

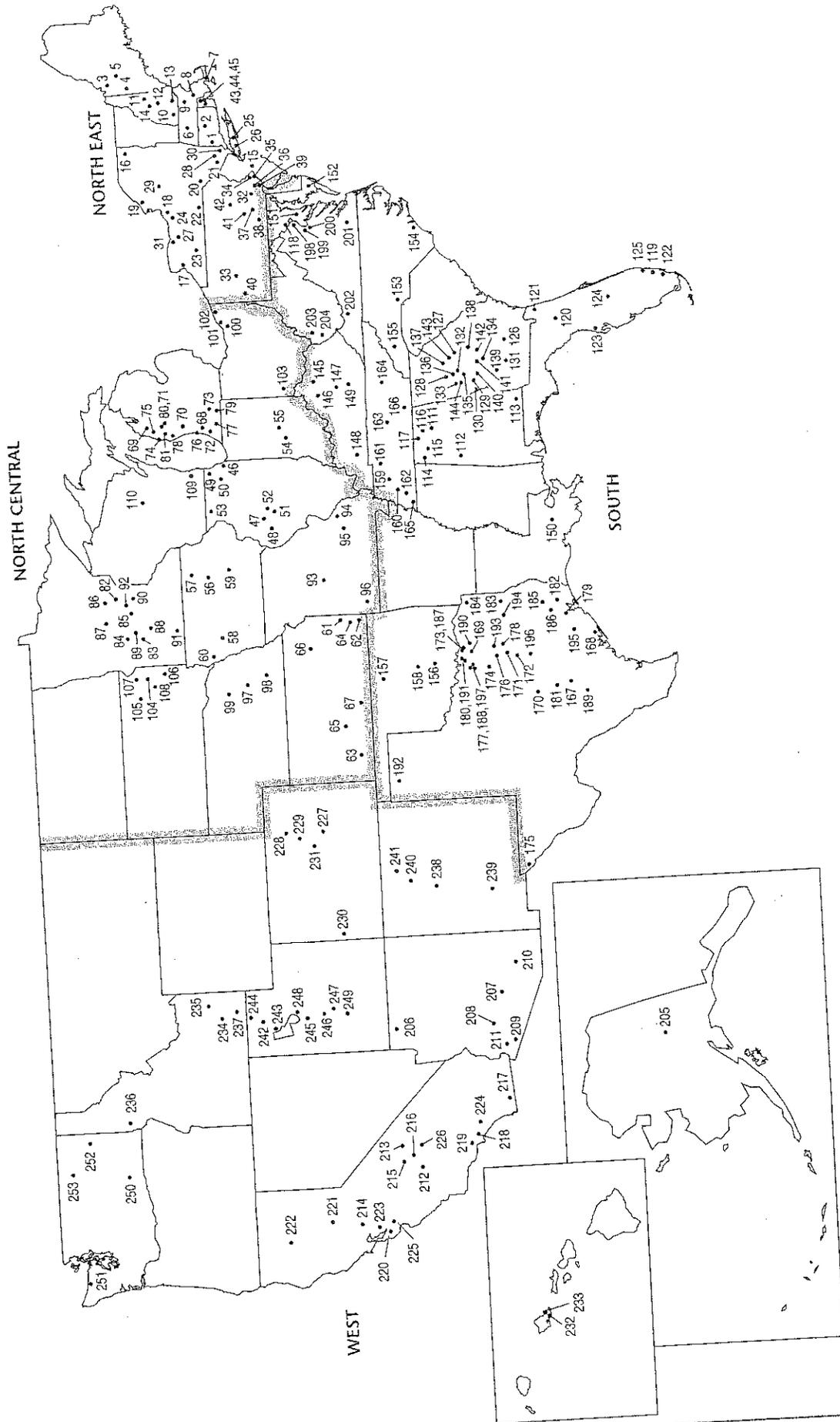
# KTEA<sup>TM</sup> II

Kaufman Test of  
Educational Achievement  
Second Edition

COMPREHENSIVE FORM  
Manual

Alan S. Kaufman, PhD  
Nadeen L. Kaufman, EdD

Figure 6.1: Communities participating in the national standardization program



## DEMOGRAPHIC CHARACTERISTICS OF THE NORM SAMPLES

### Grade norm sample

The grade norm sample is demographically representative of the U.S. population at each grade level from kindergarten through grade 12. Within each grade, the samples for fall (defined as August through January) and spring (February through June) were selected to each be close to population percentages for sex, ethnicity, and geographic region, but the primary demographic control was maintained at the level of the full year. Students in the grade norm sample were tested during their school year, and not during summer vacation. Table 6.1 shows the size of the grade norm sample by season and grade. Overall, 60% of the sample was tested in the fall.

Table 6.1: Representation of the grade norm sample, by grade and season

Grade	Season				Total N
	Fall <sup>a</sup>		Spring <sup>b</sup>		
	N	%	N	%	
Kindergarten	138	62.7	82	37.3	220
1	123	61.5	77	38.5	200
2	110	55.0	90	45.0	200
3	104	52.0	96	48.0	200
4	120	60.0	80	40.0	200
5	127	63.5	73	36.5	200
6	128	64.0	72	36.0	200
7	133	66.5	67	33.5	200
8	112	56.0	88	44.0	200
9	89	55.6	71	44.4	160
10	71	50.7	69	49.3	140
11	83	59.3	57	40.7	140
12	103	73.6	37	26.4	140
<b>Total Sample</b>	<b>1441</b>	<b>60.0</b>	<b>959</b>	<b>40.0</b>	<b>2400</b>

<sup>a</sup>August through January

<sup>b</sup>February through June; no cases were tested in July

### Sex

The sampling plan called for an equal number of females and males to be tested at each grade level. That goal was closely met, as shown in Table 6.2. Overall, 50.1% of the students are female, and at individual grades the percentage of females varies only slightly (between 48.5% and 51.4%).

Table 6.2: Representation of the grade norm sample, by grade and sex

Grade	Sex				Total N
	Female		Male		
	N	%	N	%	
Kindergarten	109	49.5	111	50.5	220
1	99	49.5	101	50.5	200
2	102	51.0	98	49.0	200
3	97	48.5	103	51.5	200
4	100	50.0	100	50.0	200
5	100	50.0	100	50.0	200
6	102	51.0	98	49.0	200
7	101	50.5	99	49.5	200
8	101	50.5	99	49.5	200
9	80	50.0	80	50.0	160
10	70	50.0	70	50.0	140
11	69	49.3	71	50.7	140
12	72	51.4	68	48.6	140
<b>Total Sample</b>	<b>1202</b>	<b>50.1</b>	<b>1198</b>	<b>49.9</b>	<b>2400</b>

### Parental education

The educational attainment of the mother or female guardian served as the measure of socioeconomic status for KTEA-II Comprehensive Form sampling. (If the mother's education level was not reported, the father's or male guardian's education level was used.) Parental education level is the demographic variable most strongly related to children's test performance, so careful control of this dimension of the sampling plan is essential. The mother's highest level of schooling completed was stratified into four levels: 11th grade or less; high school graduate or GED; 1-3 years of post-secondary education; and a 4-year degree or higher. The representation of the grade norm sample according to mother's educational attainment, shown in Table 6.3, closely matches the U.S. population.

### Ethnicity

The KTEA-II Comprehensive Form sample was stratified according to four ethnic groups used by the U.S. Census: African American, Hispanic, White, and Other (including American Indians, Alaska Natives, Asian Americans, Pacific Islanders, and other groups not included in the first three categories). Table 6.4 shows the extremely close match between the grade norm sample and the U.S. population in terms of ethnic representation.

### Geographic region

The U.S. Census divides the country into four geographic regions: Northeast, North Central, South, and West (shown in Figure 6.1). Table 6.5 reports the correspondence between the grade norm sample and the U.S. population at each grade level.

Table 6.5: Representation of the grade norm sample, by grade and geographic region

Grade	Geographic Region								
	Northeast		North Central		South		West		Total
	N	%	N	%	N	%	N	%	N
Kindergarten	34	15.5	54	24.5	72	32.7	60	27.3	220
1	35	17.5	39	19.5	69	34.5	57	28.5	200
2	31	15.5	43	21.5	76	38.0	50	25.0	200
3	36	18.0	54	27.0	63	31.5	47	23.5	200
4	37	18.5	56	28.0	54	27.0	53	26.5	200
5	36	18.0	43	21.5	76	38.0	45	22.5	200
6	26	13.0	53	26.5	58	29.0	63	31.5	200
7	23	11.5	47	23.5	77	38.5	53	26.5	200
8	20	10.0	45	22.5	62	31.0	73	36.5	200
9	28	17.5	39	24.4	51	31.9	42	26.2	160
10	13	9.3	39	27.8	53	37.9	35	25.0	140
11	14	10.0	41	29.3	43	30.7	42	30.0	140
12	14	10.0	34	24.3	56	40.0	36	25.7	140
<b>Total</b>	<b>347</b>	<b>14.5</b>	<b>587</b>	<b>24.5</b>	<b>810</b>	<b>33.7</b>	<b>656</b>	<b>27.3</b>	<b>2400</b>
<b>U.S. population<sup>a</sup></b>		<b>19.0</b>		<b>21.8</b>		<b>35.0</b>		<b>24.2</b>	

<sup>a</sup>US population data for ages 5–18 from *Current Population Survey, March 2001* [machine readable data file] conducted by the Bureau of the Census for the Bureau of Labor Statistics.

### Parental education within ethnicity

For the grade norm sample as a whole, the distribution of parental education within each ethnic group closely matches the corresponding distributions in the U.S. population, as shown in Table 6.6.

Table 6.6: Representation of the grade norm sample, by ethnicity and mother's education level

Ethnicity	Mother's Education Level <sup>b</sup>													
	11 <sup>th</sup> grade or less			High school graduate or GED			1–3 years of college			4-year degree or higher			Total for Row	
	Sample	US population <sup>b</sup>		Sample	US population <sup>b</sup>		Sample	US population <sup>b</sup>		Sample	US population <sup>b</sup>			
		N	%		%	N		%	%		N	%	%	N
African American	78	20.8	15.4	116	30.9	37.7	126	33.6	34.5	55	14.7	12.4	375	100.0
Hispanic	189	44.6	45.9	129	30.4	28.1	67	15.8	19.2	39	9.2	6.8	424	100.0
White	92	6.3	6.9	489	33.4	31.8	487	33.2	32.8	398	27.1	28.5	1466	100.0
Other <sup>c</sup>	22	16.3	14.6	31	23.0	27.0	43	31.8	25.3	39	28.9	33.1	135	100.0
<b>Total</b>	<b>381</b>	<b>15.9</b>	<b>14.8</b>	<b>765</b>	<b>31.9</b>	<b>31.8</b>	<b>723</b>	<b>30.1</b>	<b>30.4</b>	<b>531</b>	<b>22.1</b>	<b>22.9</b>	<b>2400</b>	<b>100.0</b>

<sup>a</sup>If mother's or female guardian's education level was not reported, father's or male guardian's education level was used.

<sup>b</sup>U.S. population data for ages 5–18 from *Current Population Survey, March 2001* [machine-readable data file] conducted by the Bureau of the Census for the Bureau of Labor Statistics.

<sup>c</sup>Includes American Indians, Alaska Natives, Asians, Pacific Islanders, and all other groups not classified as African American, Hispanic, or White.

## Educational placement

Educational placement was used as a stratification variable for the grade norm sample to ensure proportional representation of examinees with educational classifications or clinical diagnoses. The categories for exceptional children, taken from the National Center for Educational Statistics (March, 2002), are:

- specific learning disability
- speech/language impairment
- attention-deficit/hyperactivity disorder
- mental retardation
- emotional/behavioral disturbance
- gifted and talented

Information about placement was collected on the parent consent form and, for students aged 18 or younger, on the KABC-II test record form and was verified by project staff. The match of the KTEA-II grade norm sample to the population with respect to the proportions of students participating in special education programs is shown in **Table 6.7**. Overall, 10.8% of the standardization sample has a special education or ADHD classification (some have more than one classification).

## Age norm sample

The age norm sample for the KTEA-II Comprehensive Form extends beyond the range of the grade norm sample, down to age 4:6 and up through age 25. To the extent possible, the age norm sample is made up of students from the grade norm sample. Examinees in the age norm sample who were enrolled in kindergarten through grade 12 were tested during the school year, but those who were not yet in kindergarten or were beyond grade 12 (or had dropped out of school) were tested at any time of the year. The age norm sample is not broken down by season because a student of a particular age may be in any of several grades, making season meaningless as an indicator of the curriculum to which the student has been exposed.

Several subtests are administered only to students who are in a particular grade level or higher: Math Computation and Phonological Awareness at kindergarten and above; Reading Comprehension, Spelling, and Nonsense Word Decoding at grade 1 and above, and Word Recognition Fluency and Decoding Fluency at grade 3 and above. (Similarly,

Table 6.7: Representation of the grade norm sample, by educational classification or diagnosis

Educational Classification or Diagnosis	Sample		US school-age population <sup>c</sup>
	N	%	%
Specific learning disability	105	4.7 <sup>b</sup>	6.0
Speech/language impairment	63	2.6	2.3
Attention-deficit/hyperactivity disorder	77	3.4 <sup>b</sup>	4.0 <sup>d</sup>
Mental retardation	23	1.0	1.3
Emotional/behavioral disturbance	20	0.8	1.0
Other impairment <sup>a</sup>	30	1.3	1.5
Gifted and talented	132	5.9 <sup>b</sup>	6.3 <sup>e</sup>

<sup>a</sup>Includes hearing impairments, orthopedic impairments, other health impairments, visual impairments, multiple disabilities, deaf-blindness, autism, and traumatic brain injury.

<sup>b</sup>Ages 6-18

<sup>c</sup>Data from National Center for Educational Statistics, U.S. Department of Education; *Digest of Education Statistics, 2002*; "(Table) 52. Children 3 to 21 Years Old Served in Federally Supported Programs for the Disabled, by Type of Disability: 1976-77 to 2000-01;" prepared March 2002; <<http://nces.ed.gov/programs/digest/d02/tables/dt052.asp>>

<sup>d</sup>Data from *Mental Health: A Report of the Surgeon General*; December 1999; <<http://www.surgeongeneral.gov/library/mentalhealth/home.html>>

<sup>e</sup>Data from Snyder, Tom; personal e-mail; National Center for Educational Statistics, U.S. Department of Education; to be published in *Digest of Education Statistics, 2003*; "(Table) 54. Number of Gifted and Talented Students in Public Elementary and Secondary Schools, by Sex: 2000;" prepared October 2003.



RE: Testimony in support of Wisconsin Common Core State Standards  
CVTC Eau Claire, WI  
October 23, 2013

Arlene Wright  
Wisconsin Model Early Learning Standards Statewide Coordinator  
Office of Early Learning, DPI

I support and am in favor of maintaining the current Common Core State Standards for English Language Arts and Math in the state of Wisconsin.

The Common Core State Standards for English Language Arts and Math provide clear statements of what all students should know and be able to do by the end of each grade level. The standards provide clear expectations that assist all students to succeed.

The Wisconsin Model Early Learning Standards (WMELS) have been aligned with the Common Core State Standards for English Language Arts and Mathematics and Common Core Essential Elements.

**Connection of WMELS and the Wisconsin Common Core State Standards**

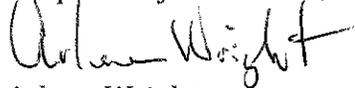
The WMELS address expectations for young children between birth to first grade. The Wisconsin Common Core State Standards address what students should know and be able to do from kindergarten through twelfth grade. Since the WMELS and the Wisconsin Common Core State Standards both address the kindergarten level, it is suggested that local school districts use both documents to guide curriculum, instruction and assessment decisions.

For more information about the Wisconsin Model Early Learning Standards:  
<http://www.collaboratingpartners.com/wmels-documents.php>

Wisconsin Common Core State Standards will allow significant alignment between the Wisconsin Model Early Learning Standards and the Wisconsin Common Core State Standards in the areas of English language arts and mathematics. The Wisconsin Model Early Learning Standards provide developmental expectations for young children from birth through kindergarten that are foundational to the Wisconsin Common Core State Standards for kindergarten through grade 12.

School districts are encouraged to use both the Wisconsin Model Early Learning Standards and the Wisconsin Common Core State Standards as they move forward with their standards work in early childhood special education, four-year-old kindergarten, five-year-old kindergarten programs, and the primary school years.

Respectfully Submitted,



Arlene Wright

My name is Nancy Danneker and I live in Maiden Rock. I have a Bachelors of Science in Elementary Education and a M. S. degree in Elementary Education with an emphasis in gifted and talented education. I taught in public schools for 36 years in grades kindergarten, 1<sup>st</sup>, and 2<sup>nd</sup>, but mostly 1<sup>st</sup>. I also designed a multi-age program for 1<sup>st</sup> and 2<sup>nd</sup> grades that I taught for 5 years until current testing methods made it impossible to continue, much to the dismay of administration and parents.

During most of my years teaching I was viewed as a professional by parents and the community and I felt respected. I was able to approach student learning in ways that I saw appropriate, individualizing as best time and my ability could provide.

When I retired 6 years ago the curriculum had already become quite rigid. I had few opportunities to expand curriculum or to utilize approaches and materials different from the mandated. There wasn't time left. Students needed to be prepared with the knowledge to pass the next test...but not necessarily to master skills.

Over the years I saw a change in how I was viewed as a professional.

Curriculum was written with the teacher's script in bold letters to be read to students throughout reading and math lessons. All grade levels throughout

the district were to be on the same page at the same time. Obviously, this robotic way of approaching teaching is not that of an effective teacher. The trust in teachers and belief in their professional ability was disappearing. I was being told that so called experts outside of education knew better what needed to happen in my classroom. How sad. In those settings it is difficult to create a joy of learning which our children deserve.

Now the reason I am telling you this is because as legislators you need to understand that teaching and learning are creative endeavors. Effective teaching necessitates knowledge of subject matter and instructional methods, but without creativity and flexibility a teacher is not effective. Standards are important but they need to be strong standards that demand much of students and they cannot drive curriculum so strictly that the classroom loses the joy of learning and ignites student minds.

I greatly fear that a set of standards that is intended for an entire country will do just that in its attempt to make all education equal. I greatly fear that it will further undermine teacher creativity and flexibility and joy in learning. I fail to understand how an educational program designed for Mississippi or Alabama will also be a perfect one for Wisconsin.

Therefore, I ask you to reconsider Wisconsin's adoption of the Common Core Standards. We are putting the future of children at risk with standards that have not been proven, appear to be costly to implement, require teacher training, and may further limit flexibility of instruction. As has been mentioned to you many times before there are other standards that are proven effective. The Massachusetts standards that is based on TIMSS and PIRLS has proven successful. It has been acclaimed throughout our nation and world and can be adapted to meet our needs in Wisconsin. Our state has excellent teachers who know their craft and recognize teaching methods that work best in specific circumstances and with individual learners and ignite thinking. Teachers do not need retraining. They just need to be given quality high standards from which to teach. I strongly urge you to cease the use of the Common Core Standards in Wisconsin and implement another set of standards like the Massachusetts Standards. Wisconsin was once known as a state that excelled in education. We need to be that again.

Thank you.

Nancy L. Danneker

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# "Are You a Righty or a Lefty?" Common Core Political Survey for SIXTH GRADERS » Politichicks.tv



Macey France

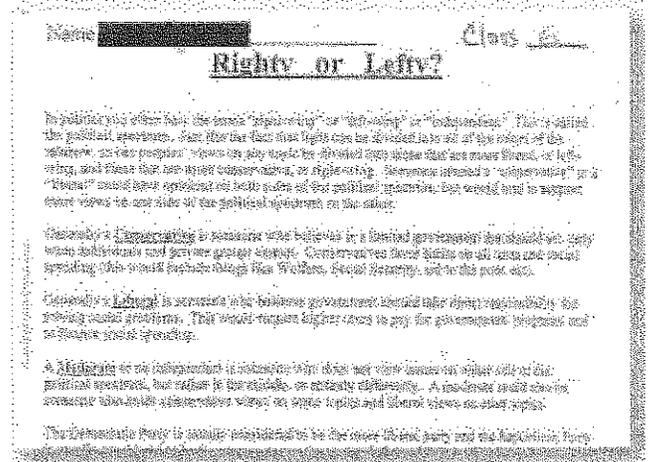
About Macey France

Oregon PolitiChick Macey France is a stay at home mom of two boys who are now in elementary school. As a mom who has always been interested in politics, religion and all of the taboo subjects, she has... [More](#)



There are so many bad things about the Common Core that often times the actual pieces of curriculum that are being used are overlooked.

Right now it is said that teachers and districts can control what they use in the classroom, as long as it aligns with the Common Core and the assessments the children will be taking. When reading the standards themselves, like many of us Common Core fighters have done, you begin to see that the standards lack content and it's all designed to leave everything open to interpretation. Take math for example; students need to collaborate on the answer and whether or not the answer is correct does not matter so long as they all came to a consensus on the answer they provide.



This carries over into the English Language Arts and we've seen the kind of books that the Common Core calls "exemplar."

Many of us fear that the end goal for the CCSS is to create millions of little blank slates—blank slates that can be easily indoctrinated. Or perhaps subtly indoctrinating them to big government ideology during their education career is their aim. Many people push back on us about that and say that nobody would ever want to do something like that to American children.

Many of us are leery that these types of data mining and data points are aimed at children and parents to be used for nefarious purposes. Because let's face it, there are bad people in the world and bad people often times seek to hurt others. With the blueprint they are collecting on your life, they could do some very serious, life altering damage. And again, we are met with push back on this idea also. The Pollyanna's of the world can't wrap their brain around our "conspiracy theory" ideas.

And then you get slapped in the face with this piece of homework that comes home with your 6<sup>th</sup> grader.

This politically charged schoolwork seems monumentally appropriate, doesn't it? Here are the instructions the child is to follow.

According to Stand Up For The Truth! the instructions are followed by just a few of the examples of survey questions under the headings, Guns, Abortion, Crimes & Punishment, Environment, Health Care, Education,

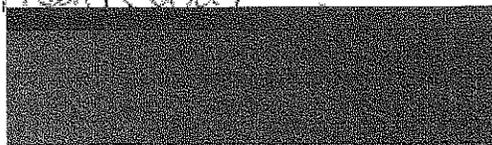
### Free Speech & Religion, Gay Marriage, Defense, and Taxes.

Listed below are some controversial issues in America today with the extreme conservative view and extreme liberal view for each topic. For each issue decide where your opinion would lie. If you agree totally with the extreme conservative point of view, then circle 10. If you agree totally with the extreme liberal point of view, then circle 1. If your opinion is slightly conservative, then circle a number between 6-9. If your opinion is slightly liberal, then circle a number between 2-5. After selecting a score for each issue, add up your total. If your score is 10-33 then you tend to be a liberal. If your score is 34-66, then you tend to be a moderate or an independent. If your score is 67-100, then you tend to be a conservative.

Mr Epstein,

Please read parent comments on the back.

Thank you,



Kids will then rate themselves on a scale as to where they stand on these issues. I didn't realize that 12 year olds are versed on these issues, but this assignment assumes they are. Either that or it assumes the directions and beginning explanation of the assignment will muddy up their thinking enough to override any opinions they may hold because of their parents' own ideology.

### HEALTH CARE

Liberals believe that all Americans are entitled to health care when they need it. Since health insurance is very expensive, liberals believe that the government should help those who cannot afford it. Liberals believe that taxes should be increased, if necessary, to pay for health care.

Conservatives do not believe that Americans are entitled to health care. Conservatives believe it is the responsibility of individuals to pay for their own health insurance. Conservatives do not believe taxes should be increased to pay for health care.

Your opinion:



The child is then directed to tally up their answers and write a summary describing their position.

And then, as if getting information on a child's political beliefs aren't enough, they ask you to have your parents fill out the same form.

### GAY MARRIAGE

Liberals believe that gay people should be allowed to marry. Since married people enjoy certain benefits at work/health care for example...

... (spouse's etc), and lower tax rates, then gays should also be allowed to receive these benefits. Liberals believe that marriage does not need to be between a man and a woman, but rather between any two people who are in love and want to be committed to each other.

Conservatives do not believe that gay people should be married. Conservatives believe that marriage should only be between a man and a woman. Conservatives believe that allowing gay marriage diminishes the value of marriage in our society and upsets the family structure that is important to society.

Your opinion:



I wonder why some of us are afraid the schools will collect political affiliation data on parents?

Not only is this completely inappropriate for a child only 12 years old to be expected to fill out but it's all personal political opinion and has no place in a school.

As for the parents political beliefs being included in the assignment, what do they intend to use this information for?

### WRITING ASSIGNMENT

After scoring yourself on the issues above, ask one (or both) of your parents to take the same quiz. Do you have similar overall scores? Are there any issues that you and your parents disagree? If so, what is your opinion? What is your parent's opinion?

~~X~~ N/A  
Your Score

N/A  
Your Parent's Score

I am appalled by this "Righty or Lefty" poll. First of all it is nobody's business what mine or my 12 year old son's political views are. Secondly, my son does not even know what half of these issues mean until after discussing them with him. His answers vary

I completely understand a high school government class explaining the differences between political parties like Democrats and Republicans, but just as it is inappropriate for a teacher to stand and preach their particular brand of politics, it's just as inappropriate, if not more, to ask for not only the child's point of view but the parents also.

This is why we silly Anti Common Core folks worry about our school system. Once again, taking something that should be learned at home, in the confines of nuclear family, the government wants to take over the rearing of our children.

They will not teach them how to think, but what to think. Politically, spiritually, and socially. Social engineering at its finest.

The great aunt of this student has a head on her shoulders and as you can see, she took it upon herself to set the school district straight.

Here is the complete text of her letter back to the ridiculous teacher who assigned this homework:

*I am appalled by the "Righty or Lefty" poll. First of all it is nobody's business what mine or my 12-year-old son's political views are. Secondly, my own son does not even know what half of these issues mean until after discussing them with him. His answers vary greatly during discussion. His views will always change as he grows and as new issues arise and he learns that these things have an effect on his life.*

*As I am reading these topics, I have noticed the entire thing is pro-Liberal and con-Conservative, being completely skewed towards "Lefty-nicey/meany conservatives" ideology, which I do not approve of. The entire thing is unbalanced and an unfair and inaccurate representation. My family is NEITHER and I do not appreciate you or the school trying to pawn this assignment off on students who are too young to have valuable opinions on these subjects!*

*I do not know what importance this has as being an assigned worksheet for a "major grade" (has he has informed me). I do not want to hear about it being for a government assignment! Learning about government is one thing – but it is none of your business to try and pry personal information out of a child on extremely private information. I am excusing my son from this assignment and expect this NOT to be counted against his grade.*

*Sincerely, \_\_\_\_\_.*

She then goes on to conclude:

*If this assignment doesn't necessarily fit the Common Core agenda, it certainly fits the agenda of those collecting private information on students and parents for the Jeffco School District nearby here in CO by a grant from the Gates Foundation. This assignment is clearly an attempt to collect private data from my niece and her family through her 12 year old son.*

The original source of this story is still waiting on confirmation from the school district as to whether or not this is an example of specific Common Core curriculum or a very unwise decision made by a teacher. I'm sure it aligns with the Common Core standards, though. After all, it definitely fits the criteria for "close reading" and "evidence based responses" to what the child discovered.

**Macey France**

Oregon PolitiChick Macey France is a stay at home mom of two boys who are now in elementary school. As a mom who has always been interested in politics, religion and all of the taboo subjects, she has always had a lot to say about the state of the nation. When she realized just how far the *over reach of the federal government had come with the Common Core Standards*, she decided to fight back. She is co-founder of the Stop Common Core in Oregon movement that has joined with Parent Led Reform and become the first sister state in the Parent Led Reform movement. Parent Led Reform Oregon is working with parents across the state to educate and help them to learn how to advocate for their children's education and to stop the CCSI and other nefarious programs that might impinge on their children's right to a free, adequate and outstanding education free from corporations and political plays. A staunch supporter of smaller government and the abolishing of the DOE, IRS and other superfluous government agencies combined with her disappointment in the Republican party to stay true to its conservative roots has put her in limbo. A strong conservative with libertarian leanings makes her more of a "conservatarian." Preserving the constitutional and moral values of that this great nation was founded on for her children is her priority. When she's not having uncomfortable arguments with strangers on Facebook she can be found spending time with her husband of 15 years and two sons. She enjoys reading, crafting and going to the movies.



**Read all posts by Macey France**

We have no tolerance for comments containing violence, racism, vulgarity, profanity, all caps, or discourteous behavior. Thank you for partnering with us to maintain a courteous and useful public environment where we can engage in reasonable discourse. [Read more.](#)



**The  
Common  
Core**  
*A Bad  
Choice  
for  
America*

**By Joy Pullmann**  
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**THE HEARTLAND INSTITUTE**

## Introduction

In 2010, every state but Alaska, Nebraska, Texas, and Virginia adopted Common Core education standards, a set of requirements for what elementary and secondary school children should know in each grade in math and English language arts. Approximately 80 percent of the public does not know about Common Core education standards,<sup>1</sup> even though they comprise a dramatic centralization of authority over the nation's historically decentralized K-12 education system.

The public's lack of knowledge is troubling because what is taught in public schools is of fundamental importance to the country's democracy, individual freedom, and prosperity.<sup>2</sup> Public dialogue on Common Core is necessary to ensure high quality and that special interest groups don't co-opt the process to teach lessons that are tainted by ideology and other agendas. The notorious Russian communist Vladimir Lenin<sup>3</sup> knew the

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<sup>1</sup> "Growing Awareness, Growing Support: Teacher and Voter Understanding of the Common Core State Standards & Assessments," Achieve, Inc., June 2012, [www.achieve.org/files/GrowingAwarenessGrowingSupportreportFINAL72012.pdf](http://www.achieve.org/files/GrowingAwarenessGrowingSupportreportFINAL72012.pdf).

<sup>2</sup> Joseph Bast, "Education in the U.S. and How to Improve It," *Somewhat Reasonable*, February 25, 2013, <http://blog.heartland.org/2013/02/education-in-the-u-s-and-how-to-improve-it/>.

<sup>3</sup> Lenin killed between 6 and 8 million people by execution or starvation by deliberately causing famines. See <http://necrometrics.com/20c5m.htm>.

power of controlling schools. He once said, "Give me four years to teach the children and the seed I have sown will never be uprooted."<sup>4</sup>

Debate should never be discouraged by appeals to what experts say they know or claims that the "general public" is somehow too stupid or lack the proper credentials to make informed choices. Parents whose children will be subject to these new requirements and citizens who will pay for the standards, associated tests, and myriad related initiatives deserve to know what they contain and to have a say in whether states adopt them.

### **Not Really a National Curriculum?**

Some advocates of Common Core insist that Common Core is "not a curriculum" and that it will promulgate "an academic curriculum based on great works of Western civilization and the American republic."<sup>5</sup> But the standards are being used to write the tables of contents for all the textbooks used in K-12 math and English classes. This may not technically constitute a curriculum, but it certainly defines what children will be taught, especially when they and their teachers will be judged by performance on national tests that are aligned with these standards.

"These standards will form the core curriculum of every public school program, drive another stronger

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<sup>4</sup> Vladimir Lenin, [http://quotes.liberty-tree.ca/quote\\_blog/Vladimir\\_Lenin.Quote.57B5](http://quotes.liberty-tree.ca/quote_blog/Vladimir_Lenin.Quote.57B5).

<sup>5</sup> Kathleen Porter-Magee & Sol Stern, "The Truth about Common Core," National Review Online, April 3, 2013, <http://www.nationalreview.com/articles/344519/truth-about-common-core-kathleen-porter-magee>.

wave of high stakes testing, and thus become student selection criteria for K-12 school programs such as Title I services, gifted and talented programs, high school course placement, and other academic programs," write a pair of education scholars in a recent journal article.<sup>6</sup> Even if partly true, this reinforces the urgency for inspecting these standards.

Related initiatives include teacher evaluations, since many states tie teacher ratings to student performance on tests; school choice, because many school choice states require participating private schools to administer state tests; nearly all learning materials, because these must now correspond to Common Core; and college entrance exams including the SAT and ACT.

People who characterize Common Core as anything other than a national takeover of schooling are either unaware of these sweeping implications or are deliberately hiding this information from the public.

### **Do We Need National Standards?**

Why should centrally controlled, taxpayer-funded, unaccountable-to-the-public committees have the power to define what nearly every U.S. school child will learn?

The most important thing to understand about education standards is that research has demonstrated they have no effect on student achievement. That's right: no effect at all. A series of data analyses from the left-leaning Brookings Institution found no link between

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<sup>6</sup> Christopher H. Tienken and Yong Zhao, "Common Core National Curriculum Standards," *Journal of Scholarship and Practice*, Vol 6, No. 4 (Winter 2012), [www.aasa.org/uploadedFiles/Publications/Journals/AASA\\_Journal\\_of\\_Scholarship\\_and\\_Practice/Winter\\_10\\_FINAL.pdf](http://www.aasa.org/uploadedFiles/Publications/Journals/AASA_Journal_of_Scholarship_and_Practice/Winter_10_FINAL.pdf).

high state standards and high student achievement. "Every state already has standards placing all districts and schools within its borders under a common regime. And despite that, every state has tremendous within-state variation in achievement," says the latest such report.<sup>7</sup>

Why, then, have many intelligent people argued for a single set of national education standards? The typical argument, voiced by Bill Gates in the *Wall Street Journal*, goes like this: "It's ludicrous to think that multiplication in Alabama and multiplication in New York are really different."<sup>8</sup> With states using different standards and tests, a school with the same average student performance would be, for example, considered failing in Massachusetts yet performing well in Mississippi.

These proponents ignore that penalties and rewards created by the national government are a central reason states have such abysmal standards for K-12 performance. The 2001 *No Child Left Behind* law required states to get nearly all children testing "proficient" by 2014, but it allowed states to define "proficient" because laws prohibit the national government from determining curriculum and testing. In order to qualify for grants from the national government, most states set the bar for proficiency in each grade low so few students could fail to reach it.

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<sup>7</sup> Tom Loveless, "How Well Are American Students Learning?" The 2012 Brown Center Report on American Education, Volume III, Number 1 (February 2012), Brookings Institution, [www.brookings.edu/~media/research/files/reports/2012/2/brown%20center/0216\\_brown\\_education\\_loveless.pdf](http://www.brookings.edu/~media/research/files/reports/2012/2/brown%20center/0216_brown_education_loveless.pdf).

<sup>8</sup> Jason L. Riley, "Was the \$5 Billion Worth It?" *Wall Street Journal*, July 23, 2011, online.wsj.com/article/SB10001424053111903554904576461571362279948.html.

This, along with the anti-academic and anti-accountability preferences of the education establishment<sup>9</sup> and the influence of special interests such as textbook publishers in determining state standards<sup>10</sup> are central reasons state standards before Common Core were an embarrassment and wildly different from one another.<sup>11</sup>

Common Core organizers have not revealed the "cut scores" - the test scores that determine whether a student is judged "advanced," "proficient," "partially proficient," or "not proficient" - their new system will impose. They overlook or deliberately ignore the fact that the country already has a national testing program that sets cut scores: the National Assessment of Educational Progress, or NAEP. NAEP is a valid, well-respected measuring stick that already offers states and citizens the ability to compare schools' progress across state lines without the intrusions and muddled curriculum the Core introduces.

## No Track Record, Mediocre Quality

The first, astonishing thing to note about Common Core is that no state, school district, or even school has ever used the Core. It has no track record. Yet nearly every

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<sup>9</sup> See self-described liberal and University of Virginia professor emeritus E.D. Hirsch's *The Schools We Need and Why We Don't Have Them* (New York, NY: Anchor Books, 1999).

<sup>10</sup> See Beverlee Jobrack, *Tyranny of the Textbook* (Lanham, MD: Rowman Littlefield, 2012).

<sup>11</sup> Three states resisted this tendency: Massachusetts, Indiana, and partly, California.

state has rushed to put the nation's students into a test tube with no evidence of the effects. Ordinarily, changes to curriculum, even small ones, are made incrementally, giving experts, policymakers, teachers, and parents time to review and respond to them. Even so, curriculum experts and consultants continue to chant that the proposed Common Core standards are "rigorous" and "internationally benchmarked."

The new standards are neither. The Core's Web site labels skepticism about this as one of many Common Core "myths," insisting "international benchmarking played a significant role in both sets of standards."<sup>12</sup> To evaluate that claim, several math and ELA curriculum experts have compared the Core to the best international standards. They found the Core deficient. To name a few, former U.S. Department of Education official and mathematician Ze'ev Wurman has said Core math standards would graduate students "below the admission requirement of most four-year state colleges."<sup>13</sup> He has particularly criticized that the Core pushes algebra back to grade 9, "contrary to the practice of the highest-achieving nations,"<sup>14</sup> which begin algebra in grade 8.

University of Arkansas professor and reading expert Sandra Stotsky served on the Core's validation committee but, along with four other committee

members, refused to sign it. One of her reasons: The standards writers refused to provide evidence that research supports the Core and that it is benchmarked to international tests.<sup>15</sup> She says the Core's "hard to follow," "low-quality" English language arts standards constitute "simply empty skill sets."<sup>16</sup>

## Leaving Students Unprepared

Another way to evaluate the rigor and quality of the Core is to compare its grade requirements to what top schools have found is necessary to equip all students for success. One such network is the Core Knowledge Foundation, which supports public and private schools across the United States - many in high-poverty, high-minority neighborhoods - and publishes books outlining what high-quality schools expect in each grade.<sup>17</sup>

Comparing the Core to the foundation's metrics immediately reveals a quality gap. As early as kindergarten, Core Knowledge students encounter money in math class, whereas Common Core students

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<sup>15</sup> Sandra Stotsky, "Invited Testimony on the Low Quality of the Common Core Standards," Colorado State Board of Education, December 6, 2012, [www.uark.edu/ua/der/People/Stotsky/Stotsky\\_Testimony\\_for\\_Colorado.pdf](http://www.uark.edu/ua/der/People/Stotsky/Stotsky_Testimony_for_Colorado.pdf).

<sup>16</sup> *Ibid.*

<sup>17</sup> Although the names are similar, the Core Knowledge Foundation is distinct from and did not participate in the development of the Common Core State Standards. Regrettably, on its Web site the Core Knowledge Foundation indicates it supports the Common Core standards initiative.

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<sup>12</sup> "Myths About Content and Quality: General," [CoreStandards.org](http://CoreStandards.org), [www.corestandards.org/about-the-standards/myths-vs-facts](http://www.corestandards.org/about-the-standards/myths-vs-facts) (accessed January 9, 2013).

<sup>13</sup> Ze'ev Wurman and W. Stephen Wilson, "The Common Core Math Standards," *Education Next*, Vol. 12, No. 3 (Summer 2012), [educationnext.org/the-common-core-math-standards/](http://educationnext.org/the-common-core-math-standards/) (accessed January 9, 2012).

<sup>14</sup> *Ibid.*

don't until second grade.<sup>18</sup> In second grade, Core Knowledge students begin learning multiplication, while Common Core delays multiplication until third grade.<sup>19</sup>

By sixth grade, Common Core students are still exploring multiplication, which Core Knowledge materials say is far too late. "By fifth grade in countries like Japan or France, students are already at work on a sophisticated curriculum, quite different in its demands from their work in third and even fourth grade. Students still learning multiplication facts in fourth grade would not be prepared for such demands."<sup>20</sup> This quality gap only widens as students age.

Two conservative defenders of Common Core, Kathleen Porter-Magee and Sol Stern, said the new curriculum would include important books such as Tom Pain's Common Sense, Abraham Lincoln's Gettysburg Address, and To Kill a Mockingbird.<sup>21</sup> But these books don't appear in the actual standards but on accompanying lists of book suggestions. Those suggestions also include piles of trash schools can teach

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<sup>18</sup> See E.D. Hirsch, ed., *What Your Kindergartner Needs to Know* (New York, NY: Delta, 1997) and "Common Core State Standards for Mathematics," National Governors Association and Chief Council of State School Officers, 2010.

<sup>19</sup> See E.D. Hirsch, ed., *What Your First Grader Needs to Know* (New York, NY: Delta, 1999) and "Common Core State Standards for Mathematics," National Governors Association and Chief Council of State School Officers, 2010.

<sup>20</sup> See E.D. Hirsch, ed., *What Your Third Grader Needs to Know* (New York, NY: Delta, 2002) and "Common Core State Standards for Mathematics," National Governors Association and Chief Council of State School Officers, 2010.

<sup>21</sup> Kathleen Porter-Magee & Sol Stern, *supra* note 5.

instead. Calling Common Core rigorous is like calling an average high-school soccer team "world-class."

These are only a few examples demonstrating that Common Core is neither rigorous nor internationally competitive. Repeating the claim to the contrary does not make it true.

## High Costs During Tight Times

No one really knows how much it will cost to implement Common Core. Most states did not estimate costs before adopting it. Estimates of the Core's phase-in cost vary from \$3 billion<sup>22</sup> to \$16 billion<sup>23</sup> nationwide.

Such analyses typically factor in new textbooks, teacher training, and some technology upgrades. These and many state analyses, however, usually do not take into account the new technology requirements for future Common Core tests.

By 2016, the test creators have said, the tests must be taken exclusively online,<sup>24</sup> which is more expensive and troublesome than current test procedures, especially for

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<sup>22</sup> Patrick Murphy and Elliot Regenstein, "Putting a Price Tag on the Common Core," Thomas B. Fordham Institute, May 2012, [www.edexcellencemedia.net/publications/2012/20120530-Putting-a-Price-Tag-on-the-Common-Core/FINAL.pdf](http://www.edexcellencemedia.net/publications/2012/20120530-Putting-a-Price-Tag-on-the-Common-Core/FINAL.pdf).

<sup>23</sup> "National Cost of Aligning States and Localities to the Common Core Standards," Pioneer Institute, February 2012, [pioneerinstitute.org/download/national-cost-of-aligning-states-and-localities-to-the-common-core-standards/](http://pioneerinstitute.org/download/national-cost-of-aligning-states-and-localities-to-the-common-core-standards/).

<sup>24</sup> Leonard Medlock, "EdSurge Talks Common Core Assessment with SmarterBalanced's Tony Alpert," EdSurge, December 18, 2012, [www.edsurge.com/n/2012-12-18-edsurge-talks-common-core-assessment-with-smarterbalanced-s-tony-aperlert](http://www.edsurge.com/n/2012-12-18-edsurge-talks-common-core-assessment-with-smarterbalanced-s-tony-aperlert).

rural and poorer schools. Online testing requires not only hardware - computers, tech labs, earphones, and microphones - but Internet connections, newer operating systems, and tech support.<sup>25</sup>

The new tests will also cost far more to administer each year. Georgia testing officials, for example, said previous tests cost taxpayers \$5 per student per year, but Common Core tests would cost \$22 per student annually, more than four times as much.<sup>26</sup> Spending so much more for testing wouldn't necessarily be a bad thing if it delivered better learning results, but as we've seen this would not be the case.

Even these estimates ignore the price of frustration and revamped lesson planning for teachers, which will be massive and inestimable. And then there's the cost of reengineering teacher's colleges, which are widely known to be grossly inefficient and resistant to change. Richard Vedder, director of the Center for College Affordability and Productivity, wrote: "By and large, however, colleges of education are considered vast wastelands of mediocrity at most comprehensive universities. And it certainly seems that most of the good research on learning, educational costs, etc., is being done outside education schools by psychologists,

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<sup>25</sup> Sean Cavanagh, "Consortium Releases Technology Guidelines for Common-Core Tests," Education Week Digital Education blog, December 21, 2012, [blogs.edweek.org/edweek/DigitalEducation/2012/12/consortium\\_releases\\_techology\\_.html](http://blogs.edweek.org/edweek/DigitalEducation/2012/12/consortium_releases_techology_.html).

<sup>26</sup> Joshua Stewart, "Costs Jump for New K-12 Testing," Georgia Public Broadcasting, September 21, 2012, [www.gpb.org/news/2012/09/21/costs-jump-for-new-k-12-testing](http://www.gpb.org/news/2012/09/21/costs-jump-for-new-k-12-testing).

political scientists and economists."<sup>27</sup>

## Anti-Knowledge Bias

Proponents expect the Core to change far more than the basic outlines of what states expect students to know in each grade. In addition to usurping nearly every standardized test, proponents expect it to entirely overhaul teacher preparation, evaluations, and methods.

In a recent panel discussion, representatives from prominent U.S. school districts, the U.S. Department of Education, and the Core's lead writing team forecasted necessary changes to teacher colleges and standardized testing apparently with the intention of evaluating students' behavior rather than content knowledge.<sup>28</sup>

California, for example, recently announced the new Common Core tests mean a shift away from fill-in-the-bubble tests and toward measuring "creative thinking."<sup>29</sup> Last time the state did that, it literally meant tests asked students to doodle and conduct group

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<sup>27</sup> Richard Vedder, "Should We Abolish Colleges of Education?" *Chronicle of Higher Education*, September 16, 2010, <http://chronicle.com/blogs/innovations/should-we-abolish-colleges-of-education/26750>.

<sup>28</sup> "Common Core: What's Next for School Systems?" American Enterprise Institute panel discussion, January 10, 2012, [www.aei.org/events/2013/01/10/common-core-whats-next-for-school-systems/](http://www.aei.org/events/2013/01/10/common-core-whats-next-for-school-systems/).

<sup>29</sup> Karen Kucher and Maureen Magee, "California May Ditch Fill-in-the-Bubble Tests," U-T San Diego, January 8, 2013, [www.utsandiego.com/news/2013/jan/08/torlakson-proposes-news-statewide-testing-system/](http://www.utsandiego.com/news/2013/jan/08/torlakson-proposes-news-statewide-testing-system/).

discussions.<sup>30</sup> This sort of testing and emphasis has not only been shown to particularly and permanently keep poor and minority students behind,<sup>31</sup> it moves education from the pursuit of knowledge to social engineering.

A focus on "skills" and "affective" learning (e.g., emotions and values) at the expense of knowledge doomed the last attempt at national standards, Goals 2000, and the related outcomes-based education movement.<sup>32</sup> Then, as now, tests were to shift away from measuring students' ability to correctly answer grade-level knowledge questions to measuring students' feelings, performance, and beliefs.

A 2009 stimulus bill earmark - guarantees of grants from the national government to particular recipients willing to do what the government wants - required state databases to begin tracking students' religious affiliations, family income, family voting status, health care history, and disciplinary records. These records will span preschool to workforce entry and will be linked to Common Core tests. The U.S. Department of Education issued regulations allowing the sharing of personally identifiable student information without parent consent, despite a U.S. law prohibiting this.<sup>33</sup>

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<sup>30</sup> Mike Antonucci, "CLAS Back in Session?" Intercepts Online, January 9, 2013, [www.eiaonline.com/intercepts/2013/01/09/clas-back-in-session/](http://www.eiaonline.com/intercepts/2013/01/09/clas-back-in-session/).

<sup>31</sup> See E.D. Hirsch, *Cultural Literacy* (New York, NY: Vintage Books, 1988).

<sup>32</sup> Robert Holland, *Not With My Child You Don't* (Richmond, VA: Chesapeake Capital Services, 1995).

<sup>33</sup> Emmett McGroarty and Jane Robbins, "Controlling Education from the Top," Pioneer Institute/American Principles Project, May 2012, [pioneerinstitute.org/download/controlling-education-from](http://pioneerinstitute.org/download/controlling-education-from)

## Loss of Local Autonomy

Defenders of Common Core standards assert that the project is state-instigated and -controlled.<sup>34</sup> Why, then, do national government officials need to review these tests? Because the federal government provided all the funds for these national tests and major grants to the nonprofit groups who wrote Common Core.<sup>35</sup> They and big funders of government expansion such as the Bill and Melinda Gates Foundation bankrolled the entire project. Big businesses (including Microsoft) have significant financial stakes in national education markets. They are leading the effort to promote Common Core to lawmakers and business leaders.

States may not change Common Core standards, must adopt all of them at once, and may only add up to an additional 15 percent of requirements.<sup>36</sup> The standards themselves have no clear governance, meaning there is no procedure for states to follow to make changes they feel are necessary. It is highly unlikely individual states would control or greatly influence any such process,

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<sup>34</sup> Kathleen Porter-Magee & Sol Stern, supra note 5.

<sup>35</sup> Joy Pullmann, "It Doesn't Take a Tinfoil Hat to Oppose the Common Core," National Review Online, April 4, 2013, <http://www.nationalreview.com/corner/344706/it-doesn-t-take-tinfoil-hat-critique-common-core-joy-pullman>.

<sup>36</sup> Willona Sloan, "Coming to Terms with Common Core Standards," ASCD InfoBrief, Vol. 16 No. 4 (December 2012), [www.ascd.org/publications/newsletters/policy-priorities/vol16/issue4/full/Coming-to-Terms-with-Common-Core-Standards.aspx](http://www.ascd.org/publications/newsletters/policy-priorities/vol16/issue4/full/Coming-to-Terms-with-Common-Core-Standards.aspx).

given the standards' collective nature.

The Obama administration has made sure that only adoption of Common Core standards meets its definition of "college and career readiness standards." If the president has his way, states will lose federal money for setting their own standards, as they already were refused access to "Race to the Top" stimulus dollars if they refused Common Core. In his January State of the Union address, President Obama bragged that Race to the Top grants "convinced almost every state" to adopt Common Core.

Core proponents frequently assert the standards allow for great amounts of innovation because they let teachers, textbook companies, administrators, teacher colleges, and so forth all work together on the same project. Actually, the Core constrains creativity, stating exactly where it may function and how, which destroys the very definition of innovation.

"A single set of curriculum guidelines, models, or frameworks cannot be justified at the high school level, given the diversity of interests, talents and pedagogical needs among adolescents," write the hundreds of bipartisan signatories of the Closing the Door on Innovation manifesto. "A one-size-fits-all model not only assumes that we already know the one best curriculum for all students; it assumes that one best way for all students exists."<sup>37</sup>

The standards and their related tests already have shown a propensity to quash innovation in school choice programs and private schools. Voucher programs like Indiana's require students to take state tests, which will

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<sup>37</sup> Closing the Door on Innovation, May 9, 2011, [www.k12innovation.com/Manifesto/\\_V2\\_Home.html](http://www.k12innovation.com/Manifesto/_V2_Home.html).

soon be Common Core tests, and private schools have begun also to implement the Core. "A very big consideration is all the textbook publishers, the testing manufacturers, are [adapting] their products" to the Core, and so are teacher training programs, a representative of the National Catholic Educational Association told *Education Week*.<sup>38</sup>

## A Bad Choice for America

Special interests are the only ones to have had a seat at the table in developing Common Core: Parents and elected officials were largely shut out. Common Core represents an improvement over most state standards only because those standards were so awful. It replaces low benchmarks with barely better benchmarks, is confusing and of poor quality itself, and introduces a host of privacy and curricular concerns.

Firms that earn significant income by selling tests, textbooks, and professional development sponsor the entities that developed the Core and own its copyright (the National Governors Association and Council of Chief State School Officers). Earning money isn't bad, but a centralized education market is a significant boon to big companies, giving them a large financial stake in getting it and keeping it that way regardless of the instructional effects and costs to taxpayers. "Everybody's excited about it," a Chicago investment

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<sup>38</sup> Erik Robelen, "Common Core Catches On with Private Schools," *Education Week*, October 8, 2012, [www.edweek.org/ew/articles/2012/10/10/07private\\_ep.h32.html](http://www.edweek.org/ew/articles/2012/10/10/07private_ep.h32.html).

firm founder told Reuters.<sup>39</sup>

“We’re on the cusp of a whole new way of doing schooling,” Joanne Weiss, chief of staff to U.S. Education Secretary Arne Duncan, recently said about Common Core.<sup>40</sup> That is certainly true, and U.S. schools obviously need to improve.

But will Common Core help? No. On the contrary, it’s a bad choice for America.

## About the Author

Joy Pullmann (jpullmann@heartland.org) is a research fellow of The Heartland Institute and managing editor of *School Reform News*, a national monthly publication. She previously was assistant editor for *American Magazine* at the American Enterprise Institute.

Pullmann has been published in the *New York Times*, *Washington Examiner*, *The Weekly Standard*, *Milwaukee Journal-Sentinel*, National Review Online, Real Clear Policy, and various other U.S. newspapers and outlets. She is coauthor with Joseph L. Bast of *Design Guidelines for Parent Triggers* (Heartland Institute, 2012).

Pullmann graduated from the Hillsdale College honors program with an English major and journalism concentration.

## About The Heartland Institute

The Heartland Institute is a national nonprofit research and education organization. Founded in Chicago, Illinois in 1984, Heartland’s mission is to discover, develop, and promote free-market solutions to social and economic problems. Its activities are tax-exempt under Section 501(c)(3) of the Internal Revenue Code. For more information, visit [www.heartland.org](http://www.heartland.org), call 312/377-4000, or write to The Heartland Institute, One South Wacker Drive #2740, Chicago, Illinois 60606.

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<sup>39</sup> Stephanie Simon, “Privatizing Public Schools: Big Firms Eyeing Profits From U.S. K-12 Market,” Reuters, August 2, 2012, [www.huffingtonpost.com/2012/08/02/private-firms-eyeing-prof\\_n\\_1732856.html](http://www.huffingtonpost.com/2012/08/02/private-firms-eyeing-prof_n_1732856.html).

<sup>40</sup> Supra note 28.





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Below is a very long but informative article from a different point of view from a different country. I have copy/pasted parts of the article that show after 30 years of PC in the UK, things have only gotten worse. America is heading down the same track and our so called "educators" do not see that history is slowly being repeated.

Times of Malta . com

<http://www.timesofmalta.com/articles/view/20030413/opinion/political-correctness-downfall-of-a-great-nation.152190#.UmccgOyEo5dg>

*Sunday, April 13, 2003, 00:00 by*

## **Joe Aquilina-St John**

### **Political correctness - downfall of a great nation**

"We have all heard the saying "Things ain't what they used to be!" A statement said wistfully, rather than nostalgically, for where there is good, there is also its alter ego. And life is forever proving that progress is often achieved at the expense of regress. . .

Margaret Thatcher broke Arthur Scargill's devastating miners' strike, took away Union power, and life in England was back on keel. Industry output was good. Technology was making the country even more competitive in world markets.

But this progress was soon to be eroded by regress in the form of the dreaded PC (political correctness) that has completely ruined the British way of life. Now it was not the Unions who were making life unbearable, but the army of 'do-gooders' who were pushing political correctness down everyone's throats. . .

When PC took its hold in the Eighties and Nineties, even Nursery Rhymes such as "Baa Baa Black Sheep" were banned from nursery schools. The word black became taboo.

A "traffic black spot" is now a "danger spot"; a black man is a man of dark colour - or non-white; and the word "black" in "blackboard" will never again be uttered in the classroom. Golliwog dolls had to be taken off the shop shelves in case they caused offence to people of African or Caribbean origin. . .

It is also a difficult time for employers. If they advertise a job and they have Asian and Black applicants as well as whites, they have to tread carefully. At times, they will not employ a white person, even if he or she is better qualified, because they fear they would be accused of racism.

This happened in my public relations company. We interviewed three applicants for a secretarial post: an Irish girl, a Jamaican and an Asian. We gave the job to the highly competent black girl... only to be reported to the Race Relations Board by the Asian girl alleging racial discrimination! "

*Committee: Does any of this sound familiar?*

OVER

APPENDIX A

## Democracy vs a Republic



In a Democracy, the majority rules. If the majority decided they wanted your bike, they could take it.

In a Republic, your bike is your property and you do not owe it to anyone. It cannot be taken against your will, by law.

America is a Constitutional Republic.

Therefore, the Constitution is the law by which we are supposed to be protected.

In a Republic, the individual is protected FROM the majority, by Constitutional law.

A Constitutional Republic is what we were given. It is up to us to keep it.

Common Core:  $3 * 4 = 11$  is okay – Longer

Video of an actual teacher training on how Common Core will be implemented. Notice how the experienced an older teacher questions this practice, but no younger teachers question this because many have been taught not to question authority. Teach what you're told, teach to the test !

<http://www.youtube.com/watch?v=DW0VxxoCrNo>

**ON THE BACK PAGE OF THIS DOCUMENT:**

Link to a 15 minute video that is factual and can be proven because it is a book in print and print screen of an actual comment in a math teacher manual. It is a very eye opening video and from 2007. Every educator should be embarrassed that this exists. Let alone the school district that approved this curriculum. Who really is looking out for the kids?

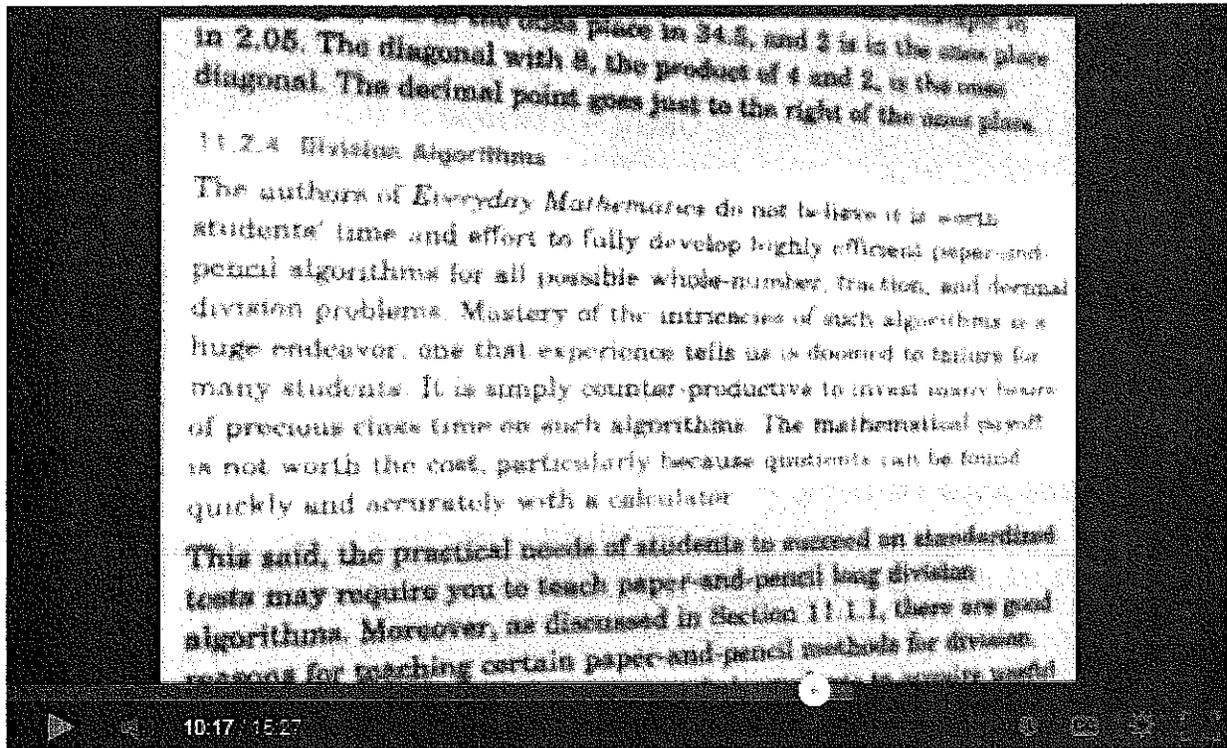
**Math Education: An Inconvenient Truth**

**Uploaded on Jan 15, 2007**

M.J. McDermott is speaking about the current state of math education, as a private citizen . KCPQ does not endorse this video.

APPENDIX B





## Math Education: An Inconvenient Truth

This is the statement above from the teacher's manual:

### Division Algorithms

"The authors of *Everyday Mathematics* do not believe it is worth **student's** time and efforts to fully develop highly efficient paper-and-pencil algorithms for all possible whole-number, fraction, and decimal division problems. Mastery of the intricacies of such algorithms is a huge **endeavor**; one that experience tells us is doomed to failure for many students. It is simply counter-productive to invest many hours of precious class time on such algorithms. The mathematical payoff is not worth the cost, particularly because quotients can be found quickly and accurately with a calculator."

Also, if you look even closer, I typed the word just how it's spelled with their punctuation and in my word document, it showed the possession of the *students' time* was not correctly punctuated in their manual. In addition, the punctuation after the word *endeavor* should not be a "," comma, but a ";" semi colon.

<http://www.youtube.com/watch?v=Tr1qee-bTZI>

it is well worth 15 minutes to watch. She actually shows the problem solving method that is taught in these math books. **You have to see it to believe it.**

# The End of Cursive Handwriting

Practicing the curlicues of P's and Q's will no longer be a (w)rite of passage for many kids: Cursive is not part of the Common Core State Standards, the recently established academic guidelines now adopted by 45 of the 50 states. As a result, many public schools have ceased script instruction and are using the time to build technology skills. While some educators consider the art of handwriting ancient, it does have its advocates. Recent research from Indiana University found that writing by hand activates areas of the brain that don't get tapped during typing. Another study, conducted by the University of Washington, revealed that when elementary-school students composed essays on paper rather than on-screen, they wrote more and faster. Maybe it's wise not to write off the mighty pen just yet. – Author Unknown

Below is a link to 3 short videos that are important to watch. Notice the age difference in the two people that are being interviewed in the Pros & Cons video. Can you see the concern? This is my opinion, that as older teachers retire and younger teachers take their place, important skills will be lost on the upcoming generations because it will be up to the teacher if she wants to take the time to teach it.

[http://dailynightly.nbcnews.com/\\_news/2013/09/08/20388506-technology-may-script-an-end-to-the-art-of-cursive-writing?lite](http://dailynightly.nbcnews.com/_news/2013/09/08/20388506-technology-may-script-an-end-to-the-art-of-cursive-writing?lite)

Schools debate whether or not they should teach cursive writing in a more technology-focused world. Is script becoming a lost art? NBC's Lester Holt reports.

**By Amy Perrette, Producer, NBC News**

As a new school year begins, many children will be returning to classrooms filled with brand new computers, tablets and other tools essential to prep students for life in a plugged-in world. But as schools go high-tech, the move may spell the end for cursive writing.

The Common Core State Standards, a set of national benchmarks for American public schools, do not require students to learn cursive. Only 11 of the 50 states have amended their education requirements to mandate cursive be included in the curriculum. As a result, states and districts nationwide are grappling with whether to teach the skill at all.

Principal Mary Toomey, however, requires that all her third and fourth graders at South Lawrence East Elementary in Lawrence, Mass., learn cursive.

Toomey believes cursive helps level the playing field for the students in her school, which has a demographic of high poverty.

"For many of the students, we know that the technology is just not available in the home," Toomey said. "Ensuring that our kids have a very legible way to communicate as they move throughout school and hopefully into the workforce is going to be important to them."

Educational standards expert Morgan Polikoff disagrees that cursive should be a requirement.

"The fact is that cursive isn't used in the vast majority of professions or day-to-day activities for the vast majority of people," he said, "so it's hard for me to see how learning cursive conveys any sort of advantage."

Polikoff notes that none of his students at University of Southern California take notes with a pen and paper, and that he rarely writes by hand himself.

"In my day-to-day life, I type 98 percent of the things I write," he said.

OVER

APPENDIX C

Experts weigh in on whether cursive writing has a place in modern school curriculum.

Jan Olsen, founder of Handwriting Without Tears, has been teaching cursive instruction to educators for decades. She maintains cursive is still a relevant skill - and points out that it is more efficient than print.

"The mechanics of cursive actually make it faster because you keep going," Olsen said. "It's not a stop and start. Think of yourself in traffic: if you're stopping and starting, and stopping and starting, you don't do as well as if you can just move gradually down the road."

Olsen, however, advocates a more pared-down version of cursive. She says that a big part of why old-fashioned cursive can be hard to read is the slant, which she says is a legacy from when writers actually used quill pens.

"Those quill pens had a nib that, if you did an upstroke, the nib would fall out and the ink would splatter," Olsen said. To get around the problem, 19th century penmen invented the slant that became fashionable in cursive writing.

Modern pens can easily accomplish an upstroke without posing a risk to one's shirtfront, so Olsen teaches a vertical style of cursive.

"The cursive we're talking about for the 21st century is different from the cursive from the 20th, 19th, and even further back," Olsen said. But the continuity between old and new cursive is exactly what captivates master penman Michael Sull.

"There are so many children today who can't even read cursive writing, let alone write it," he said. "They'll never be able to read anything that was written in the 19th century. They won't be able to read the Constitution, the Declaration of Independence, or anything written during the Civil War. They're missing an entire portion of our country's history."

At the offices of BuzzFeed, a company that tracks viral content on the Web, the young staff seems to hardly use cursive.

Master Penman Michael Sull is an expert in Spencerian script, a style recognizable by some prominent logos such as Coca-Cola and Ford. He discusses his work as Reagan's calligrapher and discusses why he thinks it is not time to sign off on the art of cursive.

"It's kind of this strange subset that doesn't exist in real life," said 25-year-old Deputy Editor Charlie Warzel, who doesn't think he has ever received a thank-you card written by hand in cursive.

BuzzFeed sports editor Ben Mathis-Lilley can only think of one instance when one might use cursive: "I guess when you are signing a check?"

But at South Lawrence East, Toomey credits the penmanship program with her students' achievement -- her school was one of only two in the district to be named for the state commendation award in 2010 and 2011. And last year the school was the only school in the district to earn state level-one status.

"One of the ways that we have differentiated ourselves with the district is the adoption of a penmanship program. It's a part of the curriculum that most schools have gotten away from."

South Lawrence East third-grader Emilio Cardone thinks print is easier than cursive, but is proud to be learning the connected writing.

"There's going to be a special day that I'm going to use cursive," he said.

Maybe it isn't time to sign off on cursive just yet.

## CHANGING HISTORY EVER SO SLIGHTLY AND OTHER MANIPULATION THINKING

Have you checked your kids' school assignments lately? You might be shocked if you do.

Sixth-grade children in a history class in the Bryant School District in Arkansas (whose website brags that the district "has embraced" Common Core standards) were assigned a project to update the U.S. Bill of Rights because it is "outdated." They were instructed to "prioritize, revise, omit two and add two amendments."

The written assignment is full of lies, such as that "the government of the United States is currently revisiting The Bill of Rights," that "They (presumably the government) have determined that it is outdated and may not remain in its current form any longer," and that our Constitution can be changed by a "National Revised Bill of Rights Task Force (NRBR)" (to which students could be appointed).

St. Joseph-Ogden High School, a public school in St. Joseph, Ill., gave its sophomore class an assignment to choose which of 10 people were "worthy" of getting kidney dialysis when the hospital had only six machines. The assignment instructed the students, "four people are not going to live. You must decide from the information below which six will survive."

The students were given the list of the 10 who desperately needed kidney dialysis with identification about their occupation, age and ethnicity, and told to give each a score. The instructions stated: "Put the people in order using 1-10, 1 being the person you want to save first and 10 being the person you would save last," with the assumption that those getting scores 7 through 10 would be marked for death.

Since when are high-school students allowed to judge who may live and who must die? Is this to prepare us to accept death panels from Obamacare?

***Don't miss Phyllis Schlafly's latest book, now available at the WND Superstore: "No Higher Power: Obama's War on Religious Freedom"***

Unfortunately, such public school class assignments are not new. A Department of Education hearing in Seattle on March 13, 1984, heard a parent describe the Health class at Clackamas High School in Oregon.

Students were presented with the "lifeboat situation": Too many people are in the sinking lifeboat, and the students were ordered to choose whose lives are not worth saving and should be thrown overboard so the lifeboat won't sink. Variations of the lifeboat situation have been widely used in public schools for many years.

A drama teacher at Cactus Shadows High School in Cave Creek, Ariz., had his students perform a play in which one of the characters falls in love with a goat. The play includes sexually explicit content and vulgar sexual terms.

At Lucy Elementary School near Memphis, Tenn., an assignment required each student to pick an idol and write an essay about him. A 10-year-old girl chose God as her idol, but the teacher found this unacceptable and demanded that the girl write about someone else.

The girl then wrote about Michael Jackson, which the teacher accepted. After the girl's mother spoke out against this in the local media, the school apologized and gave the girl credit for her original work.

Fourth-graders in Gilbert, Ariz., and third-graders in Louisiana were given a lesson on adultery that included specific questions designed to make the child curious about what adultery is and how it affects relationships. The teacher said it came from approved Common Core materials for third-graders.

APPENDIX D

Glenn Beck reported that Poolesville High School in Montgomery County, Md., which is Common Core compliant, administered an intrusive survey to students that included personal questions about family, religion, income, political identification, illegal drugs, Obamacare, guns and same-sex marriage. Click on The Blaze to be entertained by the conflicting responses that school officials gave to parents who complained and to reporters.

The question that parents found particularly obnoxious and trouble-making was, "If President Obama were Caucasian, how much more or less criticism do you think he would receive?" The multiple-choice answers were: "A lot less, Somewhat less, No difference, Somewhat more, A lot more."

Fifth-graders in North Bellmore, N.Y., spent several weeks studying the United Nations. One mother was highly offended when her daughter received full credit for writing that our human rights come from government (instead of from God, as our Declaration of Independence proclaims).

At Alliance High School in Nebraska, the principal announced on Oct. 7 that, because of the government shutdown, he was shutting down the usual morning recitation of the Pledge of Allegiance. After public protest, he reversed his ban.

None of the above assignments quoted directly from a Common Core curriculum, but some claim to be "aligned with Common Core" or "Common Core compliant." It's beginning to look like such assertions are a cover to fill the minds of public school students with all kinds of inappropriate left-wing notions, while erecting a Common Core "wall" to prevent parental oversight

<http://www.wnd.com/2013/10/whoa-check-your-kids-school-assignments/>

OR

Read more at <http://www.wnd.com/2013/10/whoa-check-your-kids-school-assignments/#285w8vuLVL1J4RHE.99>

## Summary of Goals 2000: Educate America Act

<http://www.ncrel.org/sdrs/areas/issues/envrnmnt/stw/sw0goals.htm>

The Goals 2000: Educate America Act (P.L. 103-227) was signed into law on March 31, 1994. The Act provides resources to states and communities to ensure that all students reach their full potential. It is based on the premise that students will reach higher levels of achievement when more is expected of them. Congress has appropriated \$105 million for Goals 2000 for fiscal year 1994. First-year funds became available to states July 1, 1994. In the first year, individual states will submit applications describing the process by which the state will develop a school improvement plan, make subgrants to local schools, as well as grant awards for preservice and professional development.

Goals 2000 establishes a framework in which to identify world-class academic standards, to measure student progress, and to provide the support that students may need to meet the standards.

The Act codified in law the six original education goals concerning school readiness, school completion, student academic achievement, leadership in math and science, adult literacy, and safe and drug-free schools. It added two new goals encouraging teacher professional development and parental participation. The National Education Goals as stated in the Act (Sec. 102) are the following:

### "By the Year 2000 -

1. All children in America will start school ready to learn.
2. The high school graduation rate will increase to at least 90 percent.
3. 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, the 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. United States students will be first in the world in mathematics and science achievement.
5. 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.
6. 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.
7. 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.
8. Every school will promote partnerships that will increase parental involvement and participation in promoting the social, emotional, and academic growth of children."

APPENDIX E



The Act establishes a National Education Standards and Improvement Council to examine and certify national and state content, student performance, opportunity-to-learn standards, and assessment systems voluntarily submitted by states. The movement to develop voluntary national standards has already begun. The National Council of Teachers of Mathematics has developed standards. The U.S. Department of Education is funding development of standards for the arts, civics and government, English language arts, foreign languages, geography, history, and science. These standards will identify what all students should know and be able to do to live and work in the 21st century.

Goals 2000 also creates a National Skill Standards Board to facilitate development of rigorous occupational standards. The Board will identify broad occupational clusters and create a system of standards, assessment, and certification for each cluster. The skills certificate will give students the portable, industry-recognized credentials described in the School-to-Work Opportunities Act of 1994 that indicate mastery of skills in specific occupational areas.

Just as school-to-work transition is an umbrella concept for initiatives such as tech prep, youth apprenticeship, career academies, and the like, the Goals 2000: Educate America Act is an even larger umbrella that encompasses school-to-work transition and other school reform efforts. In short, Goals 2000 will fund systemic reform at the state and local levels and will provide a framework within which to organize all state and federally funded education programs.

The School-to-Work Opportunities Act of 1994 requires states to coordinate school-to-work plans with the educational reforms they are planning with Goals 2000 and other funds. (States may submit a single application for funds under both acts.) Both acts involve restructuring, rescheduling, and rethinking educational practices. Both acts are intended to change the ways teachers teach and students learn. Thus, the need for coordination between activities under both acts is apparent. Additionally, state plans will have to show how School-to-Work Opportunities Act activities are coordinated with the activities of these other federal programs:

- Adult Education Act
- Carl D. Perkins Vocational and Applied Technology Education Act
- Elementary and Secondary Education Act
- Higher Education Act
- Individuals with Disabilities Education Act
- Job Training Partnership Act
- National and Community Service Act
- National Apprenticeship Act
- Rehabilitation Act
- Social Security Act (Title IV, Part F)

Local program leaders will also need to consider how activities being carried out in the community through these federal funds can be coordinated with school-to-work efforts.

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Excerpted with permission from:

**Paris, K.** (1994). *A leadership model for planning and implementing change for school-to-work transition* (pp. 22-25). Madison, WI: University of Wisconsin-Madison, Center on Education and Work.

## GROUP THINK DEFINITIONS

Business Dictionary.com

"Tendency of the members of a group to yield to the desire for consensus or unanimity at the cost of considering alternative courses of action. Group-think is said to be the reason why intelligent and knowledgeable people make disastrous decisions."

Read more: <http://www.businessdictionary.com/definition/group-think.html#ixzz2iTgWSIHk>

Merriam-Webster.com

: a pattern of thought characterized by self-deception, forced manufacture of consent, and conformity to group values and ethics

Globe University

[www.GlobeUniversity.edu](http://www.GlobeUniversity.edu)

***Groupthink is a form of faulty decision making in cohesive groups in which there is insufficient critical thinking.***

USLegal Site

Free Legal Dictionary

<http://definitions.uslegal.com/g/groupthink>

Groupthink occurs when the pressure to conform within a group interferes with that group's analysis of a problem and causes poor group decision making. Individual creativity, uniqueness, and independent thinking are lost in the pursuit of group cohesiveness, as are the advantages that can sometimes be obtained by making a decision as a group—bringing different sources of ideas, knowledge, and experience together to solve a problem.

APENDIX F



Changing Minds.org

<http://changingminds.org/explanations/theories/groupthink.htm>

Groups sometimes fall into a style of thinking where the maintenance of the group's cohesion and togetherness becomes all-important and results in very bad decision-making.

Janis (1972) defines it as "a way of deliberating that group members use when their desire for unanimity overrides their motivation to assess all available plans of action."

The eight primary symptoms of groupthink are:

- Illusions of invulnerability where the group think it is invincible and can do no wrong.
- Collective efforts to rationalize or discount warnings.
- Unquestioned belief in the moral correctness of the group.
- Stereotyped views of the out-group, often as too evil, weak or stupid to be worth bothering with.
- Self-censorship as people decide not to rock the boat.
- Pressure to conform.
- A shared illusion of unanimity (everyone always agrees with everyone else).
- Protecting the group from contrary viewpoints, by self-appointed 'mind-guards'.

As a result, groups 'suffering' from group think are more likely to:

- Be dogmatic.
- Justify irrational or decisions.
- See their actions as highly moral.
- Stereotype outsiders.

# The Nazi Model for Outcome-Based Education

By Berit Kjos - 1996

See also [Molding Human Resources for the Global Workforce](#)  
[New Beliefs for a Global Village](#) | [Bush, Shultz, Gorbachev and Soviet Education](#)

[Home](#)



[Skip down to  
Community  
Service](#)

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History keeps repeating itself, but few heed its warnings. If our leaders did, they would know that today's massive attempt to transform our culture by nationalizing education will bring repression, not freedom. They would see that the manipulative strategies of Mastery Learning will create human puppets, not independent thinkers.

In spite of the information explosion, America hasn't heard the message. Perhaps our leading change agents don't know what their deceptive strategies and dumbed-down curricula will do to our children. Maybe they haven't noticed the similarities between their educational strategies and former Nazi tactics for molding young minds and teaching group conformity. Perhaps today's psychological manipulations are simply a modern expression of human "wisdom" without biblical guidelines. However, it seems clear that U.S. and Nazi change agents share one tragic trait: the dearth of the kind of honesty and integrity that once made America safe for children.

That propaganda and indoctrination were two of the cornerstones of Nazi education is no secret. Hitler's goal was National Socialism, a fascist state that would subdue the world. Learning his lessons from Soviet revolutionaries, he knew that only cloaked promises and misleading visions could win the support of the unsuspecting masses -- and build a compliant army of young radicals. That America's educational and political leaders would stoop to the same low standard has remained hidden from the general public. That their aim is global socialism with cradle-to-grave surveillance is angrily denied by the trained and trusted guardians of our children's minds.

If the sleeping public doesn't wake up and resist soon, it will surely be too late to stop the rising tide of deception that threatens to engulf our children. If so, God's people will once again have demonstrated the blinding consequences of spurning truth and loving lies.

The source of the following quotations is the 1983 book, *Nazism: A History in Documents and Eyewitness Accounts, 1919-1945*, edited by J. Noakes and G. Pridham in cooperation with the Department of History and Archaeology at the University of Exeter. It represents years of research into the primary documents of the Nazi era. Many of its following quotes have been shortened in order to include as many illustrations as possible within the given space. The page numbers are given at the end of each quote.

Since this comparison was written to accompany my book, *Brave New Schools*, I have not included definitions and explanations of the new American/international education system. All the terms and buzzwords are explained in *Brave New Schools* and defined in its glossary.

The bold type introducing the quotes refers to the various aspects of the global system scheduled to be in place by year 2001. The quotes represent the Nazi system.

Please wake up, America!

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## TRANSFORM THE WORLD BY CHANGING THE CHILDREN

Change the children first: "The Nazi leadership appreciated the difficulty of indoctrinating the older generation.... They were all the more determined to mold the new generation along Nazi lines. As the leader of the Nazi Teacher's League, Hans Schemm, put it: 'Those who have the youth on their side control the future.'" (416)

Create world-class citizen: "...create a new type of student..." (440)

## TEACH POLITICALLY CORRECT BELIEFS AND VALUES

Condition students for the new social and economic order: "German youth must no longer... be confronted with the choice of whether it wishes to grow up in a spirit of materialism or idealism, of racism or internationalism, of religious or godlessness, but it must be consciously shaped according to principles which are recognized as correct...according to the principles of the ideology of National Socialism." (432)

Censorship of contrary models: "The teaching... aimed to encourage a 'consciousness of being German.... In the selection of teaching materials they should eschew those works which 'contradict German feelings or paralyze energies necessary for self-assertion' and only those modern works would be selected which 'have an affinity with the spirit of the new Germany'." (437)

## ESTABLISH AN OUTCOME-BASED EDUCATION SYSTEM

Restructure schools and nationalize tests and standards: "the regime endeavored to assert its control over the education system through reorganization and centralization..." (433)

Affective (feeling-centered, attitudinal), not cognitive, learning earns the graduation certificate: "Many pupils believe they can simply drift through for eight years and secure their school-leaving certificate even with minimal intellectual performance... [T]hose pupils who are in positions of leadership... often display unmannerly behavior and laziness at school. in general, it must be said that school discipline has declined to an alarming extent..." (429)

School-to-Work link: "The new movement offered prospects of future employment at a time of massive graduate unemployment." (440)

## IMPLEMENT MASTERY LEARNING

Condition students to become social servants, not individuals—but tell the public the opposite: "...the principal task of the school is the education of youth in the service of ... the State in the National Socialist spirit.' This made clear the Nazi's determination to shift the focus of education away from the needs of the individual and the development of his potential as a human being to the requirements of the community of nation and State, of which the individual was a member and to which he must subordinate himself." (436)

Politically correct standards for right and wrong: "Munich professors [were warned]: 'From now on it is not up to you to decide whether or not something is true, but whether it is in the interest of the national Socialist Revolution.'" (446)

Set affective, not cognitive, goals (outcomes): "The more enthusiastic they get, the easier are the exams and the sooner they will get a position .... The new generation has never had much use for education and reading. Now nothing is demanded of them; on the contrary, knowledge is publicly condemned." (427)

Forget facts. Teach "right" attitudes or "character" through feel-good experiences: An important aspect of Nazi education was the cult of 'Experience' as being more crucial to the development of the individual than the academic process of learning with its stress on 'knowledge'. Unlike knowledge which involves the intellect, experience involved 'feeling' which alone provided access to the deep truths of Nazism which were essentially based on [ideological unity]. Such an 'experience'... was regarded as essential to character-building. (441)

Reject old authority figures through critical thinking and values clarification: "It appealed to the desire of youth to be independent of the adult world and exploited the conflict of generations and the typical tendency for young people to challenge authority figures, whether parents or teachers." (429)

Confuse students' values through shocking stimuli and values clarification exercises (including sex and AIDS education): "...particularly teachers in secondary schools, were alienated by the crudity of its indoctrination." (433)

## INFUSE NEW VALUES THROUGH "REAL LIFE" LEARNING

Create new beliefs and values through multicultural and global education: "New courses were introduced in such fields as racial studies, eugenics, and defense studies and there was a new emphasis on pre-history... Law and political science courses were adapted to fit in with the changes introduced by the regime." (446)

Arts, crafts, and multicultural experience: "People told stories, danced and practiced handicrafts..." (423)

Teach math through integrated curriculum: "Other subjects such as math and foreign language were less subject to ideological contamination. Even here however, Nazi ideology could enter by the back door, as is clear from the following tests...: 'Question 95: The construction of a lunatic asylum costs 6 million RM. How many houses at 15,000 RM each could have been built for that amount?'" (438-439)

Peer Counseling: "The slogan 'youth must be led by youth'... was ritually echoed and to some extent followed in practice. But the spirit in which it was applied was very different These young leaders were not representing an autonomous youth culture but were functionaries of an official bureaucracy regimented by rules and regulations and following set patterns of training." (422)

Condition students to compliance: "It was preferred that people should not have a will of their own and should totally subordinate themselves." (428)

Lifelong Learning requires training, testing, remediation, more test and training: "If they have still not become real National Socialists, then they go into the Labor Service and are polished there... And if after six or seven months, there are still remnants of class consciousness or pride in status, then the Wehrmacht will take over the further treatment... and when they return after two or four years then, to prevent them from slipping back into old habits once again, we take them immediately into the SA, SS, etc., and they will not be free again for the rest of their lives." (417)

## REQUIRE COMMUNITY SERVICE

"Service learning": "The purpose of labor service was partly practical--to... provide a source of cheap labor--but mainly ideological. It was a part of the cult of community current in the youth movement now manipulated by the Nazis for their own end. Students would be confronted with Real Life and, by being forced to mix with the less privileged sections of the community, would be reminded that they were all [national comrades] together." (440-441)

Mandatory service: "Service in the Hitler Youth is honorary service to the German people. All young people are obliged from the age of 10 to their 19th birthday to serve in the Hitler youth." (420)

Character Education and Cooperative Learning: "We cannot fight our way out of this deep crisis through intellectualism... The school for character... which is a practical test of true comradeship in work and living is irreplaceable.... the true, great, practical school is... in the labor camp, for here instruction and words cease and action begins." (441)

## REVISE HISTORY

New content: "...in addition to controlling and indoctrinating the teaching profession, reorganizing the education system and establishing new elite schools, the regime sought to influence youth through the content of what was taught in schools." (436) "Relevance" and historical revision: "The course of history must not appear to our young people as a chronicle which strings events together indiscriminately, but, as in a play, only the important events, those which have a major impact on life, should be portrayed." (438)

## RETRAIN TEACHERS

First indoctrinate teachers: "The real task of the NSLB is to create the new German educator in the spirit of National Socialism. It is being carried out with the same methods with which the movement has conquered the whole nation: indoctrination and propaganda." (432)

Certify compliant teachers. "The Nazi party... realized they could do little with the existing professors if they outwardly conformed. They concentrated, therefore, on trying to transform the profession by controlling entry and promotion within it through process of political indoctrination...." (444)

The oppressive tactics of the NEA: "Teachers were, however, also subject to control from their professional association, the National Socialist Teachers' League (NSLB)... it expanded through a mixture of propaganda and intimidation... The main functions of the NSLB were, first, the provision of reports on the political reliability of teachers for appointments and promotions and, secondly, the ideological indoctrination of teachers..." (431)

Conform or resign. "Most academics were either apolitical or approved of at least some aspects of the regime.... Those who did not, were either forced out or intimidated into silence." (445)

## SILENCE THE OPPOSITION

Block the negative influence of parents and traditional culture: "...these boys join our organization at the age of ten...four years later, they move from the Jungvolk to Hitler Youth and there we keep them for another four years. And then we are even less prepared to give them back into the hands of those who create our class and status barriers..." (417)

Punish parents who protect their children from state indoctrination: "A legal guardian will be liable to a fine up to 150 RM or to imprisonment, if he deliberately contravenes the stipulation #9 of this decree (registration for Hitler Youth)." (420)

Vouchers and Christian schools: "Private schools and denominational schools gradually succumbed to various pressures: the loss of government subsidies or tax concessions...." (434)

## FACE THE CONSEQUENCES

Some resist the crude, immoral, and anti-intellectual climate and the pressures to conform: "By the end of the 1930s, a growing number of students were coming to resent the regimentation, the pressures to conform, the anti-intellectual climate, the crudity of the regime's style and its moral duplicity." (443)

Arrogant students: "Teachers, in particular, were also concerned at the contempt for intellect cultivated by the HJ and at the arrogance displayed toward them by pupils who were leaders in the HJ." (429)

## Washington Post article:

# A tough critique of Common Core on early childhood education

By Edward Miller and Nancy Carlsson-Paige

“Recent critiques of the Common Core Standards by Marion Brady and John T. Spencer have noted that the process for creating the new K-12 standards involved too little research, public dialogue, or input from educators. . .

When the standards were first revealed in March 2010, many early childhood educators and researchers were shocked. “The people who wrote these standards do not appear to have any background in child development or early childhood education,” wrote Stephanie Feeney of the University of Hawaii, chair of the Advocacy Committee of the National Association of Early Childhood Teacher Educators . . .

Moreover, the Common Core Standards do not provide for ongoing research or review of the outcomes of their adoption—a bedrock principle of any truly research-based endeavor.

It’s bad enough to set up committees to make policy on matters they know little or nothing about. But it’s worse to conceal and distort the public reaction to those policies. And that’s exactly what happened. . .

Early childhood gets few mentions in this summary. The first one, on page 3, quotes an anonymous respondent: **“Add pre-k standards.” In other words, not only do educators supposedly like the K-3 standards, they want them pushed down to even younger children. (In fact, that’s what’s happening now in many states.)”**

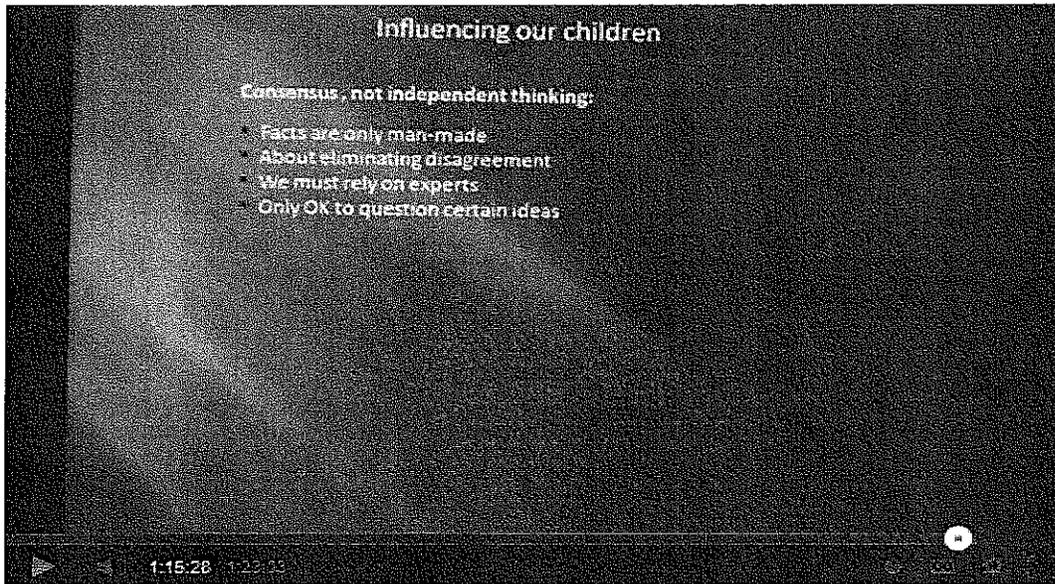
Read the full article at the link below.

<http://www.washingtonpost.com/blogs/answer-sheet/wp/2013/01/29/a-tough-critique-of-common-core-on-early-childhood-education/>

APPENDIX K

## AGENDA 21

Full version explained, the last 10 minutes of the video states in Agenda 21's own literature



## Agenda 21 EXPLAINED, full version

Influencing our Children

Consensus, not independent thinking:

Facts are only man-made

About eliminating disagreement

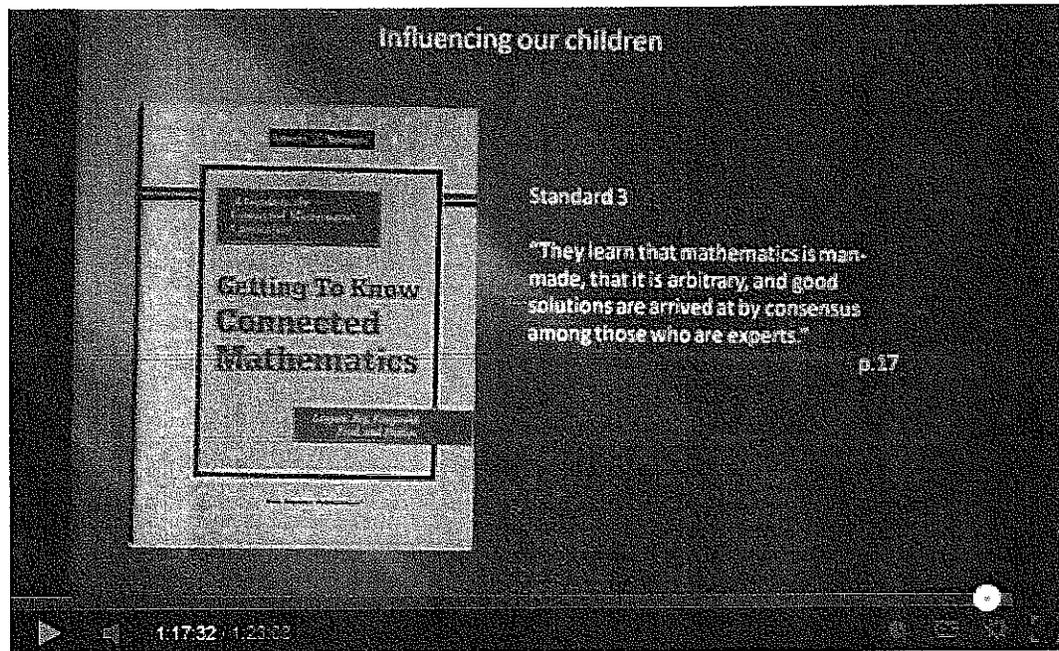
We must rely on experts

Only OK to question certain ideas

<http://www.youtube.com/watch?v=9Gy kzQWIXJs>

OVER

APPENDIX H



Influencing our children

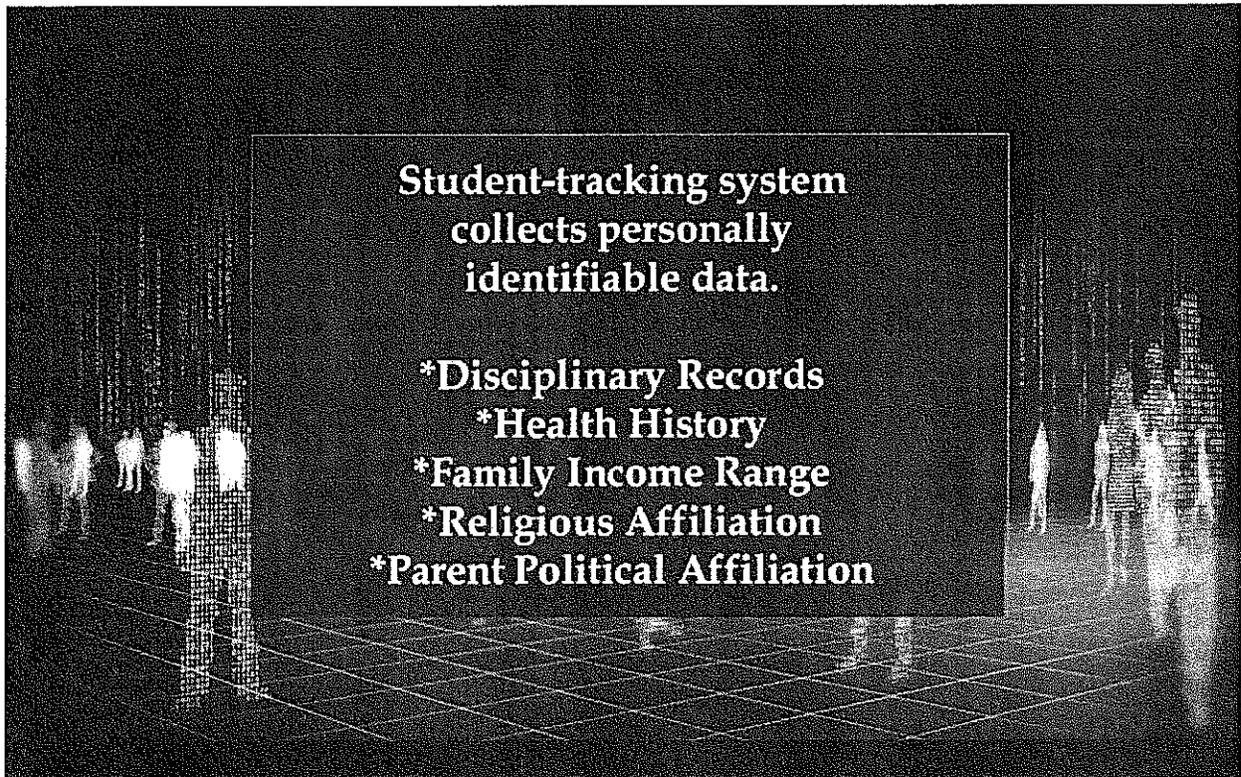
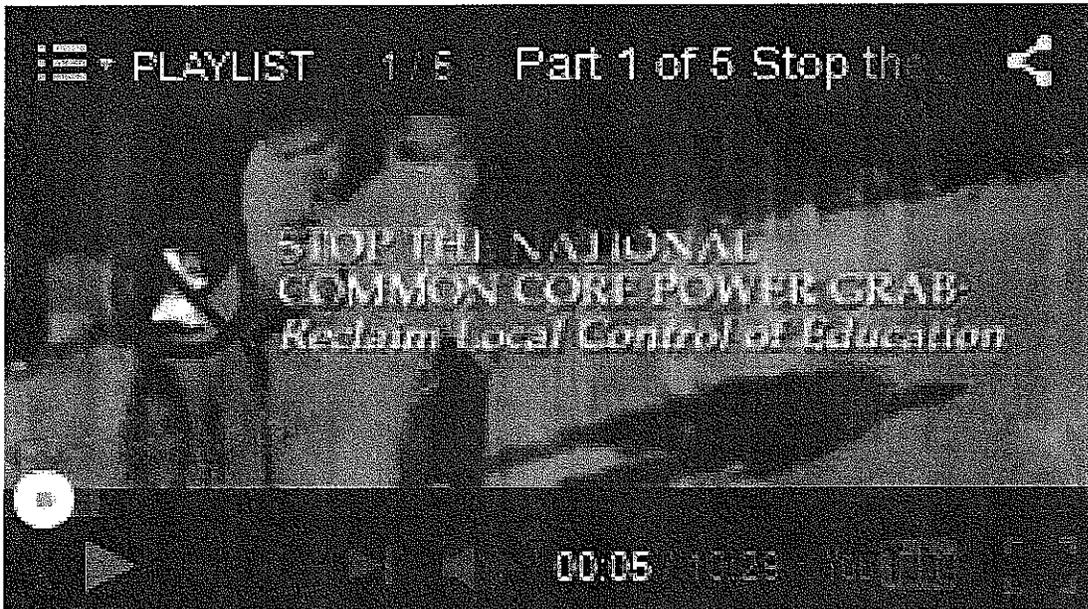
Standard 3

"They learn that mathematics is man-made, that it is arbitrary, and good solutions are arrived at by consensus among those who are experts."

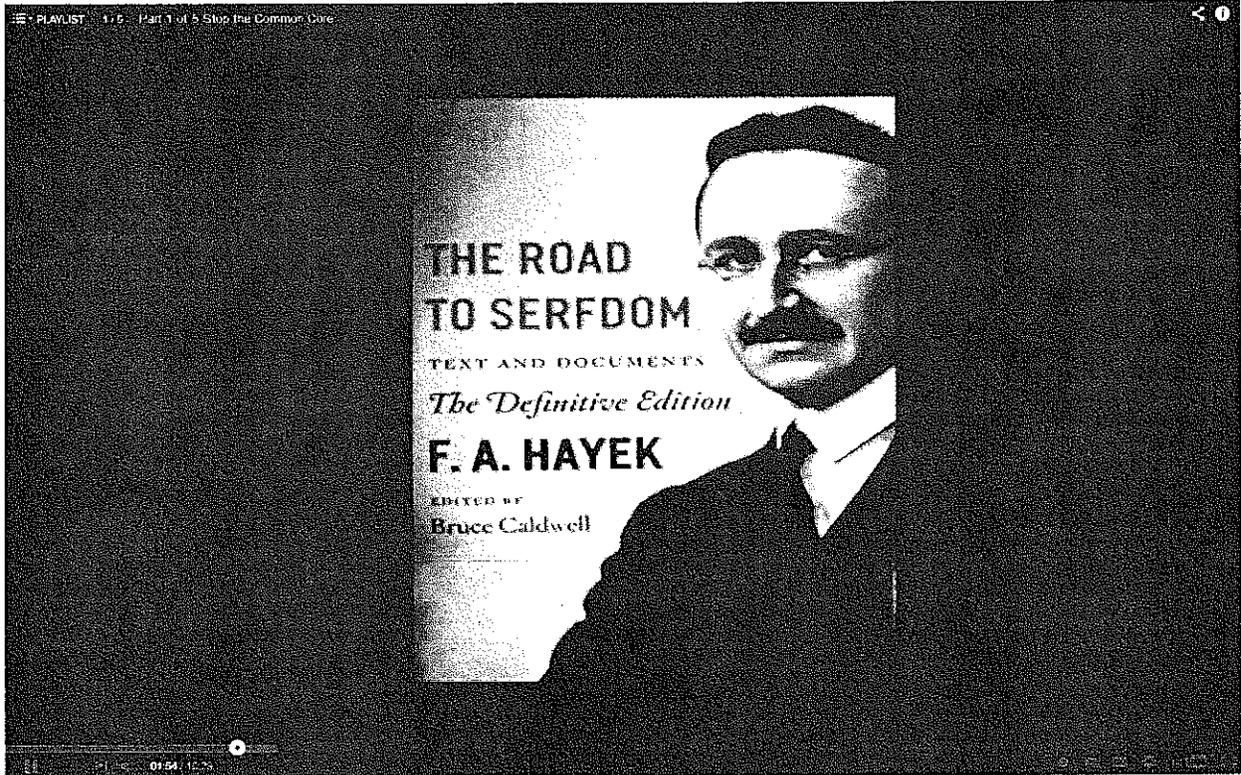
This video is from 2011, and if you've never heard of Agenda 21, this is a must watch from beginning to end. Although some states have wised up to this and have laws in place to prevent this, I have no doubt it will slowly creep its way back into communities over time, in future generations, as our children learn to become "global citizens" through our education system if we are not diligent in learning what is going on in our world.

# Common Core Video Primer

<http://fightcommoncore.com/>



APPENDIX I →



“*The Road to Serfdom* by F. A. Hayek is a powerful analysis of how the use of economic planning leads to the evils of totalitarianism when economic planning replaces the markets. A democracy is based on individual freedoms. Individuals have the freedom to make their own choices and decisions. One of the choices and decisions regards the choice of occupation and employment. A market allocates resources, one of which is labor, to different uses in response to market conditions. This happens automatically through changes in wages and prices without direction from a commissar. The market results in an efficient use of resources with output production in accordance with the preferences of consumers.

Planning that takes the place of the markets robs the individual of this freedom of choice. The only way the planners can reallocate resources, including labor, is by the use of force. Therefore, one of the freedoms given up in the move to planning is the individual's freedom to choose his own occupation and employment.”

# Washington Post Article- Principal: 'I was naïve about Common Core'

• By **Valerie Strauss**

•

• March 4 at 10:15 am



Here's a powerful piece about how an award-winning principal went from being a Common Core supporter to an opponent. This was written by Carol Burris, principal of South Side High School in New York. She was named the 2010 New York State Outstanding Educator by the School Administrators Association of New York State. She is one of the co-authors of the principals' letter against evaluating teachers by student test scores, which has been signed by 1,535 New York principals.

By Carol Burris

When I first read about the Common Core State Standards, I cheered. I believe that our schools should teach all students (except for those who have severe learning disabilities), the skills, habits and knowledge that they need to be successful in post secondary education. That doesn't mean that every teenager must be prepared to enter Harvard, but it does mean that every young adult, with few exceptions, should at least be prepared to enter their local community college. That is how we give students a real choice.

I even co-authored a book, "Opening the Common Core," on how to help schools meet that goal. It is a book about rich curriculum and equitable teaching practices, not about testing and sanctions. We wrote it because we thought that the Common Core would be a student-centered reform based on principles of equity.

I confess that I was naïve. I should have known in an age in which standardized tests direct teaching and learning, that the standards themselves would quickly become operationalized by tests. Testing, coupled with the evaluation of teachers by scores, is driving its implementation. The promise of the Common Core is dying and teaching and learning are being distorted. The well that should sustain the Core has been poisoned.

I hear about those distortions every day. Many of the teachers in my high school are also the parents of young children. They come into my office with horror stories regarding the incessant pre-testing, testing and test prep that is taking place in their own children's classrooms. Last month, a colleague gave me a multiple-choice quiz taken by his seven-year old son during music. Here is a question:

*Kings and queens COMMISSIONED Mozart to write symphonies for celebrations and ceremonies.  
What does COMMISSION mean?*

- 1. to force someone to do work against his or her will*
- 2. to divide a piece of music into different movements*
- 3. to perform a long song accompanied by an orchestra*
- 4. to pay someone to create artwork or a piece of music*

Whether or not learning the word 'commission' is appropriate for second graders could be debated—I personally think it is a bit over the top. What is of deeper concern, however, is that during a time when 7 year olds should be listening to and making music, they are instead taking a vocabulary quiz.

I think that the reason for the quiz is evident to anyone who has been following the reform debate. The Common Core places an extraordinary emphasis on vocabulary development. Probably, the music teacher believes she must do her part in test prep. More than likely she is being evaluated in part by the English Language Arts test scores of the building. Teachers are engaged in practices like these because they are pressured and afraid, not because they think the assessments are educationally sound. Their principals are pressured and nervous about their own scores and the school's scores. Guaranteed, every child in the class feels that pressure and trepidation as well.

An English teacher in my building came to me with a 'reading test' that her third grader took. Her daughter did poorly on the test. As both a mother and an English teacher she knew that the difficulty of the passage and the questions were way over grade level. Her daughter, who is an excellent reader, was crushed. She and I looked on the side of the copy of the quiz and found the word "Pearson." The school, responding to pressure from New York State, had purchased test prep materials from the company that makes the exam for the state.

I am troubled that a company that has a multi-million dollar contract to create tests for the state should also be able to profit from producing test prep materials. I am even more deeply troubled that this wonderful little girl, whom I have known since she was born, is being subject to this distortion of what her primary education should be.

There are so many stories that I could tell—the story of my guidance counselor's sixth-grade, learning disabled child who feels like a failure due to constant testing, a principal of an elementary school who is furious with having to use to use a book he deems inappropriate for third graders because his district bought the State Education Department approved common core curriculum, and the frustration of math teachers due to the ever-changing rules regarding the use of calculators on the tests. And all of this is mixed with the toxic fear that comes from knowing you will be evaluated by test results and that "your score" will be known to any of your parents who ask.

When state education officials chide, "Don't drill for the test, it does not work", teachers laugh. Of course test prep works. Every parent who has ever paid hundreds of dollars for SAT prep knows it works —but no parent is foolish enough to think that the average 56 point 'coaching' jump in an SAT score means that their child is more "college ready."

Test scores are a rough proxy for learning. Tests imperfectly examine selected domains of skills, so that we can infer what students know. Real learning occurs in the mind of the learner when she makes connections with prior learning, makes meaning, and retains that knowledge in order to create additional meaning from new information. In short, with tests we see traces of learning, not learning itself.

What occurs in a “data driven”, high-stakes learning environment is that the full domain of what should be learned narrows to those items tested. The Common Core, for example, wants students to grow in five skill areas in English Language Arts — reading, writing, speaking, listening and collaboration. But the Common Core tests will only measure reading and writing. Parents can expect that the other three will be neglected as teachers frantically try to prepare students for the difficult and high-stakes tests. What gets measured gets done, and make no mistake: “reformers” understand that full well. In fact, they count on it. They see data, not children. For the corporate reformers, test data constitute the bottom-line profits that they watch.

There is no one more knowledgeable about school change and systemic reforms than Michael Fullan. He is a renowned international authority on school reform, having been actively engaged in both its implementation as well in the analysis of reform results. I had the pleasure of listening to him this week at the Long Island ASCD spring conference.

Fullan told us that the present reforms are led by the wrong drivers of change — individual accountability of teachers, linked to test scores and punishment, cannot be successful in transforming schools. He told us that the Common Core standards will fall of their own weight because standards and assessments, rather than curriculum and instruction are driving the Common Core. He explained that the right driver of school change is capacity building. Data should be used as a strategy for improvement, not for accountability purposes. The Common Core is a powerful tool, but it is being implemented using the wrong drivers.

Fullan helped to successfully lead the transformation of schools in Ontario, Canada, and he has tried to influence our national conversation, but his advice has been shunned. I will close with a final quote from Fullan and let readers draw their own conclusions:

*A fool with a tool is still a fool. A fool with a powerful tool is a dangerous fool.*

Solutions:

Lead by example: Wisconsin should become a state with full implementation of vouchers for every child. Even at the public level. This will:

1-This forces responsibility onto the parent (s) or guardian(s). More involvement and informed decisions by parents to find what meets the best needs of their individual child or children should be first and foremost.

How many parents shop around for the best childcare business for their child or instead decide to stay home with their young child. It truly is their choice and their right.

2- This will weed out the poorly staffed and run downed schools to only make one of two choices:

Clean up their act and become a top notch school or

start to see private and charter schools popping up in their community

3- You will start to see the best teachers sorted out from the pool of educators that really do not have what it takes to be a successful and sought after teacher.

I know this all sounds so simple, and I'm sure there is complication to any implementation. There are already children that "district hop" because many parents believe the school in their local community does not meet the needs of their child's learning ability. Every child is unique and every child will learn differently. Did you know that there are 7 different ways people learn?

Your learning styles have more influence than you may realize. Your preferred styles guide the way you learn. They also change the way you internally represent experiences, the way you recall information, and even the words you choose. We explore more of these features in this chapter.

Research shows us that each learning style uses different parts of the brain. By involving more of the brain during learning, we remember more of what we learn. Researchers using brain-imaging technologies have been able to find out the key areas of the brain responsible for each learning style

<http://www.learning-styles-online.com/overview/>

### The Seven Learning Styles

- **Visual (spatial):** You prefer using pictures, images, and spatial understanding.
- **Aural (auditory-musical):** You prefer using sound and music.
- **Verbal (linguistic):** You prefer using words, both in speech and writing.
- **Physical (kinesthetic):** You prefer using your body, hands and sense of touch.
- **Logical (mathematical):** You prefer using logic, reasoning and systems.
- **Social (interpersonal):** You prefer to learn in groups or with other people.
- **Solitary (intrapersonal):** You prefer to work alone and use self-study.

APPENDIX L →

I also believe a teacher that makes learning " fun " will capture the mind and heart of a child and they will ultimately learn. The CCSS and the CCC is basically a ONE SIZE FITS ALL education that only benefits the educator, not the individual child. I'm sorry, but some educators need to come off their high horses and really examine their hearts as to what meets the best situation for a child.

[http://thinklab.typepad.com/think\\_lab/2006/03/8th\\_grade\\_exam.html](http://thinklab.typepad.com/think_lab/2006/03/8th_grade_exam.html)

#### 8th Grade Examination from late 1800's in Kansas

Remember when our grandparents, great-grandparents, and such stated that they only had an 8th grade education? Well, check this out. - - -

This is the eighth-grade final exam from 1895 in Salina, KS, USA. It was taken from the original document on file at the Smokey Valley Genealogical Society and Library in Salina, KS, and reprinted by the Salina Journal. Students were given 5 hours to complete the test.

Small sample:

#### Grammar (Time, one hour)

1. Give nine rules for the use of Capital Letters.
2. Name the Parts of Speech and define those that have no Modifications.

#### Arithmetic (Time, 1.25 hours)

1. Name and define the Fundamental Rules of Arithmetic.
4. District No. 33 has a valuation of \$35,000. What is the necessary levy to carry on a school seven months at \$50 per month, and have \$104 for incidentals?
6. Find the interest of \$512.60 for 8 months and 18 days at 7 percent.
10. Write a Bank Check, a Promissory Note, and a Receipt

#### U. S. History (Time, 45 minutes)

3. Relate the causes and results of the Revolutionary War.
4. Show the territorial growth of the United States.
5. Tell what you can of the history of Kansas.
7. Who were the following: Morse, Whitney, Fulton, Bell, Lincoln, Penn, and Howe?
8. Name events connected with the following dates: 1607, 1620, 1800, 1849, 1865.

And it continues on. Fascinating to say the least. I think American exceptionalism will slowly degrade with the implementation of any national common standard. Thank you for your time and I really hope you take the time to research CCSS and CCC if you haven't already. It is a spider web that just gets bigger and bigger the more we find out as it's implemented. Listen to what your heart tells you and please make an informed decision on opting out of CCSS and CCC.