

REDUCATION MONOPOLY

The Education President of the United States has made it plain that, in attempting to balance the federal budget, additional money for educational purposes are out of the question. The Governor of the once Republican State of Florida, among many other Governors, agreed that government schools are not going to get their expected grants. Professional educationists in Florida didn't like it and high school students were encouraged to write to the Governor, State Legislators, their US Representative and two Senators, protesting the refusal of financial aid. A reporter on our local daily obtained and published quotes from some of the letters. One high school student wrote: "You should give a larger budget to education for that is were (sic) your priotaties (sic) lie." Another student complained: "We we'll (sic) have to go without air conditioning, penicals (sic), pens and even paper. I have a class of 25 people and I get a wonderful education (sic)." A third student wrote: "This letter is in reference to the edgucation (sic) budget cuts." Another protested that "If you make these cuts our classrooms will be over crowded (sic). The students of Browerd county (sic) will be deprived of there (sic) right to get an edgucation (sic.)" Another student offered a suggestion: "My point is that education must be tailored more to the need of the intellegent (sic) than the needs of the unintellegent (sic). As you may have guessed, I am among the intellegent (sic)." The reporter summarized: "The state of education in the State of Florida is defishent."

Of course, it isn't funny. But it is proof that our government schools are not trying to teach students "reading, writing and arithmetic." What they are doing to our children has been said and written many times to little avail. But one thing that hasn't been stated often enough or clearly enough is that the aim of the professional educationists in America is to make education, from cradle to college, a national monopoly. There are some church connected and private schools that survive without taking orders and curricula from Government. But they are few and far between, especially at high school and college level. And there are home schoolers who have managed to survive in spite of efforts to stop them. And now, once again as schools reopen, the drive to induce parents to accept tax tuition credits or vouchers from government sources. Among our long time subscribers is a home schooler and promoter of home schooling, Virginia Birt Baker, has written some words of warning regarding the tax voucher scam. She knows whereof she writes and has the documentation to back it up. So we are pleased reprint:

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Educational choice: An Innovative Report (July 9, 1990)

To parents who have been paying taxes for the public schools yet are privately educating their own children, a government-paid incentive would be a welcome relief from financial strain, seemingly encouraging a free-market approach to education. But let's look at the facts:

Once private education accepts tuition tax credits or vouchers it can no longer remain private, because through government regulations, it will be forced to become one and the same with its public counterparts. "Any

State and a bureaucratic agency for the propagation of ideology and the enforcement of standards. And the standards will be devised not by the enthusiasts of vouchers,...but by the same old coalition of educationists... who know exactly what they want, and exactly how to get it." (1)

What do they want and how will they get it? To start with, George Bernard Shaw of the socialist Fabian Society of England, said, "Nothing will more quickly destroy independent Christian schools than state aid; their freedom and independence will soon be compromised, and before long their faith." (2)

His protege, Keynesian economist Milton Friedman, began in 1960 (3) to promote the voucher plan, at first unsuccessfully in his Alum Rock Experiment. (4) In 1970 he wrote Free to Choose, and in July, 1980, the First Global Conference on the Future was held in Toronto, Canada. One of its prime objectives was to push education choice on an unsuspecting American, Canadian and European citizenry. (5) Some of the participants were Edward Cornish (World Future Society); Aurileo Peccei (Club of Rome); R.T. Francouer (Aquarian Cabal); Miriam and Edward Kelty (Natl. Inst. of Mental Health); Dorothy MacLean (Findhorn Foundation); Barbara Marx Hubbard (prominent new ager); Mark Satin (anarchist, Green Revolution activist); Marilyn Ferguson (world's leading new ager); Maureen Murdock (occultist); Moshe Davidovitz (American Assoc. for Humanistic Psychology); and many others.

Then, in 1981 the American Legislative Education Council, formed by Paul Weyrich ("We are radicals who want to change the existing power structure. We are not conservatives...") (6), mailed to 16,000 state and federal officials and legislators a suggested educational voucher. Thomas A. Shannon, Executive Director of the National School Boards Association, said, "Tuition Tax credits for private schools profoundly change the character of private education. Private schools that operate with public money will be subject to public regulations." (7)

> Sure enough, concurrently, on July 18, 1971, key federal legislation underlying and controlling any subsequent education legislation was adopted. This master control system, "The Interagency Day Care Standards," hinged upon the federal government's own definition of day care: "Day care is defined as the care of a child on a regular basis by someone other than the child's parents for any part of the 24-hour day." (8) It states that "Any agency, public or private, which receives federal funds directly or indirectly through a grant or contract...or by way of a voucher plan" must meet all programs that are set down for public schools. Acceptance of Federal funds is an agreement to abide by the requirements." (9) The chronology, or evolution, of events has, by law, now placed the standards ("guidelines") within state agencies. (10) It has linked increased school costs and unasked for, unwanted, yet mandatory programs, through "back door" administrative guidance policies and procedures and without the knowledge or involvement of elected representatives, to federal requirements as conditions of funding! These mandatory programs include sex education, psychological services, organizational changes, human relations activities, busing, bilingual education, etc., etc.

In March, 1984, the U.S. Supreme Court ruled that private schools are subject to government regulations because they enroll students who receive tuition money from the government. Even though the checks are payable to individual students, not the school, the Court says any scholarships, loans, or grants to students "constitute federal financial assistance." (11)

Continuing in the same direction, on January 28, 1988, the U.S. Senate

passed the Civil Rights Restoration Act (Pub. L 100-259) which extends the reach of the civil rights measures that were limited by the 1984 Supreme Court ruling. The legislation makes it clear that the entire institution must not discriminate if any component receives federal aid. (12)

On April 28, 1988, the Hawkins-Stafford Elementary and Secondary School Improvement Amendments of 1988 (Pub. L 100-297), commonly known as H.R.5, amending and reauthorizing the Elementary and Secondary Education Act of 1965, became law. It contains a by-pass provision which allows the Secretary of Education to circumvent any state law (13) in order to assist (14) in the education of any child who lives in any school district. The reasoning is, that all local school districts receive financial aid, so, therefore, all children who live in those districts must be allowed to participate in the "services, purposes, and benefits" of this bill if they receive any kind of government subsidy (15) Not only can the Secretary by-pass any existing state laws or agencies "unwilling to provide for such participation, (16) he may make any regulations necessary to ensure compliance, (17) consulting with no one in emergency situations. (18) The bill specifically includes "home-based" and "residential" schools. (19)

The government intends to "restructure the total educational environment at the level of the individual school" (20) and H.R.5 provides funds "to develop innovative approaches for surmounting barriers that make the programs...difficult to administer. (21). Educational choice, by whatever name "tuition tax credit, voucher, open enrollment, opportunity grant, etc.) is that innovative approach.

How were these federal standards imposed upon State agencies and into State laws, bypassing our elected representatives?

Prior to 1975 the Department of Health and Human Services issued model State child care standards, which were adopted on a selective basis by the States. (22) Then federal aid for any day care services that "meet applicable standards of State and local law" was consolidated into a single grant and funneled through the existing Social Services Block Grant Title XX of the Social Security Act. Title XX of the Social Security Act is administered by the Office of Policy, Planning, and Legislation, Office of Human Development Services, department of Health and Human Services. Title XX appears in the United States Code as § 1397-1397f, subchapter XX, chapter 7, Title 42. Regulations relating to Title XX are contained in part 96, subtitle A, Title 45, Code of Federal Regulations. (23)

The original Paperwork Reduction Plan Act of 1980, 44 U.S.C. et seq., gave the White House Office of Management and Budget (OMB) power to control the form and the content of agency rule-making, and to keep information dealing with regulatory reviews secret from Congress and the public. The White House, by the way, continues at this date to oppose any efforts that would require the OMB to make information dealing with all regulatory reviews available to Congress and the public or to restrict OMB's control. The White House opposition has been led by White House Chief of Staff John H. Sununu and White House counsel C. Boyden Gray. (24)

Executive Order 12291 of February 17, 1981, signed by Ronald Reagan, further provided for presidential oversight of the regulatory process of present and future regulations "designed to implement, interpret, or prescribe law (emphasis added) or policy or describing the procedure or practice requirements of...any agency specified under 44 U.S.C. 3502(1)." The Order stated that the Director of OMB "shall have authority...to prescribe criteria" for requiring any set of rules. The Director of OMB is subject to the Presidential Task Force on Regulatory Relief and has wide authority

under the Paperwork Reduction Plan of 1980, 44 U.S.C. 3501 et seq., and the Regulatory Flexibility Act, 4 U.S.C. 601 et seq. (25)

You can see how the federal bureaucracy defined to the States what a day care facility is, what day care standards to adopt, then made those mandatory guidelines a condition of funding, buried those conditions in the Social Security laws, and to this day absolutely controls them from the White House without congressional or public scrutiny!

FOOTNOTES

(1) "Voucher, Smoucher," by Richard Mitchell, The Leaning Tower of Babel, Little, Brown & Co, 1984 p. 119. (2) "Vouchers, Freedom and Slavery," R.J. Rushdoony, Chalcedon Report 290, Sept. 1989. (3) Milton Friedman, Economics and the Public Interest, 1960. (4) "The State Factor," American Legislative Exchange Council, Nov. 1981. (5) "Through the 80s Thinking Globally, Acting Locally," World Future Society, p. 10, quoted in Distant Drums, Ron Miller, editor, Aug. 1982. (6) Richard A. Viguerie, The New Right: We're Ready to Lead, 1980. p. 59. (7) "School Board News," July 1981. (8) Federal Interagency Day Care Requirements, pursuant to Sec. 522(d) of the Economic Opportunities Act (approved Sept. 23, 1968). (9) Ibid., (10) Model Child Care Standards Act - Guidelines to States to Prevent Child Abuse in Day Care Facilities, Dept. of Health & Human Services, Jan. 1985. (11) Grove City College v. Bell. (12) Congressional Quarterly Weekly Report, Washington, DC, May 28, 1988 p. 1481. (13) through (21) Pub. L. 100-297 §5143. (23) Model Child Care Standards Act - Guidance to States to Prevent Child Abuse in Day Care Facilities, Dept. of Health & Human Services, Jan. 1985, Margaret M. Heckler Secretary, p. 3. (24) Compilation of the Social Security Laws, through January 1, 1989, Vol. 1, p. 1083. (25) Congressional Quarterly, July 9, 1990, p. 1785. (26) Federal Register, Vol. 48, No. 33, February 18, 1981.

World Government Rehearsal? M.B.Zuckerman, CFR, Editor USNews, warns: "Today a specter is looking over the US economy. America's financial institutions are stretching thin and the resulting turmoil threatens a serious recession. Everyone knows about the savings & loan disaster, but disaster is also looming for the American banking system and that is more serious." History tells those that listen: When trouble threatens Megabanks, they maintain their power by finding or creating a war to finance. Since Hussein of Iraq is emulating the well financed Hitler, war could eventuate. May God forbid. But regardless of future events, we are now witnessing, by plan or accident, a United Global Action which simulates a step toward World Government and the New World Order. For the first time in history virtually all Nations are acting in unison against a declared human enemy. The UN which aspires to become a World Government enacts a sanction with all member Nations concurring. Here is the semblance of World Government in action. Overlook the trees for a moment and consider the forest. Is this a harbinger for the World of Tomorrow? "Therefore is the name of it called Babel...." (Gen. 11:9).

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