

**COURT OF PUBLIC OPINION
UNITED STATES OF AMERICA**

**THE PEOPLE
VS.
THE EDUCATIONAL CONFEDERACY**

**EDUCATIONAL RESTRUCTURING
ON TRIAL**

Counsel for the Prosecution: O. Jerome (Jed) Brown
Katherine E. (Katie) Levans

The Honorable Justice: C. L. Simonton, presiding

Transcript to video of the same name

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Part 1

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PART 1

THE CHARGES

1 Our schools are under siege -- they are being destroyed
2 by Educational Reform and Restructuring. There is a great war
3 before us -- a war for the lives, minds, and loyalties of our
4 children and posterity. Therefore, within the court of public
5 opinion, indictments are being sought for all those involved
6 with education restructuring. You, the people, shall hereby
7 be impaneled, this day, to serve as members of the grand jury.
8 In light of the grave consequences of war, it is your solemn
9 duty to evaluate the facts that shall be entered into evidence
10 and render a fair and impartial decision as to the indictment
11 of the accused on all charges.

12

13 In the action now before this Grand Jury, all those
14 involved with or otherwise promoting the restructuring of our
15 institutions of education, are hereby charged with the
16 following crimes:

17

18 CHARGE NUMBER ONE - FRAUD

19

20 The intentional perversion of the truth in an attempt to
21 deceive the general citizenry of the United States.

1 CHARGE NUMBER TWO - INTELLECTUAL GENOCIDE

2

3 The systematic destruction of the capacity for knowledge
4 and rational thought of an entire people.

5

6 CHARGE NUMBER THREE - INSTITUTIONAL CHILD ABUSE

7

8 The willful misuse of public authority to foster corrupt
9 practices of education that are injurious to the lives,
10 minds, and sacred loyalties of children.

11

12 CHARGE NUMBER FOUR - TREASON

13

14 The flagrant subversion of the constitution of the
15 republic of the United States of America.

16

17 Ladies and Gentlemen of the Jury, more than a decade ago,
18 the National Commission on Excellence in Education
19 published its widely circulated report, A Nation at Risk.
20 Among other things, the report states;

21

22 . . .THE EDUCATIONAL FOUNDATIONS OF OUR SOCIETY ARE
23 PRESENTLY BEING ERODED BY A RISING TIDE OF
24 MEDIOCRITY THAT THREATENS OUR VERY FUTURE AS A
25 NATION AND A PEOPLE. . .

26

27 The report goes further to state:

28

29 IF AN UNFRIENDLY FOREIGN POWER HAD ATTEMPTED TO
30 IMPOSE ON AMERICA THE MEDIOCRE EDUCATIONAL
31 PERFORMANCE THAT EXISTS TODAY, WE MIGHT WELL HAVE
32 VIEWED IT AS AN ACT OF WAR.

33

34 We shall here this day present evidence that will show
35 that the current restructuring of our schools is indeed the

1 act of an unfriendly foreign power. Through its agents and
2 sympathizers, the United Nations is imposing on the people of
3 The United States of America an inferior international system
4 of education -- A system that shall reduce our schools to
5 centers of indoctrination and social engineering, conditioning
6 our children to blindly accept citizenship in what President
7 George Bush has called the New World Order. WE THE PEOPLE do
8 consider this restructuring of our schools an ACT OF WAR.

9
10 As the evidence is presented, it is important to
11 understand that the New World Order, more precisely, the NEW
12 INTERNATIONAL ECONOMIC ORDER, is a one-world government based
13 on a global economy, controlled by the international banking
14 cartel and multi-national corporations. In the NEW
15 INTERNATIONAL ECONOMIC ORDER, individuals will no longer
16 freely choose their vocation, but, will be conditioned from an
17 early age to accept a vocational pathway that is consistent
18 with the labor needs of the new order. Reassignment and
19 retraining will be automatic and mandatory, as workers will be
20 recycled like old cans and yesterday's newspaper. Also there
21 shall be a New International Social Order. Forsaking national
22 sovereignty, the new social order will combine the egalitarian
23 democracy of the 18th Century political philosopher, Rousseau,
24 at the community level, with the democratic centralism of
25 Lenin's communism at the global level. We will all live in
26 a world system of communities linked together by the vast
27 super highway of technology. Community service will be
28 required of all people. The needs and desires of the
29 individual shall be subjugated to those of the community.
30 Under a regional authority, each community will answer to the
31 masters of the global village -- THINK GLOBALLY, ACT LOCALLY!

32
33 To establish and maintain the New World Order, it is
34 necessary to restructure education. School restructuring is

1 described as a paradigm shift. A "paradigm" is a "model."
2 The new paradigm changes the very nature of schools. The
3 traditional paradigm may be described as a DISCIPLINED
4 -KNOWLEDGE model. The new paradigm is the LIFE-LONG EDUCATION
5 model (see appendix).

6
7 Traditionally, schools have been structured for the
8 disciplined acquisition of knowledge - the knowledge
9 considered imperative for the student to understand and deal
10 with his world. Knowledge is organized into major divisions
11 known as the "disciplines" -- such as Science, Mathematics,
12 Languages, and History. Each Discipline is arranged in
13 subjects. In the discipline of Science there are many
14 subjects like Biology, Chemistry, and Physics. The content in
15 each subject includes its own terminology; its own facts,
16 theories, and principles arranged in an orderly fashion. It
17 is this ordered subject content of the Disciplines that is the
18 foundation of the traditional school curriculum. Teaching is
19 instruction in the Disciplines and their application .
20 Learning is the acquisition of knowledge which disciplines the
21 mind. The result of a traditional education is a well-
22 educated person, possessing not only a reasonable knowledge of
23 the world, but also a mind, honed through discipline, capable
24 of independent thinking and further learning throughout life.

25
26
27 However, the new paradigm, Life-long Education,
28 deceptively uses the institution of education as a mechanism
29 to control society. Knowledge is assumed to be ever changing,
30 relative, and of limited importance. Therefore, schools are
31 not structured for the acquisition of knowledge. Learning is
32 defined as changing behavior and teaching becomes the
33 facilitation of behavior change. The academic curriculum is
34 replaced by behaviors that will result in the attitudes and
35 characteristics desirable for the New World Order. In other

1 words, the new paradigm is not education, but social
2 engineering.

3
4 To be effective, the Life-long Education paradigm
5 replaces traditional curriculum and instruction with
6 Transformational Outcome-based Education. Transformational
7 OBE is a shift from a Content Structure to a Process
8 Structure. The Process alters the child's beliefs, attitudes,
9 values, and personality by CONDITIONING his behavior. Based
10 on Behavioral Psychology, classical, operant, and
11 observational conditioning are used to extinguish unwanted
12 behaviors and to shape new behaviors. The teacher, or
13 facilitator, working toward the new behavioral outcomes of
14 O.B.E., conditions your child to behave differently through
15 constant association, remediation, and modeling. The new
16 behaviors, inconsistent with the beliefs learned at home,
17 force your child into an emotional crisis called cognitive
18 dissonance. To alleviate the emotional pain, your child will
19 turn from the belief structure established at home, to beliefs
20 that support the new behaviors. With his new belief system,
21 your child now develops the new attitudes, values, and
22 personality characteristics that were intended at the
23 beginning. The teacher, now experimenter, alters your child's
24 personality without your knowledge or consent. The Process is
25 very effective. Your child now belongs to the experimenter.
26 Children, like rats, are conditioned, day after day, week
27 after week, year after year, moving inch by inch through
28 successive approximations toward the personality
29 characteristics of the New World Order.

30
31 Ladies and Gentlemen of the Jury, the evidence will show
32 that the public has indeed been defrauded and that these
33 frauds are leading us down a path of intellectual destruction.
34 The evidence will further show that your children or

1 grandchildren are being abused by the very institutions that
2 we have established as a public trust. And finally, the
3 evidence will show that educational reform and restructuring
4 is designed to lead future generations to surrender their
5 national sovereignty to the New World Order.

6
7 **THE FRAUD OF GOALS 2000 - A NATION DECEIVED**

8
9 Ladies and Gentlemen of the jury, your government
10 officials, legislators, corporate executives, academicians,
11 school officials, school administrators, and teachers may be
12 intentionally defrauding the citizens of the United States.
13 Although the actual counts of fraud that have been committed
14 are too numerous to determine, three counts are perhaps the
15 most fundamental to understanding educational restructuring
16 and, yet, probably the most unknown. We shall now place into
17 evidence documentation that will show that Educational
18 Restructuring is an international plan with a very long
19 history. It is not a plan to raise the standards -- but a
20 plan to lower the standards. And finally, that is not a local
21 initiative -- but, indeed controlled by international
22 standards.

23
24 **FRAUD NUMBER ONE - RESTRUCTURING -- A NATIONAL RESPONSE**

25
26 The public has been led to believe that education reforms
27 are in response to the dreadful condition of schools as
28 sighted in the Nation at Risk report. However, United
29 Nation's materials and Government Documents show that
30 educational restructuring is based on an international plan,
31 developed over decades, under the direction of the United
32 Nations Educational, Scientific, and Cultural Organization
33 (UNESCO).

34

1 The trail of evidence begins with EXHIBIT NO. 1, the 1947
2 UNESCO publication, Towards World Understanding. This
3 collection identifies the school as the means for changing
4 society to establish the New World Order.

5
6 In 1948, the United Nations adopted the Universal
7 Declaration of Human Rights, entered here as EXHIBIT NO. 2.
8 The Declaration established not only education, but also
9 employment as the "right" of every person. The Declaration
10 led UNESCO to adopt the Vocational Guidance Recommendations of
11 1949, and subsequently, the Vocational Training
12 Recommendations of 1956 and 1962, as well as the Revised
13 Recommendation concerning Technical and Vocational Education
14 -- EXHIBITS NO. 3, NO. 4, and NO. 5 respectively. The
15 Declaration and Recommendations shifted the emphasis of
16 education to functional literacy and vocational training and
17 guidance.

18
19 From 1948 to 1965 many UNESCO programs were tried
20 throughout the world -- most notably the Karachi Plan, the
21 Santiago Plan, and the Adis Ababa Plan -- but a developmental
22 concept for an international system of education could not be
23 found until Paul Lengrand delivered a paper to UNESCO in 1965,
24 entitled "INTRODUCTION TO LIFE-LONG EDUCATION," entered here
25 as EXHIBIT NO. 6. The concept of life-long education was
26 endorsed by UNESCO officials in 1966.

27
28 As testified to in the book, The May Movement (Mouvement
29 de mai), labeled EXHIBIT NO. 7, in May of 1968 political
30 unrest sparked students riots and, subsequently, a general
31 workers' strike in France. UNESCO officials used the student
32 revolt to convince the General Conference of 1968 that
33 education was failing not only in France, but world-wide. As
34 a result, Resolution 1.112 was passed, establishing 1970 as

1 International Education Year and identifying 12 year-long
2 projects to be carried out, including life-long education.

3

4 In preparation for the International Education Year, on
5 January 1, 1969, under the statutes of UNESCO's 15th general
6 conference, UNESCO was officially joined by the International
7 Bureau of Education, or IBE, as it is sometimes called. The
8 International Bureau of Education was ushered into existence
9 with a grant from the Rockefeller Foundation in 1925 under a
10 reorganization of the Rousseau Society of France. According
11 to the records of the League of Nations, the IBE became the
12 first intergovernmental organization in the field of education
13 by Statutes signed on July 25, 1929.

14

15 Upon completion of the International Education Year, it
16 was determined by UNESCO and IBE that life-long education
17 would be the Master Concept for the restructuring of schools
18 throughout the world.

19

20 In 1971, George W. Parkyn, of New Zealand, was called
21 upon by the Secretariat of UNESCO to "outline a possible model
22 for a(n) (Education) system based on the ideal of a continuous
23 educational process throughout the lifetime of the learner,"
24 and, more germane to our discussion of evidence, to develop "a
25 means for bringing an existing national school system into
26 line with life-long learning." The Parkyn study, entitled
27 Towards a Conceptual Model of Life-long Education and labeled
28 EXHIBIT NO. 8, is the plan for the restructuring of the
29 world's schools. Every aspect of educational restructuring in
30 every state in the United States can be traced to this
31 publication.

32

33 UNESCO's Commission on the Development of Education,
34 began working to refine the concept of Life-long education.

1 The Commission report was published in 1972 in a book entitled
2 Learning to Be, shown here as EXHIBIT NO. 9.

3
4 A world-wide concensus on the goals defined by the
5 commission could not be reached. Therefore, the International
6 Bureau of Education began a Medium-Term project from 1974 to
7 1979, as attested to by EXHIBIT NO. 10, Educational Goals,
8 published by UNESCO in 1980 as one book in the IBE: Studies
9 and Surveys in Comparative Education Series. The IBE goals
10 study would ultimately result in the World Targets, or Goals,
11 adopted at the UNESCO Education For All Conference in Jontiem,
12 Thailand, in 1990 - EXHIBIT NO. 11. During the IBE study,
13 UNESCO was assigned the task of developing the concept of the
14 new man for the 21st Century. UNESCO complied and developed
15 Robert Muller's World Core Curriculum, entered as EXHIBIT NO.
16 12.

17
18 Although there are many more supporting documents
19 developed by UNESCO, time allows for the introduction of only
20 one more. EXHIBIT NO. 13 -- Foundations of Lifelong
21 Education, published by UNESCO in 1976. This book is a master
22 text of education reform and restructuring, containing
23 chapters on the Philosophical, Historical, Sociological,
24 Psychological, Anthropological, Economic, and Practical
25 analyses of Life-long Education.

26
27 Based on the work of UNESCO and the IBE, each member
28 country of the U.N. is to restructure its schools for
29 life-long education by the year 2000. In socialist countries
30 with an existing national education system, restructuring is
31 being done easily by edict from the ministry of education.
32 However, in the United States, a constitutional republic that
33 specifically bars federal intervention in the states' right to
34 establish and maintain public schools, the task is

1 considerably more difficult. Therefore, surreptitiously,
2 implementation of the UNESCO/IBE plan in the United States has
3 been a covert responsibility of the White House.

4
5 Shortly after the formation of UNESCO, the Truman
6 Administration set the international course for the United
7 States. A 1947 report of Truman's Commission on Higher
8 Education, EXHIBIT NO. 14, states,

9
10 "The role which education will play officially must
11 be conditioned essentially by policies established
12 in the State Department in this country, and by
13 ministries of foreign affairs in other countries .
14 . . . The United States Office of Education must
15 be prepared to work with the State Department and
16 with UNESCO."

17
18 Since the publication of Foundations of Lifelong
19 Education in 1976, every administration has played a vital
20 role. President Carter established the Department of
21 Education as a cabinet level position to work directly with
22 UNESCO. The Reagan White House created a public perception of
23 an education crisis in the Nation At Risk report - EXHIBIT NO.
24 15. On page 13, the report states,

25
26 "The search for solutions to our educational
27 problems must also include a commitment to
28 life-long learning."

29
30 What followed was a charade of reform activity that has
31 since been dubbed the 1st wave. This first wave was a
32 calculated failure to dispose of all viable ideas that might
33 rival the UNESCO/IBE plan - like career ladders in states
34 governed by Lamar Alexander and Bill Clinton.

35

1 With competing programs rendered impotent, George Bush
2 proclaimed himself the Education President and began a
3 diligent effort to establish The UNESCO/IBE plan.
4 Circumventing the Constitutional injunction against federal
5 involvement in education, Bush called the Governors together
6 for an Education Summit that was co-chaired by Bill Clinton
7 and Lamar Alexander. The purpose of the summit was to
8 translate the UNESCO/IBE world goals for education into
9 national goals that fit our particular political structure.
10 The national goals indeed match UNESCO's world targets, shown
11 here in EXHIBIT NO. 16 (see appendix). The world goals formed
12 the "Blueprint" for the America 2000 plan, entered as EXHIBIT
13 NO. 17, and the SCANS reports, entered as EXHIBITS 18 - 21,
14 developed by the Department of Education and the Department of
15 Labor respectively.

16

17 Again, because of the constitutional prohibition, Bush
18 enlisted the aide of The National Business Roundtable which
19 established the New American Schools Development Corporation
20 and a Design-team process to implement the UNESCO plan, as
21 attested to by the request for proposals, entered here as
22 EXHIBIT NO. 22. The National Business Roundtable joined the
23 Carnegie Foundation, the Governors' Association, the Council
24 of Chief State School Officers, and a host of other
25 organizations to market the plan in every state. By
26 presenting it as a National rather than a Federal plan, the
27 process is fraudulent, but not illegal.

28

29 Now -- under the Clinton Presidency, Goals 2000, entered
30 into evidence as EXHIBIT NO. 23, codifies the world goals for
31 education and the UNESCO model in law, using Federal dollars
32 to entice states to "voluntarily" comply. As shown here in
33 EXHIBIT NO. 24 (see appendix), GOALS 2000 creates a closed
34 circuit with the National Goals Panel, the National Education

1 Standards and Improvement Council, the Joint Dissemination
2 Review Panel, and the National Diffusion Network, to assure
3 that all schools in every state will use validated outcomes,
4 assessments, and curricula, guaranteeing that they align with
5 the UNESCO plan. Thus, hidden from the public through
6 fraudulent means, world-wide standards are being established
7 in your local schools while maintaining what UNESCO calls "the
8 illusion of Local Control."

9

10 **FRAUD #2 - RESTRUCTURING FOR "WORLD-CLASS STANDARDS**

11

12 The public is being further defrauded by the claim that,
13 in order to be competitive in the global economy, our schools
14 must be restructured to meet "World-class Standards." This
15 does not mean, as the public has been told, that the standards
16 must be raised. To the contrary, by UNESCO's own documents,
17 it means that the education standards in the United States
18 must be lowered. According to UNESCO, the education system in
19 the United States did too good a job during the 1950's and
20 60's. In reference to the United States, Chapter Four of
21 Foundations of Lifelong Education states that ". . . more than
22 60% of the 18 - 25 age group receive post-secondary
23 education." The chapter goes further to explain,

24

25 ". . . the educational system does not provide and
26 adequate answer to the internal needs of a country
27 in terms of its labour force. . . . At present the
28 overall turn-out of higher diploma holders seems
29 seriously to exceed the capacity of the market. . .
30 . Here we have not so much a question of employment
31 as one of 'over-education'"

32

33 Chapter 7 in the same book gives UNESCO's economic analysis of
34 the situation. It states that,

35

1 "The functioning of the capitalist school system
2 engenders a relative over-population of qualified
3 workers"

4
5 According to the Foundations study, this state of affairs
6 is caused by technological advancement. Increased technology
7 reduces workers to mere operators needing only limited
8 knowledge. According to UNESCO, "the surplus of graduates"
9 cannot be absorbed in the economy "without dequalifying them."
10 To be competitive in the global economy, our workforce, and
11 therefore our education system, must be downgraded rather than
12 improved. Thus, the "World-class Standards" are in reality
13 world-wide standards to create a level playing field by
14 raising the standards in other parts of the world and lowering
15 the standards in the United States.

16

17 **FRAUD # 3 - RESTRUCTURING FOR LOCAL CONTROL**

18

19 Finally, the public, through the use of the Policy Delphi
20 Technique, has been duped into believing that the reforms
21 reached through strategic planning in their school district
22 are somehow unique to their schools. In reality it is nothing
23 but the illusion of local control, because all schools will
24 comply with the quality standards set by the UNESCO world-wide
25 plan. Quality no longer means the "best." The gurus of Total
26 Quality Management, scheduled for use in every school, say
27 that quality is meeting, but not exceeding, the standard.
28 Therefore, quality schools are those schools that are aligned
29 with the minimum world standards for Life-long Education. To
30 maintain quality world-wide, the international community has
31 its own quality-control police, the International Organization
32 of Standardization, established in 1987. This international
33 organization has created what is known as the ISO 9000 Series
34 for standardization. Only those companies following the ISO

1 9000 Series will be able to do business in the Global Economy.
2 In business, the ISO Series gives assurance that a toaster
3 made in the United States is no better, or no worse, than a
4 toaster made in Bulgaria.

5
6 The ISO Series is being applied to education because, in
7 the New World Order, people will be nothing more than human
8 resource material for global production -- people are to be
9 like interchangeable parts. For quality assurance reasons,
10 the multi-national corporations must be assured that, like
11 toasters, the workers in the United States are no better, or
12 no worse, than the workers in Bulgaria -- they must be the
13 same -- thus, the education systems must be the same -- thus,
14 the ISO Series must apply to education.

15
16 According to Total Quality Management in Education,
17 EXHIBIT NO. 25, the ISO 9000 series is a third-party system.
18 Under a third-party quality system the standards are set
19 external to the organization. As pointed out under the
20 previous charge, in education the standards have been set by
21 UNESCO. The international standards for education, as
22 expressed by the UNESCO/IBE world goals have been translated
23 to our National Goals and then translated to state essential
24 learnings and local behavioral outcomes. While giving the
25 appearance of local control, the ISO 9000 series is to assure
26 corporate business that all schools are adhering to these
27 pre-set world standards.

28
29 **ISO 9001** is the model for quality assurance in design and
30 development. All schools will use Strategic
31 Planning.

1 ISO 9002 is the model for standardized production. All
2 schools will use Outcome-based Education, also
3 known as Performance-based Education or
4 Standards-based Education.

5

6 ISO 9003 is the model for final inspection and testing. All
7 state, school, and student evaluation will be based
8 upon the National Assessment of Educational
9 Progress (NAEP).

10

11 ISO 9004 is the model for quality-systems management. All
12 schools will use Total Quality Management or, as it
13 is sometimes called, Continuous Quality
14 Improvement.

15

16 So, if not yet, your school will soon be using the ISO
17 Series to restructure for World-Wide Standards -- National
18 Goals and Standards, Strategic Planning, Outcome-based
19 Education, the NAEP tests, and Total Quality Management --
20 Welcome to the New World Order!

End of Part 1

Part 2

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PART 2

EVIDENCE FOR COUNT TWO OF THE INDICTMENT:
GOALS 2000 -- INTELLECTUAL GENOCIDE

1 Ladies and Gentlemen of the jury, the evidence to be
2 presented will show that our schools are being restructured to
3 comply with the UNESCO/IBE model for Life-long Education, as
4 developed by George W. Parkyn and introduced previously as
5 EXHIBIT NO. 8. The evidence will further show that the
6 purpose of the model is to establish and maintain life-long,
7 life-wide, "cradle-to-grave" control of the entire society, by
8 turning our schools into vocationally-oriented, indoctrination
9 centers, that systematically destroy the individual's capacity
10 for knowledge and rational thought. To so restructure our
11 schools is, indeed, to commit intellectual genocide.

12

13 VERTICAL AND HORIZONTAL INTEGRATION

14

15 To fully understand the UNESCO model and its
16 implementation, it is helpful to be acquainted with the two
17 concepts that form the foundation of Life-long Education --
18 Vertical and Horizontal Integration. Parkyn describes the
19 concept of Vertical Integration as the coordination between

1 ". . .the pre-school health and education services,
2 the primary, secondary, and vocational schools,
3 higher education and adult education."
4

5 According to the model, formal education is not just for the
6 young, but is required throughout life - education that begins
7 at birth and never ends. Vertical Integration is incorporated
8 into educational restructuring by our new National Goals --
9 School Readiness and Adult Literacy and LIFELONG LEARNING.
10

11 Integration is also required "between different levels of
12 school" and "within a subject among different grades."
13 Examples of these requirements are found in the current
14 policies that abolish grade-level distinctions, as well as in
15 the use of the Spiral Curriculum, as illustrated here in
16 EXHIBIT NO. 26 (see appendix). The spiral curriculum presents
17 the same behavioral characteristics several times over a
18 period of years and is an extension of the conditioning
19 process OBE.
20

21 Life-long Education also calls for Horizontal
22 Integration, which is defined on page 33 of EXHIBIT NO. 8 as
23 requiring the "coordination of effort between the formal
24 education system itself and the external world -- between
25 schools, libraries, museums and other agencies of culture --
26 all places of culture and productive enterprise." Horizontal
27 Integration for life-long education establishes at an early
28 age the life-wide control of the individual, by incorporating
29 every cultural aspect of life within an institutionalized
30 setting. Control will be life-wide. "It takes a whole
31 village to raise a child."
32

33 Matching the UNESCO model, GOALS 2000 -- EDUCATE AMERICA,
34 now public law, establishes horizontal integration through the

1 Community Partnerships Program. Section 941 states that
2 community partnerships,

3
4 ". . .shall include the participation of . . .
5 local educational agencies, institutions of higher
6 education, community-based organizations, parents,
7 teachers . . . the business community . . . human,
8 social, and health care agencies, Head Start and
9 child care agencies, libraries, museums, employment
10 and training agencies. . . ."

11
12 As further evidence, we now enter EXHIBIT NO. 27,
13 Together We Can, published jointly by the U.S. Department of
14 Education and the U.S. Department of Health and Human
15 Services, and EXHIBIT NO. 28, National Education Goals Panel
16 Community Action Toolkit, dated September, 1994. Both of
17 these items are U.S. Government Documents, that give the
18 change agents of educational restructuring a step-by-step
19 method to sucker good citizens like you into the 'whole
20 village' concept. However, as the concept of horizontal
21 integration -- life-wide -- is combined with the concept of
22 vertical integration -- life-long -- the village will not only
23 rear the children, but also determine the cultural and social
24 parameters of the adult life. Educational Restructuring goes
25 well beyond the currently limited national debate of
26 Outcome-based Education.

27
28 **THE UNESCO LIFE-LONG EDUCATION MODEL**

29
30 Conforming to the Vertical Integration requirement of
31 life-long education, the UNESCO model includes an educational
32 structure for each stage of life -- the infant-care center,
33 the primary education center, the secondary education center,
34 the tertiary education center, and the adult education center.

1 Each component has its developmental equivalent in the
2 restructuring of U.S. schools.

3
4 **INFANT-CARE CENTERS**

5
6 Parkyn describes the Infant-care Centers. He states,

7
8 "There will be two main types of centres for the
9 care of infants during the period before regular
10 schooling normally begins at the age of six years:
11 Infant health centres, which provide pre-natal and
12 post-natal advice and care till the age of three
13 years; (and) infant educational centres. . . The
14 programmes will aim at the development of the
15 physical and mental capacities of the infants,
16 their gradual socialization through play
17 activities, and their preparation for the more
18 systematic learning activities of the primary
19 school."

20
21 Again, using the behavioral psychologists' definition of
22 learning, these programs more correctly prepare children for
23 the more systematic conditioning activities of the primary
24 school.

25
26 The UNESCO infant care center is being instituted under
27 the "Readiness to Learn" concept found in our first National
28 Goal. "Readiness to Learn" is a misuse of terminology.
29 Children are born ready to learn -- and the phrase should be
30 read as "Readiness to be Conditioned." Quoting from GOALS
31 2000, Section 102,

1 ". . .children will receive the nutrition, physical
2 activity experiences, and health care needed to
3 arrive at school with healthy minds and bodies."
4

5 This is the pre-natal and post-natal advice and care of the
6 UNESCO model.
7

8 Because it is not yet politically feasible to establish
9 centers as such, under Title IV of Goals 2000, federal funds
10 are allocated to the states, cities, and school districts, for
11 the purpose of turning every home with children into a UNESCO
12 INFANT HEALTH CENTER. Section 402 states that the funds
13 received are to be used,
14

15 ". . .to establish, expand, or operate the Parents
16 as Teachers program or Home Instruction for
17 Preschool Youngsters programs."
18

19 The Missouri Parents as Teachers program is now operational in
20 42 states. Home Instruction programs masquerade under many
21 different names like HIPPY in Dade County, Florida -- BABY
22 TALK in Decatur, Illinois -- the HEALTHY FAMILY HOME VISITOR
23 PROGRAM in Washington State -- and -- SUCCESS BY SIX, being
24 advertised nationally.
25

26 With absurd criteria, as shown here in EXHIBIT NO. 29
27 (see appendix), these programs declare virtually every child
28 "at risk" and assign the family a parent educator or a family
29 counselor to make sure that each home functions as an infant
30 care center, meeting UNESCO specifications. These programs
31 begin during pregnancy and continue through age 3.
32

33 GOALS 2000 also includes the UNESCO INFANT EDUCATION
34 CENTER. Section 102 states that, ". . .all children will have

1 access to high-quality and developmentally appropriate
2 preschool programs that help prepare children for school."

3
4 The federal HEAD START program, or various state programs like
5 ECEAP in Washington State, are designed to fulfill the
6 function of the Infant Education Center prescribed by the
7 UNESCO model. "Readiness to Learn" controls remain in effect
8 as the child moves through the school years with programs like
9 the UTAH FAMILY EDUCATION PLAN, designed by The Knowledge
10 Network and approved by UNESCO, entered here as EXHIBIT NO.
11 30.

12 13 PRIMARY EDUCATION CENTERS

14
15 Children from age six through age 14 will be conditioned
16 in the Primary Education Centers. On Page 39 of the Parkyn
17 report we find that the primary education centres,

18
19 ". . .provide a general education for all children
20 up to the point at which they make a provisional
21 choice of future vocational education and
22 training."

23
24 Further, primary education can be divided into two cycles:

25
26 ". . .basic general education and transitional
27 general education."

28
29 General education is described by UNESCO as only
30 "cultural and civic education." Thus, the purpose of the
31 "cycle of basic education" is functional literacy and cultural
32 indoctrination. The specific programmatic issues will be
33 explored as part of charge Number 3, Institutional Child

1 Abuse. Nevertheless, on Page 39 of the report, we find that
2 a major component of the basic education cycle is to bring

3
4 ". . .parents and other members of the community
5 into the school where they can share relevant
6 experience, demonstrate skills, help care for the
7 children, and teach things they are specially
8 fitted to teach."

9
10 Nationally, community partnerships and programs like Cities or
11 Communities in Schools, Entered as EXHIBIT NO. 31, are being
12 instituted to meet the UNESCO demands.

13
14 The second cycle, the Transitional Cycle, continues
15 functional literacy and cultural indoctrination as the core of
16 school activity. However, the report explains that the
17 distinctive aim of the transitional cycle is to initiate the
18 process of selecting, with the aid of educational and
19 vocational guidance, a provisional field of employment. Thus,
20 children begin the vocational indoctrination process at age
21 11. It was in the 1970's, after the publication of the Parkyn
22 report, that Career Education gained a foothold in elementary
23 schools.

24
25 The second distinguishing characteristic of the
26 transitional cycle is the inclusion of programs that expand
27 the learning environment to include the entire community. The
28 report states,

29
30 "Participation in community service such as
31 beautifying the environment, helping with the
32 physical care of young or handicapped children and
33 the aged, carrying out seasonal agricultural work

1 . . . should be organized by the school in the transitional
2 years."

3

4 Under the current restructuring of our schools, the academic
5 curriculum is being replaced with environmental projects,
6 natural helper's programs, and community service projects.

7

8 **SECONDARY EDUCATION CENTERS**

9

10 The Secondary Education Center is for children from ages
11 15 to 18 and is almost entirely for the purpose of vocational
12 preparation. Parkyn states,

13

14 "The essential feature of secondary education is
15 that it would comprise part schooling and part
16 working. . . . The first year would be devoted to
17 orientation studies and supervised observation
18 related to a student's chosen vocational field.
19 Then each student would choose a specific
20 occupation in which, on a part-time basis and with
21 training provided on the job by the relevant
22 enterprise, he would carry out a graded progression
23 of instructional tasks and productive work
24 appropriate to his capabilities and interests."

25

26 The choice of vocational pathway is supposedly left to the
27 individual. However, in light of the dequalification of
28 workers discussed under the charge of fraud, it is apparent
29 that the system only works after sufficient indoctrination in
30 the Primary Center. Parkyn does assure us that these programs
31 have achieved "considerable success . . . notably in the USSR
32 and in China."

1 Guided by the UNESCO model and the ISO 9000 standards,
2 the U.S. Department of Labor has developed the SCANS reports,
3 previously entered into evidence, which delineate the skills
4 required to be an approved worker in the global economy.
5 TITLE V, of GOALS 2000, establishes the National Skills
6 Standards Board to make sure that all school programs meet
7 these UNESCO international standards. TITLE V also
8 facilitates,

9
10 ". . .the development and adoption of curricula and
11 training materials, for attaining the skill
12 standards. . .that provide for structured work
13 experience and related study programs."

14
15 In keeping with the ISO Standards, the Parkyn model finds
16 that it will be necessary for students,

17
18 ". . . to be awarded certificates testifying to
19 their educational attainments at important points.
20 . . ."

21
22 Therefore, the High School Diploma in the United States is no
23 longer acceptable and will be replaced by a system of
24 certification. TITLE V of GOALS 2000 states that the
25 secondary

26
27 ". . .curricula and training materials. . ."shall
28 lead to "progressive levels of. . .certification
29 and postsecondary education."

30
31 Is it only a coincidence that every state is changing from the
32 diploma to a Certificate of Mastery under Outcome-based
33 Education?

1 As testified to by this Oregon legislation, EXHIBIT NO.
2 32, there will be different levels of certificates. After the
3 first cycle of secondary school, the student will receive a
4 Certificate of Initial Mastery, which will determine which
5 vocational track the student will be allowed to choose. Upon
6 the completion of a two-year vocational program, a Certificate
7 of Advanced Mastery will be awarded, allowing the student to
8 proceed on his life-time track. Knowledge is doled out on a
9 need-to-know basis -- the student is only given knowledge that
10 is pertinent to his occupational cluster.

11

12 The UNESCO approved systems are being implemented through
13 the STATE IMPROVEMENT PLANS established under TITLE III of
14 GOALS 2000. According to section 306, entitled COORDINATION
15 WITH SCHOOL-TO-WORK PROGRAMS,

16

17 ". . .a State shall include in the State
18 improvement plan, a description of how such
19 school-to-work programs will be incorporated into
20 the school reform efforts of the State. In
21 particular, the State improvement plan shall
22 include a description of how secondary schools will
23 be modified in order to provide career guidance,
24 the integration of academic and vocational
25 education, and work-based learning. . . ."

26

27 Every state is conforming to UNESCO specifications through
28 legislation similar to that passed in Washington State in 1993
29 under House Bill 1820. (Introduced here as Exhibit 33) As
30 quoted from state documents,

31

32 "The purpose of the grant program is to fund and
33 coordinate projects to develop model secondary
34 school programs that combine academic and

1 vocational education into a single instructional
2 system. . . ."

3
4 These systems will all have three tracks. After
5 completing the first cycle of secondary school, the vast
6 majority of students will be in the first track,
7 School-to-Work Transition, with classroom instruction combined
8 with part-time employment. A small percentage of students
9 will be assigned to the second track as seen in programs like
10 TECH PREP -- a two-year technical program in conjunction with
11 a tech school, part-time at each. The chosen few, those
12 considered college material, will be given an adulterated
13 academic program within their occupational cluster. This
14 track utilizes the International Baccalaureate program,
15 designed for the United Nations schools and currently used in
16 the U.S. as a special program for bright public and private
17 high school students. Entered here as EXHIBIT NO. 34.

18
19 In the final analysis, the UNESCO LIFE-LONG EDUCATION
20 MODEL, being implemented in every district in the U.S., is the
21 last step in a succession of changes, designed to destroy the
22 academic base of American schools. Beyond functional
23 literacy, students will only learn that which is necessary to
24 function in their specified track on the job, along with the
25 behaviors, attitudes, values, and beliefs that are politically
26 correct for the New World Order.

27
28 **CENTERS OF TERTIARY EDUCATION**

29
30 Under the UNESCO model, the student, upon completion of
31 the Certificate of Advanced Mastery, is either stamped
32 approved for work, or continues vocational training at a
33 Tertiary, or third level, Education Center. On Page 42, the
34 Parkyn report explains.

1 "On completion of secondary education, the period
2 of initial vocational education, young people would
3 make a definitive choice of their field of
4 vocation. For the majority of occupations this
5 would mean that the young adults will be entering
6 full-time employment, with on the job training
7 providing for whatever specialized skills are
8 needed to keep up with new knowledge and procedures
9 applied to their occupations. For some
10 occupations, however, those that require advanced
11 theoretical knowledge and practical skills before
12 they can be practiced, sequential schooling needs
13 to be continued at the tertiary level. . . . Such
14 schools of advanced vocational training would
15 generally use selective entrance procedures based
16 upon the satisfactory completion of secondary
17 education. . . ."

18

19 Many of our tech schools and universities have already begun
20 preparing new selection procedures based on the UNESCO
21 Certificates of Mastery.

22

23 **CENTERS OF ADULT EDUCATION**

24

25 Consistent with the ultimate purpose of "cradle-to-grave"
26 control, the UNESCO plan also institutes Adult Education
27 Centers. Parkyn describes these centers as,

28

29 ". . .distinctive. . .centres of adult education or
30 community colleges. . .for the continuing general
31 education of adults."

32

33 As previously pointed out, the UNESCO definition of general
34 education is Cultural and Civic education, which basically

1 makes these centers RE-EDUCATION or INDOCTRINATION CENTERS
2 that all citizens will be required to attend throughout life.
3 Remember, life-long, life-wide. Given that all people will
4 be required to attend, Parkyn relates the obvious,

5

6 "Such institutions will need to be available in all
7 communities, whereas the specialized institutions
8 of tertiary education . . . will be fewer in
9 number."

10

11 Again, in keeping with the UNESCO agenda, after the
12 publication of this report, in the 1970's the community
13 college system was greatly expanded in the United States.

14

15 GOVERNANCE

16

17 To ensure that all member nations comply with the rule of
18 the United Nations, UNESCO, through the Parkyn model, also
19 wishes to dictate how schools shall be governed. Parkyn, on
20 Page 44, describes the governing structure appropriate for
21 life-long education in the following manner.

22

23 "The essential administrative principles. . . may be
24 summarized as follows: central policy-making of a
25 general nature, central financing, and central
26 evaluation and supervision of local facilities to
27 ensure an equitable allocation of educational
28 resources throughout the nation. . . . The central
29 government should delegate to a national board of
30 education the responsibility for drawing up the
31 general lines of national educational policy on the
32 provision of education at all levels and of all
33 types;. . . for drawing up national standards of
34 educational qualifications; and for the general

1 supervision and evaluation of the provision and
2 operation of educational services by the local
3 educational authorities."
4

5 The transition to the centralized governance of schools,
6 called for by UNESCO, is, admittedly, difficult to perceive,
7 in that it is currently shared by not only the President's
8 cabinet, but also a host of national boards, commissions, and
9 nonprofit organizations. Nevertheless, beyond the National
10 Goals Panel and the National Standards and Improvement
11 Council, which ensure that all schools will comply with the
12 world goals, GOALS 2000; EDUCATE AMERICA establishes the
13 NATIONAL INSTITUTE ON EDUCATIONAL GOVERNANCE, FINANCE,
14 POLICY-MAKING, AND MANAGEMENT to begin the transition to
15 national control of schools. Section 931 of GOALS 2000
16 states,
17

18 "New approaches are needed in the governance and
19 management of elementary and econdary education
20 within the United States at the State, local,
21 school building and classroom level."
22

23 Given that the Parkyn model is being implemented in every
24 state, can UNESCO governance be far behind?
25

26 Parkyn goes further to state that at the local level,
27

28 ". . .the policy-making and administrative
29 authorities should represent the relevant
30 government departments and all major local
31 associations and enterprises that will be sharing
32 in the operation of educational programmes and
33 facilities."

1 Because of our particular political circumstance, this
2 function of the UNESCO model is seen first at the state level
3 and then locally. Every state has integrated the various
4 state agencies into an organization like Washington State's
5 Family Policy Council. These Councils bypass most state
6 boards of education and set coordinated policy for the schools
7 as shown in EXHIBIT NO. 35, Washington State's Family Policy
8 Initiative.

9
10 Throwing a bone to local communities, the UNESCO model
11 gives the local education authority the responsibility for
12 "the provision, maintenance, and operation of public school
13 facilities." Parkyn states further that,

14
15 "The local boards of education should not
16 themselves be elected bodies, but should be
17 appointed by the elected general organ of the local
18 government of the area to which they would be
19 directly responsible for the provision of adequate
20 specific educational services in accordance with
21 general national policy."

22
23 What all this means is that each local district gets to pay
24 for and run their own schools as long as they comply with
25 national policy, national standards, and national curriculum,
26 which are ultimately controlled by UNESCO and the
27 INTERNATIONAL BUREAU OF EDUCATION.

28
29 The people's belief that educational restructuring is
30 locally based notwithstanding, it is clear that all school in
31 the United States are being restructured to comply with
32 UNESCO's LIFE-LONG EDUCATION MODEL as developed by George W.
33 Parkyn. It is also clear that the continued implementation of

1 this model will destroy even that which is left of a once
2 excellent education system. For, Parkyn states,

3
4 "First, the education of childhood and adolescence
5 now needs to aim at producing not educated people
6 but educable people."
7

8 The corresponding popular phrase heard in schools today is
9 "Learning to Learn." The concept is intellectually bankrupt
10 -- people do not have to learn how to learn -- it comes
11 naturally. Using the psychologists' definition of learning
12 the phrase actually means, "**conditioned for further**
13 **conditioning.**" The UNESCO model for LIFE-LONG EDUCATION, as
14 reflected in the current wave of school restructuring, ignores
15 the acquisition of knowledge and the capacity of rational
16 thinking, and thereby destroys the intellectual underpinnings
17 of the society -- INTELLECTUAL GENOCIDE.

End of Part 2

Part 3

COURT OF PUBLIC OPINION
UNITED STATES OF AMERICA

THE PEOPLE)
VS.) EDUCATIONAL RESTRUCTURING
THE EDUCATIONAL CONFEDERACY) ON TRIAL

Counsel for the Prosecution: O. Jerome (Jed) Brown
Katherine E. (Katie) Levans

PART 3

EVIDENCE FOR COUNT THREE OF THE INDICTMENT
GOALS 2000 - INSTITUTIONAL CHILD ABUSE

1 Ladies and Gentlemen of the jury -- Educational
2 restructuring, guided by GOALS 2000, presses into use programs
3 and materials that are, in actuality, based on four clusters
4 of goals found in UNESCO's Foundations of Life-long Education,
5 previously entered into evidence as EXHIBIT NO. 13. The
6 clusters are -- "Conventional Goals," having only a general
7 significance; "Ideals for the Development of Society," having
8 more significance; "Goals of Central Importance," outlining a
9 new quality of life; and "Instrumental Goals," of great
10 importance, describing the processes and outcomes central to
11 the achievement of the first three groups.

12

13 The facts to be entered as evidence will show that the
14 classroom practices of Transformational OBE, supported by
15 GOALS 2000 and based upon the aforesaid goals of life-long
16 education, constitute institutional child abuse. As proper
17 foundation, we shall, at this time, define the terms of abuse.

18

19 Neglect occurs when children are deprived of a solid
20 education in the academic disciplines.

1 The other forms of abuse described herein are derived
2 from the conceptual framework found in Taxonomy of Educational
3 Objectives, written by Benjamin Bloom, and entered here as
4 EXHIBIT NO. 36. Bloom describes education as lying within
5 three areas -- the "Psycho-motor Domain" of behaviors, the
6 "Affective Domain" of emotions, and the "Cognitive Domain" of
7 beliefs. Using Bloom's classifications -- manipulating a
8 child's behavior through animal conditioning is **PSYCHOLOGICAL**
9 **ABUSE**; trifling with a child's feelings through exploitive
10 counseling constitutes **EMOTIONAL ABUSE**; and controlling a
11 child's beliefs through knowledge deprivation results in
12 **MENTAL ABUSE**.

13

14 Institutionalized child abuse is being inflicted on every
15 child, in every classroom, every day, in every school across
16 this country.

17

18 **NEGLECT OF ACADEMICS**

19

20 As previously established, Life-long Education replaces
21 the acquisition of knowledge with the conditioning of
22 behavior. With an emphasis on mere Functional Literacy,
23 advocates of restructuring for UNESCO's Life-long Education
24 speak only of "Know-How", "organizing experience", and
25 "relevance to . . . EFFICIENCY." Karl W. Bigelow, Columbia
26 professor, is quoted as saying,

27

28 "Because of a failure to adopt a wise approach to
29 child growth and development, the primary school
30 still tends to function as if it were an
31 institution for the abolition of illiteracy."

32

33 Therefore, Life-long education places minimal emphasis on
34 academic skills, resulting in a program replete with neglect.

1 LANGUAGE is the first discipline to be neglected.
2 Reading is the foundation of all learning. Yet, following
3 Recommendation, No. 28 of the UNESCO/IBE International
4 Conference on Public Education in 1949, entered here as
5 EXHIBIT NO. 37 (see appendix), the use of effective phonetic
6 teaching methods has all but been eliminated in reading
7 instruction. The recommendation states,

8
9 "methods, such as the phonetic method, satisfy the
10 demands of adult logic and facilitate a teacher's
11 task, but begin with separate elements (eg. sounds,
12 letters, and symbols) of little significance to the
13 child mind."

14
15 Thus, reading is neglected, as functional literacy becomes
16 non-functional illiteracy. That is, however, to be expected
17 when Harvard professors like Anthony Oettinger believe that
18 comic book literacy is totally appropriate for the 21st
19 Century.

20
21 According to the UNESCO Commission Report, Learning to
22 Be, theories in genetic epistemology consider comprehension -
23 or UNDERSTANDING - of lesser importance than the 'higher-order
24 thinking skill" of inventiveness. As a result, the systematic
25 instruction required for accurate reading and full
26 comprehension is neglected. Current "whole language" programs
27 encourage GUESSING at words, and substituting words rather
28 than teaching intensive, systematic, phonetic decoding.
29 Reading is scraped for invention!

30
31 The irrelevance of accurate reading is confirmed in the
32 work of Washington state's UNELECTED Commission On Student
33 Learning, set up to reword the international standards already
34 paraphrased by the National Goals Panel. One reading outcome,

1 found in High Standards: Essential Learnings for Washington
2 Students, and entered here as EXHIBIT NO. 38, states:

3

4 "The student will use a variety of strategies to
5 construct meaning in and across text."

6

7 In addition to build, CONSTRUCT means to CONTRIVE, DEVISE, or
8 MAKE-UP.

9

10 "Inventive Spelling" carries the mind-set of illiteracy
11 into writing activities. Throughout the country, children are
12 being encouraged to MAKE-UP spellings.

13

14 A systematic study of English grammar has been replaced
15 with fads such as "Daily Oral Language", or "DOL," shown here
16 in EXHIBIT NO. 39. Parts of speech, verb forms, and related
17 grammatical skills are only superficially and randomly
18 covered. As a result, children are deprived of the skills
19 necessary to effectively use the English language.

20

21 Literature becomes a vehicle for integrating
22 controversial social issues into the classroom, rather than a
23 study of the powerful, effective, and precise use of various
24 writing styles and literary forms. A prime example is found
25 in the SCANS reports from the United States Department of
26 Labor, which recommend studying Shakespeare's Merchant of
27 Venice as a racist play and having students propose reasons it
28 should be banned from the curriculum.

{EDITORIAL NOTE: The original 1995 version of this video and
transcript included a quotation by James Moffett from the
Holistic Education Review, Spring, 1991, as EXHIBIT 40. This
quotation has been deleted from the revised transcript as it

was quoted out of context, altering Moffett's original idea. With a strong belief in the accuracy of documentation, the deletion was necessary to preserve the integrity of not only this production, but also Dr. Moffett's reputation. Our apologies to Dr. Moffett for this error.}

1 Neglect in the discipline of mathematics, as with most other
2 restructuring changes, begins with a new definition.
3 Essential Learnings for Washington Students defines math
4 simply as "a language and science of patterns", stating that
5 "doing mathematics is active and **inventive**," and "the use of
6 mathematics allows people . . . to make choices . . . as well
7 as appreciate its aesthetic aspects." The rigorous exactness
8 of math is nowhere to be found!

9

10 The Courtyard Project and the Aquarium Project, entered
11 as EXHIBITS 41 and 42, are typical activities from the New
12 Standards Project and use a TRIAL-AND-ERROR approach and
13 multiple solutions are acceptable.

14

15 Again, Anthony Oettinger reiterates the sentiments of
16 many:

17

18 "Do we really want to teach people to do a lot of
19 sums. . . when they have a five dollar, hand-held
20 calculator?"

21

22 Nearly every state has a required outcome similar to
23 Washington's which tells us that students will "appreciate the
24 cultural diversity in the development of mathematics." The
25 question remains, "Will they accurately add, subtract,

26

27

28

1 multiply, and divide? Ignorance of the facts and lessons of
2 history relegates children to bondage under the control of
3 tyrants. Yet, the UNESCO publication, Towards World
4 Understanding, states its position very clearly--

5
6 "the study of history. . . raises problems of value
7 which are better postponed until the pupil is freed
8 from . . . nationalist prejudices," and

9
10 "when the child (begins) the study of national
11 geography, he would already be partly immunized
12 against an exaggerated sense of the importance and
13 beauty of his own country,"" and finally,

14
15 "the study of modern history should be undertaken
16 only with young people whose. . . world mindedness
17 (has) already been well developed."

18
19 This high-school American History textbook, entered here
20 as EXHIBIT NO. 43, is typical of the many you see here - - Our
21 country's history prior to 1900 comprises only about 10% of
22 the text. Our constitutional form of government is given
23 short shrift, and the presidential cabinet is not even
24 mentioned. Twentieth Century "pop culture," like Star Wars
25 and the Wizard of Oz, is covered in more detail than the
26 Constitutional Convention and the Civil War combined.

27
28 Routinely, children are required to "invent" countries,
29 as shown in these examples entered as EXHIBIT NO. 44.
30 Typically the highest grades go to those with the most
31 socialistic forms of government. One project was returned for
32 revision several times because the constitutional form of
33 government was too similar to ours!

1 As a result of the abhorrent neglect of disciplined
2 academic instruction designed to instill KNOWLEDGE, children's
3 minds become atrophied and incapable of advanced academic
4 study or logical reasoning. These children become the slaves
5 of those who possess KNOWLEDGE.

6
7 **PSYCHOLOGICAL ABUSE**

8
9 Psychological abuse, the manipulation and conditioning of
10 behavior, is best exemplified in classroom activities used to
11 reach these UNESCO goals, as found in Foundations of Lifelong
12 Education --

- 13
14 - Enhancement of Educability
15 - Capacity for Responsible Choice
16 - Inward Youthfulness, and
17 - Self-directed Learning

18
19 If educated, knowledgeable people is not the current goal
20 of our schools, what is? UNESCO documents are replete with
21 guidelines for developing an EDUCABLE person who learns to
22 change, adjust, and adapt his behaviors. These changes are
23 accomplished utilizing the process of **behavioral conditioning**
24 most commonly known as Outcome-based Education or
25 Performance-based Education.

26
27 It was William Spady who coined the term Transformational
28 Outcome-based Education. Full implementation of Spady's
29 Transformational OBE is expected by the year 2000. Spady, in
30 compliance with UNESCO's Life-long Education model, advocates
31 eliminating curriculum-based school programs and replacing
32 them with activities and assignments based on "Complex Life
33 Roles." OBE removes time constraints and installs non-graded,
34 mixed-age classrooms where ALL students are "remediated" until

1 they "demonstrate competency." The Skinnerian conditioning of
2 OBE results in a lack of incentive, motivation, and active
3 engagement with the learning process, thereby placing children
4 in an abusive, falsely limiting mental box.

5
6 A "Capacity for Responsible Choice" is the driving force
7 behind all the so-called "prevention" programs, despite the
8 fact that numerous studies reveal substantial increases in
9 substance abuse and violence among children who participate in
10 these programs.

11
12 This internal QUEST memo, entered here as EXHIBIT NO. 45,
13 discusses the results of QUEST's Skills for Adolescents
14 classes in middle schools. After 30 days in the program
15 students reported that their use of cigarettes, alcohol,
16 marijuana, and hashish increased significantly and their use
17 of cocaine and crack also increased. Even more disturbing is
18 that these students reported a lower perception of RISK from
19 substance abuse. [see Correction page at the end of transcript and with video.]

20
21 Behavior and attitude changes such as this are consistent
22 with what psychologists tell us -- when a person's BEHAVIOR
23 conflicts with their beliefs, the beliefs will be adjusted to
24 match the behavior. By subtly encouraging participation in
25 self-abusive behavior, the sex, drugs, violence, and conflict
26 resolution curricula inflict psychological abuse on children.

27
28 Making responsible choices, the restructuring agents tell
29 us, requires "INWARD YOUTHFULNESS," defined as including
30 FLEXIBILITY and RISK-TAKING. Contemporary educational
31 theories encourage classroom teachers to use psycho-
32 therapeutic techniques such as role-playing, psycho-drama,
33 encounter-groups, journaling, sensitivity training, and magic
34 circles to instill flexibility and risk-taking behaviors.

1 These techniques, developed by psychiatrists for use with
2 seriously disturbed patients, permeate values clarification
3 strategies, like the 79 contained in this handbook, entered
4 into evidence as EXHIBIT NO. 46. As testified to by this 6th
5 grade text, marked EXHIBIT NO. 47, which contains chapters
6 like "What Common Psychological Needs Do Human Beings Have?"
7 and "What Happens When Psychological Needs Are Not Met?",
8 values clarification is commonly integrated into social
9 studies classes.

10
11 Education for the 70's, a report of The National
12 Education Association, entered here as EXHIBIT NO. 48, states
13 that,

14
15 "Schools will become clinics whose purpose is to
16 provide individualized, psycho-social treatment for
17 the student, and teachers must become psycho-social
18 therapists."

19
20 This is BLATANT abuse!

21
22 Children are also expected to become "SELF-DIRECTED
23 LEARNERS" who identify their **own needs** and set their **own**
24 **goals**. In schools we find two activities aimed at this
25 expectation.

26
27 First, is the use of individualized computer programs.
28 However, Dustin Heuston, of Utah's World Institute of Computer
29 Assisted Teaching, revealed the true purpose of these
30 programs, saying,

31
32 "We have been absolutely staggered by realizing
33 that the computer has the capability to act as if
34 it were ten of the top psychologists working with

1 one student. . .won't it be wonderful when. . .no
2 one can get between that child and that
3 curriculum?"

4
5 Second, we find students and parents being required to
6 sign performance and attendance contracts, entered as EXHIBIT
7 NO. 49, which often include REQUIRED extensive psychological
8 profiling and counselling. The national trend is for all
9 "alternative" schools, "magnet" schools, and other "Schools of
10 Choice" to require similar contracts.

11
12 Personal learning contracts are a central focus of the
13 restructuring proposal of the Modern Red Schoolhouse design
14 team, one of the projects funded by the New American Schools
15 Development Corporation and originally directed by former
16 Secretary of Education, William Bennett. EXHIBIT NO. 50.
17 Whether imposed on children, or required by contract,
18 psychiatric profiling and treatment of children in our public
19 schools is clearly abusive! Unfortunately, these facts are
20 usually **hidden** from unsuspecting parents.

21

22 EMOTIONAL ABUSE

23

24 Emotions, following on the heels of behavior, are the
25 next target of attack. The Life-long Education goals used as
26 primary weapons in this onslaught are again taken from
27 Foundations of Lifelong Education. They are:

- 28 * Exceeding One's Own Achievement
- 29 - A Personal Commitment
- 30 * Intra-Psychic Stability
- 31 * Inter-Learning, and
- 32 * Emotional Robustness

1 A "Personal Commitment" to continuous improvement is the
2 impetus behind programs such as "Unlocking Your Potential,"
3 entered as EXHIBIT NO. 51, which has both junior and senior
4 high versions. This program, and similar ones, are based
5 primarily on the concepts of needs fulfillment and
6 self-actualization developed by people like Abraham Maslow and
7 Carl Rogers. This "World Citizenship Curriculum," marked as
8 EXHIBIT NO. 52, even includes Maslow's charts and has 7th
9 through 12th graders reaching for the full spiritual climax of
10 self-actualization. William Coulson, former associate of Carl
11 Rogers, speaks loudly against self-actualization programs in
12 the schools, denouncing them as HARMFUL to children.

13

14 The latest concept to be used to fulfill the personal
15 commitment goal is "transpersonal" psychology, also called
16 "integrative" or "holistic" education. It is described as,

17

18 ". . . a still 'higher' fourth psychology,
19 transpersonal, transhuman, centered in the cosmos
20 rather than in human needs and interests."

21

22 These programs throw young children into emotional turmoil as
23 they are systematically trained to look within themselves for
24 life's answers. Children are conditioned to accept themselves
25 as their own highest authority -- thereby destroying the
26 foundation of classroom discipline.

27

28 As part of their quest for mental health, or
29 "Intra-Psychic Stability," children are regularly directed to
30 activate their psychic-self using "meditation", "centering",
31 and "visualization" techniques in which they often lie on the
32 floor in a darkened room, breathe deeply to become "relaxed",
33 and look within themselves for a personal spirit guide, or
34 "wise person", to help them. DUSO, Developing Understanding

1 of Self and Others, entered as EXHIBIT NO. 53, uses guided
2 imagery/visualization fantasy stories to introduce young
3 children to spirit entities. Programs with names like
4 "Thinking Skills", "Quieting Reflex", "Success Imagery", and
5 "Whole Mind Learning" contain similar activities. Robert
6 Muller's World Core Curriculum is one of many which encourages
7 "out-of-body" psychic exploration. Many SELF-ESTEEM strands
8 and counselling programs, like "Marvel S. Moose," seen here as
9 EXHIBIT NO. 54, also promote these practices.

10
11 Rather than promoting mental and emotional stability as
12 claimed, psychic activities which lead children to experiment
13 with psychic phenomena create extremely abusive emotional
14 trauma in children.

15
16 "Inter-Learning", or GROUP LEARNING, conditions children
17 to depend totally on their group for success and validation.
18 Individualism is destroyed, as children are forced to accept
19 group grades and rely on their peers, rather than themselves,
20 for school success. This coercion is found in all grades.
21 Listed on this handout, labeled as EXHIBIT NO. 55, are the
22 group rules for one geometry class at Decatur High School in
23 Federal Way, Washington. Not only are group grades given, but
24 "bonus points" are based on the LOWEST score in each group
25 when individual quizzes are given. ALL students are REQUIRED
26 to sign each group paper before it can be turned in. The
27 signature verifies that a student understands, can explain,
28 and AGREES WITH all the work. Can you imagine the group
29 pressure placed on a student who refuses to sign because he
30 doesn't understand, can't explain, or doesn't agree with all
31 the work and his signature would constitute LYING?

32
33 Requiring a CONSENSUS places abusive emotional stress on
34 children. Many children have become so dependent on their

1 group that they are unable to function independently.
2 Destroying a child's individualism and replacing it with group
3 dependency and 'group think' is emotionally abusive.

4
5 Many of the special conditions of modern life, the change
6 agents tell us, foster cognitive growth but inhibit the
7 expression of emotions. EMOTIONAL ROBUSTNESS, another UNESCO
8 goal, can, they say, only be achieved by a "reintegration" of
9 the cognitive and affective aspects of personality. To
10 accomplish this, courses are being developed which deal with
11 highly emotional topics to which children have had little
12 exposure, like "Death and Dying."

13
14 Dimensions of Loss and Death Education, entered here as
15 EXHIBIT NO. 56, is the clearest example of the 'reintegration'
16 effort. Each lesson includes a chart listing the content to
17 be covered along with the corresponding "Cognitive Learning
18 Experiences" and associated "Affective Learning Experiences."
19 Children are coached to explore, and give free rein to, their
20 emotions as they contemplate their own death and write their
21 own obituary.

22
23 Whether these highly emotional topics come as complete
24 programs, or are tucked into the textbook used in a
25 traditional course, emotional abuse ensues. More and more,
26 the emotional anguish created by participation in a death
27 education program manifests itself in increased suicide rates
28 among children and teens.

29
30 **MENTAL ABUSE**

31
32 Once children's behaviors and emotions have been
33 conditioned and brought into line, the final stage --
34 COMPLETE TRANSFORMATION OF BELIEFS -- can begin. These four

1 UNESCO goals, again, taken from Foundations of Lifelong
2 Education, previously entered as evidence, are directed at
3 accomplishing this transformation -- They are:

- 4 * Learning to Learn
- 5 * Acquisition and Renewal of Knowledge
- 6 * Professional, Technical, and
- 7 Vocational Know-how, and
- 8 * A Social Commitment

9
10 Expounding on the concept of "Learning to Learn," UNESCO
11 says,

12
13 ". . . education should aim not so much at
14 acquisition of knowledge. . . as rather at practice
15 in solving new problems. . . [today] there is less
16 need to know the content of information, which. . .
17 will soon be out of date. . . . It is more
18 important to be able to formulate questions
19 correctly than it is to know the answer. . . .
20 Moreover, rather than applying themselves to
21 learning, people must learn to learn."

22
23 As shown here in EXHIBIT NO. 57, "Higher Order Thinking
24 Skills" -- HOTS, and "Critical Thinking Skills" are the names
25 used for classroom activities aimed at this goal.

26
27 The "HOTS" computerized program for middle school
28 students is one of the most easily recognized. However,
29 usually the HOTS dogma is disguised and integrated into all
30 subjects. In Washington State the detailed "Learning to
31 Learn" benchmarks reappear in all areas -- Higher Order
32 Thinking Skills form the foundation of what has become the
33 Integrated curriculum.

34
35 This "Critical Thinking Skills for Social Studies"
36 outline, marked as EXHIBIT NO. 58, includes having 11th and

1 12th graders demonstrate the "high level" skills of finding a
2 river on a map and reading graphs.

3
4 According to Learning to Be, Scientific Humanism, the
5 philosophical foundation of learning to learn, strives to
6 indoctrinate children into believing that they should avoid
7 setting up beliefs as permanent because TRUTH and FACT WILL
8 and MUST CHANGE!

9
10 The goal of "Acquisition and Renewal of Knowledge" is an
11 effort to impose on children a belief that achieving
12 "enlightenment and wisdom" is preferable to the "mere
13 accumulation of information." The "enlightenment and wisdom"
14 UNESCO refers to are found in Marilyn Ferguson's THE AQUARIAN
15 CONSPIRACY and Alice Bailey's EDUCATING FOR THE NEW AGE,
16 entered as EXHIBITS 59 and 60 respectively. Both are
17 referenced in the preface to Robert Muller's, WORLD CORE
18 CURRICULUM, and this chart, EXHIBIT NO. 61, from the
19 Washington principal internship training manual is footnoted
20 as taken directly from THE AQUARIAN CONSPIRACY.

21
22 Classroom facilitators are being trained to use the
23 vision of these writings to tailor curricular strategies
24 around the student's "learning style" and "dominant
25 intelligence" as recommended back in 1947 by UNESCO, TOWARDS
26 WORLD UNDERSTANDING. The pseudo-sciences of "learning styles"
27 and Gardiner's "Multiple Intelligences," EXHIBITS 62 and 63,
28 are used to label children and determine the direction of
29 their schooling. Children, continually told that they are
30 "visual", "auditory" or "tactile" learners, not only come to
31 believe it, but discontinue their efforts to learn through all
32 available avenues. Additionally, labeling a child with a
33 "dominant intelligence" further restricts the child's beliefs
34 about himself and, consequently, his aspirations and interest
35 in striving for achievement in other areas of learning.

1 The aims of "Professional, Technical, and Vocational
2 Know-how" finalize the process of completely controlling every
3 child's life. Following UNESCO's Lifelong Education Model,
4 the SCANS "Career Pathways" lock a child into a vocation for
5 life. Upon demonstrating competency on the state assessment
6 and receiving an Initial Certificate of Mastery at about age
7 sixteen, students are tracked into a Career Pathway containing
8 a cluster of related jobs. Within each cluster, students are
9 additionally tagged for a vocational, technical, or
10 professional track, based upon their learning styles, dominant
11 intelligences, psychological natures, and personality
12 profiles, as well as the availability of jobs as determined by
13 quotas in the market place.

14

15 The final goal from FOUNDATIONS OF LIFELONG EDUCATION,
16 that of "Social Commitment," will require a "profound
17 commitment to social tasks" by every person -- young and old.
18 The aim is to bring about a "transformation of life in its
19 totality -- a transformation of both man and society."

20

21 Again, in LEARNING TO BE, UNESCO spokesmen denounce capitalism
22 claiming that it is dominated by, "the fetishism of material
23 values," and is "consumption centered." Perhaps the most
24 obvious curricular examples of this goal are the rush to teach
25 environmentalism and the push for mandatory community service.

26

27 Ultimately, the World Citizenship Curriculum and the
28 World Core Curriculum condition children to accept the New
29 International Economic Order by teaching them to be global
30 citizens -- NOT UNITED STATES CITIZENS.

31

32 The combined effect of the abuses being perpetrated on
33 children through neglect of the academic disciplines,
34 conditions behavior with Skinnerian rat psychology, creating
35 emotional turmoil, and ultimately restructuring belief
36 systems, is diabolical and criminal. Any parent who abused

1 their child to this extent would immediately have that child
2 removed from their home by child protective agencies. We, as
3 a society, can no longer sit idle! We must immediately stop
4 this institutionalized abuse of children!

End of Part 3

Part 4

COURT OF PUBLIC OPINION
UNITED STATES OF AMERICA

THE PEOPLE)
VS.) EDUCATIONAL RESTRUCTURING
THE EDUCATIONAL CONFEDERACY) ON TRIAL

Counsel for the Prosecution: O. Jerome (Jed) Brown
Katherine E. (Katie) Levans

PART 4

EVIDENCE FOR COUNT FOUR OF THE INDICTMENT:

GOALS 2000 - TREASON

1 Ladies and Gentlemen of the jury --

2

3 A charge of treason is very serious. Yet, treason must
4 be the charge, if truth is to be upheld. Entered here as
5 EXHIBIT NO. 64, Article III, Section 3 of the U.S.
6 Constitution reads: "Treason against the United States shall
7 consist only in levying War against them, or in adhering to
8 their enemies, giving them Aid and Comfort." The United
9 Nations and the International Bureau of Education, following
10 in the footsteps of their predecessor, the League of Nations,
11 are the great enemies levying war on every independent,
12 patriotic American. On the march to global domination, the
13 school playground has now become a battleground.

14

15 Dr. Harold Rugg planted the seed of sedition in his 1933
16 book for teachers, entitled The Great Technology, Entered
17 here as EXHIBIT NO. 65. Dr. Rugg's pronouncement:

1 "A new public mind is to be created through
2 the schools of the world we shall disseminate a new
3 conception of government"

4
5 This "new conception of government," or global citizenship, is
6 explicitly stated as the goal of education in the opening
7 pages of UNESCO's Toward World Understanding. UNESCO
8 recommends that children be educated in,

9
10 ". . .those qualities of citizenship which provide
11 the foundation upon which international government
12 must be based if it is to succeed."

13
14 Forget economic sanctions, forget naval blockades, forget
15 occupation forces, forget even nuclear weapons -- for the
16 enemy's greatest weapon is the UNESCO LIFE-LONG EDUCATION
17 MODEL. In Towards a Conceptual Model for Life-long Education,
18 Parkyn declares,

19
20 "The changes needed to implement the model of
21 life-long education. . .cannot be brought about
22 independently of other far reaching social changes.
23 Nor can major alterations in the structure of
24 education occur until people are ready to make
25 radical changes in the entire social structure."

26
27 By instituting the model, the new paradigm, in every school
28 throughout the United States, the country will be lost without
29 a shot ever being fired. Every child in the United States
30 will be indoctrinated to accept the United Nations as the
31 primary governing authority over all peoples of the world and
32 to view themselves as world citizens - rather than United
33 States citizens. Those promoting educational restructuring
34 have, indeed, become an educational confederacy, betraying a

1 sacred trust, by conspiring to give support and loyalty to the
2 enemy, in instituting the UNESCO LIFE-LONG EDUCATION MODEL in
3 every school throughout the United States.

4

5 Ladies and Gentlemen, the evidence will show that the
6 UNESCO LIFE-LONG EDUCATION MODEL is designed to destroy the
7 constitutional liberties of the citizens of the United States.
8 Further, the evidence will show that those promoting
9 educational restructuring have been trained as subversive
10 agents of the enemy and that they are engaged in the
11 traitorous sabotage of our educational system. And, finally,
12 the evidence will show that the ultimate plan of this
13 confederacy is to cunningly destroy all public authority over
14 our public institutions of education.

15

16 **TREASON THROUGH THE DESTRUCTION OF LIBERTY**

17

18 The treason of Life-long Education was foretold years ago
19 by Willard Givens, executive secretary of the National
20 Education Association from 1935 to 1952. At the July 1934
21 annual NEA meeting he declared:

22

23 "We are convinced that we stand today at the verge
24 of a great culture. . .but to achieve these things,
25 many drastic changes must be made. A dying
26 laissez-faire must be completely destroyed, and all
27 of us. . .must be subjected to a large degree of
28 social control."

29

30 What is this "dying laissez-fair" that needs to be destroyed?
31 An economic system based on minimum governmental interference,
32 i.e. capitalism supported by individual LIBERTY as protected
33 under our Constitution.

1 Although UNESCO speaks often about democracy, the
2 capitalistic democracy of the United States is obviously held
3 in contempt. According to the book, Foundations of Life-long
4 Education, UNESCO has a much different brand of democracy in
5 mind for the New World Order. The foundations book states,
6

7 "The democratic achievements of socialist countries
8 and the democratic development in the system of
9 planning and administration have laid the
10 foundation of a way of life which makes everyone
11 understand its individual relevance, so that people
12 do not feel like a tiny cog within a wheel. Under
13 these circumstances the chances of the motivation
14 leading to lifelong education are steadily
15 increasing."
16

17 Yes, the traitors involved in educational restructuring
18 believe that our capitalistic democracy,
19

20 ". . .lays the foundations of rivalry and
21 aggression and encourages exaggerated consumption,
22 [making] man a slave of ambition and status
23 symbols."
24

25 Perhaps that is why the Foundations book goes further to
26 state,
27

28 "In socialist countries the conditions for the
29 realization of lifelong education are much more
30 favorable. . . . The social structure of these
31 countries does not encourage the materialistic
32 outlook because there is no opportunity for
33 activities directed towards material success.
34 These restraints enable the people in socialist

1 countries to concentrate on more essential values
2 of life, on cultural and social activities."
3

4 Based on the same kind of democracy inspired by the little red
5 book of China's former Chairman Mao, the LIFE-LONG EDUCATION
6 MODEL shall restructure our schools for the advent of the New
7 World Order by destroying our constitutionally-protected
8 liberties.

9
10 According to Black's Law Dictionary, entered as EXHIBIT
11 NO. 66,

12
13 ". . .the 'liberty' guaranteed and protected by
14 constitutional provisions denotes not only freedom
15 from unauthorized physical restraint, but embraces
16 also the freedom of an individual to use and enjoy
17 his faculties in all lawful ways, acquire useful
18 knowledge. . .and bring up children. . . engage
19 in any of the common and lawful occupations of
20 life. . .and generally to enjoy those privileges
21 long recognized at common law as essential to the
22 orderly pursuit of happiness by free people."

23
24 The first item to go under life-long education is
25 individualism, the liberty to be whatever a person perceives
26 himself to be. It is being replaced with group dependency, as
27 previously shown in the evidence on institutional child abuse.
28 In promoting socialism, the model shall restructure life for
29 all people. In UNESCO's Foundations of Lifelong Education,
30 among the philosophical aspects of life-long education, it is
31 written,

32
33 "If we accept the ideas of lifelong education, we
34 should also accept one particular mode of life."

1 The model replaces liberty with equality, but equal, in
2 socialist countries, means that every one will be the same.
3 Again, in the Foundations book we find that life-long
4 education promotes,

5

6 ". . .equality of end result, and not merely of
7 opportunity."

8

9 No person has the liberty to be better or worse than another.
10 Further, it is stated that life-long education seeks to,

11

12 ". . .foster equality in terms of opinions,
13 aspirations, motivations, and so on."

14

15 Can there be any doubt that these traitors wish to destroy the
16 rugged individualism that is the cornerstone of American
17 liberty?

18

19 The second liberty to be destroyed under the programs of
20 UNESCO's life-long education is the use and enjoyment of one's
21 faculties. Again, quoting from Foundations of Lifelong
22 Education,

23

24 "The educational process will no longer be
25 associated with school and book-learning, and with
26 merely intellectual faculties."

27

28 The entire UNESCO thrust towards functional literacy, through
29 the neglect of solid instruction in the academic disciplines
30 limits the child's capacity for reasoning, problem solving,
31 and critical analysis. In practical terms, the liberty to use
32 one's faculties is destroyed because the faculties are
33 themselves destroyed.

1 Thus limited, the person's liberty to acquire useful
2 knowledge is devastated. As already shown, life-long,
3 life-wide education supplants the acquisition of knowledge
4 with educability and learning to learn. Curriculum, based on
5 the academics, is scrapped for integrated classes centered on
6 controversial issues and complex life roles. The
7 neo-behavioristic, Skinnerian conditioning process of
8 Transformational outcome-based education trains children, like
9 rats, in the behaviors necessary to functioning in the New
10 World Order, depriving them of the liberty to acquire
11 knowledge.

12

13 Next, the liberty of parents to bring up their children
14 is being wrenched from their control and handed over to the
15 "whole village." As shown by evidence presented in
16 conjunction with UNESCO's Life-long Education Model,
17 "Readiness to Learn" programs dictate to parents how their
18 children are to be reared. Community-based consortiums,
19 following the UNESCO program, support the belief stated in
20 Foundations of Lifelong Education:

21

22 "If children, and especially children from home
23 backgrounds in which early childhood is likely to
24 be spent in conditions of minimal stimulation, are
25 to develop their psychological potentials to the
26 full, it seems to be necessary that formal
27 provision be made for the fostering of
28 psychological growth."

29

30 Thus, these traitors, peddling educational restructuring,
31 condescend to accept parents only as secondary "partners" in
32 the child's life, destroying the constitutional liberty of a
33 parent to bring up children.

1 Also, the liberty to choose your occupation will soon be
2 gone. UNESCO's plan for dequalifying the U.S. workforce to
3 meet the international ISO 9000 standards, as implemented
4 through the SCANS Career Pathways, will assign every person to
5 a vocational track from which deviation becomes nearly
6 impossible. UNESCO has even gone so far as to recommend
7 mandatory relocation of workers to other countries in order to
8 maintain economic stability and balance within the Global
9 Economy.

10
11 Lastly, with the Certificates of Mastery, Life-long
12 Education will seriously restrict the "privileges long
13 recognized at common law." These privileges will now be used
14 to coerce people, especially children, to conform to the
15 international standards. Chester Finn, master mechanic of
16 America 2000, explains the process in his book, We Must Take
17 Charge -- Our Schools and Our Future, shown here as EXHIBIT
18 NO. 67. Finn states,

19
20 "Perhaps the best way to enforce this standard is
21 to confer valuable benefits and privileges on
22 people who meet it, and to withhold them from those
23 who do not. Work permits, good jobs, and college
24 admission are the most obvious, but there is ample
25 scope here for imagination in devising carrots and
26 sticks. Drivers' licenses could be deferred. So
27 could eligibility for professional athletic teams.
28 The minimum wage paid to those who earn their
29 certificates might be a dollar higher."

30
31 Mr. Finn and his fellow traitors should read the Constitution.

32
33 In the final analysis, the UNESCO/IBE LIFE-LONG EDUCATION
34 MODEL engenders treason. The model is designed to destroy the

1 liberties protected by the Constitution of The United States
2 of America. To implement the UNESCO/IBE model is to surrender
3 our national sovereignty and to sacrifice our liberties that
4 have been purchased at the price of blood.

5
6 **TREASON THROUGH SUBVERSIVE AGENTS**

7
8 Because treason is not something entered into lightly,
9 the UNESCO LIFE-LONG EDUCATION MODEL is being implemented
10 through deception by subversive agents. The common term for
11 these subversives is "Change agent." A change agent is a
12 person who facilitates, or brings about a planned change, or
13 series of changes, in society. In the beginning, the planned
14 results are known only to the agents themselves. These
15 agents, usually working with groups of people, use
16 sophisticated methods to dupe the unsuspecting into believing
17 that the desired change was indeed the group's original idea.
18 In other words, change agents are nothing more than elaborate
19 con artists working as social engineers of public opinion.

20
21 In 1973, the U.S. Office of Education, preparing to
22 implement the UNESCO model, was instrumental in publishing --
23 Training for Change Agents, written by Havelock and shown here
24 as EXHIBIT NO. 68. This book details the roles and methods of
25 change agents. Beginning in 1975, federal grant money funded
26 the training of the first 500 recruits in 20 colleges and
27 universities across the country. Since then, hundreds of
28 thousands of change agents, or facilitators, have moved into
29 schools to act as covert agents of the United Nations.

30
31 As with any covert espionage mission, the true purposes
32 and goals driving educational restructuring are revealed only
33 on a "need-to-know" basis. Thus, it becomes easy to fool
34 people into joining in subversive activities that will lead to

1 the implementation of the UNESCO model. Using trite phrases,
2 emotionally charged buzz-words, redefined terminology, and
3 outright fraud, these change agents have deceptively recruited
4 other teachers, administrators, school board members,
5 site-based council members, legislators, business people, and
6 even parents into their confederacy of traitors.

7
8 Perhaps the most widely used method of facilitating, or
9 brainwashing, the new recruits is the policy **Delphi Technique**,
10 developed by the Rand Corporation in the 1940's. The Delphi
11 is a group, or team approach used to build a false **CONSENSUS**,
12 or, as confirmed by research, **GROUP THINK**. The stages of the
13 team building process that are a prerequisite for achieving
14 **GROUP THINK** have been clearly and thoroughly explained by Gene
15 Maeroff, a senior fellow at the Carnegie Foundation for the
16 Advancement of Teaching. Found in this March, 1992, issue of
17 Kappan, entered as EXHIBIT NO. 69, Maeroff explains that the
18 potential team members should participate in a retreat or
19 seminar where they can be,

20
21 ". . .exposed to cutting-edge ideas that will be
22 central to changes that they seek to pursue."

23
24 Further, Maeroff says that individual members must,

25
26 ". . .go through a series of experiences . . .
27 designed to bond them into a team."

28
29 To the greatest extent possible, the team is insulated from
30 outsiders until this bonding is achieved and true brainwashing
31 can begin. [See Correction page at end of transcript and with video.]

32
33 The brainwashing of the **Delphi Technique** systematically
34 inhibits open discussion and stifles disagreement with the

1 facilitator of the group. If a team member tries to disagree
2 with group decisions, subtle pressure in the form of
3 disapproval is exerted by the other members. If subtle
4 disapproval fails to control the dissenter, stronger efforts
5 are made to at least limit the extent of his deviation, making
6 him a "domesticated dissenter." If these efforts fail, the
7 dissenting member is ostracized and ultimately expelled from
8 the group. Using this coercive approach, dissenting teachers
9 are threatened with job loss; non-conforming committee members
10 are replaced; discordant parents are silenced at PTA
11 meetings; and resistant community members are summarily
12 dismissed at school board meetings.

13

14 The **Delphi Technique** is so powerful with regard to
15 creating **GROUP THINK** that individual team members will agree
16 to things they know to be unethical, immoral, or false, rather
17 than go against the group. To salve his conscience, the
18 individual bonds more tightly to the group and the team's
19 powerful influence over him is increased.

20

21 Once **GROUP THINK** is firmly established, these
22 change-agents are then indoctrinated in the use of three
23 strategies for change, as laid out in UNESCO's Life-long
24 Education Model. The three tactics are --

25

26 1) the **RATIONAL/EMPIRICAL APPROACH**,
27 which attempts to convince people intellectually, but
28 which, UNESCO says, is the least likely to be effective.

29

30 2) the **NORMATIVE APPROACH**,
31 which plays on people's emotions and sentiments. This
32 emotional re-education of large sections of the adult
33 population will likely be required, according to UNESCO
34 experts.

1 3) the COERCIVE APPROACH,
2 which uses the allocation of authority, power, and
3 financial resources to convince people that they have
4 more to gain by supporting reforms than by opposing them.

5
6 Thus equipped, the change agents manipulate public policy
7 through the mass media, social action, in-service training
8 seminars, principal and administrator internship programs, PTA
9 meetings, and community forums -- then pompously declare that
10 the decision is a grassroots mandate of the people. The
11 change agents, facilitators, and all those who are
12 contributing to the restructuring of education are guilty of
13 treason for aiding and abetting, whether by stealth and
14 deception or intent and design, the enemies, UNESCO AND THE
15 INTERNATIONAL BUREAU OF EDUCATION.

16

17 TREASON THROUGH CHOICE, VOUCHERS, AND CHARTER SCHOOLS

18

19 Acting as agents under deep cover, certain past officials
20 of the U.S. government, like George Bush, William Bennett, and
21 Chester Finn, are indeed acting as shills for UNESCO and the
22 INTERNATIONAL BUREAU OF EDUCATION, as they deceive good
23 conservatives into believing that a "Choice," "Voucher," or
24 "Charter" school system is the American way, when, in fact,
25 such a system is anti-American and part of the UNESCO plan.
26 Yes, joined by the Republican Party, Bill Bennett and EMPOWER
27 AMERICA are pushing parts of the plan designed by UNESCO.

28

29 In the book, Foundations of Lifelong Education, we find
30 the following:

31

32 "In all advanced countries educational systems are
33 controlled by the state by means of direct
34 management, legislative provisions, or various

1 kinds of financial control. If lifelong education
2 . . . becomes the guiding principle, the educational
3 system cannot possibly be a centralized and
4 monolithic one."

5

6 Further, the text says the education system must be
7 decentralized and

8

9 ". . . must be built on the democratic participation
10 of the base and on the principle of individual
11 choice. . . ."

12

13 We submit, that Mr. Bennett, as former U.S. Secretary of
14 Education and the holder of a Ph.D. in Philosophy, knows full
15 well what he is doing in pursuing an education system based on
16 these tenets.

17

18 Chester Finn, former head of the Office of Educational
19 Research and Improvement (OERI) and, at the direction of
20 George Bush, Master craftsman of AMERICA/GOALS 2000, strongly
21 advocates a choice and voucher system in his book, We must
22 Take Charge: Our Schools and Our Future. Choice, he claims,
23 is the best method for imposing a nationally prescribed core
24 curriculum on ALL schools - public, private, and parochial.
25 Thus, through a choice, voucher, charter school program ALL
26 schools become the same, based on the UNESCO/IBE MODEL FOR
27 LIFE-LONG EDUCATION. The fact is that we already have a
28 choice to use the public schools or to educate our children
29 elsewhere. To institute a voucher program is reminiscent of
30 Henry Ford's admonishment -- you can have your car in any
31 color as long as it is black.

32

33 To aid in the implementation of this form of Democratic
34 Socialism, Section 308 of Goals 2000 puts into law a

1 requirement for every state to promote "public 'charter
2 schools' and other mechanisms for increasing choice among
3 public schools" as one aspect of qualifying for State
4 Improvement Plan funds. Many states, like Oregon, included
5 choice and charter schools in their education restructuring
6 law. Others, like Washington, have had choice and charter
7 schools legislation introduced, but not yet passed.

8
9 These Choice, Voucher, or Charter Schools are to be
10 administered by private, for-profit corporations, appointed
11 boards, or site-based councils, and funded with tax dollars in
12 the form of "vouchers" or "scholarships." In order to be
13 approved and granted a charter, each school must comply with
14 all the requirements of state restructuring laws, Goals 2000,
15 and, therefore, as previously shown, UNESCO's life-long
16 education model. Students must work towards the Certificates
17 of Mastery. They must perform well on the state version of
18 the National Assessment of Education Progress (NAEP) or the
19 charter will be terminated. In other words, the plan is to
20 create a new system of public schools-- "schools of choice" or
21 "charter schools" -- using tax money, yet unaccountable to the
22 taxpayers.

23
24 Booth Gardner, the former Governor of the State of
25 Washington and currently the U.S. Ambassador in Geneva for
26 GATT, was a leader in educational restructuring. While
27 Governor, he formed The Governor's Council on Education Reform
28 and Funding, a Blue Ribbon Commission, to begin the process of
29 transforming Washington's Education System. (Putting Children
30 First entered as EXHIBIT NO. 70). The Council had as a
31 consultant, John Chubb, a fellow at the Brookings Institute
32 and an expert in Choice and Voucher programs. Politics,
33 Markets, and America's Schools, a book co-written by John
34 Chubb and Terry Moe, entered here as EXHIBIT NO. 71, tells the
35 real and treasonous intent of voucher or charter schools.
36 They state:

1 "Our guiding principle in the design of a choice
2 system is this: Public authority must be put to
3 use in creating a system that is almost entirely
4 beyond the reach of public authority."
5

6 What could be more treasonous than a plot to misuse
7 public authority to deceptively destroy the public control of
8 a public institution? The Revolutionary War was fought over
9 the same principle -- **TAXATION WITHOUT REPRESENTATION.**
10

11 **CLOSING ARGUMENT**
12

13 Ladies and Gentlemen of the Jury, You have heard the
14 evidence relating to the charges. You have seen over seventy
15 documents confirming what you have heard. The evidence shows
16 that those promoting educational reform and restructuring are
17 intentionally perverting the truth in order to deceive the
18 citizenry of the United States; that this confederacy of
19 reformers is committing treason, by aiding and abetting the
20 United Nations in an attempt to destroy the very foundations
21 of our society through the implementation of the UNESCO/IBE
22 LIFE-LONG EDUCATION MODEL. The evidence further shows that
23 this confederacy, through the willful misuse of public
24 authority, is indeed fostering corrupt practices of education,
25 based on Skinnerian Behavioral Conditioning, that inflict on
26 our young a host of abuses that will ultimately lead to
27 intellectual genocide.
28

29 Ladies and Gentlemen, we submit that the evidence is
30 overwhelming and that you are compelled by that evidence to
31 find the accused guilty on all charges. Nevertheless, if
32 there be any doubt left that educational restructuring will
33 indeed destroy all that we hold dear, let us share yet another
34 quotation from Foundations of Life-long Education. As you
35 listen to the words, remember that the evidence has clearly
36 shown that the Transformational OBE of the UNESCO LIFE-LONG

1 EDUCATION MODEL is based on behavioral conditioning as
2 developed by B.F. Skinner. The book states,

3
4 "There is a dilemma facing lifelong education: it
5 can either respond to the currently apparent needs
6 of a changing society by subtly conditioning man
7 (this is a general tendency in Skinner's work)
8 acting as a handmaiden to production in the
9 utilitarian perspective of returns on investment,
10 i.e., aiming primarily at efficiency, . . ."

11
12 ". . . If lifelong education were to be based on
13 the efficiency and facility of learning methods
14 (conditioned intellectual and motor reflexes) with
15 the aim of increasing the yield of business
16 enterprises and economic growth, it would merely
17 serve to establish a totalitarian, one-dimensional
18 society which would, for the first time in history,
19 be irreversible. It would be the "closed" society,
20 Henri Bergson's "insect society". And there would
21 be no way of return."

22
23 Ladies and Gentlemen, in these days, when power is being
24 seized by a host of international entities like the World
25 Health Organization, the World Labor Organization, and, now
26 under GATT, the World Trade Organization, must we allow even
27 our children to be sold into bondage to the United Nations
28 before we rise up like men and say "NO MORE!" Ladies and
29 Gentlemen, we ask you -- no we implore you, in the name of the
30 children -- to find each and every member of THE EDUCATIONAL
31 CONFEDERACY guilty as charged, and further, to take action to
32 stop the restructuring and restore our educational system. As
33 a matter of conscience, exercise your political will as free
34 men and women, before it is too late -- before the lamp of

1 knowledge is swallowed up by darkness, -- before your
2 children, all children, are condemned to life in an "Insect
3 Society."

End of Part 4

Exhibits

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Appendix



SCHOOL
POLICY
INSTITUTE

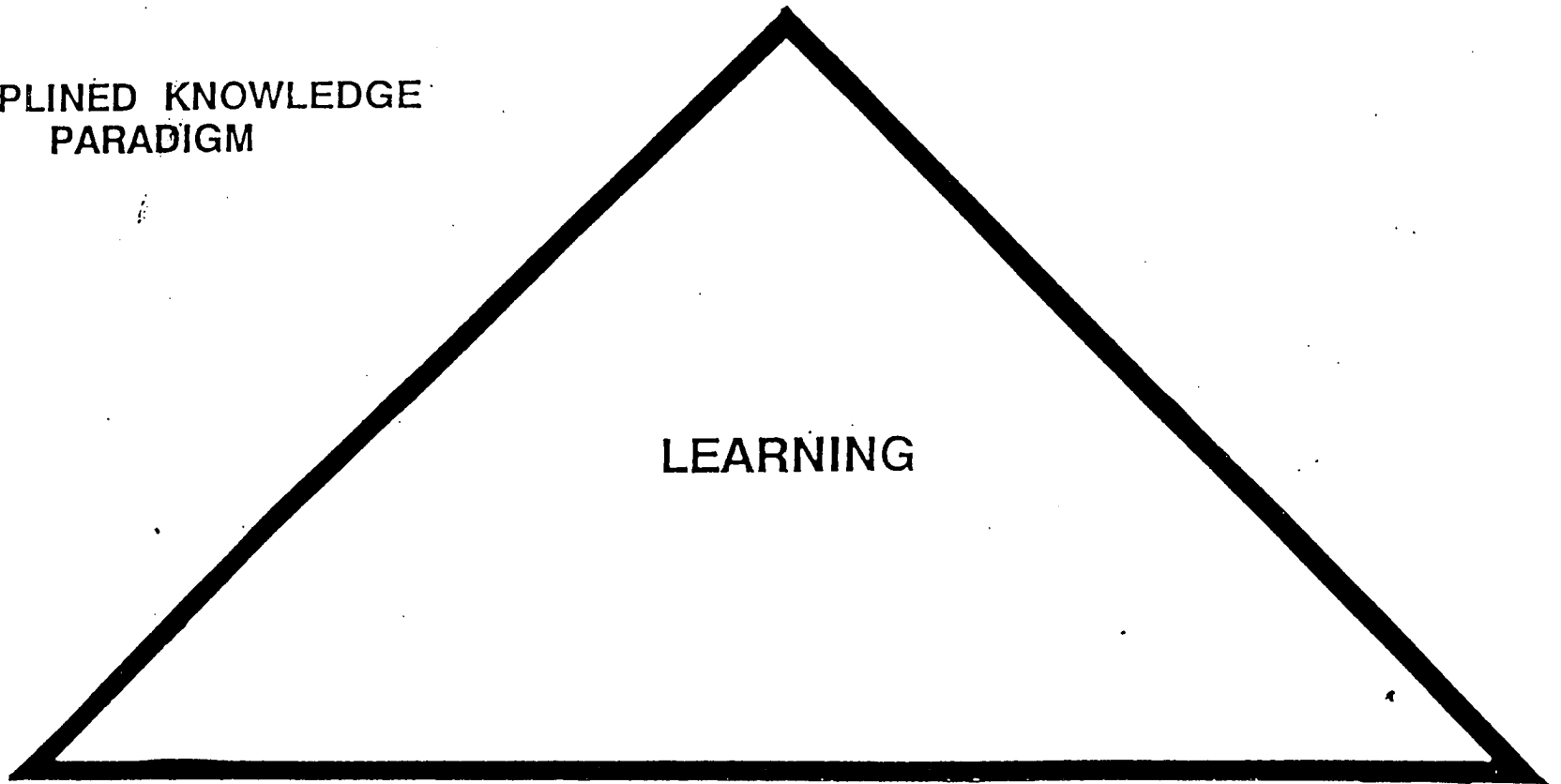
STUDENT

DISCIPLINED KNOWLEDGE
PARADIGM

LEARNING

TEACHER

KNOWLEDGE





SCHOOL
POLICY
INSTITUTE

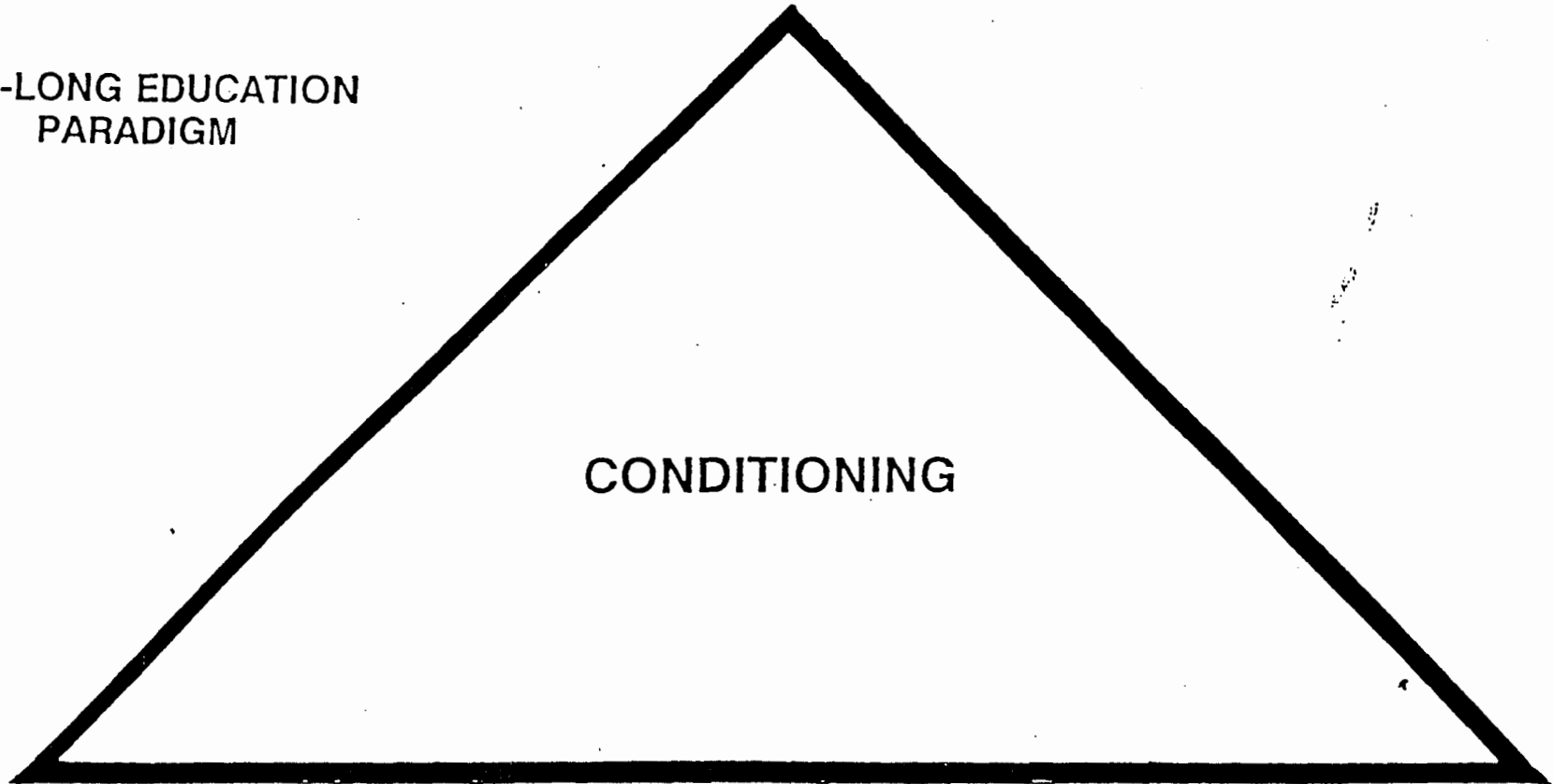
HUMAN RESOURCE
MATERIAL

LIFE-LONG EDUCATION
PARADIGM

CONDITIONING

FACILITATOR

BEHAVIOR



World Declaration on Education for All

GOALS AND TARGETS

8. Countries may wish to set their own targets for the 1990s in terms of the following proposed dimensions:

1. Expansion of early childhood care and developmental activities, including family and community interventions, especially for poor, disadvantaged and disabled children;
2. Universal access to, and completion of, primary education (or whatever higher level of education is considered as "basic") by the year 2000;
3. Improvement in learning achievement such that an agreed percentage of an appropriate age cohort (e.g., 80 percent of 14 year-olds) attains or surpasses a defined level of necessary learning achievement;
4. Reducation of adult literacy rate (the appropriate age group to be determined in each country) to, say, one-half its 1990 level by the year 2000, with sufficient emphasis on female literacy to significantly reduce the current disparity between male and female illiteracy rates;
5. Expansion of provisions of basic education and training in other essential skills required by youth and adults, with programme effectiveness assessed in terms of behavioral changes and impacts on health, employment and productivity.
6. Increased acquisition by individuals and families of the knowledge, skills and values required for better living and sound and sustainable development, made available through all education channels including the mass media, other forms of modern and traditional communication, and social action, with effectiveness assessed in terms of behavioral change.

PUBLIC LAW 103-227—MAR. 31, 1994

TITLE I—NATIONAL EDUCATION GOALS

SEC. 101. PURPOSE.

The purpose of this title is to establish National Education Goals.

SEC. 102. NATIONAL EDUCATION GOALS.

The Congress declares that the National Education Goals are the following:

(1) SCHOOL READINESS.—(A) By the year 2000, all children in America will start school ready to learn.

(2) SCHOOL COMPLETION.—(A) By the year 2000, the high school graduation rate will increase to at least 90 percent.

(3) STUDENT ACHIEVEMENT AND CITIZENSHIP.—(A) By the year 2000, all students will leave grades 4, 8, and 12 having demonstrated competency over challenging subject matter including English, mathematics, science, foreign languages, civics and government, economics, arts, history, and geography, and every school in America will ensure that all students learn to use their minds well, so they may be prepared for responsible citizenship, further learning, and productive employment in our Nation's modern economy.

(4) TEACHER EDUCATION AND PROFESSIONAL DEVELOPMENT.—

(A) By the year 2000, the Nation's teaching force will have access to programs for the continued improvement of their professional skills and the opportunity to acquire the knowledge and skills needed to instruct and prepare all American students for the next century.

(5) MATHEMATICS AND SCIENCE.—(A) By the year 2000, United States students will be first in the world in mathematics and science achievement.

(6) ADULT LITERACY AND LIFELONG LEARNING.—(A) By the year 2000, every adult American will be literate and will possess the knowledge and skills necessary to compete in a global economy and exercise the rights and responsibilities of citizenship.

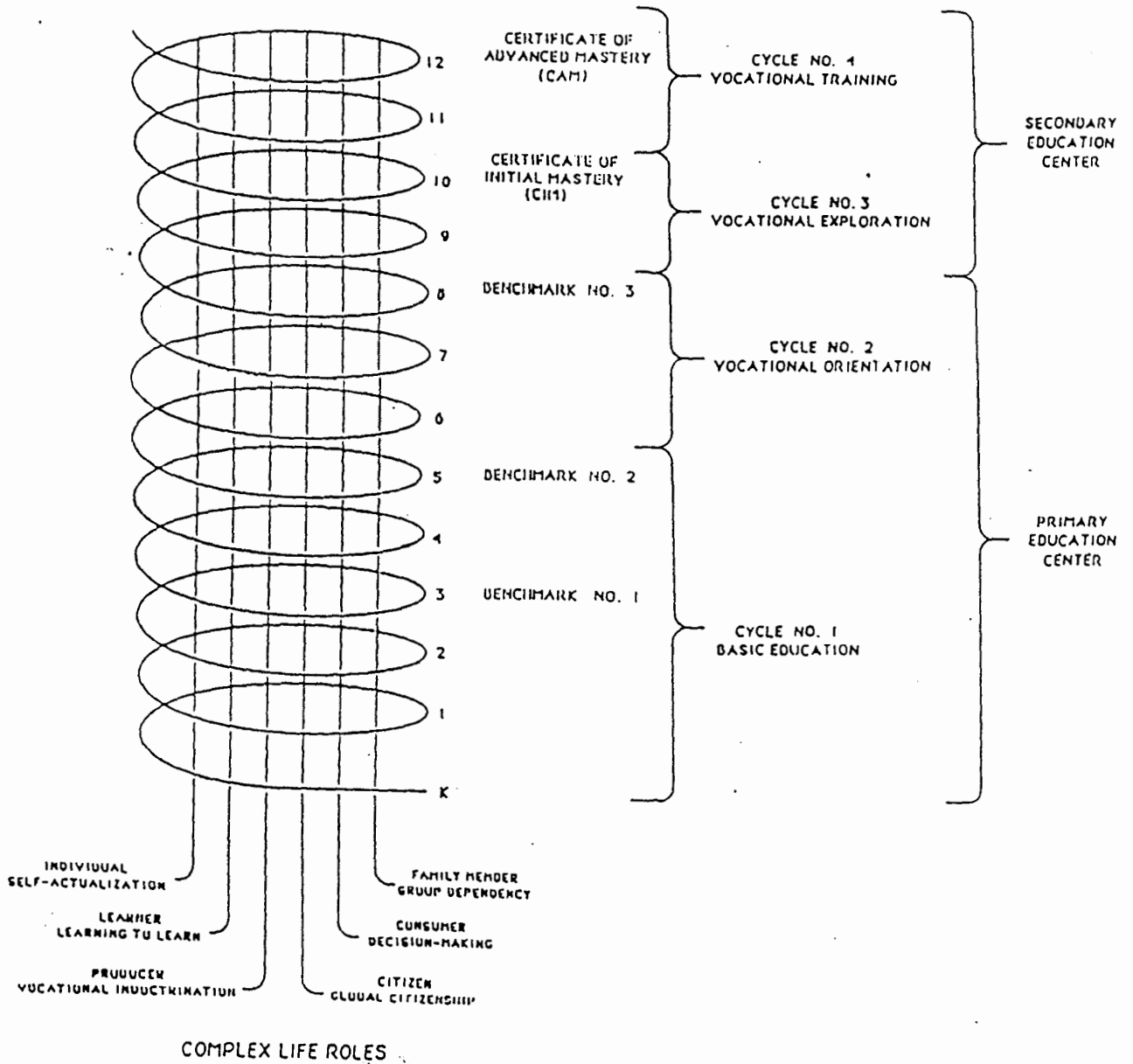
(7) SAFE, DISCIPLINED, AND ALCOHOL- AND DRUG-FREE SCHOOLS.—

(A) By the year 2000, every school in the United States will be free of drugs, violence, and the unauthorized presence of firearms and alcohol and will offer a disciplined environment conducive to learning.

(8) PARENTAL PARTICIPATION.—

(A) By the year 2000, every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children.

SPIRAL CURRICULUM OF TRANSFORMATIONAL OUTCOME-BASED EDUCATION



IS YOUR CHILD AT RISK?

Below are 50 at-risk criteria developed by The Phronesis Group

While the actual wording of the criteria is ours, each criteria is adapted from the Parents as Teachers - Planning and Implementation Guide for the state of Missouri and Part 2 of the Birth to 6 State Planning Project of the Interagency Coordinating Council for the State of Washington.

1. Was your child born premature?
2. Was your child born under 5 pounds?
3. Was there an emergency delivery?
4. Was there evidence of birth trauma?
5. Did your baby have a prolonged hospital stay?
6. Has your child had low weight gains?
7. Has your child shown slow growth in length and head circumference?
8. Has your child had a poor appetite?
9. Has your child had frequent illness?
10. Has your child had any delay in development detected through observation and screening?
11. Do you have to punish rather than teach your child?
12. Are you unable to set consistent limits for your child?
13. Are your limits too harsh?
14. Are you too ill to effectively deal with your child?
15. Are you too heavy to effectively deal with your child?
16. Are you too tired to effectively deal with your child?
17. Are you too depressed to effectively deal with your child?
18. Are you of low-level intelligence?
19. Do you abuse alcohol or drugs?
20. Are you handicapped?
21. Are you injured?
22. Do you ignore your child?
23. Do you fail to give your child affection?
24. Do you fail to exhibit a caring attitude toward your child?
25. Do you have an ineffective parent/child relationship?
26. Does your child expect immediate gratification?
27. Do you give into your child's temper tantrums?
28. Does your child "rule the roost?"
29. Do you talk to your child enough?
30. Do you call your child bad names?
31. Does it seem that you dislike your child?
32. Do you have trouble controlling your temper?
33. Do you get unreasonably angry about things your child does?
34. Does your family exhibit one of the following stress factors?

death in family	divorce
separation	parent that travels
moving to new home	birth of sibling
3 children under age 3	prolonged illness
loss of job	low income
over crowding in home	frequent conflict
35. Are there indications that suggest possible child abuse?
36. Does your child have allergies?
37. Is anyone in your household a smoker?
38. Is there a history of hearing loss in your family?
39. Does your child get enough stimulation?
40. Does your child get too much stimulation?
41. Does your child have toys that are inappropriate?
42. Does your child have too few toys?
43. Is there a lack of routine in your home?
44. Is your child of non-white racial origin?
45. Do you work?
46. Are you unemployed?
47. Does your child follow a diet with proper nutrition?
48. Has your child received all required immunizations?
49. Do you have a high school diploma?
50. Are you a single parent?

RECOMMENDATION No. 28

concerning

THE TEACHING OF READING

The International Conference on Public Education,

Convened at Geneva by the United Nations Educational, Scientific and Cultural Organisation, and the International Bureau of Education, and being assembled on the fourth of July for its twelfth session, adopts on the twelfth of July, nineteen hundred and forty-nine, the following recommendation

The Conference,

Considering that reading is not only a basic educational technique involving a whole group of mental processes, but is also the chief means of achieving knowledge and full cultural development ;

That a child should always learn to read with full understanding of what he is reading

That the teaching of reading cannot be dissociated from the teaching of the mother tongue and its various means of expression, or from the first steps in writing ;

That developments in psychology and educational theory permit an increasing use of methods better adapted to a child's capabilities ;

Recognising that :

a) methods, such as the phonetic method, satisfy the demands of adult logic and facilitate a teacher's task, but begin with separate elements (e.g., sounds, letters or symbols) of little significance to the child mind,

b) methods based on psychology (the so-called sentence or "global" methods), conform more to the mental capacity of a child, and enable the teaching of reading to be correlated to a greater degree with general class activities, but call for a fuller training of the teacher.

Believing that the choice of reading methods is influenced among other things by the structure of the language and by the school organisation of each country,

Taking into account these various points,

Submits to the Ministries of Education of the various countries the following recommendation :

1) That school authorities be above all concerned to

a) teach every child of school age and every illiterate adult to read fluently,

b) improve the relevant teaching methods through research and experiment, and

c) ensure by every possible means that adolescents continue to be able to read fluently, after they have left school ;

2) That reading be introduced only when a child has already achieved a sufficient command of words and had the necessary sensory-motor training, and is thus adequately prepared ;

3) That school organisation be such that a teacher is able to remain with his pupils until their first steps in reading are concluded ;

4) That, wherever possible, methods of teaching children to read incorporate the findings of educational theory ;

5) That a taste for reading be developed from the outset by the use of sentences and good reading matter associated with a child's immediate interests and activities, and that this taste be sustained throughout the whole of a child's school life by the establishment and continual enlargement of school libraries ;

6) That school printing presses, which are invaluable aids in teaching, be encouraged ;

7) That both reading primers and books for leisure-time reading (whether for children or adults) be adapted to the mental development and the interests of their readers, special attention being given to subject matter and the choice of type and illustrations ;

8) That children having special difficulty in learning to read be given supplementary teaching suited to their needs ;

9) That tests of oral and silent reading be used, so that the results obtained at various ages may be objectively measured and compared ;

10) That in view of the need to combat adult illiteracy in many parts of the world, a concerted effort be made to develop mass techniques of language teaching, to prepare suitable reading material, and to exchange experience among the nations concerned with this problem.

CORRECTIONS

While very careful attention has been given to the accuracy of the information contained in THE PEOPLE VS. THE EDUCATIONAL CONFEDERACY, any project of such magnitude may inadvertently contain a minor error. With a passion for truth, as any error may be discovered, we believe strongly that it is our obligation to make the necessary corrections. To date, only two such errors have surfaced.

CORRECTION NO. 1

Regarding Part 3, INSTITUTIONAL CHILD ABUSE, PAGE 8, LINES 12-19; Dr. William Coulson has been kind enough to point out that we did not interpret the Quest memo quite correctly. According to Dr. Coulson,

"'30-day use' means not that after 30 days of the program more kids were using drugs and alcohol but that two questions were asked, as follows:

- 1) Have you used any of the following substances in the last 30 days?
- 2) Have you ever used any of the following substances ("lifetime use")?

In other words, the followup research didn't take place after 30 days but after the Quest program was entirely complete. Then it was found that, as you correctly report, there were all the increases that Ms. Reyer wrote about to Dr. Walker."

CORRECTION NO. 2

Regarding PART FOUR, TREASON, page 10, EXHIBIT 69, a reference to an article by Gene Maeroff, published by Phi Delta Kappan:

Although correctly referenced in the transcript as the March, 1992 edition, the video cited the publication date as April, 1992.