

Approved: 2-1-93
Date

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION.

The meeting was called to order by Chairperson Duane Goossen at 3:30 p.m. on January 27, 1993 in Room 519-S of the Capitol.

All members were present except:

Committee staff present: Avis Swartzman, Revisor of Statutes
Joyce Harralson, Committee Secretary

Conferees appearing before the committee: Kenda Bartlett, Concerned Women for America of Kansas
Anne Thornton, Citizens for Excellence in Education
Steve Graber, Attorney
Dr. Doug Friesen, Anesthesiologist

Others attending: See attached list

Kenda Bartlett addressed the committee regarding Concerned Women for America of Kansas's (CWAK) concerns about Quality Performance Accreditation. (Attachment 1). The concerns centered on the QPA document stating that "The education system is the foundation of our society and economy" whereas her group believes that the family is the foundation of our society. CWAK also disagrees with the definition of family in the QPA document. She stated that outcomes were established regarding value related issues and had concerns over who would be setting the standards and what those would be regarding values. She also felt that the schools should not be involved in determining the physical and emotional well-being of students. Lastly, she said that reading and math assessments had an attitudinal section. She felt this should not be a measure of whether a student or school will meet the outcomes needed to show progress for state accreditation.

Anne Thornton addressed the committee regarding Citizen's for Excellence in Education's concerns regarding the direction education in Kansas has taken. (Attachment #2) Her concerns included assessment methods (use of surveys) and themes used for reading assessments (Discrimination, racism, rights of Americans, equal pay for women, AIDS, patriotism and whether the legal system still works in the U.S.). She also shared concern over whose standards are being used. Her last concern was in regard to labor needs determining what individuals learn rather than a sound academic foundation giving children the necessary tools to pursue whatever direction in life they decide to dedicate themselves to.

Dr. Doug Friesen addressed the committee as an individual with concerns regarding outcome based education. (Attachment #3). He has not received an adequate explanation of the QPA process or outcome based education from the educators he has talked to. Most of the documentation he has received has been from state school board documents, and he feels that there has not been full disclosure.

He stated that the cost of education in Kansas is escalating. He noted that Governor Finney, in her budget address to the 1993 Legislature showed several increases in state spending, with the majority of them to meet the soaring cost of local public schools, or the high cost of implementing the QPA model. He feels taxes must increase in order to implement QPA. He mentioned Chicago and Alaska as places where QPA cost increases were realized.

He discussed the pursuit of excellence in education and the Outcome Based Education paradox. He stated since the publication of "Why Johnny Can't Read" thirty years ago, the U.S. has been an academic sinking ship.

CONTINUATION SHEET

MINUTES OF THE HOUSE COMMITTEE ON EDUCATION, Room 519-S Statehouse, at 3:30 p.m. on January 28, 1993.

The current paradigm of QPA is a Outcome Based Education model. This is a form of a model called Mastery for Learning developed by Benjamin Bloom more than 20 years ago. To verify a theory it needs to meet two criteria: first, it must be predictable, secondly, it must undergo research analysis. These theories meet the first criteria but not the second. He quoted many sources who felt that children who achieve mastery early will have to waste considerable time waiting for classmates to catch up, and that there is no evidence to support the effectiveness of group based mastery learning on standardized tests. He quoted Ron Gamble as saying "Real education teaches children how to think - OBE teaches students what to think."

He feels that educators need to use methods that have already been proven successful. He agrees that there is a need to increase the academic skills of Kansas students, however QPA is expensive and provides no guarantees, and has no documented research.

Steve Graber addressed the committee regarding legal considerations where restructuring is in conflict with academics (Attachment #4). It brings into the mix a new social mission. He cited cases of constitutional law. Parental rights can be expanded but they cannot be diminished. Since 1963 the task of providing a value neutral education has been pushed off on educators.

The floor was open to questions by committee members.

The meeting was adjourned at 5:00 pm.

The next meeting is scheduled for 3:30 pm, January 28, 1993, in Room 519-S.

GUEST LIST

COMMITTEE: House Education

DATE: 1/27/93

NAME (PLEASE PRINT)	ADDRESS	COMPANY/ORGANIZATION
Dave Cleveland	Topeka	Dept. of Commerce, Foreign
Stacy M. Lafun	Topeka	KAP
Phyllis Glanville	Leoti	INDIVIDUAL
Eldon Glanville	Leoti	"
BONNIE LAFUN	KC	INDIVIDUAL
Wendee Nichols	Overland Park	"
WARREN McGowan	McLure,	Individual - Teacher
Kip Johnson	manhattan	"
Monise Apt	Topeka	U.S.A. / K.A.C.C.
Joyce Markenday	Topeka	KDHE
Chuck Tilman	Topeka	KNEA
Laura Meyer	Overland Park	United Telephone Co.
Craig Grant	Topeka	KNEA
Mark Tallman	Topeka	KASB
Janell Allerton	Topeka	KSB
Judith Smith	Leawood	CNAKS
Janell Engelhardt	Overland Park	diff
Jane Pyszcynski	Overland Park	Shawnee Mission Bd. Ed.
Goeden	Topeka	Governor's
Bruce Goeden	Topeka	Kansas NBA
Jim Edwards	Topeka	KCCI
Earl A. Allender	Wellsville	USD 289
Aershel Boor	Wellsville	"
Justin VanVoersto	O.P.	PP of Ke
Deborah Tompkins	Baeldwin	Intern - Gayle Mollenkamp

GUEST LIST

COMMITTEE: House Education

DATE: 11/27/93

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Concerned Women for America

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P.O. Box 46 Leavenworth, KS 66048 (913)682-8393

Beverly LaHaye
President

Kenda Bartlett
Kansas
Area Representative

January 27, 1993

HOUSE EDUCATION COMMITTEE
Duane Goossen, Chairman
Concerns about Quality Performance Accreditation

Mr. Chairman and members of the Education Committee,

Thank you for the invitation to come before you today and present our concerns on Quality Performance Accreditation. We welcome the opportunity to present our views to you in person.

Each of us presenting today will bring to you a different set of concerns and perspectives. Once we have finished, we will be glad to stand for any questions that you might have.

One concern that we have is that the Quality Performance Accreditation program brings into the educational arena a new philosophy of the role of education in our society. The first line of the QPA document states, "The education system is the foundation of our society and economy". Traditionally, in this country the family has been the foundation of our society. It is upon that foundation that the pillars of education, government, religion, and community have been built. They together with the foundation of the family make up the entity that we call our society. QPA brings a shift in that philosophy; education is no longer just a pillar or support of our society but it has become the foundation. This opens the door for the school to assume a much larger role in the society; it also usurps the role of the family as foundational. The educational system becomes the hub for all aspects of life. A close look at Outcome 10 bears this out.

Another concern in this area is not only the change of the status of the family, but in the QPA document the family has been significantly redefined. In the glossary of the Process Module, prepared by the State Department of Education and approved by

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the State Board of Education, the family is defined in this way:

"Any group of two or more persons 1) related by blood, marriage, or adoption; 2) holding common attitudes, interests or goals; or 3) living together to form a household under one roof."

Another area that has gotten a lot of attention is the area of values and attitudes. Attitudes are an integral part of QPA: The mission for Kansas education is: **To prepare each person with the living, learning, and working skills and values necessary for caring, productive, and fulfilling participation in our evolving, global society**"; in the Introduction of the QPA document on page one, it states, "This system is based on assessment of the skills, attitudes, and knowledge that students will need to live, learn, and work in a global society"; Outcome 8, Standard: All students have the knowledge, skills, and attitudes essential to live a healthy and productive life"; Outcome 9, Standard 3, State Indicator 2 "All staff will demonstrate the requisite knowledge, behaviors, attitudes, and skills necessary for the orientation to and development of Quality Performance Accreditation." It seems very apparent that attitudes are an important part of this program.

To say that schools do not or should not teach values is nonsense. Values are an inherent part of education. Teachers teach values throughout the school day. The concern that we have with QPA is that although schools have always taught values, they have never before been in a position where those values or attitudes had to be assessed or remediated to meet a standard. There are Outcomes and standards in this document that are value-laden. Outcomes 7 and 8 address many values. Outcome 7, Standard 1, 2, and 3, State Indicator 2 for each Standard says, "Student self concept, adaptability/flexibility, interpersonal, and negotiation skills necessary for teamwork will improve across all student groups." This is a State Indicator which means that the school must gather data to show that this standard is being met. Standard 3 says, "All students will be tolerant of individual differences and work together without prejudice, bias, or discrimination." What is the acceptable standard for these? Who will set that standard? How will that standard be assessed? What if the standard set by the family conflicts with the school's standard?

Outcome 8 states, "Students have the physical and emotional well-being necessary to live, learn, and work in a global society." The Standard is "All students have the knowledge, skills, and attitudes essential to live a healthy and productive life." When did the school become the entity to evaluate the physical and emotional well-being of the students? What are the attitudes necessary to live a healthy and productive life? Who will determine these, and who will develop the tools necessary to make an assessment of those attitudes? And what will happen when the family's definition of emotional and

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physical well-being is different from the state's.

Another area where attitude is addressed is on the state assessment test. Each of the reading and mathematics assessments had an attitudinal section. Students were told in the directions that they were to read the questions and decide how they feel about them. They were told there were no right or wrong answers and to just give an honest opinion. Yet when the test were scored, the answers were given a value of from 10 to 50 clearly indicating that one answer was better than another. The student was then given an attitudinal score. The attitudinal score was part of their assessment profile. Attitude is certainly important to learning, but has never been a measure of whether or not a student or a school will meet the outcomes needed to show progress for state accreditation.

Kenda Bartlett
Legislative Liaison

January 27, 1993

Testimony before the Kansas House Education Committee

Submitted by: Anne Thornton
P.O. Box 15945-352
Lenexa, KS 66285
(913) 782-3227

Members of the committee:

My name is Anne Thornton. I am the mother of two children and a representative for Citizens for Excellence in Education of Johnson County -- a non-profit organization for parents, educators and concerned citizens. I am here today out of deepest concern for children, families, and for the direction of education in Kansas and across this nation. I am disturbed by what I see in public education, and appalled at the lack of respect for the rights of parents shown by the education bureaucracy. Regardless of what they tell you, the vast majority of parents still love and care for their children, and strongly desire a credible education for them.

I have studied the state documents on Quality Performance Accreditation, attended many of the meetings and hearings and have many, many concerns. But today I will focus on two areas.

The first area of concern is the assessment testing being done. In the spring of 1992, state-mandated assessments were given across the state for the purpose of establishing "base-line data" in the areas of reading, math, and writing at three grade levels.

I personally reviewed the 3rd-grade reading assessment.¹ This test was not a reading assessment. Let me give you a some examples. The theme of this assessment was disobedience. Every story was about a child disobeying a parent or authority figure. While the story content was bad enough, the questions and answers were even more unsettling. They were not questions about the characters in the story, the sequence of events, or word definitions. They were questions requiring the child to judge what the parent might do about the disobedience -- inferences or conclusions drawn by the child.

Disobedience is handled in different ways depending on parent's philosophies of discipline, the temperament of the child, the seriousness of the infraction etc. Since discipline is a matter of opinion, there were no clear right or wrong answers in the choices given in the assessments, only opinions. However, these answers were scored. That means that someone at the state level had to determine what the preferred answers were -- what were the preferred answers?

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The last third of the assessment was simply a survey. Questions like:

DID YOU LIKE THE STORY?

HOW MUCH DID YOU LEARN FROM THE STORY?

- A) MANY THINGS
- B) SOME THINGS
- C) A FEW THINGS
- D) HARDLY ANYTHING

HOW GOOD A READER ARE YOU COMPARED TO OTHERS YOUR OWN AGE?

HOW DO YOU FEEL ABOUT GETTING A BOOK AS A PRESENT?

HOW OFTEN DOES YOUR FAMILY GET A NEWSPAPER?

HOW MANY MAGAZINES COME INTO YOUR HOUSE EACH WEEK?

Do these questions measure a child's ability to read? Impossible! Do these questions really measure anything except opinion or self-esteem? And would they accurately reflect abilities? Impossible!

Now, in case you are thinking that this was simply a case of one poorly written test, let me tell you about the themes for the 10th-grade reading assessment. Themes of discrimination, racism, rights of Americans, equal pay for women, AIDS, whether the legal system still works in the U.S., and patriotism ran throughout the stories and questions. It also included a section that was a survey.

Reviews of the 10th-grade math assessment revealed similar absurdity. Questions like:

HOW MUCH TIME IS SPENT ON BREAKFAST?

HOW MANY QUARTERS ARE NEEDED TO BUY POP, CANDY, AND CHIPS FROM A VENDING MACHINE?

WHAT IS THE COST OF A PAPER BACK NOVEL?

- A) \$2
- B) \$3
- C) \$4
- D) \$5

Is this really the information needed for world class students in math for the 21st Century? What type of business needs this kind of "expertise"?

Since this can't really be measuring reading and math, what

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is the educational system really measuring in our children?
And how are these being scored? Where are the academics?

Kansas students were judged to be "substandard" in math and reading based on these tests, and since these assessments were to establish "base-line data," these levels will be used for comparison for future years. But compared to what? Whose standards are we using?

And since these are non-academic tests, who asked parents' permission if their childrens' opinions could be assessed and scored by the state? These are questions parents deserve an answer to.

The second area of concern I want to address is the fact that this type of education restructuring is being driven by perceived labor needs rather than educational needs. The important question becomes: Do we want the educational system to produce workers for what labor desires, or do we want the educational system to provide a sound academic foundation so that our children will have the necessary tools to pursue whatever direction in life they decide to dedicate themselves to?

This is a **major shift in the philosophy** in what the purpose of education should be. Yesterday, this committee was addressed by Charles Krider² for a presentation on the Kansas Labor Market in which he made several statements of great concern to me. He stated that the labor market could only use so many students with a college education. That labor only needs **30% of students to receive a college Baccalaureate degree**; with the other **70% receiving technical training**. He also said that we would have to retrain the "demand side" (business) to equal the "supply side" (students). The number one question is: Is business really "demanding" this type of labor market in the first place? And secondly: Is our educational system, and our children, supposed to be held hostage for what is perceived as business needs?

Education should not be a **guarantee** for a high-paying, high-level skills job. It should provide the academic foundation for each individual to pursue their own career path and life choices.

Thank you.

¹ Kansas Reading Assessment; 1992 Elementary; Form B5
² Associate Dean of Business, Kansas University

The Wichita Eagle

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EDITORIALS

QPA New educational system is flawed, but can be saved by clear standards

Fears that the new method of state school oversight, called Quality Performance Accreditation, would lead to student indoctrination in amoral attitudes are greatly exaggerated.

After all, we're talking about the Kansas educational system. It's doubtful that the same schools that have not done especially well teaching children to read and write have anything close to the cleverness needed to truly corrupt the youth and steal them away from their parents' values.

Still, many of the people who testified against QPA last week before the Senate Education Committee made some excellent points. For people concerned with quality education, QPA is a disaster. It offers little hope that young Kansans will get the basic academic skills they must have, and it is so laden with educational jargon that it is impossible for parents to have any confidence that QPA will significantly improve the performance of Kansas schools.

The theory behind QPA, called outcomes-based education, is sound. Schools would be accredited on how well students do in the classroom, rather than on how many books schools have in the library or how many hours students spend in class.

Properly implemented, outcomes-based education would free schools from bureaucratic rules and allow them to adopt the best curriculum and teaching methods for their students. Meanwhile, the state would set clear academic standards that schools must meet. Thus, schools would have great flexibility to meet academic goals, but they must hit the goals to be accredited.

Sadly, QPA was doomed from the start. A few years ago, the Kansas State Board of Education appointed a task force headed by Max Heim, an education professor at the University of Kansas, to draft the plan.

Mr. Heim's group came up with a pile of mush. The original QPA proposal had no measurable standards of performance. It had no comprehensive statewide academic goals that all students must meet. Instead, it was maddeningly vague and lacked any semblance of intellectual vigor.

Indeed, the 10 "outcomes" the board established on the work of Mr. Heim's panel would set most parents' heads spinning.

Take No. 2, for example: "Schools have a basic mission which prepares the learners to live, learn and work in a global society." While that may mean something to doctors of education, most laypeople would recognize it as meaningless prattle. The accompanying explanatory material is so obtuse and unspecific that, if turned in as a class assignment by a high school student, it should be thrown back in his face.

Unfortunately, many well-meaning Kansans, especially in the business community, who want genuine school reform have bought into QPA without understanding how inadequate the current plan is. That has enabled the educational establishment, which realizes that QPA is not a serious threat to the status quo, to isolate QPA critics on the political margins.

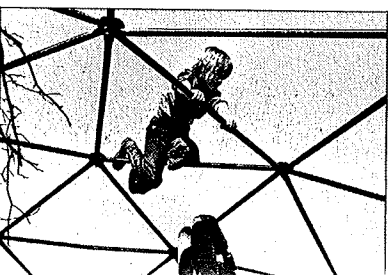
The Legislature should not be so gullible. It should send QPA back to the State Board of Education and ask that it be redone.

Most important, QPA should focus exclusively on academics. Get rid of the social engineering and the "living in a global society" muck. Concentrate on improving skills in reading, writing, math and social studies. Set measurable "world-class" standards of performance that students must meet in the core subjects as they progress through school. Those standards must be statewide. They must be unambiguous and intelligible to the typical parent. The standards must be assessed by a rigorous statewide examination system that tells parents how their children are doing and shows the community how their schools are performing.

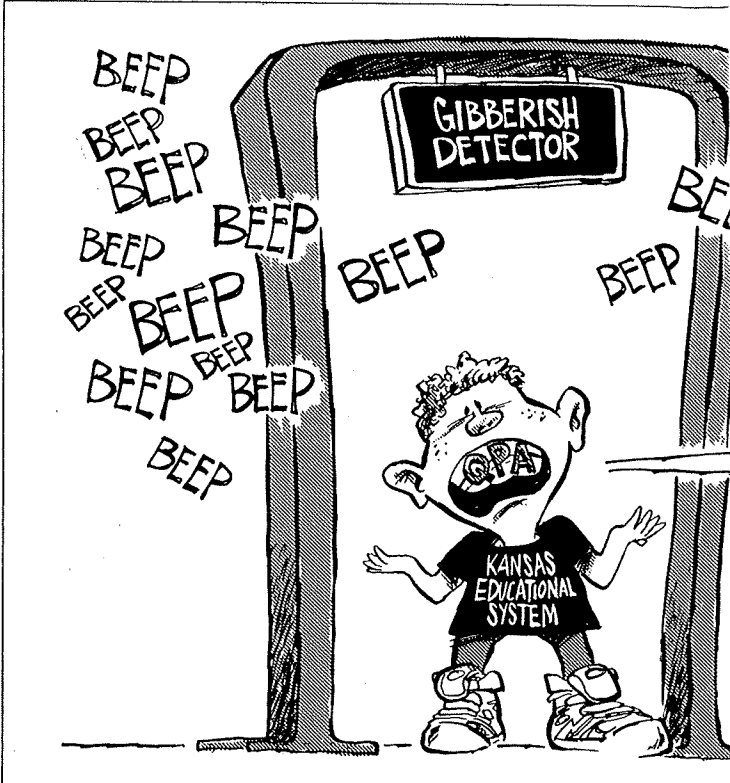
QPA is a good idea gone bad. The concept can be salvaged, but only if the Legislature and State Board of Education ignore the educational establishment and the Education Department bureaucrats who are largely responsible for the current QPA plan. Accountability and academic quality are the laudable goals of outcomes-based education. The current plan offers neither. But Kansans demand both.

Poverty America's children suffer most when their families break down

The family-value theme that the Republicans sounded during the last election didn't stir the majority of voters, and may have turned some people off. But that is not to say that family matters were not and are not important to most Americans. It is just that many of the delegates and speakers at the GOP convention in Houston last summer equated their legitimate concerns with a conservative social agenda that was too narrow in its definition of the problem and too simplistic



CROWSON'S VIEW



COMMENTARY

Don't privatize ag ext

By Lauren Soth
Special to The Wichita Eagle

David Fisher, the head of Iowa Gov. Terry Branstad's commission to propose cuts in the state budget, suggests that the Iowa State University Extension Service be turned over to private enterprise. Fisher, a Des Moines business executive, said, "There are a multitude of areas of state government that can be privatized."

That sounds like the generalized anti-government ideology that has swept into politics in recent times. No doubt some (few) functions of government at all levels could be performed by private business, but as a former member of the Iowa State University Extension staff, I think the extension service is not one of them.



Agents and farmers visit a test plot o State University has the land grant fo

In agricultural education — the big end of land grant university extension — much of the work has been taken over by agribusiness companies selling seed, fertilizer and other production inputs, and by farm-product marketing and processing firms.

The number of farmers in the United States has shrunk to about one-third what it was before World War II. So the extension service can reduce its work in production technology. It's heavily privatized now.

function. Farm and non-farm people alike began to think the university information was the Farm Bureau "line," not an independent source. A formal separation occurred during the Eisenhower administration. Some critics would say this has not yet become a complete divorce. But I think in Iowa and most states the divorce is final, due to the leadership of the Farm Bureau as well as of the universities.

Whose interests count?

If private business were to conduct extension programs, would their message be considered to reflect the money-making interests of the firms? Would they tend to promote the interests of the farmers who were the best and biggest customers? Or would they try to reach all elements of the farming and rural-dwelling population?

Extension and the ag colleges already face lots of criticism for favoring the well-to-do, the big farmers and agribusi-

Unbiased information

But to turn the federal-state extension service over to private business entirely would be a dumb idea. The agricultural industry needs unbiased information about research, technology and public policies that only a public institution can provide.

In fact, the occasions when university information has been colored by the interests making money from farmers

Friesen

Wichita County Schools

Unified District No. 467

P. O. Drawer 967

Leoti, Kansas 67861

JANUARY 6, 1993

HAROLD VESTAL SUPERINTENDENT

USD #467

P O BOX 967

LEOTI KS 67861-0967

DEAR SUPERINTENDENT HAROLD VESTAL:

OUR SCHOOL DISTRICT IS PARTICIPATING IN QUALITY PERFORMANCE ACCREDITATION THIS YEAR. WE ARE DOING PROFILES, ANALYSIS OF PROFILE DATA AND IMPROVEMENT PLANS. WE ANALYZED EACH OF THE 10 OUTCOMES AS REVISED BY THE STATE BOARD OF EDUCATION IN AUGUST. WE WISH TO SHARE WHAT WE HAVE LEARNED SO FAR.

1. THE PROCESS OF DOING PROFILES WAS PRODUCTIVE.
2. IMPROVEMENT PLANS TARGETED WEAKNESSES AND AN IMPROVED PRODUCT WILL RESULT.
3. IT WAS DIFFICULT TO INTERPRET STATE STANDARDS AND INDICATORS TO THE PUBLIC.
4. THE DOCUMENT ADOPTED IN AUGUST HAS MORE STATE REQUIREMENTS AND LESS OPPORTUNITY FOR LOCAL INTERPRETATION OF LOCAL NEEDS.
5. WE REACHED A CONSENSUS FROM BOARD, STAFF, AND COMMUNITY THAT WE SHOULD COMMUNICATE SUPPORT FOR PERFORMANCE ACCREDITATION IN ACADEMICS BUT WORK FOR ELIMINATION OF THE 10 OUTCOMES AND STANDARDS AS A REQUIREMENT.

WE FEEL IT IS IMPORTANT TO SHARE OUR EXPERIENCE BECAUSE WHAT IS REQUIRED FOR ACCREDITATION WILL IMPACT KANSAS STUDENTS OVER A LONG PERIOD OF TIME.

WE HOPE THAT OTHER KANSAS SCHOOLS WILL ANALYZE QPA AND COMMUNICATE THEIR OWN CONSENSUS OR OURS TO THE STATE BOARD AND LEGISLATORS. A COPY OF THE CONCLUSION WE REACHED IS ENCLOSED.

WE DO WISH TO BE ACCOUNTABLE. WE ALSO WISH TO SERVE STUDENTS IN THE BEST WAY POSSIBLE.

SINCERELY,



HAROLD VESTAL, SUPERINTENDENT

HV:JF

316/375-4677

Fax 316/375-2304

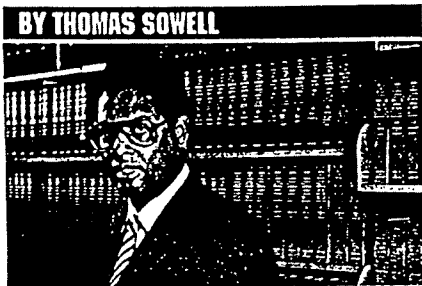
HAROLD VESTAL, SUPERINTENDENT

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1-27-93

The media are concerned about a threat to education from the so-called religious right. There was no such outcry when the left began its pervasive brainwashing.

Indoctrinating the children

BY THOMAS SOWELL



Dr. Thomas Sowell is an economist and a senior fellow at the Hoover Institution in Stanford, Calif.

ANY BOY who grew up in a rough neighborhood has probably had the experience of having another boy punch him in class, with the teacher turning around just as he hit him back.

It did no good to say, "He hit me first!" because the automatic answer was: "Two wrongs don't make a right."

It is much the same story in the media today, as editorials warn that "the religious right" is "taking over" school boards. Alarms are being raised that conservative or religious indoctrination will be imposed in the public schools.

Where have the media been all these years, while the most blatant, deliberate and pervasive indoctrination by the political left has been taking place in public schools all across the country?

Hypothetical dangers from conservative or religious groups attempting to fight back do not begin to compare with the dangers from the enormous apparatus already in place, and continuing to conduct classroom brainwashing, to the detriment of academic education.

The techniques of brainwashing developed in totalitarian countries are

routinely used in psychological-conditioning programs imposed on American school children. These include emotional shock and desensitization, psychological isolation from sources of support, stripping away defenses, manipulative cross-examination of the individual's underlying moral values, and inducing acceptance of alternative values by psychological rather than rational means.

These techniques are not confined to separate courses or programs, but also intrude into academic subjects like history or social studies, as well as being pervasive in programs ostensibly dealing with special social issues, such as sex education, death education, drug prevention, nuclear education, or multiculturalism.

Shock and desensitization procedures range from taking children to morgues and funeral homes to see and touch dead bodies to pairing boys and girls to have conversations with each other about sex, showing ghastly movies of war, or raw movies showing sexual activity or close-ups of childbirth.

Verbal examples include classroom discussions of lifeboat dilemmas, where the limited capacity of the boat forces decisions as to who should be left to drown. Sometimes children are asked to decide whom they would sacrifice among members of their own family.

These are not the isolated idiosyncracies of particular teachers. They are products of numerous books and other "educational" material in programs packaged by organizations that sell such curricula to administrators and teach the techniques to teachers. Some packages even include instructions on how to deal with parents or others who object.

Psychological isolation can be

achieved in a number of ways, and stripping away psychological defenses can be done through assignments to keep diaries to be discussed in the group and through role-playing assignments, both techniques used in the original brainwashing programs in China under Mao.

Mobilizing school children for the political crusades of the left has also been going on for years. At one time, the largest number of letters received by the President of the United States on any subject came from school children writing to him about nuclear issues, as part of their classroom assignments.

All this is barely the proverbial tip of the iceberg. There is, for example, the whole Alice-in-Wonderland world of multiculturalism, where the very photographs and drawings in textbooks must propagandize the multicultural message. There are math textbooks where the pictures of famous mathematicians and scientists would suggest that virtually no white male had ever had anything to do with either of these fields.

The pettiness of the education establishment's detailed instructions and taboos for pictures in textbooks might seem funny to an observer, but they are deadly serious matters of financial life and death to the publishers.

Many parents who have been appalled to discover what has been going on in the schools have fought lonely and frustrating battles against the education establishment. Eventually some have begun to organize, which at least deprives the school bureaucrats of their favorite line: "You're the only one who has complained."

That line will be used, even when controversies and lawsuits are raging all across the country over a particular brainwashing program. Parents are also likely to be told that all the educational experts support the program. What they are unlikely to be told is that these "experts" are often the ideological gurus who pushed these programs in the first place, or consultants who profit from them.

When the futility of individual protest leads to organized activity, that is when the cry of "censorship" goes up from the education establishment and the media rush to the rescue, invoking the specter of "the religious right." What has caught their attention is someone trying to fight back.

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WICHITA COUNTY USD #467 - LEOTI

STAFF AND COMMUNITY CONSENSUS REGARDING
QUALITY PERFORMANCE ACCREDITATION

The Wichita County USD #467 Board of Education will support accreditation of Kansas schools requiring the following:

SCHOOL PROFILES (Information on student academic progress.)

ANALYSIS OF PROFILES (What are the areas needing improvement?)

GOAL STATEMENT OR MISSION STATEMENT

SCHOOL IMPROVEMENT PLANS (What will be done, by whom & when.)

STAFF TRAINING TARGETED TO WHAT WOULD BE DONE

LOCAL AND STATE MONITORING OF SCHOOL IMPROVEMENT PLANS
(Did improvement happen?)

SITE COUNCIL INPUT TO IMPROVEMENT PLANS

LOCAL SCHOOLS SETTING EXIT OUTCOMES FOR STUDENTS

ELIMINATE THE 10 OUTCOMES AS A REQUIREMENT

REASON: This would preserve accountability for schools but limit the requirement to academics as opposed to 10 outcomes. Requiring schools to look at student progress, make decisions based on accurate information, and working for improvement would cause focus on instruction. If schools do each outcome plus all standards and indicators for all 10 outcomes, time and energy will be taken away from instruction.

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Present

Pennsylvania Coalition for Academic Excellence
Action /Update Alert
January 14, 1993

Yes friends you heard it right, the state Board of Education, despite the loud outcry from the people to vote down the Student Learning Outcomes, voted today to adopt the outcomes. That the BOE voted to adopt the Student Learning Outcomes is no surprise. We expected as much and we consider this just Round 1 in the fight to rid our state of outcomes based education.

But remember, the State BOE is an appointed board and not an elected one and therefore not directly accountable to the people of Pennsylvania. Governor Casey sent the BOE a 5 page report recommending changes and amendments to the proposed Student Learning Outcomes. After just speaking to Rep. Ron Gamble we understand that the BOE ignored the Governor's recommendations even on the outcome recommending the appreciation of others lifestyles and passed all of them as stated.

In an interesting note, 4 members of the BOE are the minority and majority leaders of both houses, House and Senate. These 4 abstained from voting on the adoption of outcomes sending a message to the BOE that the elected officials wish to stand with the people. We do have a House that is against outcomes based education and a Senate that is listening.

Now we are prepared to submit legislation to both the House and the Senate not only to repeal but to outlaw outcomes based education because we know that some districts are already using it part and parcel.

This message is recorded to encourage you not to quit fighting.

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Attachment 3-5
1-27-93

VOLUME I. FUNDAMENTAL RIGHTS: PARENTS AND THEIR CHILDREN

I. AN OVERVIEW: PARENTS HAVE THE PRIMARY CONTROL OVER THE EDUCATION AND UPBRINGING OF THEIR CHILDREN.

A. This is a FUNDAMENTAL RIGHT. FUNDAMENTAL RIGHT means those rights that are basic in the tradition and fabric of our society. Rights which are so related to individual liberty that they are the very essence of liberty.

B. Tradition is not just 'the preferential way we do things'. It is far more. In a stare decisis system it means those legal truths that have stood the test of time. The way we do things because this legal truth is part of our foundations. It is the essence of the law. Take it away and freedom is lost. It is part of the fabric of our society. Remove it and the society begins to unravel.

II. CHILDREN ARE NOT THE MERE CREATURE OF THE STATE. THE RIGHTS OF PARENTHOOD HAVE BEEN ACKNOWLEDGED AND SECURED TO PARENTS "BEYOND DEBATE".

The Constitutional cases that acknowledge these principles have long been decided. Over sixty (60) years ago, the U.S. Supreme Court acknowledged the basic common law truth that parents and guardians are the primary directors in the "upbringing and education of children under their control."

Pierce v. Society of Sisters, 268 U.S. 510, 534-5, (1925). The Court goes on to say:

The fundamental theory of liberty ...excludes any general power of the State to standardize its children by forcing them to accept instruction from public teachers only. THE CHILD IS NOT THE MERE CREATURE OF THE STATE; those who nurture him and direct his destiny have the right, coupled with the high duty, to recognize and prepare him for additional obligations. Emphasis supplied. Id.

Citing Meyer v. Nebraska, 262 U.S. 390, (1923), with favor, the Pierce Court reinforced the doctrine in Meyer which says:

[The 14th Amendment] denotes not merely freedom from bodily restraint, but also the right of the individual to contract,

to engage in any of the common occupations of life, to acquire useful knowledge, to marry, establish a home and bring up children, to worship God according to the dictates of his own conscience, and generally to enjoy those privileges long recognized at common law as essential to the orderly pursuit of happiness. Meyer, at page 399.

Further, the Court expounded that,

The established doctrine is that this liberty may not be interfered with under the guise of protecting the public interest,...by action which is arbitrary or without reasonable relation to some purpose within the competency of the state to effect. Determination by the legislature of what constitutes proper exercise of police power is not final or conclusive, but is subject to supervision by the courts. Id.

The issue decided in Meyer was whether the state could forbid the teaching of the German language to a student before that student had passed the eighth grade. The Court said the state does not have the right to control the substance of the curriculum where there is not a reasonable relation to some overriding state purpose.

The Meyer doctrine was given full blessing by the Court in Board of Education v. Barnette, 319 U.S. 624, (1943), when it considered whether a statute mandating students participate in the flag salute was constitutional. In deciding that such coercion could not be sustained, the Court said:

If there is any fixed star in our constitutional constellation, it is that no official, high or petty, can prescribe what shall be orthodox in politics, nationalism, religion, or other matters of opinion or force citizens to confess by work or act their faith therein.... the action of the local authorities in compelling the flag salute and pledge transcends constitutional limitations on their power and invades the sphere of intellect and spirit which is the purpose of the First Amendment to our Constitution to reserve from all official control. Id. page 642.

Barnette, was not decided on religious grounds. It was the invasion of the conscious that the Court addressed. In Wisconsin v. Yoder, 406 U.S. 205 (1972), the Court closed the door on this issue when it said, "...[the] primary role of parents in the upbringing of their children is now established beyond debate as an enduring American tradition." Id. page 232.