

# EDUCATION REPORTER

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## 25 Die After Taking ADHD Drugs

The Food and Drug Administration reported Feb. 8 that 25 people died and 54 suffered serious cardiovascular problems after taking drugs to treat attention deficit hyperactivity disorder (ADHD) between 1999 and 2003.

Children accounted for 19 of the deaths and 26 of the nonfatal cardiovascular problems, including heart attack, stroke, hypertension, palpitations, and arrhythmia.

The FDA report also included data on 26 more deaths between 1969 and 2003 in ADHD drug patients including death by suicide, overdose, drowning, and heat-stroke. The FDA is now discussing new ways of examining the risks of amphetamines, such as Adderall, and methylphenidates, which are sold as Ritalin, Concerta, Methylin, and Metadate. The FDA admitted that the few studies that have looked at use of ADHD drugs provide little information on these risks. (*Associated Press*, 2-9-06)



## Court Approves Pornography in the Classroom

Do parents have any rights to protect their children from classroom material deemed dangerous or offensive to their family morals and values? That is what Ohio parents are asking after the 2005 Sixth Circuit decision in *Evans-Marshall v. Board of Education*.

On Oct. 22, 2001, 25 parents attended a school board meeting in Ohio to "express concerns about the appropriateness and merit of some materials that had been assigned to the students as optional reading" by public high school teacher Shelley Evans-Marshall. The complaints intensified. At the subsequent school board meeting on Nov. 26, 2001, "approximately 100 parents were in attendance to protest the presence of material in classes and school libraries that the parents thought obscene." A petition calling for "decency in education" was presented with a remarkable 500 signatures.

School officials scrutinized teacher Evans-Marshall's instruction and began giving her negative ratings. In early 2003, the school superintendent recommended non-renewal of her contract, and the board unanimously agreed. Evans-Marshall sued the principal, the superintendent and board members.

The Sixth Circuit held that teachers have a First Amendment right in the classroom, and that right presumably extends to what many would consider to be obscenity. The court also held that the officials may be personally liable for infringing on the teacher's alleged First Amendment rights in the classroom.

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## Judge Punishes Arizona Legislature — Demands Payment of \$\$\$\$ Millions

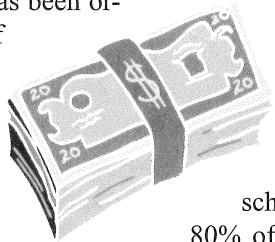
The State of Arizona has been ordered to deposit millions of taxpayer dollars into a fund for the children of illegal aliens in public schools. The required payments began accruing on Jan. 25 at the rate of \$500,000 a day and rose to \$1 million a day on Feb. 24.

The payments were ordered by Judge Raner Collins, a native of Arkansas whom President Bill Clinton appointed to the federal district court in Tucson. Unless the judge relents, the court-ordered payments will rise to \$1.5 million a day on March 24, and then rise again to \$2 million a day when the legislature adjourns later this spring, continuing indefinitely thereafter.

Judge Collins presides over a case called *Flores v. Arizona*, in which a private lawyer named Tim Hogan was granted the right to represent the estimated 160,000 so-called English Language Learners (ELLs) in Arizona public schools. The vast majority of ELLs are children whose parents have illegally entered the United States from Mexico.

The state's Democratic governor (and former attorney general) Janet Napolitano and the current Democratic attorney general Terry Goddard have been responsible for defending the lawsuit. Neither the Republican superintendent of education, Tom Horne, nor the Republican-led state legislature are represented in court, although they bear the burden and are expected to pay all the costs of complying with the judge's orders.

As required by the controversial Supreme Court decision of *Plyler v. Doe*,



which was decided in 1982 by a bitterly divided 5-4 vote, illegal alien children have long been permitted to enroll in Arizona schools at public expense. But their performance in school is extremely low. More than 80% of these children have failed the statewide assessment test called AIMS (Arizona's Instrument to Measure Standards), a failure rate which is more than triple the statewide average.

Following an earlier Supreme Court decision (*Lau v. Nichols*, 1974) that required states to provide adequate instruction to children whose native language is not English, Congress passed a federal law requiring each state to "take appropriate action to overcome language barriers that impede equal participation by its students in its instructional programs."

A previous judge in the *Flores* case had refrained from ordering any specific action because, as he said in 1999, there is no legal standard for determining what kind of action is "appropriate." That judge ruled in 2000 that the state was not doing enough, and the legislature responded by increasing state funding from \$150 to \$360 per ELL, over and above what other students receive.

But the extra money has not led to higher test scores. Judge Collins' ruling cites poor AIMS scores as proof that the state has "illegally underfunded" ELL programs, thereby depriving ELLs of their right to a free public education.

Accordingly, Judge Collins ordered the state legislature to spend however much money the court deems "appropri-

ate" to ensure that ELLs can "overcome language barriers that impede equal participation." His order suggests that illegal alien children not only have the right to attend public school, but also the right to pass the tests given in English.

The order also mandates that "ELL students not be required to pass the AIMS test to secure their diploma until the State has properly funded ELL programs and there has been sufficient time to allow ELL students to compete equally on the test." Evidently, Judge Collins will not be satisfied until illegal alien children can pass the AIMS test at the same rate as native children.

## College Students Have Trouble Reading

A new survey of the literacy skills of U.S. college students, made by the respected Pew Charitable Trust, reports that 20% of students in 4-year colleges, and 30% of students in 2-year colleges, have only basic or below basic quantitative literacy skills. Called the *National Survey of America's College Students*, this study was based on a sample of nearly 2,000 students from 80 randomly selected public and private colleges and universities in the United States. The students were tested shortly before their graduation.

This survey measured three types of literacy ability: (1) prose literacy, which means the ability to read and understand information in continuous texts such as newspapers and instructional materials; (2) document literacy, which means the ability to comprehend and use information in various formats, such as job applications, transportation schedules, maps, tables, and prescription drug labels; and (3) quantitative literacy, which means the ability to identify and perform computations using numbers embedded in printed materials, such as balancing a checkbook, calculating a tip, completing an order form, determining the amount of interest on a loan, or calculating the cost of ordering office supplies. Students have the most difficulty with quantitative literacy. The survey found no significant differences between men and women, or between public and private colleges.

College professors complain that most of their students haven't read much before they come to college, and they expect to get good grades and graduate without reading much of anything. The inability to read well and rapidly practically shuts students out of a first-rate education, even though they manage to get a college diploma.



## E-Rate Fraud: Connectivity at What Cost?

Discounts for telecommunications services, internet access, and internal connections (network infrastructure and cables) have been available to schools and libraries nationwide through the education rate or E-rate program, resulting in total commitments of \$15.5 billion and disbursements of more than \$10 billion. However, serious problems have persisted, resulting in allegations, investigations, hearings, arrests, and criminal convictions.

The Universal Service Fund (USF) originated in 1983 to provide subsidies in low-income and rural communities for telephone service. In the 1996 Telecommunications Act, Congress expanded USF to provide internet access equipment at public schools and libraries.

USF is funded by fees levied by the FCC on all local, long distance, wireless, and paging companies, as well as payphone providers. The fees are generally added to phone bills for all consumers. When USF fees were increased to pay for schools and libraries, the extra phone charges were dubbed the "Gore tax" be-

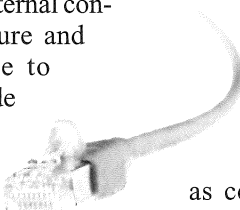
cause of then-Vice President Al Gore's role in establishing the E-rate program.

Fresh from supposedly inventing the internet, Gore envisioned that public schools and libraries would be "wired" as centers for public access to the internet. A Gore fundraiser, Ira Fishman, became the well-paid first president of the Schools and Libraries Corporation (SLC) with the power to distribute this new flow of money.

After Fishman resigned in 1998, the multi-billion dollar E-rate program was transferred to the Universal Service Administrative Company (USAC), a private, non-profit corporation. USAC was created as a subsidiary of the National Exchange Carrier Association (NECA), whose membership consists of approximately 900 U.S. telephone companies. FCC had outsourced responsibility for the Universal Service Fund to USAC.

According to Bob Williams of the Center for Public Integrity, the very struc-

(See *E-Rate*, page 2)



# EDUCATION BRIEFS

**A Preschool For All plan for Illinois' 3- to 4-year olds** has been proposed by Governor Blagojevich. Requiring an extra \$135 million for a three-year period, the plan offers 2.5 preschool hours per day regardless of family income. "It was not immediately clear how the Governor intends to pay for the program, which would be funded through general revenue money..." (Chicago Sun-Times, 2-12-06)

**Arizona Senate Bill 1331** would require state regulated universities and community colleges to adopt procedures for "alternative coursework and materials" for any student who finds "coursework, learning, material or activity" to be personally offensive based on "conflicts with the student's practices in sex, morality, or religion." The bill also states that choices must be offered without financial or academic penalties. Having passed the Senate Committee on Higher Education, the bill has moved onto the Senate Rules committee.

**In some Texas schools, cafeteria purchases are being controlled and monitored** through a prepaid automated account system that doubles as an accounting program. Last August, Pearland I.S.D. adopted the program on 17 campuses. PISD's \$5.3 million system requires a student to enter a code to access his/her prepaid account in order to have a cafeteria-provided meal. The system allows a child's food purchases to be regulated and tracked. Similar systems are used in random schools in Arizona, Oklahoma, Michigan, and Tennessee. (Washington Times, 2-21-06)

**Pennsylvania's Upper St. Clair School board** voted 5-4 to discontinue the International Baccalaureate program used in elementary through high school. After research, school board member Mark Trombetta concluded IB is "weak in some subjects and was concerned that the testing was 'developed in a foreign country.'" A common reason that five members voted for discontinuation was the \$85,000 added cost to the school district that has a \$50 million budget. (Pittsburgh Post-Gazette, 2-22-06)

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## E-Rate (Continued from page 1)

ture and the corporations involved constitute "almost a formula for fraud and abuse." As former Rep. Jim Greenwood (R-PA) told the *New York Times* (6-17-04), "You couldn't invent a way to throw money down the drain that would work any better than this."

The FCC's Inspector General, in an October 31, 2002 semi-annual report to Congress, described numerous concerns and noted that the Department of Justice had created a special E-rate task force. The Government Accountability Office (GAO), after a year's study, concluded in December 2004 that "the FCC long ago sowed the seeds for gross mismanagement of the program."

After the GAO report was issued, U.S. Rep. Joe Barton (R-TX), Chairman of the Committee on Energy and Commerce, said, "The government mismanagement of the E-rate program seems to know few bounds," and added: "Unscrupulous vendors also fleeced the program while underserved communities and telephone customers pay the price. The Federal Communications Commission, these merchants and certain schools all must share in the blame for this disgrace."

A bipartisan report, "Waste, Fraud, and Abuse Concerns in the E-rate Program," was adopted unanimously by the Subcommittee on Oversight and Investigations on October 18, 2005, and transmitted to the Energy and Commerce Committee on November 2. Referring to the GAO study, the subcommittee states: "The report finds an astounding degree of managerial neglect of the E-rate program."

The subcommittee report cites numerous problems, details case studies, and makes recommendations. It questions "(a) whether the FCC is the proper agency to manage and oversee the E-rate program; (b) whether the largely arbitrary \$2.25 billion annual price tag is appropriately set; (c) whether control and management of this large sum is appropriately delegated to a non-governmental entity."

Greater accountability is urged for all program participants, including consultants, vendors, schools, USAC, and the FCC Wireline Competition Bureau. The report states: "The FCC must acquire and promptly provide to Congress, some tangible measure of the extent and scope of program waste, fraud, and abuse, i.e., statistically significant auditing must be undertaken immediately..."

The report documents a "substantial waste of more than \$100 million" in Puerto Rico, where the former secretary of education was sentenced to three years in prison and fined \$4 million. Almost \$23 million in equipment had not been installed. Only nine of 1500 schools had been wired.

In Chicago Public Schools, "improper stockpiling of \$8.5 million in internal connections equipment, much of which included expensive electronic switches that never left distribution warehouses," was exposed, and the Subcommittee investigation further found: "The CPS and the E-rate program would essentially pay twice for equipment that had never been installed in the school district's networks."

SBC Telecommunications and Cisco informed CPS that the warehoused switches were "obsolete," and arranged a switch of the switches, so to speak. By turning in the warehoused switches, the schools could obtain a discount off the price of new switches. "CPS would essentially be wasting nearly \$3.6 million," since the original switches shipped could still be used. SBC was required to return \$8.8 million to USAC.

Payment of \$20.7 million in fines and restitution from the NEC Business Network Solutions was required in the case of San Francisco Unified School Dist., where the Superintendent was a whistleblower.

"In sum, the Subcommittee's investigative work reveals a well-intentioned program that nonetheless is extremely vulnerable to waste, fraud, and abuse, is poorly managed by the FCC, and completely lacks tangible measures of either effectiveness or impact."

The number for the USAC Whistleblower Hotline is: (888) 203-8100. Complaints can be made anonymously.

## Pornography (Cont. from page 1)

The decision means that teachers have First Amendment rights in the classroom to distribute material against the wishes of the public, the parents, the principal, the superintendent and the school board.

The Court's opinion was written by Clinton-appointed Judge R. Guy Cole, Jr. For those living in the jurisdiction of the Sixth Circuit (Michigan, Ohio, Kentucky and Tennessee), pornography may be coming soon to a classroom near you.

## Book of the Month



**Public Education Against America: The Hidden Agenda**, Marlin Maddoux, Whitaker House, 2005, 238 pp., \$19.99

Author, journalist, and *Point of View* radio talk show host Marlin Maddoux combined information gained through years of research and guest interviews with concerns about the radical transformation of U.S. public schools to present a compelling portrayal of secular humanism and its devastating impact on education. The book was completed shortly before he died in 2004.

Class activities involve "Islam simulation." A gigantic banner at the simulation of the Prophet: "There is one God, Allah, and Mohammed is his prophet." A shocked parent asked, "What if we put up a sign that says 'Jesus is Lord' for thirty minutes? Oh, no! You can't do that — separation of church and state. They aren't just teaching them about Islam; they have them practicing it."

Research into why students in different schools were "dressed up in Muslim attire, chanting from the Koran" and role-playing, revealed that teachers were following state standards.

According to Maddoux, such practices are designed to "gradually alter a child's conscience, belief system, personality, values and behavior." Children become confused and feel isolated if they don't conform. They experience "cognitive dissonance."

It is pointed out that whether teachers realize it or not, they can contribute to "a process of deception, intimidation, coercion, and mind control." Through sex education lessons that include Gay, Lesbian, and Straight Education Network (GLSEN) presentations and Planned Parenthood involvement, there is no absolute truth. Right or wrong becomes relative to the situation and the choices made by the group, i.e. "consensus."

Description of the Hegelian dialectic and brief summaries of the teachings of Karl Marx, Antonio Gramsci, and John Dewey supply the pieces that comprise the big picture of public school education today.

Teachers simply follow the curricula, utilizing the methodology they've been taught. In an interview on *Point of View* radio, Dean Gotcher, researcher and author, explained "the need for facilitators — professional change agents, trained in group dynamics and on the intricacies of how to move a group to a preset conclusion."

Processes develop "reasoning" or "decision-making" abilities in students: "mind manipulation techniques inside innocent-sounding names," such as Higher Order Thinking Skills, Cooperative Learning, Outcome-Based Education, and Values Clarification.

The warning from Maddoux is clear: "The public school system has assumed the parental role." What advice is proffered? "I sincerely believe that every Christian parent in America should get his or her children out of the public schools system."





# FOCUS: Redefining Education for Global Citizenship

By Debra K. Niwa

Global education reforms lurk behind the changes being foisted on U.S. schools: redesigning American high schools, promoting universal preschool, expanding technology, increasing data collections, linking secondary and higher education, and more. But where will these lead? In revisiting the old ideas behind reforms, we would be wise to ask, "Do we want the kind of life these changes will bring?"

## Lifetime monitoring

Imagine all facets of your life — school, work, health, leisure, and spiritual — monitored and assessed from birth-to-death through one comprehensive "system." Under the banner of "lifelong education," such a system is evolving.

Promoted through United Nations Educational, Scientific, and Cultural Organization (UNESCO) and the Organisation (sic) for Economic Co-Operation and Development (OECD), the lifelong education principle is influencing school, workforce, and economic reforms worldwide.

Despite formal withdrawal from UNESCO in December 1984 by then-President Reagan, the global lifelong education scheme nevertheless began spreading throughout the U.S. during the nearly 19-year period of non-membership.

Long before President George W. Bush rejoined the U.S. with UNESCO in 2003, the UNESCO-endorsed idea received U.S. tax dollars through federal laws that funded different aspects of the principle.

Upheavals in education are linked to building the system. Included are efforts to: combine the academic with the vocational for *all students*;

use technology for teaching, training, and data collections; eliminate public control through creation of appointed councils; establish school-business partnerships; and much more.

Technology in particular — combined with surveys, assessments, and evaluations — plays an indispensable data-gathering role for monitoring individuals and forcing accountability to those with the power to dictate the systems' goals.

Strip away the hype — about equality, justice, diversity, human rights, and 21st century workplace skills — and what remains is nothing less than a global system of social and economic control.

## Lifelong social engineering

In 1973, UNESCO published *Towards a conceptual model of life-long education* by George W. Parkyn. Explained in the preface, **the lifelong education concept underlies all of UNESCO's educational action.** With that in mind, the publication studies —

beginning in 1971 — were conducted to "outline a possible model for a system based on the ideal of a continuous educational process throughout the lifetime of the learner" and "if possible, **indicate the means for bringing an existing national school system into line with life-long learning.**" (p.3) [Emphasis added]

Parkyn explains, "A comprehensive model for life-long education needs to start with two basic dimensions: first, the span of a human lifetime, and second, the range of human behaviour." (p.19) He asserts that establishing lifelong education requires "radical changes in the structures, functions, methods, and content of education systems at all levels . . ." (p.15)

With lifelong education, the traditional goal to develop the intellect is replaced with an emphasis on attitudes, values, habits, and social behaviors.

Parkyn explains that the focus of childhood and adolescent education needs "to aim at producing not educated people but educable people . . ." Another aim is to produce "people who are adaptable in changing circumstances, who realize the provisional nature of knowledge, the tentative nature of decisions, and the need for constant evaluation of the results of their actions . . ." (p.17)

With lifelong education, K-12 school systems link to higher education; universal infant care and preschool are added; and elementary and secondary levels transform as follows:

*Basic general education (ages 6-15):* The first five years, a child is introduced "to the universe of space and time in which he and his community are located, to open up to him through his own activities the wide range of interests and potentialities . . . to lay the foundations of those

learning skills and interests on which subsequent development will depend." (p.39)

The next four years start the "process of educational and vocational choice." By the end of this "transitional cycle," children pick "a provisional field of

employment." (p.39-40)

*Secondary education (ages 15-18):* This three-year period consists of "part schooling and part working." Successes are noted for China and the former USSR:

"Many attempts have been made to devise a method that satisfactorily combines general education, vocational education and specific vocational training during this period, and for some occupations considerable success has been achieved notably in the USSR and in China." (p.40)

Lifelong education also involves expanding adult education to address economic, political, and personal needs (p.12); use of Marx's *theory and practice* (p.14); occupational training and retraining (p.24);

integrating culture and vocation (p.28); self-education (p.31); certification (p.31); centralization of general policy making (p.32); and more.

## Putting the nation at risk

Fast forward to 1981 when President Reagan's Secretary of Education Terrel Bell established the National Commission on Excellence in Education. Charged with reporting on the "quality of education in America," the Commission's findings and suggestions were published in *A Nation at Risk: The Imperative for Educational Reform* (1983). The report's criticism of U.S. education launched efforts to bring American schools in line with UNESCO's lifelong education plans.

Comments in the report include: "The world is indeed **one global village**"; "... we must dedicate ourselves to the reform of our educational system for the benefit of all — old and young alike, affluent and poor, majority and minority"; "The search for solutions to our educational problems **must also include a commitment to life-long learning**"; "... life-long learning will equip people with the skills required for new careers and for citizenship." [Emphasis added]

Since *A Nation at Risk* was published, U.S. presidents have presented similar lifelong education supporting plans. A Feb. 4, 1994 *Congressional Record* entry by then-Senator Moynihan (D-NY) reveals:

"In 1984, President Reagan proposed a set of education goals to be achieved by 1990. And in 1990, President Bush devoted a sizable portion of his State of the Union address to setting forth his education goals for the year 2000 . . . President Bush then listed his education goals, which were similar to President Reagan's goals — and virtually identical to those now proposed by President Clinton."

*A Nation At Risk* provided excuses to begin nationwide school reform, but the report was flawed in its assessment of U.S. schools. A paper prepared for the National Education Goals Panel stated:

"... *A Nation at Risk* may have been flawed as an accurate, balanced assessment of American schooling in the early 1980s, but it was a key factor in mobilizing public opinion on behalf of educational reforms. And while the reforms that it helped to stimulate were not enough by themselves to increase sufficiently student achievement in the 1980s, the report was followed by other initiatives focused more on the restructuring of the schools." (*The Road to Charlottesville — The 1989 Education Summit*, 1999, p.12)

## Community Education

Charlotte T. Iserbyt, author of *the deliberate dumbing down of america . . . A Chronological Paper Trail* (1999, 2000, 2001), served as an OERI Senior Policy Advisor in the U.S. Dept. of Education during the Reagan administration. Her article "Death Sentence for Private and Home Education, Courtesy of Supreme Court," (7-8-2002) identifies a key intention behind school reform. In 1981, Iserbyt was informed by the Director of the Office of Libraries and Learning Technology, U.S. Dept. of Education: "... in the future all education will take place in the home, using computer-assisted-instruction,

but that we will always have the school buildings for 'socialization' purposes." Iserbyt explains, "This is the United Nations lifelong learning/brainwashing concept (International community education) which places all community services under the umbrella of the community school. The National Alliance of Business refers to this agenda as Kindergarten-Age 80."

## UNESCO & vocational education

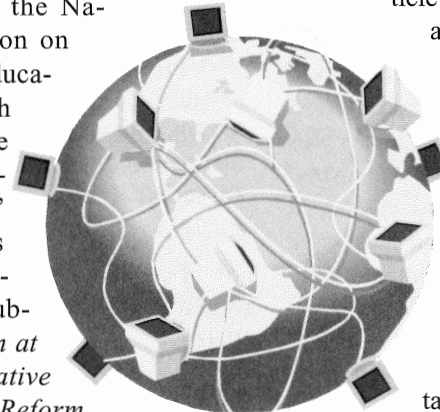
On November 10, 1989 in Paris, the *Convention on Technical and Vocational Education* was adopted by the UNESCO General Conference. U.S. school reform goals since the 90's have been strikingly aligned with Article 3, section 2 of the Convention:

"Technical and vocational education should be designed to operate within a framework of open-ended and flexible structures **in the context of lifelong education** and provide: (a) an introduction to technology and to the world of work for **all young people** within the context of general education; (b) educational and vocational guidance and information, and aptitude counseling; (c) development of an education designed for the acquisition and development of the knowledge and know-how needed for a skilled occupation; . . ." [Emphasis added]

## For-profits brought on-board

The 1991 creation of the New American Schools Development Corporation (NASDC, later shortened to New American Schools) was part of President Bush Sr.'s America 2000 plan to finance development of new models for U.S. schools. NASDC funded nine groups between 1993-1995. Selecting for-profit partners like the NCEE (see next paragraph), awardees formulated what amounts to strategies to institutionalize key elements of a human resource system (community/lifelong education). Noted in Iserbyt's *the deliberate dumbing down of america*, NASDC and partners have been on the

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## Redefining Education (Continued from page 3)

front lines promoting business-school partnerships, charter schools, choice, and vouchers — all of which facilitate systemic reform.

The National Center on Education and the Economy (NCEE, est. 1988; formerly the Carnegie Forum on Education and the Economy) has prominently supported lifelong education. Included among the 1988 NCEE Board of Trustees were Marc Tucker (President), Hillary Clinton, Mario Cuomo, Ira Magaziner, Lauren Resnick, John Sculley, James B. Hunt, Jr., Anthony Carnevale, David Rockefeller, Jr., Vera Katz, and others.

The NCEE's 1992 *A Human Resources Development Plan for the United States* suggested "a national system of education in which curriculum, pedagogy, examinations and teacher education and licensure systems are all linked to the national standards . . ." The new system would qualify "**all students for a lifetime of learning** in the post-secondary system and at work." [Emphasis added]

In a Nov. 11, 1992 letter to Hillary Clinton, NCEE's Marc Tucker wrote extensively about a "human resources system" . . . a "seamless web" that "literally extends from cradle-to-grave and is the same system for everyone — young and old, poor and rich, worker and fulltime student" . . . for a "lifetime of learning." (*Congressional Record*, 9-17-98. See [http://www.eagleforum.org/educate/marc\\_tucker/](http://www.eagleforum.org/educate/marc_tucker/))

### U.S. Dept. of Labor's SCANS

The U.S. Department of Labor's Secretary's Commission on Achieving Necessary Skills (SCANS) began publishing documents between 1990-1993 suggesting systemic school reforms that included integrating technical/vocational and general education **for all students**.

*What Work Requires of Schools, A SCANS Report for America 2000* (1991) highlights the link between Bush Sr.'s America 2000 and UNESCO's lifelong education: "The strategy [America 2000] would change lifelong learning from a slogan to a reality for all." (p.20)

### Vo-tech paves the way

Federal laws supporting vocational and technology plans boosted U.S. adoption of lifelong education. Explained in "The Impact of School-to-Work and Career and Technical Education in the United States: evidence from the National Longitudinal Survey of Youth, 1997," by James R. Stone III:

"The 1990 Carl D. Perkins Vocational and Applied Technology Education Act ('Perkins II') mandated that federally-funded CTE [*Career Technical Education*. — *Ed.*] programs develop the following: tech prep programs; **integration of vocational and academic curriculum**; promotion of work-related experience; and accountability for funding continuation. [Emphasis added]

"Building on Perkins II, Perkins III expanded the goals of CTE to include:

- Integrate academic and vocational education.

- Promote student attainment of challenging academic and vocational standards.

- Provide students with strong experience in, and understanding of, all aspects of an industry.

- Involve parents and employers.

- Provide strong connections between secondary and post-secondary education.

- Develop, improve, and expand the use of technology.

- Provide professional development for teachers, counselors and administrators." (*Journal of Vocational Education and Training*, Vol. 54, No. 4, 2002)

Of interest, Stone observes, "The notion of curriculum integration goes back almost a full century to John Dewey (1916)."

### U.S. Federal aid

The bulk of federal funds and promotion for global education reform were secured in laws enacted during President Clinton's terms. Different aspects were split among Goals 2000: Educate America Act (1994), School-to-Work Opportunities Act (1994), Improving America's Schools Act (1994, an ESEA reauthorization), Workforce Investment Act (1998), Perkins III (1998), and others.

UNESCO education reforms currently continue through President Bush's No Child Left Behind Act. At the February 2005 EFA (Education for All) conference, Secretary of Education Margaret Spellings stated: "The No Child Left Behind Act and UNESCO's Education for All campaign complement each other." ("Mrs. Laura Bush Pays Tribute to UNESCO's Education for All Week," U.S. Dept. of Education, 4-27-2005)

### State boards of education rallied

In 1995, *Framework for the Future: Creating a School-to-Work System for Learning, Livelihood, and Life* was published by the National Association of State Boards of Education (NASBE) School-to-Work Study Group. The NASBE report encouraged the restructuring of American schools in-line with lifelong education:

"Developing the capacity of **all citizens** for . . . **lifelong learning** is an absolute necessity . . ." (p.4) [Emphasis added]

"Meeting this need [to create a 'comprehensive and coherent system'] will require the development of a new school-to-work system able to educate **all students** . . . and **teach them to be lifelong learners**. It must be based on learning that is relevant to the real world; curriculum that incorporates career preparation; and experience in

a workplace or community setting **for all students**." (p.4) [Emphasis added]

"State boards must ensure that SCANS and other work-related skills areas are incorporated into state performance standards, curricular frameworks and assessments, as well as the state accountability system." (p.5)

"In 1994, three federal initiatives were passed that sought to consolidate these discreet efforts, . . . The Goals 2000: Educate America Act, Improving America's Schools Act . . . and the School-To-Work Opportunities Act, taken together, offered a blueprint for the creation of a new education paradigm. . . . **for all students**." (p. 11-12)

### Using schools for planned change

Twenty years ago in Iserbyt's 1985 booklet *Back to Basics Reform or . . . OBE Skinnerian International Curriculum*, the author warned: the "educational system [would be used] as the primary vehicle for bringing about planned social, political, and economic change." Iserbyt also noted that technology use would result in stifling intellectual development. [*This aids the lifelong education aim to produce "not educated people but educable people."* — *Ed.*] The warning unheeded, schools today are focusing on non-academic standards — under the pretense of workplace and life skills — to advance planned changes.

Poised to sit at the helm of the global system is the United Nations and its agencies like UNESCO, World Bank, WTO, WHO, ICC, and other entities situated to regulate a part of the system.

In the first half of the 20th century, the League of Nations failed to establish itself for governance and was replaced by the United Nations in 1945. With U.N. agencies and partners promoting global initiatives — lifelong education, world citizenship, international standards setting, free trade and sustainable development schemes eroding national economic control, and other national sovereignty encroaching activity — the U.N. is not far from establishment as a world governing body.

The chance of living under oppressive U.N. global authority surely rests upon whether or not determination exists to uphold individuality, liberty, and a Constitutional Republic for serving (not enslaving) citizens. One can only hope the hundreds of thousands throughout America's history, who risked their lives to uphold these ideals, will not have done so in vain.

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