

SELF-EVIDENT

March 1995

Volume 2 Issue 1

FIRST SHOTS FIRED AT GOALS 2000

OUTCRY GROWS FOR SCRAPPING NATIONAL SCHOOL BOARD

President Clinton, Education Secretary Richard Riley, teachers union leaders and many school administrators praise the Goals 2000 education act as a voluntary guideline to help improve the quality of secondary education.

What they don't mention is that Goals 2000 also creates two new federal boards charged with establishing academic standards. One of those boards is the National Education Standards and Improvement Council (NESIC).

NESIC, literally a 19 member national school board to be appointed solely by President Clinton, is charged with selecting the national curriculum in public schools.

Local schools which accept Chapter 1 funding grants through Goals 2000 will be forced to use that national curriculum, and thereby overrule the curriculum chosen by local school boards and parents.

NESIC is the center piece of Goals 2000, complete with funding and enforcement authority. It is the NESIC that takes the much touted "voluntary guidelines" of Goals 2000 and turns them into a mandatory, all powerful education police state controlled by the federal Department of Education.

The first hints of the curriculum chosen by NESIC are beginning to emerge, starting with the outrageous history guidelines announced last November.

The American history standards, which are to be a model for state and local school districts, don't even

mention the Wright Brothers, Thomas Edison, Robert E. Lee or Paul Revere.

At the same time, the new standards talk about the Ku Klux Klan 17 times, the late Senator Joe McCarthy, or McCarthyism 19 times and discuss in detail the Native American Declaration of Sentiments while mentioning the Gettysburg Address only once.

The guidelines emphasize multiculturalism, focusing on minorities, causing many critics to see the new standards as

But it is the NESIC that is the driving force behind the development of these guidelines, and it will soon turn them into the Goals 2000 national curriculum.

Finally, to help slow the process, United States Senator Nancy Kassebaum has introduced legislation to eliminate the NESIC and effectively cut the teeth of Goals 2000.

Her Bill, S.323, would also

FOCUS ON MINORITIES

The National Center for History in the Schools at the University of California at Los Angeles is responsible for the history guidelines outlining 31 standards that students should learn about American history. The standards focus on such issues as the role of women, immigrants and blacks in history.

According to the standards: Students should be able to demonstrate understanding of changing gender roles and the roles of different women by:

- Comparing gender roles in the North, South and West in the antebellum period
- Analyzing the roles of women in the reform movements of education, abolition, temperance and women's suffrage
- Analyzing the goals of the 1848 Seneca Falls "Declaration of Sentiments" and evaluating its impact on society

anti-Western culture. European white males are usually portrayed in a negative light while minorities are described as heroically surviving their oppressors.

These history guidelines have been condemned nation-wide, most importantly in a recent vote in the U.S. Senate. All but one Member of the Senate voted to denounce the history standards. But other than to express its disapproval, the Senate vote lacks any authority to stop the guidelines from moving forward into the classroom curriculum.

Meanwhile, this revisionist history is being worked into text books and teacher's guides. Later this year, new guidelines for Geography, science and other subjects are to be introduced into the system. Early indications reveal that these new standards will be every bit as outrageous as those covering the subject of history.

eliminate any federal authority to approve or endorse any national standards, thereby assuring that Goals 2000 remains voluntary and reduce its impact on local schools.

Senator Kassebaum's Bill, while not taking strong enough steps to fully kill Goals 2000, is the first real shot being fired at what is fast becoming a national education nightmare.

Parents, concerned teachers and local school boards must continue to stay vigilant and vocal in strong opposition to Goals 2000. Strong support for Senator Kassebaum's Bill could send shock waves into The White House and the Department of Education to warn them that the death of Goals 2000 is not far behind.

For the sake of the children, it must be so. ♦

THE DEWEESE REPORT

Who Are These People?

ENVIRONMENTALIST LIES CAUSE PAIN AND DAMAGE

By

Thomas A. DeWeese

President

American Policy Foundation

*Remarks by Tom DeWeese before the
Conservative Political Action
Conference (CPAC)
February 10, 1995*

We've talked a great deal about protecting private property rights, and we've talked about the victims of environmental regulations. Americans are losing their homes and their jobs; whole families are being torn apart; towns are disappearing; retired couples are losing their retirement nest eggs; all because of environmental propaganda that is not based on fact or science, but on the political goals of a radical few.

Let me make it perfectly clear -- the problem is not just an over zealous federal bureaucracy even though the goals of the environmental movement are now enacted by almost every agency of the Federal government, including NASA and the benevolent Park Service.

In addition, members of the radical environmentalist movement have gained leadership roles in a great number of our most trusted national institutions including National Geographic and the Audubon Society.

The same situation is true of the national entertainment community and the news media. The environmentalists' message turns up in movie scripts and sit-coms like the "Simpsons." Most environmental reporters for radio, television, magazines and newspapers have accepted environmental propaganda that says the world is in the throws of an environmental Armageddon. Of course their reporting is then tainted with the same message, rarely responding to opposing views.

Is it wrong to want to clean our air

and water and protect endangered species? Of course not.

However, when scientific proof disputes the claims of global warming, ozone depletion and acid rain, yet the dire predictions and propaganda go on unabated -- then you must look deeper into the real purpose behind the scare tactics.

In fact, I'm describing a radical movement that openly advocates the curtailing of most manufacturing, lumbering, fishing, ranching and farming in this nation. They are having great success as they use legislation like the Clean Air Act, Clean Water Act, Endangered Species Act, Super Fund and wetlands regulations to achieve their purpose.

I'm talking about a "movement" that says man is not part of the ecology -- but instead is a cancer on the Earth. Environmentalists, and their fellow travellers in the Animal rights movement, believe that your pets are slaves. They believe that animals performing in circuses are slaves. They believe that chickens which produce eggs and cows that produce milk are slaves and political prisoners. They believe their mission is to free the animals from their oppressors -- you and me.

I'm talking about a "movement" that, in just the past few weeks has succeeded in shutting down six forests in Idaho and Montana. The forests have been shut down from any productive human activity, including lumbering, mining and recreational activities.

The stated purpose is to revert use of the forest to "pre-European" America -- back to the days before Christopher Columbus landed on American shores. Of course, that means that the only humans allowed to inhabit the forest, or use it for any purpose will be Indians.

You see, as the environmentalists grab the forests from productive activity (for which they have been safely used for over one hundred years) these carefully preserved forests aren't being preserved for Americans

like you and me. Not even for recreational use.

No hunting, no fishing, no swimming, no white water rafting, no walks in the woods with your children. You aren't allowed. American soil is not to be trespassed on by Americans.

I'm talking about a "movement" that only two weeks ago succeeded in introducing wolves into areas where their presence endangers the farms, livestock and children of those Americans living there. And if the property owners shoot the wolves when they attack, the property owners will be arrested for defending their property and families.

(Continued on page 4)

SELF-EVIDENT

The second paragraph of the Declaration of Independence begins... "We hold these truths to be self evident..." Webster's defines "self evident" as... "needing no proof of its truth." The same ideals that our founding fathers regarded as "self-evident", including liberty, limited government and free enterprise are the guiding principles of the American Policy Center.

Subscriptions to SELF EVIDENT are \$29.00 per year.

SELF EVIDENT
14140-L Parke Long Court
Chantilly, Virginia 22021
(703) 968-9768 - Office
(703) 968-9771 - FAX

American Policy Center, Publisher
Thomas A. DeWeese, Editor

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GOALS 2000 - Details You Can Use

Reality

The American Policy Center has received a large number of letters from supporters and concerned parents who are asking for specific details on Goals 2000.

Many parents contacted their local schools after receiving APC's "Citizen's Appeal For Legislative Reconsideration", which calls on House Speaker Newt Gingrich to repeal the Goals 2000 law.

Armed with APC's warnings of the dangers of Goals 2000, these parents wanted to know if their schools were involved in the program. The parents found school administrators and teachers who were either ignorant of Goals 2000 or they deliberately attempted to down play the dangers. In frustration parents turned to APC for answers.

To provide parents and supporters with a clear understanding of Goals 2000 in its simplest form, SELF-EVIDENT herein lists the stated goals (in the box on the right) and an interpretation of the true impact of Goals 2000 on the right. Permission is hereby granted to reproduce this information.

Goals 2000 codifies into Federal law eight education goals (as printed in the accompanying block). The goals certainly seem laudable and harmless enough. But a closer look shows that stating goals and implementing them are quite different when dealing with the Federal government.

TAKING AWAY PARENTAL CONTROL

Goal 1, for example, states that all children will enter school ready to learn. The problem comes in government implementation.

For example, "Roots and Wings", one of the federally contracted "design teams" involved in designing Goals 2000 programs states, "all persons, agencies and institutions with whom 0-6 year-old children interact should be held responsible for enhancing their development, thus contributing to their

preparedness for school. This requires collaboration with representatives from the health and medical, child/care, education communities to identify the scope of each agency, institution or provider's responsibility and accountability with regard to preparing children for school."

In other words, from birth, the child will be observed and controlled in its development by government agents. If the parents are hunters or watch Rush Limbaugh or serve red meat at the dinner table, the parents may be determined to be damaging and therefore unsuitable in the child's preparation for school.

OBE AS NATIONAL CURRICULUM

Goals 2, 3 and 4 call for a national standard, which opens the door to a national curriculum.

To help develop that national curriculum, a federal program called the "New American Schools Development Corporation (NASDC) was set up under Goals 2000. Its purpose is to award contracts to "design teams" such as the previously mentioned "Roots and Wings". The design teams will help communities create schools that will reach the national education goals.

So far, NASDC has selected eleven design teams to create model OBE programs. The much discussed history guidelines have been developed by such design teams. For example the use of Phonics is prohibited and text books are being changed to assure they don't contain bias and gender stereo-types.

Most important, in order to now receive the Federal government's critical Chapter I funding, every state must adopt the curriculum "content standards" of Goals 2000 or draw up their own for approval by the federal Department of Education.

FEDERAL CERTIFICATION OF TEACHERS

Upon accepting Federal Chapter I funding and the Goals 2000 guidelines that go with it, local schools will find they must also assure that their teachers are certified to teach the new methods. That certification can only come from the source -- the Federal government. Those wanting to be certified

Stated Goals

The National Education Goals in Brief

By the year 2000:

- All Children Ready to Learn
- 90 Percent Graduation Rate
- All Children Competent in Core Subjects
- First in the World in Math and Science
- Every Adult Literate and Able to Compete in the Work Force
- Safe, Disciplined, Drug-free Schools
- Professional Development for Educators
- Increased Parental Involvement in Learning

must teach only by using OBE methods.

The push for a national teacher certificate is being led by the National Education Association and the American Federation of Teachers. As in all other aspects of Goals 2000, the noble rhetoric touted for national certification is assured teacher excellence. However, the significant change parents and students will gain from certification is an artificial increase in teacher wages.

It is significant that while the teacher unions support certification, they oppose all other measures such as merit pay and career ladders that attempt to reward good teachers.

A NATIONAL SCHOOL BOARD

Goals 2000 has created a new independent agency, the National Education Standards and Improvement

(Continued on page 4)

Environmentalists' Lies Cause Pain and Damage

(Continued from page 2)

This same "movement" is also moving to introduce Grizzly Bears into other areas under the same circumstances as the wolves. When local citizens protest because of the danger to their families and homes, they're told by the environmentalists who dream up these programs, that the citizens can either live with the bears or leave. After all, they are told by the compassionate environmentalists, it is the humans who have invaded Grizzly habitat.

I'm talking about a "movement" that is working right now to implement a plan to render the entire Mississippi River, and its tributaries, including the Ohio and Missouri Rivers, into a historic park -- with all commercial traffic banned.

The National Parks Service, U.S. Army Corps of Engineers, The Fish and Wildlife Service and the U.S. Coast Guard are developing a plan in conjunction with the Governors of ten states to subvert private property and local community control of the entire length of the Mississippi, from the Canadian border to the Gulf of Mexico.

Under the guise of the Endangered Species Act, wetlands regulations and even historic preservation, environmentalists are taking steps to prohibit farmers, home owners, businesses, and even entire towns from rebuilding on land once it is flooded by the rivers. In fact, the plan calls for banning development of farming on land flooded over one hundred years ago.

The same actions are being taken in the West along the Columbia River and in the East along the Hudson River.

These are the reasons that the battle for property rights is being fought in every corner of this nation. The ownership and control of private property is the most valuable tool in our arsenal to stop the radical environmentalists' "movement" that is behind all that I've just outlined -- and I've only mentioned a few of their outrageous plans for the nation.

What this war on property rights is really about is an assault on Western Culture. It has nothing to do with protecting the environment. Rather, it's a power grab by those who advocate the

destruction of your way of life.

Step by step, freedom by freedom, they creep closer to their goal as they use innocent-sounding appeals about the protection of air and water and fuzzy little animals.

The current assault on smokers, who are facing banishment from private establishments as well as public buildings, is but a precedent-setting test from which to stage the rest of the radical environmentalist agenda.

If they continue to get their way, their plans call for the banning of (among other things) perfume, milk, beef, wool, silk, garbage disposals, cars, refrigerators, air conditioners, flea collars and the baking of bread. All of these things are considered dangerous and evil by the radical environmentalists. The list is endless.

The tactics the environmentalists use to spread their propaganda to unsuspecting victims is insidious, indeed.

They have invaded your children's classrooms - drumming in a pavlovian response to environmental lies.

Now, after a day of indoctrination, a child leaves his classroom and goes home ashamed that his hard-working, honest, church-going father, who has raised him with loving care, is now a "murderer of trees" because he's a lumberjack.

The same is true for the daughter who runs home in tears because People For the Ethical Treatment of Animals (PETA) has been in the classroom to teach that her mother is a murderer because she hunts and eats meat.

Children are at the mercy of such outrageous lies because they are not allowed to hear an alternative argument. Their ability to think and reason has been clouded because of Outcome-based Education (OBE).

The student can't read, can't write and can't perform multiplication tables. His individuality is stripped away as he is taught not to make waves, to get along with others, and to, above all, love Mother Earth.

But adults aren't safe from the propaganda machine, either. Environmentalists are quietly putting their message in your favorite T.V. show and Soap. Environmental disasters are fast

becoming the favorite movie plot. And even businessmen are being forced to put the environmentally correct message into their commercials.

Movie theaters are the latest target, as environmentalists are producing short subject films to make unsuspecting ticket buyers gasp over the impending doom of our planet. After you've been thoroughly indoctrinated, you're allowed to see the film for which you've paid.

The assault on Western Culture is a crisis that won't be solved simply because we now have a new Republican Congress. It will only be stopped when Americans like you understand the magnitude of the danger to our freedom and culture. Victory will come only when you begin to fight in your local community as your property, or your neighbor's, falls prey to the "movement."

Make no mistake, the target is your property, your wealth and your culture. They must be stopped. ♦

Goals 2000 Details You Can Use

(Continued from page 3)

Council (NESIC), which will serve as a federal oversight body. 19 members will serve on the NESIC. All of them will be appointed by President Clinton.

In effect, the NESIC will function as a national school board. However, this unelected body is likely to be dominated by the education establishment, not by parents and grass roots reformers. There is no requirement of bipartisanship or balance on the NESIC.

Significantly, this new federal bureaucracy will remove much of the control of neighborhood schools from individual communities.

These, then, are the details behind the innocent sounding promises of Goals 2000. The laws authorizing this regulatory nightmare will do nothing toward improving scholarship in our children, instead, it will wrap them tightly in the red tape of the Washington bureaucracy, unable to read, write or reason. ♦



AMERICAN POLICY CENTER

14140-L Parke Long Court • Chantilly, VA 22021 • Phone (703) 968-9768 • Fax (703) 968-9771

Dear Friend of APC:

You and I have a chance to stop a major part of Goals 2000 -- before it has a chance to harm our local schools.

But only if we act quickly -- and with force.

Please sign the enclosed "Citizen's Request for Discharge" and return it to me today.

Let me explain.

I've told you that Goals 2000 means the federal government can now take over our local schools.

That means federally mandated curriculum including Outcome-based Education (OBE).

It also includes the outrageous new history standards that don't mention Thomas Edison, Paul Revere and others.

Goals 2000 can mandate this curriculum through a provision in the Act that sets up the "National Education Standards and Improvement Council" (NESIC).

NESIC has been given the power to dictate curriculum, control teacher certification and grant or withhold federal money to local schools.

In short, NESIC is literally a national school board run by the bureaucrats at the Department of Education.

But you and I have a chance to stop NESIC -- right now.

Because U.S. Senator Nancy Kassebaum has introduced Senate Bill 323 which would eliminate the NESIC.

That means the very worst part of Goals 2000 would be demolished. For our children we must make sure that happens.

But Senator Kassebaum's Bill is far from victory. First it must be voted out of Committee or "discharged" before the whole Senate can vote on it.

And on that Committee are Ted Kennedy (the chief sponsor of the original Goals 2000 Bill), Kennedy's best friend, Christopher Dodd, and ultra-liberal Barbara Milkulski.

They are strongly against eliminating the national school board and are prepared to do anything to stop us.

I promised Senator Kassebaum that I would do anything possible to help her discharge her Bill to kill NESIC out of Committee so it can be voted on by the Senate.

That's why it is urgent that you sign and return the enclosed "Citizen's Request For Discharge" right away.

Senator Kassebaum needs to prove to the other members of the committee that she has strong popular support nationwide.

It's the only way to assure S. 323 will pass.

Repealing legislation is the most difficult task in the legislative process.

Ted Kennedy has powerful allies in the National Education Association (NEA), who will stop at nothing to defeat this Bill.

I promised Senator Kassebaum that I would deliver the support she needs. But I simply can't do that without you.

I need thousands of signed "Discharge Requests." And that will take money that is just not in APC's treasury.

But you and I may never have another opportunity to stop the Goals 2000 monster. We must act quickly and with force.

Will you help me? Will you send me a check for at least \$17 today? The NEA will spend millions to back Ted Kennedy against our efforts.

But we can win with the strength of thousands of signed "Discharge Requests" to Senator Kassebaum's Committee.

As I've mentioned before, APC has its own printing presses and mailing equipment. I'll keep the costs down. But still it will cost over \$75,000. And I need it over the next two weeks or it will be too late.

So please, if you can, send as much as \$25, \$50 or even \$75 or \$100 right away. Together we can kill Goals 2000 and begin to give our children a proper education.

Please sign and return your "Citizen's Request For Discharge" and your most generous contribution today. Senator Kassebaum is counting on me. I'm counting on you.

Sincerely,

A handwritten signature in dark ink, appearing to read "Tom DeWeese", with a stylized flourish at the end.

Tom DeWeese
President

P.S. The enclosed issue of my newsletter SELF-EVIDENT will explain in greater detail the dangers of Goals 2000 and the NESIC national school board. Thanks for your help.

104TH CONGRESS
1ST SESSION

S. 323

To amend the Goals 2000: Educate America Act to eliminate the National Education Standards and Improvement Council, and for other purposes.

IN THE SENATE OF THE UNITED STATES

FEBRUARY 1 (legislative day, JANUARY 30), 1995

Mrs. KASSEBAUM introduced the following bill; which was read twice and referred to the Committee on Labor and Human Resources

A BILL

To amend the Goals 2000: Educate America Act to eliminate the National Education Standards and Improvement Council, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. ELIMINATION OF THE NATIONAL EDUCATION**
4 **STANDARDS AND IMPROVEMENT COUNCIL.**

5 (a) AMENDMENT.—Part B of title II of the Goals
6 2000: Educate America Act (20 U.S.C. 5841 et seq.) is
7 amended to read as follows:

Committee: Committee on Labor and Resources

Committee Chairman: Nancy Landon Kassebaum, Kansas

Discharge Request for Bill #: S.323

Reasons for Discharge Request:

When enacting Goals 2000 during the 103rd Congress, it was the intention of the Congress that the Goals 2000 guidelines be voluntary assistance to local schools.

However the establishment of the National Education Standards and Improvement Council (NESIC) has created a new bureaucracy that creates federal control of local school curriculum, teacher certification and federal education funds. The control of the NESIC exceeds the intention of Goals 2000.

S.323 will eliminate the NESIC and return control of education to local school boards. It is therefore requested that the Committee discharge S.323 to allow a vote before the Senate as a whole.

To be completed by committee staff only

Date Received: _____

Date presented to Chairman: _____

Processed by: _____

Discharge Requested By:

Citizen's Signature

do not separate

IMMEDIATE REPLY TO TOM DEWEESE

c/o American Policy Center • 14140-L Parke Long Court • Chantilly, Virginia 22021

Dear Tom: _____

YES, I will help you and Senator Kassebaum take the teeth out of Goals 2000 by eliminating the NESIC.

☐ I have enclosed my signed "Citizen's Request for Discharge" to help move S.323 out of Committee for a full vote before the U.S. Senate.

☐ To help APC fund this urgent effort I have enclosed my check for:

_____ \$100 _____ \$75 _____ \$50 _____ \$35 _____ \$17 _____ Other \$ _____

Please make checks payable to APC.

Because APC engages in legislative activities with the U.S. Congress, contributions to APC are not tax-deductible.

NAME _____

ADDRESS _____

CITY _____ STATE _____ ZIP _____

My Friend,

Goals 2000, Outcome-based Education and the scare tactics of radical environmentalism are robbing your children of an education that should be based on basic skills and sound science. APC is dedicated to changing that. For real education for your children, please help the American Policy Center.

Tom

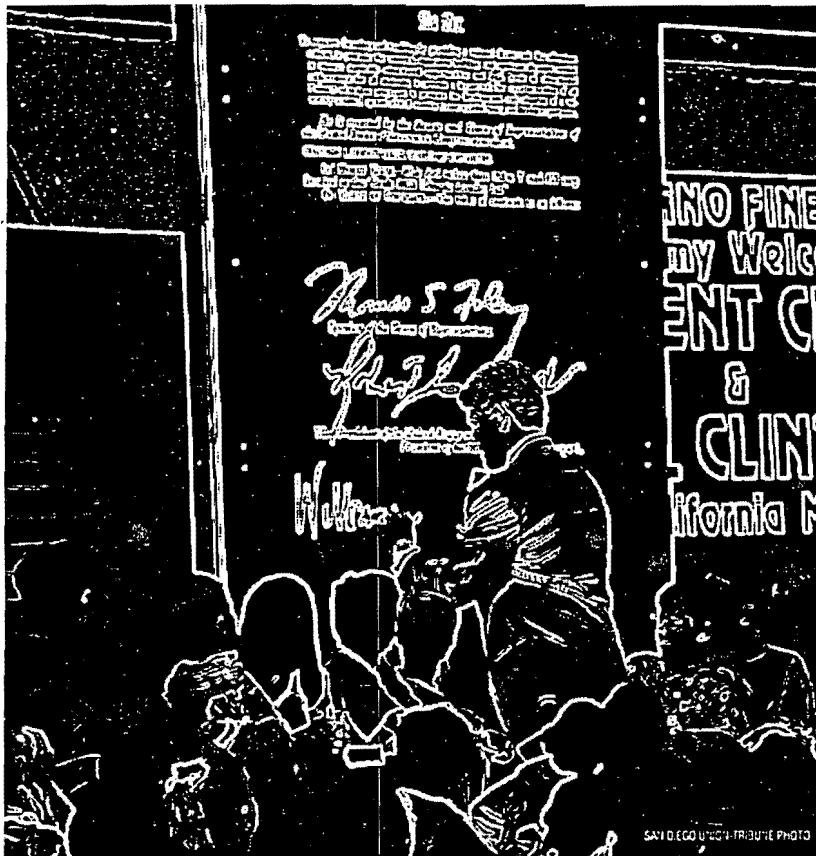
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REPORT CARD

VOLUME I

MAY/JUNE 1995

NUMBER 3



"TODAY, WE'RE SERIOUS": Clinton signs Goals 2000 last year, giving more power to the federal education apparatus

THE 32 BILLION DOLLAR BOONDOGGLE

Why the U.S. Department of Education Should Be Abolished

BY BEN BOYCHUK

When President Clinton signed Goals 2000 into law a year ago last March, he promised, "This is the beginning. It is the foundation. Today we can say America is serious about education."

Serious? Now? After more than 200 special programs and a few trillion dollars in federal aid, one wonders just what America was these last 30 years if not serious about education. But Clinton wasn't joking. And, in a sense, he was right about getting more serious than the federal government has been before. The Goals 2000: Educate America Act of 1994 is a benchmark in federal education legislation, not for its budget, but in terms of the amount of power it grants the federal government to meddle with state and local school boards.

CONTINUED ON PAGE 10

JOHNNY BE GOOD!

Character education tries to retake the American classroom

BY ANGELA DALE

IT IS CLEAR THAT SOMETHING is afoot when the President of the United States, the U.S. Congress, 32 governors, and nearly 300 cities, school districts and chambers of commerce declare a week, as they did this past October, as National Character Counts Week. Or when William Bennett's *Book of Virtues: A Treasury of Great Moral Stories*, takes possession of *The New York Times* Best Seller List for 70 weeks and counting. Or when a much publicized study released last month by the Carnegie Foundation for the Advancement of Teaching determined that good schools must "teach ethics along with academics." Even Keith Geiger, president of the National Education Association, took up what he grandly called "the fallen flag of character education" in one of his recent advertorials.

Morality is back in vogue, and character education is becoming a growth stock in education. It is not that politicians and bureaucrats have been born again. But they see that the chickens of secular humanism—that 50-year experiment in relativism and good thinking in a social vacuum—have come home to roost. Seduced by popular culture and abandoned by authority figures, the youth of today has sunk into a morass of violence and amorality which have policy makers and ordinary citizens worried. In last year's annual Phi Delta Kappa/Gallup education poll, respondents ranked "fighting, violence, and gangs" in a tie with "lack of discipline" as schools' number one problems. Said Frederick Close, director of education for the Ethics Resource Center in Washington, D.C., "The fundamental tragedy of American education is not that we are turning out ignoramuses but that we are turning out savages."

A report by the non-partisan Public Agenda Foundation yielded similar observations. As one ob-

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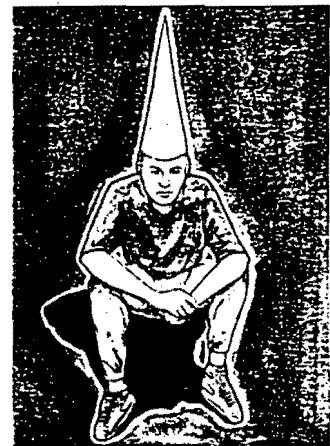


ILLUSTRATION BY NATHAN ERLIN



AP/WIDE WORLD PHOTO

"THE CRYING GAME": Education Secretary Richard Riley (shown here meeting the press after his confirmation in 1993) is trying desperately to keep the Department of Education alive

\$32-BILLION BOONDOGGLE: *The case against the U.S. Department of Education*

CONTINUED FROM PAGE 1

With Goals 2000, the federal government finally dared to go where it had previously feared to tread in the arena of education, claiming that the national interest required decisive action. To that end, Goals establishes "world class standards"—i.e., federal guidelines—for what every child at every school in America should know to be a fully productive citizen in "the expanding global economy." The law also creates a trio of oversight committees under the authority of the Department of Education: the National Education Goals Panel (NEGP), the National Education Standards and Improvement Council (NESIC), and the National Skills Standards Board (NSSB). As Goals has drawn unfriendly fire from critics of the federal role—past and future—the NESIC in particular has come under the most fire as the body that is supposed to review and certify all content standards submitted by the states. Clinton has not yet appointed members of the NESIC and probably never will. Rep. William Goodling, chairman of the House Economic and Educational Opportunities Committee, recently introduced legislation to scrap NESIC and prohibit NEGP from certifying national standards.

The "Goals" of Goals 2000 are eight-fold, all of which look pretty reasonable at first:

- All children will start school ready to learn.
- The high school graduation rate will increase to at least 90 percent.
- American students will leave grades four, eight, and 12 having demonstrated competency in challenging subject matter... and every school in America will ensure that all students learn to use their minds well, so they will be prepared for responsible citizenship, further learning, and productive employment in our modern economy.
- The nation's teaching force will have access to programs for the continued improvement of their

In 1980, Ronald Reagan singled out Carter's newest Cabinet office as another fine example of the federal government meddling in an area in which it had absolutely no business. He promised that shutting down the Education Department would be a top priority in his new administration. He failed.

professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all Americans students for the next century.

- The U.S. will be first in the world in science and mathematics achievement.

- 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.

- Every school in America will be free of drugs and violence and will offer a disciplined environment conducive to learning.

The goals are supposed to be voluntary. Education Secretary Richard Riley told *The National Journal* that "98 percent" of the money in Goals 2000 goes straight to the states, adding, "It has zero regulations and a four-page application." But Congress does not appropriate \$500 million for state grants and national programs without attaching a few strings, or making sure that those eight goals are actually met.

In that respect, Goals 2000 begins to look more

like a set of mandates than a set of goals. First and foremost, no state can receive a piece of that delicious half-a-billion dollar pie without first submitting its curriculum and content standards to the National Goals Panel for federal approval—"to assure all Americans that the standards are, indeed, top notch." It's an offer most states cannot afford to refuse, though some are having second thoughts. State legislatures in Montana, New Hampshire, South Dakota, Virginia, and Wyoming are currently debating whether to apply for second-year "Goals" grants. In Virginia's case, the state would be giving up as much as \$12 million in federal aid. Montana would lose \$2.8 million.

The funding process is just the usual bureaucratic dance the feds force states to perform. Even worse are the supposedly voluntary national standards. By now, the uproar over the national history standards is well known. The controversy was not simply about the standards' dubious content or questionable intent. The issue struck at the very heart of the whole debate over "voluntary" federal standards. That there are no assurances that such standards will become federally mandated is bad enough. And, as critics such as Lynn Cheney noted, most textbook companies comply with national standards, voluntary or not. So, before long, as textbooks will begin to reflect the new standards, no matter how insane, and as schools replace outmoded textbooks, the national standards will be imposed anyway. It is a lose-lose scenario: either comply now voluntarily or submit later by "attrition."

Goals 2000 intrudes into the home in the "Parents-as-Teachers" program, a brazenly meddling new initiative which is supposed to train new mothers and fathers how to be good parents by sending in social workers to monitor the home. It expands the role of the school as a service provider—a place where there is "one-stop shopping"

so that not only is education offered on the school site, but social services, welfare, health care, nutrition, and child care services are as well.

It is easy to see why Goals 2000—along with its companion, the 1994 Improving America's Schools Act (a \$12.5 billion reauthorization of the 1965 Elementary and Secondary Education Act)—represents to conservatives and education critics that final, near-apocalyptic expansion of the U.S. Department of Education's powers which they have long claimed was inevitable. It is easy to see why, in the manufactured euphoria over Goals 2000, calls for the abolition of the Department of Education have intensified.

SINCE THE DEPARTMENT'S CREATION IN 1979, federal education spending has tripled, and the regulations have expanded exponentially. Between 1980 and halfway through the Bush administration in 1990, the department's budget nearly doubled to \$24.6 billion from \$14.2 billion. By 1995, the department's budget had ballooned again to \$32 billion.

Conceived by the Carter administration as payback to the National Education Association for its delivery of the teachers' vote in the 1976 election, the Department of Education was initially intended to offer vague direction to American education, oversee federal education programs, including student financial aid, and gather and disseminate information to the public. This is a charitable way of saying that the Department was expected to pander to education's special interests, such as the unions, the taxpayer-funded research and development centers, and other beneficiaries of government largesse.

Special interests have long considered the Education Department their own playground. Former Reagan Secretary of Education William J. Bennett describes his first encounter with the NEA as secretary in his 1992 book, *The De-Valuing of America*: "On January 29, 1985, the day after my Senate confirmation hearing, [NEA President] Mary Harwood Futrell and some of her colleagues came to my office.... The NEA initiated the meeting in order to 'establish a dialogue' with the Reagan administration.... Mrs. Futrell indicated that she and her colleagues hoped we would work together. Surely we would disagree from time to time, she told me. Then came the real reason for our meeting. Mrs. Futrell told me that she hoped that if we did disagree, we wouldn't do so publicly. Working through our differences privately would be much better than a loud public debate. This is a time for cooperation, she said, not confrontation."

We are in in this together, the union was telling Bennett. But as he and others who have tried to use the office to do something about the problems of education have quickly discovered, the special interests are in it for themselves.

Compared to other agencies, the Education Department is pretty small fry. If abolished, as many Republicans on Capitol Hill hope, only 5,131 bureaucrats and their clerical support would be turned out into the real world. Yet despite its comparatively small size, the Department is a microcosm of the bureaucratic morass so common in federal government. Within its walls are 15 different offices, overseeing more than 240 programs, covering everything from bilingual education and school lunch programs to college loans. It maintains a civil rights office which, under the Clinton regime, has vigorously pursued action against those institutions receiving federal education dollars it believes may be violating gender or racial equity mandates. It supervises a network of 35 loosely regulated regional education



AP/WIDE WORLD PHOTO

"DON'T WALK AWAY FROM THE KIDS": President Clinton and Education Secretary Richard Riley (above) say, with some irony, that "cutting the federal education budget now would be like cutting defense during the Cold War."

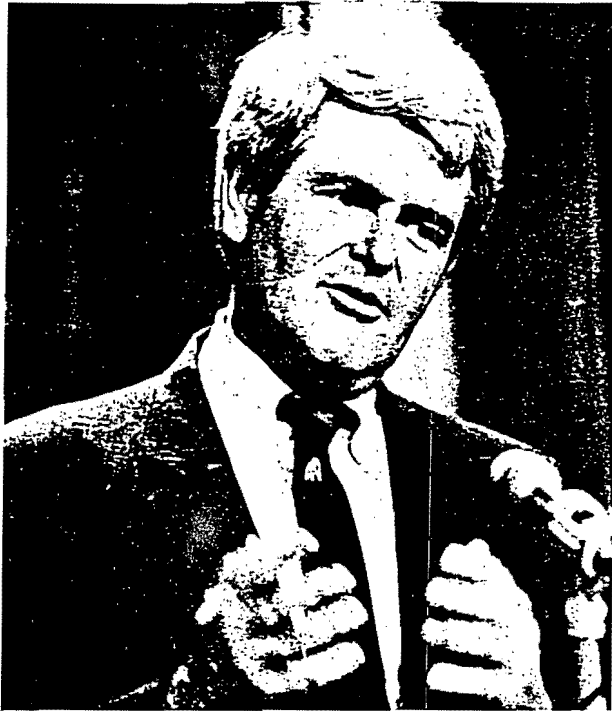
BILL AND BELL: Reagan's second Secretary of Education William J. Bennett (below, left) called for Congress to shut down the Department of Education. His predecessor, Terrel "Ted" Bell (below, right), did everything he could to block Reagan administration efforts to kill the Department.



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"EVEN MONEY": House Speaker Newt Gingrich says the chances are good that Congress will act to abolish the Department of Education this year

laboratories and research and development centers, the work of which sets the trends that are eventually carried out in classrooms across the nation.

Far from being a "Czar," the education secretary was supposed to have very little power. Congress made it clear in the legislation creating the department that the secretary and his underlings were "prohibited from exercising any direction, supervision, or control over the curriculum, program of instruction, administration, or personnel of any educational institution, school, or school system." Moreover, "states, localities, and private institutions, not the Department of Education, control school policies. The [department] is only there to assist states, localities and students in their education related pursuits."

Over the years, as the secretary's office has become a hot seat, that prohibition was more or less observed, even as the Department's budget authority expanded. The most William Bennett could claim for the office was that it was a "bully pulpit." But under the Clinton administration, especially in the wake of Goals 2000 and the renewed Elementary and Secondary Education Act, the power Congress tried to keep out of the Department of Education has finally become centralized.



THE WORD "EDUCATION" DOES NOT appear once in the U.S. Constitution, but the federal government's interest in education goes all the way back to the Founding. The very first "education" law was enacted in the first few years of the Republic with the Ordinance of 1785, which established regulations for surveying land in the western territories and required setting aside a 16th portion of every township for educational purposes.

The U.S. Office of Education was opened in 1867 by President Andrew Johnson. Originally christened the "Education Department" and

charged with collecting data and statistics about the nation's schools, the office had a budget of only \$15,000 and four employees. Although the Civil War was over, the concept of states' rights was not quite dead. Public fears of federal meddling in the affairs of local school districts prevented Johnson from making the office a full-fledged cabinet-level office.

After bouncing around the Department of Interior and the Federal Security Agency over the next several decades, the Office of Education was finally incorporated with the new Department of Health, Education and Welfare in 1953. (Eisenhower could never remember the "Education" part, referring to the department as "Health, Welfare and Whatnot.")

Expanding the government's role in education in the Fifties was justified by the fear of falling behind

the Soviet Union, especially after Sputnik. The federal role increased again in 1965, when Lyndon Johnson signed the Elementary and Secondary Education Act as part of his "War on Poverty." The ESEA—which was reauthorized last year over fierce Republican opposition and signed by Clinton a week before the November elections—literally poured billions of aid into the education of impoverished ("Chapter 1") students; school lunch programs; campus health services; and other projects ostensibly related to school improvement. (The origins of Goals 2000's "one-stop shopping" schools is right there in Lyndon Johnson's ESEA.)

In 1980, Ronald Reagan singled out Carter's newest Cabinet office as yet another fine example of the federal government meddling in an area in which it had absolutely no business. He promised that shutting down the Education Department would be a top priority in his new administration. He failed.

For one thing, he made Terrel H. Bell his first Secretary of Education. Bell ran the Office of Education under Nixon and Ford. He was an old education establishment type who had not only favored the creation of the Department of Education, but actually testified before a Senate committee in support of Carter's bill. With such predispositions toward a strong federal role in education, Bell was the wrong man to preside over the dismantling of the department.

"I wasn't arrogant enough to think I could teach Ronald Reagan to use his considerable persuasive powers to fight for the nation's schools," Bell recalled in his patronizing 1988 memoir, *The Thirteenth Man*. "I felt all I needed was a chance

to get on the inside, where I could preach the gospel of education to the movers and shakers of the new administration."

Bell fought hard to preserve the Department and its various programs and subdivisions. One such program Bell was adamant on saving was Educational Research and Development.

The phrase may conjure up images of stooped PhDs laboring diligently to build a better blackboard, or developing new ways to allow teachers to turn their back on their students without being pelted by food, rocks, or excrement. But that is not what the Office of Education Research and Improvement (OERI) does.

In fact, OERI—formerly the National Institute of Education—is the impetus behind most of the "innovations" in education over the last 20 years. Opened in 1972 under the Nixon administration, the Institute was the educational equivalent of the National Institute of Mental Health, established to conduct research on child development, alternative teaching methods, and other important areas worthy of investigation, though not necessarily by the government.

Today, OERI maintains 10 regional labs and 25 special research and development centers, from which emerged such chimeras as child-centered education, funding equity, "mainstreaming," the "open classroom," and the earliest forms of Outcome-Based Education. (Indeed, OBE guru William Spady was a director of OERI's Far West Regional Lab in San Francisco during the early Eighties.)

In the first few years of the Reagan Administration, the NIE was directed by Edward Curran, a "movement conservative," as Bell called him, who was critical of many of the Institute's programs, especially its oversight of the regional labs. Curran believed that the NIE was a waste and wanted to see it abolished. Unfortunately, the only person with the authority to make that decision was Bell, and he was a big NIE supporter.

There is no evidence to suggest that we as a nation are educating our children better than we did in the preceding decade. In fact, there is significant evidence to suggest that we are doing our job more poorly than ever before.

In June 1983, Ronald Reagan gave a speech in which he encouraged everyone within the executive branch to suggest ways he could reduce the size of government. Curran took the president's encouragement seriously and wrote a letter to Reagan, by way of White House Counsel Ed Meese, offering up his agency for elimination. He emphasized that the NIE was not doing anything the private sector couldn't do better, and the federal government had no role in such educational research. Besides, the NIE's \$53 million budget was nothing to scoff at, and he was more than happy to lose his job if it meant phasing out a superfluous agency.

He lost his job, alright. But Reagan never saw the letter. Neither did Meese. Instead, the letter happened to be intercepted by

Deputy Chief of Staff Dick Darman, who passed it back to Bell. Not coincidentally, Bell had just won a major fight with budget director David Stockman to leave the NIE intact—in fact, he actually convinced Stockman that research needed even more money. But there was Curran—an ideologue, a "movement conservative"—going behind his back and undermining all of his hard work. So on June 10, 1983, Bell informed Curran that his services as NIE director were no longer required.

Robert Sweet, Curran's deputy and another "movement conservative" who shared his boss' views on the government's role in education, found himself appointed interim director of NIE. Sweet, currently president of the Virginia-based National Right to Read Foundation, a pro-phonics organization, has nothing good to say about his old agency, now the \$438 million Office of Educational Research and Improvement. He says "it's bad, all bad." Most of its programs are unproven, Sweet says. Even if Congress cannot abolish the entire Education Department, Sweet argues, "the most important thing to eliminate is OERI. It has really done the most to bring about the destruction of education in the last 30 years." The Department may make the policies, but OERI lays the foundation. What is theory today could be law tomorrow.

The regional labs and centers in particular, Sweet explains, have grown too big for their own good. They are in many ways "free agents." Each of the 10 labs has an annual budget of \$3-8 million. All of the labs and specialized research centers are fully networked, and reap millions of dollars annually in private research grants. Perhaps most surprisingly, the labs even have their own lobbyist in Washington.

Diane Ravitch, a former Bennett aide who became Director of OERI from 1991 to 1993, still supports the idea of federal education research, but admits that "the labs [were] a constant irritation." Ravitch recalls that when she first arrived at OERI, department veterans advised her to not bother fighting with the labs. Its lobby was too strong. "When I used to be grilled by congressmen during budget time," Ravitch says, "most of their questions were supplied by the labs."

During the Reagan-Bush years, the OERI did come up with something useful on occasion. Ravitch points to a series called "Helping Your Child," which dealt with subjects ranging from reading and math to basic values. (Ravitch's replacement, a former NEA apparatchik, reportedly tried to kill the series because it was "too bourgeois.")

Even Chester E. Finn, Ravitch's predecessor at OERI during the Reagan and Bush administrations and an early booster of NIE, says that the place is plagued by special interests. In 1989, Finn wrote an article in *Education Week* called "Policy, Interest Groups, and the 'Gang of 237,'" referring to the 237 people working for the president who effectively exercise veto power over any initiative taken within the executive branch. "You're what is called a 'policymaker,'" Finn wrote, "[b]ut therein lies the rub. Just try to make some. Try, especially, to make any policy that differs in the tiniest detail from those the government has followed for the last three decades."

Testifying this past March before a House budget committee on the prospects of abolishing the Education Department, Finn said whatever legitimate reasons there might have been 30 years ago for federal involvement in education ("There were genuine quantity-and-access problems at the time...") have long since disappeared: "The essential nature of the education problems facing the United States is altogether different today. And programs conceived for one purpose are seldom suited to another. This... is the central reason that current federal activities in the field of education are not suitable means to produce the performance improvements and efficiency gains that analysts urge, that parents, taxpayers, and employers demand, and that governors, legislators, and community leaders now seek from their schools."

In January, William Bennett and Lamar Alex-

ander asked a House education panel to take their old department, please. "The federal education apparatus illustrates what has gone awry in Washington over the past several decades," they said in a joint statement. "The national government has become meddlesome, intrusive and bullying... much of what it mandates or encourages is misguided. It keeps people from doing what is right for their children, communities and states.... And, particularly in the last several years, it has begun to lift from our communities the sense that they are responsible for the renewal and reform of American education and to suggest, instead, that Washington knows best and is taking charge."



THERE WAS ONE OTHER BIG reason why Ronald Reagan could not keep his promise to abolish the Education Department: a hostile Congress. Even with that brief four year period from 1982 until 1986 in which the Republicans controlled the Senate, there was no hope of getting necessary support in Congress to kill the department. Now, after 15 years as a full Cabinet-level agency, the political tide has turned on the Education Department.

Abolishing the Department now enjoys widespread support in Congress, particularly among gung-ho conservative freshmen in the House of Representatives. Florida Congressman Joe Scarborough heads a special congressional task force aimed at taking apart the federal education apparatus. "If the federal government would retreat from this area, allow parents, teachers, and students who want to take control of the academic agenda, this country would be better off," Scarborough declared before an animated crowd on the Capitol steps in February.

Scarborough's task force has met more than a dozen times since January. It recently issued a report detailing some of its initial findings.

Education spending as a percentage of gross domestic product increased from 4.1 percent in 1979 to 4.7 percent in 1992. Per pupil spending for K-12 students increased in constant dollars by 38 percent between 1976 and 1992. Meanwhile, the high school population fell from over 14 million in 1975 to 11.3 million in 1990, a decline of 24 percent. It bears repeating, too, that SAT scores have declined steadily since 1969. The average verbal score declined from 463 in 1969 to 423 in 1994, and the average math score declined from 493 to 479.

"Since the performance changes are so mild and the spending changes so extreme," the task force reported, "we must question the value of the spending. In fact it appears to have no effect whatsoever."

All 73 House Republican freshmen are committed to abolishing it. So is House Speaker Newt Gingrich, who voted in favor of creating it as a freshman congressman from Georgia. Recently, Gingrich called the thing "an enormous disappointment," and in March suggested that the odds of the 104th Congress voting to abolish the Department "are at least even money."

The promise seems to have teeth this time—the House Labor, Health, and Human Services, and Education Appropriations Subcommittee voted in February to slash \$1.7 billion from the Education Department's \$33.7 billion, including \$173 million from Goals 2000, and \$105 million from ESEA's Chapter 1 programs. In April, the Senate reduced the House rescissions to \$427 million, opting to cut only \$7 million from Goals, \$5 million from school to work, and \$72 million from Chapter 1.

Not surprisingly, President Clinton and his

Education Secretary Richard Riley suggested that cutting federal involvement in education was the equivalent of child abuse. "We don't want to walk away from the kids," Clinton cried out to an audience of sympathetic PTA members in Washington last month. The Republicans' proposed five percent cut, Riley moaned, could cause America to "lose its sense of educational purpose." Yet Riley's authority has been consistently diminished during his reign by his tendency always to look for scapegoats to blame for the abysmal performance of federally supported education. Are test scores failing? Blame television. Are American students behind those of other nations? Blame lack of parental involvement. It is little wonder that one critic characterized Riley's woeful appearances as "the crying game."



ANY LEGISLATION TO ABOLISH the Education Department will almost certainly be vetoed. The White House's new strategy is to portray the Republican cuts as an effort to sacrifice education to give tax breaks to the rich. Clinton's new mantra is, "Cutting education right now is like trying to cut defense during the Cold War"—an irritating, if somewhat ironic phrase he has recited in speeches to the PTA, National Education Association, and the American Association of Newspaper Editors.

For critics of the Department of Education, the point is that education is just too important to be run by the same mentality that runs the Post Office. "There can be no doubt that the Department of Education did not add value to the educational performance in the 1980s," Congressman Scarborough's task force reports. "There is no evidence to suggest that we as a nation are educating our children better than we did in the preceding decade. In fact, there is significant evidence to suggest that we are doing our job more poorly than ever before."

Even if the Education Department were abolished that might not mean an end to the federal government's meddling role in education. House Speaker Newt Gingrich, for instance, supports a scheme by moderate Republican Congressman Steve Gunderson of Wisconsin to merge the Education Department with the Department of Labor. That concerns people like Bob Sweet, who have been in the system from both sides and know how easy it is to bury bureaucracy within more bureaucracy. Such a move, Sweet says, would be worse than letting the Department alone.

The Clinton Administration argues that it is doing its part in cutting back the Department's excesses by consolidating or eliminating 37 programs. Such programs targeted for elimination include education for Native Hawaiians, education infrastructure, and Indian set-asides for interlibrary cooperation. The "consolidated" programs are just part of an elaborate budgetary version of the shell and pea game. Special purpose funds for, say, deaf and blindness education and special education innovation are simply being thrown into a giant \$2.7 billion grant pool. The same goes for adult and vocational training money.

In the face of such persiflage, many members of the House remain undeterred. James E. Geoffrey, Scarborough's chief legislative aide, says legislation is in the works to shut the Department of Education down, although he could not say when it would be introduced. And so for now, the leviathan remains, fattened by 15 years of power and over a trillion dollars that have made it rich but impoverished the educational system of the country.

Kay K-
Response?

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Education Department should be dismantled

THE TROUBLE WITH the Department of Education is that it does very little that can't or shouldn't more appropriately be done at state and local levels. Except for a few responsibilities that could be transferred, the department is unnecessary.

At its inception 129 years ago, the department's mission in support of local education decision-makers was clearly defined. It was to collect "such statistics and facts as shall show the condition and progress of education in the several states and territories." Congressional leaders knew a century ago what we are relearning now: Schooling is fundamentally the task of families and communities.

That is not simply our opinion. It is fact — fact supported by the data gathered by the Department of Education itself. For the past 20 years, the National Assessment of Education Program has tracked what students know and can do in reading, writing, science, math and other subjects. The data, according to NAEP, show little overall change in student proficiency in any subject area. For 16 of the 20 year-assessment period the Department of Education has existed as a Cabinet-level institution with the explicit mission "to promote educational excellence throughout the nation." Clearly it has had no significant impact on student performance.

The department has succeeded, however, at growing very large. Since it split from the Department of Health and Human Services in 1979, it has more than doubled in size. Its budget has risen to \$31 billion from \$15 billion. Its programs have increased from 140 to more than 240. Most of the money and programs have little classroom impact. The federal government pays only 5 percent of public elementary and secondary school costs. And obtaining that paltry sum carries a steep price paid in paperwork.

Granted, the department does have some important functions. It does an outstanding job in gathering data. But the task could easily be overseen by another department, such as Health and Human Services. The department's Office of Civil Rights obviously could go to the Department of Justice. Granted, too, the department has some worthwhile programs. Head Start and grants for helping educationally disadvantaged youngsters have proved useful. Funding for them and other programs that data show to be effective ought to be continued via block grants to the states.

Asked what would be the impact on Georgia's schools and students if the U.S. Department of Education were eliminated, and federal funding was delivered as block grants, state school Superintendent Linda Schrenko answered simply, "No one would notice it was gone." Dismantle it and let's see.

Mike C.

Take Washington out of education

By Rep. Lindsey O. Graham

The Department of Education has failed miserably to improve education in our country. What's more, it has become an intrusive and meddlesome force in the education of our youth. It's time to eliminate the Department of Education and return control to the states, localities, school boards, parents and teachers.

Our Founding Fathers never intended for the federal government to control education. As the 10th Amendment states: "The powers not delegated to the United States by the Constitution, nor prohibited by it to the States, are reserved to the States respectively, or to the people." Education is not mentioned here, thus it is the states' and localities' rightful role to oversee the education of their youth.

It wasn't until 1867, under the direction of President Andrew Johnson, that the federal government became involved in education by creating the Education Department. It was never established as a Cabinet-level office out of fear of federal intrusion of local school control and creating an unwanted bureaucracy.

In 1979, due to political pressure from special-interest groups led by the National Education Association (NEA) and an astounding increase in legislation, President Jimmy Carter elevated the status of the Office of Education to the Cabinet level. This was the beginning of the expanded role of the federal government in education. New legislation and new programs provided federal money to schools with significant strings attached.

Today, the role of the Department of Education has proliferated. It employs over 5,100 people, administers 240 programs and has a budget of \$33 billion. Clearly, the Department of Education has become a more-intrusive force than even its strongest proponent envisioned, leaving state and local entities with limited authority over the education of their youth.

It is the general belief of many Democrats that increased spending will solve many of the nation's social problems including America's education woes. Statistics prove that, where education is concerned, that is not the case. As the federal government spends

Return control to the states

increasing funds on education, enrollment in the public schools is declining.

From 1979, at the department's inception, to 1992, spending as a percent of GDP increased from 4.1 percent to 4.7 percent. The number of graduating high school students went from 3,152,000 during the 1976-77 school year to only 2,534,000 in the 1992-93 school year — a 16 percent decrease. The combination of declining enrollments and increased spending has led to a significant increase in per pupil spending — a total of \$1,436 more was spent per pupil from 1976-77 to 1992-93.

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The most unfortunate reality of all this is that at the same time federal spending on education has increased, students' performance has fallen. Reading levels are down as are students scores on standardized tests such as the SAT and ACT.

The number of students scoring above 750 (out of a possible 800) on the verbal SAT section has declined by half from 2.817 in 1972 to 1.241 in 1993

even though the number of SAT test-takers increased by 22,000 during this period. Even more revealing is the fact that locally controlled private school students outperform public school students by as much as 12 percent on the SAT.

Moreover, our children are not faring well against students around the world. Among nations that participated in the 1991 International Assessment of Education Progress (IAEP) only Jordan and Slovenia performed worse than the United States in math and science proficiency. Ironically, the United States has one of the highest spending levels on education among tested nations. For example, while the United States spent 5.3 percent of GNP on education in 1990, Korea, the top performer in the survey, spent only 4.1 percent.

It is obvious to me that by taking control out of the hands of local and state officials the Department of Education had done little to increase the effectiveness of public education and, in many cases, may have created circumstances that have had just the opposite effect. It has politicized the process and added layers of unnecessary bureaucracy.

Too much time is spent complying with regulations and implementing programs that have little educational benefit for most students; throwing money at the problem is not the answer. A one-size-fits-all plan seldom works in America, and it certainly doesn't work in public education. What is good for the youth of New York is not necessarily good for the children of my district, and what is good for the children of my district probably would not be very effective for the youth of New York.

Our children deserve the same quality of education that we experienced. Take the power away from Washington and return it to the communities, states, parents and teachers.

Rep. Graham, a Republican from South Carolina, is a member of the House Economic and Educational Opportunities Committee.

Killing Education Dept. would be beastly

By Rep. Major Owens

The decision to eradicate the Department of Education was probably made in the atmosphere of a lynch mob. The screams of juveniles intoxicated by their newly found powers; or the grumbles of embittered old men passionately fondling their personal vendettas and lusting for revenge. It was one or both of those irrational sets of emotion which gave birth to this monstrous decision by the Republican Conference.

This action represents a headlong plunge back into the dark ages. The irony and tragedy of it is that it was an extreme action taken by educated leaders who should have already learned much about the danger of extremes and the desirability of golden means.

Once again we are witnessing the spectacle of beastly fumbling by American leaders who do not understand and appreciate the fact that fate has temporarily assigned them the task of carrying the earth's civilization to a new level. We are the leaders of the free world and we must never approach a vital function like education with the mentality of juveniles out-of-control or bitter old men who don't give a damn.

♦ ♦ ♦

Among the competing industrialized nations, the United States already has the smallest federal or central education agency. It is not an exaggeration to say that we are at the extreme end of the spectrum and have erred by having too meager a federal government role in the nation's education.

At the other extreme are nations like Japan and France with some weaknesses apparent also in their ap-

proaches. Recent developments, however, were moving the United States away from the extreme of too little federal involvement toward the golden mean of balance. After President Reagan's "Nation at Risk" report and President Bush's "America 2000," President

The federal role in education is too meager

Clinton had the wisdom to stay the course with Goals 2000, not a report or concept paper, but legislation which became law.

The Department of Education has become the generator of guidance and assistance without control. In accordance with agreements reached by both parties and most of the nation's governors, a clear flight plan is now in motion. There is a powerful thrust in the direction of meaningful educational reform across the nation.

The question then is, why this sudden mob cry for the destruction of the Department of Education? Why are the political descendants of the George Bush, who wanted to be known as the "Education President," now demanding the extermination of the federal effort to improve education? The question must be answered and the burden of proof rests squarely on the shoulders of the Neanderthals who

have screamed for this revolutionary change.

The Department of Education is already, in terms of the number of employees, one of the smallest of the cabinet-level entities. It was drastically downsized and streamlined a few years after its birth. The DOE must continue because its mission is to do what the states can never do. The department must look down in a process of reviewing and analyzing improvement efforts taking place throughout the nation.

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It must lift up and spread the best models and principles throughout the nation. The DOE must also scrutinize educational developments throughout the world and take steps to guarantee that America's children are exposed to the best pedagogical practices thus far discovered. The DOE must insure that the lessons, experience and wisdom of the past are properly utilized while at the same time it must provide the vision that guides the country's schooling into the challenges of the 21st century.

Fate has temporarily tossed the leadership of the democratic world into the hands of American decision-makers. We can fumble the ball and trip on brightly colored threads of pettiness and short sightedness. Or we can seize the initiative and be guided by the knowledge that civilization is a race between education and catastrophe.

Education must be this nation's number one priority. To achieve this goal there must always be a Department of Education.

Rep. Owens, a Democrat from New York, is a member of the House Economic and Educational Opportunities Committee.

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HUDSON IMPACT

Summer 1995

SHAPING THE FUTURE

Number 4

The Wall Street Journal
June 14, 1995

Getting Richer (At Different Rates)

By JOHN C. WEICHER

The 1980s are turning out to be the most interesting decade in American economic history since the 1930s, a subject of endless debate. Now economic inequality is back in the news, as critics of the Contract With America cite the 1980s to argue that Republican proposals to cut taxes and spending will increase disparities in wealth: The rich will get richer and the poor will get poorer, just as they did when Ronald Reagan was president.

The problem with this argument is that the distribution of wealth was about the same after all the policy changes as it was before. It's true that the rich got richer, but so did the middle class and the poor, to about the same extent—and different people were rich at the end of the decade than at the beginning.

There is not much information on the wealth of individual Americans. The most extensive data come from surveys of several thousand households conducted every few years for the Federal Reserve Board. These households are asked detailed questions on their assets and their debts. The surveys are expensive, so they aren't conducted very often. The two most recent ones that have

been made available to researchers happen to be for the years 1983 and 1989, years that bound the long economic upturn that started under President Reagan. The story they tell is not one of increasing inequities and immiseration.

Most Groups Gained

The surveys show, first of all, a huge increase in the total real wealth of American households—to \$16.8 trillion in 1989 from \$12.7 trillion in 1983. The wealth of the average household rose by about 20%, to \$181,000 from \$151,000. (These are net worth figures, after debts are subtracted from assets. All the numbers are expressed in 1989 dollars.)

As the accompanying table shows, average wealth increased for every type of household except one—single women with children. Average wealth also increased for all but two age groups: for those under 25, it fell 13% to \$13,500 from \$15,300, and for those between 65 and 74, it fell 7% to \$254,800 from \$273,300. Average wealth for every other age group increased by at least 8%.

The surveys report increases for every identified racial and ethnic group. Average wealth rose by about 24% for white households and 35% for blacks. Both of these categories exclude Hispanic Americans. Their circumstances are less clear because the two sur-

THE
INEQUALITY
MYTH

CLINTON LIBRARY PHOTOCOPY

GROUPS OPPOSING GOALS 2000

Citizens for Educational Freedom
Concerned Women for America
Coral Ridge Ministries
The Christian Coalition
Eagle Forum
The Family Foundation
Family Research Council
Focus on the Family
National Association of Christian Educators/
Citizens for Excellence in Education
National Parents Commission
U.S. Citizens Alliance
Social Renewal Foundation

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The Truth about Education Reform

From: Rick Lail <73704.1246@dub-gw-3.compuserve.com>

Date: 1995/09/12

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approved: militia-request@atype.com (99ab48250aca7fb8e7f1ebbf5468f83)
organization: CompuServe, Inc. (1-800-689-0736)
return-path: <news@mhadf.production.compuserve.com>
newsgroups: misc.activism.militia

You may asked why I would post an education article in this newsgroup? Outcome Based Education, the current rave in education reform that is out to undermine our great nation has and still is turning our kids brains into mush. Anita Hogue, the mother that fought Outcome Based Education in PA and has criss-crossed the country speaking out against this type of education that wants to indoctrinate our kids into the New World Order of Bush and Clinton, has a homepage on the WWW at <http://www.fyi.net/~anita> .

Read how **Goals 2000** and the School to Work Act is out to raise a dumbed down workforce that asks no questions. You will see why the Dept of Ed. must be eliminated, not rolled into another government agency. See why when educrats talk about parental involvement, it means that parents give their kids to the education system. OBE started with Bush and continues with even worst *reform* under Clinton. This is the stuff that teaches kids that it is okay if that can't read, write, or do math, just as long as they feel good about themselves. Socialism finest hour in the US.

I have been fighting this crap for 3 years now. I know what their agenda is. It is to destroy our Constitution through Global education and multiculturalism. A must read for all who hold this nation dear.

[[HOME](#)] - [[HELP](#)] - [[CONTACTS](#)] - [[SEARCH](#)]

Attack

CLINTON LIBRARY PHOTOCOPY

CLINTON LIBRARY PHOTOCOPY

Repeal Goals 2000

A Project of the American Policy Center Inc.
14140-L Parke Long Court, Chantilly, Virginia 22021

"...THIS IS JUST A MONSTER THAT WILL DEVOUR EVERYTHING..."
(former Secretary of Education Bill Bennett)

"...IT'S 1,000 PAGES OF REGULATION THAT WILL SPAWN EVEN MORE
REGULATIONS ON HOW TO RUN (LOCAL SCHOOL DISTRICTS)...IT'S
CRAZY." (former Secretary of Education Lamar Alexander)

Dear Friend:

We've kicked the social planners out of control of the
U.S. Congress. Now it's time to kick them out of our
children's classrooms.

That's why it's urgent that you sign and return the
enclosed CITIZEN'S APPEAL FOR LEGISLATIVE RECONSIDERATION to
demand the repeal of President Clinton's "Goals 2000".

I will then send it with thousands more directly to
Republican Speaker of the House Newt Gingrich.

Speaker Gingrich must have your signed Citizen's Appeal
right away as he continues to direct the agenda for the
Republican-controlled 104th Congress.

Goals 2000 takes away parent's rights over their
children, creates a huge new federal bureaucracy over our
nation's schools and makes Outcome Based Education (OBE) a
federally mandated school curriculum.

Nothing is more important, for the new Congress than the
repeal of this disastrous liberal program.

Goals 2000 was passed by the liberal led 103rd Congress.
That's why it must be repealed now - before it can do any
more damage to our schools.

I have had the Legislative Reconsideration Appeal form
reproduced because I need you to take an active role in
getting the repeal of Goals 2000 on the agenda.

So please, don't delay. Sign and return your CITIZENS
APPEAL FOR LEGISLATIVE RECONSIDERATION form right away.

Speaker Gingrich has a huge job ahead of him as he sets
out to undo all the mess the liberals have left him. He must
hear from you and thousands of parents, grandparents and
others concerned about the education of our children.

For the children, it's urgent that you respond today.

Why can't Johnny and Suzy read?

Well here's what one teacher who has taught for over 24

And what are those "content standards"?

Goals 2000 states that all children in America must start school ready to learn.

This means that the government plans to take over the responsibility for raising infants, toddlers and pre-schoolers...

...this is a direct threat to parental control.

And I'm sure you've read recent news reports of the new guidelines for teaching history.

George Washington, Thomas Jefferson, Robert E. Lee, Thomas Edison, the Wright Brothers and the Declaration of Independence won't be mentioned.

But Aztec kings and the Klu Klux Klan will be used to teach our children how America was formed.

These history guidelines are the first to come from the Goals 2000 mandates.

It's going to get much worse.

I've been told that the geography guidelines will require that maps of the world "reflect greater equity and less bias."

I kid you not.

This insanity must stop.

Goals 2000 destroys our childrens' chances to get an education. In fact, Goals 2000 will produce stupid children.

Goals 2000 endangers the future of America.

Goals 2000 must be repealed - now.

That's why it's vital that you sign and return your enclosed CITIZEN'S APPEAL FOR LEGISLATIVE RECONSIDERATION today, so the repeal of Goals 2000 can be placed high up in consideration by the new Congress,

Speaker Gingrich has a massive job to do. The liberals left a huge mess. He needs help in deciding where to begin.

And nothing is more important that the education of our children. Goals 2000 will hurt them and must be stopped.

But, in spite of the fact that Republicans now control

CITIZEN'S APPEAL FOR LEGISLATIVE RECONSIDERATION

FORM
EC1170

A. Submitted To:

Honorable Newt Gingrich, Speaker
United States House of Representatives
Washington, DC 20515

B. Legislative Branch:

House of
Representatives

C. Reason For Reconsideration Request:

The Goals 2000 education guidelines bill and its counterpart, the Elementary and Secondary Education Act, essentially establish a Federal School Board, reduce parental rights, create a huge new Federal bureaucracy over local schools and require Outcome Based Education (OBE) as a Federally mandated school curriculum.

It is clear, with the new Republican majority in the U.S. Congress, that reconsideration of Goals 2000 is warranted and so hereby officially requested.

The undersigned, a citizen of the United States, does hereby request the above described Legislative Reconsideration for the reasons stated herein pursuant to the laws of the United States and the guidelines and rules of the U. S. Congress.

BY _____ Date _____
signature

(DO NOT DETACH)

Reply to Tom DeWeese

American Policy Center
14140-L Parke Long Court
Chantilly, Va 22021-1649

Dear Tom:

YES, I will help you and APC fight for the education of our children.

- ☐ To demand that the new Republican Congress repeal the damaging Goals 2000, I have signed and enclosed my "Citizens Appeal For Legislative Reconsideration."
- ☐ To help APC fund this vital effort I have enclosed my check for:

_____ \$100 _____ \$75 _____ \$50 _____ \$35 _____ \$17 _____ Other \$ _____

Please make your check payable to APC. APC is a 501(c)(4) grassroots organization.
Contributions to APC are not tax deductible.

Name _____

Address _____

City _____ State _____ Zip _____

My Friend,

APC receives no Federal grants or subsidies. We depend entirely on your support to fund our vital programs. Please help APC fight for real education for our children.

Tom DeWeese

CHURCH & STATE

FELDER SPRING, MO
TIMES-YEAR 19, 200

DECEMBER 1994

BURRELLE'S

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Religious Right Groups Target 'Goals 2000' Education Program

6297AE

Religious Right groups have launched an all-out war against Goals 2000, an education measure signed into law by President Bill Clinton earlier this year, charging that the new program foists "outcome-based education" on the American

people and subverts parental authority.

Officials in the Education Department say the charges are nonsense, but that hasn't slowed down the Religious Right a bit. The Christian Coalition, the Eagle Forum, Citizens for Excellence in Education, Concerned Women for America and the Family Research Council have all climbed aboard the anti-Goals 2000 bandwagon.

Goals 2000 offers states and local school districts federal funds for education reform, provided that those jurisdictions agree to establish high performance standards. The bill's opponents say those standards are an attempt to assert federal control over education.

According to *Education Week*, one of the key figures in the anti-Goals 2000 drive has been Lon Mabon, a Religious Right activist who runs the Oregon Citizens Alliance. Mabon's group, which had formerly limited itself to attacking legal rights for homosexuals, is apparently branching out.

Speaking at a rally in Columbus, Ohio, last October, Mabon told protestors, "You are a part of this war. You are in this thing, and you need to make a commitment because if you don't, they win."

Robert Simonds of Citizens for Excellence in Education is also leading the charge. In a rambling appeal for donations last month, Simonds asserted that Goals 2000 "will affect every person, every family and every business in the nation. This federal grab of all local control of education is a threat to our way of government, our entire education process and all family rights to privacy."

Simonds charged that a provision of Goals 2000 that encourages teachers to visit parents with young children at home to help them plan educational activities is dangerous because it usurps parental rights, even though the program is completely voluntary.

"Parents must obey every directive of the social worker or face severe consequences," Simonds wrote. "Parents, basically, will lose control of how to raise (train) their own children. Spanking, or even telling a child NO, can now be

sidered repressive and destructive to your child, and therefore ABUSIVE."

While decrying the Religious Right's mean-spirited attacks, Secretary of Education Richard Riley insists he welcomes input from religious conservatives. In an address at George Washington University, Riley said, "I urge these skeptical parents, by the same token, to pull back from making public schools a political football and give the process a fair chance."

Other defenders of Goals 2000, however, believe that Religious Right leaders are whipping up hysteria against the measure at the grassroots as part of their ongoing war against Clinton. "A lot of these groups simply hate Bill Clinton," Kevin Walker of Project Appleseed, a pro-education reform group based in St. Louis, told *Education Week*. "This is an ideological battle that is taking place in the public schools."

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Education system in peril

by Rich Dreyer

6297AE

Jed Brown, a noted opponent of Outcome Based Education, spoke recently in Old Town, Idaho, against the OBE programs that are in our schools in Washington, Idaho and throughout our country.

Brown said that the government's plan for Goals 2000, will shift the research base for teaching to psychology based instead of education based. In psychology, the term learning is synonymous with conditioning. The conditioning will change the attitudes and values of the young. "Goals 2000 is the witching hour," said Brown, with full implementation in Washington State by 1998 and the nation by the year 2000.

The future of education is a well organized plan to destroy the individualism in children that has made America a once proud nation. OBE has its root in UNESCO (United Nations Educational, Scientific and Cultural Organization) which oversees the education system. One hundred and fifty nations have adopted the goals of UNESCO. The main governing body is located in Geneva, Switzerland where many of our global rulers are now located. The main purpose is to create world class standards for all education systems. In the process, equalization of all is to be the main goal. Children will become human resource material. The main teaching system will become a "learning to learn process" which will place emphasis on behavior modification of children instead of attitudes and values. This process will be from cradle to grave and be ongoing. One of the main values typically ignored will be the family value. Children will always be considered "At Risk" until proven otherwise. Child Protective Services will have the power to judge whether or not parents are placing their children at risk for not conforming to their systems under the "Healthy Home Visitation Program."

Private schools and home schooling will not circumvent the problem of Goals 2000. In the future, the high school diploma will be eliminated and replaced with a "Certificate of Mastery." Children will not be able to receive this certificate unless they meet the standards established by GOALS 2000. Future workers will not be able to find employment without this certificate. Every child will not have the chance to go to college.

Mr. Brown, has over 20 years of experience in all facets of education and has worked in public and private schools at all age

levels including adult. He received his degree from Western Washington in 1973 and his Masters of Education degree from the University of Washington in 1980 and is continuing his work toward a Ph.D. in the field of Educational Research. He was a candidate for Superintendent of Public Instruction for the State of Washington in 1992. He has been blackballed by all schools systems for being outspoken on the future of education. He has started his own foundation called the Phronesis Group which is networked throughout the country with other opponents of OBE and Goals 2000. In January of 1995 a production quality video will be available from the foundation to help educate everyone about the perils that will be effecting our children. For further information please call the Idaho Citizens Awareness Network (I.C.A.N.) at 208-263-1767.

Major Objections to Goals 2000

- ☒ Federalizes the local school classrooms.
- ☒ Paves the way for Federal control of education. Camel's nose under the tent.
- ☒ Establishes a National School Board.
- ☒ Will create national curricula for all local schools.
- ☒ Tramples on parental rights. Weakens family autonomy.
- ☒ Gives federal and state government the power to determine if individual homes and parents are providing a "proper physical, emotional and learning environment" -- terms which are not defined. Such unprecedented powers are chilling to Constitutional guarantees of family autonomy and privacy, and further intrude government into the home.
- ☒ Leaves room for vast abuses by overzealous government officials at the expense of parents who may hold a different philosophy from that of the government official.
- ☒ Gives incredible power to unspecified government bureaucrats -- who do not answer to the citizens -- to set standards and write regulations to implement this new power of government to intrude into the domain of the family and parents.
- ☒ Will require a large expansion of federal and state bureaucracy to implement.
- ☒ Will fund school based clinics which distribute condoms and refer for abortions. (Title III, Sec. 301)
- ☒ Requires schools to train parents (the highly controversial PAT program). (Title VI, and Title IV, Sec. 601)
- ☒ ~~Requires government~~ intervention into family and how families raise their children from birth to age 5. (Title II, Sec. 207)
- ☒ No provisions for parental consent.
- ☒ Goals 2000 is utopian and unrealistic. It is Orwellian in its sweeping new powers that it grants to government bureaucrats to encroach on the prerogatives of parents and the family. It sweeps away 350 years of the successful American tradition of local control of local schools. It is a blueprint for socialism. (2/95)

THE FAMILY FOUNDATION

8001 Forbes Place, Suite 211, Springfield, VA 22151 Tel: 703-321-8338 Fax: 703-321-9332

(over)

Bozeman Daily Chronicle

Militia story

Woman claims she was sex slave for Goals 2000 program

By ROB CHANEY
Chronicle Staff Writer

Goals 2000 is a way of turning children into perfect mind-control subjects, according to a woman who claims to be a recovered victim of mind control.

Cathy O'Brien also said she was abused in bizarre sexual rituals by three former U.S. presidents, two Canadian prime ministers, several U.S. senators and a cabinet member.

O'Brien, 38, spoke to about 30 people at a Citizens for a Free America meeting Tuesday night, a chapter of the Noxon-based Militia of Montana. She said she worked with former Secretary of Education William Bennett on developing what she called "Global Education 2000," now known as Goals 2000.

Goals 2000 offers grant money to states and local schools to improve education methods. It also encourages states to develop standards for improved teaching to be reached by 2000.

Critics have charged Goals 2000 would allow the federal government to take away decision-making rights from local school boards. O'Brien drew a round of applause for her criticisms of the program.

O'Brien said she worked with Bennett and former Tennessee Gov. Lamar Alexander promoting the program at a 1984 governor's conference in Tennessee.

"Since I had been trained as a sex slave... I was prostituted to the different governors and delivered a package of information (about Goals 2000)."

O'Brien said this morning in a telephone interview. She said she had sex with a number of governors at the convention.

Ted Schwinden, Montana's governor at the time, said he didn't recall O'Brien's presence at the convention.

"I feel overlooked," Schwinden said this morning. "I was certainly there. I don't remember any seductions. I think you ought to refer her to a good psychiatrist."

At least one member of the militia group found O'Brien's story worthy of further investigation.

"That's first-hand information," said Gordon Helgersson. "We haven't really followed up too much on this. The government's capable of doing anything."

Bozeman Superintendent Paula Butterfield said President Bush's administration introduced America 2000, the predecessor of Goals 2000, in 1988, not 1984. O'Brien said the project was Bennett's creation that he worked on during the Reagan administration.

O'Brien said that from infancy, her family had sexually abused her. She said her father made pornographic movies of her as a child. She claimed government leaders decided to keep sexually abusing her so she would have multiple personalities.

She said she finally escaped the mind control with the help of Mark Phillips. Speaking at the Tuesday night meeting, Phillips said he worked in government mind control projects in the 1960s, and later worked for CIA cover organizations before he was financially ruined for knowing too much about the projects.

He said he spent eight months "fusing" O'Brien's personality back together after "rescuing" her from her government controllers. O'Brien and Phillips said they make their livings now lecturing to doctors, mental health experts and the public on the threat of mind control. Phillips charges between nothing and \$500 a day to counsel other mind control victims back to sanity, O'Brien said.

O'Brien said government agents hadn't killed them to prevent further revelation of mind control secrets because that would make martyrs of them.

TUESDAY

JAN 10 1995

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OBE in Chadron

Is it what we want for our kids?

6297AE
I hope that all concerned citizens paid close attention to the special page in last week's Your Neighbors outlining the Chadron City Schools Vision Document. This document will be the first piece in the formation of a new education direction for our schools.

I was involved in this process and have to say at this point that I am not sold on the outcome of the many meetings and thousands of dollars being spent to restructure our education system.

Don't misunderstand me, please. I believe the teachers and administration we have in Chadron are dedicated to our students. I also believe that most of them work very hard preparing lessons that will reach, teach and make a difference in their students' lives. I also believe that those same teachers will continue to do so, whatever system of education we have.

However, in saying that, I also believe that the direction we are heading in our education system is wrong. I believe that we are in the beginning stages of outcome-based education. Outcome-based education, as I understand it, will focus a lot of attention on self-esteem, social skills, multiculturalism and the attempt to meet almost every need of a student through the school.

What we are doing as an America 2000 school is not any different than many schools across the nation. While the goals and objectives of the new system were discussed at length by the School Community Improvement Team, results are remarkably similar to that in most of the other states. The coincidence of these similarities is too much to ignore.

As Shirley McCune, of Mid Continent Regional Educational (MCREL) Laboratory, said at the national Governors' Conference on Education, "What we are into is the total restructuring of society. What is happening in America today and what is happening in Kansas and the Great Plains is not simply a change in the usual winds of change...it amounts to... a total transformation of society.... you can't get away from it. You can't go into rural areas... you can't go into the churches, you can't go into government or into business and hide." (John Woodward, who has been working as a facilitator with the Chadron Schools spent many years at MCREL.)

President Clinton, in pushing for Goals 2000, demonstrated the urgency at the national level to restructure the nation's education system. It would seem that an organized effort is being made to bring the entire nation under a new system, while at the same time encouraging community involvement to generate a "feeling" of community ownership. But I don't believe this plan is really what the people of Chadron or America want.

Trusted associate of the Clintons, Michael Lerner, may have described what is planned for the restructured school system and therefore restructured society. "The main emphasis will be on learning how to play, how to create, how to be an individual, and how to live and work collectively.

"After the socialist revolution, education will have a much broader role. Every community will begin to develop facilities for extensive educational opportunities in all areas of human intellectual life..."

Add to that this quote from the National Center on Education and the



**Spencer's
Spot**

by Chris
Spencer

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"After the socialist revolution, education will have a much broader role. Every community will begin to develop facilities for extensive educational opportunities in all areas of human intellectual life..."

Add to that this quote from the National Center on Education and the Economy from a plan to restructure education: "Our objective is to make schools of the kind we have described as the norm, not the exception...It will require a change in the prevailing culture—the attitudes, values, norms and accepted ways of doing things—that defines the environment that determines whether individual schools succeed or fail in the transformation process."

Add to these ideas the input from labor. From the Secretarys of Labor's Commission on Achieving Necessary Skills (SCANS) we read: "many companies have moved operations to places with cheap, relatively poorly educated labor. What may be crucial, they say, is the dependability of a labor force and how well it can be managed and trained—not its general educational level, although a small cadre of highly educated creative people is essential to innovation and growth. Ending discrimination and changing values are probably more important than reading and moving low-income families into the middle class."

From another labor report, "America's Choice: High Skills or Low Wages," we read: "Most employees under this model need not be educated. It is far more important that they be reliable, steady and willing to follow directions."

Bill Spady, director of the International Center on Outcome-Based Restructuring and the High Success Network adds this: "I talk about two kinds of profound changes that need to happen if the system is going to be seriously outcome-based. One is, you have to stop being time-based. The second step is to stop being curriculum-based."

Hence, the need for basic academic studies take a back seat to molding the "proper" attitudes and "values."

Besides developing the "right" attitudes, schools must also provide for the needs of the community from the cradle to the grave. To do that we must have programs that provides services for infants (like Head Start) as well as develop programs that provide for life long learning.

The school would be the dispensary for social services. We heard this idea from the School Community Improvement Team's facilitator/change agent John Woodward. Woodward also encouraged the group to consider longer school days or year-round school schedules for the betterment of education and the students.

Be sure you know what is happening at your school and community. "This is just the tip of the iceberg," in the words of Ron Sunseri, a former state legislator in the state of Oregon, in his book "Understanding to Truth about Education Reform." Much of the information used here was taken from his book. Several of the resources he quotes, I also have.

Many will say that we are not involved in outcome-based education, but the similarities in what we are developing and what outcome-based education has shown to be in other areas are just too much for me to call it anything else.

I urge you to get involved in the school system and find out for yourself. Schools have long cried for parent/community involvement and I know our administration and teachers will gladly answer your questions.

PHYLLIS SCHLAFLY

Republican presidential candidates crisscrossing the country have discovered that one of their best bottom applause lines is "I promise to abolish the Department of Education." Out in the byways of America, parents know that public schools are a disaster area and that federal government spending has hurt, not helped, the situation.

So it is a puzzle to me why the Republican House just passed an education bill that increases federal control and involvement in the public schools rather than reducing it. Called the "Careers" bill, it uses federal dollars to expand and institutionalize one of the worst Clinton bills passed last year, the School-to-Work Opportunities Act.

Republican Congressmen who voted for this bill are sending six-page handouts to their constituents purporting to show how amendments have "answered parents' concerns." But opponents of Careers didn't merely have "concerns" about the Careers bill; they recognize it as the philosophy we thought we defeated in the 1994 election.

When one takes time to read the Careers bill, it is obvious that it is the legislative implementation of an 18-page letter written by Marc Tucker, president of the National Center on Education and the Economy to Hillary Clinton on Nov. 11, 1992, just after the presidential election. This letter states that it was the result of a meeting to David Rockefeller's office, at which those present were "literally radiating happiness" at Bill Clinton's victory. They were celebrating their

Hidden hands in career planning

plans for what "you, Hillary and Bill should do now about education, training and labor market policy." Mr. Tucker's letter laid out their master plan to "revamp" the public schools into a "national human resources development system," which would be "guided by clear standards that define the stages of the system for the people who progress through it, and regulated on the basis of outcomes that providers produce for their clients."

Mr. Tucker's vision is aggressively ambitious. His letter called for "a seamless web" that "literally extends from cradle to grave and in the same system for everyone — young and old, poor and rich, worker and full-time student."

Mr. Tucker's "seamless web" includes a national employment service in which "all available front-line jobs, whether public or private, must be listed in it by law." Then, "a system of labor market boards is established at the local, state and federal levels to coordinate the systems for job training, postsecondary professional and

technical education, adult basic education, job matching and counseling."

Mr. Tucker's "seamless web" calls for government to be in the drivers' seat at every stage of the "human resources development system." The "labor market boards" will decide what jobs may be allowed, and the schools will "train" students (the human resources) for jobs selected by the "labor market boards."

The "new general education standard" (i.e., a state-certified "certificate of mastery" rather than a diploma) will become a "prerequisite for enrollment in all professional and technical degree programs," as well as for all hiring. Mr. Tucker's letter lays out how, under his system, schools will be required to provide information "to government agencies in a uniform format."

Mr. Tucker's letter makes it clear why so much of the discussion about congressional appropriations for education includes references to the Labor Department. Mr. Tucker and his friends have been planning to merge Labor and Education functions ever since Lyndon B. Johnson was secretary in the Bush administration, published the SCANS report.

Much of Marc Tucker's ambitious plan is already in place. Last year, Mr. Clinton signed the Goals 2000 Act, which requires schools to

adopt "standards," and the School-to-Work law which lays the groundwork for using high schools to train students for occupations selected by the local labor market boards.

The Careers bill expands on School-to-Work and perfectly tracks

the Tucker letter. The Careers text states that the governor of each state (if he wants the funds) shall "designate" the establishment of "a local work force development board" in each local area. In the House debate on Careers on Sept.

19, Education Opportunities Committee Chairman William Goodling (R-Pennsylvania Republican), stated that the bill requires that "training be tied to occupations in demand in the local community."

Careers makes it clear that government will now assume power to set up work-force development plans, with a centralized and coordinated labor market computer system, and that students will be trained only to work in occupations prescribed by the government.

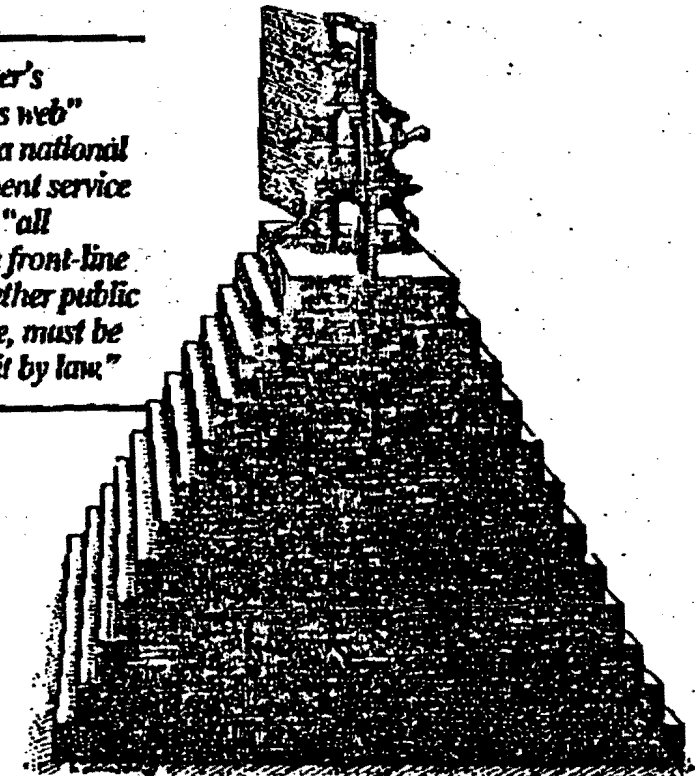
In the House debate, Goodling boasted that the White House is pleased with this legislation. He admitted that the Careers bill has been in preparation "for years," which places the date long before Republicans became majority in the House.

When you combine this work-force system with the schools' obvious failure to teach children to read and the bombing down procedure called Outcome-Based Education, the result will be a Third World education to accustom Americans to Third World wages. The "pass that be" want public school graduates to be content to compete with workers in foreign countries who work for one-fourth of American wages.

Think about that every time you hear politicians, businessmen, educators and bureaucrats talking television about "competing in the global economy" and becoming "citizens of the world."

Phyllis Schlafly is a national syndicated columnist.

Mr. Tucker's "seamless web" includes a national employment service in which "all available front-line jobs, whether public or private, must be listed in it by law."



HOLGER JENSEN

The pace has been tortuously slow — and bloody. Each grudging advance in the Israel-Palestinian peace process poads a fresh round of violence by extremists on both sides, opposed to coexistence of any sort. Israel's promised withdrawal from the West Bank, more than a year overdue, may be further

Pact that is more than a milestone

the ultimate fate of Hebron's Jewish

areas, where the security of Jewish

for a lasting Arab-Israeli peace. For it takes the initial "Declaration of Principles," signed in September 1993, beyond the point of no return.

Although Palestinian leader Yasser Arafat appears to have done the most compromising, two striking Israeli concessions stand out. One is a repudiation of what

army," operating not as conquerors but as partners of Mr. Arafat's Palestinian Authority.

Of course, the "peace" cannot be invited to leave, not yet. But, much as ordinary Palestinians resent this, there is a growing realization that they will never be able to control their own lives.

The Israelis themselves have election next year that could bring the opposition Likud Party power. Likud threatens to halt peace process that, in the words of New York Times columnist Thomas Friedman, would reduce Israel "just another tribe grubbing for

Seattle, WA
(King Co.)
Seattle Post-Intelligencer
(Cir. D. 208112)

NOV 20 1995

Allen's P. C. B 11st. 1888

Goals for schools aren't being met

The nation is halfway through its 10-year program for improving its schools, but the results unfortunately are disappointing.

Instead of renewing the pressure for better results, however, the Republican-led Congress is toying with jettisoning the government's involvement in the ambitious program, which began under President Bush in 1990 and had the stamp of approval of the 50 state governors.

Abandoning the important national effort now would be a terrible idea. In a capitalist democracy, no national priority can rank ahead of having an educated citizenry.

"We are at the halfway point and we have not made half the progress that we need," said Micheale Cohen, a senior adviser to Education Secretary Richard Riley. At this rate, the goals will not be met by the year 2000, he said.

An independent federal agency, the National Educational Goals Panel, was established to monitor achievement in meeting the agreed-upon goals in eight major categories: educational readiness of preschool children, school completion, student achievement, teacher edu-

cation, math and science education, adult literacy, school safety and parental participation.

The panel's halfway report found improvements in elementary and middle-school mathematics and health care for the nation's infants.

Another positive finding was that the percentage of mothers who read to their preschool children — which, as Seattle Schools Superintendent John Stanford would be the first to point out, is a critical aid to language learning — increased from 66 percent to 78 percent between 1993 and 1995.

But 12th grade reading achievement and educational preparedness of secondary teachers were worse than when the program began. It also found more student drug use.

Moreover, there was no improvement in the rate of high school graduation or in reading achievement in grades four and eight. Nor was there any narrowing of the gap in the rates at which white and minority students enroll in or complete college.

Clearly, the nation has much work left to do to educate its citizens. With a report card like this, now's hardly the time to abandon the effort.

Post-it® Fax Note	7671	Date	12/13/95	# of pages	1
To	Mike Cohen	From	Ronn Robinson		
Co./Dept.		Co.	The Boeing Company		
Phone #		Phone #	206-655-4789		
Fax #		Fax #			



President's Report

National Association of Christian Educators/Citizens for Excellence in Education
Box 3200 • Costa Mesa, CA 92628 • Dr. Robert Simonds



November, 1994

Dear Parents and Grandparents, Protectors of God's Little Ones,

To say that we are living in "ominous" days would be very true. There are threatening and foreboding times to be sure. But, as I review writings from each of the ages past, each generation felt the same -- and rightfully so! But our Christian leaders, pastors and statesmen of the past rose to every occasion and saved our nation and our people. Will they now?

It's no different today, beloved. **The GOALS 2000: Educate America Act** will affect every person, every family and every business in the nation. This federal grab of all local control of education is a threat to our way of government, our entire education process and all family rights to privacy.

Like most catastrophic legislation, GOALS 2000 has the most upbeat and laudable goals you've ever heard. I just wrote a few lines on this deception in our September letter. Now I would like to explain how you will be affected and warn Christian and conservative parents about what not to allow the government's well-intentioned programs to do to you and your children.

There are good Christian, Bible-based programs available to parents that will produce outstanding, well-disciplined and happy children that can have a very bright future. We must stick to Christian training materials. We will explain all that in this letter.

Also, we believe that we (CEE parents) can bring about the dismantling of GOALS 2000, step-by-step. We are now writing an "Analysis of GOALS 2000." This new book is not yet complete, but, Lord willing, we will have funds to print it within two months.

You may remember our *Critique of America 2000: An Education Strategy* (Bush plan) sold nearly 40,000 copies, just to our chapters and members. CEE was able to defeat "America 2000" legislation that could have destroyed our family structure as we know it. Then President Bush refused to sign the wild Kennedy/Biden congressional education bills until they conformed to our America 2000 book. Only three of fifteen liberal bills were passed. All because of that one little book. The three that Bush signed were innocuous enough. The other twelve were not.

Our "GOALS 2000" book is even more necessary because we do not have a discerning president who will listen to parents and then veto the wild liberal proposals.

One of the saddest and most dangerous of all the programs Congress has approved, right now, is the "Parents As Teachers" (PAT) funding in the "GOALS 2000" bill. It is now an officially-funded program under Title 4, Section 402 (a)(2)(J), which says, "use part of the

funds received under this title to establish, expand or operate Parents As Teachers programs or Home Instruction for Preschool Youngsters (H.I.P.Y.) programs." (Birth through 5 years old)

In Section 405 (2) PAT provides personal visits, screenings and in-home instruction to parents for children 3 to 5 years old. Also, Section 407 says no parent is "required to participate." However, the pressure is on from the birth (in hospital) visits, to push parents to sign-up for a PAT social service program. Sounds innocent enough and helpful, doesn't it?

However, be warned in advance NOT to sign-up for any of the PAT and H.I.P.Y. parenting programs, or any of the many other programs offered. Pastors, listen-up! This could involve all of your young mothers and mothers of all children in your church.

Here are some sound reasons why you must inform these mothers of the dangers:

- Everything is "child-centered" -- not parent-centered. At first thought, it doesn't sound too bad. Remember, this is all child psychology and social science philosophy -- not Biblical teachings. The focus is on complete freedom for every child. This is the reigning philosophy in secular parenting today and in many OBE programs now being used.
- Parental control or discipline is often considered to be too restrictive. The child grows up thinking he can do what "he" wants. Christians know that children must be held to a Biblical standard -- what we parents know is best for the child. These programs emphasize the *child* choosing what *he* feels is best -- unacceptable to Christians.

This is the same philosophy of teachers who let a child wander around the classroom and talk while the teacher is talking. A chaotic situation. It creates an atmosphere that makes learning nearly impossible, not only for the wandering child, but for the entire class.

- This popular parenting philosophy starts with "demand feeding" of a baby. When he/she cries, you must feed him. You know how badly that can turn out. Parent-controlled feeding is the first real training program for a child. How peaceful your life can be when training takes hold. And it only takes a few weeks of real training. We are offering a program in this letter that is a godly and near-perfect example of what God was talking about when He said "*Train up a child...*". (Prov.22:6, KJV)

It is called *PREPARATION FOR PARENTING*. It all starts right here. Young parents are raving about this new Christian parenting program. The first program is for children from birth up to eight months. CEE Vice-President Kathi Hudson has used it and highly recommends it.

The second program is *PREPARATION for the TODDLER YEARS* (five months to fifteen months.)

There is a third program called *GROWING KIDS GOD'S WAY*. It goes from fifteen months to pre-teens. TRAINING! TRAINING! TRAINING! Not just teaching, but solid Biblical TRAINING. These are all put out by *GROWING FAMILY'S INTERNATIONAL*, by Gary and Anne Marie Ezzo.

- Another danger with the government PAT, H.I.P.Y and other programs is social workers or psychologists coming to your home to visit. They are to "evaluate"

- A parent who is ill, heavy, tired, depressed, handicapped or appears to be of low-level intelligence.
- Stress on the family, undue spoiling of a child, parent who travels too much, loss of a job, low-level income.
- If none of the above, the social worker is to look for allergies, heavy cigarette smoking, family history of hearing loss, lack of stimulation or over stimulation!

No category for NORMAL is provided or needed! We are all "at-risk" families. The opinion of the visiting social worker is law.

These programs are now being introduced in all fifty states. It will be harder now that it is law in GOALS 2000 PAT programs, but, believe me, we will stop these injustices to Christian families. Christians are the targets of Senators Biden and Kennedy in the U.S. Senate. We need each of you to PRAY, dear partners with Christ and CEE.

For six straight months now we have had a \$9,000 per month deficit. Your prayerful help and sincere sacrifice can enable CEE to continue our battle to literally save our families and our dear, little, innocent children. *"If not us, then who? If not now, then when?"* former President Reagan used to say.

"Oh, help us fight against our (God's) enemies, for men are useless allies. But with the help of God we shall do mighty acts of valor. For He treads down our foes." (P. 108:12-13, L.B.)

We will not fail your children or your grandchildren, beloved. Please help in the best way you can, by your prayers and your gracious and kind support. You make CEE possible. Great miracles are happening for God's little ones right now. Keep praying. We are under very heavy spiritual attack. We need you so much. If only each of us will respond, God will supply! We love and appreciate your confidence. My walk is bathed in the Word of God daily.

Your heavily burdened but always praying friend,



Bob Simonds, Th.D.

P.S. My daughter, Kathi Hudson has used this new "GROWING FAMILY'S INTERNATIONAL" program. Get it, dear one! Give it to your children, your church and friends. See the description on the back of the enclosed card.

Order our other great Christian books now for your Christmas gifts.

NOTE: *Education Newsline* will now be quarterly -- next issue will be January, 1995.

NOTICE: Because of increased printing and mailing costs, we are forced to drop all those whom we have not heard from in the past two years. Please send in your \$20.00 membership today so you will still be a part of God's efforts, through CEE, to save our children.

**UP
CLOSE**

Vol. 2, No. 2

History in Washington

A message from NPC Chairman: Much work still remains

Contact your Congressman and US Senator NOW and ask them to send you a copy of those regulations as soon as they are written.

We will update you through our 800 number message line as events develop, so you can call in and hear the latest action needed.

We are making a difference because of your support! Let us continue helping you protect your rights as parents. Take a minute today to fill in the form on Page 3, and send a contribution.

Sen. Grassley has stated that he is ready to do it again. The battle over the Senate version of HR6 looms ahead.

To win the victory, we need each of you.

Don't let our children lose because of funding problems. I know you will be as generous as possible.

May God bless you and yours in a special way today.

For His Children,
Peg Luksik, Chairman

P.S. For PA members: Sen. Mike Fisher is introducing identical language to Grassley in the PA Senate. Contact your senator for co-sponsors.

**IN
THIS
ISSUE**

- Grassley Amendment
- Protection of Pupil
- Rights - Pages 2 & 3

March 17—Goals 2000 passed Congress today. Buried inside was an unheralded amendment by Sen. Charles Grassley (R-Iowa) which fundamentally changed the old Hatch Act. (See Pages 2 & 3)

Here is how it happened:

- For over a year NPC chairman Peg Luksik has been meeting in Washington with Senate staffers, and education officials to gather information, explain parents' problems, and develop solutions. These meetings were hosted or attended by Sen. Grassley's office.

- The impossibility of parents using the provisions of the Hatch Act to protect their children and family's privacy rights was discussed at length and alternative language considered.

- Sen. Grassley decided to offer a parental rights amendment to Goals 2000 for which many NPC members helped supply documentation.

- When the Senate did not want to vote on Grassley's amendment, he offered a "compromise" which was a rewrite of Hatch.

• Negotiations took place between Sen. Grassley and the US Department of Education on the language.

- The "compromise" was passed unanimously by the Senate on February 8, and passed the House Education and Labor committee by a 38-4 vote.

- When the education bureaucrats analyzed the language they tried to change it by putting the hurdles back. NPC members helped save the amendment in Conference Committee with their phone calls.

On March 17 the Federal law changed.

GRASSLEY AMENDMENT TO GOALS 2000

Sen. Grassley's amendment to Goals 2000 simplifies section 439 of the General Education Provisions Act, the Protection of Pupil Rights, to make it more user friendly for parents seeking its protections and bureaucrats seeking its implementation.

The amendment strikes the requirement that it be a "research and experimentation program," which was defined as a "program or project designed to explore or develop new or unproven teaching methods or techniques." Practically speaking, this was a very small universe of programs.

The Senator's amendment changes the universe to apply to "any applicable program," which means any federally funded education program administered by the Department of Education. This universe is significantly broader and easier to define.

The amendment strikes the requirement that the student submit to "psychiatric examination, testing, or treatment, or psychological examination, testing, or treatment." These terms were cumbersome and unclear to parents and bureaucrats.

The amendment now applies to "any survey, analysis, or evaluation." These terms are clearer to the parent and the person implementing the language.

The amendment further strikes the requirement that it be the "primary propose" of the activity to reveal private information.

The Senator's amendment simply requires that if it reveals private information, there must be prior written consent.

In effect what this means for parents is that they no longer have to show that it is a research or experimentation program or that it is a psychiatric or psychological test with the primary purpose of revealing private information.

The remedy under the (amendment) is the threat of losing federal funding...

They must simply show that the survey, analysis, or evaluation revealed private information, that it was in a federally funded program, and that their consent was not obtained. This is much easier for a parent to demonstrate and will thus provide wider protection for parents and students.

The Senator's amendment further adds an affirmative responsibility for the educational agencies and institutions to give "effective notice" to the parents and students of their rights under this section.

The remedy under the language is the threat of losing federal funding, though the Secretary is to seek voluntary compliance before removing funding.



P. E. P.

Parents Empowering Parents



Many of you have asked for accurate, up-to-date material to use in the area of sex education. The Medical Institute of Sexual Health has produced a slide presentation with text that can be adapted for a variety of audiences. We recommend it highly.

Original Price \$100

NPC Suggested Gift \$88

Text: Protection of Pupil Rights

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

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

(1) political affiliations;

(2) mental and psychological problems potentially embarrassing to the student or his family;

(3) sex behavior and attitudes;

(4) illegal, anti-social, self-incriminating and demeaning behavior;

(5) critical appraisals of other individuals with whom respondents have close family relationships;

(6) legally recognized privileged or analogous relationships such as those of lawyers, physicians, and ministers;

or

Continued on Page 4

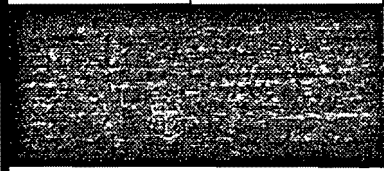
① ____ Yes, I would like to help parents! (see below) in the amount of \$ ____.

② ____ I am recommending that this newsletter be sent to the people on the enclosed list.

③ ____ I am ordering from P.E.P. (Use second sheet if required.):

A copy of the official registration and financial information may be obtained from the Pa. Dept. of State by calling (toll-free in Pa.) 1-800-732-0999.

Enclosed is my gift to the National Parents Commission 

Item Ordered	Quantity	Amt. Each	Amt. Ext.
		Sub Total	
		Shp. & Hdlg.	\$ 3.00
		TOTAL	

Make checks payable to: "National Parents Commission", and mail to: Parents' Clearing House, 8 Entrance Drive, Johnstown, PA 15905.

My Name: _____

Address: _____

City, State, Zip _____

Phone: _____

● Note: If there is an error in your name or address, please help us by correcting it.

Text of Grassley Amendment Continued from Page Three

(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.

**UP CLOSE****Parents Clearing House**

8 Entrance Drive

Johnstown, PA 15905

Subscription Price \$15 a year.

1-800-650-0600

814/255-6365

Chairman

Peg Luksik

Newsletter Design

Kane & Associates

Johnstown, PA 15905

814/255-7344

National Parents Commission

Home Office

4032 Fifth Avenue

Altoona, PA 16602

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