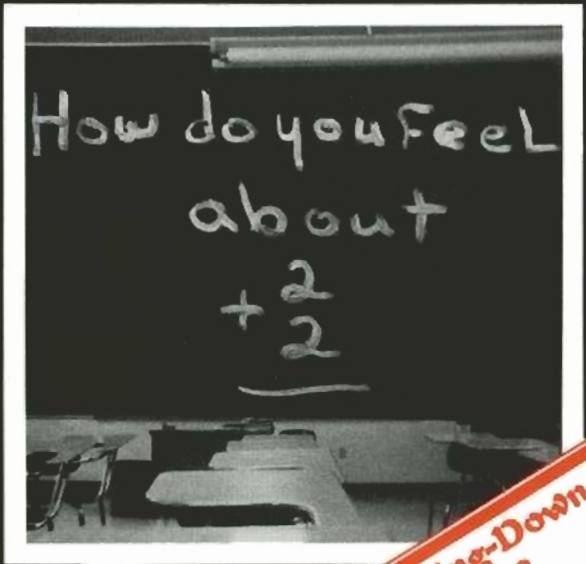


performance-based education

outcome-based education

Pavlov's Children

a study of performance- / outcome-based education



Are We Dumbing-Down
Our Children?

by Ann Wilson

Pavlov's Children

a study of performance- / outcome-based education

by Ann Wilson

Cover photo by Mark A. Farrow

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I Dedicate This Book

*...To my husband, Keith,
...To our daughters; Vicki, Le'Ann and Michelle,
...To our son, J.W. and grandchildren, Crystal, Ryan
and Robert, who are all my heart's delight*

and

*To our dear friends, Mark and Shirley Farrow and
their children, Gwen and Matt and
...To our special friend, Dennis Dames, who has no
idea how much his friendship means to us.*

*I want to give a special thank you to each of them for
their support.*

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...Mark Farrow deserves a special "thank you" for his photography work on the cover and of the author.

...To all those listed above and to the many others who were supportive of my effort in writing *Pavlov's Children* and/or contributed research material, I tip my hat and say "God bless you all."

Friends mean so much.

ATTENTION MISSOURI CITIZENS:

Many of our educators and politicians are telling us that our SB-380, The Outstanding Schools Act, does not even mention OBE (Outcome-Based-Education). They are right, but what they are not telling you is that Missouri's SB-380 calls for "performance standards" throughout the bill.

OBE and Performance-Based Education are ONE and the SAME!

I have a copy of a 42-page report by David Hornbeck of The Business Roundtable, Washington, D.C., 1992, entitled, *Missouri Baseline Analysis*.

In the Table of Contents, # 2 reads, "The new system is performance, or outcome based."

Page two of the same report reads, "Outcome-Based Education: The Missouri Department of Elementary and Secondary Education has made a strong commitment to creating an outcome-based system of education and has created a solid foundation from which to work. . . ."

On page 15 the report states, "As envisioned, graduation from participating high schools would depend on students' *mastery* of defined competencies, rather than on Carnegie units or "seat time."

“ . . . by manipulating society, you can change not only society itself, but also the people in it.

“Theoretically a society could be completely made over in something like 15 years, the time it takes to inculcate a new culture into a rising crop of youngsters.”

*Congressional Record
Report 2681, 83rd Congress
Hearings page 141, Report page 86*

“We do not need any more preaching about right and wrong. The old ‘Thou shalt nots’ simply are not relevant.

“Values clarification is a method for teachers to change the values of children without getting caught.”

*Dr. Sidney Simon
Lecturer and Educator
Book: The Soviet Art of Brain Washing by Kenneth Goff*

“Every child in America who enters school at the age of five is mentally ill, because he comes to school with an allegiance to our institutions toward the preservation of this form of government that we have. Patriotism, nationalism and sovereignty, all that proves that children are sick because a truly well individual is one who has rejected all of those things and is truly the international child of the future.”

*Dr. Chester Pierce
Harvard University Professor
(Instructs teachers and those who aspire to become teachers)*

“Every child who believes in God is mentally ill.”

*Dr. Paul Brandwein
Leading U.S. Child Psychologist*

“It is to be expected that advances in psychology will give governments much more control over individual mentality than they now have . . . Education should aim at destroying free will, so that, after pupils have left school, they shall be incapable, throughout the rest of their lives, of thinking or acting otherwise than as their schoolmaster would have wished.

*Bertrand Russell
The Impact of Science on Society, 1953*

“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.”

*Carolyn Warmer
Arizona Superintendent of Public Instruction.
Arizona Herald, 1975*

About the Author

Ann Wilson has shown her love for her community and for her country for many years through her active participation in the community and in the political arena.

Wilson has been in business for 27 years and served a two-year stint as president of the local Chamber of Commerce, as well as spearheading other local activities.

Serving as county secretary to the Democrat Club, campaigning actively within the Republican Party and serving as county co-ordinator for the Perot campaign are examples of her varied political activity. She did not maintain a blind allegiance to one political party, but has always evaluated the candidates and supported the person she felt was best for the job.

As a representative for Schwab and Associates of Germany from 1975 to 1980, Wilson traveled to Austria, France, Switzerland and Germany, honing her political observations.

Whether evaluating a political candidate or a vital issue, Ann leaves no stone unturned.

Her last book, *Bill Clinton: Friend or Foe*, was a product of the intense research she undertook in her own search for a candidate to support in the presidential election. The success of the Clinton book, which has been sold coast to coast and is in its second printing, can be attributed to thorough research and her ability to refrain from inserting her personal opinion.

Wilson has been on numerous talk radio shows across the nation and is scheduled for a television appearance in the near future.

As the mother of four and the grandmother of three, Wilson has an intense interest in education.

The more Ann Wilson learned about Outcome-Based Education, the more she felt she had to learn. Because she believed strongly that the changes taking place in the public school system were detrimental to our nation's children, she felt she should share the results of her research with others.

In preparation for writing *Pavlov's Children*, Wilson perused over 5,000 documents, gleaning what she felt was relevant for this work.

Diana Cooley
Editor / Project Manager

Introduction

In my search for truth about our new educational reform, I found a lot of material I felt needed to be made public.

I have spent hundreds of hours reading and researching some 5,000 pages of opinions from psychologists, educators, Congressional Records, representatives, senators, NEA material, attorneys, news articles, etc.

With all the material available on the topic of Performance-Based / Outcome-Based Education, I feel confident you will find a lot of material in this book that will be new to you.

My personal opinion on this subject is not important. Yours is. This book is a compilation of my research effort. Very little is my personal writing. To help the reader distinguish between what I have written and the material gained from other sources, my words are in italics and you will notice italics comprise a very small part of the book.

My purpose is not to tell you how to think, but simply supply you with more information to add to what you already know and hopefully answer some questions you may have.

In our local newspaper, *The St. Clair Missourian*, a letter to the editor was published June 23, 1993, from a man I know quite well, William F. Langenberg. Following is a portion of his letter which I believe will help you further understand our need for concern:

“Nine years ago, I visited the Soviet Union. I learned Russian and taught English at the Economic Engineering Institute in Kharkov, USSR (now Ukraine). I read several works on the Soviet theory of education and I was disturbed beyond words by how much the proposed changes in education in Missouri (called Outcome-Based Education) resemble educational theories in the now-defunct Soviet Union. Point by point I recognized similarities with the Soviet System. And the basic purpose of the Soviet System was to produce compliant working animals capable of being conformed to the goals and objectives of the communist (in this case) authorities. This is now the pathway that the State of Missouri has chosen. I challenge my fellow Missourians to look into this law, point by point, for yourselves.”

Your child's education will shape his future; it is important to know all you can about our education system.

Chapter One:

Who Developed our Teaching Methods?

This chapter outlines a few of the people who have developed many of the teaching methods used in education in the United States today.

By understanding the methods used and the reasoning, thinking and goals behind those methods, you will better understand the full meaning of Goals 2000 and Performance-Based / Outcome-Based Education.

Ivan Petrovich Pavlov was a Russian physiologist, who won a Nobel Prize in 1904 for his research on digestion.

For the next 30 years, Pavlov studied brain functions, learning that, by repeated association, artificial stimulation could be substituted for natural stimulation, resulting in a physiological reaction. Pavlov called this process *conditional reflex*. He believed all acquired habits, and even higher mental activity, depend on chains of conditional reflexes.

Conditional reflex works by association. Pavlov conditioned a dog to salivate when hearing a bell ring.

B. F. Skinner, born in 1904, became a psychologist and studied Pavlov's work in conditional reflexes. He joined the faculty of the University of Minnesota in 1936. During World War II, he designed his first "baby box." This was a controlled environmental chamber for infants. His own daughter, Deborah, spent time in one of these chambers during her first two years of life.

Modern teaching machines use a technique developed by Skinner. The teaching machine is a device that presents instructional material to students and requires that they respond to it. Immediately after a student responds to a question, the machine tells whether the answer was correct and advances to the next step, providing additional material.

Skinner found that humans efficiently learn complicated *behavior* if they receive an immediate reward for each step toward that behavior.

Although B. F. Skinner was an American psychologist, he is best known for his research into the learning process and his belief in a *planned society*. Skinner is a leading supporter of “programmed instruction” in which the principles of learning determined in the laboratory are applied to classroom teaching. He is also known as a student of *behavioral psychology*, the study of the observable behavior of human beings. In a popular book, *Walden Two* (1948), Skinner described his idea of an ideal *planned society* based on principles of learning. In “Beyond Freedom and Dignity” (1971), he called for restriction of individual freedoms that hinder the development of the ideal *planned society*.

Learning theorists base their ideas on Pavlov's “classical conditioning” and on “instrumental conditioning.” which was studied by American psychologist E. L. Thorndike and B. F. Skinner.

Skinner learned through Ivan Pavlov's works in conditional reflex that you could control a person's behavior. Through the use of a teaching machine such as his “baby box” or today's computers, you can, by starting at a young age, create the *planned society*.

John Dewey, who is sometimes referred to as the father of our educational system, not only signed, but helped prepare *Humanist Manifesto I* in 1933.

The preface states, "Humanism is a philosophical, religious and moral point of view . . . Each age seeks to define what its distinctive values are . . . it was concerned with expressing a general religious and philosophical outlook that rejected orthodox and dogmatic positions . . . what more pressing need than to recognize in this critical age of modern science and technology that, if no deity will save us, we must save ourselves."

On page eight of *Humanist Manifesto I* and *II*, fifteen beliefs held by humanists are outlined, including:

FIRST: Religious Humanists regard the universe as self-existing and not created.

FOURTEENTH: A socialized and cooperative economic order must be established.

On page 13, beginning *Humanist Manifesto II*, (written approximately 1973), it states ". . . As in 1933, humanists still believe that traditional theism, especially faith in the prayer-hearing God, assumed to love and care for persons, to hear and understand their prayers, and to be able to do something about them, is an unproved and outmoded faith. Salvationism, based on mere affirmation, still appears as harmful, diverting people with false hopes of heaven hereafter. Responsible minds look to other means of survival.

These passages are quoted to show some of the thinking of our father of education, John Dewey. This will bother some readers. Others it won't, but I felt it was important for the reader to know.

John Dewey was a professor at Columbia University in New York and served as president of the American Humanist Association.

Dewey stated that *the most significant problem in learning is Christianity*.

Another person whose studies are having an effect on our educational system is psychologist Benjamin Bloom.

Benjamin Bloom wrote *Taxonomy of Educational Objectives*, published in 1956, which is considered a bible to many educators. A taxonomy is a system of classification and this book purports to be the authoritative classification of hierarchical thinking skills.

Bloom's system structures thinking into two different domains: cognitive and affective. The "cognitive domain" concerns reasoning, or rational, concrete, thought process. The "affective domain" deals with feelings, beliefs, attitudes and values. In his schema, knowledge (learning the information) and comprehension (understanding the information) are classified as "lower order" levels of cognitive thinking. The complexity and sophistication of cognitive thought development proceeds then the "higher order" levels of thinking as one moves from comprehension to application, analysis, synthesis and evaluation.

There is much in Bloom's hierarchical framework with which traditional educators would find little argument. However, Bloom presents some major challenges to what most parents and teachers consider the primary purpose of education. In Bloom's taxonomy, the highest order of cognitive development, evaluation, is defined as "formulating subjective judgment as the end product, resulting in personal value/opinions with no real right or wrong answer." In other words, the highest goal is moral relativism.¹

In Performance- / Outcome-Based Education, you will find a combination of the thinking and educational

methods of Pavlov, Skinner, Dewey and Bloom. As you read further, this will become clearer.

Two small examples are provided below from the Educational Testing Service form their Performance-Based Assessment Guide:

Carol Meyer (1992) states that performance assessment refers to the kind of student response to be examined; authentic assessment refers to the context in which that response is performed. She adds, . . . while not all performance assessments are authentic, it is difficult to imagine an authentic assessment that would not also be a performance assessment. In addition, she states . . . “that a few facets of authenticity are: *stimuli*, task complexity, *locus of control*, motivation, *spontaneity*, resources, *conditions*, *criteria standards*, *consequences*.” (page 3)

“A taxonomy should be used with teaching for critical thinking to help ensure that higher-order thinking skills are being taught and learned. . . The levels of Bloom's Taxonomy can be used to help developers of performance-based assessment items create questions that assess higher-order skills and to help identify the level of thinking skills used by students. Bloom's Taxonomy of Educational Objectives was selected because it is one of the better known taxonomies.

I pleaded with the group not to use the name “mastery learning” in the networks new name because the word “mastery” had already been destroyed . . . I argued that we had about five years before they destroyed the term “outcome,” but at least we could get a start.

-Bill Spady

[from Ron Brandt, On Outcome-Based Education: A Conversation With Bill Spady, December 1992 / January 1993, page 68.]

Chapter Two:

Tax Exempt Foundations and Education

Before we look at what the experts of today are saying about the present dilemma in our educational system, let's take a walk back in time to the 1954 Congressional Records and find out what the experts discovered then.

We know the Carnegie Foundation and other tax-exempt foundations are heavily supporting our "new" educational "REFORM": Goals 2,000, Performance Based Education a/k/a Outcome-Based Education (OBE) a/k/a Mastery Learning, etc. Remember the poem, "A Rose is a Rose." A rose by any other name is still a rose. The same applies to the new educational reform. "Outcome-Based Education" by any other name is still Outcome-Based Education.

I suggest you request a copy of the full text of the following report from your congressman. It has only been possible to scratch the surface in the confines of two chapters as the report is 432 pages long.

The wording has not been changed. What you will be reading is exactly as it is printed in the record. The only addition is the printing of "OBE" after a paragraph when 1994 language about our "new" educational "reform" is being compared to the reform discussed in 1953-54.

It is significant to know the committee doing the investigation on the tax-exempt foundations was denied an extension of funds to complete their investigation, a common practice when an investigation exposes elitists.

Section One:

The Special Committee to investigate Tax-Exempt Foundations and Comparable Organizations was appointed by House Resolution 217, 83rd Congress, 1st Session (adopted July 27, 1953), to study and determine whether tax-exempt educational and philanthropic foundations and comparable organizations were using their resources for the purposes for which they were established and **not** for any "un-American and subversive activities; political purposes; propaganda or attempts to influence legislation." The investigation was to be completed and a report filed by January, 1955, with an initial appropriation of \$50,000.00 and the expectation of more the following year.

Said report, was filed with the House of Representatives, 83rd Congress, 2nd Session, as Union Calendar #926, Report #2681 and is commonly known as the "Reece Report," after B. Carroll Reece of Tennessee, who served as Chairman to the Special Committee. Because of the politically sensitive nature of the findings of the committee, subsequent funding was not forthcoming for the second year of the investigations and the report was filed December 16, 1954.

The following are excerpts from the report, as committed to the Committee of the Whole House on the State of the Union and ordered to be printed.

II: The Approach of the Committee:

"It was our hope, to begin with, that no remedial action by the Congress might be necessary. But foundations play a part in our society, the importance of which can hardly be exaggerated; and, in the course of our

investigation, evidence of very grave abuses accumulated to the point of indicating that intervention by Congress to protect our society is badly needed. Some remedies can be instituted at once. Others should perhaps be considered only after that continued and more intensive study of foundations' activities which the facts already disclosed have proved to be utterly necessary. Even with an adequate appropriation, this Committee could probably have not done the full study of the subject which the circumstances warrant. It has been variously estimated that this would take a period of three to seven years, by a full staff, amply financed.”
(page 3)

“The term, “foundation,” is a broad one. In this report it is intended to denote “foundations” as the term is ordinarily used by the layman—indicating such foundations as The Rockefeller Foundation, the Carnegie Endowment for International Peace, The Ford Foundation, the Twentieth Century Fund, etc. We shall also, sometimes, include certain types of organizations which are “foundations” within the term but are not generally so recognized by the public. These are the intermediary organizations, used by foundations, such as The Social Science Research Council. (page 4)

III: The Foundations and Taxes (Taxes and the Increasing Foundation Birth Rate)

“In an address delivered at the University of Chicago on November 27, 1952, General Counsel (Rene A. Wormser) to this Committee said: It seems to me that the ingenious legal creatures developed by tax experts to solve the unusual social, economic, and legal problems of the past several generations will become

Frankensteins, though perhaps benevolent ones. It is possible that, in fifty to a hundred years, a great part of American industry will be controlled by pensions and profit-sharing trusts and foundations and a large part of the balance by insurance companies and labor unions. What eventual repercussions may come from such a development, one can only guess. It may be that we will in this manner reach some form of society similar to socialism, without consciously intending it. Or it may be, to protect ourselves against the strictures which such concentrations of power can effect, that we might have to enact legislation analogous to the Statutes of Mortmain which, centuries ago, were deemed necessary in order to prevent all of England's wealth from passing into the hands of the church."

(page 11)

(Corporate-Created Foundations)

"High corporate tax rates have added to the birthrate of foundations. Many corporations, faced with excess profit taxes, created foundations to take advantage of their full permitted income tax deductions for charitable gifts . . . by creating their own vehicles for distribution, they are able better to organize and plan the distribution of their "charities." Labor and the stockholders of the individual corporations are sometimes inclined to oppose corporation-created foundations. Labor's argument is that any unneeded surplus should be paid in increased wages? The stockholders' argument is that unneeded surplus should be paid in dividends. These arguments focus more on the charity work of corporate foundations.

“From a practical point of view, they argue; the corporation can designate “charities” which are directly beneficial to its employees and to the community within which it operates and, thus, serve a practical business purpose in bettering public relations—or, the corporation can make donations which can have a definitive benefit to itself or to its industry—as in the case of grants to technical schools and to universities and colleges where possible future employees can be trained and improved methods and devices can be developed.” (page 12)

“The potential danger should not be overlooked that huge corporation-created foundations might play too strong and active a part in our social structure. The answer to this problem is not abolition, but some intelligent supervision or limitation. This potential danger should not be overlooked; that huge corporation-created foundations might play too strong and active a part in our social structure. (page 13)

Part 2: Findings of Fact and Supporting Material

V. Prefactory Notes and Summary of Findings

“It is the conclusion of this Committee that the subject of foundations urgently requires the continued attention of Congress.” (page 15)

The Committee Finds as Follows:

- “2. Foundations are clearly desirable when operating in the natural sciences and when making direct donations to religious, educational, scientific and other institutional donees. However, when their activities spread into the field of the so-called

“social sciences” or into other areas in which our **basic moral, social, economic, and governmental principles can be vitally affected**, the public should be alerted to these activities and be made aware of the impact of foundation influence on our accepted way of life.” (page 16)

- “3. **The power of the individual large foundation is enormous.** It can exercise various forms of patronage which carry with them elements of **thought control**. It can exert immense influence on educational institutions, upon the educational processes and upon educators. it can materially predetermine the development of social and political concepts and courses of action through the process of granting and withholding foundation awards upon a selective basis and by designing and promulgating projects which propel researchers in selected directions. It can play a powerful part in the determination of academic opinion and through this thought leadership, materially influence public opinion.” (page 17)

- “4. This power to influence national policy is amplified tremendously when foundations act in concert. There is such a concentration of foundation power in the United States, operating in the social sciences and education. . . . It has ramifications in **almost every phase** of research and education, highly undesirable, whether the net result of its operations is benign or not.” (page 17)

- “6. It [informational guild] has already come to exercise a very extensive, practical control over most research in the social sciences, much of our educational process, and a good part of government administration in these and related fields. The aggregate thought-control power of this foundation and foundation-supported bureaucracy can hardly be exaggerated. A system has thus arisen. . . . which gives enormous power to a relatively small group of individuals. . . . It is a system which is antithetical to American principles.” (page 17)
- “8. Research in the social sciences plays a key part in the evolution of our society. Such research is now almost wholly in the control of the professional employees of the large foundations and their obedient satellites. Even the great sums allotted by the Federal Government for social science research have come into the virtual control of this professional group.” (page 18)
- “10. Associated with the excessive support of the empirical method, the concentration of power has tended to support the dangerous “cultural lag” theory and to promote “moral relativity,” to the detriment of our basic moral, religious and governmental principles. It has tended to support the concept of social engineering-that social scientists and they alone are capable of guiding us into better ways of living and improved or substituted fundamental principles of action.” (page 18)

- “11. Accompanying these directions in research grants, the concentration has shown a distinct tendency to favor political opinions to the left. These foundations and their intermediaries **engage extensively in political activity**, not in the form of direct support of political candidates or political parties, but in the **conscious promotion** of carefully calculated **political concepts.**” (page 18)
- “12. The **impact of foundation money** upon education has been very heavy, largely tending to promote uniformity in approach and method, tending to induce the educator to become an agent for social change and a propagandist for the development of our society in the direction of some form of collectivism. Foundations have supported textbooks (and books intended for inclusion in collateral reading lists) which are destructive of our basic governmental and social principles and highly critical of some of our cherished institutions.” (page 18) OBE

VI. THE POWER OF THE LARGE FOUNDATION: The Impact of Size

“The power to allot or distribute substantial funds carries with it the opportunity to exercise a substantial degree of control over the recipients. . . . An individual of wealth has wide freedom to expend his money for power or propaganda purposes; in the process, he may obtain control of educational institutions, media of communication and other agencies which have an important impact on society.” (page 20)

“There are limits to their freedom of action as trustees. Their financial power gives them enormous leverage in influencing public opinion.” (page 20)

“They [foundation officers] thus fall easily into the error of deeming themselves a group of the elite, entitled to use the seductive methods of educational and research propaganda to promote what they themselves believe to be the best for the people. In this they seem to follow the thesis of Jean Jacques Rousseau (Dr. Frederick P. Keppel). Rousseau was perhaps the most ardent intellectual supporter of absolute democracy. He believed that the majority must rule without hindrance, and that minority rights are nonsense. Yet he was the intellectual father of Communism and Fascism. For, while he believed in the absolute rights of the majority, he did say that the people did not always know what was good for them; presumably a group of the elite would have to tell them. Thus, in both totalitarian systems, an elite group controls the state for the presumed benefit of the mass. Such a system is antithetical of our own.” (page 21)

“The principle that the public should decide what it wants in order to promote its own welfare and happiness is unquestionably sound. An assumption that the public does not know what is for its own good is simply contrary to the fundamental principles of democracy.” (Prof. Thomas H. Briggs [Hearings, page 98]) (page 21)

(Public Accountability)

“Where the organization claims exemption on the ground that it is educational, the law requires that it has been organized exclusively for that purpose, yet the word exclusively has been weakened by judicial interpretation.” (page 22)

“Our conclusion is that there is no true public accountability under the present laws.” (Committee) (page 22)

(Abdication of Trustees' Responsibility)

“In the foundation subsidiary to which he (Professor Briggs) referred, he said all of these officers (of the Ford Fund for the Advancement of Education) were 'directly or indirectly nominated by a former influential officer of the Ford Foundation, who is notoriously critical—I may even say contemptuous—of the professional education of teachers. The result in this instance he described as follows: These administrative officers doubtless present to the board, as they do to the public, a program so general as to get approval and yet so indefinite as to permit activities which, in the judgment of most competent critics, are either wasteful or harmful to the education program that has been approved by the public.” (Hearings, page 97) (page 23)

“Not a single member of the staff (of the Ford Fund for the Advancement of Education), from the president down to the lowliest employee, has had any experience, certainly none in recent years, that would give understanding of the problems that are met

daily by the teachers and administrators of our schools. It is true that they have, from time to time, called in for counsel experienced educators of their own choosing, but there is little evidence that they have been materially influenced by the advice that was proffered. As one prominent educator who was invited to give advice reported, any suggestions for change in the project (proposed by the fund) were glossed over without discussion” As a former member of a so-called advisory committee, I testify that at no time did the administration of the fund seek from it any advice on principles of operation nor did it hospitably receive or act in accordance with such advice as was volunteered.” Prof. Briggs, former FFAE Advisory Committee member (resigned), (Hearings, pages 96-97) (page 23)

“A president of one of these large funds sometimes is a little hazy about what is happening in this division or in that division. And in these heads of departments—let’s say of the Rockefeller Foundation, where you have the social sciences and humanities—you will find a delegation of authority in the case of the social sciences to the operating society, The Social Science Research Council, and to The American Council of Learned Societies in the case of the humanities. So you have a delegation of authority in two directions there.”

-Professor Kenneth Colgrove
(page 26)

“. . . The large number of famous names on the list of trustees is due to the old superstition that our institutions must be headed by a famous group of men. And I will say frankly it is to impress Congress

as well as the American people; to impress public opinion as fully as possible. It is an old superstition. It is not necessary at all." . . .

-Dr. Colegrove (Hearings, pages 586-587)
(page 28)

The Social Sciences

"Foundations can play a powerful role in ushering in changes in our form of society. As Frederick P. Keppel, himself president of the Carnegie Corporation, put it in The Foundation: It's Place in American Life (page 107): "We all know that foundation aid can increase measurably the pace of any social tendency, but we don't know when this artificial acceleration ceases to be desirable . . . All I can say is that there, as elsewhere, safety lies in the fullest available information as to foundation affairs and the widest possible discussion regarding them." The dangers inherent in size, and the accompanying power which a large purse gives, apply to some degree in all fields of foundation operation. They are most hazardous, however, in the so-called social sciences. (page 30)

"The subject or the name 'social science' is intended to cover those studies which have as their center, man in his relation to other men as individuals, as groups, or as nations."

"Perhaps the name 'social science' might be made clear by indicating its relation to other branches of knowledge, the natural or physical sciences which relate to the physical world, the medical sciences which are self-explanatory, the humanities which

deal with art, literature, with things of the spirit, and the social sciences which are concerned with the studies of man as an individual, as groups, and as nations.”

“Within the scope of the term 'social sciences,' he [Dean Myers of the New York State College of Agriculture] named as typical: economics; psychology; sociology; anthropology; political science or government; demography or populations studies; history; statistics; and various sub-divisions of these.”

“While mistakes in the other branches of knowledge may have serious results, there is not in them nearly the room for damage to our society which exists in the social sciences.” (page 30)

“Dr. L. F. Ward once said: 'The knowledge how to improve human relations can come only from the social sciences.' That statement is subject to serious doubt by those who believe that an understanding of ethics, morals and fundamental principles, and an application of these, can do a lot to help 'improve human relationships.' Those who believe that statement of Dr. Ward is correct, often risk the safety of our state and our society.” (page 31)

“As Professor A. H. Hobbs has said in his *Social Problems and Scientism* (page 196): '. . . remember the fundamental differences between the physical sciences and the social sciences. Physical science has a solid bedrock of tested knowledge, and the verified theories constitute reliable guideposts. Contrasted with this situation, social science knowledge is an uncharted swamp. There is no solid footing of

coordinated knowledge to serve as a vantage point from which to survey the terrain ahead. There is a labyrinth of paths leading everywhere—and nowhere. The principles are not anchored but drift in currents of opinion.” (page 31)

“Foundation history has shown a rapidly increasing interest in social science research. More and more foundation funds have been poured into this area until, with the creation of the largest of the foundations, the Ford Foundation, we see an addition of almost all its half-billion capital devoted to the social sciences, including education. . . . The same executives and directors who control foundation support of social science research have been extremely active in the formulation of research policies in the government research programs; and a major part of the social scientist of America are either on government payrolls or supported by grants and contracts via universities, their research bureaus or foundation-sponsored councils.” (page 31)

“The foundations themselves feel that they should use their funds within the social sciences as 'risk capital,' for 'experiment.' Experiment in the natural sciences is highly desirable. Experiment with human beings and their mode of living and being governed is, however, quite a different matter. . . . If by 'experiment' is meant trying to find ways in which other political and social institutions could be devised to supplant those we live by and are satisfied with—then such experiment is not a desirable use of public funds expended by private individuals without public accountability.” (OBE) (page 31)

“The inherent uncertainties of research in the social sciences, the enormous factor of indefiniteness, the impossibility of truly experimenting to test a conditional hypothesis before proclaiming it as a proven conclusion, the grave danger of fallacious results, makes it highly questionable whether public money should be so used to promote abandonment of institutions and ways of life which have been found satisfactory, in favor of questionable substitutes.”
(OBE) (page 31)

“Some of the social scientists are very careful to state that their conclusions are not fixed and absolute—to recognize and admit that their research results are, at best, tentative; that no ultimate conclusions can be drawn from them. Nevertheless, it is natural and inevitable that others that up the results of social science research—ignoring the uncertainty, they use the results as bases for recommending social action and even legislation. Through such a process, fallacious conclusions (even some which the social scientists themselves might admit were not yet satisfactorily proven) are often promoted for the purpose of altering the opinion of the intellectual professions and finally the public itself. The widespread dissemination by foundations of results of social science research, among intellectual professions and finally the public itself. The widespread dissemination by foundations of results of social science research, among intellectuals, teachers, writers, etc., can itself start a propulsion toward a demand for legislation to implement a conclusion which has no basis in scientific fact.”
(OBE) (page 32)

Patronage and Control

“A great foundation can often exercise heavy influence over a college or university, sometimes to the extent of suborning it to its own ends.”

(page 33)

“As academic opinion today is the opinion of the intellectuals of tomorrow and will very likely be reflected into legislation and in public affairs thereafter, the opportunities available to the foundations to influence the course of society through grants to institutions of higher learning are far reaching. That such influence has been exerted is beyond question.” (OBE)

(pages 33-34)

See Carnegie Corporation Influence at Yale on Pages 34, 35 and 36

“. . . Any attempts by foundations or concentrations of foundation power, to control research in the universities and colleges and to create conformity, uniformity or foundation-policed research should receive, from Congress and the public, the censure it well merits.”

(page 35)

“For most academicians the route of foundation grants is the only one available for success in their professions. Moreover, badly paid as most of them are, it is generally only through foundation grants that their income can be amplified to a reasonable standard. . . . Just as the president of the institution, whose main job today may well be fundraising, cannot afford to ignore the bureaucrats' wishes, so the academician cannot. Scholars and fundraisers

both soon learn to study the predilections, preferences and aversions of foundations' executives, and benefit from such knowledge by presenting projects likely to please them." (page 36)

The Foundations Bureaucrats:

"The bureaucrats of the foundations have become a powerful group indeed. Not only do they, more often than the trustees of foundations, determine grants and grantees, but they exert an influence on academic life second to no other group in our society. They become advisers to government in matters of science. They are often consulted before the selection of teachers in universities. They serve on international bodies for the United States Government. They become virtual symbols of prestige, responsible only to a small group of foundation trustees who have come to follow their views. The fact is that those who control the great foundations possess opportunities for patronage which in some ways may exceed anything which the elected officials of government have to distribute."

(page 37)

Criticism and Defense

"It is tragic in a high degree that men who have won confidence and position in the educational world should be intimidated from expressing criticism of a foundation whose administrators and policies they do not respect." Prof. Briggs (hearings, page 97)

(page 38)

**“VII: The Concentration of Power—
The Interlocks:
Does a concentration of Power Exist?”**

“Charles S. Hyneman, a professor of Political Science at Northwestern University and a firm friend of the foundations, in a letter to Committee Counsel, dated July 22, 1954, wrote:

“I have always supposed that there is indeed a 'close interlock or a concentration of power' between the foundations on the one hand and the so-called learned societies, such as the Social Science Research Council and the American Council of Learned Societies, on the other hand.” (page 39)

“Those who support this aggregation of power, and they are many, assert that its personnel comprises, for the most part, the persons most qualified in their respective fields of research, research direction, teaching and writing. . . . If it has the services of most of those social scientists who are eminent, is this because they are deservedly so or perhaps because the group has often closed its doors to those of contrary opinion or made it difficult for those of different approach to rise in their metiers?” (page 40)

“That the development of research and the consequent molding of public opinion in the United States should lie in the hands of any dominating group seems contrary indeed to our concepts of freedom and competition.” (page 40)

“Will the group truly be the guardians of scientific objectivity, or become propagandists for that in which they happen to believe?”

“It is so easy for such a group, wielding the power which the support of the great foundations gives it, to become a bulwark against freedom of inquiry and freedom of instruction. Power does corrupt. Nor are the wielders of power always aware that their power is corroding their judgment.” (OBE) (page 40)

“The aggregate power, for example, of the Ford, Rockefeller and Carnegie funds, coming into the managerial hands of like-minded persons, might result in the complete domination of the intellectual life of the country.” (page 41)

“It is our opinion that the concentration of power has taken away much of the safety which independent foundation operation should provide; that this concentration has been used to undermine many of our most precious institutions, and to promote radical change in the form of our government and our society.” (page 41)

The Cartel and Its Operations:

“Intellectually speaking, this country has a great danger of intellectually trying to imitate the totalitarian approach, in allowing people at centers of financial power—they aren't political powers in this sense—to tell the public what to study and what to work on, and to set up a framework.” (page 42)

Professor Rowe of Yale McCarran Committee
(pages 4023-27)

“. . . I would like to point out to you that Adolph Hitler very effectively crippled atomic research in Germany by telling the physicists what he wanted them to come up with. Now, this is true. And if you can do that in atomic physics, you can do it ten times as fast in the so-called social sciences, which really aren't sciences at all, where really opinion, differentiation of opinion, is the thing that matters and what we stand for in this country.”
“That is why I become very much inflamed when I even smell the first hint of a combination in restraint of trade in the intellectual sphere.”

same Professor Rowe (OBE)
(page 42)

“This kind of thing is supported by foundation money. And, of course, the temptation is to bring everybody in and integrate, through a genteel process of bribery. That is to say, you support the student, you give him a fellowship, if he will buy your subject matter area. I say this is intellectual impoverishment.”

same Prof Rowe
(page 43)

“It is common knowledge that there are favored universities and favored individuals. The practice is defended on the ground that these are the most qualified institutions and individuals. This contention is subject to reasonable doubt.”

(page 47)

“The particular role of the [Social Science Research] Council, however, is that of a central agency to promote the unity of effort in attacking social problems which is required to assure maximum returns from the work of a multitude of individual social scientists and of independent private and public institutions.” (page 48)

“There is evidence that professorial appointment all over the United States are influenced by SSRC blessing . . . In the American academic world scholars are largely rated by their publications, and it is often on a quantitative as well as a qualitative basis.” (page 50)

Professor Rowe (hearings, page 549): “. . . you have to realize . . . that advancement and promotion and survival in the academic field depend upon research and the results and the publication thereof. Here you have, you see, outside organizations influencing the course of the careers of personnel in universities through their control of funds which can liberate these people from teaching duties, for example, and making it possible for them to publish more than their competitors.” (page 50)

“Thus the control over a scientific journal permits any group in power to favor or disfavor certain scholars and to impress its concepts and philosophy on a generation of school teachers, textbook authors, writers and others. . . .” (page 50)

President Grayson Kirk, Columbia University, May 31, 1954: “We must maintain the greatest possible opportunities for the free clash of opinions on all subjects, trusting to the innate good judgment of men and women to reach decisions that are beneficial to society.” “The very fact that a leading foundation executive, in an America traditionally opposing restrictions of free speech and thought, can call for a system of internal policing indicates the chasm between a concept of scholarly orthodoxy and the real freedom of inquiry to which Dr. Kirk referred.” (OBE) (page 51)

The American Council on Education:

“More specifically, the Council has been a clearinghouse for the exchange of information and opinion; it has conducted many scientific inquiries and investigations into specific educational problems and has sought to enlist appropriate agencies for the solution of such problems; it has stimulated experimental activities by institutions and groups of institutions; it has kept in constant touch with pending legislation affecting educational matters; it has pioneered in methodology that has become standard practice on a national basis . . . ; it has acted as liaison agency between the educational institutions of the country and the federal government and has undertaken many significant projects at the request of the Army, Navy and State Departments and other governmental agencies; and . . . it has made available to educators and the general public widely used handbooks, informational reports, and many volumes of critical analysis of social and educational problems. . . .”

[Research Policy Committee was] “Established in 1952 to study the interrelationships of sponsored research from the viewpoints of federal agencies, industries, and foundations sponsoring such research and the effect on institutions doing the research . . . It is the aim of this Council committee—composed of college presidents, vice-presidents for research, business officers, and faculty members directly engaged in sponsored research projects—to attempt to formulate a policy for the national level based on cooperative relationships.”
(Goals 2000?) (page 52)

“However laudable much or most of its work may have been, the Council has certainly been one of the media through which foundation funds have been used to effect considerable control or influence over education in the United States.” (page 53)

Other Interlocks and Further Dangers”

“The relationships between and among these organized intellectual groups are far more complex than is indicated on the chart . . . In numbers and interlocking combinations they are too numerous and complex to picture on this chart.” (page 53)

”The lines connecting the various rectangles on the chart symbolize the paths followed in the flow or interchange of money, men and ideas . . .” (page 53)

“The Cox Committee record shows that a conscious plan by the Communists was inaugurated to infiltrate the foundations for the purpose of appropriating their funds to Communist uses . . . a greater danger lies in the undermining effect of collectivist or socialist movements. Externally, Communism is the greater danger; internally, socialism offers far greater menace.” (page 54)

“Aside from this direct menace, the dangers of so close an interlock, so high a degree of concentration of power in intellectual fields, tends to violate an essential of the American system, competition. . . This Committee is highly critical of the system of concentration under discussion for the very reason that it promotes conformity, acts in effect as a censor of ideas and

FORD
FOUNDATION

ADULT
EDUCATION

Continuation of liberal education
beyond formal schooling

Areas of effort:

International political
and economic understanding

ADVANCEMENT
OF EDUCATION

1. Institutional competence
2. Institutional execution

Clarification of educational
philosophy and of functions and
improvement; teacher
improvement; education of armed
forces; financial support of
educational institutions.

EAST EUROPEAN
FUND

1. Orientation of Russian
refugees;
2. Assistance to scholars and
scientists in their chosen
fields;
3. Aid in social integration.

(Fund to be liquidated in 1954).

TV - RADIO
WORKSHOP

Omnibus programs:

Literary
Musical
Artistic
Historical
Scientific

RESEARCH &
TRAINING ABROAD

Research and training abroad:

1. Aid to scholars in western
European institutions
2. Comparative training and
research

RESOURCES FOR THE FUTURE

Availability and conservation of national resources required for the Nation's growth, welfare and security.

FUND FOR THE REPUBLIC

Pressing problems; legislative hearings, Government loyalty procedure; private censorship; loyalty oaths; due process of law; academic freedom; free speech and free assembly; democracy in labor union; etc.

CENTER FOR ADVANCED STUDY

Training of behavioral scientists at post-doctoral levels

1. Greater number of qualified scholars.
2. Increase competence of faculty members.
3. Development of better content and methods.
4. New designs and materials for research training.

BEHAVIORAL SCIENCES DIVISION

INTERCULTURAL PUBLICATIONS

Improved understanding of differing cultures and backgrounds via publications and their circulation.

"Perspective"
"Diogenes"

FOUNDATION EXTERNAL GRANT

Foreign activities; domestic educational institutions; public administration; social and scientific research; fellowships and grants-in-aid.

INSTITUTIONAL EXCHANGE PROGRAM

Institutional exchange program

1. Interchange of scholars at doctoral levels.
2. Applies to graduate students and faculty members.

GRANTS IN AID

Grants-in-aid

1. Individual grants to outstanding scholars.
2. Applies to scholars at home and abroad.
3. Spending under the discretion of the individual.

projects, and produces a tendency toward uniformity of ideas." (OBE) (page 55)

"Americans do not cherish the concept that society should be directed by a clique. Though it may indeed be elite, we do not wish it to direct us. Moreover, there is considerable doubt that the presumed elite is indeed so." (page 55)

Mortimer Graves, Executive Secretary for the American Council of Learned Societies, member of many Communist-front organizations (not disclaimed): "It amazes us that one with so evident a lack of political and social discernment, with such apparent lack of objectivity, should be retained as a directing officer in what purports to be the representative organization for all the social sciences and humanities." (page 55) "Mr. Graves in one of the leading characters in the dramatis personae of the foundation world, a major executive of a powerful intermediary organization which is an intrinsic part of the foundation-supported concentration of power, a key figure in the academic circles, an adviser to government. The foundation world continues to accept him as one of its leading lights." (page 56)

"There is the further danger that an elite group tends to perpetuate itself, both as to personnel and as to opinion and directions. It is only through competition in the intellectual fields, just as in business, that progress can safely be accomplished." "Public opinion is greatly determined, in the long run, by the influence of intellectuals. . . . Any concentration of intellectual effort, any mechanism tending to conformity, is essentially undesirable, even if, for the moment, directly solely to desirable ends. A political dictatorship may be

benevolent, but we want none of it. Similarly, an intellectual-group-dictatorship may be benevolent, but we want none of it.” (page 56)

Politics–Power Flow Planning

“There was considerable evidence to show that the government has come to rely upon 'clearing houses' for lists of men who can assist as specialists in the social sciences. . . . We have in the United States the colleges and universities which, while large in number, are very accessible to be advised about the requirements of Government.” (Hearings pages 602, 603) (page 57)

“The Ford Foundation is the latest and greatest. The Ford Foundation is even going in for general public education, although I understand this emphasis is decreasing some in the last year or two. But when they first began, they were very much interested in general adult education through all kinds of media, radio, conferences, great book seminars all over the country.”
Dr. Rowe (page 59)

“Dr. Rowe: . . . This power which it [The Social Science Research Council] exerts, it exerts very heavily on educational institutions and their personnel, because when you get down to it, who is it that does research in social science? It is educational institutions, because they have the faculties in the various fields, like political science, economics, anthropology, geography and so on. That is where the people are.” (page 59-60)

VIII The Foundations and Research in the Social Sciences

(The Predominance of Empiricism)

“The normal scientific process employs both theoretical and empirical research. The theoretical is deductive reasoning from accepted premises. The empirical is inductive reasoning from observed data. The usual process is to set up a hypothesis, derived from some form of reasoning, or selected by accident or arbitrarily. This hypothesis is then generally tested by various means, including both deductive and inductive approaches. Empirical research can produce material of usefulness by way of the collection of data; but it is rare indeed when such research, without relation to or counter-check by theoretical research, can produce a result upon which any new course for society can safely be recommended. Empiricism by the very nature of its approach, ignores moral precepts, principles and established or accepted norms of behavior, and seeks to base conclusions solely upon what the senses will take in by means of observation.” (OBE) (page 60)

“If the controlling thought in the universities and in the foundations is in the direction of empiricism, to the virtual exclusion of theory, a situation exists which, in its imbalance, may be very dangerous.” (page 61)

“In a letter to a member of the Committee staff, the president of SSRC says: ‘In the case of the faculty research fellowship program, it was agreed that the recipients would be chosen in terms of their competence in formulating and testing hypotheses concerning social behavior by empirical, and if possible, quantitative methods.’ ” (page 62)

Limitations and Dangers:

“It is the position of this Committee that foundations should have the greatest possible freedom of operation consonant with the protection of our society and our institutions. But if it is true, and the evidence persuades us it is, that the large foundations are financing researchers who are almost exclusively empiricist, the saturation of the academic atmosphere with this particular and narrow approach could have very serious effects upon the colleges and secondary schools.” (page 66)

“These trustees might well alert themselves to the dangers and limitations of the empirical method as a primary approach to social problems.” (page 66)

“Professor Hobbs emphasized in his testimony that the social scientists supported by the foundations have failed to alert the public to the unscientific character of much of what is called 'social science.' On the contrary, the attempt has been made 'to convince the readers of the textbook, and trade books,' that what they are reading is 'science' when in fact it is not.” (page 67)

Scientism and Casualty

“Some of the social scientists seem to have wholly rejected the concept of free will. It is at least debatable whether man has a free will. . . .” (page 73)

“. . . modern social science is becoming an aspect of the existential philosophy of decadence.” (paraphrased quote from Nordberto Bobbio, New York, 1947.)

Moral Relativity

“Dr. Hobbs: In this type of empirical approach, by definition you must attempt to reduce the things you are studying to the type of units which I indicated yesterday, to quantitative units, which are measurable. By the very nature of the approach, therefore, you exclude intangibles, such as sentiments, love, romance, devotion, or other tangibles, such as patriotism, honesty, and things of that type.” (OBE) (page 77)

“It is the privilege of any individual to doubt our existing moral codes. When social scientists presume, however, to approach solutions of human problems, or problems of human relationships, upon the major premise that there is doubt concerning the validity of our basic moral precepts, they run counter to what the public is convinced is its own interests.” (OBE)

Professor Sorokin from “Fads and Delusions in Modern Sociology, Psychology, Psychiatry, and Cultural Anthropology:

“[he is] 'critically examining exactly all the main currents of empirical research in the social sciences particularly favored by the foundations—sometimes by colleges and regularly by the United States Navy, Army and Air Corps—spending a considerable amount of funds for that sort of research.” (page 78)

Social Science Research in the Universities and Colleges:

“So that there are cases where the graduate student in his training has concentrated in a very small area of

the statistical computations. . . . but in such training they neglect studies of the traditions of the country, the studies of the history of the country, they neglect actual experience with people, they neglect studies of the philosophies which have been developed in connection with human civilization, and they even neglect. . . . they even neglect studies of science.” Prof. Hobbs (hearings, pages 168-169) (pages 78-79)

Charles Dollard, president of The Carnegie Corporation of New York, calls attention to the 'widespread suspicion that social scientists are interested not so much in studying the behavior of men and the social situation and problems which involve men, but rather in *planning fundamental changes in our society.*' However, he does not expressly deny that this suspicion is warranted.” (page 82)

“Elbridge Sibley, of the Social Science Research Council, in his paper admits that 'the average quality of students specializing in the social sciences both in undergraduate and graduate schools is indeed inferior to that of those specializing in the hard sciences . . .”

“The most interesting of the papers is that by Carl O. Sauer, professor of geography at the University of California, entitled, “Foldways of Social Science.” Professor Sauer said that he came to “admonish,” and he did indeed, severely criticizing the research methods and controls promoted by the great foundations and the clearing house organizations which they support in what we have referred to as the 'concentration of power.’ (page 83)

“Most of those I knew (elder generation of social scientists) I knew were detached observers,

unconcerned about choosing or directing their work in terms of social or political ends. (The reforms element came along somewhat later.) In my Chicago days this intrusion of emotional drive was noticeable only in some students of sociology, then already in some numbers refugees from divinity schools, seekers for a new faith in social welfare. In economics I saw the welfare motivation come in with the young labor economists.”

Foldways of Social Science, Prof. Sauer
(page 83)

“. . . Although there are more and more individual workers, there is no such rise in diversity of interests. With the growth of central advisory, planning, and granting agencies, perhaps simply as a matter of economy of attention, it has come about that a reduced number of directions are selected for approval and support. Thus is introduced a grave and growing disorder into the body of our scholarship. When preferments and rewards are being posted for doing certain things and not doing others, the pliable and imitative offer themselves most freely, and the stubborn ones hold out. *Local authority is impressed by the objectives expressed by the distant patron.* He who is not deflected from his chosen direction to take part in the recommended enterprise is the unhappy guest who sits out the party. Thus conforming to a behavior pattern comes to prevail . . . Paved with good intentions, the roads down which we are being urged do not lead toward the promised land of freedom of the spirit. **No group can or should wish to be wise and farseeing enough to predetermine the quest for knowledge.**”
(OBE) Foldways of Social Science (page 84)

“Research programs are set up in terms of social goals, and it is assumed that professional training provides the deep insight needed. Having set up schools for the training of prophets, it gratifies us to hear that the great task of social science is to remake the world.”

Foldways of Social Science, (page 84)

“Will those who come after us say that we offered protection and encouragement to young minds differing from our own, that we raised no barriers to seeking and thinking, that we blocked no paths into the unknown, that we turned no one from whatever most roused curiosity and gave delight, that we have loved no darkness, sophisticated no truth?”

(OBE) Foldways of Social Science (Page 85)

Stuart Chase, associated with the Inter-Collegiate Socialist Society addressing the Department of Superintendents of the National Education Association, February 25, 1935: “If we have even a tract of liberalism in our natures, we must be prepared to see an increasing amount of collectivism, government interferences, centralization of economic control, social planning. Here again the relevant question is not how to get rid of government interferences, but how to apply it for the greatest good of the greatest number.”

(Hearings) (page 135)

Stuart Chase in the NEA Journal of May 1934 declared that an abundant economy requires “the scrapping of outworn political boundaries and of constitutional checks and balances where the issues involved are technical, . . .”(Hearings, page 135) page 85

“The scientific method does not tell us how things ought to behave but how they do behave. Clearly, there is no reason why the method should not be applied to the behavior of men as well as to the behavior of electrons.”
Dr. Charles Dollard (Hearings, page 138) page 86

“The book (The Proper Study of Mankind by Stuart Chase, published by Harpers in 1948) discusses in some detail the theory that by manipulating society you can change not only society itself but also the people in it.”
“Theoretically, says the book, a society could be completely made over in something like 15 years, the time it takes to inculcate a new culture into a rising crop of youngsters.” (Hearings, page 141) (OBE)
(page 86)

“Prepare now for a surprising universe. Individual talent is too sporadic and unpredictable to be allowed any important part in the organization society. Social systems which endure are built on the average person who can be trained to occupy any position adequately if not brilliantly.” from The Proper Study of Mankind by Stuart Chase (Hearings page 142) (page 87)

“. . . But I would say that, speaking in general terms, the thing which I call scientism is promoted in an appreciable measure by the foundations. And scientism has been described as a point of view, an idea, that science can solve all of the problems of mankind, that it can take the place of traditions, beliefs, religion and it is in the direction of that type of thing that so much of the material in the social sciences is pointed . . . But it seems to me, and I may be wrong, that we are going in that direction, and it is time that we might take a little stock of it.” Dr. Hobbs (Hearings page 146)

Raymond Fosdick's history of the Rockefeller Foundation: "Unless means are found for meeting the complex social problems that are so rapidly developing, our increased control of physical forces may prove increasingly destructive of human values." Such a statement may appear to have some validity at first reading. Reading into it, however, what is implicit in its point of view and approach, it proposes that the social scientist can find better ways for human beings to live together, by reorganizing our ideas, our beliefs, our traditions, to keep pace with advancing technology."

OBE

(page 88)

"The cultural lag theory has appeared in many if not most of the sociology textbooks with the implication that we should abandon the traditional forms of belief about the family and religion."

Prof. Hobbs (Hearings page 148)

(page 88)

"Moral relativism and the cultural lag theory strike at the very roots of the average American's traditional values. Promulgation of such unverified, pseudo-scientific theories dissolves the belief that religion gives us certain basic verities upon which we must construct a moral and ethical life, that certain basic and unalterable principles underlie our system of government and should be maintained faithfully for the preservation of our society. It is not our province to prove that such radical theories as relativism and cultural lag are wrong. It is the responsibility of those who advance them under the protecting cloak of 'science' to prove that they are accurate and correct. Until such verification has been produced, it is difficult

to justify the use of tax-free funds for what is an unscientific attack on the very fundamentals upon which the convictions of the American citizen are based.” page 89

The following quotes are from: AN AMERICAN DILEMMA by Gunnar Myrdal, a Swedish Socialist, financed by the Carnegie Foundation.

“. . . have shown that the latter (Constitution) was conceived in considerable suspicion against democracy and the fear of 'the people.' It was dominated by property consciousness and designed as a defense against the democratic spirit let loose during the Revolution.” (page 7) (page 89)

“. . . America has become a country where exceedingly much is permitted in practice but at the same time exceedingly much is forbidden in law.” (page 16 and 17) (page 90)

Professor Colegrove (as Secretary-Treasurer of American Political Science Association for 11 years), testified, “Dr. Myrdal was a Socialist, pretty far left, indeed extremely left. . . . He didn't have any praise at all for the conservatives. He did praise what he called the liberals. . . . I felt the foundations did a great disservice to American scholarship in announcing his study as an objective nonpartisan study whose conclusions were wholly unbiased. It was almost intellectual dishonesty.” (Hearings, page 577) (page 91)

“Experiment,” “Risk Capital” and the Colleges

“The colleges' largest problems are to maintain faculty salaries and scholarships at a reasonable level, and to keep ancient buildings repaired, so that the basic work of teaching can be continued. It is discouraging to have to add 'new projects' in order to secure foundation support when the financial structure of the college has not yet become adjusted to the increase in the cost of living.”

page 94 letter from Barnard College
(Columbia University)

“Would it not be better, in the long run, for foundations to give more direct assistance of widespread nature to sound educational institutions which are dependent on private support, rather than to waste gigantic aggregates of money annually on the pursuit of something new?”

(page 95)

In our system, state-operated schools may not be enclaves of totalitarianism. School officials do not possess authority over their students. Students in school as well as out of school are “persons” under our constitution. They are possessed of fundamental rights which the state must respect.

-Justice Abe Fortas

[*Tinker v. Des Moines Independent Community School District*, 393 U.S.503,511 (1969)]

Chapter Three:

SOCIAL ENGINEERING

“Most of the foundations impinging upon the political area get their tax exemption as 'educational' institutions. Yet the courts have so construed the term 'educational' that much that is truly political propaganda may be justified within that term.” page 96

“It is admittedly extremely difficult to draw the line between what is permissible as 'educational' and what should be avoided as 'political.’”

The League for Industrial Democracy:

“It's tax-free status was questioned by the Commissioner of Internal Revenue but . . . the tax exemption was supported on the ground that the foundation was an 'educational' organization.” page 96

The LID was originally The Intercollegiate Socialist Society, founded in 1905, after a call up (being called to testify in Congress) Upton Sinclair and George H. Strobel (hearings, page 740) 'for the purpose of promoting an intelligent interest in Socialism among college men and women' . . . There was a mass of evidence to show that the aims were not purely socialist education, but that action, political action, was a purpose of the organization.” page 97

“a Socialist attack on the problem of government cannot be restricted to presidential and congressional elections or even to general programs of legislation. We have to widen our battlefront to include all institutions of government, corporations, trade unions, professional bodies, and even religious bodies, as well as legislatures and courts. We have to frame the issues of socialism and democracy and fight the battles of socialism and medical associations, and our bar associations, and our teachers' associations, in labor unions, in student councils, in consumers' and producers' cooperatives, in every social institution in which we can find a foothold . . .” position and objectives of the LID as per an article in REVOLT written by Felix S. Cohen

“We leave to the reader to judge whether such pronouncements are purely educational!” page 99

“. . . Local elections are in a sense more important than national elections. To measure the success of the LID is to measure the growth of Socialism in the community you are in.” also REVOLT (hearings page 751) page 99

“These show that even today the League 'is expending more energy in political action than in education.”
page 100

American Labor Education Service

Mark Starr, V.C. of the American Labor Education Service; past Chairman of LID; Director of Education of the ILGWU; member of the U.S. Advisory Commission on Educational Exchange, labor consultant to Office of War Information; member of American delegation to establish UNESCO; labor education consultant to the

American military government in Japan; member of President Truman's Commission on Higher Education: has been a heavy beneficiary of largess from the Ford Foundation's Fund for Adult Education, but has his own opinions about foundations. He says that "colleges too often have to go cap-in-hand and exploit personal contacts with the uncrowned kings and agents of philanthropy . . . There are, of course some foundations which delouse effectively the millions accumulated by monopolies and dynastic fortunes; but if one could choose a way for the long time support of education, it would be done by community intelligence rather than the caprice of the big shots of big business who wish to perpetuate their names in a spectacular fashion, a process which may not in all cases coincide with the real educational activity of the college." page 109

The Fund for the Republic:

"The Fund for the Republic was created for the purpose, among others, of investigating Congressional investigations." page 113

"The purpose of The Fund for the Republic becomes clearer in the face of a recitation in a report signed by its chairman, Mr. Hoffman, and made to the Ford Foundation. This report recited the 'areas of action' which have been chosen for the Fund. While it is stated that these are free 'from implications of political or legislative activity or propaganda,' the list is:

1. restrictions and assaults upon academic freedom;
- . . . page 113

The Slant of the 'Concentration':

“It is difficult to realize that great funds established by such conservative individuals as Rockefeller, Carnegie and Ford have been turned strongly to the left. It appears to have happened largely through a process of administrative infiltration and through the influence of academic consultants of leftist tendencies.” page 116

“[This] research concentration, he [Professor Colgrove] said, directed its work distinctly 'to the left.' He also saw a tendency to believe that the 'conservative' is against progress, saying that 'for years and years there has been a tendency in the American classroom . . . to think that intellectualism and liberalism or radicalism were synonymous; but if a person was conservative, . . . he was not an intellectual.” page 117

A Carnegie Corporation Example:

“In the United States, the present stage of organized, centralized business power, already reaching out in control of schools, media of communication, public opinion and government itself, provides more than a broad hint of the direction events will take, if present tendencies remain unchecked.” Dr. Lynd page 118

Another Example of Slant:

The Citizenship Education Project:

“. . . What apparently prompted the project was essentially, as Mr. Dollard expressed it in the [The Carnegie] Corporation's 1949 Report, that teachers 'seemed to be hampered, on the one hand, by a lack of fresh teaching materials, both textual and visual, which

relate old principles to contemporary problems, and . . . by the inherent difficulty of bridging the gap between the classroom and the larger community in which the business of democracy is carried forward. The project received aggregate grants far in excess of a million dollars from Carnegie Corporation . . . Official discussions of the project stress its non-political character. The fact is, however, that it was heavily slanted to the left. This appears chiefly in one of its main accomplishments, a card index file; the cards summarized selections from books, magazines, articles, films, etc. and were arranged topically so that high school teachers might select from their reference to teach citizenship . . . The primary usefulness of the card index system was to enable teachers to get the gist of each reference without having to read it. The material was roughly 'canned.' The net result is that no one needs to read the actual references—neither teacher nor student—all that is necessary is to digest what has been 'canned' on the card. On educational grounds per se this method of teaching is subject to severe criticism and on many counts. But even those who believe in 'canned' education cannot defend the slant with which this card system was devised, unless they believe that education should not be unbiased but should be directed toward selected political ends, and radical ones at that.”

page 120

“No full examination of this card index has been possible.”

page 122

“It would be highly advisable to investigate who was responsible for producing this heavily slanted 'canned' reference material to American teachers under this project financed by one of our great foundations and

operated by one of our foremost institutions.” (OBE)
page 122

The General Problem

“. . . Political slants are easily introduced into social material. Here is an example taken from the September 20, 1952, Report of The Ford Foundation: 'The high cost of a college and of a higher education in general makes real equality of opportunity impossible. More and more the financial burden is being thrust upon the student in the form of higher tuition fees. In consequence, higher education threatens to become increasingly the prerogative of the well-to-do.' That statement is just not true. 'More and more,' to use the Ford phrase, those who are NOT well-to-do are taking higher education . . . Did they wish to manufacture a class argument, an attack on the well-to-do who alone are able (which is false) to attend colleges!”
page 123

Social Engineering

“I think it must be kept in mind that the theory of social engineering is closely related to the notion of the elite which we find dominant in Marxism, the notion that a few people are those who hold the tradition and who have the expertness and that these people can engineer the people as a whole into a better way of living, whether they like it or want it or not. It is their duty to lead them forcibly so to speak in this direction.”
(OBE)
page 124

“When we reflect on the extent to which these ideas have become accepted in the American intellectual community, I think we ought to be a bit alarmed, and

be a bit hesitant about the direction in which we are going.” page 124

“. . . but I am trying to introduce a few of the things which give me the feeling that in our academic community as a whole we have gone down the road in the direction of the dominance of an intellectual elite.” page 124

Foundations and Education

Carnegie and Rockefeller Reform the Colleges: page 134

“The Rockefeller General Education Board (terminated in 1953) was chartered in 1903; The Carnegie Fund for the Advancement of Teaching, in 1905. Other organizations created by the Rockefeller and Carnegie reservoirs of wealth which went into educational work were: The Carnegie Endowment for International Peace, 1910; The Carnegie Corporation of New York, 1911; The Rockefeller Foundation, 1918, and The Laura Spellman Rockefeller Memorial, 1918 (later merged with the Rockefeller Foundation).” page 134

“. . . Dr. Ernest Victor Hollis . . . once described the background of this campaign [to raise the standards of our institutions of higher learning] as follows: ‘. . . unfavorable public estimate of the elder Rockefeller and Andrew Carnegie, made it inexpedient in 1905 for their newly created philanthropic foundations to attempt any direct reforms in higher education.’ (Hearings, page 671) page 134

“The method adopted, therefore, was one of coercion by indirection. The subject was approached indirectly

through general and non-controversial purposes—nearly all foundation grants made before 1920 being for such purposes.” page 134

“Far-reaching college reform was carefully embedded in many of these non-controversial grants. It was so skillfully done that few of the grants are directly chargeable to the ultimate reforms they sought to effect. For instance, there is little obvious connection between giving a pension to a college professor or giving a sum to the general endowment of his college, and reforming the entrance requirements, the financial practices, and the scholastic standards of his institution. This situation makes it necessary to present qualitative influence without immediately showing the quantitative grant that made the influence possible.”

(Hearings, page 671) (page 135)
(Philanthropic Foundation and Higher Education, Ernest Victor Hollis, page 127)

“The Carnegie and Rockefeller foundation aligned themselves behind the 'progressive educators who are seeking such changes as those described as taking place at the University of Chicago . . .' and financed . . . measures which were intended to reform the colleges and universities . . . What may have been used for a benign purpose could in the future be used for the promotion of purposes against the interests of the people. It is power which is dangerous—power uncontrolled by public responsibility.” page 135

“Accrediting systems were established. Grants and pensions were not available unless the arbitrary standards set by the foundations were accepted. Thus, the foundations grew to be the comptrollers of higher

education in the United States, its directors and molders.”

page 135

“Research and experimental work in education was established, largely at Columbia, Chicago and Stanford Universities. The American Council on Education 'provided the general administrative and supervisory direction necessary to coordinate such a large cooperative undertaking.' (hearings, page 672) . . . As an example of the extent of the coercion, The Carnegie Foundation for the Advancement of Education held that no college could participate in its pension fund if it remained under the control of a religious group.”

page 135

“She [Miss Kathryn Casey, legal analyst of the Committee] found that The Carnegie Corporation of New York had contributed a total of \$1,237,711 to the National Education Association, The Progressive Education Association and The American Council on Education, perhaps the major part of their sustenance in the early years. (hearings page 679) She concluded that these three organizations have operated to the end of producing uniformity in teaching, teacher-training and administrative practices in education and that the Carnegie Corporation must have approved this work. . . . Even those not in the education field recognize that today there is, in effect, a national set of standards of education, curricula, and methods of teaching prevailing throughout the United States. As a practical matter, the net result of this is nothing more nor less than a system of education which is uniform throughout the country. Moreover . . . one of its goals for the 'united teaching profession in 1951-57 is stated . . . to be: 'a

strong, adequately staffed State Department of Education in each state and a more adequate federal education agency.” page 136

“The Carnegie Foundation gave considerable attention to the place, relationship and function of the secondary and primary schools as well. (hearings, page 684 et seq.) This was done largely through The National Education Association and The Progressive Education Association, to which other foundations also contributed heavily. Some of the strange things which have happened in the secondary and primary educational fields can be traced directly to the influence of these two organizations.” page 136

“The General Education Board was, initially, the chief dispenser of Rockefeller monies in the field of education. Its activities were chiefly in the southern states and largely in the areas of primary and secondary education, and Negro education . . . It lent its financial assistance to the preparation of the Building America texts . . . That public funds should have been used in the preparation of these educational horrors is a tragic example of foundation negligence, recklessness or incompetence.” page 136

“Miss Casey quoted Dr. Hollis as saying that 'foundations' had influenced higher education notably and increasingly 'toward supporting social and cultural ideas and institutions that contribute to a rapidly changing civilization . . . the chief contribution of the foundations has been in accelerating the rate of acceptance of the ideas they choose to promote.'”
(hearings page 707) (OBE) (page 136)

“The Philanthropic Foundation is a social institution important enough to be ranked with the school, the press, and the Church. It often fails to be accorded a ranking with these agencies however because, unlike them, it most frequently attacks social problems indirectly, . . . Through these agencies (to which the foundations make grants) its influence extends to cultural and social planning in almost every department of our life.” (OBE) (Dr. Hollis page 137)

“In the field of education it seems clear that foundations have played an almost controlling part in promoting uniformity and conformity on a national scale. Miss Casey questioned whether a national system of education was not a violation of the principle of separation of powers between the Federal government and the States, a violation of States' rights. (hearing pages 708-709) . . . What impresses this Committee with equal or greater seriousness is the danger which lies inherently in the power of vast funds of public trust-capital, administered without public responsibility by private individuals. . . . Should not education be directed by local government or, at least, by government, and the people? Should it be directed and controlled by the power of privately administered public trusts?” page 137 OBE?

The Carnegie Corporation Finances Socialism

“From 1928 to 1933 The Carnegie Corporation of New York provided heavy aggregate financing (a total of \$340,000) to the American Historical Society, a constituent of the American Council of Learned Societies, for the production of a study by its Commission on Social Studies whose final report was

published in sixteen sections. The last section, issued in 1934, is known as Conclusions and Recommendations. This is a momentous document . . .” page 137

“13. If historical knowledge is any guide, these tensions, accompanied by oscillations in popular opinion, public policy, and the fortunes of the struggle for power, **will continue until some approximate adjustment is made between social thought, social practice,** and economic realities of and until society, exhausted by the conflict and at the end of its spiritual and inventive resources, sinks back into a more primitive order of economy and life. **Such is the long-run view of social development in general, and of American life in particular, which must form the background for any educational program designed to prepare either children or adults for their coming trials, opportunities, and responsibilities.**” (emphasis by author) (OBE) (Hearings, pages 476, 477) page 138

“Under the heading of 'The Redistribution of Power' . . . It is apparent that this foundation-supported report lends its vast influence to the concept that education must be turned in the direction of preparing the public for a new form of society, a collectivist or socialist system, the coming of which is taken for granted and apparently approved by the 'scientists' who presume to tell us what is good for us.” page 139

“Under the heading 'Appendix A-Next Steps' the Report continues:

2. However, the commission is mindful of the proper and practical question: What are the next steps? It

indicates, therefore, the lines along which **attacks can and will be made on the problem of applying its conclusions with respect to instruction in the social sciences.** (OBE)
(Hearings, page 478) (page 139)

“After this comes what might be called the 'pay-off:”

3. As often repeated, the first step is to awaken and consolidate leadership around the philosophy and purpose of education herein expounded—leadership among administrators, teachers, boards of trustees, colleges and normal school presidents—thinkers and workers in every field of education and the social sciences . . .” (hearings, page 478) (OBE) (page 140)

“A concerted effort is thus to be made by all those having to do with education to help with the business of easing in the new era, the age of collectivism . . . Among the new purposes of the publication [The Social Sciences] was to be 'to furnish as rapidly as possible various programs of instruction organized within the frame of reference outlined by the Commission. Writers of textbooks . . . were 'expected to revamp and rewrite their old works in accordance with this frame of reference and new writers in the field of social sciences will undoubtedly attack the central problem here conceived' 'Makers of programs in the social sciences in cities, towns and states' were expected to 'recast existing syllabi and schemes of instruction . . .' Colleges and normal schools were to 'review their current programs' and conform to the 'frame of reference' . . .” (OBE) (page 140)

“The aggregate import of this document financed by the Carnegie Corporation was that our American way of life was a failure; that it must give way to a collectivist society; that educators must now prepare the public for a New Order; and traditional American principles must be abandoned.” (OBE) (page 140)

The Turning of the Tides: Review by Congressman Shafer and Mr. Snow:

“A strategic wedge was driven in 1934 following the Conclusions and Recommendations of the American Historical Association's Commission on Social Studies. Its point of entry was adroitly chosen. The Commission proposed to consolidate the traditional high school subjects of geography, economics, sociology, political science, civics and history, into a single category designated as the 'social studies.' Here was the most strategic of all teaching areas for the advancement of a particular philosophy. Success in enlisting teachers in this field in the cause of a new social order would have an influence out of all proportion to the number of teachers involved. What this all meant was summed up by Professor Harold J. Laski, philosopher of British socialism. He stated: 'At bottom, and stripped of its carefully neutral phrases, the report is an educational program for a socialist America.'” (Hearings page 480) (OBE) (page 141)

“The Commission on Higher Education appointed by the President produced a report in the form of six pamphlets in 1947 . . . This report emphasized that higher education must be guided to help usher in the new society. Not only was the domestic scene to be

changed by a concerted effort on the part of the intellectual leaders of the nation, but we were to be led toward world citizenship as well. The report of the President's Commission on Higher Education contained this statement:

Preparation for World Citizenship

In speed of transportation and communication and in economic interdependence, the nations of the globe are already one world; the task is to secure recognition and acceptance of this oneness in the thinking of the people, as that the concept of one world may be realized psychologically, socially and, in good time, politically. . . . It is this task in particular that challenges our scholars and teachers to lead the way toward a new way of thinking. . . . There is an urgent need for a program for world citizenship that can be made a part of every person's general education. (Hearings page 483) . . . Colleges must accelerate the normal slow rate of social change which the educational system reflects; we need to find ways quickly of making the understanding and vision of our most farsighted and sensitive citizens the common possession of all our people. (Hearings page 483, 484) . . . We need . . . men in education who can apply at the point of social action what the social scientist has discovered regarding the laws of human behavior.” (New World Order through OBE) (page 142-143)

“. . . the Great Revolution might be better accomplished and the Great Happiness more quickly established if teachers rather than the proletarians seized power . . . Having taken power, the teacher must use it to attain the 'central purpose' of realizing the 'American Dream.'

They must operate education as the instrument of social regeneration. This consists of inculcating right doctrine." (OBE) (Hearings page 484) (page 143)

"A strong proponent of this proposal is Professor Norman Woelfel. His Molders of the American Mind was dedicated 'to the teachers of America,' **active sharers in the building of attitudes**, may they collectively choose a destiny which honors only productive labor and promotes the ascendancy of the common man over the forces that make possible an economy of plenty." (OBE) (pages 143, 144)

"Professor Woelfel makes his own experimental objectives very clear:

5. Active participation by educators and teachers in various organizations of the lay public agitating for social reforms whose realization would be in harmony with evolving ideals of American society;
9. Active participation of individual educators and of professional organizations of educators in the . . . public effort to create out of prevailing chaos and confusion . . . a culture which is under no continuing obligations to past American or foreign cultural pattern;
11. A system of school administration constructed under the guidance of experimental social philosophy with the major aim of meeting the professional needs of teachers . . . ;
14. A program of public elementary and secondary education organized in the interest of collective ideals and emphasizing the attainment of

- economic equality as fundamental to the detailed determination of more broadly cultural aims;
15. Centralized organization in public education . . . , but promote as well the construction of attitudes, in the populace, conducive to enlightened reconstruction of social institutions;
 16. A program of public vocational, professional, and higher education integrally organized in terms of a social order . . . This portends educational planning in terms of broadly cultural and creative motives and the final disappearance of programs of education based upon the motive of individual monetary success;
 20. Gradual abolition of specified grades, subjects, textbooks, testing, and promotion schemes as conceived under the present administrative-supervisory set-up in public education. The development of a series of flexible organizational schemes and teaching programs by local faculties under the guidance and sanction of professional associations and of the lay public;
 21. Domination of all specific teaching aims for an indefinite period by the general aim of rendering the attitudes of all normal individuals toward all the problems of life sufficiently tentative to allow for growth and change.” (Hearings, page 485, 486) (OBE) (pages 144, 145)

“Page 5, Educating for Tomorrow: To enable the school to participate in raising the level of American life the educational profession must win meaningful academic freedom, . . . to utilize education in shaping the society of tomorrow.” (Hearings, page 488) (OBE) (page 145)

“It is a task which the NEA might make its central project . . . We further submit that the effectiveness of the NEA would be greatly increased if instead of looking for defenders of education among the ranks of conservative groups, it would identify itself with the underprivileged classes who are the real beneficiaries of public education and who can find their adjustment only in a radically democratic social order.” (Hearings, page 489) (page 145)

“There may not have been a (legal) 'conspiracy' to change our social and governmental system, but a mass of evidence demonstrated that the most influential formulators of educational thought strenuously attempted to suborn our schools and that heavy contributions from the tax-exempt foundations provided them with effective sounding boards for their subverting doctrines.” (OBE) (page 146)

Chapter Four:

Outcome-Based Education

Questions Demanding Answers

Now that you have read the 1953-54 Congressional reports and concerns, let's move to present-day questions and concerns.

This chapter includes the most common questions posed about Performance-Based or Outcome-Based Education and answers. Keep in mind that OBE is packaged, with slight differences, under different labels, including President George Bush's "America 2000" and President Bill Clinton's "Goals 2000."

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1. How does OBE differ from traditional education?

Traditional Education focuses on teachers instructing students in various academic subjects during 12 years of education or its equivalent. Specific subjects must be covered to satisfy the Carnegie Units. Knowledge is determined through tests. Passing grades result in promotion. Graduation occurs when all required subjects have been passed.

Outcome-Based Education focuses on what the student is, not on what he knows. It is designed for every child to FEEL successful (“Gwinnett Organizing Around Learner Success”) in school although he might not BE successful. Teachers become facilitators, coaches, or monitors (Designing Successful Learning Teacher Manual, “Performance Assessment Rationale,” Gwinnett County, Georgia.) Academic emphasis is minimal. OBE focuses on changing specific complex behaviors (Dr. Barbara Kapinus, Georgia Lieutenant Governor's OBE Conference, May 13, 1993), to conform to predetermined outcomes. Outcomes control curriculum design. Designing curriculum to produce the desired outcomes is called “designing down” (Designing Successful Learning, “Putting all Together, Designing Down”).

Local districts may design their own curriculum, but it must be structured around the outcomes. Students' assessments determine whether the outcomes are met. If not, they are recycled until they do. Assessment might be: “not yet, somewhat, definitely,” etc., (ibid, Invention Rubric). OBE holds all students to the same level of achievement; none can attain above the other; and natural abilities and aptitudes are not encouraged or developed, but are ignored. (“Mastery Learning Reconsidered,” by Robert Slavin, January 1987, published by Johns Hopkins University, Baltimore, MD).

2. Is OBE the same as mastery learning which failed in the 1970s?

Yes. Benjamin Bloom, a developmental PSYCHOLOGIST, and James Block developed the idea of OBE or Mastery Learning which first appeared in a

program called PPBS in 1965 ("The Source of the River of Pollution," Planning, Programming, Budgeting System," by Cavell Bean, Educator Publications, 1972). In the late 1960s, California implemented PPBS, thinking it was only an accounting system, only to learn later that they had implemented education by behavioral objectives. Then in 1977, William Spady, a Harvard EDUCATOR, developed the organizational framework necessary to implement OBE ("The Roots of OBE, Free World Research Report, July 93, p. 9), but it's based on B.F. Skinner's work. He's a BEHAVIORAL ENGINEER (Educational Leadership, Dec. 92/Jan. 93, p. 67, "on Outcome-Based Education: A Conversation with Bill Spady," by Ron Brandt). Put those three together, and you have (a) OBE developed as Mastery Learning by Benjamin Bloom, a PSYCHOLOGIST: (b) OBE structured by Spady, an educator who is a SOCIOLOGIST: and (c) OBE conformed to Skinner's BEHAVIORAL ENGINEERING.

3. Why is the same failed process being tried again?

OBE is a failure from an academic perspective, having never made significant improvements in education; and it has, repeatedly, resulted in lower test scores in reading and other subjects.

In spite of that, by 1992, OBE had redefined what schools are for—moving from teaching academics to preparing students for future roles by changing their beliefs, attitudes and behaviors (Outcomes, Summer, 1992, "It's Time To Take a Close Look at Outcome-Based Education," by William Spady). OBE's mission is to transform our culture by social engineering through psychological manipulation of behavior. That's why it's

tried and tried again. Education is NOT the goal of OBE. The goal is to restructure society by restructuring education, and in that sense OBE IS successful. If you need confirmation that society is being restructured, simply compare today's education and morality to those of yesteryear when 90% of America was literate and morals were absolute.

4. Does research indicate that OBE improves the academic knowledge of students?

No. The reverse is true. In fact, academic tests revealed such lowering of achievement that Chicago abandoned OBE after using it for five years at a cost of \$7.5 million. In Minnesota, Cheri Yecke, Stafford County's 1988 Teacher of the Year and finalist for an Agnew Meyer Outstanding Teacher Award, wrote in a 1992 Cottage Grove Bulletin, "The prevailing attitude among many students is "Why Study? They can't fail me so who cares?" What kind of work ethic is this producing in these children?" She also wrote that "A series of 23 meetings were held by the Minnesota Department of Education to gather input from the public concerning the issue of OBE. I attended the November 14 meeting at Park High School in Cottage Grove. Time after time, the same message was heard, as it is presently being implemented, OBE is not working, and is not in the best interests of our children. I estimate that at least 80% of the speakers were against OBE . . ." (Free World Research Special Report, April 1993, "Outcome-Based Education: Re-defining the School, by Wayne Wolf).

High achievers, especially, suffer because the outcomes are so low that the slowest learners can FINALLY reach them, no matter how long it takes ("Mastery Learning Reconsidered," by Robert Slavin,

January 1987, Center for Research on Elementary & Middle Schools, Johns Hopkins University, Baltimore, MD). OBE is not an academic process. It focuses on complex human behaviors (Dr. Barbara Kapinus, George Lt. Governor's Conference on OBE, May 13, 1993)

5. Explain “higher order thinking skills” (HOTS).

HOTS uses values clarification to modify behavior and change values by role playing and other strategies which require students to demonstrate their behavior in ambiguous situations. A traditional response based on absolutes is not acceptable. Students must adopt new behavior. Under OBE, higher order thinking skills are used to restructure, reorder or discard all previous knowledge and arrive at new solutions (Briefing Notebook for Georgia High School Graduation Test, June 7, 1993, Document A, p. 1, Dec. 16-17, 1991 Background Paper 2), Georgia Department of Education, Research, Evaluation & Assessment Division).

If students discard all previous knowledge, what foundation will they use to reach that new solution to problems? Most likely, they'll use the new information they have been facilitated to accept in class from teachers and peers. Result: Situation ethics, new values, no right or wrong.

6. Why is one-third of the proposed graduation test dedicated to HOTS?

That was decided by the State Department of Education and the contractor for the test, Measurement Inc., in spite of the fact that most teachers surveyed prefer to

teach academic content rather than behavior modification (Georgia High School Graduation Test Background Paper #5, Teacher Survey, Dec. 16-17, 1991, Document A).

The law governing the new graduation test was passed in 1991 (S.B. 328), was piloted in the Spring of 1993, and will be implemented in 1994 (Georgia Superintendent of Schools, House Curriculum Subcommittee Meeting, June 7, 1993). Eleventh graders will take the test, but any who fail may take it two or three more times. Even A students can't graduate until they pass it. S.B. 328 requires an emphasis on HOTS (values clarification to change behavior, beliefs, attitudes and values.)

7. What is the goal of HOTS and why is it critical to graduation?

HOTS can be used to change the attitudes, behaviors, beliefs and values of students. Absolute values are not considered "politically correct." The graduation test will determine whether the student has conformed to the outcomes which measure his behavior. If he has not conformed, he will take the test until he does. I believe the test, itself, is the remediation tool since repeating it will consistently redirect thought patterns until the answers come out "right" on the assessment.

8. Define "success" as it is used in the context of OBE.

Success in OBE has been defined by employers, not by educators, and educators have decided to implement curriculum as employers have defined it. Success in business means that workers can use and apply data,

communicate orally and in writing, access and use technology, and work as a team (Lt. Governor's Conference on OBE, Speech by Dr. George Thompson, May 13, 1993). Teamwork is key.

Success doesn't mean necessarily that every student will be successful, but one county states that they want "every child to FEEL successful." Success means that the student will be molded into the worker of the future, regardless of his natural aptitudes. The outcomes aren't designed to meet the students' needs, but those of the employer of the future. Who knows what's needed in the future?

9. What is meant by "world-class" education?

When OBE proponents talk about "world-class," they don't mean the best. If you listen carefully, you will learn that student outcomes must produce "GRADUATES WHO PROVIDE MORE FOR LESS MONEY" (Lt. Governor's Conference on OBE, Roy Richards, CEO, Southwire Co.). To be competitive with third-world countries, United States businesses must maintain high quality products with equally high standards of service. But, costs cannot exceed those of other countries. Consider this: Why do American businesses send components to other countries for manufacture or assembly? The answer: Labor is cheaper. So, OBE is dumbing down our students so they will work for lower wages to allow American businesses to compete in the world market.

10. What are the outcomes expected of students?

They are all behavioral outcomes which might be slightly different in different counties or states, but will all mean the same. One Georgia county, which is into its third year of implementing OBE, has Six Outcomes of Significance. They are listed here with the number of behaviors to be assessed per outcome: Complex Thinker, 7; Collaborative Contributor, 3; Innovative Producer, 4; Self-Directed Achiever, 7; Involved Citizen, 9; and Effective Communicator, 4.

These outcomes are to produce students who “succeed” as WORKERS, CONSUMERS, GLOBAL CITIZENS, and FAMILY MEMBERS who are LIFE-LONG LEARNERS. Note that there are 34 outcomes under these six Outcomes of Significance, but not one requires students to learn to read, spell or do arithmetic. The number of outcomes vary. Kansas has 7,000 and Ohio has 412. This Georgia county will probably expand the number of outcomes as the process continues.

11. Why were those outcomes chosen and what will they accomplish?

They conform to America 2000 (now Goals 2000) and accomplish “whatever it is we decide they should have been taught while they are with us,” said Dr. George Thompson, Superintendent, Gwinnette County Schools, July 29, 1993. The outcomes promote a global community and world citizenship. The “right answers” will, most assuredly, be “politically correct,” which means that students will be moved away from absolutes of right and wrong into relativism (situation ethics). At

that point, the foundations of parental training will crumble because students will be trained to reject absolute values and adopt the philosophy that there are no right and wrong answers or actions.

12. Tell me about “cooperative learning.”

Since businesses say they need workers that conform to the group, educators have decided to teach conformity by giving group assignments and group grades. Each student may be given a different task which, when put together with the other assignments, make up a complete project. No student will be required to do the entire assignment, much like a factory worker would put a bolt or nut on a car and another worker would install the windows, etc. Each man can do his own particular job, but not one of them can assemble a whole car. That can be very beneficial in a factory, but school is not a factory. Cooperative learning does not accurately reflect employment policies, either. No employer will put up with workers who consistently have to do their work over. Real-life employers fire individuals who can't or won't do the job. Cooperative learning deceives the low achiever when it allows the fast learner to do all the work and rewards both of them the same. Real life doesn't let the slow learner repeat and repeat until he gets it right. An employer might allow that during training; but inevitably, every man must carry his own load.

13. Is it fair to give an entire class the grade one student made?

No, it isn't. In group grading the high achiever may work harder and faster than the others but he gets the

same grade. He could feel cheated, and rightly so. The low achiever gets the same grade, feels good about himself and has a false sense of accomplishment for work he didn't do.

14. Does group grading breed resentment and frustration and hinder high achievers?

Yes, it could be divisive and cause resentment between students. Students know individual grades for individual work is fair, while the same grade for different levels of work is unfair to them all. It hinders high achievers and causes slow learners to lean on others to do their work. School drop-out might be a problem for high achievers who are not fairly graded and are not allowed to excel.

15. What is group learning and whom does it benefit?

Groups would consist of a fast learner, a slow learner, and two average students. With that scenario, it's easy to tell which one would determine the level of learning since ALL must attain the outcome before any can proceed. While it might benefit the slow learner, it could hinder a high achiever because he will be forced to learn at a slower pace. Group learning fosters peer dependence, especially by the slow learners, because they become dependent on others to do their work. In fact, high achievers are responsible for getting low achievers to the goal, although that's the teacher's job.

16. What is the start-up and continued cost of OBE, teacher-training and assessment?

OBE cost Chicago Public Schools \$7.5 million over five years (Free World Research Special Report, April 1993, "Outcome-Based Education: Redefining the School," p.3). Consider the cost of OBE staff development, teacher training, curriculum, assessments, consultants, computers, repairs and software to replace books. Development of the outcomes could be quite expensive. It requires time away from work for educators, travel expense and fees for experts and facilitators and an enormous cost for publications explaining OBE and its implementation. Software must be updated, new outcomes developed, new publications are required and broken-down or outdated computers must be replaced.

17. What is the connection between OBE and business and industry?

Educators have decided they haven't taught children to function as adults. That is true, since schools aren't teaching students to read. But, reading isn't on their list for education reform. Educators collaborated with businesses to mold students for the workplace rather than to educate them, so all students will "succeed." In fact, educators interested in computer curriculum predicted in 1984 that 65% of the jobs in our high-tech age will be for service workers, over half of which will be UNSKILLED service workers (Schooling & Technology Volume 3, Planning for the Future; A Collaborate Model, S.E. Regional Council for Educational Improvement, May 1984.) Result, the dumbed down curriculum to produce those unskilled laborers. It's all part of the plan. The Secretary's

Commission on Achieving Necessary Skills (SCANS) was developed to “formulate ‘national competency guidelines’ that will be used throughout the country to help develop new curricula and training programs for schools,” SCANS Report, *Learning a Living*. Note this quote from SCANS Commissioner Thomas Stitch, recorded in *The Congressional Record*, October 23, 1989, “Ending discrimination and changing values are probably more important than reading and moving low-income families into the middle class.” This means the United States Department of Labor has decided reading is NOT important, but ending discrimination and changing values ARE important.

18. Will computer curricula be subject to prior review as textbooks are?

How could they be? In May, 1984, “*Schooling & Technology, Volume 3, Planning for the Future: A Collaborative Model*,” reported that Dr. D. H. Heuston, founder of World Institute for Computer-Assisted Teaching Systems, said, “Won't it be wonderful when the child in the smallest county 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?” That publication quoted educators who doubt the value of teaching students math and spelling since there are machines to do those things. Do educators want parents to know they're not teaching students math and spelling? Do you think parents want students taught math and spelling?

19. How can an individual education plan be tailored to each student?

Computer curriculum will fit the learning style of each student. The Grady Profile and Josten's Learning Systems are two products being used to accomplish this. (Details in "20" on next page.)

20. Explain the Grady Profile student tracking system. What information is kept on each student? How long will the student be tracked?

Grady Profile is one of the computer portfolios to assess student progress toward achieving the required behavioral and attitudinal outcomes. It records the student's voice, photograph, artwork, handwriting samples, and items that can be entered on a flatbed scanner. It will contain the student's social security number, if the parents choose to give it, and an assessment record of the student's work rather than the grades A, B, C, D, or F. Medical and other personal information on the student AND his family will be kept indefinitely. Nineteen behaviors will be assessed for change in both the student AND his family (Grady Profile, Apple Early Language Connections Hardware: Software Package). Walnut Grove Elementary School owns and is using this system. Jostens Learning Systems' Integrated Language Arts Dragon Tales, also, contains a portfolio in its companion software. Grady Profile and Jostens are two, but there are probably other distributors which produce and market student portfolio programs.

21. Why change attitudes, beliefs, values and behaviors?

The Congressional Record, April 8, 1975 quotes the author of "Concepts and Values," "Any child who believes in God is mentally ill." Also, in Denver, CO, Dr. William Pierce of Harvard University told some 1,000 teachers at a Childhood Education International Association seminar, "Every child in America entering school at the age of five is insane because he comes to school with certain allegiances toward our founding fathers, toward our elected officials, toward his parents, toward a belief in a supernatural being, toward the sovereignty of this nation as a separate entity. It's up to you teachers to make all of these sick children well by creating the international children of the future" (Free World Research Iowa Report, January, 1993, "The Established Religion of America's Public Schools," p. 4). OBE is designed to produce "politically correct" students who will fit into a world community by removing intellectual and moral differences between Americans and citizens of other countries.

22. Isn't OBE mental manipulation and the practice of psychology?

Yes, it is. Psychologists must be licensed before they can practice psychotherapy. However, S.B. 137, which passed the 1993 legislature, (in state of Georgia and in Missouri S.B. 380), cleared the way for all teachers to practice psychology in the classroom WITHOUT A LICENSE. OBE's emphasis on higher order thinking skills (HOTS) places it squarely in the position of requiring psychotherapy in the classroom.

23. Why does education diagnose rather than test students?

The behaviors, attitudes, beliefs and values targeted by OBE cannot be measured on a test for knowledge. The student must be observed in various situations by a teacher who diagnoses from his behavior whether he has met the outcome. It is very subjective and can vary from teacher to teacher.

24. World economics seems to be very much at the center of this issue. Is a labor force working for lower wages the ultimate goal of OBE?

Yes. Undereducated adults often cannot command high salaries and a dumbed-down society can cause a lowering of United States living standards to third-world levels. United States business can then compete in the world market with third-world countries because of reduced United States labor costs. The federal SCANS report refers to children as human capital, gives job descriptions and "foundation skills" which match Iowa's outcomes with only minor word changes. An electronic resume may go directly from school to employer and could be infringement on the right to privacy unless permission is given.

25. Does OBE increase local control or tighten state control?

It tightens state control. This year's S.B. 74 authorized Charter Schools (in state of Georgia), which MUST use OBE. Next Generation Schools curriculum and structure are PRESCRIBED, which means OBE in the

classroom. Schools of the Future, also, REQUIRE the use of OBE. Schools of the Future are freed from rules, regulations and laws that govern other schools, and are REGULATED entirely by the Dept. of Education using concepts from Professor Carl Glickman's *Renewing America's Schools, A Guide for School-Based Action*, Jossep-Bass Education Series, San Francisco, CA, 1993. Charter Schools are freed from rules, regulations and laws that govern other schools (State Board of Education Policy 160-4-9-04, Appendix A, p. 2), including that law which prohibits distribution of contraceptives, abortifacients and referral for abortion on school grounds, but must OBEY a charter. Next Generation Schools are Georgia's America 2000 schools, and everything about it is PRESCRIBED by Georgia 2000, the state version of America 2000. All of this tightens control. MUST, PRESCRIBED, REQUIRE, REGULATED and OBEY are mandatory words. The local school board may choose to become one of these schools; but after that decision is made, local control is dwarfed.

26. What happens to teachers who disagree with implementing OBE?

Some teachers in Georgia have been told to get on the program or look for another job. New teachers will be hired ONLY if they are willing and qualified to work in an outcome based education (*Creating Our Future Together, First Annual Update, 1992, Strategy II, Gwinnett County Public Schools*).

27. Can parents opt children out of a school that is facilitating OBE?

As the Charter School bill was debated in the Georgia legislature, a representative asked what could a parent do who does not want his child to attend such a school. Answer: "Move out of the district."

28. Will students be required to achieve "politically correct" outcomes?

Yes, the outcomes will reflect "politically correct" behavior, and students will have to perform accordingly. A local Teacher Training Manual has a section which lists eleven diversities to be taught. Number ten is sexual orientation. The manual states that diversity will be taught in every class and that tolerance and acceptance can be learned and practiced (Designing Successful Learning Teacher's Manual, "Valuing Diversity Rationale" and Transparency D-4, Gwinnett County) Acceptance of homosexuality has become politically correct, and educators have set out to make sure students conform to that attitude.

29. Illiterate students are graduating. Shouldn't educators teach students to read instead of redirecting their attitudes, beliefs, values and behaviors?

Yes, but there is not a goal that requires students to learn to read. The shift from academics to higher order thinking skills proves that attitudes and behaviors are the real focus of education. In fact, redirecting attitudes, beliefs, values and behaviors is NOT education. It's PSYCHOTHERAPY and every child

receives the same treatment. Untrained psychotherapists can cause great damage to students. Do you know any licensed psychologist or physician who prescribes the same treatment or the same medication for every patient? No? Well, teachers are doing just that.

30. How will parents react when they learn that their children's attitudes, beliefs, values and behavior are being altered at school?

If parents really knew what was happening to their children in school, they would be outraged. This is much worse than the problems we've had in sex education. OBE is a cultural transformation and has been called that by educators. Culture is determined by the intellect and morals of its citizens. To transform culture, society's knowledge and morals which determine behavior must be changed. So, OBE is changing morals and behavior. They call it cultural transformation, but it's social engineering which is being done with taxpayer's children, using taxpayers' dollars, against taxpayers' values and standards.

31. Doesn't the Federal Protection of Pupil Rights Act, 20 United States Code §1232h require parental consent for psychological testing of students?

Yes, parents and students are protected by the Federal Protection of Pupil Rights Act (20 United States Code SS1232h, Regulated by 34 CFR Part 90-Student Rights in Research, Experimental Programs, and Testing), which covers federally-funded educational programs that invade student and parent privacy. Regulations

were not written until public pressure demanded it, and they are not being enforced. Legal action should be taken against any educator who invades student and family privacy. Also, we need a State Protection of Pupil Rights Act to cover all state-funded curriculum.

Outcome-Based Education is packaged under other names, including "Mastery Learning," "Performance-Based Education," "Glasser's Reality Therapy," "Management by Objectives (MBO)," "Planning Programming Budgeting Systems (PPBS)," "Total Quality Management (TQM)," "Accelerated Schools," "Effective Schools," "Comer Schools," "Johnson City Schools," "Schools for the 21st Century," "Sizers Coalition of Essential Schools," "Professional Development Schools," "Outcomes Driven Developmental Model (ODDM)," all of which are Outcome-Based Education.



The following article on Outcome-Based Education is taken from the December, 1993 EXTRA issue of Georgia Insight by Sue Ella Deadwyler, 4168 Rue Antoinette, Stone Mountain, Georgia 30083.

Outcome-Based Education (OBE) –A Cultural Transformation

"We're talking about a cultural transformation."

-Gwinnett County School Superintendent

Culture envelopes both knowledge and morals.
Therefore, OBE is a deliberate transformation
of knowledge and morals.

"Student outcomes must produce graduates that provide more for less money."

-Roy Richard, CEO

-Southwire Company

(Lieutenant Governor's OBE Conference, May 13, 1993)

Two Foundational Facts from 1987 Johns Hopkins Report on OBE:

1. The structure of OBE demands:

- Achievement level for every student should be held constant. (Puts a ceiling on learning.)
- Time is allowed to vary. (Presently, time in school is the same, achievement level of students varies.)
- All students who achieve at any point are generally given an 'A'. (Stops competition or excellence.)

2. With these changes, OBE will accomplish two central goals:

Reduce variation in student achievement.

(No student will learn more than another.)

Reduce or eliminate any correlation between aptitude and achievement.

(Natural abilities ignored.)

- Do you want your first grader to be taught arithmetic by using a calculator or to guess at words rather than read?
- Do you want him to do his very best and then be given another child's grade or spend precious class time teaching the slow learners?
- Do you want educators to change the beliefs and behaviors you have taught your child?

- Do you want homosexuality, bisexuality and transsexuality to be taught as normal and acceptable?
- Do you want fine, experienced teachers to be told to get on the program or seek other employment?

OBE does all of this and more. It's not education. So, what is it?

OBE is not education. It's a combination of academic control and behavior modification. It is social engineering which uses behavior modification and values clarification to control the level of knowledge acquired and change attitudes, behaviors, beliefs and values.

OBE restricts academic achievement to the level of the lowest achiever. No student will achieve more than another. Fast learners will be held back until slow learners catch up.

Higher Order Thinking Skills (HOTS) are used to change complex human behaviors. HOTS, "critical thinking skills" and "higher order thinking skills" are the same, and they all change students' beliefs in absolutes of right and wrong/good and bad, which most parents teach children.

The Origin of OBE:

Benjamin Bloom, a developmental PSYCHOLOGIST, and James Block developed the idea of OBE, or Mastery Learning, which first appeared in a program called PPBS in 1965 (The Source of the River of Pollution, "Planning, Programming, Budgeting System", by Cavell Bean, *Educator Publications*, 1972).

In the late 1960s, California implemented PPBS, thinking it was only an accounting system, only to learn

later that they had implemented education by behavioral objectives.

In 1977, William Spady, a Harvard SOCIOLOGIST, developed the organizational framework to implement OBE (Free World Research Report, "The Roots of OBE" July '93, page 9), based on B. F. Skinner's work. Skinner was a BEHAVIORAL ENGINEER (Education Leadership, December 92/January 93, page 67, "On Outcome-Based Education: A Conversation with Bill Spady," by Ron Brandt).

A developmental PSYCHOLOGIST, a SOCIOLOGIST, and a BEHAVIORAL ENGINEER, created OBE, which has been tried many times but has never improved academic achievement.

Traditional Education focuses on teachers instructing students in academics during twelve years of education, or its equivalent, in specific subjects to accomplish the required Carnegie Units. Knowledge is tested and passing grades result in promotion. Graduation occurs when all required subjects have been passed.

Outcome-Based Education focuses on what the student IS, not on what he knows. It is designed for students to FEEL successful ("Gwinnett Organizing Around Learner Success") although they might not BE successful. Teachers are facilitators, coaches, or monitors (Designing Successful Learning, Teacher Manual, "Performance Assessment Rationale," Gwinnett County, Georgia).

OBE changes specific complex behaviors (Dr. Barbara Kapisus, Georgia Lieutenant Governor's OBE Conference, May 13, 1993), to conform to predetermined outcomes which control curriculum design. (ibid, "Putting All Together, Designing Down, Gwinnett County).

Accreditation for Georgia schools is linked to OBE since standard-setters are focusing on Collaboratively-developed beliefs, building consensus, student performance and achievement of desired learner outcomes; and schools must implement “psychological counseling” at ALL grade levels. [Southern Association of Colleges & Schools (SACS)].

Curriculum is designed around the outcomes. Students' performance assessments determine whether the outcomes are met. If not, they are recycled until they do.

Grading with A,B,C,D,F will be changed such subjective assessments as: “not yet, somewhat, definitely,” etc. (ibid. “Invention Rubric”).

Let's compare the differences between the education you received and OBE: You were taught to read and write, learn history, math, science, biology and other subjects.

OBE focuses on what the student IS when he COMES OUT of school, NOT WHAT HE KNOWS. You were tested to determine how much you had learned.

OBE diagnoses behavior, attitudes, beliefs and values and uses strategies to change them. You were instructed and challenged to do your best.

OBE teachers monitor the group while students teach each other and become peer dependent. You were taught national patriotism.

OBE focuses entirely on global citizenship and the global community.

Gwinnett's Outcomes are vague, non-academic and focus on specific behaviors.

Complex Thinker who produces solutions to real life problems based on assembly and integration of data from a variety of sources.

Collaborative Contributor who cooperates effectively in a variety of settings and with a diversity of people.

Innovative Producer who creates quality ideas, solutions, or products using effective skills for gathering and organizing information.

Self-Directed Achiever who develops self respect by accomplishing personal goals based on high standards.

Involved Citizen who accepts responsibility for contributing time and talent toward community and global affairs to enhance the quality of life for all.

Effective Communicator who informs, expresses self, and persuades by sending and receiving verbal and non-verbal languages.

How are these outcomes accomplished?

EDUCATION is restructured and does NOT focus on acquiring facts to be "regurgitated."

INSTRUCTION is in groups or pairs with teachers as facilitators as students teach each other.

COMPUTERS are used for curriculum and assessment of students.

INTERVENTION INTO BEHAVIOR is used to graduate compliant workers.

STUDENT PERFORMANCE is diagnosed to reveal behaviors that need "intervention" (change).

Businesses, educationists and politicians collaborating to change education:

- *GA Power* • *IBM* • *Southwire* • *Southern Bell* • *Milliken* • *CBIS* • *GA Univ. System* • *Center for Advanced Telecommunications Technology* • *Trust Co.* • *West GA College* • *Tele-Communications, Inc.* • *GA Tech* • *Public TV* • *Governor* • *General Assembly* • *GA Department of Education*

To recognize OBE, listen when your children talk about . . .

- ...using calculators to learn math
- ...incorrect spelling is okay
- ...getting someone else's grades
- ...grading system changes
- ...checking someone else's work
- ...no books come home
- ...whole language (guessing at words when "reading")
- ...role playing in class
- ...helping others with work
- ...teachers monitor
- ...class is a "family"
- ...re-taking test until it's passed
- ...can't talk about schoolwork
- ...multi-age grouping
- ...work groups, pairs or partners
- ...group answers must agree—right or wrong doesn't matter

Insight into OBE

Quotes from Gwinnett County –Georgia’s OBE Pilot Program

1. “They [students] have to demonstrate that they can do what it is we've decided they should have been taught when they were with us.”
-George Thompson
Gwinnett County School Superintendent
2. “Focus is on what we want students to know, do and be like when they exit our schools.”
-Gwinnett Outcome Based Curriculum Planner,
March 30, 1993
3. “Be Like: What are the targeted attitudes and values?” (Note: Specific attitudes and values are targeted.)
-Gwinnett OBE Teacher Training Manual
Instructional Web, Handout II-2
4. “Incorporating a value for diversity (of 11 diversities, number 10 is sexual orientation) should become a part of the complete schooling culture. Strategies and positive attitudes can be learned and practiced.”
-Gwinnett OBE Teacher Training Manual
Valuing Diversity Rationale
5. “Know your students' backgrounds; utilize this knowledge to promote diversity in your classroom.”
-Gwinnett OBE Teacher Training Manual
Classroom Diversity Checklist, Handout D-7

6. "Students learn to think more globally and creatively . . . does not impose restrictive barriers."

*-Gwinnett OBE Teacher Training Manual
Interdisciplinary Instruction Rationale*

7. "Cooperative learning, group grading and peer teaching will be utilized."

Computer assessments (diagnosis) will be kept on every student. There will be a state mandated assessment that includes more higher order thinking skills.

*-David Lee, Governor's educational advisor
from the Office of Planning and Budget*

Assessments serve as impetus for curriculum reform and diagnose student learning. Diagnosis is essential to "bring them along" and discover what they know.

*-Dr. Pamela Ashbacher, National Center
Research on Evaluation, Standards & Testing*

Computer assessment in Gwinnett County is called Grady Profile, and is now operational in Walnut Grove Elementary School.

Assessments will reflect student progress toward the outcomes by diagnosing whether outcomes have been met by grading such as: "is reluctant to assume the role; "assumes the role when prompted"; or "eagerly assumes the role". The child that "eagerly assumes the role" has met the objective. The child who has not will be recycled until he does.

Gwinnett's computer assessment program will judge the following 19 behaviors:

observes school rules
practices self-control
has positive attitude about school
begins assignments promptly
produces quality work
requires little teacher redirection
relates well with peers
shows respect
accepts constructive criticism
listens attentively
works independently
keeps material organized
requires little teacher clarification
is productive member in group work
is courteous to others
follows directions
completes assignment on time
avoids careless errors
behaves appropriately

These are all innocuous-sounding behaviors, but ask yourself the following questions:

Q. Respects what or whom?

Q. Does “practices self-control” mean to never show displeasure or different attitude?

Q. Who defines “constructive criticism”; “quality work”; and “productive” group work?

Q. Does “following directions” mean cooperating in situations in conflict with beliefs and values?

Q. “Works independently” of what or whom? Of parental influence? Of laws? Of absolutes?

Q. Is “teacher redirection” or “teacher clarification” done in academics or in behavior and beliefs?

Q. What is the definition of “relates well with peers”?

Q. Who decides “appropriate” behavior?

The Seven National Goals—Broad language allows dangerous interpretations.

Goal 1: Readiness for School By the year 2000, all children in America will start school ready to learn.
(Meaning?)

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

Goal 3: Student Achievement and Citizenship, Foreign Languages, Civics & Government, Arts

By the year 2000, 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 that they may be prepared for responsible citizenship, further learning, and productive employment in our modern economy.

(Who defines terms?)

Goal 4: Teacher Education and Professional Development

(national certification of teachers?)

Goal 5: Science and Mathematics By the year 2000, students will be first in the world in science and mathematics achievement.

(Will all students be high achievers or just a few “cooperative” ones?)

Goal 6: Adult Literacy and Lifelong Learning
(Constant re-programming or re-educating adults?)

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

(Emphasis: global citizen.)

Goal 7: Safe, Disciplined, and Drug-Free Schools

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

(Who decides what is “conducive to learning”?)

CHARTER SCHOOLS

Schools of the Future

Next Generation Schools

Q. What do these schools have in common?

A. They all require outcome based education.

Charter Schools authorized by S.B. 74, may waive laws, rules, regulations, policies & standards.

“Parents are just another layer of bureaucracy.”

*–1993 General Assembly, governor’s Floor Leader,
Senate Floor Debate*

- Local educators, boards of education and parents vote on whether to become a charter school.

- Regulated by three-year renewable charter between school and State Department of Education.
- Schools CANNOT break the charter, but the State Department of Education can.
- How to remove a child from a charter school? Move out of the community. (Q&A in House floor debate)

NEXT GENERATION SCHOOLS (NGS)

Cradle to Grave Education

One-Stop Social Services

Total of 13 NGS Grants

-4 in City Schools: Calhoun; Carrollton; Cartersville; Dalton;

-9 in County Schools: Bibb; Clarke; Emanuel; Gwinnett; Habersham; Paulding; Rockdale; Savannah-Chatham; and Ware.

Total of 4 NGS Developmental Grants

-Atlanta City; Ben Hill, Houston, and Lowndes Counties.

NEXT GENERATION SCHOOLS

OBE and the Business Connection

“Student outcomes must produce graduates that provide more for less money.”

*-Roy Richard, CEO, Southwire Company,
Lieutenant Governor's OBE Conference, May 13, 1993*

NGS are under the 1991 GA2000 Partnership between Education, Government and Business

• *GA Power* • *IBM* • *Southwire* • *Southern Bell* • *Milliken* • *CBIS* • *GA Univ. System* • *Center for Advanced Telecommunications Technology* • *Trust Co.* • *West GA College* • *Tele-Communications, Inc.* • *GA Tech* • *Public TV* • *Governor* • *General Assembly* • *GA Department of Education*

1. Requires outcome-based education.
2. May bypass laws, rules, regulations, and policies.
3. Education will be in homes, businesses, community agencies, colleges, etc.
4. Modified school calendar, flexible scheduling, learning teams and individual learning plans.
5. Promote respect for others who are different (including differences in sexual orientation)
6. Cooperative learning and teachers who are learning facilitators or monitors
8. School-based social services, including health clinics, etc.
9. Parent & preschool programs, services & assessment

Schools of the Future

– ***May bypass rules, regulations and standards under Rule 160-4-9-.02.***

- Principal and 85 percent of teaching staff may decide to become a School of the Future. (*Parents excluded.*)
- Regulated by the Department of Education with no limit to number of schools in program.
- Hahira Elementary School, Lowndes County is the first and ten other schools intend to apply.

Chapter Five:

Re-defining the School

The following is reprinted, in its entirety, from The Free World Research Special Report, April 1993, Volume 2, Number 4.

Outcome-Based Education: Re-defining the School

by Wayne Wolf

There have been articles written about OBE from various viewpoints, including the one published in our November '92 edition. But as the months have gone by, new information has surfaced, and new analysis has resulted in points previously untouched. So we will attempt to advance understanding of OBE by presenting this new information and analysis.

First, who cares? Why is OBE relevant? An article in the spring 1991 issue of "Outcomes" indicates the importance of the concept when it refers to an article by Chester Finn. Our November '92 article documents Finn as the true "architect of America 2000," Bush's federal education plan.

Finn's article, according to *Outcomes*, "provides a compelling analysis of OBE as being THE paradigm of reform that is now shaping the educational policy dialogue throughout the United States." Those of you who have been following OBE at the national, state and local levels can attest to that.

So what is OBE? For those new to the concepts, definitions are in order. Here, too, there are differing views, but in this article we will take a totally unique approach in defining OBE, one that I feel will give the average person the most accurate, realistic and practical understanding of what OBE is and how it is being implemented nationwide.

In my opinion, the clearest way to define OBE is to divide it into three distinct categories: 1) Literal OBE, 2) State-level implementation, and 3) Local-level or Spady implementation. William Spady is the person most closely associated with OBE nationally, and his definitions and concepts are the ones the average person will see when they investigate OBE at the local level.

But it is important to distinguish between local, state and literal OBE, because there are major differences that will cause confusion if they are not clarified. I know from experience that if you talk to a local educator about OBE at the state level, there is a good chance you will be talking two different languages. There is also a difference between literal and Spady OBE, which can cause major confusion when dealing with your local situations.

First, let's define literal OBE. How would the average person respond if you asked them, "What would you think 'outcome based education' means?" Their response would be based on the literal meaning of the three words: education that is based on outcomes. Spady himself echoes that definition when he says "OBE means: focusing and organizing all of the school's programs and instructional efforts around the clearly defined outcomes we want all students to demonstrate when they leave school."

Sounds OK, right? That's just common sense. You set goals, and you make sure everything you're doing contributes to accomplishing the goals. And if that were all there is to OBE, most people, myself included, would support it.

But that's where we need to begin to make a distinction between literal and Spady OBE, because Spady's ideas go far beyond that simple concept.

The source for much of the Spady philosophy in this article is information presented to teachers at an in-service designed to help them implement OBE at the district level. It was sponsored by the Arrowhead Area Education Agency (AEA), which is one of fifteen such organizations that fill the gap between the district and state levels in the education hierarchy in Iowa.

Spady organizes his concepts in what he calls the "OBE Pyramid" (see figure 1), which includes one paradigm, two purposes, three premises, four principles, and five practices. This may get dry, but stick with it. If you can handle the jargon, you'll find it a lot easier to discuss OBE with educators at the local level.

The Paradigm

The OBE paradigm, or overview, is that "WHETHER students learn something is more important than WHEN they learn it." Spady contrasts this view with what he considers our current paradigm, which he says is "WHEN students learn something is more important than WHETHER they learn it well."

This basic concept of OBE is dubious in and of itself. One of the legitimate considerations in education is the fact that by the time a student reaches 18, he is expected to do one of two things: get a job or go to college. In either case, he is operating on a deadline. By

the time he graduates, he must have the education required to take the next step. If it's work, he must have the knowledge an employer requires of someone with a high school diploma. If it's college, he must have the knowledge expected of someone intending to pursue higher education.

Thus, it can be argued that WHETHER and WHEN are of comparable importance. We can certainly say that the student who has the WHETHER AND the WHEN will have the competitive edge over the student that acquires the knowledge at a later date.

Theoretically, if every country on Earth allowed their students to operate without time constraints, they would all be on a level playing field. But can you imagine the impact on our national competitiveness if we allowed students to operate on a more flexible timeline while our international competitors made it an integral part of their educational systems to produce students ready to hit the ground running at 18?

This mentality is exhibited in one proposed grading scenario in a district in Iowa, where the student's score will be either A, B, or "not yet." This may not sound all that different from how we handle students who get an F under our current system, since we remediate those students who fail subjects.

But the question then must be asked, "Where's the revolutionary idea?" If it's not that much different than what we're doing now, why change? And if it is different, will the time allowed be more or less? Spady's de-emphasis on time indicates the allotted time will be greater, which will put our students at a competitive disadvantage.

The Purposes

The two OBE purposes are: "1) Equip ALL students with the knowledge, competencies, and orientations needed for future success, and 2) Implement programs and conditions that maximize learning success for ALL students."

The second purpose is desirable, but must take into consideration financial realities. Theoretically, we could attain greater results if we spent \$8000 per student instead of \$4000, thus coming closer to "maximizing success." But can we afford it?

Some would respond "Can we afford not to?" But where do you draw the line? \$10,000, \$20,000 per student? The correct criteria is not to maximize learning success, but to operate within reasonable budgets and maximize learning success within those budgets. The difference is crucial if we are to avoid disturbing our society's financial priorities.

The first purpose, though, gives us some clues that indicate what may be some of the most objectionable aspects of OBE. Notice the words "knowledge, competencies and orientations." These three words relate to a phrase frequently used when developing outcomes: what we want students to "know, do and be like." "Know" relates to "knowledge," "do" related to "competencies," and "be like" relates to "orientations." Knowledge obviously incorporates academics, which is the traditional goal for education. But what is involved in defining what we want students to "do?" This is the behavioral element that concerns many members of the public, which we will deal with frequently throughout the course of this article.

And what about "orientations?" This is where attitudes and values come in, which is probably the

area of greatest concern about OBE. We will refer back to this element as well.

Notice also the intent in the first purpose to equip ALL students with these characteristics. That means we must develop outcomes that we can all agree with, or someone's wishes will be violated. In the areas of academics, that's not much of a problem. If someone doesn't agree that two plus two is four, or that the earth revolves around the sun, tough cookies. It's fact and we're gonna teach it.

But what happens when we get into behaviors and attitudes? What about respect for the views of ideological minorities? This is best accomplished by not dealing with attitudes at all beyond what is necessary for the school to function, such as honesty and respect for others' rights. But as we will see, this line is frequently crossed in the implementation of OBE.

The Premises

Spady's three premises are: 1) All students can learn and succeed, 2) Success breeds success, and 3) Schools control the conditions of success.

The first premise sounds good on the surface, but let's consider its implications. Currently, not all students are succeeding. We can define success as passing courses, advancing in grade level, and graduating. At each level, the concept of failure applies: if the student doesn't exhibit the required knowledge, they fail. They are then remediated by either re-taking the course, being held back a grade and taught the material over again, or not graduating, which can be remediated by programs such as GED.

So again, what's the alternative? If ALL students will succeed, how will that be attained, especially for students that have physical learning disabilities?

A relevant concept here is called the "bell curve." Spady refers to it in the previously mentioned article from "Outcomes." It is illustrated in figure 2. The bell curve is a graph produced when we plot grade level along the horizontal axis and number of students who achieve that level along the vertical axis. Relatively few students attain the grades of F and A, relatively more students attain D and B, and the largest number attain the average of C.

In the field of statistics, this is referred to as "normal distribution," and is common throughout nature, from the size of viruses to the size of stars. Whatever characteristic is measured, the majority lie in the middle, and extremes are present in relatively lower numbers.

Spady and other education reformers constantly denigrate the bell curve, even to the point of suggesting its eradication. Leading educators and others have even suggested that the bell curve represents an educational system "designed for failure."

But what is the alternative? If people were perfect, we would be off the scale, with every student exhibiting perfect knowledge of everything. But we aren't perfect. So there will always be students who do relatively better or worse than average.

Or will there? Theoretically, it would be possible to institute a system of total equality, where there were no deviations from the norm. But practically, where would that level lie? It would necessarily have to be at the level of **MINIMUM ACHIEVEMENT!**

Think about it. How else can you eliminate variations? The student who has the lowest intellectual

capacity CANNOT attain the level of the student with the highest capability, so who will have to change? The student with the highest ability can certainly be brought down in results easier than the student with the lowest ability can be brought up.

This is not to say that any educator would intentionally hinder a student's academic achievement. But it does expose an example of Utopian thinking that could have disastrous results, though unintentionally.

One potential problem is in the area of funding. If we are going to eliminate the bell curve, we will have to expend enormous amounts of money to bring the lower achievers up. We already spend many times more money on special education students than we do on average or gifted students, and the results have been nowhere near equality of grade level. How much more will we have to spend to produce academic equality?

This exposes the danger of not distinguishing between equality of opportunity and equality of result. The public education system is obligated to provide an environment where every student has the same opportunity to succeed academically. But to attempt to guarantee equality of result is ludicrous. In the absence of equality of result, "the low achiever will be with us always."

This is in no way to denigrate the worth of the student who is a low achiever, any more than it would be inherently denigrating to me to say that I'm a lousy basketball player (which, incidentally, I am). It is just reality.

Society needs to value each person for their inherent worth, not their abilities, academically, athletically or otherwise.

Spady's second premise that "success breeds success" is valid, especially if we structure education so that

students who have not historically succeeded are told that we have not lost hope for them, and that it's never too late to get it together. But educators would probably tell you they already have that attitude, albeit imperfectly, so this is not a particularly revolutionary concept.

But Spady's third premise, "Schools control the conditions of success," is a hot one. On the surface, it may not seem like such a big deal. But we must ask who he means by "the school." Is it the public? The school board? The administration? The teachers? It obviously makes a huge difference.

Other materials by Spady indicate what he means by "the school." Under the heading, "Transformational OBE can incorporate sound models of:" is the following list of concepts: "Strategic Planning, School Restructuring, Site-Based Management, Teacher Teaming, Effective Schools, Interdisciplinary Curriculum, Mastery Learning, Effective Teaching, Cooperative Learning, Critical Thinking Strategies, Clinical Supervision and Authentic Assessment."

Notice "Site-Based Management." Our January '93 article, "The Myth of Local Control" documents the attempt by powerful players in education to shift control of education away from local school boards into the hands of the educators. "Architect of America 2000" Chester Finn suggests a scenario where "responsibility and authority over the 'means' are devolved to the school-building level," and local school boards are "archaic in the 1990s," "superfluous" and "dysfunctional."

Business Roundtable consultant David Hornbeck recommends the formation of a "school council," with a majority being teachers, who hire the principal and control almost every aspect of educational content and

process. School boards handle mundane areas like transportation and food service. A Forbes article noted that in Kentucky, where Hornbeck was used as a consultant, "over the next five years the power of local school boards will nearly disappear as local school councils are created."

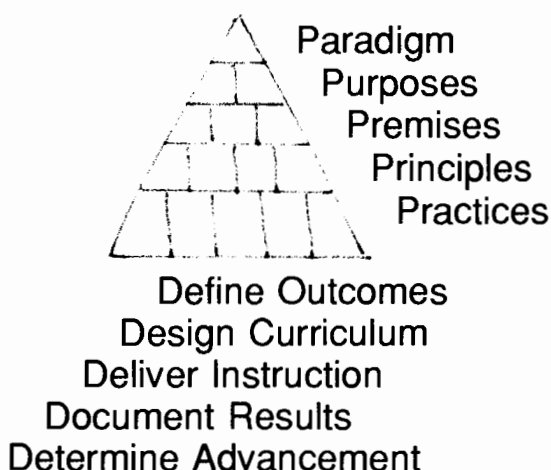
The AEA in-service reinforced the increased power of the educator by indicating that it would be the teachers who would write the specific implementation plans for the exit outcomes. One might think that is appropriate, but if you examine current local and state outcomes, they are so vague they represent a blank check for the educators to fill in as they see fit.

The Principles

Which brings us to Spady's four principles: 1) Clarity of Focus - The instructional organization, components and practices of schools should be designed around the clearly defined outcomes we want all students to demonstrate; 2) Expanded Opportunity - Schools must deliberately provide all students with the time and instructional support they need to reach essential outcome goals; 3) High Expectations - Staff consistently expects all students to meet high level performance standards on all outcomes within their reasonable grasp, and explicitly validates those accomplishments; 4) Design Down - Staff consistently derives outcomes and designs learning experiences for students that directly reflect and facilitate the outcomes they are ultimately expected to demonstrate successfully.

It is the fourth principle, Design Down, that gives the educator the power to flesh out the "exit outcomes," which are nothing more than what were previously called graduation requirements.

The OBE Pyramid



(Dr. William Spady)

Figure 1
The "OBE Pyramid"

It is the exit outcomes that will be determined by local committees, usually hand-picked by the administration. Spady then subdivides the exit outcomes into program, course, unit and lesson outcomes, ALL of which will be written by the educators. Obviously, it will be the teachers who determine the real meaning of what can otherwise be extremely vague exit outcomes.

The Practices

Spady's five practices are: Define Outcomes, Design Curriculum, Deliver Instruction, Document Results,

Determine Advancement. All but “Define Outcomes” are the traditional sphere of the local educator, so these present nothing but a concise description of the process of education.

But the phrase “Document Results” is interesting, because it refers to the testing phase. Along with teaching educators how to write new outcomes, the in-service also taught them how to rewrite the testing procedures, which are an obvious necessity if you rewrite the outcomes of the system.

But this process produces a problem. If you rewrite the testing procedures, how will you know if the shift to OBE has improved academic test scores? If the outcomes are more behavioral than before, which is usually the case, and you rewrite the tests, it is possible that students will achieve higher grade point averages, but would actually score lower on standardized academic tests, like the Iowa Test of Basic Skills. This is a problem that can only be corrected by analyzing scores from tests like the ITBS before and after OBE implementation.

Under the heading “Basic terms” was listed the following:

1. Outcome-Based Education - An optimistic philosophy of schooling where students and staff success is deliberately defined, determined and driven by students' successful performance of outcomes of significance.

2. Outcome - The acceptable culminating (at the end) demonstration of a significant learning behavior; it is not the name of a subject area, specified content area, or a specified set of concepts.

3. Exit Outcome - What we expect or require students to ultimately demonstrate (make visible what

they know, do or be like) as a result of their schooling so they can be successful after they leave school.

4. Outcome of Significance - What we want students to know, do and be like after they have forgotten all the details in their daily work that will affect their success in facing future challenges and opportunities.

5. Design Down - A curriculum principle which intentionally bases everything on the results (or outcomes) you will assure.

6. Assessment - Gathering evidence of students' acceptable demonstration of a learning behavior.

7. Authentic assessment - Gathering real life-like evidence of students' acceptable demonstration of synthesized behaviors through various role performances.

8. Demonstration - The actual behaviors or product characteristics exhibited by students per outcome indicators.

9. Credentialing - The certification of a student's successful completion of an outcome which results in either a grade, credit, record or feedback.

10. Transformation - Changing the fundamental character of something.

Notice the redefining of education away from pure academics. From defining an outcome as what we want students to “do and be like” to authentic assessment involving “acceptable demonstration of synthesized behaviors through various role performances,” the shift is clear. It even gets to the point of invalidating entire concepts as outcomes, such as “subject area.”

Benjamin Bloom

When I make a public presentation on OBE, the first thing I do is ask people to answer the question, “What

do you want your education system to achieve?" Consistently, the answers given most often and first are "reading, writing, math and science." But Spady's philosophy disallows these as outcomes, because they are "subject areas." How can the outcomes reflect the public will when the most common answers are philosophically disallowed?

This is no technicality. When writing outcomes, the teacher is instructed to "avoid non-outcome stuff" like "knowledge of, understanding of, awareness of, comprehension of." Why? Because Spady's philosophy is based on the works of Benjamin Bloom.

Included in the in-service information was the graphic in figure 3. It shows six concepts entitled "Working Definitions of Higher Cognitive Levels of Thinking." The bottom line says "Bloom's Taxonomy - Levels of Thinking Complexity."

Benjamin Bloom was a developmental psychologist whose most famous work was entitled "Taxonomy of Educational Objectives." Taxonomy is the process of taking a group of objects or concepts and organizing them into an outlined structure. Bloom's area was education. His first volume dealt with the "cognitive domain," or rational, concrete thought processes. His second volume, the "affective domain," dealt with attitudes, values and beliefs.

Notice that the lower levels of cognitive thinking involve knowledge and comprehension, the two "no-no's" of good outcomes. Rather, a good outcome uses what are called "high performance verbs," in the areas of "higher cognitive levels:" application, analysis, synthesis and evaluation. In fact, the information stated "High performance outcomes that are written in high performance language incorporate demonstrations of

learning at cognitive levels beyond knowledge and comprehension in Bloom's Taxonomy."

Notice in particular the highest level, evaluation. The definition is "Formulating subjective judgment as the end product resulting in personal values/opinions with NO REAL RIGHT OR WRONG ANSWERS. (emphasis in original!) Evaluation verbs include "decide, judge, choose, justify, persuade, prioritize, defend, value," etc. This is why Spady's philosophy is so attitudinally oriented. He bases it on Bloom.

Three Types of OBE

Another element of OBE that may be addressed at the local level is the extent of implementation. Spady refers to three types of OBE: Traditional, Transitional and Transformational. These concepts are fully described in an article by Spady found in the October 1991 issue of Educational Leadership, a publication of the Association for Supervision and Curriculum Development (ASCD).

Traditional OBE is described as characterizing "almost all of the current OBE approaches in local districts in the United States." In other words, if your district has OBE, it is probably of the traditional form. Spady says this form of OBE "typically encourages local staff to take their existing curriculum content and structure - lessons, units, courses and programs - and determine what is truly important for students to learn to a high level of performance."

This minimal approach eliminates the need for new curriculum that is characteristic of Transformational OBE, since it attempts to achieve the exit outcomes as closely as possible using existing curriculum. But Spady says it has its problems.

Because there has been no change in curriculum, “outcomes are synonymous with traditional, content-dominated categories that do not relate to real-life demands and living experiences.”

This is another example of Spady's mischaracterization of the current state of education. Because he wants the system to get involved with affective areas, academic content is insufficient. But the public realizes the need for pure academics and the undesirability of a government institution defining “appropriate values,” so our goals for public education are consistently academic, specifically, reading, writing, math, science, etc. This philosophical difference will always put Spady at odds with the public.

Transitional OBE “lies in the Twilight Zone between traditional subject-matter curriculum structures and planning processes and the future-role priorities inherent in Transformational OBE.” The driving force behind the system is the answer to the question “What is most essential for our students to know, be able to do, and be like in order to be successful once they've graduated?”

A missing element in that discussion is the difference between what we want students to be like and what is appropriate for the public education system to deal with. For example, we would want students to be sexually responsible. But the definition would have as many forms as there are people answering the question. Thus, we have to ask if it is the role of the public education system to deal with this area. In other words, there are many characteristics we want from people at age 18 that are no business of the public education system.

This is relevant because Spady says that “In answering this question, Transitional OBE staff and

community members almost universally emphasize broad attitudinal, affective, motivational and relational qualities or orientations. These schools give priority to higher-level competencies, such as critical thinking, effective communication, technological applications and complex problem solving, rather than particular kinds of knowledge or information.”

If the educators have been influenced by Bloom, which most have, it is understandable why they would promote affective goals as the priority over academics. But why would “community members” do the same, when most people want the emphasis on academics? A possible answer lies in the process for selection of local outcome committee members, which is usually controlled by administrators. It would be very easy for them to select people from the community who agree with their affective goals for education, and leave out those people who want academics.

Two “Examples” of OBE

Spady also refers to “Two pioneering OBE districts” that “have been studied by thousands of educators interested in their Transitional Exit Outcomes.” They are Township High School District 214 in Arlington Heights, Illinois and Johnson City Central School District in Johnson City, New York.

In a statement that can't do much to boost public confidence in OBE. Spady says, “As prime examples of Transitional OBE, both frameworks are virtually silent regarding subject matter content or subject-specific skills. Ultimately, the purpose of programs and courses is to adapt content to the explicit development of the higher-order competencies and orientations in the exit

outcomes, rather than to foster subject knowledge in isolation.”

The ultimate form of OBE is Transformational, to the point that Spady says “This paradigm represents the highest evolution of the OBE concept.” He characterizes it as being “grounded on the question: Why do schools exist in this day and age?”

“The Transformational OBE answer to this question is bold: ‘To equip all students with the knowledge, competence and orientations needed for success after they leave school.’ Hence, its guiding vision of the graduate is that of competent future citizen.”

This begs the question, “Whose view of the future?” There are obviously many, from the socialist view of an Orwellian “1984” scenario, to the Biblical view of a perfect eternity directed by God, to the New Age view of a benevolent human world government. If we can’t even agree what the future will be like, how can we anticipate student’s needs, beyond the basics?”

And that’s the key. Regardless of the specifics of the future, we can anticipate that the class of 2005 will still need to read and count. With those skills, they can probably learn any skills necessary in the future. This is not to say the educational system shouldn’t go beyond those areas, but they must be the priority, not sacrificed to someone’s dubious view of the future.

Let’s first see what Spady’s view of the future is NOT. He says, “Our prevailing, century-old Industrial Age curriculum structure and delivery model lack credibility and the capacity to generate these kinds of results.” Says who? And what is an “Industrial Age” curriculum structure? Is he talking about the information needed to function in an industrial society? If so, is he suggesting that the industrial aspect of our society is obsolete?

If this is Spady's contention, we are in big trouble. No society can remain independent if they allow their industrial capacity to shrink. Even if we become the leaders in the "Industrial Age," if we de-emphasize industry, we will be forever dependent upon those societies that have kept their industrial capacity intact.

The Ultimate OBE

It is interesting that when educators are asked for the names of districts where OBE has been successful, they usually refer to Johnson City or Arlington Heights.

But Spady himself identifies these as "Transitional OBE" districts. The real "final product" of OBE can be seen in the "Transformational OBE" districts. These include the United States Department of Defense Dependent Schools (DODDS), Aurora Public Schools in Aurora, Colorado, and the Hot Springs County School District in Thermopolis, Wyoming.

The DODDS group oriented their outcomes around seven statements that reflected their views "about some future conditions they needed to address." We will list these and others later, but the introductory paragraph and the first statement illustrate the point: "Based upon an assessment of the future, we believe our students will face challenges and opportunities in a world characterized by worldwide economic competition and interdependence which creates ever increasing requirements for job related performance and a need to transcend language, cultural, national and racial differences . . ."

In Aurora, Colorado, their exit outcomes stated, "We will know we are accomplishing our mission when all of our students are:

- Collaborative Workers, who use effective leadership and group skills to develop and manage interpersonal relationships within culturally and organizationally diverse settings;
- Quality Producers, who create intellectual, artistic, practical and physical products which reflect originality, high standards and the use of advanced technology.”

Hot Springs outcomes included that their students be:

- Involved Citizens, who take the initiative to contribute their time, energies and talents to improve the welfare of themselves and others and the quality of life in their local and global environments;
- Self-directed achievers, who formulate positive core values in order to create a vision for their future, set priorities and goals, create options and take responsibility for pursuing these goals, and monitor and evaluate their progress on them;
- Adaptable problem solvers, who anticipate, assess and resolve the problems and challenges that accompany the rapidly changing political, economic, environmental and social conditions of modern life.”

These outcomes may not present a problem in this form, but notice how vague they are compared to academic outcomes such as reading and math, and remember that it will be educators who will be fleshing these out. Considering Spady's endorsement of site-based decision-making, the process of developing the specifics may be done entirely without public control.

Pros and Cons of OBE

To finish our analysis of Spady's theories of OBE, let's do a pro/con analysis. What are the benefits of OBE? From the literal perspective, orienting everything the district does around the outcomes, the benefit is obvious. Periodically assess the district's outcomes to see if they are current or need improvement, and assess the district's activities to make sure everything that is done contributes to attaining the outcomes.

But what are the theoretical flaws of OBE? There are several. First, who will determine the outcomes? Since everything is oriented around the outcomes, they are critical. We must be sure they reflect the will of the public, and that their development is not influenced by special interest groups.

Secondly, the assumption is that we don't currently have an outcomes-based education system. In fact, we do. We have outcomes that are primarily academic for passing courses, advancing in grade level and graduating. And the entire system is oriented around helping students attain those outcomes.

So where's the change? The biggest difference in Spady OBE is the NATURE of the outcomes, which will be less academic and more behavioral and attitudinal because of his basic philosophy.

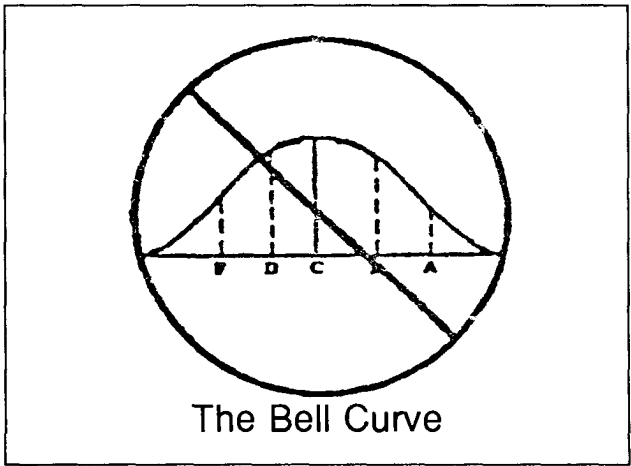
Another factor is cost. This depends on whether a district adopts traditional OBE, which usually doesn't involve the cost of changing curriculum, or transformational OBE, which can involve considerable costs in changing everything from curriculum to staff development to extending the school year.

The Chicago Independent School District is a case in point. After spending \$7.5 million over five years, they abandoned OBE when they concluded that academic

standardized test scores were falling. Littleton, Colorado budgeted over \$1.25 million to implement OBE.

Others have identified conceptual flaws in OBE. We will refer to a sampling of articles briefly, and the reader can follow up on the ones of interest. One of the earlier articles critical of some of the underlying concepts of OBE is found in the November 1982 issue of "Learning." George Schmidt, freelance education writer who taught for nine years in the Chicago public schools, entitled his article "Chicago Mastery Reading: A Case Against a Skills-Based Reading Curriculum."

Spady equates OBE and Mastery Learning in his 1991 Educational Leadership article by stating "in the past decade, several states and districts have fostered major improvements in student learning through OBE in schools and subject areas of all kinds. Whether operating under the label of Mastery Learning, Outcome-Based Instruction, Outcomes-Driven Developmental Model, OBE, or something else, these efforts have attracted many educators and have validated all three philosophical premises."



The Bell Curve

Schmidt disagrees. He cites the results of the Tests of Academic Progress (TAP) administered in Chicago in the fall of 1981, seven years after the implementation of Continuous Progress-Mastery Learning. The findings? "Chicago's eleventh graders in 64 high schools scored at the 35th percentile - a drop of 5 percentile points from the last time the test was given, in 1975."

Another educator who is concerned about the concepts of OBE is Minnesotan Cheri Yecke, who was Stafford County Teacher of the Year in 1988 and a finalist for the Agnes Meyer Outstanding Teacher Award sponsored by the *Washington Post* in 1991. Her three articles on OBE appeared in the February 13 and 27 and March 5, 1992 issues of the *Cottage Grove Bulletin*. Her classroom experience lends a practical approach to the analysis of OBE.

Yecke's first article includes the observations that her first reaction to OBE was one of skepticism. "With class sizes so large and with nearly heterogeneous grouping, surely standards would have to be lowered and curriculum watered down in order to make OBE work. But it appeared that many people in this state with more authority and more credentials than I had seemed to support OBE, so I decided to be open-minded and give it a chance."

Yecke's later found her concerns to be justified, observing that "The prevailing attitude among many students is 'Why study? They can't fail me so who cares?' What kind of work ethic is this producing in these children?"

Yecke says that "A series of 23 meetings were held by the Minnesota Department of Education to gather input from the public concerning the issue of OBE. I attended the Nov. 14 meeting at Park High School in Cottage Grove. Time after time, the same message was

heard: as it is presently being implemented, OBE is not working, and is not in the best interests of our children. I estimate that at least 80 percent of the speakers were against OBE”

Empirical Data

Carl Glickman, Associate Professor at the Department of Curriculum and Supervision, University of Georgia, Athens, has additional concerns about OBE. His article, “Mastery Learning Stifles Individuality” appeared in the November 1979 issue of *Educational Leadership*.

Glickman opens his article by saying that “While serving on a panel with Benjamin Bloom and listening to his lecture on the concept of mastery learning, I began to feel uneasy. The beliefs that I had formed during 11 years as a school teacher, school principal, and university professor, were being seriously challenged.”

Glickman characterizes Bloom's perspective as being “built on the assumption that the majority of children can become equal in their ability to learn standard school tasks,” to the point that, according to Bloom, “95 percent of the population are equally capable of learning.”

Glickman responds with the question, “What does research indicate about the hypothesis that students are the same? Much of the developmental research by Piaget, Bruner and others provides evidence that students progress through stages of cognitive, language, social, moral, artistic and physical stages at different rates Therefore, there is much research that would refute Bloom's assertion that 95 percent of children have nearly the same potentiality for learning.”

Another study indicating theoretical problems with OBE/Mastery Learning was done by Robert Slavin for the Center for Research on Elementary and Middle Schools of Johns Hopkins University in 1987. Entitled "Mastery Learning Reconsidered," the abstract stated that "Several recent reviews and meta-analyses have claimed extraordinarily positive effects of mastery learning on student achievement, and Bloom (1984a, b) has hypothesized that mastery-based treatments will soon be able to produce "two-sigma" (i.e., two standard deviation) increases in achievement.

But Slavin concluded that "The review found essentially no evidence to support the effectiveness of group-based mastery learning on standardized achievement measures."

Slavin's analysis includes a disturbing observation of "two central goals of mastery learning, particularly as explicated by Bloom (1976): To reduce the variation in student achievement and to reduce or eliminate any correlation between aptitude and achievement. Since all students must achieve at a high level on the subtraction objective but students who achieve the criterion early cannot go on to new material, there is a ceiling effect built into the procedure which will inherently cause variation among students to be small and correspondingly reduce the correlation between mathematics aptitude and subtraction performance. In fact, if we set the mastery criterion at 100 percent and repeated the formative test-corrective instruction cycle until all students achieved this criterion, then the variance on the subtraction test would be zero, as would the correlation between aptitude and achievement."

When I read this, I was reminded of an article in a book entitled, *Readings from Educational Leadership: Restructuring Schools*, published by ASCD. On page 266

begins an article entitled, "The Total Quality Classroom," which basically draws parallels between elements of restructuring and Deming's "Total Quality Management" used in industry.

One of the concepts of TQM is "zero defect." In other words, if you're manufacturing a part, define tolerances and perfect the system until there are no variations outside of tolerance.

While this is great for manufacturing, education is for people, specifically children. And while there may be such a thing as a ball bearing being too big, there is no equivalent in education, i.e., a student achieving "too much." The goals are entirely different. "No variation" is not a desirable goal in education.

It's great if you're a social engineer and you want to predict what society will be like 100 years from now, because any deviation from the norm complicates the predictive process. But that deviation, sometimes referred to as "individuality," is characteristic of a free, healthy society.

Slavin observes, "If some students take much longer than others to learn a particular objective, then one of two things must happen. Either corrective instruction must be given outside of regular class time, or students who achieve mastery earlier on will have to waste considerable amounts of time waiting for their classmates to catch up . . . putting rapid masters on hold with 'enrichment' or 'lateral extension' activities while corrective instruction is given, is unlikely to be beneficial for these students."

Under the heading "Problems Inherent to Mastery Learning Research," Slavin states "One of the fundamental propositions of mastery learning theory is that learning should be held constant and time should be allowed to vary, rather than the opposite situation

held to exist in traditional instruction. However, if the total instructional time allocated to a particular subject is fixed, then a common level of learning for all students could only be achieved by taking time away from high achievers to increase it for low achievers, a leveling process that would in its extreme form be repugnant to most educators."

"To avoid what Arlin (1984) calls a 'Robin Hood' approach to time allocation in mastery learning, many applications of mastery learning provide corrective instruction during times other than regular class time, such as during lunch, recess or after school . . ."

"The mastery learning students achieved at twice the level of non-mastery students in terms of percent correct on daily chapter tests, an effect size of more than 3.0. However, mastery learning students spent more than twice as much time learning the same material. On a retention test taken four days after the last lesson, mastery students retained more than non-mastery students . . . However, non-mastery students retained far more per hour of instruction than did mastery learning students . . ."

"In discussing the practicality of mastery learning, Bloom (1984 a, p. 9) states that '. . . the time or other costs of the mastery learning procedures have usually been very small.' It may be true that school districts could, in theory, provide tutors to administer corrective instruction outside of regular class time: the cost of doing so would hardly be 'very small,' but cost or cost-effectiveness is not at issue here. But as a question of experimental design, the extra time often given to mastery learning classes is a serious problem. It is virtually unheard of in educational research outside of mastery learning to systematically provide an experimental group with more instructional time than

a control group: presumably, any sensible instructional program would provide significantly greater achievement than a control method which involved 20-33 percent less instructional time."

Makes sense, doesn't it? So be careful when OBE proponents throw around success stories. Are they referring to standardized academic test scores or scores on revamped "attitudinal tests?" And were the superior results attained at a proportionally greater cost than traditional methods? These are valid questions.

OBE Future Worldview

Another valid question is, "If OBE is not demonstrably superior to traditional methods, what's the hubbub?" We previously referred to Spady's view of the future, and gave an example used in the DODDS system to develop exit outcomes. It would be helpful at this point to provide a complete list of Spady's assumptions of the future, since they may help explain some educators' ideological addiction to OBE.

The following were obtained from a researcher in Oklahoma. Subsequently, two educators in Iowa have confirmed their validity by stating that they had seen them before, one a curriculum director who has attended Spady seminars and the other an OBE in-service facilitator.

The first is a complete list of the DODDS assumptions:

"Based upon an assessment of the future, we believe our students will face challenges and opportunities in a world characterized by:

1. World-wide economic competition and interdependence which creates ever increasing requirements for job related performance and a need to transcend language, cultural, national and racial differences.
2. Increasingly complex technological and knowledge bases that place a premium on continuous life-long learning, cognitive flexibility, and motivation to seek new possibilities, solutions, and career options.
3. A fragile and vulnerable global environment that requires altering economic consumption patterns and quality of life standards, and taking collective responsibility for promoting health and wellness.
4. An increasing pluralization and polarization of social, cultural, political, and economic life that demands understanding and that requires innovative approaches to leadership, policy making, resource distribution and conflict resolution.
5. Transforming patterns of family and personal support systems that require expanding people's networks of meaningful relationships beyond traditional family boundaries.
6. An increased challenge of pursuing personal growth, maintaining individual identity, and finding expression for personal creativity in the face of standardized tastes, values, and sources of information projected through the mass media.
7. An expanding global frame of reference regarding political, social, cultural, economic and scientific matters that is promoted through ready access to information from all countries.

Therefore we see our mission to be ensuring the success of all students today for tomorrow's changing world.

Department of Defense: Mediterranean Region
Developed in Conjunction with
William G. Spady and Kit Marshall
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While there are many potentially disturbing implications in these points, several are essential. First, note point #3. in the context of "A fragile and vulnerable environment," how will we alter "economic consumption patterns?" Will it be done coercively by government? If the problem is global, so must be the solution, indicating global government, i.e. the United Nations.

And who will be the prime target? The most likely answer will be that nasty old country that only has 5 percent of the population, but consumes 30 percent of the resources. That's right, YOU! The great Satan, the United States.

And what about altering "quality of life standards?" What direction will the quality of life have to go to prevent damage to the "vulnerable environment?" Of course, to reduce pollution, quality of life, i.e. consumption, will have to go DOWN. Again, by whose definition? Voluntarily or coercively? And in which countries?

Point 4 refers to "innovative approaches to . . . resource distribution." Will this be effective if it is done voluntarily? Do you know of anyone who voluntarily allows his resources to be redistributed? Redistribution of wealth, for the record, is a, if not THE, fundamental concept of Marxism.

As if this weren't bad enough, another sheet includes more concepts entitled "Spady's Assumptions Regarding the Future." The introductory paragraph indicates the impact these views will have on education:

"When addressing the issue of Exit-Outcome development in one of our Illinois high school districts during the spring, I too was forced to take a look at the 'realities' that seem to surround us and that have the potential for shaping the character of the future in which we and our children will live. At first blush, ten somewhat interrelated trends seemed clear to me, some of which parallel Theobald's eight driving forces, and some of which resemble trends identified by John Naisbitt and his *Future Trends* colleagues. Others are simply my own. They include:

- "1. Despite the historical trend toward intellectual enlightenment and cultural pluralism, there has been a major rise in religious and political orthodoxy, intolerance, fundamentalism and conservatism with which young people will have to be prepared to deal.
- "2. Increasing social density and housing costs, impending limits on expanded standards of living, and deteriorating environmental conditions will increase the levels of personal stress and the need for effective ways to cope.
- "3. The rapid growth of minority-group populations, the influx of foreign immigrants, and the strong emergence of ethnic group identification within the past decade will lead to a 're-pluralizing of society' in which competition for status and privilege will become more intense and politically divisive.

- “4. The availability of high-tech devices to carry out routine tasks will become pervasive, placing a premium on one's ability to acquire and operate such devices and to find fulfilling work in other sectors of the labor market.
- “5. Mass production and mass consumerism have contributed to a decline in artisanship and the transmission of culturally valued crafts from generation to generation.
- “6. Despite profound improvements in access to effective health care and in knowledge about disease prevention, serious health risks prevail; AIDS, heart disease, many forms of cancer, etc. grow as exposure risks increase.
- “7. Stress on the natural environment increases at a dangerous rate in order to satisfy public demand for an ever-expanding standard of living. Global climate and ecology are already shifting in a dangerous direction.
- “8. The decline of the traditional nuclear family and extended family arrangements, increasing maternal employment, and high divorce rate are putting large percentages of children in need of extended social support and personal attention and validation beyond the assistance available in most schools and communities.
- “9. The serious drain on public resources will only get worse due to the 'graying of America,' increasing health costs, the emergence of what appears to be a permanent welfare class, the need for greater educational development for both young people and adults and the costs of maintaining a technologically sophisticated national defense force.

“10. The gap between 'have' and 'have not' children will become an 'opportunity gulf' as their requirements and demands for 'relevant' educational and social experiences undermine traditional social and cultural assumptions about age-based equality of services and opportunities. The children of the educated will bring with them to school enormous advantages in learning support systems and human modeling not shared by their peers from less advantaged homes.”

“Like Theobold's driving forces, these assumptions might spawn a host of possibilities regarding what will be important for children to learn about and be able to do in relation to the schooling experience. If nothing else, they suggest the need for decision-making and coping skills that go far beyond traditional coursework expectations and opportunities.”

First notice the introductory paragraph, which indicates that Spady develops outcomes in the context of these concepts. Always remember that whenever you hear Spady say things like OBE's “guiding vision of the graduate is that of competent future citizen,” this is the future he wants to prepare them for, and he advises districts to orient their outcomes accordingly.

Notice, too, his reference to Naisbitt and Theobold. The article on the New Age elsewhere in this issue documents Naisbitt's New Age connection, as confirmed in the September 23 '85 issue of *Newsweek*. Theobold is frequently referred to in Marilyn Ferguson's *Aquarian Conspiracy*, a leading New Age reference work.

Spady's environmental views are seen in point #2, “impending limits on expanded standards of living, and deteriorating environmental conditions,” and point #7,

“Global climate and ecology are already shifting in a dangerous direction.”

But Spady's most shocking view is found in point #1, where he calls fundamentalism and conservatism anti-intellectual, and that “young people will have to be prepared to deal” with these philosophies. Is it really the job of the public education system to reinforce such bigotry, and to develop outcomes to institutionalize it at our expense?

OBE at the State Level

We've defined literal and Spady OBE, so all that's left is a description of state level implementation. Iowa gives us a good model, and there are two ways OBE is being pushed into the local districts by the state.

One is accreditation, the criteria the state uses to determine whether a school will be allowed to operate in the state. Currently accreditation is based on whether or not a district is offering certain courses. Obviously shifting to accreditation based on student outcomes amounts to a massive increase in state control, since it is much more specific than whether or not a school offers a course.

Iowa is currently attempting to make outcomes accreditation optional, but public opposition is strong, and its passage is uncertain.

The other mechanism to push OBE is state funding. In Iowa, we have a specific source of state money to districts called Phase III. Originally this money was intended to be used for extra pay for extra teacher work and professional development. But recently the criteria has been changed to take into consideration if a district has an OBE or site-based decision-making plan in place. In today's current financial condition, schools

look at state funding as an enormous incentive, but unfortunately, districts will get the money at the expense of autonomy, since they will have to conform to state regulations to qualify.

Finally, at the state level in Iowa we have a Transformation Team overseeing the process of restructuring. At a recent meeting of the team, it was stated that "The outcomes are the foundation of transformation." As we analyze the New Age implications of transformation, it is easy to agree with that statement.

That is why it is essential that the public drive the entire process of outcome development and implementation. The outcomes will determine the nature of education, and the nature of the next generation.

Although they [children] appear to behave appropriately and seem normal by most cultural standards, they may actually be in need of mental health care in order to help them change, adapt, and conform to the planned society in which there will be no conflict of attitudes or beliefs.

*NTL Manual
under "Issues in Training," page 47*

Chapter Six:

Parents as Teachers

We owe a tremendous amount of gratitude to Laura Rogers. She founded the St. Charles Christian School, which operated for 20 years as a lobbyist for the Missouri homeschool law, which has been used as a model nationally. She is a Moore Foundation research associate and last, but not least, is the mother of six.

*Laura did a full research study of the "Parents as Teachers" program. Her findings were printed in the February 1991 issue of *The Chronicles*, a magazine of *American Culture*.*

I am reprinting the article with her permission.

In Loco Parentis
by Laura Rogers

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 Pre-school 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 and involved 53,000 families.

This program now covers 100,000 children at a cost of \$15 million 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 \$75 to \$100 billion 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 Copps 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 advice."

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 a 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 pink-slip 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. 94-142. It may be in the interest 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

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 Parents 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 40 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 prevention 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 hot-line allegation simply stated that Corissa "had two jobs and didn't have enough time to educate her children at home," the law was 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 600 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); Lois 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 had intended to be lighthearted, 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 and 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 program. 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 any 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 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, 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 screenings. He re-screens 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 left over, 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 for 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 paydirt. 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.'" (italics added.) 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,

United States senator from Missouri (R); Richard Gephart, United States 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 stated, "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 taxpayer 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 it's 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 United States senator and a United States 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 operates under the PAT program. I scanned the pages quickly for the documentation I most feared. Parents who participate in the 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." 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 of 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 recommended "services" for physical 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 participation of children in state-run preschool 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 Winder continues to claim that 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 . . .

Chapter Seven:

Psychology in the Classroom

The following is taken from a June 23, 1993 Draft of Psychology in the Classroom

Federal Law (34 CFR part 98.4) states, "No student shall be required . . . to submit without prior consent, to psychiatric examination, testing or treatments . . . in which the primary purpose is to reveal information concerning one or more of the following: . . . 5) Critical appraisals of other individuals with whom the student has close family relationships . . . Psychiatric . . . test means a method of obtaining information, including a group activity, that is not directly related to a group activity, that is not directly related to academic instruction and that is designed to elicit information about attitudes, habits, traits, opinions, beliefs or feelings. . . ."

In the Psychology Practice Act and Rules Chapter 337 State of Missouri, issued by State Committee of Psychologist, Jefferson City, Missouri, they define who can practice psychology and what the practice of psychology entails.

Section 337.015 page one of this report states: "Practice of psychology regulated—practice of psychology defined.

HU 1. No person shall represent himself as a psychologist in the state of Missouri unless he is validly licensed and registered under the provisions of this chapter. No person shall engage in the practice of psychology in the state of Missouri unless he is validly licensed and registered under the provisions of this chapter unless otherwise exempt under the provisions of section 337.010 or 337.090.

3. The “practice of psychology” within the meaning of this chapter is defined as the observation, description, evaluation, interpretation, treatment, and modification of human behavior by the application of psychological principals, methods, and procedures, for the purpose of preventing, treating, or eliminating symptomatic, maladaptive, or undesired behavior and of enhancing interpersonal relationships, work and life adjustment, personal effectiveness, behavioral health, and mental health. The practice of psychology includes, but is not limited to, psychometric or psychological testing and the evaluation or assessment of personal characteristics, such as intelligence, personality, abilities, interests, aptitudes, and neuropsychological functioning: counseling, psychoanalysis, psychotherapy, hypnosis, biofeedback, behavior analysis and therapy: diagnosis and treatment of mental and emotional disorder or disability in both inpatient and outpatient settings, alcoholism and substance abuse, disorders of habit or conduct, as well as the psychological aspects of physical illness, accident, injury, or disability: psychoeducational evaluation, therapy, remediation, and consultation: and teaching and training of psychological competence. Psychological services may be rendered to individuals, families, groups, and the public. The practice of psychology shall be construed

within the meaning of this definition without regard to whether payment is received for services rendered.

I strongly suggest you check what constitutes psychological practice and testing in the state in which you live.

Next, let's go back to August 23, 1978 and look at the Senate Congressional Record, pages 27423 and 27424 and read the discussion on the floor of the Senate.

Senator Orin Hatch of Utah is discussing an amendment in this section of the record.

UP AMENDMENT NO. 1733

MR. HATCH. Mr. President, I submit a modification to my amendment and ask that it be so modified.

THE PRESIDING OFFICER. The Senator has such a right. The amendment is so modified.

The modification (UP amendment No. 1733) is as follows:

Page 377, after line 16, insert a new section as follows:

"SEC. 410. Section 439 of the General Education Provisions Act (relating to 'Protection of Pupil Rights') is amended by inserting '(a)' after '439' and by adding at the end thereof a new subsection as follows:

"(b) No student shall be required, as part of any applicable program, to submit to psychiatric examination, testing, or treatment, or psychological examination, testing, or treatment, in which the primary purpose is to reveal 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 and 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 unemancipated minor, without the prior written consent of the parent.”

MR. HATCH. Mr. President, on July 18, I distributed a letter to my colleagues explaining the reasons for and introducing the text of my amendment to the ESEA bill, an amendment requiring parental consent for nonscholastic and nonachievement-oriented testing. I formally introduced the amendment last week, and I have requested this time in order to very briefly explain the urgency and, in my opinion, the wisdom of this proposal.

Before doing so, I want to sincerely thank my distinguished friends, those colleagues who have joined as original cosponsors of the parental consent amendment. Specifically, I thank Senators BARTLETT, GARN, MCCLURE, THURMOND, TOWER, WALLOP and ZORINSKY. To Senator ZORINSKY, especially, we owe a special expression of gratitude for the earlier research

work he has done in the education field, pioneer work which first brought cited problems in evaluation and testing before the public eye. . . .

Our parental consent amendment takes into account the following. Much of the money authorized in particular titles of the ESEA go for very worthwhile and necessary forms of tests, medical surveys or other scholastic or aptitude examinations which are above reproach. In my own State of Utah, as I know is the case in Iowa and many other states, we have one of the most well developed and effective scholastic achievement testing programs ever developed for the elementary and secondary school grades.

But, while all the money authorized for programs for tests and examinations are well intended, there has been raised a tremendous outcry by parents, PTA officials and others who have written to my office in recent days and months, parents who have serious reservations about some of the nonscholastic or aptitude tests; the psychiatric probing and other nongermane, often "mind bending," surveys being conducted in elementary and secondary schools without the knowledge, much less the consent of the parents or guardians involved.

In Wisconsin, there is a program publicly funded in part by ESEA money, entitled "Future Directors of Family Planning in Wisconsin." It is a program providing so-called "preevaluation training" in sex education from kindergarten through 12th grade. The program provides all forms of contraception information, pregnancy, and abortion-referral education information and even services to persons as young as 10 years old without parental consent. Though originally

set up as a condition for title X funding of state family planning programs under the auspices of the Department of HEW, with the endorsement of Planned Parenthood; the program certainly has not won the endorsement of the many parents and other citizens who protested the program last May 19 at a special meeting of the ad hoc committee which administers this so-called "education." And it certainly does not win my endorsement, and I would risk saying, does not win the endorsement—or so I hope—of a majority of us in this Chamber. Yet, this is one dramatic example of many, all too many which I will be prepared to present before my colleagues during the impending debate on ESEA. It is an abuse. It is a travesty. It is a betrayal of education's basic purpose. It is the kind of thing which our "parental consent" amendment would correct.

Simply stated, our amendment requires that before any elementary or secondary age child is subjected to psychiatric, behavior probing or other nonscholastic and nonaptitude testing; that there must first be obtained the written consent of the respective child's parent or guardian. Our amendment does not add to or subtract from any moneys. It does not presume to redirect any of the programs involved. It does not even say "beans" about the way HEW should be run.

Our amendment simply holds that before young children who, in many cases, have not learned to cross a street properly become subjected to sensitivity training or some other variant of Walden Three, that we should first have the written OK of their parents or guardian.

This whole problem came about when schools started becoming more concerned with children's attitudes,

beliefs, and emotions rather than providing them with basic education. And what we have today is a situation where dramatically fewer young children can read, write, or count; but who have become worldly wise to stories about sex, and drugs, and violence.

This does not speak well for the long-term emotional stability of the child; and such implicit value changes which attend teaching very young children about drugs or sex, or which challenge their faith in their parents constitute the most vile threat to the American family unit. The techniques used to change young children's attitudes and values are an invasion of privacy in the first degree, especially in some of the innovative testing questions soliciting young children to pinpoint their father's or mother's faults, or in another ESEA-sponsored program which actually had the students of an elementary school class collectively put their parents on trial—following which the mother and father were always found guilty.

Certainly, this is a distortion of the purpose and legislative intent of ESEA. It is not what Congress intended when this legislation was first enacted, and I am sure that it is not on the minds of my colleagues now. Certainly, there are cases to be made for the contrary; and not all is bleak. I am thinking about the high quality of several scholastic achievement and aptitude programs which are now being administered in several states, including my home state of Utah. For these reasons and more, my amendment would exempt these scholastic achievement and aptitude tests. Again, what I am concerned with, as are my colleagues who have cosponsored the parental consent amendment, is not the monitoring of basic education, but of the

behavior probing, the psychiatric games that are being played with many of our children. Certainly if a case is to be made for the psychiatric or behavior-probing tests, games, and surveys currently being conducted in many elementary and secondary schools; then those who favor such so-called innovative tests should not be shy in welcoming the explicit input of parents.

In summation, I believe that the parental consent amendment many of us have proposed can only work to improve the bill currently on the floor for consideration. Our amendment is the essence of reasonableness. We are not proposing to add to or subtract from any funding in the bill. We are not proposing to subtract from or, if you will, add another layer of fat to the bureaucracy. No one's ox stands to be gored. If some enterprising young educator or substitute teacher somewhere in one of the great elementary or secondary schools of our great Nation wants to set up shop in a school as a psychiatric clinic, all our amendment presents in the way of a hurdle is a parents' consent. We simply want parents to know about it, and then say that it is OK.

The parental consent amendment has been endorsed by many groups or associations directly involved in school curriculum reform, including the National Council for Better Education, headquartered in Lawrence, Mass. It has also won the endorsement of the many parents and teachers who have written to my office, and I understand to several colleagues' offices; letters I did not solicit, but communications which testify to the popular urgency of this measure. I hope that the Senate will rise to the occasion, and again, I solicit the support of those remaining colleagues who have not yet expressed their preference to vote for our parental consent amendment.

Mr. President, at this time I ask unanimous consent that a copy of the letter sent to me on August 15, from the National Council for Better Education endorsing the parental consent amendment, be printed at this point in the RECORD.

There being no objection, the letter was ordered to be printed in the RECORD, as follows:

National Council for Better Education
Lawrence, Massachusetts

August 15, 1978.

DR. RONALD DOCKSAI,
United States Senate
Washington, D.C.

Dear Dr. Docksai:

Please be advised of our support for your amendment to S '753 which requires parental consent for any "innovative" testing or treatment in our classrooms. We see new evidence each day marking the sorry decline in scholastic achievement of our nations young people. These drops can be largely traced to the innovative programs that have permeated our public schools in recent years.

Yours truly,

RALPH WILBUR,
Director.

MR. HATCH. Mr. President, it is my understanding that the distinguished managers for the bill are prepared to accept my amendment, for which I am very grateful. I understand that Senator HAYAKAWA has some remarks to present. Perhaps he could make them before the amendment is agreed to.

MR. HAYAKAWA. If I may, Mr. President, I would like to say a few words in support of this amendment demanding parental consent before students are subjected to nonacademic tests, such as tests of attitude, tests of attitudes toward sex, and so on.

I would like to give a few words of explanation, if I may.

In recent years in colleges of education and schools of sociology and psychology, an educational heresy has flourished, a heresy that rejects the idea of education as the acquisition of knowledge and skills, as indoctrination of socially accepted values such as patriotism, courtesy or self-discipline.

The heresy of which I speak regards the fundamental task in education is therapy. Everyone, it is believed, is, to some extent, neurotic because of repression, inhibition, reaction formations, symbolic displacement, or whatever.

THE PRESIDING OFFICER (MR. HARRY F. BYRD, JR.). Will the Senator suspend until we have order in the Chamber?

MR. HAYAKAWA. Everyone, therefore, needs diagnosis, to examine the extent and seriousness of his or her illness. Everyone, it hardly needs to be said, needs to be straightened out.

It shocks me, hearing SENATOR HATCH'S description of the things he wants to guard us against in current educational practices, to learn how far things have come since I was a student and observer at the Menninger Psychiatric Clinic in Topeka, Kans., in the 1940's. At that time the clinic was a hotbed of Freudian orthodoxy. According to prevailing dogma, we were all sick. We all needed psychoanalytic treatment. It did one no good to look well-adjusted and mentally healthy. One's appearance of excellent mental health only proved to my psychoanalytic residents and friends that one's neuroses were especially deep, especially well-concealed, and especially difficult to heal.

Later I was a student under Count Alfred Korzybski, the founder of that mental and psychological discipline known as general semantics. I learned a lot from Korzybski. Indeed, it would not be going too far to say that he was one of the biggest influences in my intellectual development. But he and his followers also suffered from the same obsession; namely, that we are all sick and therefore we all needed diagnosis and treatment.

In the more than 40 years since my contacts with the Freudians and the general semanticists, there has been a huge spread of psychology. There are mass circulation magazines peddling one kind or other of pop psychology. Teachers' institutes buzz with talk of neurosis, resistance, adjustment, maladjustment, attitudinal change. On top of all this came the counterculture, spreading the doctrine that we live in a rotten, materialistic, repressive, sick society—and that it is the duty of the teacher or therapist to make the child or patient realize how enslaved the individual is by the

norms of that sick society—and thus free him or her from those sick compulsions.

In this pop psychology the psychological problems described as complexes, inhibitions, reaction formation, transference, countertransference have all been simplified. The differences among them have been obliterated. They all fall under the convenient simple classification of “hangups.” And the cure for hangups, as every teenager knows in this psychologically sophisticated age, is to “let it all hang out.”

The vulgar psychologism of which my distinguished colleague from Utah complains manifests itself in the nonacademic testing and experiment to which all too many children are indeed subjected. To inquire into the sexual attitudes and beliefs of 8-year-olds, to probe into their psychic and emotional problems, real or imagined, rather than into the level of their intellectual achievements—these are serious invasions of privacy. And messing around with the psyches of young people does not stop with testing and inquiries. There are exercises in psychodrama, role playing, touch therapy, encounter groups, involving necessarily the searching and exploration of innumerable matters that are nobody's business except that of the child, the child's parent, or the family's physician or psychiatrist.

Senator HATCH'S amendment mandating parental consent before students are subjected to this kind of psychological and emotional probing and experiment is an extremely wise one. I strongly urge its acceptance.

MR. PELL. Mr. President, the Senator has already convinced us of the worth of his amendment. We are very desirous of accepting the amendment.

MR. HAYAKAWA. In that case, Mr. President, I just

want to say that the popular psychology of today is the root of so much of this attitudinal testing, role playing, psychological games that go on in the classroom that have no academic significance whatsoever; therefore, to limit those instances of their use to places where parents have given their consent seems to me to be a very, very wise measure.

MR. PELL. Mr. President, we have had an opportunity to look over the amendment. We think it is an excellent one. It was worked out between the minority staff and the majority and Senator HATCH. I recommend that we accept it.

MR. JAVITS. Mr. President, the amendment is acceptable to us.

MR. HATCH. I move that the amendment be agreed to.

THE PRESIDING OFFICER. The question is on agreeing to the amendment (No. 3511), as modified.

The amendment was modified, was agreed to.

MR.. HATCH, I move to reconsider the vote by which the amendment was agreed to.

MR. THURMOND, I move to lay that portion on the table.

The motion to lay on the table was agreed to.

The following survey was given to high school juniors and seniors in history and journalism classes in a school in Iowa in the spring of 1992. What are the right and wrong answers to these questions? Who decides? Is this survey psychological? Do you see any questions that are academic?

Bettendorf Survey

Note: This poll is entirely anonymous except for your sex and graduation year. Please answer as honestly as you can.

Are you male or female?

What year are you?

Do you regard yourself as a bigot?

Do you think homosexuality is a problem society must deal with as strictly as possible?

Do you think people are born homosexual or do you think they choose to be homosexual?

Do you think everyone who wishes to become a United States citizen should be made to speak a minimal/function amount of the English language?

Do you think the United States was stolen from native Americans or do you think it was rightfully colonized by Europeans?

Have you ever rolled up your car windows in a predominantly minority neighborhood?

Have you ever rolled up your windows in a predominantly poor white neighborhood?

How would you feel about having a minority as your physician?

Nationalities & Religions

- | | |
|-------------------------|--------------------------|
| 1) Irish-American | 11) Nordic-Americans |
| 2) Hispanic-Americans | 12) Japanese-Americans |
| 3) Italian-Americans | 13) Vietnamese Americans |
| 4) African-Americans | 14) Native Americans |
| 5) Eastern Indian Amer. | 15) Middle Eastern Amer. |
| 6) British-Americans | 16) Jews |
| 7) French-Americans | 17) Catholics |
| 8) Polish-Americans | 18) Protestants |
| 9) German-Americans | 19) Other (please name) |
| 10) Eastern-Euro Amer. | |

All "Which of the above" questions should be answered with the numbers of the nationality or religion.

Which of the above do you think is responsible for the decline of the United States's economy?

Which of the above do you think is more susceptible to alcoholism?

Which of the above do you think is the most likely to raise a large family (8 or more children)?

Which of the above do you think is most subject to suspicion of criminal activity?

Which of the above are you most likely to assume does not speak fluent English?

Which of the above do you think is most likely to have any connection to organized crime?

Which of the above do you think is the most likely to have an income of over \$50,000?

Which of the above do you think would be most likely to eliminate an entire race?

Who has most influenced the way you feel about other races?

With whose influence have you most strongly disagreed?

If you could eliminate an entire race, would you?

If yes, which one? (Responses will not be published)

Have you ever put someone down because they were of a different religion than you?

Have you or would you ever physically assault someone because of their sexual preference?

Would you ever associate with someone of the same sex who was either rumored or a self-declared homosexual?

Why or why not?

What do you think about racism in general?

What do you think about individuals who use violence to support their bigoted beliefs?

Would someone else regard you as a bigot?

Surveys of this nature, though names of students are not used, help determine in what direction a school population needs to be remediated.

Chapter Eight:

Opinions of Psychologist Steve Kossor

As the author, I must tell you I am not an expert in psychology, nor will I pretend to be. However, I was successful in getting permission from Steven Kossor, an expert in the field, to reprint some of his works and opinions on the psychological testing used in our schools today. He is familiar with Outcome-Based Education (and all the different names under which it is packaged). I feel a lot of questions parents have will be answered after reading his very detailed reports.

Steve Kossor's works go far beyond what has been reprinted in this book. If you want more information from Kossor, his address is listed in the appendix. Feel free to contact him for more information.

The following letters, constituting the remainder of this chapter, were written by Steven Kossor, licensed psychologist and certified school psychologist.

His credentials are listed first.

- Licensed Psychologist since 1981.
- Certified School Psychologist since 1983.
- Behavior modification specialist.

Worked with mentally and emotionally handicapped children, adolescents and adults in public and private schools and treatment settings in Pennsylvania since 1977.

Assisted in developing more than 500 individual Education Plans (IEP's) for children under 18 in special education programs in Pennsylvania and wrote the first Individual Habilitation Plan (IHP) for a mentally handicapped adult in Pennsylvania.

- Member of medical staff, Brandywine Hospital and Trauma Center
- Author of several papers and presentations regarding:

Improving child behavior with the “Behavior Barometer”

Understanding Outcome Based Education (OBE)

Mental imagery and creativity development

Relaxation training and stress management

- Private practice of psychology specializing in the treatment of psychological stress, pain management and adjustment disorders.
- Married since 1980, two children.

Thank you for giving me this opportunity to explain my concerns about the “Outcome Based” restructuring of our educational system and how the promotion of psychological “emotional education” methods is a fundamental part of it. The nation's leading educational authorities and bureaucrats have joined forces with global business interests to embark on a crusade to transform the United States public school system. American public schools are now operating on the assumption that education must focus on what children should know, what they should be able to do, and what they should be like when they graduate.

This last focus is being used to justify the mandatory insertion of psychological “emotional education” programs throughout the public schools of our country.

First, please understand that I completely agree that there are serious problems in our schools which need to be corrected. Violence, weapons, drug use; these problems have to be faced squarely and dealt with. Unless the schools are safe, nobody can learn anything worthwhile. We need to enforce clear, consistent consequences for the perpetrators of bad behavior.

But these are side-issues of education—we shouldn't let our concern for violence, weapons, drug use and other social problems become the focus of education itself. We've been spending more and more time, effort and money on the social, emotional and behavioral needs of students—and neglecting their education as a result.

Teachers should certainly be allowed to try to help a child who's in trouble. For some children, the teacher is the most responsible adult in their lives. Teachers should never be afraid to ask a child “what's wrong?” and offer a child some good advice. This is nothing more than “crisis intervention” or “simple persuasion.” I'm not trying to place restrictions on human caring.

However, if advice is given according to a schedule, with tests, handouts or other reading matter, or if the child has to write about it or discuss it at length, then it is not “simple persuasion.” Crisis intervention can't be done on a schedule either—it just happens and it's over. If the problem persists or if the crisis continues, then a referral should be made to a properly trained professional who can contact the parents, maintain

strict confidentially and, if the parents consent (or if parental rights have been legally superseded), work with the child voluntarily to address the problem.

By 1973, the United States Congress, the Federal courts and the legislatures of every state in the nation had all independently agreed that, except for "simple persuasion" or "crisis intervention," teachers and guidance counselors should not be probing the feelings, attitudes, values, self-concept, personal goals or behavior patterns of children. The so-called "affective" or "emotional education" programs which focus directly and explicitly on these areas of personality violate the law and waste precious time.

Time is not infinite. We only have so much of it. It does matter "when" a child learns something. By wasting time on these "emotional" education programs and activities, less time is available for the teaching of reading, science, writing, spelling, arithmetic, and all of the other important knowledge and skills that children need to have in order to have a chance for success in life. Honest self-esteem only comes from the experience of success and success outside of school depends on more than inflated self-esteem.

There is simply no credible evidence that any of these "emotional education" activities (including the QUEST, DUSO and PUMSY programs) have any beneficial effect on children. Instead, these programs are promoted by "testimonials" from teachers who used them. Testimonials are the worst kind of "proof" that a program works; the ethical standards for psychologists completely prohibit testimonial advertising because it is so notoriously unreliable.

There is, however, evidence that these “emotional education” programs can do harm to children. Psychologists recognize that it is wrong to use “role playing,” guided fantasy, progressive muscle relaxation and other methods on whole classrooms of children—this is “crowd therapy.” We can hope that no child in the crowd has a background that makes these kinds of experiences painful, frightening or harmful, but the fact is, it's just not possible to accurately predict the vulnerability of all 30 children in a typical class.

This is why we have laws to protect the public against the amateurish, inept, unskilled use of psychological methods. Nevertheless, experts in the areas of teacher and guidance counselor education have testified before the PA House Education Committee on July 6, 1993 that many teachers and guidance counselors are using psychological methods illicitly and irresponsibly. School authorities act as if these laws don't apply to them—as though the law stops at the door of the school when it comes to the use of psychological methods.

All I'm suggesting is that the law governing the practice of psychology in a given state should be applied inside the public schools of that state. Prior informed parental consent should be required before psychological methods are used (unless parental rights have been suspended for some good reason). Except for acts of simple persuasion or crisis intervention, only psychologists should be permitted to use psychological methods.

The United States Congress passed the Protection of Pupil Rights Amendment in 1973 to protect children from the use of “emotional education” programs which focus on their relationships with

family members, their private behavior, their feelings, values, attitudes, self-concept or personal goals. Because the federal government is not allowed to dictate what happens in a state's public schools, however, this protection only applies to federally funded programs.

Because of this huge loophole, “emotional education” can thrive in any school in America and the privacy rights of children and their parents can be easily dismissed as irrelevant to the continued expansion of psychological programs.

Existing laws governing psychology and privacy should be made to apply to our schools because they belong there. Making these laws apply inside the schools will not interfere with any child's education—it may actually make it possible for them to get an education. All the “emotional education” programs in the world won't make up for an inability to read or perform basic arithmetic.

The United States Department of Education just released a study of 26,000 United States students. Half of them scored “below average,” but only seven percent believed that their education was deficient in any way. The worst news is that almost all of that seven percent came from the bottom fifth of the student body. In other words, American students think that, as long as they score above the lowest fifth, they're doing fine. They couldn't have come to that conclusion without the help of “emotional education” programs that they've been given for years. That's a crime; the perpetrators should

be stopped and any further damage from the improper use of psychological methods should be prevented.

Sincerely,

Steven Kossor

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I am happy to send you the enclosed papers which show the strong connection between the Outcome Based Education (OBE) and Special Education systems. For 15 years, I have worked with emotionally and mentally handicapped children. I am very familiar with the methods used to teach these children and with the regulations governing Special Education. The fact is there is very little difference between OBE regulations and the Special Education regulations governing Individual Education Plans (IEP's) and individual Habilitation Plans (IHP's) which have been used in Pennsylvania for 15 years.

The enclosed pages offer a glimpse into the real-world philosophy and hidden agendas I've encountered in working with teachers of mentally retarded and emotionally handicapped children in Pennsylvania since 1977. Since OBE is so much like Special Education in form and function, I think that an "insider's view" of Special Education's track record for the past 15 years will illuminate the reasons for the inevitable failure of the OBE system very clearly and definitively.

Although I don't personally endorse the philosophical sentiments presented in the enclosed graph and summarized in the text, I am reporting what I have personally seen and heard as the Special Education system has become more burdensome to teachers over many years. These same attitudes already appear to be an integral part of the OBE system and represent the "Achilles heel" of that approach.

I would be happy to make myself available to present my opinions about OBE and answer questions which may arise through my presentation. This is a desperately important issue which deserves the utmost attention and scrutiny of the legislature. You have my permission to reproduce and distribute the enclosed information without obligation as you see fit. Thank you.

Sincerely,

Steven Kossor

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P H I L O S O P H Y

Cure the parent, Cure the child
Control behavior first
In God we trust, all others document
Set realistic (attainable) goals
Any progress is better than no progress

STANDARDS

Choose a Target
BASELINE

CHOOSE A LONG-TERM GOAL

CHOOSE SHORT-TERM OBJECTIVE

TEACH

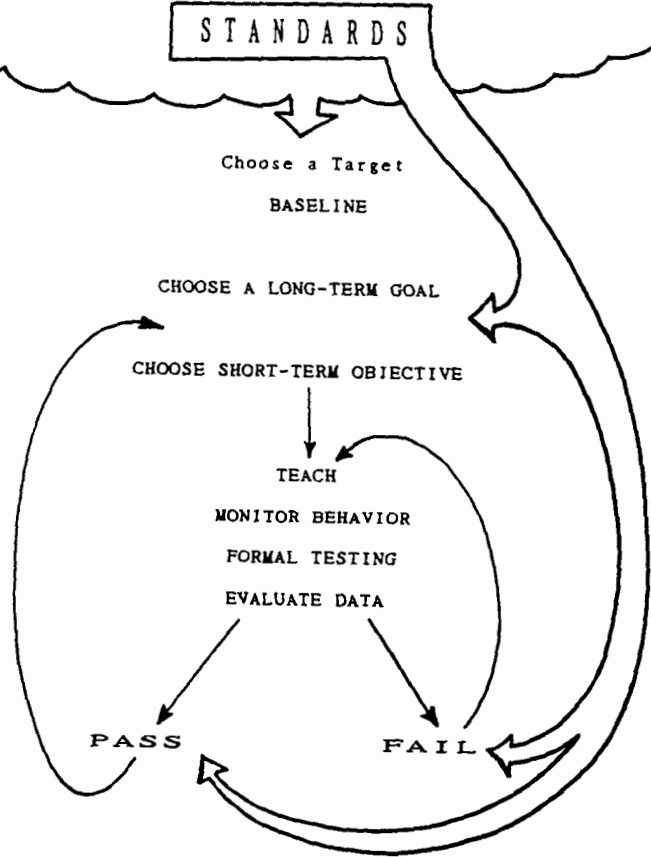
MONITOR BEHAVIOR

FORMAL TESTING

EVALUATE DATA

PASS

FAIL



Cure the Parent, Cure the Child.

Ask anyone who's worked in Special Education and they'll tell you that they've heard this. A lot. It's an opinion shared by both professional and direct-care staff in a field where there are many conflicting views about what's right and what's wrong. Parents are seen as part of the problem, not part of the solution. They are seen as an unnecessary and interfering force in the process of helping the child grow. This "us versus them" philosophy is readily detectable in the efforts made to minimize opportunities for parental input; parents are blamed for "not caring" when they are simply not sufficiently informed or encouraged to act assertively.

Control Behavior First.

The importance of having control over violent, dangerous behavior is clear; nobody learns anything positive when their safety is threatened. However, when the need to have control over physically dangerous behavior leaks into the realm of personal values, beliefs and ideas, something is wrong. A disturbed child who is dangerous to himself and others must not be confused with a normal child who believes that "going against the crowd" is GOOD at times.

The Educational Quality Assessment (EQA) formed the foundation for the measurement of school system performance for more than 20 years in Pennsylvania. The Federal Department of Education agreed that the EQA was a psychological test in 1989 and Pennsylvania was ordered to stop using it, because it was so biased in terms of collecting information about student beliefs, attitudes and behavior. Less than half of the EQA items measured anything to do with academic success. The

EQA is presently being revised and it will form the foundation for the PSSA instruments which will be used to evaluate students and school district "outcomes" under the OBE system.

The only correct answers to questions on the EQA about whether a person should "go along to get along" are the ones indicating conformity to the group's opinions and/or the avoidance of punishment. If a child fails to demonstrate conformity, his answers to the EQA are scored WRONG and he or she will be remediated by the OBE system until conformity is demonstrated. The OBE system actively punishes and discriminates against any child who tries to hold any belief or values which conflict with those approved by the state. It does this by scoring incompatible attitudes WRONG and mandating that WRONG attitudes must be remediated until they are "right."

Of course, in the real world, there is only so much time that will be spent trying to correct "wrong" attitudes. The really scary part is that each child's attitudes will be coded and stored for retrieval by school, business and government interests entirely without parental knowledge or consent. It will be possible for powerful authorities to identify and sort children according to their demonstrated history of compliance, beliefs and other reliable, personal information about them and their families. They're already starting to advertise that, if you are a businessperson, you can have access to confidential teachers' reports about individual children. I'm not kidding.

In God We Trust, All Others Document.

This statement about documentation is found hanging in countless group homes for mentally retarded and emotionally disturbed people all over the country. The importance of documentation is drummed into staff's minds over and over and over, because it's the only way to make any sense out of a program that involves 10 different goals with three outcomes each, with different timeframes and completion criteria for each individual student. This is Special Education jargon but it sounds just like I'm talking about OBE, doesn't it?

We've been trying, for the past 15 years, to teach mentally retarded and emotionally handicapped people how to live more "meaningful" lives through the use of Individual Education Plans (IEP's) and Individual Habilitation Plans (IHP's). IEP's and IHP's are the prototype tools of the OBE system.

We've got a 15-year track record in Pennsylvania of using OBE methods to teach just THREE students at a time, with the most simple goals imaginable (using a spoon, for example). It has proven to be an incredibly complicated, expensive and ineffective way to teach anybody anything. The people who do the teaching hate the endless documentation; it interferes with their attempts to teach and encourages them to figure out ways of complying with the minimum standards necessary. And that's why OBE is going to fail. . . .

Set Realistic (Attainable) Goals

How do you think you would manage a system where you were expected to keep track of 300 individual goals, timeframes, and individual levels of student progress?

Under the OBE system, each student in a classroom of 30 students would have AT LEAST 10 active, individualized goals chosen just for them. That's 300 goals for the teacher. Each goal would have several short-term objectives, so the number multiplies again and again. How would you manage it?

Of course, the STANDARDS established by the Department of Education would help. They would tell you the minimum level of competence necessary to move each child on to the next level of the system. You could use your local school district's Strategic Planning process to figure out how to meet the STANDARDS, but you'd have to keep in mind that you can't afford more teachers (because the new books and NONteaching resource people cost so much). What do you do?

You can't HELP but lower your standards. Your local school district may have higher aspirations for its children, but there is simply NO WAY to meet them under the OBE system. It's hard enough to keep 3 different goals, etc. straight for 3 different students in Special Education; it is inhuman to expect a teacher to manage the OBE system without lowering the expectations he or she has for the children. With everybody working on a different page, the book has to be pretty simple in order for the teacher to keep track of what is being read.

Set Realistic (Attainable) Goals-- What It Really Means.

The Department of Education will write the BOOK (the STANDARDS) and the Strategic Planning process at the local school district level will merely select the pages to be read in each class. The smarter children can not be allowed to read more than "a few pages ahead"

because that would amplify the differences between the students even more and make the class even more unmanageable. So we will have the very brightest students pressed into service as “peer tutors” instead of encouraging them to shine.

With OBE firmly in place, the environment of the classroom becomes much more hospitable to the return of most of the students who were placed into Special Education classes. The inclusion of these students with special needs into the formula for determining the average achievement level of the class will invariably lower it. The brighter students will pay a much greater price for the OBE system than anybody else. Does this make any sense? Like everything else connected with the OBE system, it depends on who you ask.

The whole purpose of Special Education was to provide a child with special needs with the level of individualized instruction necessary to enable the child to learn. This level of individualized instruction was not available in the regular education classroom, until the advent of the OBE system. With the incredibly high costs of Special Education escalating each year, do you suspect that there might be a hidden agenda here?

ANY Progress is Better Than No Progress

Anyone looking at the OBE system from the outside has seen how ineffective it is. But the OBE system measures its effectiveness from the inside. That's like measuring someone's pulse with your thumb—you take your OWN pulse when you use your thumb, but unless you know better, you're going to confuse your own responses with the other person's. Should we assume

that the people who are pushing OBE don't know any better? Of course they know what they're doing.

It is inappropriate to apply Special Education methods (which were designed for very small group instruction) to the mainstream education of groups of 20 or 30 students. It can not POSSIBLY work. It will be very expensive to start and because it will be monitored from the inside, it will be nearly impossible to STOP. The data will show that OBE is working only if comparisons with alternative (more traditional) systems are avoided. Since everybody will be mandated to accept the OBE system, the data problem is solved.

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The deluge of articles and letters to the Editor which have appeared throughout the nation's newspapers containing reactionary, inaccurate, misleading accusations about "Outcome Based" education reform (called OBE in Pennsylvania) and the people opposing it has prompted me to attempt to clarify the issues involved. Many responsible legislators, including the Governor of Pennsylvania, have responded as judiciously as possible to the overwhelming and growing tide of public outrage being expressed against OBE and the type of school restructuring being advocated incessantly by unelected Boards of Education and an extremely well-financed, arrogant but enormously influential, fraternity of "OBE pushers."

The swiftness, intensity and effectiveness of the opposition which has arisen against OBE is truly remarkable. Elected officials in ever-increasing numbers are recognizing the validity of the public's concerns over OBE, bearing testimony to their commitment to protecting the public from harm. The opponents of

Outcome Based education reform should not be vilified for trying to introduce the concepts of reason and caution to the OBE zealots. We should thank the Governor of Pennsylvania and other responsible legislators and hope that they continue to listen to the people.

Through my reading of the primary source documents and actual words used by the OBE zealots (people who are making a fortune selling out 1,000 seat OBE seminars across the country at \$450 per person), I have found what others have discovered: that OBE represents an outrageous excursion into an Orwellian nightmare of psycho-education. As taxpayers, we pay the bills for the waves of teachers and public officials who have attended these costly OBE indoctrination seminars which produce “believers” as though OBE was some sort of new religion. The intensity with which ostensibly sane, intelligent people are pushing OBE despite the admitted absence of any objective evidence of its effectiveness as an educational system certainly has the appearance of a religious conversion.

The authorities who have been stricken with this OBE religious fervor need to be closely supervised. I am professionally concerned that their advocacy for the mandatory use of admittedly untested and potentially abusive teaching and psychological methods by unlicensed persons reveals them to be impulsive, unpredictable and dangerous. They should not be permitted to hold positions of power which enable them to impose their ideas about what children **must know**, **must do** and **must “be like”** to be successful in the future, despite the objections of MOST informed parents.

I am not a member of any church, organized religious group or political action committee. I am positively not a "right-wing fundamentalist" although I am a Christian. My religious beliefs should have no more bearing on the issue of my professional opinions and competence than if I was a member of a minority group.

It is illegitimate, propagandist and racist to impugn someone's credibility because they are a Christian, just as it would be to do so on the basis of their race or their personal belief in Judaism, the New Age or any other religion. Citing the presence of Christian fundamentalists within the ranks of those opposing the insanity of OBE is a tactic which is unbecoming to the ACLU and other responsible groups and individuals; moreover, it has absolutely no bearing on the subject. It is a distasteful, discourteous and disrespectful low blow indicative of the type of impotent rage which is founded upon ignorance.

I am a licensed psychologist and certified school psychologist in Pennsylvania. I am deeply opposed to encouraging public school teachers and guidance counselors to practice psychological methods on whole classrooms. I am convinced that the implementation of Outcome Based Restructuring will be a costly, pathetic failure in Pennsylvania, as it has been found to be in many other states and countries where it has been tried. Did you know, for example, that taxpayers in Kentucky are currently outraged over being stuck with a \$500,000,000.00 bill to pay for the privilege of implementing of OBE there?

Several school districts have included the statement "IEP's for all students" in their strategic plans for OBE implementation. I have personally participated in the IEP development process for 15 years. IEP's are developed by Teams of professionals. Each professional

spends at least one hour developing his or her part of each IEP. At least four professionals appear at each Team meeting, many of which last for more than two hours.

At \$20 per hour, the cost of creating JUST the IEP portion of OBE restructuring for all 1,667,309 students in Pennsylvania's public schools EACH YEAR is \$400,154,160.00—believe me, this is a LOW estimate; it assumes that just one two-hour meeting is necessary to achieve consensus in deciding on the strengths, weaknesses and needs of each individual student under review. It doesn't take into account the cost of all the new textbooks, supplies, materials, computers and the “support service providers” necessary to implement OBE.

A senate select committee in Michigan was convened in 1992 to look into allegations about OBE's misuse of psychology, its costliness and its perversion of education in their state. The Michigan report is a startling, scathing indictment of the OBE system and its advocates who were equated with “the promoters of a pyramid sales scheme” in their single-minded determination to push OBE into the organized effort to slanderously label all opponents of OBE as “right-wing Christian fundamentalists.” The committee recommended a formal investigation by their own Attorney General and by the United States Justice Department.

The Michigan model of OBE is very much like Pennsylvania's model. In fact, all OBE models are remarkably similar; they're all based on the teachings of Dr. William Spady, who is the acknowledged leader of the International Outcome Based Education and Educational Restructuring movement. Pennsylvania's infection with the teachings of Dr. Spady has been

nurtured at taxpayers' financial expense over the past several years.

Dr. Spady provided instruction to all Pennsylvania Intermediate Units in a three-hour satellite downlink seminar about OBE last year, at the request of the Department of Education. He's made several personal visits to Regional Resources Centers in Pennsylvania too. They like him and what he says, a lot.

In an interview published in last summer's issue of Forum (the Pennsylvania Department of Education's newsletter for the Instructional Support System), Dr. Spady is quoted as saying that "Pennsylvanians are in first place" in the nation in terms of the development of OBE systems! They even put his picture on the cover. Don't let anybody tell you that Dr. Spady is out-of-favor in Pennsylvania; he's very much in favor where his beliefs and influence can do the most harm—in the Department of Education, but especially in Special Education circles.

Dr. Spady explained to our Intermediate Units last year that Outcome-Based Education or Restructuring consists of three foci:

Knowledge
(what the child
should *know*)

Skills
(what the child
should *do*)

Orientations
(what the child
should *BE LIKE*)

Immediately after he presented this “OBE triangle,” Dr. Spady described the four components of the “Orientations” focus:

Attitudinal
Affective
Motivational
Relational

Dr. Spady said “all [of these orientations] are critical in shaping future success.” In other words, unless you are addressing the child's **attitudes, feelings, motivations** and **relationships**, you are not doing Outcome Based Education correctly. Each of these components appears in Pennsylvania's regulations governing Outcome Based Education in one form or another; that's why Dr. Spady likes what's happening in Pennsylvania so much.

Now that we've seen what Dr. Spady and his friends in the Pennsylvania education fraternity want for our children, let's look at what the state Professional Psychologists Practice Act has to say. The state legislature passed this law in 1972 (PA Act 52) to protect the public from the “unprofessional, improper, unauthorized and unqualified” practice of psychology. You can call (717) 783-7155 for your copy. Pennsylvania Act 52 states that it is illegal to practice “psychological methods” or to apply “established principles of learning, **motivation**, perception, thinking and **emotional relationships** to problems of personality evaluation, **group relations**, and **behavior adjustment**” except through simple acts of persuasion unless you are exempt from the Act or have a license to practice psychology. The Act has never exempted public school teachers or public school guidance counselors.

The Act explicitly defines “psychological methods” as “consisting of the application of principles of learning and **motivation** in an interpersonal situation with the objectives of **modification of perception and adjustment**, and requiring highly developed skills in the disciplines, techniques, and methods of altering through learning processes, **attitudes, feelings, values, self-concept, personal goals and adaptive patterns.**” How could anyone conclude that this gives permission to teachers or guidance counselors to practice psychological methods in public school classrooms?

It looks like Dr. Spady's friends in Pennsylvania have a problem doesn't it? They're telling teachers that 30 percent or more of their time should be spent in activity which appears to be illegal according to Pennsylvania law. A federal court ruled in 1973 against teachers using the very psychological methods that the OBE zealots would have them utilize! These people think they can induce others to break the law and get away with it. Incredible.

One of Dr. Spady's apparently good friends in Pennsylvania was Dr. James Tucker, who resigned in early 1993 as the Director of Special Education in Pennsylvania's Department of Education. Tucker gave an interview in the first issue of the magazine Front Line which is published by the same Instructional Support System of the Department of Education that endorses Dr. Spady so consistently and firmly. Here's what Dr. Tucker said in his published interview, in the Fall, 1992 issue of Front Line (call 1-800-441-3215 for your free copy):

“... By way of a massive training effort unprecedented in educational history, the state is training ALL teachers to teach ALL students—including the disabled—in the regular education environment.”

Who is funding this training? It sounds as though it might be paid for by funds authorized by the federal and state government for special education, doesn't it?

The training is occurring with the support of Pennsylvania Governor Robert P. Casey and the state Legislature, and is successful primarily because it is provided in classrooms, with students, over an entire school year. Preliminary data from the first year of operation in more than 100 schools show a 45 percent reduction in the number of students placed into special education programs, with a simultaneous reduction of 19 percent in the number of students who were retained in those same schools.”

If this significant reduction in special education placements occurred, why hasn't the funding for special education been reduced by a comparable amount? Why has the funding for special education actually increased, despite this apparent reduction in the number of students placed into special education programs?

“...A student's needs—not his or her category of eligibility or level of severity—determine what services are provided and where they are provided. Fewer students are placed into special education programs, because there is only one program—a single system that serves ALL students.”

Dr. Spady's often-repeated assertion that "every child can learn" is music to the ears of Dr. Tucker, isn't it? The OBE principle that "time doesn't matter" (keep teaching until the child learns, no matter how long it takes) certainly sounds as though it might have come from the lips of Dr. Tucker, doesn't it?

Could it be that money and other resources earmarked for special education are being used on a wholesale basis for non-special education purposes? Is it being used to train teachers and others in the methods and procedures necessary for Outcome-Based Education to be used for ALL students—including the disabled—in Pennsylvania? The Department of Education actually admitted this in writing in its March, 1993 paper on "Instructional Support Teams."

Any resident of Pennsylvania can call 1-800-441-3215 to request and receive TONS of free information (directly from the state's own "regional resources center") about OBE and all the other incredible intrusions into the realm of psychology which are being perpetrated and funded by taxpayer dollars under the name of OBE and "education reform" in our state. Call RRC/Prise. Ask for the bibliography list, then order copies of the articles. See for yourself.

The final straw in setting my resolve to oppose OBE came in the form of a magazine which I requested and received, free, from Dr. Spady's own High Success Network in Eagle, Colorado. You can call 1-800-642-1979 for your copy, too, assuming they don't charge you the \$49 annual subscription fee that the teachers, schools and public officials pay for it with our money. Dr. Spady really knows how to make a buck, doesn't he?

The magazine is called "The High Success Network Connection" and it presents the most up-to-date thoughts from the minds of the OBE zealots. The magazine contains a description of how OBE begins with the establishment of heterogeneous classrooms. The next phase is to develop an assessment tool which makes it possible to identify the "best" students within each heterogeneous classroom in terms of their "multiple intelligences" (one of which is their ability to lead and manage other people).

I used to wonder what the OBE zealots really intended to happen to the smart children in the standard OBE classrooms. Did they really intend for the brightest and best students to be relegated to the roles of "peer tutors" and other roles which set a low ceiling on their ability? That same objection was raised by most of the people I've spoken to about OBE—they can't believe that OBE would prevent people from learning. That fear is unfounded. OBE only prevents most children from learning; the ones who matter will receive all the help they'll need to take their rightful place of leadership in the "new world order." Of course.

While everybody else gets the standard OBE curriculum in intentionally heterogeneous classrooms which, at best, produce mediocrity, the elite little bees will receive the moral equivalent of "royal jelly" in homogeneous self-affirming classrooms so that they can "experience the power and essence of their own thinking and become leaders and managers in acquiring new knowledge as problems are solved and culminating demonstrations are performed. Students will thrive as they work with others who demonstrate the same intelligence strengths." It's right there on page 7.

Elsewhere in the “High Success Network Connection” magazine, Dr. Spady is quoted. He writes, “Significance means What Students **Know, Can Do** and what they **Are Like** after the details [of learning] have been forgotten–[is] what they need to be successful in the world of the 21st century.” Try to figure out what he's saying. I added the material in brackets [] but kept his capitalization and punctuation. This guy has trouble writing a coherent sentence, and he's got **disciples?!** And they're educators, too! Incredible.

In closing, I'd like to quote from an excerpt of a letter to the Editor which appeared in the Daily Local News in West Chester, Pennsylvania on January 13, 1993. The attitude expressed here convinces me more thoroughly than almost anything else that we and our children have a great deal to be concerned about:

“...By undercutting the decisions of teachers and administrators, parents are showing disrespect for trained educators and breaking the foundations of the educational system. When parents send their children to school, they put their trust into that school to decide what is right for their children. If parents are permitted to second guess the decisions of teachers, teachers are no longer needed. Why should anyone go to school to be an educator when any untrained parent is capable of doing their job? Parents are not trained or paid to decide a school's curriculum; therefore, they should not be permitted to do so.”

As parents, **WE** have the primary responsibility for the education of our children. That's the law. We have an absolute right to be actively involved in our children's education. Unfortunately, we may have to insist on our

rights as parents because some authorities are trying to take them away from us. These people need supervision.

Sincerely,

Steven Kossor

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When the Federal "Right-to-Education for All Handicapped" law (Public Law 94-142) was passed in 1975, handicapped children throughout America received the absolute legal entitlement to receive "an appropriate education at public expense." In the past twenty years, this federal law has been interpreted to provide handicapped children with the most individualized, sophisticated programs of instruction imaginable, at public expense. The cost of this individualized special education has been rising at an increasing rate for twenty years. If the established trend in special education cost continues, it will become prohibitively expensive. Yet, special education must exist, according to federal law. How can handicapped children receive an appropriate education at public expense which does not jeopardize the education of everyone else?

Outcome-Based Education (OBE) solves the problem by making the regular education classroom an "appropriate" environment for all children, regardless of their handicapping condition. The need for special education is eliminated by making "all education special." An individualized program of instruction is prepared for all children, not just those with a defined

handicapping condition. All of the money which had been used for special education instantly becomes available for the “regular” education of all children.

Parents of handicapped children fought relentlessly twenty years ago for their children to receive an appropriate education. Now, these children are being returned to regular education under the doctrine of “full inclusion.” Why should parents believe that full inclusion will work now? It failed before. What has changed in regular education classrooms?

The purpose of education has changed. The ways in which children are taught, how they are evaluated and the content of their education has been changed. Education is not about becoming more intelligent and independent anymore. It is about getting along with others, conforming to social rules, working harder despite fewer rewards, working cooperatively toward group goals and helping others to succeed. These attributes are not bad, of course. They are precisely the attributes that business owners wish that more of their employees had. This is why business interests are supporting Outcome-Based Education restructuring so ferociously; they think it will create the kind of workforce necessary to be successful and competitive in the 21st century. They're mistaken because they've been misled by a group of people who a bi-partisan investigatory committee of the Michigan state legislature described in 1992 as operating “with the same tenacity as an enthusiast for a pyramid sales scheme.”

Conclusions

The OBE system will create “good documentation” just as the Special Education system does now. The OBE system will produce kids with high school diplomas who can't read, just as the system does now. There will just be more of them. With the OBE system, however, they'll still feel good when they fail.

There is nothing wrong with the measurement of OUTCOMES. We need to measure outcomes in order to know what to change, so that the outcomes improve.

But if you change the system that produces the outcomes, and you allow the system to choose its OWN outcome measures, the system will always produce the “outcomes” necessary to justify its own continued existence.

We absolutely cannot allow the Department of Education take our children's pulse with their thumbs, no matter how badly they want to do it.

Recommendations

1. Measure and remediate teacher incompetence.

A thorough evaluation of teacher competence is essential. Unless teachers know the material themselves, they are utterly incapable of teaching it. Teacher competence should be tested every year; we all know that knowledge grows by leaps and bounds each year and teachers, like all professionals, should be expected to keep up with new developments. Teachers should be required to obtain remediation in any areas where their competency is below a minimum level. The minimum level of incompetence tolerable in Commonwealth teachers should be set by the

Commonwealth and enforced vigorously through in-service and out-service education. The principle of “tenure” should relate only to teachers who maintain at least minimum academic competence standards.

2. Set high standards for achievement in classrooms.

Children and teachers will rise (or sink) to the level of expectation set for them. It should be our responsibility to place a primary emphasis on the teaching of knowledge to children in school. This emphasis should be reflected in the evaluation instruments used to measure the outcomes of the teaching. We should also support any students who are trying to succeed by helping them to manage whatever obstacles appear in their path to success.

3. Get the psychobabble OUT of the classroom!

We have absolutely no business, for example, trying to teach all our children that homosexuality is a legitimate lifestyle. However, if a child adopts that lifestyle and is having difficulty managing the obstacles that it creates in his or her path to success, then that child's needs should be addressed through the use of professionally trained support service providers who know what they're doing when they use psychological counseling methods. It is against the law in the Commonwealth to utilize psychological tests and methods without having a valid license to do so—enforce the law!

Perhaps one of the most dangerous aspects of OBE, from my perspective as a psychologist, is the “license” that it offers to the teacher to explore areas of deeply personal emotion in the public arena that is the classroom. Remember that, of the nearly 400 items on

the Educational Quality Assessment (EQA) used throughout Pennsylvania for 20 years (which is now being incorporated into the new assessment device for the OBE system), more than 300 items dealt with feelings, attitudes and behavior! There is a misplaced priority here. The whole purpose of education is subverted by the OBE system. With the level of financial and political investment that the OBE system has gained, one has to wonder whose purposes it serves. Oh, Brother. . . .

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Why don't you hear the GOOD side about Outcome Based Education (OBE)?

How could sane people work so hard, for so long, despite such fierce opposition from so many different groups, to promote a system that has proven itself to be an absolute failure?

Notice that I said system, not “education system.” They don't produce evidence of OBE's success as an education system because they can't.

It's not an education system.

If you measure its success as an education system, **it fails every time.**

But what kind of a system is it?

What's so good about it that makes people stick up for it so much?

Why do we HAVE to implement it?

It doesn't make children any smarter.

Because they don't have to be smarter.

It doesn't make students any more competitive with other students.

Because they don't have to be competitive.

• • •

Outcome Based Education (OBE) has been used experimentally in 31 states since 1968. It's nothing new and its track record speaks for itself:
IT DOESN'T WORK!

- Michigan's state senate created a Bipartisan Select Committee in 1991 to investigate complaints about an OBE program which had been in their state for several years. The committee discovered that top officials in the Department of Education and Public Health were advocating "that any parent or teacher who got in the way of implementing the Michigan Model [of OBE] was to be labeled as a right wing, fundamentalist Christian fanatic." The Committee felt that this was slander designed to squash any opposition and concluded that it ought to be investigated by the Michigan attorney general and the United States Justice Department. Michigan's OBE program was found to be a dismal, pathetic and costly failure—their OBE approach was patterned after Pennsylvania's.

- A study of Mastery Learning (a standard OBE teaching method) was commissioned by the United States Department of Education and performed at Johns Hopkins University in 1987. After an extremely thorough investigation, Mastery Learning was described critically as “a Robin Hood approach to learning” in which low achievers benefit from repetitive teaching and retesting while high achievers are prevented from progressing to higher levels. Does this make any sense?
- A 1988 Minnesota survey done by a legislative audit found that, under OBE, 55 percent of classroom time was spent on non-academic subjects. The current Pennsylvania plan consists of just 15 percent academic objectives; the other 85 percent relate to attitudes and feelings.
- In 1984, the Arizona Federation of Teachers unanimously passed a resolution opposing all OBE-type programs and petitioning the United States Congress for protection against the use of such methods as Mastery Learning and OBE without the prior consent of teachers and students.
- Chicago parents filed a lawsuit claiming educational malpractice and the Chicago Independent School District Board abandoned OBE when they discovered that, after spending 7.5 million over five years, students were falling behind on standardized tests.

If you have any doubts about the truthfulness of these statements, let me know; I'd be happy to show you the source materials. Ask the people who are pushing OBE in your school district to show you facts and figures to

support their position on OBE. Don't hold your breath waiting for it; they just want you to trust them. . . .

Sincerely,

Steven Kossor

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Outcome-Based Education (OBE) has been used experimentally in 31 states since 1968. It's nothing new and its track record speaks for itself:

IT COSTS TOO MUCH!

- The Wharton School of Economics, one of the most respected schools for accountants and financial planners in America, predicted that it would cost \$16,486,873.00 more than is already being spent for one group of Pennsylvania school districts to plan and implement OBE over five years. These districts included 18,524 students.
- In one Berks County school district with about 4,000 students, it was estimated that OBE would cost more than \$400,000.00 in “bare minimum first year start-up” costs, which would raise real estate taxes by 4.35 mills.
- A single high school in Littleton, Colorado budgeted more than \$1,000,000.00 for the implementation of OBE.

- In the Wichita, Kansas school district, the average cost of educating a student was \$3,093.00—until OBE. After OBE was started, the cost increased over 60% to \$5,085.00 per student!
- If all 501 school districts in Pennsylvania are mandated to use OBE (this is what the people who are pushing OBE want), taxpayers would be faced with an additional expense of nearly \$300,000,000.00 every year!
- **State departments of education seem to welcome this extreme financial pressure. You see, if a school district goes bankrupt or fails to implement the OBE system “successfully,” the state Department of Education has given itself the right to move in and take over that “distressed” school district to assure that it is run “properly,” with OBE firmly in place.**
- A highly-placed official in the Coatesville, Pennsylvania school district said recently in a public meeting: “If you think I’m going to recommend going against OBE, you’re crazy; all of our funding would be cut off, and I can’t allow that!”

If you think you have a voice, please speak up. Tell your elected officials what you think about these facts. Stop listening to the mice who are too scared to do us any good—we have to help our children ourselves.

Sincerely,

Steven Kossor

Chapter Nine:

What are the PUMSY-DAP and BABES Methods?

(written by Steve Kossor, psychologist)

I was recently asked to review and evaluate a proposal for the use of “Developmentally Appropriate Practices” (DAP) in an instructional curriculum for children between the ages of five and eight. According to the proposal, the use of DAP is supposed to “promote the physical, social, emotional and cognitive development” of children. To accomplish these goals of quality, “holistic” education the proposal recommends doing away with grade levels. Kindergarten would merge with First, Second and Third grade (would they call it Kinderfirthird?) and the children would take a leadership role in the design of their own education. Five year olds.

What is “developmentally appropriate” about a five-year-old calling the shots when it comes to what, when, how, why and where his education is delivered? Is an eight-year-old any better qualified to make those kinds of decisions? C'mon.

Adults need to take responsibility for knowing and doing what's best for young children. Parents and teachers should make it their business to know what their children need, and should strive conscientiously to provide it. It takes more than guesswork, though, and that's what really bothers me about all the “educational restructuring” going on lately. Whether it's DAP or

OBE, there is a conspicuous abandonment of and apparent contempt for the *scientific method* of inquiry which reveals a deeply anti-intellectual bias.

Instead of doing the painstaking research that's necessary in order to conclude beyond a reasonable doubt that something works, "strategic planning" meetings are held to "build a consensus" about how to proceed. Consensus building is another way of saying "agreement building"—that's why the strategic planning process in every state in the nation produces results which are remarkably similar, if not actually identical. The mandate for change is so strong that the Pennsylvania Department of Education and the state Board of Education ignore federal court orders and state law in the blind rush to command that every child in public school in the state **MUST** participate in the Outcome Based Education experiment. It just doesn't make sense to do it that way, not when the consequences could handicap more than one *million* of our children.

It hurts children when adults give them an abundance of choices but don't mention the consequences of bad choices. The *illusion* of freedom is a poor substitute for the real thing. Letting a child make bad choices because he's easier to manage in a classroom today is a terrible way to run a school, yet it's happening all the time. The number of professionals who support this negligence by ignoring demands, is frightening.

Dr. Patricia Baxter, Project Coordinator for the Early Childhood Restructuring Project which is taking responsibility for bringing DAP into the Unionville-Chadds Ford (Pennsylvania) School District, was quoted recently as saying, "By intersecting the strands of child development theory and curriculum theory, the teacher

knows exactly what each child needs versus being bound by a worksheet.” She’s wrong.

Theory is theory. The worksheet provides much more valid evidence of what the child needs than any theory. Look at that worksheet sometime soon; you’ll see that the child didn’t spell properly, that the grammar is pitiful and that the language sophistication level has hit a new low. Affective education smuggled inside a DAP wrapper couldn’t fix it, but hard work on the part of the child, his parents and his teachers could. We just have to grow up, stop pining for the 60’s and get down to business.

Education could still be valuable and a great deal of fun without mixing the kindergarten kids with the third graders and without breaking the law against practicing psychology without a license. Except for crisis intervention and simple acts of persuasion, teachers, guidance counselors and unlicensed “school psychologists” have no business messing around with the feelings and self-esteem of students in public school. That’s what the judge said in a federal court in 1973 (see 364 FED. Sup. 913). He’s right; every state in the nation has a law prohibiting the inept, unskilled practice of psychology because the consequences for the misuse of psychology can be so serious.

Any citizen of the Commonwealth of Pennsylvania who believes that they or their child has been the victim of the illegal practice of psychology should call 1-800-822-2113 to request a complaint form so that a formal investigation can be conducted by the Bureau of Professional and Occupational Affairs. When you call, don’t let yourself be referred on to the Department of Education. Insist on receiving the complaint form if you have to. It doesn’t matter if the alleged perpetrator of the illegal practice of psychology is a teacher or

anything else; if they're practicing psychology without a license, they're breaking the law.

As a parent, you have an absolute right to inspect any papers, books, tapes or other material that your child is exposed to while attending public school. Period. Sometimes, parents are told that “the guidance counselor keeps private notes,” or “there isn't any written curriculum for the guidance program.” Demand to see the classroom paperwork. Insist that your child's journal is sent home for your review at least once weekly. Was your child instructed to write about his feelings about himself, his parents and anything else that matters to him in a journal which shouldn't ever go home? Has your child ever been told by his teacher that he shouldn't tell anyone about what happens in a “feelings group” at school? If you're like most parents, you didn't even know that you should have asked these questions; what's that got to do with school anyway, right?

The only way to stop the abuses of psychology in the public schools is for parents to drag this stuff out into the light. Look for the DUSO, PUMSY, “Magic Circle,” “Green Circle,” “QUEST,” “Growing Healthy” and “Here's Looking At You 2000” programs for some of the most objectionable misuses of psychological methods. Based on the experiences of many parents who have consulted me professionally about their children's experiences in public schools, you can expect to encounter resistance when you try to pry documentation about “affective education” programs out of the hands of the people assigned to guard it. The local Intermediate Unit is a good place to look for this stuff, since they're the ones with the greatest responsibility for changing the face of education in Pennsylvania. You'll be amazed at what they've got planned for your

children. Unfortunately, you won't know unless you ask.

Sincerely,

Steven Kossor



I was recently asked to offer my opinion about the “BABES” program which is alleged by its promoters to be appropriate for use in kindergarten as a part of “drug resistance education” in conjunction with federal drug-free schools legislation. It is my professional opinion that this program is inappropriate and potentially dangerous to the future health and welfare of the children it purports to help. I support efforts to help educate parents about the components of the program which pose the greatest threat to children's futures:

Recovering Reggie, a recovering addicted person, is introduced to children as a source of “wisdom” about the effects of drug and alcohol abuse. It is inappropriate and dangerous to introduce young children to the belief that, after having become addicted to drugs or alcohol, they could become a source of wisdom about it, just like Recovering Reggie. This will occur because of the unavoidable *identification* which children will form in relation to the puppet character—that's why puppets are such effective communicators to children; they identify with them.

It is inappropriate and psychologically irresponsible to introduce undiagnosed, nonhandicapped, nonabused children to a puppet character who is “the abused child of cross-addicted parents” by simulating the appearance of terror in the puppet. Again, the identification with a

puppet character is deep and lasting and may *induce* in undiagnosed, nonhandicapped and nonabused children an unrealistic and inappropriate fear for their own safety.

Children who are experiencing abuse by cross-addicted parents, who are the victims of sexual exploitation or who are the victims of their parents' abuse of drugs or alcohol need to be identified by appropriately trained professionals. They need to receive appropriate treatment from qualified professionals and responsible assistance from authorities in order to cope with these *unusual* life circumstances.

By providing programs such as "BABES" to all kindergarten children as a group, we do a disservice to *every* child. The children who need professional help receive only a smidgen of what they truly need. The ones who *don't* need professional help are burdened inappropriately with the "awareness" that they too could become victims of parental abuse and neglect. Moreover, these "good" kids are presented with the thought that, if they should "exercise their right to freedom of choice" and abuse drugs later in life, they too can become a source of wisdom. The risks of this program outweigh its possible benefits. I believe that it would be more helpful and sufficient for kindergarten-age children to learn:

- (1) Drugs are dangerous, against the law and can hurt them;
- (2) Alcohol and tobacco are also drugs, and
- (3) What they should do if somebody tries to give them drugs:
 - (a) Refuse
 - (b) Get away as fast as you can

- (c) Tell your parent(s) right away. If you can't tell your parent(s), tell another adult what happened.

This is a safe instruction set for both “at-risk” and “not-at-risk” children. It gives a child all of the necessary self-protection information. For those children whose parents are the source of the drugs, the last item lets the child know, confidentially, what he or she should do (tell another adult). It also tells the children whose parents are not abusing them what they should do when *they* can't tell their parent(s) right away.

The people who are promoting the “BABES” program need to be supervised carefully to minimize the extent to which the patently dangerous side effects of this program are visited on unsuspecting children and their parents. I do not believe that the program can sustain itself if the Recovering Reggie puppet is eliminated, so the program probably cannot be salvaged.

I have been given to understand that this program is endorsed by the ***America 2000*** program and have been told that this endorsement alone justifies its use in our schools. This is terribly flawed logic. I applaud the fact that sensible, caring parents have recognized the dangerous side effects that the “BABES” program presents.

Sincerely,

Steven Kossor

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I was recently asked to review the DUSO program materials and to clarify the meaning and implications of using guided fantasy, creative visualization and clinical experience in using these psychological methods with children and am happy to provide the following professional opinions. If you should have any questions, please don't hesitate to contact me at (215) 383-1432.

Definitions

Guided Fantasy: The use of mental concentration to produce an imaginary scenario which often includes an action component which the person imagines himself or herself to be personally interacting with. This requires the establishment of an "altered state of consciousness" which is often produced through the use of deep, controlled breathing, following the model proposed by Benson and others, and in accordance with the ancient principles of Yoga.

Creative Visualization: Like guided fantasy, creative visualization is the ability to use mental concentration to produce an imaginary scenario. Creative visualization most often refers to "static imaging" or the creation of discrete mental pictures (whereas guided fantasy can be equated with mental movies).

Guided Imagery: This is a more technical term for Guided Fantasy because it identifies the means through which the fantasy scenario is created. It explains that there must be a "guide" to assist those who create the fantasy scenario, so that all participants can be expected to have the same general fantasy experience, which facilitates sharing of one's experiences with others afterward.

I and other professionals who have worked in the field of mental imagery research for more than 15 years recognize that the introduction of such methods as guided fantasy, creative visualization and guided imagery to children by unsupervised, unlicensed persons is inappropriate and dangerous. The practice of these methods induces an altered state of consciousness characterized by reduced respiration, intense mental concentration and consequently varying degrees of suspension of attention to external reality.

Thus, the use of these methods produces effects remarkably similar to those produced by clinical hypnosis. The acts by authority figures (teachers) of *endorsing* and *helping to produce* altered states of consciousness in children increases the children's predisposition to experimentation with other means of inducing altered states of consciousness, including the illicit use of drugs and alcohol. This has been documented by Coulson, Twente and others. For this reason alone, these psychological methods should not be practiced indiscriminately in public schools.

Guided fantasy is an extremely useful, powerful means of helping a person to gain access to troubling emotional experiences which have been repressed and its use in a public school classroom exposes the children to an unreasonable risk of publicly "uncovering" traumatic feelings and experiences. It is inappropriate to expose a heterogeneous group of children to a psychological method which is known by licensed professionals to have the potential for producing spurious, unpredictable "side effects."

According to Pennsylvania's Act 52, it is against the law to practice "psychological methods" unless one is exempted from the Act or has a license to practice psychology. Public school teachers and guidance

counselors have never been exempted from this Act, although NONpublic school teachers have. It may be concluded that, if the Legislature had wanted to grant the freedom to practice psychological methods to public school teachers and guidance counselors, they easily could have, over the past 20 years. They have withheld this permission because it is not in the public interest to have teachers and guidance counselors dabbling in the practice of psychology. If certain children are identified by appropriately credentialed professionals as having a need for psychological intervention, this should be provided. It is wrong to give a smidgen of psychological treatment to everyone—those who truly need it receive only a fraction of what they need and it detracts from time spent on meaningful activity for those who don't need it.

The practice of psychological methods in more than “simple acts of persuasion” by teachers and guidance counselors (doing what the **TAD, DUSO, PUMSY, Magic Circle** and many other “self-esteem training” programs involve) is clearly against the law. DUSO incorporates various “fantasy trips” (guided fantasy or guided imagery experiences) and meditative exercises. These methods are clearly beyond the realm of “simple acts of persuasion.”

A **federal** court ruled in 1973 in a case in Norristown, Pennsylvania, that written, **INFORMED** consent (explaining both the benefits and the risks involved) must be obtained before any psychological method can be used in a public school. The court also stated that teachers, guidance counselors and school psychologists are not sufficiently trained to use these methods! The court stated that only a **licensed psychologist** (school psychologists do not have to be licensed) is qualified to use methods such as the

providing of training or counseling to change self-esteem and attitudes, or to collect questionnaire or other data concerning a child's beliefs, attitudes or relationships, provided that written INFORMED consent is obtained from the child's parent BEFORE ANY SUCH TREATMENT IS RENDERED OR DATA IS COLLECTED.

In the public interest, a *complaint division* has been created within the Bureau of Professional and Occupational Affairs in Harrisburg specifically to respond to complaints from citizens alleging the illegal practice of psychology by unlicensed persons. Citizens who believe that they or their children have been victims of the illegal practice of psychology are encouraged to call 1-800-822-2113 to obtain a form with which to file a formal complaint against the individual(s) who allegedly practice and those administrative officials who allegedly induce others to practice psychological methods illegally.

Encouraging a child to travel on an imaginary guided imagery journey amounts to *much more* than simply "encouraging the child to exercise his or her imagination." Any responsible professional who has worked in the field of mental imagery research with children knows that the use of mental imagery exercises carries with it the potential for compromising a child's existing defenses against coercion by outside authority figures. This potential is heightened when the exercises include a "mystic" or other-worldly component as they often do when naive or inexperienced people play with them.

Conclusions

It is unethical and irresponsible to provide treatment

(the DUSO program describes itself, on page 30 of DUSO I revised teacher's guide, as a treatment program) to people who don't need it. It is inappropriate to deny appropriate treatment to those who do need it. A legal means of identifying and treating children who need self-esteem enhancement should be developed. This would involve:

- (a) Soliciting INFORMED written parental consent prior to the initiation of any testing or treatment. This consent should explain the intended purpose of the testing to be conducted, the use(s) which the data will be applied to, who will have access to the data, possible risks of data collection and dissemination, and possible drawbacks to the implementation of the proposed testing and treatment program. Appropriate safeguards against the use of coercive methods of obtaining consent should be included.
- (b) Obtaining the services of a licensed psychologist to assume responsibility for the selection of an appropriate (reliable, valid) test instrument to measure self-esteem and to oversee the administration, scoring and interpretation of the test data.
- (c) Identifying, through the preceding testing process, those children who are probably in need of self-esteem remediation.
- (d) Obtaining the INFORMED written consent of the parents of the children identified as being in need of self-esteem remediation for their children to participate in the proposed treatment

program, as described in (a) above.

- (e) Allowing parents to withdraw permission for their children's participation in treatment without penalty.
- (f) Establishing a means to ensure ongoing confidentiality of the data resulting from any testing or treatment program.

In summary, I do not object to the use of "simple acts of persuasion" by teachers or others, but this approval does not extend to the use of methods designed specifically to change the beliefs, attitudes and self-esteem of children; these are tasks which can only be performed competently by appropriately licensed, experienced and trained professionals, in accordance with Pennsylvania's Act 52. Using guided mental imagery, role playing and other fantasy techniques in public school classrooms is patently inappropriate, dangerous and should be strenuously opposed.

Sincerely,

Steven Kossor

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The purpose of education has changed. The ways in which children are taught, how they are evaluated and the content of their education has been changed. Education is not about becoming more intelligent and independent anymore. It is about getting along with

others, conforming to social rules, working harder despite fewer rewards, working cooperatively toward group goals and helping others to succeed. These attributes are not bad, of course. They are precisely the attributes business owners wish that more of their employees had. This is why business interests are supporting Outcome-Based Education restructuring so ferociously; they think it will create the kind of workforce necessary to be successful and competitive in the 21st century. They're mistaken because they've been misled by a group of people, who a bi-partisan investigatory committee of the Michigan state legislature described in 1992, as operating "with the same tenacity as an enthusiast for a pyramid sales scheme."

An Overview of Outcome-Based Education (OBE) Restructuring

Outcome-Based Education hinges on suspending the reality of TIME. It does not matter "when" a child learns something, it only matters "whether" they learn it. Some children may need three hours, others may need three weeks. A few may need three years. Everybody gets an "A" when they finally demonstrate their having learned. Outcome-Based Education is "special education" for everyone. There is no need to separate some children from others and give them a separate "special" education. That would be discriminatory.

Some children work well with words, but others don't use words effectively. In the OBE system, there is no reason to insist that everyone must demonstrate their learning in the same way. Unique approaches to assessment are tailor-made to suit the abilities and

disabilities of students. No student will ever be embarrassed by being unable to pass a “standard test” again. If they have trouble with words, they will be able to demonstrate their learning in some other way (drawing a picture or putting on a skit are examples cited in some of the OBE literature), because in the OBE system, “the school controls the conditions for success.”

In addition to manipulating assessment methods, the actual content the educational curriculum itself is manipulated. Memorization is out. Learning “where to look for help” is in. Nobody needs to know multiplication tables anymore because that's too hard for some students. Children only need to know how to multiply “using available technology” because pushing buttons on a calculator is something that all children can do.

All children can develop higher self-esteem. The effort to improve self-esteem in children as an integral part of their “regular” education deserves special focus. One of the most heinous aspects of the Outcome-Based Education restructuring movement is the legitimization of psychological testing and treatment as a part of every child's educational psychological testing and treatment as a part of every child's educational program. Children are keeping “private” journals documenting their responses to inappropriate and personal questions posed by their teachers. Special programs intended “to help students form a close relationship with an adult, independent of the formal curriculum” promote teachers as group therapists. Sentence completion tests and other projective personality tests are administered, scored and interpreted by teachers and guidance counselors—all without parental knowledge or consent. This is a colossal scandal.

Hope for the Future

On July 6, 1993 in Harrisburg, Pennsylvania, a panel of seven distinguished, renowned psychologists (including two past presidents of the Pennsylvania Psychological Association) testified before the House Education Committee, attesting to the enormity of this problem and appealing for the legislature's help in controlling the rampant abuse of psychology in public education. A transcript is available and categorically established the need for immediate legislative intervention for the protection of the public. Pennsylvania is just one of fifty states in which this problem exists.

Business people think that the OBE system will produce the type of employees that they want. They have been deceived, because they have been given only part of the story. Children exiting the educational system after 12 years of Outcome-Based Education will be more aware of the need to get along with others and conform to social rules. They may be willing to work harder despite fewer rewards. They will be more accustomed to working cooperatively toward group goals and helping others to succeed. Now the rest of the story:

They will also believe that they have an infinite amount of time to "get it right" and that there is no need to aspire to an absolute standard of excellence. The concept of having "one shot" to prove one's self is entirely missing in the OBE system. Quite simply, it can never exist there, because it cannot be reconciled with an absolute guarantee of success. The "cost" of guaranteeing success for everyone and producing the illusion of higher self-esteem is the compromising of achievement potential for everyone. Both handicapped

and nonhandicapped students suffer when superficial positive attitude training is passed off as an education.

Pennsylvania State Representative Lawrence Curry (D-154) has introduced House Bill 1893, amending the Public School Code to prohibit the use of psychological methods, measuring or testing (except in crisis intervention or simple acts of persuasion) by anyone except licensed professional psychologists or certified school psychologists. Mr. Curry's bill also mandates that informed parental consent must be obtained prior to the use of any such psychological methods. Finally, the bill includes a specific financial penalty for failing to comply with the law. The Pennsylvania Department of Education says that the bill will have a "chilling effect" on teachers in Pennsylvania. Let's hope so. The only people who will be "chilled" are nonpsychologists who are too "hot" on using psychological methods in the first place.

You wouldn't go to a dentist to have your knee operated on. Why should you go to a teacher to have your mind operated on?

Mr. Curry's bill won't stop anybody from helping a child in a crisis. It will not stop all of the abuses of Outcome-Based Education in Pennsylvania. It will, however, prevent some of the worst abuses of "educational authority." It gives parents a much more secure platform from which to challenge an educational system which believes that it has the absolute power to say what is good and bad for children. Members of the business community who have been recruited to assist in the promotion of Outcome-Based Education should take this opportunity to reconsider their position.

Until we can unmask Outcome-Based Education and develop a sane, thoughtful, responsible way to educate all children, Mr. Curry's bill will, at least, give the

children a chance to breathe. Please support his efforts with House Bill 1893.

Sincerely,

Steven Kossor

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The following are statements of belief about the process of educating children. I believe that by following these principles in administering public education, the quality of public education will improve.

- (1) Establish and enforce reasonable, clear rules of discipline.

Don't tolerate or make excuses for violence. If a child is unwilling or unable to stop himself or herself from disrupting the learning of other children, the school must take action to stop that child from harming others, including the child's placement in a more highly structured and closely supervised setting. Appeal to parents for help, but the school must take responsibility to respond *effectively, promptly and consistently* to discipline problems; otherwise, failure is guaranteed—for everyone.

- (2) The experience of success is the only way to improve a child's self-esteem.

Trying to artificially inflate self-esteem has never worked, so don't waste time using the "affective education" and "self-esteem enhancement" programs. The children who have trouble with their self-esteem need real counseling and real help so that they can start succeeding in their schoolwork.

- (3) Strictly limit the practice of psychological methods.

Crisis intervention and academic achievement counseling are necessary, legitimate parts of an educational system. However, when personality problems are suspected, or if crisis intervention counseling fails, evaluation and treatment should be referred to an appropriately licensed professional. The federal courts and state legislatures have set limits on the practice of psychological methods. These legal restrictions were created to protect the public and they should be complied with because the misuse of psychological methods can cause harm.

Teachers should not be soliciting confidential relationships with children through the use of "private" journals and other methods of creating psychological intimacy. Children should not be encouraged to hide things, especially their feelings, from their parents! According to the federal courts and law, informed, written parental consent must be obtained before any questionnaires, tests or other activities focusing on a child's attitudes, feelings, values, self-concept, personal goals or adaptive patterns are

used. Whenever the focus shifts away from the teaching of knowledge or skill and onto one of these areas, the educational process is being misdirected.

- (4) Set and maintain high standards for teacher knowledge and skill.

To ensure that all teachers are capable of transferring high levels of knowledge and skill to their students, teachers who don't demonstrate mastery of the material they're supposed to be teaching should be remediated until mastery is achieved, and then re-evaluated periodically to maintain mastery levels.

- (5) Provide knowledge and skill-based education to all students.

A standard program of knowledge and skill-based education should be provided to all students. Additional programs which the majority of the community believes are worthwhile but which are unacceptable to certain parents should be made available as "optional" programs. If parents believe their children would benefit from participating in one of these optional programs,

then those parents should be allowed to “opt their children IN” to such programs. Parents who object to their children's participation in such programs should not have to “opt their children OUT.”

By changing to an “opt in” policy for controversial programs, instead of an “opt out” policy, the children who don't take part in a controversial program won't be stigmatized or encouraged to feel peculiar for cooperating with their parents' wishes.

- (6) Stop using “choice-based” drug and sex education programs.

Choice-based drug and sex education should be replaced with “fact-based” drug and sex education programs. Choice-based programs focus on the child's power to make choices, instead of focusing on the consequences of making bad choices. Children deserve to be told what is healthy and safe, based on our knowledge and experience, not encouraged to find out the hard way for themselves.

When we tell children throughout their elementary education that they have the power to make choices in their lives, they believe us and they develop a greater need to make choices. When they become teenagers and feel that nothing can harm them (like all teenagers do), they will become MORE prone to making dangerous choices, like experimenting with drugs and sex, than those children who didn't have

their choice-making needs **amplified**. Research proves this.

- (7) School boards should invite community involvement in meetings which are separate from their “business” meetings.

When a school board meeting runs late into the evening and the opportunity for interested members of the community to raise issues of concern is limited to fifteen minutes before or after the meeting, this effectively stifles communication.

The school board should schedule one-hour public discussion meetings in between its “business” meetings where the community is invited to present issues of concern which can be expected to be discussed at the next “business” meeting of the school board. Chairpersonship of these community meetings should rotate among the school board members.

The school board should involve the community in the process of studying a complex or controversial issue, by appointing a school board member to lead a group of concerned community members in researching the issue and making a formal recommendation to the school board within a reasonable time.

I think that you will find, as I have, that these beliefs are shared by the vast majority of citizens in most communities. If you add the issue of fiscal accountability to these principles, I think you will

have a very effective platform from which to advocate responsible change in educational policies.

Sincerely,

Steven Kossor

Conclusions About “Outcome-Based” Restructuring of Education

1. The Educational Bureaucracy (locally as well as nationally) believes that it, alone, has the authority to determine what is, and what is not, “psychological.”
2. The Educational Bureaucracy has maintained its opinions, despite Federal Court and other legal decisions, the testimony of experts in psychology and education, *and its own 25-year track record of failure.*

The Educational Bureaucracy is out of control and needs supervision. They are recommending the *continued* use of methods and structures which have proven to be a costly, pathetic failure.

3. A United States Department of Education Study was released in early September, 1993: 26,000 students measured - > Only 7 percent felt that they had any problem. Almost ALL of the people who thought they had a problem had scores in the BOTTOM 20 percent

- *“If you stay above the bottom 20 percent, you’re O.K.”*

The education reforms sweeping across America have not and WILL NOT prepare students for success *in any legitimate business*. Anyone who supports Outcome Based restructuring of education because they think it will *“make America competitive again”* has been hoodwinked.

So who DOES benefit from “Outcome Based” restructuring?

People who want to save money on Special Education costs.

Outcome Based restructuring is “Special Education” for everyone because of its INDIVIDUALIZED focus and the elimination of time limitations on learning. Despite the struggle of parents to have their children receive the special attention of a teacher who is trained and motivated to educate handicapped children, the education bureaucracy has “found a way around” the problem of rising Special Education costs. With OBE, even the most severely disturbed, disabled child can now be returned to and be retained in a “regular” classroom.

Efforts are gaining speed daily to push for “full inclusion” of all disabled children into “regular” education. In a recent District Court case, it was concluded that a child’s right to socialize with his/her peers is MORE IMPORTANT than their right to an appropriate education!

People who want to produce employees with particular personality traits.

Outcome-Based restructuring makes PSYCHO-SOCIAL ENGINEERING a legitimate necessary part of every child's education experience for *at least* 12 consecutive years. By the end of that indoctrination period:

It will produce more COMPLIANT, COOPERATIVE employees who work *harder* for SMALLER REWARDS - their expectations for rewards will be scaled down to be more reasonable in comparison to the rest of the world.

These "new world order" employees will be more TOLERANT OF SUPERVISION by *better-educated superiors* and even less concerned about their levels of *ignorance and dependency on others* than they are now. And above all, they will *feel good* about themselves, so they won't complain or realize what has happened to them.

Outcome-based education raises a number of questions: what if parents do not want their children to view all lifestyles as equal? What if a young person has developed strong personal convictions based on traditional moral standards? Will students who do not give "appropriate" responses to desired "outcomes" still be allowed to graduate? It is also worth noting that little in the way of public input is sought when it comes to OBE, and it offers no method of accountability.

*Summary of remarks by William J. Bennett,
Former Secretary of Education
May 27, 1993 by Empower America*

Chapter Ten:

I.D.E.A.

(Institute for Development of Educational Activist)

The following is taken from a June 23, 1993 Draft of Allegations of Facts and Considerations being given to file a complaint, prepared by Attorney Michael J. Norton of Brenman, Raskin & Friedlob, P.C., in Denver Colorado.

The names of the plaintiffs have been omitted for their protection and number 35, page 7 has also been eliminated for the protection of the 15 school districts named as defendants.

The inclusion of this chapter is not intended to cause harm or malice to the school districts or plaintiffs, but to inform the reader of the I.D.E.A. Conference, for which taxpayers paid representatives from 30 states to attend. This conference was held May 3 - 5, 1993, at Englewood, Colorado.

When you have read this, I believe you will react as I did, with feelings of shock and anger, and especially, of sadness, realizing this is happening in the United States of America.

The draft reprinted here is not the final draft. It should be emphasized that no complaints have been filed as yet. Attorney Michael J. Norton advised that the new drafts should be completed by the end of December 1993 and that decisions regarding action will be forthcoming at that time.

Pages one through four were not reprinted because they provide the names of plaintiffs and defendants.

[DRAFT OF LETTER TO SUPERINTENDENT OF COLORADO SCHOOL DISTRICTS ATTENDING IDEA CONFERENCE]

June ___, 1993

Dear _____:

On May 3, 4 and 5, 1993, your School District participated in a conference sponsored by the Institute for Development of Educational Activities, Inc. ("the IDEA Conference") at the Scanticon-Denver Conference Center, Englewood, Colorado.

The IDEA Conference was entitled "Responding Democratically to Religious Agendas: Right Wing Pressure Groups and School Reform." The IDEA Conference registration fee of \$397 per participant and expenses were, we understand, paid by your District for those representatives of your District who attended.

Over 200 public education leaders from 30 states attended the IDEA Conference. Of this total, more than 50 persons from Colorado, representing 17 School Districts, attended the IDEA Conference at the expense of Colorado taxpayers.

While the IDEA Conference and title may have caused one to hope that its purpose was the constitutionally permissible goal of teaching persons in public education how to accommodate the views of citizens holding traditional Judeo-Christian beliefs, unfortunately, that was not the case. Rather, while one or two speakers warned against stereotyping and

vilifying religious groups, the IDEA Conference was largely a three-day long, taxpayer-funded exercise in training participants to identify and exclude Colorado taxpayers who hold traditional Judeo-Christian beliefs from the political process insofar as it relates to the governance of public school affairs.

I am sure you will agree that religious liberty, protected by the First Amendment of our Constitution is an inalienable and universal right. Because our society is only as just and free as it is respectful of this precious right, even for the smallest group among us, there is a universal duty to respect that right.

As the attached draft Complaint reflects, such respect was clearly not accorded to those Colorado citizens who hold traditional Judeo-Christian beliefs at this IDEA Conference. Most IDEA Conference speakers alternatively vilified or ridiculed persons holding traditional Judeo-Christian beliefs or others identified as the leaders of such persons and instructed IDEA Conference attendees how to identify and exclude persons holding such traditional Judeo-Christian beliefs from the democratic, political process.

The First Amendment protects freedom of conscience for citizens of all faiths or none. Accordingly, the IDEA Conference was a blatantly unconstitutional infringement on the First Amendment rights of the citizens of Colorado.

A number of Colorado citizens, affected by this infringement, have asked me to represent them in possible litigation against the Colorado School Districts and key officials of those School Districts who participated in the IDEA Conference. The draft Complaint, which will seek redress of this

infringement, is enclosed for your information and review.

It is, of course, the desire of these potential Plaintiffs to amicably resolve this matter short of litigation, if that is possible. To that end, these potential Plaintiffs have asked me to give you an opportunity to explain your participation in this unfortunate affair.

We are interested in knowing how you learned of the IDEA Conference and how much your School District expended on IDEA Conference Registration fees and related expenses for participants your District sent to the IDEA Conference.

We are also willing to agree not to sue your School District and your District employees if you will enter into a pre-filing agreement which provides as follows:

1. That your School District, for itself and on behalf of its employees, officers, agents or representatives will agree not to implement the "ideas and suggestions" promoted during the IDEA Conference to identify and exclude persons holding traditional Judeo-Christian beliefs from the democratic, political process.

2. That your School District, for itself and on behalf of its employees, officers, agents, or representatives will agree not to discriminate against any Colorado citizen because of that citizen's religious beliefs, whether Judeo-Christian or otherwise.

3. That your School District, for itself and on behalf of its employees, officers, agents, or representatives will agree not to support, attend, or otherwise promote conferences or organizations whose goals and/or objectives are similar to the goals and/or objectives of the IDEA Conference.

4. That your School District will pay the sum of \$2,500 to the Plaintiffs, in care of the undersigned, as and for the Plaintiffs' costs, expenses, and attorneys' fees incurred in this matter.

In consideration of the foregoing, the Plaintiffs, through counsel, will execute a covenant not to sue in your favor or, if you prefer, a post-filing settlement agreement.

In the event that it is not possible to amicably resolve this matter in the ways set forth above, these potential Plaintiffs have asked me and other attorneys to file a Complaint such as that attached. Thus, if we have not had a favorable response from you within ten (10) days of the date of this letter, you may expect appropriate action to be taken.

Sincerely,

Michael J. Norton
For the Firm

You may want to check with your school and find out if anyone representing your school district has attended or is scheduled to attend an I.D.E.A. Conference.

28. The defendants described in paragraphs ___ through ___ are hereinafter collectively referred to as the "School District Defendants." Each of the School District Defendants has all of the rights and powers delegated under the laws of the State of Colorado for exercise by school districts, including the right to sue and be sued. All of the School District Defendants' actions alleged by

Plaintiffs to be unlawful implement or execute a policy statement, regulation or decision officially adopted and promulgated by the individual School District Defendants, or, in the alternative, such actions are a custom of the School District Defendants, even though such custom may not have received formal approval through the School District Defendants' decision making channels.

29. The individual Defendants described in paragraphs __ through __ are hereafter collectively referred to as "the Individual Defendants."
30. Defendant Institute for Development of Educational Activities, Inc. (hereinafter referred to as "IDEA") is a corporation organized under the laws of the State of Ohio with its principal offices at 295 Regency Ridge, Dayton, Ohio.

III. GENERAL ALLEGATIONS

31. The Institute for Development of Educational Activities, Inc. sponsors conferences across the nation for teachers, administrators, and other persons involved in public education. On May 3, 4 and 5, 1993, IDEA sponsored a conference at . . . Englewood, Colorado, entitled "Responding Democratically to Religious Agendas: Right-wing Pressure Groups and School Reform" (the "IDEA Conference"). More than 200 people from 30 states and Canada attended the IDEA Conference. The reputed purpose of the IDEA Conference was to help "school leaders understand the extreme right and the movement to give control of public schools" and to help "school leaders to learn to respond appropriately to challenges from pressure

groups who attempt to impose religious doctrine on public schools.” (See attached Exhibit A incorporated herein by this reference.) As the roster of participants attached hereto as Exhibit B and incorporated herein by this reference reflects, of this total, more than 50 persons from Colorado, representing at least 15 different Colorado school districts, attended the IDEA Conference, upon information and belief, at the expense of Colorado taxpayers.

32. The IDEA Conference's title and agenda (see attached Exhibit C incorporated herein by this reference), implied that the IDEA Conference purpose was the constitutionally permissible goal of teaching persons involved in public education how to accommodate the views of those holding traditional Judeo-Christian beliefs. While a few of the speakers did warn against labeling, stereotyping, or vilifying religious groups, the IDEA Conference was a three-day long, taxpayer-funded exercise in training participants to identify those citizens holding traditional Judeo-Christian beliefs and to exclude such Colorado citizens from the democratic political process insofar as it relates to the governance of public school affairs. Accordingly, the IDEA Conference was a blatantly unconstitutional infringement on the First Amendment rights of the citizens of Colorado, including Plaintiffs, and gives rise to this action.
33. During the IDEA Conference, IDEA Conference speakers likened Colorado citizens, including the Plaintiffs, who hold traditional Judeo-Christian beliefs, to Adolph Hitler and compared those Christian beliefs to Nazism, terrorism and racism.

34. IDEA Conference speakers labeled Coloradans holding traditional Judeo-Christian beliefs as "The Religious Right." Further, IDEA Conference speakers characterized certain specific individuals as the leaders of this "Religious Right" movement and those who hold such traditional Judeo-Christian belief as "extremely menacing to public education." (See attached Exhibit D incorporated herein by this reference.)
35. [#35 is not included here because it named the School Districts involved. However, 51 representatives from Colorado attended the IDEA Conference as well as representatives from many other states.]
36. The registration fee for the IDEA Conference was \$397 per person. Upon information and belief, each of the School District Defendants paid this registration fee from public, taxpayer funds for one or more of its employees, agents, officers or other persons associated with the School District Defendants, including the Individual Defendants. In addition, upon information and belief, many of the School District Defendants paid additional public, taxpayer funds for the room and board of those attending the IDEA Conference on their behalf. Upon information and belief, \$21,000 or more of public, taxpayer money was expended to send Colorado educational leaders to the IDEA Conference.
37. Each person who registered for and attended the IDEA Conference, including the Individual Defendants, was required to sign the following statement:

By submitting this registration form, I am making a commitment to implement ideas and suggestions which are appropriate to my school curriculum or programs upon my return to my local district, and I agree to be present when the program begins, attend all sessions, and remain through the final session.

38. Notwithstanding requests by members of the media to attend and cover the IDEA Conference, Defendant IDEA and other IDEA Conference organizers consciously and purposely excluded members of the media from the IDEA Conference. In this regard, during his opening remarks, Defendant IDEA employer Steven R. Thompson said inclusion of the media “so they could cover this . . . would be disruptive of the current learning experience that we're hoping to create.” (See attached Exhibit E incorporated herein by this reference.)
39. Among the vilifying characterizations of persons holding traditional Judeo-Christian beliefs, including your Plaintiffs, and the ideas and suggestions which the IDEA Conference participants, including the Individual Defendants, committed to implement in their respective local school districts were the following:
 - (a) IDEA Conference speaker Michael Hudson, Vice President and General Counsel of People for the American Way, SMD, inter alia:
 - (i) “Last year we began to notice that [a Religious Right movement] . . . was rearing

its ugly head in the beautiful state of Colorado.”

- (ii) “I’d like to . . . [talk about] the transformation of the Religious Right . . . some discussion about the current organizations and leaders that are acting in the field of education . . . and then [discuss] our perspective on things you might consider in responding to this threat.”
- (iii) “. . . I would characterize the agenda of People for the American Way . . . in the struggle over curriculum [as] battling the Religious Right.”
- (iv) The Religious Right “must be taken seriously and those of us in the education business need to plan affirmatively, smartly, and in a long-term way to address the challenges to public education being brought forward by the so-called Religious Right.”
- (v) “Our mission, our purpose, our goal, is to free the public education selection system, school boards, teachers, curriculum folks, PTA’s, parents, all the people that are involved in setting curriculum from sectarian pressure, that would cause you to undermine or to censor valid consensus educational materials. And that is our purpose in this. In effect, is to free the education system from undue sectarian ideological political pressure that in our view and in your view would hamper and undermine and lessen the public education curriculum.”

- (vi) "It is suggested that all we are about is Christian-bashing and it is the Christian and the moral people on one side and all the rest of us who support Halloween and Satan and the Impressions Reading series (emphasis added) on the other. . . . This is about politics, education politics and the rise of Christian moral values rhetoric to promote a political viewpoint."
- (vii) "What we are concerned about is just a few parents or a movement or a group with one political religious persuasion being involved and dictating and skewing educational policy."
- (viii) "Dr. [James] Dobson and Focus on the Family are based in Colorado Springs . . . [and it] is clearly a nationwide force that has a very anti-education agenda . . . about which you should be aware and I think concerned."
- (ix) "From our experience in past electoral contests, these [Religious Right] training seminars will solicit, recruit and then train folks to go and run for the local school boards and boards of education in local communities, and will pursue, at least from our perspective, a very anti-public education agenda once they are elected."
- (x) ". . . you are wasting your time if you think you are going to compromise consensus, negotiate secure each other's point of view" when dealing with organizations on the Religious Right.
- (xi) ". . . in our experience and from our perspective, what they [Christians] have

planned for public education, if they are able to win majority control of the school boards is not something that mainstream [believes] could be good for public education.”

- (xii) “I do want to suggest a few things I think would be useful for those of us who work in public education as we confront this movement.”
 - (xiii) “. . . [Christians are] a movement that is extreme and outside the mainstream of American public opinion [that] can only survive, thrive and dominate when other forces in society are absent. . . . [I]t is only those school districts where the PTA, Teachers Association, Administrators Associations are not involved . . . are not ready for the battle that these forces can come in . . . and really dominate.”
 - (xiv) “. . . . where the school board, superintendent, principals, curriculum directors . . . become involved, educated the community . . . [t]hen [such] movements will not prevail.”
- (a) IDEA Conference speaker Fritz Detwiler, Associate Professor of Philosophy and Religion, Adrian College, said, inter alia:
- (i) The Religious Right] “is a national threat that really does pose a very frightening scenario for what might occur in the next ten years for public education in this country.”

- (ii) "My research then suggests that the leadership of the Christian right is dedicated to the destruction of the current educational systems in our country. . . . I believe that this threat may be successfully countered. But whether or not you like it, the responsibility for whether or not the Christian right succeeds lays largely on your shoulders."
- (iii) "What I am going to suggest today is that in response to these challenges by Christian right, there are two types of strategies that . . . have been effective . . ."
- (iv) ". . . I would refer to the Christian Right as a field political movement . . . The leadership of the Christian Right exerts enormous influence in this community. The challenge that we [the public schools] are faced with is that they [the Christian Right] believe that what you are teaching their children is in opposition to what it is they want you to teach."
- (v) (not given)
- (vi) "[The Christian Right believes] the responsibility of education of children falls to the parents. . . . The responsibility they have is to raise their children in ways that are consistent with the[ir] values, beliefs, and commitments . . ."
- (vii) In instructing on how to recruit challengers to Christian board members this was said: "For the past year [a group from his home town] have been mobilizing and working behind the scenes and in public, to

challenge the two members of the school board who are Christian right people . . .”

- (b) IDEA Conference speaker Frosty Troy, Editor of the “Oklahoma Observer,” presented a talk entitled “The God Squad vs. Public Education” in which he said, inter alia:
- (i) “Now what you're really dealing here with, and you better understand it from the beginning. You're dealing with the leadership that has a political agenda. But they're using a religious rationale . . .”
 - (ii) “Now what's their rationale? What's their rationale? Well, that public education is a failure.”
 - (iii) “So what I would advise anybody in this audience . . . is not to spend all of your time defending. Finally, I just believe in going after them.”
 - (iv) “. . . quite frankly, you can't fight the fight if you don't know who the enemy is. And I'm talking about the enemy of public education.”
 - (v) “Someone was asking me to describe the leader of [the Christian right] movement in Oklahoma, and I said, well he's sort of a strange fellow. When he goes to the barbershop, he just sits down and says, take a little off the slope.”
 - (vi) “Pat Robertson is out there shooting at you with both pistols, while slick [i.e., Dr. James Dobson] is at your back door, your back pocket. If you think he's not slick, you think again.”

- (vii) “We spent 13 years going after each other in public education, instead of addressing the common enemy.”
 - (viii) “And look at Jerry Falwell, one of the most notorious liars in the universe.”
 - (ix) People within the Religious Right “have a political agenda and they’re using a religious rationale to press it. But what is new about that. Look what Hitler did in Germany. They had a political agenda . . .”
- (c) IDEA Conference speaker Robert Marzano of the Mid-Continent Regional Educational Lab said, inter alia:
- (i) “. . . there is, in fact, a world view that educators unknowingly have inherited through our, you know, our study. Through a lot of psychology. And I deeply believe that. I believe this rule. But that world view, in fact, would disagree with most, if not all, of what some fundamentalist Christians consider their world view.”
 - (ii) “. . . it is impossible to have public education without the indirect imposition of a certain world view.”
 - (iii) “. . . there is no such thing as a value-free education . . .”
- (d) Other speakers urged participants to “get rid of” so-called “stealth” candidates (i.e., those holding traditional Judeo-Christian beliefs) for school board elections.

40. As stated above, the real purpose of the IDEA Conference was to teach participants how to disenfranchise citizens motivated by traditional Judeo-Christian beliefs. This real purpose is made clear by a post-conference letter one of the IDEA Conference speakers, Fritz Detwiler, sent to Plaintiff [name withheld], a member of the accountability committee of a school in Jefferson County, who had attended the IDEA Conference. In a May 12, 1993, letter, Dr. Detwiler responded to Plaintiff [name withheld]'s request to purchase copies of some of his materials as follows:

“. . . It is my intention that these materials be used to help mount strategies which might effectively respond to Christian Right challenges to democratically pluralistic public education. Indeed, one of the provisions which I.D.E.A. stipulated for participation in the institute was an application of the IDEA Conference resources and materials to help mount such effective responses.

Persons at the institute indicated to me that your participation may not have met that criterion; that you are part of a Christian Right challenge to the public schools in Jefferson County. Therefore, I am returning your check without the requested materials. If, in fact, my information is incorrect, and you are working towards mounting effective responses to such challenges, I would be happy to provide the

materials to you . . . Since the issue of your status was raised to me, I hope you will understand that I would like verification of your intentions from someone known to me . . .”

(See attached Exhibit F incorporated herein by this reference.)

41. This real and underlying purpose of the IDEA Conference is further demonstrated by:

(a) The comments of Defendant XXX, Superintendent of the Greeley Public Schools, who was an IDEA Conference participant. In the May 28, 1993, issue of the Greeley Tribune, Mr. Waters is quoted as saying:

“We went because we have heard about what's happening in other Colorado communities and we have heard about what's happening in other communities around the country, where right-wing groups have asserted their power and control, or at least a disproportionate influence over the school district.”

(See attached Exhibit G incorporated herein by this reference.)

According to this article, Defendant Greeley Public Schools paid IDEA Conference fees for its school district employees, including Individual Defendants [Names Withheld, who attended.

(b) The press release of the Greeley Public Schools (Weld County School District No. 6) (See attached Exhibit H incorporated herein by this reference) whereon Greeley Public Schools

officials acknowledged that “concerns were raised [during the conference] about extremist religious groups whose agenda is to control public schools.”

42. Plaintiffs are shocked that a public servant has taken it upon himself to determine whether they, or any other group for that matter, are asserting a “disproportionate influence” on a democratic institution. In the United States, authority is controlled by the public at the ballot box, not the public by autocratic authority.

IV. FIRST CLAIM FOR RELIEF

(Breach of the Establishment Clause)

43. Plaintiffs reallege and incorporate herein the allegations contained in Paragraphs 1-__ above.
44. The School District Defendants' actions in (a) sending participants to the IDEA Conference; (b) paying the registration fees and other expenses associated with sending participants to the IDEA Conference at taxpayer expense; and (c) committing through their agents to implement the ideas and suggestions of the IDEA Conference; and the Individual Defendants actions in attending the IDEA Conference and community to implement the “ideas and suggestions” of the IDEA Conference their respective local school districts violated the Establishment Clause of the First Amendment to the Constitution of the United States of America.
45. School District Defendants' actions did not have a primary secular purpose. The principal or primary effect -- indeed the very purpose of the IDEA Conference -- was to inhibit religion -- i.e.,

participation in the democratic process by those holding traditional Judeo-Christian beliefs. Furthermore, the School District Defendant's actions fostered an excessive entanglement of government with religion. In "suggesting" that IDEA Conference participants enlist the aid of "mainline" clergy in combating the efforts of "fundamentalists" to participate in the democratic process, the School District Defendants favored one religion over another.

V. SECOND CLAIM FOR RELIEF

(Violation of Constitutional Right of Free Exercise of Religion Against School District Defendants under 42 U.S.C. § 1983)

46. Plaintiffs reallege and incorporate herein the allegations contained in Paragraphs 1-__ above.
47. Plaintiffs' free exercise rights are preserved by the First Amendment to the Constitution of the United States of America, as applied to the states through the Fourteenth Amendment to the Constitution of the United States of America. Section 1983 of Title 42 of the United States Code grants Plaintiffs the authority to bring suit based on violation of such rights.
48. School District Defendants' actions in
 - (a) sending participants to the IDEA Conference;
 - (b) paying the registration fees and other expenses associated with sending participants to the IDEA Conference at taxpayer expense; and
 - (c) committing through their agents to implement the ideas and suggestions of the IDEA Conference; and the Individual Defendants

actions in attending the IDEA Conference and community to implement the "ideas and suggestions" of the IDEA Conference their respective local school districts violated plaintiffs' rights under the Free Exercise Clause of the First Amendment to the Constitution of the United States of America.

49. Government may not discriminate against individuals or groups because they hold religious views that are not favored by the authorities; nor may it use the taxing or spending power to inhibit the dissemination of a particular religious view. The very purpose of the IDEA Conference was to teach government representatives how to discriminate against those holding traditional Judeo-Christian beliefs and to minimize the impact of such citizens, in the political process. There was, and can be, no compelling state interest justifying such an illegitimate use of government authority. Defendant IDEA was a willful and joint participant in this violation of Plaintiffs' rights.
50. Plaintiffs have suffered damages as a result of the deprivation of their constitutional right of free exercise of religion by School District Defendants in an amount to be proven at trial.

VI. THIRD CLAIM FOR RELIEF

(Denial of Equal Protection of the Laws Against School District Defendants under 42 U.S.C. § 1983)

51. Plaintiffs reallege and incorporate herein the allegations contained in Paragraphs 1-__ above.
52. Plaintiffs are entitled to equal protection of the laws pursuant to the Fourteenth Amendment to the Constitution of the United States of America.

Section 1983 of Title 42 of the United States Code grants Plaintiffs the authority to bring suit based on violation of such rights.

53. School District Defendants' actions in
 - (a) sending participants to the IDEA Conference;
 - (b) paying the registration fees and other expenses associated with sending participants to the IDEA Conference at taxpayer expense; and
 - (c) committing through their agents to implement the ideas and suggestions of the IDEA Conference; and the Individual Defendants actions in attending the IDEA Conference and community to implement the "ideas and suggestions" of the IDEA Conference their respective local school districts violated plaintiffs rights under the Equal Protection Clause of the Fourteenth Amendment to the Constitution of the United States of America. Defendant IDEA was a willful and joint participant in this violation of Plaintiffs' rights.
54. Governmental classifications based on religion are subject to strict scrutiny. In this case, the School District Defendants classified on the basis of those holding traditional Judeo-Christian beliefs, and there was, and can be, no compelling state interest justifying such an illegitimate use of government authority.
55. Plaintiffs have suffered damages as a result of the deprivation of their constitutional right to equal protection under the laws by School District Defendants in an amount to be proven at trial.

VII. FOURTH CLAIM FOR RELIEF

(Denial of Due Process of Law Against School District Defendants under 42 U.S.C. § 1983)

56. Plaintiffs reallege and incorporate herein the allegations contained in Paragraphs 1-__ above.
57. Plaintiffs are entitled to due process of law pursuant to the Fourteenth Amendment to the Constitution of the United States of America. Section 1983 of Title 42 of the United States Code grants Plaintiffs the authority to bring suit based on violation of such rights.
58. School District Defendants' actions in (a) sending participants to the IDEA Conference; (b) paying the registration fees and other expenses associated with sending participants to the IDEA Conference at taxpayer expense; and (c) committing through their agents to implement the ideas and suggestions of the IDEA Conference; and the Individual Defendants actions in attending the IDEA Conference and community to implement the "ideas and suggestions" of the IDEA Conference their respective local school districts violated plaintiffs rights under the Due Process Clause of the Fourteenth Amendment to the Constitution of the United States of America. Defendant IDEA was a willful and joint participant in this violation of Plaintiffs' rights.
59. The right to believe and practice the religion of one's choice is a fundamental right. Governmental classifications in the area of fundamental rights which do not promote a compelling governmental interest violate the due process clause. In this case, the School District Defendants classified on the basis of those holding traditional Judeo-Christian beliefs such as those held by plaintiffs, and there was, and can be, no compelling state interest justifying such an illegitimate use of government authority.

60. Plaintiffs have suffered damages as a result of the deprivation of their constitutional right to due process of law by School District Defendants in an amount to be proven at trial.

VIII. FIFTH CLAIM FOR RELIEF

(Violation of Constitutional Right of Freedom of Speech Against School District Defendants under 42 U.S.C. § 1983)

61. Plaintiffs reallege and incorporate herein the allegations contained in Paragraphs 1-__ above.
62. Plaintiffs' rights of freedom of speech are preserved by the First Amendment to the Constitution of the United States of America, as applied to the states through the Fourteenth Amendment to the Constitution of the United States of America. Section 1983 of Title 42 of the United States Code grants Plaintiffs the authority to bring suit based on violation of such rights.
63. School District Defendants' actions in
- (a) sending participants to the IDEA Conference;
 - (b) paying the registration fees and other expenses associated with sending participants to the IDEA Conference at taxpayer expense; and
 - (c) committing through their agents to implement the ideas and suggestions of the IDEA Conference; and the Individual Defendants actions in attending the IDEA Conference and community to implement the "ideas and suggestions" of the IDEA Conference their respective local school districts violated plaintiffs' rights under the Free Speech Clause of the First Amendment to the constitution of the United States of America. Defendant IDEA

was a willful and joint participant in this violation of Plaintiffs' rights.

64. Government officials may not seek to impose penalties or withhold benefits from individuals because they have engaged in lawful speech activities. The purpose of the IDEA conference was to teach government representatives how to identify and discriminate against those who have espoused traditional Judeo-Christian beliefs and minimize their impact in the political process, and as such it was an unconstitutional burden on plaintiffs' First Amendment rights of free speech.
65. Plaintiffs have suffered damages as a result of the deprivation of their constitutional free speech rights by School District Defendants in an amount to be proven at trial.

IX. SIXTH CLAIM FOR RELIEF

(Conspiracy under Title 42 U.S.C. § 1985)

66. Plaintiffs reallege and incorporate herein the allegations contained in Paragraphs 1-__ above.
67. Defendant IDEA conspired with the School District Defendants for the purpose of depriving plaintiffs of the equal protection of the laws, equal privileges and immunities under the laws, and constitutional guarantees of free exercise of religion, and due process under the First and Fourteenth Amendments to the Constitution of the United States of America, all in violation of Title 42 U.S.C. § 1985.
68. Defendant IDEA conspired against Plaintiffs because of its invidious animus, ill will and animosity towards the religious class to which Plaintiffs belong, i.e., those holding traditional

Judeo-Christian beliefs whom the Defendants characterized or the "Religious Right."

69. As a direct and proximate result of Defendant IDEA's conspiracy and actions. Plaintiffs have been damaged and deprived of having and exercising the rights and privileges of a citizen of the United States of America and the above-described constitutional guarantees.
70. Because Defendant IDEA's conspiracy and actions were undertaken with recklessness and/or callous indifference to Plaintiffs' rights and or because Defendant IDEA committed such acts purposely and intentionally with malice, animus, ill-will and animosity toward Plaintiffs, Plaintiffs are entitled to recover punitive damages in an amount to be determined at trial.

X. SEVENTH CLAIM FOR RELIEF

(Pendant Claim Under Article 2,
Section 4 of the Colorado Constitution)

71. Plaintiffs reallege and incorporate herein the allegations contained in Paragraphs 1-__ above.
72. School District Defendants' actions in
 - (a) sending participants to the IDEA Conference;
 - (b) paying the registration fees and other expenses associated with sending participants to the IDEA Conference at taxpayer expense; and
 - (c) committing through their agents to implement the ideas and suggestions of the IDEA Conference; and the Individual Defendants actions in attending the IDEA Conference and community to implement the "ideas and suggestions" of the IDEA Conference their respective local school districts violated

plaintiffs rights under Article 2, Section 4 of the Constitution of the State of Colorado. Defendant IDEA was a willful and joint participant in this violation of Plaintiffs' rights.

73. Plaintiffs have suffered damages as a result of the deprivation of their rights under the Colorado Constitution by School District Defendants in an amount to be proven at trial.

XI. EIGHTH CLAIM FOR RELIEF

(Pendant Claim under Colorado Open Meetings Law)

74. Plaintiffs reallege and incorporate herein the allegations contained in Paragraphs 1-__ above.

75. With respect to those School District Defendants that were represented by two or more persons at the IDEA Conference, the IDEA Conference was a meeting of a local public body subject to the provisions of the Colorado Open Meetings Act, C.R.S. §§ 24-6-401 et seq. No public notice was given for this meeting, and it was therefore in violation of C.R.S. § 24-402(2) (a) and C.R.S. § 22-32-109(5).

XIII. RELIEF REQUESTED

76. Plaintiffs reallege and incorporate herein the allegations contained in Paragraphs 1-__ above.

77. Plaintiffs request a declaratory judgment pursuant to 28 U.S.C. § 2201(a) declaring that School District Defendants' and the Individual Defendants' actions have violated the Establishment Clause of the First Amendment to the Constitution of the United States of America.

78. Plaintiffs request a declaratory judgment pursuant to 28 U.S.C. § 2201(a) declaring that School District

Defendants' actions have violated plaintiffs' rights to freedom of exercise of religion, equal protection under the laws, and due process of law.

79. Because violations of plaintiffs constitutional rights are capable of repetition (indeed School District Defendants and individual Defendants have committed to repeat such violations by signing the registration form for the IDEA conference), and because there is no adequate remedy at law to compensate fully for the violation of these vital federal civil rights, Plaintiffs request this Court to enter an order permanently enjoining the School District Defendants and Individual Defendants from fulfilling their commitment to implement the ideas and suggestions learned at the IDEA Conference and from any further violations of plaintiffs' rights under the First and Fourteenth Amendment to the Constitution of the United States of America.
80. The Court should award the Plaintiffs damages as a result of the deprivation of their constitutional rights by School District Defendants in an amount or amounts to be proven at trial.
81. This Court should award the Plaintiffs punitive damages against Defendant IDEA as allowed by law.
82. This Court should enter an Order declaring that Plaintiffs are entitled to attorneys' fees from School District Defendants pursuant to Title 42 U.S.C. § 1988.
83. Plaintiffs further request the Court to enter its order to permanently enjoin Defendant IDEA from _____ with any person to deprive persons holding traditional Judeo-Christian beliefs of equal protection of the laws, equal privileges and

immunities under the law, and other _____

84. Plaintiffs further request the Court to enter its order requiring Defendant IDEA to disgorge all monies and/or other consideration received from the other Defendants in connection with the IDEA Conference.
85. Plaintiffs request this Court to enter an order permanently enjoining the School District Defendants from further violations of the Colorado Constitution and the Colorado Open Meetings Act.

WHEREFORE, Plaintiffs pray for entry of judgment in their favor against each of the School District Defendants, jointly and severally, and request this Court to award them such compensatory and punitive damages, attorneys' fees, costs and interest, grant such declaratory and injunctive relief, enter such orders as are appropriate under applicable law, and grant such other relief as this Court deems proper.

XIV. JURY DEMAND

Plaintiffs demand trial to a jury on all issues so triable.
Dated: June __, 1993

BRENMAN RASKIN & FRIEDLOB, P.C.

By: _____

Michael J. Norton
1400 Glenarm Place
Denver, Colorado 80202

BRAD DACUS, ESQ.
Post Office Box 7482
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**Participating attorney on behalf of
The Rutherford Institute**

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ATTORNEYS FOR PLAINTIFFS

Our form of compulsory schooling is an invention of the State of Massachusetts around 1850. It was resisted—sometimes with guns—by an estimated eighty percent of the Massachusetts population, the last outpost in Barnstable on Cape Cod not surrendering its children until the 1880s, when the area was seized by militia and children marched to school under guard.

Now there is a curious idea to ponder. Senator Ted Kennedy's office released a paper not too long ago claiming that prior to compulsory education, the state literacy rate was ninety-eight percent. . . .

Chapter Eleven:

Fostering Emotional Dependence

The following report is taken, with permission, from a great book entitled, "Outcome-Based Education, Remaking Your Children Through Radical Educational Reform" published by C.W.A. Check the appendix for information on how to order this book.

Why doesn't OBE teach facts and skills which equip students to think independently? Why does it seek to teach children to make decisions based upon "group think?" Why does it encourage dependence upon calculators to perform simple math? Why does it circumvent basic skills—skipping ahead to "higher order thinking" (subject relativism)? Why is the student denied freedom of thought? Are these mere quirks in the system, or are they intentional? Do OBE proponents know what they are doing?

As unbelievable as it seems to those of us who value freedom of thought, advocates of transformational OBE recognize that their methods will foster compliance and dependence in children. In fact, the very reason they espouse OBE is that they want to turn students into manageable "human resource" material. OBE's bottom line is to cause children to consider consensus the ultimate good and prefer conformity over individuality. Is that "World-Class Education?"

In the new view of education, objective information is to be used only when the facts steer the students

toward certain behavioral outcomes, and to be studiously avoided when they do otherwise. As Benjamin Bloom writes:

“We use changes in the cognitive domain as a means to make changes in the affective; e.g., we give the student information to change his attitude.”¹

Echoing his mentor, William Spady states:

“Content itself can't disappear; we just develop a fundamentally different rationale for organizing and using it; one that is linked much more to what we call the significant spheres of successful living rather than to separate disciplines and subjects.”²

Bloom describes the role of teachers:

“The careful observer of the classroom can see that the wise teacher as well as the psychological theorist uses cognitive behavior and the achievement of cognitive goals to attain affective goals. . . . [A] large part of what we call “good teaching” is the teacher's ability to attain affective objectives through challenging the student's fixed beliefs.”³

Which facts will be learned? Who chooses what is truly valuable? William Spady refers to the limited factual content to be taught in a holistic format:

“Certain musical knowledge, certain aspects of philosophy, great works of literature and art:

they'll be taught, of course, but they won't be segregated into separate subject compartments, and they'll be linked more to the quality of life experience."⁴

To recap, OBE does not do away with all knowledge in schools, but it only gives students information designed to develop compliance and world citizenship attitudes.

Compelled to Conform. OBE proponents have already made it clear that those teachers who oppose reform will simply be removed from the school system. It's "shape up or ship out" for educators opposing OBE.

Ohio's OBE model emphasizes the need for the maintenance of strict control of teacher thought at all times. Teachers who do not bend the knee to OBE will simply not be licensed, or if already licensed, their licenses will be revoked. The Ohio State Department of Education manual, *Removing the Barriers: Unleashing Ohio's Learning Power* contains these directives:

- "Define what educators need to know, be able to do, and be like to begin practice (teaching, counseling, administering, etc.). . . . Abandon existing program approval processes and develop a policy to determine who should be allowed to take the licensure examinations and, if qualified, be allowed to begin practice."⁵
- "Develop quality control mechanisms . . . including: -a policy to determine the frequency

and basis for license retention (determine who is qualified to continue practice).

–a systematic evaluation system that provides for the periodic evaluation of actual performance, intervention where performance is unsatisfactory, and removal when unsatisfactory performance is not corrected . . . ”

- “Develop a professional standards board whose membership is comprised primarily of individuals certified by the National Board for Professional Teaching Standards. This board would have policy authority over the qualifications for licensure, enforcement of professional ethics and practice, and requirements for continuing licensure. Administration of the board’s policies would rest with the Ohio Department of Education.”⁶

It is intriguing how much time Ohio’s OBE strategy manual devotes to controlling who is permitted to even take the teaching licensure exams, who is able to begin teaching, and once permitted, who is allowed to continue teaching. The rhetoric about local autonomy and freedom from traditional shackles is a mirage designed to disguise the educational aristocracy’s self-granted license to program impressionable minds. Teachers learn quickly that they must (a) comply to “new, improved standards” or (B) find another career. No educational diversity is permitted.

A Leap of Faith. Even OBE advocates admit the risk involved in implementing OBE programs. A major OBE advocate from the University of Minnesota states, “It’s simply too soon to say whether

or not it works . . . We're asking people to do something that hasn't been proven. The change requires a dramatic leap of faith."⁷

Similarly, Harold Baughman, the principal of an OBE pilot school in Minnesota said, "When you go to all these conferences on OBE, the speakers have these nice clean answers. But back in the trenches, it is not quite that way."⁸

Naive educators and parents are blind to the fact that those who have something to gain financially, professionally, or otherwise from furthering OBE will always depict the theory in the best possible standard based on a decision-making model, should the designers of the program be viewed as people of integrity? Hardly.

The Robin Hood Approach to Education. Robert Slavin of Johns Hopkins University calls OBE the "Robin Hood approach to learning" because in assisting the low achievers, it holds back the high achievers from advancing according to their capabilities.

One of the fundamental propositions of mastery learning theory is that learning should be held constant and time should be allowed to vary, rather than the opposite situation held to exist in traditional instruction. However, if the total instructional time allocated to a particular subject is fixed, then a common level of learning for all students could only be achieved by taking time away from high achievers to increase it for low achievers, a leveling process that would in its extreme form be repugnant to most educators. . . . In short-term laboratory studies, the extra time given to students who need corrective instruction is often substantial.⁹

Disaster in Texas. In testimony to the State Board of Education's Task Force on High School Education in April of 1992, JoAnn Carson, a representative of the Parent-Teacher Communication Network of San Marcos made the following pointed observations, which succinctly express the concern felt across this nation with regard to OBE:

“Although we did not immediately make a connection between OBE and the problems with academics and teacher moral in our district . . . after an intensive six-week study of the OBE literature representative of Dr. Spady's theory, we believe it to be a plausible hypothesis that certain aspects of that theory actually generate the negative outcomes we have seen. . . . You must be very careful about committing this state to programs for which there is as yet no hard empirical data. What data exists so far seems to indicate, in fact, that the influence of Spady's theory undermines the integrity of the core curriculum and produces negative rather than positive outcomes. We implore you, as members of a body entrusted with the educational future of a generation of Texas school children, to seek information about this theory from sources other than those who are trying to “sell”the program to the state or who stand to benefit either financially or professionally from it's implementation.”¹⁰

Students Forfeit Privacy. The right to be a child, the right to be an individual, the right to be private, all of these rights are forfeited under the OBE regime, which demands total control and total

knowledge of a child's thoughts and activities. If education reform proponents had it their way, children would be under state control and "care" even before birth, as evidenced by the Parents as Teachers (PAT) program.

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.¹¹

In Arizona's OBE model we read:

"A careful tracking system monitors the development of each person . . . Each formal leader maintains a personal log of behaviors of a transforming nature. Personal exchange between leaders and followers are scheduled on a periodic basis. Exchange of perceptions and general observations intended to influence necessary behavioral adjustments characterize those sessions."¹²

It is clear that the primary task of OBE facilitators is to track-monitor and record-behavior of students ("followers") and to make any "necessary behavioral adjustments." Under such oppressive, totalitarian rule, what chance do normal children have of remaining intact as individuals? They are not on equal footing with psychological manipulators who have studied their objects (other children) for years.

Since 1989, 1.8 million Ohio students have been tracked on an extensive database in 93 economic status, disabilities, test scores, and whether or not a student is pregnant.

“The Ohio Department of Education requires local school districts to provide 93 categories of information about students and requests that it be linked to the student's name and social security number. Students and parents generally are not told.”¹³

Such tracking policies are reminiscent of the personal files kept on each worker in China. An article in *The New York Times International* reported the following about the Chinese tracking system.

“They live all their lives with their file looming over them . . . A file is opened on each urban citizen when he or she enters elementary school, and it shadows the person throughout life, moving on to high school, college and employer . . . the dangan (files) contain political evaluations that affect career prospects and permission to leave the country.”¹⁴

The above description of China's totalitarian stranglehold on its citizens seems to foreshadow the lot of the American citizen. In fact, it is already taking place in various school districts across the nation.

Another implement in the education establishment's “tool chest” designed to abolish students' privacy and choice is the passport to employment or higher learning. This tool—which is part of Ohio Governor Voinovtch's education reform package—would require the state board to work with school districts in ensuring that all students have an individual career plan and passport to employment or higher learning. Obviously school control is to span

more than the first 18 years of an individual's life, but well into his adulthood. In fact, one must wonder if there is an end to education (and state control) under the OBE model! Especially when one reads some of the nebulous “psychobabble” of the Arizona package:

“In a quality district, it's membership consciously acts to meet personal and organizational needs. Life in the district is designed to be needs satisfying. Control theory is the centerpiece for all interpersonal transactions. . . . The district has a clearly established purpose which has been effectively communicated to every member of the organization. Every behavior in the district must be aligned with and be totally consistent with this purpose . . . The district has a clear and compelling vision. The vision evolves from and is influenced by the profession's comprehensive knowledge base.”¹⁵

And what is to be done for the student who does not share the school's “vision”? Will this student be forced to endure psychological manipulation—undergo “control theory” threshold-breaking experiences? Such oppression and exploitation of students is not only undesirable, it is also unlawful! Affirming this fact, is *Kamowitz v. the Department of Mental Health* (1973), in which the court stated:

“Intrusion into one's intellect when one is involuntarily detained and subject to the control of institutional authorities, is an intrusion into one's protected right of privacy. If one is not

protected in his thoughts, behavior, personality, and identity, then the right of privacy becomes meaningless.”

Parents and communities do not want to see their children manipulated and controlled by a radical transformation-pushing establishment which holds itself accountable to no one. The more parents know about the underlying premises and true purposes of OBE, the more forcefully they oppose it. Grant Wiggins, Director of Research and Programs for the Center on Learning, Assessment and School Structure, summarizes very well parental and community concerns over the radical educational transformation found in OBE:

“What many policymakers are trying to do is reinvent an education system that's a parallel of the very economic system Eastern Europe is walking away from—namely, a centrally designed, centrally mandated 'command' form of government. It's going to fail in education just as it failed in economics, because it doesn't empower and energize the entrepreneurship of local people . . . Ted Sizer asked the right two questions: Whose standards? And by what right? Put that way, it's irresponsible to turn education over to unidentified—and unaccountable—“experts” from afar.”¹⁶

Dropping Academic Performance. The basic tenets of the OBE model being that all students can learn and that all students **MUST** succeed can only be fulfilled by redefining success. As one observer put

it, "In order for everyone to slam dunk, you're going to have to lower the basket."

Mediocrity is the inevitable result of OBE for various reasons, including the following: (a) students are either required to take time from subjects in which they are gifted in order to meet an acceptable standard in areas of difficulty; and (b) students will not be able to surpass the academic standard established by the schools because once they have attained it, they will be used as tutors of slower students. OBE proponents call this "success"; others, however, see it for what it is: the systematic elimination of excellence.

Earlier we discussed a 1987 study by Robert Slavin, of Johns Hopkins University, referring to OBE as the "Robin Hood approach to learning," because it steals from the rich to help the poor. This same study concluded that traditional education students learn more per hour of instruction than mastery learning students (same as OBE students). In addition, it found that time for slow students to master subjects actually INCREASED over a four-year period. In spite of OBE's undeniable academic ineptitude, educational innovators continue to promote it as if it were a societal elixir—a national cure-all.

OBE was implemented in the Littleton, Colorado High School in 1991. As absurd as it sounds, at the time OBE was implemented, no assessments had been developed, the pass/fail standards had not been set, an evaluation process had not been established, and a timeframe for students had not been set! Given the lack of testing capabilities, it should be no surprise that hard, factual evidence demonstrating the effectiveness of OBE is not readily available. It seems more than a bit suspect that a trial program

with no method of evaluation is being implemented across the nation! This could be called the “don't ask,” “don't tell” approach to academics!

The Littleton Independent reports the following shocking information reflecting the disregard the OBE method has for academics:

“Students still earn letter grades in all their classes and establish a grade-point average. But, a student can fail all her classes and graduate if she passes all her demonstrations. If a student fails one demonstration, however, he or she will not graduate.”¹⁷

The “demonstrations” referred to in the above article are behavioral and attitudinal outcomes in areas such as community involvement, personal growth, and social and world relationships!

Students who want to learn are finding themselves quite dissatisfied with the OBE method. The St. Paul Pioneer Press quotes one such student, Allison Groves, who observed:

“Apple Valley is a great high school, and I think OBE is bringing it down. I had to sit through three or four days of reteaching and retesting . . . The content is very basic. We'll go over the same thing day after day. It's a very wide variety of people. OBE doesn't work well in a general class. . . . You think, I can blow this off. I can retake it, she said. I've become so much lazier this year.”¹⁸

If even motivated students become lazy under the OBE method, what can we expect of the majority of

students? The facts speak for themselves. One serious example is found in Monroe, Louisiana, where scores initially rose, but then **dropped an average of six percent on standardized tests.** Numerous other districts are experiencing the same decline. Where there is no decline, scores frequently fail to improve (Chicago and South Washington County, Minnesota are two such examples).¹⁹

Even OBE advocates have serious doubts about OBE. When Jean King, a University of Minnesota professor and researcher who favors OBE, tried to pin down national statistics, she found her effort fruitless. William Spady's office told her that research would not yield results for three to five years! King, who favors the implementation of OBE was, nevertheless, honest enough to express some concerns regarding it. "It's simply too soon to say whether or not it works," King conceded. "This worries me a lot because we're asking people to do something that hasn't been proven. This change requires a dramatic leap of faith."²⁰

Even if William Spady's office has no hard data on OBE's effectiveness—or lack thereof—there is sufficient data, as well as numerous testimonies indicating that OBE is not the way to academic reform for our nation if we care to safeguard independent thinking and academic excellence!

The mere fact that these sponsors of OBE would be willing and driven to hoist such a tentative, unproven educational philosophy and program upon thousands of schools across the country is reminiscent of the claim of many Chicago parents a dozen years ago, who equated OBE with "educational malpractice." In this case, American schools certainly need a second opinion!

While OBE's failed academic track record is of great concern to parents, perhaps their greatest fears lie in the success it holds in producing undesirable behavioral outcomes in their children. Consistently, we find in the OBE proposals across the nation that schools focus on producing the "proper" attitudes, values, beliefs, and behaviors for a healthy global society in students. OBE proponents consider learning facts and skills almost incidental—certainly much less important than adopting "globally correct" behavior and values. As the Virginia Department of Education said, "In effect, the outcomes make the skills relevant by giving them areas of competence in which to function."²¹

Assessment—Questionable and Undefined—Under OBE. "The hand that controls the test may well control the whole of American Education."²²

As in any educational system, assessment is key to OBE. This is because what is assessed is what will be taught. If a certain attitude or belief will be assessed, you can be sure that it will also be taught to the students.

Because Outcome-Based Education concentrates so heavily on affective learning, it is incompatible with most national norm-referenced tests which measure students' knowledge and skills. Consequently, these tests will need to be revised—if not totally phased out—as OBE is phased in.

As imperfect as the SATs, CATs, and other non-referenced tests may be, before replacing them, common sense tells us that we should evaluate the effectiveness of assessments designed to replace them. Will the new tests be improved, or simply innovated? Who will design them? The federal Department of

Education? The Department of Labor? The National Education Goals Panel? The National Council for Educational Standards and Student Testing? The Educational Testing Service? The Carnegie Foundation for the Advancement of Teaching? Individual states themselves?

Kansas is an example of a state which has simply designed its own test to assess students' mastery of outcomes. In Kansas' Shawnee Mission School District, where OBE is implemented, students have suddenly dropped out of the top ten percent in national norm-referenced tests. Interestingly, we find that those students' performance on Kansas' own test has gone up. This confirms our fear that success in OBE—as measured by OBE assessments—does not equal academic achievement.

Naturally, many questions come to mind regarding assessment in OBE. Who sets the standard? How is “mastery” of an outcome assessed? How is a school to remediate a student who has not passed an assessment? How effective are the state-produced tests? What do they really tell us about our children's academic progress? What do they really tell us about anything? How will assessment be made in OBE? How does one test something that is vague and largely undefined?

Clearly the psychological aspect of OBE testing should come easily to test formulators, since it has been in place through tests such as the E.Q.A. (Education Quality Assessment) for a number of years. However, there is a little more to OBE than such psychological assessments, we presume. What that is, however, has not yet been defined.

Education Week, the pro-OBE teacher's newspaper which prides itself as having been conceived at

virtually the same time as the current school-reform movement, recently published excerpts of a roundtable it hosted in March 1993. Present at the roundtable were 11 educational reformers, including OBE advocate Governor Roy Romer, of Colorado, and the well-known OBE proponent David Hornbeck, co-director of NAER (National Alliance for Restructuring Education).

Several interesting exchanges took place at this roundtable, and are recorded in Education's Week's recently published book, *From Risk to Renewal: Charting a Course for Reform*. Of particular interest are the surprisingly candid admissions of Governor Romer on the topic of assessment:

“One of the greatest problems we have in reforming education in America is we do not know what it is we are reaching for. We've got some general rhetoric that has no content yet . . . I'm reluctant to get into strict accountability until we get a better way to measure, and until we get a better definition of what it is we want somebody to accomplish. We haven't defined clearly enough what it is that we're after or how to measure accomplishment to punish or reward performance very strictly.”²³

Hornbeck responded:

“We ought to be about the business of identifying the standards and the new assessment practices. But for the sake of discussion, let's assume for a moment that we have those. Then what would go into an accountability system? Or, on the other hand,

what do you do about accountability in the meantime while you're developing new standards and assessments.”²⁴

These appear to be the words of a confused man. And yet, he is a leading strategist and promoter of OBE. If he is unclear on the standards and assessments of OBE, who can we turn to for answers on these topics? It seems clear that the proponents of OBE do not know what students should learn or how they should be tested on it. The bottom line in their minds is control of students and society through the schools. Whether the teaching and testing of knowledge has any role in the education they envision is unclear.

Politically-Correct Personalities. We can credit Arizona's OBE model with being quite candid about its intention to take apart the current world view and remake the mind of students:

“It totally embraces new technologies (how to do it) as well as demanding a dissection of the existing context (relationships, climate, culture, leadership, etc.) to reassemble a setting which can effect a new productivity.”²⁵

Arizona's OBE model also openly states: ODDM (Outcome Driven Developmental Model) is both a management tool and a delivery process.²⁶ In other words, it is both a tool and a method of coercion. The Arizona OBE manual openly admits its desire to challenge students' fundamental beliefs and values, under the pretext of “nurturing” them toward “self-determination.”

“Once a staff embraces this approach, they are likely to invest in Reality Theory as a primary vehicle for pupils to become more individually responsible for themselves. Rather than be controlled and contained, **pupils are nurtured toward self-determination.** Inherent in the contrast just described is the **demand for a searching in depth introspection of our fundamental belief and value system.** Clarification of values and belief have critical impact on a wide range of activities and process and completely transcends the simplistic operation of an effective discipline management system. (emphasis added.)”²⁷

Contradictory statements such as the above are replete in OBE models across the country. They attempt to sell their wares to the “progressive” decision makers, while disguising the controversial schemes from concerned citizens through nebulous descriptions.

When parents do express skepticism over or opposition toward OBE, the education establishment has typically reprimanded them for their involvement by branding them with any of a number of terms, including “extremist,” “radical right,” “censurers,” etc.

As we saw earlier, this was the experience of Dr. Sylvia Kraemer, an involved mother whose children are in Virginia's public schools. In a report she wrote to friends, neighbors, and anyone interested, titled *A Bus to Nowhere: Virginia's Education Crisis and the Betrayal of Rosa Park*, Dr. Kraemer draws a clear parallel between the Nazi regime's educational practices and those advocated under OBE.

“Public indoctrination in National Socialist attitudes in Germany during the 1930s and early 1940s began in the schools, where pupils innocently disclosed the ethnic origins of their families (thus identifying Jewish families for the “final solution”) through seemingly innocuous exercises in genealogy. The large segment of our population that gathers in our schools day by day is young, impressionable, captive, vulnerable, and can be easily exploited because of the tacitly coercive powers over them of their teachers, school officials, and their peers—in short, the “group,” conformity to which is a cardinal principle of the Virginia Core of Learning.”

Noting the inordinate emphasis on politically correct indoctrination in schools by OBE and other “progressive” educational innovations, Dr. Kraemer observes:

“The Virginia Department of Education would have us believe that good citizens can be formed by doing research projects on “homelessness.” The next generation would be better served by a project on the causes of totalitarianism, with a special topic on German Nationalism Socialism as an example of what can happen when a society allows race, class, and chronic dependency to become the defining element in its culture and politics.”²⁸

Children are vulnerable to teaching from persuasive authorities. As psychological manipulators, OBE's “facilitators” will have mastered the human

psyche—at least to some extent—and will use such knowledge to mold malleable minds into the desired shape (“outcome”) according to the current economic need, for the “ultimate good of society” and “progress of mankind.” In ruling the children, they will rule the future generations—if they have their way.

I have only touched on the information available through CWA's book, *Outcome-Based Education*. Their book and an invaluable amount of other information can be obtained by writing them at the address shown in the appendix.

Chapter Twelve:

In Summary

A Letter From the Author:

Dear Reader,

My research has shown that the new “educational reform,” I have been discussing has undergone numerous name changes. As soon as parents discover what it is and start grouping to fight it, the name is changed. The teaching methods do not change, just the name.

In Missouri, Outcome-Based Education is now being called Performance-Based Education. By the time this book is printed, it may be changed again, but by any name, the roots of the methods are the same.

The United States consists of about 250 million people, all unique. We have different backgrounds, different nationalities, different religions and different views of the world.

If our schools would stick to teaching academics, none of these differences would matter. $1 + 1 = 2$, no matter what color your skin is or what religion you are. When you get into the subject of what life styles are acceptable, whether we were created by God or if you have gone from gue, to the zoo, to you, and you start teaching attitudes and feelings, you start having problems. Because all 250 million of us are unique, we want to keep our attitudes and feelings to ourselves. They are ours and ours alone and we feel we have a right to them.

Humanism is being promoted strongly in our public schools. The term, "humanism" sounds nice. After all, we are all human and would like to help other humans. That doesn't sound bad.

However, that is NOT what humanism is all about. I ask you, again, to read Humanist Manifesto I and II. Then decide if humanism is good.

Parents of all persuasions, have a right to educate their children in the manner they wish. I find it absolutely ironic that the very people fighting for the right of a mother to abort her child want to take away the right of that same mother to educate her child as she chooses [if she chooses to give birth instead of abort]. What happened to a woman's right to choose how her child will be educated?

A child cannot attend school without developing certain attitudes and feelings. This is good. But, when those attitudes and feelings are molded to attitudes the STATE requires and feelings the STATE requires, and when your child's attitudes and feelings must conform with the group, then your child has lost his/her individuality. They are then losing those things that are theirs and theirs alone.

There are schools in the United States that base as much as 85 percent of the students' grades on attitude. What happened to academics in those schools?

If this is what you want for your child, then you should, by all means, conform to the new educational system. But, if you do not want this for your child, then you must study further and decide what is right for your child and what will preserve your family beliefs.

I emphasize over and over, my opinion and my feelings on this issue do not matter, except to my family and to my children, but your opinion does matter. Before you form that opinion, I only ask that you thoroughly

research, as I have, then decide what is right for you and yours. This is the most important decision you will ever make. Your child's future depends on your decision and our nation's future depends on the education of our children.

I want to share one additional thought with you from a book on Outcome-Based Education published by the CWA (Concerned Women for America):

Despite some current political trends, such as Goals 2000 and Outcome-Based Education, it is imperative that elected officials remember that children do not **belong** to the state. While government may have an interest in the education of that child, the state's interest must **never override** the immeasurable interest of that child's parents.

Those who call for educational reform must bear that fundamental issue in mind. As committed as any teacher may be to his or her pupils, as dedicated to restructuring as any administrator may be, and as anxious to change American education as any legislator may proclaim to be, each and every student leaves school at the end of the day to go home to his family—his primary and most important classroom. We must never forget that children **belong** to families and not to government.

I hope I have provided enough information for you to be able to decide what you want for your child's future. If not, continue searching until you know you are right.

*Best Wishes,
Ann Wilson*

“What we’re into is the total restructuring of society. What is happening in America today and what is happening in Kansas and the Great Plains is not simply a chance situation in the usual winds of change. What it amounts to is a total transformation of society . . . 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 the churches, you can’t go into government or into business and hide from the fact that what we are facing is the total restructuring of our society.”

-Dr. Shirley McCune, Senior Director of the Mid-Continent Regional Educational Laboratory, addressing the 1989 National Governor’s Conference in Wichita, Kansas

Endnotes

Chapter 1

1. The New American by William Jasper.

Chapter 11

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Chronicles Magazine, a magazine of American culture, P.O. Box 800, Mt. Morris, IL 61054, tel (800) 877-5489. *Specific Articles of Interest: Parents as Teachers, Sept '62, vol 16, no 9; The Brave New Family in Missouri, Feb '91, vol 15, no 2*

Concerned Women for America, 370 L'Enfant Promenade Southwest Suite 800, Wash D.C., 20024, telephone 202-488-7000. *Excellent source for educational information.*

Dumbing Us Down by John Taylor Gotto, Emissary Publications, 9205 S.E. Clackamas Rd., Clackamas, OR 97015, order #1776. *John Taylor Gotto, New York City school teacher for past 26 years. Was "New York State Teacher of the Year."*

Educating for the New World Order by B.K. Eakman. To order, contact Halcyon House, P.O. Box 8795 Portland, OR 97207-8795. Cost \$21.95 (postpaid)

Free World Research, The, P.O. Box 4633, Des Moines, IA 50306. Current cost of subscription is \$20/year. Their Special Report, April 1993, Volume 2, Number 4 was used as a resource.

Georgia Insight, 4168 Rue Antoinette, Stone Mountain, GA 30083.

Kossor, Steven, NSP, Box 104, Exton, PA 19341. *A complete collection of Steven Kossor's writings on Outcome-Based Education and an annotated collection of evidence documenting the use of psychological methods in public schools by non-psychologists, presented at the 22nd meeting of Eagle Forum on September 23, 1993 are available. Please send \$5.00 for the evidence collection and \$8.00 for the collected writings—\$12.00 if both are ordered at the same time, to the above address. Allow four to six weeks for delivery. The Psycho-Education Report (Mr. Kossor's monthly newsletter) can be sent to your address for \$15 annually. First time subscribers receive his collected works and the annotated evidence collection with the first issue, free.*

Missouri State Federation Citizens for Educational Freedom Report. Contact the Missouri State Federation at 9333 Clayton Road, St. Louis, MO 63124, tel 314-997-6361

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Ann Wilson is also the author of *Bill Clinton: Friend or Foe?* which is in its second printing. Wilson believes the future of our children is at stake and wants to "get the word out."

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