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Florida's HB 7087: Career Prep for All Middle School Students

Should all middle school children spend class time for vocational education? Some Florida state legislators think so.

Prior federal attempts to set up vocational activity for *all students* was called School-to-Work. Today at the state level, similar plans fall under headings like Career and Technical Education (CTE), Smaller Learning Communities (SLC), and "high school redesign/renewal."

On March 21, 2006, Florida Representatives passed House Bill 7087 with an 85 to 35 vote. Among its workforce training plans, the education-related bill includes career education mandates for middle school students.

The May 12th bill amendments — approved 39 to 1 in the Florida Senate — contain the requirement of "One course in career and education planning to be completed in 7th or 8th grade." The course "must include career exploration." Each student is required to complete a "personalized academic and career plan" — similar in concept to the individual education plan (IEP) that has been used for students with special needs.

The bill also includes workforce training goals embedded in high school reforms: Smaller Learning Communities with occupational clusters; school-within-a-school career academies; academic curriculum integrated with a career curriculum; occupational completion points; internships, externships, on-the-job training; "instruction resulting in competency, certification, or credentials in workplace skills"; industry certification; and more.

Cornering kids into careers

In the *Miami Herald's* "Lawmakers to seventh-graders: Start planning your careers now," (4-9-2006) Florida school administrators cite problems with engaging middle school kids with career activity.

Broward School Superintendent Frank Till explained, "Kids at that age really don't get locked into what they want

to be . . . They have more of what I call dream careers. . . . A high percentage of our boys wanted to be professional athletes and a high percentage of our girls wanted to be models and actresses."

Principal Rebecca C. Dahl of Fort Lauderdale's Sunrise Middle School, commented, "I think it's too early because the children just at this age don't have a lot of clues on what they want to do when they get out of high school." (*Miami Herald*, 4-9-2006)

Furthermore, according to the *Miami Herald*, "Some principals worry that kids would have to give up a class like band or art if they're forced to take a course in careers." Pioneer Middle school principal Lina Arnold commented, "How will we know if they want to be an artist if they never get to take an art class?"

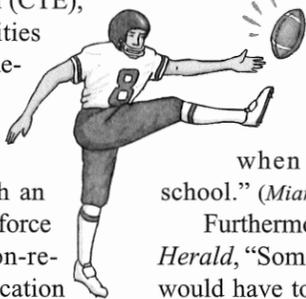
Recycling old school reforms

Transforming U.S. education into workforce training was precipitated with the 1989 *Convention on Vocational and Technical Education* adopted by the UNESCO General Conference. In the U.S., the idea to merge vocational and academic education was addressed in the Carl D. Perkins Vocational and Applied Technology Education Amendments as well as in the 1994 federal law called the School-to-Work Opportunities Act.

School-to-Work's Title I cited:

- "career awareness and career exploration"

(See H.B. 7087, page 4)



Arizona District Encounters Scrutiny; Criticism About Political Agendas in Schools

The superintendent and a high school principal from Tucson Unified School District testified in front of the House Select Committee on Government Operations, Performance, and Waste during a public hearing held April 20 at the state capital.

TUSD, Arizona's second largest school district, received national attention when United Farm Workers of America co-founder, Dolores Huerta, gave a speech at Tucson High Magnet School on Monday, April 3. The activist urged students to begin a postcard campaign with the theme: "Republicans hate Latinos."

Huerta's speech followed several days of student walkouts, during which TUSD administrators and nurses were "deployed" to the Federal Building, where demonstrations were taking place. School resource officers accompanied marching students, and bus drivers were available to transport. TUSD established a "Command Center" and a separate "Situation Room," equipped with phone banks, computers, and fax machines, and staffed with district administrators and personnel. Food and water were provided to many students who were protesting.

Huerta's visit to TUSD's largest high school was the day after a march and rally organized by the Arizona Cesar E. Chavez Holiday Coalition in Tucson attracted about 10,000 participants, during a time of nation-wide protests and demonstra-

tions against pending immigration laws. Dolores Huerta was the featured speaker.

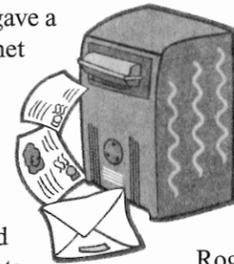
Members of the Cesar E. Chavez Holiday Coalition include TUSD Mexican American Raza Studies and TUSD African American Studies departments, the TUSD Rose Wellness Center, the local community college, and several University of Arizona colleges and departments. The rally and the march began at TUSD's Pueblo High School. Parking was available at the school, and participants were encouraged to bring their school banners.

At an April 7 news conference, TUSD Superintendent Roger Pfeuffer said Huerta "has been invited for the past I believe four years to take part in the Cesar Chavez celebrations in this city and this district and this was just part of what we've always done." He added, "I don't think the comments are inappropriate."

Cesar Chavez and Dolores Huerta worked together for more than 30 years, organizing farm workers, obtaining collective bargaining rights, and demanding higher wages, improved safety, and better working conditions. Tactics employed included protests, strikes, and boycotts.

Their efforts helped bring legislation, such as the California Agricultural Labor Relations Act of 1975. They lobbied against guest worker programs, and for the Immigration Act of 1985 that granted

(See Arizona School District, page 4)



Idaho Lawmakers Heed Public Objections to High School Reform

Following statewide public outrage over proposed Idaho State Board of Education (SBE) "rule changes" to promote school reform, the Idaho Senate adopted a resolution (SCR 134) to reject the plans.

The SBE's rule changes were aligned with high school reforms promoted by the National Governors' Association and the U.S. Department of Education.

Public objections to the SBE proposals included criticism of:

- an increase in math and science requirements to support (School-to-Work) career pathways.
- loss of art and music programs and teachers; loss of seminary courses attended by students statewide.
- International Baccalaureate programs that incur higher costs, loss of local input into curriculum, foreign jurisdiction over IB disputes, promotion of global citizenship and other United Nations social reforms, and more.

SBE plans also sought to increase "capacity for the Idaho Digital Learning Academy" which exists within Idaho's

State Department of Education to provide on-line courses for students.

The high school curriculum design rule was approved by the House Education Committee. But on March 30th, SCR 134 passed with a 24-11 vote — the SBE's pending rule changes were declared "null and void."

After the adoption of SCR 134, the Joint Finance-Appropriations Committee (JFAC) denied funding for the plans that the SBE had estimated would impact the state general fund by \$56.5 million for the fiscal years 2007 to 2013: \$1.4M (2007), \$1M (2008), \$3.9M (2009), \$6.8M (2010), \$11.5M (2011), \$14.8M (2012), and \$17.1M (2013).

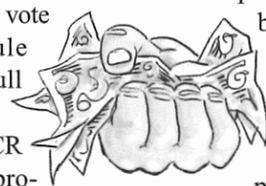
Without a JFAC guarantee for funding, the SBE withdrew its proposal even though as a "rule change" — not legislation — the reform plans could have taken effect. The State Board of Education will be working on a new plan to present next year. (*Associated Press*, 4-8-2006)

20% sales tax hike to increase school funding

The Idaho Education Association (IEA) has collected petition signatures to put a measure on the November ballot called the *Idaho Local Schools Investment Act*. If there are enough valid petition signatures, there will be a ballot question in November that proposes adding a one-cent sales tax — which is a 20% sales tax increase — for school funding.

Economics professor Ron Nate of Rexburg, Idaho explained, "The IEA estimates \$200 million of additional revenues from the tax increase. Divide \$200 million by Idaho's population, and that's \$144 per person, or \$576 for a family of four, each year." (*Idaho Falls Post Register*, 2-28-2006)

The proposal wording could allow funding of some of the high school reforms included in the SBE rule changes that were rejected by the Idaho Senate.



Merging the vocational with academics and emphasizing attitude/value/behavior goals is practiced in:

Country	per capita income*
Cuba	\$3,300 (2005 est)
China	\$6,300 (2005 est)
Russia	\$10,700 (2005 est)

*Source: *The World Fact Book*, CIA, updated 4-20-2006.

"... in the communist ideology . . . education is tied directly to job — control of the job being the critical control point in an authoritarian state."

— Eugene Maxwell Boyce (Professor of Educational Administration, Univ. of Georgia), *The Coming Revolution in Education*, 1983.

EDUCATION BRIEFS

Babies spending long hours in day care had consistently higher levels of stress hormones. The damaged brain chemistry affects social and emotional development, according to findings from research groups in the U.S., Canada, and England. "Children in daycares and preschools are not developing properly, and equally as troubling, in later public schooling." (*LifeSiteNews.com*, 3-29-2006)

After-school tutoring in Minneapolis by a state-approved tutoring provider "didn't produce any better reading gains last year than those for students who skipped tutoring," according to a new district analysis that scrutinized gains by elementary students who got after-school help that must be offered under the federal No Child Left Behind law. Catapult Learning, a division of the company once known as Sylvan Learning, was the main supplier of after-school tutoring in Minneapolis. (*StarTribune.com*, 4-27-2006)

As more schools consider online access to student records, hacking and alleged breaches into computerized student records at several Massachusetts high schools is increasing concerns over data security. Breaches have involved grades or attendance alterations, and unauthorized viewing of tests and student records. Two students at Brookline High were suspended this school year after hacking into the school computer system and changing grades. (*The Boston Globe*, 4-29-2006)

Los Angeles Mayor Antonio Villaraigosa wants to takeover Los Angeles Unified School District. The idea is opposed by L.A. schools Supt. Roy Romer, the former two-term Colorado Governor who participated in the 1995 National Education Summit where governors, business leaders and the NEA met to devise a national education reform plan.

The National School Board Assn. "unanimously passed a resolution calling on mayors to focus on non-education issues that affect students . . . instead of fighting for control of schools." (*Los Angeles Times*, 4-8-2006)

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IB Schools in U.S. Under U.N. Law

International Baccalaureate: An Analysis of Jurisdiction

By Lyn Rahman

The International Baccalaureate Organization (IBO), based in Geneva, Switzerland, offers three different International Baccalaureate (IB) programs and is responsible for assisting schools with implementation so that children learn how to become "engaged world citizens" (IBO, 2006).

The three IB programs offered are: Primary Years Program (PYP) for children ages 3 to 12, a Middle Years Program (MYP) for children ages 11 to 16, and a Diploma Program (DP) for children ages 16 to 19 (IBO, 2006). All of the programs come with tests administered by the IBO.

Like many other schools in the United States, some Oklahoma schools offer at least one of the three IB programs at the taxpayers' expense.

In addition to concerns about the organization's philosophy and the costs for schools to join these programs, there is sufficient reason to call attention to the governance of the programs offered by the IBO and Oklahoma statutes regarding same.

Swiss Law Governs IBO Procedures and Dispute Processes

To offer IB programs, schools undergo a process governed by the IBO. Once complete, the schools operate with the guidance and support of the organization.

In its *Rules for Authorized Schools*, the schools must "abide by all the IBO regulations and procedures" (IBO, 2005, p.18).

Interestingly, Article 12 notes that **Swiss law governs the Rules and all other documentation related to the authorization** for teaching an IB program (IBO, 2005, p.22) (emphasis added).

Under Article 13, arbitration is the way to resolve disputes regarding the Rules. The arbitration process consists of three arbitrators who act under the Rules of Arbitration from the Chamber of Commerce and Industry in Switzerland; the seat for arbitration is in Geneva (IBO, 2005, p.22).

These same provisions for governance exist in the following IBO documentation intended for American schools:

- The *Application Procedure for Candidate Schools* (IBO, 2005, p.28)
- The *Diploma Programme* general regulations

Hearings are confidential, thus making it hard to determine whether any school in the United States had to settle a dispute before Swiss arbitrators. At present, it is difficult to prove whether a United States court dismissed a case regarding a dispute over the IB program based on a lack of jurisdiction. However, there are two known pieces

of documentation questioning the governance of the IB programs.

First, in *McLoughlin v. Locust Valley Central School District*, 44 Ed Dept ___ [Decision No. 15,191], the petitioners alleged that there was a violation of rights because the school district entered into a contract giving exclusive jurisdiction to courts in Switzerland. Unfortunately, the New York State Education Commissioner ruled the question of jurisdiction moot, stating that the petitioners lacked standing since their children were not enrolled in the IB program. *Id.*

Second, an IBO Task Force appointed by the Owego-Apalachin School District in New York, reported that concerns over jurisdiction existed. In Item No. 5 of the Task Force's findings, the body reports:

... according to the terms of the legal agreement between the local school district and the International Baccalaureate Organization, **disputes between the school district or its enrolled students would be subject to international arbitration rules whose arbiters would have final authority on MYP.** (Task Force, 2004) (Emphasis added.)

Even though arbitration is generally an alternative to lawsuits, it appears Oklahoma schools are also subject to the governance of a foreign body while applying and operating as an IB school.

The UN Commission on International Trade Law is the Basis for Switzerland's International Rules of Arbitration

As of January 1, 2004, Switzerland replaced its arbitration rules with that of the United Nations Commission on International Trade Law, otherwise known as UNCITRAL ("New Swiss Rules," 2004). According to UNCITRAL's web site, this organization is the "core legal body" of the United Nations, whose goal is to promote "commercial law reform" across the globe (UNCITRAL, 2006).

One can argue anything to be a matter of commerce. This includes intrastate and interstate travel, purchases and the shipment of same and even purchases for services rendered. Technically, one could argue the International Baccalaureate to be a service rendered as schools do pay and contract with the IBO, which could possibly make schools subject to many laws and rules developed by the United Nations.

Returning to the matter of arbitration, though the IBO document does not specify the United Nations' arbitration rules by title, Article I(1) in the Swiss Rules of Arbitration (2006) states:

These Rules shall govern international arbitrations, where an agreement to arbitrate refers to

(See IBO, page 4)

Book of the Month



The Politically Incorrect Guide to Science. Tom Bethell, Regnery Publishing Inc., 2005, 270 pp., \$19.95.



Tom Bethell has written a delightful book. He revels in pointing out the flawed thinking and hidden political agendas in the way science is currently taught.

Take stem cell research. Bethell reveals the inconvenient facts that embryonic stem cell research has not produced any miracle cures, and that cloned animals die quickly, often with strange tumors and other ailments. In July 2005, *Scientific American* reported that embryonic stem cells, used directly in therapy, cause cancer. The smart private money knows that embryonic stem cell research is greatly exaggerated, so that's why there's a stampede to get government funding.

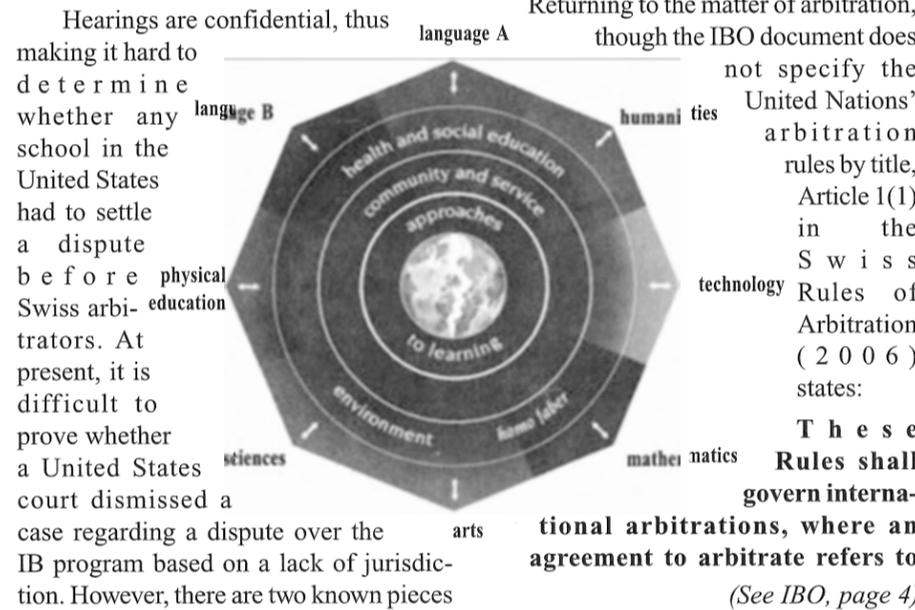
Tom Bethell turns up the heat on the intellectual dishonesty about global warming. He quotes the former Canadian Minister of the Environment as saying: "No matter if the science is all phony . . . climate change provides the greatest chance to bring about justice and equality in the world."

Has anything been as unfairly maligned as nuclear power? The nuclear power industry was stopped cold for 25 years because of the Three Mile Island accident even though no one was hurt! The French produce 80% of their power safely with nuclear reactors, and 83 U.S. Navy ships with nuclear reactors regularly visit ports all over the world.

Tom Bethell has lots of fun with the hysteria about dioxin. Bethell presents evidence that small doses of many substances thought to be deadly such as arsenic, radiation, mercury, and even dioxin, actually can have beneficial effects. And, of course, he covers Rachel Carson's dishonest book that scared us into banning DDT in 1972. Malaria kills more than a million people a year in Africa alone.

The book exposes and explains the myth that people prior to Christopher Columbus believed the earth was flat. Educated people had known for centuries that the earth was a globe; they just didn't know how big it is. Columbus was one of the greatest seamen in the history of navigation and he certainly didn't sail west believing his ship would fall off the edge of the earth.

Author Tom Bethell covers much more phony science in this easy-to-read book. It's a wide-ranging explanation of the errors, omissions and fallacies that get reported seriously by the media and are often used by politicians to support bad policies. Yet Bethell's clear prose is easy reading for those with little science background.



FOCUS: Where is the Outrage?

By Frosty Wooldridge



As a teacher, I sat dumbfounded last May 16, 2005, when the *Rocky Mountain News* inked a story, "What Happened?" to a stunned Denver, Colorado audience. In a five-year study starting in 1999 in Denver Public Schools, 5,663 students started the eighth grade. Five years later, only 1,884 graduated from high school. That's a 65% drop out/flunk out rate! That's pathetic, if not frightening.

What was the cause? First of all, 30,000 illegal aliens, speaking 40 different languages, attended Denver schools. Our classrooms suffered thousands of kids functionally illiterate in English with parents functionally illiterate in English and Spanish. The classrooms featured so much incompatible diversity that it created horrific tension, stabbings and death. Thus, American kids suffered a profoundly dumbed-down educational process. One in five teachers quit or transferred out of those Denver classrooms every nine month cycle during those five years.

Last week, the *Denver Post* announced that 30% of teachers in Denver schools were not coming back next year. This is a nationwide travesty. Why? As a teacher, I taught in the inner city in the 1970s. It's exasperating beyond understanding to walk into a classroom where children suffer learning disabilities, broken homes, teen pregnancies at 14, 15, 16, multiple languages and violent confrontations with other ethnic groups. It's impossible to teach. I left my idealism in the ghetto and escaped to a suburban school. But, today, teachers can't escape because over 1.5 million illegal alien students with more than 100 languages attend our kids' schools nationwide. We witness a national breakdown in education. Last week, Superintendent Roy Romer of Los Angeles public schools resigned in frustration and defeat. California schools match the violence of a war zone.

Can you imagine such a failure rate across the country? Can you imagine the consequences of an illiterate generation leading this Republic into the 21st century? Folks, this country won't make it. Where is the outrage?

It takes four aspects for a free society to maintain itself. It requires a highly educated population that can write, read, think and vote intelligently. It takes a similar moral code. It requires a similar code of ethics whereby citizens adhere to honesty, doing what is right and maintaining those ethics throughout the social fabric. Finally, it takes a similar language that allows citizens to discuss, debate and resolve problems. We compromise all four with an invasion exceeding four million new people into the USA annually — 20 million illegals to date and climbing. We allow the disintegration of our nation without a

whimper. Where is the outrage?

Last Monday, February 20, 2006, the *Rocky Mountain News* reported, "Mile-High Drug Hub" making Denver the leading center for drug distribution in the United States. It's part of MS-13 Gang's dispersal of \$128 billion in drugs crossing our border with Mexico every year. Ironically, Congress guards South Korea's border with 37,000 troops with our billions in tax dollars, pats down gray-haired ladies at our airports, spends \$80 billion annually on the war on drugs, but leaves our border unguarded allowing that \$128 billion in drugs to cross year after year. Additionally, terrorists from any country can walk over the Mexican border with a 99% chance of succeeding. Where is the outrage?

With a growing illegal alien population exceeding 300,000 in Colorado, the state House legislators on Wednesday of last week defeated six bills to stop illegal alien migration. One particular bill, HB 1134, would have given cops the ability to arrest, detain and deport illegals. It was soundly defeated after dozens of citizens, including this Coloradoan, testified to support the bill's passage.

I demanded, "We are tired of being collateral damage for illegal aliens. We're tired of being raped, killed, robbed and our schools being trashed by multiple languages while our medical systems take better care of illegals than our own citizens."

Representative Francesca Natividad Coleman remarked that it was a Federal issue. I retorted, "We're the ones getting killed and raped here locally and we're tired of it." Last year, three Coloradans were killed by illegals; Greeley, Colorado suffered 270 hit-and-run car accidents alone; eight rapes by illegal aliens in Boulder and thousands of robberies. Where is the outrage?

To top off the crisis in our Denver schools, the *Rocky Mountain News* reported the next day, February 21, 2006, "Welfare Surges 45%" with an increase of 4,743 cases. They said it was tough job hunting, but neglected to mention that 300,000 illegal aliens in every sector: dry-wall, construction, landscaping, fast food, house painting, janitorial, paving and doz-

ens of other jobs formerly worked by Coloradans. Where is the outrage?

Denver Mayor Hickenlooper hired illegal aliens long before he was mayor and one of his illegal employees, Raul Gomez-Garcia, killed Denver police officer Don Young last May. Hickenlooper stood in direct violation of federal laws and could have been fined \$2,000.00 per illegal alien hired (estimated at 70 working in his restaurants) and he could have gone to prison for five years. Governor Owens actually endorsed a booklet

showing illegal aliens how to imbed themselves in Colorado. He aided and abetted illegal aliens, but didn't receive a slap on the wrist. Where is the outrage?

Since it's happening in my state with 300,000 illegal aliens, can you imagine what is happening in California with three million? Or, North Carolina with one million? How about Illinois with one million illegals? How about Texas with 1.5 million? I know Texans pay over \$4.1 billion annually for educating their massive load of student illegals. Where is the outrage?

We're being colonized with over nine million illegal alien Mexicans crashing our schools, medical systems, language, culture, parks, tax and welfare systems. One look at the headlines of major newspapers across the country echoes and mirrors the *Rocky Mountain News*. Where is the outrage?

It stupefies me beyond comprehension that Americans sit back and watch this invasion of their country without any outrage. Worse, without any response! More than that — without a concern for their own kids' future! Even more horrific, the line of immigrants from Mexico (and the world) shows no sign of stopping, as the number of Mexicans grows from their

"... as I expose this accelerating national crisis weekly; as you experience its quickening day by day — I would think the outrage would reach fantastic levels. But it is not! In fact, Bush, Congress and governors of all 50 states — not only watch it happen — they actively aid and abet it."

"We are tired of being collateral damage for illegal aliens. We're tired of being raped, killed, robbed and our schools being trashed by multiple languages while our medical systems take better care of illegals than our own citizens."

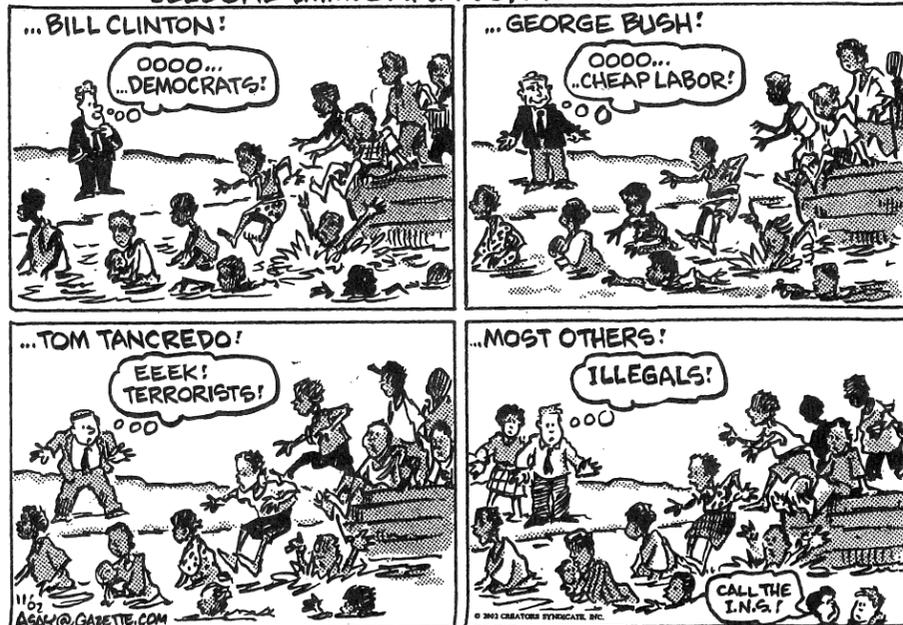
current 106 million to 200 million in this century.

As I open this can of worms weekly; as I expose this accelerating national crisis weekly; as you experience its quickening day by day — I would think the outrage would reach fantastic levels. But it is not! In fact, Bush, Congress and governors of all 50 states — not only watch it happen — they actively aid and abet it. Arlen Specter of Pennsylvania wants to add another one to two million legal immigrants annually. Senators John McCain and Ted Kennedy want to give amnesty to 20 million illegals and add more in a guest worker program. Utah's Chris Cannon welcomes millions of Mexicans as he encourages their takeover of our country. His sidekick Senator Orrin Hatch mirrors that sentiment. Representative Joe Baca of California actively promotes the takeover of California by Mexico as he endorses "Reconquista of Aztlan." As Mark Twain said, "Suppose you were an idiot; and suppose you were a member of Congress; but then, I repeat myself." Twain got it right, but where is the outrage?

While 85 to 95% of the American public wants our borders secured, they stand around quietly sucking their thumbs while doing nothing. However, the outrage and arrogance of millions of illegal alien migrants in America advances like Paris, France's recent experience with immigration — 10,000 fire bombed cars and a month-long conflagration! We watched stupidly as if it won't happen to us. Think again! Of the thousands of emails I receive, the worst and the most frightening ones are from citizens who tell me, "Keep your powder dry!"

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Frosty Wooldridge has written hundreds of articles for 17 national and 2 international magazines. He has had hundreds of editorials published in top national newspapers including the *Rocky Mountain News*, *Denver Post*, *Albany Herald* and *Christian Science Monitor*. Wooldridge possesses a unique view of the world, cultures and families in that he has bicycled around the globe 100,000 miles, on six continents in the past 26 years. Frosty is the author of the book *Immigration's Unarmed Invasion — Deadly Consequences*.
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ILLEGAL IMMIGRANTS, AS SEEN BY...



Arizona School District (Continued from page 1)

amnesty for 1,400,000 farm workers who were not citizens, but had worked and paid U.S. taxes for years.

Huerta is Vice President of the California AFL-CIO, Secretary-Treasurer of the United Farm Workers, and a founding board member of the Feminist Majority. She serves on the boards of Latinas for Choice and the Democratic Socialists of America. In 2003, California Gov. Gray Davis appointed her to the University of California Board of Regents.

Political activism

In her passionate April 3rd speech to Tucson High students, Huerta said, "first of all, I just want to congratulate all of you that have been able to be out there, that have done the demonstrations at the school, on the street and the march that was held yesterday." She said there would be another chance on April 10 for those who hadn't participated.

Huerta told her audience "the protests and the marches made a difference," and advised, "we've got to keep on marching." Referring to H.R. 4437, introduced by James Sensenbrenner (R-WI) and Peter King (R-NY), she stated, "we all know that's the Sensenstupid bill."

The Tucson High faculty member who introduced Huerta as "the prominent Chicana labor activist," acknowledged the presence of TUSD Governing Board president Adelita Grijalva, daughter of U.S. Rep. Raul Grijalva (D-AZ), and Dr. Patti Lopez, TUSD Deputy Superintendent. He recognized Rep. Grijalva's aide, Reuben Reyes, in the audience: "Thank you for bringing Dolores here and talking to our students."

Huerta asked what about students who are "too young to vote" and would like to know, "how can I help?" She told them, "you can go out there and knock on doors to get people elected, you can pass out the leaflets, make the telephone calls." She urged: "we have to carry it on into the elections, ok?" Huerta said: "Can you imagine if everybody here in this room goes out there and helps a good person like Raul Grijalva get elected? What a difference that will make!"

Repeating a refrain from the marches and rallies, Huerta chanted, "We didn't cross the border," pausing, so the people assembled could emphatically fill in the ending with her: "the border crossed us."

She led students in acclamations: "Que viva MEChA!" (Long live MEChA! *Movimiento Estudiantil Chicano de Aztlan* or Chicano Student Movement of Aztlan) and "Que viva Zapata!" Each time, the audience shouted, "Viva!"

Next, Huerta asked for the response, "Abajo!" (Down!) She led, and was accompanied by loud shouts of "Abajo!" after "Down with Proposition 200! Abajo; Down with the Minutemen! Abajo!" She also advocated abortion rights, gay marriage and women's rights.

The entire speech can be downloaded at: <http://www.tusd.k12.az.us/contents/distinfo/addresses.html>.

A week following the Huerta speech, U.S. Rep. Raul Grijalva, who is running for re-election, addressed a student assembly at Tucson High.

In 2004, the Arizona Attorney General published guidelines concerning the law prohibiting school district political ac-

tivities, and the inappropriate use of resources and personnel. The Guidelines, are "intended to address possible ambiguous situations." The Guidelines also state that school board members and personnel "must not represent that they are acting on behalf of the school district or charter school while engaged in activities to influence the outcomes of elections."

School district equipment not to be used includes: "facsimile machines, computers, mailboxes, furniture, vehicles, postage meters, and internet connections. The term also includes any district communication networks, such as school newsletters, public announcement systems or devices, web pages and advertising space in student newspapers." Materials prohibited include, but are not limited to "food, cafeteria supplies."

Members of Arizona's House Select Committee on Government Operations, Performance, and Waste asked many questions of the school principal, Dr. Abel Morado, at the April 20 public hearing.

Rep. Jonathan Paton asked Dr. Morado if Grijalva had advocated for the passage of legislation, and Morado answered affirmatively. Paton then asked whether there was an opportunity for students who disagreed to say anything, and Morado responded, "No."

State law prohibits

Rep. Rick Murphy cited A.R.S. 15-511, which prohibits the use of school district resources or personnel to influence elections, or "to advocate support for or opposition to pending or proposed legislation." It also states: "employees of a school district or charter school may not use the authority of their positions to influence the vote or political activities of any subordinate employee."

When asked about Huerta's speech, Morado acknowledged, "yeah she crossed the line. Yes she did." Asked whether he thought her speech was "inflammatory," he said, "I would agree with that."

Rep. John Allen, who is Chair of the Committee, stated: "indoctrinating these children is one of their major goals besides educating," and declared: "The culture that seems to be festering in this school district is contrary to the education goals of this state. This is going to be a real test for this state on whether we can reel in this school district."

He spoke of a "culture of instigation" and concerns over "events that were cultivated in this school district," asserting "that the public will not tolerate" the continuation of such practices.

H.B. 7087 (Cont. from page 1)

tion and counseling (beginning at the earliest possible age, but not later than the 7th grade)"

- "initial selection by interested students of a career major not later than the beginning of the 11th grade"
- "a program of instruction and curriculum that integrates academic and vocational learning" (P.L. 103-239, Sec. 102)

Florida's HB 7087 would bring the state's education laws into closer alignment with the old global/federal initiatives to convert education to workforce training.

Drawback of Computer Use for Educating

Study findings presented at the annual meeting of the American Educational Research Association casts doubt on the benefit of using computers to educate.

Researchers from Syracuse and Michigan State universities studied the use of laptop computers by Ohio middle school students. A *USA Today* story "Computers may not boost student achievement" by Greg Toppo describes the findings: "About 37% of the children say they stare at the screens for more than three hours a day; a few report more than five hours a day. Parents help kids with homework more often and students' grades benefit slightly, but teachers report more classroom distractions as students

check e-mail. And students actually feel distracted: In the first year, their grade-point averages rose modestly, but when Lei and a colleague asked them to estimate their GPAs, students actually believed they dropped." (4-11-2006)

In a Tennessee study where children from low-income families attended schools with "more computers than your typical school — 125 for poor kids' schools vs. 114 elsewhere, and computers in low-income schools often were more connected to the Internet," findings yielded that "using computers, for instance, to teach reading in primary grades actually showed negative results." (*USA Today*, 4-11-2006)

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these Rules, or to the arbitration rules of the Chambers of Commerce and Industry of Basel, Bern, Geneva, Ticino, Vaud, Zurich and any further Chamber of Commerce and Industry that may adhere to these Rules. (Emphasis added.)

As mentioned earlier, the basis of the Swiss rules comes from rules created by the legal branch of the United Nations, that established rules for international arbitration. Neither Switzerland nor the United Nations operates under American law, which seems to be further proof our children and IB schools in America become a subject of so-called international law once the school signs a contract with the IBO. The State of Oklahoma is not an exception with its statutes.

Information Sharing Between a State and a Foreign Entity

Oklahoma law recognizes IB courses and defines same as "a high school level preparatory course for an International Baccalaureate examination that incorporates each topic specified by the International Baccalaureate Organization on its standard syllabus." 70 O.S. §1210.702(5) (OSCN)(2000).

Additionally, the statute defines an IB exam to mean one "administered by the International Baccalaureate Organization." 70 O.S. §1210.702(6) (OSCN) (2000). Furthermore, Oklahoma law allows the State Department of Education (SDE) to keep tabs on the test scores of Oklahoma students enrolled in an IB Program:

"Upon completion of the test, the State Department of Education shall obtain from the... International Baccalaureate Organization a list of students in Oklahoma who scored a four or higher on the International Baccalaureate test..." 70 O.S. §1210-703(B)(OSCN)(2001)

The aforementioned statutes show that to get student names with a certain score, the SDE must go through the International Baccalaureate. It does not mention the names of students who obtained a lower score, but seems to suggest that the IBO would have those names as well, and is therefore tracking all Oklahoma's students enrolled in the program. At any rate, all of the above-mentioned statutes are misleading as they do not detail the location of the IBO.

Parents with little information would

not realize that a foreign body maintains "a list of students" where there is no guarantee of security. These statutes do not exert control over the IB, nor can they, since the governing law is not that of the state, but of Swiss law.

Conclusion

It is evident that the IB programs available to students are not within the actual control of the state, but that of a foreign body that can amend its laws as they see fit or, more correctly, at the determination of the United Nations' legal branch. Moreover, the State of Oklahoma continues to support schools that sign a contract with the IBO through its statutes and funding. Our own statutes show a kind of willingness to erode our own sovereignty by submitting to an international organization where an American school would essentially have to resolve its disputes according to the rules of a foreign body — the Chamber of Commerce and Industry.

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