

believing that Hansel and Gretel were evil, the witch good; their belief system altered to believe that right and wrong are a matter of perception — no absolutes. They have just achieved *higher order thinking skills*.

Children are being systematically taught in drug/alcohol, sex education, and conflict resolution programs (those based on Glasser) that there is no right and wrong, just bad *choices*. It's a bad choice to kill someone just like it's a bad choice to buy a cheap suit. As well, those conflict resolution programs based on Glasser teach that competition is bad, grades are bad, that children should look to their peers for their attitudes, values, and beliefs (as opposed to the tribal truths of their elders, values clarification), and so on. One curriculum states that conflict resolution *"is not about right and wrong but about unifying perceptions."* Schools are rife with values clarification, cognitive dissonance, operant conditioning, and sensitivity training. And parents blame themselves when their children go astray!!! When children are taught in the DARE program that taking Daddy's handgun to school is a "possible choice" and asked "what good things could happen," can we wonder at guns showing up at school and being turned on teachers and other students?

Parents are told that this new education system is a "return to the basics". One need ask, "how do they define 'basics'?" In document after document, the "basics" are defined as anything but academic. In *High Skills, High Wages*, put out by the Workforce Training and Education Coordinating

Board, the "basics" are defined as *"teamwork, critical thinking, making decisions, communication, adapting to change and understanding whole systems."* Core knowledge seems to be missing!!!

Parents are told that this new education system will *raise the standards* — we will have *world class standards*. America had the best education system in the world. That's why there were/are more foreigners found on American campuses than there are American's found on foreign campuses. No other country is our equal. For us to move to *world class standards* means that we must *lower our standards*, not raise them.

Parents are told that this new education system will produce *world class workers of the 21st century*. World class like the world class standards? Note the word "workers." Only in socialist/communist countries are people referred to as *workers*. In America, people are referred to as *employees*. Quite obviously, with education reform, we are talking about a socialist society in America.

Parents are told how this new education system will provide school-to-work transition. This will occur after the child has demonstrated that he has mastered the wanted process — the wanted attitudes, values, and beliefs — the wanted behaviors, with a few foundational skills thrown in. This will occur at or about the age of sixteen. For the next two years, the child will be put on a college pathway or a school-to-work pathway. There are not too many children who, at the age of sixteen, know what they want to do when...

Continued on Next Issue

Bible Baptist Church Bulletin

Remove not the ancient landmark, which thy fathers have set (Prov. 22:28).

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Education Reform: The Rhetoric, The Reality

by: Lynn M. Stuter

Outcome-based education, we are told, will *raise the standards*, make education *relevant*, require that children demonstrate what they *know and can do*. Outcome-based education will produce *life-long learners* (which is an oxymoron in itself as everyone is a life-long learner unless brain dead). Outcome-based education will make every child a winner. And so on.

That is the rhetoric. But what is the reality? Parents look at the new education system and wonder how it is going to produce children who are more literate "than the old education system." First, let us establish that "the old education system" ended in the early 60's. The education system under which children have been educated for the past thirty years can not, under definition, be called "the old education system" — the Traditional education system or Traditional paradigm. Under the Traditional paradigm, *education was the acquisition of knowledge with the child being challenged to use the scope of that knowledge to formulate a reasoned conclusion* — to cultivate and discipline the mind. This has not been the goal of schools for thirty years — which has been the cause of the decline in education and the increase in juvenile crime.

The situation has been *created* bringing about the *frustration* needed to make people willing to let down their guard and take a chance on the future. This is the Hegelian Principle — creating the crisis, and opposition to the crisis, to effect the wanted solution — the fastest and most effective way to change a society without revolution. Creating the crisis and opposition to

Continued on page 2

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Ministries

1. Bible Studies
2. Tract Drop
3. Door-Knocking
4. Personal Evangelism
5. Missions

Position

1. Independent
2. KJV 1611
3. Baptist
4. Old-Fashioned
5. Soulwinning
6. Premillennial
7. Non-Charismatic
8. Unaffiliated

Church Services

Sunday:

- 9:30 am — Sunday School
10:30 am — Worship Service
6:15 pm — Evening Service

Wednesday:

- 6:30 pm — Bible Study & Prayer Meeting

Announcements and Prayer Requests

CHURCH SCHEDULE

Sunday:

- 9:30 am** — Sunday School
10:30 am — Worship Service
6:15 pm — Evening Service

Wednesday:

- 6:30 pm** — Bible Study & Prayer Meeting

Saturday:

- 8:00 am** — Door-Knocking & Tract Distribution

ANNOUNCEMENTS

- Tract-Drop and Door-knocking on Saturday.
- Sunday & Wednesday church services.
- Friday's Bible Study for PNG folks in Kalgoorlie led by Bro Robert Javapro.

Church Bulletin

For those who have prayer requests, Christian articles, poems, or announcements for inclusion in the next issue of the Church Bulletin, please ring or email Ethel Macale.
 Deadline: Friday, 5:00 pm.
 Phone: (08) 9022 8323
 Email: ethel@macale.org

PRAYER REQUESTS

- Good health and healing of Mrs. Macale's illness.
- Church services at Bible Baptist Church, Kalgoorlie.
- Pastor Eugene Macale's ministries: Bible Baptist Mission (Liloan, Southern Leyte, Philippines).
- Dondoy (Pastor Macale's brother) from alcoholism.
- Baptist Fellowship Meetings, September 28 - October 1, 2009, Calvary Baptist Church, Armadale, WA.
- Edna, Pastor Eugene Macale's sister-in-law, for healing of her stage 4 cancer.
- Kylie Mell's (Chris' wife) healing from multiple sclerosis.
- Pastor Jerry Penie's buying a new car; wisdom for he and his wife taking the IELTS in Perth on May 29, 2009.
- Travelling mercies for Anne's (Pastor Macale's sister in USA) family holiday this May in the Philippines.

Websites worth visiting:

<http://www.biblebaptist.net.au>
<http://www.oldkiv.org>
<http://www.macale.org>
<http://www.av1611.info>
<http://www.kjv1611.org.ph>
<http://www.biblebaptist.ph>

Education...

Continued from page 1

the crisis has been the aim of the education system of the past thirty years system of the past thirty years.

Outcome-based education has another name — progressive education. Socialist John Dewey is the "father of progressive education" in America. John Dewey stated that literacy was the greatest obstacle to socialism. Is it any wonder that he was an early advocate of whole language instruction? Progressive education is for the express purpose of "socializing the child" — producing the cooperative, collaborative, team player willing to work for minimal compensation for the good of the collective whole — in final analogy, the State. This is the very essence of socialism.

Under outcome-based education, *knowledge is incorporated as it is used and applied in addressing social or life related-issues* taught in the classroom in the context of unit themes. This is the basis of the *less is more theory* — teaching less but teaching it as it is used and applied. While reformers claim they are teaching children *how* to think, they are actually only teaching children *what* to think.

The new school runs on *feelings*. Logic is out. It is not important what the child knows, just how the child feels about a particular social issue like religion, prejudice, discrimination, gender equity, life styles, the environment, homelessness, welfare, poverty, violence, crime, disease, etc, or *life-related issues* such as work, family, economics...

Outcome-based education is a process expressly intended to produce children whose belief system has been

altered (or modified) so they can only think in one way. According to H Lynn Erickson in her book *Stirring the Head, Heart, and Soul; Redefining Curriculum and Instruction*, in the process of Socratic thinking (critical thinking/problem solving/decision making), the teacher is to lead the student, inductively, to the wanted conclusion — to the wanted way of thinking, to the wanted outcome. This is echoed by David Conley in his book *Roadmap to Restructuring*. So much for individuality. But then, the "socialized" child is part of the collective, the community, experiencing Oneness of Mind (the theory of dialectical materialism — Karl Marx). Outcome-based education is *operant conditioning* — the Skinnerian Rat Box, employing Third Force psychology and practices, effecting *behaviour modification*.

If a child does not demonstrate the wanted outcome, the child will be remediated until he/she does. This is done through creating *cognitive dissonance* in the child. Cognitive dissonance is when conflict is created between what the child knows (cognitive) and what the child believes (affective) to effect a change in how the child acts/behaves (psychomotor). This is done through exercises such as fairytale trials — like putting Hansel and Gretel on trial for *murdering* the witch. Fairytales are intended to impart a standard of right and wrong. By putting the good (Hansel and Gretel) on trial for "murdering" the evil (the witch), conflict is created between what the child knows (right and wrong) and what the child believes (the witch is evil). Children exit the fairytale trial