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National Tests for College Students?

Texas businessman Charles Miller, Chairman of the federal Commission on the Future of Higher Education, has suggested standardized testing for higher education. According to the *Boston Globe*, Miller thinks the exams would help measure whether college students are taught well.



Last Fall, U.S. Secretary of Education Margaret Spellings announced the commission's formation and appointed Charles Miller as Chair. In her opening remarks at the group's first meeting in Oct. 2005, Spellings said, "It's now time to launch a national dialogue on our shared vision for higher education."

The commission is tasked with submitting a final report by Aug. 1, 2006 that contains "specific findings and recommendations." (U.S. Dept. of Education, Press Release, 9-19-2005)

MIT's president, Dr. Susan Hockfield, said "it's a terrible idea" to test all college students. "Higher education needs help, but what is really broken is K-12 education. We need more high school graduates who can understand and do math." (*Boston Globe*, 3-19-2006)

UN copyrights IBO program units

As schools adopt international education programs, concern is growing over the absence of local and state public review and approval of curriculum. In a move that aggravates the issue, the United Nations has acquired input, approval, and copyright for International Baccalaureate program units.

According to the IBO web site, the United Nations' Global Teaching and Learning Project Division will initially "produce two teaching booklets about U.N. global issues: one each for primary and secondary years" published in English in 2006. The booklets will eventually be translated into six UN languages and "disseminated to the governments of all member states for use in schools."

A total of 20 program units will be produced, covering subjects such as: A safe place (refugees), For all the world's children (children's rights), The busy marketplace (global trade), Water for life (sustainable development), Indigenous people, and Stereotypes and discrimination.

Given the criticisms lodged against required literature content used with the IB programs (See "Social Change and IB World Schools," *Education Reporter*, Dec. 2005), parents question the wisdom of allowing course materials into schools that bypass public review and approval.

Course materials used in U.S. public schools have traditionally been scrutinized by a state and or local public review process. But with pre-packaged programs, the curriculum, related materials, and instructional methods enter classrooms without citizen input or approval.

Controversy over IBO's International Education

The International Baccalaureate (IB), begun several decades ago as an experiment to provide education for children of diplomats and children in war-torn countries, has expanded dramatically, and acquired ardent adherents as well as strong detractors.

In February, the Board of the Upper St. Clair (USC) School District, near Pittsburgh, voted to end all three of its IB programs, covering grades 1 through 12. Since USC's 1998 IB adoption, less than 1% of students have received an IB diploma.

Board members who voted for discontinuation, noting the district "could do better than the IB," explained the added costs of the IB: "The 'hard' cost . . . is \$85,355, which includes dues and fees the school district pays for its participation. Moreover, the 'soft' costs are many, including high school IB classes with few students per teacher, extra teacher training, and transporting students to the streams school IB site. We have estimated the soft costs of the program at between \$100,000 and \$150,000, based on national averages and internal cost estimates. Thus, the overall cost is in the neighborhood of \$200,000 annually." (*Pittsburgh Post Gazette*, 2-26-06)

Protests occurred over the Board's decision. Parent supporters of IB sued the school district in Federal Court. The Pennsylvania ACLU and two law firms provided support with a motion for preliminary injunction and request for IB reinstatement. But U.S. District Judge Arthur J. Schwab ruled the case did not belong in Federal Court. Parents have taken the lawsuit to Common Pleas Court.

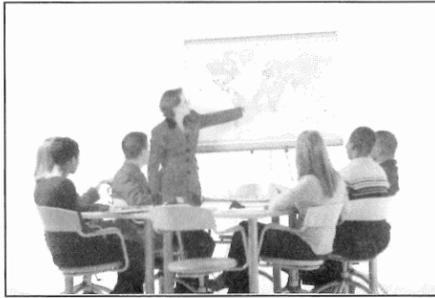
Public contention with IB will likely grow as IB receives more federal money. Announced by President Bush in his January 2005 State of the Union Address, more federal funds will be allocated to increase access to AP/IB math and science courses for low-income students through training 70,000 more teachers.

George Walker, IBO Director Emeritus, stated in a January 2006 *IB World* article that since there have been accusations that IB excludes students who could benefit, IBO is looking at a diploma program "more oriented towards people who see their first step after school as employment training rather than academic continuation" and expanding their involvement with distance teaching and e-learning.

In another *IB World* story, IBO's new Director General Jeffrey Beard is noted as having "concerns that a lack of quantitative research data is hampering the organization's acceptance and recognition of the IB diploma with universities." Beard states: "We are working on the research but it's not there yet." (1-2006)

The article cites ways IBO will meet its goals for planned growth and "higher

level dialogue with national governments and education departments." Beard has met with U.S. Secretary of Education Margaret Spellings "regarding making Diploma Programme courses more readily available to state schools as part of the US high school reform programme."



IB beginnings

The first international school—International School of Geneva—began in 1925 with an agreement between the League of Nations and the State of Geneva. Other international schools followed. Years later in 1951, the International Schools Association (ISA) was founded at the UNESCO.

According to a 1974 Study by Gkrard Renaud, published by The Unesco Press and titled "Experimental period of the International Baccalaureate objective results," the ISA "had consultative status at

Unesco." The "association was given three successive contracts by Unesco to study practical ways of harmonizing curricula and methods for the development of international understanding."

ISA received a three-year grant in 1963 by the Twentieth Century Fund to develop "a common curriculum and examination programme for the international schools." In 1965, the International Schools Examination Syndicate was created, along with "an international board of examiners." The Syndicate later became the Geneva-based International Baccalaureate Office.

Ford Foundation awarded grants for 1966-68. In Renaud's Study, two Ford consultants describe the project "as an opportunity for experiment and research in curricula and examinations which could have an innovatory influence on national systems. The international schools could be used as a living laboratory for curricula or examining innovations. . ."

The project also received support from other groups, including draft resolutions of endorsement from Unesco national commissions. (See the Dec. 2005 issue of *Education Reporter* for more info about IB.)

Californians battle for privacy

Known as the "Identity Information Protection Act of 2005," California's Senate Bill 768 surfaced out of concerns over privacy issues due to increasing use of radio frequency identification (RFID) technology and its anticipated expanded use by state and federal governments.

Radio frequency technology uses miniature electronics including a tiny antenna to broadcast data stored in the RF device. Data are detectable using scanning devices ("readers") that emit radio signals. With a purchased or homemade RF "reader," stored data on "contactless ID cards" may be accessed without the cardholder's knowledge.

Beyond application to products and wild animal tracking, the National Animal Identification System (NAIS) plan forecasts use of RFID with livestock and other domestic animals and birds.

Experimentation with RFID applied to student ID/data cards is increasing around the country — and in some cases, adopted without public knowledge or approval. (See "Concern Grows Over ID Data Systems and Tracking," *Education Reporter*, Feb. 2006).

Application of the technology is also growing to include insertion of tiny rice-grain sized glass-encapsulated chips under the skin of people.

What SB 768 says

The summary analysis of the Sept. 2, 2005 amended version of the Identity Information Protection Act prepared for the California legislature, says: "Requires certain security measures be implemented into

government-issued identification (ID) that incorporate radio frequency identification (RFID) technology, with certain specified exceptions, and prohibits the use of RFID in four classes of widely-issued government documents."

The Sept. 2, 2005 amended version of SB 768 would mandate a "unique personal identity number" that in the future could be used to link different kinds of personal data (education, medical, financial, etc.). SB 768 would also require:

- card holder consent before accessing the holder's RFID chip-stored data.
- written disclosure of: where radio wave scanning devices are located, what data are being collected, and what can be done to regulate information broadcasting.
- a moratorium on RFID in "government-issued documents until Jan. 1, 2009, unless extended": driver's licenses or identification . . . ; ID cards for students in K-12 schools; health and medical benefit cards; public library cards."
- limits on third-party government contractor access to "security features and personal information" and requires those parties to protect data.
- "mutual authentication and key establishment, and encryption."

The bill allows for civil action for non-compliance. There are penalties for unauthorized remote access of data, including "imprisonment . . . for up to one year, a fine of not more than \$5,000, or both".

Opponents of SB 768 want removal of sections deemed as unnecessary security issues and a hindrance to RFID industry growth.



EDUCATION BRIEFS

"The Freedom in Education Act" is receiving growing nationwide attention through groups seeking Congressional action. The act states in part: "[N]o federal funds shall be used to develop, publish, advertise, promote, support, or distribute textbooks or curriculum; that competitive bidding shall be required for all education-related federal grants to non-governmental organizations; all questions in federally funded education assessments shall be released to the public within three years of being administered; and no federal funds shall be used for cooperative education activities between the Department of Education and UNESCO." ("End federally funded textbooks," Henry Lamb, WorldNetDaily.com, 1-14-2006)

A children's version of the Universal Declaration of Human Rights (UDHR), Article 29 paragraph 3, was reworded to say: "Nobody should use her or his freedom to go against what the United Nations is all about."

Arizona's HCR 2036 proposes to amend the Constitution of Arizona by adding a new Article XXVIII: English as the official language. Included is a measure to ensure that schools — with the exception of foreign language instructors — cannot block employment of teacher applicants who only speak English. If passed by state legislators, the measure will be presented to voters in the next general election.

Remove "Mom" and "Dad" from textbooks? California Senate Bill 1437 would "add 'gender' (actual or perceived) and 'sexual orientation' to the law that prohibits California public schools from having textbooks, teaching materials, instruction or 'school-sponsored activities' that reflect adversely upon people based on characteristics like race, creed and handicap." Capitol Resource Institute warns that passage of the bill "could potentially require gender-neutral bathrooms in our schools and all references to 'husband' and 'wife' or 'mom and dad' removed from school textbooks as the norm." (WorldNetDaily.com, 3-9-2006)

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Web site: <http://www.eagleforum.org>
E-mail: education@eagleforum.org

If \$10,000 a student per year isn't enough . . . How much is?

By Lars Larson

Oregon taxpayers fund kindergarten through 12th grade education to the tune of \$10,000 per student per year. That's what we spend on public education in government schools (let's not call them public . . . nearly every school is open to the public. Only government schools are run by the government).

People challenge me nearly every day on that particular issue. Most of them have a reason for not liking that number. Most of them have not been told the truth about the cost of public education in Oregon. Most of them buy the line that's fed to them on a regular basis by TV, newspapers and (yes gasp!) some radio stations (but not Newsradio 750 KXL).

I'm going to make the case for the truth of the \$10K number right here.

Let's start with a little budget honesty.

The government schools run two sets of books. There are good reasons for doing this from an accounting standpoint. But it's often used to deceive the public.

The school budget most people hear about is called the "general fund". The general fund is the money local governments have some choice in spending. A school board can spend general fund money on salaries, health care, books, and computers or just about anything they want.

The budget that I consider the real budget is known in government circles as the "all funds" budget. It includes all of the "general fund" money plus other money that's dedicated to specific uses.

Here's where the dishonesty comes in. The "all funds" budget is always bigger than the general fund. For example, the Portland public schools have a general fund of about \$330 million. But the all funds budget is \$560 million give or take.

If you ask how much money it costs to educate a child in a government school, Portland public schools will give you a number that's somewhere in the range of \$5,000 to \$7,000 or so.

It's simply not true.

Divide the "all funds" budget by the student population of the Portland schools, for example; you come up with an average (and frankly stunning) figure of \$11,558 per student per year.

Now, that's Portland . . . but what about the rest of the state? The Oregon School Boards Association (which represents the boards that run every school district in Oregon), less than two years ago, commissioned a study of school finance. Here's what the OSBA study found:

Total expenditures per average daily attendee is \$10,037 in 2002. "In 2002, total expenditures per ADA slightly exceeded \$10,000."

So how do school administrators tell taxpayers that the costs are 50% to 100% lower than that? It involves a little mathematical magic.

School administrators don't like to talk about the number of students who actually sit in classrooms on a daily basis. They like to "weight" the numbers.

If you thought that the ENRON scandal involved some funky math, consider these numbers:

- Every child in kindergarten is counted as a child and a half (source OSBA).
- Every child who is defined as "living in poverty" is counted as one and a quarter students.
- Every child who has been placed on an IEP (individualized educational program) is counted as two students.

If you could do a quick walk through of Oregon's nearly 200 school districts and you counted up the number of warm bodies you saw on an average day, the number would come out at about 480,000 on an average day (source OSBA). But if you look at the ADMW (average daily measurement, weighted) that the schools like to use at budget time, you would count 650,000 students.

If you divide the "general fund" budgets of Oregon schools by the ADMW you can create an "average" cost per student as low as \$5,000.

That's the number you tell the taxpayers. But it's not honest.

The honest number (source OSBA) is \$10,000 per student per year.

We're told in Oregon that schools are bulging with 25 to 30 students per classroom. That means the average classroom has at least \$250,000 worth of education resources available (25 students times \$10,000 per student). The average classroom teacher makes just under \$50,000 per year. Benefits add another 38% (source OSBA). That means a maximum of \$69,000 is being spent on the person who does the teaching. Special education costs would take another \$32,500 per classroom.

English as a second language is another funding problem for Oregon. For every child who speaks Vietnamese, Spanish or Russian, the state allocates 50% more money in the state funding formula (roughly \$7,500 from the state treasury instead of the \$5,000 it provides for mainstream children).

It's not necessary.

Half a dozen years ago, California voters . . . fed up with their politicians' lack of action on the problem, voted to demand that children be placed in full immersion English classes for the one year it takes most of them to transition from a foreign language to English. It worked. Ten percent of Oregon's school kids are in ESL classes — almost 50,000 students who cost 50% more than necessary for years. It's an extra burden of \$125 million a year that we could be freed from in just one year if we followed California's lead.

We fund our schools well. The money is not necessarily managed well. There are easy steps we could take beginning tomorrow to fix Oregon's education problems, but throwing more money at them is not the answer.

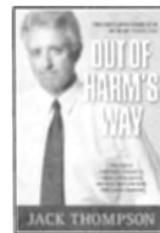
Lars Larson is a Portland radio talk show host. Website: <http://www.larslarson.com/> (This editorial originally appeared in the *Argus Observer*, Ontario, Oregon, 2-23-2006.)

Book of the Month



Out of Harm's Way: one man's relentless crusade to topple media giants and save your kids from video game madness.

Jack Thompson, Tyndale House Publishers, 2005, 234 pp., \$19.99.



Since 1988, Jack Thompson, an attorney and concerned parent, has been fighting violence and obscenity in the entertainment industry. *Out of Harm's Way* chronicles this fight and exposes some of the hazards of music, movies, video games, and other media. Recently, he has focused more on violent video games, which are causing major problems in our schools.

Some of the minor problems video games cause are ADD, trouble learning how to read (as children are constantly barraged by lifelike graphics), and even weight gain (as children get less exercise). Even non-violent, kid-friendly games can cause these problems.

Some results of these games are deadly. The day after Thompson and fellow lawyers filed a suit against the game "Doom," he said on the *Today* show that he feared the game would prompt school shootings. Seven days later, the Columbine shooting happened. These boys had trained themselves to kill using the game "Doom." The FBI investigated Columbine and other school shootings and found that they all had a common thread — the consumption of violent entertainment, especially video games, by teenage boys.

Many of these games have a "mature" (adults only) rating, but are marketed in magazines read by teenage boys. Thompson thinks that adults should be allowed to choose if they want to play these games, but he wants to stop the marketing and sale of these games to teenagers.

While adults process these games in the frontal lobe of the brain, which is connected to rational thought, teenagers activate the midbrain, which is related to emotions. They go through a sort of traumatic stress syndrome, are desensitized to killing others, and are twice as likely to cause violent incidents at school.

Thompson was asked to give an address to his son John's school at the monthly school-wide convocation about violent video games. When he picked up John later in the day, he said that his dad's speech really resonated with the kids. Two boys came up to John and told him, "We thought your dad was going to be a jerk, but he convinced us. We're not playing those games anymore." Thompson hopes that by getting the word out to kids and parents, he can make schools a safer place for everyone.

FOCUS: Social Engineering for Global Change

[Note: in several places the spelling used is based on Canadian/European formats]

By Carl Teichrib

“Fifty years is ample time in which to change a world and its people almost beyond recognition. All that is required for the task are a sound knowledge of social engineering, a clear sight of the intended goal — and power.”

— Arthur C. Clarke, *Childhood's End*¹

“A world society cannot be haphazard. Since there are no precedents, it cannot be traditional at this stage in its development. It can only be deliberative and experimental, planned and built up with particular objectives and with the aid of all available knowledge concerning the principles of social organization. Social engineering is a new science.”

— Scott Nearing, *United World*²

Without question, one of the greatest tools for social engineering is in the realm of public education. This is not a blanket statement downplaying the role of education *per se*, but a judgment call recognizing the tremendous influence that the educational system can play in creating “social change.”

Consider this statement from Naresh Singh, a program director at the International Institute for Sustainable Development:

“Education has been advanced as significant in bringing about changes in attitudes, behaviour, beliefs and values . . . In order to redirect behaviour and values towards institutional change for sustainable development there is a need to investigate strategic options in relation to educational philosophies, scope for propagation and adoption, and groups most likely to be susceptible to change.”³

All of this points to a radical shift now taking place — a shift which emphasizes “global thinking” and “planetary norms.” According to the IISD literature:

“the task of education for the immediate future is to assist in activating an ethic of planetary sensitivity. . . We must pass from a human-centred to an earth-centred sense of reality and value.”⁴

This “global-shift role” for general education is a foundational platform for UNESCO, the United Nations Educational, Scientific and Cultural Organisation. The first Director General of UNESCO, Julian Huxley, clearly laid out UNESCO’s educational scope:

“In general, Unesco must constantly be testing its policies against the touchstone of evolutionary progress. A central conflict of our times is that between nationalism and internationalism, between the concept of many national sovereignties and one world sovereignty . . .

The moral for Unesco is clear. The

task laid upon it of promoting peace and security can never be wholly realised through the means assigned to it — education, science and culture. It must envisage some form of world political unity, whether through a single world government or otherwise . . . However, world political unity is, unfortunately, a remote ideal, and in any case does not fall within the field of Unesco’s competence. This does not mean that Unesco cannot do a great deal towards promoting peace and security. Specifically, in its educational programme it can stress the ultimate need for world political unity and familiarise all peoples with the implications of the transfer of full sovereignty from separate nations to a world organization.”⁵

Back in 1968, UNESCO, along with The Twentieth Century Fund (now called The Century Foundation) and the Ford Foundation, helped start a new educational body located in Geneva, Switzerland; the International Baccalaureate Organization.⁶

Originally, the IBO was established to provide a common educational basis for international students that would be acceptable to universities around the world. With this in mind, IBO curriculum has, for over 35 years, emphasized that its students broaden their understanding of various cultures, languages, and points of view.

Understanding other’s points of view, cultures and languages is, in itself, a noble task — it’s something that I work at pursuing and instilling within my own children and in myself. But underlining IBO’s philosophy is something deeper; according to George Walker, the Director General at IBO, “International education offers people a state of mind: international-mindedness. You’ve got to change people’s thinking.”⁷ Hence, “students develop an awareness of moral and ethical issues and a sense of social responsibility . . . fostered by examining local and global issues.”⁸

This is not simply ambiguous language. In advancing the international-mindedness of IBO, the organization has endorsed the *Earth Charter* — an earth-centered declaration which venerates global political-ethical-moral and spiritual unification. Some, such as Mikhail Gorbachev, have gone so far as to compare the *Earth Charter* with “those 10 or 15 Commandments which we all know about . . . those famous testaments. . .”⁹

Providing the *Earth Charter* initiative with advanced support, the International Baccalaureate Organization has agreed to become an *Earth Charter* partnership entity, along with such groups as the Association of World Citizens, Friends of the Earth, Global People’s Assembly, Rain Forest Action Network, the US branch of

the United Nations Association, and the World Parliament of Religions.¹⁰ Furthermore, IBO Deputy Director General, Ian Hill, sits on the *Earth Charter* Initiative Education Advisory Committee.

Propagating this new global “testament,” IBO is currently looking at ways to incorporate the *Earth Charter* into the following curriculum areas; Theory of Knowledge, Environmental Systems, Environmental Science, Technology and Social Change, Peace and Conflict Studies, Experimental Science, Philosophy, Geography, History, Math, and the Arts.¹¹ None of this would be very remarkable if the IBO were a small entity stuffed somewhere in a forgotten corner of the world — but it’s not. Presently [*in Sept. 2004 when this article was written.—Ed.*], almost 1,300 schools around the globe are authorized to offer IBO programs. And in

the United States and Canada, close to 650 schools are tied in to the IBO, with 473 in the US. Adding

to this, the IBO is linked into a number of United Nations’ functions beyond the UN inspired *Earth Charter* and UNESCO — where it holds a special consultative status. Examples of this UN partnering includes: preparatory work for the UN’s World Summit on Sustainable Development, activities within a number of UN International Schools, and involvement with a variety of United Nations Model programs.¹² Simply put, it’s an organization with considerable “social change” inroads at the international level.

Funding for the body also reflects this global-local-global approach. During the month of October, 2003, in a monetary show of support, the US Department of Education awarded the IBO a grant of \$1.17 million. According to the IBO press release, these US taxpayer funds were to be specifically channeled into setting up IBO programs “in six middle and high school partnerships in disadvantaged areas in Massachusetts, New York and Arizona.”¹³

Additional funding for the IBO has come from 14 other major national governments, including the United Kingdom, Japan, and Canada. Monies have also been funneled in through contributions from the Goldman Sachs Foundation, the Andrew W. Mellon Foundation, the US Agency for International Development, the Armand Hammer Foundation and the Armand Hammer United World College, the United Nations International School, the *New York Times* Foundation, Gulf Canada, the IBM World Trade Organization, and many others.¹⁴ Obviously, incorporating a global mind-change educational agenda carries a hefty price tag — and it’s no surprise that heavy financial hitters are involved in the play.

Progressing the idea of an international educational platform, Professor

Azim Nanji, Director of the Institute of Ismaili Studies, delivered a speech to the International Baccalaureate Organization on May 5th, 2003, stating that we need to see things in broader terms than just nation-states and western liberal democracy. Additionally, he stated that when people’s religious beliefs become a vehicle for political and social agendas, it’s an abuse of religion.¹⁵

Somehow I think the irony of this proposition went unnoticed. By endorsing and incorporating the *Earth Charter*, the IBO is blatantly pushing a pseudo-religious/spiritual agenda — an international social-change concept that is grossly intertwined with global governance aspirations, United Nations empowerment, and earth-centered religious philosophies. UNESCO itself, as part of IBO’s foundational base, endorses a quasi-religious version of international education through the work of a former high-ranking UN official, Robert Muller. In 1989, Robert Muller received the UNESCO Peace Education Prize for his work in developing a World Core Curriculum. Frederico Mayor, the Director-General of UNESCO at the time, praised Muller as an “innovator in education” and gave accolades for Muller’s book *New Genesis: Shaping a Global Spirituality*, saying that it “offers the world a blueprint for a new, spiritual vision of human destiny.”¹⁶

Yes it does! According to *New Genesis*:

“. . . humankind is seeking no less than its reunion with the ‘divine,’ its transcendence into ever higher forms of life. Hindus call our earth Brahma, or God, for they rightly see no difference between our earth and the divine. This ancient simple truth is slowly dawning again upon humanity. Its full flowering will be the real, great new story of humanity, as we are about to enter our cosmic age and to become what we were always meant to be: the planet of God.”¹⁷

Predictably, Muller’s World Core Curriculum follows this *New Genesis*/New Age vein. In fact, Muller’s World Core Curriculum is really more of a philosophy of education than an actual curriculum — a philosophy firmly grounded in New Age concepts of man’s deification and “Earth spirituality.”

Bridging all of this, Muller explains, “Yes, global education must transcend material, scientific and intellectual achievements and reach deliberately into the moral and spiritual spheres.”¹⁸

Why? According to Muller:

“We must manage our globe so as to permit the endless stream of humans admitted to the miracle of life to fulfill their lives physically, mentally, morally and spiritually as has never been possible before in our entire evolution. Global education must prepare our children for the coming of an independent . . . happy planetary age.”¹⁹

(See *Social Engineering*, page 4)



Social Engineering *(Continued from page 3)*

Lucile Green, a long-time world government activist and friend of Robert Muller, describes this new "planetary age" in her memoir, *Journey To A Governed World*:

"A wholistic, one-world view is emerging from space travel and other miracles of modern technology and from communication. A new consciousness is also emerging from a growing awareness in the West of the wisdom of the Eastern world-view. Buddhism, Hinduism, Taoism and Shinto, while they differ in many re-

spects, portray the world as a multi-dimensional, organically interrelated eco-system of which man is one of many inter-dependent parts. Perhaps we can learn through them to see the world whole, as it really is, and together — West and East — begin to build the foundations of a new world order.

The most urgent item on the planetary agenda is to set the limits of freedom and order in supra-national, global affairs. A constitution for the world

is needed which combines the achievements of both hemispheres: that is, constitutional limitations and a bill of rights from the West and a spacious world-view from the East."²⁰

Another contemporary of Muller, William D. Hitt, wrote in his book *The Global Citizen*, "As global citizens, we will need a new type of thinking."²¹

This is the crux of global social change: a "new type of thinking" that bridges international education, global ethics, world political unity, and the emergence of a "planetary spirituality." It is the desire to shape and mold man according to man's image. It is the desire to recast history and human endeavor to conform with a centralized-utopian version of a "world society" — a society shaped by propaganda, planetary-correctness, and a faulty and exalted image of man and nature. And finally, when contemplating the move towards this world society and the propaganda role of "international education," consider the words of Scott Nearing, an avid socialist and proponent of world government:

"The conversion of a continent of localists into a continent of nationalists in a few generations must rank as one of the outstanding achievements of modern times. Indoctrination works. Human loyalties can be and are speedily shifted by experience coupled with propaganda.

Worldizing processes are building up a great number and variety of world experiences. Millions of human beings, responding to these experiences, are already world conscious, world minded and prepared to function as citizens in a world society. Such human beings have passed through and graduated from the school of nationalism. They are wordlists. They wait with impatience for the emergence of a world commonwealth."²²

As the line between education, "political correctness," and propaganda becomes increasingly blurred, it is essential that we navigate this global maze with sobriety, clear thinking, and an understanding of the forces that are shaping our 21st century.

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Carl Teichrib is a highly respected freelance researcher and world systems analyst who has written over 120 articles and papers focusing on globalization. He is a Senior Fellow with the August Review (www.AugustReview.com). Also see Carl's "Global Citizenship 2000 — Educating for the New Age" (on the internet at www.crossroad.to/articles2/teichrib/global-citizenship-2000.htm) and other articles: http://www.gracesite.net/Articles.htm

Endnotes:

- 1 Arthur C. Clarke, *Childhood's End* (New York: Ballantine Books, 1953), p.69.
- 2 Scott Nearing, *United World* (New York: Island Press, 1944), p.221.
- 3 Naresh Singh, "Empowerment for Sustainable Development: An Overview," *Empowerment For Sustainable Development* (Halifax, NS: Fernwood Publishing/Winnipeg, MB: International Institute for Sustainable Development, 1995), p.27.
- 4 Budd Hall and Edmund Sullivan, "Transformative Education and Environmental Action in the Ecozoic Era," *Empowerment For Sustainable Development* (Halifax, NS: Fernwood Publishing/Winnipeg, MB: International Institute for Sustainable Development, 1995 — edited by Naresh Singh) p.102.
- 5 Julian Huxley, *UNESCO: Its Purpose and Its Philosophy*, (Washington, DC: Public Affairs Press, 1947) p.13.
- 6 See "Founding Donors" at the IBO webpage, www.ibo.org [accessed Feb. 18, 2004].
- 7 IBO Background Paper — Themes in Education, *Education Weaves Together the Threads of Peace*, IBO Head Office, Geneva, Switzerland, 15 June, 2003 (see p.2).
- 8 See "The Six Academic Subjects" at the IBO webpage, www.ibo.org [accessed Feb. 18, 2004].
- 9 Mikhail Gorbachev, "The Earth Charter," Speech: Rio+5 Forum, March 18, 1997. Green Cross International webpage, www.gci.ch/GreenCrossFamily/gorby/newspeeches/speeches/spech18.3.97.html [accessed March 20, 1998] This particular website has since been moved to http://web243.petrel.ch/GreenCrossFamily/gcfamilyhp.html and Mr. Gorbachev's speech can be read at http://web243.petrel.ch/GreenCrossFamily/gorby/newspeeches/speeches/spech18.3.97.html. See Gary Kah's book, *The New World Religion* (Noblesville, IN: Hope International Publishing, 1999), chapter six.
- 10 See "Our Partners" at the Earth Charter Community Summits webpage, www.earthchartersummits.org [accessed Feb. 18, 2004].
- 11 See "Educational Resources" at the Earth Charter Community Summits webpage, www.earthchartersummits.org [accessed Feb. 18, 2004].
- 12 The work of the IBO at the World Summit on Sustainable Development was published by the International Institute for Sustainable Development, *Earth Negotiations Bulletin*, Special Report on Selected Side Events at WSSD PC-III, 25 March-5 April, 2002. The other connections can be easily found by doing a basic web search on the IBO and the United Nations.
- 13 IBO Press Release, "US Department of Education Grants IBO US\$1.17 Million," IBO Head Office, Geneva, Switzerland, 14 October 2003.
- 14 See "Founding Donors" at the IBO's webpage, www.ibo.org [accessed Feb. 18, 2004], it contains a list of other contributors and regular funding partners.
- 15 "IIS Director Delivers 2003 Peterson Lecture," June 2003, document from the Institute of Ismaili Studies, posted at the IBO webpage as a PDF file.
- 16 Excerpt from the address by Mr. Federico Mayor, Director-General of UNESCO, 20 Sept. 1989. Reprinted in Robert Muller's book, *Dialogues of Hope* (Ardley, NY: World Happiness and Cooperation, 1990), p.172.
- 17 Robert Muller, *New Genesis: Shaping a Global Spirituality* (Anacortes, WA: World Happiness and Cooperation, 1982), p.49.
- 18 *Ibid.*, p.8.
- 19 *Ibid.*, p.8.
- 20 Lucile Green *Journey To A Governed World: Thru 50 Years in the Peace Movement* (Berkeley, CA: 1991), pp.34-35.
- 21 William D. Hitt, *The Global Citizen* (Columbus, OH: Battelle Press, 1998), p.110.
- 22 Scott Nearing, *United World* (New York: Island Press, 1944), pp.20-21.

U.S. Public Elementary and Secondary School Data

As shown by the most recently accessible data, published in Nov. 2005 by the U.S. Dept. of Education, the median revenue per student in a public school district, listed by state, is substantial. It is particularly generous for those students in each state's 95th percentile for school district revenue. The total teachers hired within the states provide reasonable pupil/teacher ratios, even in areas with higher averages.

State	School district revenues per student (2002-03*)		State characteristics (2003-2004**)			
	Median	95th percentile	Student/teacher ratio	Total no. of teachers	Total no. of students	Total no. of schools
Alabama	\$ 6,942	\$ 8,589	12.6	58,070	731,220	1,526
Alaska	16,333	34,753	17.2	7,808	133,933	521
Arizona	7,647	17,272	21.3	47,507	951,778	2,031
Arkansas	6,826	9,416	14.7	30,876	454,523	1,150
California	8,669	15,261	21.1	304,311	6,413,862	9,237
Colorado	8,890	15,521	16.9	44,904	757,693	1,672
Connecticut	11,729	17,203	13.6	42,370	577,203	1,250
Delaware	10,302	13,742	15.2	7,749	117,668	205
District of Columbia	16,499	†	13.8	5,676	78,057	207
Florida	7,515	10,268	17.9	144,955	2,587,628	3,529
Georgia	8,429	11,499	15.7	97,150	1,522,611	2,458
Hawaii	11,309	†	16.5	11,129	183,609	284
Idaho	7,527	14,641	17.9	14,049	252,120	691
Illinois	8,150	13,686	16.5	127,669	2,100,961	4,416
Indiana	7,439	10,287	16.9	59,924	1,011,130	1,986
Iowa	8,764	13,251	13.8	34,791	481,226	1,495
Kansas	9,102	12,388	14.4	32,589	470,490	1,413
Kentucky	7,224	8,888	16.1	41,201	663,885	1,438
Louisiana	7,499	9,987	14.4	50,495	727,709	1,551
Maine	11,261	23,824	11.5	17,621	202,084	694
Maryland	9,436	11,066	15.8	55,140	869,113	1,408
Massachusetts	11,253	18,613	13.6	72,062	980,459	1,867
Michigan	8,708	11,996	18.1	97,014	1,757,604	4,008
Minnesota	9,350	12,993	16.3	51,611	842,854	2,552
Mississippi	6,659	8,813	15.1	32,591	493,540	1,051
Missouri	7,551	11,255	13.9	65,169	905,941	2,372
Montana	8,869	19,985	14.4	10,301	148,356	860
Nebraska	9,151	19,000	13.6	20,921	285,542	1,248
Nevada	8,592	20,122	19.0	20,234	385,401	558
New Hampshire	11,234	23,636	13.7	15,112	207,417	474
New Jersey	13,458	22,705	12.7	109,077	1,380,753	2,467
New Mexico	10,602	23,687	15.0	21,569	323,066	824
New York	13,428	21,971	13.3	216,116	2,864,775	4,531
North Carolina	7,422	10,221	15.1	89,988	1,360,209	2,268
North Dakota	8,919	17,882	12.7	8,037	102,233	556
Ohio	8,135	13,357	15.2	121,735	1,845,428	3,988
Oklahoma	6,965	11,231	16.0	39,253	626,160	1,786
Oregon	7,968	18,313	20.6	26,732	551,273	1,239
Pennsylvania	9,688	13,185	15.2	119,889	1,821,146	3,267
Rhode Island	10,900	16,442	13.4	11,918	159,375	341
South Carolina	8,399	10,685	15.3	45,830	699,198	1,162
South Dakota	7,944	14,318	13.6	9,245	125,537	741
Tennessee	6,298	7,816	15.7	59,584	936,681	1,677
Texas	8,581	16,636	15.0	289,481	4,331,751	8,110
Utah	6,845	12,129	22.4	22,147	495,981	887
Vermont	15,470	26,040	11.3	8,749	99,103	393
Virginia	8,315	11,748	13.2	90,573	1,192,092	2,074
Washington	8,657	19,000	19.3	52,824	1,021,349	2,251
West Virginia	8,627	10,061	14.0	20,020	281,215	799
Wisconsin	10,104	12,872	15.1	58,216	880,031	2,250
Wyoming	12,463	22,442	13.3	6,567	87,462	380
United States	8,891	17,078	15.9			

† Not applicable. The District of Columbia and Hawaii consist of one school district each.

* Data reported by states to the U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data (CCD), "School District Finance Survey" (F-33), FY 2003, version 1a. Published in *Revenues and Expenditures by Public School Districts: School Year 2002-03*, E.D. TAB, Nov. 2005, U.S. Dept. of Education, Institute of Education Sciences, NCES 2006-312 <http://nces.ed.gov/pubs2006/2006312.pdf>

NCES noted that "National figures do not include independent charter school districts. National and state figures include charter schools that are affiliated with regular school districts. Only regular school districts matching the Common Core of Data (CCD), 'Agency Universe,' with student membership greater than zero, and current expenditures per student between \$2,500 and \$35,000 were used in creating the national and state figures; 99.44 percent of the school districts met this criterion. Charter school districts with revenues greater than zero and expenditures greater than zero were included in the charter school analysis; 100 percent of charter school districts met this criterion."

** Data from the State Education Data Profiles, U.S. Dept. of Education, National Center for Education Statistics, Common Core of Data (CCD), 2003-2004 (v.0c-preliminary). <http://nces.ed.gov/programs/stateprofiles/>

