

# Eating Her Offspring

WASHINGTON

As Marcia Clark showed a jury an incriminating trail of blood on Tuesday afternoon, another mystery of sorts unraveled at a House subcommittee hearing on Capitol Hill.

Lynne Cheney, the Reagan appointee who ran the National Endowment for the Humanities for more than six years, loudly argued for its death — as punishment for a project she deplores called the National History Standards. The mystery? This project was originally financed and guided by none other than Mrs. Cheney, who called it her "single most important legacy" and her "favorite grant" before leaving the N.E.H. after the '92 election. Now that her husband, Dick Cheney, has dropped his Presidential bid, has she turned against her former agency so she can play her own starring role in the culture war that the far right hopes to ride to the White House?

Except for one Congressman, David Skaggs of Colorado, who caught Mrs. Cheney in a lie on Tuesday, her double game has gone largely unprobed. The free ride must end as the new G.O.P. majority moves to zero out an agency whose flyspeck budget (\$177 million) underwrites the preservation of our most valued museum and library artifacts even as it furthers new touchstones like Ken Burns's "Civil War."

The story begins last October, when Mrs. Cheney took to The Wall Street Journal to deliver her first attack on the history standards — a lesson plan for schoolteachers devised by teachers, historians and mainstream academic organizations. She faulted the guidelines for "political correctness," suggesting that pressure groups had forced an overemphasis on the likes of Harriet Tubman at the expense of white men and the Constitution.

Her battle cry was immediately picked up by Rush Limbaugh, who led the call for the N.E.H. to be abolished along with the National Endowment for the Arts. But as the historian Jon Wiener documents in *The New Republic*, few had actually read the standards to verify Mrs. Cheney's mischievous, at times inaccurate characterization of them. The standards are in fact an imperfect, middle-of-the-road committee product — and voluntary to boot.

As Mrs. Cheney distorted the standards, so she also may have distorted the chronology of how her once-beloved project "went wrong." According to three sources who

worked on it, a 100-page draft of the opening section was available to Mrs. Cheney when she was still at the N.E.H. and still singing the standards' praises. That draft contained some of the same elements — the treatment of the Constitution, for instance — that Mrs. Cheney so strenuously denounces now.

What did Mrs. Cheney know and when did she know it? The answer is important not only because it tells us whether she is a hypocrite but because it will indicate to what extent she has manufactured this whole controversy for political ends. Did Mrs. Cheney turn against the standards and the N.E.H. because both have changed so radically since the '92 election — or simply because she will stop at nothing to be a major player in the Gingrich order? The evidence suggests she has deliberately caricatured her own former pet project as p.c. hell incarnate so it can be wielded as a Mapplethorpe-like symbol to destroy the agency

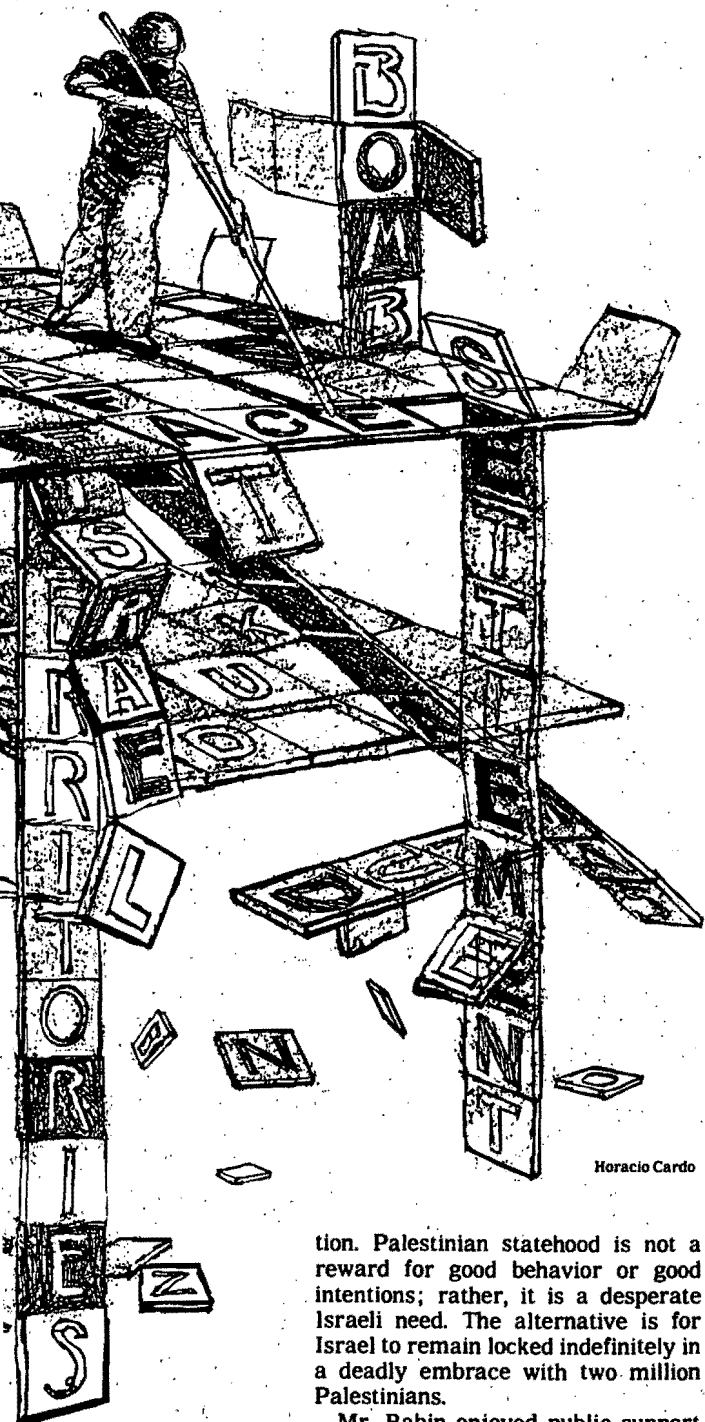
## Lynne Cheney rips the N.E.H.

she so recently championed.

No less suspect were the two other witnesses who trashed the endowments on Tuesday. The best-selling author William Bennett, also an N.E.H. chairman in the 80's, is happy to kill the agency now that he no longer needs the \$970,000 in grants he secured for the National Humanities Center in the 70's. Edwin Delattre of Boston University attacked others who make a living securing Federal grants, but was careful not to dwell on the \$2.7 million in N.E.H. funds his own grantsmanship has netted.

Mrs. Cheney, meanwhile, continued to misrepresent the history standards in her testimony. When Mr. Skaggs recited chapter and verse from the standards' text to challenge her erroneous assertion that they emphasize a single book about a Hiroshima victim in teaching about World War II, she nervously backpedaled, saying, "If I said that, I misspoke," and, "Maybe I read them too quickly."

Maybe. Testimony this rich cries out for cross-examination. Is there a Marcia Clark in the House?



Horacio Cardo

tion. Palestinian statehood is not a reward for good behavior or good intentions; rather, it is a desperate Israeli need. The alternative is for Israel to remain locked indefinitely in a deadly embrace with two million Palestinians.

Mr. Rabin enjoyed public support for his peace policies even during the most controversial phases — for example, when it was revealed that he had arranged talks and supported an agreement with Mr. Arafat. Israelis elected him because he offered a clear alternative to the Likud's advocacy of an untenable status quo. If that support has eroded, it is partly because Labor's alternative has lost its sharp edge.

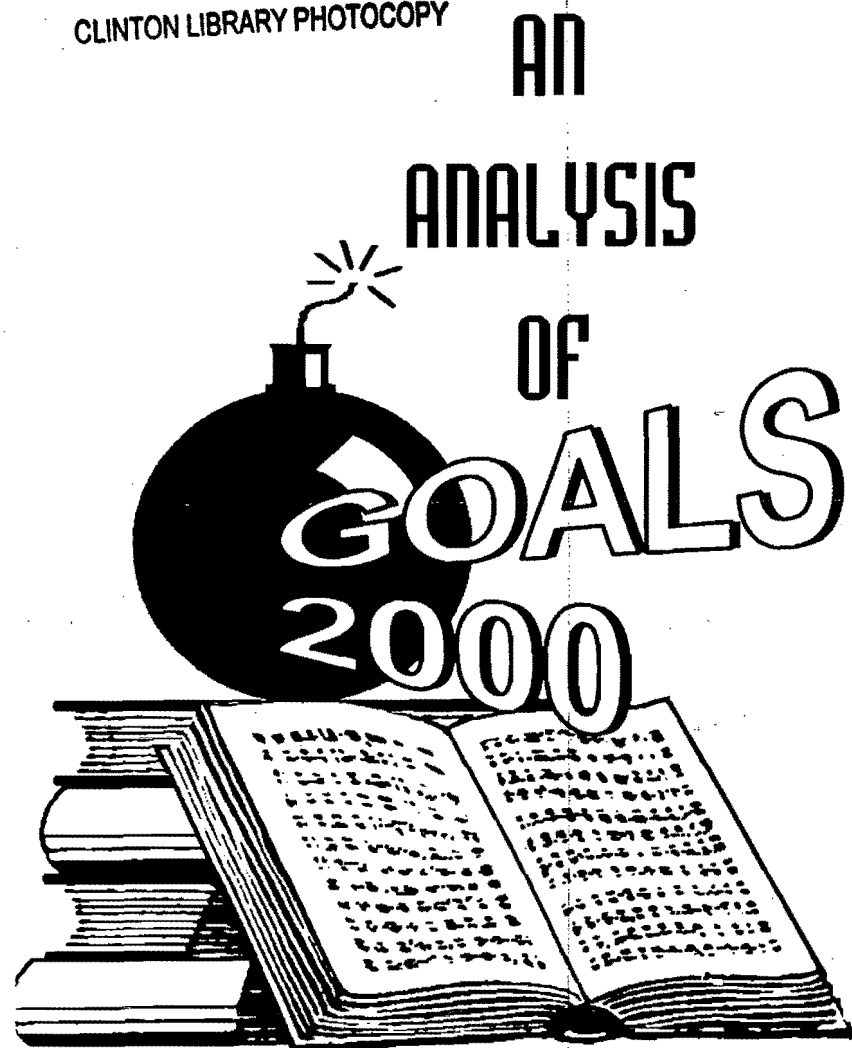
Perhaps political courage and boldness can no longer carry the day. But it is a risk worth taking, for the alternative is the inevitable collapse of the peace process and the certain defeat of Mr. Rabin in 1996. Only a fool can believe that such an outcome would discourage the terrorists. □

now, Israel can disabuse entertain the false notion I return to the pre-1967 possible.

ernment must also begin settlements now, not two e years down the road. The of the agreement, the so-ly empowerment of the is doomed if all the settle-in place (not to speak of for they offer irresistible slamic Jihad, Hamas and ents of the agreement). n must also make it clear that terrorism and insta-emic to the region, are to the security issues Palestinian statehood.

can be built into the ement to prevent Pales-ary aggression, but not acts of terrorism. Such de more likely by Pales-

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REDEFINING  
AMERICAN EDUCATION

KATHI HUDSON

CITIZENS FOR EXCELLENCE IN EDUCATION

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J.

An Analysis of  
**GOALS 2000**  
Redefining American Education

*by Kathi Hudson*  
*Citizens for Excellence in Education*

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## Table of Contents

|                                                             |     |
|-------------------------------------------------------------|-----|
| Introduction .....                                          | 3   |
| Goals 2000 .....                                            | 7   |
| Goal #1: School Readiness .....                             | 13  |
| Goal #2: School Completion .....                            | 25  |
| Goal #3: Student Achievement & Citizenship .....            | 27  |
| Goal #4: Teacher Education .....                            | 33  |
| Goal #5: Math & Science .....                               | 39  |
| Goal #6: Adult Literacy & Lifelong Learning .....           | 43  |
| Goal #7: Safe & Drug-Free Schools .....                     | 49  |
| Goal #8: Parental Participation .....                       | 59  |
| Are the Goals Attainable? .....                             | 67  |
| National Standards .....                                    | 71  |
| Content Standards -- OBE In Disguise? .....                 | 79  |
| Performance Standards & Assessment Testing .....            | 97  |
| Opportunity-To-Learn Standards .....                        | 113 |
| National Education Standards & Improvement<br>Council ..... | 117 |
| National Education Goals Panel .....                        | 121 |
| State Improvement Plans .....                               | 127 |
| National Skills Standards Board .....                       | 133 |

## Table of Contents

|                                                                            |     |
|----------------------------------------------------------------------------|-----|
| International Education Program .....                                      | 137 |
| Minority-Focused Civics .....                                              | 139 |
| OERI (Office of Educational Resources &<br>Improvement) .....              | 141 |
| Community Partnership .....                                                | 145 |
| National Library of Education .....                                        | 147 |
| School Prayer .....                                                        | 149 |
| Protection of Pupil Rights .....                                           | 151 |
| Contraceptive Distribution .....                                           | 155 |
| Non-Smoking Policy .....                                                   | 157 |
| Midnight Basketball .....                                                  | 159 |
| What Happened to the "New American Schools?" .....                         | 161 |
| How Much Will This Cost? .....                                             | 167 |
| Origin & Destination .....                                                 | 171 |
| What Are My Choices? .....                                                 | 181 |
| Where Do We Go From Here? .....                                            | 185 |
| Appendix I: How Did Your National Legislators<br>Vote on Goals 2000? ..... | 191 |
| Appendix II: Who to Contact to Express Your<br>Opinion .....               | 195 |
| Endnotes .....                                                             | 197 |
| CEE's Philosophy .....                                                     | 202 |
| Order Forms                                                                |     |

## Introduction

The information contained in this report is vitally important to every American. The Goals 2000 package of laws passed by the U.S. Congress will affect every family, every business and every citizen in America. The effects on schoolchildren and families could be devastating and Goals 2000 will end the locally-controlled public school system we all know if citizens fail to take action *now* to reverse its coming destruction. As you read this book, you will know why.

This all-new book augments CEE's widely-read *A Critique of AMERICA 2000: An Education Strategy*, which was published in 1991 (the author used her maiden name, Kathi Simonds). The book sold approximately 30,000 copies, and was instrumental in defeating most of the America 2000 legislative package, including the centerpiece bill itself. CEE's exposé on the dangers of America 2000 prompted U.S. Department of Education officials and key leaders in the Bush administration to call CEE and assure us that the President would veto any of the Kennedy, et. al, bills coming down the pike which did not contain safeguards to rectify the negative potentials brought out in our Critique. We're pleased to say that the *truth*, by the power of God and the pressure of American citizens, triumphed.

Bill Clinton became President in 1992. Mr. Clinton was actively involved in the original Education Summit held by President Bush and the Governors in Charlottesville, Virginia, September 27-28, 1989, and he played a leading role in the development of the six National Education Goals unveiled at that time. When Mr. Clinton became President, he made education legislation a primary focus, indebted as his campaign

success was to the powerful support of the National Education Association. The America 2000 legislation which had died was revised under a new name: The "Goals 2000 Educate America Act" (S. 846, April 29, 1993, sponsored by Senator Kennedy).

Goals 2000 had all the negative potentials of America 2000, and so much more! Two additional education goals were added, and an entirely new apparatus to "reach" all of the goals: national standards, which all students must achieve, would be developed and approved at the national level, after the establishment of new national panels -- in effect, a national "outcome-based education (OBE)" system and a loss of local control over curriculum. This, and other differences, will be outlined in greater detail in this book.

Why all the hoopla over Goals 2000? On the surface, the goals sound pretty good, and we hear the program is "voluntary." But, in reality, the program is mandated through the power of the purse -- ESEA Title I (formerly "Chapter 1") funds. In essence, Goals 2000 will result in a national curriculum and dictate to local schools how they must spend their money (robbing citizens of local control). Also, with provisions for Parents As Teachers (PAT) and similar programs, the sanctity of parental control over the raising of their children will be violated. While most of Goals 2000 looks innocent on the surface, it contains many dangerous "potentials" for this country. *That's why we've provided you with this in-depth analysis of the contents and ramifications of Goals 2000 -- how it will affect your family and what action you can take.*

When this information is studied with other research in mind, such as the popular and respected book *Educating for the 'New World Order,'* by B.K. Eakman, and what we know about transformational outcome-based education, you can see the clearly subversive agenda of

the education elite. These activities were set in motion as early as the 1960's and are culminating in one final, spectacular act -- Goals 2000.

We are all in danger of losing the freedoms we hold so dear. Our children will be indoctrinated into a globalist, one-world order where Judeo-Christian ethics are simply unacceptable. We must act NOW to protect our own future and the future of our children.

Goals 2000 is not some far-away plan that may never affect your life. It is now **law**. National curriculum content standards are currently being developed (some are even completed) and will appear in your child's classroom soon. All the various facets are being implemented in state and local restructuring programs across the country **right now** (for more detailed information on all the various components of restructuring and how to evaluate them in your own schools, read *Reinventing America's Schools, Volumes 1, 2 and 3*, by Kathi Hudson, available from CEE, P.O. Box 3200, Costa Mesa, CA 92628, 714-251-9333, \$7.00 per volume/\$18.00 per set).

We've done the "dirty work" for you, by combing through the technical and complex legalese of the Goals 2000 and ESEA legislation and related academic debate, and translating Goals 2000 into simple language we can all understand. This analysis will provide you with detailed information on exactly what the law contains, and interpret what it means to you and me, the American citizens.

Please take the time to read this analysis - it is of great importance to your family and your freedom. Know what to watch out for. At the end of the report we have suggested some specific things you can do to fight this government takeover.

**Important Note:** To fully understand the broad educational and societal impact that Goals 2000 will encompass, it is important for you to read two other works. *Reinventing America's Schools* (a three-volume set), by Kathi Hudson, thoroughly explains the pros and cons of all the restructuring elements found in Goals 2000 (OBE, assessment, multiculturalism, social services, technology, vocational education, and much more), and offers practical guidelines for evaluating these issues in your own school district. Throughout this analysis, you will be referred to specific volumes of the Reinventing series for more information. You'll find it to be an essential companion to this book.

Also, *Educating for the 'New World Order'* is a must-read book for everyone! Many parts of it tie into this report, and it provides a thoroughly researched background of the events culminating in today's behaviorally-oriented education reform.

You may order these books from CEE, P.O. Box 3200, Costa Mesa, CA 92628, (714) 251-9333, or by using the tear-out order form located in the back of this book.

[All quotations taken from the *Goals 2000: Educate America Act* are from the March 21, 1994 Conference Report, 103-446, which subsequently became law. *The Improving America's Schools Act* Conference Report to accompany H.R. 6 is dated Sept. 28, 1994, Report 103-761, reauthorizes the ESEA and is also now law.]

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**About the Author:** Kathi Hudson is Vice President of Citizens for Excellence in Education. She has been with the organization since it began in 1983. She holds a Bachelor of Arts Degree in Political Science (with an emphasis on Public Policy) from California State University at Long Beach, and is the author of seven books.

# Goals 2000

## A New Definition of Education in America

Goals 2000, like its precursor, America 2000, has been carefully worded to look like a much-needed effort to revamp America's schools, but the actual "reform" package could affect all American families in some undesirable ways. While there are many positive and well-intentioned elements in the plan, the potential for misuse and manipulation of the American public exists as well. This plan affects EVERYONE -- public schools, private schools, home schools, business and labor.

"The Goals 2000: Educate America Act" serves as the center point for a package of interrelated bills enacted by the 103rd Congress, in accord with President Bill Clinton's education reform effort.

After the Goals 2000 Act laid out the guts of the intended "takeover," the Elementary and Secondary Education Act (ESEA) reauthorization, called "The Improving America's Schools Act," strengthened Goals 2000 and eliminated the idea that it was voluntary. Included in the package were several other pieces of legislation: "The School to Work Opportunities Act" focuses on vocational education and workplace skills; "The National Service Trust Act" allows some college tuition loans to be repaid through public service; and "The Student Loan Reform Act" institutes a direct college loan program.

The America 2000 education strategy appeared to be a thinly-veiled federal takeover of the American education system. The Goals 2000 plan signed into law by President Clinton goes even further -- the veil has

come off and no doubt remains. If Goals 2000 is allowed to play out as intended, the United States will soon experience a national curriculum, national assessment testing (psychological as well as academic), and the loss of family sovereignty. **The government will dictate how parenting should take place and what children should know and believe.**

Though we've repeatedly been told "the federal role is limited," the guts of the plan increases the control of the federal government, mostly through the "power of the purse," instituting greater control over state and local education agencies.

When the America 2000 strategy was introduced, President Bush said, **"The federal government will serve as a catalyst for change in several important ways." ... "But the centerpiece of our National Education Strategy is ... a new challenge: to reinvent American education -- to design New American Schools for the year 2000 and beyond."** The strategy overview explained how Washington would help by setting standards, contributing funds, holding schools accountable, and **"pushing and prodding."** Sounds like a lot of government control!

Well, in Goals 2000, the power grab encompasses even more, establishing new appointed (not elected), unaccountable boards that will approve and certify what states can teach and how they can teach it -- in essence, establishing a national school board and control center. *Goals 2000 is intended to fundamentally change the entire system of public education, including an aggressive effort at top-down control cloaked in the guise of bottom-up reform.*

## An Overview

Exactly what does Goals 2000 call for? How will the U.S. Department of Education gain control over states and our local districts? How will this affect my family?

The stated purpose of the Goals 2000 Act is "promoting coherent, nationwide, systemic education reform."<sup>1</sup>

Following is a brief overview of the new plans established under the "Goals 2000: Educate America Act," taken directly from the law itself. Remember, this plan has already become law -- the gears are in motion and the huge federal machine is gathering momentum to steamroll over the locally-controlled schools we've always known. Succeeding chapters will explain and discuss the various elements of the plan, and the National Education Goals themselves, in more detail.

### In a nutshell, Goals 2000:

#### ■ Establishes eight National Education Goals [two more than AMERICA 2000]:

- **Goal #1 -- School Readiness:** "By the year 2000, all children in America will start school ready to learn."
- **Goal #2 -- School Completion:** "By the year 2000, the high school graduation rate will increase to at least 90 percent."
- **Goal #3 -- Student Achievement and Citizenship:** "By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds

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

- **Goal #4 -- Teacher Education and Professional Development:** "By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century."
- **Goal #5 -- Mathematics and Science:** "By the year 2000, United States students will be first in the world in mathematics and science achievement."
- **Goal #6 -- Adult Literacy and Lifelong Learning:** "By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."
- **Goal #7 -- Safe, Disciplined, and Alcohol- and Drug-Free Schools:** "By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning."
- **Goal #8 -- Parental Participation:** "By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children."

- **Creates "voluntary" national standards in the areas of curriculum content, testing and assessment, and "opportunity-to-learn."**
- **Establishes the National Education Standards and Improvement Council.**
- **Establishes the National Education Goals Panel.**
- **Authorizes the Secretary of Education to award grants to develop national opportunity-to-learn standards and state assessments.**
- **Gives the National Academy of Sciences or National Academy of Education a \$500,000 grant to evaluate the technical quality of the work performed by the Council and the Panel, as well as the processes used to develop criteria, certify and approve standards, etc., and make a final report by January 1, 1998.**
- **Emphasizes the development of a long-range plan to promote and support the use of technology in educational programs, training and other activities.**
- **Provides funding for State Improvement Plans.**
- **Funds Parents as Teachers (PAT) and Home Instruction for Preschool Youngsters (HIPY) programs as part of an effort toward parent education and parent-professional partnerships to meet educational and developmental needs of children aged birth to five years, especially those from low-income families.**
- **Establishes a National Skills Standards Board.**
- **Establishes an International Education Program.**
- **Establishes the "Safe Schools Act of 1994."**

- Establishes the "Minority-Focused Civics Education Act of 1994."
- Reauthorizes the Office of Educational Resources and Improvement (OERI).
- Provides Grants for the Goals 2000 Community Partnerships Program.
- Establishes a National Library of Education.
- Miscellaneous Provisions in the Act address:
  - *School Prayer*
  - *Protection of Pupil Rights*
  - *Contraceptive Devices*
  - *Gun-Free Schools*
  - *Non-smoking*
  - *Midnight Basketball*

## Goal #1: School Readiness

The first of the National Education Goals addresses "School Readiness," declaring: *"By the year 2000, all children in America will start school ready to learn."*

The objectives for this goal, as outlined in the Goals 2000 Act, state:

- "All children will have access to high-quality and developmentally appropriate preschool programs that help prepare children for school;
- "Every parent in the United States will be a child's first teacher and devote time each day to helping such parent's preschool child learn, and parents will have access to the training and support parents need; and
- "Children will receive the nutrition, physical activity experiences, and health care needed to arrive at school with healthy minds and bodies, and to maintain the mental alertness necessary to be prepared to learn, and the number of low-birthweight babies will be significantly reduced through enhanced prenatal health systems."

According to the Center for the Study of Social Policy, "Of the 1.7 million new families begun with the birth of a first child in 1990, 45% were at risk." Forty-five percent at risk? Astonishing! The Center classifies those at risk as families in which the mother is under the age of twenty, the parents are unmarried, or the mother hasn't completed high school. Certainly, we can all agree that there is a crisis in America today. The

family unit, the nucleus of our society, is crumbling. Surely, something must be done.

But are the *right* actions being taken? Statistics like the one above are being used to justify a whole new myriad of programs designed to address the problem, as embodied in National Education Goal Number One -- programs aimed at children birth to five years of age.

In December of 1993, the National Education Goals Panel, Goal 1 Technical Planning Group, released a Draft Report which clarified the concept of "school readiness" and offered some clues as to how your family might be affected. The report explains what is **new** about Goal #1:

*"... the goal tacitly acknowledges that narrowly constructed, academically-driven definitions of readiness, heretofore widely accepted, need broadening to incorporate physical, social, and emotional well-being."*<sup>2</sup>

Basically, the idea expands the scope of schooling beyond learning. Now, in an effort to *prepare* children for school, to prepare them to learn, the state must "service" the family (many citizens would interpret that to mean "infringe upon the sovereignty of the family"). In fact, the report is centered around "recognizing that healthy development in all of these dimensions is heavily contingent upon the services and supports to which children and families have access."<sup>3</sup> This could include everything from health clinics to parent-training and counseling through programs like Parents As Teachers.

Children will be assessed in the areas of physical, social and emotional well-being before they enter school -- the earlier, the better. What might concern a parent about such an assessment? Well, for one thing, early childhood specialists will be looking at you. Have you, the parent, provided what **they** deem to be a suitable

environment for your child's development? The report states:

*"Parental behavioral and life-style choices that have immediate effects on children's health as well as long-term implications for their developing habits include smoking, drinking, illegal drug use, diet, dental hygiene, exercise, and coping/stress management skills. Other important factors include the internal cohesion and adaptability of the family unit, the availability of external supports, a serious impairment in a parent or sibling, and harmful aspects of the community environment such as violent crime."*<sup>4</sup>

According to the report, any of these variables in a care-giving environment could impinge upon a child's development. What about parents that smoke? Can parents have an occasional drink? Dental hygiene? Uh oh -- I don't floss every day! What does "adaptability of the family unit" mean? What kind of external supports are required? And how does the State define a "serious impairment"?

Like most of Goals 2000, this list contains some legitimate concerns and the program is intended to address a legitimate (though limited) problem -- but, as usual, it goes too far.

The ultimate goal of "School Readiness" is to lock parents into the pressure control of social services, to ensure they are parenting in a politically correct manner. The final "Action Step" of the report concludes:

*"Sixth, to promote all five of these dimensions in children there is a policy need to coordinate human services delivery among health, education, and other social service agencies at the local, state, and federal levels. Such policy coordination needs to reflect a shared*

*commitment of communities to support the efforts of families and schools to provide a supportive environment for children in the larger society."*<sup>5</sup>

Part of the "school readiness" goal will be accomplished through a greater availability of preschool programs to assist disadvantaged and disabled children, extensive involvement in the "Parents as Teachers" program, and nutrition and health care.

Problems arise when the values which schools feel are essential conflict with the parents' own religious or moral beliefs. Schools need parents as partners, not adversaries, in order to carry out their programs. In order to gain cooperation, Goals 2000 repeatedly advocates parental involvement but only parenting education (re-training) is emphasized -- not parental involvement in determining how values are taught, curriculum selected, etc.

Goals 2000 gives lip-service to parents, attempting to pacify those who feel disenfranchised, by alluding to greater opportunities for involvement. However, parents are being deceived -- schools mean to train parents and "help" them with "correct" parenting, not give them a greater voice. Re-educating parents to accept state control is the real goal.

Parents must become "demanding shareholders of their schools." Unfortunately, history proves parents are reluctant to assume such a role. Many parents are apathetic toward the schools, and when they do wish to get deeply involved they often encounter resistance and suspicion. School administrators most often discourage or ignore parental demands.

### Parents As Teachers

Title IV of the "Goals 2000: Educate America Act" addresses "Parental Assistance." Section 404 states that:

*"The Secretary shall provide technical assistance, by grant or contract, for the establishment, development, and coordination of parent training, information and support programs and parental information and resource centers."*

What is intended by parental training, and the other "services" mentioned?

Among other things, Section 402 requires that grant recipients "use part of the funds received under this title to establish, expand, or operate Parents as Teachers programs or Home Instruction for Preschool Youngsters programs." PAT and HIPY are also promoted through the "Improving America's Schools" ESEA Reauthorization, and are eligible to receive funds under the "Even Start" program. The purpose of Even Start is to:

*"... help break the cycle of poverty and illiteracy by improving the educational opportunities of the Nation's low-income families by integrating early childhood education, adult literacy or adult basic education, and parenting education into a unified family literacy program."*<sup>6</sup>

Even Start sounds like a good idea for low-income families with children birth to seven years of age, but the sovereignty of the family could be placed at risk by the parental training and screening that takes place, especially if PAT or HIPY are involved in the local Even Start program.

Under the Goals 2000 Act, the Parents As Teachers (PAT) program is specifically defined as "a voluntary early childhood parent education program that:

- "is designed to provide all parents of children from birth through age five with the information

and support such parents need to give their child a solid foundation for school success;

- "is based on the Missouri Parents as Teachers model with the philosophy that parents are their child's first and most influential teachers;
- "provides --
  - "regularly scheduled personal visits with families by certified parent educators;
  - "regularly scheduled developmental screenings; and
  - "linkage with other resources within the community in order to provide services that parents may want and need, except that such services are beyond the scope of the Parents as Teachers program."

The international "Parents as Teachers" (PAT) program already operates in forty states and eight other countries.

In 1991, a bill (H.R. 520) was introduced which would have funded PAT. Though concerned citizens defeated that bill, it contained some disturbing revelations about the purpose of the PAT program -- the need to remedy the training a child has already received from his or her parents. The bill states, "most early childhood programs begin at age 3 or 4 **when remediation may already be necessary**" (emphasis added).

The bill stated, "the term 'parent educator' means a person hired by the lead agency of a State or designated by local entities who administers group meetings, home visits and developmental screening . . ." and called for states receiving grants to "establish the number of group meetings and home visits required to be provided each year for each participating family, with a minimum of 4

group meetings and 8 home visits for each participating family."

Under H.R. 520, had it passed, program participants would have been required to accept the state-designated "parent educator" into their homes a minimum of eight times a year to monitor whether they were "good" parents. Although H.R. 520, thankfully, failed to become law, the Goals 2000 Act *does* fund the PAT program, which already exists in forty states! Watch for more PAT legislation on the horizon -- it shows up often!

Bettina Dobbs, R.N., M.S., former consultant to the U.S. Department of Health and current president of Guardians of Education for Maine, says of the PAT program:

*"It will result in state control of the children and reduce parents to the status of breeders and supervised custodians.*

*"A 'parent educator' bonds herself to a family through home visits or school visits. This is to help parents feel more comfortable about leaving their child(ren) at the center. Both parents and children are evaluated under the guise of educational screening. The child is given a personal computer code number by which he can be tracked the rest of his life. There are 12 computer code definitions which label the child 'at risk.' Since the expectation is that every child will be found 'mentally ill,' there is no code for normal."*

On the program's very own record-keeping forms, the twelve "at risk" groups are defined. Every family could certainly fit into one of these categories! (This could lead to being labeled dysfunctional and, ultimately, even to having your children removed from your home.)

The "at risk" designations include:

- premature babies, emergency delivery or birth trauma
- a child's slow growth, poor appetite or frequent illness
- delayed development (vaguely defined -- based on observation)
- inability of parent to cope with inappropriate child behavior, including spanking as exclusive form of discipline, and inconsistency
- a parent who is ill, heavy, tired, depressed, handicapped, injured or appears to be of low-level intelligence (Can you imagine the can of worms this will open against a parent the district dislikes?!?)
- overindulgence, undue spoiling on part of parent
- stress on the family, such as a parent that travels frequently, moving to a new home, a death in the family, divorce or separation, birth of a sibling, three children under the age of three, prolonged illness, loss of a job, low level of income
- the catch-all, "other" suggests parent-educators look for things like allergies, heavy cigarette smoking in the house, family history of hearing loss, lack of stimulation or over-stimulation, predominantly inappropriate or very few toys.<sup>8</sup>

Couldn't we all fit into at least one of those categories? Frightening!

The theory of mass mental illness among children is illustrated by a quote from Dr. Pierce of Harvard University (1973), stating:

*"Every child in America who enters school at the age of five is mentally ill, because he comes to school with allegiance toward our elected officials, toward our founding fathers, toward our institutions, toward the preservation of this form of government, patriotism, nationalism, sovereignty . . . . All of that proves the children are sick, because the truly well individual is one who has rejected all of those things and is what I would call the true international child of the future."*

Mrs. Dobbs continues:

*"The next step is to change the parent-child relationship, replacing it with a 'change agent' or 'certified parent educator' who will supply free medical care, free nutrition counseling, free food, free mental health services, etc. Services increase over time with parents finding [that] schools will provide free day-care, free overnight care, and free camps in addition to free education! These imposed services will be paid for with tax dollars and the loss of your freedoms."<sup>9</sup>*

### Other Parental Training Programs

The Home Instruction for Preschool Youngsters (HIPY) program, also funded under Goals 2000, is defined as "a voluntary early-learning program for parents with one or more children between the ages of three through five." It, too, includes group and individual meetings with parents and children.

And the controversial Head Start program for preschoolers has just spawned a pilot program called "Early Head Start," designed to target children ages birth to three years. By providing prenatal, health, educational and social services to families, this program, also, will

attempt to meet the physical, social, emotional, cognitive and language development needs of young children.

When the federal government says it wants to "assist" parents, it means it wants to teach you how to parent according to politically correct, behavioral psychology standards. In other words, the government wants to usurp parental rights and sovereignty and stretch its controlling hands into your home. The Act disturbingly states that PAT is designed to serve ALL parents of preschool children -- and surely it is the ultimate goal that all will be involved and under the State's influence in child-rearing.

Fortunately, at this point, the law clearly makes parental involvement voluntary. **Know your rights!** Section 407 says:

*"Notwithstanding any other provision of this title, no person, including a parent who educates a child at home, public school parent, or private school parent, shall be required to participate in any program of parent education or developmental screening pursuant to the provisions of this title. . ."*

If you would like assistance or support in training your child, CEE would be happy to help you or refer you to a Christian organization that is able to do so. Several excellent programs are offered by ministries, often through local churches, including the "Preparation for Parenting" series offered by Growing Families International, and the "Mentor Moms" program for unwed mothers.

We recommend that you do not participate in PAT, HIPY or other similar programs. The philosophies used are likely to run counter to Biblical-training mandates. For example, such programs assume the popular psychological "child-centered theory" that leads to chaos and undisciplined children, as opposed to a Biblical

philosophy in which the parents know what is best for the children and train them within proper parameters.

Also, many well-meaning but overly cautious social workers consider any type of spanking to be child abuse. They may not agree with non-abusive, Biblically-approved forms of discipline that exist in your home.

For more information on social services, early intervention and PAT programs, read *Reinventing America's Schools*, Volume 1.

## Goal #2: School Completion

The second National Education Goal addresses the issue of "School Completion," demanding that: *"By the year 2000, the high school graduation rate will increase to at least ninety percent."*

The Goals 2000 Act states the following as objectives that must be reached:

- "The Nation must dramatically reduce its school dropout rate, and seventy-five percent of the students who do drop out will successfully complete a high school degree or its equivalent; and
- "The gap in high school graduation rates between American students from minority backgrounds and their non-minority counterparts will be eliminated."

If truly high standards are set that students must demonstrably accomplish before they can graduate, this goal will be difficult to reach. Popular education theory promotes the idea that "all children can succeed." Unfortunately, the fact remains that not all children are equally capable or of sufficient intellect to meet the high standards that supposedly will be required.

In fact, one would logically assume that if high standards must be demonstrated, the school completion rate would actually drop. Not only would you have those students that drop-out for lack of motivation or personal financial reasons, but many lower-functioning students

## Goal #2: School Completion

would be unable to graduate despite their sincere effort. Sadly, under most current and traditional graduation requirements, focused on "doing time in the classroom," many students are able to graduate without meeting even the most minimal standards such as knowing how to read.

Certainly, the current system needs improvement in this area - a high school diploma ought to *mean* something - but this goal is unlikely to be obtained under a system of higher standards (if, in fact, the new standards require academic knowledge and application). Unfortunately, the assumption that all children are mentally able to attain high standards is unrealistic. Most likely, to obtain this goal, standards will eventually have to be watered down immensely.

This idea that all students will graduate is taken from the belief that all students can succeed, a foundational theory of the Outcome-Based Education (OBE) theory. In OBE and Mastery Learning (ML) programs, students are given as many attempts as necessary to retake a test or demonstrate a skill until it is passed or accomplished. One of the primary arguments against OBE and ML programs asserts the impracticality of such a teaching method. This approach often leads to mixed-age classrooms -- rather than progress from grade level to grade level, students are placed on a continuum of outcome accomplishment instead. (For more information on ungraded classes, read *Reinventing America's Schools*, Volume 2).

Surely the line must be drawn somewhere! Should a slow fourteen-year-old student be in the same class as a quick-learning eight-year-old if they are working on the same skill level? And how many chances is a child given to pass a state assessment to graduate? Can we afford to have twenty-five-year-old adults graduating from high school?

## Goal #3: Student Achievement & Citizenship

Encouraging "Student Achievement and Citizenship," National Education Goal #3 states: *"By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy."*

To that end, the Act sets forth the following objectives:

- "The academic performance of all students at the elementary and secondary level will increase significantly in every quartile, and the distribution of minority students in each quartile will more closely reflect the student population as a whole;
- "The percentage of all students who demonstrate the ability to reason, solve problems, apply knowledge, and write and communicate effectively will increase substantially;
- "All students will be involved in activities that promote and demonstrate good citizenship, good health, community service, and personal responsibility;

- "All students will have access to physical education and health education to ensure they are healthy and fit;
- "The percentage of all students who are competent in more than one language will substantially increase; and
- "All students will be knowledgeable about the diverse cultural heritage of this Nation and about the world community."

According to the National Education Goals Panel, Goal 3 Technical Planning Subgroup on Citizenship, which released their "Assessing Citizenship" Report in July of 1992, the National Education Goals Panel should define the third goal objective listed above "in terms of 'service learning,' making the statement that community service, properly performed, provides and promotes an opportunity for reflection." The report states:

*"Service learning authentically engages students in addressing unmet needs in their school and larger community, and advances learning and performance outcomes of specific subject areas, particularly, but not exclusively, citizenship. Citizenship values and understandings are learned in the context of personal application through community service activities linked with a civics education or government program."*

While volunteering for community service is a wonderful way of participating as a citizen, should it be required of students? Many such programs have already been attempted, and parents have expressed concerns that their children are forced into "involuntary servitude" of sorts, that students don't learn to love serving their community (which would encourage further involvement throughout their lifetime) because joy comes from giving

and not being *forced* to give. The time required also takes away from academic learning or extracurricular activities or work that the student is involved in. Furthermore, the practice points society toward a collective socialism.

We must also raise the question of "where" students would serve -- would they be given the freedom to choose to serve at a pro-life crisis pregnancy center or for a Christian ministry? Or would their free service be funneled by the teacher, school or state guidelines into public service or work for liberal organizations that espouse ideas contrary to those held by the student?

### Defining Citizenship

The objectives emphasize responsible citizenship, but the term is not clearly and traditionally defined. Note that when citizenship is mentioned it never says "U.S." -- in fact, the term is often mentioned within a global context. Could "global citizenship" be inferred? We hope not!

As we review curricula now being used across the United States, it is frightening to see the emphasis on conformity and global awareness taking precedence over patriotism, nationalism or participatory democracy. Such teaching could literally destroy the political system and freedom Americans now enjoy.

Under the guise of reaching this education goal, you may also expect to see an increase in multicultural education and globalism, in the effort to teach "citizenship." Every term must be defined clearly and scrutinized carefully to prevent parental deception, now commonly practiced.

For example, in *Educating for the New World Order*, B.K. Eakman tells the story of Anita Hoge, a mother who uncovered disturbing information about Pennsylvania's Educational Quality Assessment (EQA) and its associated

curricula. In one instance, Mrs. Hoge uncovered the state-used citizenship curriculum (which she ordered from the EQA Resource booklet), entitled *Community Involvement for Responsible Citizenship*. The teacher's guide bore the designation "ESEA, Title IV-C" on the cover and revealed unexpected viewpoints on citizenship. Eakman says the teacher's guide did not:

*"... mince words about the curriculum's primary objective: to discourage transmittal of certain attitudes held by parents. A selling point for the curriculum, according to page 8, was that it made use of something called 'intervention strategies.'"*  
*... "The goal for the citizenship curriculum was that 'the pupil would be encouraged to assume responsibility for the actions of the group, to cooperate and work toward group goals, and to support group efforts.' This sounded like education for conformity, not 'citizenship' in the sense of patriotism, loyalty, understanding the Constitution, or any of the things commonly associated with the term 'citizenship.'*

*"To assess citizenship,' [she] read, 'a behavior-referenced model incorporating elements related to the psychological notion of threshold is used . . . in reference to citizenship, threshold refers to that set of conditions necessary to bring about the desired responses. Thus by varying the situation, introducing conditions of reward and punishment, we are able to determine the cut-off levels at which a student will exhibit positive behavior.'"*<sup>10</sup>

That sounds more like an Orwellian view of citizenship than that which we desire in America! For more information on holistic, global education, read *Reinventing America's Schools*, Volume 3.

## What Should Students Learn?

Using one's mind is emphasized in the objectives for this goal. CEE is concerned about the emphasis on higher order thinking skills because, in practice, in current curricula, the phrase is usually applied to affective education using values clarification techniques rather than the traditional meaning of the term. Most parents would like to see *true* thinking skills developed.

The "Secretary's Commission on Achieving Necessary Skills" (led by former Secretary of Labor Bill Brock) issued a report outlining what students must learn in order to be productive members of the work force. The Labor Department "SCANS Report" calls for students to "develop personal qualities," including "self-esteem" and "sociability," and become capable of using "interpersonal skills to work on teams" and "working well with people from culturally diverse backgrounds." (For more information on how the SCANS philosophy impacts vocational education, read *Reinventing America's Schools*, Volume 3.)

While those may be useful traits, especially in the work world, they fall outside the realm of skills deemed necessary by American citizens, who feel schools should focus on academic rather than affective skills that are often included under "higher order thinking," or emphasized as "process skills" in outcome-based education (OBE).

The American public desires a return to "the basics," according to a study conducted by Public Agenda. In their report, "First Things First: What Americans Expect from the Public School," Public Agenda found that 60% of Americans feel "not enough emphasis on the basics such as reading, writing, and math" to be a serious problem in their local schools.<sup>11</sup> A May 1994 Gallup survey supports that finding -- 75% of Americans believe

more emphasis should be placed on basic high school subjects such as science, English and math.

Public Agenda clarifies that people do want tougher, more challenging courses in the basics -- higher standards of achievement demanded of the students. But they interpret the survey to say: "What most people seem to mean is 'first things first.'"<sup>12</sup> Before we get into higher-order thinking skills, or innovative teaching strategies, let's make sure kids understand the basics: how to read and write, and do arithmetic. This is not negotiable.

## Goal #4: Teacher Education

National Education Goal #4 says: *"By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century."* This goal was not one of the original six included in the America 2000 strategy -- it was added as part of the Goals 2000 Act.

The objectives to reach this goal state:

- "All teachers will have access to preservice teacher education and continuing professional development activities that will provide such teachers with the knowledge and skills needed to teach to an increasingly diverse student population with a variety of educational, social and health needs;
- "All teachers will have continuing opportunities to acquire additional knowledge and skills needed to teach challenging subject matter and to use emerging new methods, forms of assessment, and technologies;
- "States and school districts will create integrated strategies to attract, recruit, prepare, retrain, and support the continued professional development of teachers, administrators, and other educators, so that there is a highly talented work force of

professional educators to teach challenging subject matter; and

- "Partnerships will be established, whenever possible, among local educational agencies, institutions of higher education, parents, and local labor, business and professional associations to provide and support programs for the professional development of educators."

As education is re-defined, teachers will be re-educated and re-oriented to the new system: teaching to outcomes or standards; more emphasis on behaviors, feelings and thought processes (the affective) than on traditional academics; using technology; addressing the needs of the whole child and family (including psychological and health needs); using new forms of assessment, and more. The role of teachers is expanding and changing, and the government wants to insure that they go along with the new plan appropriately. More and more, teachers are becoming simply "facilitators," with "peer" teaching (by unqualified and untrained students) becoming more commonplace.

The National Goals state: "Policies must attract and keep able teachers who reflect the cultural diversity of our nation. Policies that shape how our educators are prepared, certified, rewarded, developed, and supported on the job must be consistent with efforts to restructure the education system and ensure that every school is capable of teaching all of our children to think and reason."

Title II of the Improving America's Schools Act expands the Dwight D. Eisenhower Professional Development Program to include on-going teacher training in disciplines other than just math and science. According to the Department of Education:

*"The new Eisenhower Professional Development Program provides support for school districts and schools to develop plans for improving instruction and give teachers and principals important roles in determining the kind of training they need. The effort moves away from one-time professional development activities toward a long-term approach that is tied to high standards for student learning. All core academic subjects will be covered, replacing a current program for math and science."*<sup>13</sup>

Teacher training will be aligned with the new state content and performance standards developed under the Goals 2000 Act. Redefining the content and process of American education necessitates retraining of teachers into the new way of thinking. Professional development (or re-training) is aptly referred to as a "vehicle for reform" in the ESEA legislation. U.S. Undersecretary of Education Marshall Smith told *Teacher Magazine*:

*"If what we're trying to do is change teaching and learning, the most important thing we can do is try to help teachers get the training they need to be able to work with students in an effective manner."*

As part of the Eisenhower Program, a regional teacher training site is to be established in each of the fifty states, under the National Teacher Training Project, to train teachers in early childhood development, mathematics, science, English, civics and government, foreign languages, and arts. The centers are "to serve all teachers within the State."<sup>14</sup> Also, each state plan under this program must coordinate with the Goals 2000 Act.

Two major, liberal foundations have formed The National Commission on Teaching and America's Future. The Rockefeller Foundation and the Carnegie

Corporation of New York, both actively involved in the reform arena, are underwriting the work of the panel which will be chaired by Governor James B. Hunt, Jr., of North Carolina. According to *Education Week*, the 26-member group of education, business, labor and state government is expected to:

- "Make a case for teacher development as the key to improving schools;
- "Suggest ways to recruit, prepare, induct, and support teachers that will meet new standards and reflect new knowledge about teaching and learning;
- "Develop an agenda for connecting reforms in teacher education, licensing, certification and accreditation with local, state, and federal school reforms; and
- "Prepare a strategy for enlisting policymakers and others in efforts to improve teaching."<sup>15</sup>

Following this development, the Carnegie Corporation of New York initially funded a new four-year project under the National Council for Accreditation of Teacher Education. The project intends to align teacher certification, and performance-based licensing systems for teachers, to the new national standards for student curriculum and learning. The effort will help teacher-training universities align curriculum with the new national outcomes for students, and herd teachers into the proper mode of thinking in line with the "reforms."

The new accrediting standards plan to reflect the model state-licensing standards being developed by a task force of the Council of Chief State School Officers, and also the benchmarks established under a private effort

recently underway to certify "expert" teachers by the National Board for Professional Teaching Standards:

The issue of testing teachers - teacher assessment - is being widely debated in education circles. Many feel that teachers should prove they can teach in this new environment. Will the teachers' tests (like student assessments) include questions on beliefs and attitudes? Could these new tests be used to filter out teachers that don't "toe the party (government) line?" Possibly.

Also, beware that many programs, such as teacher-training centers and academies, are started by federal seed money. Then, after five years of declining federal funding, the full burden of maintaining these programs falls on the states, who will have to figure out how to continue paying for them. State taxpayers will have to take up the slack.

All teacher training should focus on increasing the teacher's ability to think, organize and creatively teach the *academic* subjects referred to in the Eisenhower Program for teacher training and development.

## Goal #5: Math & Science

National Education Goal #5, "Science and Mathematics," asserts that: *"By the year 2000, United States students will be first in the world in mathematics and science achievement."*

The objectives state:

- "Mathematics and science education, including the metric system of measurement, will be strengthened throughout the system, especially in the early grades;
- "The number of teachers with a substantive background in mathematics and science, including the metric system of measurement, will increase by 50 percent; and
- "The number of United States undergraduate and graduate students, especially women and minorities, who complete degrees in mathematics, science, and engineering will increase significantly."

Christians are concerned that the scientific emphasis on evolutionary thought, currently found in most curricula and featured in the national science standard drafts released so far, will destroy a child's faith in God. The teaching of the evolution theory as fact, and the exclusion of the scientific theory of "abrupt appearance," violates principles of academic freedom. This is not acceptable.

Also, interdisciplinary behavioral studies in science are already diluting the study of science.

Math reform efforts have resulted in significant changes in the way the subject is taught -- some positive, others negative. While the emphasis on applying mathematics to real life is appreciated, the public doesn't want schools to forsake the tried and true.

In their survey, Public Agenda found that 86% of respondents wanted students to learn to do arithmetic "by hand" - including memorizing multiplication tables - before switching to calculators and computers. Only 10% believe that students "who use calculators and computers from the start learn to understand math concepts even better than those who spend a lot of time memorizing tables and doing math by hand."<sup>16</sup>

The public's desires and beliefs regarding math stand in sharp contrast to the ideals of math education professionals, 82% of whom said "early use of calculators will improve children's problem-solving skills and not prevent the learning of arithmetic," in a 1993 study. Only 12% shared the public's doubts.<sup>17</sup>

Clearly, we can see the lack of importance placed on manual skills by math teachers, and the direction math education appears to be moving in this country. For more information on the newest mathematics teaching strategy - *Reality Math* - read *Reinventing America's Schools*, Volume 2.

The sorry fact that girls often don't receive the same opportunities to excel at math and science has spurred an overcorrection in the Improving America's Schools Act. What started out as a genuine effort to ensure that girls are afforded equal opportunities with boys, has apparently grown into a new feminist foothold. Within the Department of Education, a new Special Assistant for Gender Equity will be appointed by the Secretary, whose purpose will be:

*"... to promote, coordinate, and evaluate gender equity programs, including the dissemination of information, technical assistance, and coordination of research activities. The Special Assistant shall advise the Secretary and Deputy Secretary on all matters relating to gender equity."*<sup>18</sup>

In addition, schools receiving Title I funds must provide professional development that includes "strategies for identifying and eliminating gender and racial bias in instructional materials, methods and practices."<sup>19</sup> Expect to see an increasingly "gender neutral" curriculum.

## Goal #6: Adult Literacy & Lifelong Learning

Addressing "Adult Literacy and Lifelong Learning," National Education Goal #6 states: *"By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship."*

The stated objectives for this goal are as follows:

- "Every major American business will be involved in strengthening the connection between education and work;
- "All workers will have the opportunity to acquire the knowledge and skills, from basic to highly technical, needed to adapt to emerging new technologies, work methods, and markets through public and private educational, vocational, technical, workplace, or other programs;
- "The number of quality programs, including those at libraries, that are designed to serve more effectively the needs of the growing number of part-time and midcareer students will increase substantially;
- "The proportion of the qualified students, especially minorities, who enter college, who complete at least two years, and who complete their degree programs will increase substantially;

- "The proportion of college graduates who demonstrate an advanced ability to think critically, communicate effectively, and solve problems will increase substantially; and
- "Schools, in implementing comprehensive parent involvement programs, will offer more adult literacy, parent training and lifelong learning opportunities to improve the ties between home and school, and enhance parents' work and home lives."

Like many of the other education goal objectives, some of these seem vague and immeasurable, while others (like meeting the needs of all workers) would cost a fortune to accomplish.

Some will naturally occur on their own, but the presidents in power during the reform duration (1994-2000) will claim credit for "accomplishing" the goal. For instance, the number of minorities completing college is likely to increase substantially, without any effort, for several reasons: quotas allow greater opportunities for enrollment, the number steadily increases as minorities move up the socio-economic scale or have access to scholarships and a desire to break out of poverty; and because the number of minorities in this country is steadily increasing, gaining on the proportion of whites.

How will the ability to think, communicate and solve problems effectively be measured? Judging by the "higher order thinking skills" and "critical thinking" curricula we find in high schools and colleges today, one might conclude that this goal really measures one's "political correctness." Would a well-developed argument in support of the pro-life position be considered demonstrative of higher order processes? Or would it be

considered an irrational argument by liberal college academia?

In their Report to the National Education Goals Panel, the Task Force on Assessing the National Goal Relating to Postsecondary Education explains how a college-level assessment program should be instituted to measure these goals.

*"We need validated ways of assessing critical thinking skills, communication and problem solving skills, as well as a national occupational skills certification system. Developing these systems will be costly and time consuming. Because postsecondary education's goals are so diverse, it will be difficult to gain consensus on the specific objectives of a college degree. Because a national evaluation system may be perceived as fostering a national curriculum, many who value the diversity of the American postsecondary system of education will challenge a move in this direction. Nevertheless, our need to demonstrate to our many publics the effectiveness of postsecondary education and our need to maintain an internationally competitive postsecondary system requires us to move toward a more deliberate assessment of effectiveness."*<sup>20</sup>

The Task Force candidly addressed the problems with developing and implementing such a system, yet concluded:

*"It is both feasible and desirable to develop a national sample-based postsecondary assessment system, which will provide regular national and state representative indicators of college graduates' ability to think critically, communicate effectively and solve problems and which includes*

*assessments of occupational specific skills for students in occupationally specific programs."*<sup>21</sup>

Evidently such a system is "feasible and desirable" so long as someone else pays for it -- the taxpayers. Is this really necessary? Can't this be generally assessed by how successful college students are in completing their classes and degree work? Isn't employer satisfaction with graduates a good measure of whether college students are attaining the needed skills? For more information on vocational education and workplace skills, read *Reinventing America's Schools*, Volume 3.

The objectives stress the involvement of business in this area. Citizens for Excellence in Education is certainly in favor of literacy and learning. However, an interesting question arises with regard to the new emphasis on functional literacy and how it relates to a global economy or world government.

Some experts believe that literacy, in relation to intellectual knowledge, is not being sought -- rather there is an effort to keep everyone in a merely "functionally literate" state where they possess only the minimal skills required to get by in life. This creates a nation of "followers," easily subjected to "communal" group goals. The goals would be for minimal achievement rather than functional participation in the work force and community life.

Many Christians, who oppose the concept of a one-world government, have raised issue with the wording of this goal -- note that the "rights and responsibilities of citizenship" are not confined to *United States* citizenship. Since the phrase follows a reference to the global economy, one must wonder whether the reference is to global citizenship?

The original America 2000 strategy made it clear that this program is not limited to school children. It is

designed to impact the American way of life. In the overview we find:

*"The strategy anticipates major change in our 110,000 public and private schools, change in every American community, change in every American home, change in our attitude about learning. . . . It will spur far-reaching changes in weary practices, outmoded assumptions and long-assumed constraints on education. It will require us to make some life-style changes, too."*

Later, the plan states:

*"Improving schools for today's and tomorrow's students is not enough to assure a competitive America in 2000. And we need more than job skills to live well in America today. We need to learn more to become better parents, neighbors, citizens and friends. Education is not just about making a living; it is also about making a life."*

The Even Start program, which we discussed earlier under Goal Number One, is a lifelong learning program. Going way beyond early childhood education, it also addresses adult literacy, adult basic education and parenting education. Even Start will become a major drain on local taxpayers after this broad service begins with grants to states and districts that must then be matched by recipients at fifty percent after four years.

Another "lifelong" learning social service program is the "21st Century Schools" program created under the Improving America's Schools Act. Demonstration grants will be awarded to create community resource centers in rural and inner-city schools that will serve learners of all ages and provide a myriad of social services.

For more information on social service programs, read *Reinventing America's Schools*, Volume 1.

## Goal #7: Safe & Drug-Free Schools

National Education Goal #6 sets sights on attaining "Safe, Disciplined, and Alcohol- and Drug-Free Schools," hoping that: *"By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning."*

Under this goal, the following objectives are intended to be met:

- "Every school will implement a firm and fair policy on use, possession, and distribution of drugs and alcohol;
- "Parents, businesses, governmental and community organizations will work together to ensure the rights of students to study in a safe and secure environment that is free of drugs and crime, and that schools provide a healthy environment and are a safe haven for all children;
- "Every local educational agency will develop and implement a policy to ensure that all schools are free of violence and the unauthorized presence of weapons;
- "Every local educational agency will develop a sequential, comprehensive kindergarten through twelfth grade drug and alcohol prevention education program;

- "Drug and alcohol curriculum should be taught as an integral part of sequential, comprehensive health education;
- "Community-based teams should be organized to provide students and teachers with needed support; and
- "Every school should work to eliminate sexual harassment."

### ***More Social Services!***

To this end, Title VII of the Goals 2000 Act establishes the "Safe Schools Act of 1994," providing grants of up to \$3 million each, for programs up to two years' duration, to school-community agency/organization partnerships. The Act focuses on areas of high juvenile-related crimes. Washington, D.C. will serve as a national model city.

Advisory committees composed of faculty, parents, staff and students will be established at the school level to assess the need and design programs to ensure a safe environment conducive to learning.

Among other things, funds received under Safe Schools grants will be used for the "Coordination of school-based activities designed to promote school safety and reduce or prevent school violence and discipline problems with related efforts of education, law enforcement, judicial, health, social service, and other appropriate agencies and organizations and juvenile justice programs."

Access to social services is seen as a primary component of safe schools and ensuring equal opportunities to learn. In Section 306 of the Act, parental and community support and involvement strategies are required in each State Improvement Plan as part of the

opportunity-to-learn standards. Seeing that title, one could think that the schools want parents to participate and get involved. Not so -- at least not in the way CEE parents get involved in selecting good curricula and encouraging moral and academic excellence. Rather, the government sees parental involvement as a means to corral parents into government programs and justify the establishment of physical and mental health clinics on campuses.

State Improvement Plans are to implement ideas such as --

*"(1) focusing public and private community resources and public school resources on prevention and early intervention to address the needs of all students by identifying and removing unnecessary regulations and obstacles to coordination; and*

*"(2) increasing the access of all students to social services, health care, nutrition, related services, and child care services, and locating such services in schools, cooperating service agencies, community-based centers, or other convenient sites designed to provide 'one-stop shopping' for parents and students."*

The Improving America's Schools Act (ESEA) also allocates \$481 million through "The Safe and Drug-Free Schools and Communities Act" to address school violence and drug abuse. Schools can use the money to design comprehensive school safety strategies, coordinate with community agencies, implement violence prevention activities or install metal detectors and hire security guards.

In fact, the Improving America's Schools Act repeatedly emphasizes and funds the coordination of education, health and social services. It funds:

- *school-based clinics* -- Title XI Coordinated Services; and
- *elementary school counselors* -- demonstration grants (Section 10102) of up to \$400,000 a year to address the "personal, social, emotional, and educational needs of all students" through classroom group, small group, and individual counseling.

Between Goals 2000 and the Improving America's Schools Act, we can expect to see a lot more social services directed at America's students and families. These further government intrusions upon family sovereignty will come in the form of various "services" -- psychological counseling, contraception and abortion counseling, classroom-level "treatment" through behavior- and emotion-based curriculum, and various other invasions of student and family privacy. These services, which may be well-intentioned but don't come cheap, result in citizens' further dependence on, and control by, the government.

For more information on fighting school-based health and social service clinics, read *Reinventing America's Schools*, Volume 1.

### Early Intervention

Early intervention, with the aid of social services and psychological curricula, is seen as the cure to at-risk behavior (drug and alcohol abuse, teen pregnancy, suicide, etc.).

In 1991, a bill was introduced (S.B. 1134) to provide grants to "early intervention" programs that would "serve an entire sixth, seventh or eighth grade class at an elementary or secondary school," so even children who are not designated "at risk" would be treated (an idea akin

to serving antibiotics to an entire class because three students have a virus).

The classes would have been selected for early intervention based on "whether such class has a significant incidence of students at risk of dropping out of school as measured by family income, academic performance, attendance, discipline problems, and other factors affecting school performance, including teenage pregnancy or parenting, substance abuse, child abuse or neglect, or limited English proficiency."

To receive the early intervention grant, the school would have been required to "include skills and language assessment, tutoring, academic and **personal counseling, family counseling and home visits.**" Fortunately, this bill was defeated after being exposed in CEE's *Critique of America 2000*, but parents should be on the lookout for similar types of bills to be introduced under the guise of creating "drug-free schools."

Grants will be given to "establish, operate, and improve local programs of school drug and violence prevention" under Title IV of the "Improving America's Schools Act" (now law). According to Section 4132, "*Drug prevention programs supported under this part shall convey a clear and consistent message that the illegal use of alcohol and other drugs is wrong and harmful.*"

State grants may be used for, among other things:

"... activities that promote the awareness and sensitivity to alternatives to violence through courses of study that include related issues of intolerance and hatred in history; developing and implementing activities to prevent and reduce violence associated with prejudice and intolerance."<sup>22</sup>

Such "history" lessons as part of multiculturalism efforts have often led to the kind of division that led to the L.A. Riots. We must be careful to implement programs that encourage unity rather than create a "victim" mentality that leads to further division. To learn more about multiculturalism and receive an excellent sample school board policy, order *Reinventing America's Schools*, Volume 1.

The legislation lists activities that could be included in such a comprehensive drug and violence prevention program, including "family counseling, early intervention activities that prevent family dysfunction . . .," etc. Violence prevention education programs, like drug education, start as early as kindergarten.

Many different types of interventions are currently used in an attempt to make schools safer. Within the realm of violence-prevention curricula, experts point to the interventions they consider most promising:

- Increasing parental involvement.
- Motivating students to attend classes, perform in schools, and get involved in positive community activities; also, giving youths opportunities to have more pro-social roles in schools and the community.
- Focusing on families -- "improving parent behavior-management skills, promoting emotional cohesion within the family, and aiding family problem-solving."<sup>23</sup>

Most of the violence-prevention curricula use techniques such as peer mediation, conflict-resolution curriculum, role-playing, parental involvement or family counseling.

While those involved with such programs are undoubtedly sincere in their desire to help, and while help

is certainly needed in many cases, we must ask ourselves when enough is enough. First, there is only so much that can be done to help someone **if they don't really want help**. Second, there is no real evidence to prove the effectiveness of such programs. And third, where do we draw the line between help and violating liberty? It would seem that the last intervention strategy listed may cross that line.

For instance, public school officials in Chicago are considering the establishment of an extended-day residential program that would begin in 1996 with sixty students from DuSable High School. Those students would live at the "boarding school," and each year the program would be expanded by sixty students until it reached a 540-student capacity. Many parents object to such public school extended-day programs that sound more like something you'd find in the former Soviet Union, where children were removed from their homes to attend school, so that their socialist indoctrination could be completed without interference from family-held beliefs. Is that what we want in America?

Under the \$6.9 billion ESEA Title I program, affecting 50,000 schools and 5 million children in high poverty areas, some funds may be used for extended-day programs. Preschool-to-school transition programs and "parent involvement" may also be funded.

Children should certainly be safe, disciplined and free of drug use. Everyone would agree with that. The controversy arises in deciding the best way to achieve this goal.

## Affective Education

Goals 2000 establishes the goal of K-12 comprehensive drug education -- a frightening thought in the context of our current experience with such programs.

The areas of drug education and health education currently utilize the highest number of affective education programs. Most drug education programs do not discourage drug use -- they are strictly focused on changing values to a situational ethic basis. Children are taught to reject their parents' values, determine their own definition of 'right' and 'wrong,' and access their inner power through new age techniques such as visualization and relaxation by self-hypnosis. This destroys the American ethic.

An attempt to combat drug use by raising children's self esteem with affective education has never been proven effective and, in fact, runs contrary to a large body of research. Studies have shown that self-esteem can best be raised through academic success in learning rather than group therapy in the classroom.

The National Goals also emphasize restructuring results, reorienting schools so they focus on outcomes, not on procedures, like behavioral conditioning curricula which emphasize ends over means.

While results *are* vitally important, so are the means of obtaining them. We want our children to reject drug use but we don't want them to be subjected to psychological manipulation. We want students to achieve academic outcomes or reach standards, but the process of learning is key, and the accumulation of knowledge (fact) that occurs during that process is essential. Students need to acquire skills and knowledge that will have many applications to future learning and decision-making.

Outcome-based education emphasizes process skills, or affective skills, like communication and self-esteem. It also emphasizes the learning *process* over learning *content*, creating a dangerous imbalance between knowledge and skills, and correct results. For example,

for true learning, a student must obtain correct mathematical answers, not just try hard and use a process that seems logical to him, as in OBE.

For instance, in teaching reading, a phonics-based program is most effective. It is a procedural skill which students can use throughout their lives in reading and writing *all* words. On the other hand, a "look-say" or "whole language" approach may teach children only to memorize words in order to read books containing only those words and pass tests containing only those words. Just enough words are memorized to make one functionally literate. It is a result-based process. For a detailed analysis of the pros and cons of whole language, please read *Reinventing America's Schools*, Volume 2.

The outcome of the teaching process should be measured to determine progress, but this should apply only to factual information, not psychological beliefs and attitudes. And students should demonstrate correct academic knowledge and skills, not simply receive grades for effort (or process-only). Many schools have eliminated grades below the level of "C," or *all* grades, for fear of damaging a student's self-esteem. For more information on grading practices, please read *Reinventing America's Schools*, Volume 2.

## Goal #8: Parental Participation

National Education Goal #8, "Parental Participation" is the second new goal added to Goals 2000 that did not appear in America 2000. It states: *"By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children."*

Objectives of this goal state that:

- "Every State will develop policies to assist local schools and local educational agencies to establish programs for increasing partnerships that respond to the varying needs of parents and the home, including parents of children who are disadvantaged or bilingual, or parents of children with disabilities;
- "Every school will actively engage parents and families in a partnership which supports the academic work of children at home and shared educational decisionmaking at school; and
- "Parents and families will help to ensure that schools are adequately supported and will hold schools and teachers to high standards of accountability."

Keep in mind that what *parents* define as parental involvement may not mesh with the definitions offered by public school administrators and teachers. The October 5, 1994 issue of *Education Week* contained ten essays on "what worked" in reaching National Education

Goal Number Eight. Basically, all ten essays contained the theme that *parents need to get involved to help and support the schools*. According to Secretary of Education Richard Riley, parental involvement should be focused on the promotion of seven practices:

- taking an inventory of how the family is using its time in order to find extra time so the family can learn together;
- committing to high standards and setting high expectations to encourage children to reach their full potential;
- limiting television viewing on a school night to no more than two hours;
- reading together;
- encouraging children to take academically challenging courses and scheduling daily time to ensure that homework is completed;
- making sure children attend school every day;
- talking directly to middle school students and teenagers about drugs, alcohol, and the values each family deems important.<sup>24</sup>

Well, those activities are a given, of course! But parental involvement necessitates so much more!

### Parents -- More Than Partners

The ten essays all contained the idea, though not in these words, that schools need to find more ways to take on traditional parental roles -- intruding upon parental authority and saying you must parent as *they* deem appropriate.

In reality, the system is traditionally intended to work in the opposite manner, with schools supporting parental authority and caring for children only as custodians, and

parents encouraging their children's excellence in school work by being supportively involved *and* by being a demanding shareholder of the public schools.

**It's a bit ironic that schools are trying to get parents to promote the "social, emotional, and academic growth" of their children, since many parents would level the complaint against schools that teachers and curricula often denigrate, or fail to promote, these very areas of growth!**

Title I of the Improving America's Schools Act repeatedly calls on parents to become partners with teachers. And parental involvement strategies under Title I are supposed to be coordinated with those of other programs such as Head Start, Even Start, PAT and HIPY.

Eager to have parents participate in Title I programs, funds are even provided to pay for transportation, child care, home visits and more so that parents can attend meetings and get involved. A "school-parent compact" "outlines how parents, the entire school staff, and students will share the responsibility for improved student achievement and the means by which the school and parents will build and develop a partnership to help children achieve the States's high standards."<sup>25</sup>

The effort made to involve Title I parents is laudatory, but the specifics contain several elements that stimulate concern:

- The coordination of services with Head Start, Even Start, PAT and HIPY, programs that we know sometimes fail to respect family rights.
- The school is to educate teachers and other administration and service staff to "work with parents as equal partners." *Equal?* Parents should have a greater balance of power than schools when it comes to decisions made regarding their own children!

■ The "parent-school compact" outlines "ways in which each parent will be responsible for supporting their children's learning, such as monitoring attendance, homework completion, and television watching; volunteering in their child's classroom; and participating, as appropriate, in decisions relating to the education of their children and positive use of extracurricular time." When is it *not* appropriate for a parent to participate in decisions relating to their children? What is positive use of extracurricular time? Since when does the school have any say in what parents allow their children to do outside of school? What if the school doesn't consider church youth group or family Bible study a positive use of time?

After observing the permissive social values, poor academics and emotionally depressing programs that public schools have offered for years, and noticing the negative impact such "learning" has on society at large (gangs, violence, teen pregnancy, suicide, dishonesty, etc.), parents hardly want to become partners in this effort on behalf of the schools!

Rather, parents would like *schools* to become the partners of parents, as **parents allow the schools to have temporary custodianship of their children**, supporting and affirming the parents' efforts to instill social values based on absolutes of right and wrong, to encourage their children in a positive emotional development based on their own religious beliefs and importance within the family, and strong academics rather than psychological and behavioral experimentation.

As greater emphasis is placed on the socialization of day care for pre-school children (programs such as Head Start are intended to be increased), the danger emerges of a "slippery slope" to eventual mandatory attendance of

small children who are basically taken away from their families by government schools for long hours. Washington, North Carolina, and other states have issued reports advocating "residential" schools, open year-round for children as young as birth through graduate education, taking them away from their parents. Former U.S. Secretary of Education Lamar Alexander has advocated the schooling of children as young as three months old.

### One-Stop Shopping

America 2000 claimed it would not take over social welfare services: "Schools are not and cannot be parents, police, hospitals, welfare agencies or drug treatment centers. They cannot replace the missing elements in communities and families." However, the schools *will* get involved in these areas, they just won't "do it alone." "Schools can contribute to the easing of these conditions. They can sometimes house additional services. They can welcome tutors, mentors and caring adults. But they cannot do it alone."

Yet social services were a key part of the now defunct America 2000 legislation and they are an integral component of Goals 2000 as well. The government expands its social-parenting role by dragging more and more "services" under the public school umbrella. State educational restructuring efforts have already demonstrated an increased emphasis on social welfare services.

The Improving America's Schools Act Title I statement of policy emphasizes the role of the schools in addressing many social ills:

*"Conditions outside the classroom such as hunger, unsafe living conditions, homelessness, unemployment, violence, inadequate health care, child abuse, and drug and alcohol abuse can*

*adversely affect children's academic achievement and must be addressed through the coordination of services, such as health and social services, in order for the Nation to meet the National Education Goals."*<sup>26</sup>

The "one-stop shopping" idea has shown up in many federal and state restructuring efforts as well as in the selected "New American Schools." These social service sites are located at local schools or near them, in community locations such as the workplace and clinics.

Through these services the federal government will be gaining greater control of individuals by keeping them under the influence of a local service provider. For more information on social service centers, read *Reinventing America's Schools*, Volume 1.

Many services have been suggested under the "one-stop shopping" umbrella. U.S. Senate Bill 1133 (proposed in 1991 but never became law) provides a sample list of the types of social services that *could* be included (emphasis added):

*"... the term "social services" means case management, child nutrition, preventive and primary health and mental health services, developmental screening and referrals, individual, group and family counseling, substance abuse prevention and treatment, infant and toddler health and child care for children of school age parents, before and after school child care, child welfare services, recreation, juvenile delinquency prevention and court intervention, job counseling, training, and placement, and alternative living arrangements for at-risk youth from dysfunctional families, crisis intervention, gang and community violence counseling, and information and referral."*

Many of these suggestions are extremely disturbing, but the most radical is the "alternative living arrangements for at-risk youth from dysfunctional families." The government could describe almost any family as dysfunctional (as evidenced by the "at risk" groups defined in the Parents As Teachers program) and take away the children!

## Are the Goals Attainable?

Laudable as they sound, are these goals realistic? Are we likely to reach them by the year 2000? Certainly, to do so would require major changes in public education and society at large. In testimony before the Senate Committee on Labor and Human Resources, Secretary of Education Richard Riley said:

*"To achieve these goals will require a fundamental overhaul of our education system. Partnerships will be needed between our schools and parents, educators, community groups, social and health agencies, business, higher education, and early childhood services . . . The Goals 2000: Educate America Act is about change."*

It seems virtually everyone has concerns over the viability of the national goals. Even the nation's governors and members of Congress were forced to admit, after the Fall of 1993 release of the National Goals Report Card, that the likelihood of reaching the goals (only six goals at that time), was slim. Nebraska Governor E. Benjamin Nelson had to conclude, "Our progress is wholly inadequate," as he released a report showing that no significant progress had been made in helping schoolchildren to the performance levels needed.<sup>27</sup>

And the Goals 2000 program of national standards and assessments, as a means to reach the national goals, also comes under question. A poll conducted by LH Research for the Ford Foundation surveyed 2,000 teachers nationwide and found that 57% of them did not believe new standards and assessments would motivate low-achieving students to higher performance.

Sixty-seven percent were also concerned that schools would be rewarded for "figuring out how to get their students to test well but not necessarily to learn more."<sup>28</sup>

The American public, in general, isn't much more hopeful. A Public Agenda poll found that 58% of Americans do not trust "elected officials in Washington" to make good decisions about how the schools should be run.<sup>29</sup> Then how much more cautious will they be when trusting the *unelected, unaccountable* bureaucrats on the standards boards, in whose hands control is placed by Goals 2000?

Researchers at an American Educational Research Association forum warned that the current reforms may not achieve their goals, and may even be harmful. Larry Cuban, a professor of education at Stanford University said:

*"The legislated experiment of national goals, content standards, and curriculum-based tests that has been launched by the Bush and Clinton administrations has some promise. But that promise, however appealing it may be, is seriously compromised by what we already know about other countries' experiences and various state efforts to establish rigorous standards and curriculum-based tests."*<sup>30</sup>

Nevertheless, the educrats forge ahead, promoting a plan that is destined for failure. The National Education Goals Panel is preparing to distribute a "Community Action Tool Kit" developed by the U.S. Department of Education and its Regional Education Laboratories.

No expense was spared to produce the high gloss, public relations campaign -- each kit containing five pounds of wasted taxpayer money.

Virtually everything so-called change agents and facilitators need to manufacture community support is included. The kit-makers state, "Only by changing the attitudes and behavior of community members, will it be possible to reach the National Education Goals." Facilitators are advised to avoid terms like "outcomes," "outcome-based education" and "self-esteem" in order to avoid controversy, and to realize that citizens "may not yet recognize that there is no 'going back to basics' in education; we must go forward to a set of 'new basics' required for success in today's increasingly complex and competitive global economy."

Robert Holland, a columnist for the Richmond Times-Dispatch says the kit "strongly suggests local people will have little or no choice about the shape education reform will take." He concludes (and we'd have to agree):

*"The change being peddled is fraudulent. Genuine systemic change would dismantle the education monopoly, give parents the power to choose the best schools for their children, and restore intellectual rigor. The systemic-change gang, by contrast, wants to nationalize the monopoly, brainwash parents, and decimate remaining pockets of excellence ..."*<sup>31</sup>

# National Standards

Three types of national standards are being developed. State standards will be developed in line with the national standards. The three types of standards are:

- **Content Standards**, defined in the law as "broad descriptions of the knowledge and skills students should acquire in a particular subject area."
- **Performance Standards**, defined as "concrete examples and explicit definitions of what students have to know and be able to do to demonstrate that such students are proficient in the skills and knowledge framed by content standards."
- **Opportunity-To-Learn Standards**, "the criteria for, and the basis of, assessing the sufficiency or quality level of the education system (schools, local educational agencies, and states) to provide all students with an opportunity to learn the material in voluntary national content standards or state content standards."

In December of 1993, all five former U.S. Secretaries of Education met together in Atlanta, and all agreed that students should be held to high standards. However, three of them stated their **opposition to Washington imposing or developing national standards**, feeling that communities can better address the issue locally. The five former Secretaries were unable to agree on who should set the standards, how students should be evaluated, whether money should be tied to the imposition and achievement of standards, and the proper role of the federal government.<sup>32</sup>

Many education leaders, both conservative and liberal, are concerned that national standards will have a negative impact. Objections cover a wide range of viewpoints, but many agree with Elliot Eisner, a professor of education and art at Stanford University, who sees the focus on standards as a distraction from the real challenges of school reform. He sums up the most basic argument in saying, "What do you do if the children do not achieve the standards? What's the solution to *that* problem?" Like many who see the inherent impossibilities in this reform effort, Eisner believes the national standards effort will fail and lead to another reform effort in eight years -- to reform the reform.<sup>33</sup>

Both conservatives and liberals also question the legality of imposing national standards and assessments which create a de facto national curriculum. To federalize education in such an authoritarian way runs counter to the fundamental principles of democracy and our Constitution. Both sides fear the imposition of the values held by their opponents. Conservatives see the agenda of the liberal education elite currently in power and don't wish to have those ideals imposed upon their children. Liberals see the growing political power of religious conservatives and fear a takeover of control.

Stephen Arons, professor of legal studies at the University of Massachusetts, Amherst, a liberal, voices his concerns:

*"The Goals 2000 Act adopts a top-down, authoritarian, and systematized model of schooling, and it ought probably to be rejected by teachers, students, families, and subcultures on educational grounds alone. But by moving control of the goals of education and the content of schooling ever further from individuals, and by linking performance testing of all students to*

*national content requirements, the act also raises serious constitutional issues. . . .*

*"An analogy to religious freedoms is incomplete but helpful. The creation of a national curriculum would be as contrary to the fundamental freedoms of intellect and belief protected by the First Amendment as would the establishment of a national religion or the approval of an official catechism. Suggesting that a national curriculum would be inoffensive to the First Amendment, as long as the knowledge and skills students must demonstrate are value-neutral, ignores a fundamental reality of learning and teaching. Government technocrats would be as convincing if they claimed that an established religion would be constitutionally acceptable as long as it were based on monotheism. In a pluralistic society, value-neutral schooling is a contradiction in terms."<sup>34</sup>*

Certainly, the national standards effort stems from legitimate concerns. But we find the problem is a classic "Catch-22." On one hand, nationally-set standards are too inflexible to meet the needs of such a diversity of students as we find in the United States. But if the standards are vague and malleable, so they can be flexible to such diverse needs, then they end up having no real meaning at all, and gradually get watered down until they have no value.

The higher the level at which standards are set (i.e. the national level), the more diversity they must accommodate, thus making them more difficult to deal with. If standards are set at a more responsive level (i.e. local district), they can be more clear and precise, because the population tends to be more homogeneous. Although a local approach eliminates the national uniformity for comparison, local control allows us the

best chance for high standards and flexibility, a higher priority than comparability.

CEE's position advocates students being given the opportunity to achieve high standards, that are clearly spelled out and understood, and that are appropriate (academic, not psychological, in nature). We expect all students to achieve to the best of their ability but do not believe that all can achieve the same high standards -- some may lack the ability. The problem in holding all students to achievement of the same standards, rather than using letter grades that reflect level of attainment, is that standards tend to become watered down to accommodate students with the lowest ability levels.

Eisner is of the view that "A homogenized national agenda for education that's built on the assumption that children move through schools in a developmentally uniform way, through a [single] body of content that is appropriate for all - despite the vast array of cultural, regional, ethnic, and ideological differences that exist in this country - is a mistake."<sup>35</sup>

### Are They Really Voluntary?

The repeated use of the imperative "will" throughout the Goals 2000 bill, and the use within the National Goals and the Act of terms such as "all children," "every adult," and "every school" cast into serious doubt the intention that compliance with the national goals and standards be voluntary.

After studying the Goals 2000 Act very closely, Senator Judd Gregg, a member of the Labor and Human Resources Committee, concludes the:

*"... only thing voluntary is the word itself. In order to qualify for access to a \$400-million pot of funds, states must produce plans that conform*

*to the content and performance standards set out by the national panels."*<sup>36</sup>

He also fears that in addition to pressure on states to accept the money, lawsuits will result against states that fail to comply, due to the way the law is written. He says,

*"The standards to be developed in compliance with this law ... will quickly become the hammer for activist lawsuits. This will be true whether a state adopts a plan that meets the directives of the national standards for content and performance or not. The long-cherished principle of community control of education will be lost to the courts."*<sup>37</sup>

On May 26, 1993, the New York Times quoted former Assistant Secretary of Education Diane Ravitch saying that even though Goals 2000 repeatedly:

*"... describes the Federal 'opportunity to learn' standards as 'voluntary,' litigation would quickly turn them into mandates."*

Senator Gregg characterizes Goals 2000 as a federal takeover which establishes a "Czar of Curriculum" in Washington. He insists Goals 2000 will:

*"... specifically shift a significant amount of the control of curriculum and management of elementary and secondary schools from local communities and states to the federal government."*<sup>38</sup>

Representative Dick Armey feels that Goals 2000 also hurts America's school children by taking the emphasis off learning, especially due to the "opportunity-to-learn" clause. He believes:

*"The federal mandates will force schools to spend more time on a whole slew of what are really*

*social services and less on their important education programs. They are going to have to ensure . . . [that] each student is in front of a computer for a number of hours a week or that he is enrolled in a nutrition program, and if they can't prove this, the federal government will say they haven't done their job."*<sup>39</sup>

In fact, the intent of the Senate was clearly to deny control to local school boards, since on February 8, 1994, senators killed an amendment to the Goals 2000 bill which would have allowed local school boards the freedom to use federal grants to achieve the goals in whatever way they wished, without being required to conform to the Goals 2000 learning standards.

The sham of a "voluntary" program is further exposed by the law reauthorizing the Elementary and Secondary Education Act (ESEA), called the Improving America's Schools Act, which has legally mandated that all schools conform to the Goals 2000 standards in order to receive Title I [previously called Chapter 1] funds, which represent eighty percent of the federal funding that local schools receive,<sup>40</sup> though the federal share of local schooling costs is only about 6% across the country.<sup>41</sup>

This means that the federal government contributes very little to the overall funding of education, yet most of what they provide comes in the form of Title I funds that will impose a plethora of regulations upon states and local districts. Carrying out federal regulations generally costs more than the funds provided to do so, and the deficit must be paid for with state and local taxes. Some have referred to this control method as "the tail wagging the dog."

In exchange for receiving Title I funds, the bill requires states and local school districts to set standards outlined in a "State Improvement Plan," at least in the

areas of mathematics and reading or language arts, that are comparable to or more stringent than the national standards developed under Goals 2000. They must also develop and use aligned assessments. The leading secular journal *Education Week* concludes:

*"That would, in effect, force states and Chapter 1 [now Title I] schools to participate in the Administration's Goals 2000: Educate America Act, which provides reform grants to states and districts that agree to set standards"*<sup>42</sup> [emphasis added].

Speaking of the Improving America's Schools ESEA law, former Secretary of Education Lamar Alexander said, "I'm astonished that a bill like this would pass. . . . It's 1,000 pages of regulations that will spawn even more regulations on how to run [local school districts] . . . . It's crazy."<sup>43</sup>

In fact, a *Human Events* article characterizes the new ESEA bill as "a five-year law that calls for massive education spending increases and institutes broad federal control over the nation's traditionally autonomous schools."<sup>44</sup>

The next three chapters will discuss each type of standard in greater detail.

## Content Standards -- OBE In Disguise?

Basically, national content standards are the outcomes which will drive all assessment testing, curricula and teaching methods. Certainly, it is laudable to have goals -- to have some sort of guidelines that teachers can work toward, some expectations of what students should know in order to graduate. But should the national standards be modeled after the problem-ridden transformational outcome-based education (OBE) which operates today? We think not.

To fully understand OBE, we recommend you read *Reinventing America's Schools*, Volume 1, by Kathi Hudson (see order form in the back of this book), where the subject is explored in detail. For our purposes here, it will suffice to state some major problems with the OBE philosophy:

1. It is assumed that all children can succeed.
2. The focus is on process and application, at the expense of content. The ends justify the means, and factual knowledge is down-played. *Process-related* refers to: teamwork, problem-solving, use of information, self-esteem, goal-setting, community involvement, career awareness, creativity, communications, quality of work, systems awareness, behaviors and attitudes, and globalism. *Content-related* refers to traditional basics like reading, writing, math, history, geography, civics, science, etc.; the acquisition and application of factual knowledge.

3. Many outcomes focus on psychological, or social politically-correct beliefs and behaviors, rather than on academic learning.

4. Grades are usually eliminated in favor of subjective evaluations (often inaccurate or incomparable). Grade-levels (i.e. first, second, third, etc.) are also eliminated in favor of multi-age grouping focused instead on learning levels.

5. OBE is generally very costly to implement.

6. OBE has never been proven to work under easily duplicated circumstances (often cited "success" stories hinge on excessive funding allowances, special training or support not readily available, etc.)

7. Because of the way OBE is designed, many students are able to "outsmart" the system rather than experiencing true learning.

8. OBE is very idealistic -- it assumes the presence of three resources which are generally in short supply: a quality work force, time and money.

There are basically three forms of OBE:

- **Traditional OBE** (usually least objectionable -- what have been historically referred to as curriculum guidelines).
- **Transitional OBE** (a combination of traditional and transformational -- viability depends on which elements of transformational OBE are used).
- **Transformational OBE** (the most radical and usually most objectionable form).

Some forms of OBE can be viable under limited circumstances. *Reinventing America's Schools* (Volume

1) can help you evaluate your own OBE program's potential for effectiveness.

## The Standards Groups

National standards, or outcomes, are being developed in eleven subject areas, seven of which are, or were, funded fully or in part by the U.S. Department of Education. At the time of this writing (December 1994), some standards have already been published, others still have not, in final form, though some of those may have draft documents available. Those funded by the Department follow, with information on where each standards development group can be reached:

- **The Arts, published**, Music Educators National Conference, 1902 Association Dr., Reston, VA 22091.
- **Civics, published**, Center for Civic Education, 5146 Douglas Fir Rd., Calabasas, CA 91302-1467.
- **Foreign Languages, draft out for comment -- projected completion 1996**, American Council on the Teaching of Foreign Languages, 6 Executive Plaza, Yonkers, N.Y. 10701-6801.
- **Geography, published**, National Council for Geographic Education, 1600 M St., N.W., Suite 4200, Washington, D.C. 20036.
- **History, published**, National Center for History in the Schools, University of California at Los Angeles, 10880 Wilshire Blvd., Suite 1610, Los Angeles, CA 90024.
- **Science, draft only, out for comment**, The National Research Council, 2101 Constitution Ave., N.W., HA 486, Washington, D.C. 20418.

- **English**, *June 1995 projected completion*, The Center for the Study of Reading, 174 Children's Research Center, 51 Gerty Dr., Champaign, IL 61820. \*\*The Department withdrew funding from this development consortium because of the direction the standards were going - the Department wanted a content-based appearance and the standards were too process-based - but no new grantee has been selected and the Center plans to continue with the project and have their standards available for submission in June of 1995.

Four subject areas were developed privately, without U.S. Department of Education funds:

- **Economics**, *1997 projected completion*, National Council on Economic Education, 432 Park Avenue South, New York, NY 10016.
- **Mathematics**, *published*, National Council of Teachers of Mathematics, 1906 Association Dr., Reston, VA 22091.
- **Physical Education** (P.E., health and coaching), *drafts out, final documents set to be published by the end of 1994*, National Association for Sport and Physical Education, 1900 Association Dr., Reston, VA 22091.
- **Social Studies**, *published*, National Task Force for Social Studies Standards, National Council for the Social Studies, 3501 Newark St., N.W., Washington, D.C. 20016-3167.

Goals 2000 adds several new subject matter areas not delineated in America 2000: foreign languages, civics and government, economics and the arts. We applaud the emphasis on these basic content areas, as long as these subjects are truly taught in a factual way and not just used

to bring in "politically correct" values lessons, psychological affective education, or ideas contrary to Christian beliefs.

We hope that science will be taught in the spirit of true academic freedom, with all theories of origins considered, including the various theories on evolution and the abrupt appearance theory -- but we're not holding our breath. The national standards that have been released so far show some cause for concern. Citizens need to make their views known to the boards that will be reviewing and "certifying" content standards in these controversial areas.

As you can see from the list, many of the content standards are already available. CEE has not yet had the opportunity to do thorough reviews of all standards, and to do so in this book would be too lengthy; however, we can provide a few comments on the overall nature of some of these documents, and some areas of concern that you may wish to investigate by obtaining these documents for yourself from the addresses listed (some charges may apply).

## History Standards

The standards receiving the most media attention to date are the National History Standards released by the National Center for History in Schools at UCLA (calling its standards panel the National Council for History Education), after years of input from national education groups and over two million dollars of federal funds. The document, *Exploring the American Experience*, covering U.S. History in grades five through twelve (K-12 world history and K-4 U.S. History are also complete), has sparked a livid debate.

The outcomes make sweeping changes in the way United States History is taught. Critics have called the

standards "politically correct in the extreme" and leveled charges that the role of women and minorities are heavily emphasized while white males are virtually ignored. The standards are said to contain more tragedy than triumph, with an undue emphasis on negative events. In fact, the person largely responsible for funding the history project through the National Endowment for the Humanities, former N.E.H. Chairwoman Lynne Cheney, has made scathing remarks against the standards and vowed to fight their certification once a national panel is operating.

Ms. Cheney, now with the American Enterprise Institute, objects to the fact that there are three standards dealing with the Great Depression but none focusing on the Constitution. She said:

*"You'd never have any sense from reading this document that George Washington was our first President or that James Madison was the Father of the Constitution. . . . The story it tells of the American past makes it look as though we're a nation that's experienced only oppression and failure."*<sup>45</sup>

Even Albert Shanker, president of the nation's second largest teachers' union, the American Federation of Teachers, publicly recognized the bias. He said that while he found many strong sections in the document, "Unfortunately, as it moves into the present, the history becomes more contentious and less balanced." He urged states to consider other sources as well, as they draft their own standards, rather than relying solely on this guideline.<sup>46</sup>

On his television show, Rush Limbaugh offered some insights that explain how Ms. Cheney and others could come to their conclusions. The following names are never mentioned in the national history standards!

- Paul Revere

- J.P. Morgan
- Thomas Edison
- The Wright Brothers
- Alexander Graham Bell
- Albert Einstein
- Robert E. Lee
- George Washington
- James Madison (not mentioned prominently)

Which political figures are featured in the Standards?

- Harriet Tubman (underground railroad figure) -- mentioned six times
- Seneca Falls (leader in women's suffrage) -- mentioned nine times
- The Ku Klux Klan -- mentioned seventeen times
- McCarthyism -- mentioned nineteen times
- Lincoln's Gettysburg Address -- mentioned once
- Ulysses S. Grant -- mentioned once

Evidently a great deal of very important history was deemed too Eurocentric! Gary Nash, leader of the project and a professor of history at UCLA, says historical studies have traditionally contained ". . . too many facts, dates, places and names, not enough thinking, reasoning, inquiring." Too many facts? Rush Limbaugh, like the rest of us, is concerned that history curriculum will no longer simply report what happened -- rather, the "politically correct" spin doctors will impose their own perspective on it. Limbaugh calls the standards "P.C. crap."

We find the negative emphasis disconcerting, since students already have enough trouble finding positive role models - heroes, if you will - without removing them

from our history books. Nash believes there should be no heroes. But then who can our children strive to emulate? How will positive character qualities be modeled?

While the coverage of American culture is negatively slanted, other cultures receive an overly positive imbalance in world history. For instance, students study the Aztec culture and various African and Native American tribes, yet there is no mention of the Aztec's custom of human sacrifice (after cutting out the victim's heart) or the cannibalism practiced in some of these other cultures.

Another concern lies in the fact that the council developed three versions of the history standards, because of their lengthiness. There is a summary version for the public, a larger volume for the classroom, and a mid-length document for policymakers and the National Education Standards and Improvement Council. This means the public really doesn't get a complete picture of the contents, and the NESIC doesn't really know *exactly* what it's approving, since the classroom version is more comprehensive than the version submitted for certification.

The council has also focused on grades K-4 history standards, which will be blended in an interdisciplinary fashion with the geography and civics standards for those grade levels, topics not traditionally taught to such young students. Rather than using the current "expanding horizons approach," where student awareness progresses from family to neighborhood, community and so on, the council suggests:

*"... that young children should be able to understand changes over time in family life, transportation, and technology. They should study the history of indigenous peoples who lived*

*in their region and trace the movements of people who came there from other places."*<sup>47</sup>

Ms. Cheney says of the excerpts she has seen:

*"There is a nice spirit in the K-4 standards. They're not entirely noncritical, but [are] willing to talk about the Founding Fathers."*<sup>48</sup>

However, of the world-history document, she said "there is the same kind of bias against the West that you had in the history of the U.S."<sup>49</sup>

Many history-oriented literary selections reflecting non-Western cultures are also recommended "to enliven and integrate history studies for young children."<sup>50</sup>

## English Standards

Debate also erupted when a sampler of English standards was released, utilizing a unique "classroom vignette approach" to illustrate how the standards could be used in classrooms. In English, too, we find a multicultural emphasis. *Education Week* reported:

*"In a letter to the standards group, the N.C.T.E.'s commission on reading suggested that several vignettes might be used to illustrate the multiple perspectives of students from various ethnic groups and called for replacing the terms 'standard English' in the document with 'privileged dialect.'"*

*"The document's preamble . . . already focuses on cultural issues."*

*"It notes, for example, that differences among students must be recognized and valued, that teachers should use students' home languages and experiences as a bridge to further learning, and that teachers, working with families and*

*communities, should incorporate 'local and multiple values' into what is taught in the classroom.*<sup>51</sup>

Elaine Cockrell, the chairwoman of a junior high school English department in Washington state, characterized the standards, saying, "There's an overemphasis on political correctness."<sup>52</sup> Another educator felt controversial language, like the term "values," should be avoided in the document, to ease implementation and avoid community opposition.<sup>53</sup>

### Health Standards

Attempting to avoid such controversial "red flags," the health standards don't specifically address issues like sexuality and substance abuse -- rather, they are cloaked in vague (but obvious) terminology and included as part of the suggested topics listed in a grade level matrix included in the package.

However, the drafts seem to advocate school-based clinics and the like. Draft #7, point 5, of the local system standards, says schools must provide for "collaborative planning among school personnel, students, families and health, human service and community agencies in order to design, implement and assess health instruction for health literacy." Students must also "demonstrate the ability to locate health resources and services" and "describe factors that influence personal selection of health care resources, products and services."

Getting into the realm of family behavior and values, the health standards ask eighth graders to "describe how the behavior of family and peers contributes to one's physical, mental, emotional and social health," then "analyze the role of individual, family, community and cultural values when making health related decisions."

The seven privately-developed health standards encompass physical, mental, emotional, and social health. The way in which the standards are worded causes some concern as to how they could be implemented in a way that would respect the students' and families' privacy. For instance, performance indicators under Health Education Standards #1, calls for fourth grade students to "describe mental, emotional, social and physical health during childhood" and "describe how the family influences the health of individuals." Eighth graders will "identify ways to reduce risks related to health problems of adolescents."

Anyone who's ever studied a district's outcome-based program will find those phrases very familiar -- excellent evidence that national standards really constitute a national OBE system in disguise!

### Social Studies Standards

The social studies standards also look typical of existing OBE outcomes. Ten themes cover the social sciences (with some overlap into other disciplines):

- Culture
- Time, continuity, and change
- People, places and environments
- Individual development and identity
- Individuals, groups and institutions
- Power, authority and governance
- Production, distribution and consumption
- Science, technology and society
- Global connections
- Civic ideals and practices

The standards themselves are written in a fairly vague manner, so most problems will arise upon implementation, or incorporation into curriculum. No doubt these standards will generate widespread controversy when local states and districts implement them.

The executive summary of the 178-page document explains the approach taken by the standards group in determining what to include:

*"The United States and its democratic system of government are constantly evolving. No one can predict with certainty what may be needed from its citizens to preserve and protect it 50 years from now. . . .*

*"These national curriculum standards for social studies represent educators' best thinking about what is needed to educate future citizens to meet that challenge."*

Though the standards are general, some of the suggested activities very specifically delve into areas of intense debate, such as prayer in school and homosexuals in the U.S. military. Controversial techniques are also recommended, such as journaling, and asking students to take political action about issues they've researched. In the past, we've seen political issues presented in a very biased manner, after which students were used as lackeys to influence public policy on behalf of the teachers' union. This widespread abuse of teacher power is highly inappropriate.

## Geography Standards

As a means of illustration, we can also look at the eighteen general national geography standards:

- Maps, globes, and other tools.

- Mental maps of Earth.
- Special organization of Earth's surface.
- Physical and human characteristics of place.
- Regions and Earth's changing complexity.
- Culture and experience as influences on perception of places and regions.
- Physical processes that shape patterns on Earth's surface.
- Nature and distribution of ecosystems on Earth's surface.
- Nature, distribution, and migration of human populations.
- Nature and complexity of Earth's cultural mosaics.
- Patterns and networks of economic interdependence.
- Processes and patterns of human settlement.
- Forces of cooperation and conflict that shape divisions of Earth's surface.
- Earth's physical and human systems, their connection, and interactions.
- Consequences of interactions between human and physical systems.
- Changing meaning and importance of resources.
- Interpretations of the past.
- Interpretations of the present and planning for the future.

## Science Standards

The field of science illustrates just how confusing the race to issue national standards can get. The science standards funded by the U.S. Department of Education

are being developed by the National Committee on Science Education Standards and Assessment, under the aegis of the National Research Council of the National Academy of Sciences. They are not yet published in final form.

However, under another standards effort - Project 2061 - the "Benchmarks for Science Literacy" were released by the American Association for the Advancement of Science. Disappointingly, they address the "evolution of life," and also reach beyond the traditional field of science to include such realms as sociology, psychology, political science, economics and the history of science.

The National Science Teachers Association has also thrown its hat into the ring, publishing a "Content Core" for its own national reform effort. Which set of standards will receive certification by the NESIC? That remains to be seen.

### Standards Aren't User-Friendly

The complexity of these standards projects will make them difficult to implement at the classroom level. The whole thing reminds this author of something she learned in college: each professor thinks his or her field of study is the only one that matters, and each will assign enough work to keep a student busy full time.

Apparently that's what we see happening in the standards race -- the experts developing standards in each content area see this opportunity to make their field of study an important focus, so they try to be as inclusive as possible. Unfortunately, it appears unlikely that with the breadth covered in each area, all content areas could be fully taught at the classroom level.

Speaking of the world history standards, Lynne Cheney called the 314-page document "almost

universally unusable for a teacher," due to its overwhelming size and lacking sense of priority.<sup>54</sup>

In fact, a survey of teachers, conducted by LH Research for the Ford Foundation, found that while teachers are generally aware of the Goals 2000 reforms, most have "serious reservations" about their impact. Over half are concerned that the reforms would establish a "strict set of criteria" which they'd have to follow.<sup>55</sup>

Richard Aieta, an educator who sits on a national panel overseeing the standards-setting effort in geography, supervises a department of seven social-studies educators in his affluent suburban school. Yet, he is concerned about the impossibility of teaching everything currently contained in the history, geography, and civics standards. He says:

*"The standards are going to fit if you give me the latitude not to graduate students until they're 28 years old."*<sup>56</sup>

Chester Finn, Jr., a former assistant secretary for educational research and improvement in the U.S. Department of Education, answers such concerns by saying, "It's going to have to be a matter of picking and choosing." Finn once believed schools should be expected to address all of the standards, but he now maintains that will be impossible, given the ever-burgeoning work of the subject groups.<sup>57</sup>

However, Aieta is concerned that local school boards may not see the standards as a smorgasbord, and that teachers will end up being blamed for failing to teach everything. Other educators argue that the school day or year may have to be expanded to accommodate the over-zealous standards,<sup>58</sup> a popular idea in many education circles today.

Finn says, "There's a legitimate apprehension that there's an awful lot of people and organizations calling the shots and the shots that they're calling are too different."<sup>59</sup> In addition to the publicly and privately funded standards development boards, there are many nationwide independent projects developing standards as part of their own reform efforts. These include such groups as the National Board for Professional Teaching Standards, the College Board's Pacesetter program and the New Standards Project. Most standards documents are upwards of 200 pages long; in fact, the math standards, which were completed first and serve as a model for other content areas, contain 256 pages.

In addition, a study sponsored by the Policy Studies Associates finds:

*"... at least 45 states are planning, developing or implementing new curriculum standards. They may be calling the standards 'frameworks' or 'outcomes,' but the idea is the same: to set high benchmarks for student learning."*<sup>60</sup>

Most people involved in the standards effort agree that the scope of this reform is getting very confusing. Teachers cannot be expected to sort through such lengthy documents -- especially those teachers that teach multiple subjects and could easily end up being expected to integrate and implement material from over a foot-tall stack of requirements.

Will the national certifying board try to pull all these standards together in some sort of understandable format? Howard Gardner, a professor of education at Harvard University, has said:

*"If we are to have national or state standards which fit together, which complement rather than contradict one another, the certifying body needs to take into account three separate facets."*<sup>61</sup>

The facets he lists are: **making sure the standards fit among bodies of knowledge** (the standards must approach various disciplines in a similar fashion, so they can intermesh); **are fit for teachers** (for ease of preparation, teaching and evaluation, and consistency from teacher to teacher); and **fit for students** (so that they leave school with a big picture of how it all fits together and relates). He says that without attending to these facets, "Student schizophrenia is as likely as teacher or epistemological schizophrenia."<sup>62</sup>

Many feel that the task of organizing and integrating all the standards will fall to curriculum supervisors at the state and district level, but leaders of most standards-setting groups insist that teachers, parents and policymakers should all be reading the documents.<sup>63</sup>

*"But observers say that even those specially trained professionals will find it difficult to mold the new standards to existing state education goals, to line them all up and see where they overlap, and to translate them for others."*<sup>64</sup>

## Performance Standards & Assessment Testing

The National Assessment of Educational Progress (NAEP) currently serves as the national means of assessment. Its on-going expansion process will result in even greater federal control over education, as the assessment coordinates with national standards, forcing schools to address those standards if their students are to rate well on the NAEP. For example, new NAEP tests are being developed to test students in the arts, at grades 4, 8, and 12, modeled on national standards for arts education. In fact, a 1992 publication of the National Education Goals Panel calls for alignment of the NAEP to national standards:

*"NAEP frameworks and assessments should be consistent with evolving national content standards in each subject area. In those subjects where content standards have been developed, submitted to, and subsequently certified by the National Education Standards and Assessments Council [Ed. note: This Council is now defunct and has been replaced by the NESIC.] and the National Education Goals Panel, NAEP should use these content standards as the basis for their frameworks and assessments."*<sup>65</sup>

Remember, this report was issued in 1992 -- before the Goals 2000 Act! This reform movement has momentum of its own, even without the Act. Goals 2000 just gives it the force of law, and ropes states in using financial incentives and regulations. The NAEP is also

being expanded to provide scores on individual students rather than just a report card on the school and state.

In fact, the Improving America's Schools Act ESEA Reauthorization law requires states to use assessments that are aligned with their state performance standards for Title I students. The tests must include "multiple, up-to-date . . . measures that assess higher-order thinking skills and understanding." These performance assessments must also "provide individual student interpretive and descriptive reports."<sup>66</sup> The tests will be used to determine whether schools are making progress toward their Title I requirement of achieving those outcomes.

Performance-based assessment tests already exist in many state forms based on the National Assessment of Education Progress and are extremely disturbing -- a total invasion of family privacy. Based on these tests, children are currently targeted with specific curricula aimed at changing those beliefs which the government deems to be incorrect.

We hear of a system of "voluntary assessments," but it is the *states* that "volunteer" to participate (so they can obtain Goals 2000 grants or Title I funds), **not the parents**. We'll discuss later how the tests are likely to be required, as they were in California. While the Goals 2000 state assessments can't be used for graduation determination ("high stakes") for five years, they likely will be after that, and many states will get around that provision in the meantime, as they already are.

The high stakes nature of such testing will likely garner controversy, as with the recent case in Ohio. The state was investigated by the U.S. Department of Education to determine whether a student's civil rights were violated by the requiring of an exit test to receive a

diploma. A disproportionate number of minority students are said to have failed the exam.<sup>67</sup>

Chester Finn, co-director of the Educational Excellence Network and former Education Department official, says of the Ohio case, "That's true schizophrenia with respect to standards. We should never accept the notion that standards and expectations should be lower for some groups than for others, or that different results on a test mean the test should be faulted."<sup>68</sup>

The subject of race and socio-economic status is bound to be the focus of heated debate, and may lead to a watering down of standards and testing to insure success and avoid discrimination lawsuits. Expect to see a lot of the "blame game" -- with blame passed around between teachers, administrators, students, parents, the tests, the standards, the curriculum, etc.

The National Assessment of Educational Progress and state assessment tests developed on the NAEP model are currently used to collect data on student performance in over thirty-eight states. Most often, parental permission is not asked -- parents are not even notified.

The tests must be taken by all children to result in accurate data. If a large number of parents refused to allow their children to take the test, the results would be skewed. The tests are said to measure academic subjects, like reading, but they are quite deceptive.

### Attitudinal Testing - A Case in Point

One state assessment test, Pennsylvania's Educational Quality Assessment (EQA), touched off an investigation of the federal government's involvement in such testing and uncovered a very clear agenda for changing America's educational system and eventually our entire society.

As a result of the seven-state Cooperative Accountability Project (CAP), Pennsylvania was targeted as a pilot state for assessment testing. Other states were targeted as well, in various implementations of early research on reform.<sup>69</sup> Anita Hoge began researching the assessment testing after her son was administered the EQA and copied down the following values-oriented questions (he reported that about half the questions were of this nature):

*"The prospect of working most of my adult life depresses me -- Check 'yes,' 'no,' or 'sometimes.'"*

*"A person is in a large crowd on a street corner. They are protesting about something. Some people pick up rocks and start throwing them at windows. In this situation, I would ALSO THROW ROCKS when I knew: (a) there was no chance of getting caught, (b) I agreed with what they were protesting about, or (c) my closest friend decided to throw rocks." No option was given for the child who wouldn't throw rocks.*

She was not notified of the test, nor asked to give her permission, despite federal law requiring it and a previous admonition to the state to do so. In proving the psychological basis of the test, Mrs. Hoge uncovered some interesting evidence which showed not only the true purpose of the assessment test but also how students are targeted with specific (federally validated) curricula to "correct" their beliefs.

All of this research resulted in a book called *Educating for the 'New World Order'* by B.K. Eakman. The book explains the clear purpose of the Pennsylvania assessment test (a model for the country) and how the results are used to manipulate behavioral changes through specially designed curricula. Eakman reports:

*"In the experimental literature used as a basis for Pennsylvania's Teaching for Essential Literacy Skills . . . behavioral research aide Norman Wallen writes in the Foreword that the test 'measures gullibility or one's ability to see through attempts to mislead' and then that '[t]he test also appears to measure knowledge to some extent . . . ' Wallen adds that students must have 'at least a passing acquaintance with the Judeo-Christian tradition' in order for certain test questions 'to function as an indicator of gullibility.' [Editor's note: Obviously, Christian children will be considered gullible.]*

*"So-called 'basic skills' tests, therefore, may ask children, on the reading portion, for example, not who the characters were or what the setting of a selection was. Instead they may assess the child's feelings about the piece. . . . The point is, what is being tested is called the belief system of a child, not academic knowledge, not what the average parent would call 'skills.'"*

This behavioral psychology is being practiced on children, through testing mechanisms and curricula, all over the country. The roots of this sophisticated testing psychology date back to 1958 and are now fully developed and widely used.

They were first introduced by Hilda Taba, a specialist in designing test questions to elicit information from unwilling subjects. She was investigated by the California Senate in 1958 and was a disputed figure even then as people objected to her techniques being used in an educational setting. In the mid-1960's she again surfaced, was given an Office of Education grant to "help pupils think," and worked as a curriculum consultant.

Eakman explains how psychological questions can be included in "academic" tests very discreetly:

*"Taba's method, as well as that of her prolific protege at the Carnegie Foundation for the Advancement of Teaching (CFAT), Ralph Tyler, utilizes a combination of word-association techniques, passed off as vocabulary quizzes, and negatively worded multiple-choice questions from which the child selects responses to match what he would do or would not do in various high- and low-stress situations - conditions involving reward and punishment."*

When the National Assessment of Educational Progress (NAEP) test was being introduced in Nebraska in 1989, an astute senator started asking questions. A small group was finally permitted to see a copy of the very secretive national assessment test, in a highly controlled atmosphere, with a representative from the testing company, Westat (an Educational Testing Services contractor).

One story, related in *Educating for the New World Order*, especially illustrates the deceptive, non-academic nature of the test:

*"It was a passage from the reading section of the test that told how the Devil tried to deceive someone on Earth. The Devil had in his possession a large bag of uncracked nuts that he wanted to eat, but he was too lazy to shell them himself. So he looked for someone on earth to do it. He decided to hide a pearl in one of the nutmeats and put that one on top. He figured if he could find someone 'stupid and naive' enough to fall for the ruse, he could get the whole sackful of nuts shelled for him. The Devil picked out 'a little old lady' whom he thought might be*

*sufficiently stupid to fall for the ruse. But the last laugh was on him. The old lady took the pearl and went her way, leaving the rest of the nuts unshelled. Later, she used the pearl to make a purchase for herself.*

*"The test question asked students to describe the little old lady as (a) deceptive, (b) wise, (c) clever and practical, or (d) greedy. Everyone in the room tried to guess the answer, and not one, including the Westat representative, got the response which the manual called correct. . . . And just what did the 'correct' answer imply? That stealing under some circumstances is all right? That little old ladies are smarter than people give them credit for?"*

Eakman concludes:

*"... neither the story nor the responses are aimed at reading comprehension. None of the responses would even determine what a child believes. What the question will do, however, is to indicate which values local parents are transmitting to their youngsters, and therefore, what attitudes the community holds as a whole. . . . Such a profile, in turn, will help behaviorists craft an approach to 'planned change,' . . . that will be suited to this community."<sup>70</sup>*

As early as 1981, the plans for attitudinal testing, and a supercomputer to monitor results, were clear. Willard Wirtz and Archie LaPointe, of the old National Institute of Education, coauthored a working paper called "Measuring the Quality of Education."

It described previously existing educational data banks -- the Common Core of Data, (including the Public School and LEA Universe Files), and the Longitudinal Studies, explaining where their data came from, what it

contained and how the data banks could be absorbed into a new system which would hold the NAEP and state assessment test data. Eakman discovered a footnote on the Longitudinal Studies, page 6, which held a blatant admission about the collection of parent attitudes:

*"... achievement data are not the primary focus of the studies, which also collect data on educational attainment, student characteristics and attitudes, parents attitudes, and school programs."*<sup>71</sup>

### CLAS Test Fails the Grade

The California Learning Assessment System (CLAS), an experiment in performance-based testing which has been touted as the model for Goals 2000 assessment instruments, came under intense attack and failed to satisfactorily address the concerns of California citizens, especially parents.

In 1993, reading, writing and mathematics assessments were first administered to California's 4th, 8th and 10th grade students. Parents began to sound the alarm. By 1994, the time to release science and history-social science assessments in grade 5 (with grades 8 and 10 to follow), citizens were in an uproar.

Under intense public pressure in the Spring of 1994, several school districts decided not to administer the test, and the California State Department of Education announced that parents would be allowed to opt their children out. The United States Justice Foundation filed nine lawsuits involving 17 districts. And two controversial authors were excluded from the pool of reading selections.

Objections to the CLAS test came from all sides. The California Teachers Association called for "immediate suspension" of the test, due to its mismanagement by the

Department of Education; and two minority school board members in Long Beach denounced it as "racist and classist." Governor Wilson called for a financial audit of the test.

It was thought that the public would prevail against the controversial assessment. But a California Supreme Court Judge ruled that the Antelope Valley Union High School District MUST administer the CLAS, and sent letters to five other districts which had refused, telling them to comply. The two controversial authors were placed back in the pool.

The amazing Gestapo-like controls employed ran totally contrary to California law. Education code 60650 barred testing that delved into student privacy. An opinion by the California Attorney General confirmed the legality of the code, yet school authorities insisted (beyond the reason of any casual observer) that the test was not psychological or invasive!

Under a total sham of openness, the 1994 CLAS tests were put on public display for one month. However, citizens saw *only* questions used on the 1994 tests (already administered), drawn from a large pool (so parents could not evaluate whether the 1995 tests would be any better); saw *only* the English-Language Arts test (not the science, history or mathematics tests); and were allowed to copy *only* the questions (not the reading selections, etc.)

Citizens for Excellence in Education reviewers Shirley Taylor, whose degree is in Social Work, and Tara Roysdon, exhaustively reviewed the tests on display. Mrs. Taylor's conclusions:

*"Overall, as we expected, the CLAS test is a waste of money. I do not see how learning could really be tested, and even in reviewing examples of students' answers, it's highly unlikely that they*

*could be graded objectively and purposefully -- even after expending many hours of labor intensive, expensive grading. The entire test seems to lack purpose and the expense cannot be justified.*

*"The stories are strange. Even Tara and I were unclear as to how we would have answered. What are the graders really after? It makes me wonder who picked these stories. Even if they wanted to use controversial topics, they could have at least picked stories that could be clearly understood.*

*"Questions elicit emotion, not comprehension, and are psychological in nature."*

A 1994 report stating the goals of the CLAS test claims, "CLAS plans to shape reading prompts focusing on reading to gain information." Yet, CEE reviewers found no educational value in the stories. Rather, stories were violent, portrayed parents and their beliefs in a derogatory way, insultingly stereotyped minorities, illustrated extreme multiculturalism, and used inappropriate street language.

Most of the questions asked students to reveal their thoughts and feelings about the story, and to relate it to situations in their own family or own life. Comprehension was not tested, and students would be unable to personally relate to most of the stories. Even the mathematics test reportedly uses values clarification questions rather than right and wrong answers!

Richard Paul, a professor of critical thinking, says the \$34 million tests are a fraud, do not measure critical thinking and have no discernable intellectual purpose. The pre-1993 CAP test cost only \$5 million in comparison, was more comprehension-based and less controversial.

After monumental public outcry, California Governor Pete Wilson made a political decision to veto the CLAS test funding renewal bill in 1994, stating his objection that the test failed to provide individual scores. If citizens fail to impress California legislators with their disapproval of the entire CLAS test when it is reintroduced in 1995, they are likely to see its re-emergence -- in an even more damaging form.

## How Will Results Be Used?

The national goals, on which Goals 2000 is based, indicate that testing will go beyond factual knowledge:

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

While virtually no one would argue that reasoning and problem-solving are unimportant, current educational trends toward increasing these skills are now embodied primarily in affective education and "politically correct" curricula.

The tests, in reality, are designed to elicit information about beliefs and attitudes . . . about how the participant would behave in a given situation (as evidenced by some

of the sample questions we presented earlier, from current state assessments). Some estimate that about half of the questions currently used in the NAEP and some state assessments (like Pennsylvania's EQA) are psychologically oriented.

This may put Christian, private and home school students at a disadvantage in entering a university or the work force, since their scores will not be comparable to those students which took the assessment tests which reveal attitudes and beliefs.

We've been repeatedly told that national standards and assessments will not lead to a national curriculum, yet they do, in effect, make such a likelihood inevitable. The America 2000 strategy set the stage for acceptance of a national curriculum at a later date by planting the idea that "surveys and polls indicate that most Americans have no objection to the idea of a national curriculum. . . . They [the tests] focus exclusively on the ends."

Please note that Public Law 92-318, section 432, forbids the federal government from establishing or developing curriculum. Further laws exist to prohibit federal control of education.

While no national curriculum is actually "written" by the government, many are already approved or "validated" by the federal government and administered directly in response to the assessment results (like the citizenship curriculum example we used earlier). And by approving national content standards, a federally-dictated curriculum will, in effect, emerge as textbook publishers all accommodate the same standards.

An important concern lies in how the results from these achievement or assessment tests will be used. They will affect each student's future in several ways. Not only is the privacy of the entire family invaded by enabling government officials to track demographic and

behavioral data on participants, but businesses and colleges will take test results into consideration when accepting a student.

Assessment test results can then be stored, by social security number, on a government computer system. The valid question of privacy invasion raises phenomenal concerns. It has even been suggested that, under United States law, the testing would constitute entrapment.

When children take these assessment tests, parents are rarely informed. Parents are not allowed to see these very secretive tests. Parents are not told how this data will be collected and stored.

## Technology

Technology plays a key role in assessment. Under Goals 2000, an Office of Educational Technology is set up and a long-range plan must be developed to address how technology, technology-based curriculum, technological training and development, and the use of technology in administration, will be achieved. [Note: The Improving America's Schools Act repeals sections 231, 232, 234, and 235 of the Goals 2000 Act, dealing with the issue of technology; but replaces them with Title III of the Improving America's Schools Act, which does the same.]

According to the new laws, the long range plan must explain "how the Secretary will determine . . . the feasibility and desirability of establishing guidelines to facilitate an easy exchange of data . . ." It also contains a directive "to promote the use of technology in education, and training and lifelong learning, including plans for the education uses of a national information infrastructure."

While the Goals 2000 language is deliberately vague, it is likely referring to use of the Elementary and Secondary Integrated Data System (ESIDS), a

supercomputer which, using children's social security numbers (which they are required to have by age five, or before age one if claimed as a dependent for tax purposes), can store and access personal and academic test information.

The system also enables data to be cross-referenced with other computer systems, such as Department of Motor Vehicles, county marriage and divorce records, housing records, IRS records, criminal records, the State Data Exchange Network, credit records -- even insurance and medical records, indefinitely. There is little security control over access to this personal information. The technology and plan just await implementation. Goals 2000 may be the vehicle, with its emphasis on technology.

In September of 1991, a Congressionally-mandated study panel released a report giving some insight into what type of data collection the federal government has in mind. The report, *Education Counts: An Indicator System to Monitor the Nation's Education Health*, emphasized that:

*"... the information system needed to develop education indicators should be organized around major issue areas of enduring educational importance: learner outcomes, quality of educational institutions, readiness for school, societal support for learning, education and economic productivity, and equity."*<sup>72</sup>

If learner outcomes are monitored, and they are of a psychological, values or belief-oriented nature, this brings up some interesting legal questions that need to be investigated by the government. Objections to such privacy invasion in the past have been quickly dropped or avoided.

In 1985 a paper called "Alternatives for a National Data System of Elementary and Secondary Education,"

came out of the Office of Educational Research and Improvement (OERI), which is part of the U.S. Department of Education but also has international connections.

The paper proposed a national, cross-referenceable data collection system which would be built around the format of a microrecord, defined as "a datum on an individual person or an individual entity." In her book, Eakman reports:

*"Right away, in Chapter 1, the 'Alternatives' authors establish a rationale for the system: universal dissatisfaction so pervasive as to force major changes and new decisions; the need for massive reforms. Then the coup... a decent burial for the concept of local control... 'No longer do these decisions fall within the exclusive purview of local school boards and local school administrators.'"*<sup>73</sup>

On May 11, 1986, the *Washington Post* reported that the federal government could not legally require states to computerize their records, but they could design federal regulations in such a way that it was expensive or impossible for states to meet federal regulations without providing the computerized records.

# Opportunity-To-Learn Standards

Opportunity-to-Learn (OTL) standards are being developed at the national and state levels to ensure that all students have a level playing field -- all will have the **quality and quantity of resources** (textbooks, technology, research, supplies), **practices** (teaching methods, policies and procedures), **and conditions** (safety, time, classroom space, attention), needed to give each student an equal opportunity to achieve. Basically, a new standard of "Equal Opportunity Education" is being established.

The National Education Standards and Improvement Council (NESIC) will certify (set in place) the national OTL standards. In order to be certified, the standards must address:

- student access to quality curricula, instructional materials and technologies (including distance learning),
- teacher ability to provide high-quality instruction to meet diverse learning needs in each content area, to all students,
- whether teachers, principals and administrators have access to professional development,
- whether curricula, instructional practices and assessments are aligned to national content standards,
- whether schools provide a safe environment and necessary libraries, labs and resources,

- whether school policies, curricula and instructional practices ensure nondiscrimination on the basis of gender, and
- other factors the Council deems appropriate.

OTL standards are designed to insure that a student in the Bronx has the same opportunities, quality of teaching and materials that a student in Beverly Hills has access to -- Equal Opportunity Education!

We're all well aware that how much funding a school has access to will affect these opportunities, and that great inequity often occurs. The property taxes which support a high school in Beverly Hills greatly exceed those funds available to inner-city schools. Congress successfully side-stepped the issue of finance equity in order to approve Goals 2000, leaving the exact ramifications of OTL standards open to challenge. As you might guess, this is a highly volatile subject.

Many feel strongly that all children must have an equal opportunity to public education, and since technology, for example, is so expensive, schools must have equal funding across the board, at the state if not national level. This means property taxes would **not** go to support the local community school, but rather go into a pool, to be divided equally among all the schools in the state. Or, schools may be funded by some means other than property taxes (which create a natural socio-economic stratification among school districts) -- schools may be funded equally by some other tax. The theory being that by equalizing funding, all factors (teacher quality and training, equipment and resources, etc.) will be on even ground.

Proponents of finance equity would argue that only by giving poor students equal educational opportunities will they be able to compete with students from more

affluent districts to get into college and make a better life for themselves, breaking the poverty cycle.

Opponents of finance equity argue that such a system simply redistributes wealth -- communism itself. Those who pay higher property taxes may feel that since they pay more, their children should benefit -- after all, it's their own money and they (as a community) want to decide how to spend it, and retain local control of their own community finances. By sharing, the quality of their own children's opportunity to learn will likely decrease, unless the parents dip into their personal finances to make up for it (and would that even be legal, since it would again weigh the balance in their favor?)

Opponents of finance equity argue that school funding is not the determination of quality education, pointing to specific examples where inner-city schools have maintained a high level of achievement despite their lower levels of funding.

*Education Week* frames the debate another way:

*"Supporters of strong delivery standards maintain that they are necessary to guarantee that students are not penalized for failing to meet high standards of performance while they attend schools with poor facilities and inadequately trained teachers.*

*"But critics of the idea - including the nation's governors - warn that a national set of standards for schools could lead to a 'cookie cutter' approach that might limit states' flexibility and impose costly mandates."*<sup>74</sup>

Dianne Ravitch, a former assistant secretary of education, brings up another issue. She worries that states could be sued by students who feel, for example, that their teachers received insufficient in-service

training, if that were one of the standards. She says, "This is a lawyer's dream, and a school board's nightmare."<sup>75</sup>

The ESEA reauthorization bill also addresses the issue, instituting two new formulas for appropriating Title I grants, beginning in 1996, with all new grant money allocated beyond the fiscal 1995 level of \$6.7 billion. Schools would receive money under either new formula or divided between them. One formula targets more funds to areas with higher concentrations of poor children, while the other would reward states that have attempted to equalize spending where it is high due to relative per-capita income.

According to Senator Edward Kennedy, who designed the new language, thirty-four states will receive more than their current funding under the new plan. No school districts should lose money during the first two years, but after a gradual shift, millions of dollars that now go to affluent schools will be completely reallocated to poorer districts by the fifth year.<sup>76</sup>

Whether finance equity is good or bad, it will definitely be a major source of debate in the years to come, as OTL standards are established and challenged. In fact, many states are already embroiled in this debate and have been legally compelled to establish funding formulas that are equitable across all their districts.

## National Education Standards & Improvement Council

Under the new Goals 2000 law, the National Education Standards and Improvement Council (often referred to as NESIC, or the Council) is established. The purpose of the Council is to:

- **Certify and periodically review the national content, performance and opportunity-to-learn standards.**
- **Certify state content, performance and opportunity-to-learn standards if they are "comparable or higher in rigor and quality" to the national standards.**
- **Certify state assessments which:**
  - "are aligned with and support State content standards certified by such Council; and
  - "are valid, reliable, and consistent with relevant, nationally recognized, professional and technical standards for assessment when used for their intended purposes."<sup>77</sup>
- **Identify content areas in which standards need to be developed, and then develop criteria for certifying all standards. The Council will work with groups that are already developing (or have completed) content and performance standards. The criteria developed by the Council must address:**

- whether the standards are **internationally competitive** and comparable to the best in the world,
- whether the standards **reflect the best available knowledge about how students learn** and how content can be effectively taught, and
- whether standards have been **developed in an open and public process**, allowing all relevant parties (including parents) input.

■ **Certify state assessments.** The purpose of the state assessments includes (according to the language of the Act) "measuring . . . individual students" and "informing students, parents, teachers and related service personnel about the progress of all students toward the standards." Thus, the records will be individual, and will be widely circulated. The assessments are not to be used to make decisions about graduation, grade promotion or retention of students until the 1999-2000 school year.

**We can conclude that basically the Council will serve as the national equivalent of a local superintendent and district administration team, fulfilling many of the same roles and duties.** This has long been the goal of the National Education Association, to exert their influence on the national level by controlling such a body.

The Council is made up of nineteen members, all appointed by the President of the United States. Seven of the nineteen appointments will be selected from nominations submitted by the Secretary of Education, four from nominations by the Speaker of the House, four from nominations by the Majority Leader of the Senate, and four from nominations submitted by the National Education Goals Panel.

After a complex nomination criteria process, the NESIC is to have a final composition representing post-secondary institutions, organized labor, members of the National Skills Board, professional educators and school personnel or administrators, business and industry, the public (may include advocacy, civil rights and disability groups, civic leaders, state or local education policymakers or parents), and education experts (in assessment, curriculum, school finance and equity, and school reform).

At least one-third of those appointed must have "expertise or background in the educational needs of children who are from low-income families, from minority backgrounds, have limited-English proficiency, or have disabilities."<sup>78</sup> This imposes another minority "quota" type of requirement.

In essence, parents will receive little, if any, representation. The NEA will have a great deal of power, as will educators and civil rights groups. It appears that the Council will be composed of political special interests, not representative of the broader interests of the public at large.

The first Council, in particular, is likely to be liberal in order to achieve presidential approval (appointment) by Bill Clinton. "To the extent feasible," appointees should be equally divided between Republicans and Democrats, but we all know that those in control of the appointments will select members of the opposing party which most closely align with their own ideology.

Notice the circular nature of appointments among the Goals 2000 boards, and note that *the Council is non-elected and unaccountable to the public.*

**Exercise Your Rights:** Information will be published in the Federal Register regarding the proposed criteria for certifying all national and state standards and

assessments, and the proposed standards themselves. Such publication is intended to give the public an opportunity to comment. The Federal Register is usually available at your public library. You may comment to the NESIC and the National Education Goals Panel in writing. You may also attend their proceedings, or obtain a transcript at a nominal cost.

[Note: At the time of this writing, the Council has not yet been appointed, so no address or phone number is available. Until the Council is appointed, you may express your preferences to those in charge of nominations.]

## National Education Goals Panel

The Goals 2000 Act also codifies into law the National Education Goals Panel, which was established without the force of law in 1990 and has been actively operating ever since (for instance, by assigning "technical groups" to develop guidelines on how each National Education Goal should be addressed). The official function of this Panel, now, is to:

- **Review all national standards** (content, performance and opportunity-to-learn) which have been established by the NESIC.
- **Review the criteria** used by the NESIC to certify the national standards and state assessments.
- **Disapprove standards and criteria**, if the Panel deems such action necessary by a two-thirds majority vote, within ninety days of receiving them from NESIC.
- **Build a national consensus** for education improvement (public relations work).
- **Issue a "National Report Card,"** annually, to illustrate progress (or lack thereof) toward achieving the National Education Goals.
- **Develop a model of what "school readiness"** for preschoolers means and create guidelines for the development and use of early childhood assessments, then monitor and evaluate their use and results.

If we characterize the NESIC as a "national superintendent," then **the National Education Goals Panel would be analogous to a national school board.** And essentially, that is how the panel functions -- the proverbial buck stops there. The Panel says "yea" or "nay" to the work of the Council.

Since the Panel serves in this oversight function, it is to the Panel that citizens should appeal when their suggestions or complaints are not taken seriously by the NESIC. The Panel has the power to disapprove standards (for instance, if the public firmly objects to "politically correct" content standards or "privacy invasive" assessments).

But, again, the Panel is not accountable to the public. Really, members are accountable only to those that appointed them, if they wish to remain in favor with the political elite. There is no oversight provision for the people. For instance, if citizens oppose the actions of their U.S. Senators or Representatives, we have the ability to vote them out of office. We do not have that right with the Panel, or the "national school board." Rather, they operate in a totalitarian fashion.

The National Education Goals Panel consists of eighteen members, composed of:

- Two members appointed by the President;
- Eight governors (three from the same political party as the president, five from the opposing party), appointed by the National Governor's Association;
- Four members of Congress (two from the House, two from the Senate, evenly divided between Republicans and Democrats); and
- Four members of State Legislatures, appointed by the President of the National Conference of State

Legislatures (two of the same party as the President, the other two unspecified).

Appointees are supposed to be representative of geography, race, ethnicity and gender, and most serve two-year terms.

Since the National Education Goals Panel has operated since 1991, we can look at a few of the governors who have chaired the Panel in the past, to get an idea of what type of leadership the Panel has been under:

- Roy Romer, Colorado (Chair 1990-1991)
- Carroll A. Campbell, Jr., South Carolina (Chair 1991-1992)
- E. Benjamin Nelson, Nebraska (Chair 1992-1993)
- John R. McKernan, Jr., Maine (Chair 1993-1994)
- Evan Bayh, Indiana (Chair 1994-1995)

The same four members of Congress have served since the Panel's unofficial inception: U.S. Senator Jeff Bingaman, New Mexico; U.S. Senator Thad Cochran, Mississippi; U.S. Representative Dale Kildee, Michigan; and U.S. Representative William Goodling, Pennsylvania.

Past activities of the National Goals Panel offer some insight as to its function and emphasis. The Panel has served as a public relations mouthpiece for national education reform, and issued a yearly report card on progress towards the National Goals (generally showing no significant improvement so far). The Panel's 1992 report illustrates the direction of the Panel's work:

*"Because of gaps in available information on progress toward the Goals, the Panel is also charged with proposing new or improved data collection systems. In the past year, the Panel endorsed the creation of a new national Early*

*Childhood Assessment System; a new, voluntary system of uniform student records; and improved national and state-level indicators of student achievement in grades four, eight and 12. It is also considering proposals for improved indicators of citizenship; a national collegiate assessment system; and international comparisons of the knowledge, skills, and attitudes of American workers. . . .*

*"The Panel has also recently taken on the role of ensuring the development of national standards for student achievement and a voluntary national system of assessments aligned to those standards."<sup>79</sup>*

In seeking "improved national and state-level indicators of student achievement," the Panel was instrumental in ensuring that the NAEP added state-level assessments of mathematics in grades four and eight, and reading assessments in fourth grade, funded by an almost \$30 million increase in the NAEP budget for 1992 (as compared to approximately \$20 million in constant dollars for 1991).

One area of special concern to parents will be the "school readiness" model, and the development and use of early childhood assessments, as was discussed in this book in the chapter on Goal #1. The ramifications of this system will be tremendous, and parents must watch developments closely and make their voices heard.

Will the national model resemble the Parents As Teachers program, with such threatening "at risk" assessment designations? The Panel will likely consider existing models first (especially those which receive government funding and support, like PAT, HIPY and Head Start).

Early childhood assessment and education pose **key concerns**, if the model is based on social behaviorist theories that Christian children are not properly developed emotionally because of their strong spiritual ties and respect of parental beliefs; or that home-schooling would deprive a child of proper social development.

Again, hearings are open to the public, and transcripts will be available -- exercise your rights! Support your parent organizations who are solidly behind "parents' rights."

## State Improvement Plans

To entice state cooperation, federal funds are being distributed to states that are willing to develop and implement a "State Improvement Plan" in line with the national Goals 2000 requirements.

Among other reasons, Congress cites the following "findings" as rationale for the program (Section 301, emphasis added):

- "simultaneous *top-down* and bottom-up education reform is necessary to spur creative and innovative approaches by individual schools to help all students achieve internationally competitive standards;"
- "strategies must be developed by communities and States to support the revitalization of all local public schools *by fundamentally changing the entire system of public education* through comprehensive, coherent, and coordinated improvement in order to increase student learning;" and
- "State and local education improvement efforts must incorporate strategies for providing all students and families with coordinated *access to appropriate social services, health care, nutrition, and early childhood education, and child care* to remove preventable barriers to learning and enhance school readiness for all students." [*Government usurping the role of the family, in the name of "removing barriers to learning" and "school readiness."*]

States are brought on board by a strong financial incentive -- federal funding based proportionately on their

ESEA Title (formerly called Chapter) I & II allocations. In exchange, each state must develop or adopt state content and performance standards that are equal to, or more rigorous than, the national standards. States must also develop and implement a state assessment system and "a process for aligning State or local curricula, instructional materials and State assessments with the State content standards and State student performance standards."

Basically, in order to receive the extra funding (which all states feel they desperately need), the state must develop a state-wide outcome-based education (OBE) system, which will necessitate a state curricula. In fact, to receive any funding under the Elementary and Secondary Education Act (ESEA), states *must* develop a Goals 2000 State Improvement Plan! The ESEA Improving America's Schools Act (Example: Sections 1111 and 2205) reads:

*"Any State desiring to receive a grant under this part shall submit to the Secretary a plan . . . that is coordinated with other programs under this Act, the Goals 2000: Educate America Act, and other Acts, as appropriate . . .).*

The ESEA law contradicts itself in Sec. 14514, saying, "Notwithstanding any other provision of law, no State shall be required to participate in any program under the Goals 2000: Educate America Act, or to have content standards or student performance standards approved or certified under such Act, in order to receive assistance under this Act."

It's really just a matter of semantics, since states are required to have standards in at least mathematics and reading or language arts to receive Title I monies. If states decide to refuse to participate in Goals 2000, yet

still request Title I allocations, it will be interesting to see how the dilemma plays out in court.

Since states want, and need, to receive this federal funding - Title I allocations are especially substantial - they must develop a State Improvement Plan consistent with the national standards set forth under Goals 2000 and have their plan certified by the NESIC. Thus, in effect, Goals 2000 will create a national curriculum.

While Goals 2000 repeatedly uses the term "voluntary," and Section 316 of the Improving America's Schools Act asserts that *the state standards and assessments shall not be required to be certified by the NESIC* ("the Council"), it will take a lot of courage and public support for a state to turn down this substantial federal funding. But if the public outcry is loud enough, as it has been over OBE plans in many states, we may be able to convince states to buck the system and declare their independence.

Not only are states required to develop content standards, the Goals 2000 Act also places politically-correct conditions on state selection of curriculum, demanding that states include:

*"... a process for developing, selecting or recommending instructional materials including gender equitable and multicultural materials . . ."*  
[emphasis added].

State Improvement Plans are also required to assess the effectiveness and equity of the state's school finance program, though implementation of opportunity-to-learn standards is said to be "voluntary."

While private and homeschoolers don't appear to be required to participate (some may have to turn down federal funding they now receive), an effort is made to draw them into the Goals 2000 net. For example, the Act

attempts to hook private schools with the incentive of "free services," requiring that state standards, curricular materials and training be available to private schools. Watch for increasing regulations at the state level!

At the national level, the repeated use of the phrases "all children" and "all students" elicits concern that the government intends to require the participation of all children, including those now in private schools and home schools, in attaining the national goals "the government way." This hook will likely come in the form of state graduation requirements based on assessments that require use of state curricula for passage. There is no "safe haven" any longer -- every parent must get involved to protect his or her children!

Finally, through State Improvement Plans and subgrants, Goals 2000 reaches down to the local district level - into your own schools - encouraging the use of state funds for activities like site-based management, motivating students to develop higher order thinking skills, outreach to and training for parents, promoting public magnet and charter schools and other means of *public* school choice (*not* choice between public and private), and more.

Once again, the Act requires that public hearings be held to involve parents, teachers, and others with a stake in the State Improvement Plans. The plans are also supposed to be open for public comment.

When will your state take part? Some states already have similar restructuring plans that can easily be modified. Others will be starting at square one. As of October, 1994, nearly three-fourths of the states had already applied for first-year funding to develop and expand their state restructuring efforts. Secretary of Education Richard Riley said, "We have moved quickly in approving states' applications because most states

already have some kind of education reform activities underway and we want them to be able to use Goals 2000 funds to build on their present work."

On October 12, 1994, the U.S. Department of Education announced that thirty-one states (AK, AZ, AR, CA, CO, CT, DE, FL, HI, IL, KS, KY, LA, ME, MD, MA, MI, MN, MO, NV, NM, NY, NC, ND, OK, OR, PA, RI, TN, VT, and WA), plus Guam and Puerto Rico, had already received initial Goals 2000 grants, and applications were pending from seven others (MT, TX, UT, WV, WI, the Virgin Islands and the Alaska Federation of Natives).

While some states have not yet applied, as of September, 1994, no state officials had yet said they would refuse to participate.<sup>80</sup> The Council of Chief State School Officers (CCSSO) expects all states to apply for Goals 2000 funding before the July, 1995, deadline arrives.<sup>81</sup>

States can then receive assistance from the Council in developing their own standards, or adapting state standards from the national models. Under a new program, the CCSSO will provide information, leadership, coordination and technical assistance to states' curriculum- and instructional-improvement efforts, making a "national" curriculum even more likely in that multiple states using the same consultants tend to arrive at very similar programs.

## National Skills Standards Board

In line with the goal of "lifelong learning," the Goals 2000 Act establishes the National Skills Standards Board to stimulate development and adoption of a voluntary national system of standards, assessment and certification of attainment, for work force skills. The system is intended to guide companies, workers and vocational education programs.

The Act defines a skill standard as *"a standard that specifies the level of knowledge and competence required to successfully perform work-related functions within an occupational cluster."* The National Skills Standards Board is charged with:

- Identifying broad clusters of major occupations that share characteristics (by December 31, 1995);
- Establishing voluntary partnerships to develop standards (what workers should know and be able to do) for each occupational cluster; and
- Endorsing skill standards systems as appropriate.

Skill standards, which must take into account content and performance standards, will be used within the public education system, particularly in guiding vocational education programs and in school-to-work transition programs.

The Board is to be composed of twenty-eight members, who are to represent a broad cross-section of occupations and industries and have expertise in education and training, selected as follows:

- The Secretaries of Labor, Education and Commerce
- The Chairperson of the NESIC
- Eight representatives of large and small business
- Eight representatives of organized labor
- Two neutral human resource professionals
- Six members from educational, community-based and nongovernmental civil rights organizations and state and local governments.

The composition and functions of the Board have already been met with skepticism. Many feel that the effort will fail because of the composition of the board. Republicans involved in the legislation were concerned that too strong a role would be played by the federal government, undermining the voluntary nature of the standards-setting processes.

One supporter of the idea of voluntary national standards, Phyllis Eisen, the director of education and work force readiness for the National Alliance of Manufacturers, expressed her sentiments in an interview:

*"We are concerned about the composition of the board. We think that it should be industry-led, not just one-third industry."*<sup>82</sup>

Madeleine Hemmings, the executive director of the National Association of State Directors of Vocational/Technical Education, tells us:

*"Unless the business community is leading this, it probably won't catch on with the business community, in which case, the whole thing probably shouldn't be done at all."*<sup>83</sup>

Other questions have been raised as to how the occupational clusters would be defined -- the "Catch-22"

being that the government shouldn't be in the business of narrowly defining skills standards for each job category, but the usefulness of standards will be minimal if clusters include too many jobs or industries.

House democrats voiced concerns about how the board would develop standards and what they would be used for -- those already in the work force or students preparing to enter it?

Grants awarded by the labor and education departments are already funding over a dozen projects in which coalitions of industry, labor and education groups are attempting to define national skills standards - what workers should know and be able to do - in broad occupational clusters. The projects cover a wide array of industries, from health sciences and retail trades to electronics, printing and metalworking. Each group plans to develop assessment and certification systems as well as a broad set of core competencies required for entry-level workers.

## International Education Program

Under the Goals 2000 Act, an International Education Program is set up to study educational programs in other nations. The Act states it will focus on "especially Great Britain, France, Germany and Japan," but also includes "Central and Eastern European countries and former Soviet republics" in the eligibility list.

In addition to the study of foreign education systems, an international exchange program of **curriculum and teacher training programs** in civics, government and economics education, for grades K-12, will take place. U.S. educators and researchers will visit foreign countries, and vice-versa.

This bears a resemblance to the U.S.-Soviet Exchange which concerned so many U.S. citizens a few years back, doesn't it? The central question is, do we want to use the curricula and teaching methods of foreign (sometimes socialist, or socialist-influenced) countries to teach civics, economics and government to American children? Surely, the foreign countries involved will benefit from our lessons on democracy, but will our students receive reciprocal advantages, especially when newly-emerging or recently disintegrated governments are involved?

The study will focus on curricula, methodology, organizational structure and length of school day and year.

## Minority-Focused Civics

The Goals 2000 Act also establishes the "Minority-Focused Civics Education Act of 1994" which will provide \$5 million to fund a national program of accredited summer teacher training and staff development seminars, and academic year in-service training programs.

The purpose of this special training is to encourage improved instruction for minorities and Native American students in government and civics, emphasizing their role in the American political process, and enabling teachers to address the needs of such students.

Could this be another expensive multicultural program that could result in divisiveness rather than unity? For information on multiculturalism, please read *Reinventing America's Schools*, Volume 1.

# OERI

Under the Goals 2000 Act we also find reauthorization of the gigantic, overfunded bureaucracy known as the Office of Educational Research and Improvement (OERI), to a tune of \$345 million in beginning appropriations and sums to follow "as needed." The purpose of the OERI is to conduct and support education-related research, to disseminate research and information on model programs, to collect and analyze data, and to provide technical assistance to schools.

Under the Act, OERI is restructured to create five "National Institutes" within the Office, each with separate appropriations.

- National Institute on Student Achievement, Curriculum and Assessment (\$30 million)
- National Institute on the Education of At-Risk Students (\$30 million)
- National Institute on Educational Governance, Finance, Policy-Making and Management (\$10 million)
- National Institute on Early Childhood Development and Education (\$15 million)
- National Institute on Postsecondary Education, Libraries and Lifelong Learning (\$15 million)

The Act also establishes a National Education Research Policy and Priorities Board within OERI. The direction our government leaders are taking, the priorities they've decided to pursue, and the close link to the national education goals are all obvious.

Many activities of the OERI support Goals 2000 plans, such as research on assessment practices, content and methodology. Of the many examples listed in the law (Section 931), outlining how student knowledge could be improved in the core content areas, the following give us an idea of where we are headed (and where we now find ourselves in current restructuring programs).

- "student learning and assessment . . ."
- "... issues of grouping and tracking, ungraded classrooms, and on the effects of various pedagogies, including the issues of technology in education"
- "standards for what students should know and be able to do, particularly standards of desired performance set to internationally competitive levels"
- "enabling students to develop higher order thinking skills" [OBE]
- "methods to teach effectively all students in mixed-ability classrooms"
- "curriculum, instruction, and assessment, in vocational education and school-to-work transition"
- "programs, policies, approaches which promote gender equity in elementary and secondary education"
- "... research and development on methods of involving parents in their children's education and ways to involve business, industry and other community partners in promoting excellence in schools"

- "include a comprehensive, coordinated program of research and development in the area of assessment which -- addresses issues such as --
  - "... the impact of high-stakes uses of assessment on student performance and motivation, narrowing of curriculum, teaching practices, and test integrity
  - "... the diverse effects . . . of assessments as actually used in the schools, including effects on curriculum and instruction, effects on equity in the allocation of resources and opportunities, effects on equity of outcomes, effects on other procedures and standards for judging students and practitioners and possible inflation of test scores
  - "... the feasibility and validity of comparing or equating the results of different assessments
  - "test security, accountability, validity, reliability, and objectivity
  - "... developing, identifying, or evaluating new educational assessments, including performance-based and portfolio assessments which demonstrate skill and a command of knowledge . . ."
- "... research necessary to provide a sound basis from which to identify, develop and evaluate approaches in elementary and secondary school governance, finance, policy-making, and management at the State, local, tribal, school building and classroom level which promise to improve educational equity and excellence, such as . . . innovative school design, including lengthening the school day and the school year,

reducing class size and building professional development into the weekly school schedule . . .".

Actually, that's a pretty good list of the issues that concern parents and educators with this whole restructuring/Goals 2000 process -- especially the many problems associated with the new assessments.

The question that begs to be asked is this: **If so much research is still required on these issues to determine their feasibility and impact, why are we jumping ahead (through Goals 2000 and state restructuring efforts) into relatively uncharted territory on such a massive and costly scale? It doesn't seem prudent or cost-effective, and the effects could be devastating for the students who are guinea pigs in this great American educational experiment.**

CEE's *Reinventing America's Schools* series, Volumes 1, 2 and 3, covers these commonly-found restructuring practices and presents the pros and cons of each, outlining current research and raising questions regarding each issue. We urge you to read this important series to fully understand the events taking place in your child's classroom.

## Community Partnership

The Goals 2000 Community Partnership Program, funded by grants under the Act, is directed at communities with between 200,000 and 300,000 inhabitants, in which at least half of the school-age children come from families with incomes below the poverty line.

Grant money is to be used to develop a comprehensive plan to insure educational achievement for all students in the community by adopting the National Education Goals, adding any other goals, conforming with State Improvement Plans and establishing a community-wide plan to achieve the goals.

The poor are especially targeted for government intrusion into the family. The program will also promote the development of an integrated service delivery system to children birth through eighteen years of age and their families, with the cooperation of the following:

- health and social services agencies and providers;
- juvenile justice and criminal justice agencies;
- providers of employment training; and
- child care, Head Start, and other early childhood agencies.

## National Library of Education

One of the more potentially useful provisions of the Goals 2000 Act is the establishment of a National Library of Education (within the Department of Education), which is intended to provide a one-stop information and referral service for the public and federal employees, containing comprehensive information about education (research, statistics, etc.).

The library is to maintain and actively publicize a toll-free telephone number for public inquiries. Anyone who has experienced the frustration of trying to get a question answered by anyone in the U.S. Department of Education may have doubts about how effective and efficient this program will be, but if it is well-staffed by friendly and informed assistance operators, and if it is easily accessible, the National Library of Education could prove to be a great resource for the public, and make education research more easily accessible to non-bureaucrats.

# School Prayer

Section 1011 of the Goals 2000 Act states:

*"No funds authorized to be appropriated under this Act may be used by any State or local educational agency to adopt policies that prevent voluntary prayer and meditation in public schools."*

This repeatedly watered-down final version of the prayer amendment is appreciated by most but will probably have little impact. First, it is hard to directly link such a policy with funds from this Act.

Second, it protects only voluntary prayer, but does not define it. Only silent prayer? What about public or group prayer, or use of the public address system, or at a school event?

Third, it could be twisted and abused. What is voluntary meditation? Does this mean we can't stop new age meditation from being practiced by a teacher in the classroom, with students asked to participate voluntarily (and feeling uncomfortable if they opt out)?

Based on current experiences, we might expect to find such meditation included in curricula developed to address self-esteem outcomes. This amendment would protect such meditation from being disallowed by school board policies if it were considered part of curriculum or instructional practices developed under a State Improvement Plan. Transcendental Meditation (TM), or hypnosis, is now frequently used in teacher training programs and in classrooms.

Even the legislative counsel for the very liberal, anti-prayer American Civil Liberties Union, Robert Peck, had no objections to the final amendment. He said:

*"What ended up in the bill is harmless. All it does is say that no funds in the act may be used to adopt policies against voluntary prayer."*<sup>84</sup>

Note that while policies cannot be written to prevent voluntary prayer and meditation, this amendment *does not exclude policies that require* prayer or meditation. Such policies would have to be disputed under the Establishment Clause of the Constitution.

The Improving America's Schools Act also contains a weak prayer clause (Section 14510) which says a school cannot receive funds under the Act if it has been judged by a Federal court to have "willfully violated a Federal court order mandating that such local educational agency remedy a violation of the constitutional right of any student with respect to prayer in public schools." Not only would the school have to violate Constitutionally protected rights to pray, but the case would have to be proven in a court of law, the school would have to willfully [not accidentally] violate the court order to remedy the situation, and then another Federal court would have to rule them in contempt.

School districts may be embroiled in litigation for years without explicit legislation allowing prayer as a full student right.

## Protection of Pupil Rights

Section 1017 of the Goals 2000 Act amends the "Protection of Pupil Rights" Section 439 of the General Education Provisions Act (20 U.S.C. 1232g) to read as follows:

"SEC. 439. (a) All instructional materials, including teacher's manuals, films, tapes or other supplementary material which will be used in connection with any survey, analysis, or evaluation as part of any applicable program shall be available for inspection by the parents or guardians of the children.

"(b) No student shall be required, as part of any applicable program, to submit to a survey, analysis, or evaluation that reveals information concerning --

- "(1) political affiliations;
- "(2) mental and psychological problems potentially embarrassing to the student or his family;
- "(3) sex behavior and attitudes;
- "(4) illegal, anti-social, self-incriminating and demeaning behavior;
- "(5) critical appraisals of other individuals with whom respondents have close family relationships;
- "(6) legally recognized privileged or analogous relationships, such as those of lawyers, physicians, and ministers; or
- "(7) income (other than that required by law to determine eligibility for participation in a program or for receiving financial assistance under such program),

without the prior consent of the student (if the student is an adult or emancipated minor), or in the case of an unemancipated minor, without the prior written consent of the parent.

"(c) Educational agencies and institutions shall give parents and students effective notice of their rights under this section.

"(d) ENFORCEMENT.--The Secretary shall take such action as the Secretary determines appropriate to enforce this section, except that action to terminate assistance provided under an applicable program shall be taken only if the Secretary determines that --

"(1) there has been a failure to comply with such section; and

"(2) compliance with such section cannot be secured by voluntary means.

"(e) OFFICE AND REVIEW BOARD--The Secretary shall establish or designate an office and review board within the Department of Education to investigate, process, review and adjudicate violations of the rights established under this section."

NOTE: This Amendment does not replace the Hatch Amendment (20 U.S.C. 1232h). Rather, this section broadens the application of the Protection of Pupil Rights beyond federally-funded experimental programs, to include any federally-funded programs (administered by the Department of Education), such as those administered in connection with the Goals 2000 Act.

This amendment, introduced by Senator Charles Grassley (Republican, Idaho) may apply to some assessment instruments, depending upon the applicability of the questions, and the funding source. Any federally funded survey, analysis or evaluation applies, not just psychiatric or psychological examination, testing or

treatment as under the Hatch Amendment. Also, any activity which reveals private information requires prior written consent. This differs from the Hatch Amendment, which requires private revelations to be the *primary* purpose of the activity.

Sometimes these types of amendments (like the Hatch Amendment) are difficult to enforce, in part due to establishing a clear-cut funding source and direct link to a federal program. We hope this version will be especially useful, since it eliminates the confusing "experimental" requirement.

Unfortunately, the enforcement clause is very weak. If the reigning Secretary of Education approves of such privacy invasion, or feels it is justified, he may decide to take little disciplinary action.

## Contraceptive Distribution

Section 1018 of the Goals 2000 Act offers a clause requiring federally-funded contraceptive distribution programs to develop procedures to encourage family participation. The precise language is as follows:

*"The Department of Health and Human Services and the Department of Education shall ensure that all federally-funded programs which provide for the distribution of contraceptive devices to unemancipated minors develop procedures to encourage, to the extent practical, family participation in such programs."*

We would have preferred to see the law require *adherence* to procedures (if sticking to the letter of the law, procedures could be developed but never followed). Such procedures only encourage family participation, rather than *require* it (they do not require parental permission). And the phrase "to the extent practical" is open to wide interpretation by those in charge of the involved departments. CEE appreciates the inclusion of this amendment, but wishes it were stronger.

The Improving America's Schools Act also addresses the sex education issue, prohibiting ESEA funds to be used for programs that are "designed to promote or encourage sexual activity, whether homosexual or heterosexual" (most programs are not obviously *designed* to do so, it's just a natural fall-out of their methodology); to distribute legally obscene materials to minors on school grounds (such obscenity would no doubt have to be ruled so in court); "to provide sex education or HIV prevention education in schools unless such instruction is age appropriate and includes the health benefits of

abstinence;" or "to operate a program of condom distribution in schools" (doesn't specifically mention school-based clinics that are not *in* the schools, just on school property or adjacent to the schools -- this would have to be challenged in court).

## Non-Smoking Policy

Under Section 1043, federally-funded facilities used for children's services (schools, libraries, health care, day care or early childhood development facilities) must be smoke-free environments. The section excludes private residences and inpatient hospital drug addiction facilities. The law applies to indoor facilities.

## Midnight Basketball

Section 1052 of the Goals 2000 Act establishes the "Midnight Basketball League Training and Partnership Act" under which close to \$6 million taxpayer dollars will be spent to establish basketball leagues in rough, low income, high-risk areas.

Nonprofit organizations will receive at least \$55,000 and possibly even upwards of \$130,000 to establish a league. Games must take place between 10:00 p.m. and 2:00 a.m., and will be followed by job training, employment counseling or other educational services.

Like talk-show host Rush Limbaugh, CEE is concerned about the value of such a program. Our objections are:

- Six million dollars is a lot to spend on a program whose only value is duplicated in other available services. The only additional activity funded is the establishment of basketball leagues -- hardly a taxpayer priority.
- Do we really want young people out on the streets at this hour in such rough neighborhoods?
- Those who really need the services are unlikely to take advantage of them -- those youth will be busy vandalizing at that late hour. A little bit of basketball isn't enough incentive to entice hoodlums into job training. If they really want it, they'll go get it during the daytime (as will those more responsible youth who would like to take advantage of such training).

- Another bureaucracy is established in the Act to run the Midnight Basketball program.

Need any more be said? The problems are obvious. This is pure pork, and a useless waste of money that could be used to feed a lot of homeless people, fund cancer research, or left in the taxpayers' pockets.

## What Happened to the "New American Schools"?

Part of the America 2000 strategy was to establish at least 535 New American Schools - at least one in every congressional district - by 1996. These schools were to be "the best in the nation."

Grant recipients were to break the mold -- literally start from scratch and re-invent education. The strategy stated:

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

Begun under the Bush Administration's America 2000 strategy, the New American Schools Development Corporation (NASDC) has also been endorsed by the Clinton Administration to further the Goals 2000 agenda. The strategy's stated intention was that:

*"America's business leaders will establish - and muster the private resources for - the New American Schools Development Corporation, a new nonprofit organization that will award contracts in 1991 to three to seven R & D Teams. These Teams may consist of corporations,*

*universities, think tanks, school innovators, management consultants and others. . . . The R & D Teams . . . can be expected to set aside all traditional assumptions about schooling and all the constraints that conventional schools work under. . . . Some may radically alter the customary modes of teaching and learning and redesign the human relationships and organizational structures of the school."*

To become eligible for a New American School, a community had to adopt the six (at the time) national education goals, establish a community-wide strategy for achieving them, develop a report card for measuring their progress and demonstrate readiness to create and support a New American School.

What actually happened? In July of 1992, the NASDC selected eleven plans to receive funding (an initial one-year grant of up to \$3 million) and serve as models for the nation. Those selected, and their initial sites, were as follows:

- ATLAS Communities -- Lancaster, PA; Norfolk, VA; Prince George's County, MD; Gorham, ME
- Roots & Wings -- four elementary schools in St. Mary's County, MD
- Los Angeles Learning Center -- Los Angeles County, CA, involving approx. 3,200 children
- The Bensenville Design Community -- Bensenville, IL
- Community Learning Centers -- MN (Rothsay School District, North Branch and St. Cloud)
- Audrey Cohen College -- seven to thirty schools in Alexandria, VA; Chicago, IL; Hollandale, MS; New York City; Phoenix, AZ; San Diego City Schools, CA; Washington, D.C.

- The National Alliance for Restructuring Education -- Kentucky (one district and three schools); New York (Rochester district and three schools); Vermont (one district and three schools)
- Odyssey Project -- Gaston County, NC
- Expeditionary Learning -- Portland, ME; Boston, MA; New York, NY; Decatur, GA; Douglas County, CO
- The Co-NECT School -- Boston and Worcester, MA
- The Modern Red Schoolhouse -- Indianapolis, Columbus, Beech Grove, and Greentown, IN; Charlotte, NC; Kayenta, AZ

NASDC also intended to pay for two further phases after research and development were complete -- testing ideas in school settings between 1993 and 1995, and providing technical help between 1995 and 1997 to help others copy these schools across the nation. At that time, Labor Secretary Ann McLaughlin had said, "Before long, we'll be talking about 100,000 schools," with widespread classroom use of new designs by 1995. Many people are glad her prediction hasn't proven true.

The new ideas, which ranged from exciting to downright dangerous, all veered away from rote, standardized learning and branched out into realms of life not always considered "schooling." Heavy emphasis was placed on integrating social services on campuses in many designs, and assessment forms moved toward portfolios and performance-based tools.

Some other restructuring elements which frequently popped up in the designs include ungraded classrooms (mixed-age grouping), an emphasis on technology, site-based management, targeting children beginning as young as birth for "early intervention," OBE,

multiculturalism, self-esteem, interdisciplinary thematic teaching, holistic education, longer school days, cooperative learning, peer tutoring, and community service.

In 1993, two of the projects lost their NASDC grants -- the Bensenville Community Design (due to lack of progress), and the Odyssey Project (derailed by parental objections and the accidental death of its design-team leader). Both planned to continue the basic tenants of their programs despite the loss of funding and further involvement with NASDC. The Corporation also experienced fundraising problems in 1993, at that time having raised only \$55 million towards its original goal of \$200 million, which was then dropped to \$100 million.

More recently, the NASDC has begun to roll out phase two of its plan - replication - beginning the process to select a handful of jurisdictions (school districts to states) in which thirty percent of the schools will put in place NASDC or other effective school designs within five years. The NASDC design teams and the Education Commission of the States (E.C.S.) will assist.

The NASDC received a boost in funding when Walter Annenberg gave the corporation \$50 million and pledged another \$15 million to the E.C.S. to disseminate the designs developed under the NASDC.<sup>85</sup>

But many are skeptical of NASDC's ambitious plans. Concerns include the following.

- A large quantity of schools may not be willing to choose from such a small number of designs based on "research."
- Some doubt the corporation's ability to provide the technical and other support needed over such a widespread and diverse area. The executive director of the Council of Chief State School Officers, Gordon

Ambach, acknowledges, "Just to sustain what the design teams have already developed is going to require very hefty energy and resources."<sup>86</sup>

- Do the models have a track record worth emulating? They've been in existence such a relatively short time, it's difficult to really evaluate results. And are these efforts even replicable? So many factors are involved, including great financial and creative resources, dedication, and hard work by educators with a personal stake in making their project a success. Would other schools have this dedication and access to resources? Many believe it is unrealistic to expect such innovation by individual schools that are essentially in bondage to the current web of bureaucratic regulation. Joan Lipsitz, the program director for elementary and secondary education at the Lilly Endowment in Indianapolis, says those jurisdictions chosen by the NASDC are unlikely to be representative of the vast majority of schools. She also said:

*"To do it right would take a whole lot more than money. It would take vision. It would take amazing commitments and energy. It would take policy changes -- meaning waivers from the state, changes in education programs, changes in union contracts."*<sup>87</sup>

- Speaking of money, each jurisdiction chosen will have to pledge "significant resources" to their restructuring effort. This qualifier alone makes them nonrepresentative of most schools, where finances have been cut to the bone. The business of massive reform is not cheap, and schools will have to help pull their own weight. The NASDC sees itself not as a primary source of money, but rather as a "catalyst" for

work already under way. They are trying to raise another \$20 million to help support the work of the design teams over the next few years, as they help other schools replicate their models, but the teams are expected to become self-sufficient, in part by charging for their services. The teams are already upset that the NASDC has cut off funding to the original pilot schools yet expects them to continue service as models, and research and demonstration sites.<sup>88</sup>

- Finally, the NASDC has become a bureaucracy unto itself. Many object to its seemingly "governmental and bureaucratic approach." Chester Finn, Jr., Director of the Educational Excellence Network, objects to the decision to work with just a handful of sites. "It's NASDC beginning to act as if it were the government." He would rather see the design teams free to go wherever they want and compete with each other "just as automobile and computer companies do with their new designs," he said.<sup>89</sup>

## How Much Will This Cost?

When George Bush was president, he said, "We spend 33% more per pupil in 1991 than we did in 1981 - 33% more in real, constant dollars - and I don't think there's a person anywhere who would say . . . that we've seen a 33% improvement in our schools' performance. Dollar bills don't educate students." His America 2000 strategy echoed the sentiment, but proposed a \$690 million spending plan for its first year.

According to an October 12, 1994 press release from the U.S. Department of Education, total Goals 2000 appropriations for the new fiscal year total \$403 million (available through July 31, 1995), less than the original America 2000 proposal if ESEA monies are not included, though Goals 2000 is much farther-reaching than America 2000 ever was.

The skills board will be financed through the Labor Department beginning in 1995. Also, the other two boards are currently financed through 1995 and will submit budgets as independent agencies for fiscal 1996. For other Goals 2000 activities in 1995, the Administration has requested \$700 million, though many observers say such a large increase is unlikely,<sup>90</sup> especially given the new Republican majority in Congress.

The following breakdown shows allocations approved in the Goals 2000: Educate America Act.

### Goals 2000 Cost Breakdown:

#### **National Education Goals Panel:**

\$3 million for 1994, and whatever sums necessary for 1995-98

**National Education Standards and Improvement Council**

\$3 million for 1994, and whatever sums necessary for 1995-98

**Opportunity-to-Learn Development Grants**

\$2 million for 1994, and whatever sums necessary for 1995

**Assessment Development and Evaluation Grants**

\$5 million for 1994, and whatever sums necessary for 1995-98

**State Improvement Plans**

\$400 million for 1994, and whatever sums necessary for 1995-98

**Parental Assistance (PAT & HIPY, etc.)**

whatever sums necessary for 1995-1998

**National Skills Standards Board**

\$15 million for 1994, and whatever sums necessary for 1995-99

**International Education Program**

\$11 million for 1995, and whatever sums necessary for 1996-99

**Safe Schools Act**

\$50 million for 1994

**Minority-Focused Civics Education Act**

\$5 million for 1995, and whatever sums necessary for 1996-98

**Midnight Basketball**

\$3 million for 1994 and \$2,750,000 for 1995

**Office of Educational Research and Improvement (total of OERI programs)**

\$345 million beginning appropriations, then such sums as necessary

If ESEA funds are included, and they probably should be since the Improving America's Schools Act virtually turns ESEA into a companion program to Goals 2000, then we see spending upwards of eleven and a half billion dollars on a huge educational bureaucracy (ESEA provides \$11 billion, including \$6.9 billion in Title I alone).

The Improving America's Schools ESEA Act contains provisions for **vastly raising** allocations in the future. **The Title I program is to be expanded by increasing its funding by \$750 million over baseline each year for the years 1996 through 1999.**

Legislators also included a "Sense of the Congress" provision (Section 14801) that states:

*"The Federal contribution to education is less than two percent of the total Federal budget, and in order to make education a national priority, the total percentage of Federal educational funding should be increased by one percent each year over the next eight years to reach 10 percent of the total Federal budget."*

*Human Events* has calculated that a one percent increase over each of the next eight years (based on the current budget) would result in adding \$120 billion to the federal education budget -- more than 10 times what is currently spent!<sup>91</sup>

Fortunately, this is a "sense of Congress" and not yet legally binding -- let's hope Congress comes to its *proper* senses before this happens! A little encouragement from constituents would surely help. Otherwise, this "little" provision that was "snuck in" could prove financially devastating to our country.

States and local districts are concerned that whatever funds they receive from the federal government will not

prove sufficient to cover the costs they will incur in trying to meet the Goals 2000 standards. Not only will taxpayers pick up the cost of the federal program, they are likely to see state and local tax increases to pay for the growing demands and broadening of services that are being foisted upon the schools.

## Origin & Destination

### Education Summit "Joint Statement"

Where did all this come from? And where is it headed next? First, the origin of Goals 2000.

The national goals were developed based on a Joint Statement made at President Bush's Education Summit with Governors in 1989 (at which then-Governor Bill Clinton played a key role). The stipulated purpose of the joint statement was: "This agreement represents the first step in a long-term commitment to reorient the education system and to marshal widespread support for the needed reforms." A major emphasis of the summit was to "... undertake a major state-by-state effort to restructure our education system . . . ."

At the summit, the president and governors agreed "to examine federal regulations under current law and to move in the direction of greater flexibility." That involves greater inter-mixing of various levels and agencies of government and asking Congress to expand the federal government's influence. They also resolved, "To take parallel steps in each state with respect to state laws and administration" - if not required by the federal government, this is certainly being coordinated across the country (in exchange, of course for funding) - "to submit legislation to Congress early next year that would provide state and local recipients greater flexibility in the use of federal funds, in return for firm commitments to improved levels of education and skill training."

Greater flexibility and freedom from government all sounds well and good. As President Bill Clinton is fond of saying, the federal government is "breaking the

threads" that bind states and local districts. But anyone who looks closely at the Act knows otherwise -- threads or strings may be removed, but they've been replaced with one super-heavy-duty rope called "national standards." What started out to be a "federal power-grab" with America 2000 has become a "federal takeover" of America's local public schools under Goals 2000.

Restated, if states and localities train their students to produce the desired behavioral outcomes on national assessment testing, and the agency agrees to the restructuring effort, the federal government will give them more money (then hold them accountable to their end of the agreement).

### Culmination of Decades of Planning

Was the 1989 Joint Statement really the "first step in a long-term commitment to reorient the education system"? No. It may be the first time the government has attempted to "marshall widespread [public] support for the reforms" but actually, it is one of the last steps in a long reform process that clearly began at least as early as 1967-8, when a multi-state project called "Designing Education for the Future" was released, after John Dewey, the so-called "father of modern education" publicly advocated socialization of the child as the appropriate thrust of education.

The "Designs" papers appeared as five lengthy documents outlining a procedure for changing educational objectives on a national scale and illustrating a federalization of education through creating an increasing dependence on federal funding to assist local and state education agencies. In *Educating for the New World Order*, Eakman analyzed the document and concluded:

*"The paper . . . espouse[d] 'advanced measurement techniques' for attitudes and values, and . . . stress[es] the importance of social scientists as consultants on the project. Even at that date . . . the call was out for a 'state assessment' that was 'closely coordinated with the national program.' The result would be the NAEP and its clones in the states.*

*"'Designs' paper 3 indicates that henceforth, the SEA [State Education Agency] would pass itself off as a service agency, 'helping' local agencies and school districts to get the things they needed to do their job of educating local youngsters. Only CFAT and federal sources knew that what locals would need would not long be confined to items of their own choosing, but would include primarily money - and lots of it - to carry out federal directives."<sup>92</sup>*

It is worthwhile to illustrate the philosophical basis, which over the past few decades has directed education as an instrument of "planned change." The research is shocking and sounds like an Orwellian fantasy, but it is very real -- taken from publications developed with your tax dollars. To fully understand the history of this planned change, you should read *Educating for the New World Order* (see order form in the back of this book).

In it, Eakman explains, with the support of documented evidence, how change agents are trained to use "sophisticated psychological manipulation techniques" to diffuse the objections of concerned citizens such as parent groups, teachers and local watchdog organizations.

The U.S. Office of Education, under the Department of Health, Education and Welfare, used government funds (originally allocated to attract and train teachers in

response to the shortage at that time) "to award grants to colleges and universities for the training of change agents."

These change agents were trained in gaining social acceptance for innovation, or reform. One strategy for doing this is called the *fait accompli* -- where "it is best not to tell the truth about the substance of an educational program until after the fact (the *fait accompli*), when the 'profound results' supposedly will render its merits obvious." <sup>93</sup>

Change agents, under various titles like "technical assistant" or "facilitator," enter local school systems to "help" the district promote or implement certain new programs -- they may re-train teachers and launch pilot programs. Such "help" comes from state or federal education agencies. Eakman explains how the process works:

*"To gain community and/or parental support for a policy, mandate, or curriculum, the change agent will form a committee comprised of the people from whom support is sought. He or she will serve as a lightning rod to draw out the objections (and, more importantly, the objectors) so that the target group can be manipulated toward an affirmative consensus."*

*"This is why the change agent must be an 'advocate-organizer-agitator,' . . . As an 'advocate,' the change agent gets the target group to trust him . . . by making the group believe he/she is on their side, a 'good guy,' someone who really cares what each individual in the group thinks. . . . Suddenly, Mr./Ms. Nice Guy change agent becomes Devil's Advocate. He dons his professional agitator hat and pits one group against another . . . . He deftly turns the 'pro'*

*group against the 'con' group by helping to make the latter seem ridiculous, or unknowledgeable, or dogmatic, or inarticulate -- whatever works. He wants certain members of the group to get mad; he is forcing tensions 'to escalate.' The change agent is well-trained in psychological techniques; he can fairly well predict who will respond to what. The individuals against the policy or program will be shut out."*<sup>94</sup>

Parent groups all over the country have first-hand experience with this method, known as the "Delphi Technique." We've seen it time and again when parents object to curriculum that violates their families' beliefs or is simply unhealthy for the children, such as the "Impressions" reading series. While serving on school committees, parents get the Delphi treatment. When you get involved in local restructuring or Goals 2000 planning efforts, be aware of these tactics so you won't be manipulated.

The whole idea of planned change comes from a futurist, or globalist, philosophy. Not all behaviorists are futurists, but many are -- and it is these behavioral psychologists who are writing curriculum and developing educational agendas. Eakman describes the philosophy:

*"Behaviorist extremists are not out to destroy the United States, nor are they against freedom. Their concept of freedom, however, is different from the norm. Freedom to them means to be liberated from hunger, worry, job loss, and the like. . . . Futurists believe the interests of the individual can be best served by the collective. Therefore the collective good is considered more important than the individual good. With that, any similarity to a Marxist ideal ends."*

Futurist, or globalist, agendas are not unique to the United States. A member of Britain's House of Lords made a U.S. address on January 23, 1990 regarding the behaviorist trends in her country. When *60 Minutes* aired a segment on this subject, they showed this psychologically manipulative education taking place in England. Parents in that country are not pleased with the behavioristic direction of their educational system.<sup>95</sup> This is why the "International Education Program," funded in the Goals 2000 Act, is especially dangerous.

One aim of globalists is to have a society of "followers." Leaders are chosen only from among those who demonstrate the "politically correct" attitudes. To keep the rest of the population from deviating from the "planned change," they must be kept at a minimal level of competency, with "functional literacy" replacing true literacy or the ability to understand and process what is read.

One of the greatest dangers of the futurist, or globalist movement, is the thrust away from nationalism and patriotism. They believe that a representative democracy, such as the one we have in the United States, is unhealthy and destructive.

In a publication called *Education for International Understanding in American Schools*, produced in cooperation by the Association for Supervision and Curriculum Development and the National Council for Social Studies, it is stated:

*"... enduring peace cannot be achieved so long as the nation-state system continues as at present constituted. ... Enduring peace cannot be achieved until the nation-states surrender to a world organization the exercise of jurisdiction over those problems with which they have found themselves unable to deal. ....*

*"Unfortunately man did not attain peace through the nation-state system. ... A spirit of narrow nationalism was stirred up in the people by impressing them with an idea of their own superiority. ... People were taught to look down on other nations as inferior. ... So long as these narrow nationalistic ideas continue to be held by many people in nations today, there is a threat to world peace."*

U.S. nationalism is a threat to world peace? Come on! That goes against everything American! This is not what most Americans want children to be learning! On page 82 we find a disturbing view toward home and free press:

*"Teachers can maximize the effectiveness of their instruction and minimize the adverse counter effects of such out-of-school influences as home and press and motion picture ..."*

A case could certainly be made for some motion pictures being a bad influence, but to accuse *home*, the sacred central pillar of society, of posing an "adverse counter effect" to schooling, is ludicrous! One must assume that to be effective in training our young, schools (the State) must have absolute control -- and, sadly, that is the sick goal of many. Page 33 makes the intent extremely clear:

*"Education for international understanding involves the use of education as a force for conditioning the will of the people."*

The blatant admissions of these twisted ideals is amazing! As far back as 1967, the old Office of Education (under HEW) published an extremely long, landmark document on teacher training, called the Behavioral Teacher Education Project (B-STEP).

In it they stress a future world of "impersonal manipulation," where "people will be so saturated with ideas and information [that] few will be able to maintain control over their opinions;" where "each individual receives at birth a multi-purpose identification number" so that "all will be in constant contact with their employers or other controllers, and thus exposed to direct and subliminal influence."

The shocking introduction to B-Step, a government-contracted document on teacher education, states, "the Protestant Ethic will atrophy as more and more enjoy guaranteed sustenance . . . a small elite will carry society's burdens . . ." In the end, they say, "[p]articipatory democracy in the American idea will largely disappear."<sup>96</sup>

Eakman concludes, with a final quote from B-STEP:

*"In B-STEP the authors make clear that their aim is to create, through education, an elite that does the controlling and regimenting (that 'plans' society), while the masses are fed the equivalent of educational pap: 'curriculum content [is] focused on value-building, process competency . . . interpersonal relationships, and pleasure cultivation . . . and other attitudes and skills compatible with a non-work world.'"*<sup>97</sup>

The National Education Association also got in on the behavioral act, particularly through its National Training Laboratory, which re-trains teachers who are already in the field. Page 47 of the manual, under "Issues in Training," states:

*"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."*

Here is the evidence to tie together the various concerns parents all over the United States have had as they've seen the academic and moral quality in their schools declining at a rapid rate. The Goals 2000 Act is the final piece of the puzzle -- the "consolidation."

He who controls the purse strings really controls everything. All of the players are in their places and the planned society is well on its way. The day of "Big Brother" is here and the potentials for abuse within this system are terrifying.

## What Are My Choices?

Parents are still free to enroll their children in private schools or educate them at home. But these options must be financed by the parents.

Goals 2000 does not provide the educational choice that parents want, free to choose among all options and free from government entanglement in private and home schools.

A choice plan does give parents leverage and creates competition. Citizens for Excellence in Education is strongly in favor of choice. Many people feel the best of the various choice options is tuition tax credits. Any good choice plan must have three important elements:

1. Parents should be allowed to **choose** from public, private or home schooling options.
2. Schools must be free to **govern** themselves as they see fit in order to provide good fiscal management, and curricula which is responsive to the desires of the parents.
3. Private and home schools must be free from all government regulation, **including assessment testing** programs developed by federal, state and local agencies. They must not be required to give personal data on individuals within their institution.

Unfortunately, Goals 2000 does not offer such a choice system. It goes only so far as to encourage the development of *public* school choice programs (like charter or magnet schools -- choices within or between public schools, but not extended to private schools).

The ESEA Improving America's Schools Act also recognizes public school choice and charter schools,

allowing Title I students to switch to another Title I school, if both schools agree. It also establishes a public charter-school program. Some are concerned that the reciprocal agreement requirement in the Act may serve to limit future educational choice laws.

While public school choice programs are a step in the right direction, the change is not significant enough to produce marked improvement in the quality of public schools -- that would require a much larger shock to the system. We must continue to work toward unencumbered choice programs, and new laws to ensure that private schools are protected from all government regulation.

For now, we'll have to work with what we've got, and try to use any school choice, even if only public, to our advantage. If there is more choice, even if only among public schools, perhaps parents can generate enough pressure for some schools to reject Goals 2000 if it will mean they will be able to attract more students. This will especially be true of those schools whose ESEA money is cut off in late 1996.

Parents should try to get these schools (which aren't so dependent on the federal government anymore) to reject those Goals 2000 outcomes (standards) and assessments which parents object to, so that parents can choose to send their children to these schools.

And, of course, parents still have the option of removing their children from the public system completely, opting for home or private schooling. But even there, beware -- the hand of government regulation creeps ever closer. Many private schools are already required, under state law, to include certain outcomes in their curriculum, as state graduation requirements. Section 14508 of the Improving America's Schools Act does state that "Nothing in this Act shall be construed to

affect home schools," but many private schools do use ESEA funds (like Title I), and the Goals 2000 Act contains no such provisions at all.

The greatest threat to private Christian schools, or even to home schoolers for that matter, is the state imposition of regulations that require the same "outcomes" as public schools. Add to that the possible requirement of private and home schools being forced to subject their students to the subjective "state assessments" of student progress and all schooling will be brought back to a unified socialistic state -- a controlled belief system.

All parents and churches must be aware of the implications of Goals 2000. America's future generations' greatness depends upon their "safe passage," with their faith intact, their morals restored, and a return to academic (back-to-basics) excellence.

Rather than just hide our heads in the sand, or our children in private schools or at home, we must all continue to fight to insure "safe passage" through the public schools for Christian/conservative children. Regardless of where our own children are schooled, we must fight for America, or lose our freedoms eventually.

# Where Do We Go From Here?

## There is Hope

In spite of the depressive, hopeless feeling one gets upon seeing the whole complicated and subversive effort to destroy the traditional American moral ethic that has made America the hope of the entire world, there is reason to have hope.

Believing in what we know to be right - not only by man's standards, but by God's revealed Truth - parents, and all concerned citizens, can rise up en masse to oppose wrong policies. Every portion of any government-imposed program that will harm our children, undermine our form of democracy, or destroy our children's faith in God, must be actively and aggressively opposed.

This parents' rebellion must start at the local level and move quickly to state and federal officials. Citizen pressure can reverse any bad policy in America. Momentum must start with local groups of concerned parents.

With a new conservative majority in Congress, and a 1994 landslide rejection of the liberalism that caused this problem, we truly have reason to hope. We must rush through this new window of opportunity while we have the chance!

Citizens for Excellence in Education believes, without any doubts, that our plan to organize a Christian parents' group in every one of our nation's 15,200 school districts is the only way that parents can become demanding shareholders of our schools. The existing bureaucracies

of school districts, teachers' unions and the puppet PTA and PTO groups (now under control of the National Education Association), are incapable of any major restructuring changes from within. The **change must come from without** -- parents who are organized as an outside monitoring group.

While Citizens for Excellence in Education works to right these policies at state and national levels, each CEE local school district group can resist every policy that will advance the global, one-world agenda being pushed upon our children's minds. CEE plans to launch a major nationwide effort to convince lawmakers to **repeal the Goals 2000 Act**.

But we are not only working on eliminating the bad -- we also working on a project to replace it with something good. CEE is in the process of developing an "Enhanced-Basics Based Curriculum" (EBBE) to offer as an alternative to OBE. We are developing a model that can be used by states or districts, including a set of "standards" and curriculum guidelines that all parents can feel comfortable with from the standpoint of academic *and* moral excellence. This is not a Christian model -- it is designed to provide all students "safe passage" through the public schools.

CEE is also holding positive negotiating meetings with members of the educational elite, including Bill Spady (the father of OBE) and representatives from the national superintendents, principals and curriculum developers and school board organizations, as well as high-level officials from the U.S. Department of Education.

Traditionally opponents on approaches to public school reform, secular leaders have assembled this group to work with CEE parents (due to our political success and the power of parents on local school boards) to come

to some points of common ground and develop a system whereby parents can **choose** what type of "outcomes" system they wish their children to participate in. This exciting, unprecedented opportunity allows us to offer a positive alternative, and seek an end to the "public school wars" without ever compromising our strongly-held convictions.

## Things You Can Do

1. Distribute this book to your school board, school administrators, teachers and legislators (as well as other ministry leaders and conservative press).

2. Express your feelings to your state and national legislators, your governor and chief education officer in your state, and the President. CEE is calling for a **repeal** of Goals 2000. With the new legislative power structure in Washington, D.C., we believe this is possible. And we demand that any new, similar law that may replace it consider the following:

- See that all NAEP (National Assessment of Educational Progress), state assessment tests and National Achievement tests contain no questions on the students' beliefs, values or personal home life. These damaging gestapo-like questions are now being included in many such tests, given without parental consent or approval. All tests must be open for public examination; and parents must be informed of test administration and be allowed to opt their child out.
- See that there are no federal or state regulations on curriculum or assessments attached to any private schools or home schools.
- Support the emphasis on the core academic subjects and reject any so-called values-oriented teaching that clarifies there are no values of right and wrong. Work to remove as much affective (psychological) education as possible from the curriculum.

- Make sure no wording in the policies, guidelines or legislation could abridge parents' or students' freedom to hold their Judeo-Christian beliefs and values.
- No part should usurp family sovereignty or intrude upon family privacy and parental rights.
- Emphasize local control of funds, programs and curricula.

3. Encourage your national legislators to *block funding* for the 1995-1998 phases of Goals 2000 programs, especially the Parents as Teachers program and all other areas deemed "such sums as necessary."

4. Support efforts to abolish the U.S. Department of Education. This would require a slow process of deconstruction, since it is such a large bureaucracy involving numerous programs and employees. However, many functions of the department could be privatized and operate even more efficiently. The less federal government involvement in public education, the better. States and local districts can find ways to support themselves and have greater freedom in responding to the desires of the local public.

5. When your state develops its "State Improvement Plan," make your opinion known (in person or by written statement) at the public hearings which are required to be held.

6. The national and state standards are supposed to be *developed* (not just displayed after the fact) in an open and public process -- **parents** are legally allowed to and must have input. Standards must reflect the best available knowledge about effective teaching/learning, so be ready to present your own research! *Reinventing America's Schools* (see order form in back of this book) will help you to become informed, and provide you with a tool to distribute to decision-makers and others. The series is written for a secular audience.

7. Write to the national standards boards (the NESIC and the National Education Goals Panel) to express your feelings on the proposed National Standards (see Appendix II for addresses). Insist that true academic freedom be practiced, allowing both sides of all controversial subjects to be presented (keeping in mind the age-appropriateness of the topic). For example, insist that all valid theories of scientific origins be taught. Make certain that evolution is taught only as a theory.

8. Even if Goals 2000 is repealed, we must all keep working vigilantly at the state and local levels to oppose the negative concepts embodied in Goals 2000. Most of these efforts were well-developed before Goals 2000 codified them into law and provided additional funding (some were already funded by the government, others independently). National standards, assessment, OBE, and infringement upon the sovereignty of the family are efforts with lives of their own -- they won't go away even if Goals 2000 dies. They simply won't be *required*, unless future legislation re-instates them on a federally-imposed level. When Goals 2000 is repealed, a major battle will have been won, but the fight will not be over. An ongoing, vigilant effort will be required on the part of all conservatives and concerned parents.

9. Organize an independent parents' group in your own school district, such as Citizens for Excellence in Education (CEE). For complete information on how to organize and how to positively impact your schools, call (714) 251-9333. Help is available.

10. Make your church AWARE of what is happening in the public schools. CEE has a church Public School Awareness (PSA) Kit available for your church.

11. Through your local CEE parents' chapter and your local PSA churches, you can encourage good people to run for your school boards. Please organize those two

groups in your community so your efforts will be successful.

12. Help protect your own children by training them in a Godly standard at home. Citizens for Excellence in Education has developed a very practical book to help you do this -- "A Christian Family's Guide to Success," (tentative, working title) by Kathi Hudson, to be released Summer of 1995. You may obtain this book through CEE, Box 3200, Costa Mesa, CA 92628, (714) 251-9333, or through your local bookstore (published by Crossway Books/Good News Publishers).

13. PRAY! PRAY! PRAY! Pray that legislators and decision-makers will open their eyes and see the dangers of this plan, then have the courage to reject it. Pray for the protection of all of America's children. Pray for revival in this country, especially in "high places."

14. Help CEE to lead the fight to repeal Goals 2000 and replace it with a positive alternative by making a tax-deductible contribution to the ministry.

At CEE, we truly believe that we can win this battle for our children's souls. But we need your help! The variety of actions listed above provides something for everyone -- perhaps you're willing to organize others locally, participate in a letter-writing campaign, distribute materials personally or by mail, contribute financially or pray. All of these areas are important. You don't have to participate in all of them -- just those you feel comfortable with. But we pray that you will do *something*. We've armed you with knowledge -- now you just need to go out there and use it. With all of us sounding a voice of reason across this land, we can truly create a brighter future for America's children!

## Appendix I

### How Did Your National Legislators Vote on Goals 2000?

*In the House, 306 members voted in favor of Goals 2000 (246 Democrats, 1 Independent, and 59 Republicans), as follows:*

#### **Democrats voting for Goals 2000:**

Abercrombie, Ackerman, Andrews (ME), Andrews (NJ), Andrews (TX), Applegate, Bacchus (FL), Baesler, Barca (WI), Barcia (MI), Barlow, Barrett (WI), Becerra, Beilenson, Berman, Bevill, Bilbray, Bishop, Blackwell, Bonior, Borski, Boucher, Brewster, Brooks, Browder, Brown (CA), Brown (FL), Brown (OH), Bryant, Byrne, Cantwell, Cardin, Carr, Chapman, Clay, Clayton, Clement, Clyburn, Coleman, Collins (IL), Collins (MI), Condit, Conyers, Cooper, Coppersmith, Costello, Coyne, Cramer, Danner, Darden, de la Garza, Deal, DeFazio, DeLauro, Dellums, Derrick, Deutsch, Dicks, Dingell, Dixon, Dooley, Durbin, Edwards (CA), Edwards (TX), Engel, English, Eshoo, Evans, Farr, Fazio, Flake, Fields (LA), Filner, Foglietta, Ford (MI), Ford (TN), Frank (MA), Frost, Furse, Gejdenson, Gephardt, Gibbons, Glickman, Gonzalez, Gordon, Green, Gutierrez, Hall (OH), Hall (TX), Hamburg, Hamilton, Harman, Hastings, Hayes, Hefner, Hilliard, Hinchey, Hoagland, Hochbrueckner, Holden, Hoyer, Hughes, Inslee, Jacobs,

Jefferson, Johnson (GA), Johnson (SD), Johnson, E. (TX), Johnston (FL), Kanjorski, Kaptur, Kennelly, Kildee, Kleczka, Klein, Klink, Kopetski, Kreidler, LaFalce, Lambert, Lancaster, Lantos, LaRocco, Laughlin, Lehman, Leven, Lewis (GA), Lipinski, Lloyd, Long, Lowey, Maloney, Mann, Manton, Margolies-Mezvinski, Markey, Martinez, Matsui, McCloskey, McCurdy, McDermott, McHale, McKinney, McNulty, Meehan, Meek, Menendez, Mfume, Miller (CA), Mineta, Minge, Mink, Moakley, Mollohan, Montgomery, Moran, Murphy, Murtha, Nadler, Neal (MA), Neal (NC), Oberstar, Obey, Olver, Ortiz, Orton, Owens, Pallone, Parker, Pastor, Payne (NJ), Payne (VA), Pelosi, Peterson (FL), Peterson (MN), Pickett, Pomeroy, Poshard, Price (NC), Rahall, Rangel, Reed, Reynolds, Richardson, Roemer, Rose, Rostenkowski, Rowland, Roybal-Allard, Rush, Sabo, Sangmeister, Sarpalius, Sawyer, Schenk, Schroeder, Schumer, Scott, Serrano, Sharp, Shepherd, Sisisky, Skaggs, Skelton, Slattery, Slaughter, Smith (IA), Spratt, Stark, Stokes, Strickland, Studds, Stupak, Swett, Swift, Synar, Tanner, Tauzin, Tejada, Thompson, Thornton, Thurman, Torres, Torricelli, Towns, Traficant, Tucker, Unsoeld, Valentine, Velazquez, Vento, Visclosky, Volkmer, Washington, Waters, Watt, Waxman, Wheat, Whitten, Williams, Wilson, Wise, Woolsey, Wyden, Wynn, Yates.

#### **Independent voting for Goals 2000:**

Sanders

#### **Republicans voting for Goals 2000:**

Barrett (NE), Bateman, Bentley, Bereuter, Bilirakis, Blute, Boehlert, Camp, Castle, Clinger, Diaz-Balart, Fawell, Fish, Fowler, Franks (CT), Gallegly, Gilchrest, Gillmor, Gilman, Goodling, Grandy, Greenwood, Gunderson, Hobson, Horn, Houghton, Huffington, Johnson (CT), Klug, Kolbe, Lazio, Leach, Machtley,

McDade, McKeon, McMillan, Meyers (KS), Molinari, Morella, Nussle, Petri, Quinn, Ramstad, Regula, Rogers, Ros-Lehtinen, Santorum, Saxton, Schiff, Shaw, Shays, Smith (MI), Snowe, Thomas (CA), Torkildsen, Upton, Walsh, Weldon, Young (FL)

***One hundred and twenty-one House members wisely voted against the Goals 2000 Act (including 6 Democrats and 115 Republicans), as follows:***

#### **Democrats voting against Goals 2000:**

Fingerhut, Geren, Hutto, Penny, Stenholm, Taylor (MS)

#### **Republicans voting against Goals 2000:**

Allard, Archer, Armey, Bachus (AL), Baker (CA), Baker (LA), Ballenger, Bartlett (MD), Barton, Bliley, Boehner, Bonilla, Bunning, Burton, Buyer, Callahan, Calvert, Canady, Coble, Collins (GA), Combest, Cox, Crane, Crapo, Cunningham, DeLay, Dickey, Doolittle, Dornan, Dreier, Duncan, Dunn, Ehlers, Emerson, Everett, Ewing, Fields (TX), Franks (NJ), Gekas, Gingrich, Goodlatte, Goss, Grams, Hancock, Hansen, Hastert, Hefley, Herger, Hoekstra, Hoke, Hunter, Hutchinson, Hyde, Inglis, Inhofe, Istook, Johnson, S. (TX), Kasich, Kim, King, Kingston, Knollenberg, Kyl, Levy, Lewis (CA), Lewis (FL), Lightfoot, Linder, Livingston, Manzullo, McCandless, McCollum, McCrery, McHugh, McInnis, Mica, Michel, Miller (FL), Moorhead, Myers (IN), Oxley, Packard, Paxon, Pombo, Porter, Portman, Pryce (OH), Quillen, Ravenel, Roberts, Rohrabacher, Roth, Roukema, Royce, Schaefer, Sensenbrenner, Shuster, Skeen, Smith (NJ), Smith (OR), Smith (TX), Solomon, Spence, Stearns, Stump, Sundquist, Talent, Taylor (NC), Thomas (WY), Vucanovich, Walker, Wolf, Young (AK), Zeliff, Zimmer

\*The following 7 members did not vote: Speaker Tom Foley, Democrats Kennedy, Mazzoli, Natcher and Pickle, and Republicans Gallo and Ridge.

*In the Senate, 63 members voted in favor of Goals 2000 (53 Democrats, and 10 Republicans), as follows:*

**Democrats voting for the Goals 2000 Act:**

Akaka, Baucus, Biden, Bingaman, Boren, Boxer, Bradley, Breaux, Bryan, Bumpers, Campbell, Conrad, Daschle, DeConcini, Dodd, Dorgan, Exon, Feingold, Feinstein, Ford, Glenn, Graham, Harkin, Heflin, Inouye, Johnston, Kennedy, Kerrey (NE), Kerry (MA), Kohl, Lautenberg, Leahy, Levin, Mathews, Metzenbaum, Mikulski, Mitchell, Moseley-Braun, Moynihan, Murray, Nunn, Pell, Pryor, Reid, Riegle, Robb, Rockefeller, Sarbanes, Sasser, Shelby, Simon, Wellstone and Wofford.

**Republicans voting for the Goals 2000 Act:**

Bond, Chafee, Domenici, Durenberger, Gorton, Hatfield, Jeffords, Packwood, Roth and Specter.

*Twenty-two of the Senators wisely chose to vote against the Goals 2000 Act (1 Democrat and 21 Republicans):*

**Democrat voting against the Goals 2000 Act:**

Byrd

**Republicans voting against the Goals 2000 Act:**

Brown, Burns, Coats, Cochran, Coverdell, Craig, D'Amato, Danforth, Dole, Grassley, Hatch, Hutchinson, Kassebaum, Kempthorne, Lugar, Mack, McConnell, Nickles, Pressler, Thurmond and Warner.

\*\*The following 15 Senators did not vote: Bennett, Cohen, Faircloth, Gramm, Gregg, Helms, Hollings, Lieberman, Lott, McCain, Murkowski, Simpson, Smith, Stevens and Wallop.

## Appendix II

### Who to Contact to Express Your Opinion

The President  
The White House  
1600 Pennsylvania Ave, NW  
Washington, DC 20500  
*White House Comment Line: (202) 456-1111*

The Honorable \_\_\_\_\_  
U.S. Senate  
Washington, DC 20510  
*(Dear Senator \_\_\_\_\_)*

The Honorable \_\_\_\_\_  
U.S. House of Representatives  
Washington, D.C. 20515  
*(Dear Representative \_\_\_\_\_)*

To reach your senator's or congressman's Washington, D.C. office directly, call the Capitol Switchboard at (202) 224-3121. You may also locate the phone number of their local office in the government section of your telephone directory.

## Appendix II

To obtain copies of legislation from the U.S. House of Representatives, call the House Document Room at (202) 225-3456.

To obtain copies of senate legislative bills, you must write the Senate Document Room at the Hart Office Building, Room B04, Washington, D.C. 20510 (limit six items per letter).

For information on the status of pending legislation, call the Legislative Information Line at (202) 225-1772.

To contact your state representatives, governor, chief education officer, or local school district office (for school board members), see the government pages in your telephone directory.

National Education Goals Panel  
1850 M Street, Suite 270  
Washington, DC 20036  
(202) 632-0952

National Education Standards and Improvement Council  
[At the time of this writing,  
the Council has not yet been  
appointed and, thus, has no  
address or phone number.]

## Endnotes

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91. "Congress Passes Monster Federal Education Bill" *Human Events* (October 14, 1994), 3.

### Origin & Destination

92. Eakman, 178-180.

93. Op. cit., 123-124.

94. Op. cit., 126-127.

95. Op. cit., 219.

96. Op. cit., 228-230.

97. Op. cit., 230.

## CEE's Philosophy

Citizens for Excellence in Education is dedicated to protecting and nurturing children through serving parents, teachers and families by providing materials and research, and helping citizens to organize locally for positive education reform. CEE believes in helping children to achieve academic success, develop godly morals, and understand the importance of traditional American values.

CEE was founded in 1983 by Dr. Robert L. Simonds to meet the need he recognized while serving on President Reagan's Task Force to Implement the National Commission on Excellence in Education Report, "A Nation at Risk." The CEE National Office is based in Costa Mesa, California, and has over 1000 active parents' chapters across the United States.

CEE's intention is to speak with a "voice of reason" on public school issues, using well-documented, balanced information to assist citizens and decision-makers.

CEE is a division of the National Association of Christian Educators (NACE), a national non-profit (501c3) tax-exempt organization.

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## For More Information

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- ☐ Enclosed is \$20.00 for my one-year membership in CEE to receive *Education Newsline* and the *President's Report*.
- ☐ Enclosed is my tax-deductible contribution to help CEE's work. \$\_\_\_\_\_.
- ☐ Please send information on how I can get organized with other parents in my area.
- ☐ Please send \_\_\_\_\_ copies at \$8.00 each of **A Guide to the Public Schools: For Parents, Teachers and Especially Pastors**, by Dr. Robert L. Simonds. The Guide offers a complete description of the issues facing public schools, what your rights are, and what can be done to improve the situation for your children.
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