

~~VERY CONFIDENTIAL~~

IMPORTANT

July 27, 1993

TO: ALL THOSE ACTIVE IN ATTEMPTING TO EXPOSE U.S.-SOVIET EDUCATION AGREEMENTS SIGNED BY PRESIDENT REAGAN IN 1985.

FROM: CHARLOTTE ISERBYT, 1062 Washington St., Bath, ME 04530 *cti*  
207-442-7899; FAX 207-442-0551

SUBJECT: LATEST INFO ON RUSSIA-U.S., NETHERLANDS, U.K. AGREEMENT TO WORK TOGETHER IN ESTABLISHMENT OF INTERNATIONAL CURRICULUM

Please read the enclosed articles from "The Effective School Report" carefully. I have subscribed to this professional journal for ten years; it is THE journal dealing with Outcome-Based Mastery Learning which is the major part of effective school research. In the past it has been the only journal to clearly state that mastery learning is based on the theories of B.F. Skinner. Due to the number of periodicals I receive I do not always get around to reading the ESR. Two days ago I was looking for something in my office and my eye fell on the Feb. 1992 issue and "Free Education in a Free Society" which is dynamite and referred back to an earlier issue Nov. 1991 and an article "A Letter from Russia." Both and a later one enclosed.

I am sending you marked up copies, not because I don't regard you as capable of interpreting them, but because I myself am always pleased when one of you marks up things for me. We are all very busy and can use some help. However, if you want a clean copy for other purposes - LATER - let me know.

In order to understand the importance of the ESR, I am enclosing two pages from my book "Back to Basics Reform Or...Skinnerian International Curriculum" which explain the big guys behind it. There is also an Effective School Network that has gone international and it holds very expensive conferences on a yearly basis in Israel, Canada, UK, etc.

Also, read my flyer "Soviets in the Classroom - America's Latest Education Fad" to brush up on the history of the 1985 agreement and what is presently going on in this area. Nothing has been terminated, even though the Soviet Union broke up, the agreements continued. Hard to understand how our country can sign a treaty with one country and when it disappears have the treaty apply to a new country or countries. Sometimes the State Department appears truly ridiculous. How they manipulate our Constitution.

I am anxious to know if you agree with my interpretation of what is going on which follows: (please respond ASAP by letter, phone or FAX giving me your opinion on what we should or should not do about this new development, taking into consideration the remote possibility that the Clinton Administration might wish to expose it since it is a product of the Reagan/Bush administration, and that the Republican Party might be interested in exposing it since this part of it is happening under Clinton.) Remember that Outcome-based Education/Mastery Learning is the common thread running

②  
through all America 2000/GOALS 2000 restructuring projects, including charter schools, NEW American School Development Corp projects (really Soviet-style magnet schools to prepare students for global work force, being sold to Americans as "choice", etc.)

Isn't it sad that neither the Clinton Administration nor the Republican Party can be counted on to do something about it simply because they love America?

MY INTERPRETATION:

1. THIS is international curriculum.
2. It uses Russian Pedagogy: Pavlov/Skinner and is Mastery Learning/OBE. Surely if they are going to work with us, and we are using Skinnerian OBE/ML, it must be that they plan on using the same thing, although I could be wrong. Note how clear article is on use of "pedagogic systems and theories which have been developed in Russia." There may be something else going on in brain research about which I am not familiar. I do know that they are heavily into brain research.
3. It IS Goals 2000.
4. U.S. Dept. of Education involved (our tax money). Note Editor's Note in Nov. 1991 article: "under auspices of the U.S. Department of Education."

MY REACTION TO THIS AND WHAT WE SHOULD DO IN THE FUTURE:

try to  
If we are unable to expose this treachery, and conservative groups continue to stonewall on this issue, which is what kept it from being exposed the first time around, with exception of Schlafly and Bob Morris/America's Future, I personally see no sense in continuing to change what is going on in American education. Those in charge of the internationalization of education must be sitting back there and laughing at us; how we work 24 hours a day to postpone the inevitable, and DO NOT ATTACK THE CANCER!

Please respond, after giving this much thought, and feeling free to knock down any ideas I have expressed. We are all in this together and those to whom this letter is going are the cream of the cream in this nation of ours. You know how much you mean to me, and I might say, not just to me, but to my children - all children and grandchildren. You are true-blue warriors, and I respect your advice.

(OKAY to do whatever you want.) 9/6/93 etc

NOTE:  
Ann Herzer, a teacher and college professor who served as West Coast Coordinator to expose the US-Soviet Education agreements, saw this coming 15 years ago when she had to go through teacher training for the Skinnerian ECRI program. She courageously spoke out and had quite a following of teachers in Arizona. She would have won the State Superintendency of Education had it not been for the Republican Party big-wigs connected with the Trilateralists and CFR in Arizona. THEY KNEW THIS SYSTEM (SKINNER) WAS NECESSARY TO TRAIN STUDENTS IN SKILLS NECESSARY FOR GLOBAL ECONOMIC SYSTEM AND GLOBAL PROFITS. THE WORD HAD COME DOWN FROM ABOVE.

"Conservative groups have gone after Ann because she tells the truth about their pet program to take care of their own children "CHOICE". She is a real "Patricia Henry" and should be recognized as such.

1serbyt, "Back to Basics  
Reform OR... OBE...  
Skinnerian Int'l Curric.

(2)

Professor John Goodlad, enlarges on the subject of international curriculum in his book CURRICULUM INQUIRY. Goodlad, probably the most important change agent in the nation, served on the governing board of UNESCO's Institute for Education, 1971 - , and is best known for his complaint in 1970 that "most youth still hold the same values as their parents and if we don't resocialize, our system will decay," (37) and more recently in the Preface to SCHOOLING FOR A GLOBAL AGE, 1980, for his recommendation that "Parents and the general public must be reached also (taught a global perspective - Ed.). Otherwise, children and youth enrolled in globally oriented programs may find themselves in conflict with values assumed in the home. And then the educational institution frequently comes under scrutiny and must pull back." (38)

This recommendation explains the current priority of the U.S. Department of Education and the education establishment to involve parents, industry, and the community in partnerships with government schools, ignoring the fact that parents have prime responsibility for their children's education. Goodlad was a keynote speaker at former Secretary Terrel Bell's first meeting of the highly-publicized National Commission on Excellence which produced the publication "A Nation at Risk" - - which ignored issues of most concern to parents - - but nevertheless lulled the nation into a phony and expensive "back to basics/local control" coma.

SCHOOLING FOR A GLOBAL AGE is one of three controversial books published as a result of Goodlad's federally and foundation-funded A Study of Schooling. The Danforth Foundation, which helped fund SCHOOLING FOR A GLOBAL AGE, has just had its Vice President, John Ervin, elected Chairman of the National Council for Effective Schools (connected with Kelwynn, Inc. and The Effective School Report mentioned earlier) which are pushing Outcome-based

Mastery Learning and Teaching nationwide.

In CURRICULUM INQUIRY Goodlad implicates Bloom, Ralph Tyler (the father of educational evaluation) and himself in the promotion of Mastery Learning and Teaching on an international scale when he says that "Bloom was invited by UNESCO in 1968 to submit a proposal for a six to nine week training program which would partially fulfill recommendations made at UNESCO's Moscow meeting dealing with the formation of national centers for curriculum development and research" and that "his program was ultimately approved by the UNESCO General Council," and "the International Association for Evaluation of Educational Achievement (IAEEA) was invited to take full responsibility for developing and conducting programs in 1971 at Granna, Sweden." (39)

#### INTERNATIONAL CONSENSUS ON WHAT IS WORTH LEARNING

The IAEEA, according to 22 national research centers which are engaged in the study of education... This group has been concerned with the use of international tests, questionnaires, and other methods to relate student achievement and attitudes to instructional, social and economic factors in each nation. The evaluation instruments also represent an international consensus on the knowledge and objectives most worth learning." (40) (emphasis added)

The U.S. Department of Education, through its National Institute of Education, contributes to the funding of these cross-national studies, so you, the taxpayer, are paying for an "international consensus on the knowledge and objectives most worth learning."

Goodlad's CURRICULUM INQUIRY, says "Several Americans, including Bloom, Goodlad, and

# Back To Basics Reform

# Dr... Skinnerian International Curriculum?

\* NECESSARY FOR UNITED STATES  
PARTICIPATION IN A SOCIALIST  
ONE-WORLD GOVERNMENT SCHEDULED  
FOR THE EARLY YEARS OF THE  
TWENTY-FIRST CENTURY

Charlotte T. Iserbyt

refused to conduct an independent re-evaluation of ECRI, denying that the program uses stopwatches to time children or that it uses Skinnerian techniques, even though the entire 100-page teacher pre-service training manual is devoted to the training of teachers in stimulus-response-stimulus operant conditioning techniques, and materials on the ADAPTATION OF BIRDS, MONITORING FORMS BEFORE AND AFTER INSTRUCTION (observation data sheet records), HOW TO TEACH ANIMALS by Skinner, HOW TO TEACH ANIMALS: A RAT, A PIGEON, A DOG, by Kathleen and Shauna Reid, etc., are listed as teacher and source materials by ECRI.

In addition to the above documentation, the July 1984 issue of The Effective School Report says in very small print, "The following professionals and groups have initiated successful educational programs which can work together as a common system to deliver PREDICTABLE SUCCESS (emphasis in original) for each learner - - the ultimate criterion of an effective school program: B.F. Skinner, Norman Crowder, Robert E. and Betty O. Corrigan; 1950-1984; Mastery Learning Practices." (9) (emphasis added)

Utah's Terrel Bell, former Secretary of Education in the Reagan Administration, has recently joined the Board of Directors of Kelwynn, Inc., the effective schools training company which publishes The Effective School Report. The presence of a former Cabinet member and Secretary of Education on its Board of Directors elevates Kelwynn, Inc. and its Effective School Report to a new level of importance in national education policy.

The Department of Education cannot afford to permit an independent re-evaluation of ECRI, according to a March 30, 1980 memorandum to Secretary of Education Shirley Hufstедler from Acting Assistant Secretary Dick W. Hays, which says,

"Conducting the review has the advantages of

terminating the controversy concerning ECRI and of limiting the controversy to ECRI. This response could be precedent-setting, however, and open up the possibility of having to respond to similar requests in the future in the same manner. Not conducting the review removes the precedent-setting possibility but it is likely to prolong the controversy about ECRI and could result in an enlargement of the controversy to include other or all programs developed or operated with federal education funds." (10) The Department was rightfully concerned that a re-evaluation would open a Pandora's Box, thwarting its ultimate goal of implementing Mastery Learning nationwide (1984 Far West Laboratory grant discussed later and 1985 NEA Mastery in Learning Project) and allowing parents (of all people!) a glimpse into its multitude of National Diffusion Network (NDN) programs that use Skinnerian operant conditioning on their children, twenty-five or more of which are the highly controversial Follow Through programs for economically disadvantaged kindergarten through third grade students. (The social engineers always experiment on the helpless and disadvantaged, using them as guinea pigs with pre and post testing, before they target "all" our children for "treatment.")

The Summary of the National Evaluation Follow Through Findings, 1970-1976 says,

"Gary McDaniels, who designed the final Follow Through evaluation plan for the U.S. Office of Education, characterized Follow Through, which involves 180 cooperating communities, as 'the largest and most expensive social experiment ever launched.'" (11) (emphasis added)

WELL-KNOWN EDUCATOR DENOUNCES  
SKINNERIAN PROGRAMS IN LETTER  
TO PRESIDENT CARTER

Effec. Sch. Report covers all issues related to implementation in international curriculum using SKINNERIAN Outcome Based Education / Mastery Learning. Order: "Back to Basics Reform Or... OBE... SKINNERIAN INT'L CURRIC." by E. ISERTS Y.T. 1062 Washington St., Bath, Me.

04530  
207-442-7899

February 1992

THE EFFECTIVE SCHOOL REPORT

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# Free Education In A Free Society

what then is USA's "Politically Correct" Outcome-Based Education? ... if not social conditioning by the state?

# Free Education

By Nick Zienau

Editor's Note: The November issue of the ESR included a brief article, "A Letter From Russia," by Victor Nouja, a Russian educator. Nouja promoted the concept of networking with American educators in international teacher training and school management. This is a followup to the earlier article.

This article describes a project which began at a conference organized in September 1991 to discuss possibilities for projects between East and West which might assist the process of educational reform in Russia and the other republics formerly of the USSR.

With a system in which there are over 200,000 schools, an economic system in chaos and a tradition in which the education system historically was designed to protect and maintain the power of the state, the task is a daunting one.

It is also clear that from the Russian perspective, reform of education ranks second only perhaps to economic reform as an important way forward for a society in which education has to some extent been discredited by its association as an instrument of an authoritarian system. This project is a result of the conviction by a group of educationalists from three continents, the US, Western Europe and Russia on both sides of the Urals, that it was possible to build a network of avant garde centres which would support each other in the process of educational reform whichever continent we happened to be in. An important part of becoming convinced that this was worthwhile was to discover that there was a common set of values and ideas about the changes facing education systems whether in Russia, the US or Europe. This seems to form a very strong basis on which to support each other in our work which would strengthen the reform processes in all participants' national contexts.

I would like to describe the project in a way that gives an idea of the vision that I think we have begun to develop and have continued to develop since the conference. I will describe how far we have got in formulating what we want to do together, and then go on to sketch out some ideas that we have developed about how we see that happening.

"I think we share the view that the period in which education has been used as a means of social conditioning by the State is over or at least in its closing stage."

In the first place, an underlying assumption that the project makes is that education must increasingly be seen as an activity which acknowledges how different and individual people really

are including children. This means that we share the need to find ways of unlocking that potential and helping individuals to lead fulfilling and creative lives. I think we share the view that the period in which education has been used as a means of social conditioning by the State is over or at least in its closing stage. Also that the function of education to transmit a fixed set body of knowledge laid down by the state to the citizen is much less important than formerly. A key theme for us was therefore that those ideas which hitherto have been seen as progressive, alternative and often dangerously radical in educational theory and practice will increasingly become part of mainstream educational practice and thinking. Also that as practitioners we have all been, and will continue, to be involved in the continuing search for effective ways in which this can be done. So the project has the key idea of bringing new ideas and practices into the mainstream of educational life and also the idea that it must therefore be helpful to bring in those of us that have often felt ourselves to be at the margins because of our dangerously radical views onto the stage of the reform process.

"A second key principle was the idea that increasingly education will cease to be a state monopoly and must have a relationship with the free market. This seems related to the idea of individual enterprise and choice."

A second key principle was the idea that increasingly education will cease to be a state monopoly and must have a relationship with the free market. This seems related to the idea of individual enterprise and choice. Our belief is that it is helpful to educational reform and therefore to this project to form collaborative relationships between the state and organizations acting in the free market. This will help to allow individual autonomy, enterprise, etc. to flourish and allow relationships between those involved in reform not to be based on fixed budgets and supply side economics. It will require us to have clear contracts between participants. Particularly seen from the Russian perspective, reform efforts that are based solely on state initiatives and public sector finance have no possibility of lasting success. This will raise interesting issues of ethics, conflicting value systems, etc. which will need to be dealt with in direct and honest ways.

A third belief that we could share, and in fact the first one that we started to practice at the Sochi conference, was

govt

individua educa- tion plans HELPS LOGICALLY

really!

humanistic "open classrooms" of New York

New American Schools Development Corp. (NASCD) Charter Schools SCANS Choice

U.S.A.!

# In A Free Society

that in pedagogic terms (i.e. in terms of our own learning), actions speak louder than words. Therefore our project will be based on the principle that it is much more important to learn with each other than always to talk about other people's learning. If we have ideas about how to go about training teachers, we will learn these best from each other by doing it together and that only in this way can the project be effective as an educational intervention between nations, between innovators or between individuals.

*"We believe in an exchange of learning and in the idea that there is likely to be as much that the West can learn from Eastern partners as the other way round."*

The fourth principle is that the project must be truly collaborative to succeed and by that we mean that the learning is two-way. We believe in an exchange of learning and in the idea that there is likely to be as much that the West can learn from Eastern partners as the other way round. We believe that a key to what this learning might be about is that the West's knowledge of how to do things in education, how to make changes for instance in the technology of organizational development and in the use of information technology is matched by pedagogic systems and theories which have been highly developed in Russia. We believe that these practices and theories can form the basis of radical curriculum innovation and organizational reform. In any case we believe that any relationships that are not based on mutual learning are likely in the long run to fail, so the search for mutuality must always be part of a successful project.

*"The functions of the centre will therefore be limited to facilitating and stimulating activity, not devising and managing all progress."*

Finally we believe in a project that has an organic structure. It will have two nodes, one in the East and one in the West, and will span three continents. It will have a core structure which must have a small financial base and it will have participating organizations and individuals. However, the form of the organization must be one in which projects can be developed from the central core and not controlled by it. Par-

ticipants should be free to create these without relying on central funding or permission as long as they can fit into this set of agreed values which the project will develop. The functions of the centre will therefore be limited to facilitating and stimulating activity, not devising and managing all progress. In this way we hope that the project will not have to limit its reach unduly or be like a special club. The intention is that its benefits will be open to as wide a constituency as possible.

These therefore are the key values. Next I would like to outline our ideas about implementation of the project — the central ways in which we believe our efforts should be directed.

First among these is the theme of teacher education (both pre- and in service). We see this as the key way of changing and influencing education. It is in the learning of teachers that one can influence the learning of students most profoundly. Clearly we would include in this the management of education. Management and leadership, and the education of managers in education, appear to us to play a central role in the learning and the facilitation of the learning of teachers (a factor at least as large as that played by people who have the name teacher-trainers).

A second means is the use of high technology, faxes, computers, small lithopresses, photocopiers. We see these as tools which can empower local initiative and autonomy. We see an urgent need to equip the Eastern Consortium with this technology which is unavailable in Russia. They will allow intercommunication and networking and sharing of learning with other centres which can be widely spread geographically and a powerful tool for enabling progress in training and communication.

Thirdly we hope to gain the active involvement of industry and commerce. It will be the concern of the project to encourage such collaboration on both sides, both in the Eastern Consortium and in the Western Consortium. We understand it as an important way of ensuring that education is relevant to society, understood and cared about and seen as connected to sources of wealth creation in society. Certainly in the East and also, we would venture, increasingly in the West, active involvement of industry and commerce is essential in order to obtain the funds and commitment necessary for educational reform to succeed. This means that in practice we will take every available opportunity to involve actively avant-garde leaders of industry and commerce both in funding, supporting and implementing the project. The important criteria for collaboration must be that there is sufficient congruence of ethics and values about the goals and methods of the project.

Fourthly, in order to "practice what we preach", we believe that our meetings and project events do actively dem-

School-based mgt. freedom to experiment, etc BUT must accomplish state or international outcomes goals. (decentralization!)

(salivating dogs)  
Pavlov, i.e. SKINNER  
Lurid (rat lab)  
Vygotsky

Operant Conditioning  
S-R-S: stimulus, response, stimulus

CHOICE  
School-business partnerships  
Secretary of Labor's Commission on Achieving Necessary Skills (SCANS)  
New American School Development Corp. (NASDC)  
Charter Schools, Magnet Schools, Tech Prep, Work Force Skills, etc.

UNESCO, OECD, World Bank

Socialist concept of

← for smoothly-functioning global economy

engage and work with the pedagogic systems. The learning should be managed in a conscious way. We therefore will make it a feature of the project that we focus attention on the skills and strategies of managing learning in an international context whether it be in the seminars, conferences, exchange trips or consultations.

Fifthly, it will be important to formulate structures and models of organization that encourage independence and autonomy through small groups. The education reform process will be built on the work of many small groups of people making their own decisions. We will need to build into our project structures of contract making, interdependence with autonomy and hold it within a regulated and bounded field of action. These kinds of structure and model are new forms of organization for both East and West and represent a move away from hierarchy and role-dominated cultures.

#### Who is involved?

In the period of glasnost and perestroika which began in 1985, groups of radical teachers met all over the Soviet Union to discuss their feelings and thoughts about the education system. The Eastern Consortium for this project includes many leaders and activists in that movement who subsequently became involved in the education reform movement in Russia. Some have been involved in setting up and leading their own schools, in universities and centres for educational innovation; others have set up consulting organizations and many work with the Ministry of Education to develop new pedagogic approaches. A central aim of the project will be to firm up the network that already exists between these different centres and to begin to equip them with the kind of technologies both of communication and of managerial and organizational ideas which will empower them to press ahead with their development processes at a more rapid rate. The consortium activity has the official support of the Minister of Education for the Russian Republic, Dr. Edouard Dneprov, and a close liaison has been established with the Ministry.

On the Western side, the consortium at present includes consultants, trainers and researchers from the UK, Netherlands and the USA who aim in the first place to act as a bridge into the various educational networks in the West. These will include higher education initiatives, networks of alternative schools, organizations involved in innovative teacher training, consulting organizations, industrial and commercial organizations concerned with pedagogical innovation. They are also currently working to obtain funding and support among possible private and public sector sponsors. **NO PROBLEM!**

So far I have described the broad aims and perspectives of the project and some of the principles by which we see these aims being fulfilled. I would like to go on now to describe achievements to date and current priorities for activity together with projected plans for the coming year. An important stage in the project was reached when formal approval was received from the Ministry for the project as a contributor to the education reform process. To quote Dr. Dneprov in his letter "the successful realization of the project will promote the growth and development of new trends in Russian education, strengthen influence on mainstream school system by schools and centres with new curricula, help to retrain teachers for the alternative education system." Progress has already been considerable. Despite the difficulties facing our colleagues in Russia, they have been able to proceed swiftly to develop the consortium of various institutions across the country and a full consortium meeting is planned in the Caucasus for February/March.

Invitations have been issued to the consortium co-ordinator and a colleague on the Russian side to visit the UK and Netherlands in January. It is hoped to use this visit as an opportunity for contact with possible sponsoring agencies, to hold seminars for Western colleagues, and also a project development seminar in which expansion of the Western Consortium will be considered. We in the West have already made a start in supplying some computing and fax equipment, at present simply to the co-ordinating centre of the project in Rus-

NASDC  
Charles  
Schls  
Choice

!..!

Cooperative  
"group"  
learning.

Deming's TQM:  
Total Quality Mgt.  
PPBS, MBO, etc.  
Jap. Mgt.

This is totally,  
anti-American  
way!

New Age  
words ←

Gorbachev, prior to  
being Secy of Polit-  
buro, was deeply  
involved in educa-  
tion policy.

## Creating Effective Schools

by William B. Brookover et al

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Continued from page 6

sia. This has been an important symbol of the commitment and serious intention behind the fine words and principles. In Holland, several teacher training institutions are currently firming up their commitment to the project by releasing members of staff to participate.

Members of the Western Consortium will visit Russia in February to attend seminars and also to attend a full Consortium meeting. This will also offer the opportunity for further discussions with the Ministry of Education. We are now at a point where the project will begin to disseminate its ideas and search for support much more widely as we feel we have now got a much clearer idea both of what we want to do and of the feasibility of these plans in the Russian context. An early priority must be to find funding for a co-ordinating office and a series of seminars that we must run in the first year to fulfill our target of a project of active learning and engagement. At this point therefore we

would be very pleased to hear from any organizations or individuals who feel they would like to investigate further a possible involvement as:

- a sponsor, either in kind or in money for particular aspects of the project or for the central organization of it;

- a participant, either as an organization or a committed individual, who would like to be part of the network of the Western Consortium;

- would like to be placed on a mailing list of people and organizations who are not able at this point to play an active role, but would like to be placed on a waiting list for future information.

*Readers interested in the above project, can contact Nick Zienau at the following address:*

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SE3 9UY United Kingdom*

## □ Are We Really Serious . . . ? —

Continued from page 1

signments, read more papers, expect higher quality work, grade harder, and become more committed to the clients (students). That is the hallmark of any profession — the welfare of the client before all else.

The children that come to our schools are the best we have. We cannot improve our schools by expecting to have a better class of students as one of our governors said about our prisons: "We can have better prisons if we had a better class of prisoners." Our children are as able as the children of any country. Their potential is more than adequate. Teachers, however, need to educate them more effectively, motivate them to produce higher quality work, be more demanding, and have affection for them — they are the reason that you have a job.

Reform No. 5: Teachers should be accountable for pupil performance, however it is measured; student achievement is the responsibility of teachers. Teaching is the greatest of the professions. It makes democracy work. Teachers should accept the rigors of teaching or find more suitable employment opportunities. We need teachers who want to be teachers, who enjoy teaching, and who are proud of the work they do — and who work hard at it.

The ultimate in accountability lies with the parents and citizens of our nation. They will always have the schools they want to have. Citizens should elect to the Congress of the U.S., to the legislative bodies of the states, and to boards of education men and women who support the fundamental rights of a proper education. We need in these offices men and women who appreciate duty, who serve the people, not themselves. They must elect to the Congress persons who appreciate equal protection under the laws.

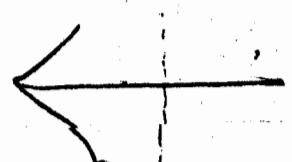
oath of office seriously. Citizens have the responsibility of electing individuals to boards of education who act as policy-makers, not school administrators, who serve the public interest, not

**"We need in these offices men and women who appreciate duty, who serve the people, not themselves."**

vested interest groups. Above all they must elect to boards of education persons who will allow superintendents and principals to do their jobs and not to meddle in the daily affairs of school operation.

Citizens, and parents particularly, should also demonstrate the importance of education by helping children to learn, by respecting educators, and by making education a high value in the school. Therefore, Reform No. 6: Citizens and parents should be accountable for electing to public office those individuals who support reform 1-3. That should be the litmus test for public service in the Congress, in state legislatures, and on boards of education.

These reforms are not a set of bells and whistles. They are not a singular panacea to save our schools. They are, however, a principled set of responsibilities — the right things to do. And if everyone becomes accountable for what each should do, the schools of this nation will be the envy of the world. We will not only be number one in math and science, we'll be number one in all areas of student achievement. But, more important, we will be numero uno in a much more important area — ethics. We will have shown the world that greatness is based





# Dialogues In International Education

By Nick Zienau

If anyone had suggested two years ago that I would be writing this article about a seminar I was running together with a group of Russians in California, I would have laughed in disbelief.

Like most Westerners who grew up this side of the iron curtain—I learnt to partly fear, partly admire “those Russians”—with the huge powerful symbols of state power: missiles, party badges and vodka.

So when I went to Russia in 1991, the year in which the Russian republic was reborn independent and the USSR ceased to exist, I entered that turmoil with a reluctance and a negative expectation that made it difficult to understand why I went at all. I guess that I was aware that the ending of a Communist state in the USSR was deeply significant and I was very interested to make contact with those people who had lived on the other side of the great divide that I had known throughout my life. As a professional consultant to organisations, I had also watched with amazement the most ambitious piece of organisational change being attempted that I could possibly imagine. Gorbachev acted in my eyes as a consultant or change agent on a grand scale. I think deep down I went initially to be “in on” this grand project. I had also heard the new Russian Minister of education, Edouard Dneprov, speak in Oxford the year before at a conference and had been deeply struck by both the sincerity and the utter strangeness of his way of seeing and relating to the world.

Certainly when I went it had a lot more to do with believing I had a lot to offer than anything to gain. That it was also interesting to witness the end of a movement in history of such significance was a bonus, but really I was going over there to “help out.” Fantasies of helping Russian education, of being a pioneer in bringing Western methods to the poor stalinist Society dominated my sense of what I should do. In this I may say I was not alone. Many of the Westerners who came to Sochi for the conference organised by the Ministry of Russia and a Norwegian network known as IMTEC believed the same.

I’m sure everyone has seen enough TV and newspaper articles to realise how easy to have such prejudices confirmed in Russia. How easy it is to feel superior when nothing works, things fall

unmanageable. Even organising a conference seemed beyond the capacity of the Ministry of Education itself! Some Westerners even left in impatience at the dreadful lack of movement either in the practical organisation of the event or in moving the discussions on beyond what seemed to them endless bizarre philosophical ramblings.

So after 3 days in Russia, I was amazed when in a shoddy hotel in Sochi on the Black Sea, I first heard a young woman speak about Educational Cultures, alternative schools and with passion about philosophy and pedagogy.

At that point my excitement was to do with suddenly realising that I as a Westerner might really have an awful lot to learn as well as a lot to tell about the West and “how we did things there.”

As Tatyana Kovalyova talked about her school in Tomsk with 25 teachers and 25 philosophers working together, I realised what an enormously different value is placed in Russia on education than in a rich West where 30 kids are likely to get one teacher between them. I could also see what an impact this had on the degree to which very fundamental processes of learning were understood and experimented with.

It wasn’t long before I also realised that there was also a difference in the type of people involved in education. Active physicists and intellectuals seemed to be there as well as professional teachers, schools in which university staff taught seven year olds mathematics! And yet they were really interested in how children and people learn as a science—they kept talking about research they were doing. They seemed to find research activity interesting and not a separate rather dry theme to do with research grants and post-grad qualifications, but something real and exciting. Their continuous interest in research reminded me of TV plays about Crick and Watson researching the structure of DNA or the Manhattan project in the war when a team of scientists searching for the key to atomic bombs before the Germans got them. It was that same feeling of being in at the moment of discovery of some basic understanding of how the world works.

As my stay in Russia continued I also began to gather evidence that the population as a whole seemed rather better educated than we were. People were literate and

even in my language! Schools that I went into seemed rather well run albeit fairly conservative and children seemed rather well-loved and cared for. I began to reach the conclusion that what had gone wrong in Soviet society was not education and that though the ideology may have been extremely dominating and certainly suppressed individuality, many of the functions of schools had been going rather well when compared with the West.

Now after 2 years of contact I realise that I still don't "know" how their research measures up to the West—I haven't really checked all the cognitive psychologies we have in our universities and so I can't really say that the Russian thinking is completely new, revolutionary, etc. They clearly think so, but I would be dishonest to say I don't doubt it sometimes. I think what I am really impressed by is their ability to use that theory in the real world and their skills in working joyfully with the process of theorisation and abstract knowledge which I have not experienced in my professional life in the West.

If I talk about myself as a subject I can say that my ability to work with theory has been really helped by working with Russian colleagues. I have now taken a part several times as a trainer in the team of consultants who run the large training seminars which are a characteristic of the movement called Eureka. From my point of view I feel comfortable to work with Alexander Adamski and his team because although from different traditions we have a common thread of belief and practical experience that we share. It is that in the field of professional development for teachers learning should be based in the experience and reflection of the learning process in the teachers themselves. So paradoxically that the way that teachers get better at teaching is to get better at learning.

A lot of stuff is written in Europe about the idea of the "learning organisation" but it was in Russia that I really found out what such a thing feels like. In Europe I believe we have always been restricted in these principles of learning by the resistance to new thinking that adults develop. In Russia and in particular in Eureka I found a whole-hearted commitment to change and development that both impressed me and at times alarmed me.

There is a kind of ruthlessness

which seems associated with doing anything quite so singlemindedly—and so it is with Eureka. In the Russian context it seems rather natural that such a complete and radical approach to change is now possible. The question that I think Alexander and his colleagues confront us with is how far are we in the West really prepared to look at our basic assumptions and the evidence that things need to change. As a consultant who works to help schools and other organisations to develop and improve I find this an immensely useful complement to our work for School Improvement and greater School Effectiveness both here in Europe and in the USA.

For us, this is the genesis of this seminar.

— Firstly there seems an overwhelming need internationally to improve and develop the education system to prepare the next generation for a hugely different world.

To do this we believe that the development of ourselves as educators must take a huge leap forward otherwise we won't be able to deal with the changes we are facing.

— The ending of the cold war makes it possible to reunite threads of thinking and development in education and learning that have been long kept separate.

— Involvement in this process of dialogue with the East has helped us think at a different level about the problem of change in education and the seminar will attempt to do this for all who attend.

We believe we have reached a point of synergy between our team in the West and that of Alexander in the East that will result in an innovative new step in group learning for educators and those interested in the subject of learning systems.

In the end, my best recommendation must be that I see the seminar in California as a further challenge, a further opportunity to develop together and a real chance to be at the cutting edge of development towards a 21st century that I want to be around in.

Hope to see you all there.

*Nick Zienau is a senior partner in Zienau Consulting which together with Cascade International of San Francisco is organising the seminar. The Russian partner in this enterprise is Eureka Free University, Moscow.*

# A Letter From Russia —

*Editor's Note: Don Thomas, executive director of the Network for Effective Schools, journeyed to Russia in September as part of a contingent of American educators traveling under the auspices of the U. S. Department of Education. Dale Mann of Columbia University was a part of the delegation. After initial meetings in Moscow, Thomas traveled to the City of Sochi to meet with Russian educators. One of his contacts was Professor Victor Nouja, a school administrator from Rostov-on-Don. The following letter is a followup communication from Victor Nouja, who is eager to establish contacts with American educators for the exchange of information and teaching and school management practices.*

Dear Mr. Thomas:

How are you and your family? Now that we have returned from the first East-West International Workshop in Sochi (Russia) to our native city, Rostov-on-Don, my friends and I want to thank you for the opportunity you gave us to learn about the experiences of school reform and educational management in the state of South Carolina.

On our return, I looked through your report attentively about the evaluation of schools in South Carolina. I am sure your experience will be very helpful for us. Last year we tried to put forward this work in one of our schools.

Since we have come back to Rostov-on-Don, we organized two workshops. One for school principals and the other for teachers. We informed principals and teachers about the purpose of the Sochi international workshop, about workgroup activities. And I spoke about the activity of your group and the talks we've had.

There are many teachers and school principals who are very interested in taking part in different projects. But, we would like to have our own project — "Rostov-South Carolina-Utah."

To my mind there are some very important points to set up our project and organize direct contact between your department/school management and study groups and school teachers in your state and our department and school teachers and principals of our city.

Me and my boss — the Director of City's Educational Department — had a very long and promising talk with our city authorities about our possible contacts. And they promise to undertake sponsorship of the international teacher training and school management program.

Now some words about goals of the project. The first is — to exchange our experience in school management and especially in evaluation of school activity.

The second is — to transfer your experience of using computer systems in both: teaching and school management. As a matter of fact, we started this project not so long ago. Now we signed a contract with the institute of scientific research to work out a computer systems and lines in schooling and management. And I hope that you can help us.

The third goal — exchange of teaching experience. We have some very good schools and many teachers with very high professional skills. I am sure our meetings and teachers group meetings will be very useful for both sides.

Now we begin to work with groups of teachers who are ready for actions in this project. We shall meet with each other twice a month in order to have two lessons:

- 1) to improve our communicative English.
- 2) to read and discuss all the educational materials that we have been presented with in Sochi.

Mr. Thomas, I'll be very happy if you send a letter and tell me your vision on points I have described.

If there is no objection and difficulties to start this project then we need to find time and place we could meet and discuss details. It might be either your town in South Carolina or our native city Rostov-on-Don. At that meeting we'll be able to work out a program of project and sign something like an agreement on form and the matter of the project. Our city's authorities are ready to take part in this business.

I hope we could organize this meeting this winter or early in spring time.

I am looking forward for your answer and as usual in a very direct and exact way.

Mr. Thomas, I have a big favour to ask of you — papers and some tests for accreditation of schools. *merger*

I wonder how you and your family are getting on? It would be splendid if you could come to Rostov-on-Don and spend a few days here. What do you say about that?

Victor Nouja

<p>Victor Nouja 344 103 Stz Sodzujestva NeF ap 170, Rostov-on-Don USSR, Russia</p>
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Lamar \*  
Alexander

The Effective School Report  
Nov., 1991

OBE/Mastery Learning - Utah project (Spady)

Madelaine Hunter Corrigan?

## THE EFFECTIVE SCHOOL REPORT

NOTE FROM C. ISERBYT, 8/2/93. SHOW THESE TWO PAGES TO ELECTED OFFICIALS AND ASK FOR A FULL ACCOUNTING OF TAX MONEY BEING USED TO PROMOTE GLOBAL MANAGEMENT SYSTEM UNDER U.N. CHARTER, NOT CONSTITUTION OF U.S. DON'T PAY LOCAL, STATE, OR FEDERAL EDUCATION TAXES UNTIL YOU HAVE A SATISFACTORY ANSWER OR UNTIL INTERNATIONALIZATION OF OUR LIVES HAS CEASED. THIS IS IMPLEMENTATION OF SKINNERIAN/PAVLOVIAN (BEHAVIORIST - MAN IS NOTHING BUT AN ANIMAL) CURRICULUM ISERBYT WARNED ABOUT IN "BACK TO BASICS REFORM OR...SKINNERIAN INTERNATIONAL CURRICULUM" WRITTEN IN 1985. SINCE EDUCATION IS NOW LIFELONG AND WILL COVER BIRTH THROUGH DEATH SOCIAL, MEDICAL, MENTAL, AND LEISURE TIME TAX-FUNDED SERVICES AND WORK FORCE SKILL TRAINING, THIS IS TRULY THE ORWELLIAN SYSTEM LONG-TIME EDUCATION RESEARCHERS HAVE PREDICTED, IN THE ABSENCE OF ACTION BY OUR ELECTED OFFICIALS TO TERMINATE ALL SUCH TREASONOUS ACTIVITIES. PLEASE MOVE IMMEDIATELY AND INFORM ME OF ACTION TAKEN BY YOUR ELECTED OFFICIALS, SENDING ME COPIES OF CORRESPONDENCE.

March 1993

C. Iserbyt, 1062 Washington St.  
Bath, ME 04530, Tel: 207-442-7899; FAX 0551

## East-West Seminar Set For July

Seminar to focus on East-West Dialogue: "The Fallacy of the Magic Bullet". Scheduled for June 25-July 2 at Dominican College in San Francisco.

Don Thomas, executive director of the Network for Effective Schools, has been assisting the Republic of Russia schools to adopt democratic principles. Over the past two years, educators in the West have worked with Russian educators to democratize Russian schools. A strong partnership has been developed between Western school leaders and innovative practitioners in the Republic of Russia.

The partnership has now planned a seminar in the United States, to be held in San Francisco on June 25 - July 2. Russian and European educators as well as U. S. school personnel will conduct the seminar.

Entitled "Educational Cultures East and West: A Dialogue - The Fallacy of the Magic Bullet," the seminar promises to be an exciting discussion of reform efforts in both Eastern and Western countries. It will appeal to professionals concerned with learning

from a variety of individuals who are making schools more effective.

Among the presenters will be Alexander Adamsky, president of Eureka University of Moscow and Nick Zienau, consultant in educational development and management, London. Both have conducted seminars in Russia, Estonia, Great Britain, the Netherlands, and different Scandinavian countries. The seminar offers participants the opportunity to establish contacts with colleagues in the United States, Europe, and the Russian Republic.

Those who wish to attend or would like additional information should contact one of the following:

Nick Zienau  
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London SE3-9UY  
Great Britain  
Tel: 81-852-6451

Anne Evans  
California  
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415/459-3464 (Office)

Nov. 1992  
Excerpted from  
Education in a Free  
Society, N. Zienau

that in pedagogic terms (i.e. in terms of our own learning), actions speak louder than words. Therefore our project will be based on the principle that it is much more important to learn with each other than always to talk about other people's learning. If we have ideas about how to go about training teachers, we will learn these best from each other by doing it together and that only in this way can the project be effective as an educational intervention between nations, between innovators or between individuals.

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*"We believe in an exchange of learning and in the idea that there is likely to be as much that the West can learn from Eastern partners as the other way round."*

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The fourth principle is that the project must be truly collaborative to succeed and by that we mean that the learning is two-way. We believe in an exchange of learning and in the idea that there is likely to be as much that the West can learn from Eastern partners as the other way round. We believe that a key to what this learning might be about is that the West's knowledge of how to do things in education, how to make changes for instance in the technology of organizational development and in the use of information technology is matched by pedagogic systems and theories which have been highly developed in Russia. We believe that these practices and theories can form the basis of radical curriculum innovation and organizational reform. In any case we believe that any relationships that are not based on mutual learning are likely in the long run to fail, so the search for mutuality must always be part of a successful project.

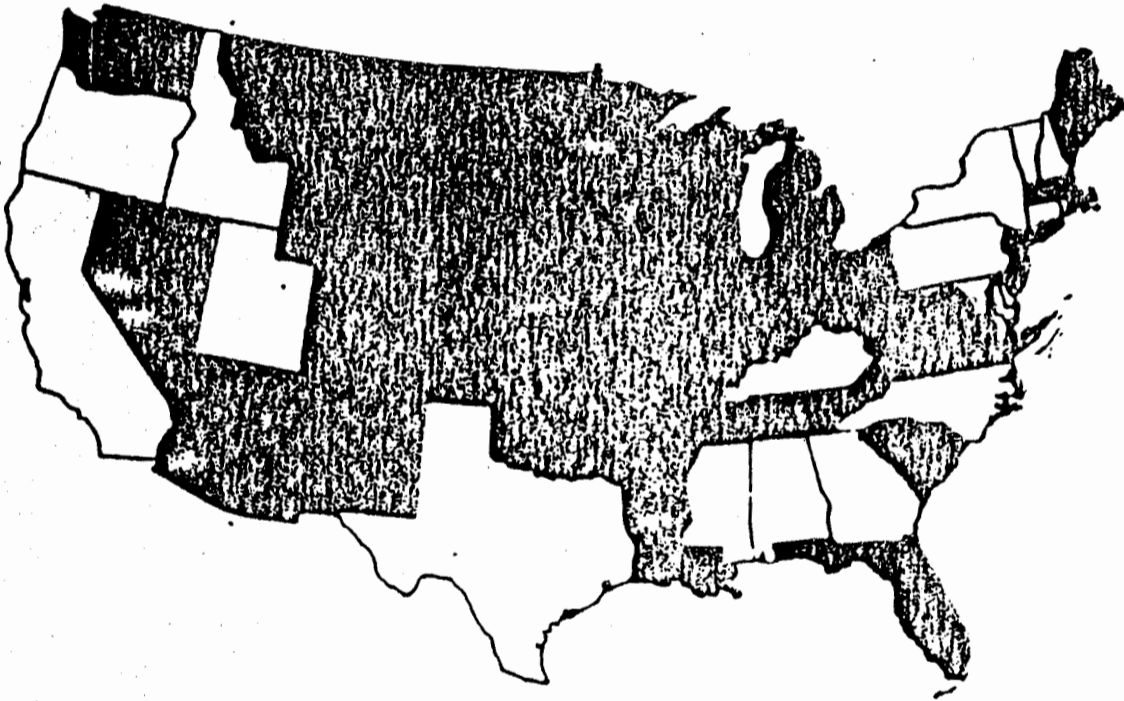
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should we be pleased?

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# North Central Association of Colleges and Schools

## Michigan Committee



### State Office:

The University of Michigan, Ann Arbor

State Director: Dr. William Bushaw

### Regional Office:

Central Michigan University, Mt. Pleasant

Assoc. State Director: Dr. Robert Mills

44  
THIS IS THE NEW (1987) ACCREDITATION SYSTEM REQUESTED OF S.C. BY THE RUSSIANS. OF THE FIVE OUT-  
COME GOAL AREAS TO BE MEASURED TWO ARE IN THE AFFECTIVE (VALUES/BELIEFS) DOMAIN WHICH MEANS THAT  
ACCREDITATION OF YOUR LOCAL SCHOOL WILL DEPEND ON HOW WELL IT BRINGS INDIVIDUAL STUDENTS (YOUR  
CHILD) TO THE GOVERNMENT'S PREDETERMINED "POLITICALLY-CORRECT" VIEWPOINT.

TQM - MSO

## Outcomes Accreditation (OA)

The North Central Association's Outcomes Accreditation (OA) model has generated considerable interest among Michigan educators. It is a process that follows many of the principles of the "Effective Schools Research" and results in schools focusing their activities on improving student success. But as with any new initiative, certain basic questions ought to be asked and answered before schools should commit their energy and resources. This brochure attempts to answer some of the questions which have been raised about the NCA's Outcomes Accreditation (OA) model.

*Lesode*

Outcomes Accreditation is a school-based accreditation and evaluation model that helps schools document the effectiveness of their programs. Schools are required to target their evaluation efforts by measuring changes in student behavior, i.e., outcomes. OA serves as an alternative to the NCA's traditional evaluation formats.

Recognizing the need for an accreditation process which would focus on student outcomes and not program inputs, the North Central Association's Commission on Schools undertook the development of an alternative evaluation format during the early 1980s. The advice of experts was sought in developing OA, and a model was piloted in over 30 schools during a three-year period. OA was adopted for use by NCA member schools in April, 1987.

Rather than focusing on "inputs" or what the school contributes to the educational process, OA examines "student outcomes" or the influence the school has on the students it serves. Schools identify no more than five areas in which they want to focus their improvement activities. Target goals are written for each area. Three of these target goals focus on cognitive or basic skill areas, and two goals address affective concerns or how students behave or feel about themselves. The goals are written in such a way so that changes in student behavior can be measured over time.



Student outcomes are measured by comparing desired levels of student performance with present performance. This is accomplished by first gathering baseline data about the community, the school, and the current performance level of the school's students. School records and student products are the basic sources for information on student performance. Examples of specific data sources include: criterion- and norm-referenced test results, anecdotal records, attitude inventories, teacher-made tests, student participation rates, writing samples, and attendance and enrollment figures. Surveys and questionnaires collected by the school will serve as another important source of information, especially in gauging perceptions about the quality of the school.

Next, faculty committees establish the desired levels of student performance. Although external sources such as state-mandated goals, national averages or goals developed by textbook publishers might be helpful in formulating performance expectations, educators need to base desired performance levels on their knowledge of each child. The discrepancy that exists between current and desired student performance then serves as the focus of the school improvement plan.

In what is known as "Quality-with-Equity", a subpopulation of students is traced in order to monitor their success and ensure that quality programs are offered in an equitable manner. As school improvement activities are implemented, this subgroup becomes the barometer for measuring the effectiveness of those changes.