "at risk." She said there wasn't a definition but that it could be found "in the literature." I repeated, "What do you call 'at risk,' Mildred?" She said a young mother who hadn't finished high school, or who had a baby before she was twenty,

could be "at risk." I thought about the fact that my first child was born when I was 19. Although I had finished high school, I chose to begin my family rather than seek a career outside my home. I never realized that I or my baby had been potentially "at risk."

During a lull in the meeting, I remembered how difficult it had been for me to find out who Mildred Winter worked for, and so I asked her. She stammered, and said something about the Department of Education, and told me that the office for Parents as Teachers National Center is at the University of Missouri at St. Louis. She was struggling. As if to rescue her, Senator Bond's administrative assistant, a Ms. Digmann, leaned across the table toward Winter and said, "Mildred, you work for the Danforth Foundation." This was the only time Ms. Digmann spoke during the entire two-hour meeting. (When I returned home I checked the Official Missouri Manual. The 1991-1992 issue states that Mildred Winter works for the University of Missouri System for an annual salary of \$44,040. If Ms. Digmann is correct, one must wonder how Winter divides her time and paycheck with the Danforth Foundation and her loyalty.)

I then asked Mildred, "Is PAT providing \$15.00 for each child in the program to be tested for vision and hearing?" She said she wasn't sure, that the school districts provide for the screening, and... I interrupted, "Okay, then let's just assume that the literature you produce is accurate when it says screening is \$15.00 per head. My question then is, why are private groups screening children for only \$1.80 per head for vision and hearing?" Mildred mumbled something about "credentials" and "treatment," and I said that I was referring to the basic screening. To draw her into my sights I said, "The facts are that when a lot of children are screened, some of them will be identified with a problem." We all agreed.

Then I made my point. I explained that I have a taped interview with a man who formerly screened children for the PAT program and Head Start, and who now has his own business doing private vision and hearing screening using the same equipment and tests that are used for both programs. He left the PAT programs because he was told that he must produce a 20 percent failure rate, and this he couldn't do in good conscience. He explained to me that the failure rate for vision can run about 4 to 6 percent because some kids want glasses and fake their screening. He rescreens at no extra charge to weed out the mistakes.

The hearing screenings are more accurate, about a 2 to 4 percent failure rate, because kids don't fake their hearing tests. However, sometimes a bad cold will distort hearing for a few weeks and retesting often exposes a false failure, preventing parents from taking their children for expensive and unnecessary medical evaluations. He told me a lot more about the fraud in the system that I didn't impart to my uninterested audience. Nor did I tell them about the not-so-subtle offer to supply him with brand-new testing equipment, stored in St. Louis, at a price far below market value, if he would simply comply with the

state's wish for a 20 percent failure rate.

I asked him why there was so much excess equipment available. He said that when school budgets have money leftover, they buy testing equipment they don't need simply to use up the budgeted money, explaining that it's easy to make excessive purchases of testing equipment because nobody questions a purchase of equipment that is supposed to screen little kids for "developmental delays." I asked this man, on tape, why he didn't buy the equipment at a low price and just walk away happy. "Ma'am," he said, "my mamma taught me that if (a deal) doesn't feel right, I'd better not do it." Bond had left the meeting and wasn't party to the information about the testing scam, but I reported the above information to one of his staffers in Washington a couple of months ago. His staffer didn't react at all until I challenged him for not being concerned. The staffer said that if I sent him some documentation, he might look into it. To date, no response.

At one point in the meeting Lois Linton showed us an article from the Schlafly Education Reporter about the National Association for the Education of Young Children (NAEYC). The article reported explicit examples showing the organization's bias against Christians and in favor of a lesbian/homosexual world view. Linton stated that she was concerned with the NAEYC's involvement with writing a national curriculum for PAT or any other early childhood program. Bond denied any connection with the NAEYC and its influence on early childhood education, a national curriculum, or PAT. I then reminded them of their cozy relationship with the NAEYC. "Don't you remember," I asked Mildred, "when I was at the board meeting with you and the NAEYC? You were acting as a liaison for the governor's office." Mildred claimed she didn't remember. Funny, her memory came back to her when I reminded the group that I was at the meeting with a tape recorder, and that I'd be happy to play the tape for them.

At one point in the meeting attorney Gary Cunningham said that the PAT program has 501(c)(3) status, meaning a tax-exempt, not-for-profit corporation. When I got home my husband reminded me that a 501(c)(3) must have a registered agent in the state and, since it is a Missouri corporation, we could find the name of the registered agent through a phone call to the Secretary of State's office. And here we hit pay dirt. The registered agent for Parents as Teachers National Center is Robert Bartman, Missouri's commissioner of education, Department of Elementary and Secondary Education. Looking back into my files I found a news release from the Missouri Eagle Forum calling for Bartman's resignation. It read, "Alluding to the overwhelming defeat of Proposition B, the \$385 million tax increase for education, Bartman told a Missouri joint legislative committee that in order to deal with the situation, legislators should raise taxes by 'using their authority' within a state constitutional cap that doesn't require a vote of the people." The PAT-on-the-back club" had definitely found a way to function without a vote of the

people.

For further information about the PAT National Center I called Kerry Messer, a lobbyist in the Missouri capitol for the Missouri Family Network, and asked if he would get me a copy of PAT's not-for-profit papers, and added, "Wouldn't it be interesting if Senator Bond is one of the officers?" The next day I learned that the directors of the private, not-for-profit corporation—the Parents as Teachers National Center—include 22 influential people, not the least of whom are: John Ashcroft, governor of Missouri (R); Christopher Bond, U.S. senator from Missouri (R); Richard Gephart, U.S. congressman from Missouri, House Majority Leader (D); and Ed Ziegler, Yale University early childhood education specialist and social planner whose "75 to 100 billion dollar" total child-care plan is aimed for "full service schools" that would transform schools into the central delivery point for the cradle-to-grave socialism that is failing around the world.

I then looked at the copyrights on the two copies of my Parents as Teachers, Planning and Implementation Guides. One states, "1989 copyright, Missouri Department of Elementary and Secondary Education"; the second, "1990 copyright, Missouri Department of Elementary and Secondary Education. Parents as Teachers National Center." Senator Bond and his private "PAT-on-the-back club" now jointly own the copyright on the Parents as Teachers Planning and Implementation Guide.

What is going on? Why does a tax-exempt state department need a tax-exempt, not-for-profit private corporation? How can we have taxpayer-controlled public schools if they are run by a private corporation whose directors the taxpayers cannot vote out of office? What did the child psychiatrist who spoke at the NAEYC convention in 1982 mean when he said, "This (the PAT program) has never been tried in a free country before and nobody knows how its going to turn out"? On page four of the PAT National Center's incorporation papers are these ludicrous words: "No substantial part of the activities of the (PAT) Corporation shall be the carrying on of propaganda, or otherwise attempting to influence legislation...." Ashcroft, Bond, and Gephart don't and won't influence legislation?

I then called Glenn Modracek in Cedar Rapids, Iowa. Glenn is on the Republican Central Committee in his county and a member of the Grace Commission Government Waste Watch. He heard me on the Jan Michaelson radio talk show there, and we've kept in touch ever since. I asked him whether it was ethical or legal for a U.S. senator and a U.S. congressman to introduce legislation asking for \$100 million to fund a private corporation of which they are the directors. (Both Senator Bond and Congressman Gephart have proposed in their respective houses \$100 million for PAT programs nationwide.) He is as perplexed and rankled about this whole thing as I am, and he has taken this information to the Republican Central Committee and distributed it among his friends. In

fact, after reading proposed legislation from Iowa designed to implement the PAT program, Glenn is more than concerned, he's angry.

A letter and accompanying documents faxed to me in May from Pamela Wolfe in Las Cruces, New Mexico, served to fan the flames of Glenn's discontent. The documents concerned the parents' handbook from Primero Los Ninos, a local daycare center that operated under the PAT program. I scanned the pages quickly for the documentation I most feared. Parents who participate in this PAT-run daycare are required to sign a "custody form" stating, "Legal custody refers to the right and responsibility of an individual or agency to make decisions on behalf of a child in matters such as education, medical treatment and place of residence." "Physical custody refers to the right and responsibility of a person or agency to provide immediate care for their child."

"This (the PAT program) has never been tried in a free country before and nobody knows how its going to turn out"

**Child psychiatrist at convention of
National Association for the
Education of Young Children**

Since these all-encompassing "custody" requirements are imposed on many parents who desperately need daycare, and because they go dangerously beyond the normal limits of a simple medical release form, Wolfe asked a former attorney general from New Mexico, Hal Stratton, for his opinion. Mr. Stratton, writes Wolfe, believes neither "the handbook, nor its assigned 'custody form' could likely be the sole source for custody change for a child, as a judge's order is required by law. He did indicate concern over the wording, feeling that the center might be able to use the signature as concurrence of the parent for a custody change in the application for change with the courts."

My thoughts go back to the first Governor's Conference on Children and Youth, where my journey into the inner sanctum of early childhood education and its professionals began. I wrote my first report about this in 1981. The professionals in this field said then that they wanted the professional management of all children with parents to act only as caretakers. A keynote speaker told the conferees how wonderful things were in China, where children go to school all week long and only go home on weekends. And I learned from these professionals that the way unwilling parents could be forced to participate in the state's child/family management system was through the referral of a professional or a charge of child abuse or neglect.

One of the "services" provided by the Las Cruces center's early childhood education program is a "continuous review of health records," and we now know that if parents don't comply with state and mental socialization, they can be forced to comply by a simple call to any state child abuse or neglect hot-line. The charge? Medical neglect or emotional abuse, which may suggest a need for a change in a child's place of residence.

Proposed legislation in Iowa for the implementation of the state's version of the PAT program provides for the constant surveillance of parents by a state agent, a parent educator called a "resource mother," who will police every aspect of an "at risk" parent's involvement with his or her own child. Some people might think that "at risk" parents are those who take drugs, produce defective cocaine-addicted babies, beat their children, or do some other vile act. This is only partially true. Those kids certainly are "at risk," but so are millions of children and young parents who are being recruited into this outrageous and dangerous program.

The state's desire to track our children and control our families was recently confirmed by pediatrician and PAT-supporter Dr. C. Arden Miller. As he explained at the PAT-sponsored conference on "Ready or Not: Ensuring Good Beginnings for Children" held in St. Louis last June, because "all families need help (and some) families need more help than others," the PAT program has set three national priorities: one, to expand the school programs like Head Start; two, as reported in the St. Louis Post-Dispatch, to "create a system to follow infants from birth through childhood to ensure that they get necessary immunizations and preventative health care"; and three, to "make sure every child born is wanted," by which he meant the need for more federal family-planning clinics and a reduction of the restrictions on legal abortions. The PAT conference was supposedly organized to advance President Bush's Education 2000 plan, but how are we to reconcile the President's anti-abortion position with the PAT program's call for more legal abortions?

Mildred Winter continues to claim the PAT program is "voluntary." Don't believe it. It isn't voluntary to you, the taxpayer who funds the program, and to the many young and inexperienced parents who are unaware that they are being drawn into the black hole of national socialism. But, of course, it couldn't happen here....

"We've got to develop the continuum from the beginning... to make sure that parents are old enough, wise enough, and financially able to take care of their children..."

... Attorney General Janet Reno

Part III: Parents as Teachers

The same problems that face the nation are manifested in North Carolina. We are bombarded with reports of an increase in child abuse and neglect, children in poverty, adolescent pregnancy rates, low self-esteem, high drop-out rates in schools. Other reports focus on the need for every pre-school child to be "ready to learn".

What are the definitions of these terms? Some of the definitions change from time to time, as well as the ways of collecting and reporting statistics. Misinterpretations and confusion are common. However, Big Brother Government can fix the problems or at least make taxpayers think so. Many of the people involved are well-meaning innocent workers who perhaps do not appear to understand that the Parents as Teachers (PAT) Programs can be a vehicle for widespread abuse and invasion of family and parental privacies and rights, and may, indeed, be used to change the culture of this nation to bring it into compliance with a politically correct belief system. However, there are those who appear to very much understand the PAT program intent. Consider the description of a PAT workshop, one of many, during June 19-20, 1992 PAT Conference in St. Louis, Missouri, entitled "Good Beginnings for Children in Rural Communities" led by Betty Hutchins, Rutherford County, North Carolina, and Lynn Owens, Kansas State Board of Education. The program states: "This presentation will address advantages and disadvantages of parent education in rural settings, effective use of an advisory Board and ways to leverage community support. It will also share challenges facing parent educators, *including conservative religious groups* (my emphasis), consolidated school districts, rural isolation and homelessness."

This, to me, is proof that some of those individuals in PAT know that it is wrong; it can be a vehicle for family abuse; and that Christians will protest when they are informed.

Is PAT connected to Outcome-Based Education, - School Restructuring-Goals 2000, Educate America Act? Secretary of Education Richard Riley, on April 21, 1993, testified before the Senate Commission on Labor and Human resources: "To achieve these goals will require a fundamental overhaul of our educational system. Partnerships will be needed between our schools and parents, educators, community groups, social and health agencies, business, high education and early childhood services... The Goals 2000: Educate America Act is about CHANGE." (my emphasis)

One of the goals is "All children will start to school ready to learn". Government will teach parents of the child from birth on what is politically correct. Family

resource centers will be available to help parents and the child to become compliant in their thinking and behavior. After that, the child is ready for public school where he or she will achieve more outcomes, or be recycled until able to do so, as he develops into the world citizen of tomorrow—the socialist world citizen. This programmed "conditioned" pre-schooler may go to a private school for government will control that too! It can do this through voucher funding, curriculum, teacher certification). The child will be government "programmed" from birth to adulthood. A news article headline on October 22, 1991, Raleigh *News and Observer*, sums it up: "Education goals unattainable unless learning begins at birth."

In the Lucis Trust (U. N. think tank)-World Goodwill Commentary, June, 1984, booklet entitled THE WORLD'S MOST PRECIOUS RESOURCE: ITS CHILDREN," we read: "Therefore as to the question of upbringing, let us pay special attention to the life of the home. It is impossible to think about building the state without first building the home." (Brotherhood-Agni Yoga Society, inside cover page).

"Today the average child is, for the first five or six years of life, the victim of his parents' ignorance or selfishness or lack of interest. (Alice Bailey- *Education in the New Age*, page 8.)

"It is only now that organizations are emerging whose stated purpose is to help instruct women and men in the art of creative parenting, but unfortunately these programs only reach a very limited number of people, mostly women, who have the time and inclination to be informed." (Page 13)

"A new form of family unit must inevitably come into existence." (Alice Bailey- *Education in the New Age*, Page 16.)

PAT, or programs of similar title, are spreading across the world and nation. North Carolina legislature appropriated twenty million dollars this past session to establish Smart Start-PAT in eighteen counties. The governor states that the program will go into all one hundred counties by next year. Reports show that PAT is in at least forty states, Washington, DC, England, Australia, and New Zealand. Another name for PAT is HIPPY (Home Instruction Program of Pre-school Youngsters) which was first launched in Israel. It has spread to Virginia, Arizona, Oklahoma

New Jersey, Florida and Arkansas, as well as the countries of Turkey, Chile, Holland, and South Africa. When President Clinton spoke in St. Louis in 1987 at a national conference and promoted the program, the brochure stated that HIPPY had foundation support from the New World Foundation, The Ford Foundation, the Edna McConnell-Clark Foundation, and the Rockefeller Foundation.

Since the mid-1980s, I have had the privilege of reviewing programs and grant proposals that were submitted to government entities, including public health services and education agencies. Those groups submitting the proposals sought funding to alleviate problems mentioned earlier by setting up Parents as Teachers Programs (sometimes called something else). Among the documents I have read in those plans which causes me great concern is the HOME OBSERVATION AND CHILD ASSESSMENT CHECKLIST. This assessment tool is already being used in several North Carolina counties and plans were to use it in other states. Training for the assessment was held in 1985 in St. Louis, Missouri. The program announcement stated:

"Nursing Child Assessment Satellite Training: - Conference leaders were NCAST Instructors from the University of Washington. Author of the instrument was Kathryn Barnard*-RN, PhD, University of Washington.

The conference announcement states: "Child health assessment techniques used in EPSDT (Early and Periodic Screening Diagnosis and Treatment) are largely devoid of measures of parent-child interaction and environmental stimulation. Yet, these measures are the most predictive of children's subsequent development and are essential to initiating effective intervention in high-risk populations.

The conference announcement lists those who

should attend: nurses, social workers, pediatricians, psychologists, child development workers, educators, and others.

According to their material, ZERO TO THREE is committed to:

- exercising leadership in developing and communicating a national vision of the importance of the first three years of life and of the importance of early intervention and prevention to healthy growth and development;
- developing a broader understanding of how services for infants and toddlers and their families are best provided; and
- promoting training and practices in keeping with that understanding.

We would urge you to write to the University of Washington, School of Nursing, and request the *Home Observation for Measurement of the Environment* checklist. Also request the checklist for *Feeding Scale* and *Teaching Scale*. The three forms consist of over 190 questions that the home observer is to fill out on the home in question.

The question remains in my mind: If the parent gets a "bad" mark on these items, how many times will it take before the parent is cited for child abuse and the State removes the child from the home?

- FOOTNOTES -

¹ Dr. Kathryn Barnard is also the current president of Head Start-Zero to Three-Program, the national center for clinical infant programs. Among those giving funding and support for this center is the Carnegie Foundation.

Home Instruction Program for Preschool Youngsters (HIPPY)

HIPPY was developed by Dr. Avima Lombard, professor of the National Council for Jewish Women's Research Institute for Innovation and Education at Hebrew University in Jerusalem in 1969 to serve educationally disadvantaged youngsters in Israel by having their parents—usually mothers—work with them as preschoolers a little each day at home. She wrote a book about it in 1981 and caught the attention of Mrs. Clinton at a conference in Florida in 1985.

HIPPY programs are underway now in Israel, Turkey, Chile, Holland, South Africa, and five states: New Jersey, Oklahoma, Florida, Virginia, and Arkansas.

We have the program because we have many children from families which are—at least educationally—disadvantaged. In fact, Arkansas has a lower per-capita income than the national average and a higher unemployment rate.

The basic idea is to teach the mother (or parent) to teach the child. It's home-based, where mothers of four- and five-year-olds are asked to work with their child for limited periods—usually 15 to 20 minutes—5 days a week, 30 weeks a year for two years. The mother signs a contract with the program to participate for two years and receives materials and instruction through role-playing about how to do the exercises at home.

Very important is the fact that the program is structured to ensure not only the child's success but also the mother's. There is a support system in HIPPY with a strong program coordinator and biweekly meetings of mothers, where they discuss what has happened over the past two weeks and go over the materials and exercises for the next two weeks. In school year 1987-88, we have over 1000 children and their mothers participating in ten school districts in Arkansas. We had large foundation support in the beginning from the New World Foundation, the Ford Foundation, the Edna McConnell-Clark Foundation, and the Rockefeller Foundation.

(Gov. Bill Clinton...from Conference Report
Investing in the Beginning, Oct. 19-20, 1987 - St. Louis, MO)

Would you object if a home observer were to enter your home and ask or check the following questions?

	Yes	No.
1. Mother responds to child's vocalizations with verbal response		
2. Mothers speech is distinct, clear and audible		
3. Mother permits child occasionally to engage in "messy" types of play		
4. Mother does not shout at child during visit		
5. Mother neither slaps nor spanks child during visit		
6. Mother does not scold or derogate child during visit		
7. At least ten books are present and visible		
8. Child's play environment appears safe and free of hazards		
9. Mother tends to keep child within visual range and to look at him often		
10. Mother invests "maturing toys" with value via her attention		
11. Father provides some caretaking every day		
12. Parent comments verbally on child's hunger cues prior to feeding		
13. Parent does not interrupt child's sucking or chewing by removing the nipple, jiggling the nipple, or offering the child more or other kinds of food while child is eating *		
14. Parent does not offer food when the child looks away, looks down, turns away or turns around *		
15. Changes voice volume to softer or higher pitch in response to child's distress		
16. Parent does not make negative verbal response in response to child's distress		
17. Parent does not yell at the child in response to his distress		
18. Parent does not use abrupt movements or rough handling in response to child's distress		
19. Parent does not compress lips, grimace, or frown when making eye contact with child		
20. Parent does not slap, hit, shake, or grab child or child's extremities during the feeding		
21. Parent does not make negative or complimentary remarks to the child or home visitor about the child or child's behavior		
22. Parent verbalizes to child within five seconds after child has vocalized		
23. Parent does not talk baby talk		
24. Parent pauses when child initiates behaviors during the teaching episodes		
25. Changes voice volume to softer or higher pitch (does not yell)		
26. Makes soothing non-verbal response, e. g., pat, touch, rock, caress, kiss		
27. Does not make negative comments to the child		
28. Parent laughs or smiles at child during the teaching		
29. Parent makes constructive or encouraging statement to the child during the teaching interaction.		
30. Parents directions are stated in clear, unambiguous language (i. e., ambiguous - "turn," "reach;" unambiguous - "turn the knob toward me. ")		
31. Parent encourages and/or allows the child to perform the task before intruding in on the use of task materials		
32. Parent uses both verbal and nonverbal instructions in teaching the child		
33. The child stops displaying distress cues within 15 seconds after parent's soothing attempts		

Corporate Families for Corporate America¹

No matter who is elected, Republican or Democrat, conservative or liberal, hawk or dove, the same social, economic, political and cultural policies grind on uninterrupted. As one considers the Declaration of the Rights of the Child of the United Nations, America 2000/Goals 2000 programs of the U.S. Department of Education, the SCANS proposals of the U.S. Department of Labor, the Corporate Family policies of the National Academy of Sciences, the mandates for state and local implementation of these "reforms", a global agenda is irrefutably exposed by the interlocking goals, the identical terminology and labels, and the repetition of familiar names of transnational authorities sharing a single one world philosophy of government as the formulators.

Will there some day be a point of no return as this slow moving but ever advancing steam roller destroys the American heritage and the will to resist of the American people? Has the behavior modification of the government education programs been so successful that individual initiative and self-confidence have been irreversibly displaced by narcissistic self-esteem and "let the government take care of me" resignation? Instead of the 21st Century being a period of great expectations and new horizons is it destined to be a second Dark Ages of universal serfdom for everyone but an elite few? How do we tell the good conspirator from the bad when there's one of each under every bed, in every closet, and behind every rock?

Never forget the following observations: who controls the youth controls the future and the educational philosophy of today becomes the political policy of tomorrow. The social engineers and behavior scientists responsible for bringing the global oligarchy into power haven't forgotten these truths. The Child Care Action Campaign haven't forgotten them either.

In the *ChildCare ActionNews*, January-February 1993, Vol. 10, No. 1 of the Child Care Action Campaign (CCAC), President Richard B. Stolley announced

the CCAC convention in New York on March 31-April 2, 1993. The title of the national conference was, "Child Care and Education: The Critical Connection." This group recognizes that as more single parent families and families with both parents working outside the home increases, the children will be forced into care centers other than the home. CCAC plans to be there to take the place of the parents in raising and shaping the children in "partnership" with the government education system and the private corporate sector. They have a model: the morally and fiscally bankrupt Swedish Corporate Family paradigm.

Normally child care is the responsibility of the family, but the forecast is that by the year 2000 two-thirds of all jobs will be filled by women, many of whom will be mothers needing child care. Such federally funded programs as NEW (Nontraditional Employment for Women Act of 1991) exacerbates the situation and further weakens the traditional family. Despite many public announcements about strengthening families, the government policies that come into being do the opposite and belie the rhetoric. The traditional family is not considered by the child care advocates controlling the programs as the place for the child, because the family doesn't take into consideration "the economic well-being of the nation" nor the mandated "education reforms." Keep in mind that education reform means cradle to grave indoctrination in politically correct attitudes such as feminism, acceptance of homosexuality, humanistic ideology, ecumenism, and similar ideas alien to traditional American values, such as the historical premise that the government of the United States exists for the general welfare of the citizens and not the reverse. Even the novice can recognize the Marxian dialectic that gives economics pre-eminence over people. Population becomes mere labor units of so much market value as was the case with the POW settlement be-

tween the Viet Cong and the United States after the Vietnam War.

The schools have been and are still being used as vehicles to change the traditional American heritage. This strategy has been very successful. To complete the last phase of the master plan, other components are beginning to kick in. School buildings will increasingly become the site of greater control over raising the children as parental influence is phased out. In Connecticut the child care program will begin at the third trimester of pregnancy. (Schools will also become centers for psychological re-programming of the parents and other adults. The multifaceted approach of Head Start which includes medical, dental, nutritional, social services and parental training will be folded in so the school would become an all purpose communal center regardless of socioeconomic status. The 1993 Head Start budget will near \$1 billion but increase by almost one-half billion over the next four years as the program expands.)

Just as we had to learn to translate edu-babble (*1984 doublespeak*) we need to do the same with child care programs.

Gordon Ambach, Executive Director of the Council of Chief State School Officers (the same organization that created SPEED/E EXPRESS to track everyone from cradle to grave and co-sponsored the CCAC conference on Child Care and Education) said, "Our society cannot afford to deny any child the opportunity to participate in a program that will have long-lasting positive benefits, for that child and for society. Public policy must incorporate the best of what we know about caring for and educating young children by requiring high standards of quality."—*ChildCare ActionNews*, 1993, V. 10, N. 1, p. 3

Analyze Gordon Ambach's statement. It is "society" not the parent that is making the decisions about the child's welfare. Also the society's welfare is as important as the child's. If the educational welfare of the child is truly central, why would anyone subject the child to an educational system that has proven itself a failure for the last sixty years? A CCAC survey recorded that two-thirds of the public believe government schools are a failure. It is a strange logic that would want such a marriage, except the priority goal of the child care activists is the readiness Goal 1 of the National Education Goals. This is the child care contribution to the new world order: pre-conditioned labor units that are ready and willing to become programmed and malleable, manipulated and manipulative, ambitionless, emotionless and detached—*tabulae rasa* for globalistic imprinting. Combining the child care programs with the government schools will produce users who can "compete successfully in a global economy." These are the "long-lasting positive benefits" of government sponsored child care. The track record of agencies and social engineers in the field of child rearing has been as much of a failure as their programs in education. Their best is hardly "good enough." The effect such policies could have on healthy infant and child development and the retention of the American cultural and spiritual heri-

tage are never considered except as hindrances to be eliminated.

To the social engineers of child care and education the present educational system is not a failure. It is doing what it was designed to do and what it is to continue to do: produce zombies that are non-functional academically but deceived by moronic self-esteem. Just look at what school children think is "cool!" Their values. Their attire. Their music. Their interests. Plus have a "half-adult" generation of parents who are dysfunctional because of government education and aren't coherent enough to stand against the adolescent non-standards of their children. For the first time in the history of this nation the older generation is better educated than the children, yet the social engineers insist the standards of the child are to prevail—and the public is acquiescing!

The corporate family is the answer of social engineers to the problem of what to do with children when the mother is employed outside of the home whether the home is a single parent one or one with both parents employed. It is based on the assumption that each adult will support himself or herself, so parent care of children is aggressively discouraged by an income tax system designed with this end in mind. Dependent care and child care would be brokered through a central referral system and financed by a combination of federal, state and local revenues, user fees, and contributions from the corporations employing the parent(s). This would be administered by a massive government agency. To accommodate this system major re-alignments would have to be made in schools, homes, places of employment, and the role of the community. Of necessity life would be much more communal and considerably less private.

The children or potential labor units become the ward of the public/private partnerships. Besides the child care advocates and the government school systems these partnerships will include large and small businesses, foundations, national, state, and local governments, and the family. A major player in the corporate family program is the National Academy of Sciences (NAS). The NAS serves as an adviser to Congress and the executive departments on child care issues and uses research programs to foster a system of child care which is uniform nationwide and compatible even though implemented state by state. As well as federal grants to universities, some of the funding comes from private sources. Such public/private joint ventures have an unusual twist. Whereas the feds normally want control, in this case they yield control to the private sector. By doing this the research is "privatized" and public access to the national family policy-making process is restricted by the right of non-disclosure of intent. To be able to use this ploy the presence of psychological and behavior modification content would be implicit. (Ruppert, Dr. Elizabeth, *Setting the "Corporate Family" Agenda in the United States*, Family Research Council, Washington, D.C., 1989, p. 7.)

In behavioral research it is assumed that if the subject has knowledge of the research goal such knowledge could cause the subject to alter his behavior and invalidate the research. Also, if such research uses tax-subsidized incentives which might result in tax increases, the public might disapprove. These hindrances are avoided by keeping the public ignorant of what is going on.

The Academy's committee on child development has created research to prove the need for corporate family programs, has created research to direct the formation of public policy, and has generated research grants to create demonstration models. The Academy commission located its model in liberal Brookline, Massachusetts at the Wellesley College². A conducive environment for such experimentation. Like Head Start, Wellesley model is for low income users and provides parent training, health, nutrition, transportation, education, comprehensive family services, and child care. (Head Start has become the model for the proponents of the Swedish corporate family model in the United States.) Wellesley created seven affiliates. The Fairfax, Virginia affiliate covers other Virginia districts as well as D. C. and Maryland through the Council of Governments (COG), a regional shadow government. Such phenomena as COG are becoming more prevalent and function as governments but bypass the burden of constituent accountability. (See Ruppert, p. 7) The Academy also created child care panels to promote corporate family legislation in Congress and all of the State legislatures. The parental leave legislation and Act for Better Child Care Services (ABC Bill) were part of the NAS agenda and passed during the Bush administration.

At its inception in 1863 there was concern that the National Academy of Sciences would be used for the "advancement of personal interest and to the support of partisan politics." (John Henry correspondence to Louis Agassiz, 1864). Ruppert, p. 14) This became an issue in 1987 when Samuel Huntington's nomination to the Academy was denied, because he was a conservative. This makes suspect the role of the Academy to advocate public policy to governmental agencies and to the public. Some suggested that social scientists should be dropped from the Academy as not "real" scientists. Instead the NAS formed a committee on child development research and public policy supported by a strong network of media, unions, and special interest groups. The committee adopted the Swedish family policy as their model and used the field of child development to expand its influence in translating research into policy which would influence the development of major social institutions. The legislative agenda they developed is the same as that of the U. S. House Select Committee and the U. S. Senate Caucus on Children. The House Select Committee and the NAS agenda both advocate a consolidated partnership of public and private programs of child care and family services developed with federal incentives and under national control using the Swedish "corporate family" as the model. The recently passed ABC Bill is based on this model.

The Swedish Corporate Family Model

In a *Washington Times* (6/28/89) article, "Swedenization of America," Patrick Buchanan points out that all is not well in Sweden. Because of the difficulties with child care (this is the model the United States is following) the birth rate has dropped so low that Sweden is depopulating itself. It is projected that in two generations, Sweden will only be a shadow, because it is too complicated and too expensive to have children. American social scientists, with their bias against free enterprise and traditional families and values, want to duplicate this in the United States. The foundation stone is the Act for Better Child Care Services.

The Wall Street Journal editorialized its opposition by equating it with Medicare and the birth of another "eternal entitlement" which would fund special interest groups, another vast bureaucracy, and a constituency that would clamor for ever-higher spending. With the deficit such as it is, the government cannot afford to launch another social program. The same activists that created the Great Society shambles of the American cities should not be trusted with America's children.

Patrick Buchanan observes that final decisions about how and where children should be reared should be left to the parents. The advocates of the Swedish corporate family model don't agree and are relentless in pursuing their goal to socialize the American society. Like Sweden, they know the way to do it is through the schools.

Berit Rollen, Sweden's Undersecretary of the Ministry of Labor, pointed out in his address to a 1984 Swedish/U. S. seminar that "Schools in Sweden have been ordered to make teaching and counseling reflect this approach." (Ruppert, p. 19)

Schools in Sweden as in the United States are used to change and re-shape attitudes toward family values and political agendas, such as sex education, family planning, challenging conventional stereotypes and values, compulsory social work, etc. Sweden has been a social laboratory.

The State of Maryland provides a singular example of the hook-up between child care and education that probably isn't duplicated in any other state. Dr. Nancy S. Grasmick is currently the State Superintendent of the Maryland State Department of Education (MSDE). She is also the chief executive officer or Special Secretary of the Governor's Office for Children, Youth, and Families (GOCYF). GOCYF and MSDE are completely separate departments from each other and don't even occupy offices in the same building. So what?

On July 30, 1993, on GOCYF letterhead, a four page correspondence was sent to the local superintendent of schools stating that "Nancy" (who is also Superintendent of MSDE, was "applying for a grant from the Robert Wood Johnson Foundation³ for the establishment of school-based health centers... A requirement of the grant application is that letters of

endorsement be written in support of this initiative by state and community organizations as well as from individual political and community leaders.

"I would deeply appreciate your letter of endorsement. Attached is some information on the grant and guidelines for the contents of the letter."

A full page of barriers to school-based health centers (sbhc) are listed: parental consent for the students is the second item on the list. The list includes seven operating barriers, seven insurance barriers with seven sub-barriers, four financial barriers, four community barriers, three family barriers, and four policy barriers. Staffing and construction would be immensely capital intensive as proposed but no estimates are given.

The sample letter of endorsement coached the school superintendents or politicians to include such statements as "the current unmet health care needs, . . . support for comprehensive health services which are provided in the school setting, . . . the agency at the State level might include the commitment to develop or change policies to support this project⁴; that the agency is committed to working with state and local agencies to help secure on-going funding and/or in-kind support; that the agency is committed to addressing those barriers to health care that have been identified and that are within their power to overcome."

The proposed cost for four schools, which I believe to be very low in comparison to the magnitude of the proposal, was \$100,000 for a fifteen month planning period; and a four-year implementation period of four years at \$1.8 million for delivery of services and \$300,000 for program management at the state level, and \$100,000 for mid level practitioner training.

As successful as educational mandates have been, can you imagine how botched up reproductive health care (Does this include abortions at school?) and substance abuse therapy could become?

What this letter illustrates is create a problem (real or imaginary), advertise the problem until the public thinks it is real, then provide a solution which is another component of the Swedish corporate family model.

Recently the MSDE mandated 75 hours of volunteer service and compulsory kindergarten attendance for five year olds. Compulsory prekindergarten attendance for four year olds is now under discussion. All three programs are components of the national early childhood education policy of the "corporate family" model. GOCYF received a grant from the Ford Foundation to develop demonstration sites. The Ford Foundation with the Carnegie Corporation also funded the Wellesley early childhood study. (Sheila Kamerman served on the Advisory Panel as well as Mary Futrell who was head of the National Education Association [NEA].) Four sites were established.

If the motive driving these programs was Christian charity or traditional family values instead of politically correct brainwashing, the social disintegration could be reversed. The very nature of the driving force however is what feeds the problem like trying to put out a fire by throwing gasoline on it. For example, the Gov-

ernor's Council on Adolescent Pregnancy targeted 9-14 year olds with its Campaign for Our Children. As a result the pregnancy incidence dropped into the 12 and 13 year old bracket, the exact opposite of the announced objective.

Even in the face of the recent defeat of the socialist government in Sweden and the near collapse of the Swedish economy, the advocates in America of the Swedish plan are undaunted in their persistence to follow the same disastrous agenda in the United States. Government intrusion into the workplace has put many small—and some large—businesses out of business. The participation of the government into the family will prove even more intrusive than government regulations of the workplace. People become labor units. Individuality yields to communal well-being. Emotions and personality are psychologically modified and re-programmed. Life exists in a national test tube. There is no free will—only remediation. Behavioral technology in the classroom, the marketplace, in the home, and in the workplace will bring the corporate family on line. A new era—a second Dark Ages—will exist.

Behavior Technology in Today's Society

The U.S. Office of Technology Assessment, 1987 (OTA),⁵ "Science, Technology and the Constitution"

Science and technology have throughout our history, been major factors in shaping American society and our way of life. By changing the ways in which we interact with one another, science and technology often affect the way in which we define the general welfare, the way in which we view the realm of government, and the nature of the rights we exercise as American citizens.

The social sciences are also improving our ability to monitor, predict, and modify human behavior and attitudes. We use techniques of statistical analysis, modeling, simulation and expert systems to decide who... exercises parental rights . . ."⁶

The Issue: Parent Centered Families or the Corporate Family

"At issue is whether the United States should retain a family policy encouraging a responsible parent-centered family allowing choice in work/child care arrangements or whether it should promote a federally regulated "corporate family" policy calling for a national consolidated child care and family services financed through public/private sector partnership." (Ruppert, p. 9)

The debate reached nationwide proportions in the campaign of 1988. Then Governor Clinton was one of three governors present at the CCAC campaign kick-off in New York. Union activists were eventually

drawn in as supporters of the corporate family, but small business lobbied against it. The profiteers, referral brokerages who would benefit from the corporate family policy, strongly supported the program, but no mention was made of the high taxes. Ruination of small businesses was not addressed either.

Presidential candidate Michael Dukakis and Sheila Kamerman, National Academy of Sciences, appeared on the Public Broadcasting Services television network and discussed the corporate family system of child care. Kamerman promoted the child care partnerships as equalizing incomes and believed that the public would accept huge tax increases to sustain a child care policy. Clinton, then Governor of Arkansas, joined the twelve-city CCAC tour to force the child care and parental leave issues as presidential campaign issues.

Education and Corporate Family Funding

The Swedish corporate family model is a "redistribution of wealth" reform movement. It is copied from the school finance reform movement which tried to equalize economic success in adult life by equalizing the revenues allotted to each local school subdivision within the state. The school finance reform program was upheld by two court suits, *Serrano vs Priest* in California and *Robinson vs Cahill* in New Jersey which held that property tax assessment conveyed disproportionate revenue to the school districts because the property assessments were different. However, the theory proved to be a failure, and the educational outcomes of the students were not equalized as expected. The reformers then took the position that if equalizing the schools didn't equalize the student outcomes then the economic institutions of society must themselves be changed.

"If we want economic equality in our society, we have to get it by changing our economic institutions, not by changing the schools." --Ruppert, p. 26 ("Inequality: A reassessment of the Effect of Family and Schooling", Mary J. Bane & Christopher Jencks, social scientists, *Harvard Graduate School of Education Association Bulletin*, Fall/Winter, 1972. This was a commentary on the failure of parity funding for schools as a means of achieving income leveling.)

The institutions targeted were of course the home, school, community and work place. A universal welfare economy modeled after Sweden is to produce the desired equality of income in the post-school age. Initially a universal national child care system from birth to eight was considered the easiest course to follow, but the program now exceeds these limits. The program would be federally regulated but concealed behind a local level of administration. The Act for Better Child Care Services (ABC Bill) was to validate this procedure. To muster a base of support the ever gullible minority groups were tapped by research and action centers. It later turned out that these centers represented profes-

sional interests and not the interests of the minorities. Fairfax County Head Start Parent Involvement eventually filed a suit when the rights of Head Start parents were ignored. The program had been consolidated under the Office of Children without parental knowledge as required.

To understand what has happened to the American family, how this has impacted on society, what will be taking place in the future as well as the source of these changes, it is critical and necessary to achieve some insight into the following:

All of the participants in the national corporate family network agree on the general principle of **income leveling**. This principle has four components:

- * a consolidated, national child care system,
- * a unified child care pay equity for caretakers,
- * paid parental leave, (The present non-pay act will be changed.)
- * the development of differentiated lifestyles based on changed sex roles.

The differentiated or multicultural or alternate lifestyles argument, like the equal treatment for women, children, and minorities, is part of the corporate family tax structure; i. e., **income leveling** as based on equal civil rights. This helps explain why the political clout of the homosexual "subculture" is so much greater than their very small numbers would ordinarily command.

To preserve the conceptual agreement of the corporate family model it becomes essential to eliminate Christian based child care facilities. Some Christian teaching has economic bearing but more importantly Christianity teaches preservation of the traditional family as well as values contrary to alternate or differentiated lifestyles. Justification of the corporate family tax structure demands the resolution of this conflict between differentiated life styles and Christianity by eliminating the teaching of Christian doctrine; ergo, the Church and all of its outreaches. It is baffling that the spiritual discernment of most pastors has not alerted them to this rapidly approaching and ominous consequence, so they can inform their memberships.

Since education is the vehicle for bringing present and future generations into this new family of the 21st Century, it is much easier to comprehend why the differentiated lifestyles or multiculturalism is an ever present curriculum despite parental and public opposition. Workshops on the right to live an alternate lifestyle are included in the training of day care personnel who work with infants and pre-schoolers. It is hard to imagine that alternate lifestyles among infants, toddlers, and pre-schoolers are such a problem as to warrant staff training on the topic.

Who are some of the role players?

U. S. Department of Education,

Office of Education Research and Improvement's Center for Statistics and ERIC Clearinghouse on Elementary and Early Childhood Education

U. S. Department of Health and Human Services

Administration for Children, Youth, Families

Interagency Panels on Children and Youth (federal)

Other groups interested in the issue of income equity, women's rights, and union organizations.

The policy making originates at the national level primarily under the guidance of the National Academy of Sciences (Committee on Child Development Research and Public Policy), for Child Care Action Campaign, and the National Association for the Education of Young Children. State and local agencies, social scientists and non-profit organizations are updated by various research projects and network conferences. Legislation—including minority, civil, and women's rights, parental leave, Act for Better Child Care Services—is designed to give the federal government control over families. (NOTE: not singular "the family".) Control over child care facilities will be coordinated from the U.S. Office of Child Care Administrator. State and local administrations will be interfaced, like the government schools, into a single network, of which the government schools will be a part, under federal regulations with federal control of the program formats.

While the children are being raised and educated by the government, the SCANS program (U. S. Department of Labor's strategy for implementing Outcome Based Education), the labor units, i. e., parents, will be gainfully employed for the economic welfare of the soviet United States.

NATIONALIZED CHILD CARE

The U. S. Department of Health and Human Services has established a network that combines foundations, professional groups and associations, referral and resource brokers, unions, media, and corporations into a national child care system under public/private partnerships for the purpose of control. This form of governance, to be financed in part by vouchers, avoids citizen participation and is not subject to public approval. Ford Foundation bankrolled the initial studies in child care as early as 1976. The National Academy of Sciences and the National Institute of Education set up a program in 1980 to translate the research into policies that would bring about the income leveling institutional changes in home, school, community and employment that would eventually create the corporate family model. Later, federal agencies, the Carnegie Corporation, Levi-Strauss and other corporations joined with Ford to expand the project to link pre-school services with government schools. Eight research sites were es-

tablished through the country as Affiliates to the Wellesley College center in Brookline, Massachusetts: Albuquerque, New Mexico; Buffalo, New York; Eugene, Oregon; Fairfax, Virginia; Nashville, Tennessee; Oak Park, Illinois; Rochester, Minnesota; and Santa Monica, California.

But whereunto shall I liken this generation? It is like unto children sitting in the markets, and calling unto their fellows, and saying, 'We have piped unto you, and ye have not danced; we have mourned unto you, and ye have not lamented.'

—Matthew 11:16, 17

Have the global architects been so successful in their program to desensitize America and modify traditional values out of existence that the American people as a people no longer know what is happening to them nor even care? While we are kept entertained by gladiatorial football, baseball, and soccer games, deceived by tinsel religions, and enraptured by corn-fed, inbred, Harley Davidson standards of conduct, the opposition are hard at work hammering out an integrated system of child care, schools, health care, and complete one-stop-shopping services to own and control present and future labor units. This is not a conspiratorial secret. Their confidence and conviction in what they are doing is reflected in their writings and actions, in their singleness of purpose and the urgency in which they hold that purpose. They have staked their claim to a role in education "reform" and proceed to mold it to their doctrine of faith, i. e., outcome goals.

THE WAY IT WILL BE

When the Fairfax Affiliate violated the Parental Involvement provisions of the Head Start program by transferring the program from the Department of Community Action to the Office for Children, the Parent Policy Council filed suit against Fairfax County. Despite five hours of testimony against the consolidation of Head Start and the Office for Children the County Board of Supervisors voted in favor of the consolidation. Because Fairfax County had indeed violated the parents' rights, the County discontinued the Head Start program and started a duplicate Jump Start program. With no Head Start program the federal court dropped the case.

With the Office for Children in charge and using county funds the county refused non-government schools access to its programs: the struggle for control outweighed the needs of the displaced children. In like manner when the Alliance for Better Child Care drafted the ABC Bill, they included religious institutions to get their support for the bill, but once the support was utilized and the bill was ready to be introduced to Congress, provisions were added which discriminated against religious facilities.

Emerging Debate: Public/Private Partnerships

These two cases in which the constitutional rights of citizens were ignored by bureaucratic officials involved with public/private sector agencies represent an emerging phenomenon in today's society: the increased tendency toward the privatization of government. At issue here is the validity of the claim by public/private sector partnership organizations such as the Wellesley Center, funded by private foundations and public agencies, that *they have the authority to set public policy which denies citizens their rights as guaranteed by the Constitution.* (Emphasis added.) The "unified" structure imposed upon all public and community child and family service programs by the "ABC" Bill could empower public/private sector partnerships to define the civil rights of all families. As an example, under a unified system all child care facilities could be mandated to use a national caretaker training program that could determine the nature of the program offered by all facilities. Such a mandate could preempt freedom of choice in child care program directions.

—Ruppert, p. 36

Wellesley/Fairfax Affiliate Linkage to the Metropolitan Washington Council of Governments

In his 1987 article "The Shadow Governments," Joel Garreau of the *Washington Post* wrote that shadow governments are "the driving force behind the hottest social service in the United States today —day care. They are central to a new American society in which office parks are in the child rearing business..." The *Post* article identified three types of shadow government: 1) private-enterprise shadow governments, 2) public-private partnership shadow governments and 3) arms of conventional public government with highly unconventional powers. Some of these organizations have the potential to become regional governments.

The Metropolitan Washington Council of Governments' (COG) Child Care Network is representative of types two and three. The network itself is supported by public and private funds (type two) and operates through the Council of Governments (type three) and is thus empowered to set regional policy and generate "government approved" support for public expenditures across jurisdictions. COG is a regional arm of conventional public governments in the Maryland-Virginia-Washington, D.C. area. Although the Council of Governments does have elected representatives from area jurisdictions, it is shrouded in bureaucratic overlays which make addressing issues time consuming and cumbersome. Well-funded special interest groups alone have the funding to address such governance bodies.

—Ruppert, pp. 36, 37

The type of family that will utilize these child care

facilities won't be affluent enough to fight these quasi-governments. They will be forced to function as directed by the corporate family social scientists. On the other hand the public/private partnerships will assess fees to perpetuate themselves, legislate regulations, modify the behavior of the residents in the region covered by the shadow governments, and use their power to compel compliance. They operate outside of the Constitution, are not accountable in public elections to voters, and are not compelled by Freedom of Information or Public Information Acts to reveal anything.

The merger of the home or family into a partnership with community schools, the place of employment and community services under the control of public/private partnerships, i.e., privatization, seriously threatens parental and constitutional rights.

Dr. Ruppert concluded her monograph with some excellent observations and questions:

- 1) Has the National Academy of Sciences exceeded its 1863 Congressional mandate which established it?
- 2) In the absence of informed, public debate should the National Academy of Sciences have the power to authorize private foundations that advocate a socio-political view of the family to use social science research studies and research demonstration sites to impose their political agenda on persons in the states and localities?
- 3) Should the National Academy of Sciences:
 - a) Be empowered to lobby for tax dollars and determine the distribution of public funds and programs to families through shadow governments which are not responsible to the citizens?
 - b) Be empowered to control child care and family services through a network of "resource and referral" (R & R) systems?
- 4) Should the Act for Better Child Care Services be allowed to use federal legislation to override state and local control and to impose the corporate family economy on the nation as a whole?
- 5) Should the National Academy of Sciences have federal agencies on the COG Child Care Council thereby imposing its corporate family sociopolitical agenda on the family?
- 6) Does the researcher's right to non-disclosure of research intent override the right of parents to determine the direction of their child's educational programs?
- 7) Should social scientists be allowed to define what

parental involvement will be under the Act of Better Child Care since actual removal of the child from the parent is a considered option to be exercised by the social scientists?

CAMELOT UNFULFILLED

The United States are at risk if left in the hands of the foundations, special interest groups, and the social scientists presently directing legislative policy. The traditional family will become another extinct species replaced by the failed Swedish corporate family model. The tradition mother-at-home child care will be replaced by federal child care services. The constitutional republic will disappear into a consensus driven multitude of regional fiefdoms ruled by impenetrable overlays of bureaucracy. Informed consent and public debate will be erased by non-disclosure of research intent. Privacy will fade into vast data bases that track every detail of every individual from cradle to grave. Religious controversy will be resolved by a single government "ordained" New Age egocentric syncretism that worships Mother Earth or any aspect of nature one may choose. Taxes will eliminate the bother of discretionary funds and reassign income to needier causes. As the Japanese do, personal decisions such as where to vacation, where to live, etc., will be decided by the employees council where you work. Your employment

for your capabilities will be determined by the Department of Labor. Other than these "modifications" life will be politically correct, day to day hum drum.

- Footnotes -

¹ The material contained in this section is based largely on Elizabeth Ruppert's monograph, "Setting The "Corporate Family" Agenda in the United States", Family Research Council, Washington, D.C., 1989; the Child Care Action Campaign bulletins, January/February, 330 Seventh Ave., 17th Floor, New York, NY 10001-5010; and descriptive, non-titled information from the Governor's Office for Children, Youth, and Families, State of Maryland Executive Department, Baltimore, MD 21201.

² Hillary Clinton is a graduate of Wellesley

³ The Robert Wood Johnson Foundation was incorporated in New Jersey in 1936 for the improvement of health services in the United States. The most recent estimate of its assets are \$2.61 billions. After the seed money starts up the operation, the taxpayer takes over and another boondoggle has been created.

⁴ Probably with another state mandate.

⁵ The OTA was established in 1973 largely due to the efforts of Senator Ted Kennedy, Vance Packard, *The People Shapers*, p. 337, Little, Brown, (Boston, 1977).

⁶ Ruppert, p. 7.

Maryland Mandates Volunteer Service for Kindergarten Children

The Maryland State Department of Education mandated 75 hours of volunteer service and compulsory kindergarten attendance for five year olds. Compulsory prekindergarten attendance for four year olds is now under discussion. All three programs are components of the national early childhood education policy of the "corporate family" model. Governor's Office for Children, Youth and Families received a grant from the Ford Foundation to develop demonstration sites. The Ford Foundation with the Carnegie Corporation also funded the Wellesley early childhood study. (Shiela Kamerman served on the Advisory Panel as well as Mary Futrell who was head of the National Education Association (NEA).

WILLIAM M. BOWEN, JR.

Part
IX.

DEVELOPING A
NATIONALIZED
WORKFORCE

IX. Developing a Nationalized Work Force

Graduates of the American schools fall short in many areas. This is not only proven by comparing test scores with other nations of the world, but it is also apparent when those graduates fill out an application as they seek to enter the work force.

Business leaders have repeatedly stated that the average graduate is unprepared to take his place in the work force without additional training at the expense of the business. Thus, it has been very easy to enlist the aid of businessmen across the country as the restructure of the educational system has gotten underway.

Literally, millions of dollars are pouring into the coffers of the New American Schools Development Corporates and into the hands of various design teams as they seek to correct our sagging educational system.

The Department of Labor, working in concert with the Department of Education, has come up with the SCANS report to help develop the more effective workers of tomorrow. Much that they have written is good and should serve to better the work force.

There are things, however, that raise some very serious questions. I question the necessity of a "certificate of initial mastery" in order to enter college or to enter the work force. If we view that certificate as a replacement of the typical diploma, certainly that should not cause alarm, for the educators are only asking that a graduate perform at an expected level.

As harmless as it may seem, one must delve deeper into the "outcomes" that must be achieved and especially into the philosophical views that are expected of the student. That, plus the fact that we are dealing with a national and international curriculum, implies correct public policy must be taught and regurgitated by the student. In essence, if carried to the extreme, one will have to espouse the correct political belief in order to enter college or enter the work force. That smacks of socialism and stifles the individual from becoming a free thinker and restricts the academic liberty of an educational institution.

The very creativity of an educational institution will be hampered and the end product will be millions of clones who have not been taught to think for themselves, which in turn, will throw the brakes on our dynamic, productive economy.

Traditionally, America has been built upon the free enterprise system which has resulted in an out-pouring of millions of new ideas and products that have made America the envy of the world. The average person in America has accumulated a material abundance that only the rich could enjoy in many foreign nations.

A nationalized educational program interlocked with an international curriculum may well lift some schools up, but it will also level the higher schools to a lower plane. Will this not have a long term effect on the nation?

The right of a school to try and succeed or fail will be removed from its grasp and with that will come a reluctance to step out for fear that the governmental bureaucracy will slap its hands and discredit its programs.

In addition, we are hearing more and more about voluntary community service and cooperative work programs with local businesses to create a better work force for the future. "Human Capital", as the Department of Education refers to it, is to be managed by the state for the benefit of the society as a whole.

Some areas are now talking about voluntary community service becoming mandatory to earn the "certificate of initial mastery."

Voluntary community service is wonderful and should be encouraged, but *mandatory* community service is state control of talents and abilities. Mandatory community service is *slavery* and clearly resembles the Red China experiment.

Do our civil leaders and businessmen really understand the full ramifications of this new plan? Are people to be treated as capital? Are they mere cogs in the wheel? Are they to be exploited for profit?

Use your heads!! Compulsory service will not produce quality products. He who must work without an incentive gained by the fruits of his labor will invariably produce less.

Compulsory education laws make kids go to school, but they cannot make them learn. Private schools have always outscored the public sector. Why do you think that so many government officials and public school teachers enroll their own children in private schools?

If the average government employee performed at the same level in the private sector, he would be fired. Have you ever stood in a slow moving line at the post office and have been treated with contempt because you have interrupted their day? Compare that with the efficient checkers at the supermarkets. Why do you suppose that communist nations lack goods and services? They have resources, but they cannot produce the product. Yet, those same people produce an excess of food in their little garden plots of ground, while the community farms continually fail to meet the desired quotas.

Booker T. Washington very wisely observed the affects of slavery in both the black and the white race. He stated the following:

Ever since I have been old enough to think for myself, I have entertained the idea that, notwithstanding the cruel wrongs inflicted upon us, the black man got nearly as much out of slavery as the white man did. The hurtful influences of the institution

were not by any means confined to the Negro. This was fully illustrated by the life upon our own plantation. The whole machinery of slavery was so constructed as to cause labor, as a rule, to be looked upon as a badge of degradation, of inferiority. Hence labor was something that both races on the slave plantation sought to escape. The slave system on our place, in a large measure, took the spirit of self-reliance and self-help out of the white people. My old master had many boys and girls, but not one, so far as I know, ever mastered a single trade or special line of productive industry. The girls were not taught to cook, sew, or to take care of the house. All of this was left to the slaves. The slaves, of course, had little personal interest in the life of the plantation, and their ignorance prevented them from learning how to do things in the most improved and thorough manner. As a result of the system, fences were out of repair, gates were hanging half off the hinges, doors creaked, windowpanes were out, plastering had fallen but was not replaced, weeds grew in the yard. As a rule, there was food for whites and blacks, but inside the house, and on the dining-room table, there was wanting that delicacy and refinement of touch and finish which can make a home the most convenient, comfortable, and attractive place in the world. Withal there was a waste of food and other materials which was sad. When freedom came, the slaves were almost as well fitted to begin life anew as the master, except in the matter of book learning and ownership of property. The slave owner and his sons had mastered no special industry. They unconsciously had imbibed the feeling that manual labor was not the proper thing for them. On the other hand, the slaves, in many cases, had mastered some handicraft, and none were ashamed, and few unwilling to labor.

A nationalized curriculum designed to build a "New World Order" is, in its kindest terms, raw socialism.

Our businessmen would be wise to question the philosophical beliefs of the proponents of the new outcome based education. The new American schools are not what they are cracked up to be. You, the businessman, will find yourself entwined in a web of red tape. A careful study of this book should raise some real questions, and I think it will produce some second thoughts about the wisdom of your investments. If you are going to invest time and money, for Heaven's sake, invest it in the free enterprise system that built your business in the first place.

This section is fascinating. It includes the Oregon Bill that was passed into law on July 31, 1991. A careful study of this bill clearly indicates the intrusive nature of government not only into the educational system but also into the private affairs of the businessmen.

Can you imagine anyone even suggesting that a businessman had not enough sense to hire the right person for an opening at his establishment? Who would ever believe that in America one would suggest criminal charges against an employer who hired an employee without a certificate of initial mastery. Obviously, work cards are the next thing in the agenda. Once these are in place, freedom to hire and fire will be phased out on the employer's part while the employee will become a ward of the state.

Don't laugh. You may even find that the stars and stripes in front of your business will be required to be lowered to the level of the new international flag that will signify the "New World Order". In that day, I will guarantee that it WILL NOT be business as usual.

PUBLIC LAW 102-325, Higher Education Amendments of 1992 Drives The Final Nail of Destruction To The Free Enterprise System.

The goals and objectives from every state regarding America 2000 are the same, i.e. restructuring education. The intent in every state is identical. The total restructuring of our society is to take place under the umbrella of the local school.

The federal government, with the help of the major tax-free foundations and the New American School Development Corporation (with their hand-picked Design Teams) intends to control all aspects of American society from pre-conception to death.

America 2000's radical plan violates every section of the United States Constitution. Funds and waivers necessary to implement the plans were passed in Public Law 102-297 on April 28, 1988.

Public Law 102-325, Higher Education Amendments of 1992, July 23, 1992, provides for a "NATIONAL CENTER FOR THE WORKPLACE." This drives the final nail of destruction into our economic system of free-enterprise and free choice of careers. Under Title XV, Part A, Section 1511, the purpose is stated as follows:

"It is the purpose of this part to address the problems created by the simultaneous convergence of broad economic, social, cultural, political, and technological changes in the workplace through a national center administered by the Department of Labor that will join together workplace experts from America's best institutions of higher education experts from the public and private sectors to conduct research, share information, and propose remedies."

The purpose of restructuring American education was to put in the Asian/European system of education which selects small children at a very early age to meet the needs of the planned economy. In order to accomplish this goal, the families and total community must be brainwashed into turning children over to the government.

... Ann Herzer

The Oregon Educational Act for the 21st Century

66th OREGON LEGISLATIVE ASSEMBLY--1991 Regular Session

Enrolled House Bill 3565

Sponsored by Representative KATZ; Representatives BARNES, BAUM, BAUMAN, BRIAN, BURTON, CALOURI, CAMPBELL, CARTER, CEASE, CLARK, COURTNEY, DERFLER, EDMUNSON, GILMOUR, HUGO, R. JOHNSON, D. JONES, JOSI, MANNIX, MARKHAM, MASON, McTEAGUE, MEEK, NAITO, NELSON, NOVICK, OAKLEY, PARKS, PICKARD, RIJKEN, ROBERTS, SCHOO, SHIBLEY, SHIRACK, SOWA, STEIN, TAYLOR, VAN VLIET, WATT, Senators BRENNEMAN, CEASE, COHEN, GOLD, GRENSKY, HAMBY, J. HILL, JOLIN, KITZHABER, PHILLIPS, SHOEMAKER, SMITH, SPRINGER

CHAPTER

AN ACT

Relating to education; creating new provisions; amending ORS 327.006, 327.103, 336.705, 336.730, 336.745, 339.115 and 343.415; and declaring an emergency.

Be It Enacted by the People of the State of Oregon:

SECTION 1. (1) This Act shall be known as the Oregon Educational Act for the 21st Century.

(2) The Department of Education shall be the coordinating agency for furthering implementation of this Act. This Act shall be subject to review by the Sixty-seventh Legislative Assembly and each Legislative Assembly thereafter until the year 2001 for purposes of evaluating progress toward achieving the various mandates of this Act and also effecting any necessary changes.

SECTION 1a. (1) During the 1991-1992 interim, the appropriate legislative interim committee shall:

(a) Develop the form and content expected of the ongoing review described in section 1 of this Act;

(b) Notify the appropriate agencies of expectations; and

(c) Receive and evaluate regular reports from the Department of Education and other public agencies.

(2) This review outline may be changed as needed in succeeding years.

SECTION 1b. The Legislative Assembly believes that education is a major civilizing influence on the development of a humane, responsible and informed citizenry, able to adjust to and grow in a rapidly changing world. Students must be encouraged to learn of their heritage and their place in the global society. The Legislative Assembly concludes that these goals are not inconsistent with the goals to be implemented under this Act.

SECTION 2. The Legislative Assembly declares that:

(1) The State of Oregon believes that all students can learn when offered appropriate learning opportunities, held to rigorous intellectual standards and expected to succeed.

(2) Access to a quality education must be provided for all of Oregon's youth regardless of linguistic background, culture, race, gender, capability or geographic location.

(3) A restructured educational system is necessary to achieve the state's goals of the best educated citizens in the nation by the year 2000 and a work force equal to any in the world by the year 2010.

(4) Education programs and strategies that can substantiate a claim to the prevention of human and social costs are of highest priority to the state.

(5) The specific objectives of this Act and ORS 344.305 and 344.355 are:

(a) To achieve educational standards of performance and outcomes that match the highest of any in the world for all students;

(b) To establish the Certificates of Initial Mastery and Advanced Mastery as new high performance standards for all students;

(c) To establish alternative learning environments and services which offer opportunities for those experiencing difficulties in achieving the knowledge and skills necessary to obtain the Certificate of Initial Mastery;

(d) To establish early childhood programs and academic professional technical programs as part of a comprehensive educational system; and

(e) To establish partnerships among business, labor and the educational community in the development of standards for academic professional technical endorsements and provide on-the-job training and apprenticeships necessary to achieve those standards.

Restructure is necessary to change and develop a nationalized workforce that will meet the state's goals NOT INDIVIDUAL GOALS.

OBE

Partnerships will lead to governmental mandates on private business/On the job training will become mandatory community/work service.

SECTION 3. It is the intent of the Legislative Assembly to maintain a system of public elementary and secondary schools that has the following characteristics:

- (1) Provides equal and open access and educational opportunities for all students in the state regardless of their linguistic background, culture, race, gender, capability or geographic location;
- (2) Assumes that all students can learn and establishes high, specific skill and knowledge expectations appropriate to the students' assessed learning rates at all instructional levels;
- (3) Provides special education, compensatory education, linguistically and culturally appropriate education and other specialized programs to all students who need those services;
- (4) Provides students with a solid foundation in the skills of reading, writing, problem solving, listening, speaking, critical thinking and communication, across the disciplines;
- (5) Provides opportunities for students to exhibit the capacity to learn, think, reason, retrieve information and work effectively alone and in groups;
- (6) Provides for a high degree of mastery in mathematics and science;
- (7) Provides students with a background in social studies, foreign languages and the humanities to the end that they will function successfully and tolerantly in a participatory democracy and a multicultural nation and world;
- (8) Provides students with a background in the visual, performing and literary arts as unique forms of communication, expression and cultural knowledge;
- (9) Provides students with the knowledge and skills that will provide the opportunities to succeed in the world of work, as members of families and as citizens of a participatory democracy;
- (10) Provides students with the knowledge and skills to take responsibility for their decisions and to make appropriate choices;
- (11) Provides opportunities for students to learn through a variety of teaching strategies that focus on an individual student's learning profile including but not limited to assessed strengths, weaknesses, learning style and interests, with appropriate intervention services;
- (12) Organized instructional groupings as heterogeneously as possible to promote the attitudes and skills necessary for democratic citizenship; and
- (13) Emphasizes involvement of parents and the community in the total education of students.

SECTION 4. The Legislative Assembly recognizes that students in public elementary and secondary schools can only reach the levels of performance expected under the provisions of this Act with parental participation in the education process. It is, therefore, the policy of this state to:

- (1) Require school districts to provide opportunities for parents or guardians to be involved in establishing and implementing educational goals and to participate in decision-making at the school site;
- (2) Expect employers to recognize the need for parents or guardians and members of the community to participate in the education process not only for their own children but for the educational system; and
- (3) Encourage employers to extend appropriate leave to parents or guardians to allow greater participation in that process during school hours.

SECTION 4a. To insure that all educational and other services for young children and their families afford the maximum opportunity possible for the personal success of the child and family members, it is the policy of this state that the following principles for serving children should be observed to the maximum extent possible in all of its educational and other programs serving young children and their families:

- (1) Services for young children and their families should be located as close to the child and the family's community as possible, encouraging community support and ownership of such services;
- (2) Services for young children and their families should reflect the importance of integration and diversity to the maximum extent possible in regard to characteristics such as race, economics, sex, creed, capability and cultural differences;
- (3) Services should be designed to support and strengthen the family and be planned in consideration of existing family values, with the primary concern being the welfare of the child;
- (4) Services should be designed to assure continuity of care among care givers in a given day and among service plans from year to year;
- (5) Service systems should be comprehensive in nature with the flexibility to identify and address the most urgent needs in a timely manner including health, intervention and support services; and
- (6) Service providers and sources of support should be coordinated and collaborative, to reflect the knowledge that no single system can serve all of the needs of the child and family.

SECTION 4b. (1) Education and other programs providing services to children and families, as identified in ORS 417.315 (4), shall:

- (a) Evaluate the effectiveness of the program as related to the principles stated in ORS 417.305 and section 3 of this Act in the earliest stages of the budget process;
- (b) Articulate ways in which the program is an effective component of agency and state priorities, goals and strategies, such as those developed by the Oregon Progress Board, or to relevant research and professional standards;
- (c) Establish plans, interagency partnerships, implementation practices and interactions with local and private sectors required by ORS 417.305 (3);
- (d) Utilize the information generated by applicable state advisory groups and by the local planning process administered by the Oregon Community Children and Youth Services Commission in the program assessment of needs and decisions as to service delivery in a given community; and
- (e) Identify barriers to improving program capability to serve the needs of young children and related recommendations, if any.

Correct political thinking—must conform to "public policy".

America was founded on a Republic which is government of law and equal justice with individual responsibility and freedom; a democracy is the cry of the masses or the majority vote of the member states of a global society.

Leave time is granted to gain community support, but in reality the state is assuming greater control over the child and family.

Ages 0 - 8

(2) The processes listed in subsection (1) of this section are for the purpose of generating interagency coordination described in ORS 417.305 so as to serve to the greatest extent possible young children and their families in a comprehensive and developmentally appropriate fashion. The information generated by these processes shall be considered as a contribution to subsequent budget decisions by state and local agencies, the Executive Department and Legislative Assembly, and as a contribution to the planning and coordination tasks of the Oregon Coordinating Council for Children and Families.

SECTION 4c. As used in sections 4a and 4b of this Act:

(1) "Families" means a group of individuals related by blood, marriage or adoption, or individuals whose functional relationships are similar to those found in such associations. The family's purpose is the security, support, nurturance, love, transmission of values and facilitation of each member's growth and development, and is the primary social unit affecting a child's well-being.

(2) "Services" means education and all other programs and services addressing one or more of a child's six basic needs as follows: stimulus, nutrition, health, safety, nurturance and shelter.

(3) "Young children" means children zero through eight years of age.

SECTION 5. In order to achieve the goals contained in sections 2 to 4 of this Act, the State Board of Education regularly and periodically shall review and revise its common curriculum goals, including essential learning skills. The common curriculum goals shall reflect the knowledge and skill outcomes necessary for achieving a Certificate of Initial Mastery and a Certificate of Advanced Mastery pursuant to section 2 of this Act. The review shall involve teachers and other educators, parents of students and other citizens and shall provide ample opportunity for public comment.

SECTION 6. The first review and adoption of amendments required by section 5 of this Act shall be completed by July 1, 1992.

SECTION 7. (1) To facilitate the attainment and successful implementation of educational standards under ORS 326.051 (1)(a) and sections 2 and 3 of this Act, the State Board of Education or its designee shall assess the effectiveness of each public school district in an on-site visit no less than once every six years. Beginning in 1996, the on-site visits shall occur no less than once every three years.

(2) The board shall establish the standards, including standards of accessibility to educational opportunities, upon which the assessment is based.

(3) On a periodic basis, the board shall review existing standards and, after public hearings and consultation with local school officials, shall adopt by rule a revised set of standards.

SECTION 8. The board shall require school districts and schools to conduct self-evaluations on a biennial basis. The self-evaluation process shall involve the public in the setting of local goals. The school districts shall insure that representatives from the demographic groups of their school population are involved in the development of local improvement plans to achieve the goals. At the request of the school district, Department of Education staff shall provide ongoing technical assistance in the development and implementation of the local improvement plan. Staff members may be accompanied on their visits by Distinguished Oregon Educators. Local goals and improvement plans shall be made available to the public. The self-evaluations shall serve as a core component in the successful implementation of standards and shall include a review of demographics, student performance, student access to and utilization of educational opportunities and staff characteristics. However, failure to complete the self-evaluation process shall not constitute grounds for withholding of state moneys.

SECTION 9. (1) To assist school districts and schools in performing the duties described in sections 7 and 8 of this Act, the State Board of Education shall establish a comprehensive statewide school district and school information system to monitor outcomes, procedures and resources of public education. This system shall provide a measure of the achievement of students in the knowledge and skill areas specified in the common curriculum goals adopted by the board.

(2) The Superintendent of Public Instruction shall collect data and produce annual school district and school profiles containing information on demographics, student performance in schools, student access to educational opportunities and staff characteristics described in this Act. In addition, school district profiles shall include a concise budget report of the school district, including revenue and expenditures of the district.

(3) The Superintendent of Public Instruction shall notify the public and the media by September 30 of each year as to the availability of school district and school profiles at school district and department offices. The superintendent shall also include notice that copies of school district and school self-evaluations can be obtained from the school districts.

SECTION 10. (1) By September 30, 1992, and by each September 30 thereafter, the Superintendent of Public Instruction shall issue an Oregon Report Card on the state of the public schools and progress toward achieving the goals contained in sections 2 and 3 of this Act.

(2) The purpose of the annual report on the state of the public schools is to monitor trends among school districts and Oregon's progress toward achieving the goals stated in this Act. The report on the state of the public schools shall be designed to:

- (a) Allow educators to determine the success of their own school programs;
- (b) Allow educators to sustain support for reforms demonstrated to be successful;
- (c) Recognize schools for their progress and achievements; and
- (d) Facilitate the use of educational resources and innovations in the most effective manner.

(3) The report shall contain, but need not be limited to:

- (a) Demographic information on public school children in this state.

This includes more than the traditional family.

State—not local control

State—not local control

(b) Information pertaining to student achievement, including statewide assessment data, graduation rates and dropout rates, including progress toward achieving the education benchmarks established by the Oregon Progress Board, with arrangements by minority groupings where applicable.

(c) Information pertaining to student access to and utilization of educational and support services, including regular education programs, special education, compensatory education, bilingual and English as a second language programs, advanced course work, professional technical training, counseling services, library and media services and transportation and food services.

(d) Information pertaining to the characteristics of the school and school staff, including assignment of teachers, experience of staff and the proportion of minorities and women represented on the teaching and administrative staff.

(e) Budget information, including source and disposition of school district operating funds and salary data.

(f) Available information gathered on a sampling basis, in cooperation with the Occupational Program Planning System of the Employment Division, to monitor high school students in areas such as further education and training and labor market participation.

(g) Examples of exemplary programs, promising practices or other innovations in education developing in this state.

(h) Such other information as the superintendent obtains under section 9 of this Act.

(4) In the second and subsequent years that the report is issued, the report shall include a comparison between the current and previous data and an analysis of trends in public education.

SECTION 11. Sections 12 to 14 of this Act are added to and made a part of ORS 336.530 to 336.570.

SECTION 12. (1) In addition to the application described in ORS 336.555 for the 21st Century Schools Program or ORS 336.720 for the School Improvement and Professional Development program, a school district may submit proposals to:

(a) Modify laws, rules or policies;

(b) Establish nongraded school programs for students;

(c) Extend the school year or teacher and student contact hours for all students in the district or for a specified group of students;

(d) Integrate health and social services at the school site to meet the comprehensive needs of children and the families in which they live;

(e) Substantially modify traditional methods of delivering and monitoring educational services, including but not limited to the elimination of the 55-minute class period and graded classrooms and the promotion of such strategies as the use of team teaching, student-to-student mentoring, bilingual tutoring programs and inclusion of special needs population;

(f) Operate a team, small group model school with a team of teachers remaining with the same students over a period of several years using a variety of teaching techniques and research-based cooperative small groups;

(g) Develop public school choice plans to give parents, students and teachers more freedom to design and choose among programs with different emphases, both among school districts and within and among schools;

(h) Restructure programs for students, including but not limited to applied academics, youth apprenticeships and other schoolwork models that involve, as a minimum, two-year programs;

(i) Develop new programs integrating technology into the curriculum, instruction and student assessment;

(j) Increase parent involvement in decision-making at the school site; and

(k) Restructure programs for middle level students, including, but not limited to, heterogeneous groups, integrated curriculum and staffing and appropriate teaching strategies.

(2) A district that applies under this section shall submit a proposal in accordance with rules adopted by the State Board of Education, including a requirement that the district form a district site committee composed of representatives from all affected school buildings.

(3) A proposal submitted under this section shall be approved by the school district board of directors and by the exclusive representatives of the teachers in the district.

(4) Notwithstanding ORS 336.705 to 336.785, the State Board of Education shall give preference to applications that involve one or more of the proposals described in subsection (1) of this section or other innovative models to meet the goals of this 1991 Act.

SECTION 13. (1) By 1996, in addition to other funds available for the purposes of the 21st Century Schools Program under ORS 336.530 to 336.570 and the School Improvement and Professional Development program under ORS 336.705 to 336.785, an amount equal to one percent of the State School Fund shall be used for the purposes of ORS 336.530 to 336.570 and 336.705 to 336.785 before any other distribution is made. The amount shall be distributed to eligible school districts at the same time and in the same manner as the State School Fund is distributed. The amount distributed to any eligible school district depends on the amount approved in the school district's application.

(2) Out of the amount available for distribution under this section, an amount equal to five percent thereof shall be distributed to eligible school districts that demonstrate substantial progress in student performance as a result of changes made, taking into consideration such factors as the socioeconomic characteristics of the student population. The decision to distribute funds under this subsection shall be made by the State Board of Education on advice of the 21st Century Schools Advisory Committee.

Quotas—not quality to be met.

Would include homosexuals.

Classrooms to be clinics.

Includes parents as teachers—home inspections

Eliminate

Children are to be limited to a designated number—the right rather than a variety of ideas in which to choose.

Vouchers—to pressure schools to conform.

Rewards to complying schools.

Every school must conform.

SECTION 14. By September 1992, each school district with more than one school shall have at least one 21st Century Schools Council established pursuant to ORS 336.745. By September 1994, all school districts shall have at least one school site with a 21st Century Schools Council. Each school site shall be required to have a 21st Century Schools Council not later than September 1995.

SECTION 15. ORS 336.730 is amended to read:

336.730. (1) The State Board of Education shall appoint a [School Improvement and Professional Development] 21st Century Schools Advisory Committee to propose rules for the submission and approval of grants and programs under ORS 336.705 to 336.785, 342.782 to 342.796 and 348.120 to 348.135 and sections 12, 13 and 16 of this 1991 Act.

(2)(a) The advisory committee shall include teachers, [administrators, school board members, education school faculty and other citizens as considered appropriate by the board.] who shall constitute a majority of the 15 members, and one member from each of the following groups, at least one of whom must be a member of a minority:

- (A) School administrators;
- (B) School board members;
- (C) Education school faculty;
- (D) Classified district employees;
- (E) Parents of children currently in prekindergarten through grade 12 of the public school system; and
- (F) Members of the business and labor community.

(b) The board may appoint other citizens as considered appropriate by the board.

(3) The deadline for applications submitted by districts under ORS 336.705 to 336.785, 342.782 to 342.796 and 348.120 to 348.135 shall be April 1 preceding the school year for which they are proposed. The Department of Education shall review all applications and shall approve or reject them no later than June 1 [or] preceding the school year for which they are proposed.

(4) [Distribution of grants-in-aid moneys through the School Improvement and Professional Development Program shall begin in the 1988-1989 school year.] Districts that qualify for 21st Century Schools grants under ORS 336.705 to 336.785, 342.782 to 342.796 and 348.120 to 348.135 shall receive up to \$1,000 per year for every full-time equivalent teacher deemed eligible for this program.

(5) Subject to ORS 291.232 to 291.260, the Superintendent of Public Instruction shall distribute grants-in-aid to eligible school districts so that at least three-quarters of the allocation due to each eligible district is received no later than February 1 of each fiscal year and the remainder when all required reports are filed with the Department of Education. If underpayments or overpayments result, adjustments shall be made in the following year.

SECTION 16. The 21st Century Schools Advisory Committee shall propose for adoption by the State Board of Education criteria for selecting Distinguished Oregon Educators who possess special skills to assist in schools beginning with the 1992-1993 school year. The 21st Century Schools Advisory Committee shall nominate educators to the Department of Education, which shall select educators who meet the criteria and who are willing to serve. With the consent of the employing school district, the educator may be assigned to assist the school districts as a member of a department team for a period not to exceed two years while retaining all rights to employment, seniority and other benefits in the educator's employing school district. During the period of the assignment, the educator or the educator's employing school district shall be compensated by the Department of Education.

SECTION 17. The State Board of Education shall prepare by July 1, 1992, a proposed set of guidelines and models to assist school districts that wish to pursue programs of choice, pursuant to sections 21 and 25 of this Act. The board shall pay particular attention to identifying obstacles that impede choice in terms of laws, rules, state and local policies and practices and transportation considerations. No program of choice under this section shall permit segregation on the basis of race, gender, capability or disabling conditions.

SECTION 18. It is the policy of this state to implement, at the earliest possible time, programs for early childhood education including prenatal care, parenting education, child-parent centers and extended Oregon prekindergarten programs. By 1996, funding shall be available for 50 percent of children eligible for Oregon prekindergarten programs, and, by 1998, full funding shall be available for all eligible children. The Oregon prekindergarten program shall continue to be operated in coordination with the federal Head Start program in order to avoid duplication of services and so as to insure maximum use of resources.

SECTION 18a. (1) In consultation with the advisory committee for the Oregon prekindergarten program, the Department of Education and the Office of Community College Services shall develop a long-range plan for serving eligible children and their families and shall report to each regular session of the Legislative Assembly on the funds necessary to implement the long-range plan, including but not limited to regular programming costs, salary enhancements and program improvement grants. The department shall determine the rate of increase in funding necessary each biennium to provide service to all children eligible for the prekindergarten program by 1998.

(2) The Department of Education and the Office of Community College Services shall include in their budget requests to the Governor, beginning with the 1993-1995 biennium, funds sufficient to implement each two-year phase of the long-range plan.

(3) Each biennial report shall include but not be limited to estimates of the number of eligible children and families to be served, projected cost of programs and evaluation of the programs.

SECTION 18b. When the federal Head Start program provides funding for programs for eligible

State intrusion into the home.

All children to be in a state-approved pre-school (includes P. A. T.).

children at at least the 1990-1991 per child level, as described in ORS 326.600 (3), eligibility for state funded prekindergarten programs shall be expanded to include programs for children whose family income exceeds the federal Head Start limits or who are in an underserved or unserved age category. After determining the increase in income limits or age level that would make children most in need of state programs eligible for them, the State Board of Education may direct expenditure of any unexpended or unobligated funds appropriated for the biennium for eligible children to be expended for the additional children considered to be most in need. In the following biennium, the state board shall include the cost of any added program for the children most in need in its biennial budget.

SECTION 19. ORS 343.415 is amended to read:

343.415. As used in ORS 343.415 to 343.435:

(1) "Approved program" means an early childhood education program approved by the Department of Education.

(2) "At-risk children" means children who may have difficulty achieving in school and who meet criteria established by the State Board of Education.

(2) (3) "Early childhood education" means educational programs that conform to the standards adopted by the State Board of Education and that are designed for the education and training of children who are at least three years of age but have not passed their ninth birthday, and includes all special educational programs established and operated under this chapter.

(4) "Early Childhood Improvement Program" means those programs meeting the criteria included in section 19a of this 1991 Act and complying with rules adopted by the State Board of Education.

(5) "Extended day services" means programs that serve young children and operate during hours beyond regular school time.

SECTION 19a. (1) The Department of Education shall administer the Early Childhood Improvement Program to assist public school districts in providing programs designed to improve educational services for children enrolled in grades kindergarten through three. Programs shall be based on research and proven successful practices in programs such as Head Start. The department shall evaluate the programs which receive grants under this Act and report the results of the evaluation to the Legislative Assembly.

(2) The programs shall include the following planned components:

(a) Targeted services for "at-risk" children and families, which may include but are not limited to remedial and alternative academic programs, child care, parent participation and child development services.

(b) Efforts to improve the kindergarten through third grade curriculum and educational practices so that they:

(A) Are consistent with research findings on how children learn;

(B) Are sensitive to individual differences such as cultural background and learning styles; and

(C) Encourage parent participation. Such efforts may include but are not limited to adapting curricula and training administrators and other staff in early childhood education and child development.

(c) Comprehensive education, health care and social services for children to be provided through interagency agreements among school districts, health care and social service providers.

(d) Evaluation of programs by goals set by the district for the program.

(e) Planned transition from prekindergarten programs to grades kindergarten through three.

(3) In addition to the components listed in subsection (4) of this section, Early Childhood Improvement Programs may include but are not limited to the following components:

(a) Extended day services for school age children who need care or enrichment opportunities; and

(b) Programs designed to improve the adult to child ratios in grades kindergarten to three.

(4) The district application shall include:

(a) Plans developed by site committees at the school building level as described in ORS 336.745; and

(b) Demonstrated consistency with the local assessments and plans resulting from the juvenile program planning described in ORS 417.415.

(5) Public school districts or consortia of such districts with education service districts are eligible to receive funds under this Act. Funds shall be available to districts with approved applications on a per child basis for the district's children enrolled in kindergarten through grade three. Funds not allocated shall be prorated to the districts with approved applications not later than the end of the fiscal year for which the allocation is made.

(6) If the district plan proposes use of innovative instructional materials, the State Board of Education, pursuant to ORS 337.050, may waive the use of such instructional materials as might otherwise have been required.

SECTION 19b. The Superintendent of Public Instruction shall appoint an advisory committee composed of public school teachers, district school board members, administrators, social service and health professionals, parents, early childhood specialists and business and community members to assist with the establishment of the rules and program requirements under ORS 343.415 and sections 19a to 19e of this Act. The advisory committee shall be disbanded on June 30, 1992.

SECTION 19c. (1) The State Board of Education shall adopt rules for the establishment of the Early Childhood Improvement Program. Rules shall require school districts to include in their applications cooperative efforts with other programs for young children.

All children WILL learn.

Extended pre-school programs, home evaluations, to monitor early childhood development.

Local public control is to be eliminated under the guise of greater community involvement.

(2) The Department of Education shall review and approve applications by July 1 of each year. SECTION 19d. Application approval shall commence on January 1, 1992, to be approved not later than July 1, 1992.

SECTION 19e. The initial rules to implement sections 19a to 19e of this Act shall be adopted not later than December 31, 1991.

SECTION 19f. (1) By the 1992 school year, the Department of Education shall recommend models for use by school districts for developmentally appropriate nongraded primary programs for children enrolled in prekindergarten through the primary grades. The models shall be done in consultation with:

- (a) Teachers, parents, administrators and classified school employees from schools and Oregon prekindergarten programs that currently provide:
 - (A) Developmentally appropriate nongraded primary programs;
 - (B) Comprehensive health and social services;
 - (C) Active parent involvement;
 - (D) Extended day services; or
 - (E) Staff development programs in developmentally appropriate practices;
- (b) Higher education faculty representatives from the fields of education, human development and family services; and
- (c) Community college representatives from the field of early childhood education.

(2) The State Board of Education shall report to the 1993 regular session of the Legislative Assembly on the feasibility of all school districts implementing nongraded primary programs, including strategies for prevention of failure and early intervention for students requiring special assistance.

(3) Plans for early childhood education shall include a recommended funding formula and implementation process that recognize the need for flexible models to meet local needs and shall include strategies that:

- (a) Reduce the ratio of students to teachers and other trained adults in the classroom;
- (b) Utilize trained classified and other support personnel;
- (c) Coordinate comprehensive health and social services to parents and families;
- (d) Provide preventive and remedial services;
- (e) Provide for extended day services to children either through coordination with existing community providers or through school-sponsored programs;
- (f) Improve the curriculum and instructional practices consistent with research;
- (g) Provide materials, supplies and equipment needed to carry out developmentally appropriate programs;
- (h) Provide inservice training in developmentally appropriate practices for staff;
- (i) Encourage parent or guardian participation and education regarding developmentally appropriate practices for young children;
- (j) Recognize the necessity for appropriate physical facilities to carry out this subsection;
- (k) Encourage heterogeneous groupings of students and discourage negative labeling of children's learning levels; and
- (l) Develop nongraded primary models that are culturally and linguistically appropriate.

SECTION 19g. The Department of Education shall study and develop plans to insure that the school restructuring efforts framed in this Act address the unique learning and developmental needs of the middle educational levels between the early childhood education and Certificate of Initial Mastery levels detailed in this Act. This shall be done in consultation with teachers, parents and administrators from schools serving middle level students. The Department of Education shall report to the Sixty-seventh Legislative Assembly as to agency plans and legislative considerations needed on the matter.

SECTION 20. (1) By the end of the 1996-1997 school year, every student shall have the opportunity by 16 years of age or upon completing grade 10 to obtain a Certificate of Initial Mastery.

(2) The State Board of Education shall prescribe the standards, pursuant to sections 2 and 3 of this Act, that a student must meet in order to obtain a Certificate of Initial Mastery. The Certificate of Initial Mastery shall be based on a series of performance-based assessments benchmarked to mastery levels at approximately grades 3, 5, 8 and 10 including but not limited to work samples, tests and portfolios. Students shall be allowed to collect credentials over a period of years, culminating in a project or exhibition that demonstrates attainment of the required knowledge and skills.

(3) Requirements for the Certificate of Initial Mastery shall:

(a) Assure that a student has the knowledge and skills to read, write, problem solve, think critically and communicate across the disciplines, at national levels by the year 2000 and at international levels by the year 2010; and

(b) Assure that students exhibit the capacity to learn, think, reason, retrieve information and work effectively alone and in groups.

(4) A Certificate of Initial Mastery shall be required for entry into college preparatory and academic professional technical programs leading to the appropriate endorsement.

(5) On or before January 1, 1995, each school district shall present a plan to the Department of Education setting forth the steps the district has taken to insure that its curriculum meets the requirements necessary for the students of the district to obtain Certificates of Initial Mastery. Each district's plan shall include options for achieving the certificate through alternative educational programs, including but not limited to those offered at Learning Centers established pursuant to section 24 of this Act.

Non-graded programs create group thinking/actions and eliminates individual advancement. This will be promoted on the necessity of high self-esteem, but in reality brings all into a common thinking pattern which is easier to control by the state.

The child will learn or else.

Would include pre-school—P. A. T. program.

Parent classes

Continued remediation until the correct views are shown on tests.

New state goals to be mastered if one is to go to college or be a part of the work force.

(6) The provisions of this section may be applied individually as appropriate to students enrolled in special education programs under ORS chapter 343.

(7) The Department of Education shall develop procedures to accommodate out-of-state students, students taught by a parent or private teachers pursuant to ORS 339.035, private school students transferring into public schools and migrant children from other states and countries.

SECTION 21. (1) The Department of Education shall implement an assessment system for all students, including performance-based assessment of the knowledge and skills necessary to achieve the standards for each mastery level leading to the Certificate of Initial Mastery. However, until this plan is operational, assessment shall continue at grades 3, 5, 8 and 10.

(2) The State Board of Education by rule shall establish criteria for determining whether students have demonstrated the knowledge and skills necessary to perform successfully at each level in the manner described in section 20 of this Act, beginning with the 1994-1995 school year.

(3) The resident district shall be accountable for the student's satisfactory progress, as set forth in subsection (4) of this section, or be responsible for finding alternative learning environments, with the concurrence of the student's parents or guardian.

(4) If, at any point, a student is not making satisfactory progress toward attainment of the standard at grades 3, 5, 8 and 10, including the Certificates of Initial Mastery and Advanced Mastery, the school district shall make additional services available to the student, that may include but need not be limited to:

- (a) A restructured school day;
- (b) Additional school days;
- (c) Individualized instruction and other alternative instructional practices; and
- (d) Family evaluation and social services, as appropriate.

(5) If the student to whom additional services have been made available fails to demonstrate the knowledge and skills required at the mastery level within one year after the determination under subsection (2) of this section, even though the student would be or is promoted to the next level, the student shall be allowed to transfer to another public school in the district or to a public school in another district that agrees to accept the student. The district that receives the student shall be entitled to payment. The payment shall consist of:

(a) An amount equal to the district expenses from its local revenues for each student in average daily membership, payable by the resident district in the same year; and

(b) Any state and federal funds the attending district is entitled to receive payable as provided in ORS 332.595 (2).

SECTION 22. (1) It is the policy of the State of Oregon to encourage students to remain in school and to earn their Certificates of Initial Mastery and Certificates of Advanced Mastery before seeking employment during the regular school year.

(2) With the advice of the Wage and Hour Commission and in consultation with the Workforce Quality Council and the State Board of Higher Education, the State Board of Education shall propose rules applicable to the continuation of education of minors who have not obtained the Certificate of Initial Mastery and the Certificate of Advanced Mastery and who seek to be employed during the regular school year. The proposed rules shall provide opportunities to participate in the employment decision-making relating to the minor, by the minor, the minor's parents or guardian, local school authorities and the potential employer.

(3) The state board shall submit its proposed rules to the Legislative Assembly for review not later than January 1, 1993.

(4) If the state board's proposed rules are approved by the Legislative Assembly, the state board's proposed rules shall take effect July 1, 1997.

(5) Nothing in this section is intended to affect the authority of the Wage and Hour Commission to regulate the employment conditions of minors under ORS 653.305 to 653.545.

SECTION 23. (1) The Oregon Workforce Quality Council, established under section ____, chapter ____, Oregon Laws 1991 (Enrolled House Bill 3133), in consultation with the Department of Education, the Office of Community College Services, the Bureau of Labor and Industries, the Economic Development Department and the Department of Human Resources, shall propose policies and strategies consistent with this Act.

(2) The Oregon Workforce Quality Council's policies and strategies must take into account that:

(a) The state must promote innovative thinking with respect to the curriculum and educational delivery system of Oregon public schools;

(b) The state must require of all youth a level of achievement that prepares them to pursue college, professional technical programs, apprenticeships, work-based training and school-to-work programs;

(c) Greater employer investment is essential in the ongoing training of all workers to meet work force needs;

(d) The state must encourage Oregon businesses to improve productivity by creating high performance work organizations that provide high skills and high wage opportunities for youth and adults; and

(e) All employment-related training, education and job placement services and sources of funds must be coordinated among state agencies and boards and must complement the state's overall efforts on behalf of youth and adults.

SECTION 24. (1) By January 1, 1995, the Department of Education in consultation with the Office of Community College Services and the Oregon Workforce Quality Council shall formulate an implementation plan for approval by the State Board of Education establishing learning environments that may include Learning Centers designed to assist students who have left school in

Private, home school students must conform to state outcomes.

Parents as teachers.

State control of education includes control over private business firms educational programs.

obtaining the Certificate of Initial Mastery through the use of teaching strategies, technology and curricula that emphasize the latest research and best practice.

(2) The Learning Centers shall also provide the integration of existing local and community programs that provide any part of the services needed to assist individuals in obtaining the Certificate of Initial Mastery.

(3) The plan for the centers shall promote means of identifying, coordinating and integrating existing resources and may include:

- (a) Day care services;
- (b) After-school child care;
- (c) Parental training;
- (d) Parent and child education;
- (e) English as a second language or bilingual services for limited proficiency students;
- (f) Health services or referral to health services;
- (g) Housing assistance;
- (h) Employment counseling, training and placement;
- (i) Summer and part-time job development;
- (j) Drug and alcohol abuse counseling; and
- (k) Family crisis and mental health counseling.

(4) Education service districts, school districts or schools, or any combination thereof, shall contact any eligible elementary or secondary school student and the student's family if the student has ceased to attend school to encourage the student's enrollment at a Learning Center. If the student or the family cannot be located, the name and last known address shall be reported to the Learning Center or school nearest the address. The Learning Center shall attempt to determine if that student or family is being provided services by this state and shall seek to assist the student or family in any appropriate manner.

(5) The Department of Education shall monitor the Learning Centers and periodically report their progress to the State Board of Education and the Oregon Workforce Quality Council. The department may recommend integration of existing services if it determines that such services can be provided more effectively at the centers.

(6) The Learning Centers shall be entitled to payment by the district in which the student resides until the student reaches 21 years of age or has earned the Certificate of Initial Mastery, whichever occurs earlier, pursuant to the rules established by the State Board of Education. The payment shall be in an amount not to exceed the cost of the student's participation in the program. A school district shall not receive state funds for the student in an amount that exceeds the cost of the student's participation in the program. The payment shall consist of:

- (a) An amount equal to the district expenses from its local revenues for each student in average daily membership, payable by the resident district in the same year;
- (b) Any state and federal funds that the district is entitled to receive; and
- (c) Any supplemental funds available to the resident district necessary to provide appropriate education services to the student consistent with any previous services provided by the resident district.

(7) Adults who wish to pursue a Certificate of Initial Mastery may attend a Learning Center and pay tuition for services.

(8) Learning centers may establish advisory committees involving representatives from the site committees in those districts, and including a majority of teachers.

SECTION 25. (1) Beginning with the 1997-1998 school year, any student who has received a Certificate of Initial Mastery shall be entitled to attend any public educational institution that enrolls the student and provides a program leading to the achievement of a Certificate of Advanced Mastery and a college preparatory or academic professional technical indorsement, or both, and meets the requirements of the State Board of Education.

(2) In establishing the requirements for Certificates of Advanced Mastery with indorsements, the State Board of Education shall facilitate the movement between the indorsements and shall encourage choice and mobility so as to enhance a student's opportunities to maximize exposure to the full range of educational experiences.

(3) The institution shall be reimbursed for the student's tuition by the district in which the student resides pursuant to ORS 339.115 and rules of the State Board of Education, in an amount not to exceed the student's tuition or the amount the district receives for the student from state funds, whichever is less. A school district shall not receive state funds for the student in an amount that exceeds the student's tuition. Any adult who wishes to pursue an indorsement, or any student having earned the Certificate of Advanced Mastery or who has attained 19 years of age and who wishes to continue a program, may do so by paying tuition. As used in this section, "public educational institution" does not include a public school to which a student has transferred under section 21 of this Act.

(4) A high school diploma issued by an accredited private or out-of-state secondary school as signifying successful completion of grade 12 shall be considered acceptable in lieu of a Certificate of Advanced Mastery for purposes of any rights or privileges that attach to the holder of a Certificate of Advanced Mastery.

SECTION 26. ORS 339.115 is amended to read:

339.115. (1) Except as provided in ORS 336.165 authorizing tuition for courses not part of the regular school program, the district school board shall admit free of charge to the schools of the district all persons between the ages of [6] 5 and [21] 19 residing therein [or all persons between the

Dropouts of public education to be traced and "encouraged" to enroll in state approved program.

Original draft reads as follows: (p. 7)

SECTION 25: (1) By July 1, 1996, it shall be unlawful for an employer to employ any person under 18 years of age who has not obtained a Certificate of Initial Mastery or who is not enrolled in a program leading to a certificate unless the student is not required to comply with the requirements of section 23 of this Act.

(2) Violation of this section is punishable in the same manner and to the same extent as violations of ORS 653. 010 to 653. 545.

Accreditation by the state—necessary to insure private school students access to state colleges—Outcome based education necessary to gain accreditation.

ages of 5 and 21 residing therein if the district operates a kindergarten program]. The person whose [21st] 19th birthday occurs during the school year shall continue to be eligible for a free and appropriate public education for the remainder of the school year. However, a district school board may admit other nonresident persons, determine who is not a resident of the district and may fix rates of tuition for nonresidents. A district must admit an otherwise eligible person who has not yet attained 21 years of age if the person is:

- (a) Receiving special education; or
- (b) Shown to be in need of additional education in order to receive a Certificate of Initial or Advanced Mastery.

(2) The person shall apply to the board of directors of the school district of residence for admission after the 19th birthday as provided in subsection (1) of this section. A person aggrieved by a decision of the local board may appeal to the State Board of Education. The decision of the state board is final and not subject to appeal.

(2) (3) Notwithstanding ORS 332.595 (1), a school district shall not exclude from admission a child located in the district solely because the child does not have a fixed place of residence or solely because the child is not under the supervision of a parent, guardian or person in a parental relationship.

(3) (4) A child entering the first grade during the fall term shall be considered to be six years of age if the sixth birthday of the child occurs on or before September 1. A child entering kindergarten during the fall term shall be considered to be five years of age if the fifth birthday of the child occurs on or before September 1. However, nothing in this section prevents a district school board from admitting free of charge a child [who is determined to be academically, socially and physically ready to enter school,] whose needs for cognitive, social and physical development would best be met in the school program, as defined by policies of the district school board, to enter school even though the child has not attained the minimum age requirement but is a resident of the district.

(4) District school boards may provide, by rule, that a resident child eligible to enter kindergarten or first grade at the opening of the fall term, but who does not enter within the first four weeks of such term shall be ineligible to enter school for the remainder of the school year or until another beginning kindergarten or first grade class is organized during that school year. A district school board may waive the requirements of this subsection for disadvantaged children as defined by ORS 343.650.]

SECTION 27. (1) Commencing no later than September 1997, each school district shall institute programs that allow students to qualify for a Certificate of Advanced Mastery with college preparatory and academic professional technical endorsements. Study may be undertaken in a public school, community college or public professional technical school, or any combination thereof, and must involve at least two years of study or a combination of work and study. The certificate program must include a comprehensive educational component.

(2) The student must demonstrate mastery of knowledge and skills on performance-based assessments, where possible, using work samples, tests, portfolios or other means. All courses necessary for either endorsement shall be available to students irrespective of their chosen endorsement area.

SECTION 28. (1) The Department of Education, the Office of Community College Services and the Oregon State System of Higher Education in consultation with the Oregon Workforce Quality Council shall develop comprehensive education and training programs for two-year to five-year academic professional technical endorsements and associate degrees.

(2) In addition to the requirements of subsection (1) of this section, there may be established a process for industrial certification and a sequence of advanced certification that could be obtained throughout a person's career.

(3) Work groups, including teachers, community members and representatives of business and labor, may be appointed to offer specialized information concerning knowledge and skill requirements for occupations.

(4) Not later than January 1, 1994, no fewer than six broad occupational categories shall be identified, with additional categories added in future years. The education and training curriculum and achievement standards for each occupation and trade selected for students to achieve academic professional technical endorsements or associate degrees in the occupational categories selected shall be developed and available for school districts, community colleges and other training sites.

(5) The curriculum developed for endorsements and associate degrees must include, but need not be limited to, opportunities for structured work experiences, cooperative work and study programs, on-the-job training and apprenticeship programs in addition to other subjects.

(6) In considering where a student can most effectively and economically obtain the knowledge and skills required for the endorsement or the associate degree, the Oregon Workforce Quality Council may recommend integrating 2 + 2 Programs, the Job Training Partnership Act program, apprenticeship programs and any other state or federal job training program.

SECTION 29. A student who has obtained a Certificate of Initial Mastery and who enrolls in a college preparatory program shall be entitled to receive a Certificate of Advanced Mastery with a college preparatory endorsement if the student meets the requirements established by rule of the State Board of Education, prepared in consultation with the State Board of Higher Education.

SECTION 30. By 1993, the State Board of Higher Education, in consultation with the State Board of Education, the Teacher Standards and Practices Commission and the Oregon Workforce Quality Council, shall develop programs of research, teacher and administrator preparation and continuing professional development that are responsive to the needs of the educational system and

Outcome based education.

This will lead to a work card.

Institutions of higher learning must meet states goals.

related to the goals of this Act.

SECTION 31. (1) In pursuit of excellence, it is the policy of the State of Oregon to encourage and evaluate the development of extended school year programs to meet the objectives of this Act. The Department of Education shall research the feasibility, including the potential fiscal impact to school districts, of extended school year models being used in the United States and other countries to facilitate the implementation of such programs.

(2) To achieve the goals as set forth in sections 2 to 4 of this Act, the State Board of Education shall lengthen the school year by hours equivalent to 185 days by the 1996 school year, to 200 days by the 2000 school year and to 220 days by the 2010 school year with adequate days available for staff development, home visits, parent or student conferences, or both, and other activities to insure the educational development of students, subject to review by the Legislative Assembly and subject to implementation of this Act.

SECTION 32. ORS 327.103 is amended to read:

327.103. (1) All school districts are presumed to maintain a standard school until the school has been found to be deficient by the Superintendent of Public Instruction, pursuant to standards and rules of the State Board of Education [by the Superintendent of Public Instruction].

(2) If any deficiencies are not corrected before the beginning of the school year next following the date of the finding of deficiency and if an extension has not been granted under subsection (3) of this section, [the school district shall be ineligible to receive any apportionment from the Basic School Support Fund until such deficiencies are corrected] the Superintendent of Public Instruction may withhold portions of State School Fund moneys otherwise allocated to the district for operating expenses until such deficiencies are corrected unless the withholding would create an undue hardship, as determined pursuant to rules of the State Board of Education.

(3) Within 90 days of the finding of deficiency, a school district found not to be in compliance shall submit a plan, acceptable to the Superintendent of Public Instruction, for meeting standardization requirements. A team of Department of Education staff, with Distinguished Oregon Educators, when feasible, operating under the direction of the Department of Education, shall visit the school district and offer technical assistance, as needed, in the preparation and implementation of the plan. When an acceptable plan for meeting standardization requirements has been submitted, the Superintendent of Public Instruction may allow an extension of time, not to exceed 12 months, if the superintendent determines that such deficiencies cannot be corrected or removed before the beginning of the next school year [following the adoption of, and levy of a tax under a budget]. However, no extension shall be granted if it is possible for a district to correct the deficiency through merger. For the period of the extension of time under this subsection, the school shall be considered a conditionally standard school.

(4) Any district failing to submit a plan for meeting standardization requirements within the time specified shall receive no further [Basic School Support Fund] State School Fund moneys until a plan acceptable to the Superintendent of Public Instruction is submitted irrespective of the district's being given one year in which to [levy a tax] comply.

SECTION 33. ORS 336.705 is amended to read:

336.705. As used in ORS 336.705 to 336.785, 342.782 to 342.796 and 348.120 to 348.135:

(1) "Administrator" includes all persons whose duties require administrative certificates.

(2) "Educational goals" means a set of goals for educational performance, as formulated by site committees and local communities, and adopted by district school boards, according to provisions of ORS 336.705 to 336.785, 342.782 to 342.796 and 348.120 to 348.135, to encourage greater accountability between schools and the community, and better to assess the effectiveness of educational programs, including the professional growth and career opportunity programs, described in ORS 336.705 to 336.785, 342.782 to 342.796 and 348.120 to 348.135.

(3) "Index of teaching and learning conditions" means the system for the collection and analysis of relevant educational data by schools, districts and the state for the purpose of assessing the educational effectiveness of schools and programs.

(4) "Parents" means parents or guardians of students currently enrolled in a public school providing education in prekindergarten through grade 12.

((4)) (5) "School Improvement and Professional Development program" means a formal plan submitted by a school district and approved by the Department of Education according to criteria specified in ORS 336.705 to 336.785, 342.782 to 342.796 and 348.120 to 348.135.

((5)) (6) "School district" means a school district, an education service district, a state-operated school or any legally constituted combination of such entities that submits an application under ORS 336.720.

((6)) (7) ("Site committee") "21st Century Schools Council" means a body composed of teachers, classified district employees, administrators, parents of students and others, constituted under ORS 336.745, for the purpose of designing, sponsoring and administering local professional growth and career opportunity programs.

((7)) (8) "Teacher" means all certificated employees in the public schools or employed by an education service district who have direct responsibility for instruction, coordination of educational programs or supervision of teachers, and who are compensated for their services from public funds. "Teacher" does not include a school nurse as defined in ORS 342.455 or a person whose duties require an administrative certificate.

SECTION 34. ORS 336.745 is amended to read:

336.745. (1) To the extent practicable, the establishment of school goals, the development and use of indexes of teaching and learning conditions and the administration of grants-in-aid for the

Longer days are needed to care for the children as the parents are placed into the national workforce.

Federal funds withheld until deficiencies are corrected—Could a private school receiving vouchers continue to operate or would funds be stopped? We both know the answer!!

A means to force closure of smaller schools.

Data banks on school children and family to be implemented with that information becoming a part of the permanent, electronic portfolio.

professional development of teachers and classified district employees shall be delegated to site committees that are established at the school building level.

(2) A building site committee established under ORS 336.705 to 336.785, 342.782 to 342.796 and 348.120 to 348.135 shall be composed of teachers, classified district employees, [and] building administrators and parents of students [or designees]. Members of the committee shall appoint parents or guardians of children attending the school and may appoint representatives of the community at-large [and classified employees may be included as considered appropriate by other members of the committee].

(3) Teachers, classified district employees, building administrators and any designated representatives of the district school board who serve on a building site committee shall be selected by the direct election of peers, through a process described in a district's grant application, under the following conditions:

(a) A majority of a building site committee shall be active classroom teachers.

(b) The principal of a school or the principal's designee shall be a member of a building site committee.

(4) The duties of a building site committee under ORS 336.705 to 336.785, 342.782 to 342.796 and 348.120 to 348.135 shall include but are not limited to:

(a) The development and implementation of a plan to improve the professional growth and career opportunities of a school's [faculty and] staff;

(b) The improvement of its instructional program; and

(c) The development and coordination of the implementation of this 1991 Act at the school site.

(5) A district may establish a district site committee to assist in the administration of grants under ORS 336.705 to 336.785, 342.782 to 342.796 and 348.120 to 348.135. Such district site committees shall be composed of teachers, classified district employees, administrators, parents of students and at least one member appointed by the school board. [Classroom] Teachers shall comprise one-half of such committees and shall be appointed by the certified or recognized bargaining unit, if any, for teachers in the district. Classified district employees shall be appointed by the recognized bargaining unit, if any, for classified employees in the district.

(6) Whenever the decisions of any plan of the building site committee conflict with a recommendation of the local school committee established under ORS 330.667, the decision of the building site committee shall prevail.

SECTION 35. ORS 327.006 is amended to read:

327.006. As used in ORS 327.006 to 327.053, 327.059, 327.063 and 327.072 to 327.133:

(1) "Aggregate days membership" means the sum of days present and absent, according to the rules of the State Board of Education, of all resident pupils when school is actually in session during a certain period. The aggregate days membership of kindergarten pupils shall be calculated on the basis of a half-day program.

(2) "Average daily membership" means the aggregate days membership of a school during a certain period divided by the number of days the school was actually in session during the same period. However, if a district school board adopts a class schedule that operates throughout the year for all or any schools in the district, average daily membership shall be computed by the Department of Education so that the resulting average daily membership will not be higher or lower than if the board had not adopted such schedule.

(3) "Capital outlay" means any expenditure by a school district for materials of any sort, except replacements, which increase the value of the school plant or equipment.

(4) "Debt service" means any payment made by a school district as a result of the issuance of bonds or negotiable interest-bearing warrants authorized by the electors of the district.

(5) "Kindergarten" means a kindergarten program that conforms to the standards and rules adopted by the State Board of Education.

(6) "Net operating expenditures" means the sum of expenditures of a school district in kindergarten through grade 12 for administration, instruction, attendance and health services, operation of plant, maintenance of plant, fixed charges and tuition for resident students attending in another district, as determined in accordance with the rules of the State Board of Education, but net operating expenditures does not include transportation, food service, student body activities, community services, capital outlay, debt service or expenses incurred for nonresident students.

(7)(a) "Resident pupil" means any pupil:

(A) Whose legal school residence is within the boundaries of a school district reporting the pupil, if the district is legally responsible for the education of the pupil, except that "resident pupil" does not include a pupil who pays tuition or for whom the parent pays tuition or for whom the district does not pay tuition for placement outside the district; or

(B) Whose legal residence is not within the boundaries of the district reporting the pupil but attends school in the district with the written consent of the affected school district boards. However, such written agreements shall not apply to pupils attending high school under ORS 335.090.

(b) "Resident pupil" includes a pupil admitted to a school district under ORS 339.115 [(2)] (3).

(8) "Standard school" means a school meeting the standards set by the rules of the State Board of Education.

(9) "Assessed value" means the assessed value of the property within the district, as shown upon the assessment roll as of January 1 of the calendar year in which the last preceding fiscal year of the school district commenced for which a value has been certified pursuant to ORS 311.105. However, where schools for all [1/2] 13 grades are not operated or provided for by the same district, eight and one-third percent of the assessed value shall be attributed to a district for each grade.

Non-elected officials—no school boards accountable to the people.

Building site committee to be made up with the majority being teachers—teachers must conform or lose their creditation.

Conflict of ideas to be elemeted by giving teachers who are the majority the ruling power—they in turn must meet state goals or lose their certificates to teach.

SECTION 36. (1) The amendments to ORS 336.705 by section 33 of this Act are intended to change the name of the site committee or building site committee to the 21st Century Schools Council.

(2) For the purpose of harmonizing and clarifying statute sections published in Oregon Revised Statutes, the Legislative Counsel may substitute for words designating the site committee or building site committee from which duties, functions or powers are transferred by this Act, wherever they occur in Oregon Revised Statutes, other words designating the 21st Century Schools Council to which such duties, functions or powers are transferred.

SECTION 37. Nothing in this Act is intended to be mandated without adequate funding support. Therefore, those features of this Act which require significant additional funds shall not be implemented statewide until funding is available.

SECTION 38. (1) The State Board of Education shall adopt rules, as necessary for the statewide implementation of this Act. The rules shall be prepared in consultation with appropriate representatives from the educational and business and labor communities.

(2) Beginning in the 1991-1993 biennium, the Department of Education shall be responsible for coordinating research, planning and public discussion so that activities necessary to the implementation of this Act can be achieved. Actions by the department to fulfill this responsibility may include, but are not limited to:

- (a) Updating common curriculum goals to meet international standards;
- (b) Developing performance-based assessment mechanisms;
- (c) Establishing criteria for Certificates of Initial Mastery and Advanced Mastery, and for benchmarks at grades 3, 5, 8 and 10;
- (d) Researching and developing models for nongraded primaries;
- (e) Establishing criteria for early childhood improvement programs;
- (f) Amending the application process for school improvement grants;
- (g) Researching and developing educational choice plans;
- (h) Working with the Oregon Workforce Quality Council and the Office of Community College Services to develop no fewer than six broad occupational choices for Certificates of Advanced Mastery;
- (i) Establishing criteria for the selection of Distinguished Oregon Educators;
- (j) Establishing criteria for learning environments that may include alternative learning centers;
- (k) Working with the Wage and Hour Commission in consultation with the Workforce Quality Council and the State Board of Higher Education to propose rules for continuation of the education of minors seeking employment during the regular school year.

World standards are set forth by UNESCO.

SECTION 39. As used in chapter _____, Oregon Laws 1991 (Enrolled House Bill 3133), "oversee" means general overview and coordination of effort but does not include general operating or administrative responsibility.

SECTION 40. This Act being necessary for the immediate preservation of the public peace, health and safety, an emergency is declared to exist, and this Act takes effect July 1, 1991.

A state of emergency preempts public rights.

Passed by House June 4, 1991

Received by Governor:

12:00 P.M. July 25, 1991

Approved:

10:00 A.M. July 31, 1991

Governor

Filed by Office of Secretary of State:

10:30 A.M. July 31, 1991

Secretary of State

Passed by Senate June 25, 1991

Chief Clerk of House

Repassed by Senate June 27, 1991

Speaker of House

Received by Governor:

12:00 P.M. July 25, 1991

Approved:

10:00 A.M. July 31, 1991

Governor

Filed by Office of Secretary of State:

10:30 A.M. July 31, 1991

Secretary of State

Passed by Senate June 25, 1991

President of Senate

Repassed by Senate June 27, 1991

Oregon "Workstart" Bill: A Model for Iowa?

On July 9, 1992, a bill from Oregon was passed out to Iowa's K-12 Education Reform Study Committee, an interim legislative committee. It was suggested that Iowa pass similar legislation during the 1993 Legislative session.

What is this Oregon bill? Why are some legislators intent upon passing it in Iowa?

LIFELONG LEARNING

The Oregon bill, H.B. 3565, called the Oregon Education Act for the 21st Century, went into effect on July 1, 1991. Its stated purpose was, "Relating to education; creating new provisions...and declaring an emergency." It passed unanimously. Lamar Alexander, U.S. Secretary of Education, lauded the new bill. "Oregon has taken a pioneering step, and America will be watching and waiting."

The Oregon Bill creates a Certificate of Initial Mastery, which all student will have to pass at the 10th grade level. At this point, students will be tracked into either a vocational or professional career. Students who will not or cannot pass the test, will be referred to Learning Centers who will monitor the child intensively, even if he/she moves. These students will not be able to obtain employment until they pass the test. Further, the law makes it illegal for employers to hire anyone without this Certificate of Mastery. The document replaces both the high school diploma and the G.E.D.

Heralded as a "pioneering" piece of legislation by Lamar Alexander, and called "a blueprint" by other supporters, the Oregon bill is in actuality, a mandate (Ed. note: astute observers of the transformation of the English language will note the shift in meaning of the word "blueprint"). ALL ADULTS (male and female) will have to obtain this Certificate of Mastery in order to be employed.

The bill states that "Learning Centers shall also

serve adults in attaining Certificates of Initial Mastery." The Oregon bill thus becomes the foremost piece of legislation in the country to define what is meant by the term "lifelong" learning. It clarifies the planned expansions of the state in future vocational education and welfare reform efforts under America 2000.

NAEP TESTING: REWARDS AND PENALTIES

Following the national master plan, Oregon launched the first major piece of legislation that significantly tied assessment outcomes to penalties and rewards for teachers and school districts. Iowans will recognize language in the bill that is identical to the wording of the original Hornbeck Report (Sept. 19, 1991) to the Business and Education Roundtable in Iowa. If the school district fails to comply with fixing up "deficiencies" in student scores, they will "be ineligible to receive any apportionment from the Basic School Support Fund until such deficiencies are corrected." Of course, school districts who opt to merge, are not penalized.

A new class of education police is created, called "Distinguished Oregon Educators" who are assigned the duties of ensuring each school district is in compliance with the new law and performing up to the new standards. Hornbeck, in his Iowa report, called these very highly paid school compliance monitors "Iowa Mentoring Educators."

Students will be tested at 4th, 8th and 10th grades. The bill states that the grades are to be 3, 5, 8 and 10 but this timetable was altered in later documents to accommodate the schedule of the NAEP test ("Although the reform act calls for benchmarks at grades 3, 5 and 8, the benchmarks should be limited to grades 4 and 8 only" - Task Force Report). Local schools are purportedly given broad latitude in choos-

ing curriculums, however, one document (Appendix A of the Task Force Report) specifies limitations: "Decisions need to be made within predetermined parameters."

Students will be assessed on positive personal qualities such as responsibility, self-esteem, sociability, and integrity which will be applied "across all six Certificate of Initial Mastery outcomes," according to the Task Force Report. The proposed state outcomes for Oregon, will be testing attitudinally in a holistic fashion, and teaching these attitudes will be integrated across the curriculum.

SITE-BASED COUNCILS

The bill mandates major changes in the functioning of local school districts. 21st Century School Councils are given "authority to make certain decisions." Among them are: design of curriculum; assignment of instructional and non-instructional staff time; assignment of students to classes and programs at the school; structure and duration of the school day and week; instructional practices; the respective responsibilities of parents, students, teachers, counselors and other school personnel and principals; and extracurricular programs and student participation of the programs (language directly from the bill).

Further, the school will have the right to REQUIRE parental involvement; this despite the total lack of control that parents will now have over what is actually happening to their children. Employers are encouraged to give parents time off to do this new form of mandatory community service at their local schools. Also, "Each student should have an adult advisor" and be required to participate in "service learning" (community service) according to The Task Force Report.

The bill acknowledges that this is a new "delegation of authority" which supersedes the locally elected school board. Further, the bill PERMITS a majority of teachers to vote voluntarily to establish a 21st Century Council at their school building, but it REQUIRES ALL schools to have such councils in place by September 1995. As Iowans saw in the Hornbeck report, each Council will be made up of a majority of teachers (Task Force Summary, Appendix A: "A majority of the school council members shall be active classroom teachers.")

In other words, the teachers will control virtually all curriculum, instructional, and personal decisions regarding what happens to children within the school building. This is a substantial shifting of parental rights to local schools, as well as a fundamental loss of voter representation. Further, when local schools are controlled by a majority of teachers, then one can presume that this means union control.

BUSINESS AND LABOR GO TO SCHOOL

The bill extends the school year to 185 days by 1996, 200 days by 2000, and 220 days by 2020. It integrates social services at the school site in typical school-based clinic style, with a strong pro-abortion agenda by list-

ing these "benchmarks" for SCHOOL attainment: "the BIRTH rate (emphasis ours) will not exceed 4 per 1,000 females ages 10-17" and "98 percent of babies will be at healthy birthweight." Major pressure will be brought to bear on female students by schools who fear that they will not measure up to the state-mandated, school-based "outcomes."

The bill substantially modifies traditional methods of delivering education services, establishes ungraded primary school programs for children enrolled in kindergarten through the third grade, and develops PUBLIC school choice plans only, leaving home and private schools out (but in fact, requiring ALL students to obtain the new Certificate of Initial Mastery).

It creates a merging of agendas for what is called "The Workforce Development Council," the Oregon Department of Education, the Office of Community Colleges Services, the Bureau of Labor and Industries, the Economic Development Department and the Department of Human Resources—all of whom are charged with developing "policies and strategies consistent with this act." It is in the Oregon bill that the involvement of business and labor in the transformation of education movement is fully explained.

The Oregon bill is the first model legislation which links student performance certification to "6 broad occupational categories." Nearly identical occupational categories can be found in the SCANS Report (Secretary's Commission on Achieving Necessary Skills) by the U. S. Department of Labor. This exhaustive government document is the premier document listing what "students need to know and be able to do in order to succeed in the work place."

It includes a standardized list of the new "outcomes" that students are supposed to have, including "Seeing Things in the Mind's Eye (2-70)." Detailed and standardized job descriptions are listed for each "foundation skill" that students are to achieve. Iowans will recognize these "foundation skills" as the new state "outcomes" with only minor word changes.

This intrusive involvement of business and labor in the classroom raises these pivotal questions: Will all WOMEN be required to work? Is this why there is such a big push for state intrusion into pre-kindergarten programs? Will Americans be so regulated that any sources of outside income (such as "odd jobs") are illegal in the future? Will all adult workers be required to undergo training and re-training at the new state Learning Centers to pass the new Certificate of Mastery? Will all have to pass the new assessment tests and demonstrate certain "outcomes?"

What will happen to those citizens who refuse to take the tests for religious reasons or who cannot pass the tests for other reasons? What will happen to individuals who fall through the cracks? Skeptics are urged to read the bill for themselves.

The bill further makes this bold statement: "THE STATE MUST PROMOTE INNOVATIVE THINKING with respect to the curriculum and educational delivery system of Oregon public schools" (emphasis ours).

These words can mean only this: the state of Oregon is now to be in the business of promoting state-mandated politically-correct thinking!

WHO'S WHO

Hillary Rodham Clinton, wife of President-elect Bill, was sitting on the Board of the National Center on Education and the Economy, and was co-chairman of a panel which urged implementation of proposals found in a document entitled: America's Choice: High Skills or Low Wages?

She lauded the Oregon Bill in **EDUCATION WEEK** (VOL X, NO. 34, May 15, 1991): "It is the most ambitious effort to take a look at the employment and training recommendations of the report." She also was quoted as saying "Every state that's working on this will develop a response based on that state's needs and profile...but what happens in Oregon and New York and Washington will influence the deliberations in other states."

Vera Katz, the Oregon legislator who is widely acclaimed for launching this progressive legislation, was mentioned by **THE DES MOINES REGISTER**, on July 17, 1991, as being a trustee on the same National Center on Education and the Economy. Vera Katz was also known for her work towards gun control in Oregon.

CRITICS

The bill's opponents were shut out of debate early on. The opponents expressed concern about "tracking" kids from a very early age into vocational or professional careers. Some mentioned the European "track" model, with its inherent faults, as being the model for the Oregon bill. The **REGISTER-GUARD** of Eugene Oregon wrote a strong editorial on June 6, 1991, "Oregon has no need to follow the European road in schooling. It does not wish to imitate Western Europe's elitist society or its educational underpinning." Early on there was minority group opposition to the bill because of the tracking system. It was feared that minority students would be urged to take the vocational track, not the professional track. Select minority leaders later endorsed the bill.

During debate some legislators referred to George Orwell's book, *1984*, others to Sir Thomas More's *Utopia*. Other critics cited the lack of state monies. The bill passed with no appropriations, despite the fact that it passed unanimously. Some critics were genuinely concerned about the intrusion of business and labor into the classroom. But little mention was made in the press about the most controversial aspects of the new bill. A review of press accounts leads one to believe that the bill passage was "greased."

WHY IOWANS SHOULD BE CONCERNED

Iowa (and all states, for that matter), should be wary of Oregon's so-called "state of emergency" in education bill. Because two Senate concurrent resolution

bills were presented at later K-12 Reform Committee meetings, and recommended for legislative approval, Iowans should be watchful for any major pieces of "transformation in education" bills which cite "emergency" as the reason and have the effect of squelching debate.

The State Department of Education encouraged the K-12 Reform Committee to "adopt enabling legislation which sets the course for education in the years to come" in their "Summary of Action Steps" to the Committee. The Oregon bill was noted for doing the same thing in its state. The Iowa Board further encouraged the K-12 Committee to establish "as intent language in the Code through legislation...a high performance, results oriented system based on clearly defined outcomes for students." The Oregon model would accomplish just that.

"The Ideal district provides a continuum of education that ranges from preschool education and child care, to elementary education, to secondary education, to adult education. Iowans in the year 2010 do not think in terms of elementary/secondary versus postsecondary education. They THINK IN TERMS OF A CONTINUUM OF SERVICES FOR LIFELONG LEARNING."

This statement can be found in Dr. Lepley's pamphlet, "Creating the Ideal Schools" available from Iowa's Department of Education. This is Dr. Lepley's "vision" for "transformation." To implement this vision, major changes have been occurring behind the scenes at the Department of Education to alter the structure of vocational education programs and community colleges.

Few changes have been codified, but rather are a result of bureaucratic re-shuffling and changes in Administrative Rules. As a result, the public is not being given the opportunity to participate in this potentially volatile debate about the true nature of "lifelong" learning.

In the case where passing bills is absolutely necessary to implement "lifelong learning" initiatives, we can look to legislative behavior in years past. Iowa legislators have been able to effectively shift gears and drop major controversial pieces of legislation by writing a series of smaller, less offensive, bills that function like pieces of the pie. Transformation in Iowa may come one piece at a time, rather than in one great big wallop as occurred in Oregon and Indiana.

Shifting bill numbers around at the last moment, placing key legislation in the middle of massive appropriations bills, and re-writing legislation through amending Administrative Rules are all common tactics utilized by the Department of Education in cooperation with the legislature.

"LIFELONG LEARNING" THROUGH WELFARE REFORM

Since the State Department of Education is taking considerable heat over the new "outcomes" and other transformation proposals, it is likely that Iowa

will initiate much of the Oregon bill through "welfare reform" efforts that are supported by the new conservative leadership. Welfare reform, as it is being proposed in Iowa, will establish job-training programs essentially identical to Oregon's, under the guise of welfare.

In Oregon, job applicants will need to participate in the state-mandated Learning Centers and receive re-training, including obtaining the new Certificate of Initial Mastery, in order to get employment. Iowa's proposals sound similar. The Indiana Bill incorporates

attitudinal testing into their job-retraining, which will require job applicants to exhibit the proper politically-correct thinking in order to be qualified to obtain employment.

Indiana's job re-training candidates must submit to controversial personality assessments, or suffer penalties. Welfare reform in Iowa may not be all it's cracked up to be and will require careful scrutiny to ensure that the unemployed in Iowa are not unwary victims of the educational reform agenda.

ORIGINAL DRAFT HOUSE BILL 3565 OREGON - 1991 REGULAR SESSION

SECTION 25. (1) By July 1, 1996, it shall be unlawful for an employer to employ any person under 18 years of age who has not obtained a Certificate of Initial Mastery or who is not enrolled in a program leading to a certificate unless the student is not required to comply with the requirements of section 23 of this Act.

(2) Violation of this section is punishable in the same manner and to the same extent as violations of ORS 653.010 to 653.545.

SECTION 29:4-6

(4) Not later than January 1, 1994, the council shall identify no fewer than six broad occupational categories and identify the education and training curriculum and achievement standards for each occupation and trade selected for students to achieve professional and technical certificates or associate degrees in the occupational categories selected.

(5) The curriculum developed for certificates and associate degrees must include, but not be limited to, structured work experiences, cooperative work and study programs, on-the-job training and apprenticeship programs in addition to mathematics, science, language arts, history and other subjects.

(6) In considering where a student can most effectively and economically obtain the knowledge and skill required for the certificate or the associate degree, the commission may recommend integrating 2 + 2 programs, the Job Training Partnership Act program, apprenticeship programs and any other state or federal job training program.

IS THIS WHAT YOU WANT?

1. *Businessmen* to be charged with a criminal offence if they hire individuals without the certificate of initial mastery.
2. *Students* to be placed into *mandatory*/cooperative work programs.

THIS IN EFFECT WILL CREATE A NATIONALIZED WORKFORCE

THE NEW AMERICAN "SKILLS" DEVELOPMENT CORPORATION

"We must reinvent government to make it work again."

President Bill Clinton, 2/17/93

Reinventing government, education, the workplace and society are on the front burner of the Clinton administration. Generous newspaper accounts laud the transformative efforts, yet decline to specify the details. The American public is bogged down in semantics without substance.

Reinventing government is what the transformation in education is all about. The complete overhaul of the American system of representative government, free enterprise, and personal freedom is a more accurate description of Clinton's call for change. This is not a Democratic agenda, however. What Bush initiated, Clinton is putting the finishing touches on.

America's Choice: High Skills or Low Wages?

In June 1990 a report was issued by the National Center on Education and the Economy's Commission on the Skills of the American Workforce. "America's Choice: High Skills or Low Wages?" mapped the most comprehensive plan to overhaul the American education and economic system to date. The document links the transforming of education with the restructuring of the American workplace.

Hillary Rodham Clinton sat on this Center's Board of Directors, along with Oregon legislator, Vera Katz, who authored the Oregon Work Start Bill, HB 3565. **AMERICA'S CHOICE** is the supporting document behind Oregon's "emergency bill" and fleshes out some of the most controversial aspects of Oregon's transformation including the concept of "lifelong learning."

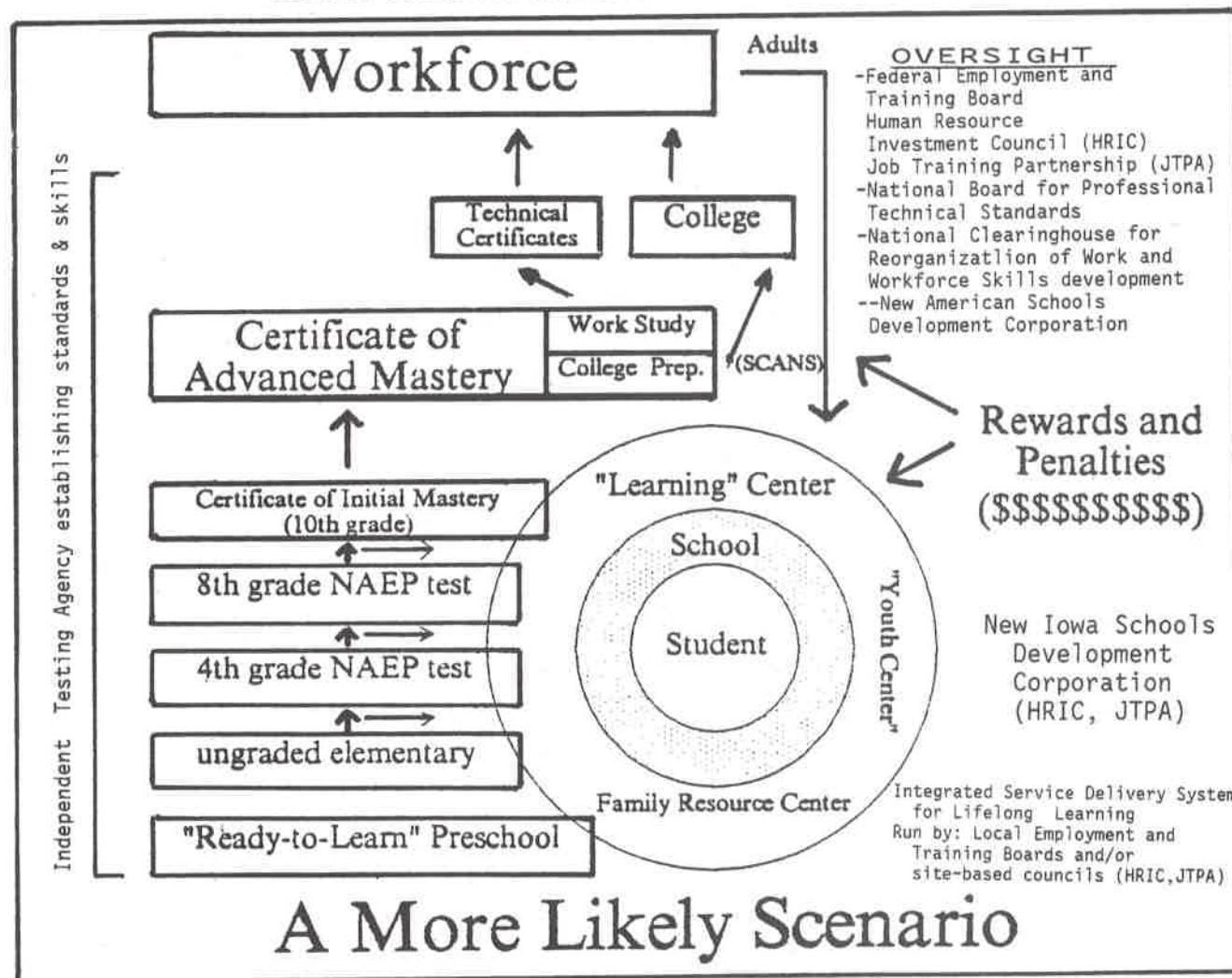
The link between education and the economy begins with the usual basic assumptions. America's must be competitive in the international marketplace, the students need to learn skills to prepare them for jobs

of the future, and there must be newly designed tests to measure these student outcomes. These are the highly touted public goals and the presumed reason why business and labor are eager to get involved in the classroom.

Taking center stage is the new "Certificate of Mastery" which will replace the traditional high school diploma and must be attained by age 16. **AMERICA'S CHOICE** explains: "Possession of the Certificate of Initial Mastery would qualify the student to choose among going to work, entering a college Preparatory program or studying for a Technical and Professional Certificate..."

Students who do not pass the "Certificate of Mastery" test will be referred to newly created Youth Centers for retraining. Youth Centers will be managed by a new entity: local Employment and Training Boards which are linked to a new National Board for Professional and Technical Standards. These boards are assigned with oversight of a "comprehensive system of Technical and Professional Certificates" for each occupation. The U.S. Department of Labor Secretary has already convened a national committee which worked on this, and the reports are called "SCANS." SCANS is comprehensive and uniform national job descriptions for every occupation which is then linked to tangible student skills and outcomes. In Oregon, the Youth Centers are called "Learning Centers" and more closely resemble the "Family Resource Center" concept by providing day care, child care, parental training and education, health services, housing assistance, employment counseling, summer jobs, drug counseling, and mental health counseling. "Learning Centers" are managed by a "Workforce Development Council" in Oregon.

Another national entity called a "National Clearinghouse for the Reorganization of Work and Workforce Skills Development" is proposed. It is a comparable organization to the New American Schools Devel-



A More Likely Scenario

opment Corporation (NASDC), only its purpose is to police the restructuring of private industry in America. It is charged with "coordinating all Federal assistance to employers," disseminating information, promoting reorganization, offering guidance, distributing examples of good efforts, and encouraging partnerships.

Rewards and penalties are a key component of workplace restructuring. "Compulsion is never a popular approach to public policy," states AMERICA'S CHOICE. However, "The nation will not compete effectively unless ALL (emphasis ours) employers participate in a set of financial incentives to train their workers." The Federal government is then given the mandate to "require all employers to spend a minimum amount of funds" to retrain their adult workers. "Employers failing to meet this target" would be penalized by having to pay a fine to a newly created fund: "The Skills Development Fund." To underscore the mandatory nature of participating in this system, the document restates: "ALL companies, organizations and institutions, regardless of size or type or business, including local and state governments and schools, would be REQUIRED TO PARTICIPATE." (emphasis ours) Employers would be required to certify that they had met the specified adult retraining and education requirements on a yearly basis. While acknowledging that these requirements might

seem burdensome, the report equates equity with uniformity—meaning that even small companies will be forced to participate. "Equity" also equals "uniformity" under the new standards required of the nation's schools.

Students who do not possess the required Certificate of Mastery are required to participate in a Youth Center, or placed under "other institutional auspices." Virtually, all children can learn, according to the transformation in education experts. AMERICA'S CHOICE states that their proposed education/business restructuring "system makes it very difficult for individuals to slip through the cracks—meaning that nearly 100 percent of our young people should acquire the basic mastery skills necessary to lead productive work lives."

The school staff is to be held accountable for student performance, and they are to be provided with incentives for ensuring student outcome levels are met. Of course, some of the proposals for educational transformation discuss accountability in terms of teacher and school penalties as well, such as outside Consultant David Hornbeck's recommendations to the Iowa Business and Education Roundtable. Students can begin to collect their working credentials by passing assessment tests on foundational skills as early as

entrance into the middle school.

The report asserts that the "primary concern of more than 80 percent of employers is finding workers with a good work ethic and appropriate social behavior—'reliable,' 'a good attitude,' 'a pleasant appearance,' and a 'good personality.' " The report further asserts that even though these employers complain about lack of skills, that they "generally mean a good work ethic and social skills." Therefore, "We will face a challenge similar to that faced by many Third World countries, to instill in our youth the ATTITUDE and SOCIAL MANNERS required for work in an advanced industrial nation" (emphasis ours) These statements shed considerable light on the rationale behind the new assessment tests—why it is considered so essential for American students to be given new outcome-based assessment tests that measure feelings, opinions, values, beliefs and behaviors.

After this Certificate of Mastery is obtained, there is a second tier of Certification that one must work through in order to enter an occupation and move up the career ladder. The report is emphatic—everyone needs to go this route for training and re-training. Lest you think there is a way out, the report states that after the occupational certification programs are established "...only accredited courses that form part of a formal certification program or a college degree program be counted toward the employer's minimum training obligation."

Most Americans haven't got a clue how President Clinton plans to finance college education. However, AMERICA'S CHOICE gives the answer. "Individual Training Accounts (ITAs) could be established that would combine a voucher system similar to the G. I. Bill with a savings and equity based financing system analogous to Individual Retirement Accounts (IRAs). Students would make tax-deductible contributions and withdrawals to PURCHASE training and education... repayments to the account would begin once the individual began working and would be spread over time." The phrase, "over time" turns out to be significant, because the report then discusses paying back these vouchers "over the course of one's working life"—a very expensive proposition indeed! The newly created Skills Development Fund is possibly the new bank to which students will become indebted for life. Of course, community service, as proposed by President Clinton on 2/17/93, is another possible way to forgive the debt for higher education.

On 2/17/93 President Clinton said, "Lifelong learning will benefit workers throughout their careers. We must create a new unified worker-training system..." Lifelong learning, at least to his wife, Hillary, who was involved in the AMERICA'S CHOICE report, means: "We recommend that the Federal government REQUIRE ALL EMPLOYERS to spend a minimum amount of funds annually to send their EMPLOYEES through CERTIFIED EDUCATION AND TRAINING PROGRAMS." Further, "The occupational certification programs would be open both to students (as soon as they receive their Certificates of Initial Mastery) and ADULT workers. The assess-

ment standard for a program would be the same for BOTH ADULTS AND STUDENTS, although the delivery mechanism and curricular details might vary." (emphasis ours) Does this mean ALL ADULTS will be required to take the new Certificate of Mastery tests? An examination of the various diagrams and flow charts presented in AMERICA'S CHOICE, indicate that adult workers will go back down in the system in order to progress upwards. Every adult worker is shown receiving the Certificate of Mastery FIRST—before they can progress up the career ladder. Will adults be "grandfathered" in if they possess a traditional high school diploma? There is some evidence that the ultimate answer is "no."

In summary, AMERICA'S CHOICE is a limited choice, presented from an array of controlled choices based upon revisionist history and carefully selected statistics. "The status quo is not an option," the document asserts. This rejected status quo is free enterprise, representative government and personal freedom. The Clinton phrase "reinvent government" acquires new meaning.

AMERICA'S CHOICE explains that to be a full-fledged American citizen one must enter the workforce via the uniform and equitable "Certificate of Mastery" test which will undoubtedly measure a student's attitudes and values. Pressure is brought to bear on the educational system to "transform" itself by the New American Schools Development Corporation, a private corporation assigned with offering rewards and incentives on schools to establish site-based councils, implement outcome-based education, and open the doors to business, labor, health care, and other non-governmental entities. The local school board, the representative form of government for each community that has traditionally controlled education on behalf of the parents and voters, is to be gradually replaced and shut down.

At the next level of society, pressure is then brought to bear on the business and labor sector of our free market economy. Businesses will be rewarded for their efforts in re-training all adult workers by a newly created entity called the "National Clearinghouse for the Reorganization of Work and Workforce Skills Development." It is not clear whether this is a private or government agency, but its mission clearly resembles that of the NASDC and those governmental agencies assigned to implement, monitor and enforce educational transformation.

A National Board for Professional and Technical Standards will be established—"composed of distinguished representatives of employers, unions, education and advocacy groups"—to "develop a national (uniform) system of industry based standards and certifications of mastery across a broad range of occupations." To manage this vast governmental reorganization of business at the local level, a "system of Employment and Training Boards should be established by Federal and state governments, together with local leadership (business, union, education, and advocacy groups), to organize and oversee the new

school-to-work transition programs and training systems..." The local committees, we presume, are to function in a similar manner to the site-based councils (and may, in fact, become one in the same).

There is a strong likelihood that each local Board will be composed of a majority of union members, not unlike the site-based councils which are to be comprised of a majority of teachers (union, of course). This particular system is designed to replace America's traditional representative form of government.

It will virtually control all free enterprise in our country. It will control every aspect of a citizens life from conception through death by its proposed "integrated delivery system" which filters the most intimate details of everyone's life through the referral system set up at the "Youth Centers" (otherwise known as "Learning Centers" or "Family Resource Centers") which are run by the local Employment and Training Boards and/or site-based councils.

Sen. Daniel Moynihan has argued that "welfare be transferred out of the department of Health and Human Services (HHS) and into the Department of Labor." (NEWSWEEK, 2/15/93) He argues for work requirements for welfare recipients. President Clinton said on 2/17/93: "We will offer people on welfare the education, training, child care and health care they need to

get back on their feet."

Welfare reform—sometimes called "Workfare" is supposed to be a conservative dream come true. It is supposed to be a plan to require welfare recipients to obtain the "Certificate of Mastery" and get jobs—which will enable them to receive health care benefits and food. It is likely that recipients of welfare, JTPA, and a host of other entitlements will have to travel through the comprehensive Family Resource Centers in order to achieve "empowerment."

Citizens who can not or will not obtain the new Certificate of Mastery are not acknowledged in the AMERICA'S CHOICE plan. Extensive pressures will be put on schools and businesses to comply with transformation or face penalties. We can foresee that these same pressures will be brought to bear on individuals and families. We can presume, based on exhaustive research of the first two tiers of control, that the social engineers also have a reward and penalty plan to deal with individuals and family non-conformers and resisters.

It could be as simple as funneling families through the "Family Resource Centers" on their way to further employment, thus ensuring entanglement with social workers and their system.

GOVERNMENT CONTROL OF BUSINESS

Private-Sector Skills and Standards: Business and labor will be asked to adopt a strategy to establish job-related (and industry-specific) skill standards, built around core proficiencies, and to develop "skill certificates" to accompany these standards. The president has charged the secretaries of Labor and Education to spearhead a public-private partnership to help develop voluntary standards for all industries. Federal funds are being sought to assist with this effort, which will be informed by the work of the Labor Department's Commission on Work-Based Learning and the Secretary's Commission on Achieving Necessary Skills.

Skill Clinics: The strategy will promote one-stop assessment and referral Skill Clinics in every large community and work-site, including many federal agencies. In the Skill Clinics, people can readily find out how their present skills compare with those they'd like to have—or that they need for a particular job—and where they can acquire the skills and knowledge they still need.

Federal Leadership: Federal agencies will set an example for other employers by embarking upon a government-wide program of skill upgrading. The president has asked the director of the Office of Personnel Management to lead this important initiative.

Research Manual



America 2000/Goals 2000 - Moving
the Nation Educationally to
a "New World Order"

Compiled and Edited by:

James R. Patrick

PDF Archive 06

Part
X.

THE GUIDING HANDS BEHIND
THE RESTRUCTURE OF THE
UNITED STATES
EDUCATIONAL PROGRAM

X. The Guiding Hands Behind the Restructure of the United States Educational Program

We now come to that segment that will place everything into perspective. This portion will not only reveal the guiding hands behind the restructure program, but will also reveal the powers behind the federal government.

Unbeknown to the American people, a very small number of men have virtually taken over the government of the United States and are steadily moving her toward a merger with the other nations of the world into a "New World Order". At this time, we shall include the following documentation:

1. A current membership list of the members of the Council on Foreign Relations (CFR) and a current membership of the Trilateral Commission is included for your research.

It is very important to point out that the membership list contains many good men and women who are themselves unaware of the total design of the CFR and Trilateral Commission. They are "window dressing" to give the appearance of credibility and are being bled of the necessary finances to carry out the internationalist's devious plans.

Like the pastors and leaders of the Christian school movement, many members of the Council on Foreign Relations and the Trilateral Commission are being manipulated, used, and flattened with their importance and social standings. Unfortunately, many of these good people are being used to restructure the educational

program and they too will realize only after the fact that they sold their posterity's birth-right for temporary gain.

2. A line/chart is included that reveals the rise and power of the international bankers. A careful study of this work and a re-reading of Dr. Cuddy's Chronology of Political and Educational quotes will place many pieces into the puzzle.
3. Included are four charts that show the influence and control by the CFR/Trilateral Commission on the Carter, Reagan, Bush and Clinton administrations. At a glance, you can see that both the Democratic Party and the Republican Party are controlled. Note that the executive branch of government as well as the State Department are totally infiltrated as well as our news media, banks, military, and major businesses.

In essence, our government is out of control because it is being controlled by a handful of men who are dedicated to a New World Order.

As preposterous as it sounds, you cannot refute the facts before you nor can you deny the CFR/Trilateral influence on the educational changes that are taking place.

May you study this section carefully and prayerfully.

"Since I entered politics, I have chiefly had men's views confided to me privately. Some of the biggest men in the United States, in the field of commerce and manufacture, are afraid of somebody, are afraid of something. They know that there is a power somewhere so organized, so subtle, so watchful, so interlocked, so complete, so pervasive, that they had better not speak above their breath when they speak in condemnation of it."

Woodrow Wilson
THE NEW FREEDOM/WORLD'S WORKS

The Council on Foreign Relations

Early history shows its subversive designs

There was a time in the United States when the mere hint of compromising our nation's independence would all but invite physical attack. Americans knew that we had a unique heritage, and they would not tolerate any talk of "a world government" or "a one-world system" or "a new world order."

Sadly, times have changed. Today, many who have enjoyed the fruits of man's most admirable experiment in freedom have no appreciation of, and no real love for, that which sets this nation apart. Most have never even been exposed to the essence of Americanism. Consequently, they can neither cherish it nor find any reason to defend it.

Never Sacrifice Americanism

It cannot be stated too often that the American system is unique and magnificent. Our nation was built on the "self-evident" truths contained in the Declaration of Independence, chiefly that "men are endowed by their Creator with certain unalienable Rights" and that "to secure these Rights, Governments are instituted among Men." Americanism, therefore, holds that God created man and gave him rights, and that man created government for the sole purpose of protecting those rights. In the hierarchy of Americanist philosophy, God is on top, individuals come next, and government is on the bottom as the servant, not the master.

No other non-theocratic nation ever began on such a solid foundation. In many ways, Americans truly are "the heirs to all the ages." The pearls of wisdom from the Declaration led to the Constitution, another unique feature of Americanism, a system of law that limits gov-

ernment, not people. The combined efforts of our nation's founding fathers created an atmosphere of personal liberty exceeding the best that man had achieved at any time or in any nation in all of history. Those same efforts solidified an image of Americans among the rest of mankind as both wise and fortunate. To pave the way for United States submission to the godless United Nations, or to any other international body embracing Communists and assorted totalitarians, would be treachery plain and simple.

Yet the voices of internationalism in America are everywhere crying out for a one-world system. Some are convinced of its need to avoid nuclear war. They forget that the way to avoid any war is to possess both defensive strength and the will to use it. They seem never to have realized that a world body powerful enough to enforce peace is also powerful enough to enforce its total will.

Others are saddled with misconceived guilt for the prosperity enjoyed in our free country. Persuaded that "a new world order" would somehow benefit those who live in less-developed nations, they become captivated by unfounded hopes and false promises. Should an all-powerful United Nations-style government assume the role of redistributing wealth, it would quickly reduce all nations, especially our own, to "less-developed" status.

Still others who seek structured internationalism insist that modern transportation, communication and commerce demand the creation of a supra-national state. They ignore the wisdom of our own founding fathers who, in establishing unity for these United States, preserved the individual sovereignty of the separate states as an encouragement to commerce and as a brake on the potential for mischief in any central government. What worked so well within our own country is exactly what should never be sacrificed among the separate nations of the world. Does

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anyone think for even a moment that an all-powerful world body would not inevitably destroy whatever freedom might exist in the various nations it dominates? For an answer, look to what the growing power of our federal government continues to do to state and local governments, and even to personal freedom.

Part of what America's founding fathers gave us, of course, was sovereignty for each of the states. In the process, they created a healthy competition among those states, as each endeavored to be the best, to have the least taxation and regimentation, to create the best conditions for raising a family or starting a business. If any state violated the rights of the people, its errors would be easy to perceive and the people could quickly move to another state. For this simple reason, no state ever plunged its people into any measure or form of despotism until the impetus to do so started at the federal level. In any endeavor, even in the business of statehood here in the United States, competition produces excellence. Conversely, monopoly power—whether in industry, government or elsewhere—leads to the very opposite of excellence. In industry, monopoly invites shoddiness; in government, it leads to tyranny.

What then could be expected of a world government that has no competition to keep it in line and to make its deficiencies obvious? What besides tyranny on a grand scale can be expected of a one-world government that has no brake on its potential for grave mischief?

The Establishment

As we have already stated, Americans in great numbers once understood all of this—but not today. They have been talked out of their Americanism and have been persuaded to think in terms of the budding "new world order." Yet, while most fail to appreciate what they will surely lose if present trends continue, many have come to an awareness that America is run by a mere handful of powerful individuals, men whose decision-making affects not only what transpires here in the United States but in practically all of the nations of the world.

Americans in ever-growing numbers recognize that there are indeed power brokers, even though few can identify many of them or their ultimate goals. Across the nation today, you will hear marginally concerned Americans speak quizzically about "the Establishment." The term is given even wider credibility when a certified pillar of the Establishment like Leonard Silk of the *New York Times* co-authors a book to ridicule the notion that elitists are engaged in sinister undertakings (*The American Establishment*, Basic Books, 1980).

The efforts of Silk and others have not succeeded in dispelling the widespread misgivings about the Establishment. Concerned Americans remember such debacles as the mishandling of the Vietnam War; the giveaway of America's canal in Panama; the campaigns that toppled the Shah and Somoza, coupled with the refusal to apply similar pressure against the tyrannical successors of these fallen friends of America; and the absence

of any real opposition to Cuba and the USSR. The same Americans worry about the erosion of America's industrial and military might; the tough-talk-but-no-action response when the Soviets invaded Afghanistan, destroyed KAL007, crushed Poland again, murdered Army Major Arthur Nicholson in Germany, etc.; and the subversion of long-time friends of America in the Philippines, South Africa and Taiwan.

They also wonder why the campaign oratory of 1980 that promised an end to suicidal deficits, a rollback of Big Brother government, and a new toughness toward the Soviet Union's "evil empire" was followed by far worse deficits, increases in most federal programs, and a new round of dignity and legitimacy for the bloody-handed tyrants who have enslaved so much of mankind.

The Council on Foreign Relations

A common thread running through these developments is the 65-year-old Council on Foreign Relations (CFR) in New York City, the most identifiable seat of establishment power. Prominent CFR members Dean Rusk, Robert McNamara and Henry Cabot Lodge pushed the U.S. into Vietnam and then drew up the rules that made victory impossible. CFR veterans Henry Kissinger and Richard Nixon continued the Vietnam policies that led to our humiliating and costly defeat; CFR stalwarts Henry Kissinger, Ellsworth Bunker and Sol Linowitz arranged the Panama Canal giveaway; and CFR members Cyrus Vance and Warren Christopher orchestrated the campaigns that led to the demise of Somoza and the Shah.

Older Americans might recall that CFR members Owen Lattimore and Dean Acheson arranged the betrayal of Chiang Kai-shek and his Nationalist Chinese government in the 1940s; CFR members Dean Acheson, Dean Rusk and Ernest Gross saw to it that our forces in Korea were placed under United Nations control and kept from winning the Korean War; and CFR members John Foster Dulles, Dwight Eisenhower and Christian Herter knowingly brought Communist Fidel Castro to power in Cuba.

For several decades at least, foreign policy that is widely assessed as "foreign" to the interests of the United States can invariably be traced to the designs of members of the Council on Foreign Relations. Over the past forty years, the strategically important post of Secretary of State has been held virtually without interruption by CFR members—Acheson, Dulles, Herter, Rusk, Rogers, Kissinger, Vance, Muskie, Haig and Shultz.* It is hardly excessive to conclude that through its members, the CFR wielded powerful influence on U.S. foreign policy for many years.

Currently, the Council notes that 262 of its 2,376 members are "U.S. government officials." No other

*William P. Rogers was not listed by the CFR as a member during his tenure as Secretary of State. But he was completely overshadowed during that period by CFR member Henry Kissinger who succeeded him. After leaving the office, Rogers did become formally affiliated.

private group even comes close to being able to make such a boast. Reagan Administration appointees who hold current or recent membership in the CFR include: Vice President George Bush, White House Chief of Staff Donald Regan, Secretary of State George Schultz, Secretary of Defense Casper Weinberger, Secretary of the Treasury James Baker, Secretary of Commerce Malcolm Baldrige, Secretary of Labor William Brock, and CIA Director William Casey.

The CFR thread that runs so prominently through government service can also be found running through our nation's news media, the military, corporations, universities, foundations, even religions. (For a more thorough analysis of the CFR domination of the Carter and Reagan Administrations, see *The Insiders*. The John Birch Society, Belmont, MA 02178, \$2.00 including postage and handling).

Some CFR Members

Council on Foreign Relations members can be found among the leaders of virtually every category of American life. Beyond those mentioned in the accompanying article, some of the powerful and influential persons listed on the CFR membership roster include:

Senators: Daniel P. Moynihan (D-NY), Christopher J. Dodd (D-CT), Rudy Boschwitz (R-MN), John H. Chafee (R-RI), William S. Cohen (R-ME), Charles McC. Mathias (R-MD), Claiborne Pell (D-RI), Warren B. Rudman (R-NH), Lowell P. Weicker (R-CT), William V. Roth (R-DE), John D. Rockefeller IV (D-WV); **Congressmen:** Les Aspin (D-WI), Dante Fascell (D-FL), Stephen Solarz (D-NY), Thomas S. Foley (D-WA), Michael D. Barnes (D-MD), **Governors:** Bruce Babbitt (AZ), Bob Graham (FL), Mario Cuomo (NY); **Mayors:** Andrew Young (Atlanta), Wilson Goode (Philadelphia), Donald Fraser (Minneapolis), Henry Cisneros (San Antonio), Tom Bradley (Los Angeles); **TV News Personalities:** David Brinkley, John Chancellor, Charles Collingwood, Dan Rather, Irving R. Levine, Daniel Schorr, Barbara Walters, Bill Moyers, Jim Lehrer, Robert McNeill, Richard C. Hottelet, Garrick Utley; **Columnists:** Marquis Childs, James Reston, George Will, Joseph C. Harsch, Flora Lewis, William F. Buckley; **Others:** John Anderson, Walter Mondale, Jimmy Carter, Gerald Ford, Howard Baker, George McGovern, Rev. Theodore Hesburgh, Cardinal Joseph Bernardin, Jeane Kirkpatrick, Lane Kirkland, Benjamin Hooks, Paul Volcker, Admiral William J. Crowe, Katherine Graham, Philip Habib.

The CFR: A Self-Description

What exactly is the Council on Foreign Relations? What does it do? What are its goals? How does it operate?

In its most recent *Annual Report*, the CFR claims that it is "an educational institution, a research institute and a unique forum bringing together leaders from the academic, public and private worlds.... The Council's guest speakers and authors of its publications represent many different viewpoints. The members, too, hold widely divergent opinions. It is thus impossible for the Council or its Board of Directors to take any position on questions of foreign policy...."

After noting its founding in 1921 and its publication of the quarterly *Foreign Affairs* since 1922, the *Report* says that the organization's purposes are:

... to break new ground in the consideration of international issues; to help shape American foreign policy in a constructive, non-partisan manner; to provide continuing leadership for the conduct of our foreign relations; and to inform and stimulate the Council's membership, as well as to reach a wider audience through publications and other means.

Here we see an organization claiming both that it does not "take any position on questions of foreign policy" and that its purpose is "to help shape American foreign policy," a clear contradiction. And should it not be hoped that the thrust of the CFR's efforts would unquestionably be partisan, and that they would unabashedly favor America's legitimate interests?

The notion that the CFR might have important goals hidden in shadows begins to become plausible, however, when so many of its members can be shown to have played such prominent roles in a long string of highly damaging foreign policy decisions. The shadows intensify when we read in the CFR's self-description that "it is the Council's tradition that participants will not later attribute the statements of speakers and other participants to them in public media or forums or knowingly transmit them to persons who will." They thicken further when the organization's by-laws are seen to state that "any disclosure, publication, or any other action by a member in contravention (of confidentiality) may be regarded by the Board of Directors in its sole discretion as grounds for termination or suspension of membership...." Finally, our assessment of this unique organization becomes downright dark when a study of its history convinces us that it does have a purpose, and a very sinister one at that.

Forced to Defend Itself

For more than a decade, the Council has been the

recipient of so much criticism that it has been compelled to respond. Forced into a totally unfamiliar role, official and unofficial spokesmen have sounded a common theme: The Council is merely "a study group"; it "never takes a position"; it invites to its platforms "different, even conflicting views"; the secrecy rules "encourage candor" in discussion.

CFR Director of Projects Kempton Dunn has issued written denials that the group engages in any intrigue, stating that "contrary to John Birch Society propaganda, the Council has *never* supported 'One World Government'." (Emphasis in original.) Columnists advertised as conservative, James J. Kilpatrick and William F. Buckley for example, have written to scoff at any notion of CFR wrongdoing. When Buckley's *National Review* published a lengthy defense of the organization in 1977 — written by former CFR staff official and current member Zygmunt Nagorski — CFR defenders everywhere were elated because a publication headed by a "conservative" had eased their pain. But critics were quick to point out that Buckley himself was a member of the organization, and they asked, "Why wouldn't he defend what he has joined?"

No friend of the CFR has ever attempted to deny that its members have been involved with U.S. foreign policy for the past sixty years. All by itself, this overwhelming presence is grounds for suspecting that CFR policy is determining our nation's affairs. Yet, the organization adamantly insists that whatever happens in government is not its doing but is instead the work of individuals, many of whom may be CFR members, but all of whom supposedly act without CFR direction.

If it can be shown that the Council on Foreign Relations does indeed advocate a specific plan for America, and that its over-all goal is harmful to this nation and its people, then the American people had better be informed about the CFR, and soon, because the members of the CFR possess enormous influence in our nation.

The Plan and the Goal

In the 65 years of the Council's existence, there have been very few articles and books authored by its members about the elite body. The organization preferred instead to stay out of the limelight, keeping its undeniable presence in shaping America's thinking from any public scrutiny. Occasionally, however, someone from within the group has put pen to paper and provided some much-needed light.

In 1960, Whitney H. Shepardson supplied such valuable insight in his *Early History of the Council on Foreign Relations*, a small booklet published by Overbrook Press, Stamford, Connecticut. Having held continuous membership in the Council from its inception in 1921, he was uniquely qualified to provide what the title of his work promised.

He notes that the organization grew out of informal meetings held in Paris that were attended by British and American delegates to the 1919 Paris Peace Conference. The purpose of these extracurricular gatherings was to establish American and British branches of a single organization "for the continuous study of interna-

The CFR's Foreign Relations

Providing a platform for a Communist works in his favor, supplying him with legitimacy, conveying the idea that a Communist point of view deserves respect, and allowing him the opportunity to spread his propaganda. The Council on Foreign Relations regularly hosts meetings at which Communists are the honored guests and featured speakers. During the period 1980-1985, the following representatives of Communist governments appeared at CFR programs:

USSR: Stanislav Menshikov, Georgy Arbatov, Victor Isakov, Oleg Troyanovsky, Alexander Zотов, Alexander Bessmertnykh; **People's Republic of China:** Wu Xueqian, Zhao Ziyang, Huan Xiang, Huang Hua; **Hungary:** Janos Fekete, Lajos Komar, Imre Hollai, Jozsef Bogner, Mihaly Simai, Ferenc Havasi; **Poland:** Ryszard Frelek, Jacek Wejroch, Jozef Wiejacz, Mikhail Milshtein, Henryk Krzeczkowski; **East Germany:** Oskar Fischer; **Zimbabwe:** Robert Mugabe; **Yugoslavia:** Anton Bebler, Milka Planinc; **Nicaragua:** Ernesto Castillo Martinez, Daniel Ortega; **Kampuchea:** Son Sann; **Algeria:** Redha Malek; **Grenada:** Maurice Bishop; **Vietnam:** Nguyen Co Thach.

tional problems." The organization was to be known as the Institute of International Affairs. (The name was changed in 1921 to the Council on Foreign Relations.)

Shepardson provides detailed glimpses of what went on at a "preliminary meeting" on May 30, 1919, another "informal meeting" on June 9th for "preparing the scheme," and "a constituent meeting" on June 17th that "voted the new organization into being."

The participants at the June 17th meeting issued a "Committee Report and Resolutions" reproduced by Shepardson in his booklet. Its preface to the eight resolutions—all of which contain only organizational details—consist entirely of the following three sentences:

Until recent years, it was usual to assume that in foreign affairs each government must think mainly, if not entirely, of the interest of its own people. In founding the League of Nations, the Allied Powers have now recognized that national policies ought to be framed with an eye to the welfare of Society at large. The proceedings at Paris have shown how necessary it is to create some organization for studying the relation of this principle to practical questions as they arise.

There it is. At its very inception, the CFR's founders spelled out an overall design for their organization that its officials continue to insist never existed. The statement given above proposed that the members of the organization they were forming should endeavor to have "each government" cast aside "mainly, if not entirely . . . the interests of its own people." Instead, "national policies should be framed with an eye to the welfare of Society at large."

In other words, national interests should be subordinated to a world interest. The mention of the League of Nations is revealing, for the League never cloaked the fact that it was a world government. The statement then ends with the admission that participants at these sessions and the organizations they formed intended to promote the "principle" of a world system at the expense of national sovereignty.

Further along in his booklet, Shepardson details the crucial importance in the entire undertaking of Colonel Edward Mandell House, the man whose influence over President Woodrow Wilson was so great that the President himself referred to House as my "alter ego." It was House, says Shepardson, who assembled a group in 1917 to prepare for the Paris Peace Conference. Called "The Inquiry," this small unit went about its business "making no announcement of its existence, holding no press conferences, publishing no research — just working intensely together on a mission hitherto not known in American experience. . . ."^{*}

Shepardson identified himself as an "Aide to Commissioner E. M. House," and noted that he was a participant at the Paris meetings, and an officer of each of the groups and conferences that led to the formation of the CFR. On page seven of his booklet, he exults in the success of the Paris undertaking:

Out of a common experience lived under pressure came mutual respect. Out of it came also a common purpose for the post-war years; and this purpose was formally expressed in the Resolutions already cited which were voted unanimously by the twenty-one members of the American delegation. . . .

Stripped of its genteel verbiage, the purpose that was "formally expressed" at the June 17, 1919 meeting was to subordinate the sovereignty of the United States to a world system of government. Looking back on what he and his associates accomplished, Shepardson adds:

Full and vigorous cooperation by able men with various backgrounds had been a fact in Paris. It has been a fact for nearly forty years, in the criteria of membership, the discussions, the studies and the publications of the Council on Foreign Relations, Inc., successor to the "(American) Institute of International Affairs, founded at Paris, 1919."

The CFR That House Built

When examining the background and purpose of the Council on Foreign Relations, it is imperative that the career of Edward Mandell House be carefully considered. In relating that the CFR is "the offspring of The Inquiry" formed by House, Whitney Shepardson confirmed the identity and the pivotal significance of the single most important person in the CFR's history.

The son of a wealthy Texas planter, House carved out a career in Texas politics at the end of the nineteenth century. He was never a candidate for office, however. Instead, he became extremely adept as a behind-the-scenes manipulator of politicians. As a reward for his success in "electing" four Texas governors between 1892 and 1902, he was named an honorary Texas "Colonel," a title he used for the rest of his life.

Eventually tiring of Texas politics, he turned his attention to a larger arena and in 1911 befriended New Jersey Governor Woodrow Wilson, in whom he found both a pliable will and an intense ambition to become President. Thus began many years of intimacy marked by House's continuous flattering of the man whom he helped into the White House as well as by Wilson's dutiful acquiescence to every suggestion his new friend offered.

Unfortunately for America, the brilliant House had a plan for our country and the world. He published it in 1912 in a novel entitled *Philip Dru: Administrator*. Though the book carried no author's name, House let it be known that he indeed had written it, that he was actually its main character, and that it portrayed his hopes for "a new order of things." A reader does not have to progress too deeply into this remarkable book to find the hero, Philip Dru (House), advocating "Socialism as dreamed of by Karl Marx."

Anyone familiar with the *Communist Manifesto* knows that in it Marx calls for such freedom-destroying measures as a graduated income tax, an inheritance tax, and a central bank with a monopoly over the issuance of credit and currency. Each of these items was proposed in *Philip Dru*, and each was

*The members of the American Commission to Negotiate the Peace who founded the CFR had belonged to "The Inquiry." They were: Edward M. House (Commissioner), General Tasker H. Bliss (Commissioner), Herbert Hoover (Advisor to President Wilson), Thomas W. Lamont (Advisor to President Wilson), George Barr Baker (Aide to Hoover), Martin Egan (Aide to Lamont), Christian A. Herter (Aide to Commissioner Henry White), Whitney H. Shepardson (Aide to House), Captain Tracy Kittredge (U. S. Naval War College), George Louis Beer (Authority on British Colonies), Archibald C. Coolidge (Harvard), Clive Day (Yale), Louis H. Gray (Editor), Charles H. Haskins (Harvard), Stanley Hornbeck (U. of Wisconsin), Manley O. Hudson (Harvard), Douglas Johnson (Columbia), Robert H. Lord (Harvard), James Brown Scott (Carnegie Endowment), Charles Seymour (Yale), and James T. Shotwell (Columbia).

fastened on the United States after Wilson's election in 1912.

A person who yearns for "Socialism as dreamed of by Karl Marx" would necessarily despise the U. S. Constitution. According to biographer A. D. H. Smith, House believed that "the Constitution, product of eighteenth century minds and a quasi-classical, medieval conception of republics, was thoroughly outdated; that the country would be better off if the Constitution could be scrapped and rewritten."

A Marxian socialist would, of course, maintain such a harsh view of the Constitution for several reasons, one of which is that it stands in the way of the one-world socialist state that is his goal. Not surprisingly, House's *Philip Dru* called for a "league of nations" to become a super state. It was House who wrote the first draft of the Covenant of the League of Nations. And it was House who incorporated a call for a world government organization in Wilson's famous Fourteen Points that were supposed to bring peace to the world at the end of World War I. President Wilson's official biographer, Ray Stannard Baker—who had been the administration's press chief at the Paris Conference after World War I—claimed "practically nothing—not a single idea—in the Covenant of the League was original with the President. His relation to it was mainly that of editor or compiler...." As with so many other proposals, it was CFR founder House who wanted the sovereignty-destroying League of Nations.

CFR Members Back United Nations

The U. S. Senate wisely kept us out of the League because enough Senators were aware that the independence of our nation was threatened. Their resistance to House's scheme played a great role in the emphasis he and like-minded internationalists gave to the creation of the Council on Foreign Relations. If the dream of subordinating the United States to the League's world government had failed the CFR would work to assure that there would be no such failure when a similar opportunity developed in the future.

So it should surprise no one that, after its first two decades of organizing powerful Americans and setting the stage for the next try at building a world government, the Council on Foreign Relations could claim that more than forty of its members were among the U. S. delegation participating in the 1945 founding of the United Nations in San Francisco. (Of course, the CFR did not publicly make such a claim, preferring as always to remain behind the scenes.)

Prominent among the CFR members at the UN's founding was none other than Alger Hiss, later exposed as a Soviet spy. Other Communists who held CFR membership, though they were not present at the San Francisco conference, were Lauchlin Currie and Frederick Vanderbilt Field. No one should be surprised to find a Communist holding membership in the CFR, since its founder, remember, wanted "Socialism as dreamed of by Karl Marx." Nor should anyone be startled to find either Communists or CFR members backing the United Nations. As former FBI official Dan Smoot put it in *The*

Invisible Government, his monumental critique of the CFR written in 1962:

The fact, however, that communists, Soviet espionage agents, and pro-communists could work inconspicuously for many years as influential members of the Council indicates something very significant about the Council's objectives. The ultimate aim of the Council on Foreign Relations (however well-intentioned its prominent and powerful members may be) is the same as the ultimate aim of international communism: to create a one-world socialistic system and make the United States an official part of it.

Main Target: State Department

When the CFR was incorporated in 1921, its ostensible purpose was no more than that of an elaborate study group. The organization remained relatively obscure until financial assistance from prestigious foundations began pouring into its coffers. The Rockefeller family's various foundations started supplying funds in 1927; the Carnegie and Ford foundations followed with considerable aid soon after. The managers of these huge fortunes—many of whom have been CFR members themselves—obviously believed in the purpose of the organization. That purpose, as we have already shown from the group's 1921 founding statement, was to steer the U. S. government away from upholding "the interests of its own people" toward policies "framed with an eye to the welfare of the Society at large." Such a goal, of course, stands in fundamental opposition to the Constitution of the United States.

Beyond the President himself, the agency specifically charged with formulating U. S. policy is the Department of State. During the 1920s and into the 1930s, CFR influence over the State Department grew via the prestige of its publications and conferences, but especially through an almost uncanny ability to have its members and like-minded friends named Secretary of State.

During the Council's early years, the leaders of the State Department were Charles Evans Hughes (1921-1925), Frank B. Kellogg (1925-1929) and Henry L. Stimson (1929-1933). Each either held CFR membership while he served or joined shortly after leaving the post. Also, Vice President Charles G. Dawes was enrolled in the CFR midway through his 1925-1929 tenure in that office. And Herbert Hoover, one of the members of the small group that laid the foundation for the CFR in Paris in 1919, served as Secretary of Commerce from 1921 to 1928 and as President of the United States from 1929 to 1933 before he formally joined the CFR in 1937.

Until 1939, the CFR's goal of redirecting America's foreign policy to an internationalist course had been carried out informally. But with the outbreak of

World War II in 1939, the CFR offered to conduct research and prepare recommendations for the State Department. The offer was accepted and a formal relationship was begun. Immediately, the Rockefeller Foundation financed a four-part CFR project labeled "War and Peace Studies." Both the project and the CFR personnel associated with it were completely absorbed by the State Department during 1941 and 1942. Over the years, this official relationship has grown to become CFR dominance over the State Department.

In 1954, a special House committee chaired by Tennessee Congressman Carroll Reece investigated America's tax exempt foundations. In its report, the committee dwelled for a time on the Council on Foreign Relations because of the substantial financial assistance provided to it by several large foundations. The committee said the CFR and similar organizations had

... undertaken vital research projects for the (State Department); virtually created minor departments or groups within the Department; supplied advisors and executives from their ranks (and) fed a constant stream of personnel into the State Department, trained by themselves or under programs which they have financed, and have had much to do with the formulation of foreign policy both in principle and in detail. They have, to a marked degree, acted as direct agents of the State Department. And they have engaged actively, and with the expenditure of enormous sums, in propagandizing in support of the policies which they have helped to formulate.

What were those "policies" that the CFR and its members helped to formulate? The Reece Committee said of the organization that "its productions are not objective but are directed overwhelmingly at promoting the globalism concept." Research specialist Dr. Francis X. Gannon wrote in Volume I of his four-volume *Biographical Dictionary of the Left* in 1969:

The pattern of CFR promotions in the post-World War II period has been consistently jelly-soft on Communism and steel-hard against anti-Communism. The CFR through its leaders, its members, and its publications has promoted a globalism that is compatible with the most extreme ambitions of international Communism. CFRers were in the vanguard of those who desired that the secrets of the A-bomb be shared with the world's scientific community. They opposed development of the H-bomb. They have propagated for the post-war orgy of spending in the name of foreign aid; for so-called cultural relations with the anti-cultural Communist bloc; for diplomatic and trade

relations with Communist enemies; for the entangling alliances of NATO, SEATO, and CENTO; for the supra-government of the United Nations; and, for the disarmament proposals of the Communist, pro-Communist, and soft-on-Communist conferees of Pugwash. They have been the leaders of the Red China lobby and the foes of anti-Communist regimes in Free China, Spain, Portugal, South Africa, and Rhodesia. They have joined their voices in the anti-colonialism cries of the Communists.

Dan Smoot's research led him to conclude that the organization had played a key role in creating the basic policies followed by the United States after World War II. He listed them as:

- (1) the redistribution to other nations of the great United States reserve of gold which made our dollar the strongest currency in the world;
- (2) the building up of the industrial capacity of other nations at our expense, thus eliminating our pre-eminent productive superiority;
- (3) the taking away from United States producers of world markets (and even much of their domestic market) until capitalistic America will no longer dominate world trade; and
- (4) the entwining of American affairs—economic, political, cultural, social, educational, and even religious—with those of other nations until the United States will no longer have an independent policy, either domestic or foreign; until we can not return to our traditional foreign policy of maintaining national independence, nor to free private capitalism as an economic system.

Smoot adds: "The ghastly wartime and post-war decisions—which put the Soviet Union astride the globe like a menacing colossus and placed the incomparably stronger United States in the position of appeasing and retreating—can be traced to persons who were members of the Council on Foreign Relations."

The CFR's Own Testimony

While it is important to know what independent investigators have discovered about the CFR, it is always quite revealing to consider what the organization and its members have stated over the years. We have already detailed the founding goals of the CFR at the time of the organization's inception. Totally in keeping with those purposes, the Council published a document in 1959 called *Study Number 7, Basic Aims of U.S. Foreign Policy*. In Section IV called "The Foreign Policy Tasks Which Lie Ahead," the document

reads:

The U. S. must strive to:

A. Build a New International Order. The new international order, rather than seeking to maintain the status quo, must be responsive to world aspirations for peace, for social and economic change, and for liberation from alien domination. To accomplish this the U. S. must:

1. Search for an international order in which the freedom of nations is recognized as interdependent and in which many policies are jointly undertaken by free world states with differing political, economic and social systems, and including states labeling themselves "socialist."
2. Safeguard U. S. security through preserving a system of bilateral agreements and regional arrangements.
3. Maintain and gradually increase the authority of the UN.
4. Make more effective use of the International Court of Justice, jurisdiction of which should be increased by withdrawal of reservations by member nations on matters judged to be domestic.

Every recommendation given in this portion of the CFR's *Study Number 7* is subversive of the independence of the United States and the freedom of the American people. Rarely will so short a passage contain so many of the internationalists' key phrases: "new international order," "world aspirations," "interdependent," "policies...jointly undertaken," "regional arrangements," "United Nations," and "effective use of the International Court of Justice." Americans two or more generations back would have recognized the phrases as threats to personal and national well-being, promptly rejected them, and repudiated anyone who had any part in formulating them.

That contemporary Americans do not respond as their grandparents generally would have is painfully obvious. One reason why can be found in *Survey American Foreign Relations* (Yale University Press, 1928), written by CFR Research Director Charles P. Howland. Lamenting the American public's lack of "adequate standards of judgment" about foreign affairs, Howland outlined a plan to correct the deficiency. He called for increased attention in school textbooks and in the press for the very significant purpose of educating the people away from "national prejudice" and toward "an impartial discussion of international relations." Here is how he put it:

Elementary education and the press are still almost the only reliance of the masses of voters. Both are inadequate. Elementary education can pay but slight attention to international affairs, and that little is likely to be biased by local politi-

cal influences. It is of the utmost importance that facts in school textbooks should be accurate and that their selection and the standards of judgment they suggest should be adapted to the present conditions of the world. Efforts to make them tools of national prejudices or perpetuators of unhistoric sentimental traditions can only have the effect of unfitting the rising generation for an adequate control of policy.

Even more important is the press...

It is no coincidence, of course, that modern textbooks rarely promote the importance of "national sovereignty or of the marvelous achievements of America's founders. Youngsters are given heavy doses of propaganda promoting the United Nations and the need for world government. They are hardly ever told the truth about the deadly nature of Communism or "Socialism as dreamed of by Karl Marx." The nation's press—chock full of CFR members in leadership posts—supplies the same perspective and possesses the same deficiencies. CFR members and their many internationalist allies can indeed exult in having made millions of Americans "impartial" when they should be grateful advocates of Americanism.

In April 1974, the CFR's *Foreign Affairs* carried an explicit recommendation for carrying out the world-government scheme. Authored by State Department veteran Richard N. Gardner, a twenty-year member of the Council, "The Hard Road to World Order" admitted that a quick jump into world government was not practical. Instead, Gardner urged performing "an end run around national sovereignty eroding it piece by piece" by means of entangling alliances and various international organizations. This approach, he stated, "can produce some remarkable concessions of sovereignty that could not be achieved on an across-the-board basis."

Yet, even in the face of such a clearly subversive statement, or when presented with the history of their organizations as given by their own founders, CFR apologists continue to insist that the CFR has no particular goal, that it does not seek to harm the United States or build a world government, and that such accusations are the product of twisted minds.

Corroboration From Within

The most recent *Annual Report* of the CFR lists 2,376 members. In addition to the 262 who are U. S. government officials, the Council tells us that its membership is made up of "649 business executives; 497 academic scholars and administrators; 366 non-profit institution (foundation) administrators; 250 journalists, correspondents and communications executives; 241 lawyers; and 111 others." The roster of their names reads like a *Who's Who In America*, and constitutes impressive evidence of the enormous powerhouse of influence that is the CFR.

Most of these individuals, but not all, can be counted on to promote ideas and implement policies that will lead to the subversive goals formulated by Colonel House and his associates over sixty years ago. A good many of these persons participate willingly and with foreknowledge of what their efforts will create. Others have been invited into membership in order to influence them, and thereby to make the policies and programs that are "suggested" seem respectable and necessary. There is no published mandate to follow, no formal agenda to carry out, and no discipline to submit to. It is all very sophisticated, even though it is also very subversive of what is proper for America.

For excellent insight into the actual *modus operandi* of the Council, we turn to the late Admiral Chester Ward, a former Judge Advocate of the U. S. Navy. Admiral Ward accepted an invitation to join the CFR in 1959 and he remained a member until he died in 1977. But in 1975, in his book *Kissinger On The Couch* (co-authored with Phyllis Schlafly), he stated:

...the vast influence attributed to CFR is not exercised through or by the Council on Foreign Relations as an organization....CFR, as such, does not write the platforms of both political parties or select their respective presidential candidates, or control U. S. defense and foreign policies. But CFR members, as individuals, acting in concert with other individual CFR members, do.

Once the ruling members of CFR have decided that the U. S. Government should adopt a particular policy, the very substantial research facilities of CFR are put to work to develop arguments, intellectual and emotional, to support the new policy, and to confound and discredit, intellectually and politically, any opposition. The most articulate theoreticians and ideologists prepare related articles, aided by the research, to see the new policy and to make it appear inevitable and irresistible. By following the evolution of this propaganda in the most prestigious scholarly journal in the world, *Foreign Affairs*, anyone can determine years in advance what the future defense and foreign policies of the United States will be. If a certain proposition is repeated often enough in that journal, then the U. S. Administration in power —be it Republican or Democrat—begins to act as if that proposition or assumption were an established fact.

In the spring of 1967, private citizen Richard Nixon authored "Asia After Vietnam" in *Foreign Affairs*. Published even before the Vietnam War had reached its peak in ferocity and casualties, the article called for

a new attitude toward Red China. Five years later, President Richard Nixon—helped along by various CFR members, including Henry Kissinger, and with the stage already set by several years of CFR-inspired effort to make the move seem reasonable—initiated the very policy he had suggested. Not only had the "very substantial" facilities of the CFR pre-sold this further betrayal of the suffering Chinese people, the article undoubtedly reestablished Richard Nixon's acceptability to the CFR's circle, a status he had enjoyed while holding formal membership only from 1961 to 1965.

In the fall of 1980, *Foreign Affairs* published CFR member Lloyd N. Cutler's "To Form A Government," wherein he proposed sweeping revisions of the U. S. Constitution because "we live in an increasingly interdependent world." Only a few years after, several organizations were created to foster such proposals, the most notable of which is the Committee on the Constitutional System that includes Cutler, over a dozen more CFR members, and a score of others. Their proposals suggest possible alterations to the Constitution during the two-year period celebrating its bicentennial, 1987-1989. In addition, numerous prominent Americans, including Chief Justice Warren Burger, have become involved in promoting the same designs that were given original "respectability" in the *Foreign Affairs* article.

For another telling insight into the role played by the CFR, we turn to Anatoly Dobrynin, who served the USSR as ambassador to the United States from 1962 until March 1986 when he was recalled to Moscow. A very able spokesman and servant of his tyrannical government, Dobrynin deftly befriended numerous American leaders during his lengthy stay in Washington. He was, nevertheless, "the *ex officio* head of the KGB in the United States," as authors Ward and Schlafly described him in their book. Writing about Dobrynin in the May 13, 1984 *New York Times Magazine*, Madeline G. Kalb noted that he refrained from interviews and speeches, but he kept "in touch with influential journalists and top people at such organizations as the Council on Foreign Relations...."

This Soviet official's attraction to the CFR is no surprise. He was either very comfortable in the presence of its personnel and its thinking, or he found the CFR to be the best source of information about what was happening or about to happen in the world. Most likely, he kept "in touch" with the CFR for both of those reasons. Communists Alger Hiss, Lauchlin Currie and others found the CFR to be compatible with their views forty years earlier, and there is no good reason to believe that a Communist would be any less comfortable today.

Whatever the reason for the mutual attraction enjoyed by Dobrynin and the CFR, it should be obvious to any American that the CFR should be studied and exposed far more widely.

Let no one conclude that we are labeling CFR mem-

bers "Communists." In our view, those who knowingly participate in carrying Colonel House's plans to fruition are more important than Communists. Others within the CFR's orbit—who accept membership, rub shoulders with members, and attend CFR gatherings—are displaying at least gross ignorance, or at worst shameful self-service.

Boiled down to its essence, the Council on Foreign Relations is part of a conspiracy against the independence of the United States and the freedom of the American people. While it is true that the organization publishes its membership list, its subversive purpose lies

hidden beneath a steady stream of falsity produced by its officials, its members and its lackeys. Hence the term "conspiracy" applies.

All who believe in the dream of America's founders, and in the subsequent dream of the millions who emigrated to our shores or who still hope to enjoy the precious gift of living in a free country, owe it to themselves and to Americans yet to come to assist in the campaign to break the grip on America possessed by the CFR and allied organizations. We invite your inquiry about how this vital task can be accomplished.

A NEW CONSTITUTION IS NECESSARY

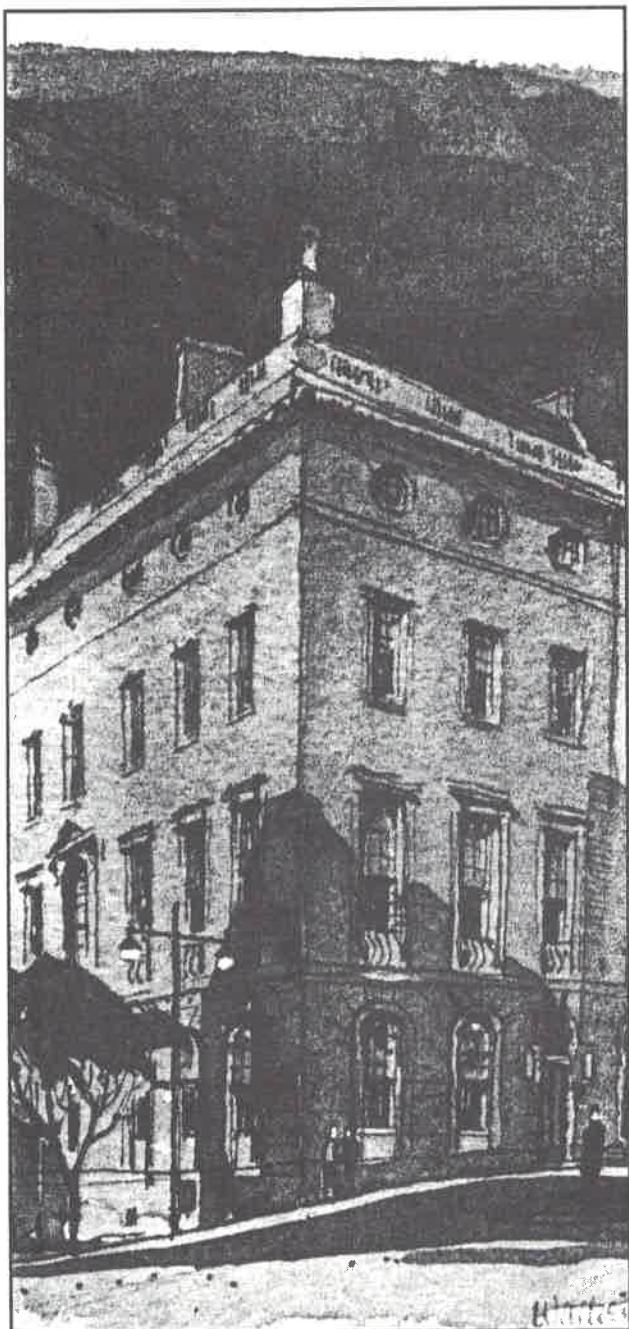
In 1987, Arthur S. Miller, after expressing his thankfulness to the Rockefeller Foundation wrote in *The Secret Constitution* of the need for constitutional change. He wrote the following:

"...a pervasive system of thought control exists in the United States.... The citizenry is indoctrinated by employment of the mass media and the system of public education,... people are told what to think *about*.... The old order is crumbling.... Nationalism should be seen as a dangerous social disease.... A new vision is required to plan and manage the future, a global vision that will transcend national boundaries and eliminate the position of nationalistic 'solutions.'... A new constitution is necessary.... Americans really have no choice, for constitutional alteration will come whether or not it is liked or planned for.... Ours is the very age of the planned society.... No other way is possible."

"Let us face reality. The framers of the U.S. Constitution have simply been too shrewd for us. They have outwitted us. They designed separate institutions that cannot be unified by mechanical linkages, frail bridges, tinkering. If we are to 'turn the Founders upside down'---we must directly confront the constitutional structure we erected.

JAMES MC GREGOR BURNS
(1984)
Power To Lead

Council on Foreign Relations



Annual Report

July 1, 1992–June 30, 1993

We urge you to write to the Council on Foreign Relations to receive their 180 page annual report. See address at the bottom of this page.

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Summary Description

The Council on Foreign Relations is a nonprofit and nonpartisan membership organization dedicated to improving the understanding of U.S. foreign policy and international affairs through the free exchange of ideas.

The Council was founded in 1921 shortly after the end of World War I. Several of the American participants in the Paris Peace Conference decided that it was time for more private American citizens to become familiar with the increasing international responsibilities and obligations of the United States. They concluded that there was a need for an organization able to provide for the continuous study of U.S. foreign policy for the benefit of its members and a wider audience of interested Americans. These original aims remain central to the mission of the Council on Foreign Relations.

Today the Council organizes several hundred programs annually in New York City, Washington, D.C., and elsewhere in the United States and abroad, namely: its Meetings Program for members to exchange views with American and foreign officials and policy experts; its Studies Program for member and nonmember specialists to discuss foreign policy issues in study group series or symposia; its Corporate Program for executives of participating companies to consider international issues of concern to the business community; and its Committees Program for 37 affiliated groups of community leaders throughout the United States to meet with decision makers.

The Council also recognizes its responsibility to contribute to the public dialogue. Since 1922, it has published *Foreign Affairs*, the preeminent journal in the field. The Council on Foreign Relations Press publishes books and occasional papers, which are made available to the public, on a broad range of issues. The Council also produces "America and the World," a weekly radio series aired on National Public Radio.

The Council's membership is comprised of women and men interested in U.S. foreign policy who are leaders in academia, public service, business, and the media. Election to the Council is based on an estimate of the candidate's ability to discuss the key issues of international policy, interest in the Council and its programs, and standing in his or her professional community. The by-laws of the Council restrict membership to U.S. citizens and permanent residents who have made application to become citizens. The Council has approximately 3,000 members.

The Council takes no institutional position on issues of foreign policy; it is host to many views, advocate of none. No one is authorized to speak on behalf of the Council on any matter of public policy. Its members, its guest speakers, and the authors of its publications hold divergent viewpoints, which the Council encourages in order to expand perspectives on U.S. foreign policy. All statements of fact and expressions of opinion at Council meetings or in its publications are the sole responsibility of the individual speaker, member, or author.

The Council on Foreign Relations has no affiliation with the U.S. government and accepts no government funding of any kind. It is financed by members' dues, income from publications, subscriptions to its Corporate Program, endowment income, foundation grants, and voluntary gifts.

The Council's Board of Directors is composed of its President, *ex officio*, and 25 directors, who serve staggered five-year terms. Directors are either elected by the Council's membership or appointed by the Board.

The Council's research and administrative staff, its library, and the editorial and business offices of *Foreign Affairs* are located at its headquarters, the Harold Pratt House, 58 East 68th Street, New York, NY 10021; telephone: (212) 734-0400; fax: (212) 861-1789. Its Washington office is located at 2400 N Street, NW, Washington, DC 20037; telephone: (202) 862-7780; fax: (202) 862-7786.

(Official Council on Foreign Relations Statement
page 4, 1993 annual report.)

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*Appointed by the Board of Directors in 1993 to serve as part of the transition to the new Board structure adopted in October 1991.

**Elected by the Board of Directors to serve as Chairman, term expiring 1996, in accordance with By-law VII.

Note: The list of Officers and Directors is current as of September 1993. See page 143 for 1992-1993 Officers and Directors.

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DIRECTORS		W. Averell Harriman	1950–55	Paul A. Volcker	1975–79, 1988–
Isaiah Bowman	1921–50	Joseph E. Johnson	1950–74	Theodore M.	
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Paul D. Cravath	1921–40	Devereux C. Josephs	1951–58	Lane Kirkland	1976–86
John W. Davis	1921–55	Elliott V. Bell	1953–66	George H. W. Bush	1977–79
Norman H. Davis	1921–44	John J. McCloy	1953–72	Lloyd N. Cutler	1977–79
Stephen P. Duggan	1921–50	Arthur H. Dean	1955–72	Philip L. Geyelin	1977–87
John H. Finley	1921–29	Charles M. Spofford	1955–72	Henry A. Kissinger	1977–81
Edwin F. Gay	1921–45	Adlai E. Stevenson	1958–62	Winston Lord	1977–85
David F. Houston	1921–27	William C. Foster	1959–72	Stephen Stamas	1977–89
Otto H. Kahn	1921–34	Caryl P. Haskins*	1961–75	Marina v.N. Whitman	1977–87
Frank L. Polk	1921–43	James A. Perkins*	1963–79	C. Peter McCollough	1978–87
Whitney H. Shepardson	1921–66	William P. Bundy	1964–74	Richard L. Gelb	1979–88
William R. Shepherd	1921–27	Gabriel Hauge	1964–81	Graham T. Allison, Jr.	1979–88
Paul M. Warburg	1921–32	Carroll L. Wilson	1964–79	William D.	
George M. Wickersham	1921–36	Douglas Dillon*	1965–78	Ruckelshaus	1979–83
Allen W. Dulles	1927–69	Henry R. Labouisse	1965–74	James F. Hoge, Jr.	1980–84
Russell C. Leffingwell	1927–60	Robert V. Roosa	1966–81	George P. Shultz	1980–82
George O. May	1927–53	Lucian W. Pye	1966–82	William D. Rogers	1980–90
Wesley C. Mitchell	1927–34	Alfred C. Neal	1967–76	Walter B. Wriston	1981–87
Owen D. Young	1927–40	Bill Moyers	1967–74	Lewis T. Preston	1981–88
Hamilton Fish Armstrong	1928–72	Cyrus R. Vance*	1968–76,	Warren Christopher	1982–91
Charles P. Howland	1929–31		1981–87	Alan Greenspan	1982–88
Walter Lippmann	1932–37	Hedley Donovan	1969–79	Robert A. Scalapino*	1982–89
Clarence M. Woolley	1932–35	Najeeb E. Halaby	1970–72	Harold Brown	1983–92
Frank Altschul	1934–72	Bayless Manning	1971–77	Stanley Hoffmann	1983–92
Philip C. Jessup	1934–42	W. Michael Blumenthal	1972–77,	Juanita M. Kreps	1983–89
Harold W. Dodds	1935–43	Zbigniew Brzezinski	1979–84	Brent Scowcroft	1983–89
Leon Fraser	1936–45	Elizabeth Drew	1972–77	Clifton R. Wharton, Jr.	1983–92
John H. Williams	1937–64	George S. Franklin*	1972–83	Donald F. McHenry	1984–93
Lewis W. Douglas	1940–64	Marshall D. Shulman	1972–77	B. R. Inman	1985–93
Edward Warner	1940–49	Martha Redfield Wallace	1972–82	Jeane J. Kirkpatrick	1985–
Clarence E. Hunter	1942–53	Paul C. Warnke	1972–77	Peter Tarnoff	1986–93
Myron C. Taylor	1943–59	Peter G. Peterson	1973–83,	Charles McC.	
Henry M. Wriston	1943–67	Robert O. Anderson	1974–80	Mathias, Jr.*	1986–92
Thomas K. Finletter	1944–67	Edward K. Hamilton	1974–83	Ruben F. Mettler	1986–92
William A. M. Burden	1945–74	Harry C. McPherson, Jr.	1974–77	James E. Burke	1987–
Walter H. Mallory	1945–68	Elliot L. Richardson	1974–75	Richard B. Cheney	1987–89,
Philip D. Reed	1945–69	Franklin Hall Williams	1975–83		1993–
Winfield W. Riefler	1945–50	Nicholas deB. Katzenbach	1975–86	Robert F. Erburu	1987–
David Rockefeller*	1949–85			Karen Elliott House	1987–
				Glenn E. Watts*	1987–90
				Thomas S. Foley	1988–
				James D.	
				Robinson III	1988–91
				Strobe Talbott	1988–93

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William S. Cohen	1989–	Henry M. Wriston	1951–64	Whitney H. Shepardson	1933–42
Joshua Lederberg	1989–	Grayson Kirk	1964–71	Clarence E. Hunter	1942–51
John S. Reed	1989–92	Bayless Manning	1971–77	Devereux C. Josephs	1951–52
Alice M. Rivlin	1989–92	Winston Lord	1977–85	Elliott V. Bell	1952–64
William J. Crowe, Jr.	1990–93	John Temple Swing†	1985–86	Gabriel Hauge	1964–81
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Margery Lipton
Associate Director, Meetings
Jessica Abbott
Program Associate
Louis Ferro
Program Assistant
Pat Woodford
Assistant to the Vice President
Peggy Papadakis
Program Associate
Timothy Kocee
Steward
Paul Madeira
Assistant Steward

STUDIES PROGRAM

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Vice President, Studies

Judith Gustafson

Associate Director, Studies
Carol Rath
Assistant to the Vice President, Studies
C. Michael Aho
Director, Economic Studies
Alton Frye
Senior Fellow, National Security
Shafiqul Islam
Senior Fellow, International Economics and Finance
Kenneth H. Keller
Philip D. Reed Senior Fellow for Science and Technology
Charles A. Kupchan
Senior Fellow Designate, Europe

Michael E. Mandelbaum
Director, Project on East-West Relations

Kenneth R. Maxwell
Senior Fellow, Latin America

Richard W. Murphy
Senior Fellow, Middle East

Alan D. Romberg
C. V. Starr Senior Fellow for Asia Studies

Enid C. B. Schoettle
Director, Project on International Organizations and Law, Senior Fellow

F. Gregory Gause III
Fellow, Middle East and Islamic Studies

John C. Campbell
Senior Fellow Emeritus

William Diebold, Jr.
Senior Fellow Emeritus

Note: Staff shown as of September 1, 1993, unless otherwise specified. For Visiting Fellows for 1992–1993 see pages 122–126.

Heidi Gifford
*Program Associate,
 Economic Studies*

Lawrence Hamlet
*Program Associate,
 International Organizations
 and Law*

Audrey McInerney
*Program Associate,
 East-West Studies*

Radha Muthiah
*Program Associate,
 International Economics
 and Finance*

Dianne Schwartz
Program Associate, Asia

Steven D. Spiegel
Program Associate, Europe

Xenia Zielyk-Iwasykiw
Special Project Assistant, Studies

Elmira Bayrasli
Program Assistant, Middle East

Nancy Bodurtha
Program Assistant, Africa

Allison C. de Cerreño
*Program Assistant,
 Latin American Studies*

Sarah Dunham
*Program Assistant, Science
 and Technology*

Jennifer Hobbs
*Program Assistant,
 International Organizations
 and Law*

Riva Richmond
*Program Assistant, Middle East
 and Islamic Studies*

Margaret Squyres
*Program Assistant, Economic
 Studies*

Alberto Vourvoulias-Bush
*Program Assistant,
 Latin American Studies*

Visiting Fellows

Michael Clough
Visiting Senior Fellow, Africa

Gidon Gottlieb
*Visiting Senior Fellow,
 Middle East Peace Project*

Richard Haass
Visiting Senior Fellow

David Remnick
*Visiting Fellow for the Former
 Soviet Union*

Leon Wieseltier
Visiting Senior Fellow

Stanley Hoffmann
*Whitney H. Shepardson Fellow,
 1993*

Michael Joseph Smith
*Whitney H. Shepardson Fellow,
 1993*

John Lewis Gaddis
*Whitney H. Shepardson Fellow,
 1994*

Rose Brady
*Edward R. Murrow Press
 Fellow, 1993-1994*

John Hirsch
*State Department Fellow,
 1993-1994*

Colonel L. Patrick Wright
*USA Military Fellow,
 1992-1993*

Colonel Stephen A. Cheney
*USAF Military Fellow,
 1993-1994*

Merle Cachia
*Assistant to the Director,
 Fellowship Affairs*

WASHINGTON PROGRAM

Alton Frye
*Senior Vice President and
 National Director*

Linda Harsh
Assistant Director, Washington

Susan K. Ellingwood
Program Associate

Judith Kipper
*Senior Program Associate,
 Middle East Forum*

Marilyn McMoran
Staff Assistant, Middle East Forum

MEMBERSHIP AND FELLOWSHIP AFFAIRS

Kempton Dunn
*Director, Membership and
 Fellowship Affairs*

Norma Jean Dobie
*Assistant Director, Membership
 and Fellowship Affairs*

LaVerne Owens
*Assistant to the Director,
 Membership Affairs*

Merle Cachia
*Assistant to the Director,
 Fellowship Affairs*

Lillie Wallace
Staff Assistant

International Affairs Fellows in Residence

Richard P. Burke 1992-1993

Anne C. Richard 1993-1994

Ricky L. Waddell 1993-1994

COMMITTEES ON FOREIGN RELATIONS

Jennifer Seymour Whitaker
*Director, Committees on
 Foreign Relations*

Brooke Russell
Program Assistant

Deborah Newitter
Staff Assistant

PLANNING AND DEVELOPMENT

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*Vice President, Planning and
 Development*

Janice L. Murray
*Associate Director,
 Planning and Development;
 Director, Corporate Meetings*

Dale Jenkins
Director, Corporate Program
Janet Cochran
Manager, Capital Campaign
James Beckmeyer
Planning and Development Associate
Maureen Howard
Assistant to the Manager, Capital Campaign
Arleen O'Brien
Development Associate
Lisa Pell
Assistant to the Director, Corporate Program
Shobana Ram
Program Assistant
Carol Schlenger
Assistant to the Vice President, Planning and Development

PUBLIC AFFAIRS

Jonathan I. Zemmol
Director, Public Affairs
Margaret Ann Behrends
Assistant Director, Public Affairs
Eileen Duffy
Public Affairs Associate
Richard C. Hottelet
Moderator, "America and the World"

PUBLICATIONS

David Kellogg
Director, Publications
David Haproff
Associate Director, Publications
Judith Train
Production Manager
Gloria Rose
Assistant to the Director
Jessica Barist
Marketing Assistant
Miriam Familia
Marketing Assistant

LIBRARY
Lilita V. Gusts
Director, Library Services
Marcia Sprules
Associate Director, Library Services
Barbara Miller
Documents Librarian and Archivist
Judith Gustafson
Assistant Archivist
Connie Stagnaro
Public Services Associate
Ming Er Qiu
Library Services Associate
Lorraine Martin
Staff Assistant

PERSONNEL

Jan-Marie Mowder
Director, Personnel
Elayne Brown
Associate Director, Personnel
Ashok Chaudhari
Interdepartmental Staff Assistant

Reception

Lisa Schelle
Senior Receptionist
Leslie Haskin
Receptionist

FINANCIAL AND ADMINISTRATIVE SERVICES

David Woodbridge
Treasurer and Comptroller
Comptroller's Department
Ana Figueras
Assistant Comptroller
Rhoda Hanig
Assistant to the Comptroller
Linda Copeland
Bookkeeper

Vera Langley
Bookkeeper
Antiganee Contaste
Accounting Assistant
Information Services
Scott Stein
Director, Information Services
Deepak Trivedi
Associate Director, Information Services
Susan Broersma
Programmer
Tracy Keller
Telecommunications Analyst
Word Processing Services
Alice McLoughlin
Supervisor, Word Processing Center
Virginia Rolston Parrott
Word Processor

House Services

Vivian Kardaras
Manager, House and Mailroom Services

Mail and Duplicating Services

Phil Falcon
Supervisor
Ian Noray
Printer
Walter Ramos
Mailroom Assistant and Porter

Gwenevere Settlers

Mailroom Assistant
Hector Shojgreen
Mailroom Assistant
Chris Sierra
Mailroom Assistant

Building Services

Anthony Suarez
Supervisor
Santo Alers
Porter
Mario Pedraza
Porter

1993 Corporate Member Roster

AGIP Petroleum Company	Coudert Brothers
Amerada Hess Corporation	Davis Polk & Wardwell
American Airlines	Debevoise & Plimpton
American Council on Germany	Deere & Company
American Express Company	Deutsche Bank AG
American International Group	Dillon, Read & Company
American International Petroleum Corporation	Dime Savings Bank
Archer Daniels Midland Company	Dow Chemical Company
Arnhold and S. Bleichroeder	Dow Jones & Co.
Arthur Andersen & Company	Dun & Bradstreet
ASARCO Incorporated	E. I. du Pont de Nemours & Company
AT&T International	Ecofuel S.p.A.
Atlantic Richfield Company	EniChem America
Avon Products	Ernst & Young
BDO Seidman	Estee Lauder
BEA Associates	European-American Chamber of Commerce
BHF-Bank	Exxon Corporation
BMW of North America	Fairbanks Management Corporation
Banca Commerciale Italiana	Ferruzzi Corporation of America
Bank of America	Fiat USA
Bank of Montreal	Finmeccanica
Bank of New York Co.	The First Boston Corporation
Bankers Trust Company	The First National Bank of Chicago
Banque Paribas Corporation	Fischer Francis Trees & Watts
Barclays Bank NA PLC	Forbes Magazine
Baring America Asset Management	The Ford Motor Company
Becton Dickinson and Company	French-American Chamber of Commerce
The Blackstone Group	Gavin Anderson & Company
Booz, Allen & Hamilton	General Electric Company
Bristol-Myers Squibb Company	General Motors Corporation
British Airways	Georgia-Pacific
British-American Chamber of Commerce	Goldman, Sachs & Co.
Brown Brothers Harriman	Guardsmark
CDC Capital	H.J. Heinz Company
Cahill Gordon & Reindel	Hilton Hotels Corporation
Caltex Petroleum	Hypo-Bank AG
Canadian Imperial Bank of Commerce	IBJ Schroder Bank & Trust
Capital Cities/ABC	IBM Corporation
Cazenove	Inco United States
Champion International Corporation	Institute of International Bankers
Chancellor Capital Management	International Paper
The Chase Manhattan Bank, NA	Italian Trade Commission
Chemical Banking Corporation	ITT Corporation
Chevron Corporation	John A. Levin & Company
Citibank/Citicorp	John Wiley & Sons
Clayton Dubilier & Rice	Johnson & Johnson
Clifford Chance	J. P. Morgan & Company
The Coca-Cola Company	KPMG Peat Marwick & Company
Coopers & Lybrand	

Kelley Drye & Warren
Kleinwort Benson Limited
Kohlberg Kravis Roberts & Co.
Lazard Freres & Co.
Loral Corporation
Marsh & McLennan Companies
Marubeni America Corporation
Matra Hachette
McKinsey & Company
Mercedes-Benz of North America
Merrill Lynch & Company Foundation
Metallgesellschaft Corp.
Mine Safety Appliances
Mitsubishi International Corporation
Mobil Corporation
Moody's Investors Service
Morgan Stanley & Co.
Mudge Rose Guthrie Alexander & Ferdon
National Westminster Bank Plc
The New York Times Company Foundation
Nippon Steel USA
Nomura Research Institute America
NYNEX Corporation
Occidental Petroleum Corporation
Olin Corporation
Oxford Analytica
Paramount Publishing
Paul R. Ray & Company
PepsiCo
Pfizer
Phillips Petroleum Company
Poten & Partners
Price Waterhouse
Procter & Gamble
The Prudential Insurance Company of America

The Putnam Companies
RJR Nabisco
Republic National Bank
The Rockefeller Group
Rogers & Wells
Royal Bank of Canada
Russell Reynolds Associates
RWS Energy Services
Salomon Brothers
Schlumberger Limited
Scudder, Stevens & Clark Ltd.
S. G. Warburg & Co.
Shearman & Sterling
Siemens Corporation
Sierra Capital Management
Skandinaviska Enskilda Banken International
Smith Barney Shearson Inc.
SmithKline Beecham Corporation
Sony Corporation of America
Sullivan & Cromwell
Summit International Associates
Tata Incorporated
Texaco
TIAA-CREF
Times Mirror
Titan Industrial Corporation
Towers Perrin
Toyota Motor Corporation
TRW
Union Camp Corporation
U.S. Trust / Foreign & Colonial Management
E. M. Warburg, Pincus & Co.
Weil, Gotshal & Manges
White & Case
Xerox Corporation
Young & Rubicam

Membership Roster

June 30, 1993

A	Altschul, Arthur G.	Atherton, Alfred L., Jr.	Barrett, John A.
Aaron, David L.	Alvarado, Donna M.	Atwood, J. Brian	Barrett, Nancy Smith
Abboud, A. Robert	Ames, Oakes	Auspitz, Josiah Lee	Barry, Lisa B.
Abboud, Labeeb M.	Amos, Deborah	Ausubel, Jesse Huntley	Barry, Thomas C.
Abdel-Meguid, Tarek	Andelman, David	Avedon, John F.	Bartholomew, Reginald
Abegglen, James C.	Andersen, Harold W.	Ayers, H. Brandt	Bartlett, Joseph W.
Abel, Elie	Anderson, David		Bartlett, Richard Allen
Abram, Morris B.	Anderson, John B.	B	Bartlett, Thomas A.
Abramowitz, Morton I.	Anderson, Lisa	Babbitt, Bruce	Bartley, Robert L.
Abrams, Elliott	Anderson, Marcus A.	Bacot, J. Carter	Barton, Christopher
Abshire, David M.	Anderson, Paul F.	Bader, William B.	Basek, John T.
Aburdene, Odeh	Anderson, Robert	Baer, M. Delal	Bashawaty, Albert C.
Ackerman, Peter	Anderson, Robert O.	Baeza, Mario L.	Basora, Adrian A.
Adams, Gordon M.	Andreae, Charles N., III	Bailey, Charles W.	Bass, James E.
Adams, Robert	Andreas, Dwayne O.	Bains, Leslie Elizabeth	Bass, Peter Evans†
McCormick	Andrews, David R.	Baird, Charles F.	Bassow, Whitman
Adams, Ruth Salzman	Angulo, Manuel R.	Baker, Howard H., Jr.	Batkin, Alan R.
Adelman, Kenneth L.	Ansour, M. Michael	Baker, James E.	Bator, Francis M.
Agnew, Harold M.	Anthoine, Robert	Baker, Pauline H.	Battle, Lucius D.
Agronsky, Martin	Anthony, John Duke	Balaran, Paul	Bauman, Robert P.
Aguirre, Horacio	Apgar, David P.	Baldwin, David A.	Baumann, Carol Edler
Aho, C. Michael	Apodaca, Jerry	Baldwin, H. Furlong	Baumann, Roger R.
Aidinoff, M. Bernard	Apter, David E.	Baldwin, Richard	Bean, Atherton
Ajami, Fouad	Araskog, Rand V.	Edward	Beard, Ronald S.
Akers, John F.	Arciniega, Tomas A.	Baldwin, Robert E.	Beattie, Richard I.
Akins, James E.	Arcos, Cresencio S.	Baldwin, Robert H.B.	Becherer, Hans W.
Albright, Alice Patterson†	Arledge, Roone	Bales, Carter F.	Beckler, David Z.
Albright, Archie E.	Armacost, Michael H.	Balick, Kenneth D.	Beeman, Richard E.
Albright, Madeleine	Armstrong, Anne	Baliles, Gerald L.*	Begley, Louis
Alderman, Michael H.	Armstrong, C. Michael	Ball, David G.	Behrman, Jack N.
Aldrich, George H.	Armstrong, DeWitt C., III	Ball, George W.	Beim, David O.
Alexander, Robert J.	Armstrong, John A.	Barber, Charles F.	Beinecke, William S.
Alexander, Sarah	Armstrong, Willis C.	Barber, James A., Jr.	Bell, David E.
Elizabeth†	Arnhold, Henry H.	Barger, Teresa*	Bell, Holley Mack
Alford, William P.	Arnold, Millard W.	Barker, Robert R.	Bell, J. Bowyer
Allaire, Paul A.	Aron, Adam M.	Barlow, William E.	Bell, Peter D.
Allan, F. Aley	Aronson, Jonathan D.	Barnds, William J.	Bell, Steve
Allbritton, Joe L.	Art, Robert J.	Barnes, Harry G., Jr.	Bell-Rose, Stephanie
Allen, Lew, Jr.	Arthurs, Alberta	Barnes, Michael D.	Bellamy, Carol
Allen, Robert E.	Artzt, Edwin L.	Barnet, Richard J.	Bello, Judith Hippler
Allison, Graham T., Jr.	Asencio, Diego C.	Barnett, A. Doak	Benbow, Terence H.
Allison, Richard C.	Asher, Robert E.	Barnett, Michael N.	Bender, Gerald J.
Alpern, Alan N.	Asmus, Ronald D.	Barnett, Robert W.	Bennet, Douglas J., Jr.
Altman, Emily	Aspin, Les	Baroody, William J., Jr.	Bennett, Andrew
Altman, Roger C.	Assevero, Vicki-Ann E.	Barr, Thomas D.	Bennett, Donald V.
Altman, Sidney	Assousa, George E.	Barrett, Barbara M.*	Bennett, J. F.

*Elected to membership in 1993.

†Elected to five-year term membership in 1993.

Bennett, Susan J.	Boardman, Harry	Bromley, D. Allan	Caldwell, Dan
Bennett, W. Tapley, Jr.	Bobbitt, Philip	Bronfman, Edgar M.	Caldwell, Philip
Benson, Lucy Wilson	Bodie, William C. [†]	Brooke, James B.	Calhoun, Michael J.
Beplat, Tristan E.	Boeker, Paul H.	Brookins, Carol	Califano, Joseph A., Jr.
Berger, Marilyn	Boggs, Michael D.	Brooks, Harvey	Calkins, Hugh
Berger, Samuel R.	Bohen, Frederick M.	Brower, Charles N.	Callander, Robert J.
Berger, Suzanne	Bohlen, Avis T.	Brown, Carroll	Callen, Michael A.
Bergold, Harry E., Jr.	Bohn, John A.	Brown, Frederic J.	Calleo, David P.
Bergsten, C. Fred	Bolling, Landrum R.	Brown, Gwendolyn	Callwood, Kevin R.
Berkowitz, Bruce D.	Bollinger, Martin J. [†]	Brown, Harold	Campbell, Colin G.
Berman, Howard L.	Bolten, Joshua B.	Brown, L. Carl	Campbell, John C.
Bernardin, Joseph Cardinal	Bond, Robert D.	Brown, L. Dean	Campbell, Kurt M.
Berndt, John E.	Bonney, J. Dennis	Brown, Lester R.	Campbell, W. Glenn
Bernstein, David S. [†]	Bonsal, Dudley B.	Brown, Richard P., Jr.	Camps, Miriam
Bernstein, Robert L.	Bonsal, Philip W.	Brown, Ronald H.*	Canal, Carlos M., Jr.
Berresford, Susan Vail	Booker, Salih	Brown, Seyom	Canavan, Christopher
Berris, Jan	Bookout, John F.	Brown, Walter H.	Canfield, Franklin O.
Beschloss, Michael R.	Boone, Theodore S.	Browne, Robert S.	Cannon, James M.
Bessie, Simon Michael	Boren, David Lyle	Bruce, Judith	Cappello, Juan C.
Best, William A., III	Boschwitz, Rudy	Bruemmer, Melissa L.S.	Carbonell, Nestor T.
Bestani, Robert M.	Bossert, Philip A., Jr. [†]	Bruemmer, Russell J.	Carey, Hugh L.
Betts, Richard K.	Bosworth, Stephen W.	Bryan, Greyson L.*	Carey, John
Beyer, John C.	Botts, John C.	Bryant, Ralph C.	Carey, Sarah C.
Bialer, Seweryn	Bouis, Antonina W.	Bryson, John E.	Carey, William D.
Bialkin, Kenneth J.	Bouton, Marshall M.	Brzezinski, Zbigniew	Carlos, Manuel Luis
Bicksler, Barbara	Bovin, Denis A.	Buchheim, Robert W.	Carlson, Robert J.
Biel, Eric R.	Bowen, William G.	Buchman, Mark E.	Carlson, Steven E.
Biemann, Betsy	Bower, Joseph L.	Buckley, William F., Jr.	Carlucci, Frank C., III
Bienens, Henry S.	Bowie, Robert R.	Buergenthal, Thomas	Carmichael, William D.
Bierley, John C.	Bowlin, Mike R.	Bugliarello, George	Carnesale, Albert
Billington, James H.	Bowman, Richard C.	Bullard, Edward P.	Carothers, Thomas
Binger, James H.	Boyd, Charles G.	Bullock, Hugh	Carpendale, Andrew
Binkley, Nicholas B.	Boyer, Ernest L.	Bullock, Mary Brown	Carrington, Walter C.
Binnendijk, Hans	Bracken, Paul	Bundy, McGeorge	Carroll, J. Speed
Birkelund, John P.	Brademas, John	Bundy, William P.	Carruth, Reba Anne
Birnbaum, Eugene A.	Bradford, Zeb	Burand, Deborah K. [†]	Carson, C. W., Jr.
Bissell, Richard E.	Bradley, Edward R.	Burgess, John A.	Carson, Edward M.
Bissell, Richard M., Jr.	Bradley, Tom	Burke, James E.	Carswell, Robert
Bjornlund, Eric C. [†]	Bradley, William L.	Burkhalter, Holly J.	Carter, Ashton B.
Black, Joseph E.	Brady, Linda Parrish	Burlingame, Edward L.	Carter, Barry E.
Black, Shirley Temple	Brady, Nicholas F.	Burns, Haywood	Carter, George E.
Black, Stanley Warren	Brainard, Lawrence J.	Burns, Patrick Owen	Carter, Hodding, III
Blacker, Coit Dennis	Brainard, S. Lael	Burns, William F.	Carter, Jimmy
Blackmer, Donald L.M.	Brand, Laurie A.	Burt, Richard R.	Carter, Marshall N.
Blackwell, James A., Jr.	Branscomb, Lewis M.	Burton, Daniel F., Jr.	Case, Robert A.
Blackwill, Robert D.	Branson, William H.	Bushner, Rolland	Casper, Gerhard
Blair, Sally Onesti	Brauchli, Marcus W. [†]	Bussey, Donald S.	Cates, John M., Jr.
Blake, Robert O.	Breck, Henry R.	Busuttil, James	Cattarulla, Elliot R.
Blake, Vaughn R.	Breindel, Eric M.	Butler, George Lee	Catto, Henry E., Jr.
Blank, Stephen	Bremer, L. Paul, III	Butler, Samuel C.	Caulfield, Matthew P.
Blechman, Barry M.	Bresnan, John J.	Butler, William J.	Cave, Ray
Bleier, Edward	Breyer, Stephen G.	Buttenheim, Lisa M.	Cebrowski, Arthur K.*
Blendon, Robert J.	Brimmer, Andrew F.	Byrnes, Robert F.	Celeste, Richard F.
Blinken, Antony J.	Brimmer, Esther Diane	 C	Cerjan, Paul G.
Bliss, Richard M.	Brinkley, David	Cabot, Louis W.	Chace, James
Bloch, Julia Chang	Brittenham, Raymond L.	Cabot, Thomas D.	Chafee, John H.
Bloom, Evan Todd	Broad, Robin	Cabrantes, Jose A.	Chain, John T., Jr.
Bloomfield, Lincoln P.	Brock, Mitchell	Cahill, Kevin M.	Challenor, Herschelle S.
Bloomfield, Richard J.	Brock, William E., III	Cahn, Anne H.	Chambers, Anne Cox
Blum, John A.	Broda, Frederick C.	Cahouet, Frank V.	Chancellor, John
Blumenthal, Sidney	Brokaw, Tom	Calabria, Dawn T.	Chanis, Jonathan A.
Blumenthal, W. Michael	Bromery, Randolph	Calder, Kent Eyring	Chao, Elaine L.
	Wilson		

Chapman, Margaret Holt	Cohen, Stephen F.	Cullum, Lee	Dedrick, Fred T.
Charles, Robert B.	Cohen, Stephen S.	Culver, John C.	Deffenbaugh,
Charpie, Robert A.	Cohen, William S.	Cummings, Robert L., Jr.	Ralston H., Jr.
Chasin, Dana	Colbert, Evelyn	Cummiskey, Frank J.	Deibel, Terry L.
Chaudhry, Kiren Aziz	Colby, Jonathan E.	Cuomo, Kerry Kennedy†	de Janosi, Peter E.
Chavez, Linda*	Colby, William E.	Cuomo, Mario M.	del Olmo, Frank
Chayes, Abram J.	Cole, Johnnetta	Curran, R. T.	de Menil, George
Chayes, Antonia Handler	Coleman, William T., Jr.	Currie, Malcolm R.	de Menil, Lois Pattison
Cheever, Daniel S.	Coles, Isobel	Curtis, Gerald L.	Denison, Robert J.
Chen, Kimball C.	Coles, James Stacy	Cutler, Lloyd N.	Dennis, Everette E.
Chenault, Kenneth I.	Collier, David	Cutler, Walter L.	Denny, Brewster C.
Cheney, Richard B.	Collins, Joseph J.	Cutter, W. Bowman	Denoon, David B.H.
Cheremeteff, Kyra	Collins, Paula J.	Cyr, Arthur	Denton, E. Hazel
Cherne, Leo	Combs, Richard E., Jr.	D	DePalma, Samuel
Chickering, A. Lawrence	Comstock, Phil	Dahlman, Michael	Dergham, Raghida
Cholmondeley, Paula H.J.	Condon, Joseph F.	Keith†	Derian, Patricia Murphy
Choucri, Nazli	Cone, Sydney M., III	Dale, William B.	Derryck, Vivian Lowery
Chow, Jack C.†	Connolly, Gerald E.	Dalley, George A.	DeSouza, Patrick J.
Christianson, Gervld B.	Connor, John T., Jr.	Dallin, Alexander	Destler, I. M.
Christman, Daniel	Connor, Joseph E.	Dalton, James E.	Deutch, John M.
William	Considine, Jill M.	Dam, Kenneth W.	Deutch, Michael J.
Christman, Walter L.	Constable, Pamela	Damrosch, Lori Fisler	DeVecchi, Robert P.
Christopher, Warren	Conway, Jill	Danforth, William H.	Devine, Thomas J.
Chubb, Hendon	Cook, Don	Daniel, Ana R.	de Vries, Rimmer
Churchill, Buntzie Ellis	Cook, Frances D.	Daniel, D. Ronald	DeWind, Adrian W.
Cisler, Walker L.	Cook, Gary M.	Danner, Mark	DeYoung, Karen
Cisneros, Henry G.	Cook, Howard A.	Darman, Richard G.	Dickey, Christopher S.
Clapp, Priscilla A.	Cooke, Goodwin	DaSilva, Russell J.	Dickson, R. Russell, Jr.
Clarizio, Lynda	Cooke, John F.	David, Jack	Diebold, John
Clark, Dick	Coolidge, Nicholas J.	Davidson, Daniel I.	Diebold, William, Jr.
Clark, Howard L.	Coombe, George W., Jr.	Davidson, Ralph K.	Diehl, Jackson*
Clark, Kenneth B.	Coombs, Philip H.	Davidson, Ralph P.	Diltenschneider, Robert L.
Clark, Noreen	Coon, Jane Abell	Davis, Allison S.	Dillon, Douglas
Clark, Ralph L.	Cooney, Joan Ganz	Davis, Jacquelyn K.	Di Martino, Rita
Clark, Stephen C.	Cooper, Charles A.	Davis, Jerome	Dine, Thomas A.
Clark, Susan Lesley	Cooper, Chester L.	Davis, Kathryn W.	Djerejian, Edward P.
Clark, Wesley K.	Cooper, John Milton	Davis, Lynn E.	Dodd, Christopher J.
Clarke, J. G.	Cooper, Kerry	Davis, Maceo N.	Doherty, William C., Jr.
Clarkson, Lawrence W.*	Cooper, Richard N.	Davis, Nathaniel	Dominguez, Jorge I.
Clendenin, John L.	Cornelius, Wayne	Davis, Shelby Cullom	Donahue, Thomas R.
Cleveland, Harlan	Corrigan, E. Gerald	Davis, Stephen M.	Donaldson, Robert H.
Clifford, Donald K., Jr.	Corrigan, Kevin	Davis, Vincent	Donaldson, William H.
Cline, Ray S.	Cott, Suzanne	Davison, Daniel P.	Donnell, Ellsworth
Cline, William R.	Cotter, William	Davison, W. Phillips	Donnelly, H. C.
Clinton, Bill	Courtney, William H.	Dawisha, Karen Lea	Donnelly, Sally B.
Cloherty, Patricia M.	Cowal, Sally Grooms	Dawkins, Peter M.	Doran, Charles F.
Cloud, Stanley Wills	Cowan, L. Gray	Dawson, Horace G., Jr.	Dorty, Paul M., Jr.
Clough, Michael	Cowhey, Peter F.	Dawson, Marion M.	Dougan, Diana Lady
Clurman, Richard M.	Cox, Edward F.	Day, Anthony	Douglas, Paul W.
Cobb, Charles E., Jr.*	Cox, Robert G.	Day, Arthur R.	Douglass, Robert R.
Cobb, Paul Whitlock, Jr.	Crahan, Margaret E.	Deagle, Edwin A., Jr.	Downie, Leonard, Jr.
Cochran, Barbara Cohen	Crawford, John F.	Dean, Jonathan	Doyle, James S.
Coffey, C. Shelby, III	Crile, George, III	Dean, Robert W.	Doyle, Michael William
Coffey, Joseph I.	Crittenden, Ann	Debevoise, Eli	Draper, William H., III
Cohen, Benjamin J.	Crocker, Chester A.	Whitney, II	Drayton, William, Jr.
Cohen, Eliot A.*	Cromwell, Adelaide	de Borchgrave, Arnaud	Drell, Sidney D.
Cohen, Herman J.	Cronin, Audrey Kurth	Debs, Barbara Knowles	Drew, Elizabeth
Cohen, Jerome Alan	Cross, Devon G.	Debs, Richard A.	Dreyfuss, Joel
Cohen, Joel E.	Cross, June V.	DeCrane, Alfred C., Jr.	Drittell, Peter Marc
Cohen, Patricia	Cross, Sam Y.	Dechter, Midge	Drumwright, J. R.
Cohen, Roberta	Crowe, William J., Jr.	de Cubas, Jose	Duberstein, Kenneth M.
Cohen, Stephen B.	Crystal, Lester M.		Dubow, Arthur M.

DuBrul, Stephen M., Jr.	Enthoven, Alain	Finney, Paul B.	Friedman, Thomas L.
Duderstadt, James J.	Epstein, Jason	Firmage, Edwin B.	Friend, Theodore
Duersten, Althea L.	Epstein, Joshua M.	Fischer, David J.	Fromkin, David
Duffey, Joseph	Erb, Guy F.	Fisher, Cathleen S.	Fromm, Joseph
Duffy, Gloria Charmian	Erb, Richard D.	Fisher, Daniel S.	Fromuth, Peter
Duffy, James H.	Erbsen, Claude E.	Fisher, Richard W.	Froot, Kenneth A.
Dugan, Michael J.	Erburu, Robert F.	Fisher, Roger	Frost, Ellen L.
Dukakis, Michael S.	Ercklentz, Alexander T.	Fishlow, Albert	Fry, Earl H.
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Einaudi, Mario	Feltman, Jeffrey	Frankel, Francine R.	
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Hills, Carla A.	Huberman, Benjamin	Jacobs, Norman	Kandell, Jonathan
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Hinshaw, Randall	Hughes, Jeffrey L.	Janklow, Morton L.	Kaplan, Helene L.
Hinton, Deanc R.	Hughes, John	Janow, Merit E.	Kaplan, Mark N.
Hirschman, Albert O.	Hughes, Thomas L.	Jansen, Marius B.	Kaplan, Stephen S.
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Hoch, Frank W.	Hultman, Tamela*	Jarvis, Nancy A.*	Karalekas, Anne
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Hoehn, William E., Jr.	Hunsberger, Warren S.	Jessup, Alpheus W.	Karl, Terry Lynn
Hoenelein, Malcolm	Hunter, Robert E.	Jessup, Philip C., Jr.	Karnow, Stanley
Hoepli, Nancy L.	Hunter, Shireen T.	Joffe, Robert D.	Karns, Margaret P.
Hoffman, Adonis	Hunter-Gault, Charlayne	Johns, Lionel Skipwith	Kasdin, Robert
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Hoffmann, Stanley	Hurewitz, J. C.	Johnson, L. Oakley	Katz, Abraham
Hoge, James F., Jr.	Hurford, John B.	Johnson, Larry D.	Katz, Milton
Hoge, Warren	Hurlock, James B.	Johnson, Robbin S.	Katz, Ronald S.
Hoguet, George R.	Hurst, Robert J.	Johnson, Robert H.	Katzenbach,
Hohenberg, John	Hurwitz, Sol	Johnson, Suzanne	Nicholas deB.
Hoinkes, Mary Elizabeth	Huyck, Philip M.	Nora	Katzenstein, Peter J.
Holbrooke, Richard C.	Hyde, Henry B.	Johnson, Thomas S.	Kaufman, Daniel J.*
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Holl, Jane E.	I	Johnson, Willard R.	Kaufmann, William W.
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Holt, Pat M.	Ilchman, Alice S.	Jones, Sidney R.	Kearns, David T.
Hood, Robert E.	Inderfurth, Karl F.	Jones, Thomas V.	Keel, Alton G., Jr.
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Hoopes, Townsend W.	Ink, Dwight	Jordan, Vernon E., Jr.	Keeny, Spurgeon M., Jr.
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Horelick, Arnold L.	Intriligator, Michael D.	Joseph, Geri M.	Kellen, Stephen M.
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Hormats, Robert D.	Irish, Leon E.	Joseph, Richard A.	Keller, Kenneth H.
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Horowitz, Irving Louis			Kemble, Eugenia

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 Kerr, Ann
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Lateef, Noel V.
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 Link, Troland S.
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 Lorena, Inmaculada de
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Mahoney, Margaret E.	Matsui, Robert T.	Merkling, Christian	Moose, George E.
Mahoney, Thomas H., IV	Matsuoka, Tama	Meron, Theodor	Moose, Richard M.
Mai, Vincent A.*	Matteson, William B.	Merow, John E.	Moran, Theodore H.
Maier, Charles S.	Matthews, Eugene A.	Merrill, Philip	Morey, David E.
Makins, Christopher J.	Mattox, Gale A.	Merritt, Jack N.	Morgan, Thomas E.
Mako, William P.	Maxwell, Kenneth	Merszei, Zoltan	Morgenthau, Lucinda L.
Malek, Frederic V.	May, Ernest R.	Mesa-Lago, Carmelo	Franks
Malin, Clement B.	Mayer, Gerald M., Jr.	Meselson, Matthew	Morley, James William
Mallery, Richard	Mayer, Lawrence A.	Messner, William	Morrell, Gene P.
Malmgren, Harald B.	Mayhew, Alice E.	Curtis, Jr.	Morris, Bailey
Malmgren, Karen	Maynes, Charles William	Metcalf, George R.	Morris, Max K.
Philippa†	Mazarr, Michael J.†	Mettler, Ruben F.	Morris, Milton D.
Manca, Marie Antoinette	Mazur, Jay	Meyer, Cord	Morrisett, Lloyd N.
Mandelbaum, Michael E.	McAfee, W. Gage	Meyer, Edward C.	Morse, Edward L.
Manilow, Lewis	McCall, H. Carl	Meyer, John R.	Morse, F. Bradford
Mann, Michael D.	McCann, Edward	Meyer, Karl E.	Morse, Kenneth P.
Mann, Thomas E.	McCarthy, James P.	Meyerman, Harold J.	Moses, Alfred H.
Manning, Bayless	McCarthy, John G.	Meyerson, Martin	Mosettig, Michael
Marans, J. Eugene	McCloy, John J., II	Mickelson, Sig	Moskow, Kenneth A.†
Marcum, John Arthur	McColough, C. Peter	Mickiewicz, Ellen P.	Moss, Ambler H., Jr.
Marder, Murrey	McCormack, Elizabeth J.	Midgley, Elizabeth	Moss, Richard H.
Margolis, David I.	McCouch, Donald G.	Midgley, John J., Jr.	Motley, Joel*
Mark, David E.	McCracken, Paul W.	Mihaly, Eugene B.	Mottahedeh, Roy
Mark, Gregory A.	McCurdy, Dave K.	Mikell, Gwendolyn	Motulsky, Dan T.†
Mark, Hans M.	McDonald, Alonzo L.	Miles, Edward L.	Moynihan, Daniel P.
Marks, Leonard H.	McDonough, William J.	Miller, Charles D.	Mroz, John Edwin
Marks, Paul A.	McDougal, Myres S.	Miller, Christopher D.	Mudd, Margaret F.*
Marks, Russell E., Jr.	McDougall, Gay J.	Miller, David Charles, Jr.	Mujal-Leon, Eusebio
Marlin, Alice Tepper	McFarlane, Robert C.	Miller, Franklin C.	Mulford, David C.
Marmor, Theodore R.	McFate, Patricia Ann	Miller, J. Irwin	Mulholland, William D.
Marr, Phebe A.	McGhee, George C.	Miller, Judith	Muller, Henry
	McGiffert, David E.	Miller, Linda B.	Muller, Steven
	McGillicuddy, John F.	Miller, Marcia E.*	Mundy, Carl E., Jr.
	McGovern, George S.	Miller, Michelle Beth†	Munger, Edwin S.

- Munroe, George B.
 Munyan, Winthrop R.
 Murphy, Caryle M.*
 Murphy, Joseph S.
 Murphy, Richard W.
 Murphy, Sean David
 Murphy, Thomas S.
 Murray, Allen E.
 Murray, Douglas P.
 Murray, Lori Esposito*
 Muse, Martha T.
 Muskie, Edmund S.
 Myerson, Toby S.*
- N**
 Nachmanoff, Arnold
 Nacht, Michael
 Nadiri, M. Ishaq
 Nagorski, Andrew
 Nagorski, Zygmunt
 Najjar, Mitri J.
 Namkung, K. A.
 Nathan, James A.
 Natt, Ted M.
 Nau, Henry R.
 Navab, Alexander†
 Naylor, Rosamond Lee
 Negroponte, John D.
 Neier, Aryeh
 Nelson, Daniel N.
 Nelson, Jack
 Nelson, Mark A.
 Nelson, Merlin E.
 Nenneman, Richard A.
 Neustadt, Richard E.
 Newburg, Andre W.G.
 Newell, Barbara W.
 Newhouse, John
 Newman, Priscilla A.
 Newman, Richard T.
 Newsom, David D.
 Newton, Quigg
 Ney, Edward N.
 Nicholas, N. J., Jr.
 Nichols, Rodney W.
 Nicholson, Jamie E.
 Niehuss, John M.
 Niehuss, Rosemary
 Neaher
 Nielsen, Waldemar A.
 Nierenberg, Claudia†
 Nilsson, A. Kenneth
 Nimetz, Matthew
 Nitze, Paul H.
 Nitze, William A.
 Nix, Crystal†
 Nolan, Janne E.
 Nolan, Kimberly
 Nolte, Richard H.
 Nooter, Robert H.
 Norman, William S.
 Northrop, Michael F.
- Norton, Augustus
 Richard
 Norton, Eleanor Holmes
 Novak, Michael
 Novicki, Margaret A.
 Nuechterlein, Jeffrey D.
 Nugent, Walter
 Nye, Joseph S., Jr.
- O**
 Oakes, John B.
 Oakes, John G.H.†
 Oakley, Robert B.
 Oberdorfer, Don
 O'Brien, Dennis J.
 O'Clereacain, Carol
 O'Connell, Mary Ellen
 O'Connor, Sandra Day
 O'Connor, Walter F.
 Odeen, Philip A.
 Odell, John
 Odom, William E.
 O'Donnell, Kevin
 Oettinger, Anthony G.
 Offit, Morris W.
 O'Flaherty, J. Daniel
 Ogden, Alfred
 Ogden, William S.
 O'Hare, Joseph A.
 Oksenberg, Michel
 Okun, Herbert S.
 Oliva, L. Jay
 Oliver, April
 Oliver, Covey T.
 Olmstead, Cecil J.
 Olsen, Leif H.
 Olson, William C.
 Olvey, Lee D.
 O'Malley, Cormac K.H.
 Omestad, Thomas E.
 Ondaatje, Elizabeth
 Heneghan
 O'Neill, Michael J.
 Opel, John R.
 Oppenheimer, Franz M.
 Oppenheimer, Michael F.
 Orlins, Stephen A.
 Ornstein, Norman J.
 Osborn, George K., III
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 O'Shaughnessy, Elise
 Osmer-McQuade,
 Margaret
 Osnos, Peter
 Osnos, Susan Sherer
 Ostrander, F. Taylor
 Overholser, Geneva
 Owen, Henry
 Owen, Roberts B.
 Owens, William A.
 Oxman, Stephen A.
 Oxnam, Robert B.
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 Packard, George R.
 Paine, George C., II
 Pais, Abraham
 Pakula, Hannah C.
 Palmer, Mark
 Palmer, Norman D.
 Palmer, Ronald D.
 Palmieri, Victor H.
 Panofsky, Wolfgang K.H.
 Parker, Barrington
 Daniels, Jr.
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 Parsky, Gerald L.
 Parsons, Richard D.
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 Patterson, Hugh B., Jr.
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 Paul, Roland A.
 Payne, Donald M.
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 Pearlstine, Norman
 Pearson, John E.
 Pedersen, Richard F.
 Pederson, Rena
 Pell, Claiborne
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 Penfield, James K.
 Percy, Charles H.
 Peretz, Don
 Perez, Antonio F.
 Perkins, Edward J.
 Perkins, James A.
 Perkins, Roswell B.
 Perle, Richard N.
 Perlman, Janice E.
 Perlmutter, Amos
 Peters, Arthur King
 Peters, Aulana L.
 Petersen, Howard C.
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 Peterson, Holly†
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 Peterson, Rudolph A.
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 Petree, Richard W., Jr.
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 Petschek, Stephen R.
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 Pfeiffer, Steven B.
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 Phillips, Russell A., Jr.
 Picker, Harvey
 Pickering, Thomas R.
 Pieczenik, Steve R.
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 Pierce, Ponchitta
 Piercy, George T.
 Pierre, Andrew J.
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 Pigott, Charles M.
 Pike, John E.
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 Pincus, Walter H.
 Pinder, Jeanne
 Pinkerton, W. Stewart
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 Platt, Alexander Hartley*
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 Plimpton, Calvin H.
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 Polk, William R.
 Pollack, Gerald A.
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 Pond, Elizabeth
 Poneman, Daniel B.
 Pool, Marquita J.
 Popoff, Frank P.
 Portes, Richard D.
 Porzecanski, Arturo C.
 Posen, Barry R.
 Posner, Michael H.
 Posvar, Wesley W.
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 Powell, Colin L.
 Power, Philip H.
 Powers, Thomas Moore
 Powers, William F., Jr.
 Pranger, Robert J.
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 Price, Daniel M.
 Price, Hugh
 Price, John R., Jr.
 Price, Robert
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Pugh, Richard C.	Rhinelander, John B.	Rodman, Peter W.	Rubin, Trudy			
Purcell, Susan Kaufman	Rhinesmith, Stephen H.	Rodriguez, Rita M.	Ruckelshaus, William D.			
Pursley, Robert E.	Rhodes, Edward	Rodriguez, Vincent A.	Rudenstine, Neil L.			
Pusey, Nathan M.	Rhodes, Frank H.T.	Roett, Riordan	Rudman, Warren B.			
Pustay, John S.	Rhodes, John B., Sr.	Roff, J. Hugh, Jr.	Rudolph, Barbara			
Putnam, Robert D.	Rhodes, Thomas L.	Rogers, Bernard W.	Rudolph, Lloyd I.			
Pye, A. Kenneth	Rhodes, William R.	Rogers, William D.	Rudolph, Susanne			
Pye, Lucian W.	Ribicoff, Abraham A.	Rogers, William P.	Hocher			
Pyle, Cassandra A.	Rice, Condoleezza	Rogovin, Mitchell	Ruebhausen, Oscar M.			
Pyle, Kenneth B.	Rice, Donald B.	Rohatyn, Felix G.	Ruenitz, Robert M.			
Q						
Quandt, William B.	Rice, Joseph A.	Rohlen, Thomas P.	Ruggie, John G.			
Quester, George H.	Rice, Susan Elizabeth	Rokke, Ervin J.	Runge, Carlisle Ford			
Quigley, Kevin F.F.	Rich, John H., Jr.	Romberg, Alan D.	Rush, Kenneth			
Quigley, Leonard V.	Rich, Michael D.	Romero-Barcelo, Carlos	Rusk, Dean			
R						
Rabb, Maxwell M.	Richards, Paul G.	Roney, John H.	Russell, Thomas W., Jr.			
Rabinowitch, Alexander	Richardson, David B.	Roosa, Robert V.	Rustow, Dankwart A.			
Rabinowitch, Victor	Richardson, Elliot L.	Roosa, Ruth AmEnde	Ruttan, Vernon W.			
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Raines, Franklin D.	Richardson, Richard W.	Rose, Elihu	Sacks, Paul M.			
Raisian, John*	Richardson, William B.	Rose, Frederick P.	Safran, Nadav			
Ralph, Regan Elisabeth†	Richardson, William R.	Rosecrance, Richard	Sagan, Carl E.			
Ramirez, Lilia L.	Richardson, Yolonda†	Rosen, Arthur H.	Sagan, Scott D.			
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Ratchford, J. Thomas*	Ridgway, Rozanne L.	Rosenblum, Mort	Salk, Jonas			
Rather, Dan	Rielly, John E.	Rosenfeld, Stephen S.	Salomon, Richard E.			
Rathjens, George W.	Ries, Hans A.	Rosenfield, Patricia L.	Salomon, William R.			
Rattner, Steven L.	Riesel, Victor	Rosenstock, Robert	Sample, Steven B.			
Rauch, Rudolph S.	Rindskopf, Elizabeth R.	Rosenthal, A. M.	Samuels, Barbara C., II			
Raul, Alan Charles	Ritch, John B., III	Rosenthal, Douglas E.	Samuels, Michael A.			
Ravenal, Earl C.	Rivers, Richard R.	Rosenthal, Jack	Samuels, Nathaniel			
Ravenholt, Albert	Rivkin, Donald H.	Rosenthal, Joel H.†	Samuels, Richard J.			
Ravitch, Richard	Rivlin, Alice M.	Rosenzweig, Robert M.	Sanchez, Miguel A.†			
Rawl, Lawrence G.	Rizk, Nayla M.	Rosin, Axel G.	Sanchez, Nestor D.			
Raymond, David A.*	Rizopoulos, Nicholas X.	Roskens, Ronald W.	Sanders, Edward G.			
Raymond, Jack	Robb, Charles S.	Rosovsky, Henry	Sanford, Charles S., Jr.			
Raymond, Lee R.	Robbins, Carla Anne	Ross, Arthur	Sanford, Terry			
Reback, Sanford C.	Roberts, Brad	Ross, Dennis B.	Sapiro, Miriam			
Reed, Charles B.	Roberts, Chalmers M.	Ross, James D.†	Sato, Kumi			
Reed, John S.	Roberts, John J.	Ross, Roger	Saul, Ralph S.			
Reed, Joseph Verner	Roberts, Walter R.	Ross, Thomas B.	Saunders, Harold H.			
Reeves, Jay B.L.	Robinson, Charles W.	Rosso, David J.	Savage, Frank			
Reichert, Douglas D.	Robinson, David Z.	Rossotti, Charles O.	Sawhill, John C.			
Reid, Ogden	Robinson, Davis R.	Rostow, Elspeth Davies	Sawyer, Diane			
Reid, Whitelaw	Robinson, Elizabeth L.	Rostow, Eugene V.	Sawyer, John E.			
Reinhardt, John E.	Robinson, James D., III	Rostow, Nicholas	Saylor, Lynne S.			
Reinke, Fred W.†	Robinson, Leonard H., Jr.	Rostow, Walt W.	Scalapino, Robert A.			
Reisman, W. M.	Robinson, Marshall A.	Rotberg, Robert I.	Scali, John A.			
Reiss, Mitchell B.	Robinson, Pearl T.	Roth, Stanley Owen	Schacht, Henry B.			
Renfrew, Charles B.	Robinson, Randall	Roth, William M.	Schachter, Oscar			
Reppy, Judith V.	Robison, Olin C.	Roth, William V., Jr.	Schaetzel, J. Robert			
Resor, Stanley R.	Roche, James G.	Rothkopf, David J.	Schaffer, Howard B.			
Revesz, Richard L.	Roche, John P.	Rovine, Arthur W.	Schake, Kori			
Rey, Nicholas A.	Rocke, Mark D.	Rowen, Henry S.	Schaufele, William E., Jr.			
	Rockefeller, David	Rowen, Hobart*	Schechter, Jerrold			
	Rockefeller, David, Jr.	Rowny, Edward L.	Scheffer, David J.			
	Rockefeller, John D., IV	Rubin, James P.	Scheinman, Lawrence			
	Rockefeller, Rodman C.	Rubin, Nancy H.				

Schell, Orville H.*	Sheffield, Jill W.	Smith, David S.	Speyer, Jerry I.
Schiff, Frank W.	Sheinbaum, Stanley K.	Smith, DeWitt C., Jr.	Spielvogel, Carl*
Schifter, Richard*	Sheinkman, Jack	Smith, Edwin M.	Spiers, Ronald I.
Schilling, Warner R.	Sheldon, Eleanor Bernert	Smith, Gaddis	Spiro, Herbert J.
Schlesinger, Arthur, Jr.	Shelley, Sally Swing	Smith, Gare A.	Spiro, Peter J.
Schlesinger, James R.	Shelp, Ronald K.	Smith, Hedrick L.	Spratt, John M., Jr.
Schlosser, Herbert S.	Shelton, Joanna Reed	Smith, Jeffrey H.	Squadron, Howard M.
Schmertz, Herbert	Shelton-Colby, Sally A.	Smith, John T., II	Stacks, John
Schmidt, Benno, Jr.	Shenk, George H.	Smith, Larry	Staheli, Donald L.
Schmoke, Kurt L.	Sherry, George L.	Smith, Leighton W., Jr.	Stalson, Helena
Schmults, Edward C.	Sherwood, Ben	Smith, Malcolm B.	Stamas, Stephen
Schneider, Jan	Sherwood, Elizabeth D.	Smith, Michael B.	Stankard, Francis X.
Schneider, William	Shestack, Jerome J.	Smith, Perry M.	Stanley, Peter W.
Schneier, Arthur	Shiner, Josette	Smith, Peter B.	Stanley, Timothy W.
Schoettle, Enid C.B.	Shipley, Walter V.	Smith, Peter Hopkinson	Stanton, Frank
Schorr, Daniel L.	Shirk, Susan L.	Smith, R. Jeffrey*	Stanton, R. John, Jr.
Schreyer, William A.	Shlaes, Amity	Smith, Richard M.	Staples, Eugene S.
Schroeder, Patricia	Shoemaker, Alvin V.	Smith, Stephen G.	Starobin, Herman
Schubert, Richard F.	Shoemaker, Christopher Cole	Smith, Theodore M.	Starr, Jeffrey M.
Schuh, G. Edward	Shoemaker, Don	Smith, Tony	Starr, S. Frederick
Schulhof, Michael P.	Shriver, Donald W., Jr.	Smith, W. Y.	Stassen, Harold E.
Schuylar, C. V. R.	Shriver, Sargent, Jr.	Smith, Wayne S.	Steadman, Richard C.
Schwab, Susan C.	Shubert, Gustave H.	Smith, Winthrop H., Jr.*	Stebbins, James H.
Schwab, William B.	Shulman, Colette	Smythe, Mabel M.	Steel, Ronald
Schwartz, Eric Paul	Shulman, Marshall D.	Snow, Robert Anthony	Stegemeier, Richard J.
Schwartz, Thomas Alan	Shultz, George P.	Snowe, Olympia J.	Steiger, Paul E.
Schwartz, Frederick A. O., Jr.	Sick, Gary G.	Snyder, Craig	Stein, Elliot, Jr.
Schwarzer, William W.	Siegman, Henry	Snyder, David M.	Stein, Eric
Schwarzman, Stephen A.	Sifton, Elisabeth	Snyder, Jack L.	Stein, Jonathan B.
Schwebel, Stephen M.	Sigal, Leon V.	Snyder, Jed C.	Steinberg, David J.
Scioliino, Elaine F.	Sigmund, Paul E.	Snyder, Richard E.	Steinberg, James B.
Scowcroft, Brent	Silas, C. J.	Sobel, Dorothy Meadow	Steinbruner, John D.
Scranton, William W.	Silberman, Laurence H.	Soderberg, Nancy E.*	Steiner, Daniel
Seaborg, Glenn T.	Silk, Leonard S.	Sofaer, Abraham David	Stent, Angela E.
Seagrave, Norman P.	Silkenat, James R.	Sohn, Louis B.	Stepan, Alfred C.
Seamans, Robert C., Jr.	Silvers, Robert B.	Solarz, Stephen J.	Stephanopoulos, George R.
Segal, Sheldon J.	Simes, Dimitri K.	Solbert, Peter O.A.	Stern, Ernest
Segal, Susan L.	Simmons, Adele Smith	Solomon, Anne G.K.	Stern, Fritz
Seib, Gerald	Simon, William E.	Solomon, Anthony M.	Stern, H. Peter
Seibold, Frederick C., Jr.	Sims, Albert G.	Solomon, Peter J.	Stern, Paula
Seidman, Herta Lande	Sinding, Steven W.*	Solomon, Richard H.	Sterner, Michael E.
Seigenthaler, John L.	Singer, Christine Eibs	Solomon, Robert	Sternlight, David
Seigle, John W.	Sinkin, Richard N.*	Sonenshine, H. Marshall	Stevens, Charles R.
Seitz, Frederick	Sisco, Joseph J.	Sonenshine, Tara	Stevens, James W.
Sekulow, Eugene A.*	Sitrick, James B.	Sonne, Christian R.	Stevens, Norton
Selin, Ivan	Skarzynski, Michael P.	Sonnenfeldt, Helmut	Stevens, Paul Schott
Semple, Robert B., Jr.	Skidmore, Thomas E.	Sonnenfeldt, Richard W.	Stevenson, Adlai E., III
Sewall, John O.B.	Skinner, Elliott P.	Sorensen, Gillian Martin	Stevenson, Charles A.
Sewall, Sarah	Skolnikoff, Eugene B.	Sorensen, Theodore C.	Stevenson, John R.
Sewell, John W.	Slade, David R.	Soros, George	Stewart, Donald M.
Sexton, William C.	Slater, Joseph E.	Soros, Paul	Stewart, Gordon
Shafer, D. Michael	Slawson, Paul S.	Sovern, Michael I.	Stewart, Patricia Carry
Shaffer, Gail S.	Sloane, Ann Brownell	Spain, James W.	Stewart, Ruth Ann
Shalala, Donna E.	Slocombe, Walter B.	Spalter, Jonathan	Sticht, J. Paul
Shapiro, Eli	Sloss, Leon	Spar, Debora L.†	Stiehm, Judith Hicks
Shapiro, Harold T.	Small, Lawrence M.	Spector, Leonard S.	Stifel, Laurence D.
Shapiro, Isaac	Smalley, Patricia T.	Speidel, Kirsten E.†	Stith, Kate*
Sharp, Daniel A.	Smart, S. Bruce, Jr.	Spencer, Edson W.	Stobaugh, Robert B.
Shayne, Herbert M.	Smith, Carleton Sprague	Spencer, John H.	Stockman, David A.
Sheeline, Paul C.	Smith, Clint E.	Spencer, William C.	Stockton, Paul Noble
Sheffield, James R.		Spero, Joan E.	Stoessinger, John G.

Stofft, William A.*	Tasco, Frank J.	Trebata, Thomas J.	Vecchio, Mark S.
Stoga, Alan	Taubman, William	Treverton, Gregory F.	Veit, Carol M.
Stokes, Bruce	Taylor, Arthur R.	Trewhitt, Henry L.	Veit, Lawrence A.
Stokes, Donald E.	Taylor, Kathryn Peigrift	Trezise, Philip H.	Veliotes, Nicholas A.
Stokes, Louis	Taylor, William J., Jr.	Trojan, Vera	Vermilye, Peter H.
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Stone, Michael P.W.	Teece, David J.	Trowbridge,	Verville, Elizabeth G.
Stone, Roger D.	Teeters, Nancy H.	Alexander B.	Vessey, John W.
Stookey, John Hoyt	Teitelbaum, Michael S.	Truman, Edwin M.	Vest, George S.
Stratton, Julius A.	Telhami, Shibley	Tsipis, Kosta	Viederman, Stephen
Straus, Donald B.	Tempelman, Maurice	Tu, Lawrence P.	Viets, Richard Noyes
Straus, Oscar S. II	Tennyson, Leonard B.	Tucher, H. Anton	Villar, Arturo
Straus, R. Peter	Terracciano, Anthony P.	Tuck, Edward Hallam	Vine, Richard D.
Strauss, Robert S.	Terry, Sarah M.	Tucker, Nancy	Viorst, Milton
Strauss, Simon D.	Thayer, A. Bronson	Bernkopf	Viscusi, Enzo
Strausz-Hupe, Robert	Theobald, Thomas C.	Tucker, Richard F.	Vitale, Alberto
Stremlau, John J.	Thery, Jane L. Barber	Tucker, Robert W.	Voell, Richard A.
Strock, James M.	Thoman, G. Richard	Tung, Ko-Yung	Vogel, Ezra F.
Stromseth, Jane E.	Thomas, Barbara S.	Turck, Nancy B.	Vogelgesang, Sandy
Stroock, Thomas F.*	Thomas, Brooks	Turkevich, John	Vojta, George J.
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Studeman, William O.	Thomas, Franklin A.	Turner, Robert F.	Volk, Stephen*
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Sudarkasa, Michael E.M.	Thomas, Lewis	Turner, William C.	von Mehren, Robert B.
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Suits, Christopher D.	Thomson, James A.	Tyrrell, R. Emmett, Jr.	Vuono, Carl E.
Suleiman, Ezra N.	Thomson, James C., Jr.	Tyson, Laura D'Andrea	
Sullivan, Gordon Russell	Thornburgh, Dick		W
Sullivan, Leon H.	Thornell, Richard P.		Wachner, Linda Joy
Sullivan, Margaret C.	Thornton, Thomas P.		Waddell, Rick
Sullivan, Roger W.	Thoron, Louisa		Wadsworth-Darby, Mary
Sullivan, William H.	Thorup, Cathryn L.		Wahl, Nicholas
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Sunderland, Jack B.	Tigert, Ricki Rhedamer		Walinsky, Adam
Suslow, Leo A.	Tillinghast, David R.		Walker, Charles E.
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Swanson, David H.	Tipson, Frederick S.*		Walker, Mary Lynn
Sweitzer, Brandon W.	Tisch, Laurence A.		Walker, William N.
Swenson, Eric P.	Tobias, Randall L.		Wallander, Celeste A.
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Swiers, Peter Bird	Todd, Maurice Linwood		Wallison, Peter J.
Swigert, James W.	Todman, Terence A.		Walsh, Michael H.*
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Szanton, Peter L.	Tomlinson,		Walton, Anthony J.
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T	Torres, Art		Ward, Katherine T.†
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Tahir-Kheli, Shirin R.	Townley, Preston		Ware, Carl
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 Watts, John H.
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 Whitaker, Jennifer
 Seymour
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CFR Members Disagree as to Their Role in History

"... There does exist, and has existed for a generation, an international Anglophile network which operates, to some extent, in the way the radical Right believes the Communists act. In fact, this network, which we may identify as the Round Table Groups, has no aversion to cooperating with the Communists, or any other groups, and frequently does so. I know of the operations of this network because I have studied it for twenty years and was permitted for two years, in the early 1960s, to examine its papers and secret records. I have no aversion to it or to most of its aims and have, for much of my life, been close to it and to many of its instruments. I have objected, both in the past and recently, to a few of its policies (notably to its belief that England was an Atlantic rather than a European Power and must be allied, or even federated, with the United States and must remain isolated from Europe), but in general my chief difference of opinion is that it wishes to remain unknown, and I believe its role in history is significant enough to be known.

The Round Table Groups have already been mentioned in this book several times, notably in connection with the information on the British Commonwealth in chapter 4 and in the discussion of appeasement in chapter 12 ("the Cliveden Set"). At the risk of some repetition, the story will be summarized here, because the American branch of this organization (sometimes called the "Eastern Establishment") has played a very significant role in the history of the United States in the last generation.

PROFESSOR CARROLL QUIGLEY
Tragedy and Hope, (page 950)

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(Official CFR statement, page 4, 1993 annual report
(emphasis bold type, editor's)



Though not affiliated with the U. S. Government,
how much influence does its 3, 000 membership exert over
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See foldout at the back of THIS BOOK.

CFR/Trilateral Connection

**The Trilateral membership showing 75% dual membership in the CFR
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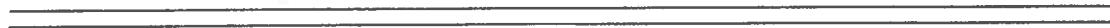
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The Trilateral Commission



The Trilateral Commission

The European Community, North America (U.S. and Canada), and Japan—the three main democratic industrialized areas of the world—are the three sides of the Trilateral Commission. The Commission's members are about 325 distinguished citizens, with a variety of leadership responsibilities, from these three regions. When the first triennium of the Trilateral Commission was launched in 1973, the most immediate purpose was to draw together—at a time of considerable friction among governments—the highest level unofficial group possible to look together at the common problems facing our three areas. At a deeper level, there was a sense that the United States was no longer in such a singular leadership position as it had been in earlier post-World War II years, and that a more shared form of leadership—including Europe and Japan in particular—would be needed for the international system to navigate successfully the major challenges of the coming years. These purposes continue to inform the Commission's work.

The rise of Japan and progress of the European Community over the past twenty years—particularly in the world economy—have validated the vision of the Commission's founders. At the same time, the end of the Cold War calls for a fresh vision of what this outward-looking partnership can accomplish in the coming years. The opportunities are remarkable and yet, with the welcome end of the old Soviet threat, part of the "glue" holding our regions together has dissolved. Helping meet that leadership challenge is at the heart of the Trilateral Commission effort.

The full Commission gathers once each year—in Lisbon in 1992, in Washington in 1993, in Tokyo in 1994. In addition to special topical sessions and reviews of current developments in our regions, a substantial portion of each annual meeting is devoted to consideration of draft reports to the Commission. These reports are generally the joint product of authors from each of the three regions who draw on a range of consultants in the course of their work. Publication follows discussion in the Commission's annual meeting. The authors are solely responsible for their final text. A separate publication contains the principal presentations at the annual meeting. Occasionally informal papers appear from regional activities.

Each regional group has a Chairman and Deputy Chairman, who all together constitute the leadership of the Commission. The Executive Committee draws together a further 36 individuals from the wider membership.

(as of July 1, 1993)

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THE UNFINISHED AGENDA: A NEW VISION FOR CHILD DEVELOPMENT AND EDUCATION

A Statement by the Research and
Policy Committee of the
Committee for Economic Development



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The Committee for Economic Development is an independent research and educational organization of some 250 business leaders and educators. CED is nonprofit, nonpartisan and nonpolitical. Its purpose is to propose policies that bring about steady economic growth at high employment and reasonably stable prices, increased productivity and living standards, greater and more equal opportunity for every citizen, and improved quality of life for all.

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x

PURPOSE OF THIS STATEMENT

As the drive to improve the public schools approaches nearly a decade of debate and experimentation, experience with reform demonstrates that the schools themselves cannot make all the changes necessary to ensure that all children will become sufficiently educated. Profound social change, particularly the dramatic increase in single-parent families, has resulted in more and more children being born at risk of failure.

The Unfinished Agenda: A New Vision for Child Development and Education represents a major step in the evolution of CED's thinking on the subject of education. The business leaders and educators on CED's board of trustees have spent close to nine years developing strategies for improving the educational achievement of all children, particularly the disadvantaged.

The first product of this effort, *Investing in Our Children: Business and the Public Schools*, issued in 1985, identified quality education as the most important economic commitment the nation could make in its future productivity and competitiveness. This report was the first issued by a business organization to target preschool education for poor children as a superior investment and one of the most effective dropout prevention measures available. In 1987, CED issued the landmark report *Children in Need: Investment Strategies for the Educationally Disadvantaged*, which addressed the needs of children at risk for failure, whose problems were largely being bypassed by early state and local education reforms. *Children in Need* outlined an effective three-part strategy for breaking the cycle of failure that included early intervention, restructuring of the schools, and programs targeted to adolescents at risk of dropping out and those who have already left the system.

A NEW STRATEGY FOR HUMAN INVESTMENT

The Unfinished Agenda goes several steps further. Its analysis of the results of the early education reform movement indicates that most state and local initiatives have been piecemeal, conflicting, and have lacked a true understanding of the complex needs that affect children's ability to learn. The report urges the nation to develop a comprehensive and coordinated strategy of human investment, one that redefines education as a process that begins at birth and encompasses all aspects of children's early development, including their physical, social, emotional and cognitive

growth. The report emphasizes that the first actions we must take are to strengthen families and increase the abilities of parents to act as their children's first and most important teacher.

The report also recognizes that as we begin to prepare children better for formal schooling, we will be in danger of squandering our early investment unless we also restructure the schools to enable them to meet the diverse learning needs of their students at every stage of the educational process.

THE IMPACT OF BUSINESS

Throughout its work on improving educational achievement, CED has consistently urged business involvement in this effort. To provide data on the contributions of business, CED commissioned new research. The resulting study, titled *Business Impact on Education and Child Development Reform*, by P. Michael Timpane, president of Teachers College, Columbia University, and Laurie Miller McNeill, clearly demonstrates that the advocacy of the corporate community nationwide has been instrumental in driving the evolving agenda on reforming our system of education and child development.

For its analysis of the implications of demographic change on human resource development, *The Unfinished Agenda* also draws on illuminating research conducted for CED's recent policy report *An America That Works: A Life Cycle Approach to a Competitive Work Force* (1990). The underlying message of this report is that the profound changes in our society and economy over the past twenty years will overwhelm us unless we are willing to transform our system of human investment to ensure that every child is prepared to be a productive citizen.

ACKNOWLEDGMENTS

On behalf of the Research and Policy Committee, I would like to express our deepest appreciation to James J. Renier, chairman and chief executive officer of Honeywell, Inc., for the energy, wisdom, and commitment he demonstrated as chairman of the CED Subcommittee on Education and Child Development. Jim Renier also brought an unusually high degree of practical experience to the subcommittee process, as exemplified by his leadership of the innovative Minneapolis Success by 6 project and his work on behalf of education with the Minnesota Business Partnership and the national Business Roundtable.

We are also grateful to the outstanding group of business leaders, educators, and child care specialists, listed on pages viii and ix, who were so willing to share their time, knowledge, and expertise, which contributed so importantly to the strength of the report. Special thanks are due project director Sandra Kessler Hamburg for her leadership of a research effort that uncovered dozens of examples of innovation and success and her ability to analyze and synthesize a complex web of issues and express them in clear and compelling language.

No discussion of CED's work in education would be complete without grateful mention of CED's chairman, Owen B. Butler, retired chairman of The Procter & Gamble Company, who served as chairman of the subcommittees that produced both *Investing in Our Children* and *Children in Need*. Brad Butler's unparalleled efforts on behalf of children and education have made him one of the nation's most respected business leaders on these issues, moving *Fortune* magazine to name him "the dean of education reform."

Finally, I would like to acknowledge the important financial and intellectual contributions made by the many private and corporate foundations, listed on page 95, that have so generously supported the CED program in education and child development.

Dean P. Phypers
Chairman
Research and Policy Committee

KEY IMPERATIVES FOR CHANGE

1. **The nation needs a comprehensive and coordinated human-investment strategy for child development and education that helps all children become productive citizens and self-sustaining adults.** The profound changes in family structure and stability coupled with the necessity for educating all children are forcing society to assume greater responsibility for the successful development and education of children. As a first step, every community should conduct a formal assessment of how it is addressing the needs of children, paying particular attention to the barriers that prevent change.
2. **Programs for assisting children should also help strengthen the entire family.** Family is central to every child's life, but when parents cannot give adequate care, especially young parents who may not have even basic parenting skills, society should provide the kind of support and assistance that will teach them to nurture their children and help strengthen their family.
3. **Every teen mother and father who has not finished high school should have access to a specialized school equipped to deal with the problems of teen parents and their children.** Teenage parenthood is a major cause of dropping out and family poverty. Programs designed along the lines of Albuquerque's New Futures School help teen parents develop the parenting, learning, and job skills they need while providing their children with developmentally appropriate early childhood education.
4. **Quality early childhood education should be available to all children who may not otherwise get adequate preparation for formal education from their families.** All children need to experience successful physical, social, emotional, and cognitive development to be able to embrace educational and social opportunities successfully. Whether called *child care*, *early childhood education*, or *preschool*, all programs for young children should be developmentally appropriate and focus on their educational needs. Public school systems should recognize the importance of early childhood education to their educational mission and help to ensure that quality programs are both available and accessible to all children who need them.
5. **Programs that address the needs of children and families must be flexible in design, administration, and funding.** Service providers often operate under crippling constraints and rigid funding dictated by federal and state governments that often prevent them from meeting the complex needs of the children and families they serve.

6. **Successful programs must be broadly replicated so that they are both more available and more accessible to all children in need and their families.** We know what works in education and child development, but few successful programs ever get past the pilot stage and seldom reach more than a small percentage of the children who need them.
7. **The mission of the public schools must be redefined to account for the changing requirements of society and the needs of children.** Clearer goals and more effective methods of measurement are needed if the schools are to become more accountable for results. Communities must reach a consensus on the appropriate social and educational roles of the public schools before school restructuring can take place. Business should work with educators, public officials, and other community leaders to develop goals for education and measures of performance that reflect the real skills and knowledge that students will need when they embark on their adult responsibilities.
8. **Students must be encouraged to take greater personal responsibility for the success of their own education.** Only someone who is actively engaged in the learning process will become an educated person. Business should work with educators, parents, and students themselves to provide greater incentives for students to work harder and learn better.
9. **Businesses should encourage their employees and other adults to volunteer in education and child development programs.** Volunteers are critical to the success of many programs that call for increased interaction between adults and children, such as mentoring and preschool. Business should also provide the training and support necessary to ensure a successful volunteer experience.
10. **Business should play a leadership role in identifying strategies for improving children's educational development and in determining what resources are needed to achieve results.** Although many of the changes in public policy and practice that are needed to improve child development and education will result in cost savings down the road, other essential improvements will initially require new investments. Business should lend its expertise to improving the management of existing resources and to achieving savings in other government programs that can be reallocated to the needs of children and schools. Where necessary, business should provide support for increasing the level of resources. State government should be the prime target of business involvement in policy, since most decisions on policy, practice, and funding in education and child development are made in state legislatures.

We wish to give special thanks to the following foundations and companies whose generous support made this policy statement possible.

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To bring about increasing understanding by present and future leaders in business, government, and education, and among concerned citizens, of the importance of these objectives and the ways in which they can be achieved.

CED's work is supported by private voluntary contributions from business and industry, foundations, and individuals. It is independent, non-profit, nonpartisan, and nonpolitical.

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CE Circulo de Empresarios
Serano Jover 5-2º Madrid 8, Spain

CEDA Committee for Economic Development of Australia
139 Macquarie Street,
Sydney 2001 New South Wales, Australia

CEPES Europäische Vereinigung für
Wirtschaftliche und Soziale Entwicklung Reuterweg 14,
6000 Frankfurt/Main, West Germany

IDEP Institut de l'Enterprise
6, rue Clément-Marot, 75008 Paris, France

経済同友会 Keizai Doyukai
(Japan Federation of Business Executives)
Japan Industrial Club Building
1 Marunouchi, Chiyoda-ku, Tokyo, Japan

PSI Policy Studies Institute
100, Park Village East, London NW1 3SR, England

SNS Studieförbundet Näringsliv Samhälle
Sköldungagatan 2, 11427 Stockholm, Sweden

Rise and Power of the International Bankers

*The C. F. R. / Trilateral influence on the
Carter, Reagan, Bush and Clinton
administrations*

SEE FOLDOUT INSIDE BACK COVER

Part
XI.
CONCLUSION

Freedom at a Crisis

We come now to the concluding article of this particular book in which we will try to tie up the loose ends. I hope the broad overall view of the restructure of our educational system will help you to realize that we are really dealing with an international agenda to formulate and bring into being a single world government.

What I find to be so fascinating is that the CFR (Council on Foreign Relations) and the Trilateral Commission play such a dominant role. It is obvious that the Department of Education, the New American Schools Development Corporates, and the Committee for Economic Development are heavily influenced by them. Consequently, they, in turn, have a significant influence on Parents As Teachers, The HIPPY Program, and upon the effort to establish a nationalized work force.

In reality, the restructure of the educational program is exactly as Dr. Shirley McCune stated. It is a total restructure of our society to create an international/global community. To accomplish this, "Big Brother/Mother" must be involved in every area of our society. Literally, this means from the "womb to the tomb".

In addition to the very liberal agenda that they postulate, it appears that they also have a significant influence on the conservative viewpoint. In fact, one of the main planks of the entire program is "Choice in Education". Choice involves the placing of federal funds in the form of vouchers to bring about the merger of private, parochial, and Christian schools with the public sector. This will eliminate all "Freedom of Choice" as the two are merged into a single nationalistic educational program that will then comfortably merge with the international effort.

Some of the more conservative voices are a part of the very group that seems to be moving us away from national sovereignty. For instance, former Secretary of Education William Bennett has blasted much of the

educational program. He has shown it to be a failure and has called upon a renewal of old-fashioned family values, but he is an active participant of the restructure movement. He, in truth, has a heavy influence on James Dobson, Pat Robertson, Phyllis Schlafly and the leaders of the Christian school movement, all of whom have pushed for the passage of a voucher bill to break the strangle hold of public education.

Key people within the Department of Education attribute President Reagan's failure to dismantle the Federal Department of Education to men of William Bennett's stature.

Is it possible that the very people who are working to establish a single world government have both a "liberal" and a "conservative" voice to manipulate and control both sides so that they win, regardless of the party or office? Not only is this a possibility, but it appears to be exactly what is happening, for a careful study of both political parties since Roosevelt's administration shows an uncanny similarity in political and economic policy. The people vote for change, but the policies continue right on course. Nothing so blatantly reveals this as does the total restructure of the educational program.

The only thing that has changed in the educational program is the name from "AMERICA 2000" to "GOALS 2000". The basic national goals are so identical that I find it almost comical that they did not even bother to reword the overall objective.

You cannot deny facts. It is obvious that the Council on Foreign Relations has been a consistent proponent of world government. If you were to go back to the founding of the United Nations, a research of the U.S. delegates to the United Nations' founding in San Francisco Conference reads like a CFR roll call. Delegates who were, had been, or would later become members of the Council included:

Theodore C. Achilles
 James W. Angell
 Hamilton Fish Armstrong
 Charles E. Bohlen
 Isaiah Bowman
 Ralph Bunche
 John M. Cabot
 Mitchell B. Carroll
 Andrew W. Cordier
 John S. Dickey
 John Foster Dulles
 James Clement Dunn
 Clyde Eagleton
 Clark M. Eichelberger
 Muir S. Fairchild
 Thomas K. Finletter
 Artemus Gates
 Arthur J. Hepburn
 Julius C. Holmes
 Philip C. Jessup
 Joseph E. Johnson
 R. Keith Kane

Foy D. Kohler
 John E. Lockwood
 Archibald MacLeish
 John J. McCloy
 Cord Meyer, Jr.
 Edward G. Miller, Jr.
 Hugh Moore
 Leo Pasvolsky
 Dewitt C. Poole
 William L. Ransom
 Nelson A. Rockefeller
 James T. Shotwell
 Harold E. Stassen
 Edward R. Stettinius, Jr.
 Adlai E. Stevenson
 Arthur Sweetser
 James Swihart
 Llewellyn E. Thompson
 Herman B. Wells
 Francis Wilcox
 Charles W. Yost

You could research the key positions of government. The presidency, secretary of state, secretary of defense, ambassadorships, cabinet posts and a host of other positions and all have the same thing in common. The glaring fact is that the positions are controlled by the CFR members.

In 1973, the Trilateral Commission was founded by David Rockefeller who also served as Chairman of the board of the Council on Foreign Relations. Of the one hundred members, over three fourths of them were CFR members.

One could write a book on this subject alone and accurately show this not to be the wild imagination of some radical conservative, but simple fact as substantiated by accurate records.

This raises a very important question. Are we dealing with a conspiracy? When I use that term, I do so in light of Webster's definition of a conspiracy as found in his 1828 dictionary.

**CONSPIRACY, n. (L. *conspiratio*, from *conspiro*.
 See *Conspire*.)**

1. A combination of men for an evil purpose; an agreement between two or more persons, to commit some crime in concert; particularly, a combination to commit treason, or excite sedition or insurrection against the government of a state; a plot; as a *conspiracy* against the life of a king; a *conspiracy* against the government.

More than forty had made this *conspiracy*. Acts xxiii.

In law, an agreement between two or more persons, falsely and maliciously to indict, or procure to be indicted, an innocent person of felony. *Blackstone*

3. A concurrence; a general tendency of two or more causes to one event. *Sidney*

Based on the above definition, the answer is both yes and no.

It is "yes" in that a careful study of the writings of early personalities involved indicate a clear understanding that their plans, if carried out to the full intended purposes, would ultimately compromise the very sovereignty of the nation.

This is further documented by Professor Carroll Quigley's writings in that he revealed in his book *Tragedy and Hope* that the CFR and round table groups wished to remain unknown. Remember, that this is the same Carroll Quigley that President Clinton referred to in his inaugural address as being one whom he highly respected. On pages 950-956, Quigley wrote the following:

"...There does exist, and has existed for a generation, an international Anglophile network which operates, to some extent, in the way the radical Right believes the Communists act. In fact, this network, which we may identify as the Round Table Groups, has no aversion to cooperating with the Communists, or any other groups, and frequently does so. I know of the operations of this network because I have studied it for twenty years and was permitted for two years, in the early 1960's, to examine its papers and secret records. I have no aversion to it or to most of its aims and have, for much of my life, been close to it and to many of its instruments. I have objected, both in the past and recently, to a few of its policies (notably to its belief that England was an Atlantic rather than a European Power and must be allied, or even federated, with the United States and must remain isolated from Europe), but in general my chief difference of opinion is that it wishes to remain unknown, and I believe its role in history is significant enough to be known.

The Round Table Groups have already been men-

tioned in this book several times, notably in connection with the formation of the British Commonwealth in chapter 4 and in the discussion of appeasement in chapter 12 ("the Cliveden Set"). At the risk of some repetition, the story will be summarized here, because the American branch of this organization (sometimes called the "Eastern Establishment") has played a very significant role in the history of the United States in the last generation.

The Round Table Groups were semi-secret discussion and lobbying groups organized by Lionel Curtis, Philip H. Kerr (Lord Lothian), and (Sir) William S. Marris in 1908-1911. This was done on behalf of Lord Milner, the dominant Trustee of the Rhodes Trust in the two decades 1905-1925. The original purpose of these groups was to seek to federate the English-speaking world along lines laid down by Cecil Rhodes (1853-1902) and William T. Stead (1849-1912), and the money for the organizational work came originally from the Rhodes Trust. By 1915 Round Table groups existed in seven countries, including England, South Africa, Canada, Australia, New Zealand, India, and a rather loosely organized group in the United States (George Louis Beer, Walter Lippmann, Frank Aydelotte, Whitney Shepardson, Thomas W. Lamont, Jerome D. Greene, Erwin D. Canham of the *Christian Science Monitor*, and others). The attitudes of the various groups were co-ordinated by frequent visits and discussions and by a well-informed and totally anonymous quarterly magazine, *The Round Table*, whose first issue, largely written by Philip Kerr, appeared in November 1910.

The leaders of this group were Milner, until his death in 1925, followed by Curtis (1872-1955), Robert H. (Lord) Brand (brother-in-law of Lady Astor) until his death in 1963, and now Adam D. Marris, son of Sir William and Brand's successor as managing director of Lazard Brothers bank. The original intention had been to have collegial leadership, but Milner was too secretive and headstrong to share the role. He did so only in the period 1913-1919 when he held regular meetings with some of his closest friends to coordinate their activities as a pressure group in the struggle with Wilhelmine Germany. This they called their "Ginger Group." After Milner's death in 1925, the leadership was largely shared by the survivors of Milner's "Kindergarten," that is, the group of young Oxford men whom he used as civil servants in his reconstruction of South Africa in 1901-1910. Brand was the last survivor of the "Kindergarten"; since his death, the greatly reduced activities of the organization have been exercised largely through the Editorial Committee of *The Round Table* magazine under Adam Marris.

Money for the widely ramified activities of this organization came originally from the associates and followers of Cecil Rhodes, chiefly from the Rhodes Trust itself, and from wealthy associates such as the Beit brothers, from Sir Abe Bailey, and (after 1915) from the Astor family. Since 1925 there have been substantial contributions from wealthy individuals and from foundations and firms associated with the international banking fraternity, especially the Carnegie United

Kingdom Trust, and other organizations associated with J. P. Morgan, the Rockefeller and Whitney families, and the associates of Lazard Brothers and of Morgan, Grenfell, and Company.

The chief backbone of this organization grew up along the already existing financial cooperation running from the Morgan Bank in New York to a group of international financiers in London led by Lazard Brothers. Milner himself in 1901 had refused a fabulous offer, worth up to \$100,000 a year, to become one of the three partners of the Morgan Bank in London, in succession to the younger J. P. Morgan who moved from London to join his father in New York (eventually the vacancy went to E. C. Grenfell, so that the London affiliate of Morgan became known as Morgan, Grenfell, and Company). Instead, Milner became director of a number of public banks, chiefly the London Joint Bank, corporate precursor of the Midland Bank. He became one of the greatest political and financial powers in England, with his disciples strategically placed throughout England in significant places, such as the editorship of *The Times*, the editorship of *The Observer*, the managing directorship of Lazard Brothers, various administrative posts, and even Cabinet positions. Ramifications were established in politics, high finance, Oxford and London universities, periodicals, the civil service, and tax-exempt foundations.

At the end of the war of 1914, it became clear that the organization of this system had to be greatly extended. Once again the task was entrusted to Lionel Curtis who established, in England and each dominion, a front organization to the existing local Round Table Group. This front organization, called the Royal Institute of International Affairs, had as its nucleus in each area the existing submerged Round Table Group. In New York it was known as the Council on Foreign Relations, and was a front for J. P. Morgan and Company in association with the very small American Round Table Group. The American organizers were dominated by the large number of Morgan "experts," including Lamont and Beer, who had gone to the Paris Peace Conference and there became close friends with the similar group of English "experts" which had been recruited by the Milner group. In fact, the original plans for the Royal Institute of International Affairs and the Council on Foreign Relations were drawn up at Paris. The Council of the RIIA (which, by Curtis's energy came to be housed in Chatham House, across St. James's Square from the Astors, and was soon known by the name of this headquarters) and the board of the Council on Foreign Relations have carried ever since the marks of their origin. Until 1960 the council at Chatham House was dominated by the dwindling group of Milner's associates, while the paid staff members were largely the agents of Lionel Curtis. *The Round Table* for years (until 1961) was edited from the back door of Chatham House grounds in Ormond Yard, and its telephone came through the Chatham House switchboard.

The New York branch was dominated by the associ-

ates of the Morgan Bank. For example, in 1928 the Council on Foreign Relations had John W. Davis as president, Paul Cravath as vice-president, and a council of thirteen others, which included Owen D. Young, Russell C. Leffingwell, Norman Davis, Allen Dulles, George W. Wickersham, Frank L. Polk, Whitney Shepardson, Isaiah Bowman, Stephen P. Duggan, and Otto Kahn. Throughout its history the council has been associated with the American Round Tablers, such as Beer, Lippmann, Shepardson, and Jerome Greene.

The academic figures have been those linked to Morgan, such as James T. Shotwell, Charles Seymour, Joseph P. Chamberlain, Philip Jessup, Isaiah Bowman and, more recently, Philip Moseley, Grayson L. Kirk, and Henry M. Wriston. The Wall Street contacts with these were created originally from Morgan's influence in handling large academic endowments. In the case of the largest of these endowments, that at Harvard, the influence was usually exercised indirectly through "State Street," Boston, which, for much of the twentieth century, came through the Boston banker Thomas Nelson Perkins.

Closely allied with this Morgan influence were a small group of Wall Street law firms, whose chief figures were Elihu Root, John W. Davis, Paul D. Cravath, Russell Leffingwell, the Dulles brothers and, more recently, Arthur H. Dean, Philip D. Reed, and John J. McCloy. Other nonlegal agents of Morgan included men like Owen D. Young and Norman H. Davis.

On this basis, which was originally financial and goes back to George Peabody, there grew up in the twentieth century a power structure between London and New York which penetrated deeply into university life, the press, and the practice of foreign policy. In England the center was the Round Table Group, while in the United States it was J. P. Morgan and Company or its local branches in Boston, Philadelphia, and Cleveland. Some rather incidental examples of the operations of this structure are very revealing, just because they are incidental. For example, it set up in Princeton a reasonable copy of the Round Table Group's chief Oxford headquarters, All Souls College. This copy, called the Institute for Advanced Study, and best known, perhaps, as the refuge of Einstein, Oppenheimer, John von Neumann, and George F. Kennan, was organized by Abraham Flexner of the Carnegie Foundation and Rockefeller's General Education Board after he had experienced the delights of All Souls while serving as Rhodes Memorial Lecturer at Oxford. The plans were largely drawn by Tom Jones, one of the Round Table's most active intriguers and foundation administrators.

The American branch of this "English Establishment" exerted much of its influence through five American newspapers (*The New York Times*, *New York Herald Tribune*, *Christian Science Monitor*, the *Washington Post*, and the lamented *Boston Evening Transcript*). In fact, the editor of the *Christian Science Monitor* was the chief American correspondent (anonymously) of *The Round Table*, and Lord Lothian, the original editor of *The Round Table* and later secretary of the Rhodes Trust (1925-1939) and ambassador to Washington, was

a frequent writer in the *Monitor*. It might be mentioned that the existence of this Wall Street, Anglo-American axis is quite obvious once it is pointed out. It is reflected in the fact that such Wall Street luminaries as John W. Davis, Lewis Douglas, Jock Whitney, and Douglas Dillon were appointed to be American ambassadors in London.

This double international network in which the Round Table groups formed the semisecret or secret nuclei of the Institutes of International Affairs was extended into a third network in 1925; organized by the same people for the same motives. Once again the mastermind was Lionel Curtis, and the earlier Round Table Groups and Institutes of International Affairs were used as nuclei for the new network. However, this new organization for Pacific affairs was extended to ten countries, while the Round Table Groups existed only in seven. The new additions, ultimately China, Japan, France, the Netherlands, and Soviet Russia, had Pacific councils set up from scratch. In Canada, Australia, and New Zealand, Pacific councils, interlocked and dominated by the Institutes of International Affairs, were set up. In England, Chatham House served as the English center for both nets, while in the United States the two were parallel creations (not subordinate) of the Wall Street allies of the Morgan Bank. The financing came from the same international banking groups and their subsidiary commercial and industrial firms. In England, Chatham House was financed for both networks by the contributions of Sir Abe Bailey, the Astor family, and additional funds largely acquired by the persuasive powers of Lionel Curtis. The financial difficulties of the IPR Councils in the British Dominions in the depression of 1929-1935 resulted in a very revealing effort to save money, when the local Institute of International Affairs absorbed the local Pacific Council, both of which were, in a way, expensive and needless fronts for the local Round Table groups.

The chief aims of this elaborate, semisecret organization were largely commendable: to coordinate the international activities and outlooks of all the English-speaking world into one (which would largely, it is true, be that of the London group); to work to maintain the peace; to help backward, colonial, and underdeveloped areas to advance toward stability, law and order, and prosperity along lines somewhat similar to those taught at Oxford and the University of London (especially the School of Economics and the Schools of African and Oriental Studies).

These organizations and their financial backers were in no sense reactionary or Fascistic persons, as Communist propaganda would like to depict them. Quite the contrary. They were gracious and cultured gentlemen of somewhat limited social experience who were much concerned with the freedom of expression of minorities and the rule of law for all, who constantly thought in terms of Anglo-American solidarity, of political partition and federation, and who were convinced that they could gracefully civilize the Boers of South Africa, the Irish, the Arabs, and the Hindus,

and who are largely responsible for the partitions of Ireland, Palestine, and India, as well as the federations of South Africa, Central Africa, and the West Indies. Their desire to win over the opposition by cooperation worked with Smuts but failed with Herzog, worked with Gandhi but failed with Menon, worked with Stresemann but failed with Hitler, and has shown little chance of working with any Soviet leader. If their failures now loom larger than their successes, this should not be allowed to conceal the high motives with which they attempted both.

It was this group of people, whose wealth and influence so exceeded their experience and understanding, who provided much of the framework of influence which the Communist sympathizers and fellow travelers took over in the United States in the 1930's. It must be recognized that the power that these energetic Left-wingers exercised was never their own power or Communist power but was ultimately the power of the international financial coterie, and, once the anger and suspicions of the American people were aroused, as they were by 1950, it was a fairly simple matter to get rid of the Red sympathizers. Before this could be done, however, a congressional committee, following backward to their source the threads which led from admitted Communists like Whittaker Chambers, through Alger Hiss, and the Carnegie Endowment to Thomas Lamont and the Morgan Bank, fell into the whole complicated network of the interlocking tax-exempt foundations. The Eighty-third Congress in July 1953 set up a Special Committee to Investigate Tax-Exempt Foundations with Representative B. Carroll Reece, of Tennessee, as chairman. It soon became clear that people of immense wealth would be unhappy if the investigation went too far and that the "most respected" newspapers in the country, closely allied with these men of wealth, would not get excited enough about any revelations to make the publicity worth while, in terms of votes or campaign contributions. An interesting report showing the Left-wing associations of the interlocking nexus of tax-exempt foundations was issued in 1954 rather quietly. Four years later, the Reece committee's general counsel, Rene A. Wormser, wrote a shocked, but not shocking, book on the subject called *Foundations: Their Power and Influence*.

One of the most interesting members of this Anglo-American power structure was Jerome D. Greene (1874-1959). Born in Japan of missionary parents, Greene graduated from Harvard's college and law school by 1899 and became secretary to Harvard's president and corporation in 1901-1910. This gave him contacts with Wall Street which made him general manager of the Rockefeller Institute (1910-1912), assistant to John D. Rockefeller in philanthropic work for two years, then trustee to the Rockefeller Institute, to the Rockefeller Foundation, and to the Rockefeller General Education Board until 1939. For fifteen years (1917-1932) he was with the Boston investment banking firm of Lee, Higginson, and Company, most of the period as its chief officer, as well as with its London branch. As executive secretary of the American section of the Allied Mar-

itime Transport Council, stationed in London in 1918, he lived in Toynbee Hall, the world's first settlement house, which had been founded by Alfred Milner and his friends in 1884. This brought him in contact with the Round Table Group in England, a contact which was strengthened in 1919 when he was secretary to the Reparations Commission at the Paris Peace Conference. Accordingly, on his return to the United States he was one of the early figures in the establishment of the Council on Foreign Relations, which served as the New York branch of Lionel Curtis's Institute of International Affairs.

As an investment banker, Greene is chiefly remembered for his sales of millions of dollars of the fraudulent securities of the Swedish match king, Ivar Kreuger. That Greene offered these to the American investing public in good faith is evident from the fact that he put a substantial part of his own fortune in the same investments. As a consequence, Kreuger's suicide in Paris in April 1932 left Greene with little money and no job. He wrote to Lionel Curtis, asking for help, and was given, for two years, a professorship of international relations at Aberystwyth, Wales. The Round Table Group controlled that professorship from its founding by David Davies in 1919, in spite of the fact that Davies, who was made a peer in 1932, had broken with the Round Table because of its subversion of the League of Nations and European collective security.

On his return to America in 1934, Greene also returned to his secretaryship of the Harvard Corporation and became, for the remainder of his life, practically a symbol of Yankee Boston, as trustee and officer of the Boston Symphony Orchestra, the Gardner Museum in Fenway Court, the New England Conservatory of Music, the American Academy in Rome, the Brookings Institution, the Rockefeller Foundation, and the General Education Board (only until 1939). He was also director of the Harvard Tercentenary Celebration in 1934-1937.

Greene is of much greater significance in indicating the real influences within the Institute of Pacific Relations than any Communists or fellow travelers. He wrote the constitution for the IPR in 1926, was for years the chief conduit for Wall Street funds and influence into the organization, was treasurer of the American Council for three years, and chairman for three more, as well as chairman of the International Council for four years.

Jerome Greene is a symbol of much more than the Wall Street influence in the IPR. He is also a symbol of the relationship between the financial circles of London and those of the eastern United States which reflects one of the most powerful influences in twentieth-century American and world history. The two ends of this English-speaking axis have sometimes been called, perhaps facetiously, the English and American Establishments. There is, however, a considerable degree of truth behind the joke, a truth which reflects a very real power structure. It is this power structure which the Radical Right in the United

States has been attacking for years in the belief that they are attacking the Communists. This is particularly true when these attacks are directed, as they so frequently are at "Harvard Socialism," or at "Left-wing newspapers" like *The New York Times* and the *Washington Post*, or at foundations and their dependent establishments, such as the Institute of International Education.

These misdirected attacks by the Radical Right did much to confuse the American people in the period 1948-1955, and left consequences which were still significant a decade later. By the end of 1953, most of these attacks had run their course. The American people, thoroughly bewildered at widespread charges of twenty years of treason and subversion, had rejected the Democrats and put into the White House the Republican Party's traditional favorite, a war hero, Dwight D. Eisenhower. At the time, two events, one public and one secret, were still in process. The public one was the Korean War of 1950-1953; the secret one was the race for the thermonuclear bomb.

Carroll Quigley has just furnished us with the basic overview of a highly organized group of men who are dedicated to the establishment of a world government. His only aversion to the group was that it wished to remain unknown. Is he the only individual who has indicated that there was a "conspiracy" to formulate a single world government? Certainly not. Some of the most famous men of history declared its existence to be a fact that they wrestled with.

Woodrow Wilson spoke of its existence. In *The New Freedom/World's Works*, he wrote:

"Since I entered politics, I have chiefly had men's views confided to me privately. Some of the biggest men in the United States, in the field of commerce and manufacture, are afraid of somebody, are afraid of something. They know that there is a power somewhere so organized, so subtle, so watchful, so interlocked, so complete, so pervasive, that they had better not speak above their breath when they speak in condemnation of it."

On November 21, 1933, Franklin D. Roosevelt wrote a letter to Col. Mandie House of whom Woodrow Wilson referred to as "my alter ego" and stated,

"The real truth of the matter is, as you and I know, that a financial element in the larger centers has owned government ever since the days of Andrew Jackson—and I am not wholly excepting the Administration of W. W. (Woodrow Wilson)"

The reality of a "conspiracy" is further substantiated by Winston Churchill who was quoted in the *Illustrated Sunday Herald* on February 8, 1920 as stating,

"From the days of Weishaupt to those of Karl Marx, to those of Trotsky, Bela Kuhn, Rosa Luxemburg, and Emma Goldman, this worldwide conspiracy

has been steadily growing. This conspiracy has played a definitely recognizable role in the tragedy of the French Revolution. It has been the mainspring of every subversive movement during the nineteenth century; and now at last, this band of extraordinary personalities from the underworld of the great cities of Europe and America have gripped the Russian people by the hair of their heads, and have become practically the undisputed masters of that enormous empire."

Something as enormous as a "World Wide Conspiracy" cannot remain secret forever. Eventually, that secrecy must give way to an openness that will influence the populace of a nation into the acceptance of their ideas in order to bring the desired changes.

Nations are not conquered by force. To bring the alignment of the nations of the world into a single world body would not come overnight, nor would it come by sheer force. If it were ever to be achieved, it must come gradually over a long period of time. The various nations must be conditioned and taught to accept the exchange of national sovereignty for an international world order. But how was this to be accomplished?

As early as 1908, H. G. Wells confronted the fact that an open, violent revolution must give way to a more subtle means of change which would move the "secret" conspiracy into an "open" conspiracy.

"Socialism ceased to be an open revolution, and became a plot. Functions were to be shifted, quietly...from the representative to the official he appointed...a scientific bureaucracy appointed by representative bodies of diminishing activity and importance...the replacement of individual action by public organization" could achieve socialism "without popular support."

This was later followed by his statements in 1934 that the "open conspiracy" would be won in the educational battle. He wrote as follows:

"The organization of this that I call the Open Conspiracy, the evocation of a greater sounder fellow to the first Communist essay, an adequately implemented Liberal Socialism, which will ultimately supply teaching, coercive and directive public services to the whole world, is the immediate task before all rational people. I believe this idea of a planned world-state is one to which all our thought and knowledge is tending....It is appearing partially and experimentally at a thousand points....When accident finally precipitates it, its coming is likely to happen very quickly....Sometimes I feel that generations of propaganda and education may have to precede it....Plans for political synthesis seem to grow bolder and more extensive....The New Plan in America to the New Plan in Russia and how are both related to the ultimate World-State?...There must be

a common faith and law for mankind.... Only after a huge cultural struggle can we hope to see the world-state coming into being. The Open Conspiracy has to achieve itself in many ways, but the main battle before it is an educational battle."

With the ground work well laid and the public school system entrenched with those of a one world mentality, the indoctrination of the nation began with major personalities openly advocating a single world government.

John Foster Dulles, secretary of state under the Eisenhower administration, is quoted as saying,

"The fundamental fact is that the nationalist system of wholly independent, fully sovereign states is complete in its cycle of usefulness.... Today, more than ever before, are the defects of the sovereign system magnified, until now it is no longer consonant with either peace or justice. It is imperative that there be a transition to a new order. This has, indeed, become inevitable; for the present system is rapidly encompassing its own destruction. The real problem is not whether there will be a transition, but how can transition be made, and to what."

C. Douglas Dillon, secretary of the treasurer under President Kennedy, stated,

"It will take a while before people in this country as a whole will be ready for any substantial giving-up of sovereignty to handle global problems.... Global authorities will develop, possibly through the United Nations or parallel organizations."

Congressman Nixon also called for a merging of the nations. He stated,

"It is fitting that the United States, the world's first truly federal government, should be a main force behind the effort to find a basis for a broad federation of free Atlantic nations. Although the accomplishment of the ultimate goal of the resolution may well be impossible to attain for many years, recent events of history and numerous scientific and technological advances of the past twenty years point the way in this direction.... I have been deeply disturbed of late by the trend of events in Europe. The renewed nationalism of France has for the moment halted the pace at which the nations of Western Europe were moving toward becoming a unified and federated community. By adopting a measure such as the Atlantic Union resolution, we could give new impetus to the spirit of federalism in Western Europe. To be sure, the concept of an 'Atlantic' is at present only a dream, but in the age of the rocket, dreams become reality with a speed which is difficult to imagine. (Richard Nixon)

As early as 1969, Congressman George Bush intro-

duced House Concurrent Resolution 460 which read, in part:

"Whereas a joining together for such purposes of the democratic nations of the Atlantic community to create an Atlantic Union within the framework of the United Nations would reduce the cost of the common defense, provide a stable currency... a declaration that the goal of their peoples is to transform their present alliance into a federal union."

In 1972, Roy M. Ash of the Office of Management and Budget in the Nixon Administration stated,

"...within two decades the institutional framework for a World Economic Community will be in place... (and) aspects of individual sovereignty will be given over to supernational authority."

In 1975, John Knowles wrote in the Rockefeller Foundation report,

"The web of interdependence is tightening. We are one world and there will be one future—for better or for worse—for us all. Central to a new ethic of making less more is controlled economic growth which conserves scarce resources, provides equitable distribution of income and wealth.... It is also necessary to control fertility rates at the replacement level and to achieve zero population growth as rapidly as possible."

As early as October 24, 1975, Henry Steele Commager wrote the Declaration of Interdependence which was signed by 131 members of Congress. It read in part, as follows:

"Two centuries ago our forefathers brought forth a new nation; now we must join with others to bring forth a new world order.... Narrow notions of national sovereignty must not be permitted to curtail that obligation.... We affirm that a world without law is a world without order, and we call upon all nations to strengthen and to sustain the United Nations and its specialized agencies, and other institutions of world order, and to broaden the jurisdiction of the World Court, that these may preside over a reign of law that will not only end wars but end as well that mindless violence which terrorizes our society even in times of peace."

Congresswoman Marjorie Holt refused to sign the Declaration of Interdependence and openly declared it to be a danger to U.S. sovereignty:

"It calls for the surrender of our national sovereignty to international organizations. It declares that our economy should be regulated by interna-

tional authorities. It proposes that we enter a 'new world order' that would redistribute the wealth created by the American people."

Barry Goldwater also warned the American people in his book *With No Apologies*. He writes,

"Once the ruling members of the CFR have decided that the U. S. government should adopt a particular policy, the very substantial research facilities of the CFR are put to work to develop arguments, intellectual and emotional, to support the new policy, and to confound and discredit, intellectually and politically, any opposition."

Goldwater further wrote,

"In my view the Trilateral Commission represents a skillful, coordinated effort to seize control and consolidate the four centers of power—political, monetary, intellectual, and ecclesiastical. All this is to be done in the interest of creating a more peaceful, more productive world community. What the Trilateralists truly intend is the creation of a worldwide economic power superior to the political governments of the nation-states involved. They believe the abundant materialism they propose to create will overwhelm existing differences. As managers and creators of the system they will rule the future."

As time passed, the advocates of a single world government became bolder in their desire for change. James McGregor Burns is quoted in 1984 in *Power to Lead*:

"Let us face reality. The framers of the U. S. Constitution have simply been too shrewd for us. They have outwitted us. They designed separate institutions that cannot be unified by mechanical linkages, frail bridges, tinkering. If we are to 'turn the Founders upside down' — we must directly confront the constitutional structure they erected."

In 1987, Arthur S. Miller, after expressing his thankfulness to the Rockefeller Foundation wrote in *The Secret Constitution* of the need for constitutional change. He wrote the following:

"...a pervasive system of thought control exists in the United States....The citizenry is indoctrinated by employment of the mass media and the system of public education,...people are told what to think about....The old order is crumbling....Nationalism should be seen as a dangerous social disease....A new vision is required to plan and manage the future, a global vision that will transcend national boundaries and eliminate the poison of nationalistic 'solutions.'...A new constitution is necessary....Americans really have no choice, for constitutional alteration will come

whether or not it is liked or planned for....Ours is the age of the planned society....No other way is possible."

There you have it!!! An open conspiracy to eventually challenge and rewrite the Constitution. This should cause each one of us to question the drive for a constitutional convention on the supposed need of balancing the budget.

How is this to be completed? You guessed it—through the educational system.

Ralph Page stated,

"That the peace of the world depends upon some surrender of national sovereignty has been stated by the leaders, past and present, of most democratic countries in Europe....One purpose, one interest, one loyalty, the brotherhood of man, is the only goal that enlists the life forces of youth of the world."

Chester Finn, the former head of the U. S. Department of Education's Office of Educational Research & Development and the alleged author of *America 2000* stated,

"The school is the vital delivery system, the state is the policy setter (and chief paymaster), and nothing in between is very important. This formulation turns on its head the traditional American assumption that every city, town, and country bears the chief responsibility for organizing and operating its own schools as a municipal function. That is what we once meant by 'local control,' but it has become an anachronism no longer justified by research, consistent with sound fiscal policy or organizational theory, suited to our mobility patterns, or important to the public."

The Teacher's Network stated in *The Teacher's Vision* of the future of education:

"...rather than narrow nationalism, in our future, we must emphasize that we are members of the world community. Therefore, our vision of teacher empowerment extends beyond the United States and includes the idea of the United League of Teachers, based at the United Nations."

Ann Herzer, quoted a woman in France who had a Ph. D. from Columbus University that stated the following:

"You Americans are fools. Don't you know there is a worldwide movement to control all education? No government should even control education, because education must remain in the hands of the people to remain free. Parents have to say how they want their children to be educated. We did not march (*in Paris*) for religious purposes; we marched for freedom. You Americans had better

wake up or you are going to lose your freedom."

I think Howard Phillips best summed up the danger of the New World Order in a statement on April 13, 1991. He stated,

"...the New World Order constitutes no proper part of the heritage of American liberty....Today, America's autonomy and independence are profoundly challenged—not by the armies of foreign tyrants or even the intrigues of domestic enemies, but by the immense power of forces which seek openly to diminish or abolish our distinctiveness as a free nation. Their perverted idealism is based on a secular humanistic vision of 'one world'—a Utopian world unified by the abolition of borders, conflicts, and the enforced disregard of distinctions in character, heritage, and faith....Submitting to a New World Order requires that America eventually surrender its independence, its unique political institutions and laws, and even the control of its own foreign policy to institutions and individuals beyond accountability, in which governing bodies bear no direct relation to the people from whose consent their legitimacy is properly derived....The New World Order is not a new idea. It has long been a dream of Utopian humanists and of commercial activists who seek to break down political entities which are inconvenient to their pursuit of profits."

How can we dismiss such accurate testimony? We are not making the statements—they did. To imply that we have misinterpreted their intended viewpoint does not hold up under scrutiny.

But again, I ask you the same question. Are we dealing with a conspiracy? Is the CFR/Trilateral Commission a subversive criminal element bent on the eventual dissolution of the Constitution and the freedom that we enjoy? Are they communists who have infiltrated our nation?

Contrary to other writers, I am going to offer an answer that will be rejected by the extreme "right" and the liberal "left". One group will accuse me of being a wild-eyed right-wing reactionary who sees a communist under every bush. The other group will label me as a "pinko", soft on communism, a compromising liberal who lacks the guts to take a definite stand for God, family, and country. My answer will create sparks of criticism from both sides. My purpose, however, is not to seek to please anyone. I just intend to give an honest answer as I believe it to be.

I believe that we are dealing with what was once "a secret" conspiracy that is now an "open" conspiracy. Over a great length of time, the ideas that were foreign to our nation's Founding Fathers and contrary to our glorious republic and devastating to the free enterprise system have gradually taken hold in the minds of her people. Those ideas were first espoused by "radical" men who very quickly found that the basic concepts of government were so interwoven in the national fabric that a direct assault would never result in victory.

Therefore, they chose the quiet approach and began to weave their philosophy into the textbooks, news media, and literature of their day.

Over decades, the lethargic attitude of the people produced few scholars and statesmen who vigorously espoused the "American idea". This was further eroded by a corrupt clergy that neglected the Biblical concepts of civil government. In time, it produced a people without a basic knowledge of either God's word or the Constitution. With a deletion of God's word from the pulpit and the emphasis away from the practical application of God's Word in everyday life, the Church gradually lost her understanding of the republican view of government as first espoused by Moses and has slowly slipped into the age of "democracy" just as Israel did in olden days.

That gradual shift from our Biblical responsibility resulted in a loss of influence that was eventually usurped by the state. A loss of a Biblical Christian world view gave way to a humanistic world view that ultimately flowed into an ever growing statist's world view.

Over time, people believed what they were taught. If you were to take the members of the Council on Foreign Relations and the Trilateral Commission and have them take a lie detector test, you would find, to your surprise, that they really do believe that a single world government would lessen the chance of war, while enhancing greater production of goods and services which could be more easily distributed throughout the globe under one set of laws rather than under the laws and regulations of a hundred or more different nations. To prove their point, they need only point to our own nation which is made up of fifty sovereign states, but under one federal government. Time has not only broken down sectional differences, but with the unrestricted flow of goods and services, there has been a leveling process that has really been a benefit to the nation as a whole. The poverty-stricken South, whose economic base was built upon an agriculture economy, no longer looks with envy on the affluent northern states who have gained that wealth by means of manufacturing.

Over time, the businesses have shifted and wealth has become more equalized. If it has worked here, why will it not work on a global scale? Why all the fuss? Common sense seems to say that the secret of American success could be reproduced on a global scale. The world could benefit from our past experience.

As wonderful as this may seem, there are some flies in the ointment. The effort to establish a single world government patterned after the United States cannot possibly produce the same results that we achieved. The reasons are so evident that I cannot fathom such learned men as those who espouse a single world view even missing the point.

Let us go back and re-examine our historical roots. First, we were a people of one basic ethnic background. Secondly, we were of a common faith (Christianity). Thirdly, we were a people who were agri-

cultural in lifestyle. Finally, we came to these shores seeking to be a free, independent, self-sufficient people with as little government as was possible. Having suffered the abuses of an all-powerful state, our Founding Fathers determined to be as free as possible. Therefore, what government was established was at the local level where the people were the masters and not the servants. Then society was founded on equal justice under law.

Those four or five basic principles were the ingredients that produce a free society and an abundance of wealth. Freedom came not because of government, but because a people chose to be responsible, self-governing individuals who looked to God rather than the state to supply their needs. They further recognized that the state could offer nothing to them as individuals that it had not first taken from them in the form of taxes. Therefore, they bound the state by the chains of the Constitution.

The men who seek to establish a world government today do so from an entirely different premise. First, they view the power of government as being over the people, rather than being from the people. Secondly, in an effort to bring this utopian state into being, they are attempting to establish a single world view in the areas of education, religion, economics, and political thought.

They may mean well, but to accomplish this herculean task, there must be compromise at all levels. Compromise, to the average nation, is not that great of a factor. In fact, many third world countries will profit from the experiment, but compromise on our part must erode the very freedoms that gave birth to this nation.

We came into being on an entirely different base than that which is being set up today. In fact, our forefathers fled from the very ideas that drive those seeking world government today.

The restructure of our educational system is but one phase of a world-wide effort to establish final control. We are, in reality, in a battle for the mind. What was once regarded as a "conspiratorial" view of history is "openly" taught in the classroom of both the high schools and colleges. It is "openly" declared in newspaper editorials and expressed on the radio and television. Over a great number of years, the "liberal" viewpoint has been strengthened through the elective process and by gaining appointments to strategic positions of government and finances.

We have to admit that the liberal agenda is one hundred and eighty degrees apart from that of our Founding Fathers. If there was a "conspiracy", it lies in the early years wherein the proponents of world government worked in concert with those of like view to manipulate and control the minds of the future generations. Very frankly, they have achieved tremendous success.

Today, the basic concepts of Americanism are not only not taught, but they are also openly ridiculed. The average person on the street has been so heavily influenced by the liberal view that even the conservatives would be considered moderate by yesterday's stand-

ards.

Let's face it. We are in a "battle for the mind". For those of us who disagree with their efforts to establish a world government, we must be at least honest enough to admit that they have worked tirelessly over a long period of time to accomplish their ends.

Total state control of education is that last big domino that will topple freedom as we have known it for the past two hundred years. We are in the greatest battle of the ages. No event in all of America's history has produced the lasting changes that will occur if this battle is lost. Let us briefly review what we have learned.

1. The restructure of America's educational system is, in reality, a restructure of the nation through the educational system.
2. The proposed restructure program of the U.S. educational system closely resembles the international/global educational program of the United Nations and is clearly socialistic in concept.
3. Outcome based/mastery learning, a whole "new" innovative approach to education as proposed by the Department of Education, was implemented in Eastern Europe and is being implemented in nations around the world.
4. The idea of vouchers and tuition tax credits is NOT an idea that stems from "grass roots America", but rather is an idea that originated within the Department of Education in concert with the New American School Development Corporation. The popular concept of "Choice" in education via means of federal tax dollars *will eliminate all choice* as private, parochial, and Christian schools are quietly merged with the public system to form a national school system complete with a "national" curriculum.
5. Restructuring of the educational system will include the pre-school years with governmental agencies monitoring the family and the home. This will be developed to insure "children at risk" the opportunity to be ready to learn.
6. The restructure of the educational system is interlocked with the Department of Labor and will ultimately require a "certificate of initial mastery" to enter college or the work force. Mandatory/voluntary community service, on the part of the children, will be a prerequisite to obtaining a certificate of initial mastery and will be an intricate part of the development of a national work force. Also, at the adult level, continued life long learning will become standard procedure to secure or change work positions. Eventually, an "occupational license" or "work card" will be required of all workers, thus placing into

being a national work force.

7. A close study of the restructure program reveals an interlock with a small, but dedicated, body of people who have consistently worked to establish a single world government or a "New World Order".
8. If the restructure of the educational system is completed in totality as designed, it will ultimately result in the compromise of national sovereignty as the United States yields to the authority of the "New World Order".

Now, having identified the problem what is the solution?

The solution is really two-fold. There is the practical/physical aspect and then there is the philosophical/spiritual aspect. Needless to say, what one does must be guided by that which he believes.

Because we are dealing with a battle for the mind that has gradually shifted the thought pattern of the nation toward that of a global philosophy, the solution becomes more difficult. The solution, though clearly aligned to the fundamental principles that our nation was founded upon, is, in reality, in direct contrast to the ideas that have permeated the populace.

The solution will squarely match the traditional and historic beliefs of our nation, but it will run counter-clockwise to the global view of today. This, in turn, will put the proponents of Americanism, freedom, and the free enterprise system at a tremendous disadvantage. Because of the inroads of socialism and the negligence of the church, we are, in reality, dealing with a people who have not only lost their historic Christian faith, but in losing that, they have further lost their understanding of limited Constitutional government as based on God's Word. These two losses combined have literally knocked the props out from underneath our nation. The whole country is falling apart and the people do not know the basic principles that are necessary to rebuild the foundations.

They are like the typical child in a mathematics class who has learned to rely on the calculator, and when the batteries run down, he is at a total standstill because he has never mastered the fundamental principles of mathematics. He has been "dumbed down" and cannot function on his own.

The solution is very simple, but the task of getting the average person to see and understand it will be herculean task. What is the solution?

1. ***Realize that education is a parental responsibility.***

The restructure of education, the privatization of the school system via means of vouchers/tax dollars is shifting control away from the parents to that of the school which is, in turn, controlled by the federal mandates.

We are seeing the "grab" for total control of educa-

tion by the federal government. The federal government, in turn, is merging with the nations of the world into a single world government.

2. ***Realize that the federal government has usurped authority beyond the Constitutional guidelines.***

I do not care how valid the arguments may seem. Government does not have the right to intrude into the home under the guise of aiding parents as teachers, or to dictate philosophical, political, or religious beliefs. Government's sole responsibility is to protect the life, liberty, and property of the people. Nothing more—nothing less.

Education is a parental responsibility. It should be "local" in concept with parental selection and control of curriculum, teachers, and facilities.

3. ***The Federal Department of Education should be abolished.***

I realize that this point will be challenged and ridiculed, and I will be branded as a radical and a fool, but that does not change the fact that the Department of Education is totally out of bounds. Are you aware that federal funds were first introduced into the public school in the Eisenhower administration to offset the challenge of the Russians in the race for space? Are you aware that the Department of Education was elevated to a cabinet position only as recently as the Carter administration?

Are you aware that Ronald Reagan came to office with the pledge to dismantle the Department of Education?

What we are seeing today is very "new" and very "different" from the traditional concepts of educational responsibility. This is a malignant cancer that is eating out the very heart and fiber of our nation. Like cancer, if it is not "cut" out, it will devour all in its path. It is a "foreign" tissue and a "foreign" philosophy that will poison the body politically and prove to be terminal in the end. We are in a life and death struggle for freedom. The cancer must be removed.

4. ***Parents must draw the line and stand upon one fundamental truth.***

"Children are an heritage of the Lord." They belong to their Creator and are entrusted to the parents, not to the state. That right must never be relinquished, even if it requires physical action to maintain that basic God-given right. This is not only a battle for the mind, but also for the very soul of our children and that of our nation.

Parents must draw the line here. They must never compromise this God-given right. To do so is to forever lose control of their individual lives

and families to an all-powerful state. No government has the right to usurp the authority of the parent over the child; and no people should be so foolish as to permit it to happen. There is a point where compromise cannot be permitted. Parents will have to choose where they will draw the line. I will guarantee that failure to stand on this God-given right is to sell your freedom and your souls into the hands of a despotic state.

No price is too great to pay to maintain this God-given right of parental control over the children. He who will not defend this God-given right must one day stand before the judgment bar of the very God of the universe and give an account to that Holy Being for the flagrant disregard of His Holy Word.

For a parent to yield his God-given responsibility of rearing his child to that of a despotic state is to be guilty before God of child neglect. No greater abuse could one inflict upon the children than allowing them to be morally and spiritually deprived of the eternal principles of God's Word.

Woe to that parent who must answer to God on the charge of aiding and abetting in the crime of "eternal child abuse"!

Now, having offered a fourfold solution to the problem, let us now suggest four things that you can do within your own community.

1. Those who believe in freedom must realize that this really is a life or death cause.

The casual attitude must give way to a sense of urgency. It is time that we literally put everything into the battle. Our time, our effort, and our money must be used. He who will not sacrifice for the cause of freedom now will lose everything that he seeks to retain.

2. We must not allow a defeatist attitude to cause us to give up.

Yes, it is overwhelming, to say the least. The opposition is well organized, deeply entrenched, heavily financed and in almost total control of the government and the media. But freedom stands on truth and righteousness. To defeat truth is to defeat God. The flame of freedom may flicker, but it cannot be extinguished.

May I remind you that our forefathers signed the Declaration of Independence at a time when Great Britain ruled the seas and had one of the finest standing armies at a moment's call. Her coffers were full. Her reputation was respected and feared around the world. What could a handful of men without an army or even so much as a ship do in the face of opposition? I'll tell you what they did. They pledged their lives, their fortunes, and their sacred honor to that noble cause. They determined to remain a free people. Revolt? Never! They stood unflinching for the God-given rights that

Englishmen long recognized to be theirs.

We must not revolt against the law of the land. We must determine that the Constitution will be enforced and kept in place at all costs, even to the point of prison or death.

3. We must rebuild the foundations upon which this nation was founded.

Constitutional law cannot stand in a day of ignorance. In fact, many unconstitutional laws now stand on the books and are upheld by the Supreme Court.

Those laws stand because of ignorance and the lack of character to fight for that which is right. Anyone with an ounce of sense can plainly see that the well fortified walls of the opposition have some glaring cracks that declare the weakness of their foundational base.

The sudden growth in the private, parochial, and Christian schools caught the internationalists by surprise. The home school movement is growing daily and threatens to derail their whole effort. Why do you suppose that the battle has shifted to the educational front?

Their public school system is so rotten and corrupt that people are pulling out by the thousands. The product from the private, Christian and home schools continues to surpass that of the public schools and the differences in the quality are so obvious that even they cannot continue to hide the facts from the people.

Out of the private and Christian schools have literally poured a multitude of articles, books, and literature that have once again begun to turn our nation back to its foundational base. The internationalists know that these cracks must be shored up. The flow "out" must be stopped. Therefore, with tactics that are ever so clever, they are attempting to woo back the disgruntled few, lest in time they become so entrenched in a private system that they shall never root them out.

The shift in battle to the educational area is a significant sign that the private sector is becoming a threat to the overall plan for world domination. Note carefully their offensive strategy. In earlier days, it was by threats of jail and forced closures. Fear did not stop the flow of students out of the public schools. In fact, it was increased by the exploding home school movement.

Having found that the tactics failed, they have implemented a new plan. They will attempt to win the battle by bringing the private, parochial, and Christian schools to compromise their faith and independence through the voucher/tuition tax credit plan.

Never a plan so clever has been devised, and the

conservative Christians are "dumb" enough to take the bait. This proves the very point that I am trying to make. We must rebuild the foundations upon which this nation was founded. If the foundations of the Christian school movement were really laid upon the solid rock of Biblical law as was our Constitution, the very idea of federal funds being given without governmental controls would be laughed at as a "joke" and the tempted one branded as a "fool".

4. *The Church and Christian schools must display godly leadership.*

Across the country, the fight to stop "outcome based education" is being waged. Hundreds of groups and literally thousands of people have been alerted to the dangers that the restructure of education is bringing to our nation. But one glaring truth stands out. Repeatedly, we find that the brave fight is being carried on by dedicated Americans who are investing their time, money, and talents into the battle. While they wage a warfare to protect the parental and religious freedom, the pastors, churches, and Christian school officials are sound asleep and are, in many cases, aiding the very people who would destroy their freedom to exist.

Basically, the leaders of the Christian school movement are unaware of the great danger their schools are in. Too many feel that they are isolated from the problem because they are a separate system. That, plus the desire to be "acceptable", has brought a gradual shift to the left of a Biblical center.

In addition to these basic problems, they are being thrown a curve. They are being invited in to dialogue with the leaders of government and the Department of Education to discuss education bills, vouchers, and a host of other items. Not wanting to be difficult to deal with or to give the impression that the Christian school movement is hostile to government, the leaders of the Christian school movement have bent over backwards to cooperate with the Department of Education in whatever way they can.

I am certainly not against a cooperative Christian attitude, but little by little, we have seen compromise. Until now, many are openly advocating and encouraging voucher/tuition tax credit bills that are openly unscriptural and unconstitutional. They simply do not realize the idea of a voucher comes not from the grass roots level, but out of the Department of Education and through the New American Schools Corporation.

If you would have told me that fundamental, independent, *Bible-believing*, soul winning Baptist churches would have compromised the faith fifteen years ago, I would have challenged your judgment. Today, however, I shake my head in disbelief.

Again, I must stress the fact that we are dealing with a battle for the hearts and minds of our children. That battle CAN NEVER be won without the aid of the Christian school movement. If it is lost, it will be directly due to the lethargy on the part of the church leaders within the Christian school movement.

The fact is, the church and the Christian school movement CANNOT evade the battle. Failure to engage in this critical battle is to totally ignore our responsibilities before God. The battle is being waged for the final control of the family, home, and school. The Christian school movement will be affected by the outcome of this battle. You are in the battle whether you like it or not.

This is a battle for the Christian liberties that we have always enjoyed and which were ordained only after a great price was paid by our forefathers.

That original victory was gained because men of God clearly taught the principles of self-government and instilled a love of liberty as found in the Word of God. Without question, the concepts of a limited constitutional republic are rooted in Biblical law.

It is a lack of that clear understanding of God's eternal word that has sidelined the church in this historic battle for truth and righteousness. Failure to abide by God's word at this time can only produce a spirit of compromise. To compromise by accepting tainted dollars or the state's accreditation of our curriculum is to literally sell our children's souls for a temporary stay or a temporary gain.

In conclusion, he who does not understand his historic Christian roots cannot possibly defend the faith. Must God say of America that which He said of ancient Israel? "My people are destroyed for a lack of knowledge" (Hosea 4:6).

I am reminded of a profound statement that is attributed to Governor Nelson Rockefeller: "The Church is a sleeping giant that must not be awakened."

Oh, my brethren, arise from your slumber, shake off thy drowsiness for there is spiritual war going on and we need every able-bodied man to fight the good fight of faith.

To this, you reply, "Cut the rhetoric. What is the bottom line?" *America 2000/Goals 2000* deals with more than education. It deals with our country's very freedom. If the restructure program continues as planned, our nation's sovereignty *must yield* to the final authority of the New World Order.

Your decision to sit on the sidelines or roll up your sleeves and join in the battle may determine our nation's destiny.

Will it be freedom or slavery?

May God once again raise up men who have the character to stand for truth and righteousness.

WILL YOU BE THAT MAN?



An Action Plan

In order to defeat Outcome Based Education and protect our children, and the children of the next generation, we must become citizens. This means upholding the U.S. Constitution, which is based upon God's laws.

Parents have the final authority (granted by God) over their children—not the state, federal government or the United Nations. American parents did not vote to turn our schools or children over to the Federal Department of Education or the National Education Association, which is presently spiritually and mentally molesting our children through Outcome Based Education.

As documentation proves, Outcome Based Education is in place in each public school district around the nation (sometimes under a different name). We must network together and fight non-violently, to shut down Outcome Based Education and take back our schools for the next generation.

In order to regain local control, and replace Outcome Based Education with traditional curriculum we must demand that the Federal Department of Education be dismantled. Starting at the local level, here are some things that have worked for parents and groups across the country:

1. Using the Freedom of Information Act: Obtain the school district's curriculum and classroom manuals. Observe classes. Look at assignments, textbooks (if any), TALK TO YOUR CHILDREN...ask them about meditation time in class, relaxation techniques, etc. Also ask them what the school counselors are asking them. Many schools use student journals to obtain information.
 2. Use the "Education Jargon" to interpret what the curriculum means. (see pages 676-679)
 3. INFORM OTHERS - parents, citizens, teachers, pastors, civic groups by:
 - A) Picketing and leafleting around schools, school board offices and meetings. Passing out flyers to neighborhoods is also effective.
 - B) Hold in-home meetings.
 - C) Run for offices: Senate, Congress, School Board, or precinct delegate, as an anti-O. B. E. candidate. This opens many doors for media attention.
 - D) Obtain local media attention by letting the media know what you are doing: Press releases, talk radio shows, local cable and T. V. shows, and letters to the editor.
 - E) Network with others against O. B. E. and come out in numbers to your state capitol. Let the representatives of your state know—by your visits, letters and calls that you will not allow this to continue. (Phone networking is effective because it spreads the work load.)
 - F) Petition for repeal of laws which mandate implementation of O. B. E. and like curriculum.
 - G) Sponsor speakers on O. B. E. and debates. Your local cable company may cover these events if given proper notice ahead of time.
4. There must be a national effort to dismantle the Federal Department of Education. The United States Constitution DOES NOT grant to the federal government the right to dictate or control the educational process. The supervisory role in education remains a God-given, parental right, which must never be relinquished by the parent to any organization, church or state.
5. As stated earlier, we must become citizens—active participants in our government, not spectators. Citizens who uphold the U.S. Constitution—in our hearts, minds and actions. When in dialogue with those who favor O. B. E., the conversation ultimately turns to economics. This is due to the facts that have been presented in this book, that O. B. E. is designed to 'brain-wash' the next generation for a national workforce or slave labor. So to those who believe there is no way out of a 'paradigm shift' towards a so-called, 'post-industrial information age', O. B. E. is palatable to them, for they think of education in terms of training for a job, rather than an education to enable a child to reach his highest potential as a human being created in the image of God. Giving children the broad foundation of academics, instead of zeroing-in on job skills, they will be far more able to adapt to employment, and more importantly, they will be able to reason, create, and advance upon that which the previous generation has achieved.

To maintain and assure future generations the right to a broad diversified educational program, educational control must remain in the hands of the local citizenry as mandated by the elective process.

All selection of curriculum and staff, as well as disciplinary measures must find their final authority to rest with the local (elected) school board.

We must not be deceived by educational jargon. Site-based management, charter schools, privatization, empowerment of parents are terms that imply local and parental control, but once the veneer of rhetoric is peeled back and you carefully read the actual text of the proposed plans, you will find this is but a play upon words, for the awful truth is that local and parental control is totally removed with the power shift to the federal level.

6. Passage of the Goals 2000 bill by the U. S. Senate on February 8, 1994 will bring the presidential signature necessary to place into law the educational restructure program.

This infamous law clearly draws the battle lines between the parents and the state and invariably brings the sparing match to that of a mortal conflict as each seeks to exert his right as the final authority over the minds and lives of the children. The state will seek to exert its authority on the basis that it is best for the citizens as a whole, while the parents must look to biblical, moral, and constitutional grounds that are clearly recognized down through our history as a nation.

Knowing that the state will not yield in their claim, it now becomes necessary for parents to determine to take the offensive in what will prove to be a long and costly warfare. Passage of a law that is totally contradictory to Biblical and Constitutional law can never be justified or accepted. It must be overruled. Therefore, in light of this infamous legislation -

- A. Target every senator and congressman who voted for the bill. They must be defeated and removed from office for their flagrant violation of their Constitutional oath of office.
- B. Remove your children from the public/state schools. To allow a child to be corrupted in his mind by an international, socialistic world view is to sow the seeds of America's demise. This can only be viewed as child abuse of the worse form.
- C. Warn private, parochial, Christian and home schoolers of the immediate danger that they are now in, for the execution of this law will ultimately swallow up all forms of education for eventually their children will be unable to enter college or the workforce.

- D. Organize and enlist a coalition of parents in every community to resist the restructure program. Removal of your children from the system does not eliminate your personal responsibility to resist the evil that this law will generate.
- E. Unite and network with other groups or people who are actively resisting the restructure of the educational system.
- F. Put aside your personal or doctrinal differences and join in a united effort to resist this corrupt international, socialistic philosophy. There will be time to settle these differences after you preserve your freedom.
- G. Demand an immediate investigation into the subversive elements of the Federal Department of Education.
- H. Pray for God's wisdom and strength as you battle for local and parental control.
7. FINALLY, education is a God-given right granted to the parents. This God-given right **MUST NEVER BE SURRENDERED** to any authority. This is a line that parents must stand upon, and to maintain that God-given right we must be willing to suffer any cost, endure any hardship and pay any price.

We must stand unflinching, girded for battle, with confidence that God will aid in that battle; and if that battle must come, pray that each of us will have the character to defend that God-given right with our lives, our fortunes and our sacred honor.

EDITORS NOTE:

We wish to thank Lisa Morency for the basic draft of this Action Plan. We have deleted some portions that pertained to the Federal Reserve System simply because it encompassed a greater area than we felt that this research manual could possibly cover.

EDUCATION JARGON

ABILITY NORMING: Relationship of aptitude to achievement. Students are not graded on merit of work alone, rather on subjective expectations of pupil by staff coupled with class performance. Subjective factors include motivation, creativity, dependability, family support, conduct and character.

ACADEMIC: Relating to studies that are liberal or classical rather than technical or vocational (The American Heritage Dictionary). This term is missing from PA 25, Core Curriculum, state's outcomes and the new Incentive Driven Accreditation Standards.

ACCREDITATION: A method of control over the schools regarding curriculum, services, teaching staff, management, data banks, etc. Michigan Accreditation Program (MAP), North Central Outcomes Accreditation (OA) and Incentive Driven Accreditation Standards encompass every element of school restructuring to outcome-based education, site-based management, ongoing assessment of growth and development, professional development, annual report, core curriculum, state's outcomes and 3-5 year improvement.

ADAPTABLE: The state of being adapted (to adjust to a particular use or situation). The capacity of persons and things to assume modified form or to change or adjust in other respects in response to new conditions, demands or circumstances (The American Heritage Dictionary).

AFFECTIVE DOMAIN: That area of learning which deals with values, attitudes, interest and appreciation (DOE memo 1971). How students behave or feel about themselves (North Central Outcomes Accreditation). Knowledge of self and others (Indicators for Accreditation Standards).

AUTHENTIC ASSESSMENT: (Ongoing assessment) A process of determining the level of a student's performance. Must be tailored to outcomes to determine if students have mastered the essential learning requirements (learning objectives), to provide remedial help in order to meet outcomes, to assess particular teaching methods to determine if they are working and to measure the school's success and to determine the school's improvement plan, performance indicators, and curriculum indicators.

CAREER EDUCATION: Is not the preparation for a chosen occupation, vocation, or profession. Career education is the same as Life Role Competencies. The preparation for all life roles; profession, family, community and global interdependent citizen who assumes their role in the New World Order, of course to be developed for all these roles by government specification (outcomes).

COOPERATIVE LEARNING: A group of 2 to 5 students with varied abilities within a single class who develop feelings of responsibility for achieving group goals. Those involved usually earn a group grade. Declared to be a solution to educational problems regarding self-esteem, improved racial relations and mitigating adverse effects to tracking and remediation, as well as promoting a "sink-or-swim-together" mentality and a feeling of personal responsibility for pursuing and accomplishing group goals. There are several purposes; the elimination of competitiveness and individualism while promoting cooperation, prescribed social skills, social problem solving, responsibility for achieving group success instead of personal success and a means of assuring all children will learn. It lowers academic standards by forcing the higher achieving student to bear the burden of success for others. It is a form of socialism or collectivism in its truest and highest form.

CONFLICT RESOLUTION: "Win-Win" no loser, compromise values based on situation e.g. situation ethics, records kept, monthly review.

CRITICAL THINKING: see higher order thinking skills.

DECISION MAKING: Hypothetical problems/situations are presented to the children in the classroom and they are to choose between alternatives and consider consequences as to the best solution to the problem/situation. All decision making is done in groups, thus promoting collectivism and eradicating individualism. It creates peer pressure and leads to the formation of the child's values.

DYSFUNCTIONAL FAMILY: 1) Compulsive: chemical, alcohol, gambling, etc., 2) Emotionally Shocked: divorce, illness, death, suicide, poverty, wealth, disaster; 3) Socially Rigid: patriarchal or matriarchal, cultural, religious, traditional; 4) Boundary violations: infidelity or abuse. Surrogates are to be found in support groups according to Mr. Klontz of Howell Schools. These support groups were best done in school to minimize parental (our emphasis) resistance. Michigan School Health Association (MSHA) held their annual conference in Traverse City, Nov. 12-13, 1990. Neither the state or the federal government has a definition in regards to a **FUNCTIONAL FAMILY**.

EDUCATE: to be flexible and adaptable and able to make rational and varied responses to situations (according to Michigan Dept. of Education memo 1971). **NO ABSOLUTES!**

EFFECTIVE SCHOOLS: a school where students develop according to team awareness and not individualized growth and learning of facts and skills. **

FACILITATOR: non-directive, non-judgmental leader. A change-agent or technical assistant who chairs hand-picked committees or groups to facilitate to reach appropriate preconceived conclusions or consensus. This is referred to as "managed change" according to Clyde Hall's, "How To Implement Change". The title now given teachers.

FLEXIBLE: Susceptible to influence or persuasion - responsive to change, adaptable. Capable of variations or modification (The American Heritage Dictionary).

GENDER NORMING: Relationship of gender to achievement. Students are not graded on merit alone, rather on subjective gender expectations by staff coupled with class performance; an attempt to "level-the-playing-field" in performance of male/female.

GLOBAL EDUCATION: Prepare students to be global interdependent citizens as mandated by the COMMON GOALS OF MICHIGAN EDUCATION. It eradicates the melting pot theory and promotes pluralism (DOE Multi-cultural Education). It promotes allegiance to the world community versus nationalism and allegiance to one's nation and Constitution.

HIGHER ORDER THINKING SKILLS - CRITICAL THINKING: uses all forms of values clarification. This is the tool used to promote the politically correct attitude. In regards to CRITICAL THINKING AND EDUCATION REFORM, Richard Paul declares, "...we need a clear global picture of education centered on comprehensive emancipatory thinking skills. Only then can we avoid having to unlearn, as we do now, what was previously 'learned'. The comprehensive thinking skills essential to a free, rational and autonomous mind cannot be superimposed on a foundation of uncritically held beliefs and egocentric habit of thought." Parents, don't impose your values on your children, you must let the schools help them clarify their values.

HUMAN RESOURCE: Refers to the citizens of this nation, and in particular to the children, who have become nothing more than a government commodity to be shaped to meet the needs of the economy. This is accomplished by restructuring education and changing the purpose of the schools to be based on "...current and future needs of the student and society", as defined in the new Incentive Driven Accreditation Standards.

INTERDISCIPLINARY, MULTIDISCIPLINARY, THEMATIC TEACHING: A subject or theme from one area of education is "threaded" throughout every subject in the curriculum. e.g. a health topic woven into math, social studies, English, science, etc.

LEARNING: a change in behavior which persists (Michigan Dept. of Education memo 1971)

LIFE ROLE COMPETENCIES, LIFE SKILLS, LIFE MANAGEMENT SKILLS: The preparation for life, for all life roles —total development of the child—body, mind, spirit. What an elite group considers to be "relevant" in regards to, "What the student will do, feel, believe, in broad terms to meet the exit outcomes." (MASSP Outline for Developing Outcome Based Education).

MASTERY LEARNING: to demonstrate a process until mastered, usually involves the affective domain; synonym for Outcome Based Education.

MODEL (DEMONSTRATION) SCHOOLS: A school/s in the process of restructuring.

NEW WORLD ORDER: one world, one government, one leader, one religion; a syncretized (Eastern/Oriental - Western/Occidental) belief system.

NON-GRADED SCHOOLS: Practice of teaching children of different ages and ability levels together, without dividing the curriculum into steps labeled by grade designation. Nongraded programs generally involve a team of teachers working with a team of students who are regrouped frequently with the same teacher during their entire nongraded experience. Rather than passing or failing at the end of the year, children progress through the curriculum at their own individual rates. The use of letter grades is often replaced by different types of assessment, such as collections of demonstrated and outcomes achieved. The nongraded school concept was introduced before 1968 and is professed to benefit underachieving and low socioeconomic level students (DEO memo 11/14/92).

OUTCOME BASED EDUCATION: The restructuring plan of the nation, aimed at the demolition of all traditional education. Its goal is reducing the child to a human resource that's to be developed to meet the needs of the economy and the New World Order. It mandates that all students must meet the state and national outcomes - prescribed learning objectives which focus on both cognitive and affective goals. Michigan's broad outcomes have little to do with academics, but concentrate on beliefs, feelings, values, attitudes, and behavior. The ultimate aim or goal is the development of the politically correct attitude of all children regarding the environment, multicultural diversity—including acceptance of homosexuality as a lifestyle and the elimination of heterosexism, responsible sexuality—safe sex and birth control rather than self control, the feminist agenda and the elimination of nationalism and the acceptance of the New World Order.

Also known as master Learning, Performance Based Education, Bloom's Taxonomy, Management by Objectives (MBO), Planning, Programming, Budgeting systems (PPBS), Re:Learning, Accelerated Schools, Comer Schools, Johnson City Schools, Effective Schools, Schools for the 21st Century, Coalition of Essential Schools, Professional Development Schools, etc.

All have the same in common - focuses on outcomes, not inputs. Outcomes, not curriculum or content, but performance. Students must demonstrate that they have developed the state's broad outcomes. The State's outcomes have little to do with academics, but concentrate on feelings, values, attitudes, and behaviors. The child only exits the system after the development of the politically correct attitude as prescribed in the state objectives.

Site-based management must be in place to remove all local and parental control. Elected boards become figureheads, as all decisions are made in each school by the principal and lead/master teachers. Hand picked committees led by facilitators replace elected officials and are touted as a process of community input of empowerment.

Ongoing assessment of growth and development determines the remediation of students, instructional delivery, curriculum, professional development, extended school day, week and year as well as the school's improvement plan.

There will no longer exist: marks A-B-C-D-E (bell curve), Carnegie Units (required credits), grades (K-12), as students will be in multi-aged groupings according to individual progress and remediation. To ensure that all students succeed, cooperative learning and peer tutoring are emphasized. Inclusive education (mainstreaming Special Education and Delinquent students) becomes a means of student's assuming responsibility for all other students.

Competition is taboo, as individualism is eradicated through the promotion of group and society's needs. The exceptional student is dumbed down as their time is spent in tutoring and cooperative learning. Remediation in subject areas of least importance (affective domain) take precedence over challenging the student in the areas of superior ability.

FOUR PRINCIPLES OF OUTCOME-BASED EDUCATION

- 1) Clarity of Focus: That means that all curriculum, design, all instructional delivery, all assessment is geared

to what we want kids to demonstrate successfully at the "real" end—not just the end of the week, the end of the semester, the end of the year—but the end of their time with us.

2) Expanded Opportunity: It means the ways and number of times kids get a chance to learn and demonstrate, at a very high level, whatever they are ultimately expected to learn.

3) High Expectations: Which means getting rid of the bell curve. We don't want bell curve standards, expectations, and results. We want all kids to do significant things well at the end.

4) Design Down: Design curriculum back from where you want your students to end up (ON OUTCOME-BASED EDUCATION; A CONVERSATION WITH BILL SPADY - Education Leadership, Dec. 1991/Jan. 1993)

PROCESS OF OUTCOME-BASED EDUCATION - Diagnose (pretest), set goals and objectives in measurable outcomes to be reached within a set time frame (define outcomes), a prescribed methodology and materials are developed to reach the goals and objectives (design instructional delivery system and curriculum), assess to determine if goals and objectives are reached (document results), weaknesses are diagnosed (determine advancement), and if advancement is not feasible (goals not met), the process begins all over again until the prescribed outcomes are reached. (MAASP OUTLINE FOR DEVELOPING OUTCOME-BASED EDUCATION - 1992 (A project of the Mich. Assoc. of Secondary School Principals Curriculum Committee)).

PUBLIC ACT 25 (PA 25): Enacted in 1990, this legislation provides for 1) School Improvement (Mission Statement, Goals, Curriculum Development, Evaluation, Staff Development, Building Level Decision Making), 2) Core Curriculum (Outcome for all Students, District Developed & Controlled Local Core Curriculum, State Model Outcomes Provided as a Guide in Arts, Career & Employability, Cultural & Aesthetic Awareness, Language Arts, Life and Personal Management, Physical Education and Health, Technology, World Studies), 3) Accreditation (of Curricula, Staff, School Facilities, Public Relations, School Improvement/Student Outcomes, Administration & Organization), and 4) Annual Education Report (School Improvement Plan, Student Achievement, Retention & Dropout, Specialized Schools, Parent Participation, Accreditation Status, Core Curriculum).

The most pervasive objection is the concern that this program will result in state control rather than local control. Individuals are concerned that schools will be forced to use the Model Core Curriculum instead of developing their own curriculum. . . They feel they will have little opportunity to shape the curriculum. They are also concerned about an outside entity taking over their schools if the schools fail to meet the standards.

On a more specific level, a number of individuals have serious concerns about "affective education." They believe the standards encourage a move away from basic academics towards an education based on psychology.

Finally, some feel that there are problems with the actual language of the standards themselves. They feel that the standards include a number of mandates for parents and community members and that it is not appropriate for the state to mandate behavior on the part of parents and community members. (Senate Majority Policy Office memo 3/4/93)

PARADIGM SHIFT: a distinctly new way of thinking about a subject (e. g. traditional academics).

PROBLEM SOLVING WITH PEOPLE (PSP): decisions and/or role playing (psycho-drama) involving the affective domain.

PROJECT CHARLIE: a course involving the affective domain based on PSP (Problem Solving with People).

QUEST: a supposedly anti-drug program; All based on values clarification and situational ethics.

RESTRUCTURING: Summary: Restructuring schools will be a never-ending process... Effective schools... will have teachers who lecture less... facilitate students... teachers will be the "provider" of instruction less and less (our emphasis). Dr. Paul Pearson, Director of Human Resources at Steelcase, Inc., Grand Rapids charged

the Task Force... develop wholism (our emphasis) throughout the curriculum... students must leave the classroom... i. e. experiential learning... the high-school graduate needs to know how to work in groups (our emphasis) and de-emphasize (our emphasis) individual performance. (Source Michigan Task Force Report, 1990)

SITE-BASED MANAGEMENT (EMPOWERMENT): Specific staff, principal and lead/master teachers have total authority in regards to staffing, curriculum decision, materials and textbook selection, school organizational structure, length of school day, length of class periods, subject configuration or approach, budget, staff development, or instructional decisions or practices. This reduces local boards of education to figureheads only—their function becomes school policy and public relations for community control and acceptance of Outcome Based Education. Parents and taxpayers have lost all local control. The 1992 Detroit teachers' strike was over empowerment (site based management) and many carried signs declaring, "ALL TEACHERS ARE LEAD TEACHERS."

SITUATION ETHICS: no right or wrong in any given situation, the rightness or wrongness determined on feeling expressed or felt at any given moment.

TEACHER: one whose occupation is to instruct.

TEACHER: one who "facilitates" (N. E. A. definition).

VALUES CLARIFICATION: a process to clarify one's values without the benefits of absolutes. In the Oct. 15, 1973 Flint Journal, the guru of values clarification, Sidney B. Simon, proclaimed values clarification was, "Designing a curriculum around kid's minds... helping children choose their own values instead of imposing preconceived values upon them." PARENT'S VALUES DON'T COUNT!

WILDERNESS RETREATS: "Classrooms without walls"; foster self-discovery and a sense of timelessness***

** Michigan Schools of the Future Task Force Report:
Focus on Restructuring, 1990

*** Ferguson, Marilyn, *The Aquarian Conspiracy*; Houghton
Mifflin Company, Boston; 1980 Wilderness Retreats, pg. 87;
Paradigm Shift, pg. 26

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2. Standard & Poor's Register of Corporations, Directors and Executives 1991
3. Annual Report 1991/92: The Council on Foreign Relations, Pratt House, New York City

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Robert E. Allen, Chmn. & CEO	CFR
Randall L. Tobias, Vice Chmn	CFR
Louis V. Gerstner, Dir.	CFR/TC
Juanita M. Kreps	CFR
Donald F. McHenry	CFR
Henry B. Schacht	CFR
Michael I. Sovern	CFR
Franklin A. Thomas	CFR
Rawleigh Warner, Jr.	CFR
Thomas H. Wyman	CFR

CHRYSLER CORPORATION

Joseph A. Califano, Jr., Dir.	CFR
Peter A. Magowan	*
GE / NBC	
John F. Welch, Jr., Chmn.	CFR
David C. Jones	CFR
Lewis T. Preston	CFR
Frank H.T. Rhodes	CFR
Walter B. Wriston	CFR

AMERICAN EXPRESS CO.

James D. Robinson, CEO	CFR
Joan Edelman Spero	TC
Anne L. Armstrong	CFR
William G. Bowen	CFR
Charles W. Duncan, Jr.	CFR

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H. Allen Holmes, Asst. Sec. Bureau of Politico-Military Affairs	
John H. Kelly, Asst. Sec. Near East-South Asian Affairs	
Alexander F. Watson, Dep. Rep. United Nations	
Jonathan Moore, UN Mission	
Joseph Verner Reed, Chief of Protocol	

BRANDON H. GROVE, DIR. OF FOREIGN

Dennis B. Ross, Dir. Policy Planning Staff	
Edward Perkins, Dir. of Personnel	
Abraham David Sofaer, Legal Advisor	
George J. Mitchell (D), ME	CFR
Claiborne Pell (D), RI	CFR

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John H. Chafee (R), RI	CFR/TC
William S. Cohen (R), ME	CFR/TC
Christopher J. Dodd (D), CT	CFR

DIANNE FEINSTEIN (D), CA

Brian S. Robb (D), VA	CFR
John D. Rockefeller, IV (D), WV	CFR/TC
William Roth, Jr. (R), DE	CFR/TC

REPRESENTATIVES

Howard L. Berman (D), CA	CFR
Thomas S. Foley (D), WA	CFR

"The Council on Foreign Relations is the American Branch of a society which originated in England... (and)... believes national boundaries should be obliterated and one-world rule established."

"The Trilateral Commission is international... (and)... is intended to be the vehicle for multinational consolidation of the political government of the United States." WITH NO APOLOGIES, Senator Barry Goldwater

Dick Thornburgh
ASST. SEC. FOR ADMINISTRATION
UNITED NATIONS

Anthony Lake
CFR
NATIONAL SECURITY ADVISOR

Laura Tyson
CFR
CHAIRMAN, COUNCIL OF ECONOMIC ADVISORS

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U.S. Supreme Court

Steven G. Breyer, Chief Judge US Court, CFR
of Appeals, First Circuit, Boston

Ruth B. Ginsburg, US Court of Appeals, CFR
Wash., DC Circuit

Laurence H. Silberman, US Court of Appeals, Wash., DC Circuit

JUDICIARY

John Norton Moore, Chairman, CFR

Elsbeth Davies Rostow, Vice Chmn

Samuel W. Lewis, President

John Richardson, Counselor

David Little, Senior Scholar

William R. Kintner, Dir.

Scott Thompson, Dir.

OFFICE OF TECHNOLOGY ASSESSMENT

Gary R. Edison, Ch. of Staff & Counselor, CFR

Joshua Bolten, Gen. Counsel, CFR

Daniel M. Price, Dep. Gen. Counsel, CFR

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James M. Strock, Asst. Adm., CFR
Enforcement & Compliance

AFRICAN DEVELOPMENT FOUND.

Leonard H. Robinson, Jr., Pres., CFR

David Rockefeller
CHAIRMAN EMERITUS
NOR

Peter G. Peterson
CHAIRMAN OF THE
COUNCIL ON FOREIGN RELATIONS
345E

William Clinton
CFR, TC & BILDERBERG

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Anthony Lake
CFR
VICE PRESIDENT

Albert Gore, Jr.
CFR
SECRETARY OF STATE

Warren Christopher
CFR
SECRETARY OF INTER

Laura Tyson
CFR
TREASURY SECRETARY

Lloyd Bentsen
BILDERBERG, Former CFR
TREASURY DEPARTMENT

Bruce Babbitt
CFR
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WILLIAM CLINTON
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SAM BUSH
W. BUSH

JOHN E. BUSH
RITA BUSH
HAROLD BUSH
JOHN BUSH
JOHN BUSH
JOHN BUSH

LEONARD BUSH
ROBERT BUSH
SUSAN BUSH
ROBERT BUSH
SUSAN BUSH

PETER BUSH
ROBERT BUSH
SUSAN BUSH
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SUSAN BUSH
JOHN B

N THE CLINTON ADMINISTRATION



* CFR
Indicates membership in the Council on Foreign Relations.
* TC
Indicates membership in the Trilateral Commission.

FEDERAL RESERVE SYSTEM (Past & Present) - Partial Listing

Alan Greenspan, Chairman	CFR/TC
E. Gerald Corrigan, V. Chmn.	CFR
Pres., NY Fed. Res. Bank	CFR
Richard N. Cooper, Chmn. Boston	CFR
Sam Y. Cross, Mgr. Foreign Open Market Act.	CFR/TC
Robert F. Erburu, Chmn., San Fran	CFR
Robert P. Forrestal, Pres. Atlanta	CFR
Paul Volcker	CFR/TC

The Federal Reserve System and Bank is a privately owned corporation established by act of Congress. By its control of the money supply and the interest rate, it effectively controls the economy of the United States.

Paul Volcker
AMERICAN CHAIRMAN OF
TRILATERAL COMMISSION
60 St. New York, NY 10017
Phone (212) 661-1160

UNCIL

SECRETARY

OF DEFENSE

COLIN L. POWELL
CHAIRMAN
JOINT CHIEFS OF STAFF

JAMES WOOLSEY
DIRECTOR CENTRAL
INTELLIGENCE AGENCY

WHITE HOUSE STAFF
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Communications

J. Crowe, Chief
Foreign Intelligence Advisory Bd., CFR
Soderberg, Staff Director, CFR
National Security Council, CFR
J. R. Berger, Deputy Advisor, CFR
National Security, CFR
erman Cutter, Deputy Assistant, CFR
National Economic Council

ICE OF MANAGEMENT & BUDGET
M. Deinhardt, Deputy Director, CFR

EXPORT-IMPORT BANK
Macomber, Pres. & Chmn., CFR
K. Lawson, 1st VP & Vice Chmn., CFR
Rodriguez, Director, CFR
Sanden, General Council, CFR

ICE OF SCIENCE & TECHNOLOGY
R. Graham, Jr., CFR
Adviser To President & Director

TE

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CFR/TC Winston Lord, Asst. Sec. East Asian & Pacific Affairs, CFR
CFR Stephen A. Oxman, Asst. Sec. Europ. Affairs, CFR
CFR Timothy E. Wirth, Counselor, CFR

AMBASSADORS
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CFR Edward N. Ney, (Canada), CFR
CFR Robert B. Oakley, (Pakistan), CFR
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CFR Nicholas Platt, (Philippines), CFR
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CFR Terence A. Todman, (Argentina), CFR
CFR Frank G. Wienert II, (Egypt), CFR
CFR Warren Zimmerman, (Yugoslavia), CFR

RESS

EPHERD (D), CT
Bephardt (D), MO
ingrich (R), GA
ilton (D), IN
ghton, Jr. (R), NY
Johnson (R), CT
I, IA
D), GA
ttau (D), CA

Dave K. McCurdy (D), OK
Eleanor Holmes Norton (D), DC
Thomas E. Petri (R), WI
Charles B. Rangel (D), NY
Carlos A. Romero-Barcelo (D), PR
Patricia Schroeder (D), CO
Peter Smith (R) VT
Olympia J. Snow (R) ME
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Robert D. Haas
David J. Hennigar
Robert D. Hormats
James R. Houghton
Donald R. Keough
Henry A. Kissinger
Whitney MacMillan
Robert S. McNamara
William D. Ruckelshaus
David Stockman
Henry Wendt

Chmn., CEO, Levi Strauss
Chmn., Crown, V-Chmn., Crown Life
V. Chmn., Goldman Sachs Int.
Chmn., CEO, Corning Inc.
Pres., CEO, The Coca Cola Co.
Chmn., CEO, Cargill, Inc.
Former Pres., The World Bank
Chmn., CEO, Browning-Ferris Ind.
Gen. Mgr., The Blackstone Group
Chmn., SmithKline Beecham

FEDERAL RESERVE SYSTEM (Past & Present) - Partial Listing

Bobby R. Inman, Chmn., Dallas	CFR/TC
Robert H. Knight, Esq.	CFR
Steven Muller	CFR
John R. Opel	CFR
Anthony M. Solomon	CFR/TC
Edwin M. Truman, Staff Dir. International Finance	CFR
Cyrus R. Vance	CFR
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U.S. MILITARY

DEPARTMENT OF DEFENSE

Les Aspin,	CFR
Secretary of Defense	CFR
Frank G. Wisner	CFR
Under Sec. for Policy	CFR
Henry S. Rowen, Asst. Sec. International Security Affairs	CFR
Judy Ant. Miller, Dep. Asst. Sec. for Manpower	CFR
Franklin C. Miller, Dep. Asst. Sec. Nuclear Fcs & Arms Control	CFR
W. Bruce Weinrodt, Dep. Asst. Sec. Europe & NATO	CFR
Adm. Seymour Weiss,	CFR
Chmn., Defense Policy Bd.	CFR
Charles M. Herzfeld, Dir. Def. Research & Eng.	CFR
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Donald B. Rice, Secretary of the Air Force	CFR

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Gen. Colin L. Powell, Chmn.	CFR
Gen. Carl E. Vuono, Army	CFR
Gen. John T. Chain, CO SAC	CFR
Gen. Merrill A. McPeak, CO Pac AF	CFR
Lt. Gen. George L. Butler, Dir. Strat. Plans & Policy	CFR
Lt. Gen. Charles T. Boyd, Com. Air Univ.	CFR
Lt. Gen. Bradley C. Hosmer, AF Inspector General	CFR

SECRETARIES OF DEFENSE

57-59 McElroy	CFR
59-61 Gates	CFR
61-63 McNamara	CFR/TC
65-73 Laird	CFR
73-75 Richardson	CFR
75-77 Rumford	CFR
77-81 Brown	CFR/TC
80-82 Weinberger	CFR/TC
82- Carlucci	CFR
88- Cheney	CFR

ADDITIONAL MILITARY

MG R.C. Bowman	CFR
BG F. Brown	CFR
Lt. Col. W. Clark	CFR
ADM Wm. Crowe	CFR
COL P. M. Dawkins	CFR
VADM Thor Hanson	CFR
COL W. Hauser	CFR
MAJ R. Kimmitt	CFR
GEN W. Knowlton	CFR
V. ADM J. Lee	CFR
COL D. Mead	CFR
M. G. Jack Merritt	CFR
GEN E. Meyer	CFR
COL Wm. E. Odom	CFR
COL L. Olvey	CFR
COL Geo. K. Osborn	CFR
MG J. Pustay	CFR
LG E.L. Rowny	CFR
CAPT Gary Sick	CFR
MG De Witt Smith	CFR
BG Perry Smith	CFR
LTG Wm. Y. Smith	CFR
COL W. Taylor	CFR
ADM S. Turner	CFR
MG J. Welch	CFR
COL John P. Rose USA	CFR

LABOR UNION LEADERS

Jay Mazur, International Ladies' Garment Workers Union	CFR/TC
Jack Sheinkman, Amalgamated Clothing & Textile Workers Union	CFR
Albert Shanker, Pres., American Federation of Teachers	CFR/TC
Glenn E. Watts, Communication Workers of America	CFR/TC

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Graham Allison, Prof. of Gov., Harvard Univ.	TC
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Martin S. Feldstein, Prof. Econ., Harvard Univ.	TC
Richard N. Gardner, Prof. Law, Columbia University	TC
Joseph S. Nye, Jr., Prof. Int'l Affs., Harvard Univ.	TC
Robert D. Putnam, Prof. Politics, Harvard Univ.	TC
Henry Rosovsky, Prof. Harvard Univ.	TC
George P. Shultz, Hon. Fellow, Stanford Univ.	TC
Lester C. Thurow, Dean, Sloan School of Mgmt., MIT	TC
Paul Volcker, Prof. Int'l Econ., Princeton Univ.	TC

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Vartan Gregorian, Brown University	CFR
Hanna Holborn Gray, University of Chicago	CFR
Joseph S. Murphy, City Univ. of NY	CFR
Michael S.overn, Columbia University	CFR
Charles J. Pilliod, Jr., CFR	CFR
BANK AMERICA	CFR
Andrew F. Brimmer, Dir. CFR	CFR
Ignazio E. Lozano, Jr. *	CFR
Ruben F. Mettler *	CFR
SECURITIES & EXCHANGE COMM.	CFR
Michael D. Mann, Dir. Infrnl. Aff. CFR	CFR
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Nannerl O. Keohane, Wellesley University	CFR

C.F.R./Trilateral Influence

"...it is absolutely vital that we take control of the United States government away from the Trilateral Commission and the Council on Foreign Relations." Pat Robertson, Christian Broadcast Network.
U.S. News & World Report, Sept. 24, 1979.

"Membership on this Commission has provided many of the members have helped me in my stu...

It is not meant to imply that the ...
are necessarily sha...

Part of The C.F.R. Propaganda Machine

*Is This Why We Never Heard of The C.F.R.? Do We Receive Only
That News Which The CFR Clique Wants Us To Know About?*

TIME Inc./TIME MAGAZINE

Hedley Donovan	CFR T
Alexander Heard	CFR
James Linen	CFR
Sol Linowitz	CFR T
Marshall Loeb	CFR
Rawleigh Warner	CFR
Thomas Watson	CFR

NEW YORK TIMES

Harding Bancroft	CFR
Amory Bradford	CFR
Orville E. Dryfoos	CFR
Max Frankel	CFR
Richard Geib	CFR
J. L. Greenfield	CFR
David Halberstam	CFR
Walter Lippmann	CFR
L. E. Marke	CFR
H. L. Matthews	CFR
John Oakes	CFR
Adolph Ochs	CFR
James Reston	CFR
A. M. Rosenthal	CFR
Jack Rosenthal	CFR
Harrison Salisbury	CFR
William Scranton	CFR
A. Hays Sulzberger	CFR
A. Ochs Sulzberger	CFR
C. L. Sulzberger	CFR
Seymour Topping	CFR

NEWSWEEK/WASH. POST

Frederick Beebe	CFR
Robert Christopher	CFR
A. de Borchgrave	CFR
N. de B. Katzenbach	CFR
Osborne Elliot	CFR
Philip Geyelin	CFR
Katherine Graham	CFR
Philip Graham	CFR
Joseph Kraft	CFR
Kermit Lausner	CFR
Murry Marder	CFR
Eugene Meyer	CFR
Arjay Miller	CFR
Malcolm Muir	CFR
M. Parker	CFR
G. F. Will	CFR

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- Howard Baker (Tenn.) CFR
- Birch Bayh (Ind.) CFR
- Lloyd Bentsen (Tex.) CFR
- William Brock (Tenn.) CFR
- Edward Brooke (Mass.) CFR
- Clifford Case (N. J.) CFR
- Frank Church (Idaho) CFR
- Dick Clark (Iowa) CFR
- William S. Cohen (Maine) T
- Alan Cranston (Calif.) CFR
- John Cooper (Ken.) CFR
- John Culver (Iowa) CFR T
- John Danforth (Mo.) CFR
- John Glenn (Ohio) CFR
- Hubert Humphrey (Minn.) CFR
- Jacob Javits (N. Y.) CFR
- Gale McGee (Wyo.) CFR
- George McGovern (S. D.) CFR
- Charles Mathias (Md.) CFR
- William Brock, Chrmn., Republican National Committee CFR T

Their mail ran 90% against giving away our canal in Panama! Why did they give it away? Was it because they serve the international bankers, not the people who elected them to office?

Why have these reporters failed to tell the American public the truth about the C.F.R. many years ago?

Walter Mondale (Minn.)	CFR
■ Daniel Moynihan (N. Y.)	CFR
■ Edmund Muskie (Maine)	CFR
■ Claiborne Pell (R. I.)	CFR
■ Abraham Ribicoff (Conn.)	CFR
■ William Roth (Del.)	CFR T
■ Paul Sarbanes (Md.)	CFR
■ Adlai Stevenson (Ill.)	CFR
■ Stuart Symington (Mo.)	CFR
■ Robert Taft, Jr. (Ohio)	T

HOUSE

John Anderson (Ill.)	CFR T
Les Aspin (Wis.)	CFR
■ J. B. Bingham (N. Y.)	CFR
■ John Brademas (Ind.)	CFR T
■ Barber Conable, Jr. (N. Y.)	T
■ William R. Cottier (Conn.)	CFR
■ Dante Fascell (Fla.)	T
■ Thomas Foley (Wash.)	T
■ Donald Fraser (S. D.)	CFR T
■ Stephen Solarz (N. Y.)	CFR

UNION BOSSES

I. W. Abel	CFR T
Sol Chaikin	CFR T
Murry H. Finley	CFR
Victor Gotbaum	CFR

Rank & File union members must wonder what's going on when the bosses join ranks with the élite who would destroy America's sovereignty and force her to "merge with" foreign countries in a one-world government.

What does a close association of government, big business and unions mean:

SOCIALISM, FASCISM, DICTATORSHIP?

PLEASE NOTE

CBS

William Burden	CFR
Roswell Gilpatric	CFR
James Houghton	CFR
William Paley	CFR
Henry Schacht	CFR
Frank Stanton	CFR

NBC

T. Bradshaw	CFR
H. Schlosser	CFR

ABC

J. T. Conner	CFR
G. Jenkins	CFR
R. Macioce	CFR

MEDIA - MISCELLANEOUS REPORTERS

Ellie Abel	CFR
David Brinkley	CFR
William Buckley	CFR
John Chancellor	CFR
Marquis Childs	CFR
C. Collingswood	CFR
Charlene Gault	CFR
R. C. Hotteler	CFR
Norman Isaacs	CFR
Marvin Kalb	CFR
Jim Lehrer	CFR
Irving Levine	CFR
Robert McNeil	CFR
Bill Moyers	CFR
Michael O'Neill	CFR
Harry Reasoner	CFR
Victor Reisel	CFR
John Scali	CFR
Daniel Schorr	CFR
Barbara Walters	CFR
Theodore White	CFR

HENRY KISSINGER

CFR	T
-----	---

ADVISOR

R. S. McNAMARA

CFR	
-----	--

WORLD BANK

294 U.S. Government Officials

Belong To The CFR Clique!

QUESTION: WHO DO THEY SERVE?

QUESTION

Which pro-American governments vital to our national security have fallen since the CFR gained control of our government?

BRZEZINSKI

CFR	T
-----	---

"SECURITY" Advisor

MONDALE

CFR	T
-----	---

V. P.

DAVID ROSE

Chairman

COUNCIL ON FOREIGN RELATIONS

(A private organization)

NORTH AMERICA

The TRILATERAL COUNCIL

(A private organization)

James Earl R.

(Charter member, TCR)

Selected

The TRILATERAL COUNCIL

to be THEIR

Groomed and Trai...

NATIONAL SECURITY COUNCIL

V. A.

MURKIN

Sec.

BLUMENTHAL

CFR	T
-----	---

J. SAWHILL

CFR	T
-----	---

CALIFANO

CFR	T
-----	---

HARRIS

H. E. W.

MILLER

CFR	
-----	--

TREASURY

A. M. Solomon	CFR T
C. F. Bergsten	CFR T
A. Nachmanoff	CFR
W. J. McDonald	CFR
R. C. Altman	CFR

DUNCAN	T
--------	---

D. O. E.

(Dept. of NO Energy)

MISC. ADMINISTRATION

T. L. Farmer, Intelligence	CFR
D. Aaron, Nat'l. Security	CFR
F. Press, Director,	CFR
Science & Technology	CFR
A. McDonald, Trade	CFR
Lloyd Cutler	CFR T

360 C.F.R. members are involved in educational institutions.

552 are business executives.

190 are lawyers.

177 are involved in Non-Profit organizations which appear to be immune from congressional investigation.

PRESIDENTIAL CANDIDATES

George Bush	CFR T
(Bush, CFR director, resigned)	
Howard Baker	CFR
John Anderson	CFR T
Jimmy Carter	T

Ted Kennedy (Member of the Boston affiliate of the CFR.)

MANY PEOPLE QUIT VOTING!

The more they voted, the more things stayed the same with the CFR in control.

Edmund Muskie, Secretary
W. M. Christopher, Deputy Sec.

CFR
CFR T

AMBASSADORS

Elliot Richardson	CFR T
Gerald Smith	CFR
Alfred Atherton, Jr.	CFR
Henry Owen	CFR
Herbert Salzman	CFR
E. Bunker, CANAL PAYAWAY	CFR
S. Linowitz, CANAL PAYAWAY	CFR T
Andrew Young (U.N.)	CFR T
D. F. McHenry (U.N.)	CFR
J. F. Leonard (U.N.)	CFR

POLICY PLANNING STAFF

W. Anthony Lake, DIRECTOR	CFR
Paul H. Kreisberg	CFR
Karin Lissakas	CFR
Leslie H. Gelb	CFR
Jerome H. Kahana	CFR
David C. Gompert	CFR
Priscilla A. Clapp	CFR

OTHERS

M. D. Shulman (Soviet Affairs)	CFR
H. G. Barnes, Jr. (Personnel Boards & Commissions)	CFR
M. Nemetz (Legal)	CFR
M. B. Feldman (Legal)	CFR
S. M. Schwobel (Legal)	CFR
J. J. Gilligan	CFR
R. D. Hormats	CFR
D. E. Mark	CFR
E. R. Platig	CFR
S. F. Cohen	CFR
J. F. Leonard	CFR
Paul Warnke SALT	CFR T
R. E. Earl 2nd. SALT	CFR
R. N. Cooper, Undersecretary, Economic Affairs	CFR T

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On the Carter Administration

me with a splendid learning opportunity, and
of foreign affairs." Jimmy Carter.

One-World views of the CFR & TC
ed by all members.

the T: Present or past member of
ns. the Trilateral Commission

ROCKEFELLER

FOREIGN RELATIONS
(founded in 1921)
COMMISSION
(founded in 1973)

Jimmy) Carter
(Fraternal Commission)

1973 by
COMMISSION & CFR
PRESIDENT!
led by BRZEZINSKI!

SECURITY COUNCIL

CE
T
KIE
STATE

H. BROWN
CFR T
Sec. of DEFENSE

W. B. DALE
CFR

INTERNATIONAL
MONETARY FUND

R. A. DUNGAN
CFR

INTER-AMERICAN
DEVELOPMENT BANK

Many Members are Loyal & Patriotic But Some CFR & Trilaterals Would Abolish U.S. Sovereignty!

ANSWER

China, Laos, Korea, Vietnam, East Germany, Czechoslovakia, Hungary, Romania, Poland, Yugoslavia, Bulgaria, Albania, Ethiopia, Angola, Iraq, Afghanistan, Pakistan, Nicaragua, Cuba, Iran...and more...to the most diabolical anti-God tyranny in human history.

TURNER
CFR
C.I.A.

Every C.I.A. director was a CFR member! Is it a Rockefeller Agency?

TRAIN
CFR T
Replaced by
DOUGLAS COSTLE
E. P. A.
W. Drayton

Observe that when one CFR is moved
out of a position of power, another
CFR or T is moved in.

Adolf Volcker is the single human alive most responsible for inflation
today...He is there to look after Rockefeller & Chase Manhattan in
ARRY SHULTZ LETTER, Xebex, Box 134, Princeton, N. J. 08540.

"Is living of the average American has to decline." Volcker.

"Is causing inflation, but government won't admit it..." Howard Ruff.

T OF STATE

AU OF INTER-AMERICAN AFFAIRS (Remember Nicaragua?)

sky, BUREAU HEAD
Policy Planning

OF AFRICAN AFFAIRS (Remember Rhodesia, South Africa?)

Moose, BUREAU HEAD
tcher, Asst. Adm.

NEAR EASTERN & SOUTH ASIAN AFFAIRS (Remember Iran?)

nders, BUREAU HEAD

OF EAST ASIAN & PACIFIC AFFAIRS (Remember Taiwan?)

rooke, BUREAU HEAD

REAU OF INTERNATIONAL ORGANIZATION AFFAIRS

Haynes, BUREAU HEAD

SECRETARY FOR POLITICAL AFFAIRS/CHAIRMAN,
BOARD OF FOREIGN SERVICE

some

INTERNATIONAL ENVIRONMENTAL & SCIENTIFIC AFFAIRS

ckering, BUREAU HEAD
van, Director

BUREAU OF PUBLIC AFFAIRS

ter, BUREAU HEAD

G FOR THE UNITED STATES OF AMERICA?

Council on Foreign Relations was invited to take control of the U. S.

ment. That control has never been broken!

partment wines, dines, and provides financial aid to the enemies

everywhere. They refuse visas to our pro-American friends and drive

communist hands by cutting off financial aid and arms shipments at

is.

phony "HUMAN RIGHTS" issue against our friends!

T TREATIES" & "HOSTAGE SITUATIONS" Divert

ds While "STATE" Helps Russia Enslave The World?

"An illegal, semi-secret political party...has won control over the Executive Branch." Lawrence T. Patterson, speaking on the Trilateral Commission as reported in the *Honolulu Star Bulletin*, April 14, 1978.

Many Military C.F.R. Members Are Patriotic...but,
they're controlled by civilian C.F.R. members who apparently would
abolish our nationality and establish their NEW WORLD ORDER!

ADDITIONAL MILITARY
Past & Present
(Partial listing)

'60-'63	Westmoreland	CFR
'63-'66	Lampert	CFR
'66-'68	Bennett	CFR
'70-'74	Knowlton	CFR
'74-'77	Berry	CFR
'77-	Goodpaster	CFR

'49-'52	Eisenhower	CFR
'52-'53	Ridgeway	CFR
'53-'56	Gruenther	CFR
'56-'63	Norstad	CFR
'63-'69	Lemnitzer	CFR
'69-'74	Goodpaster	CFR
'74-'79	Haig	CFR

ALLIED SUPREME COMMANDERS

'57-'59	McElroy	CFR
'59-'61	Gates	CFR
'61-'68	McNamara	CFR
'69-'73	Laird	CFR
'73	Richardson	CFR
'73-'75	Schlesinger	CFR
'75-'77	Rumsfeld	CFR
'77-	Brown	CFR

SECRETARY OF DEFENSE

'57-'59	McElroy	CFR
'59-'61	Gates	CFR
'61-'68	McNamara	CFR
'69-'73	Laird	CFR
'73	Richardson	CFR
'73-'75	Schlesinger	CFR
'75-'77	Rumsfeld	CFR
'77-	Brown	CFR

MILITARY FELLOWS THROUGH THE YEARS

AF	COL M. Sanders	CFR
AF	MG R. Ginsburgh	CFR
AF	COL E. Foote	CFR
AF	COL I. Klette	CFR
AF	COL F. Thayer	CFR
Army	BG M. Green	CFR
AF	COL K. Baker	CFR
Army	LG S. Berry	CFR
Army	GEN S. Walker	CFR
Navy	RADM R. Welander	CFR
AF	LG G. Loving	CFR
Navy	HADM C. Tesh	CFR
AF	BG W. Usher	CFR
Army	LG R. Gard	CFR
Army	BG J. Thompson	CFR
Navy	CAPT J. Dewenter	CFR
AF	COL L. Pfeiffer	CFR
Navy	CAPT R. Miale	CFR
AF	COL T. Julian	CFR
Army	BG T. Ayers	CFR
AF	BG J. Pfautz	CFR
Navy	CAPT S. Ring	CFR
AF	COL M. McPeak	CFR
Army	COL A. Dewey	CFR
AF	COL J. Wolcott	CFR
Navy	CAPT H. Fiske	CFR
AF	COL R. Head	CFR
Army	COL J. Sewall	CFR
Navy	CAPT H. Kerf	CFR
Navy	CAPT R. Kurth	CFR
Army	COL B. Loeffke	CFR

QUESTION

Does the U. S. military serve the American people, or
the NEW WORLD ORDER plotters in the C.F.R. and
the Trilateral Commission?

POLICY	DEFENSE	SECURITY	
S. R. Resor, Sec.	CFR	D. E. McGiffert	
COL R. G. Head	CFR	COL A. E. Dewey	CFR
D. E. McGiffert	CFR	W. Slocombe	CFR
COL A. E. Dewey	CFR	M. H. Armacost	CFR
COL J. O. Sewall	CFR	MG R. C. Bowman	CFR
		L. E. Davis	CFR
		BG J. M. Thompson	CFR

MISCELLANEOUS

W. M. Taylor	CFR
R. G. Gard, Jr., Pres., Nat'l. Defense Univ.	CFR
M. H. Halperin, Director, Center for National Security Studies	CFR

F.R.E.E. (Fund to Restore an Educated Electorate)
Box 8616, Waco, TX. 76710 Johnny Stewart, Director

DISARMAMENT?

The International bankers' C.F.R. is disarming America while they finance the world's largest military machine in Soviet Russia.

Is a U. S. surrender necessary to the formation of their NEW WORLD ORDER?

This literature may be reprinted and widely distributed by anyone when F.R.E.E. address is left intact.

In the Reagan Administration

★ CFR: Indicates past or present membership in the Council on Foreign Relations

★ TC: Indicates past or present membership in the Trilateral Commission

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734-0400

1 CHAIRMAN OF
COMMISSION

York, NY 10017

561-1180

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CFR

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CFR

ADV. COMMISSION ON
INTERGOVERNMENTAL RELATIONS
(GOVERNOR OF ARIZONA)

news of Rockefeller, Kissinger, Brzezinski and others in the CFR/TC "inner circle". Some join for prestige and to further their careers. Some are invited in for "winning" should closely examine the disastrous results of foreign and domestic policy for the CFR through the years without public knowledge.

T OF STATE

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Horace Dawson	(Botswana)	CFR
Angier Duke	(Morocco)	CFR
James E. Goodby	(Finland)	CFR
Arthur Hartman	(U.S.R.)	CFR
Dean Hinton	(El Salvador)	CFR
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Ronald Palmer	(Malaysia)	CFR
Thomas Pickering	(Nigeria)	CFR
Maxwell Rabb	(Italy)	CFR
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R. Strauss-Hupe	(Turkey)	CFR
Terence Todman	(Spain)	CFR

CFR

CFR

IS

CFR

CFR

CFR

CFR

FAIRS

CFR

*PLEASE NOTE: These CFR/TC members head State Department bureaus where dramatic shifts in American foreign policy appear to work against allies of the United States and in favor of revolutionary forces.

1

and

Citizens From Every Walk of Life:

2

and

Citizens From Every Walk of Life:

The U.S. government and private debt money system are not "out of control". They are scientifically controlled by the CFR/TC!

W.B. DALE
CFR

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CFR

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53-56 Gruenther **CFR**

56-63 Norstad **CFR**

63-69 Lemnitzer **CFR**

69-74 Goodpaster **CFR**

74-79 Haig **CFR**

80-81

SECRETARIES OF DEFENSE

57-59 McElroy **CFR**

59-61 Gates **CFR**

61-68 McNamara **CFR**

68-73 Laird **CFR**

73 Richardson **CFR**

75-77 Rumsfeld **CFR**

77- Brown **CFR**

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80-81

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CHIEF OF STAFF, USAF

Gen. Lou Allen, Jr. **CFR**

JOINT STAFF

VADM Thor Hanson **CFR**

LG Paul Gorman **CFR**

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AF COL K. Baker **CFR**

Army LG S. Berry **CFR**

Army BG Z. Bradford **CFR**

Navy CAPT J. Dewenter **CFR**

Army Col. A. Dewey **CFR**

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* CFR Indicates part of the Council
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The Council on Foreign Relations is the American Branch of a society which originated in England...and...believes national boundaries should be obliterated and one-world rule established.

The Trilateral Commission is international...and...is intended to be the vehicle for multinational consolidation of the commercial and banking interests by seizing control of the political government of the United States.
WITH NO APOLOGIES,
Senator Barry Goldwater

David Rockefeller
FORMER CHAIRMAN OF THE
COUNCIL ON FOREIGN RELATIONS
58 E. 68th St, New York, NY 10021 Phone (212) 734-0400

NORTH AMERICAN CHAIRMAN OF
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345 E. 46th St, New York, NY 10017 Phone (212) 681-1180

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The U.S. government and private money system are not "out of control". They are scientifically controlled by the CFR/TCI

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DEERE & CO.	
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AMTRAK (National RR Passenger Corp.)	
William S. Norman, Exec. VP	CFR
AMERICAN TELEPHONE & TELEGRAPH CO. (AT&T)	
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The Council on Foreign Relations is the American Branch of a society which originated in England...and...believes national boundaries should be obliterated and one-world rule established...

The Trilateral Commission is international...and...is intended to be the vehicle for multinational consolidation of the commercial and banking interests by seizing control of the political government of the United States.
WITH NO APOLOGIES.
Senator Barry Goldwater

Dick Thornburgh CFR
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UNITED NATIONS

David Rockefeller
CHAIRMAN EMERITUS
Peter G. Peterson
CHAIRMAN OF THE
COUNCIL ON FOREIGN
RELATIONS
58 E. 68th St., New York, NY 10017
Phone (212) 734-0400,
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Paul Volcker
NORTH AMERICAN CHAIRMAN OF
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345 E. 46th St. New York, NY 10017
Phone (212) 661-1180

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CFR, TC & BILDERBERG

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	Lewis M. Branscomb, Adv. Council	Nancy Soderberg, Staff Director National Security Council	
		Samuel R. Berger, Deputy Advisor National Security	
		W. Bowman Cutter, Deputy Assistant National Economic Council	

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		Richard Burt, Negotiator on Strategic Defense Arms	Richard S. Bradcock, Pres.
		David Smith, Negotiator, Defense & Space	John M. Deutch, Dir.
			Clifton C. Garvin, Jr. *
			C. Peter McCollough *
			Rozanne L. Ridgeway *
			Franklin A. Thomas *

AFRICAN DEVELOPMENT FOUND.	OFFICE OF MANAGEMENT & BUDGET	EXPORT-IMPORT BANK	FIRST CITY BANCORP, TEXAS
Leonard H. Robinson, Jr., Pres.	Alice Rivlin, Deputy Director	John D. Macomber, Pres. & Chmn	A. Robert Abboud, CEO,
		Eugene K. Lawson, 1st VP & Vice Chmn	William Schneider, Chmn., General Advisory Council
		Rita M. Rodriguez, Director	Richard Burt, Negotiator on Strategic Defense Arms
		Hart Fessenden, General Council	David Smith, Negotiator, Defense & Space

OFFICE OF U. S. TRADE REP.	OFFICE OF TECHNOLOGY ASSESSMENT	WHITE HOUSE STAFF	MORGAN GUARANTY
Gary R. Edison, Ch. of Staff & Counselor	Joshua Lederberg, V. Chmn Adv. Counc.	George Stephanopoulos, Director, Communications	Lewis T. Preston, Chmn.
Joshua Bolten, Gen. Counsel	John H. Gibbons, Director	William J. Crowe, Chief Foreign Intelligence Advisory Bd.	
Daniel M. Price, Dep. Gen. Counsel	Lewis M. Branscomb, Adv. Council	Nancy Soderberg, Staff Director National Security Council	
		Samuel R. Berger, Deputy Advisor National Security	
		W. Bowman Cutter, Deputy Assistant National Economic Council	

DEPARTMENT OF STATE	OFFICE OF SCIENCE & TECHNOLOGY	U.S. ARMS CONTROL & DISARMAMENT AGENCY	CITICORP
Peter Tarnoff, Under Sec. For Political Affairs	Alice Rivlin, Deputy Director	Thomas Graham, Jr., General Council	John S. Reed, Chmn.
Brian Atwood, Under Sec. For Mngmnt.		William Schneider, Chmn., General Advisory Council	Robert J. Callander, Pres.
Joan E. Spero, Under Sec. Eco & Ag Affairs		Richard Burt, Negotiator on Strategic Defense Arms	Richard S. Bradcock, Pres.
George E. Moose, Asst. Sec. African Affairs		David Smith, Negotiator, Defense & Space	John M. Deutch, Dir.
			Clifton C. Garvin, Jr. *
			C. Peter McCollough *
			Rozanne L. Ridgeway *
			Franklin A. Thomas *

Madeleine Albright, UN Ambassador	Peter Tarnoff, Under Sec. For Political Affairs	Winston Lord, Asst. Sec. East Asian & Pacific Affairs	FIRST NATIONAL BANK OF CHICAGO
Clifton Wharton, Jr., Deputy Sec.	Brian Atwood, Under Sec. For Mngmnt.	Stephen A. Ozman, Asst. Sec. Europ. Affairs	Barry F. Sullivan
Lynn Davis, Under Sec. For International Security Affairs	Joan E. Spero, Under Sec. Eco & Ag Affairs	Timothy E. Wirth, Counselor	TC
Brandon H. Grove, Dir. Of Foreign Service Institute	George E. Moose, Asst. Sec. African Affairs		
H. Allen Holmes, Asst. Sec. Bureau of Politico - Military Affairs			
John H. Kelly, Asst. Sec. Near East - South Asian Affairs			
Alexander F. Watson, Dep. Rep. United Nations			
Jonathan Moore, UN Mission			
Joseph Verney Reed, Chief of Protocol			
Dennis B. Ross, Dir. Policy Planning Staff			
Edward Perkins, Dir. of Personnel			
Abraham David Sofer, Legal Advisor			

AMBASSADORS	AMBASSADORS	AMBASSADORS	MANUFACTURERS HANOVER DIRECTORS
Strobe Talbott, (Special Advisor for CIS)	John D. Negroponte, (Mexico)	John D. Negroponte, (Mexico)	Cyrus Vance
Thomas R. Pickering (Russia)	Edward N. Ney, (Canada)	Edward N. Ney, (Canada)	G. Robert Durham
Morton I. Abramowitz, (Turkey)	Robert B. Oakley, (Pakistan)	Robert B. Oakley, (Pakistan)	George B. Monroe
Michael H. Armacost, (Japan)	Robert H. Pelletreau, Jr., (Tunisia)	Robert H. Pelletreau, Jr., (Tunisia)	Marina V. N. Whitman
Shirley Temple Black, (Czechoslovakia)	Christopher H. Phillips, (Brunei)	Christopher H. Phillips, (Brunei)	Charles J. Pilloid, Jr.
Julia Chang Bloch, (Nepal)	Nicholas Platt, (Philippines)	Nicholas Platt, (Philippines)	BANK AMERICA
Henry E. Catto, Jr., (Great Britain)	James W. Spain, (Maldives & Sri Lanka)	James W. Spain, (Maldives & Sri Lanka)	Andrew F. Brimmer
Frances Cook, (Cameroon)	Terence A. Todman, (Argentina)	Terence A. Todman, (Argentina)	Dir. C. F. Shultz
Edward P. Djerejian, (Syria)	Frank G. Wisner II, (Egypt)	Frank G. Wisner II, (Egypt)	Ignazio E. Lozano, Jr.
George E. Moose, (Senegal)	Warren Zimmerman, (Yugoslavia)	Warren Zimmerman, (Yugoslavia)	Ruben F. Mettier

UNITED STATES CONGRESS	SENATORS	SENATORS	SECURITIES & EXCHANGE COMM.
George J. Mitchell (D), ME	David L. Boren (D), OK	Sam Gejdenson (D), CT	Michael D. Mann, Dir. Intrtl. Aff.
Clifton Wharton (D), RI	William Bradley (D), NJ	Richard A. Gephardt (D), MO	CFR
John H. Chafee (R), RI	Charles S. Robb (D), VA	Newton L. Gingrich (R), GA	CFR
William S. Cohen (R), ME	John D. Rockefeller IV (D), WV	Lee H. Hamilton (D), IN	TC
Christopher J. Dodd (D), CT	William Roth (R), DE	Amory Houghton, Jr. (R), NY	CFR
		Nancy Lee Johnson (R), CT	CFR

SENATORS	SENATORS	SENATORS	COLLEGE & UNIVERSITY PRESIDENTS
David L. Boren (D), OK	George J. Mitchell (D), ME	Sam Gejdenson (D), CT	John Gutfreund, Chmn.
William Bradley (D), NJ	Clifton Wharton (D), RI	Richard A. Gephardt (D), MO	Franklin C. Dinkelspiel
John H. Chafee (R), RI	Charles S. Robb (D), VA	Newton L. Gingrich (R), GA	John C. Whitehead
William S. Cohen (R), ME	John D. Rockefeller IV (D), WV	Lee H. Hamilton (D), IN	John C. Whitehead
Christopher J. Dodd (D), CT	William Roth (R), DE	Amory Houghton, Jr. (R), NY	John C. Whitehead

FEDERAL RESERVE SYSTEM (Past & Present) - Partial Listing

Alan Greenspan, Chairman	CFR/TC	Bobby R. Inman, Chmn., Dallas	CFR
E. Gerald Corrigan, V. Chmn.	CFR	Robert H. Knight, Esq.	CFR
Pres. NY Fed. Res. Bank	CFR	Steven Muller	CFR
Richard N. Cooper, Chmn. Boston	CFR	John R. Opel	CFR
Sam Y. Cross, Mgr. Foreign Open	CFR	Anthony M. Solomon	CFR/TC
Market Actct.	CFR	Edwin M. Truman, Staff Dir.	CFR
Robert F. Erbuer, Chmn., San Fran	CFR	International Finance	CFR
Robert P. Forrestal, Pres. Atlanta	CFR	Cyrus R. Vance	CFR
		Paul Volcker	CFR/TC

The Federal Reserve System and Bank is a privately owned corporation established by act of Congress. By its control of the money supply and the interest rate, it effectively controls the economy of the United States.

CHASE MANHATTAN CORP.

Thomas G. Labrecque, Chmn. & CEO	CFR/TC
Franklin C. Miller, Dep. Asst. Sec. Nuclear Fcs & Arms Control	CFR
W. Bruce Weinrod, Dep. Asst. Sec. Europe & NATO	CFR
Adm. Seymour Weiss, Chmn. Defense Policy Bd.	CFR
Charles M. Herzfeld, Dir. Defense Research & Eng.	CFR
Andrew W. Marshall, Dir. Net Assessment	CFR
Michael P. Stone, Secretary of the Army	CFR
Donald B. Rice, Secretary of the Air Force	CFR

U.S. MILITARY

DEPARTMENT OF DEFENSE

Les Aspin, Secretary of Defense	CFR
Frank G. Wisner, Under Sec. for Policy	CFR
Judy Ann Miller, Dep. Asst. Sec. International Security Affairs	CFR
Charles M. Herzfeld, Dir. Defense Research & Eng.	CFR
Andrew W. Marshall, Dir. Net Assessment	CFR
Michael P. Stone, Secretary of the Army	CFR
Donald B. Rice, Secretary of the Air Force	CFR

ALLIED SUPREME COMMANDERS

49-52 Eisenhower	CFR
52-53 Ridgeway	CFR
53-56 Gruebler	CFR
56-63 Norstad	CFR
63-69 Lemnitzer	CFR
69-74 Goodpaster	CFR
74-79 Haig	CFR
79-87 Rogers	CFR/TC

SUPERINTENDENTS U.S. MILITARY ACADEMY AT WEST POINT

60-63 Westmoreland	CFR
63-66 Lampert	CFR
66-68 Bennett	CFR
70-74 Knowlton	CFR
74-77 Berry	CFR
77-81 Goodpaster	CFR

CFR MILITARY FELLOWS, 1980

Col. William M. Dunnigan, Jr. USA	CFR
Col. Wallace C. Gregson, USA	CFR
Col. Jack B. Wood, USA	CFR
Col. David M. Mize, USA	CFR
Col. John P. Rose USA	CFR

LABOR UNIONS

Jay Mazur, International Ladies' Garment Workers Union	CFR
Jack Sheinkman, Amalgamated Clothing Workers Union	CFR
Albert Shanker, Pres. American Federation of Teachers	CFR
Glenn E. Watts, Communications Workers of America	CFR

UNIVERSITIES

Graham Allison, Prof. Harvard	CFR
Zbigniew Brzezinski, Prof. Harvard	CFR
Gerald L. Curtis, Prof. Princeton	CFR
Martin S. Feldstein, Prof. MIT	CFR
Richard N. Gardner, Prof. Harvard	CFR
Joseph S. Nye, Jr., Prof. Harvard	CFR
Robert D. Putnam, Prof. Harvard	CFR
Henry Rosovsky, Prof. Harvard	CFR
George P. Shultz, Hon. Harvard	CFR
Lester C. Thurow, Dean MIT	CFR
Paul Volcker, Prof. Princeton	CFR

No one escapes when freedom fails.
The best men rot in filthy jails, and those who cried,
"Appease, appease!"
Are hanged by those they tried to please

C.F.R./Trilateral Influence on the Carter Administration

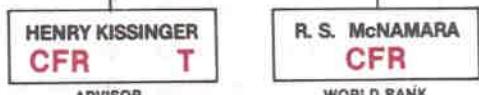
take control of the United States
Central Commission and the Council on
Christian Broadcast Network.
24, 1979.

"Membership on this Commission has provided me with a splendid learning opportunity, and many of the members have helped me in my study of foreign affairs." Jimmy Carter.

It is not meant to imply that the One-World views of the CFR & TC
are necessarily shared by all members.

"An illegal, semi-secret political party...has won control of the Executive Branch." Lawrence T. Patterson, speaking
Commission as reported in the Honolulu Star Bulletin

CFR: Present or past member of the Council on Foreign Relations. **T:** Present or past member of the Trilateral Commission



294 U.S. Government Officials
Belong To The CFR Clique!
QUESTION: WHO DO THEY SERVE?

Watch the Parade of CFR people on Face the Nation Meet the Press Questions & Answers McNeil-Lehrer Report

Ask your local talk show host to schedule a program on the C.F.R. and Trilateral Commission

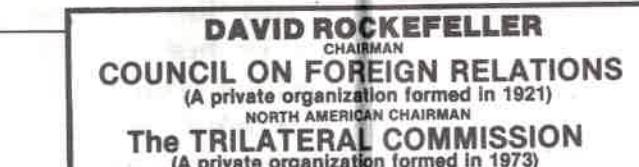
189 C.F.R. members are involved in our communications media.

can the

(Min.) CFR
(N.Y.) CFR
(Maine) CFR
(R.I.) CFR
(Conn) CFR
(Del) CFR T
(Md.) CFR
(Mo.) CFR
(Ohio) T
(Ill.) CFR T
(Wis.) CFR
(N.Y.) CFR
(Ind.) CFR T
(Conn) CFR
(Fla.) CFR
(Wash.) T
(N.Y.) CFR
CFRT

MISC. ADMINISTRATION
T. L. Farmer, Intelligence CFR
D. Aaron, Natl. Security CFR
F. Press, Director, Science & Technology CFR
A. McDonald, Trade Lloyd Cutler CFR
360 C.F.R. members are involved in educational institutions.
552 are business executives.
190 are lawyers.
177 are involved in Non-Profit organizations which appear to

? Why did they bankers not the

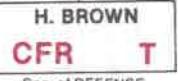
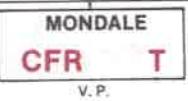


QUESTION

Which pro-American governments vital to our national security have fallen since the CFR gained control of our government?

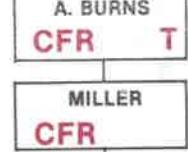
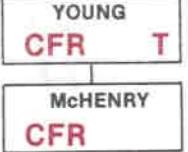
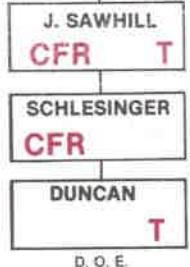
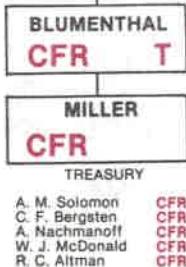
James Earl (Jimmy) Carter
(Charter member, Trilateral Commission)
Selected in 1973 by
The TRILATERAL COMMISSION & CFR
to be **THEIR PRESIDENT!**
Groomed and Trained by BRZEZINSKI!

NATIONAL "SECURITY" COUNCIL



ANSWER
China, Laos, Korea, Vietnam, East Germany, Czechoslovakia, Hungary, Romania, Poland, Yugoslavia, Bulgaria, Albania, Ethiopia, Angola, Iraq, Afghanistan, Pakistan, Nicaragua, Cuba, Iran...and more... to the most diabolical anti-God tyranny in human history.

Every C.I.A. director was a CFR member! Is it a Rockefeller Agency?



"Adolf [Paul] Volcker is the single human alive most responsible for inflation in the world today...He is there to look after Rockefeller & Chase Manhattan interests..." HARRY SHULTZ LETTER, Xerox, Box 134, Princeton, N.J. 08540.

"The standard of living of the average American has to decline." Volcker.

"Government is causing inflation, but government won't admit it..." Howard Ruff.

DEPARTMENT OF STATE

BUREAU OF INTER-AMERICAN AFFAIRS (Remember Nicaragua?)

Viron P. Vasky, BUREAU HEAD
Luigi Einaudi, Policy Planning

BUREAU OF AFRICAN AFFAIRS (Remember Rhodesia, South Africa?)

Richard M. Moose, BUREAU HEAD
Goler T. Butcher, Asst. Adm.

BUREAU OF NEAR EASTERN & SOUTH ASIAN AFFAIRS (Remember Iran?)

Harold H. Saunders, BUREAU HEAD

BUREAU OF EAST ASIAN & PACIFIC AFFAIRS (Remember Taiwan?)

Richard Holbrooke, BUREAU HEAD

BUREAU OF INTERNATIONAL ORGANIZATION AFFAIRS

C. William Maynes, BUREAU HEAD

UNDERSECRETARY FOR POLITICAL AFFAIRS/CHAIRMAN, BOARD OF FOREIGN SERVICE

David D. Newsome

OCEANIC, INTERNATIONAL ENVIRONMENTAL & SCIENTIFIC AFFAIRS

Many Military C.F.R. Members
they're controlled by civilian C.F.R.
abolish our nationality and establish

WEST POINT SUPERINTENDENTS SINCE 1960

'60-'63 Westmoreland CFR
'63-'66 Lampert CFR
'66-'68 Bennett CFR
'70-'74 Knowlton CFR
'74-'77 Berry CFR
'77 Goodpaster CFR

ALLIED SUPREME COMMANDERS

'49-'52 Eisenhower CFR
'52-'53 Ridgway CFR
'53-'56 Gruenther CFR
'56-'63 Norstad CFR
'63-'69 Lemnitzer CFR
'69-'74 Goodpaster CFR
'74-'79 Haig CFR

SECRETARY OF DEFENSE

'57-'59 McElroy CFR
'59-'61 Gates CFR
'61-'68 Laird CFR
'69-'73 Richardson CFR
'73-'75 Schlesinger CFR
'75-'77 Brown CFR

MILITARY FELLOWS THROUGH THE YEARS

AF COL M. Sanders AF MG R. Ginsburg
AF COL E. Foote AF COL I. Klett AF COL F. Thayer
Army BG M. Green AF COL K. Baker Army LG S. Berry
Army GEN S. Walker Navy RADOM R. Welander AF LG G. Loving
Navy RADOM C. Tesh AF BG W. Usher Army LG R. Gard
Army BG J. Thompson Navy CAPT J. Dewenter AF COL L. Pfeiffer
Navy CAPT R. Miale AF COL T. Julian Army BG T. Ayers AF BG J. Pfautz
Navy CAPT S. Ring AF COL M. McPeak
Army COL A. Dewey AF COL J. Wolcott Navy CAPT H. Fiske
Army COL R. Head AF COL J. Sewall Navy CAPT R. Kurth
Army COL G. Loeffelke AF COL B. Loeffelke

"The surest way to overthrow an existing social order is to debase the currency." Lenin

ARMS CONTROL DISARMAMENT

S. M. Keeny, Jr., Deputy Director CFR
A. S. Fisher CFR
A. Yamolinsky CFR
J. Newhouse CFR
B. M. Blech CFR
T. A. Halsted CFR
H. M. Agnew CFR
T. J. Watson, Jr. CFR
M. Bundy CFR
P. M. Dohly CFR
L. Kirkland CFR
W. K. Panofsky CFR
J. Pfeiffer CFR
B. Scowcroft CFR

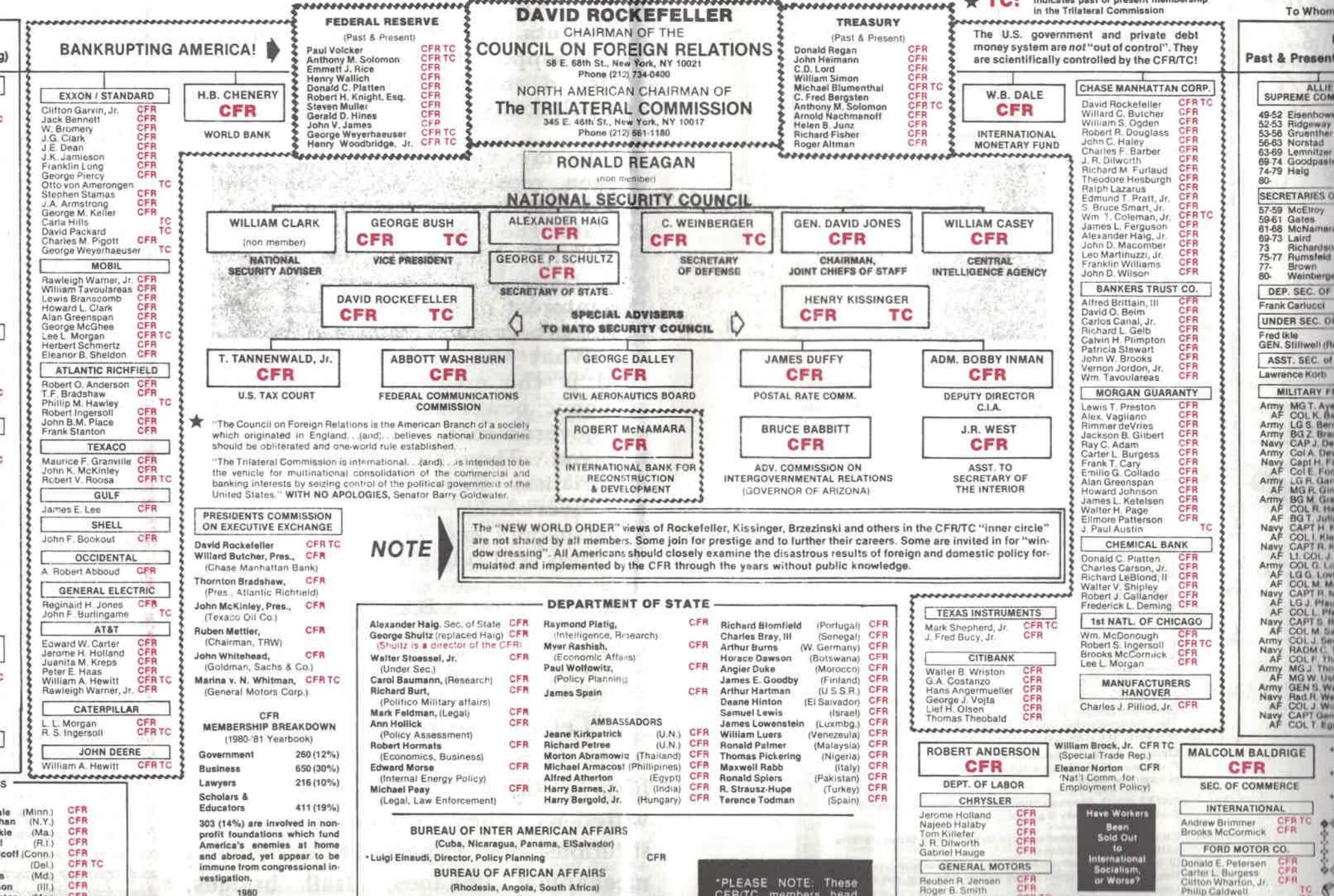
Does the U.S. military

F.R./Tri-lateral Influence on the Reagan Administration

★ CFR: Indicates past or present membership in the Council on Foreign Relations

★ TC: Indicates past or present membership in the Trilateral Commission

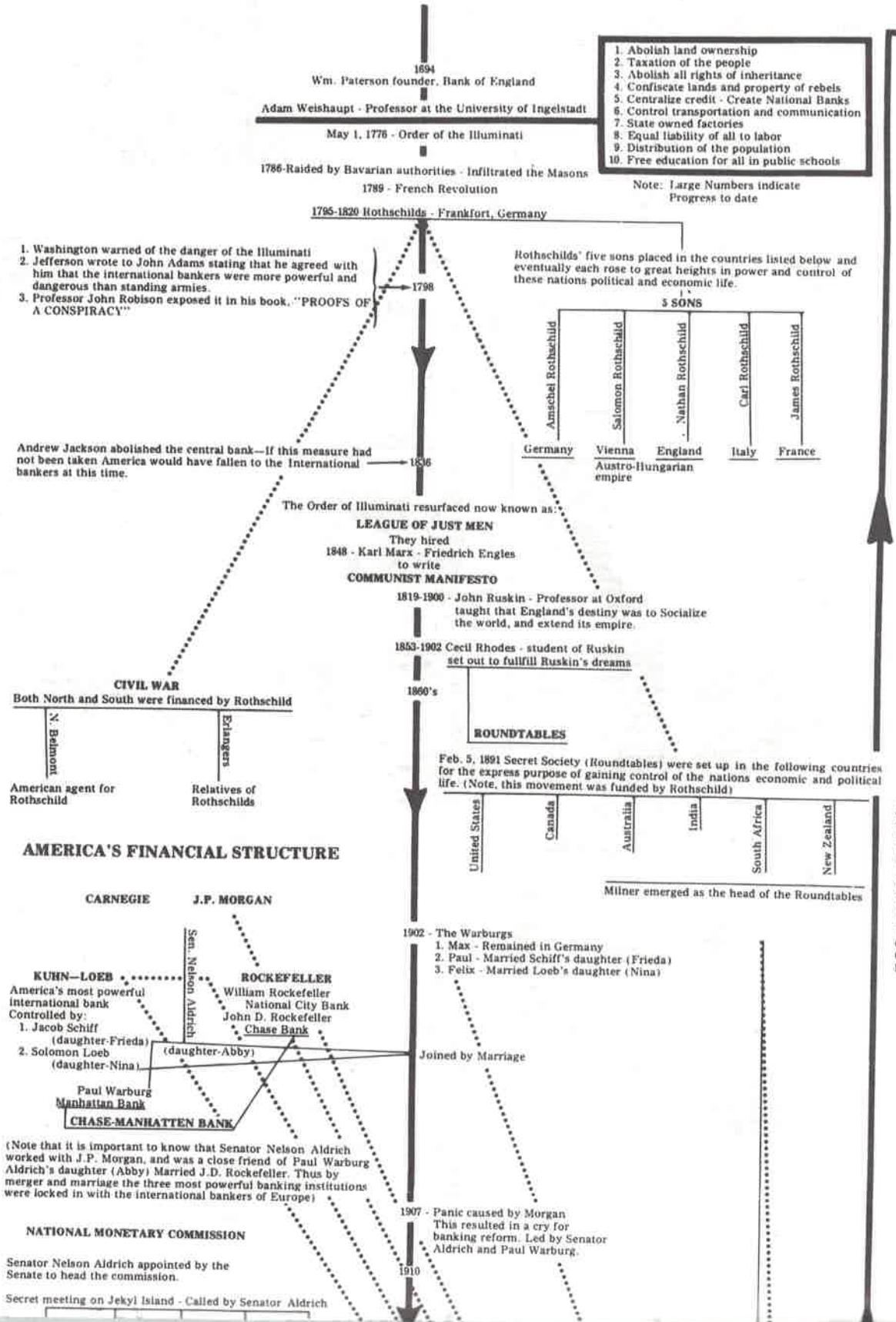
To Whom



RISE AND POWER OF THE

CHART PREPARED BY: REV. JAMES PA

900-46th Avenue, East Moline, I



A. Piatt Andrew
Ast. Secretary
Treasury

F. Vanderlip
President of
National City
Bank

ALDRICH BILL defeated largely due to
President Taft's objections

Election of 1912

Republican President Wm. H. Taft
Progressive Pres. Teddy Roosevelt - (Backed by Morgan)
Democratic Woodrow Wilson - (Backed by Morgan & Rockefeller)

Col. Mandel House - A Socialist who had the
support of Warburg, Morgan
& Rockefeller became the
most powerful man in Wilson's
administration.

THREE MAIN OBJECTIVES

FEDERAL RESERVE ACT

Dec. 22, 1913

1. Paul Warburg and Benj.
Strong served on the
first Federal Reserve
Board.
1. Placed U.S. Treasury into private hands
2. Federal Reserve system - never audited
3. Controls Money supply
4. Controls interest rates
5. Cause of inflation
6. Creates money out of nothing and then
collects interest off of it.

5

FEDERAL INCOME TAX

1913

2. Note: The Wealthy bankers placed their money into tax-exempt
foundations

2

LEAGUE OF NATIONS

1914 - World War I

3. Walter Lippman
John Foster Dulles
1916-Allen Dulles
Christian A. Herter
Col. Mandel House
Norman Thomas-Fomer head of the
American Socialist Party

1&3

10 Compulsory Education in Public Schools
now required in all states

1916 - Inheritance tax - Started at
10% - May now reach as high as 77%.

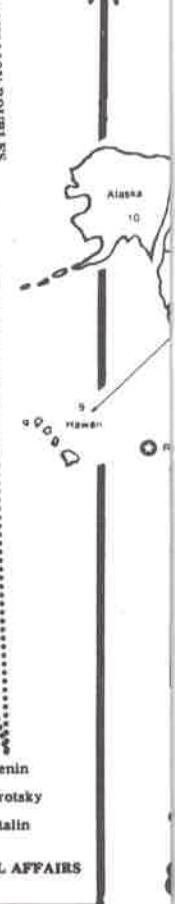
1917 - Bolshevik Revolution

1918

ROYAL INSTITUTE OF INTERNATIONAL AFFAIRS
(Co-founded with the C.R.F.)

Central Powers
Germany
Austria
Bulgaria

Allies
British Commonwealth
France
Russia & United States



Continued next column

CFR/Trilateral Connection

Trilateral membership showing 75% dual membership in the CFR

Paul A. Allaire	CFRT	Richard Gardner	CFRT	Robert S. McNamara	CFRT	Karen Hastie Williams	T
Dwayne O. Andreas	CFRT	Louis V. Gerstner, Jr.	CFRT	Allen E. Murray	CFRT	Robert C. Winters	T
Rand V. Araskog	CFRT	Nell Goldschmidt	CFRT	Michel Oksenberg	CFRT	Former Members in Public Service	
C. Fred Bergsten	CFRT	Joseph T. Gorman	CFRT	Henry Owen	CFRT	Graham Allison	CFRT
John Brademas	CFRT	Allan E. Gottlieb	T	Robert D. Putnam	CFRT	Bruce Babbitt	CFRT
Harold Brown	CFRT	Katharine Graham	CFRT	Charles B. Rangel	T	Warren Christopher	CFRT
Zbigniew Brzezinski	CFRT	Maurice R. Greenberg	CFRT	Lee R. Raymond	CFRT	Henry Cisneros	CFRT
James E. Burke	CFRT	John H. Gut freund	CFRT	Rozanne Ridgway	CFRT	Bill Clinton	CFRT
D. Wayne Calloway	T	Robert D. Haas	CFRT	Charles S. Robb	CFRT	Lynn E. Davis	CFRT
Frank C. Carlucci	CFRT	Lee H. Hamilton	T	David Rockefeller	CFRT	John M. Deutch	CFRT
John H. Chafee	CFRT	Robert D. Hormats	CFRT	John D. Rockefeller IV	CFRT	David Gergen	CFRT
William S. Cohen	T	James R. Houghton	CFRT	Henry Rosovsky	T	Alan Greenspan	CFRT
William T. Coleman, Jr.	CFRT	Samuel C. Johnson	T	William V. Roth, Jr.	CFRT	Richard Holbrooke	CFRT
E. Gerald Corrigan	CFRT	W. Thomas Johnson	CFRT	William D. Ruckelshaus	CFRT	James R. Jones	CFRT
William J. Crowe, Jr.	CFRT	Vernon C. Jordan	T	Albert Shanker	T	Winston Lord	CFRT
Gerald L. Curtis	CFRT	Nannerl O. Keohane	CFRT	George P. Shultz	CFRT	Walter F. Mondale	CFRT
Jessica P. Einhorn	CFRT	Donald R. Keough	T	Gerald C. Smith	T	Joseph S. Nye, Jr.	CFRT
Robert F. Erburn	CFRT	Henry A. Kissinger	CFRT	Paula Stern	CFRT	Alice M. Rivlin	CFRT
Dianne Feinstein	T	Thomas G. Labrecque	CFRT	Lester C. Thurow	T	Donna E. Shalala	CFRT
Martin S. Feldstein	CFRT	Jim Leach	T	Ko-Yung Tung	CFRT	Joan Edelman Spero	CFRT
George M. C. Fisher	T	Flora Lewis	CFRT	Paul A. Volcker	CFRT	Strobe Talbott	CFRT
Thomas S. Foley	CFRT	Whitney MacMillan	T	Glenn E. Watts	CFRT	Peter Tarnoff	CFRT
Paolo Fresco	T	Jay Mazur	CFRT	Henry Wendt	T	Clifton R. Wharton, Jr.	CFRT
Stephen Friedman	CFRT	Hugh L. McCall, Jr.	T	Marina v. N. Whitman	CFRT		

INTERNATIONAL BANKERS

TRICK, PASTOR, VICTORY BAPTIST CHURCH

Illinois 61244

Continued from column one

(CFR) - COUNCIL ON FOREIGN RELATIONS

Funded by the Tax-Free Foundations
(Rockefeller, Ford & Carnegie)

May 19, 1919 - Majestic Hotel - Paris, France
Col. Mandel House

John Foster Dulles
Allen Dulles
Christian A. Herter
Tasker H. Bliss

The CFR was organized for the express purpose of educating the American people to accept a One World Government.

1. Security & Armaments
2. Economics & Financial problems
3. Political problems
4. Territorial problems

(By 1939 the CFR had gained control of U.S. State Dept. Responsible for War effort)

1928 - Communist International sets plan to conquer world

1. Socialize the economies of the world
2. Form regional governments
3. Bring the nations into a one world government
4. Confuse, disorganize - destroy Capitalism
5. Force advanced countries to pour out prolonged foreign aid to underdeveloped countries.
6. Divide peoples of the nations into Hostile groups
7. Encourage Government extravagance, Destroy Credit Cause inflation.
8. Forment Strikes - Bring about a lenient attitude of government to disorders
9. Breakdown Moral virtues.
10. Destroy faith in leaders.
11. Register firearms - Confiscate at all costs
12. Preach Democracy, but seize power.

U.S. REPRESENTATIVES at U.N. CONFERENCE, SAN FRAN., CAL

1. Alger Hiss
 2. Harry D. White
 3. Virginius F. Coe
 4. N. Silvermaster
 5. Harold Glasser
 6. Irving Kaplan
 7. Wm. L. Ullman
 8. Victor Perlow
 9. Noel Field
 10. Laurance Duggan
 11. John C. Vincent
 12. Henry J. Wadleigh
 13. David Weintraub
 14. Dean Acheson
 15. Edward R. Stettinius
 16. John F. Dulles
 17. Nelson Rockefeller
- Secretary General
 - Asst. Secretary of U.S. Treasury Dept.
 - Asst. to White in Treasury Dept.
 - High ranking official in Treasury Dept.
 - From Treasury Dept. - Determined who was to receive foreign aid.
 - From Treasury Dept. - Asst. Sec. General for Economic Affairs
 - Asst. to White in Treasury Dept.
 - Co-worker with Alger Hiss
 - In West European Division of State Dept.
 - Head of Latin America division of State Dept.
 - Chief of Chinese Affairs in State Dept.
 - Trade Agreement division of State Dept.
 - In office of foreign relief and rehabilitation
 - Secretary of State - Arranged a \$90 million loan to Poland - with DONALD HISS
 - Party to the London Agreement
 - Party to the London Agreement
 - Rockefellers donated land for U.N. Building

(All from 1 through 13 were later proven to be Communists by our government - Note: They had reached positions of great influence and power. This was due to the efforts of the CFR)

THE LONDON AGREEMENT

1. John Foster Dulles
2. Edward R. Stettinius
3. Vyshinsky

An agreement between the United States and Russia that guaranteed to the Communists that the Under Secretary General for Security Affairs would always be held by the Communists.

UNDER SECRETARY GENERAL FOR SECURITY AFFAIRS

MILITARY DISARMAMENT ATOMIC ENERGY

- | | | |
|-------------|-------|--|
| 1946 - 1949 | ..... | Arikad Sobolev (USSR) |
| 1949 - 1953 | ..... | Konstantin Zinchenko (USSR) |
| 1953 - 1954 | ..... | Ilya Tchernychev (USSR) |
| 1954 - 1957 | ..... | Dragosav Protitch (Yugoslavia) |
| 1958 - 1960 | ..... | Anatoly Dobrynin (USSR) |
| 1960 - 1962 | ..... | Georgy Arkadev (USSR) |
| 1962 - 1963 | ..... | E. D. Kiselev (USSR) |
| 1963 - 1965 | ..... | V. P. Suslov (USSR) |
| 1965 - 1968 | ..... | Alexei E. Nesterenko (USSR) |
| 1968 - 1973 | ..... | Leomin N. Kutakov (USSR) |
| 1973 - 1978 | ..... | Arikad N. Shevchenko (USSR) |
| 1978 - 1981 | ..... | Mikhail D. Syteneko (USSR) |
| 1981 - 1986 | ..... | Vlacheslav A. Ustinov (USSR) |
| 1987 - 1992 | ..... | Vasiliy S. Safronchuk (USSR) |
| 1992 - | ..... | Vladimir Petrovsky (Russia, "from USSR") |
|  | ..... | James O. C. Jonah (Sierra Leone) |

Marshall Plan Foreign Aid

1948 - Israel Becomes a Nation

1950 - Korean War

For the first time American troops are placed under the U.N. All military plans go through the hands of the Under Secretary General for Security Affairs. (always a communist)

WORKERS

Jay Lovestone
David Dubinsky
Walter Reuther

ANTI-AMERICAN GROUPS

1. Socialist League for Industrial Democracy
2. United World Federalists
3. Americans for Dem. Action

C.F.R.

Council on Foreign Relations

Approx. 1500 CFR Members in the entire U.S. They have infiltrated into the most important Business and governmental positions.

BUSINESS

Standard Oil
M
Rox
Atman Kodak
A-American
estone
S. Steel

DEMOCRATS

Dean Acheson
Alger Hiss
Adlai Stevenson
John Kennedy
Edward Kennedy
Robert Kennedy
Averell Harriman
George Ball
Henry Fowler
Dean Rusk
Adam Yarmolinsky
John K. Galbraith
Arthur Schlesinger
Hubert Humphrey
John Lindsay

REPUBLICANS

Dwight Eisenhower
John F. Dulles
Thomas E. Dewey
Jacob Javits
Paul Hoffman
Robert McNamara
John Gardner
Henry C. Lodge
D. Rockefeller
N. Rockefeller
Elliot Richardson
Arthur Burns
Henry Kissinger
Richard Nixon

NEWS MEDIA

NBC-CBS
Time-Life
Fortune-Look
Newsweek
New York Times
Washington Post
I.A. Times
New York Post
McGraw-Hill
Simon & Shuster
Harper Bros.
Book of the Month
Saturday Review
Business Week
Readers Digest

TAX-FREE FOUNDATIONS

Rockefeller
Ford
Carnegie

1952 - Elections

1963 - Common Market

1963 - Earl Warren appointed to the Supreme Court

ORIGINAL MEMBERS

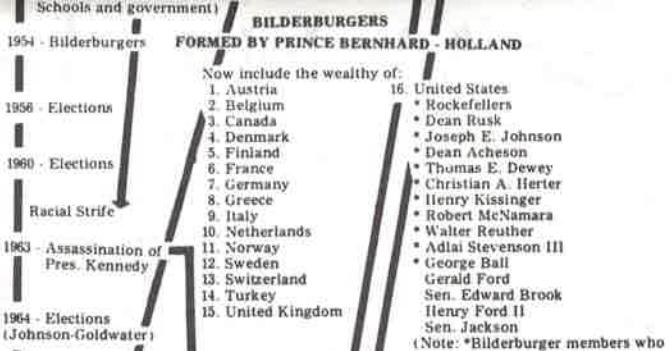
1. France
2. W. Germany
3. Italy
4. Belgium
5. Netherlands
6. Luxembourg

(This is the beginning of the Federation of 10 kingdoms as described in Dan. 2, Dan. 7 and Rev. 13) The Anti-Christ will rise out of this federation of kingdoms.

REGIONALISM



February 10, 1972 President Nixon signed executive order #11647. This created 10 regional areas over which regional councils were APPOINTED. All Revenue sharing passes through the hands of these appointed officials. It will only be a matter of time before the various states will be entangled in the web of Federal Finance. In doing so, the 50 States will loose their power to the regional government.



1954 - Bilderburgers
 1958 - Elections
 1960 - Elections
 Racial Strife
 1963 - Assassination of Pres. Kennedy
 1964 - Elections (Johnson-Goldwater)
 1964 - Viet-Nam War
 1968 - Assassination of Martin L. King
 1968 - Assassination of Robert Kennedy
 1968 - Elections
 110 CFR Members Appointed
 1969 - Executive order 11490

EXECUTIVE ORDER 11490:
 "Assigning Emergency Preparedness Functions to Federal Departments and Agencies, FEDERAL REGISTER, 30 October 1969. Imposes central control over America upon an "order or directive issued by the President in any national emergency type of situation."

1972 - Election (Nixon-McGovern) Metro-Government

Heavy Inflation
 Watergate
 Resignation of Agnew
 Ford - Vice President
 Nixon Resigns

Ford Becomes President
 Rockefeller - Vice President
 Energy Crisis

6

1&4

1. Agency for Consumer Advocacy
2. Equal rights Amendment
3. Land Use Bill
4. Gun Registration

1973 Formation of the Tri-Lateral Commission

1976 — Carter (CFR/T)
 1980 — Reagan
 Soviet/American agreements were strengthened in the scientific, technical, educational, cultural and other fields.
 1988 — Bush (CFR/T)
 (Desert Storm - Americans lead U.N. War against Iran. U.N. is established as the world police force.)
 1991 — (4/18/91) America 2000 is launched to restructure American schools. This is in reality an attempt to restructure the American government so as to merge the United States in the new world order.
 1991 — (12/25/91) Gorbachev resigns — Soviet Union collapses
 (Read *New Lies for Old* by Anatoly Golitsyn, published in 1984. This clearly describes the FALSE liberalization in Eastern Europe to deceive the West and destroy NATO alliance.)
 1992 — Clinton — (CFR), Trilateral, Bilderburger, Rhodes Scholar
 Places some U.S. troops under U.N. command for the first time in American history.
 1993 — NAFTA (North American Free Trade Agreement) is passed - (National sovereignty is placed in jeopardy)
 1994 — Clinton calls for limited entry of former Soviet Union satellite nations into NATO alliance.
 (2/8/94) - Goals 2000 passes Senate - A federal mandated educational program designed to restructure education and the U.S. Government.

Additional copies of Rise and Power of the International Bankers charts are available by writing:

VICTORY BAPTIST CHURCH
 900 - 46th Avenue
 East Moline, IL 61244

Research Manual



America 2000/Goals 2000 - Moving
the Nation Educationally to
a "New World Order"

Compiled and Edited by:

James R. Patrick

PDF Archive 07

Quotations Surrounding Attached 32" x 22" Foldout Chart

"Since I entered politics, I have chiefly had men's views confided to me privately. Some of the biggest men in the United States, in the field of commerce and manufacture, are afraid of somebody, are afraid of something. They know that there is a power somewhere so organized, so subtle, so watchful, so interlocked, so complete, so pervasive that they had better not speak above their breath when they speak in condemnation of it."

Woodrow Wilson
The New Freedom/World's Works (1913)

"From the days of Weishaupt to those of Karl Marx, to those of Trotsky, Bela Kuhn, Rosa Luxembourg, and Emma Goldman, this worldwide conspiracy has been steadily growing. This conspiracy has played a definitely recognizable role in the tragedy of the French Revolution. It has been the mainspring of every subversive movement during the nineteenth century; and now at last, this band of extraordinary personalities from the underworld of the great cities of Europe and America have gripped the Russian people by the hair of their heads, and have become practically the undisputed masters of that enormous empire."

Winston Churchill
(Illustrated Sunday Herald Feb. 8, 1920)

On November 21, 1933, Franklin D. Roosevelt wrote a letter to Col. Mandle House of whom Woodrow Wilson referred to as "my alter ego" and stated:

"The real truth of the matter is as you and I know, that a financial element in the larger centers has owned the government ever since the days of Andrew Jackson."

"The organization of this that I call the Open Conspiracy, the evocation of a greater, sounder fellow to the first Communist essay, an adequately implemented Liberal Socialism, which will ultimately supply teaching, coercive and directive public services to the whole world, is the immediate task before all rational people. I believe this idea of a planned world-state is one to which all our thought and knowledge is tending. ... It is appearing partially and experimentally at a thousand points... When accident finally precipitates it, its coming is likely to happen very quickly. ... Sometimes I feel that generations of propaganda and education may have to precede it. ... Plans for political synthesis seem to grow bolder and more extensive. ... The New Plan in America to the New Plan in Russia and how are both related to the ultimate World State? ... There must be a common faith and law for mankind. ... Only after a huge cultural

struggle can we hope to see the world-state coming into being. The Open Conspiracy has to achieve itself in many ways, but the main battle before it is an educational battle."

H.C. Wells
Experiment in Autobiography (1934)

"Twenty years ago, when the architects of these institutions met to design an international banking structure, the economic life of the world was polarized in overwhelming, and even alarming measure, on the United States. So were the world's monetary reserves. ...Sixty percent of the gold reserves of the world were here in the United States. ...There was a need for redistribution of the financial resources of the world. ...All this has come about. It did not come about by chance but by conscious and deliberate and responsible planning. ...We are now entering upon a new era of economic and financial interdependence. ...Our gold reserves are (now) forty percent of the world's holdings."

President John Kennedy,
addressing a meeting at the
International Monetary Fund

"It is fitting that the United States, the world's first truly federal government, should be a main force behind the effort to find a basis for a broad federation of free Atlantic nations. Although the accomplishment of the ultimate goal of the resolution may well be impossible to attain for many years, recent events of history and numerous scientific and technological advances of the past twenty years point the way in this direction. ...I have been deeply disturbed of late by the trend of events in Europe. The renewed nationalism of France has for the moment halted the pace at which the nations of Western Europe were moving toward becoming a unified and federated community. By adopting a measure such as the Atlantic Union resolution, we could give new impetus to the spirit of federalism in Western Europe. To be sure, the concept of an 'Atlantica' is at present only a dream, but in the age of the rocket, dreams become reality with a speed which is difficult to imagine."

Richard Nixon, writing in support
of Senate Resolution 128
concerning Atlantic Union

"There does exist and has existed for a generation, an international Anglophile network which operates, to some extent, in the way the radical Right believes the Communists act. In fact, this network, which we may identify as the Round Table Groups, has no aversion to cooperating with the Communists, or any other group, and frequently does so. I know of the operations of this network because I have studied it for twenty years and was permitted for two years, in the early 1960s, to examine its papers and secret records. I have no aversion to it or to most of its aims and have, for much of my life, been close to it and to many of its instruments. I have objected both in the past and recently, to a few of its policies...but in general my chief

difference of opinion is that it wishes to remain unknown, and I believe its role in history is significant enough to be known."

"The chief backbone of this organization grew up along the already existing financial cooperation running from the Morgan Bank in New York to a group of international financiers in London led by Lazard Brothers. ...It was known that the CFR was a front for J.P. Morgan and Company in association with the very small American Round Table Group. ...The board of the CFR have carried ever since the marks of their origin. ...Closely allied with this Morgan influence were a small group of Wall Street law firms, whose chief figures were Elihu Root, the Dulles brothers (and) John J. McCoy. ...On this basis, there grew up in the twentieth century a power structure between London and New York which penetrated deeply into university life, the press, and the practice of foreign policy. ...For example, it set up in Princeton a reasonable copy of the Round Table Group's chief Oxford headquarters. The copy was called the Institute for Advanced Study and was organized by Abraham Flexner of the Carnegie Foundation and Rockefeller's General Education Board. The plans were largely drawn by Tom Jones, one of the Round Table's most active intriguers and foundation administrators. The American branch of this 'English Establishment' exerted much of its influence through five American newspapers (The New York Times, New York Herald Tribune, Christian Science Monitor, the Washington Post, and the lamented Boston Evening Transcript)."

Carroll Quigley,
Tragedy & Hope, (pp. 950-951)

Note: Governor Bill Clinton would refer to his former professor and hero Carroll Quigley, in his acceptance speech for the Democratic presidential nomination.

"The fundamental fact is that the nationalist system of wholly independent, fully sovereign states is complete in its cycle of usefulness. ...Today, more than ever, are the defects of the sovereign system magnified, until now it is no longer consonant with either peace or justice. It is imperative that there be a transition to a new order. This has, indeed become inevitable; for the present system is rapidly encompassing its own destruction. The real problem is not whether there will be a transition, but how can transition be made, and to what."

John Foster Dulles
Secretary of State in the
Eisenhower administration

"...within two decades the institutional framework for a World Economic Community will be in place... (and) aspects of individual sovereignty will be given over to supernational authority."

Roy M. Ash (1972)
Office of Management and Budget
Nixon administration

As early as October 24, 1975, Henry Steele Commager wrote the Declaration of Interdependence which was signed by 131 members of Congress. It read in part:

"Two centuries ago our forefathers brought forth a new nation; now we must join with others to bring forth a new world order. ...Narrow notions of national sovereignty must not be permitted to curtail that obligation. ...We affirm that a world without law is a world without order, and we call upon all nations to strengthen and to sustain the United Nations and its specialized agencies, and other institutions of world order, and to broaden the jurisdiction of the World Court, that these may preside over a reign of law that will not only end wars but end as well mindless violence which terrorizes our society even in times of peace."

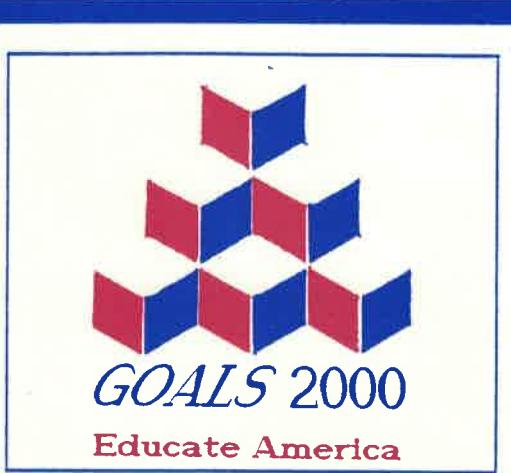
"The web of interdependence is tightening. We are one world and there will be one future -- for better or for worse -- for us all. Central to a new ethic of making less more is controlled economic growth which conserves scarce resources, provides equitable distribution of income and wealth. ...It is also necessary to control fertility rates at the replacement level and to achieve zero population growth as rapidly as possible."

John Knowles
Rockefeller Foundation Report
(1975)

Addendum

(includes entire text and critique
of Goals 2000 - Educate America Act)

Research Manual



America 2000 / Goals 2000 - Moving
the Nation Educationally to
a “New World Order”

Research Manual

*Compiled and Edited by:
James R. Patrick*

America 2000/Goals 2000 - Moving
the Nation Educationally to
a "New World Order"
(Addendum)

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Published March, 1995

ADDENDUM

Public Law 103-227

March 31, 1994

GOALS 2000: EDUCATE AMERICA ACT

***EDITOR'S NOTE:** The following critique of Goals 2000: Educate America Act was written by James R. Patrick. The rough draft was then sent to twenty-six researchers across the nation to cross-check for accuracy. The final draft includes portions written by Pam Beesley and Kathy Finnegan.*

All quotes that are printed in red are direct quotes from Communist sources.

The **Research Manual** that you hold in your hands is a compilation of the works of seventeen different authors and eleven official government documents. It is designed to give you an overview of the philosophy and organizations that are placing Goals 2000 into the American schools.

My contention has been that America 2000/Goals 2000 is international in scope and socialistic in design, and I have substantiated that belief by direct quotes from United Nations' documents and organizations that specifically state that they are an outgrowth of the World Conference on Education For All and their mission is to meet the goals set by the World Conference on Education For All (see page 141). I have further produced a parallel paper that compares the World Conference on Education For All, the United States Coalition on Education For All, and America 2000: An Educational Strategy (see pages 143-164.) No one can deny that America 2000/Goals 2000 clearly matches the World Conference goals.

In addition to these documents, I have reprinted investigative reports tracing key organizations, personalities, and design teams to the globalist viewpoint (see pages 373-399). I have further shown that the majority of the board members of the New American Schools Development Corporation are members of The Committee for Economic Development (see pages 635-659) and the Council on Foreign Relations (see page 311), which has tremendous influence on the State Department (see foldout at the back of the book).

It has been my contention that a study of the restructure of America's educational system reveals eight basic facts: (see page III)

1. The restructure of America's educational system is, in reality, **a restructure of the nation** through the educational system. (pp. 1-131)
2. The proposed restructure program of the U.S. educational system closely resembles the **international/global** educational program of the **United Nations** and is clearly socialistic in concept. (pp. 133-179)
3. **Outcome based/mastery learning**, a whole

"new" innovative approach to education as proposed by the Department of Education, **was implemented in Eastern Europe** and is being implemented in nations around the world. (pp. 181-399)

4. **The idea of vouchers and tuition tax credits** is NOT an idea that stems from "grass roots America" but rather is an idea **that originated within the Department of Education in concert with the New American School Development Corporation**. The popular concept of "choice" in education via means of federal tax dollars will eliminate all choice as private, parochial, Christian, and home schools are quietly merged with the public system to form a national school system complete with a "national" curriculum. (pp. 401-503)
5. Restructuring of the educational system will include the preschool years with governmental agencies **monitoring the family and the home**. This will be developed to insure "children at risk" the opportunity to be ready to learn. (pp. 539-557)
6. The restructure of the educational system is **interlocked with the Department of Labor** and will ultimately require a "certificate of initial mastery" to enter college or the work force. **Mandatory/voluntary community service**, on the part of the children, will be a prerequisite to obtaining a certificate of initial mastery and will be an intricate part of the development of a national work force. Also, at the adult level, continued **life long learning** will become standard procedure to secure or change work positions. Eventually, an "**occupational license**" or "**work card**" will be required of all workers, thus placing a national work force into being. (pp. 559-581)
7. A close study of the restructure program reveals an interlock with a small, but dedicated

body of people who have consistently worked to establish a single world government or a "New World Order". (pp. 583-659, including fold-out chart at the back of the book)

8. If the restructure of the educational system is completed in totality as designed, it will ultimately result in the *compromise of national sovereignty* as the United States yields to the authority of the "New World Order". (pp. 662-674)

I have concluded the *Research Manual* with an article entitled "Freedom in a Crisis" (see pages 662-674), that clearly justifies one's concerns that our freedom as a nation is at stake.

Since the publication of this *Research Manual, Goals 2000: Educate America Act* (Public Law 103-227) has been signed into law. Each of our fifty states are now seeking to implement the law so as to retain or obtain the federal funds that would be allotted by the federal government.

For your benefit, we are reprinting the law in its entirety so that you may read, study, or research the law and compare it with your state's restructure program. As citizens, we must be knowledgeable if we are to participate in the legislative process.

Knowledge, however, is more than knowing the content of an article, bill, or law. Knowledge must include the ability to discern the philosophy behind the law, and how that philosophy will affect our children's lives over an extended period of time. I have repeatedly stated that Goals 2000: Educate America Act if socialistic in its philosophical approach, and if enacted into law, would eventually erode the very foundations of our free enterprise system.

If, in fact, the philosophy taught in the school in one generation will become the philosophy of the government in the next generation, as Abraham Lincoln stated, we would be wise to study the law carefully and pay close attention to its philosophical approach to education.

To help you discern what type of philosophy we are dealing with, I am going to quote an excerpt from Lee G. Madland's wonderful article, *Ideologies and the World Struggle*. He stated the following:

"...where do we in America and other Western countries fit into the world political spectrum, and, even more important, in which direction are we heading?

In answering these questions, let us take the currently unusual step of defining our terms, using the most concise and to-the-point dictionary definitions available. This basic approach is warranted by the fact that these terms have been so consistently misused by well-meaning people unaware of their true implications. Also, a little reflection on them should make it clear to any thinking person on which side of the spectrum each of these political economic systems lie, and thus help put them into a true perspective. It should

then be clear that the issue being discussed here is far more than a matter of semantics or a debate over words, but a basic question involving the very lives of people and nations -- the answer to which the future and even survival of Western civilization, and for that matter all civilization may depend."

With this in mind, let us first define capitalism along with a lesser-used but equally significant contrasting term, statism.

Capitalism: An economic system characterized by private or corporate ownership of capital goods, by investments that are determined by private decision rather than by state control, and by prices, production, and the distribution of goods that are determined mainly by competition in a free market. (Webster's New Collegiate Dictionary, 1974)

Statism: Concentration of economic controls and planning in the hands of a highly centralized government.

The principle or policy of concentrating extensive economic political, and related controls in the state at the cost of individual liberty. (Webster's New Collegiate Dictionary, 1974)

Note that the above two terms are direct opposites. Capitalism, with its reliance on private decision unguided by government decrees, and statism, with its reliance on government authority in all spheres, are in the long run totally incompatible with each other. While statism as a term is not so widely used as the other term being discussed here, it is nevertheless probably the best word available to describe the political-economic pole opposite capitalism, with its emphasis on individual liberty, resting on a philosophic base of individualism -- while statism, with its denial of individual rights and its vesting of effective control in a collective entity, the state, rests on a philosophic base of collectivism. Thus, insofar as the political terms "right" and "left" have any concrete meaning, capitalism represents the political right; statism represents the political left.

Let us now turn our attention to the three "ism's" most discussed today, all of which have gained control of major nations in recent times, and at least two of which are continuing to extend their overt control.

Socialism: Theory or system of social organization by which the means of production and distribution are owned collectively and controlled through the government. (Thorndike-Barnhart Comprehensive Dictionary, 1967)

Communism: A system by which the means of production and distribution are owned and managed by the government, and the goods produced are shared by all citizens. (Thorndike-Barnhart Comprehensive Desk Dictionary, 1967)

Fascism: Any system of government in which property is privately owned, but all industry is regulated by a strong national government. (Thorndike-Barnhart Comprehensive Desk Dictionary, 1967)

Note the close similarity in the meanings of the above three terms. All of these systems rely on government force to accomplish their ends and deny individual rights whenever they conflict with those ends as determined by the collective — that is, by the state. Thus, all three are simply forms of statism and politically represent the far left. One should not be misled by the nominal private "ownership" allowed by fascism, since ownership without control is a sham, a contradiction in terms. (That many people have been so misled, however, is shown by the common but unthinking designation of fascism as "rightist"). Fascism and communism, far from being opposites, are both direct outgrowths of socialist thought and socialist doctrine. They not only share the same collectivist roots but also amount to the same thing in actual practice. It is no coincidence that Hitler's program for Germany was officially known as National Socialism, the Nazi Party platform being clearly socialist in both form and content.

Yes, it is true that fascists, socialists, and communists have often been bitter enemies, even to the point of bloodshed and warfare between them. But the special hatred they reserve for each other, sometimes superficially interrupted by temporary alliances, resembles the rivalry of greedy brothers fighting over a large inheritance more than that of parties disagreeing over basic principles. They share the same basic principle: the collectivist notion that the preferences of the mass, exercising control through the state, supersede the rights of the individual. In practice, this leads to only one thing: totalitarian dictatorship exercised by the individual or small group most adept at manipulating crowd passions and not hesitating to use force against any who refuse to cooperate.

A DELIBERATE DECEPTION

Statists of all denominations have spread the falsehood that the only alternative to fascism lies in the "opposite" direction represented by socialism-communism, in an attempt to steer public opinion in their direction through fear and hatred of the other. In this they have, to a considerable degree, succeeded. And since fascism, at least, is no longer fashionable in today's world, the main beneficiaries of this notion have been the socialists and communists who have managed to bring huge segments of the Western public around to this view, including many political scientists who should know better. Thus a deliberately fostered misapprehension of words has, through reaction, helped tilt the scales toward a particular style of collectivism which, no less than the style reacted against, stands opposed to the most fundamental human values of Western civilization.

Between socialism and communism, it is clearly the more militant communism which is making greater

gains today, more through force than persuasion — but the point here is that in the end it makes little difference which of the collectivists creeds may come out on top. If any of them do, the loser will be human freedom and human dignity, the right of an individual to live his own life in peace without fear of suppression of his abilities and desires and the regulation of his actions by an all-powerful state. In the words of former British Labourite Ivor Thomas: "From the point of view of fundamental human liberties there is little to choose between communism, socialism, and national socialism. They are examples of the collectivist or totalitarian state.... In its essentials not only is completed socialism the same as communism but it (also) hardly differs from fascism."

Now, having given you a brief synopsis of the various philosophies of government, it becomes our responsibility to read this law, Goals 2000: Educate America Act, with great care. In what direction will this law take our educational system? Which philosophy comes to surface? Is there a system of education now in existence that resembles this law? With this in mind, I have taken the liberty to critique the law. My comments are few but are directly pointed to areas of concern. I have also taken the liberty to quote extensively from the book, *The Scientific and Technological Revolution and the Revolution in Education* by Vladimir Turchenko, which was published in 1976 by Progress Publishers (Moscow), and printed in the Union of Soviet Socialist Republics. The address of the publisher is

Progress Publishers
21, Zubovsky Boulevard
Moscow, USSR

The First Search - World Catalog data base show the following universities as having the book in their libraries.

Univ of Chicago IL, US	Chicago IL 60680
Illinois State Univ IL, US	Normal IL 61790
Loyola Univ of Chicago IL, US	Chicago IL 60611
Southern Illinois Univ Morris Libr. IL, US	Carbondale IL 62901
Auburn Univ AL, US	Auburn AL 36849
Arizona State Univ AZ, US	Tempe AZ 85287
California State Univ Dominguez Hills CA, US	Carson, CA 90747
San Diego State Univ CA, US	San Diego CA 92182
California State Univ CA, US	Fullerton CA 92634
Univ of Southern California CA, US	Los Angeles CA 90089
Univ of California CA, US	San Diego CA 92182
Univ of California CA, US	Santa Barbara CA 93106
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Included here is a copy of the front cover, publishing data and the table of contents.

V. TURCHENKO

**The Scientific
and Technological
Revolution
and the Revolution
in Education**

Translated from the Russian by Kristine and John Bushnell

B. ТУРЧЕНКО
НАУЧНО-ТЕХНИЧЕСКАЯ РЕВОЛЮЦИЯ
И РЕВОЛЮЦИЯ В ОБРАЗОВАНИИ

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On the back cover we read,

"The author, Vladimir Turchenko, was born in Tomsk in 1928. He is a graduate of the Tomsk Teacher's Training College. At the time the book was published, he worked in the Siberian Branch of the Academy of Sciences of the USSR.

"At the present time," writes Turchenko, "education has merged organically into a single system of social production, science, and technology, in a system that is as a whole undergoing revolutionary changes at an historically unprecedented rate."

The book examines the fundamental directions that the revolution in education will take: introduction of teaching machines, instruction from a younger age, linking instruction with productive labour, "continuous" education, and so on.

The author stresses that education is a necessary but far from sufficient condition for the emancipation of the personality. To obtain the latter, it is necessary above all to do away with the social conditions that, continually and on a large scale, engender ignorance, illiteracy, and semi-literacy among the masses. Under socialism, education has become not only the personal affairs of every individual, but also a concern of society as a whole. Independent of its utility, education is the essence of the new man. (Back cover STRRE)

The book, *The Scientific and Technological Revolution and the Revolution in Education*, abbreviated in the critique of Goals 2000 to STRRE/1967, is perhaps the single most important book that Americans should read; for it clearly defines the Soviet philosophy of education and the merger of education and labor to create a nationalized work force.

I do not believe that any reader of this article would question my judgment when I state that the Soviet Union was a communist state. In 1976, the communists referred to themselves as a Union of Soviet Socialist Republics. Communism, socialism, and fascism are all statist in concept and philosophy. Unlike communism/socialism/fascism/statism, America has been founded on individual liberty and responsibility. America has a limited constitutional government with power resting with the people rather than the state. The states and federal union were created by the people to protect life, liberty, and property. All powers not specifically granted to the federal and state governments were *retained* by the people.

Now, for the first time in American history, the federal government has passed a law to develop a national curriculum with power to enforce the law placed into the hands of the federal government.

Goals 2000: Educate America Act is statist in concept and philosophy and is striking out on a new path that is one hundred eighty degrees apart from traditional education and our system of government.

Contrary to what the American public is being told, education *is not* being decentralized and returned to the state and local levels. Parents, teachers, and stu-

dents *are not* being empowered at the local level. In truth, the federal government is removing all parental and local control by moving all education to the federal level so it can merge into an international educational program.

The Goals 2000: Educate America Act is a total grab for power by the federal government.

We are, in reality, seeing the implementation of a statist/socialistic system of education into our schools. The revolution of education in the Soviet Union occurred after a bloody revolution on the streets. It was forced upon a people, and they were enslaved to a tyrannical system of government that totally destroyed the vestiges of a free enterprise system. Their revolution made the successful transition from capitalism to socialism. Turchenko stated:

"There was a revolution in education in the USSR during the transition from capitalism to socialism. It was then a constituent element in the cultural revolution. In the course of this revolution in education, first, its social function suffered a complete reversal; second, as was noted above, there was a tremendous quantitative leap in the development of the entire educational system; third, the substance of the social sciences and the methodological and philosophical bases of teaching the natural sciences changed fundamentally. The content of the latter, as determined by the delimitation of syllabuses of instruction (especially in the division of specialities in institutions of higher education) has likewise changed. Hundreds of new educational specialities and academic subjects have appeared. However, in general and as a whole, there has been no fundamental change in the natural science content of education to this day." (STRRE/1976 V. Turchenko, p. 84)

The restructure/revolution of American education is to be a bloodless revolution. America is to commit suicide by legislation. Either way, the same objective is to be accomplished. Our nation is to make the transition from capitalism to socialism. Americans are lacking the ability to understand what is really taking place, for they have lost their basic understanding of limited constitutional government. They no longer understand the concepts of the free enterprise system, and, therefore, they are foolishly reaching out to the federal government's proposals to privatize the public school system via means of the public treasury which is an absolute impossibility.

The proposed merger of the educational system with the labor system is identical to the Soviet system. American businessmen are being drawn into a bureaucratic web of entanglement that will eventually create a nationalized work force. Not only will the federal government seize control of education, but it is also seizing control of the means of production. America is to become a socialistic state. Unfortunately, the American people are so lacking in the basic knowledge of limited constitutional government that

they do not realize what is taking place.

The more I study Goals 2000: Educate America Act, the more I realize that the key component is the merging of the Department of Education with the Department of Labor to create a nationalized workforce. It is the most deceitful, diabolical piece of legislation that has ever been perpetrated on the American people. Over one hundred times the word "voluntary" is used. In an effort to gain federal funds, the states are to voluntarily submit to national content standards, national student performance standards, national opportunity-to-learn standards, and state assessments. They will be required to develop and coordinate technology planning into all educational programs. They are expected to develop and implement preschool programs and assist parents in the rearing of their children.

Failure to comply with these "voluntary" measures will result in the forfeiture of federal funds, and, at a later stage, they will be declared to be economically or academically bankrupt, thus opening the door for a total federal takeover of their schools.

The federal government fully understands the necessity of voluntary implementation by the various states and even declares that to be true. (Title III Sec. 318-319)

SEC. 318. Prohibition on federal mandates, direction, and control.

Nothing in the Act shall be construed to authorize an officer or employee of the Federal Government to mandate, direct, or control a State, local educational agency, or school's curriculum, program of instruction, or allocation of State or local resources or mandate a State or any subdivision thereof to spend any funds or incur any cost not paid under this Act.

SEC. 319. State and local government control of education.

(a) Findings - the Congress finds as follows:

1. Congress is interested in promoting State and local government reform efforts in education.

2. In Public Law 96-88 the Congress found that education is fundamental to the development of individual citizens and the progress of the Nation.

3. In Public Law 96-88 the Congress found that in our Federal system the responsibility for education is reserved respectively to the States and the local school systems and other instrumentalities of the States.

4. In Public Law 96-88 the Congress declared the purpose of the Department of Education was to supplement and compliment the efforts of States, the local school systems, and other instrumentalities of the States, the private sector, public and private educational institutions, public and private non-profit education-

al research institutions, community based organizations, parents and schools to improve the quality of education.

5. With the establishment of the Department of Education, Congress intended to protect the rights of State and local governments and public and private educational institutions in the areas of educational policies and administration of programs and to strengthen and improve the control of such governments and institutions over their own educational programs and policies.

6. Public Law 96-88 specified that the establishment of the Department of Education shall not increase the authority of the Federal Government over education or diminish the responsibility for education which is reserved to the States and local school systems and other instrumentalities of the States.

7. Public Law 96-88 specified that no provision of a program administered by the Secretary or by any other officer of the Department of Health, Education, and Welfare shall be construed to authorize the Secretary or any such officer to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system, or content of library resources, textbooks, or other instructional materials by any educational institution or school system.

(b) Reaffirmation - the Congress agrees and reaffirms that the responsibility for control of education is reserved to the States and local school systems and other instrumentalities of the States and that no action shall be taken under the provision of this Act by the Federal Government which would, directly or indirectly, impose standards or requirements of any kind through the promulgation of rules, regulations, provision of financial assistance and otherwise, which would reduce, modify, or undercut State and local responsibility for control of education.

This clear admission of the absence of authority under our Constitution implies that final authority will continue to remain at the state and local level, and it will until the power is shifted legislatively to the federal level.

The states are to voluntarily pass legislation that will give final authority to the federal government. The states are to divest themselves of final authority.

This is extremely important for each of us to understand, for only at the federal level can international agreements/treaties be made (see page 530). Power must be relinquished at the local level to enable it to merge into the international "New World Order".

Americans are to be deceived! To bring about this deception, the people are to be deluded into believ-

ing that they are in control. They are to be empowered. They are to have "choice" in education to sign contracts with the schools. They are to hold the schools accountable, but amidst all the rhetoric, their local, elected school boards have been either eliminated or diluted to such a degree that the citizens who truly understand what is taking place will be powerless to act. They shall be kept in line by intimidation, for what man is capable of gaining the ear of his fellow citizens when the bulk of the school boards will be made up of appointed officials who have proven themselves to be successful in business, finance, and education. Who will listen to just an average citizen?

In truth, Goals 2000: Educate America Act is a cleverly written law, designed to deceive the masses as we embark on a bloodless revolution in education that will transform our

capitalistic system into a democratic socialist economy.

With this background, we will now begin a critique of the Goals 2000 law, but, more importantly, we will draw your attention to the Soviet/socialist philosophy of education. The similarities are so obvious that even the novice cannot help but see that Goals 2000: Educate America Act is a total departure from our historic concepts of limited constitutional government.

As you study this law, I ask you, "Do you really want to give up local parental control? Do you really want the federal government to be granted the power to dictate to the states? Do you really want to yield your freedom to the all-powerful state?"

Remember Abraham Lincoln's statement, "The philosophy taught in the schools in one generation will be the philosophy of the government in the next generation."

GOALS 2000 - EDUCATE AMERICA ACT - Meaning and Intent by Definition of Law

INTRODUCTORY SUMMARY: Following this summary is a list of words and phrases taken from the new law that are used repetitively or are key in developing an in depth understanding of the real intent of Goals 2000. Keep in mind Goals 2000 is the law of the land. All people and entities (judges, all levels of government, etc.) are legally bound by law.

DEFINITIONS

Dictionary meaning taken from *'The Reader's Digest Great Encyclopedia Dictionary,'* Funk & Wagnalls Standard College Dictionary, 1968, Library of Congress Catalog No. 66-21606

1. COLLABORATIVELY. **COLLABORATE.** 1. To work or cooperate with another. 2. To cooperate traitorously. **COLLABORATIONIST.** 1. A citizen of a country invaded or occupied by foreign troops who cooperates with the enemy.

2. CONSORTIA. **CONSORT.** 1. A companion or partner; mate also, companionship; company. 2. To join; associate. **CONSORTIUM.** 1. A coalition. 2. Any association or fellowship. 3. Law, The right of a husband to the society, assistance, and affection of his wife.

3. CONSULTANT, EXPERT. **CONSULT.** 1. To ask the advise of; go to for counsel; refer to. 2. To have regard to in deciding or acting; consider; refer to. 3. To contrive or devise. **CONSULTANT.** 1. A person referred to for expert or professional advice. 2. One who consults. **EXPERT.** 1. One who has special skill or knowledge; a specialist. 2. Skilful as the result of training or experience; practiced.

4. DISSEMINATION. **DIFFUSE.** 1. To pour out so as to spread in all directions; spread abroad; circulate; permeate. 2. Widely spread out; dispersed. **DISSEMINATION.** 1. To scatter, as if sowing; diffuse far and wide; to disseminate knowledge.

5. EDUCATIONAL DELIVERY SYSTEM. **EDUCATIONAL.** 1. Of or pertaining to education. 2. Imparting education. **DELIVERY.** 1. The act of delivering or distributing something. 2. That which is distributed. 3. A transferring or handing over. **SYSTEM.** 1. Orderly combination or arrangement of parts, elements, etc., into a whole; especially, such combination according to some rational principle; any methodical arrangement of parts. 2. Any group of facts, concepts, and phenomena regarded as constituting a natural whole for purposes of philosophic or scientific investigation and construction.

6. MONITOR. 1. One who advises or cautions, especially in matters of conduct. 2. Something that warns or reminds. **MONITORY.** 1. Conveying warning.

7. OCCUPATIONAL CLUSTERS. **OCCUPATION.** 1. One's regular, principal, or immediate business or job. 2. The daily work one does, manual skill,

craft, skill. 3. For profit. **CLUSTER.** 1. A collection of objects of the same kind growing or fastened together. 2. A number of persons or things close together, group.

8. PARTNERSHIP. 1. The state or relationship of being a partner; joint interest; association. 2. Law, a contractual relationship in which two or more persons combine capital, labor, etc., to carry on a business, usually sharing the profits and losses in certain proportions. a. the contract that creates such a relationship.

9. PEDAGOGY. 1. The science or profession of teaching. 2. The theory of how to teach.

10. PERFORMANCE STANDARD. **PERFORM.** 1. To carry out in action; execute; do; to perform an operation. 2. To act in accord with the requirements or obligations of; fulfill; discharge, as a duty or command. 3. To carry through to completion an action, undertaking, etc. **STANDARD.** 1. Any established measure of extent, quantity, quality, or value. 2. Any type model, or example for comparison, a criterion. 3. Having the accuracy or authority, serving as a gauge or model. 4. Of recognized excellence or authority.

11. REFORM. 1. To make better by removing abuses, altering, etc.; restore to a better condition. 2. To improve morally, persuade or educate to a better life. 3. To put an end to; stop. 4. An act or result of reformation; change for the better, especially in administration; correction of evils or abuses.

12. SKILL. 1. Proficiency or technical ability in any art, science, handicraft, etc., demonstrated by ease or expertness in performance, application, etc. 2. A specific art, trade, or technique. **SKILLED.** 1. Possessing or showing skill; expert; proficient. 2. Having specialized ability or training, as a worker. 3. Requiring specialized training, as a job.

13. SYNTHESIS. 1. The assembling of separate or subordinate parts into a whole; opposed to analysis. 2. A complex whole composed of originally separate parts. 3. Combination of separate elements into a whole, as a species into genera.

14. SYSTEMIC. 1. Of or pertaining to system or a system. 2. Pertaining to or affecting the body as a whole systemic poison.

15. TRANSFORMATIONAL KNOWLEDGE, NEW KNOWLEDGE. **KNOWLEDGE.** 1. A result or product of knowing; information or understanding acquired through experience; practicalability, or skill. 2. Deep and extensive learning; erudition.

TRANSFORM. 1. To give a different form or appearance to. 2. To different form or appearance to. 2. To change the character, nature, condition, etc., of. **TRANSFORMATION.** 1. The act of transforming, or the state of being transformed. **NEW.** 1. Having recently or lately been made. 2. Having never existed, occurred, appeared, etc., before. 3. Recently discovered, known, observed, experienced, etc.

16. VOLUNTARY. 1. Proceeding from the will or from one's own free choice; unconstrained, intentional; volitional. 2. Endowed with, possessing, or exercising will or free choice. 3. Effected by choice or volition; acting without constraint. 4. Law, Unconstrained of will; done without compulsion; performed without legal obligation, any work or performance not compelled or inspired by another.

17. WORKFORCE. 1. The total number of workers of a company, project, factory, region, etc.; staff. **WORK.** 2. The acts, obligations, etc. that one does or undertakes in return for something of value. 3. To perform work; labor or toil. 4. To perform a function; operate. **FORCE.** 2. Power exerted on any resisting person or thing; also, the use of such power; coercion. 3. Any moral, social, or political power or influence. 4. Any body of individuals organized for some specific work or action; police force. 5. Law, Binding effect; validity; efficacy; the force of a contract.

108 STAT. 125

PUBLIC LAW 103-227—MAR. 31, 1994

Public Law 103-227
103d Congress

An Act

To improve learning and teaching by providing a national framework for education reform; to promote the research, consensus building, and systemic changes needed to ensure equitable educational opportunities and high levels of educational achievement for all students; to provide a framework for reauthorization of all Federal education programs; to promote the development and adoption of a voluntary national system of skill standards and certifications; and for other purposes.

Mar. 31, 1994
[H.R. 1804]Goals 2000:
Educate
America Act.
Inter-
governmental
relations.
20 USC 5801
note.

Be it enacted by the Senate and House of Representatives of the United States of America in Congress assembled,

SECTION 1. SHORT TITLE; TABLE OF CONTENTS.

(a) **SHORT TITLE.**—This Act (other than titles V and IX) may be cited as the "Goals 2000: Educate America Act".

(b) **TABLE OF CONTENTS.**—The table of contents is as follows:

- Sec. 1. Short title; table of contents.
- Sec. 2. Purpose.
- Sec. 3. Definitions.

TITLE I—NATIONAL EDUCATION GOALS

- Sec. 101. Purpose.
- Sec. 102. National education goals.

TITLE II—NATIONAL EDUCATION REFORM LEADERSHIP, STANDARDS, AND ASSESSMENTS**PART A—NATIONAL EDUCATION GOALS PANEL**

- Sec. 201. Purpose.
- Sec. 202. National Education Goals Panel.
- Sec. 203. Duties.
- Sec. 204. Powers of the Goals Panel.
- Sec. 205. Administrative provisions.
- Sec. 206. Director and staff; experts and consultants.
- Sec. 207. Early childhood assessment.

PART B—NATIONAL EDUCATION STANDARDS AND IMPROVEMENT COUNCIL

- Sec. 211. Purpose.
- Sec. 212. National Education Standards and Improvement Council.
- Sec. 213. Duties.
- Sec. 214. Annual reports.
- Sec. 215. Powers of the Council.
- Sec. 216. Publication for public comment.
- Sec. 217. Administrative provisions.
- Sec. 218. Director and staff; experts and consultants.
- Sec. 219. Opportunity-To-Learn Development Grant.
- Sec. 220. Assessment development and evaluation grants.
- Sec. 221. Evaluation.

PART C—LEADERSHIP IN EDUCATIONAL TECHNOLOGY

- Sec. 231. Purposes.
- Sec. 232. Federal leadership.
- Sec. 233. Office of educational technology.
- Sec. 234. Use of funds.
- Sec. 235. Non-Federal share.
- Sec. 236. Office of training technology transfer.

PART D—AUTHORIZATION OF APPROPRIATIONS

- Sec. 241. Authorization of appropriations.

TITLE III—STATE AND LOCAL EDUCATION SYSTEMIC IMPROVEMENT

- Sec. 301. Findings.
- Sec. 302. Purpose.
- Sec. 303. Authorization of appropriations.
- Sec. 304. Allotment of funds.
- Sec. 305. State applications.
- Sec. 306. State improvement plans.
- Sec. 307. Secretary's review of applications; payments.
- Sec. 308. State use of funds.
- Sec. 309. Subgrants for local reform and professional development.
- Sec. 310. Availability of information and training.
- Sec. 311. Waivers of statutory and regulatory requirements.
- Sec. 312. Progress reports.
- Sec. 313. Technical and other assistance regarding school finance equity.
- Sec. 314. National leadership.
- Sec. 315. Assistance to the outlying areas and to the Secretary of the Interior.
- Sec. 316. Clarification regarding State standards and assessments.
- Sec. 317. State planning for improving student achievement through integration of technology into the curriculum.
- Sec. 318. Prohibition on Federal mandates, direction, and control.
- Sec. 319. State and local government control of education.

TITLE IV—PARENTAL ASSISTANCE

- Sec. 401. Parental information and resource centers.
- Sec. 402. Applications.
- Sec. 403. Use of funds.
- Sec. 404. Technical assistance.
- Sec. 405. Definitions.
- Sec. 406. Reports.
- Sec. 407. General provision.
- Sec. 408. Authorization of appropriations.

TITLE V—NATIONAL SKILL STANDARDS BOARD

- Sec. 501. Short title.
- Sec. 502. Purpose.
- Sec. 503. Establishment of National Board.
- Sec. 504. Functions of the National Board.
- Sec. 505. Deadlines.
- Sec. 506. Reports.
- Sec. 507. Authorization of appropriations.

RESTRUCTURE OF EDUCATION IS IN REALITY THE TOTAL RESTRUCTURE OF THE SOCIETY

"... It seems to me that far too much of our efforts have been focused on the issue of let's find a short term fix and fix up the schools and taking care of them rather than the issue of understanding that what we're into is a total restructuring of the society. What is happening in America today and what is happening in Kansas in the Great Plains is not simply a chance situation in the usual winds of change. What it amounts to is a total transformation of our society. . . ."

"... Unfortunately, what I would say to you is that while the system still continues to work for some parts of the population, it isn't going to work over the long-run; and what has to happen at conferences like this and throughout other dialogues that go on in the state is the commitment of understanding that what we have to be about is building a future. It is the future that motivates us, it's not what we're doing now. It's the task that's before us. You cannot begin to think about restructuring of education without understanding that our total society is in a crisis of restructuring, and you can't get away from it. You can't go into rural areas. You can't go into churches. You can't go into government. You can't go into business and hide from that fact that what we are facing is a total restructuring of the society."

*Dr. Shirley McCune - Governor's Conference,
Wichita, KS 11/2/89.*

TWO KEY WORDS

The two key words that will open the door to your understanding Goals 2000: Educate America Act are **voluntary** and **partnerships**. Let us examine each very carefully to lay the proper foundation in our quest to understand this law.

1. Voluntary - used 101 times.

VOLUNTARY, *a. Fr. volontaire; L. voluntarius, from voluntas, will, from volo.*)

1. Acting by choice or spontaneously; acting without being influenced or impelled by another.

2. Free, or having power to act by choice; not being under restraint; as, man is a **voluntary** agent.

3. Proceeding from choice or free will.

That sin or guilt pertains exclusively to **voluntary** action, is the true principle of orthodoxy.

N. W. Taylor.

4. Willing; acting with willingness.

She fell to lust a **voluntary** prey.

Pope.

5. Done by design; purposed; intended.

If a man kills another by lopping a tree, here is no **voluntary** murder.

6. Done freely, or of choice; proceeding from free will. He went into **voluntary** exile. He made a **voluntary** surrender.

7. Acting of his own accord; spontaneous; as the **voluntary** dictates of knowledge.

(Webster's 1828 Dictionary)

The federal government clearly acknowledges that it does not have legal, constitutional authority to implement a national curriculum. Nowhere in the Constitution is education given to the federal government. It is a state function, and more specifically, a parental responsibility.

Sec. 508. Definitions.
Sec. 509. Sunset provision.

TITLE VI—INTERNATIONAL EDUCATION PROGRAM

Sec. 601. International Education Program.

TITLE VII—SAFE SCHOOLS

Sec. 701. Short title; statement of purpose.
Sec. 702. Safe schools program authorized.
Sec. 703. Eligible applicants.
Sec. 704. Applications and plans.
Sec. 705. Use of funds.
Sec. 706. National activities.
Sec. 707. National cooperative education statistics system.
Sec. 708. Reports.
Sec. 709. Coordination of Federal assistance.

TITLE VIII—MINORITY-FOCUSSED CIVICS EDUCATION

Sec. 801. Short title.
Sec. 802. Purposes.
Sec. 803. Grants authorized; authorization of appropriations.
Sec. 804. Definitions.
Sec. 805. Applications.

TITLE IX—EDUCATIONAL RESEARCH AND IMPROVEMENT

Sec. 901. Short title.
Sec. 902. Findings.

PART A—GENERAL PROVISIONS REGARDING THE OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

Sec. 911. Repeal.
Sec. 912. Office of Educational Research and Improvement.
Sec. 913. Assistant Secretary for Educational Research and Improvement.
Sec. 914. Savings provision.
Sec. 915. Existing grants and contracts.

PART B—NATIONAL EDUCATIONAL RESEARCH POLICY AND PRIORITIES BOARD
Sec. 921. Establishment within Office of Educational Research and Improvement.

PART C—NATIONAL RESEARCH INSTITUTES

Sec. 931. Establishment within the Office of Educational Research and Improvement.

PART D—NATIONAL EDUCATION DISSEMINATION SYSTEM

Sec. 941. Establishment within Office of Educational Research and Improvement.

PART E—NATIONAL LIBRARY OF EDUCATION

Sec. 951. Establishment within Office of Educational Research and Improvement.

PART F—STAR SCHOOLS

Sec. 961. Star schools.

PART G—OFFICE OF COMPREHENSIVE SCHOOL HEALTH EDUCATION

Sec. 971. Office of Comprehensive School Health Education.

PART H—FIELD READERS

Sec. 981. Field readers.

PART I—AMENDMENTS TO THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

Sec. 991. National Occupational Information Coordinating Committee.

TITLE X—MISCELLANEOUS

PART A—MISCELLANEOUS PROVISIONS

Sec. 1011. School prayer.
Sec. 1012. Funding for the Individuals with Disabilities Education Act.
Sec. 1013. National Board for professional teaching standards.
Sec. 1014. Forgiveness of certain overpayments.
Sec. 1015. Study of goals 2000 and students with disabilities.
Sec. 1016. Amendments to summer youth employment and training program.
Sec. 1017. Protection of pupils.
Sec. 1018. Contraceptive devices.
Sec. 1019. Assessments.
Sec. 1020. Public schools.
Sec. 1021. Assessment of educational progress activities.
Sec. 1022. Sense of the Congress.

PART B—GUN-FREE SCHOOLS

Sec. 1031. Short title.
Sec. 1032. Gun-free requirements in elementary and secondary schools.

PART C—ENVIRONMENTAL TOBACCO SMOKE

Sec. 1041. Short title.
Sec. 1042. Definitions.
Sec. 1043. Nonsmoking policy for children's services.
Sec. 1044. Preemption.

PART D—MIDNIGHT BASKETBALL LEAGUE TRAINING AND PARTNERSHIP

Sec. 1061. Short title.
Sec. 1062. Grants for midnight basketball league training and partnership programs.
Sec. 1063. Public housing midnight basketball league programs.

SEC. 2. PURPOSE.

The purpose of this Act is to provide a framework for meeting the National Education Goals established by title I of this Act by—

- (1) promoting coherent, nationwide, systemic education reform;
- (2) improving the quality of learning and teaching in the classroom and in the workplace;
- (3) defining appropriate and coherent Federal, State, and local roles and responsibilities for education reform and lifelong learning;
- (4) establishing valid and reliable mechanisms for—
 - (A) building a broad national consensus on American

To gain that authority, the law is so written that its implementation will require that the states pass legislation in such a way as to divest themselves of final authority.

The usurpation of power by the federal government is to be accomplished by the state *voluntarily*, relinquishing its authority.

For a more detailed explanation, see page 701.

2. Partnerships - used 43 times.

PARTNERSHIP, *n.* The association of two or more persons for the purpose of undertaking and prosecuting any business, particularly trade or manufactures, at their joint expense. In this case, the connection is formed by contract; each partner furnishing a part of the capital stock and being entitled to a proportional share of profit, or subject to a proportional share of loss; or one or more of the partners may furnish money or stock, and the others or others contribute their services. The duration of the partnership may be limited by the contract, or it may be left indefinite, subject to be dissolved by mutual agreement. A partnership or association of this kind is a standing or permanent company, and is denominated a *firm* or *house*. We say, A and B entered into *partnership* for the importation and sale of goods, or for manufacturing cotton or glass.

Partnerships may be and usually are associations of private persons, not incorporated. In other cases, the company is incorporated. Banking companies in the United States are usually incorporated, and are essentially partnerships, but do not bear that name. Manufacturing companies are also frequently incorporated.

2. Joint interest or property. *Dryden.*
(Webster's 1828 Dictionary).

Voluntary passage of legislation by the various states will shift authority to the federal level. But that will not grant final authority of a child's education and welfare to the federal government, for this has always been recognized as a legal, parental responsibility.

To gain that authority partnerships or contractual agreements are to be entered into by the parents and the state or federal government, under the guise of "parental involvement, local control", or holding schools accountable to teach high standards.

The signing of a contract/partnership agreement will, in fact, divest the parent of total and final control and grant to the state a legal, binding interest in the child's education and welfare. By law, the state or federal government will have gained the necessary authority to force parents to comply with federal mandates.

The contractual/partnerships agreement will be binding and will stand up under the scrutiny of the court system.

Parents are to LEGALLY surrender parental authority over to the state.

By the same measure, private businesses are to also enter into partnerships, which will allow the government to eventually nationalize them.

A DIRECT CONTRADICTION OF HISTORIC AMERICAN EDUCATION

American education has been unique in that final authority has traditionally rested at the local level, with the parents as the final base of authority.

American education has been traditionally made up of private, parochial, and public schools competing for students on the basis of the Free Enterprise System. The competitive spirit has produced a quality program with a diversity of degrees/diplomas to equip the student in his efforts to choose his course in life.

For the first time in American history, a bill has been signed into law to provide a framework to establish national education goals, with the power to define the federal, state, and local roles.

This law will eliminate individual responsibility, local control, and the diversity of the Free Enterprise approach to education and replace it with a national/international standard, thus producing the opposite of a competitive free enterprise system – statism, which is oftentimes referred to as socialism, fascism, or communism.

education reform;

(B) assisting in the development and certification of high-quality, internationally competitive content and student performance standards;

(C) assisting in the development and certification of opportunity-to-learn standards; and

(D) assisting in the development and certification of high-quality assessment measures that reflect the internationally competitive content and student performance standards;

(5) supporting new initiatives at the Federal, State, local, and school levels to provide equal educational opportunity for all students to meet high academic and occupational skill standards and to succeed in the world of employment and civic participation;

(6) providing a framework for the reauthorization of all Federal education programs by—

(A) creating a vision of excellence and equity that will guide all Federal education and related programs;

(B) providing for the establishment of high-quality, internationally competitive content and student performance standards and strategies that all students will be expected to achieve;

(C) providing for the establishment of high-quality, internationally competitive opportunity-to-learn standards that all States, local educational agencies, and schools should achieve;

(D) encouraging and enabling all State educational agencies and local educational agencies to develop comprehensive improvement plans that will provide a coherent framework for the implementation of reauthorized Federal education and related programs in an integrated fashion that effectively educate all children to prepare them to participate fully as workers, parents, and citizens;

(E) providing resources to help individual schools, including those serving students with high needs, develop and implement comprehensive improvement plans; and

(F) promoting the use of technology to enable all students to achieve the National Education Goals;

(7) stimulating the development and adoption of a voluntary national system of skill standards and certification to serve as a cornerstone of the national strategy to enhance workforce skills; and

(8) assisting every elementary and secondary school that receives funds under this Act to actively involve parents and families in supporting the academic work of their children at home and in providing parents with skills to advocate for their children at school.

108 STAT. 129

20 USC 5802.

SEC. 3. DEFINITIONS.

(a) TITLES I, II, III, AND X.—As used in titles I, II, III, and X of this Act—

(1) the terms "all students" and "all children" mean students or children from a broad range of backgrounds and circumstances, including disadvantaged students and children, students or children with diverse racial, ethnic, and cultural backgrounds, American Indians, Alaska Natives, Native Hawaiians, students or children with disabilities, students or children with limited-English proficiency, school-aged students or children who have dropped out of school, migratory students or children, and academically talented students and children;

(2) the term "Bureau", unless otherwise provided, means the Bureau of Indian Affairs;

(3) the terms "community", "public", and "advocacy group" include representatives of organizations advocating for the education of American Indian, Alaska Native, and Native Hawaiian children and Indian tribes;

(4) the term "content standards" means broad descriptions of the knowledge and skills students should acquire in a particular subject area;

(5) the term "Governor" means the chief executive of the State;

(6) the terms "local educational agency" and "State educational agency" have the meaning given such terms in section 1471 of the Elementary and Secondary Education Act of 1965;

(7) the term "opportunity-to-learn standards" means the criteria for, and the basis of, assessing the sufficiency or quality of the resources, practices, and conditions necessary at each level of the education system (schools, local educational agencies, and States) to provide all students with an opportunity to learn the material in voluntary national content standards or State content standards;

(8) the term "outlying areas" means Guam, American Samoa, the Virgin Islands, the Commonwealth of the Northern Mariana Islands, Palau (until the effective date of the Compact of Free Association with the Government of Palau), the Republic of the Marshall Islands, and the Federated States of Micronesia;

(9) the term "performance standards" means concrete examples and explicit definitions of what students have to know and be able to do to demonstrate that such students are proficient in the skills and knowledge framed by content standards;

(10) the term "related services" has the same meaning given such term under section 602 of the Individuals with

INTERNATIONAL CONTENT/STANDARDS

The national education goals are to be international in concept. International/world class standards will be the benchmarks that must be met. If international standards are to be met, final authority to enforce those standards must shift from the federal to the international tribunal that will be established.

To ensure that international standards are met, nationalistic views must be replaced with global/international views. Just as the states are expected to submit to the federal authority and produce a uniform curriculum, so the national governments will be expected to produce a uniform curriculum so that All students, worldwide, can fairly compete and meet the required goals. An international standard will eventually neutralize nationalism and create a single world government.

BROAD BASED EDUCATION TO INCLUDE PARENTS

Education is to become broad based in that parents are to be trained and equipped by the state to provide the help needed in educating their children. Implementation of contractual agreements will provide the mechanism to force compliance on the parents' parts. What will be sold to the public as a "wonderful way to help" will prove to be the very mechanism to intrude into the home and family. He who does not read the "fine print" will find it to be a "hard bargain."

ALL STUDENTS – used 59 times

This phrase "all students" is very important. This will be used repeatedly throughout the bill. All students are not alike in talent, mental ability, or environmental and cultural background.

"All children" — not limited to children enrolled in the public schools, but All children living in each school district regardless of where they are educated (instructed)... includes private and home schools.

ALL EQUAL - TO LEARN

The Party and state organs consciously use the educational system to secure equal opportunities of social mobility for representatives of different classes, strata and groups of society, and also to accelerate the process of achieving social homogeneity in Soviet society.

The educational system in particular specialised secondary and higher education, has a direct and quite substantial influence on change in the social structure of Soviet society.

(STRRE/1976

V. Turchenko, p. 39)

The socialist educational system functions in the interests of all the working classes and social groups. The social function of education in socialist countries is directed to the all-round development of every member of society, to the development and strengthening of socialist social relations. It accelerates progressive changes in the socialist structure of society, changes in the direction of achieving social homogeneity.

(STRRE/1976

V. Turchenko, p. 40)

108 STAT. 130

Disabilities Education Act:

(11) the term "State assessment" means measures of student performance which include at least 1 instrument of evaluation, and may include other measures of student performance, for a specific purpose and use which are intended to evaluate the progress of all students in the State toward learning the material in State content standards in 1 or more subject areas;

(12) the term "school" means a public school that is under the authority of the State educational agency or a local educational agency or, for the purpose of carrying out section 315(b), a school that is operated or funded by the Bureau;

(13) the term "Secretary", unless otherwise provided, means the Secretary of Education; and

(14) the term "State", unless otherwise provided, means each of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, and each of the outlying areas.

(b) **TITLES IV, V, VI, VII, VIII, AND IX.**—For the purpose of titles IV, V, VI, VII, VIII, and IX—

(1) except as provided in paragraph (3) and unless otherwise provided, the terms used in such titles have the same meanings given such terms in section 1471 of the Elementary and Secondary Education Act of 1965;

(2) the term "Bureau", unless otherwise provided, means the Bureau of Indian Affairs; and

(3) the term "Secretary", unless otherwise provided, means the Secretary of Education.

TITLE I—NATIONAL EDUCATION GOALS

20 USC 5811.

SEC. 101. PURPOSE.

The purpose of this title is to establish National Education Goals.

20 USC 5812.

SEC. 102. NATIONAL EDUCATION GOALS.

The Congress declares that the National Education Goals are the following:

(1) **SCHOOL READINESS.**—(A) By the year 2000, all children in America will start school ready to learn.

(B) The objectives for this goal are that—

(i) all children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school;

(ii) every parent in the United States will be a child's first teacher and devote time each day to helping such parent's preschool child learn, and parents will have access to the training and support parents need; and

(iii) children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems.

(2) **SCHOOL COMPLETION.**—(A) By the year 2000, the high school graduation rate will increase to at least 90 percent.

(B) The objectives for this goal are that—

(i) the Nation must dramatically reduce its school dropout rate, and 75 percent of the students who do drop out will successfully complete a high school degree or its equivalent; and

(ii) the gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated.

(3) **STUDENT ACHIEVEMENT AND CITIZENSHIP.**—(A) By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

(B) The objectives for this goal are that—

(i) the academic performance of all students at the elementary and secondary level will increase significantly in every quartile, and the distribution of minority students in each quartile will more closely reflect the student population as a whole;

(ii) the percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially;

(iii) all students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility;

(iv) all students will have access to physical education and health education to ensure they are healthy and fit;

(v) the percentage of all students who are competent in more than one language will substantially increase; and

(vi) all students will be knowledgeable about the

DEFINITION OF A SCHOOL

School — a public school has been traditionally defined as one that is funded by tax dollars. On page 22 of the America 2000 book, the term "public school" has been redefined to mean any school that serves the public and is accountable to public authority (see page 419).

SCHOOL READINESS

Goal #1 - School readiness – can only be assured if a preschool program has been implemented. Parental involvement with the child as well as the proper physical care can be assured only by compliance to a mandated program and verified by home inspections.

SCHOOL COMPLETION

Goal #2 - School completion – compulsory education in a state approved school. Private, parochial, Christian, and home schools must adapt to the national curriculum to obtain the desired degree, which will be required to enter the work force and college.

MANDATORY COMMUNITY SERVICE

Mandatory community service is to replace voluntary community service. Mandatory service is to recognize the right of the state to command human resources. An earlier era would define it as "slavery."

MANDATORY COMMUNITY SERVICE

When we tell students about the necessity to care about the cleanliness of towns and villages, to take care of nature, protect it, this is, of course, all to the good. However, the effect of conversations and lectures will be incomparably greater if from an early age students participate with adults in voluntary public work on city and village improvement, in cleaning up parks, in "green patrols", building bird-houses and feeding points for birds and animals in winter. Lenin said that we must tackle "educational tasks in such a way that every day, in every village and city, the young people shall engage in the practical solution of some problems of labour in common, even though the smallest or the simplest."

Talk alone will scarcely develop in the students a love for physical labour, keen interest in working professions and craftsmanship. The more scientific-technological progress brings everyday services to children, especially in cities, the less need there is to perform manual labour as a daily necessity and, in the family, the inculcation of respect for labour disappears or leaves much to be desired.

~~diverse cultural heritage of this Nation and about the world community~~

~~(4) TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT.~~

~~(A) By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.~~

~~(B) The objectives for this goal are that—~~

~~(i) all teachers will have access to preservice teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social, and health needs;~~

~~(ii) all teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter and to use emerging new methods, forms of assessment, and technologies;~~

~~(iii) States and school districts will create integrated strategies to attract, recruit, prepare, retain, and support the continued professional development of teachers, administrators, and other educators, so that there is a highly talented work force of professional educators to teach challenging subject matter; and~~

~~(iv) _____ will be established, whenever possible, among local educational agencies, institutions of higher education, parents, and local labor, business, and professional associations to provide and support programs for the professional development of educators.~~

~~(5) MATHEMATICS AND SCIENCE.—(A) By the year 2000, United States students will be first in the world in mathematics and science achievement.~~

~~(B) The objectives for this goal are that—~~

~~(i) mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades;~~

~~(ii) the number of teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent; and~~

~~(iii) the number of United States undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly.~~

~~(6) ADULT LITERACY AND LIFELONG LEARNING.—(A) By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.~~

~~(B) The objectives for this goal are that—~~

~~(i) every major American business will be involved in strengthening the connection between education and work;~~

~~(ii) all workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs;~~

~~(iii) the number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and midcareer students will increase substantially;~~

~~(iv) the proportion of the qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs, will increase substantially;~~

~~(v) the proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially; and~~

~~(vi) schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training and life-long learning opportunities to improve the ties between home and school, and enhance parents' work and home lives.~~

~~(7) SAFE, DISCIPLINED, AND ALCOHOL- AND DRUG-FREE SCHOOLS.—~~

~~(A) By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.~~

~~(B) The objectives for this goal are that—~~

~~(i) every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol;~~

~~(ii) parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment and are a safe haven~~

108 STAT. 132

*'Every'**'All'*

108 STAT. 133

MULTI-CULTURAL - WORLD COMMUNITY

Multi-cultural education consumes the time needed to teach "nationalism." Emphasis on the "world community" further erodes national pride and diversity, thus creating a global philosophy as a transition to a single world government.

See comments on page 742.

CONTINUED TRAINING - TO HOLD STATE CERTIFICATION

Continued training of all teachers is necessary to assure the correct political philosophy of the state. Continued updating of certification of teaching degrees is necessary to "weed out" the undesired philosophy of nationalism and the older teachers who are "fixed" in their beliefs. The teacher must be able to conform to the correct political policies of the state.

PARTNERSHIPS

The work of upbringing is a two-sided process, in the course of which both parties undergo positive changes. Consequently, the question is how to turn the upbringing of the younger generation into the affair of all members of society as quickly as possible.

Moreover, as the experience of leading Soviet schools shows, it is possible more widely to bring in scholars, engineers, doctors, cultural workers, foremost workers and collective farmers for lessons and lectures, for work connected with the school curriculum and with its extension. "Talk of a lack of teachers in cities is mistaken. For work in schools," notes Academician M. A. Lavrent'ev, "one can mobilise, on a part-time, paid basis, the whole technological-engineering intelligentsia. Teaching has great significance: it is a school for managers, a school for organisers...."

(STRRE/1976, V. Turchenko - p. 175)

MATH/SCIENCE

Math and science - necessary to develop and train a nationalized workforce.

ADULT LITERACY - LIFE LONG LEARNING

Every adult, American business, worker, part-time mid-career, will become a part of life-long learning. It is necessary to establish work cards and licensing of the nationalized workforce.

Business and education must divest themselves of the vestiges and attributes of the competitive free market. Certificates of mastery/work cards bind the worker and the business to the state's objectives.

SAFE SCHOOLS

Goal #7 - Safe, disciplined, and alcohol and drug-free schools are desired by all and will be used to enlist community and parental help. To secure this desired goal, students will be channeled into community service and into vocational and technological careers. Under the guise of "safety" the state will usurp and implement its right to control human resources. The creation of safe schools will also allow more stringent gun laws to protect the children at home and school, thus hastening the disarmament of the populace, which is so necessary in establishing the state's total authority over the people.

*Every
All*

for all children;
 (iii) every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons;

(iv) every local educational agency will develop a sequential, comprehensive kindergarten through twelfth grade drug and alcohol prevention education program;

(v) drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education;

(vi) community-based teams should be organized to provide students and teachers with needed support; and

(vii) every school should work to eliminate sexual harassment.

(8) PARENTAL PARTICIPATION.

(A) By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

(B) The objectives for this Goal are that—

(i) every State will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities;

(ii) every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decisionmaking at school; and

(iii) parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability.

TITLE II—NATIONAL EDUCATION REFORM LEADERSHIP, STANDARDS, AND ASSESSMENTS

PART A—NATIONAL EDUCATION GOALS PANEL

20 USC 5821.

SEC. 201. PURPOSE.

It is the purpose of this part to establish a bipartisan mechanism for—

(1) building a national consensus for education improvement;

(2) reporting on progress toward achieving the National Education Goals; and

(3) reviewing the voluntary national content standards, voluntary national student performance standards and voluntary national opportunity-to-learn standards certified by the National Education Standards and Improvement Council, as well as the criteria for the certification of such standards, and the criteria for the certification of State assessments certified by the National Education Standards and Improvement Council, with the option of disapproving such standards and criteria not later than 90 days after receipt from such Council.

108 STAT. 134

SEC. 202. NATIONAL EDUCATION GOALS PANEL.

(a) ESTABLISHMENT.—There is established in the executive branch a National Education Goals Panel (hereafter in this title referred to as the "Goals Panel") to advise the President, the Secretary, and the Congress.

(b) COMPOSITION.—The Goals Panel shall be composed of 18 members (hereafter in this part referred to as "members"), including—

(1) 2 members appointed by the President;

(2) 8 members who are Governors, 3 of whom shall be from the same political party as the President and 5 of whom shall be from the opposite political party of the President, appointed by the Chairperson and Vice Chairperson of the National Governors' Association, with the Chairperson and Vice Chairperson each appointing representatives of such Chairperson's or Vice Chairperson's respective political party, in consultation with each other;

(3) 4 Members of the Congress, of whom—

(A) 1 member shall be appointed by the Majority Leader of the Senate from among the Members of the Senate;

(B) 1 member shall be appointed by the Minority Leader of the Senate from among the Members of the Senate;

(C) 1 member shall be appointed by the Majority Leader of the House of Representatives from among the Members of the House of Representatives; and

(D) 1 member shall be appointed by the Minority Leader of the House of Representatives from among the Members of the House of Representatives; and

President.

20 USC 5822.

SEXUAL HARASSMENT

Elimination of sexual harassment - a broad term which means that the alternate life-style is to be protected by the state. This has less to do with safety and more to do with public policy. Strong, moral family values must be destroyed if the socialistic views of the state are to be secured. A strong family with high spiritual and moral values will always strengthen a free society.

PARENTAL PARTNERSHIPS

Goal #8 - Parental participation and partnership will be sold to the people on the basis that schools and families must work together and support one another. Contractual partnership will diminish parental authority over children and place greater authority into the hands of the state.

The parents must read the "fine print", for, in reality, the reverse will occur. The schools and state will hold the parents accountable to meet the desired state goals. A contractual partnership creates a community family which in turn promotes a socialistic state.

PARENT-FAMILY PARTNERSHIPS

Under modern conditions, adult members of society are employed in production and engage in civic affairs, self-education, and sport, as a rule, apart from children. Even parents' leisure (shows, receiving guests, etc.) is usually separate from children. So (if work involved in taking care of children is not counted) adults on the average spend in all 2 to 4 hours per week in raising their children. The renowned Soviet mathematician, Academician A. N. Kolmogorov, a great enthusiast of the idea of involving all adults in the upbringing of children, has stressed that for every forty schoolchildren in the Soviet Union there are no less than one hundred people from 20 to 50 years of age. If one hundred adults give five per cent of their total working time, writes Kolmogorov, the forty children receive 250 hours per week. Such enormous potential can be realized in full only in a socialist society, in a society that rejects egotistic calculations and profit, in a society that proclaims and affirms in practice voluntary, unpaid labour for the general good as a norm and a great moral value.

(STRRE/1976, V. Turchenko - p. 176)

NATIONAL EDUCATION GOALS PANEL 1994-95

GOVERNORS

Evan Bayh, Indiana (D), Chair

Arne H. Carlson, Minnesota (R)

Jim Edgar, Illinois (R)

John Engler, Michigan (R)

Kirk Fordice, Mississippi (R)

Jim Hunt, North Carolina (D)

Roy Romer, Colorado (D)

Christine Todd Whitman, New Jersey (R)

MEMBERS OF THE ADMINISTRATION

Carol H. Rasco, Assistant to the President
for Domestic Policy

Richard W. Riley, Secretary of Education

MEMBERS OF CONGRESS

U. S. Senator Jeff Bingaman, New Mexico (D)

U. S. Senator Thad Cochran, Mississippi (R)

U. S. Representative William Goodling, Penn. (R)

U. S. Representative Dale Kildee, Michigan (D)

STATE LEGISLATORS

Anne C. Barnes, North Carolina (D)

G. Spencer Coggs, Wisconsin (D)

Robert T. Connor, Delaware (R)

Doug Jones, Idaho (R)

DEPUTY DIRECTOR

Amy Friedlander

(4) 4 members of State legislatures appointed by the President of the National Conference of State Legislatures, of whom 2 shall be of the same political party as the President of the United States.

(c) SPECIAL APPOINTMENT RULES.—

(1) IN GENERAL.—The members appointed pursuant to subsection (b)(2) shall be appointed as follows:

(A) If the Chairperson of the National Governors' Association is from the same political party as the President, the Chairperson shall appoint 3 individuals and the Vice Chairperson of such association shall appoint 5 individuals.

(B) If the Chairperson of the National Governors' Association is from the opposite political party as the President, the Chairperson shall appoint 5 individuals and the Vice Chairperson of such association shall appoint 3 individuals.

(2) SPECIAL RULE.—If the National Governors' Association has appointed a panel that meets the requirements of subsections (b) and (c), except for the requirements of paragraph (4) of subsection (b), prior to the date of enactment of this Act, then the members serving on such panel shall be deemed to be in compliance with the provisions of such subsections and shall not be required to be reappointed pursuant to such subsections.

(3) REPRESENTATION.—To the extent feasible, the membership of the Goals Panel shall be geographically representative and reflect the racial, ethnic, and gender diversity of the United States.

(d) TERMS.—The terms of service of members shall be as follows:

(1) PRESIDENTIAL APPOINTEES.—Members appointed under subsection (b)(1) shall serve at the pleasure of the President.

(2) GOVERNORS.—Members appointed under paragraph (2) of subsection (b) shall serve for 2-year terms, except that the initial appointments under such paragraph shall be made to ensure staggered terms with one-half of such members' terms concluding every 2 years.

(3) CONGRESSIONAL APPOINTEES AND STATE LEGISLATORS.—Members appointed under paragraphs (3) and (4) of subsection (b) shall serve for 2-year terms.

(e) DATE OF APPOINTMENT.—The initial members shall be appointed not later than 60 days after the date of enactment of this Act.

(f) INITIATION.—The Goals Panel may begin to carry out its duties under this part when 10 members of the Goals Panel have been appointed.

(g) VACANCIES.—A vacancy on the Goals Panel shall not affect the powers of the Goals Panel, but shall be filled in the same manner as the original appointment.

(h) TRAVEL.—Each member may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section 5703 of title 5, United States Code, for each day the member is engaged in the performance of duties for the Goals Panel away from the home or regular place of business of the member.

(i) CHAIRPERSON.—

(1) IN GENERAL.—The members shall select a Chairperson from among the members.

(2) TERM AND POLITICAL AFFILIATION.—The Chairperson of the Goals Panel shall serve a 1-year term and shall alternate between political parties.

(j) CONFLICT OF INTEREST.—A member of the Goals Panel who is an elected official of a State which has developed content, student performance, or opportunity-to-learn standards may not participate in Goals Panel consideration of such standards.

(k) EX OFFICIO MEMBER.—If the President has not appointed the Secretary as 1 of the 2 members the President appoints pursuant to subsection (b)(1), then the Secretary shall serve as a nonvoting ex officio member of the Goals Panel.

SEC. 203. DUTIES.

(a) IN GENERAL.—The Goals Panel shall—

(1) report to the President, the Secretary, and the Congress regarding the progress the Nation and the States are making toward achieving the National Education Goals established under title I of this Act, including issuing an annual report;

(2) report on State opportunity-to-learn standards and strategies and the progress of States that are implementing such standards and strategies to help all students meet State content standards and State student performance standards;

(3) submit to the President nominations for appointment to the National Education Standards and Improvement Council in accordance with subsections (b) and (c) of section 212;

(4) after taking into consideration the public comments received pursuant to section 216 and not later than 90 days after receipt, review the—

(A) criteria developed by the National Education Standards and Improvement Council for the certification of State content standards, State student performance standards, State assessments, and State opportunity-to-learn standards; and

(B) voluntary national content standards, voluntary

108 STAT. 135

20 USC 5823.

108 STAT. 136

WHO CONTROLS EDUCATIONAL POLICY?

The National Education Goals Panel is composed of appointed people who are leaders in their own right. They would be offended by my personal opinion which is that they are but a window dressing – a facade. The real power lies not in these men but in the foundations and organizations that are developing the program. The real power lies with the researchers and writers of the actual bills. If one could investigate the developers behind the scene, their background, connections, and philosophies, he would expose the roots of internationalism. The personalities on the National Goals Panel have the honor of feeling important and are in the limelight, which enhances their political careers, but their own positions of responsibility and the limited time in which they serve on the panel negates any real power. Their appointments serve to give credibility and prestige to the educational restructure program. In my opinion, they are personalities who are being used to promote the restructure of the educational program and will one day grieve over their involvement.

I personally do not believe that these people have the faintest idea that our total system of government is being restructured to merge into the "New World Order".

NATIONAL PLAN SOVIET - ALL UNION CONGRESS

An All-Union Congress of Teachers was convened, a Statute for Schools was worked out. Much was done to renovate the content of the teaching process in schools and institutions of higher education. Content is being adjusted to the requirements of scientific-technological progress and to the general level of contemporary scientific knowledge.

(STRRE/1976, V. Turchenko - p. 86)

national student performance standards and voluntary national opportunity-to-learn standards certified by the National Education Standards and Improvement Council, except that the Goals Panel shall have the option of disapproving such criteria and standards by a two-thirds majority vote of the membership of the Goals Panel not later than 90 days after receipt of such criteria and standards;

- (5) report on promising or effective actions being taken at the national, State, and local levels, and in the public and private sectors, to achieve the National Education Goals; and
- (6) help build a nationwide, bipartisan consensus for the reforms necessary to achieve the National Education Goals.

(b) REPORT.—

(1) IN GENERAL.—The Goals Panel shall annually prepare and submit to the President, the Secretary, the appropriate committees of Congress, and the Governor of each State a report that shall—

- (A) report on the progress of the United States toward achieving the National Education Goals;
- (B) identify actions that should be taken by Federal, State, and local governments to enhance progress toward achieving the National Education Goals and to provide all students with a fair opportunity-to-learn; and

(C) report on State opportunity-to-learn standards and strategies and the progress of States that are implementing such standards and strategies to help all students meet State content standards and State student performance standards.

(2) FORM; DATA.—Reports shall be presented in a form, and include data, that is understandable to parents and the general public.

20 USC 5824.

SEC. 204. POWERS OF THE GOALS PANEL.

(a) HEARINGS.—

(1) IN GENERAL.—The Goals Panel shall, for the purpose of carrying out this part, conduct such hearings, sit and act at such times and places, take such testimony, and receive such evidence, as the Goals Panel considers appropriate.

(2) REPRESENTATION.—In carrying out this part, the Goals Panel shall conduct hearings to receive reports, views, and analyses of a broad spectrum of experts and the public on the establishment of voluntary national content standards, voluntary national student performance standards, voluntary national opportunity-to-learn standards, and State assessments described in section 213(f).

(b) INFORMATION.—The Goals Panel may secure directly from any department or agency of the United States information necessary to enable the Goals Panel to carry out this part. Upon request of the Chairperson of the Goals Panel, the head of a department or agency shall furnish such information to the Goals Panel to the extent permitted by law.

(c) POSTAL SERVICES.—The Goals Panel may use the United States mail in the same manner and under the same conditions as other departments and agencies of the United States.

(d) USE OF FACILITIES.—The Goals Panel may, with consent of any agency or instrumentality of the United States, or of any State or political subdivision thereof, use the research, equipment, services, and facilities of such agency, instrumentality, State, or subdivision, respectively.

(e) ADMINISTRATIVE ARRANGEMENTS AND SUPPORT.—

(1) IN GENERAL.—The Secretary shall provide to the Goals Panel, on a reimbursable basis, such administrative support services as the Goals Panel may request.

(2) CONTRACTS AND OTHER ARRANGEMENTS.—The Secretary, to the extent appropriate, and on a reimbursable basis, shall make contracts and other arrangements that are requested by the Goals Panel to help the Goals Panel compile and analyze data or carry out other functions necessary to the performance of such responsibilities.

SEC. 205. ADMINISTRATIVE PROVISIONS.

(a) MEETINGS.—The Goals Panel shall meet on a regular basis, as necessary, at the call of the Chairperson of the Goals Panel or a majority of its members.

(b) QUORUM.—A majority of the members shall constitute a quorum for the transaction of business.

(c) VOTING AND FINAL DECISION.—

(1) VOTING.—No individual may vote, or exercise any of the powers of a member, by proxy.

(2) FINAL DECISIONS.—

(A) In making final decisions of the Goals Panel with respect to the exercise of its duties and powers the Goals Panel shall operate on the principle of consensus among the members of the Goals Panel.

(B) Except as otherwise provided in this part, if a vote of the membership of the Goals Panel is required to reach a final decision with respect to the exercise of its duties and powers, then such final decision shall be made by a three-fourths vote of the members of the Goals Panel who are present and voting.

108 STAT. 137

EDUCATIONAL PHILOSOPHY IS DETERMINED BY THE STATE – SOCIAL STRUCTURE AND PHILOSOPHY MUST BE CONTROLLED BY THE STATE

The social structure has always determined the essence and character of the educational system, not the reverse. Although education fulfills economic functions, it is, as a whole, part of the superstructure. As the Soviet sociologist L. N. Kogan has pointed out, the social model of education, which includes its goals, structure, system of institutions, and, above all, its content, is elaborated by ideologues of the ruling class, and the model is often sanctioned by state power. It also reflects all the specifics of a given society, its national traits.

(STRRE/1976, V. Turchenko - p. 20)

SOVIET VIEW OF EDUCATION -- IS IT SIMILAR TO GOALS 2000?

On the most abstract level, education is, first, a specific sphere of activity in a system of the social division of labour, a sphere whose basic task is to disseminate knowledge and related practical experience, to socialise and professionalise the members of society. Second, it is a dialectical unity of three components: institutions of education, processes of education and results of education (knowledge gained). Third, education is predominantly connected with spreading systematised, scientific knowledge, the assimilation of which occurs chiefly in cognition at a level of abstraction and systematic logic (as opposed, for example, to cultural institutions in socialist society that are oriented mainly toward general spiritual and cultural development primarily through an emotional-aesthetic apprehension of reality).

STATE DIRECTED

Fourth, the activity of educational institutions is clearly directed to concrete people (while the scope of cultural institutions only coincidentally focuses on concrete people).

PREDETERMINED GOALS/OUTCOMES

Fifth, education is connected with the attainment by students of formally determined patterns of knowledge and skill.

STATE CONTROL OF CURRICULUM, CERTIFICATION STANDARDS, LICENSES

Sixth, the operation of the educational system requires strict (mainly state) controls for determining (through examination) and individual's mastery of established standards of knowledge and skill as well as the dispensing of so-called licenses, i. e., legal dispensation for individuals who have reached a certain level in a particular type of professional activity, to pursue that profession.

(STRRE/1976, V. Turchenko - p. 21)

108 STAT. 138

(d) **PUBLIC ACCESS.**—The Goals Panel shall ensure public access to its proceedings (other than proceedings, or portions of proceedings, relating to internal personnel and management matters) and make available to the public, at reasonable cost, transcripts of such proceedings.

20 USC 5826.

SEC. 206. DIRECTOR AND STAFF; EXPERTS AND CONSULTANTS.

(a) **DIRECTOR.**—The Chairperson of the Goals Panel, without regard to the provisions of title 5, United States Code, relating to the appointment and compensation of officers or employees of the United States, shall appoint a Director to be paid at a rate not to exceed the rate of basic pay payable for level V of the Executive Schedule.

(b) **APPOINTMENT AND PAY OF EMPLOYEES.—**

(1) **IN GENERAL.**—(A) The Director may appoint not more than 4 additional employees to serve as staff to the Goals Panel without regard to the provisions of title 5, United States Code, governing appointments in the competitive service.

(B) The employees appointed under subparagraph (A) may be paid without regard to the provisions of chapter 51 and subchapter III of chapter 53 of that title relating to classification and General Schedule pay rates, but shall not be paid a rate that exceeds the maximum rate of basic pay payable for GS-15 of the General Schedule.

(2) **ADDITIONAL EMPLOYEES.**—The Director may appoint additional employees to serve as staff to the Goals Panel in accordance with title 5, United States Code.

(c) **EXPERTS AND CONSULTANTS.**—The Goals Panel may procure temporary and intermittent services of experts and consultants under section 3109(b) of title 5, United States Code.

(d) **STAFF OF FEDERAL AGENCIES.**—Upon the request of the Goals Panel, the head of any department or agency of the United States may detail any of the personnel of such agency to the Goals Panel to assist the Goals Panel in its duties under this part.

20 USC 5827.

SEC. 207. EARLY CHILDHOOD ASSESSMENT.

(a) **IN GENERAL.**—The Goals Panel shall support the work of its ~~Resource and Technical Planning Groups~~ on School Readiness (hereafter in this section referred to as the "Groups") to improve the methods of assessing the readiness of children for school that would lead to alternatives to currently used early childhood assessments.

(b) **ACTIVITIES.**—The Groups shall—

(1) ~~develop a model of elements of school readiness that address a broad range of early childhood developmental needs, including the needs of children with disabilities;~~

(2) ~~create clear guidelines regarding the nature, functions, and uses of early childhood assessments, including assessment formats that are appropriate for use in culturally and linguistically diverse communities, based on model elements of school readiness;~~

(3) ~~monitor and evaluate early childhood assessments, including the ability of existing assessments to provide valid information on the readiness of children for school; and~~

(4) ~~monitor and report on the long-term collection of data on the status of young children to improve policy and practice, including the need for new sources of data necessary to assess the broad range of early childhood developmental needs.~~

(c) **ADVICE.**—The Groups shall advise and assist the Congress, the Secretary, the Goals Panel, and others regarding how to improve the assessment of young children and how such assessments can improve services to children.

(d) **REPORT.**—The Goals Panel shall provide reports on the work of the Groups to the appropriate committees of the Congress, the Secretary, and the public.

PART B—NATIONAL EDUCATION STANDARDS AND IMPROVEMENT COUNCIL

108 STAT. 139

SEC. 211. PURPOSE.

It is the purpose of this part to establish a mechanism to—
 (1) certify and periodically review voluntary national content standards and voluntary national student performance standards that define what all students should know and be able to do;

(2) certify State content standards and State student performance standards submitted by States on a voluntary basis, if such standards are comparable or higher in rigor and quality to the voluntary national content standards and voluntary national student performance standards certified by the National Education Standards and Improvement Council;

(3) certify and periodically review voluntary national opportunity-to-learn standards that describe the conditions of teaching and learning necessary for all students to have a fair opportunity to achieve the knowledge and skills described in the voluntary national content standards and the voluntary national student performance standards certified by the National Education Standards and Improvement Council;

(4) certify opportunity-to-learn standards submitted by States on a voluntary basis, if such standards are comparable or higher in rigor and quality to the voluntary national oppor-

PUBLIC HAS TO PAY FOR ACCESS**OUTCOME BASED EDUCATION – A SOVIET DEFINITION**

In summary, education can be defined as a relatively independent system, the goals of which are the systematic training and education of the members of society. Education and upbringing are oriented to the mastery of a specific body (in accordance with formally determined standards) of knowledge (above all scientific), the mastery of values, skills and norms of behaviour connected with this body of knowledge and values which will, in the final account, be determined by the socio-economic and political structure of a given society and its material-technical base.

(STRRE/1976, V. Turchenko - p. 22)

EARLY CHILDHOOD DEVELOPMENT IS NECESSARY

A teacher from Volgograd S. Semin, on the basis of his own interesting experience, has come to the conclusion that, given a certain method of instruction, it is possible and necessary to begin teaching reading and counting at an even earlier age — one to two years. "... At this age," he writes, "commitment to memory is more spontaneous and productive than at a later age, not to use this feature of the child's psychological development is simply foolish and insufficient."

(STRRE/1976, V. Turchenko - p. 166)

IRREPARABLE DAMAGE IF CHILDREN ARE NEGLECTED EARLY IN LIFE

The idea that it is necessary to begin the child's education early is increasingly widespread. Millions of children are being irreparably damaged by our failure to stimulate them intellectually during their crucial years — from birth to five. Millions of others, "writes the American teacher Maya Pines, "are being held back from their true potential. Our severest educational problems could be largely solved if we started early enough."

(STRRE/1976, V. Turchenko - p. 168)

tunity-to-learn standards certified by the National Education Standards and Improvement Council; and

(5) certify State assessments submitted by States or groups of States on a voluntary basis, if such assessments—

(A) are aligned with and support State content standards certified by such Council; and

(B) are valid, reliable, and consistent with relevant, nationally recognized, professional and technical standards for assessment when used for their intended purposes.

20 USC' 5842

SEC. 212. NATIONAL EDUCATION STANDARDS AND IMPROVEMENT COUNCIL

(a) ESTABLISHMENT.—There is established in the executive branch a National Education Standards and Improvement Council (hereafter in this part referred to as the "Council").

(b) COMPOSITION.—

(1) IN GENERAL.—The Council shall be composed of 19 members (hereafter in this part referred to as "members") who shall be appointed as follows:

(A) The President shall appoint 7 individuals to the Council from among nominations received from the Secretary under subsection (c)(1)(B)(i), of whom—

(i) 2 shall be from each of the categories described in clause (i), (iii), or (iv) of subsection (c)(1)(A); and

(ii) 1 shall be from the category described in clause (ii) of subsection (c)(1)(A).

(B) The President shall appoint 12 individuals to the Council, of whom—

(i) 4 individuals shall be from nominations received from the Speaker of the House of Representatives, of whom 1 individual shall be from each of the categories described in clauses (i) through (iv) of subsection (c)(1)(A);

(ii) 4 individuals shall be from nominations received from the Majority Leader of the Senate, of whom 1 individual shall be from each of the categories described in clauses (i) through (iv) of subsection (c)(1)(A); and

(iii) 4 individuals shall be from nominations received from the Goals Panel, of whom 1 individual shall be from each of the categories described in clauses (i) through (iv) of subsection (c)(1)(A).

(2) SPECIAL RULES.—From among nominations received pursuant to subparagraphs (A) and (B) of paragraph (1) the President shall appoint to the Council—

(A) 1 individual representative of post-secondary educational institutions;

(B) 1 individual representative of organized labor; and

(C) 1 individual who is representative of business and is a member of the National Skill Standards Board established under title V.

(c) APPOINTMENT RULES AND QUALIFICATIONS.—

(1) APPOINTMENT CATEGORIES.—(A) The members of the Council shall be appointed from among the following categories of individuals:

(i) Professional educators, including elementary and secondary classroom teachers, preschool educators, related services personnel, and other school-based professionals, State or local educational agency administrators, and other educators.

(ii) Representatives of business and industry, organized labor, and postsecondary educational institutions.

(iii) Representatives of the public, including representatives of advocacy, civil rights and disability groups, parents, civic leaders, State or local education policymakers (including members of State, local, or tribal school boards).

(iv) Education experts, including experts in measurement and assessment, curriculum, school finance and equity, and school reform.

(B)(i) The Secretary shall nominate 21 individuals for membership on the Council, of whom—

(I) 3 individuals shall be nominated from the category described in subparagraph (A)(i); and

(II) 6 individuals shall be nominated from each of the categories described in clauses (ii) through (iv) of subparagraph (A).

(ii) The Speaker of the House of Representatives, in consultation with the Majority Leader and Minority Leader of the House of Representatives, shall nominate 12 individuals for membership on the Council, of whom 3 individuals shall be nominated from each of the categories described in clauses (i) through (iv) of subparagraph (A).

(iii) The Majority Leader of the Senate, in consultation with the Minority Leader of the Senate, shall nominate 12 individuals for membership on the Council, of whom 3 individuals shall be nominated from each of the categories described in clauses (i) and (iv) of subparagraph (A).

(iv) The Goals Panel shall nominate 12 individuals for membership on the Council, of whom 3 individuals shall be nominated from each of the categories described in clauses (i) and (iv) of subparagraph (A).

(2) REPRESENTATION.—To the extent feasible, the member-

President.

108 STAT. 140

President.

President.

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NATIONAL EDUCATION STANDARDS AND IMPROVEMENT COUNCIL

The National Education Standards and Improvement Council is to be composed of nineteen members, seven are to be appointed by the President, whose nominations came from the secretary of education. The remaining twelve are to be appointed by the President, of which four shall be nominated by the speaker of the house, four are to be nominated by the majority leader of the senate and four are to be nominated by the Goals Panel. They will serve staggered terms of three years with no member serving more than two consecutive terms.

Composition of the board is to be that of professional educators, representatives of business and industry, representatives of the public, and education experts.

More power lies within this group than the Goals Panel, for the actual fleshing out of the goals will take place at this level. But, we would be naive to think that the total work originates and ends with this body. We must remember that behind the scenes lie the real workers and researchers who are guided by foundations and organizations who are putting forth the proposed plan.

The real power of the restructured educational system will lie in the bureaucracy behind the scenes, as is true with centralization of any power or government. True freedom always lies with decentralization of power. Individual responsibility produces freedom and diversity which will in turn produce creativity and quality of product.

Centralization will always bring forth tyranny, while decentralization brings forth freedom and liberty. The establishment of national goals and standards and to eventually meet international/world-class standards is, in reality, a system of education that very closely resembles a socialist form of government. The state assumes greater control and eventually seeks to professionalize and socialize the younger generation.

DEFINITION AND PURPOSE OF EDUCATION

The task of the present author is to examine the system of education in its sociological aspects as a relatively independent system within the economy, a system fulfilling specific functions connected with spreading scientific knowledge and knowledge of industrial processes, with the social reproduction of the labour force, and as an element in the structure of the scientific-technological revolution. Therefore we will define "education" in accordance with the specific task at hand.

One of the most important functions of education today is the professionalisation of the younger generation, the preparation of a skilled labour force for the national economy.

(STRRE/1976, V. Turchenko - p. 16)

A second task though not secondary in importance, is to ensure the socialisation of the younger generation.

The essence of socialisation, according to the Polish sociologist Jan Szczepanski, is expressed in Robert E. Park's notion that an individual is not born a person but becomes one through a process of education. A child at the moment of birth is but a biological organism that turns into a person or rational human being capable of working and creating only in the process of adults influencing the child by training and by "Introducing" him to value systems and patterns of behaviour. Therefore it is necessary to examine socialisation as, above

ship of the Council shall be geographically representative of the United States and reflect the diversity of the United States with regard to race, ethnicity, gender, and disability characteristics.

(3) EXPERTISE OR BACKGROUND.—Not less than one-third of the individuals nominated and appointed under subsection (b) shall have expertise or background in the educational needs of children who are from low-income families, from minority backgrounds, have limited-English proficiency, or have disabilities.

(4) DIVISION BETWEEN POLITICAL PARTIES.—To the extent feasible, the individuals nominated and the individuals appointed to the Council shall be equally divided between the 2 major political parties.

(d) TERMS.—

(1) IN GENERAL.—Members shall be appointed for 3-year terms, with no member serving more than 2 consecutive terms.

(2) STAGGERING.—(A) The Council shall establish initial terms for members of 1, 2, or 3 years in order to establish a rotation in which one-third of the members are selected each year.

(B) The Secretary shall determine, pursuant to a lottery, which members serve terms of 1, 2, or 3 years under subparagraph (A).

(e) DATE OF APPOINTMENT.—The initial members shall be appointed not later than 120 days after the date of enactment of this Act.

(f) INITIATION.—The Council shall begin to carry out the duties of the Council under this part when all 19 members have been appointed.

(g) RETENTION.—In order to retain an appointment to the Council, a member shall attend at least two-thirds of the scheduled meetings of the Council in any given year.

(h) VACANCY.—A vacancy on the Council shall not affect the powers of the Council, but shall be filled in the same manner as the original appointment.

(i) COMPENSATION.—Members of the Council who are not regular full-time employees of the United States may, while attending meetings or hearings of the Council, be provided compensation at a rate fixed by the Secretary, but not exceeding the maximum rate of basic pay payable for GS-15 of the General Schedule.

(j) CONFLICT OF INTEREST.—

(1) IN GENERAL.—A member of the Council may not concurrently serve as a member of the Goals Panel.

(2) PROHIBITION.—A member of the Council who resides in a State which has developed State content standards, State student performance standards, State opportunity-to-learn standards or State assessments that are submitted to the Council for certification may not participate in Council consideration of such standards and assessments.

(3) SPECIAL RULES.—(A) Notwithstanding any other provision of law, before an individual is appointed to the Council, the official responsible for issuing waivers under section 208(b)(3) of title 18, United States Code, shall submit to the Committee on Education and Labor of the House of Representatives and the Committee on Labor and Human Resources of the Senate a copy of the waiver required by that section. Information contained in the waiver that would not otherwise be publicly available under section 208(d)(1) of title 18, United States Code, shall be provided to such committees, but shall be noted as nonpublic information.

(B) The Council shall develop, consistent with the provisions of and regulations promulgated pursuant to section 208(b)(3) of title 18, United States Code, and submit to the Committee on Education and Labor of the House of Representatives and the Committee on Labor and Human Resources of the Senate procedures governing the participation of members in any matter that affects the financial interests of the members or of a person or entity whose interests are imputed to the member.

(k) TRAVEL.—Each member of the Council may be allowed travel expenses, including per diem in lieu of subsistence, as authorized by section 5703 of title 5, United States Code, for each day the member is engaged in the performance of duties away from the home or regular place of business of the member.

(l) OFFICERS.—The members of the Council shall select officers from among its members. The officers of the Council shall serve for one-year terms.

SEC. 213. DUTIES.

(a) VOLUNTARY NATIONAL CONTENT STANDARDS; VOLUNTARY NATIONAL STUDENT PERFORMANCE STANDARDS.—

(1) IN GENERAL.—The Council, which may consult with outside experts, shall—

(A) identify areas in which voluntary national content standards need to be developed;

(B) certify voluntary national content standards and voluntary national student performance standards using the criteria developed under paragraph (2)(A)(i), that define what all students should know and be able to do;

(C) forward such voluntary national content standards and voluntary national student performance standards to

all, a process of forming the social personality. With regard to assimilation of new values and norms connected with the transition of "adults" (in the sense of people already socialised) from one set of social conditions to another, one should speak of social adaptation.

(STRRE/1976, V. Turchenko - pp. 17-18)

Socialisation is thus a process of introducing the younger generation into a system of social roles determined by the socio-economic structure of the given society, by means of active mastering and development of existing systems of values and norms of behaviour.

(STRRE/1976, V. Turchenko - p. 18)

THE PURPOSE OF PUBLIC EDUCATION IN THE USSR

The purpose of public education in the USSR is to produce well-trained, harmoniously developed, active builders of communist society, brought up on the ideas of Marxism-Leninism, in the spirit of respect for Soviet laws and socialist law and order, and communist attitude to labour, physically healthy people capable of working successfully in various fields of economic, social and cultural development, actively participating in social and government activity, people who are ready to selflessly defend the socialist Motherland, preserve and multiply its material and spiritual wealth, protect and conserve nature. Public education in the USSR is to provide for the development and satisfaction of the Soviet man's spiritual and intellectual requirements."

(STRRE/1976, V. Turchenko, p. 33)

the Goals Panel for review, except that the Goals Panel shall have the option of disapproving such standards by a two-thirds majority vote of the full membership of the Goals Panel not later than 90 days after receipt of such standards; and

(D) develop a process for periodically reviewing any voluntary national content standards, voluntary national student performance standards, and voluntary national opportunity-to-learn standards that have been certified.

(2) CRITERIA.—(A) The Council, which may consult with outside experts, shall—

(i) identify and develop criteria to be used for certifying the voluntary national content standards and voluntary national student performance standards; and

(ii) before applying such criteria, forward such criteria to the Goals Panel for review, except that the Goals Panel shall have the option of disapproving such criteria by a two-thirds majority vote of the full membership of the Goals Panel not later than 90 days after receipt of such criteria.

(B) The criteria developed by the Council shall address—

(i) the extent to which the proposed standards are internationally competitive and comparable to the best in the world;

(ii) the extent to which the proposed voluntary national content standards and voluntary national student performance standards reflect the best available knowledge about how all students learn and about how the content area can be most effectively taught;

(iii) the extent to which the proposed voluntary national content standards and voluntary national student performance standards have been developed through an open and public process that provides for input and involvement of all relevant parties, including teachers, related services personnel, and other professional educators, employers and postsecondary education institutions, curriculum and subject matter specialists, parents, advocacy groups, secondary school students, and the public; and

(iv) other factors that the Council deems appropriate.

(C) In developing the criteria, the Council shall work with entities that are developing, or have already developed, content and student performance standards, and any other entities that the Council deems appropriate, to identify appropriate certification criteria.

(b) STATE CONTENT STANDARDS; STATE STUDENT PERFORMANCE STANDARDS.—The Council may certify State content standards and State student performance standards presented on a voluntary basis by a State or group of States, using the criteria developed under subsection (a)(2)(A)(i), if such standards are comparable or higher in rigor and quality to the voluntary national content standards and voluntary national student performance standards certified by the Council.

(c) VOLUNTARY NATIONAL OPPORTUNITY-TO-LEARN STANDARDS.—

(1) IN GENERAL.—The Council, which may consult with outside experts, shall certify exemplary, voluntary national opportunity-to-learn standards that will establish a basis for providing all students a fair opportunity to achieve the knowledge and skills set out in the voluntary national content standards certified by the Council. In carrying out the preceding sentence the Council is authorized to consider proposals for voluntary national opportunity-to-learn standards from groups other than groups that receive grants under section 219.

(2) ELEMENTS ADDRESSED.—The voluntary national opportunity-to-learn standards certified by the Council shall address—

(A) the quality and availability to all students of curricula, instructional materials, and technologies, including distance learning;

(B) the capability of teachers to provide high-quality instruction to meet diverse learning needs in each content area to all students;

(C) the extent to which teachers, principals, and administrators have ready and continuing access to professional development, including the best knowledge about teaching, learning, and school improvement;

(D) the extent to which curriculum, instructional practices, and assessments are aligned to voluntary national content standards;

(E) the extent to which school facilities provide a safe and secure environment for learning and instruction and have the requisite libraries, laboratories, and other resources necessary to provide an opportunity-to-learn;

(F) the extent to which schools utilize policies, curricula, and instructional practices which ensure non-discrimination on the basis of gender; and

(G) other factors that the Council deems appropriate to ensure that all students receive a fair opportunity to

VOLUNTARY PARTICIPATION

Voluntary goals/standards/assessments - The word voluntary has the following definition: 1. Arising from one's own free will; acting on one's own initiative. 2. Acting or serving in a specified capacity willing and without constraint or guarantee of reward. 3. Normally controlled by or subject to individual volition. 4. Capable of exercising will. 5. Proceeding from impulse; spontaneous. 6. Acting or performed without external persuasion or compulsion. Without legal obligation, payment, or valuable consideration. (*The American Heritage Dictionary*).

The federal government clearly recognizes that it does not have constitutional authority to impose a national curriculum on the states (see pages 727 - Title III, Sec. 318-319). Therefore, a national curriculum must be entered into on a voluntary basis. The bill has been passed into law and the funds will be made available to the states if they choose to pass in their individual state the required laws to meet the federal guidelines. To verify compliance, assessments and certification of standards must be implemented. Even though Title II, Sec. 213 (g)(7)(1) - unconditioned state participation (see p. 703) states the following:

Unconditioned state participation - no state shall be required to obtain certification of standards or assessments developed under subsection (b), (d), or (f) of this section or to participate in programs under title III of this Act, as a condition of participating in any federal education program under this or any other Act.

The fact remains that throughout the law the states may receive grants upon submitting an application to the secretary at such time and in such manner as the secretary may determine (Title III, Sec. 305 (A) (1)).

In addition to the information described in subsection (b) and (c), each such application SHALL INCLUDE:

(A) An assurance that the state educational agency will cooperate with the secretary in carrying out the secretary's responsibilities under section 312, and will comply with reasonable requests of the secretary for data related to the state's progress in developing and implementing its state improvement plan under section 306;

(B) An assurance that state law provides adequate authority to carry out each component of the state's improvement plan developed, or to be developed under section 306, or that such authority will be sought;

(C) An assurance that the state content standards and state student performance standards developed for student achievement are not less rigorous than such standards prior to the date of enactment of the Act;

(D) An assurance that the state will provide for broad public participation in the planning process; and

(E) Such other assurances and information as the secretary may require.

(Title III, Sec. 305 (a) (2) (A-E))

Subgrants by the states for local reform are further restricted, placing requirements on the local level that will force compliance to the state and federal guidelines (for example, see p. 717, Title III, Sec. 309 (A)). This is possible only if assessments are made by the state.

The federal government cannot of itself force local schools, parents, and teachers to adopt the federal program. But it CAN and WILL use the power of money to force states that wish to participate to enforce the federal mandates at the county, township, and local levels.

To believe that your local school will have the privilege of accepting or rejecting the national education goals is foolishness on your part. Your local school may resist the restructure and choose to offer a program of education that is honestly controlled at the local level, but Goals 2000: Educate America Act is so huge and so intertwined with the labor department that you will find that graduates of your school will be locked out of the colleges and labor force for lack of certified state requirements.

achieve the knowledge and skills described in the voluntary national content standards and the voluntary national student performance standards certified by the Council.

(3) ADDITIONAL DUTIES.—In carrying out this subsection, the Council shall—

(A) identify what other countries with rigorous content standards do to—

- (i) provide their children with opportunities to learn;
- (ii) prepare their teachers; and
- (iii) provide continuing professional development opportunities for their teachers; and

(B) develop criteria to be used for certifying the voluntary national opportunity-to-learn standards and State opportunity-to-learn standards and, before applying such criteria, forward such criteria to the Goals Panel for review, except that the Goals Panel shall have the option of disapproving such criteria by a two-thirds majority vote of the full membership of the Goals Panel not later than 90 days after receipt of such criteria.

(4) RECOMMENDATIONS AND COORDINATION.—The Council shall assist in the development of the voluntary national opportunity-to-learn standards developed by each consortium under section 219 by—

(A) making recommendations to the Secretary regarding priorities and selection criteria for each grant awarded under section 219; and

(B) coordinating with each consortium receiving awards under section 219 to ensure that the opportunity-to-learn standards the consortium develops are appropriate for the needs of all students, are of high quality, and are consistent with the criteria developed by the Council for the certification of such standards.

(5) APPROVAL.—The Council shall forward the voluntary national opportunity-to-learn standards the Council certifies to the Goals Panel for review, except that the Goals Panel shall have the option of disapproving such standards by a two-third majority vote of the full membership of the Goals Panel not later than 90 days after receipt of such standards.

(d) STATE OPPORTUNITY-TO-LEARN STANDARDS.—The Council may certify State opportunity-to-learn standards submitted voluntarily by a State, using the criteria developed under subsection (c)(3)(B), if such standards are comparable or higher in rigor and quality to the voluntary national opportunity-to-learn standards.

(e) GENERAL PROVISION REGARDING VOLUNTARY NATIONAL STANDARDS.—The Council may certify voluntary national content standards, voluntary national student performance standards, and voluntary national opportunity-to-learn standards if such standards are sufficiently general to be used by any State without restricting State and local control of curriculum and prerogatives regarding instructional methods to be employed.

(f) STATE ASSESSMENTS.

(1) IN GENERAL.—(A) The Council may certify for a period not to exceed 5 years, State assessments that are submitted voluntarily by a State, using the criteria developed under paragraph (2)(A), if such assessments are aligned with the State's content standards certified by the Council.

(B) State assessments shall be certified by the Council for the purposes of—

(i) informing students, parents, teachers, and related services personnel about the progress of all students toward the standards;

(ii) improving classroom instruction and improving the learning outcomes for all students;

(iii) exemplifying for students, parents, and teachers the kinds and levels of achievement that should be expected of all students, including the identification of State student performance standards;

(iv) measuring and motivating individual students, schools, districts, States, and the Nation to improve educational performance; and

(v) assisting education policymakers in making decisions about education programs.

(C) The Council shall certify State assessments only if—

(i) a State can demonstrate to the Council that all students have been prepared in the content for which such students are being assessed;

(ii) such assessments will not be used to make decisions regarding graduation, grade promotion, or retention of students for a period of 5 years from the date of enactment of this Act; and

(iii) the State has submitted to the Council—

(I) a description of the purposes for which the State assessments have been designed;

(II) the methodologies and process used to develop, select, validate, and use such State assessments;

(III) a copy of the test instrument, as appropriate;

(IV) a description of the other measures the State will use to evaluate student performance; and

(V) evidence that the test or tests which are part

STUDY OF OTHER COUNTRIES IS NECESSARY

The study of other countries is necessary to eventually incorporate a more global concept of education. Nationalism must give way to internationalism. This can be accomplished only by researching and gleaning ideas and policies that are adaptable to our system of education. Needless to say, there are many "good" ideas that could be incorporated into our schools. But the danger lies in that we are now implementing a national curriculum with international overtones (see page 736). Individual schools could adopt foreign ideas with little affect on the nation, but a federal adoption of foreign ideas that could be mandated by law would eventually change the course of our total society.

See page 701 -

VOLUNTARY PARTICIPATION

Voluntary if aligned with the State's content standards.

Rewards and punishments.

The state must prove that ALL students meet the standard. This information will determine graduation, grade promotion and retention of the child.

of the State assessments are valid, reliable measures of their intended purposes, are aligned with the State content standards, are capable of assessing the progress of all students toward learning the material in the State content standards, and are consistent with relevant nationally recognized professional and technical standards.

(D) The Council, at the request of a State prior to the State's submission to the Council of a State assessment for a proposed use, shall review and provide guidance to such State on a proposed package of measures, including tests that will be included in such a system.

(2) CRITERIA.—(A) The Council shall develop and, not sooner than three years nor later than four years after the date of enactment of this Act, begin utilizing criteria for the certification of State assessments for the purposes described in paragraph (1)(B).

(B) Before using such criteria, the Council shall forward the criteria to the Goals Panel for review, except that the Goals Panel shall have the option of disapproving such criteria by a two-thirds majority vote of the full membership of the Goals Panel not later than 90 days after receipt of such criteria.

(C) The certification criteria developed by the Council shall address the extent to which the State assessments—

(i) are aligned with a State's or a group of States' State content standards certified by the Council; and

(ii) are to be used for a purpose for which they are valid, reliable, and free of discrimination, and are consistent with relevant, nationally recognized professional and technical standards for assessment.

(D) In determining appropriate certification criteria for State assessments, the Council shall—

(i) consider standards and criteria being developed by other national organizations, research on assessment, and emerging new State and local assessments;

(ii) recommend needed research;

(iii) encourage the development and field testing of State assessments; and

(iv) provide a public forum for discussing, debating, and building consensus for the criteria to be used for the certification of State assessments.

(E) Prior to determining the certification criteria, the Council shall seek public comment regarding the proposed criteria.

(F) The Council shall certify State assessments only if such assessments include all students and provide for the adaptations and accommodations necessary to permit the participation of all students with diverse learning needs.

(g) PERFORMANCE OF DUTIES.—In carrying out its responsibilities under this title, the Council shall—

(1) provide for a process of broad public input as part of the process of developing criteria for standards and assessments;

(2) work with Federal and non-Federal departments, agencies, or organizations which are conducting research, studies, or demonstration projects to determine internationally competitive standards and assessments, and may establish subject matter and other panels to advise the Council on particular content, student performance, and opportunity-to-learn standards and on State assessments;

(3) establish cooperative arrangements with the National Skill Standards Board to promote the coordination of the development of content and student performance standards under this title with the development of skill standards under title V of this Act;

(4) recommend studies to the Secretary that are necessary to carry out the Council's responsibilities;

(5) inform the public about what constitutes high quality, internationally competitive, content, student performance, and opportunity-to-learn standards, and State assessments;

(6) on a regular basis, review and update criteria for certifying content, student performance, and opportunity-to-learn standards, and State assessments; and

(7) periodically recertify, as appropriate, the voluntary national content standards, the voluntary national student performance standards, and the voluntary national opportunity-to-learn standards and the State assessments that the Council certifies under this section.

(h) SPECIAL RULES.—

(1) UNCONDITIONED STATE PARTICIPATION.—No State shall be required to obtain certification of standards or assessments developed under subsection (b), (d), or (f) of this section or to participate in programs under title III of this Act, as a condition of participating in any Federal education program under this or any other Act.

(2) CONSTRUCTION.—Nothing in this Act shall be construed to create a legally enforceable right for any person against a State, local educational agency, or school based on a standard or assessment certified by the Council or the criteria developed by the Council for such certification.

Inspite of the rhetoric, it is federal not local controls that makes the final decisions.

State assessments that are submitted voluntarily by a state, using the criteria developed under paragraph (2)(A), if such assessments are aligned with State's content standards certified by the Council.

Unproven testing

THE COUNCIL CERTIFIES/APPROVES STATE STANDARDS

Note that certification of state assessments must include ALL STUDENTS. Volunteer participation by schools is not permitted. All students are not limited to children enrolled in public schools. But ALL children living in each school district regardless of where they are educated (instructed) includes private and home schools.

INTERNATIONAL STANDARDS, TESTS AND SUBJECT MATTER

Not required — but they will not receive funds — failure to meet certification also reflects poorly on the state and affects future benefits.

prepare and submit a report to the President, the Secretary, the appropriate committees of Congress, the Governor of each State, and the Goals Panel regarding its work.

20 USC 5845

SEC. 215. POWERS OF THE COUNCIL

(a) HEARINGS.—

(1) IN GENERAL.—The Council shall, for the purpose of carrying out its responsibilities, conduct such hearings, sit and act at such times and places, take such testimony, and receive such evidence, as the Council considers appropriate.

(2) LOCATION.—In carrying out this part, the Council shall conduct public hearings in different geographic areas of the United States, both urban and rural, to receive the reports, views, and analyses of a broad spectrum of experts and the public on the establishment of voluntary national content standards, voluntary national student performance standards, voluntary national opportunity-to-learn standards, and State assessments described in section 213(f).

(b) INFORMATION.—~~The Council may secure directly from any department or agency of the United States information necessary to enable the Council to carry out this part.~~ Upon request of the Chairperson of the Council, the head of such department or agency shall furnish such information to the Council to the extent permitted by law.

(c) POSTAL SERVICES.—~~The Council may use~~ the United States mail in the same manner and under the same conditions as other departments and agencies of the United States.

(d) USE OF FACILITIES.—~~The Council may use~~ the research, equipment, services, and facilities of any department, agency, or instrumentality of the United States, or of any State or political subdivision thereof with the consent of such department, agency, instrumentality, State or subdivision, respectively.

(e) ADMINISTRATIVE ARRANGEMENTS AND SUPPORT.—

(1) IN GENERAL.—The Secretary shall provide to the Council, on a reimbursable basis, such administrative support services as the Council may request.

(2) CONTRACTS AND OTHER ARRANGEMENTS.—~~The Secretary, to the extent appropriate and on a reimbursable basis, shall enter into contracts and other arrangements that are requested by the Council to help the Council compile and analyze data or carry out other functions necessary to the performance of the Council's responsibilities.~~

SEC. 216. PUBLICATION FOR PUBLIC COMMENT.

(a) TRANSMITTAL.—For the purpose of obtaining public comment through publication in the Federal Register, the Council shall transmit to the Secretary—

(1) proposed criteria for certifying voluntary national content standards, voluntary national student performance standards, and State content standards and State performance standards;

(2) proposed criteria for certifying voluntary national opportunity-to-learn standards and State opportunity-to-learn standards;

(3) proposed criteria for certifying State assessments; and

(4) proposed voluntary national content standards, voluntary national student performance standards, and voluntary national opportunity-to-learn standards.

(b) PUBLICATION.—The Secretary shall publish such proposed procedures, standards, and criteria in the Federal Register.

SEC. 217. ADMINISTRATIVE PROVISIONS.

(a) MEETINGS.—The Council shall meet on a regular basis, as necessary, at the call of the Chairperson of the Council, or a majority of its members.

(b) QUORUM.—A majority of the members shall constitute a quorum for the transaction of business.

(c) VOTING.—The Council shall take all action of the Council by a majority vote of the total membership of the Council, ensuring the right of the minority to issue written views. No individual may vote or exercise any of the powers of a member by proxy.

(d) PUBLIC ACCESS.—~~The Council shall ensure public access to its proceedings (other than proceedings, or portions of proceedings, relating to internal personnel and management matters) and make available to the public, at reasonable cost, transcripts of such proceedings.~~

Federal
Register,
publication.
20 USC 5846

20 USC 5847.

20 USC 5848.

108 STAT. 149

SEC. 218. DIRECTOR AND STAFF: EXPERTS AND CONSULTANTS.

(a) DIRECTOR.—The Chairperson of the Council shall, without regard to the provisions of title 5, United States Code, relating to the appointment and compensation of officers or employees of the United States, appoint a Director to be paid at a rate not to exceed the rate of basic pay payable for level V of the Executive Schedule.

(b) APPOINTMENT AND PAY OF EMPLOYEES.—

(1) IN GENERAL.—(A) The Director may appoint not more than four additional employees to serve as staff to the Council without regard to the provisions of title 5, United States Code, governing appointments in the competitive service.

(B) The employees appointed under subparagraph (A) may be paid without regard to the provisions of chapter 51 and subchapter III of chapter 53 of that title relating to classification and General Schedule pay rates, but shall not be paid a rate that exceeds the maximum rate of basic pay payable

**NOT AS VOLUNTARY
AS YOUR THINK:**

Although the word "voluntary" is sprinkled liberally throughout this law, the real financial "teeth" are to be found in a companion bill, the ESEA Reauthorization (P. L. 103-382), also known as the Improving America's Schools Act of 1994. The Elementary and Secondary Education Act (ESEA) has been around since 1965 and was how the federal government got its nose into the state tent. It began as a War on Poverty program and originally funded Head Start, Bi-lingual and other (limited) programs to help those seen as disadvantaged to get a leg up.

The ESEA comes up for re-funding every 5 years, and in the 30 years since its first passage it has expanded as federal programs do. What is different about this reauthorization (P. L. 103-382) is that for the first time, states are being told if they want to continue receiving the federal subsidies they have gotten so used to and dependent upon, they must show that they are Goals 2000 states – or in the process of becoming such. It's a classic carrot and stick approach to ensure compliance.

LEGAL EMPOWERMENTS

Unelected officials are given authority and access into all levels of government – dictatorial powers.

State assessments must be calibrated to national criteria.

Taxpayers must pay for what they have already paid for in the first place.

for GS-15 of the General Schedule.

(2) ADDITIONAL EMPLOYEES.—The Director may appoint additional employees to serve as staff of the Council consistent with title 5, United States Code.

(c) EXPERTS AND CONSULTANTS.—The Council may procure temporary and intermittent services under section 3019(b) of title 5, United States Code.

(d) STAFF OF FEDERAL AGENCIES.—Upon the request of the Council, the head of any department or agency of the United States may detail any of the personnel of such department or agency to the Council to assist the Council in its duties under this part.

20 USC 5849.

SEC. 219. OPPORTUNITY-TO-LEARN DEVELOPMENT GRANT.

(a) OPPORTUNITY-TO-LEARN DEVELOPMENT GRANTS.—

(1) IN GENERAL.—The Secretary is authorized to award more than one grant, on a competitive basis, to consortia of individuals and organizations to develop voluntary national opportunity-to-learn standards consistent with the provisions of section 213(c), and to develop a listing of model programs for use, on a voluntary basis, by States, which standards and listing may be used to—

(A) provide all students with an opportunity to learn;

(B) assess the capacity and performance of individual schools; and

(C) develop appropriate actions to be taken in the event that the schools fail to achieve such standards.

(2) COMPOSITION OF CONSORTA.—To the extent possible, each consortium shall include the participation of—

(A) State-level policymakers, such as Governors, State legislators, chief State school officers, and State school board members;

(B) local policymakers and administrators, such as local school board members, superintendents, and principals;

(C) teachers (especially teachers involved in the development of content standards) and related services personnel;

(D) parents and individuals with experience in promoting parental involvement in education;

(E) representatives of business;

(F) experts in vocational-technical education;

(G) representatives of regional accrediting associations;

(H) individuals with expertise in school finance and equity, the education of at-risk students, and the preparation and training of teachers and school administrators;

(I) curriculum and school reform experts;

(J) representatives of advocacy groups, including student and civil rights advocacy groups;

(K) representatives of higher education; and

(L) secondary school students.

(3) DUTIES OF CONSORTA.—In developing voluntary national opportunity-to-learn standards, each consortium shall—

(A) draw upon current research about student achievement and the necessary conditions for effective teaching and learning; and

(B) provide for the development of more than one draft of standards which incorporate the comments and recommendations of educators and other knowledgeable individuals across the Nation.

(4) EXPERTISE OR BACKGROUND.—One-third of the members of each consortium shall consist of individuals with expertise or background in the educational needs and assessment of children who are from low-income families, are from minority backgrounds, have limited-English proficiency, or have disabilities.

(5) GEOGRAPHIC REPRESENTATION.—The membership of each consortium shall be geographically representative and reflect the racial, ethnic, and gender diversity of the United States.

(b) APPLICATIONS.—

(1) GRANTS FOR CONSORTA.—Each consortium that desires to receive a grant under this subsection shall submit an application to the Secretary at such time, in such manner, and containing such information and assurances as the Secretary may require.

(2) AWARD CONSIDERATION.—In establishing additional priorities and selection criteria for awarding more than one grant, the Secretary shall give serious consideration to the recommendations made by the Council pursuant to section 213(c)(4)(A).

(c) REPORT.—After the development of the voluntary national opportunity-to-learn standards, each consortium receiving assistance under this section shall submit a report to the Secretary which discusses the background, important issues, and rationale regarding such standards.

108 STAT. 150

SEC. 220. ASSESSMENT DEVELOPMENT AND EVALUATION GRANTS.

(a) GRANTS AUTHORIZED.—

(1) IN GENERAL.—The Secretary is authorized to make grants to State and local educational agencies or consortia of such agencies to help defray the cost of developing, field testing, and evaluating State assessments to be used for some

State employees may be moved at will –
dictatorial powers.

PUNISHMENT/REWARDS - HORNBECK

CONSORTIA - COLLECTIVE WISDOM

REWARDS FOR COMPLIANCE

108 STAT. 151

or all of the purposes indicated in section 213(f)(1)(B), that are aligned to State content standards certified by the Council.

(2) RESERVATION.—The Secretary shall reserve a portion of the funds authorized under section 241(d) for grants to State educational agencies and local educational agencies for purposes of developing such assessments in languages other than English and for students with disabilities.

(b) APPLICATIONS.—Each State or local educational agency, or consortium, that desires to receive a grant under subsection (a)(1) shall submit an application to the Secretary at such time, in such manner, and containing such information and assurances as the Secretary may require.

(c) REQUIREMENTS.—

(1) IN GENERAL.—A recipient of a grant under this section shall—

(A) examine the validity and reliability of the State assessment for the particular purposes for which such assessment was developed;

(B) ensure that the State assessment is consistent with relevant, nationally recognized professional and technical standards for assessments; and

(C) devote special attention to how a State assessment treats all students, especially with regard to the race, gender, ethnicity, disability, and language proficiency of such students.

(2) USE.—A State assessment developed and evaluated with funds under this section may not be used for decisions about individual students relating to program placement, promotion, or retention, graduation, or employment for a period of 5 years from the date of enactment of this Act.

20 USC 5861.

SEC. 221. EVALUATION.

(a) GRANT.—From funds reserved under section 304(a)(2)(C), the Secretary shall make a grant, in an amount not to exceed \$500,000, to the National Academy of Sciences or the National Academy of Education to—

(1) evaluate—

(A) the technical quality of the work performed by the Goals Panel and the Council;

(B) the process the Council uses to develop criteria for certification of standards and assessments;

(C) the process the Council uses to certify voluntary national standards as well as standards and assessments voluntarily submitted by States; and

(D) the process the Goals Panel uses to approve certification criteria and voluntary national standards;

(2) periodically provide to the Goals Panel and the Council, as appropriate, information from the evaluation under paragraph (1); and

(3) report on the activities authorized under sections 219 and 220.

(b) REPORT.—The recipient of a grant under this section shall submit a final report to the Congress, the Secretary, and the public regarding the activities assisted under this section not later than January 1, 1998.

PART C—LEADERSHIP IN EDUCATIONAL TECHNOLOGY

20 USC 5861.

SEC. 231. PURPOSES.

It is the purpose of this part to promote achievement of the National Education Goals and—

(1) to provide leadership at the Federal level, through the Department of Education, by developing a national vision and strategy—

(A) to infuse technology and technology planning into all educational programs and training functions carried out within school systems at the State and local level;

(B) to coordinate educational technology activities among the related Federal and State departments or agencies, industry leaders, and interested educational and parental organizations;

(C) to establish working guidelines to ensure minimum interoperability nationwide and ease of access for the emerging technologies so that no school system will be excluded from the technological revolution; and

(D) to ensure that Federal technology-related policies and programs facilitate the use of technology in education;

(2) to promote awareness of the potential of technology for improving teaching and learning;

(3) to support State and local efforts to increase the effective use of technology for education;

(4) to demonstrate ways in which technology can be used to improve teaching and learning, and to help ensure that all students have an equal opportunity to meet State education standards;

(5) to ensure the availability and dissemination of knowledge (drawn from research and experience) that can form the basis for sound State and local decisions about investment in, and effective uses of, educational technology;

(6) to promote high-quality professional development opportunities for teachers and administrators regarding the integration of technology into instruction and administration;

108 STAT. 152

*Infuse -
Systemic*

"ALL"

1999 - TESTING FOR NATIONALIZED WORKFORCE

INFUSED TECHNOLOGY WILL PROVIDE TOTAL CONTROL

MODERN TECHNOLOGY - NEUTRAL

Modern technology is but a tool that is neutral in itself. It can only do what it is designed and programmed to do. How it will be used will depend on the moral and philosophical values of the curriculum planners.

With the use of modern technology, schools will no longer be confined to a geographical area. Distance learning and schools without walls will become a reality. National barriers will be broken down as the international/global viewpoint emerges to help shape the philosophies of the peoples of the world.

In itself I find it hard to criticize modern progress. The danger does not lie in the tool but in the use of the tool by the curriculum designers.

It used to gather data and develop a tracking system that will follow one from cradle to grave, it could become a tyrannical tool to impose a particular philosophy and eventually help to merge the nations of the world into a single world body.

Unfortunately, I believe that this will be the case. Man is, by nature, depraved. There will always be an element in society that seeks to rule and will rule by force if necessary. Past history verifies this fact to be true, and we cannot expect the present or future years to be different.

TECHNOLOGY

At the present time, it is apparent that it is necessary to teach everyone how to use computing technology, to work with various automated equipment. This approach, in combination with broad theoretical preparation and polytechnical knowledge, can assure the education of "people who know how to do everything" – not know-it-all's, but people who in a short time can master successfully any profession and freely adjust to modern production, can transfer as required or as they wish from one type of work to another.

The difficulties of this important undertaking, as the practice of the leading Soviet schools and enterprises show, can be overcome. Student production teams have fully proved their worth and are used widely in rural areas.

(7) to promote the effective uses of technology in existing Federal education programs, such as chapter I of title I of the Elementary and Secondary Education Act of 1965 and vocational education programs; and

(8) to monitor, advancements in technology to encourage the development of effective educational uses of technology.

20 USC 5862.

SEC. 232. FEDERAL LEADERSHIP.

(a) ACTIVITIES AUTHORIZED.—

(1) IN GENERAL.—In order to provide Federal leadership that promotes higher student achievement through the use of technology in education and to achieve the purposes of this part, the Secretary, in consultation with the Office of Science and Technology Policy, the National Science Foundation, the Department of Commerce, the Department of Energy, the National Aeronautics and Space Administration, and other appropriate Federal departments or agencies, may carry out activities designed to achieve the purposes of this part.

(2) TRANSFER OF FUNDS.—For the purpose of carrying out coordinated or joint activities to achieve the purposes of this part, the Secretary may accept funds from other Federal departments or agencies.

(b) NATIONAL LONG-RANGE TECHNOLOGY PLAN.—

(1) IN GENERAL.—The Secretary shall develop and publish within 12 months of the date of enactment of this Act, and update when the Secretary determines appropriate, a national long-range plan that supports the overall national technology policy and carries out the purposes of this part.

(2) PLAN REQUIREMENTS.—The Secretary shall—

(A) develop the national long-range plan in consultation with other Federal departments or agencies, State and local education practitioners and policymakers, experts in technology and the educational applications of technology, representatives of distance learning consortia, representatives of telecommunications partnerships receiving assistance under the Star Schools Program Assistance Act, and providers of technology services and products;

(B) transmit such plan to the President and to the appropriate committees of the Congress; and

(C) publish such plan in a form that is readily accessible to the public.

(3) CONTENTS OF THE PLAN.—The national long-range plan shall describe the Secretary's activities to promote the purposes of this part, including—

(A) how the Secretary will encourage the effective use of technology to provide all students the opportunity to achieve State content standards and State student performance standards, especially through programs administered by the Department of Education;

(B) joint activities in support of the overall national technology policy with other Federal departments or agencies, such as the Office of Science and Technology Policy, the National Endowment for the Humanities, the National Endowment for the Arts, the National Aeronautics and Space Administration, the National Science Foundation, and the Departments of Commerce, Energy, Health and Human Services, and Labor—

(i) to promote the use of technology in education, and training and lifelong learning, including plans for the educational uses of a national information infrastructure; and

(ii) to ensure that the policies and programs of such departments or agencies facilitate the use of technology for educational purposes, to the extent feasible;

(C) how the Secretary will work with educators, State and local educational agencies, and appropriate representatives of the private sector to facilitate the effective use of technology in education;

(D) how the Secretary will promote—

(i) higher achievement of all students through the integration of technology into the curriculum;

(ii) increased access to the benefits of technology for teaching and learning for schools with a high concentration of children from low-income families;

(iii) the use of technology to assist in the implementation of State systemic reform strategies;

(iv) the application of technological advances to use in education; and

(v) increased opportunities for the professional development of teachers in the use of new technologies;

(E) how the Secretary will determine, in consultation with appropriate individuals, organizations, industries, and agencies, the feasibility and desirability of establishing guidelines to facilitate an easy exchange of data and effective use of technology in education;

(F) how the Secretary will utilize the outcome of the evaluation undertaken pursuant to section 908 of the Star Schools Program Assistance Act to promote the purposes of this part; and

(G) the Secretary's long-range measurable goals and objectives relating to the purposes of this part.

(c) ASSISTANCE.—The Secretary shall provide assistance to the States to enable such States to plan effectively for the use of

Publication.

108 STAT. 153

Blank Check

Public information

STUDENT MANAGEMENT TEAMS

In cities, it is much more difficult to introduce students to productive labour. But here, too, practice shows that if one has the desire a lot can be accomplished. Extremely interesting types of combining schooling with productive labour have been developed in Moscow. Approximately 4,000 senior pupils from 23 secondary schools in the capital engage in production and minor technical design at Moscow's experimental Chaika factory. Each of them goes to the factory once a week. They work in four main production shops. The electrotechnical goods shop produces electric micromotors, the radio engineering shop handles miniature radio components, the sewing shop—doll clothes, and the print shop—printed matter. It should be emphasized that the most labour-consuming operations here are handled by adults. The factory administration is also made up of adults, but the student division parallels the administration with its own foremen and shop superintendents and student management. The students take an interest in all the concerns of the various services—the duties of the chief designer, of the head process engineer, of the production planning department. They take part in working out new types of products and do laboratory work.

Enterprises participating in work-study programmes are playing an important role in the solution of these problems. Stavropol Secondary School No. 8, for example, has been successfully carrying out production training for 10 odd years with a machine-building plant. The school and the plant have established a general programme of training graduates as electrotechnicians. Experienced engineers conduct the theoretical part of the studies in the plant's laboratories. The students work in the plant four hours per week. In addition, excursions and meetings with advanced workers and heads of the enterprise's major services are organised regularly for pupils. It is no coincidence that many of the graduates of the school wind up working in the shops of the plant.

The experience of the collective of the Baranov Motor Works in Omsk is interesting and indicative. The Baranov Works sponsors five local schools. The works has organised six production shops and furnishes equipment. Each school is assigned a foreman for industrial training and the necessary personnel. Programmes have been worked out to correspond to the requirements of 2nd and 3rd grades of wage rates and skills.

Of what direct use is this to the enterprise? First, the schools sponsored have become an important source of professionally trained workers. Thus between 1963 and 1973 the works gave certificates to 1,266 students working as turners. About half of them now work at the works. Of 142 graduates from the 1971/72 school year, 81 began work at the sponsoring enterprise. Moreover, most of them were already rated in the 2nd and 3rd grades. Second, a close bond between the school and the works assures the direct influence of the working class on the process of educating worthy successors. It assures that a deep respect will be nourished among youth for the high calling of the worker.

(*STRE/1976, V. Turchenko - pp. 117-119*)

108 STAT. 154

NATIONAL DATA BASE

technology in all schools throughout the State in accordance with the purpose and requirements of section 317.

SEC. 233. OFFICE OF EDUCATIONAL TECHNOLOGY.

(A) AMENDMENT TO THE DEPARTMENT OF EDUCATION ORGANIZATION ACT.—Title II of the Department of Education Organization Act (20 U.S.C. 3411 et seq.) is amended by adding at the end the following new section:

"OFFICE OF EDUCATIONAL TECHNOLOGY

20 USC 3425

"SEC. 216. (a) There shall be in the Department of Education an Office of Educational Technology (hereafter in this section referred to as the 'Office'), to be administered by the Director of Educational Technology. The Director of Educational Technology shall report directly to the Secretary and shall perform such additional functions as the Secretary may prescribe.

"(b) The Director of the Office of Educational Technology (hereafter in this section referred to as the 'Director'), through the Office, shall—

"(1) in support of the overall national technology policy and in consultation with other Federal departments or agencies which the Director determines appropriate, provide leadership to the Nation in the use of technology to promote achievement of the National Education Goals and to increase opportunities for all students to achieve State content and challenging State student performance standards;

"(2) review all programs and training functions administered by the Department and recommend policies in order to promote increased use of technology and technology planning throughout all such programs and functions;

"(3) review all relevant programs supported by the Department to ensure that such programs are coordinated with and support the national long-range technology plan developed pursuant to section 232(b) of the Goals 2000: Educate America Act; and

"(4) perform such additional functions as the Secretary may require.

"(c) The Director is authorized to select, appoint, and employ such officers and employees as may be necessary to carry out the functions of the Office, subject to the provisions of title 5, United States Code (governing appointments in the competitive service), and the provisions of chapter 51 and subchapter III of chapter 53 of such title (relating to classification and General Schedule pay rates).

"(d) The Secretary may obtain the services of experts and consultants in accordance with section 3109 of title 5, United States Code.

(b) COMPENSATION OF THE DIRECTOR.—Section 5315 of title 5, United States Code, is amended by adding at the end the following:

"Director of the Office of Educational Technology."

108 STAT. 155

20 USC 5863

SEC. 234. USES OF FUNDS.

(a) IN GENERAL.—The Secretary shall use funds appropriated pursuant to the authority of section 241(d) for activities designed to carry out the purpose of this part, including—

(1) providing assistance to technical assistance providers to enable such providers to improve substantially the services such providers offer to educators regarding the educational uses of technology, including professional development;

(2) consulting with representatives of industry, elementary and secondary education, higher education, and appropriate experts in technology and the educational applications of technology, in carrying out the activities assisted under this part;

(3) research on, and the development of, guidelines to facilitate maximum interoperability, efficiency and easy exchange of data for effective use of technology in education;

(4) research on, and the development of, educational applications of the most advanced and newly emerging technologies;

(5) the development, demonstration, and evaluation of applications of existing technology in preschool education, elementary and secondary education, training and lifelong learning, and professional development of educational personnel;

(6) the development and evaluation of software and other products, including multimedia television programming, that incorporate advances in technology and help achieve the National Education Goals and State content standards and State student performance standards;

(7) the development, demonstration, and evaluation of model strategies for preparing teachers and other personnel to use technology effectively to improve teaching and learning;

(8) the development of model programs that demonstrate the educational effectiveness of technology in urban and rural areas and economically distressed communities;

(9) research on, and the evaluation of, the effectiveness and benefits of technology in education, giving priority to research on, and evaluation of, such effectiveness and benefits in elementary and secondary schools;

(10) a biennial assessment of, and report to the public regarding, the uses of technology in elementary and secondary

*Fiber
Optics*

Reports

MODERN TECHNOLOGY

Today, the new potential for transforming the technology of production that has come about with the creation of optic and quantum generators (lasers) seems almost fantastic. Lasers make it possible to process materials in fundamentally new ways and to create computers more powerful than the present ones by several orders of magnitude. The use of holographic principles allows the creation of high-speed computers with practically total recall, it allows maximum simplification of the process of feeding data into the computers, and allows us—on an essentially new basis—to solve the most difficult, central problem of cybernetics—pattern reception.

All this signifies a profound transformation both in the instruments and other technical means of labour and in the methods of managing and organising the process of production (i. e., with respect to process engineering) and even in the technological revolution in the broadest sense of the term—as a revolution in the very elements of the productive forces.

(STRRE/1976, V. Turchenko, p. 8)

CHANGE IN TECHNOLOGY – REQUIRES CHANGES IN THE EDUCATION SYSTEM

One of the most important results of Marxist research on the problem of the technological revolution is the conclusion that it is impossible to restrict the modern technological revolution to scientific or technological progress. To the extent that science becomes a productive force, the universal education of people, the development of the creative forces of every man, becomes a crucial parameter in the development of the material base of civilisation and all the more becomes an inseparable component and an independent factor in the growth of the forces of production.

Thus, the revolution in science and technology and the development of the workers themselves are related aspects of the transition of the productive forces to a qualitatively new level, a process in which science is transformed directly into a productive force while the human element in the productive forces – the worker – no longer takes a direct part in production, but manages or controls it. Thus for the first time in history man has time to think of himself, of his cultural development. This circumstance is in turn a new and powerful factor in accelerating the technological progress.

The question of the interrelationship of education with technological progress is a question that has not been yet given much attention. Everyone recognises that in general technological progress requires substantial changes in the present system of education.

(STRRE/1976, V. Turchenko - p. 12)

EDITOR'S NOTE: No one questions the necessity of change. The question is – should change be mandated and directed by the state – or by the dictates of the free enterprise system? State vs. individual decisions.

education throughout the United States upon which private businesses and Federal, State, and local governments may rely for decisionmaking about the need for, and provision of, appropriate technologies in schools, by using, to the extent possible, existing information and resources;

(11) conferences on, and dissemination of information regarding, the uses of technology in education;

(12) the development of model strategies to promote gender equity in the use of technology;

(13) encouraging collaboration between the Department of Education and other Federal departments and agencies in the development, implementation, evaluation and funding of applications of technology for education, as appropriate; and

(14) such other activities as the Secretary determines meet the purposes of this part.

(b) SPECIAL RULES.—

(1) IN GENERAL.—The Secretary shall carry out the activities described in subsection (a) directly or by grant or contract.

(2) GRANTS AND CONTRACTS.—Each grant or contract under this part shall be awarded—

(A) on a competitive basis; and

(B) pursuant to a peer review process.

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20 USC 5864.

SEC. 235. NON-FEDERAL SHARE.

(a) IN GENERAL.—Subject to subsections (b) and (c), the Secretary may require any recipient of a grant or contract under this part to share in the cost of the activities assisted under such grant or contract, which non-Federal share shall be announced through a notice in the Federal Register and may be in the form of cash or in-kind contributions, fairly valued.

(b) INCREASE.—The Secretary may increase the non-Federal share that is required of a recipient of a grant or contract under this part after the first year such recipient receives funds under such grant or contract.

(c) MAXIMUM.—The non-Federal share required under this section shall not exceed 50 percent of the cost of the activities assisted pursuant to grant or contract under this part.

SEC. 236. OFFICE OF TRAINING TECHNOLOGY TRANSFER.

(a) TRANSFER.—

(1) IN GENERAL.—The Office of Training Technology Transfer as established under section 6103 of the Training Technology Transfer Act of 1988 (20 U.S.C. 5093) is transferred to and established in the Office of Educational Technology.

(2) TECHNICAL AMENDMENT.—The first sentence of section 6103(a) of the Training Technology Transfer Act of 1988 (20 U.S.C. 5093(a)) is amended by striking "Office of Educational Research and Improvement" and inserting "Office of Educational Technology".

PART D—AUTHORIZATION OF APPROPRIATIONS

20 USC 5093
note.

20 USC 5871.

SEC. 241. AUTHORIZATION OF APPROPRIATIONS.

(a) NATIONAL EDUCATION GOALS PANEL.—There are authorized to be appropriated \$3,000,000 for fiscal year 1994, and such sums as may be necessary for each of the four succeeding fiscal years, to carry out part A of this title.

(b) NATIONAL EDUCATION STANDARDS AND IMPROVEMENT COUNCIL.—There are authorized to be appropriated \$3,000,000 for fiscal year 1994, and such sums as may be necessary for each of the fiscal years 1995 through 1998, to carry out part B of this title.

(c) OPPORTUNITY-TO-LEARN DEVELOPMENT GRANTS.—There are authorized to be appropriated \$2,000,000 for fiscal year 1994, and such sums as may be necessary for fiscal year 1995, to carry out section 219.

(d) ASSESSMENT DEVELOPMENT AND EVALUATION GRANTS.—There are authorized to be appropriated \$5,000,000 for fiscal year 1994, and such sums as may be necessary for each of the 4 succeeding fiscal years, to carry out section 220.

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TITLE III—STATE AND LOCAL EDUCATION SYSTEMIC IMPROVEMENT

20 USC 5881.

SEC. 301. FINDINGS.

The Congress finds that—

(1) all students can learn and achieve to high standards and must realize their potential if the United States is to prosper;

(2) the reforms in education from 1977 through 1992 have achieved some good results, but such reform efforts often have been limited to a few schools or to a single part of the educational system;

(3) leadership must come from teachers, related services personnel, principals, and parents in individual schools, and from policymakers at the local, State, tribal, and national levels, in order for lasting improvements in student performance to occur;

(4) simultaneous top-down and bottom-up education reform is necessary to spur creative and innovative approaches by

MERGER OF THE DEPARTMENT OF EDUCATION AND THE DEPARTMENT OF LABOR

Based on the total scope of Goals 2000: Educate America Act, it is only reasonable to assume that the eventual merger of the Department of Education and Department of Labor will occur. Computer based technology has and will become the backbone of the modern industrial nations.

Both the free world and the countries who advocate socialism/statism/communism recognize this fact to be true. The real question that must be answered is this: Who will control this modern technology and how will it be used?

Under the capitalistic/free enterprise system, each state is free to develop its own system, based upon the thousands of different schools and the interests and needs of businesses and individuals. The competitive free market has by millions of individual decisions dictated profit and loss. Businesses have opened and closed their doors depending on their ability to produce and market their products at a profit. America has, from its inception, been a free enterprise economy.

On the other hand, socialism/statism/communism has been an economy that has been a planned economy rather than a market economy. People (human resources) have been trained and placed into the areas of production based on the needs of the state. Individual choice is secondary to the needs of the populace as a whole.

As we continue to analyze Goals 2000: Educate America Act from a philosophical view, does it resemble a free market economy or does it resemble a statist economy? If it is put into effect, will it enhance or retard freedom and individual responsibility?

Spur - A pricking or goading instrument. Anything that incites or urges, instigation, incentive, hurry.

"All"/"Must" not voluntary

Social Services

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Colleges/ Universities to conform to national goals

Curriculum and teachers must be constantly updated

20 USC 5882.

SEC. 302. PURPOSE.

(a) PURPOSE.—It is the purpose of this title to improve the quality of education for all students by improving student learning through a long-term, broad-based effort to promote coherent and coordinated improvements in the system of education throughout the Nation at the State and local levels.

(b) CONGRESSIONAL INTENT.—This title provides new authorities and funding for the Nation's school systems without replacing or reducing funding for existing Federal education programs. It is the intention of the Congress that no State or local educational agency will reduce its funding for education or for education reform on account of receiving any funds under this title.

SEC. 303. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated \$400,000,000 for the fiscal year 1994, and such sums as may be necessary for each of the fiscal years 1995 through 1998, to carry out this title.

20 USC 5883.

SEC. 304. ALLOTMENT OF FUNDS.

(a) RESERVATIONS OF FUNDS.—From funds appropriated under section 303, the Secretary—

(1) shall reserve a total of one percent to provide assistance, in amounts determined by the Secretary—

(A) to the outlying areas;

(B) to the Secretary of the Interior to benefit Indian students in schools operated or funded by the Bureau; and

(C) to the Alaska Federation of Natives in cooperation with the Alaska Native Education Council to benefit Alaska

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individual schools to help all students achieve internationally competitive standards;

(5) strategies must be developed by communities and States to support the revitalization of all local public schools by fundamentally changing the entire system of public education through comprehensive, coherent, and coordinated improvement in order to increase student learning;

(6) parents, teachers, and other local educators, and business, community, and tribal leaders must be involved in developing systemwide improvement strategies that reflect the needs of their individual communities;

(7) State and local education improvement efforts must incorporate strategies for providing all students and families with coordinated access to appropriate social services, health care, nutrition, and early childhood education, and child care to remove preventable barriers to learning and enhance school readiness for all students;

(8) States and local educational agencies, working together, must immediately set about developing and implementing such systemwide improvement strategies if our Nation is to educate all children to meet their full potential and achieve the National Education Goals described in title I;

(9) State and local systemic improvement strategies must provide all students with effective mechanisms and appropriate paths to the work force as well as to higher education;

(10) businesses should be encouraged—

(A) to enter into partnerships with schools;

(B) to provide information and guidance to schools based on the needs of area businesses for properly educated graduates in general and on the need for particular workplace skills that the schools may provide;

(C) to provide necessary education and training materials and support; and

(D) to continue the lifelong learning process throughout the employment years of an individual;

(11) schools should provide information to businesses regarding how the business community can assist schools in meeting the purposes of this Act;

(12) institutions of higher education should be encouraged to enter into partnerships with schools to provide information and guidance to schools on the skills and knowledge graduates need in order to enter and successfully complete postsecondary education, and schools should provide information and guidance to institutions of higher education on the skills, knowledge, and preservice training teachers need, and the types of professional development educators need in order to meet the purposes of this Act;

(13) the appropriate and innovative use of technology, including distance learning, can be very effective in helping to provide all students with the opportunity to learn and meet high standards;

(14) Federal funds should be targeted to support State and local initiatives, and to leverage State and local resources for designing and implementing systemwide education improvement plans;

(15) all students are entitled to participate in a broad and challenging curriculum and to have access to resources sufficient to address other education needs; and

(16) quality education management services are being utilized by local educational agencies and schools through contractual agreements among local educational agencies or schools and businesses providing quality education management services.

SEC. 302. PURPOSE.

(a) PURPOSE.—It is the purpose of this title to improve the quality of education for all students by improving student learning through a long-term, broad-based effort to promote coherent and coordinated improvements in the system of education throughout the Nation at the State and local levels.

(b) CONGRESSIONAL INTENT.—This title provides new authorities and funding for the Nation's school systems without replacing or reducing funding for existing Federal education programs. It is the intention of the Congress that no State or local educational agency will reduce its funding for education or for education reform on account of receiving any funds under this title.

SEC. 303. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated \$400,000,000 for the fiscal year 1994, and such sums as may be necessary for each of the fiscal years 1995 through 1998, to carry out this title.

SEC. 304. ALLOTMENT OF FUNDS.

(a) RESERVATIONS OF FUNDS.—From funds appropriated under section 303, the Secretary—

(1) shall reserve a total of one percent to provide assistance, in amounts determined by the Secretary—

(A) to the outlying areas;

(B) to the Secretary of the Interior to benefit Indian students in schools operated or funded by the Bureau; and

(C) to the Alaska Federation of Natives in cooperation with the Alaska Native Education Council to benefit Alaska

PARENTS-BUSINESS-EDUCATIONAL PARTNERSHIPS

The experience of involving parents and enterprises in the process of upbringing, experience accumulated by many schools and their patron enterprises, enterprises of communist labour deserves the closest attention and widest application.

Direct contact between patron enterprises and schools is an effective way for the working class to influence the process of bringing up the younger generation. Bringing parents and production collectives into the process of socialising the younger generations precisely a method whose use has become possible because of the socialist system, and that clearly expresses one of the advantages of the socialist educational system over the capitalist.

(STRRE/1976, V. Turchenko - p. 176)

ALL STUDENT WORKFORCE

Under socialism, both the economic and the social functions of the educational system are directed to securing the highest possible level of scientific knowledge and general education to all members of society. The social goal of Soviet society – harmonious development of every individual – coincides with the objective requirements of the progress of the productive forces.

(STRRE/1976, V. Turchenko - p. 60)

MANDATORY STUDENT PARTICIPATION

The transition from optional to compulsory participation by students in departmental research has become a characteristic of the modern institution of higher education. It helps to merge the teaching process not only with science but also with production, inasmuch as students often carry out projects from industrial contracts.

(STRRE/1976, V. Turchenko - p. 62)

LIFE LONG LEARNING

In connection with the fact that the scientific-technological revolution forces everybody throughout his life to raise his qualifications or to change professions several times, a new demand is made of education as a social mechanism – to ensure an increase in the level of every individual's general education throughout his working life, i. e., a demand for continued education. Different ways to raise qualifications are ever more broadly distributed in the national economy. This means that the modern system of production is increasingly becoming a system for constant training of personnel.

(STRRE/1976, V. Turchenko - p. 174)

Under contemporary conditions, a completely new demand is made on the labour force, a demand for professional mobility, that is, the ability quickly to renew and even change skills. In the course of 25 years of labour activity, a person must renew his skill on an average of no less than four times; in industry taken separately, the figure is almost six times. It is most often necessary to renew skills in the fields of electric power development, chemistry and transportation, that is, branches with the most rapid technological progress. The worker's ability to raise his skills, to change and combine trades, is again, as the research of sociologists and economists shows, decisively affected by the level of his general education.

All of this persuades us that, in the conditions of the scientific-technological revolution, the transition to universal secondary education has become not just a socio-political, but also a national economic necessity.

(STRRE/1976, V. Turchenko - p. 58)

Native students; and

- (2) may reserve a total of not more than 5 percent for—
 - (A) national leadership activities under sections 313 and 314;
 - (B) the costs of peer review of State improvement plans and applications under this title; and
 - (C) evaluation activities under section 221.

(b) STATE ALLOTMENTS.—From the amount appropriated under section 303 and not reserved under subsection (a) in each fiscal year the Secretary shall make allotments to State educational agencies as follows:

- (1) 50 percent of such amount shall be allocated in accordance with the relative amounts each State would have received under chapter 1 of title I of the Elementary and Secondary Education Act of 1965 for the preceding fiscal year if funds under such chapter in such preceding fiscal year were not reserved for the outlying areas.
- (2) 50 percent of such amount shall be allocated in accordance with the relative amounts each State would have received under part A of chapter 2 of title I of the Elementary and Secondary Education Act of 1965 for the preceding fiscal year if funds under such chapter in such preceding fiscal year were not reserved for the outlying areas.

(c) REALLOTMENTS.—If the Secretary determines that any amount of a State educational agency's allotment for any fiscal year under subsection (b) will not be needed for such fiscal year by the State, the Secretary shall reallot such amount to other State educational agencies that need additional funds, in such manner as the Secretary determines is appropriate.

(d) MAINTENANCE OF EFFORT.—Each recipient of funds under this title, in utilizing the proceeds of an allotment received under this title, shall maintain the expenditures of such recipient for the activities assisted under this title at a level equal to not less than the level of such expenditures maintained by such recipient for the fiscal year preceding the fiscal year for which such allotment is received, except that the Secretary may reduce, temporarily or permanently, the level of expenditures required by this subsection if the Secretary determines that such recipient has justifiable reasons for a reduction in the level of expenditures required by this subsection.

20 USC 5585.

SEC. 305. STATE APPLICATIONS.

(a) APPLICATION.—

(1) IN GENERAL.—Each State educational agency that desires to receive an allotment under this title shall submit an application to the Secretary at such time and in such manner as the Secretary may determine.

(2) ADDITIONAL INFORMATION.—In addition to the information described in subsections (b) and (c), each such application shall include—

(A) an assurance that the State educational agency will cooperate with the Secretary in carrying out the Secretary's responsibilities under section 312, and will comply with reasonable requests of the Secretary for data related to the State's progress in developing and implementing its State improvement plan under section 306;

(B) an assurance that State law provides adequate authority to carry out each component of the State's improvement plan developed, or to be developed under section 306, or that such authority will be sought;

(C) an assurance that the State content standards and State student performance standards developed for student achievement are not less rigorous than such standards used prior to the date of enactment of this Act;

(D) an assurance that the State will provide for broad public participation in the planning process; and

(E) such other assurances and information as the Secretary may require.

(b) FIRST YEAR.—A State educational agency's application for the first year of assistance under this title shall—

(1) describe the process by which the State educational agency will develop a State improvement plan that meets the requirements of section 306; and

(2) describe how the State educational agency will use funds received under this title for such year, including how such agency will make subgrants to local educational agencies in accordance with section 309(a), and how such agency will use funds received under this title for education preservation programs and professional development activities in accordance with section 309(b).

(c) SUBSEQUENT YEARS.—A State educational agency's application for the second year of assistance under this title shall—

(1) cover the second through fifth years of the State's participation;

(2) include a copy of the State's improvement plan that meets the requirements of section 306, or if the State improvement plan is not complete, a statement of the steps the State will take to complete the plan and a schedule for doing so; and

(3) include an explanation of how the State educational agency will use funds received under this title, including how such agency will make subgrants to local educational agencies

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THE SECRETARY OF EDUCATION CAN REDESIGNATE FUNDS AT HIS DISCRETION**See Page 701 -****VOLUNTARY PARTICIPATION**

Voluntary involvement by the state does require that the state meet federal requirements. The fact that ALL states are implementing Goals 2000 reveals that it really is not a voluntary issue.

MASS POPULATION Indoctrination

in accordance with section 309(a), and how such agency will use such funds received under this title for education preservice programs and professional development activities in accordance with section 309(b).

20 USC 5886

SEC. 306. STATE IMPROVEMENT PLANS.

(a) **BASIC SCOPE OF PLAN.**—Except as provided in section 305(c)(2) and consistent with the requirements of this section, any State educational agency that wishes to receive an allotment under this title after its first year of participation shall develop and implement a State improvement plan for the improvement of elementary and secondary education in the State.

(b) **PLAN DEVELOPMENT.**

(1) **IN GENERAL.**—A State improvement plan under this title shall be developed by a broad-based State panel in cooperation with the State educational agency and the Governor. The panel shall include—

(A) the Governor and the chief State school officer, or their designees;

(B) the chairperson of the State board of education and the chairpersons of the appropriate authorizing committees of the State legislature, or their designees;

(C) teachers, principals, and administrators who have successfully improved student performance, and deans or senior administrators of a college, school, or department of education;

(D) representatives of teacher's organizations, parents, secondary school students, institutions of higher education, business and labor leaders, community-based organizations of demonstrated effectiveness, organizations serving young children, local boards of education, State and local officials responsible for health, social, and other related services, private schools in which students or teachers participate in Federal education programs, and, as appropriate, Indian tribes and others;

(E) representatives from rural and urban local educational agencies in the State, as appropriate; and

(F) experts in educational measurement and assessment.

(2) **APPOINTMENT.**—The Governor and the chief State school officer shall each appoint half the members of the panel and shall jointly select the Chairperson of the panel and the representative of private schools described in paragraph (1)(D).

(3) **REPRESENTATION.**—(A) To the extent feasible, the membership of the panel shall be geographically representative of the State and reflect the diversity of the population of the State with regard to race, ethnicity, gender, and disability characteristics.

(B) The membership of the panel shall be composed so that the minimum total number of members of the panel with expertise or background in the educational needs or assessments of children from low-income families, children with minority backgrounds, children with limited-English proficiency, or children with disabilities, serving on the panel—

(i) bears the same relation to the total number of members serving on the panel as the total number of all such children in the State bears to the total number of all children in the State; or

(ii) is at least one-third of the number of members of the panel, whichever is less.

(4) **CONSULTATION.**—The panel shall consult the Governor, the chief State school officer, the State board of education, and relevant committees of the State legislature in developing the State improvement plan.

(5) **OUTREACH.**—The panel shall be responsible for conducting a statewide, grassroots outreach process, including conducting public hearings, to involve educators, related services personnel, parents, local officials, tribal government officials as appropriate, individuals representing private nonprofit elementary and secondary schools, community and business leaders, citizens, children's advocates, secondary school students, and others with a stake in the success of students and their education system, and who are representative of the diversity of the State and the State's student population, including, students of limited-English proficiency, students with disabilities, and, as appropriate, American Indian, Alaska Native, and Native Hawaiian students, in the development of the State improvement plan and in continuing dialogue regarding the need for and nature of standards for students and local and State responsibilities for helping all students achieve such standards in order to assure that the development and implementation of the State improvement plan reflects local needs and experiences and does not result in a significant increase in paperwork for teachers.

(6) **PROCEDURE AND APPROVAL.**—The panel shall develop a State improvement plan, provide opportunity for public comment, and submit such plan to the State educational agency for approval.

(7) **SUBMISSION.**—The State educational agency shall submit the original State improvement plan developed by the panel

108 STAT. 161

REWARDS/ALLOTMENTS FOR THOSE WHO "WISH" TO COMPLY -

These are the children that must be accounted for before a state can receive Goals 2000 funds.

In Iowa, the state must decide if you can home school a child that has any of these disabilities.

– this will eventually extend to preschool years and home visits.

108 STAT. 162

BUILDING A CONSENSUS FOR A PRE-SET AGENDA

This is a play to make parents, educators, and local officials feel they have been heard and their concerns factored in to final decisions. Many fruitless hours and dollars will go into phony consensus building in meetings with pre-set agendas. The federal government is now marketing a *Community Action Toolkit* to show how this is done.

and the State improvement plan if modified by such agency, together with an explanation of any changes made by such agency to the plan developed by the panel, to the Secretary for approval.

(8) MATTERS NOT UNDER THE JURISDICTION OF THE STATE EDUCATIONAL AGENCY.—If any portion of a State improvement plan addresses matters that, under State or other applicable law, are not under the authority of the State educational agency, the State educational agency shall obtain the approval of, or changes to, such portion, with an explanation thereof from the Governor or other official responsible for that portion before submitting such plan to the Secretary.

(9) MONITORING; REVISIONS; REPORTING.—After approval of the State improvement plan by the Secretary, the panel shall be informed of progress on such plan by the State educational agency, and such agency, in close consultation with teachers, principals, administrators, advocates and parents in local educational agencies and schools receiving funds under this title, shall monitor the implementation and operation of such plan. The panel shall review such plan, and based on the progress described in the preceding sentence, determine if revisions to such plan are appropriate and necessary. The panel shall periodically report such determination to the public.

(c) TEACHING, LEARNING, STANDARDS, AND ASSESSMENTS.—Each State educational agency, with broad-based classroom teacher input, shall establish and include in its State improvement plan strategies for meeting the National Education Goals by improving teaching and learning and students' mastery of basic and advanced skills in core content areas, such as English, mathematics, science (including physics), history, geography, foreign languages, the arts, civics and government, and economics. Such strategies—

(1) shall include—

(A) a process for developing or adopting State content standards and State student performance standards for all students, which process shall include coordinating the standards developed pursuant to section 115 of the Carl D. Perkins Vocational and Applied Technology Education Act;

(B) a process for developing and implementing valid, nondiscriminatory, and reliable State assessments—

(i) which assessments shall—

(I) be aligned with such State's content standards;

(II) involve multiple measures of student performance;

(III) provide for—

(aa) the participation in such assessments of all students with diverse learning needs; and

(bb) the adaptations and accommodations necessary to permit such participation;

(IV) be consistent with relevant, nationally recognized professional and technical standards for such assessments;

(V) be capable of providing coherent information about student attainments relative to the State content standards; and

(VI) support effective curriculum and instruction; and

(ii) which process shall provide for monitoring the implementation of such assessments and the impact of such assessments on improved instruction for all students;

(C) a process for aligning State or local curricula, instructional materials, and State assessments with the State content standards and State student performance standards; and

(D) a process for familiarizing teachers with the State content standards and State student performance standards and developing the capability of teachers to provide high quality instruction within the content areas described in the matter preceding paragraph (1) of this subsection; (2) may include strategies such as—

(A) a process for providing assistance and support to local educational agencies and schools to strengthen the capacity of such agencies and schools to provide all students the opportunity to increase educational achievement and meet State content standards and State student performance standards;

(B) assessing the effectiveness and equity of the school finance program of the State to identify disparities in the resources available to each local educational agency and school in such State and how such disparities affect the ability of the State educational agency and local educational agencies to develop and implement plans under this title;

(C) a process for developing, selecting, or recommending instructional materials, including gender equitable and multicultural materials, and technology to support and assist local educational agencies and schools to provide all students the opportunity to meet State content stand-

Limited constitutional government retains all power NOT granted to the federal government to the states/individuals.

This is the reverse – anything not stated is granted to the federal government.

FEDERAL GOVERNMENT - (SECRETARY OF EDUCATION) APPROVES THE STATE

He who approves controls; so much for state and local control.

The state may go through the process of gaining local, grassroots input; but when it is finished, it must meet the federal government's plan.

UPDATING OF SCHOOL IS NECESSARY - NOTE HOW SIMILAR GOALS 2000 AND SOVIET SYSTEM SEEM TO BE.

In 1972, the CC CPSU and the Council of Ministers of the USSR adopted resolutions "On Completing the Transition to the Universal Secondary Education of Youth and the Further Development of General Schools", "On the Further Improvement of Vocational Education" and "On Measures for Further Improving Higher Education in the Country". These important documents outline a detailed programme for the development of the whole Soviet system of public education.

General schools in the Soviet Union are the basic form for receiving a general secondary education. That is why they have a special place in the system of public education. By 1975, the introduction of new teaching programmes and curricula for all subjects had been completed; methods of teaching are being thoroughly renovated and diversified; and contemporary teaching aids are being much more widely and effectively employed. Special attention is being devoted to the further strengthening of the connection of school with life, with the practice of communist construction. Polytechnical education is being developed on the basis of a combined study of school subjects and the bases of modern production. Patronage relations between schools and industrial and agricultural enterprises are being encouraged in every way, as are diverse, pedagogically based forms of student labour in the national economy.

(STRRE, 1976, V. Turchenko - pp. 63-64)

ards and State student performance standards;

(D) a process for providing appropriate and effective professional development, including the use of technology, distance learning, and gender-equitable methods, necessary for teachers, school administrators, and others to help all students meet State content standards and State student performance standards; and

(E) a process for improving the State's system of teacher and school administrator preparation and licensure, and of continuing professional development programs, including the use of technology at both the State and local levels, so that all teachers, related services personnel, and administrators develop the subject matter and pedagogical expertise needed to prepare all students to meet State content standards and State student performance standards.

(d) OPPORTUNITY-TO-LEARN STANDARDS AND STRATEGIES.—

(1) IN GENERAL.—Each State improvement plan shall establish standards or strategies for providing all students with an opportunity to learn. Such standards or strategies shall include such factors as the State deems appropriate to ensure that all students receive a fair opportunity to achieve the knowledge and skills as described in State content standards and State student performance standards adopted by the State.

(2) IMPLEMENTATION.—Notwithstanding any other provision of this Act, the implementation of opportunity-to-learn standards or strategies shall be voluntary on the part of the States, local educational agencies, and schools.

(3) CONSTRUCTION.—Nothing in this section shall be construed to—

(A) mandate equalized spending per pupil for a State, local educational agency, or school; or

(B) mandate national school building standards for a State, local educational agency, or school.

(e) GOVERNANCE, ACCOUNTABILITY AND MANAGEMENT.—Each State improvement plan shall establish strategies for improved governance, accountability and management of the State's education system, such as—

(1) aligning responsibility, authority, and accountability throughout the education system, so that decisions regarding the means for achieving State content standards and State student performance standards are made closest to the learners; and

(2) creating an integrated and coherent approach to recruiting, retaining and supporting the continued professional development of teachers (including vocational teachers), and other educators, giving special attention to the recruitment into and retention of qualified minorities in the education profession.

(f) PARENTAL AND COMMUNITY SUPPORT AND INVOLVEMENT.—Each State improvement plan shall describe strategies for how the State educational agency will involve parents and other community representatives in planning, designing, and implementing the State improvement plan, including strategies such as—

(1) focusing public and private community resources and public school resources on prevention and early intervention to address the needs of all students by identifying and removing unnecessary regulations and obstacles to coordination; and

(2) increasing the access of all students to social services, health care, nutrition, related services, and child care services, and locating such services in schools, cooperating service agencies, community-based centers, or other convenient sites designed to provide "one-stop shopping" for parents and students.

(g) MAKING THE IMPROVEMENTS SYSTEMWIDE.—To help provide all students throughout the State the opportunity to meet State standards, each State improvement plan shall describe strategies, such as strategies that—

(1) provide for the availability of curricular materials, learning technologies, including distance learning, and professional development in a manner that ensures equal access by all local educational agencies in the State; and

(2) develop partnerships with Indian tribes and schools funded by the Bureau, where appropriate, to improve consistency and compatibility in curriculum among public elementary and secondary schools, and such schools funded by the Bureau at all grade levels.

(h) PROMOTING BOTTOM-UP REFORM.—Each State improvement plan shall include strategies for ensuring that comprehensive, systemic reform is promoted from the bottom up in communities, local educational agencies, and schools, as well as guided by coordination and facilitation from State leaders, including strategies such as—

(1) providing flexibility to individual schools and local educational agencies to enable such schools and agencies to adapt and integrate State content standards into courses of study appropriate for individual schools and communities; and

(2) facilitating the provision of waivers from State rules and regulations that impede the ability of local educational agencies or schools to carry out local improvement plans.

(i) DROPOUT STRATEGIES.—Each State improvement plan shall include strategies for assisting local educational agencies and

Schools to become the hub of society

MANDATED EQUALIZED SPENDING

If compliance is not accomplished by the local levels, the state will take control of the district.

Leveling society destroys the incentives of a free society.

EDUCATION - A COMMUNITY AFFAIR

An individual can be raised to lofty demands only through live human intercourse. The modern scientific-technological revolution, which has caused a sharp expansion in the scale and a growth in the complexity of the process of teaching and upbringing has engendered a demand for a significant increase in the volume of the total teacher's live labour.

There is an acute need, and a real possibility, to involve ever more of the public in this. The further reduction of working time and the increase of free time will make for greater possibilities in this area. And such work is no "sacrifice" of time and effort by those who voluntarily take on themselves pedagogical responsibilities. Pedagogical activity develops and ennobles those engaged in it and is to a certain degree their own reward.

(STRRE/1976, V. Turchenko - p. 175)

"IT TAKES A WHOLE VILLAGE TO RAISE A CHILD."

The upbringing of younger generations will become the affair of all.

It should be especially stressed that these structural and functional changes in education relate not only to its methods but also directly depend on the socio-economic structure of a given society. The further increase of the efficiency with which the educational system functions is connected with the practical solution of such problems as a conjoining schooling with productive labour, ensuring the continual education of the working masses, involving the public more in pedagogical activity, etc.

The problems of education today directly affect all people irrespective of their speciality and occupation. It is no coincidence that these problems are drawing the attention of people who at first glance seem far from pedagogy: mathematicians, biologists, engineers, industrial and agricultural leaders, military commanders. For many of them, these problems hold almost the same place in their life as their basic work. Socialist society provides a possibility unreal for any other society: the potential to unite and direct to the resolution of the most urgent problems the efforts of all who work and want to work for the improvement of the system of public education.

(STRRE/1976, V. Turchenko - p. 177)

SCANS schools to enable such agencies and schools—

- (1) to meet the needs of school-aged children who have dropped out of school;
- (2) to bring such children into the education system; and
- (3) to help such students meet State content standards and State student performance standards.

(j) COORDINATION WITH SCHOOL-TO-WORK PROGRAMS.—If a

State has received Federal assistance for the purpose of planning for, expanding, or establishing a school-to-work program, then a *State* shall include in the *State* improvement plan a description of how such school-to-work program will be incorporated into the school reform efforts of the *State*. In particular, the *State* improvement plan shall include a description of how secondary schools will be modified in order to provide career guidance, the integration of academic and vocational education, and work-based learning, if such programs are proposed in the *State*'s school-to-work plan.

(k) BENCHMARKS AND TIMELINES.—Each *State* improvement plan shall include specific benchmarks of improved student performance and of progress in implementing such plan, and timelines against which the progress of the *State* in carrying out such plan, including the elements described in subsections (c) through (i), can be measured.

(l) COORDINATING STRATEGIES.—Each *State* plan shall include strategies for coordinating the integration of academic and vocational instruction pursuant to the *Carl D. Perkins Vocational and Applied Technology Education Act*.

(m) PROGRAM IMPROVEMENT AND ACCOUNTABILITY.—Each *State* improvement plan shall describe—

- (1) how the *State* will monitor progress towards implementing the *State* and local improvement plans; and
- (2) procedures the *State* plans to use, consistent with *State* law, to improve schools that are not meeting the *State* content standards voluntarily adopted by the *State* within the established timelines.

(n) PEER REVIEW AND SECRETARIAL APPROVAL.—

(1) IN GENERAL.—(A) The Secretary shall review, within a reasonable period of time, each *State* improvement plan prepared under this section, and each application submitted under section 305, through peer review process involving the assistance and advice of *State* and local education policymakers, educators, classroom teachers, related services personnel, experts on educational innovation and improvement, parents, advocates, and other appropriate individuals. Such peer review process shall be representative of the diversity of the United States with regard to geography, race, ethnicity, gender and disability characteristics. Such peer review process shall include at least 1 site visit to each *State*, except during the period when a *State* improvement plan is being developed.

(B) Notwithstanding the provisions of subparagraph (A), in the first year that a *State* educational agency submits an application for development of a *State* improvement plan under this title the Secretary shall not be required to—

- (i) review such application through a peer review process; and
- (ii) conduct a site visit.

(2) APPROVAL.—The Secretary shall approve a *State* improvement plan if such plan is submitted to the Secretary not later than 2 years after the date the *State* educational agency receives its first allotment under section 304(b), and when the Secretary determines, after considering the peer reviewers' comment, that such plan—

- (A) reflects a widespread commitment within the *State*;
- (B) holds reasonable promise of helping all students to achieve at the high levels called for by this Act;

(C) meets the requirements of subsections (a) through (k); and

(D) allows local schools, local educational agencies and communities the flexibility to implement local improvement plans in a manner which reflects local needs and requirements in order to promote a 'bottom up' system of school reform.

(3) DISAPPROVAL.—The Secretary shall not disapprove a *State* improvement plan, or any *State* application submitted under section 305, before offering the *State*—

- (A) an opportunity to revise such plan or application; and
- (B) a hearing.

(o) REGULAR REVIEW.—Each *State* improvement plan shall include a process for periodically reviewing and updating any *State* content standards, *State* student performance standards, *State* opportunity-to-learn standards or strategies, and *State* assessments.

(p) AMENDMENTS TO PLAN.—

- (1) IN GENERAL.—Each *State* educational agency shall periodically review its *State* improvement plan and revise such plan, as appropriate, in accordance with the process described in subsection (b).

- (2) REVIEW.—The Secretary shall review any major amendment to a *State* improvement plan and shall not disapprove any such amendment before offering a *State* educational agency—

- (A) an opportunity to revise such amendment; and

Carl D. Perkins Vocational and Applied Technology Education Act. See p. 768 of this Research Manual. Carl D. Perkins Voc. Tech. becomes the tracking and calibrating data system able to systematize "occupational clusters" (see p. 735 of this Research Manual).

SCHOOL TO WORK PROGRAMS

At present there are about 3,000,000 school-children in student teams and teams of student forest rangers. The connections between schools and industrial enterprises, which serve increasingly as a base for labour training for senior classes, are being strengthened. At the Kharkov Tractor Plant, for example, more than 2,000 school-children are receiving industrial training. During school hours, summer practical work and elective courses, students acquire the skills of a metal turner, a Joiner-modeller, an electrician, draftsman, etc.

(STRRE/1976, V. Turchenko - p. 87)

VOCATIONAL SCHOOL/YEAR AROUND SCHOOLS

The network of vocational schools, which prepare skilled workers in the most complex trades and simultaneously provide a secondary education, expands. While in 1972, 188,000 students were accepted in vocational schools, from 1975 on 300,000-400,000 boys and girls will be accepted every year. From 1972 through 1974, programmes and curricula were drawn up specially for this type of educational institution; they provide for the scientifically grounded correlation of vocational training and general education, for the interconnection of the academic, educational and production processes.

According to the prognoses of some Soviet sociologists, secondary vocational schools will in subsequent years (1976-1990) become, along with the general schools, a fundamental route for obtaining a complete secondary education. Graduates of these schools, having worked for a certain period in the economy, will be able, on an equal basis with graduates of schools and technicums, to enter day divisions of institutions of higher education or to continue their education, without quitting their jobs, at evening departments or by correspondence, immediately upon graduating from vocational schools.

(STRRE/1976 , V. Turchenko - pp. 64-65)

Editors Note:

What seems to be such a wonderful opportunity to learn a trade is really mandatory labor by students.

On page 162 V. Turchenko discusses the need to increase education and shows that it is better to start young rather than hinder the workforce. Children are a vital part of the workforce before reaching the age of military service (approximately 17 years of age). This also explains why "year around schools" are necessary.

**Rewards
for the
first states
that
comply**

20 USC 5887.

- (B) a hearing.
- (q) **PREEEXISTING STATE PLANS AND PANELS.**—
 (1) IN GENERAL.—If a State has developed a comprehensive and systemic State improvement plan to help all students meet State standards or any component of such plan, that meets the intent and purposes of this section, then the Secretary may approve such plan or component notwithstanding that such plan was not developed in accordance with subsection (b) if the Secretary determines that such approval would further the purposes of State systemic education improvement.
- (2) SPECIAL RULE.—(A) If, before the date of enactment of this Act, a State has made substantial progress in developing a plan that meets the intent and purposes of this section, but was developed by a panel that does not meet the requirements of paragraphs (1) through (3) of subsection (b), the Secretary may, at the request of the Governor and the State educational agency, treat such panel as meeting the requirements of this title if the Secretary determines that there has been statewide involvement of educators, parents, students, advocacy groups, and other interested members of the public in the development of the plan.

SEC. 307. SECRETARY'S REVIEW OF APPLICATIONS; PAYMENTS.

- (a) **FIRST YEAR.**—The Secretary shall approve the State educational agency's first year application under section 305(b) if the Secretary determines that—
 (1) such application meets the requirements of this title; and
 (2) there is a substantial likelihood that the second year application of the State educational agency under section 305(c) will provide for the development and implementation of a State improvement plan that complies with section 306.
- (b) **SECOND THROUGH FIFTH YEARS.**—The Secretary shall approve the State educational agency's second year application under section 305(c)(1) for the second through fifth years of participation only if—
 (1)(A) the Secretary has approved the State improvement plan under section 306(n); or
 (B) the Secretary determines that the State has made substantial progress in developing its State improvement plan and will implement such plan not later than the end of the second year of participation; and
 (2) the application meets the other requirements of this title.
- (c) **PAYMENTS.**—For any fiscal year for which a State has an approved application under this title, the Secretary shall provide an allotment to the State educational agency in the amount determined under section 304(b).

108 STAT. 168

20 USC 5888.

SEC. 308. STATE USE OF FUNDS.

- (a) **FIRST YEAR.**—In the first year for which a State educational agency receives an allotment under this title, such agency—
 (1) if the amount made available under section 303 for such year is equal to or greater than \$50,000,000, shall use at least 60 percent of such allotted funds to award subgrants—
 (A) in accordance with section 309(a), to local educational agencies for the development or implementation of local improvement plans; and
 (B) in accordance with section 309(b), to improve educator preservice programs and for professional development activities consistent with the State improvement plan;
 (2) if the amount made available under section 303 for such year is less than \$50,000,000, may use such funds for the subgrants described in paragraph (1); and
 (3) shall use any such allotted funds not used in accordance with paragraphs (1) and (2) to develop, revise, expand, or implement a State improvement plan described in section 306.
- (b) **SUCCEEDING YEARS.**—Each State educational agency that receives an allotment under this title for any year after the first year of such agency receives assistance under this title shall—
 (1) use at least 90 percent of such allotment to make subgrants—
 (A) in accordance with section 309(a), to local educational agencies for the implementation of the State improvement plan and of local improvement plans; and
 (B) in accordance with section 309(b), to improve educator preservice programs and for professional development activities that are consistent with the State improvement plan; and
 (2) use the remainder of such assistance for State activities designed to implement its State improvement plan, such as—
 (A) supporting the development or adoption of State content standards and State student performance standards, State opportunity-to-learn standards, and State assessments linked to such standards, including—
 (i) through consortia of States; or
 (ii) with the assistance of the National Education Standards and Improvement Council established under part B of title II;
 (B) supporting the implementation of high-performance

**EARLY TRAINING DOES
NOT UPSET THE WORKFORCE**

The advantage of bridging the gap between the end of school and service in the army is only imaginary. In fact, it would be a significant, detriment to the strained labour resources of the country, for it would take from production a significant portion of young people. One should scarcely complain about this so-called gap. It is a good thing that young people enter the army with production experience and hardened by labour.

(STRRE/1976, V. Turchenko - p. 162)

**THE FACTORY SHOULD
BEGIN AT SCHOOL**

P. Grigoriev said: "For the young worker, the factory should begin with school."

The experience of leading schools convincingly shows that the problem of combining education with productive labour can be successfully solved. Moreover, this experience testifies that the majority of villages and cities, workers' settlements and major industrial centres have a tremendous unused potential for combining education with productive labour.

(STRRE/1976, V. Turchenko - p. 119)

Combining education with productive labour in a system of vocational training also requires major improvement. Nevertheless, it is significantly better than the general education school. Therefore, bringing these two systems together should be a mutual process: not only should the vocational school become a secondary school, but the general education school must take up the best aspects of combining education with productive labour and to a certain extent it must adopt the experience of preparing qualified workers.

(STRRE/1976, V. Turchenko - p. 120)

**HANDS-ON EXPERIENCE - BEST
IN THE ACTUAL WORKFORCE**

The experience of the best schools already shows that polytechnical training is effective only when it is organically connected with the productive, creative labour of the students.

(STRRE/1976 - V. Turchenko - p. 121)

Organizing the labour activities of students should guarantee the acquisition of technical knowledge and corresponding work skills as essential parts of polytechnical education. However, in light of the scientific-technological revolution, the concept of productive labour as a component of the educational process should be interpreted in a broader sense. For example, in schools and in courses with a physical and mathematical bias, the students may work predominantly in laboratories, in computation centres or repair shops. Students interested in medicine may become acquainted with it by working several hours a week as orderlies, nurses, medical assistants, as doctors' assistants in hospitals and polyclinics. Students with other interests will work in the food service industry, trade, etc.

(STRRE/1976, V. Turchenko - pp. 124-125)

management and organizational strategies, such as site-based management, shared decisionmaking, or quality management principles, to promote effective implementation of such plan;

(C) supporting the development and implementation, at the local educational agency and school building level, of improved human resource development systems for recruiting, selecting, mentoring, supporting, evaluating and rewarding educators;

(D) providing special attention to the needs of minority, limited-English proficient, disabled, and female students, including instructional programs and activities that encourage such students in elementary and secondary schools to aspire to enter and complete post-secondary education or training;

(E) supporting innovative and proven methods of enhancing a teacher's ability to identify student learning needs, and motivating students to develop higher order thinking skills, discipline, and creative resolution methods;

(F) supporting the development, at the State or local level, of performance-based accountability and incentive systems for schools;

(G) outreach to and training for parents, tribal officials, organizations serving young children, classroom teachers, related services personnel, and other educators, and the public, related to education improvement;

(H) providing technical assistance and other services to increase the capacity of local educational agencies and schools to develop and implement systemic local improvement plans, implement new State assessments, and develop curricula consistent with the State content standards and State student performance standards;

(I) promoting public magnet schools, public "charter schools", and other mechanisms for increasing choice among public schools, including information and referral programs which provide parents with information on available choices;

(J) supporting activities relating to the planning of, and evaluation of, projects under which local educational agencies or schools contract with private management organizations to reform a school;

(K) supporting intergenerational mentoring programs;

(L) supporting the development, at the State or local level, of school-based programs that restore discipline and reduce violence in schools and communities, such as community mobilization programs; and

(M) collecting and analyzing data.

(c) LIMIT ON ADMINISTRATIVE COSTS.—A State educational agency that receives an allotment under this title in any fiscal year shall use not more than 4 percent of such allotment in such year, or \$100,000, whichever is greater, for administrative expenses, which administrative expenses shall not include the expenses related to the activities of the panel established under section 306(b)(1).

(d) SPECIAL RULE.—Any new public school established under this title—

(1) shall be nonsectarian;
 (2) shall not be affiliated with a nonpublic sectarian school or religious institution; and
 (3) shall operate under the authority of a State educational agency or local educational agency.

SEC. 308. SUBGRANTS FOR LOCAL REFORM AND PROFESSIONAL DEVELOPMENT.

(a) SUBGRANTS TO LOCAL EDUCATIONAL AGENCIES.—

(1) IN GENERAL.—(A) Each State educational agency shall make subgrants, through a competitive process to carry out the authorized activities described in paragraph (4), to local educational agencies (or consortia of such agencies) in accordance with section 308.

(B) In making such subgrants, the State educational agency shall award not less than 1 subgrant in each fiscal year to an urban local educational agency and not less than 1 subgrant in each fiscal year to a rural local educational agency, where appropriate, except that this provision shall not apply to the District of Columbia. An education service agency may serve as a fiscal agent for a rural local educational agency.

(C) Each such subgrant shall be for a project of sufficient duration and of sufficient size, scope, and quality to carry out the purpose of this title effectively.

(2) APPLICATION REQUIRED.—(A) A local educational agency desiring to receive a subgrant under this subsection for the development of a local improvement plan shall submit an application to the State educational agency. Such application shall contain assurances that the local educational agency intends to develop a local improvement plan that meets the requirements of this section.

(B) A local educational agency only shall be eligible to receive a subgrant under this subsection to develop a local improvement plan for one fiscal year.

(3) PLAN REQUIRED.—Each local educational agency desiring to receive a subgrant under this subsection to implement a local improvement plan shall submit a local improvement

108 STAT. 169

School choice

Merging of military & police

But not under a local elected school board

20 USC 5889.

Urban and rural areas

108 STAT. 170

Dollars granted to those who meet the requirements

THE NECESSITY OF GROUP DECISIONS

So that the worker can in fact realise in everyday life his rights as a co-owner and manager of the socialised means of production, so that he can take part in making and carrying out collective decisions, he must, above all, be familiar with these means of production, be able to use them rationally from the technical and the social points of view. Under modern conditions, this is tied to the necessity, above all, of a high level of general and specialised education.

(STRRE/1976, V. Turchenko - p. 33)

In many towns, there are now specialized physico-mathematical and biological schools and schools where instruction is carried on in a foreign language.

Specialised physico-mathematical schools attached to universities are of special interest. The first such school was opened in January 1963 at Novosibirsk University on the initiative of Academician M. A. Lavrentiev. It was founded because there was a need to raise sharply the general level of those entering Novosibirsk University, for the natural flow of applicants in their qualitative make-up clearly did not meet the needs of preparing personnel for major science.

(STRRE/1976, V. Turchenko - p. 88)

CHARTER SCHOOLS

At the present time, schools of this type are operating at Moscow, Leningrad, Kiev, Tbilisi and some other universities. The numbers of such schools, of course, cannot be great. They meet a special need: instead of the previous "amateur" methods of searching out, selecting and preparing cadres for science, this task is being put on a significantly higher footing, which corresponds to the needs of the modern education industry. At the same time, specialised schools at universities provide a firm basis for developing a broad network of physico-mathematical schools in other cities, which has great importance because of the growing demand for mathematicians.

VOCATIONAL SCHOOLS

"A modern type of educational institution is being created – the secondary vocational school, which combines a secondary general school and vocational training. Forms of organising the educational process have been developed in which the study of the fundamentals of the sciences is organically connected with future practical activity, and the study of theoretical and technical subjects helps one consciously and firmly to master the general subjects."

The gradual transformation of vocational schools into secondary schools is of fundamental significance in the solution of the problem of combining education with productive labour.

(STRRE/1976, V. Turchenko - p. 119)

School choice removes all choice for the charter school – must conform to federal/state guidelines.

Vouchers/tax credits will destroy private schools.

plan to the State educational agency. Each such plan shall—

(A) be developed by a broad-based panel that—

(i) is appointed by the local educational agency and is representative of the diversity of students and community with regard to race, language, ethnicity, gender, disability, and socioeconomic characteristics and includes teachers, parents, advocacy groups, school administrators, business representatives, and others, as appropriate; and

(ii) shall, following the selection of its members, establish the procedures regarding the operation of the panel, including the designation of the chairperson;

(B) address districtwide education improvement, directed at enabling all students to meet the State content standards and State student performance standards, including specific goals and benchmarks, reflect the priorities of the State improvement plan (either approved or under development) and include a strategy for—

(i) ensuring that all students have a fair opportunity to learn;

(ii) improving teaching and learning;

(iii) improving governance and management;

(iv) generating, maintaining, and strengthening parental and community involvement; and

(v) expanding improvements throughout the local educational agency;

(C) promote the flexibility of local schools in developing plans which address the particular needs of their school and community and are consistent with the local improvement plan;

(D) describe a process of broad-based community participation in the development, implementation, and evaluation of the local improvement plan;

(E) describe how the local educational agency will encourage and assist schools to develop and implement comprehensive school improvement plans that—

(i) focus on helping all students reach State content standards and State student performance standards; and

(ii) address relevant elements of the local improvement plan of the local educational agency identified in subparagraph (B);

(F) describe how the local educational agency will implement specific programs aimed at ensuring improvements in school readiness and the ability of students to learn effectively at all grade levels by identifying the most pressing needs facing students and their families with regard to social services, health care, nutrition, and child care, and entering into partnerships with public and private nonprofit agencies to increase the access of students and families to coordinated nonsectarian services in a school setting or at a nearby site;

(G) describe how the subgrant funds will be used by the local educational agency, and the procedures to be used to make funds available to schools in accordance with paragraph (6)(A);

(H) identify, with an explanation, any State or Federal requirements that the local educational agency believes impede educational improvement and that such agency requests be waived in accordance with section 311, which requests shall promptly be transmitted to the Secretary by the State educational agency; and

(I) contain such other information as the State educational agency may reasonably require.

(4) SUBMISSION.—A local educational agency which has approved a local improvement plan shall submit such plan to the State educational agency for approval together with a description of modifications to such plan and any comments from the local panel regarding such plan.

(5) MONITORING.—The panel described in paragraph (3)(A), after approval of the local educational agency's application by the State educational agency, shall be informed of progress on such plan by the local educational agency, and the local educational agency shall monitor the implementation and effectiveness of the local improvement plan in close consultation with teachers, related services personnel, principals, administrators, community members, and parents from schools receiving funds under this title, as well as assure that implementation of the local improvement plan does not result in a significant increase in paperwork for teachers. The panel shall review such plan and based on the progress described in the preceding sentence, determine if revisions to the local improvement plan should be recommended to the local educational agency. The panel shall periodically report such determination to the public.

(6) AUTHORIZED ACTIVITIES.—(A) A local educational agency that receives a subgrant under this subsection—

(i) in the first year such agency receives the subgrant shall use—

(I) not more than 25 percent of the subgrant funds to develop a local improvement plan or for any local educational agency activities approved by the State educational agency that are reasonably related to carrying out the State or local improvement plans,

Mass population indoctrination

108 STAT. 171

The new family as defined by the state

Waivers for favors

Local authorities must submit to the state

Ha!

CONTINUAL UPDATING OF CURRICULUM AND TEACHER TRAINING

However, for education adequately to reflect the state of scientific knowledge and the uninterrupted progress of technology, it must be just as dynamic. It is necessary to develop a system for continually updating the content of education, a system that includes a planned introduction of new school curricula, schedules, directives, texts, manuals, etc., and the corresponding retraining of teachers. Innovations will then find their place in schools and higher education establishments without upsetting the established rhythm of the process of education and upbringing.

(STRRE/1976, V. Turchenko - p. 132)

EDUCATION IS A COMMUNITY AFFAIR

Education becomes not only the individual's personal affair, but an object of social concern. The state, the family and social organisations join forces to assure the education of the new generation. The development of education under socialism is, in a certain sense, a goal in itself. Apart from its utilitarian value, it becomes an independent value, an essential characteristic of the new man.

(STRRE/1976, V. Turchenko - p. 32)

BUILDING COMMUNITY SUPPORT

In the spring of 1973, the Government of the USSR worked out and, by decision of the Presidium of the Supreme Soviet of the USSR, issued for public discussion, Draft Fundamentals of Legislation on Public Education. This draft was considered at sessions of the executive committees of a number of city and district Soviets, at sessions of township and rural Soviets. Many letters approving the draft law were sent to state organs, newspapers, journals, television and radio. At the same time, these letters contained valuable additions, clarifications and new formulations.

In July 1973, the Sixth Session of the Eighth Supreme Soviet of the USSR adopted a resolution "On the State of Public Education and Measures for the Further Improvement of General Secondary, Vocational, Specialised Secondary and Higher Education in the USSR". After thorough discussion, and taking the numerous proposals and observations by working people into account, the Fundamentals of Legislation of the USSR and the Union Republics on Education were passed; these Fundamentals reaffirm and make specific the right of Soviet people, as proclaimed in the Constitution, to education. For the first time in the history of mankind, this document observes, the Soviet Union created a truly democratic system of public education. The citizens of the USSR have a real opportunity to obtain secondary and higher education and to work in accordance with their profession and skill.

(STRRE/1976, V. Turchenko - p. 65)

108 STAT. 172

Disadvantaged.

which may include the establishment of innovative new public schools; and

(II) not less than 75 percent of the subgrant funds to support individual school improvement initiatives related to providing all students in the school the opportunity to meet State content standards and State student performance standards; and

(ii) in subsequent years, shall use subgrant funds for any activities approved by the State educational agency which are reasonably related to carrying out the State or local improvement plans which may include the establishment of innovative new public schools, except that at least 85 percent of such funds shall be made available to individual schools to develop and implement comprehensive school improvement plans which are designed to meet the needs of their particular student population and help all students meet State content standards and State student performance standards.

(B) At least 50 percent of the funds made available by a local educational agency to individual schools under this section in any fiscal year shall be made available to schools with a special need for such assistance, as indicated by a high number or percentage of students from low-income families, low student achievement, or other similar criteria developed by the local educational agency.

(C) A local educational agency may not use more than five percent of the subgrant funds such agency receives in each fiscal year under this title for administrative expenses.

(7) SPECIAL CONSIDERATION.—The State educational agency shall give special consideration in awarding a subgrant to—

(A) a consortium of local educational agencies; or

(B) a local educational agency that provides in the application or local improvement plan described in paragraph (2) or (3), respectively, that such subgrant funds will be used to assist a consortium of schools that has developed a plan for school improvement.

(b) SUBGRANTS FOR PRESERVICE TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT ACTIVITIES.—

(1) IN GENERAL.—(A) Each State educational agency shall make subgrants, through a competitive, peer-reviewed process to a local educational agency, or a consortium of local educational agencies, in cooperation with institutions of higher education, nonprofit organizations, or any combination thereof, in accordance with section 308 to—

(i) improve preservice teacher education programs consistent with the State improvement plan, including how to work effectively with parents and the community; and

(ii) support continuing sustained professional development activities for educators and school administrators or related services personnel working with educators which will increase student learning in accordance with the State improvement plan.

(B) Each State educational agency awarding subgrants under subparagraph (A) shall give priority to awarding such subgrants to—

(i) a local educational agency or consortium serving a greater number or percentage of disadvantaged students than the statewide average of such number or percentage;

(ii) a local educational agency or consortium that forms partnerships with collegiate educators to establish professional development sites; and

(iii) a local educational agency or consortium that—

(I) focuses on upgrading teachers' knowledge of content areas; or

(II) targets preparation and continued professional development of teachers of students with limited-English proficiency and students with disabilities.

(2) APPLICATION.—Each local educational agency or consortium that desires to receive a subgrant under this subsection shall submit an application to the State educational agency which—

(A) describes how the applicant will use the subgrant to improve teacher preservice and school administrator education programs or to implement educator professional development activities consistent with the State improvement plan;

(B) identifies the criteria to be used by the applicant to judge improvements in preservice education or the effects of professional development activities consistent with the State improvement plan; and

(C) contains any other information that the State educational agency determines is appropriate.

(3) REQUIRED ACTIVITIES.—A recipient of a subgrant under this subsection shall use the subgrant funds for activities supporting—

(A) the improvement of preservice teacher education and school administrator programs so that such programs equip educators with the subject matter and pedagogical expertise necessary for preparing all students to meet standards; or

Leveling society/redistribution of the wealth – a Marxist/Socialist concept.

108 STAT. 173

PRESSURE APPLIED TO FORCE TEACHERS TO CONFORM

Teacher training (pre-service) in colleges of education is obviously easier to accomplish than re-training seasoned classroom teachers (professional development). Look for many teachers who see the harm to simply leave the educational field or to opt for early retirement buy-outs.

Ensures compliance

We thought it was voluntary.

(B) the development and implementation of new and improved forms of continuing and sustained professional development opportunities for teachers, principals, and other educators at the school or district level that equip educators with such expertise, and with other knowledge and skills necessary for leading and participating in continuous education improvement.

(4) PERMISSIVE ACTIVITIES.—A recipient of a subgrant under this subsection may use the subgrant funds for costs related to release time for teachers to participate in professional development activities, which professional development shall include related services personnel as appropriate.

(c) SPECIAL AWARD RULE.—

Disadvantaged.

(1) IN GENERAL.—Each State educational agency shall award at least 50 percent of subgrant funds under subsection (a) in each fiscal year to local educational agencies that have a greater percentage or number of disadvantaged children than the statewide average such percentage or number for all local educational agencies in the State.

(2) WAIVER.—The State educational agency may waive the requirement of paragraph (1) if such agency does not receive a sufficient number of applications to comply with such requirement.

108 STAT. 174

20 USC 5890.

SEC. 310. AVAILABILITY OF INFORMATION AND TRAINING.

(a) INFORMATION AND TRAINING.—Proportionate to the number of children in a State or in a local educational agency who are enrolled in private elementary or secondary schools—

(1) a State educational agency or local educational agency which uses funds under this title to develop goals, State content standards or State student performance standards, curricular materials, and State assessments shall, upon request, make information related to such goals, standards, materials, and assessments available to private schools; and

(2) a State educational agency or local educational agency which uses funds under this title for teacher and administrator training shall provide in the State improvement plan described in section 306 for the training of teachers and administrators in private schools located in the geographical area served by such agency.

(b) WAIVER.—If, by reason of any provision of law, a State or local educational agency is prohibited from providing for the equitable participation of teachers and administrators from private schools in training programs assisted with Federal funds provided under this title, or if the Secretary determines that a State or local educational agency has substantially failed or is unwilling to provide for such participation, the Secretary shall waive such requirements and shall arrange for the provision of training consistent with State goals and State content standards for such teachers and administrators. Such waivers shall be subject to consultation, withholding, notice, and judicial review in accordance with section 1017 of the Elementary and Secondary Education Act of 1965.

20 USC 5891.

SEC. 311. WAIVERS OF STATUTORY AND REGULATORY REQUIREMENTS.

(a) WAIVER AUTHORITY.—

(1) IN GENERAL.—Except as provided in subsection (c), the Secretary may waive any statutory or regulatory requirement applicable to any program or Act described in subsection (b) for a State educational agency, local educational agency, or school if—

(A) and only to the extent that, the Secretary determines that such requirement impedes the ability of the State, or of a local educational agency or school in the State, to carry out the State or local improvement plan;

(B) the State educational agency has waived, or agrees to waive, similar requirements of State law;

(C) in the case of a statewide waiver, the State educational agency—

(i) provides all local educational agencies and parent organizations in the State with notice and an opportunity to comment on the State educational agency's proposal to seek a waiver; and

(ii) submits the local educational agencies' comments to the Secretary; and

(D) in the case of a local educational agency waiver, the local educational agency provides parents, community groups, and advocacy or civil rights groups with the opportunity to comment on the proposed waiver.

(2) APPLICATION.—(A)(i) To request a waiver under paragraph (1), a local educational agency or school that receives funds under this title, or a local educational agency or school that does not receive funds under this title but is undertaking school reform efforts that the Secretary determines are comparable to the activities described in section 306, shall transmit an application for such a waiver to the State educational agency. The State educational agency then shall submit approved applications for waivers under paragraph (1) to the Secretary.

(ii) A State educational agency that receives funds under this title may request a waiver under paragraph (1) by submitting an application for such waiver to the Secretary.

(B) Each application submitted to the Secretary under

PRIVATE/HOME SCHOOLS

Sec. 310-311 - Removal of exemption Laws

In many states home schools are legally defined as "private schools." Although the law appears to make programs available to schools, it really is stating that the federal/state can insist on compliance by private schools to the state mandated programs.

The state is awarded all power to initiate the application process for private schools. The private school has no authority/right to refuse compliance to the law.

108 STAT. 175

subparagraph (A) shall—

(i) identify the statutory or regulatory requirements that are requested to be waived and the goals that the State educational agency or local educational agency or school intends to achieve;

(ii) describe the action that the State educational agency has undertaken to remove State statutory or regulatory barriers identified in the application of local educational agencies;

(iii) describe the goals of the waiver and the expected programmatic outcomes if the request is granted;

(iv) describe the numbers and types of students to be impacted by such waiver;

(v) describe a timetable for implementing a waiver; and

(vi) describe the process the State educational agency will use to monitor, on a biannual basis, the progress in implementing a waiver.

(3) **TIMELINESS.**—The Secretary shall act promptly on a request for a waiver under paragraph (1) and shall provide a written statement of the reasons for granting or denying such request.

(4) **DURATION.**—Each waiver under paragraph (1) shall be for a period not to exceed 4 years. The Secretary may extend such period if the Secretary determines that the waiver has been effective in enabling the State or affected local educational agencies to carry out reform plans.

(b) **INCLUDED PROGRAMS.**—The statutory or regulatory requirements subject to the waiver authority of this section are any such requirements under the following programs or Acts:

(1) Chapter 1 of title I of the Elementary and Secondary Education Act of 1965, including Even Start.

(2) Part A of chapter 2 of title I of the Elementary and Secondary Education Act of 1965.

(3) The Dwight D. Eisenhower Mathematics and Science Education Act.

(4) The Emergency Immigrant Education Act of 1984.

(5) The Drug-Free Schools and Communities Act of 1986.

(6) The Carl D. Perkins Vocational and Applied Technology Education Act.

(c) **WAIVERS NOT AUTHORIZED.**—The Secretary may not waive any statutory or regulatory requirement of the programs or Acts described in subsection (b)—

(1) relating to—
 (A) maintenance of effort;
 (B) comparability of services;
 (C) the equitable participation of students and professional staff in private schools;
 (D) parental participation and involvement; and
 (E) the distribution of funds to States or to local educational agencies; and

(2) unless the underlying purposes of the statutory requirements of each program or Act for which a waiver is granted continue to be met to the satisfaction of the Secretary.

(d) **TERMINATION OF WAIVERS.**—The Secretary shall periodically review the performance of any State, local educational agency, or school for which the Secretary has granted a waiver under subsection (a)(1) and shall terminate the waiver if the Secretary determines that the performance of the State, the local educational agency, or the school in the area affected by the waiver has been inadequate to justify continuation of the waiver.

(e) **FLEXIBILITY DEMONSTRATION.**—

(1) **SHORT TITLE.**—This subsection may be cited as the “Education Flexibility Partnership Demonstration Act”.

(2) **PROGRAM AUTHORIZED.**—

(A) **IN GENERAL.**—The Secretary may carry out an education flexibility demonstration program under which the Secretary authorizes not more than 6 State educational agencies serving eligible States to waive statutory or regulatory requirements applicable to 1 or more programs or Acts described in subsection (b), other than requirements described in subsection (c), for the State educational agency or any local educational agency or school within the State.

(B) **AWARD RULE.**—In carrying out subparagraph (A), the Secretary shall select for participation in the demonstration program described in subparagraph (A) three State educational agencies serving eligible States that each have a population of 3,500,000 or greater and three State educational agencies serving eligible States that each have a population of less than 3,500,000, determined in accordance with the most recent decennial census of the population performed by the Bureau of the Census.

(C) **DESIGNATION.**—Each eligible State participating in the demonstration program described in subparagraph (A) shall be known as an “Ed-Flex Partnership State”.

(3) **ELIGIBLE STATE.**—For the purpose of this subsection the term “eligible State” means a State that—

(A) has developed a State improvement plan under section 306 that is approved by the Secretary; and

(B) waives State statutory or regulatory requirements relating to education while holding local educational agencies or schools within the State that are affected by such

All law that would exempt private, home schools will be specifically identified and nullified.

108 STAT. 176

Education
Flexibility
Partnership
Demonstration
Act

Private schools are to be included in the partnership.

waivers accountable for the performance of the students who are affected by such waivers.

(4) STATE APPLICATION.—(A) Each State educational agency desiring to participate in the education flexibility demonstration program under this subsection shall submit an application to the Secretary at such time, in such manner, and containing such information as the Secretary may reasonably require. Each such application shall demonstrate that the eligible State has adopted an educational flexibility plan for the State that includes—

(i) a description of the process the State educational agency will use to evaluate applications from local educational agencies or schools requesting waivers of—

(I) Federal statutory or regulatory requirements described in paragraph (2)(A); and

(II) State statutory or regulatory requirements relating to education; and

(ii) a detailed description of the State statutory and regulatory requirements relating to education that the State educational agency will waive.

(B) The Secretary may approve an application described in subparagraph (A) only if the Secretary determines that such application demonstrates substantial promise of assisting the State educational agency and affected local educational agencies and schools within such State in carrying out comprehensive educational reform and otherwise meeting the purposes of this Act, after considering—

(i) the comprehensiveness and quality of the educational flexibility plan described in subparagraph (A);

(ii) the ability of such plan to ensure accountability for the activities and goals described in such plan;

(iii) the significance of the State statutory or regulatory requirements relating to education that will be waived; and

(iv) the quality of the State educational agency's process for approving applications for waivers of Federal statutory or regulatory requirements described in paragraph (2)(A) and for monitoring and evaluating the results of such waivers.

(5) LOCAL APPLICATION.—(A) Each local educational agency or school requesting a waiver of a Federal statutory or regulatory requirement described in paragraph (2)(A) and any relevant State statutory or regulatory requirement from a State educational agency shall submit an application to the State educational agency at such time, in such manner, and containing such information as the State educational agency may reasonably require. Each such application shall—

(i) indicate each Federal program affected and the statutory or regulatory requirement that will be waived;

(ii) describe the purposes and overall expected results of waiving each such requirement;

(iii) describe for each school year specific, measurable, educational goals for each local educational agency or school affected by the proposed waiver; and

(iv) explain why the waiver will assist the local educational agency or school in reaching such goals.

(B) A State educational agency shall evaluate an application submitted under subparagraph (A) in accordance with the State's educational flexibility plan described in paragraph (4)(A).

(C) A State educational agency shall not approve an application for a waiver under this paragraph unless—

(i) the local educational agency or school requesting such waiver has developed a local reform plan that is applicable to such agency or school, respectively; and

(ii) the waiver of Federal statutory or regulatory requirements described in paragraph (2)(A) will assist the local educational agency or school in reaching its educational goals.

(6) MONITORING.—Each State educational agency participating in the demonstration program under this subsection shall annually monitor the activities of local educational agencies and schools receiving waivers under this subsection and shall submit an annual report regarding such monitoring to the Secretary.

(7) DURATION OF FEDERAL WAIVERS.—(A) The Secretary shall not approve the application of a State educational agency under paragraph (4) for a period exceeding 5 years, except that the Secretary may extend such period if the Secretary determines that such agency's authority to grant waivers has been effective in enabling such State or affected local educational agencies or schools to carry out their local reform plans.

(B) The Secretary shall periodically review the performance of any State educational agency granting waivers of Federal statutory or regulatory requirements described in paragraph (2)(A) and shall terminate such agency's authority to grant such waivers if the Secretary determines, after notice and opportunity for hearing, that such agency's performance has been inadequate to justify continuation of such authority.

(f) ACCOUNTABILITY.—In deciding whether to extend a request for a waiver under subsection (a)(1), or a State educational agency's

authority to issue waivers under subsection (e), the Secretary shall review the progress of the State educational agency, local educational agency, or school affected by such waiver or authority to determine if such agency or school has made progress toward achieving the desired results described in the application submitted pursuant to subsection (a)(2)(B)(iii) or (e)(5)(A)(ii).

(g) PUBLICATION.—A notice of the Secretary's decision to grant waivers under subsection (a)(1) and to authorize State educational agencies to issue waivers under subsection (e) shall be published in the Federal Register and the Secretary shall provide for the dissemination of such notice to State educational agencies, interested parties, including educators, parents, students, advocacy and civil rights organizations, other interested parties, and the public.

Federal
Register,
publication

20 USC 5892

SEC. 312. PROGRESS REPORTS.

(a) STATE REPORTS TO THE SECRETARY.—Each State educational agency that receives funds under this title shall annually report to the Secretary regarding—

- (1) progress in meeting State goals and plans;
- (2) proposed State activities for the succeeding year; and
- (3) in summary form, the progress of local educational agencies in meeting local goals and plans and increasing student learning.

(b) SECRETARY'S REPORTS TO CONGRESS.—By April 30, 1996, and every 2 years thereafter, the Secretary shall submit a report to the Committee on Education and Labor of the House of Representatives and the Committee on Labor and Human Resources of the Senate describing—

- (1) the activities assisted under, and outcomes of, grants or contracts under section 220, including—
 - (A) a description of the purpose, uses, and technical merit of assessments evaluated with funds awarded under such paragraph; and
 - (B) an analysis of the impact of such assessments on the performance of students, particularly students of different racial, gender, ethnic, or language groups and individuals with disabilities;
- (2) the activities assisted under, and outcomes of, allotments under this title; and
- (3) the effect of waivers granted under section 311, including—
 - (A) a listing of all State educational agencies, local educational agencies and schools seeking and receiving waivers;
 - (B) a summary of the State and Federal statutory or regulatory requirements that have been waived, including the number of waivers sought and granted under each such statutory or regulatory requirement;
 - (C) a summary of waivers that have been terminated, including a rationale for the terminations; and
 - (D) recommendations to the Congress regarding changes in statutory or regulatory requirements, particularly those actions that should be taken to overcome Federal statutory or regulatory impediments to education reform.

108 STAT. 179

20 USC 5893

SEC. 313. TECHNICAL AND OTHER ASSISTANCE REGARDING SCHOOL FINANCE EQUITY.

(a) TECHNICAL ASSISTANCE.—

(1) IN GENERAL.—From funds reserved in each fiscal year under section 304(a)(2)(A), the Secretary is authorized to make grants to, and enter into contracts and cooperative agreements with, State educational agencies and other public and private agencies, institutions, and organizations to provide technical assistance to State and local educational agencies to assist such agencies in achieving a greater degree of equity in the distribution of financial resources for education among local educational agencies in the State.

(2) ACTIVITIES.—A grant, contract or cooperative agreement under this section may support technical assistance activities, such as—

- (A) the establishment and operation of a center or centers for the provision of technical assistance to State and local educational agencies;
- (B) the convening of conferences on equalization of resources within local educational agencies, within States, and among States; and
- (C) obtaining advice from experts in the field of school finance equalization.

(b) DATA.—Each State educational agency or local educational agency receiving assistance under the Elementary and Secondary Education Act of 1965 shall provide such data and information on school finance as the Secretary may require to carry out this section.

(c) MODELS.—The Secretary is authorized, directly or through grants, contracts, or cooperative agreements, to develop and disseminate models and materials useful to States in planning and implementing revisions of the school finance systems of such States.

Notice the omission of the word "voluntary" in Section 310-311 – partnership is present, though.

REDISTRIBUTION OF THE WEALTH

School Finance Equity =

Robin Hood Socialism, i. e., rob from the rich school districts to give to the poor. Those who object are shamed by being told they are mean-spirited. State after state is experiencing equity restructuring.

See page 714- Necessary to enforce mandated equalized spending per child.

108 STAT. 180

20 USC 5894.

SEC. 314. NATIONAL LEADERSHIP.

(a) TECHNICAL ASSISTANCE AND INTEGRATION OF STANDARDS.—From funds reserved in each fiscal year under section 304(a)(2)(A), the Secretary may, directly or through grants or contracts—

(1) provide technical assistance to States, local educational agencies, and tribal agencies developing or implementing school improvement plans, in a manner that ensures that such assistance is broadly available;

(2) gather data on, conduct research on, and evaluate systemic education improvement and how such improvement affects student learning, including the programs assisted under this title;

(3) disseminate research findings and other information on outstanding examples of systemic education improvement in States and local communities through existing dissemination systems within the Department of Education, including through publications, electronic and telecommunications mediums, conferences, and other means;

(4) provide grants to tribal divisions of education for coordination efforts between school reform plans developed for schools funded by the Bureau and public schools described in section 306(g)(2), including tribal activities in support of such plans;

(5) support national demonstration projects that unite local and State educational agencies, institutions of higher education, government, business, and labor in collaborative arrangements in order to make educational improvements systemwide; and

(6) support model projects to integrate multiple content standards, if—

(A) such standards are certified by the National Education Standards and Improvement Council and approved by the National Goals Panel for different subject areas, in order to provide balanced and coherent instructional programs for all students; and

(B) such projects are appropriate for a wide range of diverse circumstances, localities (including both urban and rural communities), and populations.

(b) RESERVATION OF FUNDS.—

(1) IN GENERAL.—The Secretary shall use at least 50 percent of the funds reserved each year under section 304(a)(2)(A) to make grants, in accordance with the provisions of section 309(a) that the Secretary determines appropriate, and provide technical and other assistance to urban and rural local educational agencies with large numbers or concentrations of students who are economically disadvantaged or who have limited English proficiency, to assist such agencies in developing and implementing local school improvement plans, except that any school that received funds under section 309(a) shall not receive assistance pursuant to this paragraph other than technical assistance.

(2) SURVEY.—The Secretary shall use not less than \$1,000,000 of the funds reserved for fiscal year 1994 under section 304(a)(2)(A) to replicate coordinated services programs that have been found to be successful in helping students and families and improving student outcomes, and shall disseminate information about such programs to schools that plan to develop coordinated services programs.

(c) ADMINISTRATION.—Any activities assisted under this section that involve research shall be administered through the Office of Educational Research and Improvement.

108 STAT. 181

Merger/"partnerships" of state, education, business – necessary to create a nation-alized workforce.

Urban and rural areas Disadvantaged.

20 USC 5895.

SEC. 315. ASSISTANCE TO THE OUTLYING AREAS AND TO THE SECRETARY OF THE INTERIOR.

(a) OUTLYING AREAS.—

(1) IN GENERAL.—Funds reserved for outlying areas under section 304(a)(1)(A) shall be distributed among such areas by the Secretary according to relative need of such areas.

(2) INAPPLICABILITY OF PUBLIC LAW 95-134.—The provisions of Public Law 95-134, permitting the consolidation of grants to the insular areas, shall not apply to funds received by such areas under this title.

(b) SECRETARY OF THE INTERIOR.—

(1) IN GENERAL.—The funds reserved for the Secretary of the Interior under section 304(a)(1)(B) shall be made in a payment which shall be pursuant to an agreement between the Secretary and the Secretary of the Interior containing such assurances and terms as the Secretary determines shall best achieve the provisions of this section and this Act. The agreement shall, at a minimum, contain assurances that—

(A) a panel, as set forth in paragraph (4) of this sub-section, shall be established;

(B) a reform and improvement plan, designed to increase student learning and assist students in meeting the National Education Goals, meeting the requirements pertaining to State improvement plans required in section 306 and providing for the fundamental restructuring and improvement of elementary and secondary education in schools funded by the Bureau, shall be developed by such panel; and

(C) the provisions and activities required under such State improvement plans, including the requirements for

Secretary determines - Local control is eliminated.

Reward for merger/partnerships.

timetables for opportunity-to-learn standards, shall be carried out in the same time frames and under the same conditions stipulated for the States in sections 305 and 306, provided that for these purposes, the term "local educational agencies" shall be interpreted to mean "schools funded by the Bureau".

(2) **VOLUNTARY SUBMISSION.**—The provisions applicable to the States in section 213 of this Act shall apply to the Bureau plan with regard to voluntary submission of standards and assessments to the National Education Standards and Improvement Council for review and certification.

(3) **PLAN SPECIFICS.**—The reform and improvement plan shall include, in addition to the requirements described above, specific provisions for—

(A) opportunity to learn standards pertaining to residential programs and transportation costs associated with programs located on or near reservations or serving students in off-reservation residential boarding schools;

(B) review and incorporation of the National Education Goals and the voluntary national content standards, voluntary natural student performance standards, and voluntary natural opportunity-to-learn standards developed under part B of title II of this Act, provided that such review shall include the issues of cultural and language differences; and

(C) provision for coordination of the efforts of the Bureau with the efforts for school improvement of the States and local educational agencies in which the schools funded by the Bureau are located, including the development of the partnerships outlined in section 306(g)(2) of the Act.

(4) **PANEL.**—(A) To carry out the provisions of this section, and to develop the plan for system-wide reform and improvement required under the agreement required under paragraph (1), the Secretary of the Interior shall establish a panel coordinated by the Assistant Secretary of the Interior for Indian Affairs. Such panel shall consist of—

(i) the Director of the Office of Indian Education Programs of the Bureau and two heads of other divisions of such Bureau as the Assistant Secretary shall designate;

(ii) a designee of the Secretary of Education; and

(iii) a representative nominated by each of the following:

(I) The organization representing the majority of teachers and professional personnel in schools operated by the Bureau.

(II) The organization representing the majority of non-teaching personnel in schools operated by the Bureau, if not the same organization as in subclause (I).

(III) School administrators of schools operated by the Bureau.

(IV) Education line officers located in Bureau area or agency offices serving schools funded by the Bureau.

(V) The organization representing the majority of contract or grant schools funded by the Bureau not serving students on the Navajo reservation.

(VI) The organization representing the majority of contract or grant schools funded by the Bureau serving students on the Navajo reservation.

(VII) The organization representing the school boards required by statute for schools operated by the Bureau not serving students on the Navajo reservation.

(VIII) The organization representing the school boards required by statute for schools funded by the Bureau serving students on the Navajo reservation.

(B) Including the additional members required by paragraph (5), a majority of the members of such panel shall be from the entities designated under subparagraph (A)(iii).

(5) **ADDITIONAL MEMBERS.**—In addition, the members of the panel described in paragraph (4) shall designate for full membership on the panel four additional members—

(A) one of whom shall be a representative of a national organization which represents primarily national Indian education concerns; and

(B) three of whom shall be chairpersons (or their designees) of Indian tribes with schools funded by the Bureau on their reservations (other than those specifically represented by organizations referred to in paragraph (4)), provided that preference for no less than two of these members shall be given to Indian tribes with a significant number of schools funded by the Bureau on their reservations, or with a significant percentage of their children enrolled in schools funded by the Bureau.

(c) BIA COST ANALYSIS.—

(1) **IN GENERAL.**—(A) The Secretary of the Interior shall reserve from the funds received pursuant to section 304(a)(1)(B) in the first fiscal year that the Secretary of the Interior receives such funds an amount not to exceed \$500,000 to provide, through the National Academy of Sciences or the National Academy of Education, for an analysis of the costs associated

VOLUNTARY PARTICIPATION

The word "voluntary" appears many times throughout the law. This "voluntary" language is not used in many sections. And at times it is not necessarily used in the context of the real intent of the law. Compliance and the power of enforcement to implement an international standardized workforce are the true intentions of this new law. Goals 2000 is a system of constraint laced with an intricate system of compulsion (rewards & penalties) imposed upon the American people. For example consider the subsection regarding state tests: (See Research Manual, page 696 or Public Law 103-227—March 31, 1994 Title II-National Education Reform Leadership, Standards, and Assessments, Part B-National Education Standards and Improvement Council Sec. 213. Duties, (f) State Assessments (c) I

Please note that state tests must be aligned to the federal content standards. The word "voluntary" has no meaning of free choice in whether State tests will comply to the federal standard. The real context of this subsection is the enforcement of federally mandated standards of which a state can voluntarily comply with or suffer the consequences. This is one of many examples of how "voluntary" is used in the new law.

The word partnership when it appears in law does not connote a warm fuzzy feeling that people are going to work happily together. Partnership is a legal term and by definition creates a legally binding contract of the parties involved. Goals 2000 creates and sets in motion the legal and funding frameworks for a new kind of contractual agreement between social services, parents, big government and business in regard to who controls our children. Please keep in mind, by legal definition, it is illegal for any party involved to not fulfill their part of the contract. Words do have meaning. Words that appear in law have legal definitive meaning, that judges base decisions upon and other law is written from.

with meeting the academic and home-living/residential standards of the Bureau for each school funded by the Bureau. The purpose of such analysis shall be to provide the Bureau and the panel described in paragraph (4) with baseline data regarding the current state of operations funded by the Bureau and to provide a framework for addressing the implementation of opportunity-to-learn standards.

(B) The results of such analysis shall be reported, in aggregate and school specific form, to the chairpersons and ranking minority members of the Committees on Education and Labor and Appropriations of the House of Representatives and the Select Committee on Indian Affairs and the Committee on Appropriations of the Senate, and to the Secretary of the Interior, the Secretary of Education (who shall transmit the report to the appropriate entities under this Act), and the Assistant Secretary of the Interior for Indian Affairs, not later than 6 months after the date of enactment of this Act.

(2) CONTENT.—Such analysis shall evaluate the costs of providing a program in each school operated or supported by the Bureau for the next succeeding academic year and shall be based on—

(A) the standards either published in the Federal Register as having effect in schools operated by the Bureau on the date of enactment of this Act or the standards incorporated into each grant or contract in effect on such date with a tribally controlled school funded under section 1128 of Public Law 95-561 (as amended);

(B) the best projections of student counts and demographics, as provided by the Bureau and as independently reviewed by the National Academy of Sciences or the National Academy of Education; and

(C) the pay and benefit schedules and other personnel requirements for each school operated by the Bureau, as such pay and benefit schedules and requirements existed on the date of enactment of this Act.

(d) SECRETARY OF DEFENSE.—The Secretary shall consult with the Secretary of Defense to ensure that, to the extent practicable, the purposes of this title are applied to the Department of Defense schools.

108 STAT. 184

20 USC 5896. SEC. 316. CLARIFICATION REGARDING STATE STANDARDS AND ASSESSMENTS.

Notwithstanding any other provision of this title, standards or State assessments described in a State improvement plan submitted in accordance with section 306 shall not be required to be certified by the Council.

20 USC 5897.

SEC. 317. STATE PLANNING FOR IMPROVING STUDENT ACHIEVEMENT THROUGH INTEGRATION OF TECHNOLOGY INTO THE CURRICULUM.

(a) PURPOSE.—It is the purpose of this section to assist each State to plan effectively for improved student learning in all schools through the use of technology as an integral part of the State improvement plan described in section 306.

(b) PROGRAM AUTHORIZED.—

(1) AUTHORITY.—The Secretary shall award grants in accordance with allocations under paragraph (2) to each State educational agency that, as part of its application under section 305, requests a grant to develop (or continue the development of), and submits as part of the State improvement plan described in section 306, a systemic statewide plan to increase the use of state-of-the-art technologies that enhance elementary and secondary student learning and staff development in support of the National Education Goals and State content standards and State student performance standards.

(2) FORMULA.—From the amount appropriated pursuant to the authority of subsection (f) in each fiscal year, each State educational agency with an application approved under section 305 shall receive a grant under paragraph (1) in such year in an amount determined on the same basis as allotments are made to State educational agencies under subsections (b) and (c) of section 304 for such year, except that each such State shall receive at least \$75,000.

(c) PLAN OBJECTIVES.—Each State educational agency shall use funds received under this section to develop and, if the Secretary has approved the systemic statewide plan, to implement such plan. Such plan shall have as its objectives—

(1) the promotion of higher student achievement through the use of technology in education;

(2) the participation of all schools and school districts in the State, especially those schools and districts with a high percentage or number of disadvantaged students;

(3) the development and implementation of a cost-effective, high-speed, statewide, interoperable, wide-area-communication educational technology support system for elementary and secondary schools within the State, particularly for such schools in rural areas; and

(4) the promotion of shared usage of equipment, facilities, and other technology resources by adult learners during after-school hours.

(d) PLAN REQUIREMENTS.—At a minimum, each systemic state-

Reports.

HOME LIVING STANDARDS

108 STAT. 184

TECHNOLOGY TO REPLACE TEXTBOOKS

The eventual aim with technology is to get as much of the curriculum as possible on the computer and out of textbooks and workbooks or direct presentation by the teacher. Such a curriculum is not subject to individual interpretation, but is always presented uniformly.

With increased use of computers, every student can have an Individualized Education Plan (the IEP now in use with Special Needs students). This will allow the curriculum to be tailored to the individual student through the use of data on the child's background and learning style. This results in a very efficient and "monitorized" presentation of material. It also enhances the state's ability to track a child throughout his educational years.

Research Manual



America 2000/Goals 2000 - Moving
the Nation Educationally to
a "New World Order"

Compiled and Edited by:

James R. Patrick

Addendum PDF Archive 02

108 STAT. 185

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fiber optics*

108 STAT. 186

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20 USC 5898.

20 USC 5899.

~~wide plan shall—~~~~(1) be developed by a task force that—~~~~(A) includes among its members experts in the educational use of technology and representatives of the State panel described in section 306(b); and~~~~(B) ensures that such plan is integrated into the State improvement plan described in section 306;~~~~(2) be developed in collaboration with the Governor, representatives of the State legislature, the State board of education, institutions of higher education, appropriate State agencies, local educational agencies, public and private telecommunication entities, parents, public and school libraries, students, adult literacy providers, and leaders in the field of technology, through a process of statewide grassroots outreach to local educational agencies and schools in the State;~~~~(3) identify and describe the requirements for introducing state-of-the-art technologies into the classroom and school library in order to enhance educational curricula, including the installation and ongoing maintenance of basic connections, hardware and the necessary support materials;~~~~(4) describe how the application of advanced technologies in the schools will enhance student learning, provide greater access to individualized instruction, promote the standards and strategies described in section 306(d), and help make progress toward the achievement of the National Education Goals;~~~~(5) describe how the ongoing training of educational personnel will be provided;~~~~(6) describe the resources necessary, and procedures, for providing ongoing technical assistance to carry out such plan;~~~~(7) provide for the dissemination on a statewide basis of exemplary programs and practices relating to the use of technology in education;~~~~(8) establish a funding estimate (including a statement of likely funding sources) and a schedule for the development and implementation of such plan;~~~~(9) describe how the State educational agency will assess the impact of implementing such plan on student achievement and aggregate achievement for schools;~~~~(10) describe how the State educational agency and local educational agencies in the State will coordinate and cooperate with business and industry, and with public and private telecommunications entities;~~~~(11) describe how the State educational agency will promote the purchase of equipment by local educational agencies that, when placed in schools, will meet the highest possible level of interoperability and open system design;~~~~(12) describe how the State educational agency will consider using existing telecommunications infrastructure and technology resources;~~~~(13) describe how the State educational agency will apply the uses of technology to meet the needs of children from low-income families;~~~~(14) describe the process through which such plan will be reviewed and updated periodically; and~~~~(15) describe how the State educational agency will facilitate collaboration between State literacy resource centers, local educational agencies, and adult and family literacy providers, to ensure that technology can be used by adult and family literacy providers during after school hours.~~~~(e) REPORTS.—Each State educational agency receiving a grant under this section shall submit a report to the Secretary within 1 year of the date such agency submits to the Secretary its systemic statewide plan under this section. Such report shall—~~~~(1) describe the State's progress toward implementation of the provisions of such plan;~~~~(2) describe any revisions to the State's long-range plans for technology;~~~~(3) describe the extent to which resources provided pursuant to such plan are distributed among schools to promote the standards and strategies described in section 306(d); and~~~~(4) include any other information the Secretary deems appropriate.~~~~(f) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated \$5,000,000 for fiscal year 1994 to carry out this section.~~**SEC. 318. PROHIBITION ON FEDERAL MANDATES, DIRECTION, AND CONTROL.**

Nothing in this Act shall be construed to authorize an officer or employee of the Federal Government to mandate, direct, or control a State, local educational agency, or school's curriculum, program of instruction, or allocation of State or local resources or mandate a State or any subdivision thereof to spend any funds or incur any costs not paid for under this Act.

SEC. 319. STATE AND LOCAL GOVERNMENT CONTROL OF EDUCATION.~~(a) FINDINGS.—The Congress finds as follows:~~~~(1) Congress is interested in promoting State and local government reform efforts in education.~~~~(2) In Public Law 96-88 the Congress found that education is fundamental to the development of individual citizens and the progress of the Nation.~~~~(3) In Public Law 96-88 the Congress found that in our~~**COMPUTER AWARENESS**

It has become necessary to include in the secondary school curriculum a study of programming and acquaintance with computers and their potential. In the higher school it is necessary simultaneously to increase sharply the number of mathematicians trained and raise the level of their theoretical training, and, very importantly, to train mathematicians with a broad range of knowledge and applied mathematicians for work in other areas of science (economics, biology, sociology, medicine, technical sciences, etc.). It is also necessary to increase the mathematical training of all other specialists, including those in the biological and human sciences.

*(STRRE/1976, V. Turchenko - p. 129)***PERSONALIZED COMPUTER**

Electronic machines must today be viewed not only as a means of instruction used by teachers, but also as a working instrument used by schoolchildren, an instrument that helps them acquire polytechnical training and labour skills. Children now studying in school will work in a time when the factory foreman, and perhaps even the skilled worker, will have to work daily with automated machines.

The introduction of computers into the field of education is an objective, inevitable process.

*(STRRE/1976, V. Turchenko - p. 143)***INDIVIDUALIZED EDUCATIONAL PROGRAM**

Students' abilities are not identical. So when the flow of academic information is optimised, some will inevitably move far ahead in assimilating material, while others will lag behind. This difference can be removed through "branched programming", but only in part. The problems of individualising the process of education immediately becomes acute.

(STRRE/1976, V. Turchenko - p. 143)

In order to realise the fundamental object of instruction – to develop thinking and creative potential in the student – it is necessary to turn sharply toward individualised instruction, to take the potential of each student into account. This means that the content of education, while at bottom sufficiently general for all students in a general school or for specific types of specialized educational institutions, must at the same time be subject to maximum variation when applied to the particular characteristics and inclinations and interests of the individual.

*(STRRE/1976, V. Turchenko - p. 130)**"Top down" rather than "bottom up."*

Federal system the responsibility for education is reserved respectively to the States and the local school systems and other instrumentalities of the States.

(4) In Public Law 96-88 the Congress declared the purpose of the Department of Education was to supplement and complement the efforts of States, the local school systems, and other instrumentalities of the States, the private sector, public and private educational institutions, public and private non-profit educational research institutions, community based organizations, parents and schools to improve the quality of education.

(5) With the establishment of the Department of Education Congress intended to protect the rights of State and local governments and public and private educational institutions in the areas of educational policies and administration of programs and to strengthen and improve the control of such governments and institutions over their own educational programs and policies.

(6) Public Law 96-88 specified that the establishment of the Department of Education shall not increase the authority of the Federal Government over education or diminish the responsibility for education which is reserved to the States and local school systems and other instrumentalities of the States.

(7) Public Law 96-88 specified that no provision of a program administered by the Secretary or by any other officer of the Department of Health, Education, and Welfare shall be construed to authorize the Secretary or any such officer to exercise any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system, over any accrediting agency or association or over the selection or content of library resources, textbooks, or other instructional materials by any educational institution or school system.

(b) REAFFIRMATION.—The Congress agrees and reaffirms that the responsibility for control of education is reserved to the States and local school systems and other instrumentalities of the States and that no action shall be taken under the provisions of this Act by the Federal Government which would, directly or indirectly, impose standards or requirements of any kind through the promulgation of rules, regulations, provision of financial assistance and otherwise, which would reduce, modify, or undercut State and local responsibility for control of education.

TITLE IV—PARENTAL ASSISTANCE

108 STAT. 187

Disinformation

20 USC 5911.

SEC. 401. PARENTAL INFORMATION AND RESOURCE CENTERS.

(a) PURPOSE.—The purpose of this title is—

(1) to increase parents' knowledge of and confidence in child-rearing activities, such as teaching and nurturing their young children;

(2) to strengthen partnerships between parents and professionals in meeting the educational needs of children aged birth through 5 and the working relationship between home and school;

(3) to enhance the developmental progress of children assisted under this title; and

(4) to fund at least 1 parental information and resource center in each State before September 30, 1998.

(b) GRANTS AUTHORIZED.—

(1) IN GENERAL.—The Secretary is authorized to award grants in each fiscal year to nonprofit organizations, and nonprofit organizations in consortia with local educational agencies, to establish parental information and resource centers that provide training, information, and support to—

(A) parents of children aged birth through 5 years;

(B) parents of children enrolled in elementary and secondary schools; and

(C) individuals who work with the parents described in subparagraphs (A) and (B).

(2) AWARD RULE.—In awarding grants under this title, the Secretary shall ensure that such grants are distributed, to the greatest extent possible, to all geographic regions of the United States.

20 USC 5912.

SEC. 402. APPLICATIONS.

(a) GRANTS APPLICATIONS.—

(1) IN GENERAL.—Each nonprofit organization and nonprofit organization in consortium with a local educational agency which desires a grant under this title shall submit an application to the Secretary at such time and in such manner as the Secretary shall determine.

(2) CONTENTS.—Each application submitted under paragraph (1) shall, at a minimum, include assurances that a grantee will—

(A)(i) be governed by a board of directors the membership of which includes parents; or

(ii) be an organization that represents the interests of parents;

(B) establish a special advisory committee the membership of which—

(i) includes—

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PARENTAL ASSISTANCE IS NECESSARY

As a consequence of the growing complexity of production and of all other areas of human activity, the family can no longer prepare children for life to the extent that it used to. The inclusion of an ever growing portion of the female population in social production, the expansion of their role in all areas of social life, a limiting of the size of the family, the persistent tendency of the young to form independent families—all this objectively reduces the family's role in education. So, according to the degree of individual development and scientific-technological and social progress, the role of the schools as institutions for socialising the younger generation is growing steadily.

(STRRE/1976, V. Turchenko - p. 19)

EARLY CHILDHOOD DEVELOPMENT

One of the most, if not the most, important changes that the revolution in education is bringing is the introduction of elements of education beginning with two-year olds and possibly even among younger children. It is possible that the greatest untapped reserves for raising the productivity of labour in the realm of education are connected with a fuller accounting of age-linked potential, and that the most effective way to optimise the flow of educational information lies in just this direction.

(STRRE/1976, V. Turchenko - p. 170)

The basic tendencies in the revolution in education are: actualisation of the content of education, introduction of electronic teaching machines, optimisation of the flow of information, introduction of forms of division and coordination of pedagogical labour that are new in principle and are connected with the concentration of the school, and a transition to education from early childhood and perhaps infancy.

Despite their enormous significance, none of these tendencies can develop in isolation, unconnected with the others. Therefore, the problem of a revolution in education must in theory and practice be resolved as a complex, integral whole, with a view to mutual coordination of all these tendencies. Otherwise only partial solutions of limited import are possible;

(STRRE/1976, V. Turchenko - p. 165)

Enough factual material has already been accumulated for it to be quite obvious, first, that the individual's intellectual potential is enormously dependent on how effectively his spiritual development was stimulated in the period of early childhood, and, second, that it is difficult or even impossible to fully compensate later for any deficit in developmental instruction at this period.

(STRRE/1976, V. Turchenko - p. 165)

AN UNWANTED BILL BECOMES LAW

This is the Parents as Teachers (PAT) program which had been introduced (and failed passage) several times before as a "stand alone" bill. By rolling it into the Goals 2000 legislation, it sailed smoothly into law.

- (I) parents described in subparagraphs (A) and (B) of section 401(b)(1); and
- (II) representatives of education professionals with expertise in improving services for disadvantaged children; and
- (ii) is broadly representative of minority, low-income, and other individuals and groups that have an interest in compensatory education and family literacy;
- (C) use at least one-half of the funds provided under this Act in each fiscal year to serve areas with high concentrations of low-income families in order to serve parents who are severely educationally or economically disadvantaged;
- (D) operate a center of sufficient size, scope, and quality to ensure that the center is adequate to serve the parents in the area;
- (E) serve both urban and rural areas;
- (F) design a center that meets the unique training, information, and support needs of parents described in subparagraphs (A) and (B) of section 401(b)(1), particularly parents who are educationally or economically disadvantaged;
- (G) demonstrate the capacity and expertise to conduct the effective training information and support activities for which assistance is sought;
- (H) network with—
 - (i) clearinghouses;
 - (ii) parent centers for the parents of infants, toddlers, children, and youth with disabilities served under section 631(e) of the Individuals with Disabilities Education Act;
 - (iii) other organizations and agencies;
 - (iv) established national, State, and local parent groups representing the full range of parents of children, aged birth through 5 years; and
 - (v) parents of children enrolled in elementary and secondary schools;
- (I) focus on serving parents described in subparagraphs (A) and (B) of section 401(b) who are parents of low-income, minority, and limited-English proficient, children; and
- (J) use part of the funds received under this title to establish, expand, or operate Parents as Teachers programs or Home Instruction for Preschool Youngsters programs.

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(b) GRANT RENEWAL.—In each fiscal year after the first fiscal year a grantee receives assistance under this title, the grantee shall demonstrate in the application submitted for each fiscal year after such first year that a portion of the services provided by such grantee is supported through non-Federal contributions, which contributions may be in cash or in kind.

20 USC 5913.

SEC. 403. USES OF FUNDS.

Grant funds received under this title may be used—

- (1) for parent training, information, and support programs that assist parents to—
 - (A) better understand their children's educational needs;
 - (B) provide followup support for their children's educational achievement;
 - (C) communicate more effectively with teachers, counselors, administrators, and other professional educators and support staff;
 - (D) participate in the design and provision of assistance to students who are not making adequate educational progress;
 - (E) obtain information about the range of options, programs, services, and resources available at the national, State, and local levels to assist parents described in subparagraphs (A) and (B) of section 401(b);
 - (F) seek technical assistance regarding compliance with the requirements of this title and of other Federal programs relevant to achieving the National Education Goals;
 - (G) participate in State and local decisionmaking;
 - (H) train other parents; and
 - (I) plan, implement, and fund activities that coordinate the education of their children with other Federal programs that serve their children or their families; and
- (2) to include State or local educational personnel where such participation will further the activities assisted under the grant.

20 USC 5914.

SEC. 404. TECHNICAL ASSISTANCE.

The Secretary shall provide technical assistance, by grant or contract, for the establishment, development, and coordination of parent training, information and support programs and parental information and resource centers.

20 USC 5915.

SEC. 405. DEFINITIONS.

For purposes of this title—

- (1) the term "parent education" includes parent support activities, the provision of resource materials on child development, parent-child learning activities and child rearing issues,

EDUCATION TO START IN PRESCHOOL YEARS

On the basis of all these facts, one can assert, first, that, given an increase in the period of schooling, it is more useful to extend the period by beginning earlier.

(STRRE/1976, V. Turchenko - p. 166)

HEAD START

First, in resolving the question of instruction from six years of age (and especially if we speak of an even earlier beginning), we must not use present-day primary schools and kindergartens as our point of departure. Classes for six-year olds (and even more so for five-year olds) should be a qualitatively new institution of teaching and upbringing, in which the best features of kindergarten and school are synthesized.

(STRRE/1976, V. Turchenko - p. 162)

PRESCHOOL NETWORK

The stage of pre-school education and upbringing will probably consist of a ramified network of appropriate children's institutions and an institute of instructors, pre-school teachers and psychologists, who will give systematic and skilled aid to families. This stage will cover children of the corresponding age and will be a very important, inseparable element of the whole educational system. The development of polytechnisation and the combining of education and industrial labour in the general secondary school, on the one hand, and the development of general secondary education into a system of vocational training, on the other hand, will lead objectively to the convergence of these two sub-systems.

(STRRE/1976, V. Turchenko - pp. 173-174)

See Part VIII. Parents as Teachers (pp. 539-557) in the American 2000/Goals 2000 Research Manual.

BENJAMIN BLOOM - DARLING OF MODERN EDUCATION IS LAUDED BY SOVIETS

In 1964, Professor Benjamin Bloom (University of Chicago) noted that 50 per cent of man's intellectual capacity is formed in the first four years of life, and that up to the fourth year the mind of a child is extraordinarily receptive of external influence, while this capacity continually declines thereafter. Bloom feels that the "measurable intelligence" of the 17-year old can with 50 per cent probability be predicted in the fifth year. In other words, an "impoverished" environment in the first four or five years of life can have more serious consequences than the deprivation of opportunities for development in the next 12 years. And the more drawn out this early "impoverished" period, the more difficult to repair the loss.

Teaching and bringing up the child in his first five years is an extraordinarily intricate and delicate process, which must be conducted with a view to the individual psyche of each child. At present, psychologists and pedagogues optimise this process only by chance.

(STRRE/1976, V. Turchenko - p. 164)

private and group educational guidance, individual and group learning experiences for the parent and child, and other activities that enable the parent to improve learning in the home;

(2) the term "Parents as Teachers program" means a voluntary early childhood parent education program that—

(A) is designed to provide all parents of children from birth through age 5 with the information and support such parents need to give their child a solid foundation for school success;

(B) is based on the Missouri Parents as Teachers model with the philosophy that parents are their child's first and most influential teachers;

(C) provides—

(i) regularly scheduled personal visits with families by certified parent educators;

(ii) regularly scheduled developmental screenings; and

(iii) linkage with other resources within the community in order to provide services that parents may want and need, except that such services are beyond the scope of the Parents as Teachers program;

(3) the term "Home Instruction for Preschool Youngsters program" means a voluntary early-learning program for parents with one or more children between the ages of 3 through 5, that—

(A) provides support, training, and appropriate educational materials necessary for parents to implement a school-readiness, home instruction program for their child; and

(B) includes—

(i) group meetings with other parents participating in the program;

(ii) individual and group learning experiences with the parent and child;

(iii) provision of resource materials on child development and parent-child learning activities; and

(iv) other activities that enable the parent to improve learning in the home.

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SEC. 406. REPORTS.

Each organization receiving a grant under this title shall submit to the Secretary, on an annual basis, information concerning the parental information and resource centers assisted under this title, including—

(1) the number of parents, including the number of minority and limited-English-proficient parents, who receive information and training;

(2) the types and modes of training, information, and support provided under this title;

(3) the number of Parents as Teachers programs and Home Instruction for Preschool Youngsters programs which have been assisted under this title; and

(4) the strategies used to reach and serve parents of minority and limited-English-proficient children, parents with limited literacy skills, and other parents in need of the services provided under this title.

20 USC 5916.

SEC. 407. GENERAL PROVISION.

Notwithstanding any other provision of this title—

(1) no person, including a parent who educates a child at home, public school parent, or private school parent, shall be required to participate in any program of parent education or developmental screening pursuant to the provisions of this title;

(2) no program assisted under this title shall take any action that infringes in any manner on the right of a parent to direct the education of their children; and

(3) the provisions of section 438(c) of the General Education Provision Act shall apply to organizations awarded grants under this title. (Rewards for compliance)

Disinfor-
mation

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20 USC 5918.

SEC. 408. AUTHORIZATION OF APPROPRIATIONS.

There are authorized to be appropriated such sums as may be necessary for each of the fiscal years 1995 through 1998 to carry out this title.

National Skill Standards Act of 1994.

TITLE V—NATIONAL SKILL STANDARDS BOARD

20 USC 5931.

SEC. 501. SHORT TITLE.

This title may be cited as the "National Skill Standards Act of 1994".

20 USC 5932.

SEC. 502. PURPOSE.

It is the purpose of this title to establish a National Skill Standards Board to serve as a catalyst in stimulating the development and adoption of a voluntary national system of skill standards and of assessment and certification of attainment of skill standards.

(1) that will serve as a cornerstone of the national strategy to enhance workforce skills;

(2) that will result in increased productivity, economic

MONITORING THE HOME

SPECIALISTS NEEDED TO SUPPORT PARENTAL TRAINING OF CHILDREN

Early education must, without fail, be directed by specialists with the highest qualifications.

(STRRE/1976, V. Turchenko - p. 166)

EARLY CHILDHOOD TRAINING EXPERIMENTS

Intensive experiments in this direction are being conducted at the present time in the United States, West Germany and Japan. Special schools have been set up, the fundamental goal of which is to develop abilities among children beginning from two years of age. In the United States, there is also an experiment in goal-directed training of babies from 3 to 12 months, an experiment being carried out through the efforts of specially trained teachers, who will help mothers raise children at home.

(STRRE/1976, V. Turchenko - p. 168)

CHILD REARING CLASSES

Many foreign teachers and psychologists engaged in exploring the reasons for the differences in individuals' intellectual levels have come to similar conclusions. For example, scholars at Harvard University working under the direction of Professor White have become convinced, on the basis of many years of research, that something important, something that determines the child's further intellectual development, occurs between ten months and a year and a half. It turns out that in the shaping of the child's intellect, it is extremely important how the mother smiles at him, how she talks with him, whether she shares his agitation and stimulates his mental activity. The director of a clinic for children with nervous disorders in New York, Peter Neubauer, argues that the bases of mental health are formed in early childhood.

(STRRE/1976, V. Turchenko - p. 164)

EARLY CHILD DEVELOPMENT - NECESSITATES EARLY INTERVENTION BY THE STATE

Investigators are increasingly convinced that the pre-school period is of decisive importance in shaping personality and developing the intellect. And some of them arrive at a conclusion not at all similar to accepted conceptions, that these processes depend in great part, if not chiefly, on the child's life from six months to one and a half years.

(STRRE/1976, V. Turchenko - p. 163)

- growth, and American economic competitiveness; and
- (3) that can be used, consistent with civil rights laws—
 - (A) by the Nation, to ensure the development of a high skills, high quality, high performance workforce, including the most skilled frontline workforce in the world;
 - (B) by industries, as a vehicle for informing training providers and prospective employees of skills necessary for employment;
 - (C) by employers, to assist in evaluating the skill levels of prospective employees and to assist in the training of current employees;
 - (D) by labor organizations, to enhance the employment security of workers by providing portable credentials and skills;
 - (E) by workers, to—
 - (i) obtain certifications of their skills to protect against dislocation;
 - (ii) pursue career advancement; and
 - (iii) enhance their ability to reenter the workforce;
 - (F) by students and entry level workers, to determine the skill levels and competencies needed to be obtained in order to compete effectively for high wage jobs;
 - (G) by training providers and educators, to determine appropriate training services to offer;
 - (H) by government, to evaluate whether publicly funded training assists participants to meet skill standards where such standards exist and thereby protect the integrity of public expenditures;
 - (I) to facilitate the transition to high performance work organizations;
 - (J) to increase opportunities for minorities and women, including removing barriers to the entry of women into nontraditional employment; and
 - (K) to facilitate linkages between other components of the national strategy to enhance workforce skills, including school-to-work transition, secondary and postsecondary vocational-technical education, and job training programs.

*Planned
program-
med
society*

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20 USC 5933.

SEC. 503. ESTABLISHMENT OF NATIONAL BOARD.

- (a) IN GENERAL.—There is established a National Skill Standards Board (hereafter in this title referred to as the "National Board").
- (b) COMPOSITION.—
 - (1) IN GENERAL.—The National Board shall be composed of 28 members (appointed in accordance with paragraph (3)), of whom—
 - (A) one member shall be the Secretary of Labor;
 - (B) one member shall be the Secretary of Education;
 - (C) one member shall be the Secretary of Commerce;
 - (D) one member shall be the Chairperson of the National Education Standards and Improvement Council established pursuant to section 212(a);
 - (E) eight members shall be representatives of business (including representatives of small employers and representatives of large employers) selected from among individuals recommended by recognized national business organizations or trade associations;
 - (F) eight members shall be representatives of organized labor selected from among individuals recommended by recognized national labor federations; and
 - (G)(i) 2 members shall be neutral, qualified human resource professionals; and
 - (ii) 6 members shall be representatives from the following groups, with at least 1 member from each group:
 - (I) Educational institutions (including vocational-technical institutions).
 - (II) Community-based organizations.
 - (III) State and local governments.
 - (IV) Nongovernmental organizations with a demonstrated history of successfully protecting the rights of racial, ethnic, or religious minorities, women, individuals with disabilities, or older persons.
 - (2) DIVERSITY REQUIREMENTS.—The members described in subparagraph (G) of paragraph (1) shall have expertise in the area of education and training. The members described in subparagraphs (E), (F), and (G) of paragraph (1) shall—
 - (A) in the aggregate, represent a broad cross-section of occupations and industries; and
 - (B) to the extent feasible, be geographically representative of the United States and reflect the racial, ethnic, and gender diversity of the United States.
 - (3) APPOINTMENT.—The membership of the National Board shall be appointed as follows:
 - (A) Twelve members (four from each class of members described in subparagraphs (E), (F), and (G) of paragraph (1)) shall be appointed by the President.
 - (B) Six members (two from each class of members described in subparagraphs (E), (F), and (G) of paragraph (1)) shall be appointed by the Speaker of the House of Representatives, of whom three members (one from each class of members described in subparagraphs (E), (F), and (G) of paragraph (1)) shall be selected from recommenda-

President.

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WORK CARDS/ OCCUPATIONAL PERMITS

MERGER OF LABOR AND EDUCATION

One of the main ways to actualise education is connected with polytechnisation and combining education with productive labour.

Attempts to implement the notion of joining education with productive labour were undertaken at the end of the 1950s and early 1960s.

(STRRE/1976, V. Turchenko - p. 113)

UNDERSTANDING THE SOCIALIST PHILOSOPHY MARX - SCHOOL AND LABOR

Marx's idea of the necessity of a close union of schooling and labour - labour, of course, which is the most modern the most scientific, i. e., factory work." This is why Lenin, who attended this session, made the following note: "(B) the union with productive labour (not - the petty-bourgeois trade school)

"the connection of the school (2nd level) with the FACTORY".

The principle of combining schooling with productive labour is one of the first principles in the Marxist-Leninist theory of communist education. In his *Critique of the Gotha Programme*, Marx came out decisively against completely forbidding child labour, on the grounds that it was not only a utopian but a reactionary demand. For in the early combining of productive labour with education, he saw one of the most powerful means for reconstructing society and felt that "in a rational state of society every child whatever, from the age of 9 years, ought to become a productive labourer..." Engels also observed that productive activity beginning in childhood ensures a practical foundation for scientific training.

Socialist society of course cannot permit child labour in production when it is detrimental to the child's physical well-being. But combining schooling with labour (in certain doses) and with physical training and sports is entirely necessary for ensuring the harmonious development of the individual. Lenin could not conceive of an ideal future society without a combination of education and productive labour. He wrote that "... neither training and education without productive labour, nor productive labour without parallel training and education could be raised to the degree required by the present level of technology and the state of scientific knowledge.

... The Marxist-Leninist principle of combining education with productive labour and the polytechnisation of the school provides for a high level of general education and theoretical training. At the same time, realising this principle to the full extent demands a profound revolution in the entire system of public education. Attempts to mechanically adapt polytechnisation and productive labour to

tions made by the Majority Leader of the House of Representatives and three members (one from each class of members described in subparagraphs (E), (F), and (G) of paragraph (1)) shall be selected from recommendations made by the Minority Leader of the House of Representatives.

(C) Six members (two from each class of members described in subparagraphs (E), (F), and (G) of paragraph (1)) shall be appointed by the President pro tempore of the Senate, of whom three members (one from each class of members described in subparagraphs (E), (F), and (G) of paragraph (1)) shall be selected from recommendations made by the Majority Leader of the Senate and three members (one from each class of members described in subparagraphs (E), (F), and (G) of paragraph (1)) shall be selected from recommendations made by the Minority Leader of the Senate.

(4) EX OFFICIO NONVOTING MEMBERS.—The members of the National Board specified in subparagraphs (A), (B), (C), and (D) of paragraph (1) shall be ex officio, nonvoting members of the National Board.

(5) TERM.—Each member of the National Board appointed under subparagraph (E), (F), or (G) of paragraph (1) shall be appointed for a term of 4 years, except that of the initial members of the Board appointed under such subparagraphs—

(A) twelve members shall be appointed for a term of 3 years (four from each class of members described in subparagraphs (E), (F), and (G) of paragraph (1)), of whom—

(i) two from each such class shall be appointed in accordance with paragraph (3)(A);

(ii) one from each such class shall be appointed in accordance with paragraph (3)(B); and

(iii) one from each such class shall be appointed in accordance with paragraph (3)(C); and

(B) twelve members shall be appointed for a term of 4 years (four from each class of members described in subparagraphs (E), (F), and (G) of paragraph (1)), of whom—

(i) two from each such class shall be appointed in accordance with paragraph (3)(A);

(ii) one from each such class shall be appointed in accordance with paragraph (3)(B); and

(iii) one from each such class shall be appointed in accordance with paragraph (3)(C).

(6) VACANCIES.—Any vacancy in the National Board shall not affect its powers, but shall be filled in the same manner as the original appointment.

(c) CHAIRPERSON AND VICE CHAIRPERSONS.—

(1) CHAIRPERSON.—

(A) IN GENERAL.—Except as provided in subparagraph (B), the National Board, by majority vote, shall elect a Chairperson once every 2 years from among the members of the National Board.

(B) INITIAL CHAIRPERSON.—The first Chairperson of the National Board shall be elected, by a majority vote of the National Board, from among the members who are representatives of business (as described in subparagraph (E) of subsection (b)(1)) and shall serve for a term of 2 years.

(2) VICE CHAIRPERSONS.—The National Board, by majority vote, shall annually elect 3 Vice Chairpersons (each representing a different class of the classes of members described in subparagraphs (E), (F), and (G) of subsection (b)(1) and each of whom shall serve for a term of 1 year) from among its members appointed under subsection (b)(3).

(d) COMPENSATION AND EXPENSES.—

(1) COMPENSATION.—All Members of the National Board who are not full-time employees or officers of the Federal Government shall serve without compensation. All members of the National Board who are officers or employees of the United States shall serve without compensation in addition to that received for their services as officers or employees of the United States.

(2) EXPENSES.—The members of the National Board shall be allowed travel expenses, including per diem in lieu of subsistence, at rates authorized for employees of agencies under subchapter I of chapter 57, title 5, United States Code, while away from their homes or regular places of business in the performance of services for the National Board.

(e) EXECUTIVE DIRECTOR AND STAFF.—

(1) EXECUTIVE DIRECTOR.—The Chairperson of the National Board shall appoint an Executive Director who shall be compensated at a rate determined by the National Board, not to exceed the rate payable for level V of the Executive Schedule under section 5316 of title 5, United States Code.

(2) STAFF.—

(A) IN GENERAL.—The Executive Director may appoint and compensate such additional staff as may be necessary to enable the Board to perform its duties. Such staff shall include at least one individual with expertise in measurement and assessment.

the traditional content, forms and methods of school instruction have not been successful.

As is apparent, there is no exact definition of the goal of combining schooling with productive labour. The goal must not be to provide fully qualified workers for modern enterprises (however, even this is not overlooked: for example, tractor drivers, chauffeurs, and machine operators are successfully turned out by many schools), but it must be, first of all, to give graduates a positive orientation toward the workers' professions and in doing so it should to a certain extent resolve the contradiction between a "pyramid of desires" and a "pyramid of needs". Second, the goal should be to instill interest and love for physical labour, rational attitude to social production, to the national welfare. Third, it should develop the habit of collective labour, develop economic-organisational skills, the ability to drive cars, to master the skills of electrical repairmen, carpenters, machinists, to undertake the minor repair of motors, radio repair, etc. All this will allow students to master in a short time a wide range of technical specialities at various enterprises. As N. K. Krupskaya wrote: "Our secondary schools must arm pupils with the working habits necessary for modern technology and thus prepare them for a great number of professions.

(STRRE/1976, V. Turchenko - pp. 115-116)

DEVELOPING A NATIONALIZED WORKFORCE

In a resolution of 1972 "On Measures for the Further Improvement of Higher Education in the Country", the Central Committee of the CPSU and the Council of Ministers of the USSR noted, in particular, that many institutions of higher education were still but weakly connected with industrial and agricultural enterprises and with research institutions, and do not give enough attention to solving current scientific and technical problems. The resolution envisages improving the production training of students and for this purpose strengthening the cooperation between institutions of higher learning and scientific enterprises. To acquire the necessary practical skills, graduates of institutions of higher education are assigned to enterprises, organisations and institutes for up to one year. The general guidance of this probationary work is exercised by the ministries and departments under which the enterprises and institutes work.

All this, no doubt, has a positive influence on the professional competence of young specialists and significantly accelerates and facilitates the process of their "entry" into industrial life. At the same time, the problem of combining instruction with productive labour in institutions of higher and specialised secondary education involves a number of unresolved questions that require many-sided, special investigations that take the profile and specific nature of specific educational institutions into account.

(STRRE/1976, V. Turchenko - p. 125)

(B) COMPENSATION.—The Executive Director may fix the compensation of the staff without regard to the provisions of chapter 51 and subchapter III of chapter 53 of title 5, United States Code, relating to classification of positions and General Schedule pay rates, except that the rate of pay for the staff may not exceed the rate payable for level V of the Executive Schedule under section 5316 of such title.

(f) VOLUNTARY AND UNCOMPENSATED SERVICES.—Notwithstanding section 1342 of title 31, United States Code, the National Board is authorized, in carrying out this title, to accept voluntary and uncompensated services.

(g) AGENCY SUPPORT.—

(1) USE OF FACILITIES.—The National Board may use the research, equipment, services, and facilities of any agency or instrumentality of the United States with the consent of such agency or instrumentality.

(2) STAFF OF FEDERAL AGENCIES.—Upon the request of the National Board, the head of any Federal agency of the United States may detail to the National Board, on a reimbursable basis, any of the personnel of such Federal agency to assist the National Board in carrying out this title. Such detail shall be without interruption or loss of civil service status or privilege.

(h) CONFLICT OF INTEREST.—An individual who has served as a member of the National Board may not have any financial interest in an assessment and certification system developed or endorsed under this title for a period of 3 years after the termination of service of such individual from the National Board.

(i) PROCUREMENT OF TEMPORARY AND INTERMITTENT SERVICES.—The Chairperson of the National Board may procure temporary and intermittent services of experts and consultants under section 3109(b) of title 5, United States Code.

(j) TERMINATION.—The National Board shall terminate on September 30, 1999.

SEC. 504. FUNCTIONS OF THE NATIONAL BOARD.

(a) IDENTIFICATION OF OCCUPATIONAL CLUSTERS.—

(1) IN GENERAL.—Subject to paragraph (2), the National Board shall identify broad clusters of major occupations that involve 1 or more than 1 industry in the United States and that share characteristics that are appropriate for the development of common skill standards.

(2) PROCEDURES FOR IDENTIFICATION.—Prior to identifying broad clusters of major occupations under paragraph (1), the National Board shall engage in extensive public consultation, including solicitation of public comment on proposed clusters through publication in the Federal Register.

(b) ESTABLISHMENT OF VOLUNTARY PARTNERSHIPS TO DEVELOP STANDARDS.—

(1) IN GENERAL.—For each of the occupational clusters identified pursuant to subsection (a), the National Board shall encourage and facilitate the establishment of voluntary partnerships to develop a skill standards system in accordance with subsection (d).

(2) REPRESENTATIVES.—Such voluntary partnerships shall include the full and balanced participation of—

(A)(i) representatives of business (including representatives of large employers and representatives of small employers) who have expertise in the area of workforce skill requirements, and who are recommended by national business organizations or trade associations representing employers in the occupation or industry for which a standard is being developed; and

(ii) representatives of trade associations that have received grants from the Department of Labor or the Department of Education to establish skill standards prior to the date of enactment of this title;

(B) employee representatives who have expertise in the area of workforce skill requirements and who shall be—

(i) individuals recommended by recognized national labor organizations representing employees in the occupation or industry for which a standard is being developed; and

(ii) such other individuals who are nonmanagerial employees with significant experience and tenure in such occupation or industry, as are appropriate given the nature and structure of employment in the occupation or industry;

(C) representatives of—

(i) educational institutions;

(ii) community-based organizations;

(iii) State and local agencies with administrative control or direction over education, vocational-technical education, or employment and training;

(iv) other policy development organizations with expertise in the area of workforce skill requirements; and

(v) non-governmental organizations with a demonstrated history of successfully protecting the rights

National board is granted dictatorial powers.

To best understand the full impact of NATIONAL SKILLS STANDARDS read pages 561-581 which includes:

1. The Oregon Educational Act for the 21st Century (pages 561-573).
2. Oregon Workstart Bill (pages 574-577).
3. The New American "Skills" Development Corporation (pages 578-581).
4. Key Imperative for Change (pages 646-647). -- Recommended changes by The Committee for Economic Development.

of racial, ethnic, or religious minorities, women, individuals with disabilities, or older persons; and
 (D) individuals with expertise in measurement and assessment, including relevant experience in designing unbiased assessments and performance-based assessments.

(3) EXPERTS.—The partnerships described in paragraph (1) may also include such other individuals who are independent, qualified experts in their fields.

(c) RESEARCH, DISSEMINATION, AND COORDINATION.—In order to support the activities described in subsections (b) and (d), the National Board shall—

(1) conduct workforce research relating to skill standards (including research relating to use of skill standards in compliance with civil rights laws) and make such research available to the public, including the voluntary partnerships described in subsection (b);

(2) identify and maintain a catalog of skill standards used by other countries and by States and leading firms and industries in the United States;

(3) serve as a clearinghouse to facilitate the sharing of information on the development of skill standards and other relevant information among representatives of occupations and industries identified pursuant to subsection (a), the voluntary partnerships described in subsection (b), and among education and training providers through such mechanisms as the Capacity Building and Information and Dissemination Network established under section 453(b) of the Job Training Partnership Act (29 U.S.C. 1733(b)) and the Educational Resources Information Center Clearinghouses;

(4) develop a common nomenclature relating to skill standards;

(5) encourage the development and adoption of curricula and training materials for attaining the skill standards developed pursuant to subsection (d), that provide for structured work experiences and related study programs leading to progressive levels of professional and technical certification and postsecondary education;

(6) provide appropriate technical assistance to voluntary partnerships involved in the development of standards and systems described in subsection (b); and

(7) facilitate coordination among voluntary partnerships that meet the requirements of subsection (b) to promote the development of a coherent national system of voluntary skill standards.

(d) ENDORSEMENT OF SKILL STANDARDS SYSTEMS.—

(1) DEVELOPMENT OF ENDORSEMENT CRITERIA.—(A) The National Board, after extensive public consultation, shall develop objective criteria for endorsing skill standards systems relating to the occupational clusters identified pursuant to subsection (a). Such criteria shall, at a minimum, include the components of a skill standards system described in subparagraph (B). The endorsement criteria shall be published in the Federal Register, and updated as appropriate.

(B) The skill standards systems endorsed pursuant to paragraph (1) shall have one or more of the following components:

(i) Voluntary skill standards, which at a minimum—

(I) take into account relevant standards used in other countries and relevant international standards;

(II) meet or exceed the highest applicable standards used in the United States, including apprenticeship standards registered under the Act of August 16, 1937 (commonly known as the "National Apprenticeship Act", 50 Stat. 664, chapter 663, 29 U.S.C. 50 et seq.);

(III) take into account content and performance standards certified pursuant to title II;

(IV) take into account the requirements of high performance work organizations;

(V) are in a form that allows for regular updating to take into account advances in technology or other developments within the occupational cluster;

(VI) are formulated in such a manner that promotes the portability of credentials and facilitates worker mobility within an occupational cluster or industry and among industries; and

(VII) are not discriminatory with respect to race, color, gender, age, religion, ethnicity, disability, or national origin, consistent with Federal civil rights laws.

(ii) A voluntary system of assessment and certification of the attainment of skill standards developed pursuant to subparagraph (A), which at a minimum—

(I) has been developed after taking into account relevant methods of such assessment and certification used in other countries;

(II) utilizes a variety of evaluation techniques, including, where appropriate, oral and written evaluations, portfolio assessments, and performance tests; and

(III) includes methods for establishing that the assessment and certification system is not

Technical assistance.

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Federal Register publication.

— “Demand skills” drive standards (outcomes).

— Government planned and managed workforce.

INTERNATIONAL SKILLS STANDARDS

The formulation of international work standards (the trans-national work certificate) is necessary in a truly global society with a highly mobile work force.

TESTS-CERTIFICATION OF INITIAL MASTERY

- See Oregon Workforce Bill
- Or H. B. 3565 (p. 561)

108 STAT. 198

discriminatory with respect to race, color, gender, age, religion, ethnicity, disability, or national origin, consistent with Federal civil rights laws.

(iii) A system to promote the use of and to disseminate information relating to skill standards, and assessment and certification systems, developed pursuant to this paragraph (including dissemination of information relating to civil rights laws relevant to the use of such standards and systems) to entities such as institutions of higher education offering professional and technical education, labor organizations, trade associations, employers providing formalized training, and other organizations likely to benefit from such standards and systems.

(iv) A system to evaluate the implementation of the skill standards, and assessment and certification systems developed pursuant to this paragraph, and the effectiveness of the information disseminated pursuant to subparagraph (C) for informing the users of such standards and systems of the requirements of relevant civil rights laws.

(v) A system to periodically revise and update the skill standards, and assessment and certification systems developed pursuant to this paragraph, which will take into account changes in standards in other countries.

(2) ENDORSEMENT.—The National Board, after public review and comment, shall endorse those skill standards systems relating to the occupational clusters identified pursuant to subsection (a) that—

(A) meet the objective endorsement criteria that are developed pursuant to paragraph (1); and
 (B) are submitted by voluntary partnerships that meet the requirements of subsection (b).

(e) RELATIONSHIP WITH CIVIL RIGHTS LAWS.—

(1) IN GENERAL.—Nothing in this title shall be construed to modify or affect any Federal or State law prohibiting discrimination on the basis of race, color, gender, age, religion, ethnicity, disability, or national origin.

(2) EVIDENCE.—The endorsement or absence of an endorsement by the National Board of a skill standard, or assessment and certification system, under subsection (d) shall not be used in any action or proceeding to establish that the use of a skill standard or assessment and certification system conforms or does not conform to the requirements of civil rights laws.

(f) COORDINATION.—The National Board shall establish cooperative arrangements with the National Education Standards and Improvement Council to promote the coordination of the development of skill standards under this section with the development of voluntary national content standards and voluntary national student performance standards in accordance with section 213.

(g) FINANCIAL ASSISTANCE.—

(1) IN GENERAL.—From funds appropriated pursuant to section 507—

(A) the National Board may enter into contracts and cooperative agreements to carry out the purposes of this title; and

(B) the Secretary of Labor may, in accordance with paragraph (2), award grants to voluntary partnerships for the development of skill standards systems meeting the requirements of subsection (d).

(2) GRANTS TO VOLUNTARY PARTNERSHIPS.—

(A) ELIGIBILITY AND APPLICATION.—Voluntary partnerships that meet the requirements of subsection (b) shall be eligible to apply for a grant under this subsection. Each such voluntary partnership desiring a grant shall submit an application to the National Board at such time, in such manner, and accompanied by such information as the National Board may reasonably require.

(B) REVIEW AND RECOMMENDATION.—The National Board shall review each application submitted pursuant to subparagraph (A) in accordance with the objective criteria published pursuant to subparagraph (C) and shall forward each such application to the Secretary of Labor accompanied by a nonbinding recommendation for the approval or disapproval of each such application by the Secretary.

(C) CRITERIA FOR REVIEW.—Prior to each fiscal year, the National Board shall publish objective criteria to be used by the Board in reviewing applications under subparagraph (B).

(3) LIMITATION ON USE OF FUNDS.—

(A) IN GENERAL.—Not more than 20 percent of the funds appropriated pursuant to the authority of section 507(a) for each fiscal year shall be used by the National Board for the costs of administration.

(B) COSTS OF ADMINISTRATION DEFINED.—For purposes of this paragraph, the term "costs of administration" means costs relating to staff, supplies, equipment, space, and travel and per diem, costs of conducting meetings and conferences, and other related costs.

SEC. 505. DEADLINES.

Not later than December 31, 1995, the National Board shall, at a minimum—

(1) identify occupational clusters pursuant to section 504(a)

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TRACKING SYSTEM

National Data Bank E. X. P. R. E. S. S.

OCCUPATIONAL CLUSTERS

Used in computer data systems for management and regional accountability; a system of total quality management (TQM/OBE).

National standards, content, curriculum, assessments — to be integrated with international plan.

Dictorial powers which are international in scope (by legal definition. "Cooperative agreements" are "treaties" — such as the U.N. Treaty of Childrens' Rights.

representing a substantial portion of the workforce; and
(2) promote the development of an initial set of skill standards in accordance with section 504(d) for such clusters.

20 USC 5936.

SEC. 506. REPORTS.

The National Board shall prepare and submit to the President and the Congress in each of the fiscal years 1994 through 1999, a report on the activities conducted under this title. Such report shall include information on the extent to which skill standards have been adopted by employers, training providers, and other entities, and on the effectiveness of such standards in accomplishing the purposes described in section 502.

20 USC 5937.

SEC. 507. AUTHORIZATION OF APPROPRIATIONS.

- (a) IN GENERAL.—There are authorized to be appropriated to carry out this title \$15,000,000 for fiscal year 1994 and such sums as may be necessary for each of fiscal years 1995 through 1999.
- (b) AVAILABILITY.—Amounts appropriated pursuant to subsection (a) shall remain available until expended.

20 USC 5938.

SEC. 508. DEFINITIONS.

For purposes of this title, the following definitions apply:

(1) COMMUNITY-BASED ORGANIZATIONS.—The term "community-based organizations" has the meaning given the term in section 4(5) of the Job Training Partnership Act (29 U.S.C. 1503(5)).

(2) EDUCATIONAL INSTITUTION.—The term "educational institution" means a high school, a vocational school, and an institution of higher education.

(3) INSTITUTION OF HIGHER EDUCATION.—The term "institution of higher education" means an institution of higher education (as such term is defined in section 481 of the Higher Education Act of 1965 (20 U.S.C. 1088)) which continues to meet the eligibility and certification requirements under section 498 of such Act.

(4) SKILL STANDARD.—The term "skill standard" means a standard that specifies the level of knowledge and competence required to successfully perform work-related functions within an occupational cluster.

20 USC 5939.

SEC. 509. SUNSET PROVISION.

- (a) REPEAL.—This title is repealed on September 30, 1999.
- (b) REVIEW OF REPEAL.—It is the sense of the Congress that the appropriate committees of the Congress should review the accomplishments of the National Board prior to the date of repeal described in subsection (a) in order to determine whether it is appropriate to extend the authorities provided under this title for a period beyond such date.

TITLE VI—INTERNATIONAL EDUCATION PROGRAM

20 USC 5951.

SEC. 601. INTERNATIONAL EDUCATION PROGRAM.

(a) PROGRAM ESTABLISHED.—The Secretary, with the concurrence of the Director of the United States Information Agency and with the foreign policy guidance of the Secretary of State, shall carry out an International Education Program in accordance with this section that shall provide for—

- (1) the study of international education programs and delivery systems; and
- (2) an international education exchange program.

(b) ASSESSMENT AND INFORMATION.—The Secretary shall award grants for the study, evaluation, and analysis of education systems in other nations, particularly Great Britain, France, Germany and Japan. Such studies shall focus upon a comparative analysis of curriculum, methodology, and organizational structure, including the length of the school year and school day. In addition, the studies shall provide an analysis of successful strategies employed by other nations to improve student achievement, with a specific focus upon application to schooling and the National Education Goals.

(c) INTERNATIONAL EDUCATION EXCHANGE.—

(1) REQUIREMENT.—
 (A) IN GENERAL.—The Secretary, in consultation with the Director of the United States Information Agency, shall carry out a program to be known as the International Education Exchange Program. Under such program the Secretary shall award grants to or enter into contracts with organizations with demonstrated effectiveness or expertise in international achievement comparisons, in order to—

(i) make available to educators from eligible countries exemplary curriculum and teacher training programs in civics and government education and economic education developed in the United States;

(ii) assist eligible countries in the adaptation and implementation of such programs or joint research concerning such programs;

(iii) create and implement educational programs for United States students which draw upon the experiences of emerging constitutional democracies;

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(U. S. is a Constitutional Republic)

Dec. 31, 1995

1. National workforce system in place.
2. Demand skills created.
3. Monitoring for enforcement.

Collective Occupational Clusters + (plus)
 Community Based Organizations = (equals)
 Concentration of "Human Capital."

As established by the State.

Congress is to feel that they have final control – 5 years of this system will destroy the Free Enterprise System.

GOALS 2000 - OPENLY ADMITS TO BEING INTERNATIONAL IN SCOPE

The creation of an international education program speaks for itself. While most of the criticism of **Goals 2000** has been focused on the federal takeover or "nationalization" of education, the real thrust of this legislation is to move us inexorably into the one-world community.

Read pages 165-175.

SOVIET/AMERICAN AGREEMENTS, CONTRACTS, EXCHANGES, TECHNICAL, EDUCATIONAL, CULTURAL AND OTHER FIELDS.

This is not a one-sided program. Our nations are exchanging ideas, material and personnel to develop a common understanding of one another. Over time, differences will disappear as we merge into a single world government.

NOTE p. 732 (Title VI Sec. 601)

We must be especially careful of our relations with former members of the Soviet Union/Warsaw Pact. In an effort to aid their transition to democracy, we may be actually deceived into placing their philosophy and education program into American schools.

(iv) provide a means for the exchange of ideas and experiences in civics and government education and economic education among political, educational, and private sector leaders of participating eligible countries; and

(v) provide support for—

(I) research and evaluation to determine the effects of educational programs on students' development of the knowledge, skills, and traits of character essential for the preservation and improvement of constitutional democracy; and

(II) effective participation in and the preservation and improvement of an efficient market economy.

(B) PROGRAM ADMINISTRATION.—The Secretary and the Director of the United States Information Agency, or their designees, shall be jointly responsible for the design of the program described in subparagraph (A). The Secretary and the Director of the United States Information Agency shall name to an oversight committee an equal number of representatives. Such committee shall determine the specifications for requests for proposals, the eligibility and review criteria for proposals, and the review process for proposals, for grants or contracts under this section. The Director of the United States Information Agency shall have particular responsibility for ensuring that programs assisted under this section are not duplicative of other efforts in the target countries and that foreign partner institutions are creditable.

(C) RESERVATIONS.—In carrying out the program described in subparagraph (A), there shall be reserved in each fiscal year—

(i) 50 percent of the amount available to carry out this subsection for civics and government education activities; and

(ii) 50 percent of such amount available to carry out this subsection for economic education activities.

(2) CONTRACT AUTHORIZED.—

(A) IN GENERAL.—The Secretary, in consultation with the Director of the United States Information Agency, is authorized to contract with independent nonprofit educational organizations to carry out the provisions of this subsection.

(B) NUMBER.—The Secretary, in consultation with the Director of the United States Information Agency, shall award at least 1 but not more than 3 contracts described in subparagraph (A) in each of the areas described in clauses (i) and (ii) of paragraph (1)(B).

(C) AVOIDANCE OF DUPLICATION.—The Secretary, in consultation with the Director of the United States Information Agency, shall award contracts described in subparagraph (A) so as to avoid duplication of activities in such contracts.

(D) REQUIREMENTS.—Each organization with which the Secretary enters into a contract pursuant to subparagraph (A) shall—

(i) be experienced in—

(I) the development and national implementation of curricular programs in civics and government education and economic education for students from grades kindergarten through 12 in local, intermediate, and State educational agencies, in schools funded by the Bureau, and in private schools throughout the Nation with the cooperation and assistance of national professional educational organizations, colleges and universities, and private sector organizations;

(II) the development and implementation of cooperative university and school-based inservice training programs for teachers of grades kindergarten through grade 12 using scholars from such relevant disciplines as political science, political philosophy, history, law and economics;

(III) the development of model curricular frameworks in civics and government education and economic education;

(IV) the administration of international seminars on the goals and objectives of civics and government education or economic education in constitutional democracies (including the sharing of curricular materials) for educational leaders, teacher trainers, scholars in related disciplines, and educational policymakers; and

(V) the evaluation of civics and government education or economic education programs; and

(ii) have the authority to subcontract with other organizations to carry out the provisions of this subsection.

(3) ACTIVITIES.—The international education program described in this subsection shall—

(A) provide eligible countries with—

(i) seminars on the basic principles of United

Read: NEW LIES FOR OLD by Anatoli Golitsyn, published in 1984, which was eight years before the fall of communism. (see order blank at the back of the Research Manual - 312 pgs. \$12.00.)

The contention of this book has been that, during the past two decades, the communist bloc has substantially achieved the objectives of the first two phases of its long-range policy. The individual communist regimes have been consolidated. The bloc communist parties, with the help of the security services, have built up their active forces within revitalized national and international front organizations, especially those concerned with trade unions, intellectuals, and young people. The importance of this drive is demonstrated by the appointment of Shelepin as head of the Soviet trade union organization from 1967 to 1975. The credibility abroad of "dissidence" as a serious internal political factor in the communist world has been established. A degree of accommodation with organized religion has been achieved. A nexus of interparty relationships, transcending the formal structure of Comecon and the Warsaw Pact, has been built up.

In consequence, the communist strategists are now poised to enter into the final, offensive phase of the long-range policy, entailing a joint struggle for the complete triumph of communism. Given the multiplicity of parties in power, the close links between them, and the opportunities they have had to broaden their bases and build up experienced cadres, the communist strategists are equipped, in pursuing their policy, to engage in maneuvers and strategems beyond the imagination of Marx or the practical reach of Lenin and unthinkable to Stalin. Among such previously unthinkable strategems are the introduction of false liberalization in Eastern Europe and, probably, in the Soviet Union and the exhibition of spurious independence on the part of the regimes in Romania, Czechoslovakia, and Poland.

Because the West has failed either to understand communist strategy and disinformation or to appreciate the commitment to it of the resources of the bloc security and intelligence services and their high-level agents of political influence, the appearance of Solidarity in Poland has been accepted as a spontaneous occurrence comparable with the Hungarian revolt of 1956 and as portending the demise of communism in Poland. The fact that the Italian, French, and Spanish Communist parties all took up pro-Solidarity positions gives grounds for suspecting the validity of this interpretation.

Western misreading of events led to predictions of Soviet intervention in Poland in 1981, which turned out to be unjustified. It may lead to more serious errors in the future." (pages 327-328)

"If in a reasonable time 'liberalization' can be successfully achieved in Poland and elsewhere, it will serve to revitalize the communist regimes concerned. The activities of the false opposition will further confuse and undermine the genuine opposition in the communist world. Externally, the role of dissidents will be to persuade the West that the 'liberalization' is spontaneous and not controlled. 'Liberalization' will create conditions for establishing solidarity between trade unions and intellectuals in the communist and non communist worlds. In time such alliances will generate new forms of pressure against Western 'militarism,' 'racism,' and 'military-industrial complexes' and in favor of disarmament and the kind of structural changes in the West predicted in Sakharov's writings.

If 'liberalization' is successful and accepted by the West as genuine, it may well be followed by the apparent withdrawal of one or more communist countries from the Warsaw Pact to serve as the model of a neutral socialist state for the whole of Europe to follow. Some 'dissidents' are already speaking in these terms." (pg. 336)

"Liberalization" in Eastern Europe would probably involve

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States constitutional democracy and economics, including seminars on the major governmental and economic institutions and systems in the United States, and visits to such institutions;

(ii) visits to school systems, institutions of higher learning, and nonprofit organizations conducting exemplary programs in civics and government education and economic education in the United States;

(iii) home stays in United States communities;

(iv) translations and adaptations regarding United States civics and government education and economic education curricular programs for students and teachers, and in the case of training programs for teachers translations and adaptations into forms useful in schools in eligible countries, and joint research projects in such areas;

(v) translation of basic documents of United States constitutional government for use in eligible countries, such as The Federalist Papers, selected writings of Presidents Adams and Jefferson and the Anti-Federalists, and more recent works on political theory, constitutional law and economics; and

(vi) research and evaluation assistance to determine—

(I) the effects of educational programs on students' development of the knowledge, skills and traits of character essential for the preservation and improvement of constitutional democracy; and

(II) effective participation in and the preservation and improvement of an efficient market economy;

(B) provide United States participants with—

(i) seminars on the histories, economics, and governments of eligible countries;

(ii) visits to school systems, institutions of higher learning, and organizations conducting exemplary programs in civics and government education and economic education located in eligible countries;

(iii) home stays in eligible countries;

(iv) assistance from educators and scholars in eligible countries in the development of curricular materials on the history, government and economics of such countries that are useful in United States classrooms;

(v) opportunities to provide on-site demonstrations of United States curricula and pedagogy for educational leaders in eligible countries; and

(vi) research and evaluation assistance to determine—

(I) the effects of educational programs on students' development of the knowledge, skills and traits of character essential for the preservation and improvement of constitutional democracy; and

(II) effective participation in and improvement of an efficient market economy; and

(C) assist participants from eligible countries and the United States in participating in international conferences on civics and government education and economic education for educational leaders, teacher trainers, scholars in related disciplines, and educational policymakers.

(4) PARTICIPANTS.—The primary participants in the international education program assisted under this subsection shall be leading educators in the areas of civics and government education and economic education, including curriculum and teacher training specialists, scholars in relevant disciplines, and educational policymakers, from the United States and eligible countries.

(5) PERSONNEL AND TECHNICAL EXPERTS.—The Secretary is authorized to provide Department of Education personnel and technical experts to assist eligible countries to establish and implement a database or other effective methods to improve educational delivery systems, structure and organization.

(6) DEFINITIONS.—For the purpose of this subsection the term "eligible country" means a Central European country, an Eastern European country, Lithuania, Latvia, Estonia, Georgia, the Commonwealth of Independent States, and any country that formerly was a republic of the Soviet Union whose political independence is recognized in the United States.

(d) AUTHORIZATION OF APPROPRIATIONS.—

(1) ASSESSMENT AND INFORMATION.—There are authorized to be appropriated \$1,000,000 for fiscal year 1995, and such sums as may be necessary for each of the fiscal years 1996 through 1999, to carry out subsection (b).

(2) INTERNATIONAL EDUCATION EXCHANGE.—There are authorized to be appropriated \$10,000,000 for fiscal year 1995, and such sums as may be necessary for each of the fiscal years 1996 through 1999, to carry out subsection (c).

TITLE VII—SAFE SCHOOLS

SEC. 701. SHORT TITLE; STATEMENT OF PURPOSE.

the return of power in Czechoslovakia of Dubcek and his associates. If it should be extended to East Germany, demolition of the Berlin Wall might even be contemplated.

Western acceptance of the new 'liberalization' as genuine would create favorable conditions for the fulfillment of communist strategy for the United States, Western Europe, and even, perhaps, Japan. The Prague spring was accepted by the West, and not only by the left, as the spontaneous and genuine evolution of a communist regime into a form of democratic, humanistic socialism despite the fact that basically the regime, the structure of the party, and its objectives remained the same. Its impact has already been described. A broader-scale 'liberalization' in the Soviet Union and elsewhere would have an even more profound effect. Eurocommunism could be revived. The pressure for united fronts between communist and socialist parties and trade unions at national and international level would be intensified. This time, the socialists might finally fall into the trap. United front governments under strong communist influence might well come to power in France, Italy, and possibly other countries. Elsewhere the fortunes and influence of communist parties would be much revived. The bulk of Europe might well turn to left-wing socialism, leaving only a few pockets of conservative resistance.

Pressure could well grow for a solution of the German problem in which some form of confederation between East and West Germany would be combined with neutralization of the whole and a treaty of friendship with the Soviet Union. France and Italy, under united front governments, would throw in their lot with Germany and the Soviet Union. Britain would be confronted with a choice between a neutral Europe and the United States.

NATO could hardly survive this process. The Czechoslovaks, in contrast with their performance in 1968, might well take the initiative, along with the Romanians and Yugoslavs, in proposing (in the CSCE context) the dissolution of the Warsaw Pact in return for the dissolution of NATO. The disappearance of the Warsaw Pact would have little effect on the coordination of the communist bloc, but the dissolution of NATO could well mean the departure of American forces from the European continent and a closer European alignment with a 'liberalized' Soviet bloc. Perhaps in the long run, a similar process might affect the relationship between the United States and Japan, leading to abrogation of the security pact between them. (pages 340-341)

The European Parliament might become an all-European socialist parliament with representation from the Soviet Union and Eastern Europe. Europe from the Atlantic to the Urals would turn out to be a neutral socialistic Europe.

The United States, betrayed by her former European allies would tend to withdraw into fortress America or, with the few remaining conservative countries, including perhaps Japan, would seek an alliance with China as the only counterweight to Soviet power. The greater the fear of a Soviet-socialist European coalition, the stronger the argument for playing the China card – on the false assumption that China is a true enemy of the Soviet Union.

'Liberalization' in Eastern Europe on the scale suggested could have a social and political impact on the United States itself, especially if it coincided with a severe economic depression. The communist strategists are on the lookout for such an opportunity. (page 342)

How will Western German social democrats respond when the communist regimes begin their 'liberalization' by making concessions on human rights, such as easing emigration, granting amnesty for the dissidents, or removing the Berlin wall? One can expect the Soviet agents of influence in Western Europe, drawing on these developments, will become active. It is more than likely that these cosmetic steps will be taken as genuine by the West and will trigger a reunification and neutralization of Western Germany and further the collapse of NATO. (see pages 349-350)

(Excerpts from
New Lies For Old
by Anatoli Golitsyn.)

(a) **SHORT TITLE.**—This title may be cited as the "Safe Schools Act of 1994".

(b) **STATEMENT OF PURPOSE.**—It is the purpose of this title to help local school systems achieve Goal Six of the National Education Goals, which provides that by the year 2000, every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning, by ensuring that all schools are safe and free of violence.

20 USC 5962.

SEC. 702. SAFE SCHOOLS PROGRAM AUTHORIZED.(a) **AUTHORITY.**—

(1) **IN GENERAL.**—From funds appropriated pursuant to the authority of subsection (b)(1), the Secretary shall make competitive grants to eligible local educational agencies to enable such agencies to carry out projects and activities designed to achieve Goal Six of the National Education Goals by helping to ensure that all schools are safe and free of violence.

(2) **GRANT DURATION AND AMOUNT.**—Grants under this title may not exceed—

- (A) two fiscal years in duration; and
- (B) \$3,000,000.

(3) **GEOGRAPHIC DISTRIBUTION.**—To the extent practicable, grants under this title shall be awarded to eligible local educational agencies serving rural, as well as urban, areas.

(b) **AUTHORIZATION OF APPROPRIATIONS AND RESERVATION.**—

(1) **AUTHORIZATION.**—There are authorized to be appropriated \$50,000,000 for fiscal year 1994 to carry out this title.

(2) **RESERVATION.**—The Secretary is authorized in each fiscal year to reserve not more than 10 percent of the amount appropriated pursuant to the authority of paragraph (1) to carry out national activities described in section 706, of which 50 percent of such amount shall be available in such fiscal year to carry out the program described in section 706(b).

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20 USC 5963.

SEC. 703. ELIGIBLE APPLICANTS.

(a) **IN GENERAL.**—To be eligible to receive a grant under this title, a local educational agency shall demonstrate in the application submitted pursuant to section 704(a) that such agency—

- (1) serves an area in which there is a high rate of—
 - (A) homicides committed by persons between the ages 5 to 18, inclusive;
 - (B) referrals of youth to juvenile court;
 - (C) youth under the supervision of the courts;
 - (D) expulsions and suspensions of students from school;
 - (E) referrals of youth, for disciplinary reasons, to alternative schools; or
 - (F) victimization of youth by violence, crime, or other forms of abuse; and
- (2) has serious school crime, violence, and discipline problems, as indicated by other appropriate data.

(b) **PRIORITY.**—In awarding grants under this title, the Secretary shall give priority to a local educational agency that submits an application that assures a strong local commitment to the projects or activities assisted under this title, such as—

- (1) the formation of partnerships among the local educational agency, a community-based organization, a nonprofit organization with a demonstrated commitment to or expertise in developing education programs or providing educational services to students or the public, a local law enforcement agency, or any combination thereof; and
- (2) a high level of youth participation in such projects or activities.

20 USC 5964.

SEC. 704. APPLICATIONS AND PLANS.

(a) **APPLICATION.**—In order to receive a grant under this title, an eligible local educational agency shall submit to the Secretary an application that includes—

- (1) an assessment of the current violence and crime problems in the schools to be served by the grant and in the community to be served by the applicant;
- (2) an assurance that the applicant has written policies regarding school safety, student discipline, and the appropriate handling of violent or disruptive acts;
- (3) a description of the schools and communities to be served by the grant, the activities and projects to be carried out with grant funds, and how these activities and projects will help to reduce the current violence and crime problems in the schools and communities served;
- (4) a description of educational materials to be developed in the first most predominate non-English language of the schools and communities to be served by the grant, if applicable;
- (5) if the local educational agency receives Federal education funds, an explanation of how activities assisted under this title will be coordinated with and support any systemic education improvement plan prepared with such funds;
- (6) the applicant's plan to establish school-level advisory committees, which include faculty, parents, staff, and students, for each school to be served by the grant and a description of how each committee will assist in assessing that school's violence and discipline problems as well as in designing appropriate programs, policies, and practices to combat such problems;
- (7) the applicant's plan for collecting baseline and future

By legal definition, private and home schools fall into the category of "all schools."

SAFE SCHOOLS

There is no question in anyone's mind that crime and violence has plagued our nation's schools.

This portion of the Goals 2000: Educate America Act proposes extensive measures to put into place to provide a safe haven for our youth. It would include coordination of school-based activities with law enforcement: judicial, health, social service, and other appropriate agencies and organizations and juvenile justice programs. It would also involve parents and community leaders. (Sec. 705(A)(7)).

I fear the problem here is "overkill." Crime and violence are directly due to the breakdown of moral values within the home, school, and in the community as a whole.

This problem cannot be corrected if moral and spiritual values are forbidden in the classroom.

Crime and violence within the school are a direct result of government interference in the classroom and in the home.

I believe that we will see crime, drugs, and violence used as an excuse to implement the youth work programs and community service programs, which is the usurpation of parental rights. What better excuse is there to use children as a reason to join community work programs with education to keep them free of the influence of a bad element.

Parents will readily turn their children over to the state-mandated programs thinking that they are providing a better environment that is safe, while teaching them responsibility and equipping them with the tools for a future vocation, little realizing that they are surrendering their children to the state as a human resource.

PROBLEMS -- ALLOW GOVERNMENT INTERVENTION

This is a classic case of: create the problem... publicize the problem... come in with the solution (which carries the hidden agenda -- in this case more usurpation of parental authority through partnerships between schools, parents, and various government agencies, as well as endless opportunity to lobby for more gun control.)

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data, by individual schools, to monitor violence and discipline problems and to measure the applicant's progress in achieving the purpose of this title;

(8) a description of how, in subsequent fiscal years, the grantee will integrate the violence prevention activities the grantee carries out with funds under this title with activities carried out under the grantee's comprehensive plan for drug and violence prevention adopted under the Drug-Free Schools and Communities Act of 1986;

(9) a description of how the grantee will coordinate the grantee's school crime and violence prevention efforts with education, law enforcement, judicial, health, and social service programs supported under the Juvenile Justice and Delinquency Prevention Act of 1974, and other appropriate agencies and organizations serving the community;

(10) a description of how the grantee will inform parents about the extent of crime and violence in their children's schools and maximize the participation of parents in the grantee's violence prevention activities;

(11) an assurance that grant funds under this title will be used to supplement and not supplant State and local funds that would, in the absence of funds under this title, be made available by the applicant for the purposes of the grant;

(12) an assurance that the applicant will cooperate with, and provide assistance to, the Secretary in gathering statistics and other data the Secretary determines are necessary to determine the effectiveness of projects and activities assisted under this title or the extent of school violence and discipline problems throughout the Nation; and

(13) such other information as the Secretary may require.

(b) PLAN.—In order to receive funds under this title for a second year, a grantee shall submit to the Secretary a comprehensive, long-term, school safety plan for reducing and preventing school violence and discipline problems. Such plan shall contain a description of how the grantee will coordinate the grantee's school crime and violence prevention efforts with education, law-enforcement, judicial, health, social service, and other appropriate agencies and organizations serving the community.

SEC. 705. USE OF FUNDS.

(a) IN GENERAL.—A local educational agency shall use grant funds received under this title for one or more of the following activities:

(1) Identifying and assessing school violence and discipline problems, including coordinating needs assessment activities with education, law enforcement, judicial, health, social service, and other appropriate agencies and organizations, juvenile justice programs, and gang prevention activities.

(2) Conducting school safety reviews or violence prevention reviews of programs, policies, practices, and facilities to determine what changes are needed to reduce or prevent violence and promote safety and discipline.

(3) Planning for comprehensive, long-term strategies for addressing and preventing school violence and discipline problems through the involvement and coordination of school programs with other education, law enforcement, judicial, health, social service, and other appropriate agencies and organizations.

(4) Training school personnel in programs of demonstrated effectiveness in addressing violence, including violence prevention, conflict resolution, anger management, peer mediation, and identification of high-risk youth.

(5) Activities which involve parents in efforts to promote school safety and prevent school violence.

(6) Community education programs, including video- and technology-based projects, informing parents, businesses, local government, the media and other appropriate entities about—

(A) the local educational agency's plan to promote school safety and reduce and prevent school violence and discipline problems; and

(B) the need for community support.

(7) Coordination of school-based activities designed to promote school safety and reduce or prevent school violence and discipline problems with related efforts of education, law enforcement, judicial, health, social service, and other appropriate agencies and organizations and juvenile justice programs.

(8) Developing and implementing violence prevention activities and materials, including—

(A) conflict resolution and social skills development for students, teachers, aides, other school personnel, and parents;

(B) disciplinary alternatives to expulsion and suspension of students who exhibit violent or antisocial behavior;

(C) student-led activities such as peer mediation, peer counseling, and student courts; or

(D) alternative after-school programs that provide safe havens for students, which may include cultural, recreational, educational and instructional activities, and mentoring and community service programs.

(9) Educating students and parents regarding the dangers of guns and other weapons and the consequences of their use.

(10) Developing and implementing innovative curricula to

Note the merger of police, judges, health and social services.

Create partnerships/contracts which will delete parental authority.

Blank check – which could include student/family data records.

The Hub

Assessments are necessary to determine community needs.

Merger

Alternative Centers - developed from the Soviet Pedigogy System.

prevent violence in schools and training staff how to stop disruptive or violent behavior if such behavior occurs.

(11) Supporting "safe zones of passage" for students between home and school through such measures as Drug- and Weapon-Free School Zones, enhanced law enforcement, and neighborhood patrols.

(12) Counseling programs for victims and witnesses of school violence and crime.

(13) Acquiring and installing metal detectors and hiring security personnel.

(14) Reimbursing law enforcement authorities for their personnel who participate in school violence prevention activities.

(15) Evaluating projects and activities assisted under this title.

(16) The cost of administering projects or activities assisted under this title.

(17) Other projects or activities that meet the purpose of this title.

(b) LIMITATIONS.—

(1) IN GENERAL.—A local educational agency may use not more than—

(A) a total of 5 percent of grant funds received under this title in each fiscal year for activities described in paragraphs (11), (13), and (14) of subsection (a); and

(B) 5 percent of grant funds received under this title in each fiscal year for activities described in paragraph (16) of subsection (a).

(2) SPECIAL RULE.—A local educational agency shall only be able to use grant funds received under this title for activities described in paragraphs (11), (13), and (14) of subsection (a) if funding for such activities is not available from other Federal sources.

(3) PROHIBITION.—A local educational agency may not use grant funds received under this title for construction.

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20 USC 5966.

SEC. 706. NATIONAL ACTIVITIES.

(a) NATIONAL ACTIVITIES.—

(1) IN GENERAL.—To carry out the purpose of this title, the Secretary—

(A) is authorized to use funds reserved under section 702(b)(2) to—

(i) conduct national leadership activities such as research, program development and evaluation, data collection, public awareness activities, training and technical assistance, dissemination (through appropriate research entities assisted by the Department of Education) of information on successful projects, activities, and strategies developed pursuant to this title;

(ii) provide grants to noncommercial telecommunications entities for the production and distribution of national video-based projects that provide young people with models for conflict resolution and responsible decisionmaking; and

(iii) conduct peer review of applications under this title; and

(B) shall develop a written safe schools model so that all schools can develop models that enable all students to participate regardless of any language barrier.

(2) SPECIAL RULE.—The Secretary may carry out the activities described in paragraph (1) directly, through interagency agreements, or through grants, contracts or cooperative agreements.

(b) NATIONAL MODEL CITY.—The Secretary shall designate the District of Columbia as a national model city, and shall provide funds made available pursuant to section 702(b)(2) in each fiscal year to a local educational agency serving the District of Columbia in an amount sufficient to enable such agency to carry out a comprehensive program to address school and youth violence.

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SEC. 707. NATIONAL COOPERATIVE EDUCATION STATISTICS SYSTEM.

Subparagraph (A) of section 406(h)(2) of the General Education Provisions Act (20 U.S.C. 1221e-1(h)(2)(A)) is amended—

(1) in clause (vi), by striking "and" after the semicolon; and

(2) by adding after clause (vii) the following new clause: "(viii) school safety policy, and statistics on the incidents of school violence; and".

20 USC 5967.

SEC. 708. REPORTS.

(a) REPORT TO SECRETARY.—Each local educational agency that receives funds under this title shall submit to the Secretary a report not later than March 1, 1995, that describes progress achieved in carrying out the plan described in section 704(b).

(b) REPORT TO CONGRESS.—The Secretary shall submit to the Committee on Education and Labor of the House of Representatives and the Committee on Labor and Human Resources of the Senate a report not later than October 1, 1995, which shall contain a detailed statement regarding grant awards, activities of grant recipients, a compilation of statistical information submitted by applicants under section 704(a), and an evaluation of programs assisted under this title.

Home monitors to ensure protection — community watch programs are an integral part of the Cuban/Russian System.

SAFE ZONES OF PASSAGE

No person in his right mind would want young people to use drugs or carry weapons to school. A child should be able to attend school without fear of his or her life, but how is this to be accomplished? All guns and knives should be banned from the school's property. But what about safe zones and passage to and from school?

Can safe zones be put into place without infringing upon the Second Amendment, which guarantees the right of the people to keep and bear arms? What is to stop a child from bringing a gun from home?

Many countries have banned gun ownership, but is that the answer to our dilemma? I think you would find that the people behind the Iron Curtain and Bamboo Curtain would think just the opposite, for the registration and confiscation of firearms has left them defenseless.

Switzerland, on the other hand, requires by law that every male not only serve in the military, but also that he keep those arms in his possession. Because Switzerland is armed and capable of self-defense, she has been able to remain neutral throughout the great wars that have ravaged Europe and has a lower crime rate than most nations of the world.

The gun is only a tool, a neutral object. Violence and crime are due not to guns but to the moral character of the people and the leniency of the laws protecting the criminal element.

Every nation that has fallen to communism has been disarmed and enslaved.

I fear that violence will scare people into surrendering their God-given right of self-protection. Violence, crime, and immorality are a direct result of government intervention into the many areas of life. We cannot protect the criminal element and expect crime to decrease.

Can we justify the taking of arms from law-abiding people because they live in a weapon-free school zone?

This is not to be interpreted as meaning that weapons of any sort are justified on school property. Guns must be banned from school property, but that ban must not extend beyond the property line of the school.

I fear that the safe zones will extend into the home and community simply because children reside within the area or the home and could have access to the weapon.

Violence in our schools will not end by the confiscation of firearms. Violence is the fruit of an immoral people who are void of Biblical and moral principles. Does it not seem strange to you that you can give a prisoner a Bible, but are forbidden by law to distribute that same Bible to children in the public school? Why is the Bible forbidden? It is because of government interference!!! Perhaps less government and more local and parental responsibility would solve the problem.

FEDERAL GOVERNMENT FAILS – BUT STILL EXPECTS TO GIVE ADVICE

It is a pretty safe bet to pick the city with the nation's highest crime rate. Any reduction in crime can be counted as highly successful.

Data Collection

District of Columbia.

20 USC 598A

SEC. 708. COORDINATION OF FEDERAL ASSISTANCE.

The Secretary, as a member of the Coordinating Council on Juvenile Justice and Delinquency Prevention of the Department of Justice, shall coordinate the programs and activities carried out under this title with the programs and activities carried out by the departments and offices represented within the Council that provide assistance under other Federal law for purposes that are determined by the Secretary to be similar to the purpose of this title, in order to avoid redundancy and coordinate Federal assistance, research, and programs for youth violence prevention.

Minority-Focused Civics Education Act of 1994.
Native Americans
20 USC 598I.

20 USC 598Z.

TITLE VIII—MINORITY-FOCUSED CIVICS EDUCATION**SEC. 801. SHORT TITLE.**

This title may be cited as the "Minority-Focused Civics Education Act of 1994".

SEC. 802. PURPOSES.

It is the purpose of this title—

- (1) to encourage improved instruction for minorities and Native Americans in American government and civics through a national program of accredited summer teacher training and staff development seminars or institutes followed by academic year inservice training programs conducted on college and university campuses or other appropriate sites, for—
 - (A) social studies and other teachers responsible for American history, government, and civics classes; and
 - (B) other educators who work with minority and Native American youth; and
- (2) through such improved instruction to improve minority and Native American student knowledge and understanding of the American system of government.

20 USC 598Z.

SEC. 803. GRANTS AUTHORIZED; AUTHORIZATION OF APPROPRIATIONS.**(a) GRANTS AUTHORIZED.—**

- (1) IN GENERAL.—The Secretary is authorized to make grants to eligible entities for the development and implementation of seminars in American government and civics for elementary and secondary school teachers and other educators who work with minority and Native American students.

- (2) AWARD RULE.—In awarding grants under this title, the Secretary shall ensure that there is wide geographic distribution of such grants.

(b) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated \$5,000,000 for fiscal 1995, and such sums as may be necessary for each of the fiscal years 1996, 1997, and 1998, to carry out this title.

20 USC 598A.

SEC. 804. DEFINITIONS.

For purposes of this title—

- (1) the term "eligible entity" means a State educational agency, an institution of higher education or a State higher education agency, or a public or private nonprofit organization, with experience in coordinating or conducting teacher training seminars in American government and civics education, or a consortium thereof; and

- (2) the term "State higher education agency" means the officer or agency primarily responsible for the State supervision of higher education.

20 USC 598Z.

SEC. 805. APPLICATIONS.

- (a) APPLICATION REQUIRED.—Each eligible entity desiring a grant under this title shall submit an application to the Secretary, at such time, in such manner and containing or accompanied by such information as the Secretary may reasonably require.

- (b) CONTENTS OF APPLICATION.—Each application submitted pursuant to subsection (a) shall—

- (1) define the learning objectives and course content of each seminar to be held and describe the manner in which seminar participants shall receive substantive academic instruction in the principles, institutions and processes of American government;

- (2) provide assurances that educators successfully participating in each seminar will qualify for either graduate credit or professional development or advancement credit according to the criteria established by a State or local educational agency;

- (3) describe the manner in which seminar participants shall receive exposure to a broad array of individuals who are actively involved in the political process, including political party representatives drawn equally from the major political parties, as well as representatives of other organizations involved in the political process;

- (4) provide assurances that the seminars will be conducted on a nonpartisan basis;

- (5) describe the manner in which the seminars will address the role of minorities or Native Americans in the American political process, including such topics as—

- (A) the history and current political state of minorities or Native Americans;

MINORITY FOCUSED CIVICS EDUCATION

Title VIII is a political "hot potato". No one wants to be discriminatory in their educational programs, nor do they want to touch this subject with a ten-foot pole. When it comes to minorities, everyone takes a hands-off approach to educational policy.

Let us be bold enough to look this subject squarely in the face. Let us ask some soul-searching questions. Let us see the importance of this section of Goals 2000.

Very honestly, minorities have become a political football, and I fear that they are being used and exploited for political purposes.

Have you noticed the number of times that this law gives reference to world class standards and international agreements? If a world-core curriculum with world class standards, complete with international achievement tests is to be adopted as a national curriculum, it is obvious that we must teach to the test if our youth are to fair well on the international test surveys.

If we are to blend into an international curriculum with world class standards, we must dilute a nationalistic philosophy and replace it with a global philosophy.

How is this to be accomplished?

The youth of America must be weaned from a nationalistic philosophy. Two things are occurring at the same time. First, an international, global philosophy is being set into place, and secondly, there is a cry to include the various minority and native American cultures into the curriculum structure, which will dilute a common nationalistic view.

Although this law calls for improved instruction to improve minority and native American student knowledge and understanding of the American system of government, past experience has shown that each minority group wishes to spend time on its particular nationality. As a result, we hear constant emphasis on the fact that we must have a multi-cultural view in our approach to education to be able to fairly treat the different segments of society.

Unfortunately, minority groups have jumped on the bandwagon little realizing that they are being manipulated and exploited for political purposes.

A careful study of the average American history book that is printed today will reveal that the publishers have tried so desperately to include a "fair" balance of subject matter and space to the different minorities that their finished product has become void of Americanist principles.

We read about great men, but we do not read what they said or what they wrote. The average student can complete a course of study in history and civics and finish the course with very little knowledge of the concepts that gave birth to freedom.

Our schools are busy teaching, but have we considered what is not being taught?

Title VI, Sec. 601(c)(3)(v) calls for the reprinting of the Federalist Papers, selected writings of President Adams, and Jefferson, and the anti-federalists. More recent works and joint research projects* in such areas are to be printed and placed into foreign countries while exchanging their basic writings for use in our nation's schools. To the novice this sounds very patriotic and implies that our national curriculum shall include the concepts of freedom to help former communist countries to make the transition to democracy. But a careful study of Goals 2000: Educate America Act reveals that the total law is very closely aligned with the socialist philosophy of education. Some would call this a play on words, double talk, or as one of our native Americans would say, "educator speak with forked tongue."

May I propose that the Federalist Papers, the early writings of President Adams, and Jefferson and the anti-federalist papers become required study in all of our nations high schools. And may I also suggest that Booker T. Washington's excellent book UP FROM SLAVERY be encouraged reading by all junior

*Joint research projects on the philosophy of government CANNOT promote nationalism, but rather a diluted world view so as to accommodate both/all participants' viewpoint.

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- (B) recent research on minority or Native American political socialization patterns and cognitive learning styles; and
 - (C) studies of political participation patterns of minorities or Native Americans;
 - (6) describe the pedagogical elements for teachers that will enable teachers to develop effective strategies and lesson plans for teaching minorities or Native American students at the elementary and secondary school levels;
 - (7) identify the eligible entities which will conduct the seminars for which assistance is sought;
 - (8) in the case that the eligible entity is an institution of higher education, describe the plans for collaborating with national organizations in American government and civics education;
 - (9) provide assurances that during the academic year educators participating in the summer seminars will provide inservice training programs based upon what such educators have learned and the curricular materials such educators have developed or acquired for their peers in their school systems with the approval and support of their school administrators; and
 - (10) describe the activities or services for which assistance is sought, including activities and services such as—
 - (A) development of seminar curricula;
 - (B) development and distribution of instructional materials;
 - (C) scholarships for participating teachers; and
 - (D) program assessment and evaluation.
- (c) PRIORITY.—The Secretary, in approving applications for assistance under this title, shall give priority to applications which demonstrate that—
- (1) the applicant will serve teachers who teach in schools with a large number or concentration of economically disadvantaged students;
 - (2) the applicant has demonstrated national experience in conducting or coordinating accredited summer seminars in American government or civics education for elementary and secondary school teachers;
 - (3) the applicant will coordinate or conduct seminars on a national or multistate basis through a collaboration with an institution of higher education, State higher education agency or a public or private nonprofit organization, with experience in coordinating or conducting teacher training programs in American government and civics education;
 - (4) the applicant will coordinate or conduct seminars designed for more than one minority student population and for Native Americans; and
 - (5) the applicant will coordinate or conduct seminars that offer a combination of academic instruction in American government, exposure to the practical workings of the political system, and training in appropriate pedagogical techniques for working with minority and Native American students.

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Educational
Research,
Development,
Dissemination,
and
Improvement
Act of 1994.
20 USC 6001.

20 USC 6002.

TITLE IX—EDUCATIONAL RESEARCH AND IMPROVEMENT

SEC. 901. SHORT TITLE.

This title may be cited as the "Educational Research, Development, Dissemination, and Improvement Act of 1994".

SEC. 902. FINDINGS.

The Congress finds as follows with respect to improving education in the United States:

(1) A majority of public schools in the United States are failing to prepare students to achieve the National Education Goals. The Federal Government should support an extensive program of educational research, development, dissemination, replication and assistance to identify and support the best responses for the challenges ahead. A significant investment in attaining a deeper understanding of the processes of learning and schooling and developing new ideas holds the best hope of making a substantial difference to the lives of every student in the United States. The Office of Educational Research and Improvement within the Department of Education should be at the center of this campaign in order to coordinate such efforts.

(2) The Federal role in educational research has been closely identified with youths who are socioeconomically disadvantaged, are minorities, belong to a language minority, or have a disability. The Federal commitment to education was sufficient to serve not more than—

- (A) in 1993, 1 out of every 6 low-income children in need of preschool education;
- (B) in 1990, 3 out of every 5 children in need of remediation;
- (C) in 1991, 1 out of every 5 children in need of bilingual education; and
- (D) in 1992, 1 out of every 20 youths eligible for assist-

high school students.

A careful study of these writings will build a foundation of American principles, teach character-building principles, and teach our young people to become independent and self-reliant rather than teach them to look to government to solve their problems.

In my estimation, Title VIII, Minority-Focused Civics Education, will dilute nationalism and create a global/multi-cultural philosophy which is so essential to the merger of the nations into an international educational program.

You, the minorities and native Americans, have as much right and responsibility to maintain freedom as any other group of people. Will you allow your ethnic background to become a political football to eventually destroy your freedom to teach your children your basic values?

If you lose the concepts of freedom, you WILL LOSE the distinctiveness of your cultural background; for eventually you are to become a citizen of the world community where differences are to be eroded to build a generic society.

The issue is not race; the issue is freedom. If we allow our people to be divided into a cultural war, we will soon drive the dagger of prejudice into our nation's heart. No nation can long survive if the foundational principles of freedom are knocked out from beneath its feet.

Freedom! Liberty! Justice! These are the issues that must consume our time and bolster our character. If these principles are taught, we can continue to survive as a free people; but if neglected, our republic form of government will perish from the face of the earth. Abraham Lincoln's fear, as stated in his Gettysburg Address, will have come to pass.

NATIONAL STANDARDS

ARE BIASED AGAINST AMERICANISM

For a closer look at the controversial and biased (against Western civilization and the United States) standards that have been developed for history, get a copy of the *National Standards for World History* and the *National Standards for U. S. History (grades 5-12)*. These should be available in university libraries, or you can order them direct from:

National Center for History in the Schools
U. C. L. A.
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THREE STEPS TO SOCIAL CHANGE

Social engineers have traditionally followed a threefold plan:

1. Create/expose the crisis
2. Identify the problem
3. Offer the solution

Let us observe these three basic steps in Goals 2000: Educate America Act.

1. Create/Expose the Crisis

Note the direct reference to the majority of public schools in the United States that are failing to prepare students to achieve national goals.

The crisis is exposed. The youth of America are not being prepared in the proper measure.

- A. The youth are *not* ready to enter school.
- B. Too many drop out or fall behind due to cultural differences or environment.
- C. Achievement tests are inadequate and fail to include citizenship guidance.
- D. Teachers are not continually improving and updating their credentials.

ance under the Job Training Partnership Act.

(3) The failure of the Federal Government to adequately invest in educational research and development has denied the United States a sound foundation of knowledge on which to design school improvements. The educational achievement of minority children is of particular concern because at least half of the public school students in 25 of the largest cities of the United States are minority children, and demographers project that, by the year 2005, almost all urban public school students will be minority children or other children in poverty.

(4) The investment goal of the Federal research, development, and dissemination function should be at least 1 percent of the total amount of funds spent on education.

(5) Nationwide model programs and reliable interventions should be demonstrated and replicated, and for such purposes, programs should be established to conduct research and evaluations, and to disseminate information.

(6) The Office should develop a national dissemination policy that will advance the goal of placing a national treasure chest of research results, models, and materials at the disposal of the education decisionmakers of the United States.

(7) A National Educational Research Policy and Priorities Board should be established to work collaboratively with the Assistant Secretary to forge a national consensus with respect to long-term agenda for educational research, development, dissemination, and the activities of the Office.

(8) Existing research and development entities should adopt expanded, proactive roles and new institutions should be created to promote knowledge development necessary to accelerate the application of research findings to high priority areas.

(9) Greater use should be made of existing technologies in efforts to improve the educational system of the United States, including efforts to disseminate research findings.

(10) Minority educational researchers are inadequately represented throughout the Department of Education, but particularly in the Office. The Office therefore should assume a leadership position in the recruitment, retention, and promotion of qualified minority educational researchers.

(11) The coordination of the mission of the Office with that of other components of the Department of Education is critical. The Office should improve the coordination of the educational research, development, and dissemination function with those of other Federal agencies.

PART A—GENERAL PROVISIONS REGARDING THE OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT

SEC. 911. REPEAL.

(a) REPEAL.—Section 405 of the General Education Provisions Act (20 U.S.C. 1221e) is repealed.

(b) CONFORMING AMENDMENT.—The second sentence of section 209 of the Department of Education Organization Act (20 U.S.C. 3419) is amended by inserting “and such functions as set forth in the Educational Research, Development, Dissemination, and Improvement Act of 1994” after “delegate”.

SEC. 912. OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT.

(a) DECLARATION OF POLICY REGARDING EDUCATIONAL OPPORTUNITY.—

(1) IN GENERAL.—The Congress declares it to be the policy of the United States to provide to every individual an equal opportunity to receive an education of high quality regardless of race, color, religion, sex, age, disability, national origin, or social class. Although the American educational system has pursued this objective, it has not been attained. Inequalities of opportunity to receive high quality education remain pronounced. To achieve the goal of quality education requires the continued pursuit of knowledge about education through research, development, improvement activities, data collection, synthesis, technical assistance, and information dissemination. While the direction of American education remains primarily the responsibility of State and local governments, the Federal Government has a clear responsibility to provide leadership in the conduct and support of scientific inquiry into the educational process.

(2) MISSION OF OFFICE.—

(A) The mission of the Office shall be to provide national leadership in—

(i) expanding fundamental knowledge and understanding of education;

(ii) promoting excellence and equity in education; and the achievement of the National Educational Goals by spurring reform in the school systems of the United States;

(iii) promoting the use and application of research and development to improve practice in the classroom; and

(iv) monitoring the state of education.

(B) The mission of the Office shall be accomplished in collaboration with researchers, teachers, school adminis-

Systematic

108 STAT. 213

National
Data Base

20 USC 6011.

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- E. Mathematics and science scores have dropped drastically. Students are unprepared to enter the work force.
- F. Adults are often illiterate and incapable of changing positions.
- G. Schools are unsafe and plagued with drugs, alcohol, and weapons.
- H. Parents are incapable of correcting the problems at home and must be helped themselves in order to aid the schools' efforts in teaching the youth.

2. Identify the Problem

Contrary to what you just read, what you thought was the problem is only the “fruit” of the problem. The “root cause” must be identified if the problems are to be corrected. What is that “root cause”?

“The failure of the federal government to adequately invest in educational research and development has denied the United States a sound foundation of knowledge on which to design school improvements.”

Goals 2000: Educate America Act identifies the problem as the failure of government to carry out its proper role in the educational arena. This course leads to the proposed solution.

3. Offer the Solution

Government must acknowledge its error and correct the problem.

“The Congress declares it to be the policy of the United States to provide to every individual an equal opportunity to receive an education of high quality regardless of race, color, religion, sex, age, disability, national origin, or social class.”

With this declaration, Congress has passed Goals 2000: Educate America Act and has declared that the federal government is to develop and present to the states the framework necessary to implement a national curriculum. And if the states choose (volunteer) to do so, they will legislatively shift the

trators, parents, students, employers, and policymakers.

(b) PURPOSE AND STRUCTURE OF OFFICE.—

(1) IN GENERAL.—The Secretary, acting through the Office, shall carry out the policies set forth in subsection (a). In carrying out such policies, the Office shall be guided by the Research Priorities Plan developed by the Assistant Secretary working collaboratively with the Board and which has been approved by the Board.

(2) ADMINISTRATIVE STRUCTURE.—The Office shall be administered by the Assistant Secretary and shall include—

(A) the National Educational Research Policy and Priorities Board established by section 921;

(B) the national research institutes established by section 931;

(C) the national education dissemination system established by section 941;

(D) the National Center for Education Statistics; and

(E) such other units as the Secretary deems appropriate to carry out the purposes of the Office.

(3) AUTHORIZED ACTIVITIES.—

(A) OFFICE.—In fulfilling its purposes under this section, the Office is authorized to—

(i) conduct and support education-related research activities, including basic and applied research, development, planning, surveys, assessments, evaluations, investigations, experiments, and demonstrations of national significance;

(ii) disseminate the findings of education research, and provide technical assistance to apply such information to specific problems at school sites;

(iii) collect, analyze, and disseminate data related to education, and to library and information services;

(iv) promote the use of knowledge gained from research and statistical findings in schools, other educational institutions, and communities;

(v) provide training in education research; and

(vi) promote the coordination of education research and research support within the Federal Government, and otherwise assist and foster such research.

(c) APPOINTMENT OF EMPLOYEES.—

(1) IN GENERAL.—The Assistant Secretary may appoint, for terms not to exceed three years (without regard to the provisions of title 5, United States Code, governing appointment in the competitive service) and may compensate (without regard to the provisions of chapter 51 and subchapter III of chapter 53 of such title relating to classification and General Schedule pay rates) such scientific or technical employees of the Office as the Assistant Secretary considers necessary to accomplish its functions, provided that—

(A) at least 30 days prior to the appointment of any such employee, public notice is given of the availability of such position and an opportunity is provided for qualified individuals to apply and compete for such position;

(B) the rate of basic pay for such employees does not exceed the maximum rate of basic pay payable for positions at GS-15, as determined in accordance with section 5376 of title 5, United States Code;

(C) the appointment of such employee is necessary to provide the Office with scientific or technical expertise which could not otherwise be obtained by the Office through the competitive service; and

(D) the total number of such employees does not exceed one-fifth of the number of full-time, regular scientific or professional employees of the Office.

(2) REAPPOINTMENT OF EMPLOYEES.—The Assistant Secretary may reappoint employees described in paragraph (1) upon presentation of a clear and convincing justification of need, for one additional term not to exceed 3 years. All such employees shall work on activities of the Office and shall not be reassigned to other duties outside the Office during their term.

(d) AUTHORITY TO PUBLISH.—

(1) IN GENERAL.—The Assistant Secretary is authorized to prepare and publish such information, reports, and documents as may be of value in carrying out the purposes of this title without further clearance or approval by the Secretary or any other office of the Department of Education.

(2) QUALITY ASSURANCE.—In carrying out such authority, the Assistant Secretary shall—

(A) establish such procedures as may be necessary to assure that all reports and publications issued by the Office are of the highest quality; and

(B) provide other offices of the Department of Education with an opportunity to comment upon any report or publication prior to its publication when its contents relate to matters for which such office has responsibility.

(e) BIENNIAL REPORT ON ACTIVITIES OF OFFICE.—The Assistant Secretary shall transmit to the President and the Congress by not later than December 30 of every other year a report which shall consist of—

(1) a description of the activities carried out by and through each research institute during the fiscal years for which such

final authority of education to the federal level and divest themselves and the parents of that control which they have had since the formation of colonies on the banks of our Eastern shores.

NO WHERE in the Constitution can be found any reference to federal involvement or control of education. Although our forefathers understood the value of education and its necessity to ensure a republic form of government, they clearly understood that education was a state right and more specifically a parental right.

Parental rights are going to be the biggest hurdle that the federal government is going to come up against.

Parents are not going to surrender their children to either the state or the federal government without a fight. How is this to be accomplished? The federal government must find a legal way that will stand up under the scrutiny of the law and hold up in a court of law. This is why we find the necessity of parental involvement but most specifically partnerships and contractual agreements with the federal or state government. Under the guise of holding schools accountable to high standards, parents are to be tricked into surrendering their children to the state and yielding up their God-given rights.

The state and federal governments will ultimately turn the tables on the parents forcing them to meet the contractual agreements.

The contractual agreements/partnerships will legally give the state the authority to educate the child according to its dictates.

Partnerships/contractual agreements with business and job training will likewise give the federal government the legal authority to eventually dictate policy and take control of businesses and create a nationalized work force. And this is all to be done with your tax dollars being given back to you in the form of grants, tuition tax credits, and vouchers.

Experiments

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**More
Laws****Top
down**

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report is prepared and any recommendations and comments regarding such activities as the Assistant Secretary considers appropriate;

(2) a description of the activities carried out by and through the national education dissemination system established by section 941 during the fiscal years for which such report is prepared and any recommendations and comments regarding such activities as the Assistant Secretary considers appropriate;

(3) such written comments and recommendations as may be submitted by the Board concerning the activities carried out by and through each of the institutes and the national education dissemination system during the fiscal years for which such report is prepared;

(4) a description of the coordination activities undertaken pursuant to subsection (g) during the fiscal years for which such report is prepared;

(5) recommendations for legislative and administrative changes necessary to improve the coordination of all educational research, development, and dissemination activities carried out within the Federal Government; and

(6) such additional comments, recommendations, and materials as the Assistant Secretary considers appropriate.

(f) RESEARCH PRIORITIES PLAN.—

(1) IN GENERAL.—Working collaboratively with the Board, the Assistant Secretary shall—

(A) survey and assess the state of knowledge in education research, development and dissemination to identify disciplines and areas of inquiry in which the state of knowledge is insufficient and which warrant further investigation, taking into account the views of both education researchers and practicing educators;

(B) consult with the National Education Goals Panel and other authorities on education to identify national priorities for the improvement of education;

(C) actively solicit recommendations from education researchers, teachers, school administrators, cultural leaders, parents, and others throughout the United States through such means as periodic regional forums;

(D) provide recommendations for the development, maintenance, and assurance of a strong infrastructure for education, research, and development in the United States; and

(E) on the basis of such recommendations, develop a research priorities program which shall recommend priorities for the investment of the resources of the Office over the next 5-, 10-, and 15-year periods, including as priorities those areas of inquiry in which further research, development and dissemination—

(i) is necessary to attain the National Education Goals;

(ii) promises to yield the greatest practical benefits to teachers and other educators in terms of improving education; and

(iii) will not be undertaken in sufficient scope or intensity by the other Federal and non-Federal entities engaged in education research and development.

(2) CONTENTS OF PLAN.—(A) The research and priorities plan described in paragraph (1) shall, at a minimum—

(i) set forth specific objectives which can be expected to be achieved as a result of a Federal investment in the priorities set forth in the plan;

(ii) include recommendations with respect to research and development on cross-cutting issues which should be carried out jointly by 2 or more of the research institutes; and

(iii) include an evaluative summary of the educational research and development activities undertaken by the Federal Government during the preceding 2 fiscal years, which shall describe—

(I) what has been learned as a result of such activities;

(II) how such new knowledge or understanding extends or otherwise relates to what had been previously known or understood;

(III) the implications of such new knowledge or understanding for educational practice and school reform; and

(IV) any development, reform, and other assistance activities which have utilized such knowledge or understanding and the effects of such efforts.

(B) REPORT.—(i) Not later than 6 months after the first meeting of the Board and by October 1 of every second year thereafter, the Assistant Secretary shall publish a report specifying the proposed research priorities of the Office and allow a 60-day period beginning on the date of the publication of the report for public comment and suggestions.

(ii) Not later than 90 days after the expiration of the 60-day period referred to in clause (i), the Assistant Secretary shall submit to the Board a report specifying the proposed research priorities of the Office and any public comment and suggestions obtained under such subparagraph for the Board's review and approval.

With this background the Goals 2000: Educate America Act now goes into great detail to refund the U. S. Department of Education's Office of Educational Research and Improvement and creates within the OERI:

1. A national educational search policy and priorities board. (page 750)
2. National research institutes. (page 753)
3. A national education dissemination system. (page 761)
4. A national library of education. (page 766)

This is not a routine re-authorization of the U. S. Department of Education's Office of Educational Research and Improvement (OERI) - The Controversial office that has brought many experimental programs (including those dealing with attitudes, values, and beliefs) into our classrooms. This calls for the expansion of (OERI) by creating four new entities within this office.

I do not believe that it is necessary for me to critique each of these sections. You may take the time to dissect them if you wish, and in doing so you may watch carefully for your state's legislative action that will mesh the state plan with the federal plan.

Needless to say, this is a total grab by the federal government to implement total state control over all facets of our society. Education, business, and health care -- the three basic ingredients to a planned society are so intertwined that a total Socialist/Fascist system of control will be placed over the American people.

In essence, freedom is to give way to the iron fist of total government!

(g) COORDINATION.—With the advice and assistance of the Board, the Assistant Secretary shall work cooperatively with the Secretary and the other Assistant Secretaries of the Department of Education to establish and maintain an ongoing program of activities designed to improve the coordination of education research, development, and dissemination and activities within such Department and within the Federal Government to—

(1) minimize duplication in education research, development, and dissemination carried out by the Federal Government;

(2) maximize the value of the total Federal investment in education research, development, and dissemination; and

(3) enable entities engaged in education research, development, and dissemination within the Federal Government to interact effectively as partners and take full advantage of the diverse resources and proficiencies which each entity has available.

(h) ACTIVITIES REQUIRED WITH RESPECT TO COORDINATION.—

In carrying out such program of coordination, the Assistant Secretary shall compile (and thereafter regularly maintain) and make available a comprehensive inventory of education research, development, dissemination activities, and expenditures being carried out by the Federal Government.

(i) STANDARDS FOR THE CONDUCT AND EVALUATION OF RESEARCH.—

(1) IN GENERAL.—In consultation with the Board, the Assistant Secretary shall develop such standards as may be necessary to govern the conduct and evaluation of all research, development, and dissemination activities carried out by the Office to assure that such activities meet the highest standards of professional excellence. In developing such standards, the Assistant Secretary shall review the procedures utilized by the National Institutes of Health, the National Science Foundation, and other Federal departments or agencies engaged in research and development and shall also actively solicit recommendations from research organizations and members of the general public.

(2) CONTENTS OF STANDARDS.—Such standards shall at a minimum—

(A) require that a process of open competition be used in awarding or entering into all grants, contracts, and cooperative agreements under this title;

(B) require that a system of peer review be utilized by the Office—

(i) for reviewing and evaluating all applications for grants and cooperative agreements and bids for those contracts which exceed \$100,000;

(ii) for evaluating and assessing the performance of all recipients of grants from and cooperative agreements and contracts with the Office; and

(iii) for reviewing and designating exemplary and promising programs in accordance with section 941(d);

(C) describe the general procedures which shall be used by each peer review panel in its operations;

(D) describe the procedures which shall be utilized in evaluating applications for grants, proposed cooperative agreements, and contract bids; and

(ii) specify the criteria and factors which shall be considered in making such evaluations;

(E) describe the procedures which shall be utilized in reviewing educational programs which have been identified by or submitted to the Secretary for evaluation in accordance with section 941(d); and

(F) require that the performance of all recipients of grants from and contracts and cooperative agreements with the Office shall be periodically evaluated, both during and at the conclusion of their receipt of assistance.

(3) PUBLICATION AND PROMULGATION OF STANDARDS.—

(A) The Assistant Secretary shall publish proposed standards—

(i) which meet the requirements of subparagraphs

(A), (B), (C), and (D) of paragraph (2) not later than 1 year after the date of the enactment of this title;

(ii) which meet the requirements of paragraph

(2)(E) not later than 2 years after such date; and

(iii) which meet the requirements of subparagraph

(F) of paragraph (2) not later than 3 years after such date.

(B) Following the publication of such proposed standards, the Assistant Secretary shall solicit comments from interested members of the public with respect to such proposed standards for a period of not more than 120 days. After giving due consideration to any comments which may have been received, the Assistant Secretary shall transmit such standards to the Board for its review and approval.

(C) Upon the approval of the Board, the Assistant Secretary shall transmit final standards to the Secretary which meet the requirements of the particular subparagraphs of paragraph (2) for which such standards were developed. Such standards shall be binding upon all activi-

CONCLUSION:

The following comments have no direct reference to the portions of Goals 2000: Educate America Act that parallel these comments. I am simply using the space available to summarize my thoughts upon the law as a whole.

Needless to say, there are many things about the law that concern me which I have pointed out in this massive Research Manual. I think it unnecessary to elaborate beyond that which has already been produced.

My primary concern lies in the shift from local and state control to federal control. In spite of the number of times that the law emphasizes the right of parents and state to control their educational programs, the law is so written that it nullifies those claims. Final authority does indeed shift to the federal level.

For the first time in American history, the federal government is seeking to develop and implement a national curriculum with world-class standards. Our nation is entering into educational agreements with other nations and implementing their philosophy into our nation's schools.

For all practical purposes, it appears that the Goals 2000: Educate America Act very closely resembles the socialistic/statist view that is seen in both the goals of the World Conference on Education For All, which was sponsored by the United Nations and was held in Jomtien, Thailand, and in the educational philosophy espoused by the former Soviet Union.

One cannot read the book, *The Scientific and Technological Revolution and the Revolution in Education by Vladimir Turchenko* as published by Progress Publishers in Moscow, Russia, without realizing that the basic concepts of the Soviet educational system are nearly identical to

ties carried out with funds appropriated pursuant to subsection (m).

(j) ADDITIONAL RESPONSIBILITIES OF THE ASSISTANT SECRETARY.—In carrying out the activities and programs of the Office, the Assistant Secretary—

(1) shall be guided by the Research Priorities Plan developed by the Assistant Secretary working collaboratively with the Board and which has been approved by the Board;

(2) shall ensure that there is broad and regular public and professional involvement from the educational field in the planning and carrying out of the Office's activities, including establishing teacher advisory boards for any program office, program or project of the Office as the Assistant Secretary deems necessary and involving Indian and Alaska Native researchers and educators in activities that relate to the education of Indian and Alaska Native people;

(3) shall ensure that the selection of research topics and the administration of the program are free from undue partisan political influence;

(4) shall ensure that all statistics and other data collected and reported by the Office shall be collected, cross-tabulated, analyzed, and reported by sex within race or ethnicity and socioeconomic status whenever feasible (and when such data collection or analysis is not feasible, ensure that the relevant report or document includes an explanation as to why such data collection or analysis is not feasible);

(5) is authorized to administer funds to support a single project when more than 1 Federal agency uses funds to support such project, and the Assistant Secretary may act for all such agencies in administering such funds; and

(6) is authorized to offer information and technical assistance to State and local educational agencies, school boards, and schools, including schools funded by the Bureau, to ensure that no student is—

(A) denied access to the same rigorous, challenging curriculum that such student's peers are offered; or

(B) grouped or otherwise labeled in such a way that may impede such student's achievement.

(k) INDEPENDENT EVALUATIONS.—The Secretary shall enter into one or more contracts for the conduct of an independent evaluation of the effectiveness of the implementation of the provisions of this title. Such evaluations shall be transmitted to the Congress, the President, and the Assistant Secretary not later than 54 months after the date of the enactment of this title.

(l) DEFINITIONS.—For purposes of this title, the following definitions apply:

(1) ASSISTANT SECRETARY.—The term "Assistant Secretary" means the Assistant Secretary for Educational Research and Improvement established by section 202 of the Department of Education Organization Act.

(2) AT-RISK STUDENT.—The term "at-risk student" means a student who, because of limited English proficiency, poverty, race, geographic location, or economic disadvantage, faces a greater risk of low educational achievement or reduced academic expectations.

(3) BOARD.—The term "Board" means the National Educational Research Policy and Priorities Board.

(4) DEVELOPMENT.—The term "development"—

(A) means the systematic use, adaptation, and transformation of knowledge and understanding gained from research to create alternatives, policies, products, methods, practices, or materials which can contribute to the improvement of educational practice; and

(B) includes the design and development of prototypes and the testing of such prototypes for the purposes of establishing their feasibility, reliability, and cost-effectiveness.

(5) DISSEMINATION.—The term "dissemination" means the communication and transfer, through the provision of technical assistance and other means, of the results of research and proven practice in forms that are understandable, easily accessible and usable or adaptable for use in the improvement of educational practice by teachers, administrators, librarians, other practitioners, researchers, policymakers, and the public.

(6) EDUCATIONAL RESEARCH.—The term "educational research" includes basic and applied research, inquiry with the purpose of applying tested knowledge gained to specific educational settings and problems, development, planning, surveys, assessments, evaluations, investigations, experiments, and demonstrations in the field of education and other fields relating to education.

(7) FIELD-INITIATED RESEARCH.—The term "field-initiated research" means education research in which topics and methods of study are generated by investigators, including teachers and other practitioners, not by the source of funding.

(8) NATIONAL EDUCATION DISSEMINATION SYSTEM.—The term "national education dissemination system" means the activities carried out by the Office of Reform Assistance and Dissemination established by section 941.

(9) OFFICE.—The term "Office", unless otherwise specified, means the Office of Educational Research and Improvement

that which we are now putting into our schools. Immediately someone will state that communism has collapsed and the people are modifying their program to become more democratic. My reply to that statement is that the book was published in 1976, sixteen years before the fall of communism.

But even at that time they were well aware of the changes that were necessary to socialize the nations of the world. On page 105, V. Turchenko stated,

"The Communist Parties feel that the struggle for the democratization of education is an important and indispensable aspect of the general struggle for democracy, which in turn is a component part of the struggle for socialism."

He further stated on page 31:

"The education system leads to the aggravation of class antagonisms, to the growth of the self-awareness and cohesion of the exploited and their ability to conduct an organized struggle. Communists struggle in all ways possible to strengthen this aspect by democratizing the educational system, by eliminating class barriers, and by progressive renewal of the content of education...."

V. Turchenko further summarizes the purpose and direction of Soviet education on page 177:

"So one can today predict the following directions for basic change in public education:

first, socio-production activity will become an inseparable part of the activity of educational institutions;

second, education as a systematic activity to acquire new knowledge will become a necessity for every working person throughout his life;

third, combining pedagogical and production functions in the

Data collection

Race norming

Contracts

At risk defined

1. Limited English

2. Poor

3. Race

4. Geographic location (rural)

5. Economic

disadvantaged

In the classroom

established in section 209 of the Department of Education Organization Act.

(10) NATIONAL RESEARCH INSTITUTE.—The term "national research institute" means an institute established in section 931.

(11) TECHNICAL ASSISTANCE.—The term "technical assistance" means assistance in identifying, selecting, or designing solutions based on research to address educational problems, planning, and design that leads to adapting research knowledge to school practice, training to implement such solutions, and other assistance necessary to encourage adoption or application of research.

(12) UNITED STATES; STATE.—The terms "United States" and "State" means each of the 50 States, the District of Columbia, the Commonwealth of Puerto Rico, Guam, American Samoa, the Virgin Islands, the Commonwealth of the Northern Mariana Islands, Palau (until the effective date of the Compact of Free Association with the Government of Palau), the Republic of the Marshall Islands, and the Federated States of Micronesia.

(m) AUTHORIZATION OF APPROPRIATIONS.—

(1) NATIONAL INSTITUTES.—

(A) For the purpose of carrying out section 931, there is authorized to be appropriated \$68,000,000 for fiscal year 1995.

(B)(i) For the purpose of carrying out the provisions of section 931 relating to the National Institute on Student Achievement, Curriculum, and Assessment and the National Institute on the Education of At-Risk Students, there are authorized to be appropriated \$60,000,000 for fiscal year 1996, and such sums as are necessary for each of fiscal years 1997, 1998, and 1999.

(ii) Of the total amounts appropriated pursuant to clause (i)—

(I) 50 percent shall be used by the Assistant Secretary for the purpose of carrying out the provisions of section 931 relating to the National Institute on the Education of At-Risk Students; and

(II) 50 percent shall be used for the purpose of carrying out the provisions of section 931 relating to the National Institute on Student Achievement, Curriculum, and Assessment.

(C) For the purpose of carrying out the provisions of section 931 relating to the National Institute on Educational Governance, Finance, Policy-Making, and Management, there are authorized to be appropriated \$10,000,000 for fiscal year 1996, and such sums as are necessary for each of fiscal years 1997, 1998, and 1999.

(D) For the purpose of carrying out the provisions of section 931 relating to the National Institute on Early Childhood Development and Education, there are authorized to be appropriated \$15,000,000 for fiscal year 1996, and such sums as are necessary for each of fiscal years 1997, 1998, and 1999.

(E) For the purpose of carrying out the provisions of section 931 relating to the National Institute on Post-Secondary Education, Libraries, and Lifelong Learning, there are authorized to be appropriated \$15,000,000 for fiscal year 1996, and such sums as are necessary for each of fiscal years 1997, 1998, and 1999.

(F) COORDINATION AND SYNTHESIS.—The Assistant Secretary is authorized to reserve not more than 10 percent of the total amounts appropriated in any fiscal year pursuant to subparagraphs (A) through (E) (but not more than 33 percent of the amount appropriated for any single institute in any fiscal year) for the purposes of supporting coordination and synthesis activities described in section 931(i) or to address other priorities which are consistent with the Research Priorities Plan developed by the Assistant Secretary and approved by the Board.

(2) NATIONAL EDUCATION DISSEMINATION SYSTEM.—

(A)(i) For the purpose of carrying out paragraph (2) of subsection (b) and subsections (c) through (g) of section 941, there are authorized to be appropriated \$23,000,000 for fiscal year 1995, and such sums as are necessary for each of the fiscal years 1996 through 1999.

(ii) Of the amount appropriated under clause (i) for any fiscal year, the Secretary shall make available not less than \$8,000,000 to carry out subsection (f) of section 941 (relating to Educational Resources Information Center Clearinghouses).

(B) For the purpose of carrying out subsection (h) of section 941 (relating to regional educational laboratories), there are authorized to be appropriated \$41,000,000 for fiscal year 1995, and such sums as are necessary for each of the fiscal years 1996 through 1999. Of the amounts appropriated under the preceding sentence for a fiscal year, the Secretary shall obligate not less than 25 percent to carry out such purpose with respect to rural areas (including schools funded by the Bureau which are located in rural areas).

(C) For the purpose of carrying out subsection (j) of

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activity of one and the same person will be widespread;

fourth, the upbringing of the younger generation will become the affair of all."

When one analyzes this basic summary, it certainly does not differ from the overall objectives of Goals 2000: Educate America Act.

My question is very simple. Why is America placing into its schools a statist system that has proven to be a failure?

To answer that question, we must look beyond the educational issue. We must realize that the boundary lines of nations are evaporating. The world is growing smaller in that modern technology is breaking down the barriers. The business world no longer thinks in terms of a nation's geographic sphere of influence, but seeks rather to market its products on a global scale. The many trade standards, units of measure, currency exchange, and laws governing each nation tend to interfere with the rapid exchange of goods and services.

Strictly speaking, from a business point of view, it would be simpler and cheaper to have one universal standard, one set of laws, one medium of exchange, and one governmental system to exercise control.

Because this is the case, nations are merging into power blocs. NAFTA and GATT are good examples of the giant steps taken in the effort to eliminate national boundaries and enhance the flow of goods and services.

Militarily, we are seeing a very rapid shift in downsizing national defense and the rapid growth of a world peace-keeping force. Kuwait, Somalia, Bosnia, and Haiti are classic examples of an international effort to maintain peace under the jurisdiction of the United Nations.

section 941 (relating to the teacher research dissemination demonstration program) there are authorized to be appropriated \$20,000,000 for fiscal year 1995, and such sums as are necessary for each of the fiscal years 1996 through 1999.

(D) For the purpose of carrying out subsection (i) of section 941 (relating to the Goals 2000 Community Partnerships program), there are authorized to be appropriated \$30,000,000 for fiscal year 1995, \$50,000,000 for fiscal year 1996, and such sums as are necessary for each of the fiscal years 1997 and 1999.

(3) NATIONAL EDUCATIONAL RESEARCH POLICY AND PRIORITIES BOARD.—Of the amounts appropriated under paragraphs (1) and (2) for any fiscal year, the Secretary shall make available 2 percent of such amounts, or \$1,000,000, whichever is less, for the purpose of supporting the activities and expenses of the Board and the collaborative development of the Research Priorities Plan by the Assistant Secretary and the Board.

(4) ALLOCATIONS FOR GRANTS, COOPERATIVE AGREEMENTS, AND CONTRACTS.—Of the amounts appropriated under paragraph (1) or (2) for any fiscal year, not less than 95 percent shall be expended to carry out the purposes described in such paragraphs through grants, cooperative agreements, or contracts.

(5) LIMITATIONS ON APPROPRIATIONS.—No amounts are authorized to be appropriated under paragraph (1) or (2) for fiscal year 1996 or any fiscal year thereafter unless the Board has been appointed in accordance with section 921.

(6) GRANT AUTHORIZED.—

(A) IN GENERAL.—From the amounts appropriated pursuant to paragraph (1) for any fiscal year, the Secretary is authorized, in accordance with the provisions of this paragraph, to award a grant of not more than \$5,000,000 to a public or private institution, agency or organization for a period not to exceed 5 years for the purpose of conducting a State-by-State poll to determine the perceptions of recent graduates of secondary schools, their instructors in institutions of higher education, parents of recent such graduates, and employers of recent such graduates on how well schools have prepared students for further education or employment.

(B) MATCHING REQUIREMENT.—The grant described in subparagraph (A) shall be awarded on a competitive basis and shall be matched on a two-to-one basis by the recipient.

SEC. 913. ASSISTANT SECRETARY FOR EDUCATIONAL RESEARCH AND IMPROVEMENT.

Subsection (b) of section 202 of the Department of Education Organization Act is amended—

(1) in paragraph (1)—

(A) by striking subparagraph (E); and
(B) by redesignating subparagraphs (F) and (G) as subparagraphs (E) and (F), respectively; and

(2) by adding at the end the following new paragraph:

"(3) There shall be in the Department an Assistant Secretary for Educational Research and Improvement who shall be—

"(A) appointed by the President, by and with the consent of the Senate; and

"(B) selected (giving due consideration to recommendations from the National Educational Research Policy and Priorities Board) from among individuals who—

"(i) are distinguished educational researchers or practitioners;

"(ii) have proven management ability; and

"(iii) have substantial knowledge of education within the United States.".

SEC. 914. SAVINGS PROVISION.

Notwithstanding any other provision of law, contracts for the regional educational laboratories, Educational Resources Information Center Clearinghouses and research and development centers and regional educational laboratories assisted under section 405 of the General Education Provisions Act, as such section was in effect on the day before the date of the enactment of this title, shall remain in effect until the termination date of such contracts.

SEC. 915. EXISTING GRANTS AND CONTRACTS.

(a) IN GENERAL.—Notwithstanding any other provision of law, grants and contracts for the research and development centers assisted under section 405 of the General Education Provisions Act, as such section was in effect on the day before the date of enactment of this Act, shall remain in effect until the termination date of such grants or contracts, as the case may be, except that such grants and contracts may be extended to implement the provisions of this title.

(b) USE OF FUNDS.—In carrying out subsection (a), the Secretary shall use funds appropriated pursuant to section 912(m)(1).

PART B—NATIONAL EDUCATIONAL RESEARCH POLICY AND PRIORITIES BOARD

SEC. 921. ESTABLISHMENT WITHIN OFFICE OF EDUCATIONAL

108 STAT. 223

20 USC 3412.

President.

20 USC 1221e note.

20 USC 1221e note.

20 USC 6021.

This being the case, it is only logical to see the design and implementation of an International Educational program.

Humanistically speaking, it is the wave of the future, the inevitable steps of progress. He who voices disapproval is out of step with reality. He is equated to the manufacturer of buggy whips who objected to the horseless carriage. Efforts to stop the steamroller effect of international education is likened to the candlemakers efforts to force electrical companies out of business, or the painters union which sought to use the power of government to stop the manufacture of paint rollers.

Progress must go on, and he who does not conform must give way or face annihilation by economic pressures or by the strong arm of the government.

But the question that we must answer is this -- in establishing a global economic system, a global standard to market our products, a global peace-keeping force, and a global education program, what system of government shall be established to insure the peoples/nations of the world fair and equitable treatment? Who is to become the final authority? Will it be a statist economy or a free market economy? Upon the answers to these questions will hinge the great issues of freedom or tyranny.

I think that we would do well to stop and ponder the wording of the proponents of the global economy. We are certainly hearing a lot about local control, parental involvement, site-based management, parent and business partnerships, which implies individual freedom and responsibility. But is it freedom as understood by our Founding Fathers, and does it match the concepts of limited constitutional government?

On Wednesday, January 11, 1995, President Clinton launched

RESEARCH AND IMPROVEMENT.

(a) IN GENERAL.—There is established within the Office a National Educational Research Policy and Priorities Board.

(b) FUNCTIONS.—It shall be the responsibility of the Board to—

(1) work collaboratively with the Assistant Secretary to determine priorities that should guide the work of the Office and provide guidance to the Congress in its oversight of the Office;

(2) review and approve the Research Priorities Plan developed by the Assistant Secretary in collaboration with the Board;

(3) review and approve standards for the conduct and evaluation of all research, development, and dissemination carried out under the auspices of the Office pursuant to this title; and

(4) review regularly, evaluate, and publicly comment upon, the implementation of its recommended priorities and policies by the Department and the Congress.

(c) ADDITIONAL RESPONSIBILITIES OF THE BOARD.—It shall also be the responsibility of the Board to—

(1) provide advice and assistance to the Assistant Secretary in carrying out the coordination activities described in section 912;

(2) make recommendations to the Assistant Secretary of persons qualified to fulfill the responsibilities of the Director of each research institute established by section 931 after making special efforts to identify qualified women and minorities and soliciting and giving due consideration to recommendations from professional associations and interested members of the public;

(3) advise and make recommendations to the President with respect to individuals who are qualified to fulfill the responsibilities of the Assistant Secretary for the Office;

(4) review and comment upon proposed contract grant, and cooperative agreement proposals in accordance with section 931(c)(4);

(5) advise the United States on the Federal educational research and development effort;

(6) recommend ways for strengthening active partnerships, among researchers, educational practitioners, librarians, and policymakers;

(7) recommend ways to strengthen interaction and collaboration between the various program offices and components;

(8) solicit advice and information from the educational field, to define research needs and suggestions for research topics, and shall involve educational practitioners, particularly teachers, in this process;

(9) solicit advice from practitioners, policymakers, and researchers, and recommend missions for the national research centers assisted under this title by identifying topics which require long-term, sustained, systematic, programmatic, and integrated research and dissemination efforts;

(10) provide recommendations for translating research findings into workable, adaptable models for use in policy and in practice across different settings, and recommendations for other forms of dissemination; and

(11) provide recommendations for creating incentives to draw talented young people into the field of educational research, including scholars from disadvantaged and minority groups.

(d) STANDING SUBCOMMITTEES.—The Board may establish a standing subcommittee for each of the Institutes established by section 931 and for the Office of Reform Assistance and Dissemination established by section 941(b) which shall advise, assist, consult with and make recommendations to the Assistant Secretary, the Board, the Director of such entity and the Congress on matters related to the activities carried out by and through such entities.

(e) POWERS OF THE BOARD.—In carrying out its functions, powers, and responsibilities, the Board—

(1) shall, without regard to the provisions of title 5, United States Code, relating to the appointment and compensation of officers or employees of the United States, appoint a director to be paid at a rate not to exceed the rate of basic pay payable for level V of the Executive Schedule who shall assist in carrying out and managing the activities of the Board and perform such other functions the Board determines to be necessary and appropriate;

(2) shall utilize such additional staff as may be appointed or assigned by the Assistant Secretary;

(3) may arrange for the detail of staff personnel and utilize the services and facilities of any department or agency of the Federal Government;

(4) may enter into contracts, or make other arrangements as may be necessary to carry out its functions;

(5) shall participate in any public meetings or other activities carried out by the Assistant Secretary in the development of the Research Priorities Plan;

(6) may review any grant, contract, or cooperative agreement made or entered into by the Office;

(7) may, to the extent otherwise permitted by law, obtain

his middle class Bill of Rights program in Galesburg, Illinois. He called for partnerships to be established with individuals and business and government to insure the opportunity of job training and greater productivity. The following are excerpts from his speech:

"We've got to have a new economic policy designed to help the American people compete and win in a global economy in which the government is a partner with people in their private lives and in private business in expanding opportunity..."

"The reason I fought for the trade agreements was so we could create more high-wage jobs in America by selling more world-class American products around the world. And it's working. So we need a new economic policy. We've got to sell; we've got to produce; we've got to be productive; and it has to be a partnership...."

"That's what I hope this welfare reform debate that we're ginning (sic) up again after a year will be all about in Washington. I do not believe that most Americans really want simply to reduce welfare so that we can punish poor people. I think what most Americans want is a welfare system that puts people to work and lets them be responsible parents instead of just having kids. I think that's what we want."

And that's why we have invested so much in education because education, by definition, is part of a covenant. You cannot educate somebody who will not be educated. All you can do is throw the lifeline of opportunity out there and someone either does it or not. They either exercise their own responsibility or not.

directly from any department or agency of the United States such information as the Board deems necessary to carry out its responsibilities;

(8) may convene workshops and conferences, collect data, and establish subcommittees which may be composed of members of the Board and nonmember consultants (including employees of the Department of Education) with expertise in the particular area addressed by such subcommittees; and

(9) shall establish such rules and procedures to govern its operations as it considers appropriate, to the extent otherwise permitted by law.

(f) MEMBERSHIP IN GENERAL.—

(1) QUALIFICATIONS.—The members of the Board shall be individuals who, by virtue of their training, experience, and background in educational research and the education professions, are exceptionally qualified to appraise the educational research and development effort of the United States and to fulfill the responsibilities described in subsections (b) and (c).

(2) BROAD REPRESENTATION.—Due consideration shall be given to the gender, race, and ethnicity of appointees to assure that the Board is broadly representative of the diversity of the United States.

(3) LIMITATION.—A voting member of the Board may not serve on any other governing or advisory board within the Department of Education or as a paid consultant of such Department.

(4) CONFLICT OF INTEREST.—A voting member of the Board shall be considered a special Government employee for the purposes of the Ethics in Government Act of 1978.

(g) SECRETARIAL APPOINTMENTS.—The Board shall consist of 15 members appointed by the Secretary. Of the members of the Board—

(1) five shall be appointed from among researchers in the field of education who have been nominated by the National Academy of Sciences;

(2) five shall be outstanding school-based professional educators; and

(3) five shall be individuals who are knowledgeable about the educational needs of the United States and may include parents with experience in promoting parental involvement in education, Chief State School Officers, local educational agency superintendents, principals, members of State or local boards of education or Bureau-funded school boards, and individuals from business and industry with experience in promoting private sector involvement in education.

(h) REQUIREMENTS FOR NOMINATIONS BY THE NATIONAL ACADEMY OF SCIENCES.—

(1) IN GENERAL.—In making nominations for the members of the Board described in subsection (g)(1), the National Academy of Sciences—

(A) shall give due consideration to recommendations from research and education organizations;

(B) may not nominate any individual who is an elected officer or employee of such organization; and

(C) shall nominate not less than 5 individuals for each of the positions on the Board for which such organization has responsibility for making nominations.

(2) REQUEST FOR ADDITIONAL NOMINATIONS.—In the event that the Secretary determines that none of the individuals nominated by the National Academy of Sciences meets the qualifications for membership on the Board specified in subsection (g), the Secretary may request that such organization make additional nominations.

(i) NOMINATIONS FOR BOARD MEMBERSHIP.—Prior to appointing any member of the Board, the Secretary shall actively solicit and give due consideration to recommendations from organizations such as the National Education Association, the American Federation of Teachers, the National Parent-Teachers Association, the American Library Association, the American Association of School Administrators, the National Association of State Boards of Education, the National Indian School Board Association, the Association of Community Tribal Schools, the National Indian Education Association, and other education-related organizations and interested members of the public.

(j) EX OFFICIO MEMBERS.—The ex officio, nonvoting members of the Board shall include the Assistant Secretary and may also include—

(1) the Director of Research for the Department of Defense;

(2) the Director of Research for the Department of Labor;

(3) the Director of the National Science Foundation;

(4) the Director of the National Institutes of Health;

(5) the chair of the National Endowment for the Arts;

(6) the chair of the National Endowment for the Humanities;

(7) the Librarian of Congress; and

(8) the Director of the Office of Indian Education Programs of the Department of the Interior.

(k) CHAIR.—The Board shall select a Chair from among its appointed members who shall serve for a renewable term of 2 years.

(l) TERMS OF OFFICE.—

(1) IN GENERAL.—Except as provided in paragraphs (2)

So we worked to expand Head Start and to set standards that are great for our nation's schools and to have new partnerships for young people that don't go to college to get further education. And we reformed drastically the college loan program so we could cut the costs and string out the repayments and make it something that could really be used by people instead of just another headache. And that's all made a difference, I think. So a new economic policy, a new covenant, a new social policy.

The third thing we've tried to do is to give you a different kind of government, to have the government in Washington change the way the economy is changing -- to have it be smaller, yes, but also more effective. To literally reinvent government...."

"So what I want to do now is -- we worked hard to get the fundamentals fixed for two years -- I want to spend two years working on lifting incomes and prospects and optimism and real hope for the future among people who are carrying the load in this country. That's what we can do. And that's what the Middle Class Bill of Rights is all about.

I might as well have called in the Bill of Rights and Responsibilities, because it doesn't do anything for anybody who's not already doing something for himself or herself. Anybody can give a tax cut, but what I want to do is cut taxes in a way that strengthens families and raises incomes. That's what we need to be doing in this country -- we need to strengthen families; we need to raise incomes.

Fifty years ago, the G.I. Bill of Rights helped transform a wartime economy into the most successful peacetime economy in history. It literally built the great

and (3), the term of office of each voting member of the Board shall be 6 years.

(2) EXCEPTIONS.—(A) Any individual appointed to fill a vacancy occurring on the Board prior to the expiration of the term for which the predecessor of the individual was appointed shall be appointed for the remainder of the term. A vacancy shall be filled in the same manner in which the original appointment was made.

(B) The terms of office of the members of the Board who first take office after the date of the enactment of this title shall, as designated by a random selection process at the time of appointment, be as follows:

- (i) 3 years for each of 5 members of the Board.
- (ii) 4 years for each of 5 members of the Board.
- (iii) 6 years for each of 5 members of the Board.

(3) PROHIBITION ON CERTAIN CONSECUTIVE TERMS.—An individual who has been a member of the Board for 12 consecutive years shall thereafter be ineligible for appointment during the 6-year period beginning on the date of the expiration of the 12th year.

(4) PROHIBITION REGARDING REMOVAL.—The Secretary shall neither remove nor encourage the departure of a member of the Board before the expiration of such member's term.

(m) MEETINGS OF BOARD.—

(1) INITIAL MEETING.—The Secretary shall ensure that the first meeting of the Board is held not later than May 15, 1995.

(2) SUBSEQUENT MEETINGS.—The Board shall meet quarterly, at the call of the Chair, and when at least one-third of the members of the Board make a written request to meet.

(3) QUORUM.—A majority of the Board shall constitute a quorum.

(4) OPEN MEETINGS.—The Government in the Sunshine Act (5 U.S.C. 552b) shall apply to meetings of the Board.

PART C—NATIONAL RESEARCH INSTITUTES

20 USC 6031.

SEC. 6031. ESTABLISHMENT WITHIN THE OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT.

(a) ESTABLISHMENT OF INSTITUTES.—In order to fulfill the research and development purposes of the Office, and to carry out a program of high-quality and rigorously evaluated research and development that is capable of improving Federal, State, Indian tribal, and local education policies and practices, there are established within the Office the following Institutes:

(1) The National Institute on Student Achievement, Curriculum, and Assessment.

(2) The National Institute on the Education of At-Risk Students.

(3) The National Institute on Educational Governance, Finance, Policy-Making, and Management.

(4) The National Institute on Early Childhood Development and Education.

(5) The National Institute on Postsecondary Education, Libraries, and Lifelong Education.

(b) DIRECTORS.—

(1) IN GENERAL.—Each Institute established by subsection (a) shall be headed by a Director who shall be appointed by the Assistant Secretary from among individuals who have significant experience and expertise in the disciplines relevant to the purposes of such Institute. The Assistant Secretary shall give due consideration to recommendations made by the Board of individuals qualified to fill the position.

(2) REPORTING.—Each Director shall report directly to the Assistant Secretary regarding the activities of the Institute and shall work with the other directors to promote research synthesis across the Institutes.

(c) AUTHORITIES AND DUTIES.—

(1) IN GENERAL.—The Assistant Secretary is authorized to conduct research, development, demonstration, and evaluation activities to carry out the purposes for which such Institute was established—

(A) directly;

(B) through grants, contracts, and cooperative agreements with institutions of higher education, regional educational laboratories, public and private organizations, institutions, agencies, and individuals, or a consortium thereof, which may include—

(i) grants to support research and development centers which are—

(I) awarded competitively for a period of 5 years and which may be renewed for an additional 5 years;

(II) of sufficient size, scope, and quality, and funded at not less than \$1,500,000 annually in order to support a full range of basic research, applied research and dissemination activities, which may also include development activities; and

(III) established by institutions of higher education, by institutions of higher education in consortium with public agencies or private non-profit organizations, or by interstate agencies

Grants,
Contracts.

American middle class, helping them get houses and education and to raise their kids. And now what I want to do is to implement this Middle Class Bill of Rights -- these ideas that will help us move into the 21st century with the American Dream alive for everyone."

"Finally, finally, we propose to take the literally billions of dollars the government now spends on dozens -- literally dozens -- of training programs and consolidate those programs and make that money directly available to people who are not eligible for it. That is, today, people who are unemployed can get help from a government training program. And people who are on quite modest incomes who are eligible for example, to participate in a job training and partnership act, training programs, can get help through a training program."

"I like this Middle Class Bill of Rights a lot because it furthers all three objectives that I had when I ran for President. It helps us build a new economy. The more people we educate, the more powerful our nation will be, the stronger our economy will be. It helps us build a new covenant. We offer more opportunity to people if they exercise the responsibility to take it; they have the power to improve their own lives. All of you do. You know that or you wouldn't be here today."

And it changes the way government works. Government is still being used to help expand opportunity, but in a less bureaucratic, less mandatory, more empowering way. I like it, and I hope the Congress will like it as well. And I hope you will help them like it be telling them that you like it."

108 STAT. 228

Federal
Register.
publication.

- established by compact which operate subsidiary bodies established to conduct postsecondary educational research and development;
- (ii) meritorious unsolicited proposals for educational research and related activities;
- (iii) proposals that are specifically invited or requested by the Assistant Secretary, on a competitive basis; and
- (iv) dissertation grants, awarded for a period of not more than 2 years and in a total amount not to exceed \$20,000 to graduate students in the sciences, humanities, and the arts to support research by such scholars in the field of education;
- (C) through the provision of technical assistance;
- (D) through the award of fellowships to support graduate study in educational research by qualified African-American, Hispanic, American Indian and Alaska Native, and other individuals from groups which have been traditionally underrepresented in the field of educational research which shall—
 - (i) be awarded on the basis of merit for a period of 3 years; and
 - (ii) provide stipends to each fellow in an amount which shall be set at a level of support comparable to that provided by the National Science Foundation Graduate Fellowships, except that such amounts shall be adjusted as necessary so as not to exceed each fellow's demonstrated level of need; and
- (E) through the award of fellowships in the Office for scholars, researchers, policymakers, education practitioners, librarians, and statisticians engaged in the use, collection, and dissemination of information about education and educational research which—
 - (i) shall be awarded following the biennial publication in the Federal Register of proposed research priorities and a period of 60 days for public comments and suggestions with respect to such priorities;
 - (ii) shall be awarded competitively following the publication of a notice in the Federal Register inviting the submission of applications; and
 - (iii) may include such stipends and allowances, including travel and subsistence expenses provided under title 5, United States Code, as the Assistant Secretary considers appropriate.

(2) SCOPE AND FOCUS OF ACTIVITIES.—In carrying out the purposes for which each Institute is established, the Assistant Secretary shall—

- (A) maintain an appropriate balance between applied and basic research;
 - (B) significantly expand the role of field-initiated research in meeting the education research and development needs of the United States by reserving not less than 20 percent of the amounts available to each Institute in fiscal years 1996 and 1997 and 25 percent in fiscal years 1998 and 1999 to support field-initiated research;
 - (C) provide for and maintain a stable foundation of long-term research and development on core issues and concerns conducted through university-based research and development centers by reserving not less than one-third of the amounts available to each Institute in any fiscal year to support such research and development centers;
 - (D) support and provide research information that leads to policy formation by State legislatures, State and local boards of education, schools funded by the Bureau, and other policy and governing bodies, to assist such entities in identifying and developing effective policies to promote student achievement and school improvement;
 - (E) promote research that is related to the core content areas;
 - (F) plan and coordinate syntheses that provide research knowledge related to each level of the education system (from preschool to postsecondary education) to increase understanding of student performance across different educational levels;
 - (G) conduct and support research in early childhood, elementary and secondary, vocational, adult and postsecondary education (including the professional development of teachers) to the extent that such research is related to the purposes for which such Institute has been established;
 - (H) conduct sustained research and development on improving the educational achievement of poor and minority individuals as an integral part of its work; and
 - (I) coordinate the Institute's activities with the activities of the regional educational laboratories and with other educational service organizations in designing the Institute's research agenda and projects in order to increase the responsiveness of such Institute to the needs of teachers and the educational field and to bring research findings directly into schools to ensure greatest access at the local level to the latest research developments.
- (3) REQUIREMENTS REGARDING FINANCIAL ASSISTANCE.—No

Classroom Research

108 STAT. 230

Creation of a National Workforce

"I am convinced -- I am convinced now on your behalf, having seen what is going on in Europe, having seen what is going on in Asia, having met with the leaders of all the Latin American countries, having a feel for what is happening in this world, I am convinced more than ever in my life that the best days of this country are still ahead of us -- if we remember that there are no guarantees.

The founders gave us the right to pursue life, liberty, happiness. That's what they gave us the right to do. Over seventy years ago your namesake here, Carl Sandburg, wrote a poem inspired by the Washington Monument. And I want to close with the line from that poem that meant the most to me: *Nothing happens unless, first, a dream.*'

More than anything, more even than our Constitution and laws, this country is a dream. And it is our job to renew it.

Thank you very much, and God bless you all."

President Clinton has called for a "Middle Class Bill of Rights." He is seeking to create partnerships with individuals, business and government to develop work training programs. He is calling for a reinventing of government that will be actively involved in the educational and business areas and is selling that idea on the down-sizing of government and returning power (funds) to the people to use as they see fit.

He states that:

"It changes the way government works. Government is still being used to help expand opportunity, but in a less bureaucratic, less mandatory, more empowering way."

He concludes his speech by saying the following:

grant, contract, or cooperative agreement may be made under this title unless—

(A) sufficient notice of the availability of, and opportunity to compete for, assistance has first been provided to potential applicants through notice published in the Federal Register or other appropriate means;

(B) such grant, contract, or agreement has been evaluated through peer review in accordance with the standards developed pursuant to section 912(i);

(C) such grant, contract, or agreement will be evaluated in accordance with the standards developed pursuant to section 912(i);

(D) in the case of a grant, contract, or cooperative agreement which exceeds \$500,000 for a single fiscal year or \$1,000,000 for more than one fiscal year, the Secretary has complied with the requirements of paragraph (4); and

(E) in the case of a grant, contract, or cooperative agreement to support a research and development center, all applications for such assistance have been evaluated by independent experts according to standards and criteria which include—

(i) whether applicants have assembled a group of high quality researchers sufficient to achieve the mission of the center;

(ii) whether the proposed organizational structure and arrangements will facilitate achievement of the mission of the center;

(iii) whether there is a substantial staff commitment to the work of the center;

(iv) whether the directors and support staff will devote a majority of their time to the activities of the center;

(v) review of the contributions of primary researchers (other than researchers at the proposed center) to evaluate the appropriateness of such primary researcher's experiences and expertise in the context of the proposed center activities, and the adequacy of such primary researcher's time commitment to achievement of the mission of the center; and

(vi) the manner in which the results of education research will be disseminated for further use, including how the center will work with the Office of Reform Assistance and Dissemination.

(4) BOARD REVIEW OF CERTAIN PROPOSED GRANT AND CONTRACT ACTIONS.—The Assistant Secretary may not solicit any contract bid or issue a request for proposals or applications for any grant or cooperative agreement the amount of which exceeds \$500,000 in any single fiscal year or which exceeds an aggregate amount of \$1,000,000 for more than one fiscal year unless the Board has had an opportunity to review such proposed grant, contract, or cooperative agreement and to provide written comments to the Assistant Secretary with respect to whether—

(A) the purposes and scope of the proposed action are consistent with the Research Priorities Plan; and

(B) the methodology and approach of the proposed action are sound and adequate to achieve the objectives of such grant, contract, or cooperative agreement.

(5) HISTORICALLY UNDERUTILIZED RESEARCHERS AND INSTITUTIONS.—The Assistant Secretary shall establish and maintain initiatives and programs to increase the participation in the activities of each Institute of groups of researchers and institutions that have been historically underutilized in Federal educational research activities, including—

(A) researchers who are women, African-American, Hispanic, American Indian and Alaska Native, or other ethnic minorities;

(B) promising young or new researchers in the field, such as postdoctoral students and recently appointed assistant or associate professors;

(C) Historically Black Colleges and Universities, Tribally Controlled Community Colleges, and other institutions of higher education with large numbers of minority students;

(D) institutions of higher education located in rural areas; and

(E) institutions and researchers located in States and regions of the United States which have historically received the least Federal support for educational research and development.

(6) ADDITIONAL AUTHORITIES.—The Assistant Secretary—

(A) may obtain (in accordance with section 3109 of title 5 but without regard to the limitation in such section on the period of service) the services of experts or consultants with scientific or professional qualifications in the disciplines relevant to the purposes of such Institute;

(B) may use, with their consent, the services, equipment, personnel, information, and facilities of other Federal, State, or local public agencies, with or without reimbursement therefor; and

(C) may accept voluntary and uncompensated services.

(d) NATIONAL INSTITUTE ON STUDENT ACHIEVEMENT, CURRICU-

"The founders gave us the right to pursue life, liberty, happiness. That's what they gave us the right to do."

Mr. Clinton is *not telling* the American people the truth, and he has the *audacity* to imply that this is what the founding fathers would do.

First of all, the federal government has no constitutional authority to be involved in the business area. He, in reality, is proposing more government involvement, more government expenditures, and more bureaucratic controls.

He is proposing tax deductions and entitlement programs paid by the federal government.

Socialists call this -- the redistribution of the wealth.

Perhaps we would do well to go back and compare the Bill of Rights with the *Communist Manifesto*. Perhaps by doing so we can determine which philosophy best matches Mr. Clinton's proposed Middle Class Bill of Rights.

BILL OF RIGHTS

1. Congress shall make no law respecting an establishment of religion, or prohibiting the free exercise thereof; or abridging the freedom of speech, or of the press; or the right of the people peaceably to assemble, and to petition the government for a redress of grievances.

2. A well-regulated militia, being necessary to the security of a free state, the right of the people to keep and bear arms shall not be infringed.

3. No soldier shall, in time of peace, be quartered in any house without the consent of the owner, nor in time of war, but in a manner to be prescribed by law.

4. The right of the people to be secure in their persons, houses, papers, and effects, against unreasonable searches and

COMMUNIST MANIFESTO

1. Abolition of property in land and application of all rents of land to public purposes.

2. A heavy progressive or graduated income tax.

3. Abolition of all right of inheritance.

4. Confiscation of the property of all emigrants and rebels.

LUM, AND ASSESSMENT.—**(1) FINDINGS.—**The Congress finds as follows:

(A) The current achievement levels of students in the United States are far below those that might indicate competency in challenging subject matter in core content areas.

(B) During the last 20 years, relatively little changed in how students were taught. Despite much research suggesting better alternatives, classrooms continue to be dominated by textbooks, teacher lectures, short-answer activity sheets, and unequal patterns of student attention.

(C) Despite progress in narrowing the gaps, the differences in performance between Caucasian students and their minority counterparts remain unacceptably large. While progress has been made in reducing the gender gap in mathematics, such gap still remains at higher levels of problem solving. Too little progress has been made in reducing gender performance gaps favoring males in science and females in writing.

(2) PURPOSE.—The purpose of the National Institute on Student Achievement, Curriculum, and Assessment is to carry out a coordinated and comprehensive program of research and development to provide research-based leadership to the United States as it seeks to improve student achievement in core content areas and the integration of such areas. Such program shall—

(A) identify, develop, and evaluate innovative and exemplary methods to improve student knowledge at all levels in the core content areas, such as—

(i) student learning and assessment in various subject matters;

(ii) the effects of organizational patterns on the delivery of instruction, including issues of grouping and tracking, ungraded classrooms, and on the effects of various pedagogies, including the issues of technology in education;

(iii) standards for what students should know and be able to do, particularly standards of desired performance set to internationally competitive levels;

(iv) methods to improve the process of reading, the craft of writing, the growth of reasoning skills, and the development of information-finding skills;

(v) enabling students to develop higher order thinking skills;

(vi) methods to teach effectively all students in mixed-ability classrooms;

(vii) curriculum, instruction, and assessment, in vocational education and school-to-work transition;

(viii) the impact and effectiveness of Federal, State, and local efforts to provide gender-fair educational opportunities to elementary and secondary students;

(ix) programs, policies, and approaches which promote gender equity in elementary and secondary education;

(x) improving the working conditions of teachers and other educational practitioners, which may include such topics as—

(I) teacher isolation;

(II) professional resources available to teachers;

(III) continuing educational and professional opportunities available to teachers;

(IV) physical facilities and equipment, such as office space, telephone, computer access, and fax machines and television cable access available to teachers in the work environment;

(V) opportunities for teachers to share information and resources with other teachers and education professionals;

(VI) opportunities for advanced learning experience; and

(VII) the reduction of stress in the teaching profession;

(xi) curriculum development designed to meet challenging standards, including State efforts to develop such curriculum;

(xii) the need for, and methods of delivering, teacher education, development, and inservice training;

(xiii) educational methods and activities to reduce and prevent violence in schools;

(xiv) the use of technology in learning, teaching and testing; and

(xv) other topics relevant to the mission of the institute;

(B) conduct basic and applied research in the areas of human learning, cognition, and performance, including research and development on the education contexts which promote excellence in learning and instruction, and motivational issues related to learning;

(C) identify, develop, and evaluate programs designed to enhance academic achievement and narrow racial and gender performance gaps in a variety of subject areas, including research and development on methods of involving parents in their children's education and ways to

seizures, shall not be violated; and no warrants shall issue, but upon probable cause, supported by oath or affirmation and particularly describing the place to be searched and the persons or things to be seized.

5. No person shall be held to answer for a capital, or otherwise infamous crime, unless on a presentment or indictment of a grand jury, except in cases arising in the land or naval forces, or in the militia.

5. Centralization of credit in the hands of the State, by means of a national bank with State capital and an exclusive monopoly.

6. In all criminal prosecutions the accused shall enjoy the right to a speedy and public trial by an impartial jury or the state and district wherein the crime shall have been committed, which district shall have been previously ascertained by law, and to be informed of the nature and cause of the accusation; to be confronted with the witnesses against him; to have compulsory process for obtaining witnesses in his favor, and to have the assistance of counsel for his defense;

7. In suits at common law, where the value in controversy shall exceed twenty dollars, the right of trial by jury shall be preserved, and no fact tried by a jury shall be otherwise re-examined in any court of the United States, than according to the rules of the common law.

8. Excessive bail shall not be required, nor excessive fines imposed, nor cruel and unusual punishments inflicted.

7. Extension of factories and instruments of production owned by the State; the bringing into cultivation of wastelands, and the improvement of the soil generally in accordance with a common plan.

9. The enumeration in the Constitution of certain rights shall not be construed to deny or disparage others retained by the people.

9. Combination of agriculture with manufacturing industries; gradual abolition of the distinction between town and country by a more equitable distribution of the population over the country.

10. The powers not delegated to the United States by the Constitution, nor prohibited by it to the states, are reserved to the states respectively, or to the people.

10. Free education for all children in public schools. Abolition of children's factory labor in its present form. Combination of education with industrial production, etc., etc.

involve business, industry and other community partners in promoting excellence in schools; and

(D) include a comprehensive, coordinated program of research and development in the area of assessment which—

(i) addresses issues such as—

(I) the validity, reliability, generalizability, costs, relative merits, and most appropriate uses of various approaches and methods of assessing student learning and achievement;

(II) methods and approaches to assessing student opportunities to learn (including the quality of instruction and the availability of resources necessary to support learning) and evaluating the quality of school environment;

(III) the impact of high-stakes uses of assessment on student performance and motivation, narrowing of curriculum, teaching practices, and test integrity;

(IV) the impact of various methods of assessment on children of different races, ethnicities, gender, socioeconomic status, and English language proficiencies, and children with other special needs;

(V) standards of performance, quality, and validity for various methods of assessment and the means by which such standards should be developed;

(VI) current and emerging testing practices of State and local education agencies within the United States, as well as other nations;

(VII) the diverse effects, both intended and unintended, of assessments as actually used in the schools, including effects on curriculum and instruction, effects on equity in the allocation of resources and opportunities, effects on equity of outcomes, effects on other procedures and standards for judging students and practitioners and possible inflation of test scores;

(VIII) identifying and evaluating how students with limited-English proficiency and students with disabilities are included and accommodated in the various assessment programs of State and local education agencies;

(IX) the feasibility and validity of comparing or equating the results of different assessments;

(X) test security, accountability, validity, reliability, and objectivity;

(XI) relevant teacher training and instruction in giving a test, scoring a test, and in the use of test results to improve student achievement;

(XII) developing, identifying, or evaluating new educational assessments, including performance-based and portfolio assessments which demonstrate skill and a command of knowledge; and

(XIII) other topics relevant to the purposes of the Institute; and

(ii) may reflect recommendations made by the National Education Goals Panel.

(e) NATIONAL INSTITUTE ON THE EDUCATION OF AT-RISK STUDENTS.—

(1) FINDINGS.—The Congress finds as follows:

(A) The rate of decline in our urban schools is escalating at a rapid pace. Student performance in most inner city schools grows worse each year. At least half of all students entering ninth grade fail to graduate 4 years later and many more students from high-poverty backgrounds leave school with skills that are inadequate for today's workplace. Student performance in many inner city neighborhoods grows worse each year. At least half of all students entering ninth grade fail to graduate in 4 years. In 1992, the average National Assessment of Educational Progress reading score of Caucasian 17 year-olds was approximately 25 points higher than that of African-American 17 year-olds and 20 points higher than that of Hispanic 17 year-olds.

(B) Rural schools enroll a disproportionately large share of the poor and at-risk students of the United States and yet often lack the means to address effectively the needs of these children. Intensive efforts should be made to overcome the problems of geographic isolation, declining population, inadequate financial resources and other impediments to the educational success of children residing in rural areas.

(C) By the year 2000, an estimated 3,400,000 school age children with limited-English proficiency will be entering the school system. The Federal Government should develop effective policies and programs to address the educational needs of this growing population of children who are at increased risk of educational failure.

(D) An educational emergency exists in those urban

A careful study of the Bill of Rights as set forth by our Founding Fathers clearly limits the power of government, placing freedom into the hands of the people. Every one of the first Ten Amendments (Bill of Rights) placed restrictions on the power of the government. The Communist Manifesto clearly establishes the power in the hands of government.

President Clinton is proposing government involvement at an unprecedented rate, and Goals 2000 likewise advocates more government and less individual responsibility.

To be kind and fair to Mr. Clinton, I will go back to the dictionary and give you the definition of the various forms of government. They are,

Socialism: Theory or system of social organization by which the means of production and distribution are owned collectively and controlled through the government. (Thorndike -- Barnhart Comprehensive Desk Dictionary, 1967).

Communism: A system by which the means of production and distribution are owned and managed by the government, and the goods produced are shared by all citizens. (Thorndike -- Barnhart Comprehensive Desk Dictionary, 1967).

Fascism: Any system of government in which property is privately owned, but all industry is regulated by a strong national government. (Thorndike -- Barnhart Comprehensive Desk Dictionary, 1967).

Based on the above definitions, Goals 2000: Educate America Act and

and rural areas where there are large concentrations of children who live in poverty. The numbers of disadvantaged children will substantially increase by the year 2020, when the number of impoverished children alone will be 16,500,000, 33 percent increase over the 12,400,000 children in poverty in 1987.

(E) American Indian and Alaska Native students have high dropout, illiteracy and poverty rates, and experience cultural, linguistic, social and geographic isolation. The estimated 400,000 Indian and Alaska Native student population from over 500 Indian and Alaska Native tribes, is small and scattered throughout remote reservations and villages in 32 States, and in off-reservation rural and urban communities where Indians constitute but a small percentage of public school student bodies. To meaningfully address the special educational needs of this historically under-served population, the existing research and development system should be opened to Indian and Alaska Native people to identify needs and design ways to address such needs.

(F) Minority scholars as well as institutions and groups that have been historically committed to the improvement of the education of at-risk students need to be more fully mobilized, in the effort to develop a new generation of programs, models, practices, and schools capable of responding to the urgent needs of students who are educationally at-risk.

(2) PURPOSE.—It shall be the purpose of the Institute on the Education of At-Risk Students to carry out a coordinated and comprehensive program of research and development to provide nonpartisan, research-based leadership to the United States as it seeks to improve educational opportunities for at-risk students. Such program shall—

(A) undertake research necessary to provide a sound basis from which to identify, develop, evaluate, and assist others to replicate and adapt interventions, programs, and models which promote greater achievement and educational success by at-risk students, such as—

(i) methods of instruction and educational practices (including community services) which improve the achievement and retention of at-risk students;

(ii) the quality of educational opportunities afforded at-risk students, particularly the quality of educational opportunities afforded such students in highly concentrated urban areas and sparsely populated rural areas;

(iii) methods for overcoming the barriers to learning that may impede student achievement;

(iv) innovative teacher training and professional development methods to help at-risk students meet challenging standards;

(v) methods to improve the quality of the education of American Indian and Alaska Native students not only in schools funded by the Bureau, but also in public elementary and secondary schools located on or near Indian reservations, including—

(I) research on mechanisms to facilitate the establishment of tribal departments of education that assume responsibility for all education programs of State educational agencies operating on an Indian reservation and all education programs funded by the Bureau on an Indian reservation;

(II) research on the development of culturally appropriate curriculum for American Indian and Alaska Native students, including American Indian and Alaska Native culture, language, geography, history and social studies, and graduation requirements related to such curriculum;

(III) research on methods for recruiting, training and retraining qualified teachers from American Indian and Alaska Native communities, including research to promote flexibility in the criteria for certification of such teachers;

(IV) research on techniques for improving the educational achievement of American Indian and Alaska Native students, including methodologies to reduce dropout rates and increase graduation by such students; and

(V) research concerning the performance by American Indian and Alaska Native students of limited-English proficiency on standardized achievement tests, and related factors;

(vi) means by which parents and community resources and institutions (including cultural institutions) can be utilized to support and improve the achievement of at-risk students;

(vii) the training of teachers and other educational professionals and paraprofessionals to work more effectively with at-risk students;

(viii) the most effective uses of technology in the education of at-risk students;

Mr. Clinton's Middle Class Bill of Rights identifies more closely with fascism, and fascism most clearly identifies with statism. Again, read the definition of capitalism and statism:

Capitalism: An economic system characterized by private or corporate ownership of capital goods, by investments that are determined by private decision rather than by state control, and by prices, production, and the distribution of goods that are determined mainly by competition in a free market. (Webster's New Collegiate Dictionary, 1974).

Statism: Concentration of economic controls and planning in the hands of a highly centralized government. (Webster's New Collegiate Dictionary, 1974).

In conclusion, both Mr. Clinton's proposed program and Goals 2000: Educate America Act are foreign to the concepts of Americanism. They both closely match statism and to be more specific -- fascism.

Fascism allows private ownership of property and industry, but is regulated and controlled by a strong government. World War II was fought and won, but with a tremendous loss of life and sacrifice by the American people, to defeat Nazism and fascism, and we have been in a fifty year struggle against the forces of world socialism/communism to keep our freedom and preserve the free enterprise system.

Now we have proponents of this wicked system in both parties who are seeking to revamp our educational institutions and merge them with the Labor Department and create partnerships with government, business, parents, and education to install the very system that we fought to keep out. It is being sold

Alternative schools

- (ix) programs designed to promote gender equity in schools that serve at-risk students;
- (x) improving the ability of classroom teachers and schools to assist new and diverse populations of students in successfully assimilating into the classroom environment;
- (xi) methods of assessing the achievement of students which are sensitive to cultural differences, provide multiple methods of assessing student learning, support student acquisition of higher order capabilities, and enable identification of the effects of inequalities in the resources available to support the learning of children throughout the United States; and
- (xii) other topics relevant to the purpose of the Institute; and
- (B) maximize the participation of those schools and institutions of higher education that serve the greatest number of at-risk students in inner city and rural areas, and on Indian reservations, including model collaborative programs between schools and school systems, institutions of higher education, cultural institutions, and community organizations.
- (3) CONSULTATION WITH INDIAN AND ALASKA NATIVE EDUCATORS.—All research and development activities supported by the Institute which relate to the education of Indian and Alaska Native students shall be developed in close consultation with Indian and Alaska Native researchers and educators, Tribally Controlled Community Colleges, tribal departments of education, and others with expertise in the needs of Indian and Native Alaska students.
- (f) NATIONAL INSTITUTE ON EARLY CHILDHOOD DEVELOPMENT EDUCATION.—
 - (1) FINDINGS.—The Congress finds as follows:
 - (A) Despite efforts to expand and improve preschool programs, many children still reach school age unprepared to benefit from formal education programs.
 - (B) Early intervention for disadvantaged children from birth to age five has been shown to be a highly cost-effective strategy for reducing later expenditures on a wide variety of health, developmental, and educational problems that often interfere with learning. Long-term studies of the benefits of preschool education have a demonstrated return on investment ranging from three to six dollars for every one dollar spent.
 - (C) The Federal Government should play a central role in providing research-based information on early childhood education models which enhance children's development and ultimately their success in school.
 - (2) PURPOSE.—The purpose of the National Institute on Early Childhood Development and Education is to carry out a comprehensive program of research and development to provide nonpartisan, research-based leadership to the United States as it seeks to improve early childhood development and education. Such program shall undertake research necessary to provide a sound basis from which to identify, develop, evaluate, and assist others to replicate methods and approaches that promise to improve early childhood development and education, such as—
 - (A) social and educational development of infants, toddlers, and preschool children;
 - (B) the role of parents and the community in promoting the successful social and educational development of children from birth to age five;
 - (C) topics relating to children's readiness to learn, such as prenatal care, nutrition, and health services;
 - (D) family literacy and parental involvement in student learning;
 - (E) methods for integrating learning in settings other than the classroom, particularly within families and communities;
 - (F) practices and approaches which sustain the benefits of effective preschool and child care programs;
 - (G) effective learning methods and curriculum for early childhood learning, including access to current materials in libraries;
 - (H) the importance of family literacy and parental involvement in student learning;
 - (I) effective teaching and learning methods, and curriculum;
 - (J) instruction that considers the cultural environment of children;
 - (K) access to current materials in libraries;
 - (L) the impact that outside influences have on learning, including television, and drug and alcohol abuse;
 - (M) the structure and environment of early childhood education and child care settings which lead to improved social and educational development;
 - (N) training and preparation of teachers and other professional and paraprofessional preschool and child care workers;
 - (O) the use of technology, including methods to help

to the American people as a Middle Class Bill of Rights.

Where in the Constitution do you find the authority and the right of one segment of the population to legally plunder another segment by redistributing the wealth in the form of educational retraining grants or in the form of tuition tax credits and vouchers? You do not, as one individual, have the right to force another person to pay your bills; and what you cannot do individually, you cannot do legally by the use of governmental authority.

The proposed move to legally plunder the people is a wicked violation of constitutional law, and Mr. Clinton has the audacity to sell this scheme on the guise that this is what the Founding Fathers gave us the right to do.

If the Founding Fathers were alive today, they would not only vote him out of office, but would also probably call for his impeachment and may even seek to try him for treason.

It is time that the American people stand up for freedom and demand that the Department of Education be abolished and education be returned to the people, and by that I mean back to local, parental control void of partnerships and contracts which are usurping final authority from the family.

America is at the crossroads -- either we stand for freedom now or we will plunge our children into that awful abyss of a statist philosophy that will enslave them for the rest of their lives.

May we never forget the warning of George Washington:

**"Government is not reason;
it is not eloquence;
it is force: Like fire,
it is a dangerous servant
and a fearful master."**

parents instruct their children; and

(P) other topics relevant to the purpose of the Institute.

(3) CERTAIN REQUIREMENTS.—In carrying out the activities of the Institute, the Assistant Secretary shall ensure that the Institute's research and development program provides information that can be utilized in improving the major Federal early childhood education programs.

(g) NATIONAL INSTITUTE ON EDUCATIONAL GOVERNANCE, FINANCE, POLICY-MAKING, AND MANAGEMENT.—

(1) FINDINGS.—The Congress finds as follows:

(A) Many elementary and secondary schools in the United States—

(i) are structured according to models that are ineffective and rely on notions of management and governance that may be outdated or insufficient for the challenges of the next century; and

(ii) are unsuccessful in equipping all students with the knowledge and skills needed to succeed as citizens and in the working world.

(B) New approaches are needed in the governance and management of elementary and secondary education within the United States at the State, local, school building and classroom level.

(C) Not enough is known about the effects of various systems of school governance and management on student achievement to provide sound guidance to policymakers as such policymakers pursue school restructuring and reform.

(D) A concentrated Federal effort is needed to support research, development, demonstration, and evaluation of approaches to school governance, finance and management which promise to improve education equity and excellence throughout the United States.

(2) PURPOSE.—It shall be the purpose of the National Institute on Educational Governance, Finance, Policy-Making, and Management to carry out a coordinated and comprehensive program of research and development to provide nonpartisan, research-based leadership to the United States as it seeks to improve student achievement through school restructuring and reform. Such program shall undertake research necessary to provide a sound basis from which to identify, develop and evaluate approaches in elementary and secondary school governance, finance, policy-making, and management at the State, local, tribal, school building and classroom level which promise to improve educational equity and excellence, such as—

(A) open enrollment programs, public school choice, magnet schools and other systems through which parents may select the public schools and educational programs in which their children are enrolled;

(B) innovative school design, including lengthening the school day and the school year, reducing class size and building professional development into the weekly school schedule and, as appropriate, conducting such further research as may be recommended or suggested by the report issued by the National Education Commission on Time and Learning pursuant to section 102 of the Education Council Act of 1991 (20 U.S.C. 1221-1 note);

(C) effective approaches to organizing learning;

(D) effective ways of grouping students for learning so that a student is not labeled or stigmatized in ways that may impede such student's achievement;

(E) effective approaches to organizing, structuring, and financing vocational education;

(F) the provision of financial and other rewards and incentives to schools and educators based on performance to improve student achievement;

(G) the use of regulatory flexibility on the State or school district level to promote innovation and school restructuring;

(H) policy decisions at all levels and the impact of such decisions on school achievement and other student outcomes;

(I) the effective use of dollars for classroom construction;

(J) expanding the role of teachers in policymaking and administration at the school and school district-wide level;

(K) disparity in school financing among States, school districts, schools, and schools funded by the Bureau;

(L) the use of technology in areas such as assisting in school-based management or ameliorating the effects of disparity in school financing among States, school districts, and schools funded by the Bureau;

(M) the involvement of parents and families in the management and governance of schools and the education of their children;

(N) effective approaches to increasing the representation of women and minorities among leadership and management positions in education;

(O) approaches to systemic reforms involving the coordination of multiple policies of each level of government to promote higher levels of student achievement;

(P) approaches to coordinated services for children;

(Q) teacher certification at the State and tribal levels;

(R) school-based management, shared decisionmaking and other innovative school structures, and State and local reforms and educational policies, which show promise for improving student achievement;

(S) policies related to school-to-work transitions and preparing non-college-bound students; and

(T) other topics relevant to the mission of the Institute.

(h) NATIONAL INSTITUTE ON POSTSECONDARY EDUCATION, LIBRARIES, AND LIFELONG LEARNING.—

(1) FINDINGS.—The Congress finds as follows:

(A) The American system of postsecondary education is foremost in the world in such system's achievement of both academic excellence and equity in access, but maintaining that preeminence requires renewed efforts to strengthen the quality of postsecondary education. Disappointing student performance on achievement tests and licensure examinations, declining rates of postsecondary education persistence and completion among minorities, and other troubling trends in the quality of postsecondary education should be addressed by the United States as part of its overall drive to improve American education.

(B) The need to improve our economic productivity of the United States to meet the competitive challenges of a new, international economy, coupled with high levels of mobility in the United States labor market and demographic changes in the workforce, now demands more and higher quality programs of learning and training in the American workplace.

(C) The more than 1,000,000 men and women incarcerated in the prisons and jails in the United States are among the most severely educationally disadvantaged in the United States, with high rates of functional illiteracy and extremely low levels of educational attainment. Since an estimated 90 percent of these individuals are expected to be released by the end of the decade, the United States must act to assure that our correctional system has the means to equip these Americans with the knowledge and skills they will need to participate productively in our society.

(D) The development of a "Nation of Students" capable of and committed to the pursuit of formal and informal lifelong learning and literacy is essential to sustain both national and individual economic success and to provide a nurturing environment in which all children and youth can learn and achieve. Historically the most effective community resource for lifelong learning, the public library system of the United States, should expand and restructure its delivery of services to take full advantage of the potential of new information technologies to meet the needs of learning communities.

(2) PURPOSE.—The purpose of the National Institute on Postsecondary Education, Libraries, and Lifelong Learning is to promote greater coordination of Federal research and development on issues related to adult learning and to carry out a program of research and development in adult learning to provide nonpartisan, research-based leadership to the United States as it seeks to improve libraries, postsecondary education, literacy, and lifelong learning throughout the United States. Such program—

(A) shall only support research and development in those areas of postsecondary education, libraries, literacy, and lifelong learning which are not being addressed by other entities within the Federal Government;

(B) may include basic and applied research, development, replication, and evaluation activities in areas such as—

(i) methods of assessing and evaluating individual, program, and institutional performance;

(ii) the uses and applications of new technologies to improve program effectiveness and enhance student learning;

(iii) the most effective training methods for adults to upgrade education and vocational skills;

(iv) opportunities for adults to continue their education beyond higher education and graduate school, in the context of lifelong learning and information-finding skills;

(v) adult literacy and effective methods, including technology, to eliminate illiteracy;

(vi) preparing students for a lifetime of work, the ability to adapt through retraining to the changing needs of the work force and the ability to learn new tasks;

(vii) the use of technology to develop and deliver effective training methods for adults to upgrade their education and their vocational skills; and

(viii) institutional and classroom policies and practices at the postsecondary level necessary to improve matriculation, persistence, achievement and graduation by students who are economically disadvantaged,

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ethnic and racial minorities, women, older, working, and who have children;

(ix) instructional practices and programs which are effective in correctional settings;

(x) new models of service delivery for public library systems which expand opportunities for lifelong learning;

(xi) effective programs and approaches which promote greater access to and success by minorities in postsecondary programs which prepare such minorities for scientific, technical, teaching, and health career fields;

(xii) effective teaching for the preparation and continuing education of teachers;

(xiii) the development and evaluation of curricular materials for the initial and continuing education of teachers and teacher educators;

(xiv) the role of Historically Black Colleges and Universities, Tribally Controlled Indian Community Colleges, women's colleges, and other special mission institutions in providing access, excellence, and equal opportunity in higher education;

(xv) methods for evaluating the quality of education at different types of institutions of higher education at all levels and the roles and responsibilities of regional and national accrediting agencies;

(xvi) methods for evaluating the productivity of different types of institutions of higher education;

(xvii) financial barriers to postsecondary educational opportunity, including—

(I) the role of Federal programs authorized under title IV of the Higher Education Act of 1965 and State grant and work programs in mitigating such barriers;

(II) the impact of the rising total cost of postsecondary education on access to higher education; and

(III) the extent and impact of student reliance on loans to meet the costs of higher education;

(xviii) opportunities for adults to continue their education beyond higher education and graduate school, in the context of lifelong learning and information-finding skills;

(xix) preparing students for a lifetime of work, the ability to adapt through retraining to the changing needs of the work force and the ability to learn new tasks; and

(xx) other topics relevant to the mission of the Institute.

(3) INVOLVEMENT OF CERTAIN AGENCIES AND ORGANIZATIONS.—In promoting coordination and collaboration on research and development on issues related to postsecondary education, literacy, libraries, and lifelong learning, the Institute shall, as appropriate, seek the involvement—

(A) within the Department of Education of—

(i) the Office of Library Programs;

(ii) the Office of Correctional Education;

(iii) the Office of Vocational and Adult Education;

(iv) the National Institute on Disability and Rehabilitation Research; and

(v) the Office of Postsecondary Education;

(B) of the National Institute for Literacy;

(C) of the National Board for Professional Teaching Standards;

(D) of the Employment and Training Administration of the Department of Labor;

(E) of the Administration for Children and Families within the Department of Health and Human Services;

(F) of the National Institutes of Health;

(G) of the National Endowment for the Humanities;

(H) of the National Endowment for the Arts;

(I) of the Bureau of Prisons of the Department of Justice;

(J) of the Department of Commerce;

(K) of the Department of Defense; and

(L) of the Office of Indian Education Programs of the Department of the Interior.

(4) ADDITIONAL RESPONSIBILITIES.—In addition to the responsibilities described in paragraph (2), the Assistant Secretary shall ensure that the activities of the National Center on Literacy are fully coordinated with those of the National Institute for Literacy.

(i) COORDINATION AND RESEARCH SYNTHESIS.—The Assistant Secretary shall promote and provide for research syntheses and the coordination of research and development activities among the Institutes established by this section to investigate those cross-cutting disciplines and areas of inquiry which are relevant to the missions of more than one of the Institutes. Such activities—

(1) may be carried out jointly by any one of the Institutes and—

(A) one (or more) of the Institutes;

(B) the National Center for Education Statistics; or

(C) any research and development entity administered by other offices of the Department of Education or by any other Federal agency or department; and

(2) shall meet all the standards developed by the Assistant Secretary and approved by the Board for other research and development conducted by the Office.

(j) DATES FOR ESTABLISHMENT OF INSTITUTES.—The National Institute on the Education of At-Risk Students, the National Institute on Educational Governance, Finance, Policy-Making, and Management, the National Institute on Early Childhood Development and Education, the National Institute on Student Achievement, Curriculum, and Assessment and the National Institute on Postsecondary Education, Libraries, and Lifelong Learning shall each be established on October 1, 1995.

PART D—NATIONAL EDUCATION DISSEMINATION SYSTEM

SEC. 841. ESTABLISHMENT WITHIN OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT.

(a) IN GENERAL.—

(1) FINDINGS.—The Congress finds as follows:

(A) In order to improve the American educational system for all students, achieve the National Education Goals, and provide for greater educational equity, policymakers, administrators, teachers, and parents must have ready access to the best information and methods available as a result of educational research and development.

(B) The Office of Educational Research and Improvement should have as one of its primary purposes the dissemination of such information and methods in order to assist the national education reform effort.

(C) All current resources within the Office, the Department of Education, and other agencies that can help accomplish the purposes described in subparagraph (B) should be coordinated by the Assistant Secretary, to the extent practicable, so as to form a systematic process to accomplish such purposes.

(D) Education research has the capacity to improve teaching and learning in our Nation's schools, however, teachers need training in the skills necessary to translate research into practice and to allow teachers to become knowledgeable practitioners and leaders in educational improvement.

(E) Adequate linkages between research and development providers and practitioners are essential to ensuring that research on effective practice is useful, disseminated to and supported with technical assistance for all educators, and that all educators are partners in the research and development process.

(2) PURPOSE.—The purpose of this section is—

(A) create a national system of dissemination, development, and educational improvement in order to create, adapt, identify, validate, and disseminate to educators, parents, and policymakers those educational programs that have potential or have been shown to improve educational opportunities for all students; and

(B) empower and increase the capacity of teachers to participate in the research and development process.

(3) DEFINITION OF EDUCATIONAL PROGRAM.—For the purposes of this section, the term "educational program" includes educational policies, research findings, practices, and products.

(b) ESTABLISHMENT OF OFFICE.—

(1) IN GENERAL.—There is established within the Office an Office of Reform Assistance and Dissemination (hereafter in this section referred to as the "Dissemination Office") through which the Secretary shall carry out all functions and activities described in this section. Such office shall be headed by a Director who shall be appointed by the Assistant Secretary and have demonstrated expertise and experience in dissemination, including promoting the effective use of research in the classroom.

(2) CERTAIN DUTIES.—The Dissemination Office shall—

(A) disseminate relevant and useful research, information, products, and publications developed through or supported by the Department of Education to schools, educators, parents, and policymakers throughout the United States;

(B) operate a depository for all Department of Education publications and products and make available for reproduction such publications and products;

(C) provide technical and financial assistance to individuals and organizations in the process of developing promising educational programs but who might not, without such assistance, be able to complete necessary development and assessment activities;

(D) coordinate the dissemination efforts of the Office, the regional educational laboratories, the research institutes, the National Diffusion Network, and the Educational Resources Information Center Clearinghouses;

National Data Bank

Internet

(E) provide training and technical assistance regarding the implementation and adoption of exemplary and promising programs by interested entities;

(F) carry out a program of research on models for successful knowledge dissemination, and utilization, and strategies for reaching education policymakers, practitioners, and others interested in education;

(G) develop the capacity to connect schools and teachers seeking information with the relevant regional educational laboratories assisted under subsection (h), the National Diffusion Network, the Institutes assisted under this section, and the Educational Resources Information Center Clearinghouses; and

(H) provide a biennial report to the Secretary regarding the types of information, products, and services that teachers, schools, and school districts have requested and have determined to be most useful, and describe future plans to adapt Department of Education products and services to address the needs of the users of such information, products, and services.

(3) ADDITIONAL DUTIES.—The Dissemination Office shall carry out a process for the identification of educational programs that work, dissemination through electronic networking and new technologies and the functions and activities performed by the following:

(A) The Educational Resources Information Center Clearinghouses,

(B) The regional educational laboratories,

(C) The Teacher Research Dissemination Demonstration Program,

(D) The Goals 2000 Community Partnerships Program,

(E) The existing National Diffusion Network and its Developer-Demonstrator and State Facilitator projects.

(F) Such other programs, activities, or entities the Secretary determines are consistent with purposes for which the Dissemination Office is established.

(c) IDENTIFICATION OF PROGRAMS.—The Assistant Secretary shall coordinate a process through which successful educational programs are actively sought out for possible dissemination through the national educational dissemination system. Such process shall, at a minimum, have the capability to—

(1) work closely with the Institutes, research and development centers, regional educational laboratories, the National Diffusion Network and its Developer-Demonstrator and State Facilitator projects, learning grant institutions established under the Goals 2000 Community Partnerships Program, Department of Education-supported technical assistance providers, and other entities to identify successful educational programs at the regional, State, local, or classroom level;

(2) review successful educational programs supported by the Department of Education through all of its programs;

(3) through cooperative agreements, review for possible inclusion in the system educational programs administered by the Departments of Health and Human Services (particularly the Head Start program), Labor, and Defense, the National Science Foundation, the Department of the Interior (particularly the Office of Indian Education Programs), and any other appropriate Federal agency; and

(4) provide for an active outreach effort to identify successful educational programs through cooperative arrangements with State and local education agencies, teachers and teacher organizations, curriculum associations, foundations, private schools, institutions of higher education, and other entities that could enhance the ability of the Secretary to identify programs for possible inclusion in the dissemination system.

(d) DESIGNATION OF EXEMPLARY AND PROMISING PROGRAMS.—

(1) IN GENERAL.—The Assistant Secretary, in consultation with the Board, shall establish 1 or more panels of appropriately qualified experts and practitioners to—

(A) evaluate educational programs that have been identified by the Secretary under subsection (c) or that have been submitted to the Secretary for such evaluation by some other individual or organization; and

(B) recommend to the Secretary programs that should be designated as exemplary or promising educational programs.

(2) CONSIDERATIONS IN MAKING RECOMMENDATIONS.—In determining whether an educational program should receive a recommendation under paragraph (1), a panel established under such paragraph shall consider—

(A) whether, based on empirical data, which may include test results, the program is effective and should be designated as exemplary and disseminated through the national dissemination system; or

(B) whether there is sufficient evidence to lead a panel of experts and practitioners to believe that the program shows promise for improving student achievement and should be designated as promising and disseminated through the national dissemination system while the program continues to be evaluated.

(3) REQUIREMENT REGARDING APPROVAL OF PROGRAMS.—

In seeking out programs for approval under paragraph (2),

the Assistant Secretary shall seek programs that may be implemented at the State, local, and classroom level.

(4) REQUIREMENTS REGARDING PANELS.—

(A) A panel shall not eliminate a program from consideration under this subsection based solely on the fact that the program does not have one specific type of supporting data, such as test scores.

(B) The Assistant Secretary may not designate a program as exemplary or promising unless a panel established under paragraph (1) has recommended that the program be so designated.

(C) The Secretary shall establish such panels under paragraph (1) as may be necessary to ensure that each program identified or submitted for evaluation is evaluated.

(D) Not less than $\frac{2}{3}$ of the membership of a panel established under paragraph (1) shall consist of individuals who are not officers or employees of the United States. Members of panels under paragraph (1) who are not employees of the United States shall receive compensation for each day they are engaged in carrying out the duties of the panel as well as compensation for their expenses.

(e) DISSEMINATION OF EXEMPLARY AND PROMISING PROGRAMS.—

In order to ensure that programs identified as exemplary or promising are available for adoption by the greatest number of teachers, schools, local and State education agencies, and Bureau-funded schools, the Assistant Secretary shall utilize the capabilities of—

(1) the Educational Resources Information Center Clearinghouses;

(2) electronic networking;

(3) the regional educational laboratories;

(4) the National Diffusion Network;

(5) entities established under the Goals 2000 Community Partnerships Program;

(6) department-supported technical assistance providers;

(7) the National Library of Education; and

(8) other public and private nonprofit entities, including existing education associations and networks, that have the capability to assist educators in adopting exemplary and promising programs.

(f) EDUCATIONAL RESOURCES INFORMATION CENTER CLEARINGHOUSES.—

(1) IN GENERAL.—The Assistant Secretary shall establish a system of 16 clearinghouses having, at a minimum, the functions and scope of work as the clearinghouses had on the day preceding the date of the enactment of this title. The Assistant Secretary shall establish for the clearinghouses a policy for the abstraction from, and inclusion in, the Educational Resources Information Center Clearinghouses system for books, periodicals, reports, and other materials related to education.

(2) ADDITIONAL FUNCTIONS.—In addition to those functions carried out by the clearinghouses on the day preceding the date of the enactment of this title, such clearinghouses may—

(A) periodically produce interpretive summaries, digests, and syntheses of the results and findings of education-related research and development; and

(B) contain and make available to users information concerning those programs designated as exemplary and promising under subsection (d).

(3) COORDINATION OF ACTIVITIES.—The Assistant Secretary shall assure that the functions and activities of such clearinghouses are coordinated with the activities of the Institutes, the regional educational laboratories, learning grant institutions, other clearinghouses supported by the Department of Education, the National Diffusion Network, and other appropriate entities within the Office and such Department.

(4) SPECIAL RESPONSIBILITIES OF THE SECRETARY.—To assure that the information provided through such clearinghouses is fully comprehensive, the Secretary shall—

(A) require that all reports, studies, and other resources produced directly or by grant or contract with the Department of Education are made available to clearinghouses;

(B) establish cooperative agreements with the Departments of Defense, Health and Human Services, Interior, and other Federal departments and agencies to assure that all education-related reports, studies, and other resources produced directly or by grant from or contract with the Federal Government are made available to such clearinghouses; and

(C) devise an effective system for maximizing the identification, synthesis, and dissemination of information related to the needs of Indian and Alaska Native children.

(5) COPYRIGHT PROHIBITED.—

(A) No clearinghouse or other entity receiving assistance under this subsection may copyright or otherwise charge a royalty or other fee that—

(i) is for the use or redistribution of any database, index, abstract, report, or other information produced with assistance under this subsection; and

(ii) exceeds the incremental cost of disseminating such information.

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(B) For purposes of subparagraph (A), the incremental cost of dissemination does not include any portion of the cost of collecting, organizing, or processing the information which is disseminated.

(g) DISSEMINATION THROUGH NEW TECHNOLOGIES.—

(1) IN GENERAL.—The Assistant Secretary is authorized to award grants or contracts in accordance with this subsection to support the development of materials, programs, and resources which utilize new technologies and techniques to synthesize and disseminate research and development findings and other information which can be used to support educational improvement.

(2) ELECTRONIC NETWORKING.—

(A) ELECTRONIC NETWORK.—The Assistant Secretary, acting through the Office of Reform Assistance and Dissemination, shall establish and maintain an electronic network which shall, at a minimum, link—

- (i) each office of the Department of Education;
- (ii) the Institute established by section 931;
- (iii) the National Center for Education Statistics;
- (iv) the National Library of Education; and

(v) entities engaged in research, development, dissemination, and technical assistance under grant from, or contract, or cooperative agreement with, the Department of Education.

(B) CERTAIN REQUIREMENTS FOR NETWORK.—The network described in subparagraph (A) shall—

(i) to the extent feasible, build upon existing national, regional, and State electronic networks and support video, telecomputing, and interactive communications;

(ii) at a minimum, have the capability to support electronic mail and file transfer services;

(iii) be linked to and accessible to other users, including State and local education agencies, institutions of higher education, museums, libraries, and others through the Internet and the National Research and Education Network; and

(iv) be provided at no cost (excluding the costs of necessary hardware) to the contractors and grantees described in clause (v) of subparagraph (A) and to educational institutions accessing such network through the Internet and the National Research and Education Network.

(C) INFORMATION RESOURCES.—The Assistant Secretary, acting through the Office of Reform Assistance and Dissemination, may make available through the network described in subparagraph (A)—

(i) information about grant and contract assistance available through the Department of Education;

(ii) an annotated directory of current research and development activities and projects being undertaken with the assistance of the Department of Education;

(iii) information about publications published by the Department of Education and, to the extent feasible, the full text of such publications;

(iv) statistics and data published by the National Center for Education Statistics;

(v) syntheses of research and development findings;

(vi) a directory of other education-related electronic networks and databases, including information about the means by which such networks and databases may be accessed;

(vii) a descriptive listing of materials and courses of instruction provided by telecommunications partnerships assisted under the Star Schools program;

(viii) resources developed by the Educational Resources Information Center Clearinghouses;

(ix) education-related software (including video) which is in the public domain;

(x) a listing of instructional materials available through telecommunications to local education agencies through the Public Broadcasting Service and State educational television networks; and

(xi) such other information and resources the Assistant Secretary considers useful and appropriate.

(D) EVALUATIONS REGARDING OTHER FUNCTIONS OF NETWORK.—The Assistant Secretary shall also undertake projects to test and evaluate the feasibility of using the network described in subparagraph (A) for—

(i) the submission of applications for assistance to the Department of Education; and

(ii) the collection of data and other statistics through the National Center for Education Statistics.

(E) TRAINING AND TECHNICAL ASSISTANCE.—The Assistant Secretary, acting through the Office of Reform Assistance and Dissemination, shall—

(i) provide such training and technical assistance as may be necessary to enable the contractors and grantees described in clause (v) of subparagraph (A) to participate in the electronic network described in

such subparagraph; and

(ii) work with the National Science Foundation to provide, upon request, assistance to State and local educational agencies, the Department of the Interior's Office of Indian Education Programs, tribal departments of education, State library agencies, libraries, museums, and other educational institutions in obtaining access to the Internet and the National Research and Education Network.

(h) REGIONAL EDUCATIONAL LABORATORIES FOR RESEARCH, DEVELOPMENT, DISSEMINATION, AND TECHNICAL ASSISTANCE.—

(1) REGIONAL EDUCATIONAL LABORATORIES.—The Assistant Secretary shall enter into contracts with public or private non-profit entities to establish a networked system of not less than 10 and not more than 12 regional educational laboratories which serve the needs of each region of the United States in accordance with the provisions of this subsection. The amount of assistance allocated to each laboratory by the Assistant Secretary shall reflect the number of local educational agencies and the number of school-age children within the region served by such laboratory, as well as the cost of providing services within the geographic area encompassed by the region.

(2) REGIONS.—The regions served by the regional educational laboratories shall be the 10 geographic regions in existence on the day preceding the date of the enactment of this title, except that in fiscal year 1996, the Assistant Secretary may support not more than 2 additional regional educational laboratories serving regions not in existence on the day preceding the date of enactment of this Act, provided that—

(A) the amount appropriated for the regional educational laboratories in fiscal year 1996 exceeds the amount appropriated for the regional educational laboratories in fiscal year 1995 by not less than \$2,000,000;

(B) each such additional regional laboratory shall be supported by not less than \$2,000,000 annually;

(C) the creation of any such additional laboratory region is announced at the time of the announcement of the competition for contracts for all regional educational laboratories;

(D) the creation of a regional educational laboratory that involves the combination or subdivision of a region or regions in existence on the day preceding the date of enactment of this Act in which States in 1 such region are combined with States in another such region does not result in any region in existence on such date permanently becoming part of a larger region, nor result in any such region permanently subsuming another region, nor creates within the continental United States a region that is smaller than 4 contiguous States, nor partitions a region in existence on the day preceding the date of the enactment of this Act to include less than 4 contiguous States included in the region on the day preceding the date of enactment of this Act;

(E) the Assistant Secretary has published a notice in the Federal Register inviting the public, for a period of not less than 60 days, to make recommendations with respect to the creation of 1 or 2 additional regional educational laboratories;

(F) the Assistant Secretary has solicited and received letters of support for the creation of any new region from the Chief State School Officers and State boards of education in each of the contiguous States that would be included in such new region.

(3) DUTIES.—Each regional educational laboratory receiving assistance under this section shall promote the implementation of broad-based systemic school improvement strategies and shall have as such laboratory's central mission and primary function to—

(A) develop and disseminate educational research products and processes to schools, teachers, local educational agencies, State educational agencies, librarians, and schools funded by the Bureau, as appropriate, and through such development and dissemination, and provide technical assistance, to help all students meet standards;

(B) develop a plan for identifying and serving the needs of the region by conducting a continuing survey of the educational needs, strengths, and weaknesses within the region, including a process of open hearings to solicit the views of schools, teachers, administrators, parents, local educational agencies, librarians, and State educational agencies within the region;

(C) provide technical assistance to State and local educational agencies, school boards, schools funded by the Bureau, as appropriate, State boards of education, schools, and librarians;

(D) facilitate school restructuring at the individual school level, including technical assistance for adapting model demonstration grant programs to each school;

(E) serve the educational development needs of the region by providing education research in usable forms in order to promote school improvement and academic

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Community

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Family

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achievement and to correct educational deficiencies;

(F) facilitate communication between educational experts, school officials, and teachers, parents, and librarians, to enable such individuals to assist schools to develop a plan to meet the National Education Goals;

(G) provide training in—

- (i) the field of education research and related areas;
- (ii) the use of new educational methods; and
- (iii) the use of information-finding methods, practices, techniques, and products developed in connection with such training for which the regional educational laboratory may support internships and fellowships and provide stipends;

(H) use applied educational research to assist in solving site-specific problems and to assist in development activities;

(I) conduct applied research projects designed to serve the particular needs of the region only in the event that such quality applied research does not exist as determined by the regional education laboratory or the Department of Education;

(J) collaborate and coordinate services with other technical assistance providers funded by the Department of Education;

(K) provide support and technical assistance in—

- (i) replicating and adapting exemplary and promising practices;
- (ii) the development of high-quality, challenging curriculum frameworks;
- (iii) the development of valid, reliable assessments which are linked to State, local, or Bureau-funded content and student performance standards and reflect recent advances in the field of educational assessment;
- (iv) the improvement of professional development strategies to assure that all teachers are prepared to teach a challenging curriculum;
- (v) expanding and improving the use of technology in education to improve teaching and learning;
- (vi) the development of alternatives for restructuring school finance systems to promote greater equity in the distribution of resources; and
- (vii) the development of alternative administrative structures which are more conducive to planning, implementing, and sustaining school reform and improved educational outcomes; and

(L) bring teams of experts together to develop and implement school improvement plans and strategies.

(4) **NETWORKING.**—In order to improve the efficiency and effectiveness of the regional laboratories, the governing boards of the regional laboratories shall establish and maintain a network to—

(A) share information about the activities each laboratory is carrying out;

(B) plan joint activities that would meet the needs of multiple regions;

(C) create a strategic plan for the development of activities undertaken by the laboratories to reduce redundancy and increase collaboration and resource-sharing in such activities; and

(D) otherwise devise means by which the work of the individual laboratories could serve national, as well as regional, needs.

(5) **ADDITIONAL DUTIES.**—Each regional education laboratory receiving assistance under this subsection shall carry out the following activities:

(A) Collaborate with the Institutes established under section 931 in order to—

- (i) maximize the use of research conducted through the Institutes in the work of such laboratory;
- (ii) keep the Institutes apprised of the work of the regional educational laboratory in the field; and
- (iii) inform the Institutes about additional research needs identified in the field.

(B) Consult with the State educational agencies and library agencies in the region in developing the plan for serving the region.

(C) Develop strategies to utilize schools as critical components in reforming education and revitalizing rural communities in the United States.

(D) Report and disseminate information on overcoming the obstacles faced by rural educators and rural schools.

(E) Identify successful educational programs that have either been developed by such laboratory in carrying out such laboratory's functions or that have been developed or used by others within the region served by the laboratory and make such information available to the Secretary and the network of regional laboratories so that such programs may be considered for inclusion in the national education dissemination system.

(6) **CERTAIN REQUIREMENTS.**—In carrying out its responsibilities, each regional educational laboratory shall—

(A) establish a governing board that—

(i) reflects a balanced representation of the States in the region, as well as the interests and concerns of regional constituencies, and that includes teachers and education researchers;

(ii) is the sole entity that—

(I) guides and directs the laboratory in carrying out the provisions of this subsection and satisfying the terms and conditions of the contract award;

(II) determines the regional agenda of the laboratory;

(III) engages in an ongoing dialogue with the Assistant Secretary concerning the laboratory's goals, activities, and priorities; and

(IV) determines at the start of the contract period, subject to the requirements of this section and in consultation with the Assistant Secretary, the mission of the regional educational laboratory for the duration of the contract period;

(iii) ensures that the regional educational laboratory attains and maintains a high level of quality in the laboratory's work and products;

(iv) establishes standards to ensure that the regional educational laboratory has strong and effective governance, organization, management, and administration, and employs qualified staff;

(v) directs the regional educational laboratory to carry out the laboratory's duties in a manner as will make progress toward achieving the National Education Goals and reforming schools and educational systems; and

(vi) conducts a continuing survey of the educational needs, strengths, and weaknesses within the region, including a process of open hearings to solicit the views of schools and teachers.

(B) Comply with the standards developed by the Assistant Secretary and approved by the Board under section 912.

(C) Coordinate its activities, collaborate, and regularly exchange information with the Institutes established under section 941, the National Diffusion Network, and its Developer-Demonstrator and State Facilitator projects, learning grant institutions and district education agents assisted under subsection (i), the Educational Resources Information Center Clearinghouses, and other entities engaged in technical assistance and dissemination activities which are supported by other offices of the Department of Education.

(D) Allocate the regional educational laboratory's resources to and within each State in a manner which reflects the need for assistance, taking into account such factors as the proportion of economically disadvantaged students, the increased cost burden of service delivery in areas of sparse populations, and any special initiatives being undertaken by State, intermediate, local educational agencies, or Bureau-funded schools, as appropriate, which may require special assistance from the laboratory.

(7) **EVALUATIONS.**—The Assistant Secretary shall provide for independent evaluations of each of the regional educational laboratories in carrying out the duties described in paragraph (1) in the third year that such laboratory receives assistance under this subsection in accordance with the standards developed by the Assistant Secretary and approved by the Board and shall transmit the results of such evaluations to the relevant committees of the Congress, the Board, and the appropriate regional educational laboratory board.

(8) **INVITATION REGARDING COMPETITION FOR AWARDS OF ASSISTANCE.**—Prior to awarding a grant or entering into a contract under this section, the Secretary shall invite applicants, including the regional educational laboratories in existence on the day preceding the date of enactment of this Act, to compete for such award through notice in the Federal Register and in the publication of the Department of Commerce known as the Commerce Business Daily.

(9) **APPLICATION FOR ASSISTANCE.**—Each application for assistance under this subsection shall—

(A) cover not less than a 5-year period;

(B) describe how the applicant would carry out the activities required by this subsection; and

(C) contain such additional information as the Secretary may reasonably require.

(10) **RULE OF CONSTRUCTION.**—No regional educational laboratory receiving assistance under this subsection shall, by reason of the receipt of that assistance, be ineligible to receive any other assistance from the Department of Education as authorized by law or be prohibited from engaging in activities involving international projects or endeavors.

(11) **ADVANCE PAYMENT SYSTEM.**—Each regional educational laboratory shall participate in the advance payment system at the Department of Education.

(12) **ADDITIONAL PROJECTS.**—In addition to activities described in paragraph (3), the Assistant Secretary, from

amounts appropriated pursuant to subsection (h), is authorized to enter into agreements with regional educational laboratory for the purpose of carrying out additional projects to enable such regional educational laboratory to assist in efforts to achieve the National Education Goals and for other purposes.

(13) PLAN.—Not later than July 1 of each year, each regional educational laboratory shall submit to the Assistant Secretary a plan covering the succeeding fiscal year, in which such laboratory's mission, activities, and scope of work are described, including a general description of—

(A) the plans such laboratory expects to submit in the remaining years of such laboratory's contract; and

(B) an assessment of how well such laboratory is meeting the needs of the region.

(14) CONSTRUCTION.—Nothing in this subsection shall be construed to require any modifications in the regional educational laboratory contracts in effect on the day preceding the date of enactment of this title.

(i) GOALS 2000 COMMUNITY PARTNERSHIPS PROGRAM.

(1) PURPOSE.—The purpose of the Goals 2000 Community Partnerships program is to improve the quality of learning and teaching in the most impoverished urban and rural communities of the United States by supporting sustained collaborations between universities, schools, businesses, and communities which apply and utilize the results of educational research and development.

(2) GRANTS FOR GOALS 2000 COMMUNITY PARTNERSHIPS.—The Assistant Secretary is authorized to make grants to eligible entities to support the establishment of Learning Grant Institutions and District Education Agents and the activities authorized under this subsection within eligible communities.

(3) DEFINITION OF ELIGIBLE ENTITY AND ELIGIBLE COMMUNITY.—For the purposes of this subsection:

(A) The term "eligible entity" includes any institution of higher education, regional educational laboratory, National Diffusion Network project, national research and development center, public or private nonprofit corporation, or any consortium thereof, that—

(i) has demonstrated experience, expertise and commitment in serving the educational needs of at-risk students; and

(ii) is, by virtue of its previous activities, knowledgeable about the unique needs and characteristics of the community to be served.

(B) The term "eligible community" means a unit of general purpose local government (such as a city, township, or village), a nonmetropolitan county, tribal village, or a geographically distinct area (such as a school district, school attendance area, ward, precinct or neighborhood), or any group of such entities that—

(i) has a population of not less than 200,000 and not more than 300,000; and

(ii) in which not less than one-half of the school-age children have family incomes which are below the poverty line, as determined by the 1990 United States Census, participation in the National School Lunch program, or other current, reliable data concerning family income.

(4) GOALS 2000 COMMUNITY PARTNERSHIPS.—Each learning grant institution receiving assistance under this subsection shall establish a Goals 2000 community partnership to carry out the activities authorized under this subsection. Such partnership—

(A) shall include the participation of one or more local educational agencies, institutions of higher education, community-based organizations, parents, teachers, and the business community;

(B) may include the participation of human, social service and health care agencies, Head Start and child care agencies, libraries, museums, employment and training agencies, and the State educational agency or tribal department of education; and

(C) shall be broadly representative of all segments of the community in which the activities will be carried out.

(5) COMPREHENSIVE GOALS 2000 PLAN.—Each Goals 2000 Community Partnership shall develop a comprehensive plan for assuring educational success and high achievement for all students in the community. Each such plan shall—

(A) adopt the National Education Goals;

(B) identify additional needs and goals for educational improvement within the community;

(C) focus on helping all students reach challenging content and student performance standards;

(D) be consistent with the State and local improvement plans for system-wide education improvement developed pursuant to title III;

(E) establish a comprehensive community-wide plan for achieving such goals; and

(F) develop a means for measuring the progress of the community in meeting such goals for improvement.

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(6) IMPLEMENTATION OF COMMUNITY-WIDE PLAN.—Each Goals 2000 Community Partnership shall, utilizing the District Education Agent, provide assistance in implementing the community-wide plan for educational improvement by—

(A) supporting innovation, restructuring, and continuous improvement in educational practice by—

(i) disseminating information throughout the community about exemplary and promising educational programs, practices, products, and policies;

(ii) evaluating the effectiveness of federally funded educational programs within the community and identifying changes in such programs which are likely to improve student achievement;

(iii) identifying, selecting and replicating exemplary and promising educational programs, practices, products, and policies in both in- and out-of-school settings;

(iv) applying educational research to solve specific problems in the classroom, home and community which impede learning and student achievement; and

(v) supporting research and development by teachers, school administrators, and other practitioners which promise to improve teaching and learning and the organization of schools;

(B) improving the capacity of educators, school administrators, child care providers and other practitioners to prepare all students to reach challenging standards and to attain the goals set out in the comprehensive community-wide plan through such means as—

(i) the training of prospective and novice teachers (including preschool and early childhood educators) in a school setting under the guidance of master teachers and teacher educators;

(ii) training and other activities to promote the continued learning and professional development of experienced teachers, related services personnel, school administrators to assure that such teachers develop the subject matter and pedagogical expertise needed to prepare all students to reach challenging standards;

(iii) training and other activities to increase the ability of prospective, novice, and experienced teachers to teach effectively at-risk students, students with disabilities, students with limited-English proficiency, and students from diverse cultural backgrounds; and

(iv) programs to enhance teaching and classroom management skills, including school-based management skills, of novice, prospective, and experienced teachers;

(C) promoting the development of an integrated system of service delivery to children from birth through age 18 and their families by facilitating linkages and cooperation among—

(i) local educational agencies;

(ii) health and social services agencies and providers;

(iii) juvenile justice and criminal justice agencies;

(iv) providers of employment training; and

(v) child care, Head Start, and other early childhood agencies; and

(D) mobilizing the resources of the community in support of student learning and high achievement by facilitating effective partnerships and collaboration among—

(i) local educational agencies;

(ii) postsecondary educational institutions;

(iii) public libraries;

(iv) parents;

(v) community-based organizations, neighborhood associations, and other civic and community organizations;

(vi) child care, Head Start, and other early childhood agencies;

(vii) churches, synagogues and other religious institutions;

(viii) labor organizations; and

(ix) business and industry.

(7) ADDITIONAL REQUIREMENTS.—In carrying out its responsibilities under this subsection, each partnership receiving assistance under this subsection shall—

(A) appoint a District Education Agent who shall be responsible, on a full-time basis, for directing the implementation of the community-wide plan, who shall have significant experience and expertise in the field of education in—

(i) addressing the needs of at-risk students; and

(ii) conducting educational research and promoting the application of the results of such research to educational practice;

(B) provide for such other professional and support personnel as may be necessary to implement the community-wide plan under the direction of the District Education Agent; and

(C) coordinate the partnership's activities and work cooperatively with the National Diffusion Network State

facilitators, regional educational laboratories, and other components of the Office to utilize most effectively Federal research, development, and dissemination resources in implementing the community-wide plan.

(8) APPLICATION FOR GRANTS.—Any eligible entity desiring a grant under this subsection shall submit an application to the Assistant Secretary at such time, in such manner, and accompanied by such information as the Assistant Secretary may reasonably require. Each such application shall—

- (A) include a comprehensive plan for meeting the objectives and requirements of this subsection; and
- (B) provide evidence of support for the application from local elected officials, the State educational agency, the local educational agency, parents, local community leaders, businesses, and other appropriate organizations.

(9) PRIORITY IN MAKING GRANTS; DURATION AND AMOUNT OF GRANT.—Each grant made under this subsection shall be—

- (A) awarded on a competitive basis, with first priority given to those applications from communities with the greatest percentage of school-age children in families with poverty-level incomes;

(B) made for a 5-year period, with funding for the second and each succeeding year in such period conditioned upon a determination by the Assistant Secretary that the grant recipient has complied with the conditions of the grants during the previous year; and

(C) an amount equal to not less than \$1,000,000 per year.

(10) LIMITATION OF ONE GRANT PER CONGRESSIONAL DISTRICT.—Not more than one grant under this subsection shall be awarded within a single congressional district.

(11) TECHNICAL ASSISTANCE; EVALUATIONS.—In administering the program authorized under this subsection, the Assistant Secretary shall, either directly or through grant or contract with an eligible nonprofit agency—

(A) upon request, provide technical assistance to eligible entities to assist in the development of a comprehensive community-wide plan to meet the requirements of this subsection and in the preparation of applications for assistance;

(B) regularly provide technical assistance to learning grant institutions receiving assistance under this subsection to assist with the development and implementation of the comprehensive community-wide plan for educational improvement;

(C) provide for an independent evaluation of the activities assisted under this subsection, including—

(i) the impact of the Goals 2000 Community Partnership program on children and families within each community, including effects on the extent of educational achievement, rates of school retention and completion, and enrollment in postsecondary educational programs; and

(ii) whether an intensified effort to apply and utilize educational research within a limited geographic area significantly improves student learning and achievement; and

(D) plan for the expansion of the Goals 2000 Community Partnership program throughout the remainder of the United States beginning in fiscal year 1999.

(j) TEACHER RESEARCH DISSEMINATION DEMONSTRATION PROGRAM.—

(1) FINDINGS.—The Congress finds that—

(A) education research, including research funded by the Office, is not having the impact on the schools of the United States that such research should;

(B) relevant education research and resulting solutions are not being adequately disseminated to and used by the teachers that need such research and solutions;

(C) there are insufficient linkages between the research and development centers assisted under this section, the regional educational laboratories described in subsection (h), the National Diffusion Network State facilitators, the Educational Resources Information Center Clearinghouses, the comprehensive technical assistance centers assisted under the Elementary and Secondary Education Act of 1965, and the public schools to ensure that research on effective practice is disseminated and technical assistance provided to all teachers;

(D) the average teacher has little time to plan or engage in a professional dialogue with peers about strategies for improved learning;

(E) teachers do not have direct access to information systems or networks;

(F) teachers have little control over what inservice education teachers will be offered; and

(G) individual teachers are not encouraged to move beyond the walls of their school buildings to identify and use outside resources.

(2) ESTABLISHMENT.—

(A) IN GENERAL.—The Secretary is authorized to make grants to, and enter into contracts or cooperative agree-

ments with, public and private agencies and organizations, including institutions of higher education, the regional education laboratories, and the research and development centers, or consortia thereof—

(i) to develop and carry out projects that demonstrate effective strategies for helping elementary and secondary education teachers, in both urban and rural areas, become knowledgeable about, assist in the design and use of, and use, education research, including education research carried out under this section; and

(ii) to develop, implement, and evaluate models for creation of teacher research dissemination networks.

(B) PRIORITY.—In awarding grants and entering into contracts and cooperative agreements under subparagraph

(A) the Secretary shall give priority to entities that have received Federal funds for research and dissemination.

(3) APPLICATIONS.—

(A) IN GENERAL.—An entity desiring to receive assistance under this subsection shall submit an application to the Secretary in such form, at such time, and containing such information and assurances as the Secretary may require.

(B) CONTENTS.—Each such application shall describe how the project described in the application—

(i) was developed with the active participation of elementary and secondary school teachers;

(ii) will include the continuing participation of elementary and secondary school teachers in the management of the project;

(iii) is organized around one or more significant research topics;

(iv) will involve collaboration with entities that have received Federal funds for research and dissemination; and

(v) will sustain over time teacher research dissemination networks after Federal funding for such networks terminates.

(4) USE OF FUNDS.—Funds provided under this subsection may be used—

(A) to train elementary and secondary education teachers (particularly new teachers) about the sources of education research findings, including research findings available through activities supported by the Office, and how to access and use such findings to improve the quality of instruction;

(B) to develop simple formats, both administrative and technological, that allow elementary and secondary education teachers easy access to and use of education research findings;

(C) to share strategies and materials;

(D) to support professional networks;

(E) to survey teacher needs in the areas of research and development; and

(F) for other activities designed to support elementary and secondary education teachers in becoming knowledgeable about, assisting in the design of, and using, educational research.

(5) STIPENDS.—The Secretary may provide for the payment of such stipends (including allowances for subsistence and other expenses for elementary and secondary teachers), as the Secretary determines to be appropriate, to teachers participating in the projects authorized under this subsection.

(6) COORDINATION.—Recipients of funds under this subsection shall, to the greatest extent possible, coordinate their activities with related activities under the Elementary and Secondary Education Act of 1965.

(7) REPORT.—The Secretary shall, within 5 years of the date of enactment of this Act, submit to the Congress a report on the effectiveness of activities assisted under this subsection.

PART E—NATIONAL LIBRARY OF EDUCATION

SEC. 861. ESTABLISHMENT WITHIN OFFICE OF EDUCATIONAL RESEARCH AND IMPROVEMENT.

(a) IN GENERAL.—There is established within the Department of Education a National Library of Education (hereafter in this section referred to as the "Library"), which shall be maintained by the Department of Education as a governmental activity.

(b) FUNCTIONS OF LIBRARY.—The functions of the Library are—

(1) to provide a central location within the Federal Government for information about education;

(2) to provide comprehensive reference services on matters related to education to employees of the Department of Education and its contractors and grantees, other Federal employees, and members of the public; and

(3) to promote greater cooperation and resource sharing among providers and repositories of education information in the United States.

(c) MISSION.—The mission of the Library shall be to—

(1) become a principal center for the collection, preservation, and effective utilization of the research and other information related to education and to the improvement of educational achievement;

(2) strive to ensure widespread access to the Library's facilities and materials, coverage of all education issues and subjects, and quality control;

(3) have an expert library staff; and

(4) use modern information technology that holds the potential to link major libraries, schools, and educational centers across the United States into a network of national education resources.

(d) ONE-STOP INFORMATION AND REFERRAL SERVICE.—The Library shall establish and maintain a central information and referral service to respond to telephonic, mail and electronic and other inquiries from the public concerning—

(1) programs and activities of the Department of Education;

(2) publications produced by the Department of Education and, to the extent feasible, education related publications produced by the Departments of Labor, Health and Human Services, and other Federal departments and agencies;

(3) services and resources available to the public through the Office, including the Educational Resources Information Center Clearinghouses, the research institutes, and the national education dissemination system;

(4) statistics and other information produced by the National Center for Education Statistics; and

(5) referrals to additional sources of information and expertise about educational issues which may be available through educational associations and foundations, the private sector, colleges and universities, libraries and bibliographic databases.

The Library shall maintain and actively publicize a toll-free telephone number through which public inquiries to the Library may be made.

(e) COMPREHENSIVE REFERENCE SERVICES.—

(1) IN GENERAL.—The Library shall, to the extent feasible, provide for the delivery of a full range of reference services on subjects related to education to employees of the Department of Education and such Department's contractors and grantees, other Federal employees, and members of the general public. Such services may include—

(A) specialized subject searches;

(B) search and retrieval of electronic databases;

(C) document delivery by mail and facsimile transmission;

(D) research counseling, bibliographic instruction, and other training services;

(E) interlibrary loan services; and

(F) selective dissemination of information services.

(2) PRIORITY.—The Library shall first give priority in the provision of reference services to requests made by employees of the Department of Education.

(f) COOPERATION AND RESOURCE SHARING.—The Library shall promote greater cooperation and resource sharing among libraries and archives with significant collections in the area of education through means such as—

(1) the establishment of information and resource sharing networks among such entities;

(2) the development of a national union list of education journals held by education libraries throughout the United States;

(3) the development of directories and indexes to textbook and other specialized collections held by education libraries throughout the United States; and

(4) cooperative efforts to preserve, maintain and promote access to items of special historical value or interest.

(g) ADMINISTRATION.—The Library shall be administered by an Executive Director who shall—

(1) be appointed by the Assistant Secretary from among persons with significant training or experience in library and information science; and

(2) be paid at not less than the minimum rate of basic pay payable for GS-15 of the General Schedule.

(h) TASK FORCE.—

(1) IN GENERAL.—The Assistant Secretary shall appoint a task force of librarians, scholars, teachers, parents, and school leaders (hereafter in this paragraph referred to as the "Task Force") to provide advice on the establishment of the Library.

(2) PREPARATION OF PLAN.—The Task Force shall prepare a workable plan to establish the Library and to implement the requirements of this section.

(3) CERTAIN AUTHORITIES.—The Task Force may identify other activities and functions for the Library to carry out, except that such functions shall not be carried out until the Library is established and has implemented the requirements of this section.

(4) REPORT.—The Task Force shall prepare and submit to the Assistant Secretary not later than 6 months after the first meeting of the Task Force a report on the activities of the Library.

(i) TRANSFER OF FUNCTIONS.—There are hereby transferred

to the Library all functions of—

(1) the Department of Education Research Library;

(2) the Department of Education Reference Section; and

(3) the Department of Education Information Branch.

(j) COLLECTION DEVELOPMENT POLICY.—Not later than 180 days after the date of the enactment of this title, the Assistant Secretary shall promulgate a comprehensive collection development policy to govern the Library's operations, acquisitions, and services to users. Such collection development policy shall—

(1) be consistent with the functions of the Library described in subsection (b);

(2) emphasize the acquisition and maintenance of a comprehensive collection of reference materials; and

(3) avoid unnecessary duplication by putting a priority on meeting the information needs of the Library's users through cooperation and resource-sharing with other entities with significant collections in the field of education.

(k) ARREARAGE AND PRESERVATION.—On the basis of the collection development policy promulgated under subsection (j), the Executive Director shall develop a multiyear plan which shall set forth goals and priorities for actions needed to—

(1) eliminate within 3 years the arrearage of uncataloged books and other materials in the Library's collections; and

(2) respond effectively and systematically to the preservation needs of the Library's collections, relying, whenever possible, upon cooperative efforts with other institutions to preserve and maintain the usability of books and materials in the Library's collections.

To Link Up with Nation- al Data Bank

PART F—STAR SCHOOLS

SEC. 901. STAR SCHOOLS.

Subsection (a) of section 908 of the Star Schools Assistance Act (20 U.S.C. 4085b(a)) is amended by striking "greater" and inserting "lesser".

PART G—OFFICE OF COMPREHENSIVE SCHOOL HEALTH EDUCATION

SEC. 901. OFFICE OF COMPREHENSIVE SCHOOL HEALTH EDUCATION.

(a) IN GENERAL.—Subsection (c) of section 4605 of the Elementary and Secondary Education Act of 1965 (20 U.S.C. 3155(c)) is amended—

(1) in the matter preceding paragraph (1), by striking "Office of the Secretary" and inserting "Office of Elementary and Secondary Education"; and

(2) by adding at the end the following new paragraph:

"(4) To act as a liaison office for the coordination of the activities undertaken by the Office under this section with related activities of the Department of Health and Human Services and to expand school health education research grant programs under this section."

(b) TRANSITION.—The Secretary shall take all appropriate actions to facilitate the transfer of the Office of Comprehensive School Health Education pursuant to the amendment made by subsection (a).

PART H—FIELD READERS

SEC. 901. FIELD READERS.

Section 402 of the Department of Education Organization Act (20 U.S.C. 3462) is amended—

(1) by inserting "(a) IN GENERAL.—" before "The Secretary"; and

(2) by adding at the end the following new subsection:

"(b) SPECIAL RULE.—

"(1) IN GENERAL.—Notwithstanding any other provision of law, the Secretary may use not more than 1 percent of the funds appropriated for any education program that awards such funds on a competitive basis to pay the expenses and fees of non-Federal experts necessary to review applications and proposals for such funds.

"(2) APPLICABILITY.—The provisions of paragraph (1) shall not apply to any education program under which funds are authorized to be appropriated to pay the fees and expenses of non-Federal experts to review applications and proposals for such funds."

PART I—AMENDMENTS TO THE CARL D. PERKINS VOCATIONAL AND APPLIED TECHNOLOGY EDUCATION ACT

SEC. 901. NATIONAL OCCUPATIONAL INFORMATION COORDINATING COMMITTEE.

Section 422 of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2422) is amended—

(1) in paragraph (2) of subsection (a), by inserting "(including postsecondary employment and training programs)" after

"training programs"; and

(2) in subsection (b)—

(A) by redesignating subparagraphs (A) and (B) as paragraphs (1) and (2), respectively;

(B) in the matter preceding paragraph (1) (as redesignated in subparagraph (A)), by inserting "the State board or agency governing higher education," after "coordinating council,"; and

(C) in paragraph (1) (as redesignated in subparagraph (A))—

(i) by striking "Act and of" and inserting "Act, of"; and

(ii) by inserting "and of the State board or agency governing higher education" after "Job Training Partnership Act";

(3) by redesignating subsection (d) as subsection (e); and

(4) by inserting after subsection (c) the following new subsection:

"(d) DATA COLLECTION SYSTEM.—In the development and design of a system to provide data on graduation or completion rates, job placement rates from occupationally specific programs, licensing rates, and awards of high school graduate equivalency diplomas (GED), each State board for higher education shall develop a data collection system the results of which can be integrated into the occupational information system developed under this section."

TITLE X—MISCELLANEOUS

PART A—MISCELLANEOUS PROVISIONS

SEC. 1011. SCHOOL PRAYER.

No funds authorized to be appropriated under this Act may be used by any State or local educational agency to adopt policies that prevent voluntary prayer and meditation in public schools.

SEC. 1012. FUNDING FOR THE INDIVIDUALS WITH DISABILITIES EDUCATION ACT.

(a) FINDINGS.—The Congress finds that—

(1) the Individuals with Disabilities Education Act was established with the commitment of forty percent Federal funding but currently receives only eight percent Federal funding;

(2) this funding shortfall is particularly burdensome to school districts and schools in low-income areas which serve higher than average proportions of students with disabilities and have fewer local resources to contribute; and

(3) it would cost the Federal Government approximately \$10,000,000,000 each year to fully fund the Individuals with Disabilities Education Act.

(b) SENSE OF CONGRESS.—It is the sense of the Congress that the Federal Government should provide States and communities with adequate resources under the Individuals with Disabilities Education Act as soon as reasonably possible, through the reallocation of noneducation funds within the current budget monetary constraints.

SEC. 1013. NATIONAL BOARD FOR PROFESSIONAL TEACHING STANDARDS.

Section 551 of the Higher Education Act of 1965 (20 U.S.C. 1107) is amended—

(1) in paragraph (1) of subsection (b), by striking "the Federal share of";

(2) in subparagraph (B) of subsection (e)(1), by striking "share of the cost of the activities of the Board is" and inserting "contributions described in subsection (f) are"; and

(3) by amending subsection (f) to read as follows:

"(f) MATCHING FUNDS REQUIREMENT.—

(1) IN GENERAL.—The Secretary shall not provide financial assistance under this subpart to the Board unless the Board agrees to expend non-Federal contributions equal to \$1 for every \$1 of the Federal funds provided pursuant to such financial assistance.

(2) NON-FEDERAL CONTRIBUTIONS.—The non-Federal contributions described in paragraph (1)—

"(A) may include all non-Federal funds raised by the Board on or after January 1, 1987; and

"(B) may be used for outreach, implementation, administration, operation, and other costs associated with the development and implementation of national teacher assessment and certification procedures under this subpart.".

SEC. 1014. FORGIVENESS OF CERTAIN OVERPAYMENTS.

(a) IN GENERAL.—Notwithstanding section 1401 of the Elementary and Secondary Education Act of 1965 or any other provision of law—

(1) the allocation of funds appropriated for fiscal year 1993 under the Department of Education Appropriations Act, 1993, to Colfax County, New Mexico under section 1005 of the

Elementary and Secondary Education Act of 1965, and any other allocations or grants for such fiscal year resulting from such allocation to such county under any program administered by the Secretary of Education, shall be deemed to be authorized by law; and

(2) in any program for which allocations are based on fiscal year 1993 allocations under section 1005 of such Act, the fiscal year 1993 allocations under such section deemed to be authorized by law in accordance with paragraph (1) shall be used.

(b) SPECIAL RULE.—Notwithstanding subsection (a)(1) of this section, in carrying out section 1403(a) of the Elementary and Secondary Education Act of 1965 for fiscal year 1994, the amount allocated to Colfax County, New Mexico under section 1005 of such Act for fiscal year 1993 shall be deemed to be the amount that the Secretary determines would have been allocated under such section 1005 had the correct data been used for fiscal year 1993.

SEC. 1015. STUDY OF GOALS 2000 AND STUDENTS WITH DISABILITIES.

(a) STUDY REQUIRED.—

(1) IN GENERAL.—Not later than 180 days after the date of enactment of this Act, the Secretary shall make appropriate arrangements with the National Academy of Sciences or the National Academy of Education to conduct a comprehensive study of the inclusion of children with disabilities in school reform activities assisted under the Goals 2000: Educate America Act.

(2) DEFINITION.—For purposes of this section, the term "children with disabilities" has the same meaning given such term in section 602 of the Individuals with Disabilities Education Act.

(b) STUDY COMPONENTS.—The study conducted under subsection (a) shall include—

(1) an evaluation of the National Education Goals and objectives, curriculum reforms, standards, and other programs and activities intended to achieve those goals;

(2) a review of the adequacy of assessments and measures used to gauge progress towards meeting National Education Goals and any national and State standards, and an examination of other methods or accommodations necessary or desirable to collect data on the educational progress of children with disabilities, and the costs of such methods and accommodations;

(3) an examination of what incentives or assistance might be provided to States to develop improvement plans that adequately address the needs of children with disabilities;

(4) the relation of the Goals 2000: Educate America Act to other Federal laws governing or affecting the education of children with disabilities; and

(5) such other issues as the National Academy of Sciences or the National Academy of Education considers appropriate.

(c) STUDY PANEL MEMBERSHIP.—Any panel constituted in furtherance of the study to be conducted under subsection (a) shall include consumer representatives.

(d) FINDINGS AND RECOMMENDATIONS.—The Secretary shall request the National Academy of Sciences or the National Academy of Education to submit an interim report of its findings and recommendations to the President and Congress not later than 12 months, and a final report not later than 24 months, from the date of the completion of procurement relating to the study.

(e) FUNDING.—From funds appropriated to the Secretary for research related to individuals with disabilities the Secretary shall make available \$600,000 for fiscal year 1994, and such sums as may be necessary for fiscal year 1995, to carry out this section. Amounts made available under this subsection shall remain available until expended.

SEC. 1016. AMENDMENTS TO SUMMER YOUTH EMPLOYMENT AND TRAINING PROGRAM.

(a) PROGRAM DESIGN.—

(1) ACADEMIC ENRICHMENT AUTHORIZED.—Paragraph (1) of section 253(a) of the Job Training Partnership Act (20 U.S.C. 1632(a)) is amended by inserting "academic enrichment" after "remedial education".

(2) REQUIRED SERVICES AND DESIGN.—(A) Subsection (c) of such section 253 of the Job Training Partnership Act (20 U.S.C. 1632(c)) is amended by adding at the end the following new paragraphs:

(3) BASIC EDUCATION AND PREEMPLOYMENT TRAINING.—The programs under this part shall provide, either directly or through arrangements with other programs, each of the following services to a participant where the assessment and the service strategy indicate such services are appropriate:

"(A) Basic and Remedial Education.

"(B) Preemployment and Work Maturity Skills Training.

"(4) INTEGRATION OF WORK AND LEARNING.—

"(A) WORK EXPERIENCE.—Work experience provided under this part, to the extent feasible, shall include contextual learning opportunities which integrate the development of general competencies with the development of academic skills.

Life Long Tracking

(B) CLASSROOM TRAINING.—Classroom training provided under this part shall, to the extent feasible, include opportunities to apply knowledge and skills relating to academic subjects to the world of work.”

(B) Section 253 of the **Job Training Partnership** Act (20 U.S.C. 1632) is further amended by adding at the end the following new subsection:

“(e) EDUCATIONAL LINKAGES.—In conducting the program assisted under this part, service delivery areas shall establish linkages with the appropriate educational agencies responsible for service to participants. Such linkages shall include arrangements to ensure that there is a regular exchange of information relating to the progress, problems and needs of participants, including the results of assessments of the skill levels of participants.”

(C) Section 254 of the **Job Training Partnership** Act is amended by adding at the end the following new subsection:

“(c) PROHIBITION ON PRIVATE ACTIONS.—Nothing in this part shall be construed to establish a right for a participant to bring an action to obtain services described in the assessment or service strategy developed under section 253(c).”

(b) TRANSFER OF FUNDS TO YEAR ROUND PROGRAM.—Section 256 of the **Job Training Partnership** Act is amended by striking “10 percent” and inserting “20 percent”.

SEC. 1017. PROTECTION OF PUPILS.

Section 439 of the General Education Provisions Act (20 U.S.C. 1232g) is amended to read as follows:

“PROTECTION OF PUPIL RIGHTS

“SEC. 439. (a) All instructional materials, including teacher's manuals, films, tapes, or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the children.

“(b) No student shall be required, as part of any applicable program, to submit to a survey, analysis, or evaluation that reveals information concerning—

“(1) political affiliations;

“(2) mental and psychological problems potentially embarrassing to the student or his family;

“(3) sex behavior and attitudes;

“(4) illegal, anti-social, self-incriminating and demeaning behavior;

“(5) critical appraisals of other individuals with whom respondents have close family relationships;

“(6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or

“(7) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program), without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.

“(c) Educational agencies and institutions shall give parents and students effective notice of their rights under this section.

“(d) ENFORCEMENT.—The Secretary shall take such action as the Secretary determines appropriate to enforce this section, except that action to terminate assistance provided under an applicable program shall be taken only if the Secretary determines that—

“(1) there has been a failure to comply with such section; and

“(2) compliance with such section cannot be secured by voluntary means.

“(e) OFFICE AND REVIEW BOARD.—The Secretary shall establish or designate an office and review board within the Department of Education to investigate, process, review, and adjudicate violations of the rights established under this section.”

SEC. 1018. CONTRACEPTIVE DEVICES.

The Department of Health and Human Services and the Department of Education shall ensure that all federally funded programs which provide for the distribution of contraceptive devices to unemancipated minors develop procedures to encourage, to the extent practical, family participation in such programs.

SEC. 1019. ASSESSMENTS.

(a) TITLE II.—No funds provided under title II of this Act shall be used to develop or undertake assessments that will be used to make decisions regarding the graduation, grade promotion, or retention of students for 5 years after the date of enactment of this Act.

(b) TITLE III.—Assessments developed with funds under title III of this Act may be used for decisions regarding graduation, grade promotion, or retention of students only on the condition that students have been prepared in the content for which the students are being assessed.

SEC. 1020. PUBLIC SCHOOLS.

Except as provided in section 310, nothing in this Act shall be construed to authorize the use of funds under title III of this Act to directly or indirectly benefit any school other than a public school.

SEC. 1021. ASSESSMENT OF EDUCATIONAL PROGRESS ACTIVITIES.

Section 421(h) of the Carl D. Perkins Vocational and Applied Technology Education Act (20 U.S.C. 2421(h)) is amended—

(1) by inserting “(1)” after “(h)”; and

(2) by inserting at the end the following:

“(2)(A) Notwithstanding any provision of section 406 of the General Education Provisions Act, the Commissioner of Education Statistics may authorize a State educational agency or a consortium of such agencies to use items and data from the National Assessment of Educational Progress for the purpose of evaluating a course of study related to vocational education, if the Commissioner has determined, in writing, that such use will not—

“(i) result in the identification of characteristics or performance of individual students or schools;

“(ii) result in the ranking or comparing of schools or local educational agencies;

“(iii) be used to evaluate the performance of teachers, principals, or other local educators for the purpose of dispensing rewards or punishments; or

“(iv) corrupt or harm the use and value of data collected for the National Assessment of Educational Progress.

“(B) Not later than 60 days after making an authorization under subsection (a), the Commissioner shall submit to the Committee on Education and Labor of the House of Representatives and to the Committee on Labor and Human Resources of the Senate, a report which contains—

“(i) a copy of the request for such authorization;

“(ii) a copy of the written determination under subsection (a); and

“(iii) a description of the details and duration of such authorization.

“(C) The Commissioner may not grant more than one such authorization in any fiscal year and shall ensure that the authorized use of items or data from the National Assessment is evaluated for technical merit and for its effect on the National Assessment of Educational Progress. The results of such evaluations shall be promptly reported to the committees specified in subparagraph (B).”

SEC. 1022. SENSE OF THE CONGRESS.

It is the sense of the Congress that—

(1) no funds appropriated pursuant to this Act should be expended by an entity unless the entity agrees that in expending the assistance the entity will comply with sections 2 through 4 of the Act of March 3, 1993 (41 U.S.C. 10a-10c, popularly known as the “Buy American Act”);

(2) in the case of any equipment or products that may be authorized to be purchased with financial assistance provided under this Act, entities receiving such assistance should, in expending the assistance, purchase only American-made equipment and products;

(3) in providing financial assistance under this Act, the head of each Federal agency should provide to each recipient of the assistance a notice describing the statement made in subsection (a) by the Congress; and

(4) if it has been finally determined by a court or Federal agency that any person intentionally affixed a label bearing a “Made in America” inscription, or any inscription with the same meaning to any product sold in or shipped to the United States that is not made in the United States, such person should be ineligible to receive any contract or subcontract made with funds provided pursuant to this Act, pursuant to the debarment, suspension, and ineligibility procedures described in sections 9.400 through 9.409 of title 48, Code of Federal Regulations, as such sections existed on the date of enactment of this Act.

PART B—GUN-FREE SCHOOLS

SEC. 1031. SHORT TITLE.

This part may be cited as the “Gun-Free Schools Act of 1994.”

SEC. 1032. GUN-FREE REQUIREMENTS IN ELEMENTARY AND SECONDARY SCHOOLS.

The Elementary and Secondary Education Act of 1965 (20 U.S.C. 2701 et seq.) is amended—

(1) by redesignating title X as title IX;

(2) by redesignating sections 8001 through 8005 as sections 9001 through 9005, respectively; and

(3) by inserting after title VII the following new title:

“TITLE VIII—GUN-FREE SCHOOLS

“SEC. 8001. GUN-FREE REQUIREMENTS.

“(a) REQUIREMENTS.—

“(1) IN GENERAL.—No assistance may be provided to any local educational agency under this Act unless such agency has in effect a policy requiring the expulsion from school for a period of not less than one year of any student who is determined to have brought weapon to a school under the jurisdiction of the agency except such policy may allow the chief administering officer of the agency to modify such expulsion requirement for a student on a case-by-case basis.

(2) DEFINITION.—For the purpose of this section, the term "weapon" means a firearm as such term is defined in section 921 of title 18, United States Code.

(b) REPORT TO STATE.—Each local educational agency requesting assistance from the State educational agency that is to be provided from funds made available to the State under this Act shall provide to the State, in the application requesting such assistance—

"(1) an assurance that such local educational agency has in effect the policy required by subsection (a); and

"(2) a description of the circumstances surrounding any expulsions imposed under the policy required by subsection (a), including—

"(A) the name of the school concerned;

"(B) the number of students expelled from such school;

and

"(C) the types of weapons concerned."

PART C—ENVIRONMENTAL TOBACCO SMOKE

SEC. 1041. SHORT TITLE.

This part may be cited as the "Pro-Children Act of 1994".

SEC. 1042. DEFINITIONS.

As used in this part:

(1) CHILDREN.—The term "children" means individuals who have not attained the age of 18.

(2) CHILDREN'S SERVICES.—The term "children's services" means the provision on a routine or regular basis of health, day care, education, or library services—

(A) that are funded, after the date of the enactment of this Act, directly by the Federal Government or through State or local governments, by Federal grant, loan, loan guarantee, or contract programs—

(i) administered by either the Secretary of Health and Human Services or the Secretary of Education (other than services provided and funded solely under titles XVIII and XIX of the Social Security Act); or

(ii) administered by the Secretary of Agriculture in the case of a clinic (as defined in 7 CFR 246.2) under section 17(b)(6) of the Child Nutrition Act of 1966 (42 U.S.C. 1786(b)(6)), or

(B) that are provided in indoor facilities that are constructed, operated, or maintained with such Federal funds, as determined by the appropriate Secretary in any enforcement action under this title,

except that nothing in clause (ii) of subparagraph (A) is intended to include facilities (other than clinics) where coupons are redeemed under the Child Nutrition Act of 1966.

(3) PERSON.—The term "person" means any State or local subdivision thereof, agency of such State or subdivision, corporation, or partnership that owns or operates or otherwise controls and provides children's services or any individual who owns or operates or otherwise controls and provides such services.

(4) INDOOR FACILITY.—The term "indoor facility" means a building that is enclosed.

(5) SECRETARY.—The term "Secretary" means the Secretary of Health and Human Services.

SEC. 1043. NONSMOKING POLICY FOR CHILDREN'S SERVICES.

(a) PROHIBITION.—After the date of the enactment of this Act, no person shall permit smoking within any indoor facility owned or leased or contracted for and utilized by such person for provision of routine or regular kindergarten, elementary, or secondary education or library services to children.

(b) ADDITIONAL PROHIBITION.—After the date of the enactment of this Act, no person shall permit smoking within any indoor facility (or portion thereof) owned or leased or contracted for by such person for the provision by such person of regular or routine health care or day care or early childhood development (Head Start) services to children or for the use of the employees of such person who provides such services, except that this subsection shall not apply to—

(1) any portion of such facility that is used for inpatient hospital treatment of individuals dependent on, or addicted to, drugs or alcohol; and

(2) any private residence.

(c) FEDERAL AGENCIES.—

(1) KINDERGARTEN, ELEMENTARY, OR SECONDARY EDUCATION OR LIBRARY SERVICES.—After the date of the enactment of this Act, no Federal agency shall permit smoking within any indoor facility in the United States operated by such agency, directly or by contract, to provide routine or regular kindergarten, elementary, or secondary education or library services to children.

(2) HEALTH OR DAY CARE OR EARLY CHILDHOOD DEVELOPMENT SERVICES.—After the date of the enactment of this Act, no Federal agency shall permit smoking within any indoor facility (or portion thereof) operated by such agency, directly or by contract, to provide routine or regular health or day care or early childhood development (Head Start) services to children, except that this paragraph shall not apply to—

(A) any portion of such facility that is used for inpatient hospital treatment of individuals dependent on, or addicted to, drugs or alcohol; and

(B) any private residence.

(3) APPLICATION OF PROVISIONS.—The provisions of paragraph (2) shall also apply to the provision of such routine or regular kindergarten, elementary or secondary education or library services in the facilities described in paragraph (2) not subject to paragraph (1).

(d) NOTICE.—The prohibitions in subsections (a) through (c) shall be incorporated by publication of a notice in the Federal Register by the Secretary (in consultation with the heads of other affected agencies) and by such agency heads in funding arrangements involving the provision of children's services administered by such heads. Such prohibitions shall be effective 90 days after such notice is published, or 270 days after the date of the enactment of this Act, whichever occurs first.

(e) SPECIAL WAIVER.—

(1) IN GENERAL.—On receipt of an application, the head of the Federal agency may grant a special waiver to a person described in subsection (a) who employs individuals who are members of a labor organization and provide children's services pursuant to a collective bargaining agreement that—

(A) took effect before the date of enactment of this Act; and

(B) includes provisions relating to smoking privileges that are in violation of the requirements of this section.

(2) TERMINATION OF WAIVER.—A special waiver granted under this subsection shall terminate on the earlier of—

(A) the first expiration date (after the date of enactment of this Act) of the collective bargaining agreement containing the provisions relating to smoking privileges; or

(B) the date that is 1 year after the date of the enactment of this Act.

(f) CIVIL PENALTIES.—

(1) IN GENERAL.—Any failure to comply with a prohibition in this section shall be a violation of this section and any person subject to such prohibition who commits such violation may be liable to the United States for a civil penalty in an amount not to exceed \$1,000 for each violation, or may be subject to an administrative compliance order, or both, as determined by the Secretary. Each day a violation continues shall constitute a separate violation. In the case of any civil penalty under this section, the total amount shall not exceed the amount of Federal funds received by such person for the fiscal year in which the continuing violations occurred. For the purpose of the prohibition in subsection (c), the term "person" shall mean the head of the applicable Federal agency or the contractor of such agency providing the services to children.

(2) ADMINISTRATIVE PROCEEDING.—A civil penalty may be assessed in a written notice, or an administrative compliance order may be issued, by the Secretary only after an opportunity for a hearing in accordance with section 554 of title 5, United States Code. Before making such assessment or issuing such order, or both, the Secretary shall give written notice thereof to such person by certified mail with return receipt and provide therein an opportunity to request in writing not later than 30 days after the date of receipt of such notice such hearing. The notice shall reasonably describe the violation and be accompanied with the procedures for such hearing and a simple form to request such hearing if such person desires to use such form. If a hearing is requested, the Secretary shall establish by such certified notice the time and place for such hearing which should be located, to the greatest extent possible, at a location convenient to such person. The Secretary (or the Secretary's designee) and such person may consult to arrange a suitable date and location where appropriate.

(3) CIRCUMSTANCES AFFECTING PENALTY OR ORDER.—In determining the amount of the civil penalty or the nature of the administrative compliance order, the Secretary shall take into account, as appropriate—

(A) the nature, circumstances, extent, and gravity of the violation;

(B) with respect to the violator, any good faith efforts to comply, the importance of achieving early and permanent compliance, the ability to pay or comply, the effect of the penalty or order on the ability to continue operation, any prior history of the same kind of violation, the degree of culpability, and any demonstration of willingness to comply with the prohibitions of this section in a timely manner; and

(C) such other matters as justice may require.

(4) MODIFICATION.—The Secretary may, as appropriate, compromise, modify, or remit, with or without conditions, any civil penalty or administrative compliance order. In the case of a civil penalty, the amount, as finally determined by the Secretary or agreed upon in compromise, may be deducted from any sums that the United States or its agencies or instrumentalities owes to the person against whom the penalty is assessed.

(5) PETITION FOR REVIEW.—Any person aggrieved by a penalty assessed or an order issued, or both, by the Secretary

under this section may file a petition for judicial review thereof with the United States Court of Appeals for the District of Columbia Circuit or for any other circuit in which the person resides or transacts business. Such person shall provide a copy thereof to the Secretary or the Secretary's designee. The petition shall be filed within 30 days after the Secretary's assessment or order, or both, are final and have been provided to such person by certified mail. The Secretary shall promptly provide to the court a certified copy of the transcript of any hearing held under this section and a copy of the notice or order.

(6) FAILURE TO COMPLY.—If a person fails to pay an assessment of a civil penalty or comply with an order, after either or both are final under this section, or after a court under paragraph (5) has entered a final judgment in favor of the Secretary, the Attorney General, at the request of the Secretary, shall recover the amount of the civil penalty (plus interest at then currently prevailing rates from the day either or both are final) or enforce the order in an action brought in the appropriate district court of the United States. In such action, the validity and appropriateness of the penalty or order or the amount of the penalty shall not be subject to review.

SEC. 1044. PREEMPTION.

Nothing in this part is intended to preempt any provision of law of a State or political subdivision of a State that is more restrictive than a provision of this part.

PART D—MIDNIGHT BASKETBALL LEAGUE TRAINING AND PARTNERSHIP

SEC. 1051. SHORT TITLE.

This part may be cited as the "Midnight Basketball League Training and Partnership Act".

SEC. 1052. GRANTS FOR MIDNIGHT BASKETBALL LEAGUE TRAINING AND PARTNERSHIP PROGRAMS.

Section 520 of the Cranston-Gonzalez National Affordable Housing Act (42 U.S.C. 11903a) is amended—

(1) in the section heading by inserting "AND ASSISTED" after "PUBLIC";

(2) in the subsection heading for subsection "(a)", by inserting "PUBLIC HOUSING" before "YOUTH"; and

(3) by adding at the end the following new subsection:

"(l) MIDNIGHT BASKETBALL LEAGUE TRAINING AND PARTNERSHIP PROGRAMS."

"(1) AUTHORITY.—The Secretary shall make grants, to the extent that amounts are approved in appropriations Acts under paragraph (13), to—

"(A) eligible entities to assist such entities in carrying out midnight basketball league programs meeting the requirements of paragraph (4); and

"(B) eligible advisory entities to provide technical assistance to eligible entities in establishing and operating such midnight basketball league programs.

"(2) ELIGIBLE ENTITIES.—

"(A) IN GENERAL.—Subject to subparagraph (B), grants under paragraph (1)(A) may be made only to the following eligible entities:

"(i) Entities eligible under subsection (b) for a grant under subsection (a).

"(ii) Nonprofit organizations providing employment counseling, job training, or other educational services.

"(iii) Nonprofit organizations providing federally assisted low-income housing.

"(B) PROHIBITION ON SECOND GRANTS.—A grant under paragraph (1)(A) may not be made to an eligible entity if the entity has previously received a grant under such paragraph, except that the Secretary may exempt an eligible advisory entity from the prohibition under this subparagraph in extraordinary circumstances.

"(3) USE OF GRANT AMOUNTS.—Any eligible entity that receives a grant under paragraph (1)(A) may use such amounts only—

"(A) to establish or carry out a midnight basketball league program under paragraph (4);

"(B) for salaries for administrators and staff of the program;

"(C) for other administrative costs of the program, except that not more than 5 percent of the grant amount may be used for such administrative costs; and

"(D) for costs of training and assistance provided under paragraph (4)(I).

"(4) PROGRAM REQUIREMENTS.—Each eligible entity receiving a grant under paragraph (1)(A) shall establish a midnight basketball league program as follows:

"(A) The program shall establish a basketball league of not less than 8 teams having 10 players each.

"(B) Not less than 50 percent of the players in the basketball league shall be residents of federally assisted low-income housing or members of low-income families (as such term is defined in section 3(b) of the United States Housing Act of 1937).

"(C) The program shall be designed to serve primarily youths and young adults from a neighborhood or community whose population has not less than 2 of the following characteristics (in comparison with national averages):

"(i) A substantial problem regarding use or sale of illegal drugs.

"(ii) A high incidence of crimes committed by youths or young adults.

"(iii) A high incidence of persons infected with the human immunodeficiency virus or sexually transmitted diseases.

"(iv) A high incidence of pregnancy or a high birth rate among adolescents.

"(v) A high unemployment rate for youths and young adults.

"(vi) A high rate of high school drop-outs.

"(D) The program shall require each player in the league to attend employment counseling, job training, and other educational classes provided under the program, which shall be held immediately following the conclusion of league basketball games at or near the site of the games and at other specified times.

"(E) The program shall serve only youths and young adults who demonstrate a need for such counseling, training, and education provided by the program, in accordance with criteria for demonstrating need, which shall be established by the Secretary, in consultation with the Advisory Committee.

"(F) The majority of the basketball games of the league shall be held between the hours of 10:00 p.m. and 2:00 a.m. at a location in the neighborhood or community served by the program.

"(G) The program shall obtain sponsors for each team in the basketball league. Sponsors shall be private individuals or businesses in the neighborhood or community served by the program who make financial contributions to the program and participate in or supplement the employment, job training, and educational services provided to the players under the program with additional training or educational opportunities.

"(H) The program shall comply with any criteria established by the Secretary, in consultation with the Advisory Committee established under paragraph (9).

"(I) Administrators or organizers of the program shall receive training and technical assistance provided by eligible advisory entities receiving grants under paragraph (8).

"(5) GRANT AMOUNT LIMITATIONS.—

"(A) PRIVATE CONTRIBUTIONS.—The Secretary may not make a grant under paragraph (1)(A) to an eligible entity that applies for a grant under paragraph (6) unless the applicant entity certifies to the Secretary that the entity will supplement the grant amounts with amounts of funds from non-Federal sources, as follows:

"(i) In each of the first 2 years that amounts from the grant are disbursed (under subparagraph (E)), an amount sufficient to provide not less than 35 percent of the cost of carrying out the midnight basketball league program.

"(ii) In each of the last 3 years that amounts from the grant are disbursed, an amount sufficient to provide not less than 50 percent of the cost of carrying out the midnight basketball league program.

"(B) NON-FEDERAL FUNDS.—For purposes of this paragraph, the term 'funds from non-Federal sources' includes amounts from nonprofit organizations, public housing agencies, States, units of general local government, and Indian housing authorities, private contributions, any salary paid to staff (other than from grant amounts under paragraph (1)(A)) to carry out the program of the eligible entity, in-kind contributions to carry out the program (as determined by the Secretary after consultation with the Advisory Committee), the value of any donated material, equipment, or building, the value of any lease on a building, the value of any utilities provided, and the value of any time and services contributed by volunteers to carry out the program of the eligible entity.

"(C) PROHIBITION ON SUBSTITUTION OF FUNDS.—Grant amounts under paragraph (1)(A) and amounts provided by States and units of general local government to supplement grant amounts may not be used to replace other public funds previously used, or designated for use, under this section.

"(D) MAXIMUM AND MINIMUM GRANT AMOUNTS.—

"(i) IN GENERAL.—The Secretary may not make a grant under paragraph (1)(A) to any single eligible entity in an amount less than \$55,000 or exceeding \$130,000, except as provided in clause (ii).

"(ii) EXCEPTION FOR LARGE LEAGUES.—In the case of a league having more than 80 players, a grant under paragraph (1)(A) may exceed \$130,000, but may

not exceed the amount equal to 35 percent of the cost of carrying out the midnight basketball league program.

"(E) DISBURSEMENT.—Amounts provided under a grant under paragraph (1)(A) shall be disbursed to the eligible entity receiving the grant over the 5-year period beginning on the date that the entity is selected to receive the grant, as follows:

"(i) In each of the first 2 years of such 5-year period, 23 percent of the total grant amount shall be disbursed to the entity.

"(ii) In each of the last 3 years of such 5-year period, 18 percent of the total grant amount shall be disbursed to the entity.

"(6) APPLICATIONS.—To be eligible to receive a grant under paragraph (1)(A), an eligible entity shall submit to the Secretary an application in the form and manner required by the Secretary (after consultation with the Advisory Committee), which shall include—

"(A) a description of the midnight basketball league program to be carried out by the entity, including a description of the employment counseling, job training, and other educational services to be provided;

"(B) letters of agreement from service providers to provide training and counseling services required under paragraph (4) and a description of such service providers;

"(C) letters of agreement providing for facilities for basketball games and counseling, training, and educational services required under paragraph (4) and a description of the facilities;

"(D) a list of persons and businesses from the community served by the program who have expressed interest in sponsoring, or have made commitments to sponsor, a team in the midnight basketball league; and

"(E) evidence that the neighborhood or community served by the program meets the requirements of paragraph (4)(C).

"(7) SELECTION.—The Secretary, in consultation with the Advisory Committee, shall select eligible entities that have submitted applications under paragraph (6) to receive grants under paragraph (1)(A). The Secretary, in consultation with the Advisory Committee, shall establish criteria for selection of applicants to receive such grants. The criteria shall include a preference for selection of eligible entities carrying out midnight basketball league programs in suburban and rural areas.

"(8) TECHNICAL ASSISTANCE GRANTS.—Technical assistance grants under paragraph (1)(B) shall be made as follows:

"(A) ELIGIBLE ADVISORY ENTITIES.—Technical assistance grants may be made only to entities that—

"(i) are experienced and have expertise in establishing, operating, or administering successful and effective programs for midnight basketball and employment, job training, and educational services similar to the programs under paragraph (4); and

"(ii) have provided technical assistance to other entities regarding establishment and operation of such programs.

"(B) USE.—Amounts received under technical assistance grants shall be used to establish centers for providing technical assistance to entities receiving grants under paragraph (1)(A) of this subsection and subsection (a) regarding establishment, operation, and administration of effective and successful midnight basketball league programs under this subsection and subsection (c)(3).

"(C) NUMBER AND AMOUNT.—To the extent that amounts are provided in appropriations Acts under paragraph (13)(B) in each fiscal year, the Secretary shall make technical assistance grants under paragraph (1)(B). In each fiscal year that such amounts are available the Secretary shall make 4 such grants, as follows:

"(i) 2 grants shall be made to eligible advisory entities for development of midnight basketball league programs in public housing projects.

"(ii) 2 grants shall be made to eligible advisory entities for development of midnight basketball league programs in suburban or rural areas.

"(iii) Each grant shall be in an amount not exceeding \$25,000.

"(9) ADVISORY COMMITTEE.—The Secretary of Housing and Urban Development shall appoint an Advisory Committee to assist the Secretary in providing grants under this subsection. The Advisory Committee shall be composed of not more than 7 members, as follows:

"(A) Not less than 2 individuals who are involved in managing or administering midnight basketball programs that the Secretary determines have been successful and effective. Such individuals may not be involved in a program assisted under this subsection or a member or employee of an eligible advisory entity that receives a technical assistance grant under paragraph (1)(B).

"(B) A representative of the Center for Substance

Abuse Prevention of the Public Health Service, Department of Health and Human Services, who is involved in administering the grant program for prevention, treatment, and rehabilitation model projects for high risk youth under section 509A of the Public Health Service Act (42 U.S.C. 290aa-8), who shall be selected by the Secretary of Health and Human Services.

"(C) A representative of the Department of Education, who shall be selected by the Secretary of Education.

"(D) A representative of the Department of Health and Human Services, who shall be selected by the Secretary of Health and Human Services from among officers and employees of such Department involved in issues relating to high-risk youth.

"(10) REPORTS.—The Secretary shall require each eligible entity receiving a grant under paragraph (1)(A) and each eligible advisory entity receiving a grant under paragraph (1)(B) to submit to the Secretary, for each year in which grant amounts are received by the entity, a report describing the activities carried out with such amounts.

"(11) STUDY.—To the extent amounts are provided under appropriation Acts pursuant to paragraph (13)(C), the Secretary shall make a grant to one entity qualified to carry out a study under this paragraph. The entity shall use such grant amounts to carry out a scientific study of the effectiveness of midnight basketball league programs under paragraph (4) of eligible entities receiving grants under paragraph (1)(A). The Secretary shall require such entity to submit a report describing the study and any conclusions and recommendations resulting from the study to the Congress and the Secretary not later than the expiration of the 2-year period beginning on the date that the grant under this paragraph is made.

"(12) DEFINITIONS.—For purposes of this subsection:

"(A) The term 'Advisory Committee' means the Advisory Committee established under paragraph (9).

"(B) The term 'eligible advisory entity' means an entity meeting the requirements under paragraph (8)(A).

"(C) The term 'eligible entity' means an entity described under paragraph (2)(A).

"(D) The term 'federally assisted low-income housing' has the meaning given the term in section 5126 of the Public and Assisted Housing Drug Elimination Act of 1990.

"(E) The term 'Secretary' unless otherwise specified, means the Secretary of Housing and Urban Development.

"(13) AUTHORIZATION OF APPROPRIATIONS.—There are authorized to be appropriated—

"(A) for grants under paragraph (1)(A), \$2,650,000 in each of fiscal years 1994 and 1995;

"(B) for technical assistance grants under paragraph (1)(B), \$100,000 in each of fiscal years 1994 and 1995; and

"(C) for a study grant under paragraph (11), \$250,000 in fiscal year 1994."

SEC. 1053. PUBLIC HOUSING MIDNIGHT BASKETBALL LEAGUE PROGRAMS.

Section 520(c) of the Cranston-Gonzalez National Affordable Housing Act (42 U.S.C. 11903(a)(c)) is amended by adding at the end the following new paragraph:

"(3) MIDNIGHT BASKETBALL LEAGUE PROGRAMS.—Notwithstanding any other provision of this subsection and subsection (d), a grant under this section may be used to carry out any youth sports program that meets the requirements of a midnight basketball league program under subsection (1)(4) (not including subparagraph (B) of such subsection) if the program serves primarily youths and young adults from the public housing project in which the program assisted by the grant is operated."

Approved March 31, 1994.

LEGISLATIVE HISTORY—H.R. 1804 (S. 1150)

HOUSE REPORTS: Nos. 103-168 (Comm. on Education and Labor) and 103-416 (Comm. of Conference).

SENATE REPORTS: No. 103-85 accompanying S. 1150 (Comm. on Labor and Human Resources).

CONGRESSIONAL RECORD:

Vol. 139 (1993): Oct. 13, considered and passed House.

Vol. 140 (1994): Feb. 2-4, 7, S. 1150 considered in Senate.

Feb. 8, H.R. 1804 considered and passed Senate, amended,

in lieu of S. 1150.

Feb. 23, House concurred in Senate amendment with an amendment.

Mar. 23, House agreed to conference report.

Mar. 25, Senate agreed to conference report.

WEEKLY COMPILED OF PRESIDENTIAL DOCUMENTS, Vol. 30 (1994): Mar. 31, Presidential remarks.

THE ILLINOIS AND MICHIGAN DEPARTMENTS OF EDUCATION ARE OPENLY STATING THAT A COLLECTIVE/SOCIALIST PHILOSOPHY OF EDUCATION IS BEING IMPLEMENTED INTO THE PUBLIC SCHOOLS.

ILLINOIS

EDITOR'S NOTE: The following statements are direct quotes from the Illinois Quality Schools Initiative, as prepared by Joseph A. Spagnola, state superintendent of education, published January, 1995 by Illinois State Board of Education, 100 North First Street, Springfield, IL 62777.

Illinois, like every other state, is devising ways to strengthen the quality of schooling and workforce preparation through education and re-education of children and adults. Narrowly termed school-to-work transition, the fundamental purpose is to create a highly skilled and highly committed workforce to meet the emerging needs in business and industry and also to enable individuals to lead a life of fulfillment and accomplishment.

Illinois has embarked on ambitious efforts to create connections between schools and the workplace for a number of years. Many initiatives are exemplary, although some of those efforts are isolated and not connected. Part of the problem related to making those connections and dealing effectively with quality education on one hand and workforce preparation on the other, is the need for a structure within which to develop operating principles, strategic plans and connected tactical elements.

The purpose of such a structure is to provide a framework which enables those connections to be clearly made and easily understood. It is not intended to be restrictive, but to represent the relationship between and among various entities with a common goal. It is designed to allow students to achieve the desired outcome by utilizing a variety of paths to reach that goal. The framework contained here begins with the connection between elementary, middle and secondary schools.

to enhance those skills in the context of high level academic work and workplace preparation and re-education.

The Employment and Training Authority would be a consolidation of all public agencies involved in employment and training. It would create a "one-stop shopping" entity that would connect with technical education, community colleges, apprenticeships, youth work-learning centers and secondary schools. Rather than a multiplicity of agencies dealing with such an effort, the purpose would be to devise ways in which careers, education and work opportunities could be brought together to serve the needs of youth and adults on one hand, and the workplace on the other....

With respect to the youth apprenticeship program, it is recommended that commitments be secured through the private sector, conceivably through tax credits or other financial incentives, to encourage businesses and corporations to establish programs for youth apprentices as quickly as possible. This is the most difficult aspect of the entire approach because it is costly to the private sector, but at the same time represents the best opportunities for changes in workplace preparation....

(all bold printing is emphasis of the editor)

FOUR THINGS OF SIGNIFICANCE

1. For the first time education is to be driven from an "outcome perspective." This is a total departure from historic education in America. Predetermined goals set by the state must be met. Instead of providing the information necessary to allow the student the flexibility to glean, process, and formulate his own philosophy and goals, the state is to assume the role of directing the child to meet the state's goals.

2. The concept of the Certificate of Initial Mastery has its origin in Tucker, et. al., and is modeled somewhat, but not precisely, after the European and Asian models of school-to-career interface.

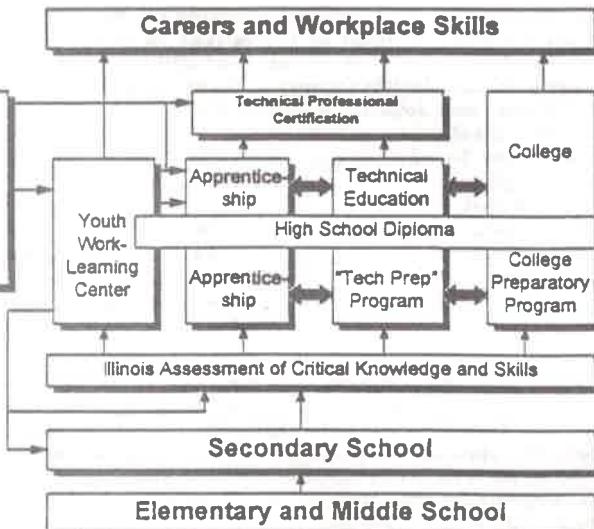
A. Marc Tucker, a director of the New Standards Project, is a partner on NASDC's "National Alliance for Restructuring Education" Design Team. (ed.) The directors are Marc Tucker (Carnegie connected) and Lauren Resnick. They are both on NASDC's "The National Alliance for Restructuring Education" Design Team, with Tucker representing the National Center on Education and the Economy; and Resnick representing the Learning, Research, and Development Center and the New Standards Project. (For more information, see pp. 389-390).

B. The European/Asian models of school-to-career are to become the standard for the Illinois Assessment of Critical Knowledge and Skills (Certificate of Initial Mastery). The questions that one must ask are, "Which European and Asian countries are we patterning our educational program after?", and secondly, "How do the European and Asian models differ from the traditional American concept of education?"

A careful study of Goals 2000: Educate America Act very closely resembles the 1970's Soviet system of education as shown in parallel studies of Vladimir Turchenko (see pp. 683-772), and is further verified by sec. 601(c)(6), which specifically defines the eligible countries in the International Education Exchange.

(6) DEFINITIONS. -For the purpose of this subsection the term "eligible country" means a Central European country, an Eastern European country, Lithuania, Latvia, Estonia, Georgia, the Commonwealth of Independent States, and any country that formerly was a republic of the Soviet Union whose political independence is recognized in the United States.

In addition to these facts, the Soviet/American agreements in education (see pp. 165-175) remain in effect with exchange of cur-



The implications for the pre-K - grade 10 continuum would be profound and for the first time would drive education from an outcome perspective rather than purely from an input and processes perspective. It would also drive manifestations in instructional approaches that would be consistent with the needs of children as opposed to the needs of adults....

This pre-K through grade 10 continuum would culminate in the Illinois Assessment of Critical Knowledge and Skills. The concept of the "Certificate of Initial Mastery" had its origins in the work of Tucker, et. al., and is modeled somewhat but not precisely after European and Asian models of school-to-career interface. It implies that each student would be responsible for achieving critical knowledge and skills. Once those are accomplished, students would move on to a level that would be intense and broadly designed

riculum, teachers, and students, and with the joint efforts to establish a common ground of education between the East/West bloc of nations. Without question, the U.S. Department of Education is placing the socialist/statist philosophy of education into the national education goals. I am sure that the Department of Education would argue that point, declaring its goal to be that of helping former Soviet satellite nations to make the transition to democracy. In reality, both are compromising thus creating a democratic/socialist system – more specifically, corporate fascism.

3. The employment and training authority is to be a consolidation of all public agencies involved in employment and training.

Parental and local controls, site-based management, holding the schools accountable, and parent/student/teacher empowerment imply a "bottom up" rather than a "top down" means of control.

The rhetoric does not match the design. The Illinois Department of Education has clearly laid out a "top down"/statist system of control. It is clearly fascist/socialist in concept and slaps the independent, free-enterprise system in the face.

How many thousands of men died on the battlefields of the world to maintain a free society? Are we to resurrect Mussolini, Hitler, Stalin and Mao? Shall we do by legislation what they could not do on the

battlefield? Are we to enslave America's youth in a socialist system of education?

4. It is recommended that commitments be secured through the private sector....

Linking the Department of Labor with the Department of Education, while using the European/Asian models of school-to-career interface, will create a nationalized workforce and the nationalization of business by the federal government.

Federal funds injected into the private enterprise system must ultimately result in federal control of that business in exchange for the use of the money received. By the same token, there will be federal mandates that must be met to qualify for the tax credits or incentives that will be allowed by law. Does this sound like local control? Are these the earmarks of a free enterprise system?

Are our businessmen so lacking in common sense that they believe that they will actually dictate policy? Never in the history of mankind has private business embarked upon the road to socialism without eventually being nationalized/controlled by the centralized government.

If one will not read and study history, he will surely repeat the errors of the past!

MICHIGAN

The following statements are direct quotes from the Michigan Department of Education, quoted from the State Board of Education Approved Communication Arts Framework – High School Proficiency Test – April 1994 – page 4.

"The Model Core Curriculum Outcomes in Reading are derived from the Michigan Reading Association's definition of reading (Wixon & Peters, 1984). The definition provided a theoretical foundation for changing reading instruction and assessment in the state. It is based on a constructivist view of reading that posits, "Reading is the process of constructing meaning through the dynamic interaction among the reader, the text, and the context of the reading situation." (Wixon & Peters, p. 4) According to this perspective, reading comprehension depends on the readers' ability to interrelate appropriately their knowledge and the information suggested by the text.

While the constructive perspective is a useful way to view the reading process, it must be expanded to include the social dimension of learning. This perspective is best illustrated by the work of Vygotsky (1978). He contended that higher cognitive learning is rooted in social connections; and as a result, knowledge is socially constructed as learners engage in holistic and authentic activities (Englert & Palincsar, 1991; Palincsar & Klenk, 1992). His socioconstructivist view of learning runs counter to reductionist and optimistic approaches in which learning is broken down into component skills and strategies that are practiced or asserted in non-meaningful contexts.

A common feature of the constructivist and socioconstructivist views of reading is the importance placed on metacognition – purposeful, effortful, self-regulated, active, intentional learning. This type of strategic reading requires motivation, propelled by a sense of self-efficacy. It is the sense of self-efficacy that empowers the reader to construct meaning. However, the views inherent within these perspectives do not compromise a curriculum; they merely delineate good characteristics of learning. *What is called for is a vision of curriculum that incorporates a socioconstructivist view of reading into a curricular framework that defines the context for constructing meaning in a way that is consistent with the Model Core Curriculum* (As defined by Vygotsky)

The Michigan Department of Education has proposed incorporating the philosophy of Vygotsky into its Model Core Curriculum. The question we must ask is, "Who is Vygotsky, and what is his educational background and philosophy?"

A biographical sketch of Lev. S. Vygotsky is found in the book *Minds in Society* published by Harvard University Press, Cambridge,

Massachusetts, in 1978. The introduction by Michael Cole and Sylvia Schribner states,

Educated as a lawyer and philologist, Lev S. Vygotsky had already made several contributions to literary criticism when he began his career as a psychologist following the Russian Revolution in 1917. He was a student in the heyday of Wilhelm Wundt, the founder of experimental psychology, and William James, the American pragmatist. His scientific contemporaries included Ivan Pavlov, Vladimir Bekhterev, and John B. Watson, popularizers of stimulus-response theories of behavior, as well as Wertheimer, Kohler, Koffka, and Lewin, the founders of the Gestalt psychology movement. The reader might expect, then, that Vygotsky's work will prove to be primarily of historical interest – perhaps as a glimpse of the way in which modern psychology's founding fathers influenced Soviet psychology in postrevolutionary Russia. These essays are certainly of interest from the perspective of intellectual history, but they are not historical relics. Rather, we offer them as a contribution to quandaries and discussions in contemporary psychology.

In order to understand how the ideas in this volume can retain their relevance across the reaches of time and culture that separate us from Vygotsky, we have repeatedly found ourselves reflecting upon the state of European psychology which provided the initial setting for Vygotsky's theories. We have also found it helpful to examine the condition of psychology and society in postrevolutionary Russia, since they were the source of the immediate problems facing Vygotsky as well as a source of inspiration as he and his colleagues sought to develop a Marxist theory of human intellectual functioning."

The evidence is overwhelming. The Michigan Department of Education has openly stated that it is intending to incorporate a Marxist philosophy of education into its core curriculum.

Are we, the American people, going to allow our nation to be subverted from within? If any other nation were to seek to do what is being done by the Federal and State Departments of Education it would be considered an act of war, and in the state of war this act would be termed as treason.

(Editor's note: The portion printed in red is not that of a communist source, but that which is written of a communist educator.)

ALTERNATIVE SCHOOLS

AN EDUCATIONAL WORLDWIDE WORKFORCE REMEDIATION MODEL FROM RUSSIA

AUTHOR'S NOTE

For dictionary definitions of words I have used the *Readers Digest Great Encyclopedic Dictionary*,¹ Funk & Wagnalls, Standard College Dictionary, 1968.

The brackets [] contain my personal comments.

Most of the quotes in italics are taken from the article by Nikolai N. Khaladjan unless otherwise noted.

UNESCO & MOSCOW EXTERNAL UNIVERSITY OF THE HUMANITIES

In the last several years the U. S. has seen a whole new type of school spring up from the inner city to remote rural areas. The new schools are called "Alternative Schools, and are for at risk students that may drop out or have no interest in regular school curriculum."² The U. S. is using Alternative Schools to remediate children who do not comply with the new OBE system. The terminology of Alternate Schools is found throughout U. S. documents, legislation, and existing law. This terminology can be found in the Goals 2000 law. Some state boards of education include "Alternative Programs for Students" in their initiatives for the 90's. Late on in this article is a comparison of U. S. and Soviet Alternative Education terminology.

Alternative Education was presented and discussed at the UNESCO conference in Russia in the summer of 1991. This article appeared in a U. S. education journal and is written by Nikolai Khaladjan. Khaladjan uses the high sounding jargon of the Soviet "intelligent". "If you bare with me and wade through some of this you will get an idea of just how bazaar Soviet thinking is. Please keep in mind this is a model that is being written up in American educational journals and has been implemented in many towns and cities around our country already. Alternative Schools were developed and piloted in Russia for twenty years (1971-1991). In 1991 the Russian Center of Pedagogic Innovations awarded this model its copyright. The Alternative Russian model has been renamed and is now called the "External Authorized School... External means extramural³ instruction, but tailored to the student and focused in a systematic and authorized way."

I will be quoting extensively from Khaladjan's article which appeared in the educational journal "Education," Fall 1993, Vol. 114, Nikolai N. Khaladjan, of Moscow External University of the Humanities, Branch Office (P. O. Box 17221, Beverly Hills, CA 90209), entitled "New Authorized Education Technology Revolutionizes Teaching Methods Meeting The Challenge Of Worldwide Education," pp. 92-95. "Moscow External University of the Humanities (MEUH) is a progressive,

sive, education-scientific institution, structured with five academics: Pedagogy, Economics, Law, Culture (Journalism, Art, Music), Philosophy and Theology. The school has over 25,000 students in Moscow, and has opened two branches, one in Krasnodar near the Black Sea and one in California... In the new, democratic Russia, change in education is an imperative, and MEUH has provoked an explosion of enthusiasm and initiative, a revival of the national education."

THE TWO SCHOOLS

Khaladjan explains that within the Russian educational system there was an old school (Classical or traditional) and a new school of thought regarding the transmission of knowledge. They were in sharp disagreement with each other. When a gold medal student, winner of physics and mathematic competitions flunked the Russian university exam, the new school used the situation to contrive "dialectic tension."⁴ The new school came out on top of the contrived struggle thereby inducing the Russian ministry of Education to develop the Novosibirsk Alternative School plan.

Khaladjan writes:

"The primary characteristic of the old school was the didactic method,⁴ the basis of reproductive education. The new school was nondidactic, emphasizing generative, productive intellectual activity.

The old school placed priority on socialization of cognition, leading to the sublimation of the student's personality. The new school focuses on the socialization of the particular knowledge of each individual. The role of cognition and education is expansive, not only the accumulation of information but the generation of a highly educated, creative society - the society of personalities.⁵

Despite these essential differences, the two schools were really dealing with the same problem - the transmission of knowledge. And in the 60's, everything was explained by trifling divergences in methods, neglecting the fact that the difference in the

¹Newspaper, "The Laurens Sun," Oct. 15, 1992. This is an Alternative School that was proposed for the rural school districts of Lauren and Pocahontas, Iowa. This school was to be placed in an unused building between two towns.

²extramural (adj.) 1. Situated without or beyond the walls, as of a fortified city. 2. Taking place beyond the boundaries of an educational institution. [This type of education is necessary to creating the life-long learner; translation: the compliant worker]

³Nobel, David, "Understanding the Times," Summit Press, 1991, p. 141, "The exact nature of the dialectic, and its tendency to make those who believe in it look for conflict and tension rather than harmony and peace in society."

⁴didactic (adj.) Intended to instruct; the science of art of instruction.

⁵ "Cult of personality" this was a movement that was fostered under Stalin. See: "Stalin, Breaker of Nations," by Robert Conquest, Viking, 1991; "Hitler and Stalin, Parallel Lives," by Alan Bullock, Alfred A. Knoff, New York, 1992; "Only One Year," by Svetlana Alexeyeva (Stalin's daughter), Harper & Row, 1996.

pedagogies was profound. It took twenty years for the new school to emerge, differing in both the quality and the form of education. The Novosibirsk alternative school was but the first step. (Underlined emphasis mine)

The traditional school believed in the method of *'socialization of cognition'* integrated thinking). And the new school believed in *"socialization of a particular knowledge of each individual"* (cult of personality). Both schools of thought have their emphasis on the end product of socialization, which in effect is nothing more than what the U.S. reformist call performance-based education. The student who flunked the university exams sparked the momentum needed to create the struggle so necessary in the dialectic to achieve *'higher knowledge.'*

The Newer Higher Education - The social Necessity for Intellectual Formation.

Society was discovering the need for a new type of intelligentia, creative and free. Epochal scientific and social progress was in the offing. The established schools could not fulfill this need; creativity, innovation and democracy⁶ were incompatible with the classical authoritarian school.

The established schools fostered a vicious cycle of training people to understand problems, but not to solve them. Creativity is realized freedom; the classical school student acquired facts, but had no freedom, and consequently was incapable of creativity. This is the immediate crisis⁷ in classical education; current events make it imperative that we produce innovative, creative problem solvers, but the established system is designed to produce conformists.

Necessity is the mother of invention, and society's critical necessity led to the formation of the Authorized school,⁸ emphasizing innovative, democratic education, authorizing the creative activity of the student.

DIALECTICS & THE NEW KNOWLEDGE

A new system had to be devised in order to facilitate this scheme of the new school which was touted as *'new knowledge.'* Which of course was guaranteed to fix the problems of the old school (education reform, Russian style). Soviet Communists believe that they have found a dogma (Marxist/Leninist world view) that transcends all other knowledge. By freeing the student from subject matter (no textbooks, etc.) then the State can empower (authorize) a *'new knowledge.'* Dr. William Spady's system of *'know, be able to do and be like,'* is the evolution of the dialectic.

Pedagogical Discovery, Pedagogical Revolution

The birth of new knowledge takes place in the school - the heart of knowledge.⁹ The chain of discovery and revelation begins with the school, the first link... (Underline mine)

The problem was initially conceived as a matter of cognition,¹⁰ that is, a problem of teaching and understanding, stimulating the wish to study, to remember, and to acquire knowledge. This was the gnosologic¹¹ approach... Classical education had not embraced the larger sphere of cognition, the objective or ontologic¹² side of the educational process, the cognizable world."

Khaladjan goes on to note that the *"essence to the system educational formation of ontologic treasures."* Khaladjan be-

lieves this system will evolve students into *"free creators."* Teachers will become *"Specialists-Innovators and Democratic Intellectuals."* In other words the Soviet education reform system is interested in forming *'real'* (onto) treasures or in David Hornbeck's words *"Human Capital."* Alternative Schools are supposed to turn out workers that do not grumble but are happy *"free creators."*¹³

In order to achieve this new knowledge the key is to teach the child *'reality'* and *"consciousness of possibility"* (party propaganda for *'non-reality'*). The Soviet version of reality according to Khaladjan is: *'Reality is the presence of the past in the present; possibility is the presence of the future in the present... Even real objects are conceived of as realized possibility, thought of critically as a possible true reality as opposed to the non-critical acceptance of authority.'* Unfortunately, the dialectic wherever it is used, Russia or America, has had devastating results in creating a non-critical compliant people. The education reform movement in the U.S. (Goals 2000/OBE) is the dialectic in action, which levels a society.

The dialectic purports that, *"The world of possibility is wider, richer and more progressive than the world of reality. Only orientation in the world of possibility elevates and frees the personality, nations and mankind for it is only in the world of possibility that we spring from the ground of reality and acquire the ability to make intellectual, moral and social choice. From the school's perspective, the world of reality is the object and sphere of "everyday" consciousness, while the object of scientific consciousness is the world of possibility."* Marxist thinking is pure humanism and is behind the *"Humanist Manifesto."* The humanist view is that knowledge is ultimately nothing more than the adjustment of the organism to its environment.

Marxist philosophy is dialectic or rather *"Hegel's dialectics."*

Dialectics in the proper sense is the study of the contradiction of the very essence of objects..." David Nobel, in his book *"Understanding the Times,"* writes about the dialectical (p. 140): *"In the dialectical process, the thesis must always attract an antithesis, and this tension must always result in a synthesis, which in turn becomes a new thesis. This new thesis is always more advanced than the last thesis, because dialectics perceives the developmental process as an upward spiral. To simplify: dialectics see change or process due to conflict or struggle as the only constant - bearing in mind that this change and conflict always lead to more advanced levels... The notion of the "unity of opposites" means that any idea, situation, or thing will create or attract its own opposite, and these opposites will necessarily clash. Thus, a thesis will naturally bring about an antithesis, and they will war with each other until a synthesis is reached, which, in turn, will become a new and higher thesis that will bring about its own antithesis, and so on ad infinitum."* The Soviets are in the business of creating conflict or cognitive dissonance for their students (and all their citizens). What Khaladjan is really saying in this article is that through Marxist/Leninist education principles, all children (thereby adults) can attain a *transcendental* state of being and achieve *"new knowledge."* The Hegelian dialectic is the hammer that destroys all rational thought. In the dialectic there is no right or wrong just *synthesis*, which is *"freedom"* and *"creativity."*

⁶Democracy, as used in Soviet thought, has a much different meaning than how we think of it in America. Lenin once said, that before communism can really be implemented, that society must become democratic first. The root textbook meaning of democracy is *'the common people, especially when regarded as exercising political power.'*

⁷To communists the only constant is conflict or struggle; the immediate crisis that will jump them to the next level of consciousness. See the section of Dialectics & The New Knowledge. Recommended reading: *"Understanding the Times,"* by David A. Nobel, Summit Press, 1991.

⁸As used in this article *Authorized school* is another name in Russia for Alternative school. Almost every aspect of society in Russia must be government *"authorized."* In Soviet society the word *"authorized"* carries with it the force of rewards and penalties.

⁹*The fear of the Lord is the beginning of knowledge; but fools despise wisdom and instruction.* "(Proverb 1:7) *'Should a wise man utter vain knowledge, and fill his belly with the east wind? Should he reason with unprofitable talk? or with speeches wherewith he can do no good?'* (Job 15: 2-3) KJV Bible!

¹⁰cognition (n.) 1. The act or faculty of knowing or perceiving. 2. A thing known; a conception or perception. 3. Knowledge.

¹¹gnosiology (n.) 1. A special knowledge of spiritual mysteries; especially spiritual knowledge as the Gnostics claimed to possess. 2. Rare Epistemology. Gnosticism (n.) A hybrid system of ancient Greek and Oriental philosophy, modified by an attempted synthesis with Christian doctrine, marked especially by the asserted possession of a superior spiritual knowledge, and denounced as heretical by the Church.

¹²ontologic (n.) The branch of metaphysics dealing with the philosophical theory of reality, including consideration of the universal and necessary characteristics of all existence; also, a particular theory of reality. (prep.) Being; existence, metaphysics (n.) Beyond or above the physical or the laws of nature; transcendental. meta (prefix) Changed in place or form; reversed; altered.

¹³"WORK WILL MAKE YOU FREE"; this is what was written on the front gate going into Auschwitz, a work *"concentration"* camp. Russia put near every city and many small towns occupational groupings of work camps. Aleksandr Solzhenitsyn explains and shows on maps, in *"Gulag Archipelago,"* how and where these work camps were grouped by *occupational clustering.*

ALTERNATE SCHOOLS

So the end product, writes Khaladjan, of the Soviet system is that:

"...cognition is not just educational. It is instructive and creative. The new school is heuristic¹⁴ and original, and forces its members to be innovators¹⁵. . . Even real objects are conceived of as realized possibility, thought of critically as a possible true reality, as opposed to the non-critical acceptance of authority. The school makes education scientific, restores peace between the student and teacher, and solves

the circular problem of educational self-affirmation. The authorized pedagogy cultivated heuristic educational thinking and behavior, resulting in high-level cognitive habits of acquiring and evaluating educational information."

"THE FIRST REQUISITE FOR THE HAPPINESS OF THE PEOPLE IS THE ABOLITION OF RELIGION"

Karl Marx

U. S. /SOVIET OBE COMPARISON

RUSSIA	USA
<p>(a) Organization of students into studios or groups, where each student has an individual relationship with a professor-tutor as well as the usual professor-classroom relationship.</p> <p>An individualized plan of study that takes into account the personal interests and habits of the student.</p> <p>(c) A flexible curriculum of classes and examinations. (Non-graded, Goals 2000)</p> <p>(d) Self-directed orientation and direction in the courses of study, and (No teachers, no textbooks, Goals 2000).</p> <p>(e) Interim, progressive qualification and certification, giving the student the right to determine how far to pursue the educational process, while still obtaining certification or a degree.</p> <p>(f) Russia has an extensive system of Rewards and Punishments in place.¹</p>	<p>(a) Team teaching, Class-within-a class, Cooperative learning.</p> <p>(b) Ungraded/No grade levels, removal of the Carnegie Unit, Alternative instructional groupings, Electronic Individual Learning Plans, ILPs.</p> <p>(c) Life-long learning, non-graded.</p> <p>(d) ILP ILPs are electronic individualized learning plans, no teachers, no textbooks.</p> <p>(e) CIMs and CAMs (Certificates of Initial Mastery/Certificates of Advanced Mastery, see Oregon House Bill 3565, 1991).</p> <p>(f) Reward/Incentive payments to teachers & Punishments/Criteria established to disqualify school districts from receiving incentive payments for non-compliance.</p>

By Nikolai N. Khaladjan, Moscow External University of the Humanities.

Taken from Goals 2000: Educate America Act, P. L. 103-227, see Research Manual pp. 692, 734, 753; New Outstanding Schools Act (Missouri, 1993), pp. 93, 98, 99.

It would be hard to say exactly who invented OBE first, the Soviets or the U. S. Frankly, it is a moot point. The point is that Goals 2000 and the reform legislation that is being generated for compliance, is the Hegelian dialectical process. Karl Marx was a student of Hegel's dialectic and used this philosophy to build his version of a new collective society. Moral instruction is inherent in the imparting of knowledge to a student. The dialectic that communism is built upon is totally humanistic and sees religion and especially Christianity as a threat to creating the New World Order Global Society.

Appendix A

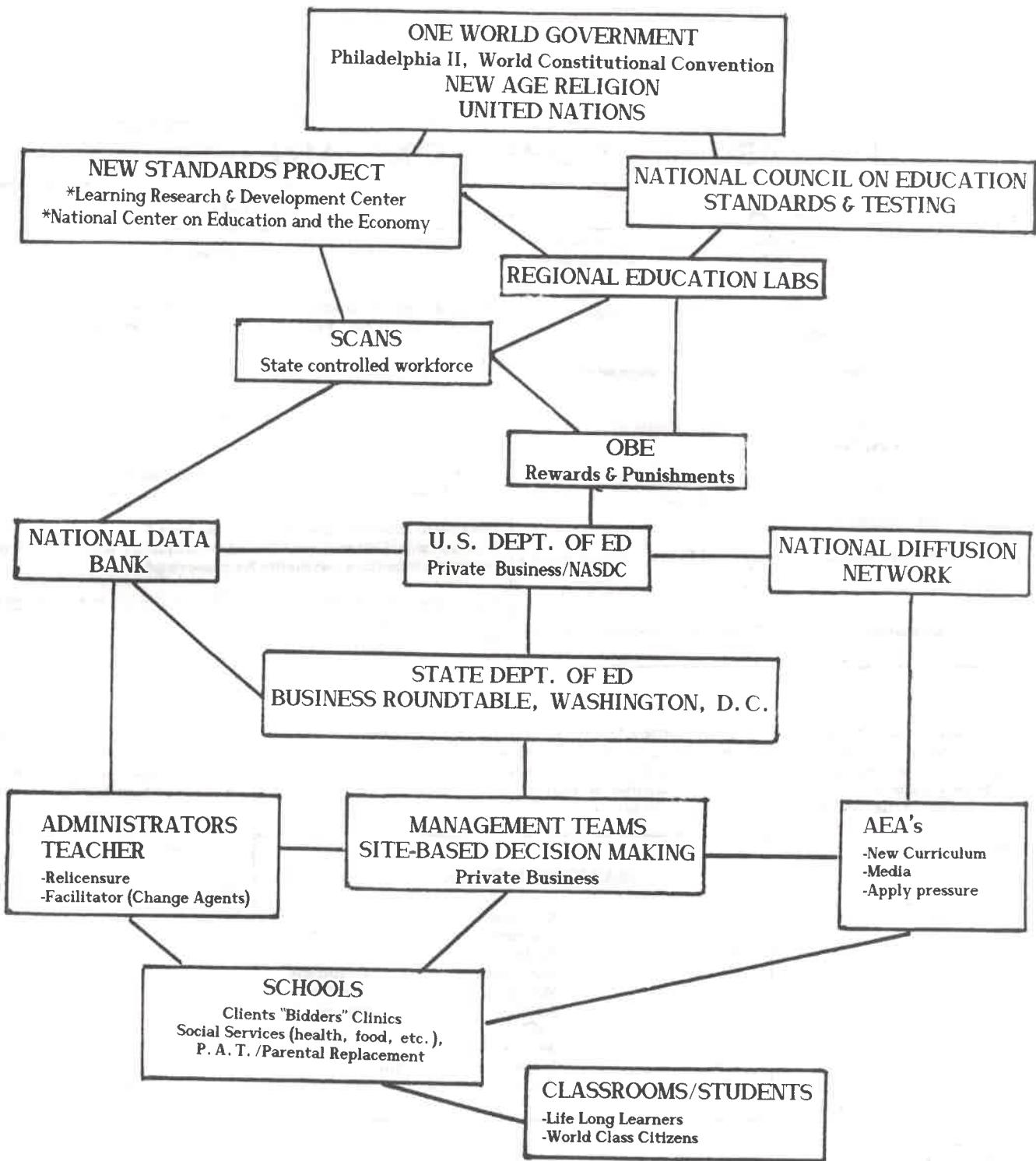
MARXISM/LENINISM ¹⁶	
Theology Philosophy Ethics Biology Psychology Sociology Law Politics Economics History	Atheism Dialectical Materialism Proletariat Morality Darwinism/Punctuated Evolution Monistic Pavlovian Behaviorism Abolition of Home, Church and State Positive Order New World Order Socialism/Communism Historical Materialism

¹⁴heuristic (adj.) 1. Aiding or guiding in discovery. 2. Designating an educational method by which a pupil is stimulated to make his own investigations and discoveries.

¹⁵Hornbeck, David, "Missouri Baseline," Business Roundtable, 1992, "...a performance based system cannot be optional. . . all schools in all districts should prepare students to meet these standards. All Missouri students need to be appropriately prepared for their futures." Underline mine!

¹⁶Nobel, David, "Understanding the Times," Summit Press, 1991, p. 112. Information from Mr. Nobel's world view chart, regarding Secular Humanism, Marxist/Leninism and Biblical Christianity.

EDUCATION: RESTRUCTURING OF AMERICA



Courtesy of Gate Keepers, P. O. Box 1052, Raymore, MO 64083

Research Manual



America 2000/Goals 2000 - Moving
the Nation Educationally to
a "New World Order"

Compiled and Edited by:

James R. Patrick

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CREDITS TO AUTHORS

Baker, Virginia Birt

Article: *Educational Choice*, page 418

Virginia Birt Baker also was active in the Reading Reform Foundation (Tacoma, Washington) when her children were younger. The RRF is the only organization that promotes and distributes intensive phonics-only reading programs in the English language. She has spoken at its seminars in Tampa, Cincinnati, and Phoenix.

Known in home education circles as a "pioneer homeschooling mom," Ginny has spoken at various statewide homeschool seminars in Texas, California, Minnesota, and Oklahoma; at a national conference in Oregon; at various regional conferences; and to military parents in Germany. She has testified before the Senate and House education committees of the legislatures of Missouri and Montana (1983 and 1990) and the State Boards of Education of Arizona, Montana, and Texas. She participated in the writing of Montana's 1983 home school law.

Now out of print, Mrs. Baker's book, *Teaching Your Children at Home*, was the first "how-to" home school book written by a parent who actually did the home schooling. It has gone to parents in the United States, Canada, England, Australia, New Zealand, to missionaries in Africa, South America, and some of the Pacific islands, and to military parents overseas. Mary Pride used it when she was a novice home schooler. Ginny compiled the small leaflet *You Ask Me Why?*, and tens of thousands of them have been distributed to legislators, parents and educators nationwide, and it has been reprinted in numerous publications.

Ginny wrote the foreword to *Home School Defense Manual* (c. 1983) by Dave Haigler and others, a book written by attorneys for attorneys who defend home schoolers in court. She has written articles and book reviews for numerous national home school publications, such as the pioneer *Home Education News* (Missouri, Mary and Cathy Bergman, editors), *The Teaching Home* (Oregon, Sue Welch, editor), *Home Education Magazine* (Washington, Helen Hegener, editor), *Home School Digest* (Texas, Skeet Savage, editor), several state newsletters, and some other publications. She contributed chapters to *The Home School Manual* by Theodore E. Wade, Jr., and *Home School Burnout* by Raymond S. and Dorothy N. Moore.

Always immersed in research, Ginny Baker helped assemble the list of court cases that affect parents who teach their own children at home, later promulgated by Christian Liberty Academy in their first legal manuals. She compiled the list of famous homeschooled persons, first published in *Home Education News* and subsequently promoted by Dr. Moore. She was one of the ten founding executive committee members of the Texas Home School Coalition and did the research for its pamphlet titled *Home Education: Is It Working?*, now distributed by H. O. P. E. of Texas in Austin.

Bowen, William M., Jr.

Article: *Corporate Families for a Corporate America*, page 550.

William M. Bowen, Jr. is a graduate of The Johns Hopkins University, A.B., M.Ed., Ph.D. eq. Social Studies Department Head, Baltimore City Public Schools County Council, Harford County, Maryland (elected).

Author: *Globalism: America's Demise*, 1983; *The Tangled Web I*, 1984; *The Tangled Web II*, 1985; *The Tangled Web III*, 1986; *The Global Village*, 1985; *Countdown 2000: The Final Hour*, 1994.

Mr. Bowen has also held over 400 three-day seminars on globalism from 1983 to 1987 throughout the United States.

Cuddy, Dennis Laurence

Articles: *A Chronology of Political Movements with Quotable Quotes*, page 28 and *A Chronology of Education with Quotable Quotes*, page 49

Dennis Laurence Cuddy has a Ph.D. in American History from the University of North Carolina at Chapel Hill, has taught in the public schools and at the university level, and has been a Senior Associate with the U.S. Department of Education, as well as a political analyst for an international consulting firm. He has four published books and articles in journals such as *The Lincoln Review* and *The Australian Journal of Politics and History*. Other articles of his have been printed mostly in major American daily newspapers about 500 times over the past decade. Two of these articles have won awards in the

annual Amy Writing Awards, which promote biblical values in the secular press. Dr. Cuddy has also been a guest on radio talk shows in various parts of the nation, such as ABC-Radio in New York City. And he has also been a guest on the national television program "USA Today" and CBS' "Nightwatch."

Fields, Melanie

Article: *The Bennett Connection*, page 490.
Mother and housewife.

Finegan, Kathy

Article: *A Commentary on America 2000*, page 3.

Kathy Finegan holds a bachelor of arts degree with a double major in English and secretarial education. She also holds masters of arts in Library Science.

She is credentialed in both Illinois and California with teaching experience in both public and private schools. She was also on staff of the University of California working within the library.

Frazier, Ann W.

Article: *Parents as Teachers*, page 547

The very talented and gifted Ann Frazier comes with a vast array of professional and community services. Her experience includes:

PROFESSIONAL EXPERIENCE:

North Carolina Health Education Curriculum Commission -

Health Education Curriculum Development K-12 -

Sex Education Sub-committee Chairman -

appointment by State Board of Education and State Department of Education

Curriculum and Textbook Reviewer

Curriculum Developer for Public Schools and Churches

Substitute Teacher

Tutor for Children with Reading Problems

Grant Proposal Reviewer for \$1. 9 M - Adolescent Pregnancy Prev. Projects

National lab Center Trainer for Church Teachers

Minister of Education, local church, and Educational Consultant for area churches

North Carolina Medical Society Auxiliary Past President

American Medical Association Auxiliary Health Education Projects Committee Chairman
for Southern States

North Carolina Year 2000 - Halifax County Chairman appointment by Governor Hunt
Administration and County Commissioners

Health Care Needs for North Carolina - White House Conference on Families, Committee
Chairman, appointment by Governor Hunt Administration

Department of Social Services, Board of Directors, Halifax County, appointment by
Governor Martin - Current Chairman

North Carolina Family Planning Council - appointment by Governor Martin Administration

North Carolina Adolescent Pregnancy Prevention Advisory Board, appointment by Governor
Martin Administration

North Carolina Legislative Study Commission on Adolescent Pregnancy Prevention, Member -
Appointment by Sen. Pro Temp.

American Cancer Society, North Carolina Division, Board of Directors and Public Education
Committee Member

Chamber of Commerce, Member of several committees

Luther Rice Seminary, Board of Regents

Southern Baptist Convention - Home Mission Board, Board of Trustees and Secretary -
Interfaith Witness Associate - New Age Movement.

Southern Baptist Convention Committee on Boards Member.

(Nominating committee for Boards and Agencies)

SBC and State Conv. Resolutions Committee Member

Mothers Against Drunk Driving, Halifax County, Organizer and Chairman

Mayor's Citizens Advisory Committee

Roanoke Rapids Day Care Center Advisory Committee

Visiting Lecturer - Area Universities, Community Colleges, and Southeastern Baptist
Theological Seminary

Voter Registration Commissioner
 Grant Proposal Reviewer for U. S. Department of Education - \$6 M allocation
 Member, Council for National Policy
 Republican Party State Executive Committee Member At Large. Party Platform Committee,
 Halifax County
 Family Research Foundation Research Assistant - (Focus on the Family for Dr. James Dobson)
 Founder and Chairman of North Carolina Conservatives United

EDUCATION:

Honors Graduate in Education, Campbell and Wake Forest Universities

PERSONAL:

Married to Richard E. Frazier, M. D.

Children: Deborah "Debbie" E. Frazier, P. A. - Emergency Room Medicine
 David W. Frazier, M. D.

Church: Roanoke Baptist - Adult Choir Dir., High School Students Sunday School Teacher

QUOTES ABOUT MINISTRY and ORIGIN:

"... We need about a million more like you!" Tom Tancredo,
 U. S. Department of Education, Regional Office, Denver, Colorado

"Let me take this opportunity to express to you my sincerest appreciation for
 all you have and are doing to help resolve our problems across this na-
 tion. Please keep up the good work!" The Honorable James G. Martin,
 Governor of North Carolina

"Thank you for your continued work for the Lord in our denomination." Dr.
 Charles F. Stanley, Past President, Southern Baptist Convention

Herzer, Ann

Article: *Restructuring Education: A Brief Overview*, page 20.

Ann Herzer, one of America's foremost researchers of the educational restructure program holds a B. A. Secondary Education, Major/History: Minor/Reading, Arizona State University, Tempe, Arizona, Rdg. Specialist Endorsement, 1972.

Certified in Elementary Education with Reading Specialist Endorsement.

Lifetime Certification Community College, Arizona. Reading/English/History Certifi-
 cation.

MA Reading Education, Arizona State University.

Candidate for State Superintendent of Public Instruction, 1982 and 1986, Arizona.

Member of Pi Lambda Theta International Honorary Society in Education.

Writer/lecturer.

Taught in Public School of Arizona from K - College level for approximately 20 years.

Hoge, Anita

Article: *Anti-Theses to Freedom*, page 22

Anita Hoge is the cause of all of our turmoil over outcome based education. B. J. Eakman stated, "She had the courage to challenge the use of a test given to school children in her district. That test was known as the Educational Quality Assessment, or EQA. In the course of following up her complaint, puzzling irregularities began to surface—irregularities in the funding of the test; in the contracting; in the legal mandates implementing the test; and, most disconcertingly, irregularities in the so-called "corrective" learning programs aimed at remediating student weaknesses assessed from the test.

The gist of Anita Hoge's complaint against the state education agency was that a test requiring written parental consent had been given to her son, and to the other children in her son's class, without parents' knowledge or consent. Furthermore, what was being passed off as an academic test, she alleged, was a sophisticated psychological survey, and it violated the Protection of Pupil Rights Amendment, enacted by Congress.

She formed a six-person research team eventually dubbed "the Pennsylvania Group." Knowing virtually nothing about the inner workings of Washington and only bits and pieces of educational jargon, computer networking, legal argument and precedent, this group of "little old ladies in tennis shoes" (as one annoyed Education Department official later put it) rolled up their sleeves, dug in their heels, and decided they were going to learn.

Anita and her group of lay researchers spent nearly five years being alternately insulted, patronized, lied to, and ignored. Anita herself spent hundreds of dollars of her own money on documentation, interviews, and long trips away from home to find answers to the puzzling questions her complaint had unearthed. She and her husband had to supplement their income—by some \$15,000 a year—to place their three children in a school that did not accept federal funding. Had Anita been paid by the Department of Education for the kind of work she was doing on education research, however, she might have earned ten times the amount the couple needed—as much as \$150,000—by April of 1990.

The first time a self-satisfied bureaucrat underestimated Anita Hoge was when an official at the district education headquarters in McGuffey, to get rid of her, reluctantly permitted her a few minutes with "secure" documents. Little did the district staff imagine that a short time later, the genius with a near-photographic mind would walk out—not only with the contents in her head, but with the accompanying computer codes committed to memory, which later would enable her to order other important documentation, such as the "interpretive literature" to the Educational Quality Assessment test, from education data banks—just like the professionals do.

Some three years later, in ruling in Anita Hoge's favor, the bureaucracy was one-upped again. It had admitted, in effect, that officials at the highest levels of government were lying for more than forty months about the thrust of educational testing and the extent of federal involvement in curriculum, thereby exposing the U.S. Department of Education to multiple charges of illegal conduct, including collusion, unauthorized cross-use of official records, obtaining funds for one purpose and using them for another, violating the Competition in Contract Acts, conflict of interest, obstruction of public access, violation of Fourth Amendment rights, and more."

To this wonderful commentary we now list her credentials. In her own words Anita Hoge stated:

"I'm just a housewife and mother who was concerned about my children."

Anita, we salute and applaud your accomplishments and wish to state that your credentials more than satisfy a just and righteous God.

Iserbyt, Charlotte

Article: *Soviets in the Classroom*, page 176.

Charlotte Iserbyt has a distinguished career in the educational field.

1953 - 1956	Social Worker, American National Red Cross during Korean War. Assigned to Guam and Japan.
1956 - 1964	Administrative Assistant, U. S. Department of State, Washington, D. C. (Near East and African Affairs; Soviet and Eastern European Affairs. Foreign Service: Administrative Assistant to Ambassador Philip Crowe, Republic of South Africa; and to Ambassador Douglas MacArthur II, Belgium.)
1973	Founder, Main Conservative Union, Camden, Maine. Affiliated with ACU.
1976 - 1979	School Board Director, Camden, Maine. Co-founder and Research Analyst, Guardians of Education for Maine, Cushing, Maine.
1980	Member Reagan Transition Team, U. S. Department of Education, Washington, D. C.
1981	Staff Member, American Conservative Union, Washington, D. C.
1981 - 1982	Senior Policy Advisor, U. S. Department of Education, Office of Educational Research and Improvement (from which all restructuring efforts emanated). Worked on drafting regulations for Protection of Pupil Rights Amendment and attempted to implement conservative agenda for American education.
1986 - 1990	Education Consultant to Eagle Forum primarily involved in assisting parents with

1990 - 1993 Education consultant/speaker/writer regarding GOALS 2000, U. S. - Russia and other education agreements and exchanges, internationalization of curriculum and Outcome-based/Mastery Learning (Skinnerian Education).

Charlotte has written *Back to Basics Reform Or... Skinnerian International Curriculum*, "1985; reprinted 1993. Articles published in BANGOR DAILY NEWS, HUMAN EVENTS, THE WASHINGTON TIMES, THE NEW YORK HERALD TRIBUNE and included in THE CONGRESSIONAL RECORD. Speaker at conferences nationwide; radio and TV interviews.

Leslie, Sarah

Articles: *Oregon "Workstart" Bill*, page 574 and
The New American "Skills" Development Corporation, page 578.

Sarah Leslie holds a Bachelor of Science in Elementary Education and a Masters in Counseling and Personal Services from Drake University.

She had a Christian counseling service in Des Moines, Iowa for six years.

Former president of Iowa Right to Life Committee

Legislature for Concerned Women for America of Iowa

Editor of the Free World Research Report which is published out of Des Moines, Iowa.

Lewis, Bettye

Articles: *Governor Engler's Reform (Deform) Package*, page 516 and
Education Jargon, page 677.

Bettye Lewis is an education research analyst, who has studied the trends in education for over 25 years.

She is the wife of a public school educator who spent over 33 years in the classroom. Her six daughters attended the public schools for 30 consecutive years. She has lived education all her life and because of the continued involvement of her family, she has had the means of measurement regarding education the average parent has not.

Her interest in education has been keen—always serving as PTA president and other offices throughout the years. She has also worked with young people through scouts and taught several years for Mott Adult Education through the Flint Schools, teaching educators and students.

She is President of Michigan Alliance of Families (MAF), a pro-family organization that monitors, researches and analyzes educational changes and legislation pertaining to children and families. MAF evaluates and informs and educates on any and all issues regarding parental rights.

It was regarding parental rights that she was instrumental in obtaining an Attorney General's opinion (1981) that agreed with her interpretation regarding PA 226 of 1977, class and course being as written.

Her expertise as a researcher has been recognized by other states and she has been called to evaluate other states proposed legislation regarding Comprehensive Health and state's restructuring plans for education.

Mrs. Lewis has spoken throughout the state of Michigan, as well as the nation. She has appeared on many radio and TV talk shows in Michigan as well as nationwide and has addressed the topics of values clarification, child abuse, gifted and special education, sex education, comprehensive school health plan, the Michigan Model, New age movement, Altered States of Consciousness (ASC), law related education, multicultural education, Outcome-based Education, PA 25, Accreditation, etc.

She served on the Republican State Central Committee as well as the Issues Committee. It was while serving in these capacities, the State Republican Party passed resolutions against any form of School Based Clinics in or affiliated with any public school. The State Republican Party by a vote of over 2800 to 728, voted against any state control in the areas of annual reports, 3 to 5 year improvement plan, core curriculum or accreditation.

Mrs. Lewis also ran for State Representative against Nate Yonkers in 1988. Even though being defeated and running in a predominately Democratic district, she did far better than the republican candidate for governor.

Lyon, Billy

Articles: *Connections and Conflicts of Interest*, page 373 and
Deception of the Christian Conservatives or California
Voucher Rush - The New "Gold" 'n Fleece, page 452.

Graduated with a Bachelor of Business Administration degree (BBA) from North Texas University in 1955.

Used electives to obtain a TX permanent teaching certificate (all TX permanent teaching certificates were nullified when TX passed education reform legislation spearheaded by Ross Perot in 1987).

Worked in the oil and insurance business, and did seven years substitute teaching in both suburban and rural schools.

Worked in parent organizations and girl scouts when my girls were small.

Have been active in politics; currently a Republican precinct chairman in VanZandt Co., TX; delegate to TX Republican state convention.

Married for 38 years to Thomas F. Lyon; 2 daughters, two grandsons.

Have followed and researched educational trends for 23 years.

I am a Christian and glory in the hope and salvation of the saving grace of our Lord Jesus Christ.

McManus, John F.

Article: *The Council on Foreign Relations*, page 584

John F. McManus joined the staff of the John Birch Society as a Field Coordinator in New England in 1966. He was promoted to the headquarters staff in 1968. In 1973, he was named the organization's Public Relations Director and worked very closely with the Society's founder, Robert Welch, until his death in 1985.

In conjunction with his public relations duties, Mr. McManus became the organization's chief spokesman. He has appeared on many hundreds of radio and television programs and given an equal number of interviews to representatives of the press. He has travelled the nation extensively and has conducted Society business in every one of the 50 states.

A native of Brooklyn, New York, Mr. McManus earned a Bachelor of Science degree from Holy Cross College in Massachusetts, served as an officer in the U. S. Marine Corps, and was employed in the early 1960s as an electronics engineer. Married in 1957, he and his wife are the parents of four.

He is a writer, film and television producer, editor, speaker, and newspaper columnist. His weekly *Birch Log* columns have provided valuable insight about the affairs of our nation since 1973. His first book, *An Overview of Our World* (1971), analyzed the great conspiracy against mankind and its harmful effects on contemporary civilization.

In 1991, he was named President of the John Birch Society.

Patrick, James R.

Articles: *The International Origin of America 2000/Goals 2000*, page 134,
Choice in Education - Sounds Wonderful But..., page 418
Seven Reasons why the Resolution that was Issued by the American Association
of Christian Schools in Support of the "GI Bill" for Children was Unwise, page 427,
AACS Resolution in Support of Dick Armey's "Parents and Student Empowerment
Act, page 468,
We Weep for Thee, O, Michigan!!!, page 531,
Rise and Power of the International Bankers (chart), page 660 and
Freedom at a Crisis, page 663.

James R. Patrick is a graduate of Midwestern Baptist College located in Pontiac, Michigan. He holds a Bachelor of Arts in the Bible and a Master's degree in Religious Education.

He served for three years under Dr. Paul S. Vanaman as assistant pastor at the Dixie Baptist Church in Clarkston, Michigan.

In 1967, he moved with his wife and family to Moline, Illinois and founded the Victory Baptist Church of East Moline, Illinois.

In 1976 he founded the East Moline Christian School which now has an enrollment of 385 students in grades K-12.

In 1988 he began publishing *The Foundations of Liberty* which has grown to produce a mailing list of over 15,000 throughout the United States, Canada and several foreign countries.

He now serves on the executive board of the Illinois Association of Christian Schools which is a part of the American Association of Christian Schools.

Plans are in process to open THE MAC ARTHUR INSTITUTE in the fall of 1995 which will offer a two-year college level course in the fundamentals of Americanism, with emphasis on Biblical law, limited Constitutional government, the right of private property and the free enterprise system.

Rogers, Laura

Articles: *In Loco Parentis* (Parts I and II), page 540.

Laura Rogers has spent over 20 years in the educational field.

She started the St. Charles Christian School in St. Charles, Missouri in 1972.

She has worked with the home school movement since 1982.

She is primarily responsible for the passage of SB 380 (Missouri Home School Law), that now serves as a model throughout the nation.

Whisner, Daniel L.

Article: *Tuition Tax Credit - Dream or Disaster?*, page 404.

Daniel Whisner has first hand experience of government intrusion into the private and Christian schools, for his father, Rev. Levi Whisner, had the Christian character to stand against the State of Ohio and defend his religious liberty.

In the case of the Rev. Levi W. Whisner and his twelve co-defendants, who had been convicted as criminals for sending their children to a Christian school not licensed by the State of Ohio, they had argued that such licensure of their church-operated school violated their religious convictions, but had lost the first two rounds of their struggle for religious liberty. The case was heard before the Ohio Supreme Court on March 16, 1976, and the ruling was delivered by the Court on July 28, 1976. This landmark decision known as the *Whisner* decision, has done much to alert Christians to the vital and substantive issues raised by the Christian school lawsuits in Ohio. The *Whisner* ruling vindicated the brave stand of Pastor Whisner and his co-defendants.

Daniel Whisner's warnings against tuition tax credits should serve as a warning to those who would be tempted with vouchers and a choice program.

Wolf, Wayne

Article: *Who Really Wrote America 2000?* page 14.

Wayne Wolf is president of Free World Research and publisher of the Free World Research Report.

His involvement in education issues began in late 1990 when he saw a copy of the Human Growth and Development Curriculum Guide produced by the Iowa Department of Education. Among the issues covered was human sexuality, including activities and resources that many considered too graphic. A network of concerned citizens formed around Iowa to minimize the potential damage done by using such materials at the local level.

Next came the Department of Education's Global Education materials, which dealt with political and spiritual issues in a biased way, followed by America 2000 and Outcomes-Based Education. The volume of information and the unwillingness of the mainstream media to accurately cover the issues prompted the creation of Free World Research, the goal of which is to gather, analyze and distribute information regarding various freedom issues, especially education.

Addendum

Beesley, Pam

Article: Alternative Schools - An Educational Worldwide Workforce Remediation from Russia, page 775.
Education: Restructuring of America, page 778

Pam Beesley was born and raised in the state of Missouri, although she has lived in the states of Washington, Oregon and Iowa. Mrs. Beesley is the founder of Gate Keepers, a ministry providing educational information. She is an author and public speaker, but above all, she is a concerned wife and mother.

Recommended Literature

1. From a Liberal, Pro-America 2000/Goals 2000 Viewpoint

BEYOND RHETORIC A New American Agenda for Children and Families

Final Report of the National Commission On Children
Address: National Commission on Children, 1111 Eighteenth St., N.W., Washington, D.C. 20036- Established by PL100-203 - Chairman Hon. John D. Rockefeller IV - U.S. Senator W. Va.

UNITED STATES COALITION FOR EDUCATION FOR ALL 1616 N. Fort Myer Drive, Suite 1100, Arlington, Va. 22209 (write for free information (part of a 156-nation network working to reform education worldwide) (703) 528-7474.

NEW AMERICAN SCHOOLS DEVELOPMENT CORP. 24 member group appointed by President Bush to restructure American Education - To Contract with Design Teams, 1000 Wilson Boulevard, Suite 2710, Arlington, Va. 22209. (703) 908-9500 - (703) 908-0622 and 0633 (Fax) (Ask for Bidders' Conference materials and Design teams who are to be selected Feb. 14, 1992, etc.

THE UNITED STATES PREPARES FOR ITS FUTURE: GLOBAL PERSPECTIVES IN EDUCATION (Report of the Study Commission on Global Education)

Write to: Global Perspectives In Education, Inc. 45 John St., Suite 1200, N.Y., N.Y. 10038 (212) 732-8006

SCANS BLUEPRINT FOR ACTION: BUILDING COMMUNITY COALITIONS

(Secretary's Commission on Achieving Necessary Skills (SCANS) (see telephone and address above)

2. From a Conservative, Pro-American Viewpoint

Belt, Carol, *Educational Restructuring of America—Part I*(11 pages) and *Part II*(71 pages), both parts available from Carol Belt, P.O. Box 2244, Englewood, CO 80150.

Comprehensive look at how America 2000 is being acted in Colorado. Lots of educational jargon and programs explained.

Courtney, Phoebe, *New World Order*, 1991, 68-page booklet available from The Independent American, P.O. Box 636, Littleton, CO 80160.

This is about the Council on Foreign Relations (CFR) and their unofficial control of U.S. foreign policy. George Bush's involvement in the CFR is covered, as well as the increasing status and power of the United Nations. An alphabetical listing of CFR members is included; some of the names may surprise you.

WHAT WORK REQUIRES OF SCHOOLS - A SCANS Report For America 2000

(The Secretary's Commission On Achieving Necessary Skills, U.S. Dept. of Labor), 200 Constitution Ave. N.W., Washington, D.C. 20210 (1-800-788-SKILL).

YOUTH APPRENTICESHIP, AMERICAN STYLE: (A Strategy for Expanding School and Career Opportunities) Dec. 7, 1990 (Report of a Conference)

Write to: Consortium on Youth Apprenticeship, c/o Jobs for the Future, 48 Grove Street, Somerville, MA 02144.

AGENDA

Fax (212) 505-3199, Scholastic Inc., 730 Broadway, New York, NY 10003 (ask for Fall 1991 edition). Write to AGENDA: America's Schools for the 21st Century (published quarterly by Scholastic Quality, Inc.)

BUILDING A QUALITY WORKFORCE

(A Joint Initiative Of The U.S. Dept. of Labor; U.S. Dept. of Education; U.S. Dept. of Commerce, Superintendent of Documents, U.S. Government Printing Office, Washington, D.C. 20402 (July 1988).

Restructuring of Education is a joint effort between government-unions and businesses.

Cuddy, Dennis L., *Now Is the Dawning of the New Age New World Order*, 1992, Oklahoma City, OK, Hearthstone Publishing, Ltd., (800) 652-1144.

Dr. Cuddy presents the historical roots of the New World Order and where the movement is headed. The crucial importance of education is the master plan is covered. If you have not grasped the "big picture" on the New World Order, this is *MUST* reading.

Cuddy, Dennis L., *The New World Order: A Critique and Chronology*, 1992, 23-page booklet available from America's Future, Inc., P.O. Box 1625, Milford, PA 18337-2625.

Very useful and readable thumbnail sketches of the major players and events from 1910 through October 1991.

Eakman, Beverly K., *Educating for the New World Order*, 1991, Portland, OR, Halcyon House, (800) 827-2499.

Mrs. Eakman tells the story of a Pennsylvania mother, Anita Hoge, and her 10-year battle with the school system. In the course of her investigation, Mrs. Hoge learned that tests being given to her children supposedly to measure academic skills were, in reality, blatantly attitudinal. Her search for answers led her to the Pennsylvania Department of Education, and ultimately to Washington, D.C. She also learned of the heavy involvement of several non-governmental organizations, principally the Carnegie Foundation for the Advancement of Teaching (CFAT). This book documents the takeover of the American public education system by psycho-educators and the clear move away from academics to values modification. The creation of a gigan-

tic computerized tracking system, the Elementary and Secondary Integrated Data System (ESIDS) to store test results and create dossiers on every citizen is covered.

Eldredge, Tom, *Should Christians Support Choice?* Available from The Foundation For Home Schooling Churches, R.D. 2, Box 141, Wrightsville, PA 17368.

Evans, Pearl, *Hidden Danger In the Classroom*, 1990, Petaluma, CA, Small Helm Press, 622-A Baker Street, Petaluma, CA 94952.

The "hidden danger" referred to is the values free, non-directive, decision-making model of education used so extensively, especially in sex and drug education. The author shows why this type of education is harmful and names the antidote.

3. Organizations that may be of interest to you

American Christian History Institute
P. O. Box 648
Palo Cedro, CA 96073
916-547-3535

Citizens for Academic Excellence
P. O. Box 11164
Moline, IL 61265

The Florida Forum
P. O. Box 1059
Highland City, FL 33846

Foundations of Liberty
East Moline Christian School
900 - 46th Avenue
East Moline, IL 61244
309-796-1485

The Foundation for American Christian Education
P. O. Box 27035
San Francisco, CA 94127
415-661-1775

The Free World Research Report
Box 458
Farnhamille, IA 50538

Kansas Education Watch Network
P. O. Box 483
Wichita, KS 67201

Pennsylvania Parents Commission
P. O. Box 73
Johnstown, PA 15907

Pilgrim Institute
52549 Gumwood Road
Granger, IN 46530
219-277-1789

Plymouth Rock Foundation
Fiske Mill
Marlborough, NH 03455
603-876-4685

Wallbuilders
P. O. Box 397
Aledo, TX 76008
817-441-6044

Wisconsin Report
P. O. Box 45
Brookfield, WI 53008



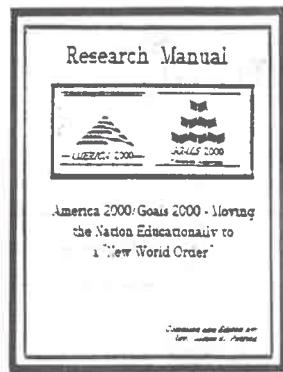
NEW LIES FOR OLD

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Anatoliy Golitsyn, ex-KGB officer details the fall of the Soviet Empire EIGHT YEARS before the event occurred. He explains how the Soviet Union would implement a false liberalization in Eastern Europe to lead the West into believing that Communism has collapsed. If the West could be deceived it would lead to billions in economic aid, reunification of Germany, massive disarmament, the death of NATO, the merging of East and West Europe into a coalition government and eventually the total collapse of the West.

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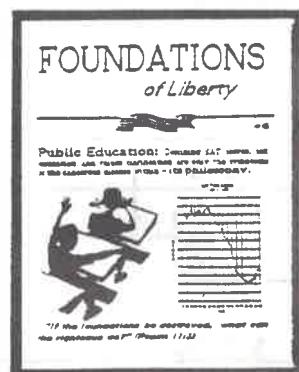
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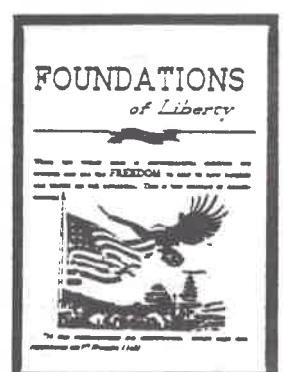
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DO NOT PUT YOUR TRUST IN CONSERVATIVE RHETORIC - ACTION ALWAYS SPEAK LOUDER THAN WORDS.

A very strange thing is occurring. Leading conservatives are in the forefront pushing a liberal agenda. Americans are listening to words that appeal to the heart, but they are failing to watch the voting record or actions of their leaders. For example, Newt Gingrich is leading conservative Americans in an effort to restore the government to the people. His rhetoric is wonderful, but his actions send a different message.

In the forward to the book *Creating a New Civilization: the Politics of The Third Wave* written by Alvin and Heidi Toffler and published by Progress and Freedom Foundation in 1994, Newt Gingrich writes:

Despite the evidence that something radically new is happening in politics, in economics, in society, and in warfare, there is still remarkably little appreciation of how crucial the Tofflers' insight is. Most American politicians, reporters and editorial writers have ignored the implications of *The Third Wave*. There is even less sympathetic effort to integrate their concept of a Third Wave of human change into policy proposals, political campaigns and the operations of government.

This failure to apply the Toffler Third Wave model has kept our politics trapped in frustration, negativism, cynicism and despair.

...This is not a new problem. I first began working with the Tofflers in the early 1970's on a concept called anticipatory democracy. I was then a young assistant professor at West Georgia State College fascinated with the intersection of history and the future which is the essence of politics and government at its best.

For twenty years we have worked together to try and develop a future-conscious politics and popular understanding which would make it easier for America to make the transition between the Second Wave civilization which is clearly dying and the emerging but still in many ways undefined and not yet understood Third Wave civilization towards which we must move.

The process has been more frustrating and the progress much less than I would have guessed two decades ago. Yet, despite the frustrations, the development of a Third Wave political and governmental system is so central to the future of freedom and the future of America that it must be undertaken.

...This book is a key effort in the direction of empowering citizens like yourself to truly take the leap and begin to invent a Third Wave civilization. I believe that if you will read through the Tofflers' remarkable contribution to the great transformation, underline the parts you find useful, wander around your community looking for kindred spirits, and begin to develop a few small projects, you will be shocked in a few years at how much you have accomplished. (pp. XII-XIII)

Newt Gingrich is endorsing Alvin and Heidi Tofflers' philosophy of government. The February 6, 1995 edition of *The New American* raises some thought-provoking questions as to the Tofflers' and Gingrich's political beliefs:

Gingrich's enthusiasm for Alvin Toffler's book *The Third Wave* set off alarm bells in conservative circles. In a letter to "the Founding Parents" in *The Third Wave*, Toffler candidly wrote: "(T)he system of government you fashioned, including the very principles on which you based it, is increasingly obsolete, and hence increasingly, if inadvertently, oppressive and dangerous to our welfare. It must be radically changed and a new system of government invented -- a democracy for the 21st century." Yes, and the system of government created by the Founding Fathers, the very "system that served us so well for so long ... now must, in its turn, die and be replaced."

In light of Gingrich's affinity to the Toffler worldview, no one should be surprised to discover that the "conservative" Speaker envisions radical restructuring of our system of government." (*The New American*, p. 11)

In addition to Newt Gingrich, many have serious doubts as to William Bennett, Lamar Alexander, and Dick Armey. Perhaps one day we will exclaim as did Julius Caesar, "ET TU, Brute!"

James R. Patrick

For further documentation see the Research Manual

- William Bennett, The William Bennett Connection, pp. 490-496
- Lamar Alexander, The William Bennett Connection (chart) pp. 497 & 486
- Dick Armey, Parent and Student Empowerment Act, pp. 473-486

Leading Educators Recommend AMERICA 2000/GOALS 2000 - RESEARCH MANUAL

SAMUEL BLUMENFELD, author, lecturer, educator - I wish to commend you for compiling and editing the Research Manual on America 2000/Goals 2000. I am sure that it will prove to be a most valuable tool for parents, ministers and even educators who are trying to understand what Outcome Based Education and the present trends in education reform are all about. Its extensive documentation and rigid adherence to the facts will be of enormous assistance to researchers like myself who are constantly on the lookout for reliable sources of information and historical data.

JUSTICE WILLIAM C. GOODLOE (Retired), Washington State Supreme Court - Having sold and given away many of your wonderful books and having followed your patriotic career for many years, I am writing finally to express my highest compliments to you for being the outstanding American patriot that you are. All of this of course is reflected in the monumental work that I refer to above. The entire world is at a crisis and your book explains what it is all about and who is inciting this "New World Order".

MILLIE POGNA, member of New Mexico State Board of Education - Please rush my copies! I am in my 16th year as an elected member of the New Mexico State Board of Education and I spend every spare minute speaking against Outcome Based Education and now Goals 2000—and exposing these monstrosities to parents throughout New Mexico. Please rush my material—I need it for my state-wide speeches!

CHARLOTTE I. ISERBYT, former Senior Policy Advisor, U.S. Dept. of Education, Office of Educational Research and Improvement - A wonderful resource to help save our Constitutional Republic from falling into the tyrannical black hole of World Government is now available: Pastor James Patrick's "America 2000/Goals 2000 - Moving the Nation Educationally to a New World Order". Many of our nation's finest education and political researchers, with whom I have worked over the years, contributed to this book. Much of the book represents authentic documentation, without which victories in our towns, communities, states, and at the federal level would be impossible. We must be well-informed; we must have the necessary documentation to share with our elected officials and friends. Americans need the truth. Pastor Patrick is our 20th Century Patrick Henry. Do not fail to purchase his incredible contribution to the preservation of our liberties.

JAMES W. DEUINK, Dean, School of Education, Bob Jones University - It is a pleasure to recommend America 2000/Goals 2000 - Moving the Nation Educationally to a "New World Order" to the Christian Community. This research manual is the most thorough review of recent trends in secular education and their implications for Christians that I have had the opportunity to review. It is carefully documented so that the questioning reader can verify the evidence on his own. Some of the views expressed are controversial and might conflict with your own opinions, but the material is thought-provoking and worthy of your study.

RUS WALTON, Executive Director, Plymouth Rock Foundation - Thank you for your "America 2000/Goals 2000 - Moving the Nation Educationally to a New World Order." Every pastor who is truly concerned about the salvation and security of the children in the flock assigned to him should have — not only have, but use — this manual to become a more informed and courageous watchman on local, state and national walls.

JOHN A. STORMER, author, "None Dare Call It Treason", Pastor/Principal - Faith Christian School, Florissant, MO - Your 728-page Research Manual does a masterful job of documenting how Goals 2000 and the associated federal and state education "reform" legislation is designed to remake not only America's schools but also our children and our entire way of life. These education "reforms" make our schools the agency for producing a generation of people who will fit into a coming "new world order." Anyone interested in any way in the education of children or the future of America must have this valuable resource.

WILLIAM JASPER, Editor, *The New American* - Reverend Patrick's *Research Manual* will come as a special godsend. The size of a Los Angeles telephone directory, this hefty volume is packed with vital information that Americans need to make comprehensible the education "revolution" (George Bush's word) this is bearing down on us like a giant juggernaut. Patrick has done us all a tremendous service by compiling into a single volume, and presenting in an effective manner, an enormous amount of important research on education that can take the uninitiated through the confusing labyrinth of educational legerdemain to a sophisticated understanding of the school "reform" traps and perils that beset us on every side. This volume provides "must know" information about OBE, Parents As Teachers, "life-long learning," SCANS, Quest, "empowerment," Chester Finn, William Bennett, Chris Whittle, the Edison Project, "choice," vouchers, the U.S.-Soviet education exchange agreement, global education, ability norming, gender norming, charter schools, Roots and Wings, the National Alliance for Restructuring Education, and a great deal more.

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