

Alpine School District – My Story

By Oak Norton
6/15/10

Introduction

My name is Oak Norton and over the past several years I have led the charge to get Investigations math removed from Alpine School District (ASD) and to get Utah to raise its math standards. Both of those were successful endeavors thanks to the help of many concerned parents.

Many of you reading this are perhaps aware of these events but don't know what brought them about or what got parents like myself involved. The purpose of this document is to explain these things in context of my personal experience and to encourage you to vote for a change in the school board (my endorsements are below) in order to effect systemic change in the district.

You may disagree with my conclusions, but these things have happened right here in our back yard. None of this information is 3rd hand. It either happened to me, or someone I have personally spoken with. This is not a comprehensive list of all concerns in the ASD, but it is my own list which many parents have shared in.

I ask that you **at least read the Historical List of Concerns below** and then perhaps scan down for the underlined segments so you have a summary view as to the major points of the document. This document will help you understand that in general, our school board is easily swayed by district officials who promote the theories and Agenda of a dangerous man (John Goodlad) whose desire is to transform our form of government and sever ties between parents and children. When you join your wagon to John Goodlad's caravan, you either have an exit strategy or you eventually wind up where John Goodlad is going.

That said, I do NOT wish to imply that all the people on the school board or in district administration are guilty of collaborating with this individual in some "socialist conspiracy," but to the extent there are some that do have a full buy-in to his philosophies, they need to be removed from their positions. Those also that have been made aware of these dangers and have done nothing to correct it when they were in a position to do something, need to be removed, and that is unfortunately what I perceive to be the case with most of the school board and much of the district administration. Please read on and see if you agree.

Last, I want to honor the many teachers of this district who saw what was happening and displayed great courage in teaching our children the times tables when the district warned them not to. They are all heroes for standing up for what they knew was right.

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School Board Races in ASD

There is a Primary election on June 22nd to reduce the number of candidates in each race to 2. Between June 8th and June 18th, anyone can vote early at the American Fork library between 3 and 7 pm. (if you're out of the area you can see where to vote early at <http://elections.utah.gov>)

If you agree that the below information is of great concern to you, please vote your conscience in this primary so we can bring about immediate positive changes to our school district. Please give your support to these quality candidates.

I have included all the candidate websites I could find.

***Candidates I endorse, mainly due to their positions on math and civics education**

A1-Lehi/Saratoga Springs/Eagle Mountain

*Paula Hill (<http://paulahill4u.wordpress.com/>)

*Casey Voeks (<http://www.caseyvoeks.com/>)

A2-Highland/Alpine/Cedar Hills/Small segment of Northeast Lehi

*Wendy Hart (<http://wendyhart2010.com>)

*Zonda Perry (<http://www.zonda.org>)

A3-American Fork

Incumbent-*Tim Osborn (<http://www.electtimosborn.com/>)

A5-Southwest Orem

*Scott Bell (<http://www.BELLforSchoolBoard.com>)

*Brad Thompson

The Abigail Adams Project invited all the candidates to answer a number of questions for voter guides. Not all responded. You may view all of Utah here for those candidates that did respond:

<http://www.abigailadamsprojectut.com/voterinformation.htm>

Historical List of Concerns with the District

Investigations Math

- Alpine School District (ASD) intentionally removed the times tables, long division, and division by fractions from schools when they implemented Investigations math.
- ASD's school board failed to fix the problem when presented with clear and mounting evidence of increased failure rates.
- ASD's school board failed to remove Connected math when presented with facts about its failure, its removal from the state approved program list, and lack of any studies to support it.
- ASD actually confiscated textbooks at 4 known schools to ensure teachers had to switch to Investigations math. John Burton, candidate for school board in American Fork, was over those schools at the time. His direct role in that (if any) is unknown.
- ASD intimidated and threatened some teachers' contracts at two elementary schools if those teachers didn't implement Investigations math.
- Multiple parents were individually told "you're the only one that's ever complained about the math" by a district math official in an attempt to isolate them. A similar thing happened when parents complained about another program a few years earlier.
- ASD school board read a statement in 2003 to the Utah legislature on why they wouldn't approve any more charter schools in ASD because the board wouldn't be able to vouch for quality of education in those schools.
- Orem investigated breaking away from ASD so ASD promised a choice for schools between "standards-based" (Investigations style) math or traditional math.
- ASD only offers 2 "standards-based" programs (slightly better than Investigations). Then ASD provided teachers with Investigations math books the week before school, encouraged their use, and touts they now use "balanced" math. Public is lulled back to sleep while some ASD teachers use Investigations 100%.

The United States Constitution

- ASD is the ONLY school district in the state to refuse to help distribute "In God We Trust" posters to teachers...because the word "Republic" was on the posters.
- ASD is indoctrinating teachers (which filters to students) that we are not a Republic. Teachers in turn tell students we are not a Republic.
- ASD promotes social and political democracy (Definition of social democracy: transformation from capitalism to socialism).
- ASD linked their website to a radical anarchist who calls our Founding Fathers "predatory elitists" and is grateful we are moving away from being a republic toward pure democracy.
- ASD blames *parents* for "misrepresenting" their position.
- ASD refuses to tell how, and then lied about how the link got put up (told a parent the link just appeared out of nowhere).

- ASD’s school board refuses to respond to parent’s questions—instead, defends the district. (Who do they work for?)
- ASD administrators are given national awards for their commitment to promoting John Goodlad’s agenda.
- ASD continues to pull web pages from their site due to controversial content
- ASD just adopted a new termination policy limiting freedom of speech of district employees. You may be terminated if you bring “reproach” on the district.
- ASD has paid for BYU employees at CITES with our tax dollars.

In spite of these negatives I am eternally grateful to ASD because if it wasn’t for their ability to be the poster child for reform in Utah:

- We wouldn’t have a State Charter School Board
- We wouldn’t have got the state math standards raised
- We wouldn’t have got the help of legislators and the state school board to review the social studies standards and get the word Republic put back in the standards (*in process*)
- Parents wouldn’t be waking up to the dangers of socialism right in our own back yard

My story

To begin, my name is Oak Norton and I am a resident and parent within Alpine School District. This is my story. Please note that although I use the word “I” repeatedly to speak of my experience in a first person language, many people have been involved in these efforts and I am eternally grateful for their help and support. Without their encouragement and energy, none of this would have been possible.

Why have I written this? Because the story needs told. I don’t hate anyone regardless of what some people will say due to my producing such a document. There are nice people at the district office and on the board. I just think they need replaced.

No more times tables? No more long division?

Six years ago, my oldest daughter was in 3rd grade and at the end of her school year I asked her teacher when she intended to start teaching the times tables to the children because I remembered doing that 30 years ago in 3rd grade.

She replied “oh, we don't do that anymore.”

I asked “what do you mean?”

“It's not part of the curriculum.”

“Then how do you expect the children to learn their times tables?”

“Well the smart kids will just pick it up as they go.”

I was beyond stunned. No more times tables? I went to the principal’s office where he reassured me that this is the very best way of teaching math and even though we didn't grow up with this method, all the studies show that children turned out just fine going through this program. What did I know? He was the principal and the professional educator. I left his office and went to Wal-Mart to buy flash cards for my daughter. Little did I know this was only the beginning. Alpine had also removed long division and division by fractions, effectively shutting off the road to algebra and higher math.

A fateful meeting

"A TERC [Investigations math] teacher doesn't explain, and a TERC teacher doesn't teach! I don't want to be misunderstood: group learning and discovery learning are parts of the tool chest of every accomplished teacher, but it is folly to turn these techniques into an ideology. If we mathematicians had to re-discover mathematics on our own, we would not get very far! And indeed, TERC does not get very far. **By the end of fifth grade, TERC students have fallen roughly two years behind where they should be."**

-Dr. Wilfred Schmid, Harvard Math Department

Several months later, my daughter brought home a flyer for a school district meeting entitled “The Role of Public Education in a Democracy.” I attended this meeting and told myself that I would not bring up the math issue but would just point out that we are not a democracy but a republic. Fortunately, another parent at the meeting asked the question “California tried this math back in the 90’s and then got away from it. Shouldn’t we be following their example?” One of the district administrators responded, “actually California only tried it for a year or two and it was showing promising results but they didn’t have a full implementation of it. They never gave it a fair test.” (Or words to that effect). (*the true California story is expressed below*)

Just then, two parents stood up and said they loved Investigations math. It was the first time I’d ever seen parents in support of the program. After the meeting, I approached one of the school board members and said I thought it would be a good idea if the school district ran a poll to find out why there was such a disconnect between parents who hated the program and teachers and administrators who loved it. This school board member responded “that’s a really good idea” and I could tell from her tone of voice that she had no intention of ever doing such a thing. So I decided I would do it.

The survey

I put together a simple survey that I thought it would be fair and objective to just find out if parents really like the program or not. It wasn’t scientific, it was just sent out to as many people as I could immediately reach. The results were pretty much as I expected. In general, parents hated investigations math.

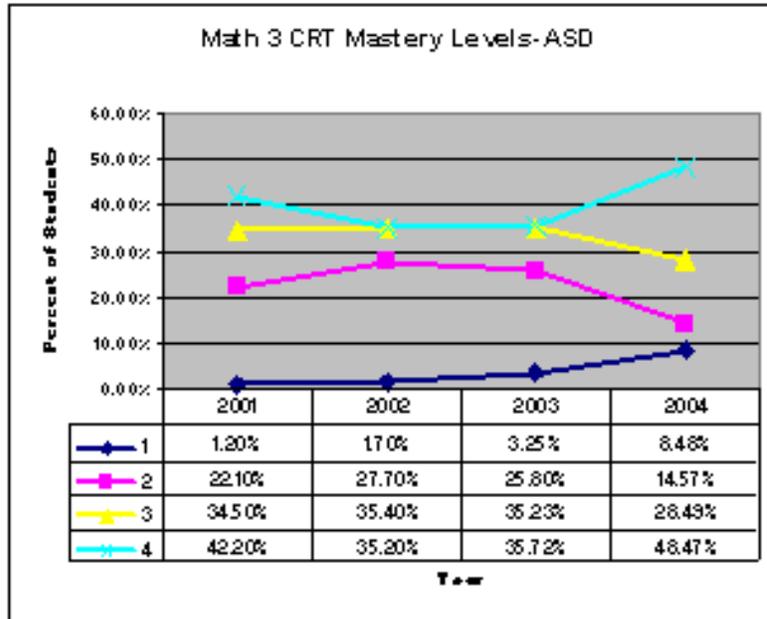
My naivety

Ignorance is bliss. When I had the results of my survey, I thought “I’ll take this information to the school board. Surely they’ll appreciate knowing how parents really feel about this program and they’ll take immediate action to correct this.” I went to the next board meeting, presented my findings, was given a thank you, and got my first lesson in how school boards operate.

The research begins – Remedial math rates increase

I returned home and began to do some research into Investigations math. I discovered that not only did California fully implement this program, **they fully implemented it for seven years**. So complete was their use of this method of teaching that the state dropped from one of the top five to second lowest in the country for math scores. At CSU, remedial math course enrollments went from 25% of freshmen in 1992, to over 50% by 1999. Unfortunately, we’ve seen similar results at Utah Valley University where they now have a full remedial math DEPARTMENT instead of just a handful of classes taught by the math faculty. Nearly 66% of incoming freshmen require remedial math.

Some of my next research consisted of looking up actual test scores on Alpine school District. I examined the state CRT exam scores and discovered an interesting trend. The school district was quite pleased to point out that their level 4 scores were going up. However, I noticed that level 2 and 3 scores were decreasing and level 1 scores were also increasing. I took a series of graphs to the school board such as the following example and showed them that they shouldn't really be patting themselves on the back too hard. *(If you are unaware of how CRT exam's are scored, a level 4 is mastery of the subject matter while level 1 is failure. A 2 is just above failure and a 3 is mostly understood.)*

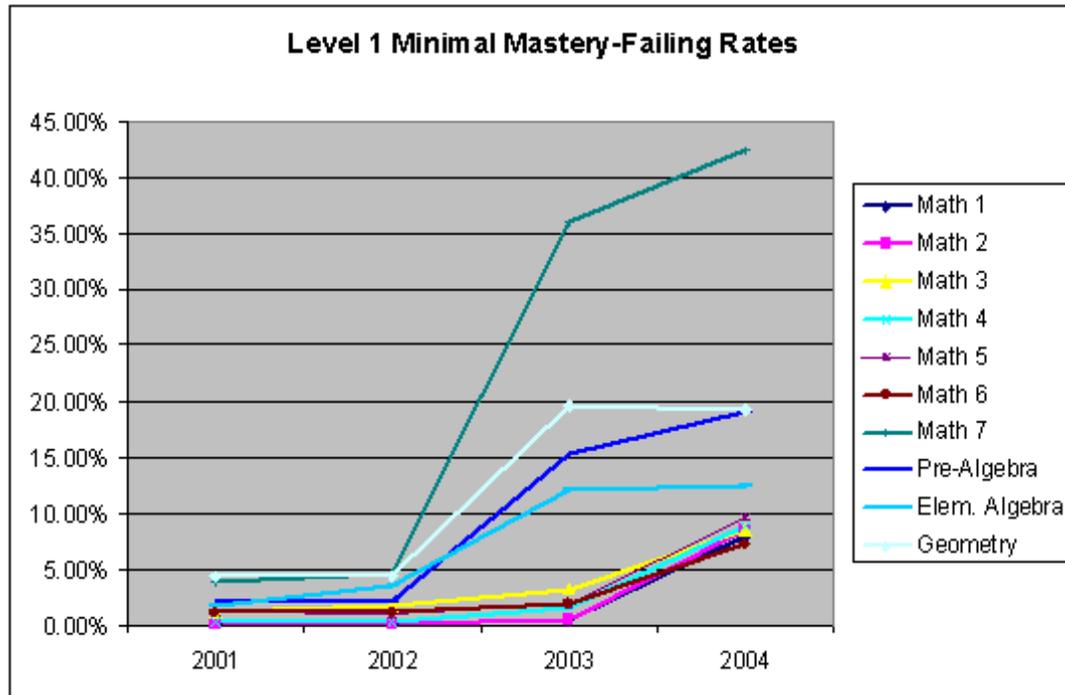


As I pondered this pattern which was in most grade levels, I realized that **Investigations math was effectively polarizing students' math skills. Those in the middle were being pushed either up or down.**

I attribute the increase of level 4 scores to the many parents who were well-educated, involved in their children's education, and saw what was happening with the lack of math skills from Investigations math so they supplemented or got tutoring for their children.

I then realized that the failure rate went up because other parents who may not be as educated, or perhaps single parents without time to pay attention to what was going on, or were unable to afford tutoring and supplementation, or others who were just trusting the school system to teach their children math, weren't aware of the dangers and problems and their children were failing.

This trend can be more easily seen on the following graph which only charts level 1 scores at all grade levels over a four-year period of time. Instead of helping the children at the bottom end of scores (which the district often repeated like a favorite scripture quote), they were failing them at an increasingly faster pace.



Disappointingly, when I took these graphs to the school board I was ignored and became the complaining parent.

I started a petition and started gathering names from around the school district. When I had 5% of the children represented on the petition I thought the school district would listen. Again I was disappointed.

My first political lesson

I began getting e-mails and phone calls from teachers thanking me for what I was doing. Teachers expressed that they were nervous about teaching the times tables in their classroom for fear that they would get reprimanded or punished in some way. **So I again went to the school board (October 2005) to ask them for a statement that they could distribute to teachers to just reassure them that they could in fact teach the times tables without fear of getting in trouble.**

As soon as I sat down from politely asking for the school board to protect teachers, the school board president (JoDee Sundberg) and superintendent (Vern Henshaw) took turns yelling at me that they knew everything that was going on in the district and that no teacher was in fear of losing their job. I was tempted to stand up and give them names but I was too stunned realizing that these few people actually believed they knew what was happening in thousands of classrooms with well over 50,000 students.

After the public comments segment I walked out and was met by a woman who was awarded the teacher of the year award just prior to the public comments. She approached me and said ***“I used to shut my door to teach the times tables to my students.”***

I then made a major political mistake. I sent out an e-mail to my petition list sharing this teacher of the year's comment. About a week later, I received a letter in the mail directly from the school district which was written by this teacher expressing that I had completely misunderstood her in the hallway and that she was not fearful for her job in any way. That was when I realized I needed to be much more careful in what I shared from others and that the district was not afraid to bully people to protect their agenda.

I am so thankful for the courageous teachers who closed their doors to teach students real math. Unfortunately, some teachers didn't have that insight or else fully believed what they were being indoctrinated into by the district administration, and thus became part of the problem.

Board crafts statement for teachers – then fails to distribute it

Surprisingly, one month later at the November 2005 ASD school board meeting, the board read a statement expressing to all teachers in the district that *they were free to teach anywhere on the spectrum of traditional to “standards-based” math according to what their students needed to learn.* I was grateful that teachers now had a statement they could rely on to begin teaching the times tables to their students again.

Unfortunately, about four months later, I received a phone call from a parent on my petition list. He was grateful that I had posted the district's statement on my website because his child's teacher didn't believe that she was allowed to teach the times tables to her students and he had to show her the district's statement on my website because it had never been distributed to teachers. Another failure from the school board and district.

Parents complain

During this period of time, I received at least four or five e-mails and phone calls from parents who had gone into the district office and spoken with the district math coordinator to complain about investigations math. Amazingly, she told each of them individually as they visited that they were the only parent that had ever complained about the math program. Clearly this was an attempt to isolate these parents and make them feel like they were the oddball and that everything was just fine in the district and that the problem laid with them and not the district.

ASD Implements Investigations & Confiscates Textbooks

Jumping back in time, when ASD implemented Investigations across the district, they wanted to ensure that everyone possible was on the same program. Barry Graff told me how they pulled all the principals into a meeting and said, “normally you have to spend your own textbook budget each year to replenish worn out books, but we’ve looked into a great new program called Investigations math and we vouch for it and all schools that adopt it next year we will let you spend your \$30-40,000 textbook budget on other things.” Barry told me that all the elementary schools but about 7 jumped onto the program.

When the program was then pushed into the schools, some of the schools actually took implementation so seriously they went into classrooms at night (and in some schools during the day) and removed all the old traditional textbooks from the classrooms (that actually contained content) in order to force a switchover to Investigations. If teachers didn’t have other resources, they’d have to switch. Four of these schools were Greenwood, Manilla, Grovecrest, and Barrett elementary.

I’ve also been told by a teacher at Greenwood that the principal at that time was believed by staff to be going through the garbage to make sure none of the teachers were using any worksheets but Investigations math.

I was also told directly by one teacher who experienced this firsthand, that her teaching contract, and those of several other teachers were threatened with cancellation (termination) if they did not fully teach Investigations math (ie. Remove the times tables, etc...).

John Burton – Former administrator / ASD board candidate

John Burton served many years in the district. I believe he was a teacher, then a principal, and then went into district administration where for several years he oversaw 16 elementary schools including Greenwood, Manilla, Grovecrest, and Barrett. Information from teachers leads me to believe he was in this role when Investigations math was implemented, though his role in what he did and advocated is unknown.

(pg 14 of this report shows his school oversight responsibility:

<http://www.sao.state.ut.us/lgr/school/2007/07sfalps.pdf>)

John recently retired and went to work for Utah Valley University as the Field Supervisor of Secondary Prospective Teachers. If he is elected to the school board, it appears he will have a direct conflict of interest because the students he reviews will also be applying for work at Alpine School District, thus giving the appearance of impropriety by John’s ability to put pressure on principals to hire them. Students will potentially want to have Burton review them in hopes of getting favorable placement in ASD. It would be nice if Mr. Burton would announce that if he is elected he would resign his position at UVU.

The Orem Threat & the near fall of Investigations

In 2006, Orem city began conversations to see about forming their own school district in breaking away from Alpine. There was quite a movement of parents in Orem regarding this and it appears Alpine thought I was behind it. I attended a city Council meeting where hundreds of people showed up to try and convince the city Council to pay for a feasibility study. Representatives from Alpine school District also showed up and Barry Graff said, "we feel that a number of parents are here tonight because of investigations math and we just want to let you know that next year we are going to give every school a choice between a standards-based program and a traditional program." We were thrilled. One legislator that was sitting next to me leaned over and said "you just won." Unfortunately what happened next was classic political gamesmanship.

The school district appointed a stacked committee to review math programs. During this process they lauded standards-based programs (a misnomer for fuzzy math) and vilified Saxon math, the most "traditional" math program on the list. I later filed a GRAMA request to see the Saxon evaluation and discovered the reviewer had only scored it at 38% correlation to the state standards in sixth grade leading teachers to believe they would have to so heavily supplement the program that it would be unfeasible to actually try and implement the program. Comments by this reviewer written on the review page included such statements as:

"Just drill and kill"

"No understanding - just definitions"

"Parents would see this book as 'easy' to teach from and help their children with at home."

"It has no conceptual relationships and no development of strategy!"

"No flow from lesson to lesson. Very disjointed."

"Explanations of concepts very brief."

(Link to this information: <http://www.oaknorton.com/mathupdates/20070829.cfm>)

This hit job on the program was clearly intentional. On file with the state office of education is a correlation showing Saxon math near 100% correlation with state standards in sixth grade. Further, 8 out of the top 10 math scoring schools in the entire state of Utah use Saxon math in their schools. This wasn't about what's best for the children, this was about a pedagogy and political ties to organizations that promote constructivism.

The district seems to have rallied teachers to petition parents and community councils to use Scott Foresman Addison-Wesley math textbooks which is a standards-based math program. Admittedly, it is better than investigations math because it does bring back the times tables and long division. However, the week before school started, the district put investigations math teacher's guides on all the teacher's desks in the district and said they were free to use Investigations math as they saw fit in their classroom.

In 2007, the state office of education removed Investigations math from their approved program list showing they viewed it as insufficient as a primary curriculum. By 2009, Alpine school District openly told teachers they could use Investigations math in the classroom and some are afraid they will get a bad evaluation if they don't use it 100% which this teacher comment illustrates.

Oak,

I would add that from what I am hearing, many if not most are still doing Investigations primarily and using SF (Scott Foresman) text as a supplement. In fact one teacher (not in my building) told another new teacher NOT to use SF unless they had extra time (which we NEVER have). This teacher's manual is the Investigations manual and he/she will be judged on how it is implemented in that teacher's evaluations. This person is very nervous that he/she will get a bad evaluation unless Investigations is used 100%.

I am NOT looking forward to our teacher "Professional Development" day next Monday, as the whole afternoon will be centered around modeling an "authentic" made-up problem for kids to solve in groups. If the economy requires cut-backs in education this year or next, the FIRST place they should start is with the so-called Professional Development monies. They spend our tax dollars to teach us how NOT to teach. What a waste!

[name removed]

(more of this story here: http://www.oaknorton.com/investigations_continued.cfm)

How ASD Views Charter Schools

In July 2003, the Education Committee of the Utah legislature held an interim meeting discussing charter schools. JoDee Sundberg (ASD Board member and probably president that year) was one of the individuals who came to speak and she read a statement from the Alpine School District as to why they would no longer approve charter schools in the district. (<http://le.utah.gov/Interim/2003/html/00000762.htm>) Their basic point was that as the elected officials in the district, the board believed that all education of children should fall under their board oversight and not be in the hands of Charter school board members (who incidentally are elected by parents at those schools). Yes Alpine is charged with educating all children in their district, however, Charter schools are independent districts so the students at those schools are not under the control of the surrounding district.

This action by JoDee Sundberg and ASD triggered the creation of the State Charter School Board by the legislature during the 2004 legislative session which would serve to independently oversee charter schools in the state and approve their applications as needed, regardless of what local districts might do to reject those applications. (<http://le.utah.gov/~code/TITLE53A/hm/53A01a050105.htm>). Charter schools fulfill an

important role in this state for parents and children who have not had their needs met in other ways. ASD has more charter schools per capita than any other district in the state and it's pretty much all due to math curriculum.

State standards get raised

While this was happening, I realized that Alpine's resistance was so strong against returning basic math facts to the district that I had to turn to other avenues to try and fix the problem. The media did a pretty good job presenting evidence to the public which helped bring a lot of pressure on the district to change. I also turned to legislators who did a fantastic job of getting the state office of education in the state school board to agree to raise the state math standards. This is a lengthy story which I will omit, but a number of legislators were key in making this happen and I am very grateful for their support.

All the studies show...

In 2008, after years of hearing the school district say "all the studies show this is the very best way to teach math," I got fed up and filed a GRAMA request to force the district to reveal what studies they had in support of these math programs because I didn't believe there were any. I was right. Their response was pathetic. They couldn't produce one single study in support of any of the three constructivist programs they had used in elementary, middle, and high school. Details of this response can be found on my website (<http://www.oaknorton.com/grama2.cfm>).

By this point, we'd been able to remove Investigations math from the school district but they are still using Connected math in middle school, and Interactive math in the high schools.

In a review of the Connected math program by several California college math professors, they stated:

Overall Evaluation: F, "This rating is perhaps deceptively high, as 7 of the 11 topics rate no higher than 1.2. The rating is as high as it is based largely on two high subscores, proportions and graphing. It is impossible to recommend a book with as little content as this and an inefficient, if philosophically attractive, instructional method." (<http://mathematicallycorrect.com/books7a.htm>)

Another mathematics professor from Cal State, Dr. Wayne Bishop, had this to say about Interactive math:

"Although such absolutes are hard to substantiate objectively, it is possible that this is the worst high school mathematics curriculum that has ever been written...*districtwide approval of IMP would be nothing short of immoral.* The opportunity of upward mobility through education lost for thousands of children."

I then took my GRAMA findings to the school board and pointed out that the school district didn't have any studies to support Connected math. Further, the government's "What Works Clearinghouse" agency that they lauded, actually showed a negative impact for students that used Connected math. I also pointed out that after I asked the state office of education to review Connected math, they deemed it not suitable as a primary curriculum and removed it from the approved program list. These facts did nothing to persuade the school board to investigate this issue.

Amazingly, just this year, one school board member spoke to me on the phone and expressed how she too had gone to the school district after I presented this information and she verified with them that they had no studies to support connected math. Her actions speak volumes. She did nothing with this knowledge.

"In God we trust" posters

During 2007, I discovered there was a Utah state law that required public schools to display "the national motto of the United States, in one or more prominent places within each school building." (Utah statute 53A-13-101.4)

I asked my children where the "In God We Trust" poster was in their school. They didn't know. They said they'd never seen it in several years of attending that school. The next time I was at the school, I made a point of looking for it and I noticed it in the main hallway which they passed through multiple times every day and had done so for several years.

Realizing this poster was ineffective in trying to teach our children where our country places its trust, I got the idea to produce small posters which could be put near the flags in classrooms so that children had an opportunity to see the national motto every day while they pledged allegiance to the flag.

Initially, ASD agreed to distribute these posters if I got them printed. However, months later when I sent them a proof of the poster, they refused to distribute them citing they didn't want to make a political statement. I didn't understand what they meant until someone mentioned I had put the word republic on the poster in the subtext where it read "The National Motto of the **Republic** of the United States of America."

Wanting to get these posters distributed, I offered to remove the word republic just to get the national motto in front of our children. Word came back that that would be acceptable and they would then distribute the posters. However, I mentioned this to several legislators in a meeting and he instructed me not to remove the word republic, but to just distribute the posters manually to the over 60 schools in the school district. We did this and received many thanks from principals and teachers in those schools. Nobody was forced to hang up a poster, they were just given a free poster and invited to use it if they chose to.

A fine young man in Cedar Hills then took this project on for his Eagle project and succeeded in getting funds raised and posters printed and delivered to every public school district in Utah. None of them had a problem with the word republic, only ASD.

Utah's Republic

In 2009, I decided to review the Utah state history standards to see how they treated our form of government. Surprisingly, the word republic never appeared once in the Utah K-12 history standards. So I decided to start an online petition in accordance with the 1st Amendment (www.UtahsRepublic.org) to ask the state school board to revise five particular standards I felt would correct this oversight.

Part of my desire to do this at the state level stemmed from not wanting to directly confront Alpine School District again in a protracted battle such as what happened during the math fight. I thought if I could just change things at the state level in their standards, Alpine would be required by the state to teach that we were a republic and we would correct the statements hanging in the ASD offices.

If you are not aware of what hangs in the ASD offices, above a large “freedom display” in their Professional Development Center are large wooden block letters saying, “Enculturating the Young into a Social and Political Democracy.” This phrase used to be printed on district literature and after much complaining from parents the school district adopted the motto, “Educating All Students to Ensure the Future of Our Democracy.” A slight improvement from indoctrinating our children into socialism, but still not correct.

A social democracy is defined as the gradual transformation of capitalism into socialism. You can also define a social democracy as moral relativism as in society democratically votes on not just candidates, but knowledge and morals as well.

A political democracy is simply majoritarianism, or mob rule. Interestingly, as events have unfolded in 2010, people have blindly rushed to support the school district and accepted at face value, alternate and incorrect definitions for these terms.

I have received several emails from ASD teachers concerning this site. This one is representative of them:

“I just stumbled onto this site. Thank you for this. I am a teacher in ASD and feel so alone, as many teachers do, because of the corruption of the administration in the district. There needs to be a complete overhaul. I have personally seen them push some of the best teachers out. I want to do more, but when I do speak up about the way things are done, I always seem to get in trouble. My school had the opportunity to invest in a great history program, with pictures and displays and a curriculum. Our principal pushed to use our Trustlands money to pay for more "aids" to help out with students. All they really do is office work and what he wants. I believe in this country and want a great history curriculum to be

enforced. The only thing the students are getting now are worksheets and little books to find answers. There is no "teaching" taking place or understanding of our great nation being professed. I want to do more. Hopefully I can, without getting into trouble or losing my job."

-Alpine School District Teacher

Susie Schnell's Story

In February of 2010, I received an e-mail that made me realize I could no longer isolate ASD from the republic issue. The email was the personal experience of Susie Schnell and the rest of this block contains her email in full.

WARNING TO ALL ALPINE SCHOOL DISTRICT PARENTS

I am a parent of 4 children in Alpine School District (ASD) in Utah and I just found out some alarming things that our district is promoting. Please take the time to read this as we need to come together as a community to fix a monumental problem which has crept into our local district. Then please go to <http://www.utahsrepublic.org> to learn more about this issue and what we can do to solve it. School board elections are coming up soon and we can fix this if we all work together quickly.

Many are aware that our country's leaders are **trying to transform this nation into democratic socialism**. You already know that **one of their main techniques is to indoctrinate school children** around the nation into gradually believing Progressive ideology and move away from our great Constitutional heritage. I moved here in the heart of a conservative city and state from California hoping for a better education and environment for my children. However, **I was shocked to find out recently that our own Alpine School District has been aligning itself with people who believe that we are NOT a great God-inspired Republic**. They are teaching that our [Founding Fathers were wrong](#) in establishing a Republic, that the Constitution was set up by wealthy elitists who only wanted gain for themselves and that we should **transform our Republic nation into a social and political Democracy** by teaching this false doctrine to our children. They even went as far as linking their Mission Statement page with a California Green Party candidate who believes Jesus is a vampire. READ ON...

WHAT OUR SCHOOL DISTRICT IS TEACHING

Last week my daughter's 6th grade history teacher was falsely teaching the class that the United States of America is not a Constitutional Republic but a Democracy even when my daughter corrected him twice. One of his main jobs at the school is to teach the Constitution to all 5th and 6th grade students. He also told her that a book she was reading made up of quotes from our Founding Fathers about the Constitution was "pure science fiction". Because she was not being challenged in any of her subjects and learning false ideas about our country, we decided to check her

out of Alpine School District. As we walked into the district office, my daughter and I were shocked to be greeted by a huge sign spanning about 30 feet down the hallway in 12 inch high letters that said:



"Enculturating the Young into a Social and Political Democracy"

I immediately wondered why the school district's motto wasn't "We Strive for Excellence in Education" or something similar. **Nothing about education, only politics.** **I don't want the schools teaching my children about politics or enculturating them into any other belief system other than what we teach at home.** Enculturating is a brand new word invented by Progressives which means changing someone's core belief system.

FALSE STATEMENTS ON THE MISSION STATEMENT PAGE

The ASD Mission Statement page says:

"Our current government is best symbolized as a representative democracy."

(False! Our current government as set up by the Constitution is a Republic. There is NO mention of the words democracy or democratic anywhere in the Constitution or the Declaration of Independence.)

"The primary purpose of education is developing democratic citizens. Every teacher should have this major board objective in mind as he/she prepares the curriculum."

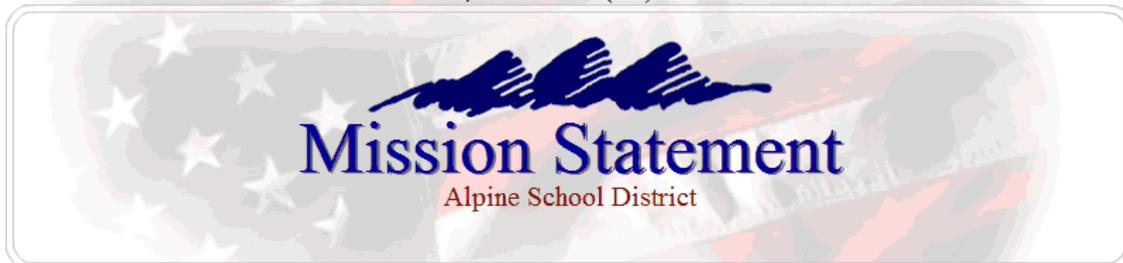
(False! The primary goal of each teacher should be to teach the subject in which he/she specializes and leave out politics!)

Shouldn't a music teacher's goal be to teach music, a math teacher's goal to teach math? Why are they teaching that "enculturating the young into a social and political democracy" is more important than teaching core subjects?

A link on the Mission Statement page led to **America: Republic or Democracy?** That page is an opinion piece (not a fact) by William P. Meyers who speaks about the **dangerous and selfish goals of the Founding "Elitists"**. He states that an example of a Republic is the "evil empire" of the former USSR and that the elitists started this country as a Republic, but it was a dangerous mistake so people for over two centuries have been trying to change it to a Democracy. Obviously by linking this statement directly to the website, our district believes this false idea.

(As word started to circulate publicly about Bill Meyer's link, the district quietly stripped it off of their page this week, but we have proof that it was there. Even without Meyer's link, the ASD has proven that they fully **endorse** the ideas contained on Meyer's webpage which **denigrate our Founding Fathers and refer to them as "predatory elitists"**. This district is determined to teach this to the children in 71 schools in this district.) Proof of the link:

District Office • 575 North 100 East • American Fork, Utah 84003 • (801) 610-8400



[ASD Home](#) | [Parents & Students](#) | [Departments & Employees](#) | [Jobs](#) | [Employee Login](#) | [Site Feedback](#)

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[Moral Dimensions](#)
[Board of Education](#)
[District Administration](#)
[★ America: Republic or Democracy?](#)

The mission statement of Alpine School District is, "**Educating all students to ensure the future of democracy**". The mission statement can be divided into four parts that represent our district values (based on the Moral Dimensions of Education).

"**Educating**" = to promote a caring and effective connection between teacher and student (Moral Dimension: nurturing pedagogy)

"**All students**" = to ensure all students can participate in the entire education program regardless of ability, socioeconomic status or where the student lives. As a public education institution, we accept EVERYONE.

(Moral Dimension: Access to Knowledge)

You can look at Meyer's shocking link here to see what the district deemed was important enough to add to their Mission Statement page.

<http://www.williampmeyers.org/republic.html>

DISTRICT LINKS ITSELF WITH RADICAL SOCIALIST WHO BELIEVES JESUS IS A VAMPIRE

The danger in teaching false ideas about our political system is that other false teachings can also creep into the curriculum. Radical socialist Bill Meyers was linked to our district's website as the "expert" of why we should be a democracy, and why becoming democratic citizens needs to be the district's number one goal to teach children and parents instead of traditional education.

Meyers believes in anarchy, pagan worship and that Jesus was just a leader of a small cult and is a REAL vampire! That's right! He actually says that real vampires disguise themselves as Gods—they live forever and have rituals of drinking blood and eating flesh.



He advocates radical socialism, limiting families to 2 children, abortion to term, homosexuality, worshipping the sun instead of a "dead Jesus", Mary was just an unwed pregnant teenager, and many other atheist and socialist political views. (Meyers is running for the CA Assembly in 2010 as a Green Party Candidate.)

All this was linked directly from Alpine School District's website just 2 clicks from the district's home page!

- Why is the school district pushing this agenda?
- Who is training the administrators and teachers to transform our Republic through indoctrinating our children?
- Who authorized linking Bill Meyers to the district website and who knew about his atheistic and socialist views?
- Where did this philosophy of teaching democracy instead of teaching our Constitution come from when our Founding Fathers made it very clear that democracy always leads to anarchy?

RESEARCH PROVES THAT THIS IS A NATIONAL CAMPAIGN

While I believe most of the teachers and administers don't understand the danger of what they are teaching our children, it is clear that we need to demand that they go back to teaching basic traditional subjects and get out of the business of politicizing the curriculum. I'm sure they don't realize that these dangerous ideas are linked to [Bill Ayers](#) and [other radical](#)

socialists who have discovered that the best way to change a nation is to indoctrinate (enculturate) our children and their teachers through “democracy” training.

*“I pledge allegiance to the flag of the United States of America and to the **REPUBLIC** for which it stands, one nation, under God, indivisible, with liberty and justice for all.”*

In my research I found out that using the word “democracy” is not a mere mistake in language. There is a concerted national and state movement to re-write our history and move our form of government towards socialism by using linguistics. The first step is rewriting our history to make people believe that we are a democracy.

WHAT YOU CAN DO

- **Go to: www.UtahsRepublic.org** to sign a petition and get updates about this issue.
- **Send this alert to others** even if they are not in the district. This philosophy is making its way into many schools in America. Most people are good moral citizens who believe in standing up for the Constitution. It is time we realize what is being taught to our children about this country’s heritage and demand truth.
- Demand more from our district, board members and superintendent. They need to hear from us. **We elected them to represent us. PLEASE write all the board members about your concerns.**

Barnes, Donna: barn099@alpine.k12.ut.us

Terry D. Peterson: tdpeterson@alpine.k12.ut.us

Fugal, Guy L.: fugal099@alpine.k12.ut.us

Hannemann, Chrissy: hann099@alpine.k12.ut.us

Henshaw, Vernon (Superintendent): vhenshaw@alpine.k12.ut.us

Osborn, Timothy S.: tosborn@alpine.k12.ut.us

Sundberg, JoDee: sund099@alpine.k12.ut.us

Taylor, Debbie: dctaylor@alpine.k12.ut.us

A quote from an LDS prophet:

*“There are at least three dangers that threaten the Church within, and the authorities need to awaken to the fact that the people should be warned unceasingly against them. As I see these, they are flattery of prominent men in the world, **false education ideas**, and sexual impurity... – Joseph F. Smith*

With hope that you will stand with me for our children’s sake and for our country’s sake,

Sincerely,

Susan Schnell

Highland, UT

Quotes about Republic vs. Democracy:

- At the close of the Constitutional Convention of 1787, as he left Independence Hall on the final day of deliberation, Benjamin Franklin was asked,
“Well, Doctor, what have we got—a Republic or a Monarchy?”
“A **Republic**, if you can keep it.”
- We are now forming a Republican form of government. Real Liberty is not found in the extremes of democracy, but in moderate governments. If we incline too much to democracy, we shall soon shoot into a monarchy, or some other form of dictatorship.”
—Alexander Hamilton
- “...democracies have ever been spectacles of turbulence and contention; have ever been found incompatible with personal security or the rights of property; and have in general been as short in their lives as they have been violent in their deaths.”
—James Madison, *Federalist No. 10* (arguing in favor of a constitutional republic)
- “Remember, democracy never lasts long. It soon wastes, exhausts, and murders itself. There never was a democracy yet that did not commit suicide.”
— John Adams, 1814
- “The adoption of Democracy as a form of Government by all European nations is fatal to good Government, to liberty, to law and order, to respect for authority, and to religion, and must eventually produce a state of chaos from which a new world tyranny will arise.”
— Duke of Northumberland, 1931
- “Between a balanced republic and a democracy, the difference is like that between order and chaos.”
— John Marshall, *Chief Justice of the Supreme Court*
- “I have long been convinced that institutions purely democratic must, sooner or later, destroy liberty or civilization, or both.”
— Thomas Babington Macaulay
- “A democracy cannot exist as a permanent form of government. It can only exist until a majority of voters discover that they can vote themselves largess out of the public treasury.” — Alexander Tytler
- “A democracy is nothing more than mob rule, where fifty-one percent of the people may take away the rights of the other forty-nine.” — Thomas Jefferson
- “Ours is a representative republic with a Constitution in which is recognized the natural law and the natural rights of man. It is a republic with a spiritual foundation characterized by freedom — freedom for the individual and for his society.” (Ezra Taft Benson, Department of Agriculture under Eisenhower, *An Enemy Hath Done This*, page 97.)
- “Democracy will soon degenerate into an anarchy; such an anarchy that every man will do what is right in his own eyes and no man’s life or property or

reputation or liberty will be secure, and every one of these will soon mould itself into a system of subordination of all the moral virtues and intellectual abilities, all the powers of wealth, beauty, wit, and science, to the wanton pleasures, the capricious will, and the execrable [abominable] cruelty of one or a very few." – John Adams

A Laughable Defense

The e-mail quickly went viral and got the attention of the press. The school district tried to brush this under the rug but it just wouldn't go away. They blamed parents for misrepresenting their views and stonewalled attempts to find out how this happened. In fact, one employee in the district office actually told a parent that when their mission statement page was being posted, the link to William Meyers' site just magically appeared on the side without anyone knowing it was there when someone was just wanting to print a pdf of Meyers' article. Being a web developer, I know how easy it is for that to happen. I'm always surprised when I try to print radical documents and they show up on my website.☺ Maybe their next excuse will be a hacker put it on the site. (link: <http://fortifyingourfamilies.org/2010/06/14/a-frightening-call-with-asd>)

When I filed a GRAMA request to see the chain of people tied to putting up the link, ASD refused to answer any questions. When parents then asked the school board in a public meeting what steps they had taken to ensure this wouldn't happen again, the board refused to answer parents' questions and the Provo Daily Herald reported "In response, district board member JoDee Sundberg gave a short response that essentially told parents that the district would not respond to demands or threats." So now questions by parents to the board have risen to the level of threats. (<http://bit.ly/c0Obte>)

Provo Daily Herald

In the 2/28/10 Provo Daily Herald, an editorial from the paper further drew attention to the matter with these words calling on the board members to get educated or quit serving on the board. (<http://bit.ly/aj9z8p>)

"This business of "social democracy" deserves close scrutiny. "Social democracy" is a form of socialism, one that stresses political domination of society and the economy. It's not the outright ownership of the means of production, but rather a sort of "socialism lite" found today in the welfare states of many European countries.

And this again raises the question why this is part of Alpine School District's mission statement and emblazoned on big signs at district offices. If our educators use such a slogan knowing what social democracy is, they have considerably more explaining to do.

If they are unaware of what “social democracy” is, they should find other professions where ignorance of politics, history and economics wouldn’t be such a liability.”

William Meyers Responds

After getting significantly more traffic on his website, Mr. Meyers traced the hits back to the Utah media reports about his article and wrote the following entry in his blog: (<http://bit.ly/95G6At>)

“Since I myself served on a public school board, I know what it is like to be in a room with a potential lynch mob. Probably the board had more important things to do (like teaching kids to read, write, do math, and think critically) than spend the next year defending my essay to a lunatic who believes that Jesus rose from the dead, that God wrote the U.S. Constitution, and that democracy is a bad thing. The link had already been removed, and the Board said it had been a mistake all along.

...

I think **America: Democracy or Republic?** stands up to criticism pretty well. That is why American fascists hate it. It does take a pro-democracy position, but the framework is factual. I think conservatives are correct in saying that the U.S. Constitution established an undemocratic republic. What is scary about a tiny-but-vocal minority of conservatives is that they advocate returning to a republic where only people owning substantial amounts of property (and even then not women or non-Europeans) would be allowed to vote.”

John Goodlad & John Dewey, Birds of a Feather

In 1933, John Dewey was one of 34 original signatories on the Humanist Manifesto. This document was designed based on the Communist Manifesto by Karl Marx and Frederick Engels. The main principle of the humanist manifesto is based on an atheistic belief system and that man stands independent and only accomplishes anything in life according to his own genius. The humanist manifesto described itself as a new religion. That's right, humanism is a religion. Hugh Nibley said of Dewey:

“John Dewey was devoted to the project of freeing religion from all Mantic, unscientific associations by founding his own religion in which the works of Dewey would have the status of holy scripture—a process about as meaningful as the production of silent music or odorless perfume.” (“Ancient State,” pg. 352)

One can imagine the outcry if James Dobson or Thomas Monson were to set an agenda with their belief system and then work to implement it in the schools, yet we accept Dewey and Goodlad because they are atheists involved in education as if atheism isn't a religion of its own.

In tracing the source of ASD's enculturating phrase, we are led to a book authored by a man named John Goodlad. The book is widely used in education circles and is titled "The Moral Dimensions of Teaching." Inside this book the reader will find 4 moral dimensions Goodlad espouses, including "Enculturating the Young into a Social and Political Democracy."

In 1983, John Goodlad came to BYU and started the public school partnerships (PSP) with five surrounding school districts. A couple years later he established the National Network for Educational Renewal (NNER) and BYU perhaps ignorantly became one of the founding members. This national network is designed to promote Goodlad's stated Agenda throughout colleges and school districts nationally and even internationally.

Before I touch on the NNER agenda, I would like to share a couple of quotes from John Goodlad so you understand exactly what his agenda and belief system entails.

"Parents do not own their children. They have no 'natural right' to control their education fully." (John Goodlad, Developing Democratic Character in the Young, 2001, pg 164)

"In the quest for learning, educators must resist the quest for certainty. If there were certainty there would be no scientific advancement. So it is with morals and patriotism." (John Goodlad, Woods Learning Center, Education for Everyone: Agenda for Education in a Democracy, pg. 6)

"The curriculum of the future 'will be what one might call the humanistic curriculum.'" (John Goodlad, NEA Journal, Directions of Curriculum Change, March 1966)

Goodlad has also been the keynote speaker at a John Dewey conference and has been awarded the John Dewey education award.

In 1970, Ezra Taft Benson, former Secretary of Agriculture under President Eisenhower, said this to members of his faith:

"As a watchman on the tower, I feel to warn you that one of the chief means of misleading our youth and destroying the family unit is our educational institutions. President Joseph F. Smith referred to false educational ideas as one of the three threatening dangers among our Church members. There is more than one reason why the Church is advising our youth to attend colleges close to their homes where institutes of religion are available. It gives the parents the opportunity to stay close to their children; and if they have become alert and informed as President McKay admonished us last year, these parents can help expose some of the deceptions of men like Sigmund Freud, Charles Darwin, John Dewey, Karl Marx, John Keynes, and others."

Unfortunately, there may be some who in their desire to be accepted in educational circles around the country, have let a fox into the henhouse in exchange for accolades among their peers. Within Alpine School District, there are schools where the teachers are required to recite Goodlad's 4 points in faculty meetings.

Incidentally, John Goodlad and Bill Ayers (the Weather Underground terrorist) both attend the same conferences spouting the urgent need for democracy in education. Both view indoctrination of the rising generation in social justice curriculum and "democracy" as paramount to achieving their Agenda within a generation.

Doubly unsurprising is the fact that Goodlad espouses constructivism as a method for teaching math, the same style of teaching Investigations math uses. Socialism thrives on group work and Investigations math made that a core tenet of the program. When a group works together toward a common goal, that is usually admirable, but to replace individual work and achievement with constant group exercises and overemphasis on the process rather than the result, it leads to setting our children up for long-term failure.

The NNER agenda

Goodlad's NNER (National Network for Educational Renewal) has a stated agenda which includes making democracy the key word for everything in society. The reason they do this is because part of humanism is moral relativism where the majority can set public truth and morals with a simple majority vote. If 51% of people vote that adultery is acceptable, then it should be accepted according to Goodlad. There are no absolute truths. Everything is relative. I fully reject this notion. God is the source of truth and regardless of our desires, there is truth to be found, not voted on.

From Goodlad's NNER website under the agenda section we find:

"Why Do We Focus on Democracy? Many different forms of government have tried to meet this challenge: fascism, socialism, communism, and democracy, to name a few. Democracy, while certainly not without its flaws, seems to offer the best hope of enabling us to live together in relative peace and prosperity. This is because democracy has a great virtue that the others generally lack: real democracy strives to ensure that everyone in a society contributes to the decision-making processes that affect their lives."

What does the NNER agenda promote? Among other things, members of the NNER are expected to accept and promote the Goodlad agenda. From BYU's website we find this information about the NNER mission statement (<http://education.byu.edu/cites/nner/mission.html>):

"Members of the Network assert that quality schooling for a democracy and quality preparation of educators can best be accomplished by sharing responsibility for the following actions: (only the first is shown)

- pursuing an Agenda for Education in a Democracy

From the minutes of a June 25-26 NNER executive board meeting, we find that BYU drew the wrath of the NNER by not accepting part of their Agenda related to the homosexual movement. As these minutes show, Mr. Henshaw, the ASD Superintendent was present at this Executive Board meeting and tried to address their concern.

“Executive Board Meeting discussion on equity question

Ada Beth Cutler shared copies of an Op Ed that took a stand against a constitutional amendment banning gay marriage written by a BYU adjunct faculty member and a newspaper article about the firing of this faculty member for writing the Op Ed piece. She shared her grave concern about BYU’s action and policies that discriminate against homosexuals, given the principles of the Agenda for Education in a Democracy. She asked for discussion on the implications for the NNER and the mission of access and inclusion. Vern Henshaw responded, noting that he was reflecting only his perspective, not representing the larger partnership. He noted that the BYU partnership governing board does not have the authority to change policies at BYU, that the decision and policies do not reflect the actions at the partnership level. He indicated that the partnership co exists with the BYU policies and includes not only BYU but also public school districts that are not bound by the BYU policies.”

http://www.nnerpartnerships.org/members/governance/eb_minutes_june06.htm

Note Ms. Cutler's “grave concern” was that BYU was not following the principles of the Agenda for Education in a Democracy. Clearly the agenda is anathema to BYU and our community standards, and it is clear that participation in this organization produces confrontation with our moral standards.

To think that John Goodlad will consult with school districts and educators without trying to promote his agenda, is not logical or rational. He has a stated agenda and everything he does is to promote his agenda. Obviously not everything in his agenda is bad, but in accepting the good we pacify people toward the evil. By joining our wagon to his wagon train, we will eventually arrive at his destination unless we have an exit strategy.

I can’t imagine that those who work with him in this district agree with everything Goodlad espouses, but by continuing to work with him and accept so many of his borderline or even evil principles, we are slowly being indoctrinated into his full agenda.

Those who dismiss these concerns by saying Goodlad has simply redefined the term social democracy, are incredibly ignorant of how major societal change occurs over periods of time. Changes in definitions lead to changes in understanding.

C.S. Lewis put it this way in his classic satire about American education “Screwtape Proposes a Toast.”

“Democracy is the word with which you must lead them by the nose.... [T]hey should never be allowed to give this word a clear and definable meaning. They

won't. It will never occur to them that democracy is properly the name of a political system, even a system of voting, and that this has only the most remote and tenuous connection with what you are trying to sell them. Nor of course must they ever be allowed to raise Aristotle's question: whether "democratic behaviour" means the behaviour that democracies like or the behaviour that will preserve a democracy. For if they did, it could hardly fail to occur to them that these need not be the same."

Goodlad, "the nation's premier change agent"

The name Charlotte Iserbyt may not mean a lot to some of you, but back in the 80's she lost her job at the Department of Education when she exposed rampant socialism being promoted through our education system. The documents she collected she later published in a book entitled, "The Deliberate Dumbing Down of America," which was an expose on efforts in America to destroy true thinking skills in order to make it easier to accept socialism. This book is now available for free in pdf format at www.deliberatedumbingdown.com. On page 56 of her book she shares these facts.

"Two of the major federal initiatives developed with funding from *The Elementary and Secondary Education Act of 1965* which have contributed to the "deliberate dumbing down" of not only students but teachers as well, are listed below:

1. the 1965–1969 Behavioral Science Teacher Education Program (BSTEP), and
2. the 1969 publication by the federal government of *Pacesetters in Innovation*, a 584-page catalogue of behavior modification programs to be used by the schools.

Pacesetters provided evidence of a concerted effort to destroy the last vestiges of traditional academic education, replacing it with a behavior and mind control system guaranteed to create the "New Soviet Man" who would be unlikely to challenge totalitarian policies emanating from his local, state or federal/international government. Professor John Goodlad, the nation's premiere change agent who has been receiving federal and tax-exempt foundation grants for at least thirty years, said in 1969:

"The most controversial issues of the twenty-first century will pertain to the ends and means of modifying human behavior and who shall determine them. The first educational question will not be "what knowledge is of the most worth?" but "what kinds of human beings do we wish to produce?" The possibilities virtually defy our imagination."

Goodlad may very well be one of the most dangerous men in America as his Agenda affects the lives of millions of children in the rising generation in a concerted plot to make them more susceptible to accepting socialist/totalitarian policies. It is very clear

today that his efforts of the last 40 years since making this statement have been very fruitful.

BYU's Education Dept. Involvement – Engaged but how far?

How involved BYU's Education Department is, is not clear to me. There are some that say BYU only invited Goodlad to come back in 1983 to present a different point of view and people that have espoused this to me seem to believe he never returned. This is easily dispelled when we see that BYU's Education Department hosted the 2003 NNER conference (<http://education.byu.edu/news/2003/01/01/byu-hosts-nner/>). We also saw in the minutes above from 2006 that BYU was being attacked in an Executive Board meeting of the NNER for not fully participating in the "Agenda." I would hope they are resisting the bad aspects of Goodlad.

This next link shows that BYU had two professors at a 2009 NNER conference, one of which was Steven Baugh who runs the BYU Center for the Improvement of Teacher Education and Schooling (CITES) which instructs teachers in the Goodlad philosophy. *(Baugh is also running for the Utah legislature against Patrick Henry Caucus co-founder Stephen Sandstrom)*

http://depts.washington.edu/nner2009/aed_scholars.php

This next webpage shows 4 individuals from the BYU Public School Partnership (PSP) are being nationally designated as AED scholars by John Goodlad for their efforts to promote the Agenda for Education in a Democracy. Three of these four are tied to ASD. Steven Baugh was the former superintendent of the district, Vern Henshaw is the current superintendent, and Barry Graff is another administrator at ASD.

<http://education.byu.edu/news/2007/01/01/aed-scholars/>

Again, nobody is saying that these local individuals are advocating homosexuality or socialism, and nobody is saying that BYU is agreeing with all of Goodlad's philosophies, but by these individual's actions to so fully integrate themselves with Goodlad's philosophy, they are opening the door for countless others to trust and accept Goodlad's other positions that they themselves may not buy into.

On the other hand, I don't personally know these individuals well enough to say that they don't buy into Goodlad's extreme positions but at this time I give them the benefit of the doubt and assume that they don't. However, when you yoke yourself to someone like Goodlad, you're eventually going to wind up at his destination unless you have an exit strategy. I believe BYU is at the fork in the road right now.

CITES and ASD

Two years ago (January 2008) I discovered on www.UtahsRight.com that ASD had 3 employees identified not as teachers or administrators, but had positions entitled "1," "2,"

and “3.” I had no idea what that meant since everyone else had a title, so I googled the names and discovered ASD had these three on payroll but they worked for CITES at BYU. I don’t know if they were getting a BYU salary in addition to this salary, but they were making between \$41,000 and \$66,000 each. The names of these 3 individuals are Samuel Rencher, Hollie Carlson, and Heather Jensen. Looking at this website now shows they work for ASD, two of them as teachers and one as a principal. I’m honestly not sure what has transpired over the past couple years but I am curious to know why they were on ASD’s salary but working for CITES and now they are apparently working for ASD. They now make between \$50,000 and \$74,000 a year according to this website. Not bad promotions for a down economy. I also can’t see any of these same types of classifications today since I first reported on this 2 years ago.

Back in 2008, I also found on the UtahsRight.com website that in the ASD Ed Services department (ie. administration) there were 45 “teachers.” This is misleading since these people are classified as teachers but only worked at the district office (maybe to develop supplemental math curriculum since the district couldn’t just pick a quality program to begin with). Classifying 45 administrators as teachers may also be a sly trick to show how low you’ve got your administrative costs by lumping those salaries in with teachers, and perhaps it’s a factor in reducing classroom size by lumping these folks in with a gross teacher count for student to teacher ratios. I’m not sure that happened, but at this point I don’t put anything past the administration. One other scenario someone suggested is that these individuals were classified as teachers in order to qualify for special pay raises for “teachers” which the legislature sponsored. Regardless, they’re not in the classrooms.

Back to CITES, it seems that they have some type of financial issue. They have received public money in the form of grants, but haven’t cooperated in showing where that money has gone. Senator Margaret Dayton has gone to great lengths to find out what happened to this money and she has been stonewalled at every turn. Why aren’t these public funds being instantly revealed? They aren’t private grants, they are public tax dollars and the public has a right to know how they’re being spent and if it’s in accordance with the reason for which they were applied.

Provided by the Office of the Legislative Fiscal Analyst is this information showing the funds the 5 Public School Partnership districts have sent to CITES during the last couple years. I have reorganized the chart for formatting purposes in this document.

**Brigham Young University
Center for the Improvement of Teacher Education & Schooling (CITES)
School District Funding to CITES
2008 - 2009 Funding School District***

	Local	Federal	Total
Alpine	\$ 29,180	\$ 12,050	\$ 41,230
Jordan	\$ 143,698		\$ 143,698
Nebo			\$ 71,375
Provo	\$ 20,000	\$ 507,027	\$ 527,027
Wasatch	\$ 31,250		\$ 31,250
Total	\$ 227,998	\$ 532,527	\$ 831,900

2009 - 2010 Funding

	Local	Federal	Total
Alpine	\$ 29,180	\$ 12,050	\$ 41,230
Jordan	\$ 73,718		\$ 73,718
Nebo			\$ 53,065
Provo	\$ 10,730	\$ 380,957	\$ 391,687
Wasatch	\$ 8,755		\$ 8,755
Total	\$ 122,383	\$ 393,007	\$ 568,455

**Note: Information is self - reported by school districts. No information was included by Nebo SD on their mix of funds*

Prepared by Office of the Legislative Fiscal Analyst, 05/2010 PL

A number of questions arise from this. Why are the school districts funding CITES? Why is the funding so disproportionate? Do Provo citizens know that they are carrying the bulk of the weight of funding even though Alpine and Jordan are much bigger than they are? Where did their funding come from?

ASD removes another web page

On May 2nd, a local individual printed out a disturbing page of quotes from the Alpine School District website. The page was headlined “Democracy: The Moral Dimensions” and subtitled “Enculturation of the Young in a Political and Social Democracy.” What followed was a set of 4 quotes. Reading them, one can understand why they pulled the page in an attempt to ensure the public was not aware of what they had posted.

One quote from Walter Feinberg said:

“Arguments for compulsory education have been based on the idea that the school is the only institution that can counter the accident of birth, guarantee quality of opportunity, and provide objective and fair ways to select and train talented individuals.”

I realize this quote is not in the full context of Mr. Feinberg’s writings, but that’s all ASD posted on their website. Why anyone would use the language “counter the accident of birth” is beyond my limited comprehension. The case against compulsory education is also much stronger than the case for it, especially when one considers our current position after decades of compulsory education.

Another quote from the page was from John Dewey. “A democracy is more than a form of government; it is primarily a mode of associated living.”

Dewey’s desire to enculturate the young into a social democracy is completely transparent. Unfortunately, there are those in ASD who share this goal. (You may see the

full printout by clicking this link) (<http://www.oaknorton.com/ASD-Democracy-The-Moral-Dim.pdf>).

ASD's Clampdown on Free Speech

Recently leaked documents from Alpine School District show that they are clamping down of free speech of employees. Policy 4432 entitled "Orderly Termination" got a new clause which states that "classified" district employees will lose their job if they have "conduct which exposes the District to censure, ridicule, damage, or *reproach*." It was made clear to the employees attending the meeting that taking a position contrary to the district's position on the "democracy" issue was grounds for termination. Looks like you can't have a different opinion than the district or you can be terminated. (link http://www.oaknorton.com/ASD_4432_agreement_with_classified_employees.pdf)

Conclusion

Although there are many fine professionals in ASD that do a great job, and fantastic teachers who put up with more than any teacher should have to, there are a lot of progressives in the administration and they set the tone for the entire district. John Goodlad, John Dewey, and Bill Ayers all know that if you want change, you do it through the education system and separate children from their parents' beliefs and indoctrinate them in your belief system. They all figured out ways to present enough good so as to lull people to sleep and just bring gradual change so parents and children cook to death like the frog in the pot of boiling water that doesn't experience a rapid change in temperature. The progressives need to go, but the only way to do that is to change out most of the current school board who cannot open their eyes to issues because they've been befriended by district employees whose first goal is to brainwash the school board into fully trusting that they are the supreme experts on all educational matters. Once that happens, it's business as usual and the status quo keeps going on and on. Parents of Alpine School District children, please wake up and recognize that a serious change is needed.

Sincerely,

Oak Norton

P.S. This document will be posted at my website at www.oaknorton.com and www.utahsrepublic.org. If there are factual errors and I am made aware of them, I will immediately post corrections on my websites where this document is found. This represents my experience and research of the past 6 years and if there are errors, they are mine alone.

P.S.S. If you've actually read this whole document, congratulations! You deserve a special treat so here's a link to something that got international attention during the math

fight. It was my attempt to keep my sanity by starting a comic strip about fuzzy math.
<http://www.weaponsofmathdestruction.com>.