

The Blumenfeld Education Letter

"My People Are Destroyed For Lack Of Knowledge" HOSEA 4:6

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The purpose of this newsletter is to provide knowledge for parents and educators who want to save the children of America from the destructive forces that endanger them. Our children in the public schools are at grave risk in 4 ways: academically, spiritually, morally, and physically — and only a well-informed public will be able to reduce these risks.
"Without vision, the people perish."

Totalitarian Data-Gathering System Prepared by U.S. Dept. of Education

If ever proof were needed to confirm that the New World Order would be totalitarian in its control of individual citizens, the U.S. Department of Education's recent release of its handbooks on data-gathering on students and faculty should be enough to satisfy any freedom-loving citizen. The two publications are the **Student Data Handbook for Early Childhood, Elementary, and Secondary Education** (NCES 94-303) released in June 1994, comprised of 226 pages plus about 100 pages of appendices, and the **Staff Data Handbook: Elementary, Secondary and Early Childhood Education** (NCES 95-327) released in January 1995, comprised of 219 pages and about 70 pages of appendices. Both Handbooks were produced under the auspices of the U.S. Department of Education, the Office of Educational Research and Improvement (OERI), and the National Center for Education Statistics (NCES). Both can be obtained by telephone from the U.S. Dept. of Education. The Foreword for the Student Data Handbook states:

NCES is pleased to release the 1994 Student Data Handbook: Elementary, Secondary and Early Childhood Education. It is a major effort to establish

current and consistent terms, definitions and classification codes to maintain, correct, report and exchange information about students.

When this effort began, the only existing national standards for student data had been published by NCES in 1974. Because student data have evolved greatly over time both in the type and format of data maintained, it was essential that new standards be developed that would reflect current practices.

This national effort was coordinated by the Council of Chief State Schools Officers under contract to the National Center for Education Statistics. Those individuals and organizations involved in the process truly reflect all interested stakeholders in elementary, secondary and early childhood education.

NCES has a strong commitment to provide technical assistance and support to the education community to facilitate the collection, reporting, and use of high quality education information. This handbook is one outcome of that commitment. It is but one in a series of related handbooks and manuals that NCES has published in the past and plans to continue to develop in the future.

The Foreword is signed by Paul D. Planchon, Associate Commissioner, Elementary/Secondary Education Statistics Division and Lee M. Hoffman, Chief, General Surveys and Analysis Branch of the National Center for Education Statistics.

In the Acknowledgments we read:

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This document is the result of the work of many individuals from around the country who generously contributed their knowledge, time, and commitment.

... The handbook owes its existence to the members of the National Task Force on Education Data Elements. The task force's Student Data Subgroup helped conceptualize and oversee its development, reviewed several copies of the drafts, and provided constant and timely assistance to the project. A list of the task force members is included in Appendix A.

The task force includes 28 members of which 6 were from state departments of education (Mississippi, Ohio, Florida, Minnesota, Texas, New York), 6 from city and county school districts. The rest were bureaucrats from various offices of the U. S. Dept. of Education, the American Association of Collegiate Registrars and Admissions Officers, Johns Hopkins University, Bureau of the Census, University of California (Santa Barbara), Council of Great City Schools, and the National Science Foundation.

Bureaucrats at Work

We read further in the Acknowledgments:

Under contract from the National Center for Education Statistics (NCES), staff from the Council of Chief State School Officers (CCSSO) prepared the manuscript of this handbook. Barbara S. Clements, Project Director, provided the leadership for this effort and is the primary author of the document. . . .

Emerson Elliott, Commissioner of Education Statistics, who has encouraged inter- and intra-agency collaboration and teamwork to improve the quality of education data, set the stage for this effort. Paul Planchon, Associate Commissioner of Education Statistics, Elementary/Secondary Education Statistics Division, provided strong support and guidance for the handbook as a project under his authority. Lee Hoffman, Chief, General Survey and Analysis Branch, not only provided technical advice as a task force member, but also reviewed all drafts of the document. . . .

In other words, a small army of bureaucrats have been working on this project for years. The purpose of the student handbook is described in Chapter 1:

1) to provide a common language that can be used to describe information about students, 2) to promote standard maintenance of student data, 3) to encourage the automation of student data maintenance, 4) to promote the development of policies to safeguard the confidentiality and ensure appropriate use of student data, and 5) to describe how data can be maintained in a way that promotes appropriate and flexible usage by all relevant parties.

Chapter 1 provides this revealing Overview:

Accurate and comprehensive information is needed in order to make appropriate cost-effective and timely decisions about students within both public and private schools. Teachers, school administrators, school district administrators, school board members, and state and federal education agency personnel must use information about students to plan and carry out programs of learning that meet the needs of children with different abilities and requirements, from divergent backgrounds, and of different ages. School health officials and other service providers also use information about individual students to ensure appropriate services are provided to them. These information needs are being met in an increasing number of instances by automated management information systems that allow data to be analyzed in a variety of ways to address the questions and needs of the decision-makers. A management information system is effective, however, only to the extent that data are consistently entered into the system according to established definitions, data are updated and maintained on a regular basis, and information relevant for ongoing decision-making can be added to the system. This handbook addresses the importance of consistency in how data are defined and maintained within the education system.

Designing Data Collection

. . . Researchers from the [U.S.] Department of Education, federally funded laboratories and research centers, universities, and other public and private organizations provide insights into the needs and performance of the nation's schools through surveys such as the National Education Longitudinal Survey and assessment activities such as the National As-

assessment of Educational Progress. This handbook can be valuable for researchers concerned with accuracy and consistency in designing data collection activities and reporting results of studies on groups of students.

The handbook is intended to serve public and private education agencies, schools, and other centers and institutions serving students from preschool through high school graduation, as well as researchers and the general public. . . .

No governmental agency requires the use of the terms, definitions, and procedures of this handbook; however, care was taken to make sure that the definitions in this handbook were consistent with many governmental reporting requirements existing at the time of the handbook's completion. . . .

A Tool for Decision Making

The handbook identifies concepts and data elements which are used to describe and make decisions about students. Some decisions are very specific, pertaining to personal needs, vocational choices, and educational programs of individual students. Other decisions are broader in scope, concerning the planning and management of education for large groups of students. . . .

Some types of student data are maintained because of federal, state, or local reporting requirements. If federal, state, and local reporting requirements are made consistent, then a single collection of information about students can serve multiple purposes. . . .

If student data are maintained in a cumulative (longitudinal) record using consistent terms and definitions, the permanent record contains all relevant information and is easier to interpret. . . .

Automated Database

The advantages of maintaining student records in an automated database, however, are numerous. Automated databases promote the maintenance of consistently defined information, since the computer software specifies how data are coded and otherwise entered. . . .

Student data must be kept confidential. . . . Whether or not student data are maintained in a computer, all school or school district staff needing data about an individual student or groups of students must have access to pertinent information. . . . Teachers can analyze student performance using a variety of types of information and decide what concepts need to be retaught or reinforced.

Obviously, the purpose of the project is to produce standardization among data-gatherers so that all of the student informa-

tion can be computerized and stored in a central database. As the Handbook states:

Technical advances in computer data entry, storage, and retrieval are developing quickly, making these aspects of student records management less expensive, more efficient, less demanding of physical space, and more accessible to multiple users.

Incidentally, if you are curious about the legislation that authorized funding for all of this, the Handbook refers to the Standards for Education Data Collection and Reporting (SEDCAR) developed pursuant to the Hawkins-Stafford Amendments of 1988 which authorized "an effort to improve the comparability, quality and usefulness of education data."

SPEEDE/ExPRESS System

The Handbook also reveals that its standards are compatible with those of the SPEEDE/ExPRESS format. (SPEEDE stands for Standardization of Postsecondary Education Electronic Data Exchanges, and ExPRESS stands for Exchange of Permanent Records Electronically for Students and Schools.) SPEEDE/ExPRESS "provides a standard format for a student record or transcript to be sent from one school or school district to another or from a school or school district to a postsecondary institution."

Confidentiality

Although lip service is paid to confidentiality as required in the Family Educational Rights and Privacy Act of 1974 (FERPA), the law allows information in student records to be disclosed "without student or parental permission" to:

- 1) School employees who have a need-to-know.
- 2) Other schools to which a student is transferring.
- 3) Certain government offi-

cial in order to carry out lawful functions. 4) Appropriate parties in connection with financial aid to a student. 5) Organizations doing certain studies for the school. 6) Accrediting organizations. 7) Individuals who have obtained court orders or subpoenas. 8) Persons who need to know in cases of health and safety emergencies. 9) State and local authorities to whom disclosure is required by state laws adopted before November 19, 1974.

FERPA also "guarantees the student and/or his or her parents the right to inspect and review all of the student's education records maintained by the school or school district, and the right to request that a school correct records believed to be inaccurate or misleading."

The Number Code

What kind of data will the system collect? The most detailed personal information about the individual in all aspects of his life. The system uses a number code for each specific piece of information. For example, codes 001 to 012 deal with the student's name. Codes 013 to 036 deal with the student's background, which includes Identification Number (013), Identification System (014) with fourteen subcategories: 01 Driver's license number, 02 Health record number, 03 Medicaid number, 04 Migrant student records transfer system (MSRTS) number, 05 Professional certificate or license number, 06 School-assigned number, 07 Selective service number, 08 Social security administration number, 09 College Board/ACT code set of PK-grade 12 institutions, 10 Local education agency (LEA) number, 11 State education agency (SEA) number, 12 U.S. Department of Education, National Center for Education Statistics (NCES) number, 13 Other organization number (e.g., Roman Catholic Diocese or association number), 99

Other. In other words, Americans will be identified and numbered as never before.

Data on Student's Religion

Under Religious Background (030) we find the following subcategories: 01 Amish, 02 Assembly of God, 03 Baptist, 04 Buddhist, 05 Calvinist, 06 Catholic, 07 Eastern Orthodox, 08 Episcopal, 09 Friends, 10 Greek Orthodox, 11 Hindu, 12 Islamic, 13 Jehovah's Witnesses, 14 Jewish, 15 Latter Day Saints, 16 Lutheran, 17 Mennonite, 18 Methodist, 19 Pentecostal, 20 Presbyterian, 21 Other Christian denomination, 22 Seventh Day Adventist, 23 Tao, 98 None, 99 Other.

In other words, the traditional designations of Protestant, Catholic, or Jewish are no longer sufficient for the data-gatherers who want to know much more about an individual's religious values. Note the absence of Unitarian-Universalist. I think they're more numerous in America than practitioners of Tao.

Homeschools and Private Schools

Will homeschoolers be included in this data-gathering system? Under Address/Contact Information we find that code 056 "Non-Resident Attendance Rationale—The reason that the student attends a school outside of his or her usual attendance area," contains 10 subcategories, including 07 "Home schooling—The student is receiving educational instruction offered in a home environment, as regulated by state law, for reasons other than health." So, homeschoolers are not only included, but have their own code number: 056-07.

Private schools are also included under "School Information." Code 076 "School Administration" includes subcategory 05 "Private, non-religiously-affiliated school,"

and 06 "Private, religiously-affiliated school." Under "School Type" (077) we find subcategories 02 "Alternative," and 04 "Montessori."

Under "Discontinuing Schooling Reason" (112) we find subcategory 19 "Religion—The student left school because of religious convictions."

Under "Non-Entrance Information" we find category 116 "Reason for Non-Entrance in Local or Secondary School," under which we find subcategory 03 "Home schooling—The individual is receiving educational services offered in a home environment for reasons other than health." Also under 116 we find subcategory 05 "Religious reason—The individual or his or her parent/guardian has religious convictions that prohibit participation in the educational program of the school or education agency, and the individual is not receiving approved instruction elsewhere." Thus, the government controllers cover all bases.

Assessment Information

Data on students will also include extensive assessment information. Under "Assessment Type" (189) we find the following subcategories: 01 Achievement Test, 02 Advanced Placement Test, 03 Aptitude Test, 04 Attitudinal Test—"An assessment to measure the mental and emotional set or patterns of likes and dislikes or opinions held by a student or a group of students. This is often used in relation to considerations such as controversial issues or personal adjustments." 05 Cognitive and perceptual skills test—"An assessment to measure components of a student's mental ability such as visual memory, figure-ground differentiation, auditory memory, reasoning ability, and sequential processing." 06 Developmental Observation, 07 Interest Inventory—"An assessment used to measure the

extent to which a student's patterns of likes and dislikes corresponds to those of individuals who are known to be successfully engaged in a given vocation, subject area, program of studies, or other activity." 08 Language Proficiency Test, 09 Manual Dexterity Test, 10 Mental Ability (Intelligence) Test, 11 Performance Assessment—"An assessment to measure a student's knowledge or skill by requiring him or her to produce an answer or product that is not necessarily in a standardized format. Examples of performance assessment include writing short answers, solving complex mathematical problems, writing an extended essay, conducting an experiment, presenting an oral argument, or assembling a portfolio of representative work." 12 Personality Test—"An assessment to measure a student's affective or nonintellectual aspects of behavior such as emotional adjustment, interpersonal relations, motivation, interests, and attitudes." 13 Portfolio Assessment, 14 Psychological Test—"An assessment to measure a sample of behavior in an objective and standardized way." 15 Psychomotor Test, 16 Reading Readiness Test. Note that the assessment tests are in complete harmony with Outcome-Based Education.

All About Your Teeth

It's hard to imagine a less-intrusive data-gathering system than this one, and it is difficult to exaggerate the thoroughness of the system. For example, under Health Conditions we find the category of Oral Health with the following code designations: 230 Number of Teeth, 231 Number of Permanent Teeth Lost, 232 Number of Teeth Decayed, 233 Number of Teeth Restored, 234 Occlusion Condition, with subcategories 01 Normal occlusion, 02 Mild malocclusion, 03 Moderate malocclusion, 04 Severe malocclusion. 235 Gingival (Gum) Condition, with

subcategories 01 Normal, 02 Mild deviation, 03 Moderate deviation, 04 Severe deviation. 236 Oral Soft Tissue Condition, with subcategories 01 Normal, 02 Mild deviation, 03 Moderate deviation, 04 Severe deviation. 237 Dental Prosthetics, and Orthodontic Appliances.

Why all of this interest in teeth? Will the schools be offering dental services at state expense? Or is the information for the purposes of identification in case your face is smashed to a pulp by a guard in one of their concentration camps for the politically incorrect? But by then every individual will probably be microchipped, bar coded, tattooed or tagged. Are we being paranoid? Were Jews in Germany in 1933 paranoid? Were anticommunist Russians in 1917 paranoid?

Medical Data

Medical information will also include Maternal and Pre-Natal Condition, Conditions at Birth, Health History, described as: "A record of an individual's afflictions, conditions, injuries, accidents, treatments, and procedures"; Medical Evaluations, Disabling Conditions, Medical Laboratory Tests, Immunizations, Limitations on School Activities, Health Care Provider, and Other Health Information—"Information about an individual's medical or health requirements that are not otherwise addressed above."

Under category 322 Student Support Service Type, we read, "Type of related or ancillary services provided to an individual or a group of individuals within the formal educational system or offered by an outside agency which provides non-instructional services to support the general welfare of students. This includes physical and emotional health, the ability to select an appropriate course of study, admission to appropriate educational programs, and the ability

to adjust to and remain in school through the completion of programs. In serving a student with an identified disability, related services include developmental, corrective, or supportive services required to ensure that the individual benefits from special education." There are 39 subcategories under category 322.

Individual Health Plan

Code number 331 refers to Service Provider Type—"The qualified individual or licensed organization (if licensing is necessary) responsible for serving the student." Subcategory 02 refers to Health nurse—"Certified, licensed, registered nurse or nurse practitioner who provides any of the following services: 1) case finding activities to include health appraisal, screening for developmental maturational/milestones, vision and hearing acuity, speech, dental deviations, spinal deviations, growth, and nutritional disorders; 2) nursing care procedures that include immunization, medication-monitoring and administration, nursing assessment, and procedures related to the health impaired student's Individual Health Plan (IHP); 3) care coordination and outreach to children who do not otherwise receive preventive health care, follow-ups to assure referral completion, home visits for follow-up planning or home environment assessment, and interim prenatal or family planning and monitoring; 4) patient/student counseling or instruction to include nursing assessment, counseling, and anticipatory guidance to maintain wellness or provide assistance for identified health problems or concerns;" etc.

Socialized Medicine Via Education

Obviously, the health provision aspects of public education are to be expanded expo-

nentially. If the liberals can't get socialized medicine through the health care system, they'll get it through the education system.

Subcategory 03 Social worker reads: "Certified, licensed, or otherwise qualified professional who provides the following services: 1) preparing a social or developmental history on a student with disabilities; 2) group and individual counseling with a student and his or her family; 3) working with those problems in a student's living situation (home, school, and community) that affect adjustment in school; 4) mobilizing school and community resources in order to enable the student to receive maximum benefit from his or her educational program; and 5) other related services as necessary.

Serviced to Death

What kind of individual will emerge from an "education" system as all-encompassing and suffocating as this one? American children will be serviced to death by their government which will surround them with teachers and specialists tormenting them in subtle, abusive ways with endless tests, emotional probing and strip searching, and required politically correct performances to indicate, in Bill Spady's words, "visionary higher-order exit outcomes." This is a system designed to turn every healthy youngster that enters it into an academically crippled, emotionally damaged adult.

Subcategory 04 Psychologist reads: "Certified, licensed, or otherwise qualified professional who provides the following services: 1) administering psychological and educational tests, and other assessment procedures; 2) interpreting assessment results; 3) obtaining, integrating, and interpreting information about student behavior and conditions relating to learning; 4) consulting with other staff members in planning school programs to meet the special needs of

students as indicated by psychological tests, interviews, and behavioral evaluations; 5) planning and managing a program of psychological services, including psychological counseling for students and parents."

Subcategory 05 Counselor reads: "A staff member responsible for guiding individuals, families, groups and communities by assisting them in problem-solving, decision-making, discovering meaning, and articulating goals related to personal, educational, and career development." How many guidance counselors that you know can help anyone, let alone a student, "discover meaning"? What a joke all of this is.

Do We Need This?

We are told that the government needs all of this incredibly detailed information so that effective decisions can be made for the student by bureaucrats, teachers, administrators, and others on the government's payroll. But what it all adds up to is a tool of behavioral control and management of the American population by the controlling elite. The government of a free people does not go about creating the most detailed and thorough personal dossier on each citizen from date of birth to be stored in government computers on the pretext that it is needed to provide that citizen with an education.

When I attended public school as a child in New York City in the early 1930s, all they needed was my name, address, date of birth, and parents names. That was it. And it was all written by hand on a card. Your entire school record was on a single card with your final grades for each subject for each year. That's the way it ought to be today.

As for the Staff Handbook, it calls for the same kind of thorough biographical data as outlined in the Student Handbook such as race, religion, ethnicity, plus extensive data on educational background, professional

development, credentialing, employment, job and course assignments, and evaluations. If you add to this the data in the teacher's file when he or she was a student, you have an incredibly detailed profile of that individual. In Chapter 1 of the Staff Handbook, we read:

Education agencies and institutions maintain information about staff to facilitate the efficient and effective functioning of the education enterprise. . . . If all data about a staff member are maintained in an automated data system, many uses and types of analyses are possible. For instance, an administrator may need to know about the availability of human resources to initiate a new program. Information about the background, educational and professional qualifications of current staff members could be used to identify possible candidates to work on the program.

Note the reference to the staff member as a "human resource." That's the thinking of the systems bureaucrat to whom a human being is now a "resource" to be controlled and used like any other natural resource.

What Can Be Done?

It is absolutely essential, if we are to remain a free people, that this entire data-collection system be stopped and dismantled. It has no place in a free society. The legislation that authorized it must be repealed or rescinded or defunded. This entire system is based on the need of behavioral scientists for a detailed, longitudinal accumulation of data to verify the efficacy of their programs to change human behavior. Benjamin Bloom, the godfather of Outcome-Based Education, wrote in his 1964 book, *Stability and Change in Human Characteristics*:

We can learn very little about human growth, development, or even about specific human characteristics unless we make full use of the time dimension. Efforts to control or change human behavior by therapy, by education, or by other means will be in-

adequate and poorly understood until we can follow behavior over a longer period. (p. 5)

That the behaviorist's purpose of education is to change human behavior was spelled out in Bloom's *Taxonomy of Educational Goals* dealing with the affective domain. He was greatly concerned with the need to get control of children as early as possible. He wrote:

The evidence points out convincingly to the fact that age is a factor operating against attempts to effect a complete or thorough-going reorganization of attitudes and values. (p. 85)

The evidence collected thus far suggests that a single hour of classroom activity under certain conditions may bring about a major reorganization in cognitive as well as affective behaviors. We are of the opinion that this will prove to be a most fruitful area of research in connection with the affective domain. (p.88)

And in *Stability and Change in Human Characteristics*, Bloom wrote:

We believe that the early environment is of crucial importance for three reasons. The first is based on the very rapid growth of selected characteristics in the early years and conceives of the variations in the early environment as so important because they shape these characteristics in their most rapid periods of formation.

Secondly, each characteristic is built on a base of that same characteristic at an earlier time or on the base of other characteristics which precede it in development. . . .

A third reason . . . stems from learning theory. It is much easier to learn something new than it is to stamp out one set of learned behaviors and replace them by a new set. (p. 215)

The data collection system outlined in the Student Handbook will give the behaviorists the vital tool they need to hone their ability to thoroughly reorganize the values, attitudes and behaviors of the American student. God help us if this system is implemented.