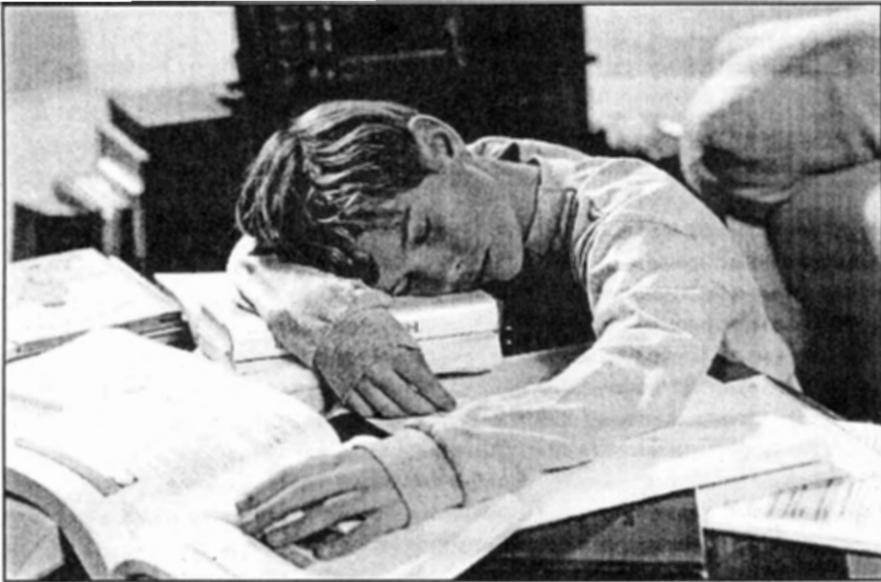


EDUCATION REPORTER

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JULY 2003



Homeschoolers Outdo High Schoolers on Test

FAR HILLS, NJ — A group of young homeschoolers in grades 7-9 outperformed high school juniors on the SAT II American History exam. On a scale of 800, the youngsters attained remarkable scores of 790, 760, 740, 720, and 690. Several students tied for those high scores.

Andy Schlafly of Far Hills, New Jersey, taught the American History course to 30 homeschoolers, including several on the internet. They met only one morning a week for 2 ½ hours for a 15-week period. Internet pupils interacted with the rest of the class by emailing questions and comments to Mr. Schlafly. Students completed weekly assignments emphasizing conservative and Christian themes in our heritage. They learned American history without the liberal spin that discourages and depresses so many high school students.

Four of the homeschoolers earned college credit by acing the CLEP exam at the end, even though they are years away from college age. Ten students were so inspired that they volunteered for a writing program over the summer. "Whoever knew that one could actually enjoy history?" exclaimed a student who scored 760 on the SAT II. "You won't believe this," declared an internet student in reporting her score of 720.

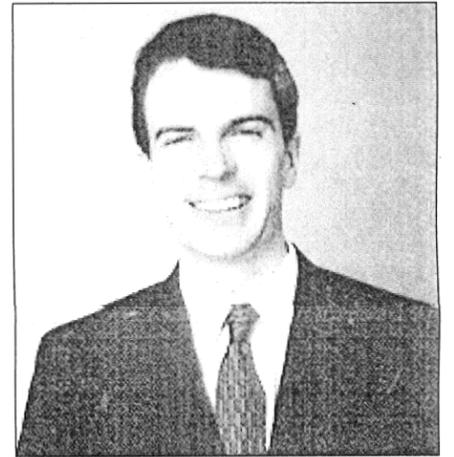
"History is easy to learn without the liberal gloss," Schlafly explained, "and history can best be understood as a march toward conservatism."

Students particularly enjoyed the weekly debates on controversial issues. Should we support a balanced budget amendment? How about women in combat? The most heated debate of the spring was on the issue of nullification. Did states have that power under the Constitution? The class was evenly split.

Class attendance remained very high

throughout the course, and not a single student dropped out. The demand even triggered a waiting list. Prizes were awarded both for achievement and improvement. Parents were amazed at how motivated their children became.

At the outset, many thought it too ambitious for the students to take the SAT II after only a half-year course. High schoolers meet every day for an entire year, and even then only the better history students take the exam. Schlafly explained, "We had a unique advantage over high school students. The homeschoolers could learn history in a logical



Andy Schlafly

manner, without the distortions demanded by liberals who control education."

For example, the Republican Party's opposition to abortion is a logical development from its earlier opposition to slavery — but liberals will never admit that. Ronald Reagan's rise to power and our subsequent prosperity mirrored that of Warren G. Harding and James Monroe, and will be repeated again in the future.

Ranking the antebellum presidents by how conservative they were was a popu-
(See *Homeschoolers*, page 2)

NAEP Shows More Reading Woes

WASHINGTON, DC — The Nation's Report Card released June 20 by the National Assessment of Educational Progress (NAEP) shows a significant decline in 12th graders' basic reading skills. The average reading scores of high school seniors have dropped in virtually every level of expertise since 1998. Only one in four 12th graders reads at a "basic" level. Other 12th-grade test results reveal failing scores in math and science.

The NAEP report also showed that high school boys performed significantly worse on the test than girls. Nationwide, only about 28% of 12th-grade boys could read at a proficient level, compared to 44% of girls. "Over the past decade, the reading achievement of male high school seniors had fallen more steeply than among female students," announced Mark R. Musick, a member of the National Assessment Governing Board and president of the South Regional Educational Board.

To score as proficient, students must exhibit an overall understanding of the text, providing inferential as well as unvarnished information. This level was only attained by 36% of the nation's high school seniors, a four-percentage point plunge from 1998.

U.S. Education Secretary Rod Paige stated "there is no scientific answer to why our high school seniors have performed so poorly on this reading assessment." Yet education experts stressed the pitiful foundation in the basics. "Because high schools are not well equipped to shore up those kinds of weaknesses, they show up on tests like this," commented Tom Loveless, a director at the Brookings Institution's Brown Center on Educational Policy.

Students in some states, including California and Washington, D.C., ranked only slightly better than non-English speaking students in the U.S. territories of Guam, Virgin Islands and American Samoa. More than two-thirds of students tested in the District of Columbia could not demonstrate an overall understanding of what they read, despite the district's \$9,650 annual per-pupil expenditure and an average teacher salary of \$48,651.

Last month's announcement of declining test scores also revealed that 36% of 4th graders cannot read at a basic level. The figure is 25% for whites, 56% for Latinos, and 60% for blacks.

(See related article, *Redefining Literacy*, on page 4.)

International Baccalaureate Program: Training the Global Citizen

Increasing numbers of parents are expressing concern about the globalist agenda of the International Baccalaureate Program (IBP), currently in place in more than 450 U.S. schools and 1,464 schools in 115 countries worldwide. The International Baccalaureate Organization (IBO) was founded in 1968 with donations from UNESCO, the Ford Foundation, the Twentieth Century Foundation, and many national governments, including the U.S. Government. The IBO operates as a non-governmental organization (NGO) and maintains its ties with UNESCO. It is currently funded by the Ford Foundation, the Armand Hammer Foundation, the *New*

York Times, Exxon, Shell International, the Andrew Mellon Foundation, and many others.

Parents say the IBP curriculum offers a combination of global indoctrination and political correctness, from the denigration of Western civilization to environmental extremism and promotion of the feminist agenda. Parent Jean Geiger of Reston, Virginia, told the *Washington Times* that her children "were forced" to participate in the International Baccalaureate Middle Years Program (IBMYP) designed for grades 6 through 10, at their



school in Fairfax County.

Geiger wrote a *Washington Times* editorial (6-1-03) charging that "the IB program is a political agenda masquerading as an academic program." She stated that "for the last decade the International Baccalaureate Program of North America (IBNA) has been aggressively marketing its 'world-class' educational program to unsuspecting parents and students." She noted that the IBNA has plans to expand at a rate of 10% per year.

Geiger called the IBP "the perfect vehicle to implement U.N. goals," including

"the subordination of national sovereignty" and the promotion of peace at all costs, including "the appeasement of dictators."

Homeschooling parent Charlene Sanders of Hot Springs, Arkansas also researched the IBP when it debuted in her local public schools two years ago. She summarized her conclusions in an opinion article for *Sierra Times.com*, pointing out that the IBO's principal founder, UNESCO, was itself founded by Fabian socialist Julian Huxley. Sanders compared language found on the IBO and UNESCO websites with that of Marc Tucker's notorious "Dear Hillary" letter, written on
(See *Baccalaureate*, page 4)

EDUCATION BRIEFS

Students who smoke marijuana in high school have lower math scores, and are likely to be lower wage earners. According to economist Rosalie Pacula of the public policy RAND Corporation, high school students who smoked marijuana had 15% lower math scores than non-smokers. Such sharp differences could result in 2% lower salaries later in life. The study evaluated 6,000 standardized tests of students who used marijuana after 10th grade in 1990 and those who used marijuana in 12th grade in 1992. "It makes a lot of sense that it [marijuana] would affect certain types of cognitive functioning, particularly things that are hard to grasp like math," Pacula said. The results showed no difference in literacy between potheads and non-users, an indication of the state of literacy in America today.

A Tennessee school district study shows an increase in students' disruptive behavior that is negatively impacting teacher morale. Fifty percent of teachers who responded to the survey said disruptive behavior, profanity, and repeat offenders have increased over the past five years. Sixty percent of respondents said programs designed to isolate troublemakers within the schools are ineffective. Britt Pound, a five-year discipline coordinator, stated that student referrals to the district's discipline office for zero-tolerance offenses and other extreme disruptive behavior have declined slightly from 1,160 to 1,065 last school year. A Napier Elementary School teacher said that "the kidding, laughing, spitting, and aggravating others gets in the way of academics. I know we spend a lot of our time not teaching but begging children to pay attention."

The Vitae Caring Foundation announces a pro-life website for teens. This site www.gravityteen.com is an important new venue for reaching teens with a positive, moral message that encourages self respect as well as respect for unborn life. Gravityteen.com offers a welcome alternative to the explicit and degrading

(More Briefs on page 3)

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Finger Gunslingers Found Guilty

NEWARK, NJ — A federal appeals judge ruled on June 19 that the Sayreville School District did not violate the rights of a kindergartner suspended for three days after pointing his finger at his buddies during recess and saying "I'm going to shoot you." The court declared that the school district did not violate the kindergartner's free speech, due process, or equal protection rights.

The ruling upheld last year's decision by the U.S. District Court, which had dismissed a lawsuit filed in June 2000 by the kindergartner's parents, Scott and Cassandra Garrick. They sued the Sayreville School District after their son was disciplined for playing cops and robbers on the school playground with three schoolmates. During the game, another student overheard the boy say, "I'm going to shoot you," and reported it to the teacher. The school, which had a history of violent threats, immediately suspended the child.

Although the Garricks have since placed their son in a private school, they want the suspension removed from his record, pointing out that students do not relinquish their constitutional right to freedom of speech and expression at school.

The Superintendent of Schools for Sayreville, Dennis Fyffe, called the federal appeals ruling as a "very nice victory for the district." He claimed that the stu-

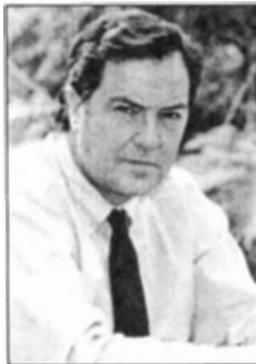
dents were not suspended under the "zero tolerance" rule but rather under a general school policy dealing with behavior. John Whitehead, president of the Rutherford Institute, asserted that whether the boys were suspended under zero tolerance or

not, school officials overreacted and the action taken by the school was excessive. He argued that the three-day suspension was over-punishment of the four youngsters.

Whitehead maintained that the core issue is the fact that the Garricks were not notified in time and could not attend the suspension hearings. "Zero tolerance" as played out by the school, Whitehead said, reinforces the unconstitutional behavior of "don't ask questions and just throw them [students] out."

Zero tolerance policies have been under public scrutiny with the rise in inappropriate suspensions of very young elementary school students. While public fear of school violence is widespread, incidents of violence are rare. According to Bill Lewis of the New Jersey Education Association (NJEA), the number of children killed in school each year is less than half the number who die from lightning strikes. Additionally, 3,000 children die each year outside of school from violence in their neighborhoods.

The Garricks plan to appeal the decision to the full U.S. 3rd Circuit Court or to the U.S. Supreme Court.



John Whitehead

Homeschoolers *(Continued from page 1)*

lar assignment. Many students reached similar conclusions independently. "Will history repeat itself in the election of 2004?" was another provocative assignment. Though young, the students appreciated the many references to current events provided during the course.

The central role of religion in our history was a basic theme. It is impossible to understand American history without it. Every student learned the prophetic words in George Washington's Farewell

Address: "Of all the dispositions and habits which lead to political prosperity, religion and morality are indispensable supports." The numerous references to God in Abraham Lincoln's Second Inaugural Address were also emphasized.

Demand is overwhelming for an encore this fall. Schlafly plans to offer the course again in September. Individual and group rates are available. Email Andy at aschlaflay@aol.com for more information.

Book of the Month



Write Tight, William Brohaugh, ISI Books, 2002, 180 pps., \$14.95

As the title of his book suggests, former *Writer's Digest* editor William Brohaugh zeros in on wordiness as the primary enemy of good writing. He notes that "writing tight" has little to do with today's fast-paced world and shortened attention spans, and much to do with the fact that "precision and concision" are "crucial to the impact" of a manuscript.

In Chapter 2, Brohaugh outlines the 16 types of wordiness and shows readers how to tackle them. He addresses the problem

of redundancy, then goes on to examine 15 other sources of "weed words," including affectations, roundabout writing, "inflated" and "deflated" language, the imprecise, the nonsensical, and many other sources of writing "flab."

Brohaugh discusses "Prewriting Tight" in Chapter 3, comparing the writing of a first draft to pre-soaking laundry. "Don't stain the prose in the first place," he warns. "Editing your writing for concision is so much easier if you keep the wordiness to a minimum even at the first-draft stage."

The book also offers tips on how to use elements such as sidebars, subheads, and checklists to sharpen prose and improve readability. The author acknowledges that writing can sometimes be tightened too much, and advises writers when and how to "loosen up" in order to improve clarity and flow.

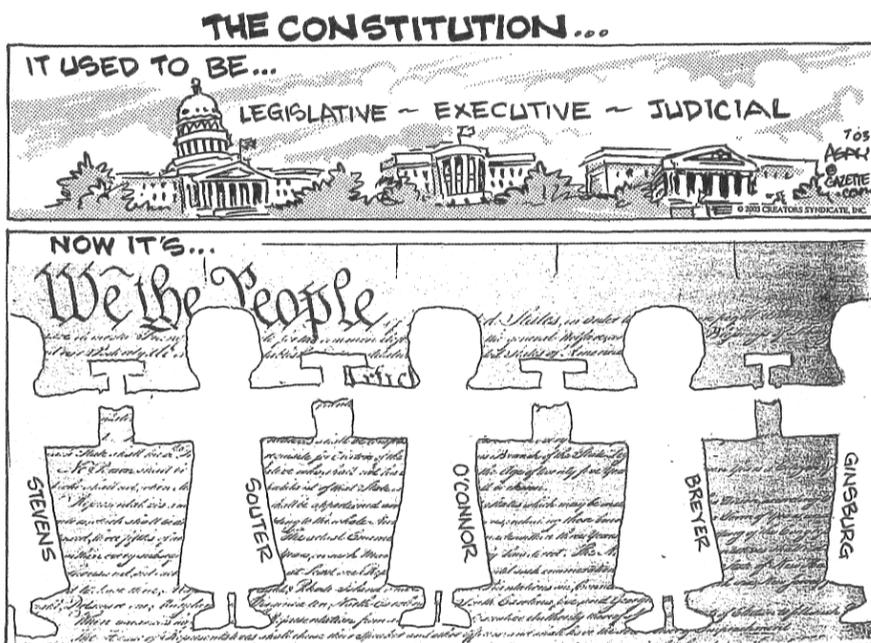
As a bonus, Brohaugh provides an Appendix with hundreds of redundancies to avoid, such as "advance reservation," "close proximity," "blended together," and "basic fundamental principle."

Hailed as "one of the best books on writing ever written," *Writing Tight* should replace most undergraduate college writing courses, according to Dr. Stanley K. Ridgley, vice president and executive director of the Collegiate Network.

Ridgley writes in the foreword that "college writing courses don't teach college students how to write." He notes that this is because graduate students often teach the courses, and "don't really know how to write convincingly, clearly, succinctly." Ridgley adds: "the affliction of postmodernism has reduced many of our university writing programs to a waste of time at best and to crude propaganda sessions at worst."

For college students and everyone else who would like to learn to write well, *Write Tight* is the right prescription.

Call ISI Books in Wilmington, DE, at 800/621-2736, or visit www.isi.org.



FOCUS: Gross, Grosser & Grossest:

How far has children's literature sunk?

By Orlean Koehle



A few years ago, I was substitute teaching in the first grade for a school in Santa Rosa, CA. In the classroom library, I found a shocking illustrated book for the students' silent reading periods. It was entitled *All About Farts* and showed various animals and the "farts" that they produce. It ended with a page about human farts, illustrated by a little boy and a grown man naked together in a hot tub with bubbles from their bottoms coming up to the surface. I thought at the time how gross this book was. Who in their right mind would want a child to read such a book? What redeeming value could it possibly have? What can a child learn from such a book?

Last week I found a book that was even worse. I was teaching the fourth grade in a school in Healdsburg, CA. The teacher's lesson plan called for me to read to the students after lunch. The book she left for me was called *The Day My Butt Went Psycho*, by a supposedly best selling Australian author named Andy Griffiths. The front cover further describes the story as "The epic tale of one brave boy and his crazy, runaway butt." It was published in 2001 by Scholastic, the same company that publishes the *Harry Potter* books, and many other books teachers use in the classroom.

I previewed the book during the morning recess and determined that it is exactly as the author describes on the back cover. He gives it a G rating for "gross — contains immature material not suited for adults." In the foreword, he states that the book is suitable only for readers 18 and younger and that adults may be offended by it. Does he mean that only children's minds are to be corrupted by gross things, and adults are to not be concerned about it?

The story is about a little boy who awakens during the night to find that his "bottom" — as a child I was taught that the word "butt" was as bad as any other four-letter swear word, so from now on I will use the word bottom — has gone off to join a rebellious group of other bottoms that "moon" people from the side of the road and create disturbances.

The boy has to wear an artificial bottom on his quest to get his real one back. His cat goes with him. He finds his bottom, but as he tries to grab it, the bottom shoots a "fart" out on the cat and nearly kills it and then runs away again. The boy then has one adventure after another chasing his runaway bottom.

To quote the book's summary posted on Andy Griffiths' web site, the boy crosses the "Great Windy Desert, through the Brown Forest, and over the Sea of Bums before descending into the heart of an explosive bumcano to confront the biggest, ugliest and meanest bum of all." I skipped to the last chapter where he finally gets his repentant bottom back and throws away the artificial one.



Orlean Koehle

This book even has a glossary of terms at the end with descriptive words and definitions including: "Fart — a small explosion between the legs"; "Great Windy Desert" — the place where old farts blow themselves out and form enormous stink tornadoes"; "Laxative Launcher — a butt gun that fires laxatives, used for neutralizing enemy fire by causing butts to lose control."

After my preview I decided that the entire book was gross, and that I would refuse to read it aloud to the class. I told the children why, noting that if their parents knew such an offensive book was being read aloud in class, they probably would not like it either. A boy raised his hand and said, "But it was the mother of a boy in class who brought the book in and recommended it to the teacher as a very funny book."

That really shocked me! I thought to myself, "What kind of parent would think this is an appropriate book to read to school children?" I explained that there is a difference between clean humor and dirty humor. "The humor in this book is equivalent to 'toilet talk,' the kind of language five-year olds use to get attention," I said. "You students are in the 4th grade. You're supposed to be older and wiser than five-year olds. Good humor is uplifting and makes you feel good inside, not embarrassed. Literature should have redeeming value or it is a waste of time."

I also pointed out that most children are surrounded by so much fantasy in books, television, and movies that it is good to occasionally read and learn about reality. I explained that this was why I had chosen to read about the lives of real American heroes and how they overcame tremendous odds.

I let the students choose between a book about Theodore Roosevelt, who overcame a weak, sickly body to become President of the United States, and a book about Helen Keller, who suffered an illness when she was two years old that left her blind and deaf, yet she went on to make great accomplishments. I explained that in spite of her handicap, Helen Keller became the first deaf and blind person to attend college. She was admitted to Radcliffe, the most prestigious women's college of her day and the equivalent of

Harvard University, and graduated "cum laude" (with honors).

The majority of the class wanted to hear about Helen Keller, so that is what I read. Most of the students listened attentively, especially the girls, who empathized with Helen's sad, difficult life until she finally learned to communicate. I read excerpts from the book in order to tell the whole story.

While I was reading, one of the boys started a petition demanding that the next substitute teacher read what he referred to as "the Butt Book." I left the petition on the teacher's desk. A number of students who had signed it later scratched their names off the list.

Since that day I have done more research on the author, Andy Griffiths. He won several Australian Literature awards for his "Just" Series of children books: *Just Annoying* ("See what it takes to be the most annoying kid in the world"); *Just Stupid*; *Just Crazy*; and *Just Kidding* ("Kidding and practical jokes to the extreme"). He is working on his fifth "Just" Book — *Just Disgusting!*

Obviously, the judges giving out these awards choose books that have shock value rather than any redeeming qualities or real literary value. Griffiths has also recently finished a stage version of *The Day My Butt Went Psycho*. Won't it be delightful to see all sorts of little bare bottoms displayed on the stage!

Here are some comments that critics have made about Griffiths' books:

- "Andy Griffiths' books are wilder, crazier, grosser, and better than ever." "Children aren't going to learn much of any benefit from this book — in fact they may pick up a few tricks you wish they never had"; Marie Low, *The Cairns Post*.
- "Deliciously vile writing, speaking to

the puerile inner child in all of us..."

Sydney Morning Herald;

- "The cheeky tale, which lives up to its bizarre title, is indicative of Andy Griffiths' gleefully absurd humor" . . . *The Daily Telegraph*.

Griffiths' books are reputed to be gross, coarse, wild, crazy, vile, silly, absurd, childish, cheeky, and admittedly have no benefit other than to teach students tricks their parents would not want them to learn. Why are they being read to students in the classroom? Children tend to imitate what they see and hear. The more gross the material, the longer and more vividly it is retained in their memory banks. Are these the kinds of images and ideas a teacher would want her students to remember and emulate?

I am also concerned and offended by Griffiths' books because I believe they are directly opposed to what teachers are supposed to be teaching in the classroom — morality, manners, decency, and dignity. California Education Code 233.5a states: "Each teacher shall endeavor to impress upon the minds of the pupils the principles of morality, truth, justice, patriotism, and a true comprehension of the rights, duties, and dignity of American citizenship . . . to teach them to avoid idleness, profanity, and falsehood, and to instruct them in manners and morals . . ."

Griffiths' books teach just the opposite. Many of the words in his books would be classified as profanity. I urge all teachers with any sense of dignity and propriety to try to elevate your students not degrade them. If the "Butt Book" or similar books appears in your classroom, give them back or throw them away.

Orlean Koehle is president of California Eagle Forum.

Briefs (Continued from page 3)

messages of Planned Parenthood's Teenwire and the websites of Advocates for Youth, SIECUS, and the Coalition for Positive Sexuality. These sites suggest that teens cannot possibly exercise self-control or practice abstinence, and that "safe sex" — and abortion when "safe" sex fails — are their only alternatives.

An audit of the Washington, D.C. public schools found one-quarter of the system's \$6.3 million credit-card expenses unaccounted for. The total of improper employee-issued credit charges amounted to \$1.6 million in 2001. Auditors found that the system lacked proper documentation to support credit-card payments of about \$1,669,246. The audit disclosed \$96,832 in unauthorized purchases, including food, DVDs, laptop computers, and personal services. Additionally, the audit revealed that \$7,125 in acquired assets was never recorded in the school system's inventory. School fi-

nance officials approved credit-card transactions without proper documentation and paid \$112,415 in late fees. In response, the school district vowed to set up better financial controls by training cardholders, suspending privileges to those who do not comply, and holding cardholders liable for unauthorized spending.

A new report shows that half of English, science, math, history and foreign language classes are taught by teachers who majored in other subjects. U.S. Education Secretary Rod Paige announced on July 15 the results of "The Secretary's Second Annual Report on Teacher Quality." Paige warned that teacher colleges must align their programs with the requirements of the No Child Left Behind Act, which mandates "highly qualified" teachers in all classrooms by 2006. Only 54% of teachers were found to be so qualified in 1999. (*Washington Times* 7-16-03)

Redefining Literacy



The explanation for the recent depressing NAEP report is obvious to advocates of basic skills and phonics reading instruction. Elementary school children can memorize a few hundred words so they are recorded as reading at grade level, but when they get to high school they can't read the bigger words because they were never taught phonics.

The public school establishment fails to teach first graders to read by phonics even though study after study, including one released in June by the National Institute for Early Education Research, shows that phonics is essential to learning to read well.

The public school establishment has indicated its opposition to the Bush Administration's Reading First program, which offers \$5 billion over six years to state and local school districts to help every child read by the end of the third grade. Education officials are demanding that a "proven, successful" reading system be used, but they are not referring to proven phonics programs.

To conceal the public school's abysmal failure to teach reading, education theorists who call themselves "social constructionists" are "departing from traditional notions of reading and writing" and trying to "redefine what it means to be literate." They are spreading the ridiculous notion that literacy does not mean reading the printed text, but is "inherently social" and flows from students developing "ways of thinking from such socially based experiences."

According to these academics quoted on the Electronic Classroom website, "meaning from text is not 'out there' to be acquired but is something that is constructed by individuals through their interactions with each other and the world." So, students can "construct" their own understanding of the text by interacting with their (probably semi-literate) peers. (Read more at http://www.readingonline.org/articles/art_index.asp)

The role of reading teachers is sup-

posedly "not to impart universal truths about text but to foster an environment where learners come to construct understanding through interaction." It's more important to engage in "student talk as opposed to teacher talk."

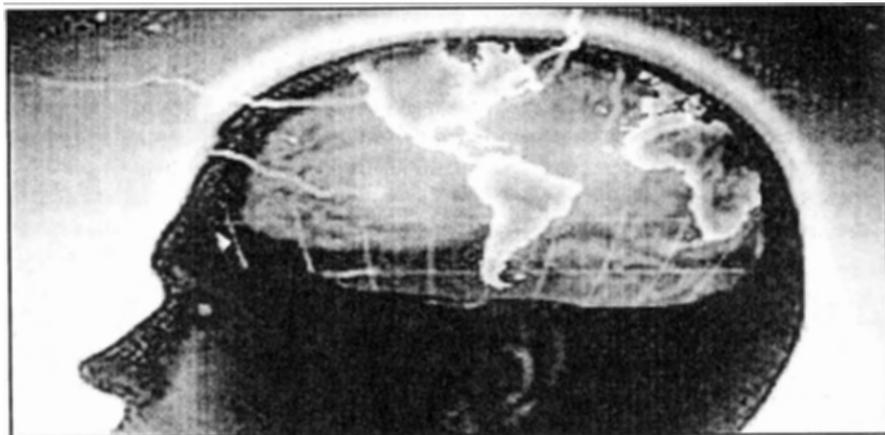
All this talking and no reading is bound to cause more violent collisions between states, parents, and school districts and the federal No Child Left Behind Act of 2001 (NCLB), which mandates performance standards and annual tests in reading and math for the 3rd through 8th grades. NCLB requires that "adequate yearly progress" be shown by schools and by their minority subgroups.

The latter requirement could add significantly to the turmoil because research shows that African-American students suffer more damage from Whole Language instruction than other ethnic groups and derive more benefit from phonics instruction.

A "Letter to the Editor" in *Education Week* (7-9-03) by Charles M. Richardson of the Literacy Council in New York, explained that the Miller Word Identification Assessment (MWIA), a test that quantifies the damage to students from whole-word teaching, yields "consistent data" that point to this conclusion.

Richardson stated that besides the new research using the MWIA, the late Albert Shanker in 1995 reported on a "Baltimore Success Story" involving the Barclay Elementary School's switch to a phonics reading program. In four years, this inner-city school produced a rise in test scores of "30 to 50 percentile points," while "its referrals for special education declined by a factor of four."

Under the education theorists' new definition of literacy, however, students can call themselves literate if they can learn to send a terse email that has been spell-checked, or engage in electronic chat sessions. "Being literate ... means being able to communicate in a post-ty-



According to a Fairfax, Virginia parent, International Baccalaureate Program students "do not take standard U.S. History courses or U.S. Government in the 11th and 12th grades. Instead, they take *History of the Americas* and *Topics in 20th Century History*." She quoted an IB history teacher at a high school in her area as telling his students: "I cannot bring myself to say the Pledge of Allegiance to a piece of cloth."

The 11th-12th grade IB Teachers Guide, "Social Anthropology," states on page 3: "Nature of the Subject . . . Social and cultural anthropologists are increasingly concerned with urban as well as rural society, North as well as South, and with the study of aspects of all modern nation states. This includes approaches to social change which emphasize the close links between developed and developing, and the problems of injustice, social inequality and human rights. The International Baccalaureate programme in Social Anthropology offers a unique opportunity for candidates to become acquainted with these perspectives and ways of thinking, and thereby contributes a distinctive approach to internationalism."

"Objectives," page 5, reads: "Comparison . . . [D]emonstrate an awareness of the social and cultural aspects of the lives of different peoples. [M]ake cross cultural comparisons and generalizations. [D]emonstrate a sensitivity to the selective weight given to female and male voices in ethnographic accounts. [D]emonstrate a sensitivity to general sources of inequalities, oppression and exploitation in social life."

The IB History teacher's guide emphasizes "colonialism, exploitation, and independence movements." According to the *Times* reporter, "a snippet from page 26 of the 'History of the Americas' high-level syllabus details what students study locally," including:

- "Women, indigenous peoples and minorities in the Americas in the twentieth century;
- political, social, cultural, and economic circumstances
- rise to consciousness: native peoples, Québécois, African-Americans
- legal and constitutional remedies and effects
- differing roles of women in different regions of the Americas
- roles and conditions of women in industry and agriculture."

"It's difficult to get your arms around this program," the *Times* reporter explained, "because so much of what happens in class involves the use of teacher handouts and discussions. Except in Language (English), there are no prescribed books or textbooks."

A 1999 newsletter on the UNESCO website reveals more about the IBO and

its programs. According to the newsletter: The IBP aims "to promote peace, human rights and democracy . . . recognize the right of access to opportunities . . . accept the interdependence of human beings within a global framework . . . accept the need to educate responsible citizens respectful of other cultures and the need to resolve conflicts peacefully." Other statements refer to making students "aware of their responsibility towards their social and physical environments to ensure a world with a sustainable future" and to the development of "a critical conscience towards technological and social change and the possible consequences of such changes . . ."

Global Aim

Author and education researcher Berit Kjos asserts that "the aim of global education, whether marketed and implemented through the IBO, UNESCO, or the World Core Curriculum developed by former Assistant Secretary-General of the United Nations, Dr. Robert Muller, is to mold global citizens. These servants of the global community must stand so firm in their new ideology and global world view that any argument against their ideology – no matter how factual and rational – will be met with scorn and condemnation."

Kjos pointed out that while the IBP indoctrinates participating students with "the global beliefs and values of a world citizen, it also helps choose the leaders of the 21st century. Only a select group of adaptable and compliant students are admitted to some of the IB schools. So much for social equity and equal opportunity!"

It is unlikely that the IBP's curriculum will ease the minds of concerned parents. As Jean Geiger described in her *Washington Times* editorial: [The IBP] "is now in place at eight Fairfax County high schools and three middle schools, and plans are being made to place IB in elementary schools. The Fairfax County School Board never discussed or voted on the implementation of IB during any school board meetings that were open to the public, even though it was a monumental change in the curriculum. As is the case in many school districts across the United States, the majority of principals, teachers, parents, and students had no real voice in this process."



Baccalaureate (Continued from page 1)

Nov. 11, 1992, (http://www.eagleforum.org/educate/marc_tucker/marc_tucker_letter.html).

"The IBO's website uses a lot of high-sounding phrases such as 'high academic standards,' 'life-long learners' and 'informed participants,'" Sanders noted. Its 1996 mission statement reads: "Beyond the intellectual rigor and high academic standards, strong emphasis is placed on the ideals of international understanding and responsible citizenship, to the end that IB students may become critical and compassionate thinkers, lifelong learners, and informed participants in local and world affairs, conscious of the shared humanity that binds all people together while respecting the variety of cultures and attitudes that makes for the richness of life."

A UNESCO report entitled *Worldwide Action in Education* refers to a "seamless" education system "aimed at two

essential goals":

"1. *Socialization*: Education . . . for all the world's citizens . . . is essential because education is the principal means for preparing people to participate effectively in the development of their communities . . ."

"2. *Training for a global workforce*: Education must prepare the citizens of today to live and work . . . in a world in which the only constant will be change."

Sanders observed that Tucker's letter refers to education as "a seamless web" and talks about "restructuring" and the "reconstruction of society," concepts promoted by the IBO and UNESCO.

The Curricula

A *Washington Times* investigative reporter described portions of the IBP, which he gleaned from "a partial set of IB Teacher Guides" he obtained from the Fairfax County public schools.