

Beyond IB Puffery

(This is a work in progress. All emphasis added in text.)

===== 5/11/10 Update =====

[Colorado] DPS' unreleased IB study raises questions

Education News Colorado | Posted by Alan Gottlieb Dec 15, 2009.
<http://blog.ednewscolorado.org/2009/12/15/dps-unreleased-ib-study-raises-questions/>

Back in early 2007, when International Baccalaureate programs were beginning to proliferate in Denver Public Schools, the district asked a respected local educator to look into the effectiveness of IB programs in closing achievement gaps and boosting the learning of low-income students.

Rob Stein, then the Head of School at Graland Country Day, conducted the analysis. Stein is now principal of Manual High School, but back in January 2007 he was not connected to the district, and conducted this research as a volunteer. He submitted the study in draft form. Apparently, it has rested on a shelf ever since.

Now, with the controversy swirling around Lake Middle School, the report takes on new relevance. Here it is, with a few paragraphs highlighted in yellow by me. As Rob told me, "this is not definitive," but it does raise questions about whether IB is the best option for Lake's current low-income population.

Let the debate begin.

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Denver Public Schools International Baccalaureate Prospectus

Draft: January 22, 2007

<http://blog.ednewscolorado.org/wp-content/uploads/2009/12/IB-Plan.pdf>

Excerpts (page 5):

"There is no available evidence that the IB will increase student achievement in DPS schools or that the IB has had a positive effect on student achievement in similar districts or schools. A thorough search of the literature has netted no empirical studies on the effects of IB on student achievement."

"Schools with IB programs tend to have higher test scores than average, but this can be explained as a function of student selection rather than student learning. In cases such as the Academy School District, a high-income, highly educated community has schools with high test scores. In Denver's two IB or IB-like programs, students are pre-selected for the programs based on their prior test scores and academic achievement; therefore, it is no surprise that they score high once they are admitted into the program. **There seem to be no available examples of IB schools where high student achievement can be explained by anything other than demographics or student selectivity.**"

"In sum, there are doubtless many potential benefits of the IB model, but **the model is not proven to improve student achievement in schools with low-income populations, to narrow the achievement gap, or to bring low-achieving students up to proficiency in reading, writing or mathematics.**"

[Comment: In 2009 the Denver Public Schools School board voted to *replace the existing IB program at Lake Middle School with a "new" IB program* which included "a new principal to lead the way." But concerns exist about "whether or not it makes sense to keep IB when the first program failed to raise achievement at Denver's lowest performing secondary school." "Approximately three-quarters of Lake students are considered below proficient in reading, writing and math." *Read more:* <http://www.examiner.com/education-reform-in-denver/school-board-votes-to-reform-lake-middle-school#ixzz1DhCZcesY>:]

[Idaho] EDUCATION ALERT [2005]

The Educational Reform Proposal and How It Supports Growing UNESCO Influences in Idaho Schools

Prepared for the Idaho Legislature
by F. Willard Robinson, Ed.D.*

(Substantiating documents available)

- The Governor and the Idaho Board of Education have entered into an agreement with the Gates Foundation and the U.S. Department of Education which threatens state control. This is because Bill Gates operates under a Cooperation Agreement with UNESCO. This agreement gives UNESCO control over "teacher training, curriculum, and assessments, all to meet the goals of UNESCO in every country and community in the world."
- The State Board of Education, under the leadership of Rod Lewis, a Micron Executive, and Governor Kempthorne in September, 2005, presented a plan to strengthen mathematics and science programs. Not so well advertised is that the plan incorporates the UNESCO sponsored International Baccalaureate Program, which is included as an elective course of study in the Idaho State Board's Education Reform proposal.
- Essential to the International Baccalaureate Program (hereafter referred to as IB) is "attitude, value and behavioral objectives." In review of the contents of the IB it is clear that the curriculum promotes values that are in conflict with the founding values of the United States. The targets of IB social-political reengineering are high-achieving students, identified by an applicant screening process. Despite conflicts with American ideals, the State Board of Education will be seeking taxpayer's funds to help defray the costs of IB.
- The U.S. Department of Education, the National Governor's Association and the Commission of the States are the vehicles through which the Educational Reform Program is promoted. It is a part and parcel of the "New Federalism" plan. The Governor and members of the State Board of Education belong to the Education Commission of the States. The membership fee, paid by the State of Idaho, is \$53,800 a year.
- Most distressing is IB demands that all participating student records be sent to Europe for grading and evaluation. These personal records then "become the absolute property of IB and UNESCO."
- Other politically biased international programs, sponsored by UNESCO operating in public, charter and private schools in the State of Idaho include Globe Education, Civic Education and Human Rights Education. Although there are some valued aspects to these programs the overall influence is not positive.

***About F. Willard Robinson, Ed.D.:** "Following his military service as a Naval Aviator in World War II, Lt. F. Willard Robinson returned to the University of Southern California to earn his doctoral degree in Educational Administration and Philosophy. For three decades, Dr. Robinson worked in public education as a teacher and as a secondary-school administrator, culminating in his 15-year tenure as principal of Beverly Hills High School in Beverly Hills, California. In addition to his new book, "Navy Wings of Gold," ([NavyWingsofGold.com](http://www.NavyWingsofGold.com)), Dr. Robinson is the author of the "Beverly Hills Principal," published in 1999."
<http://www.trainingmag.com/article/call-duty-when-leader-serves-0>

[Missouri] Letter to the Ozark School Board and Administration

By Steve Akeson, Psy.D. [Doctorate in Clinical Psychology; practice includes psychological and neuropsychological evaluation; teaches graduate school; is involved in independent research] | Nov. 28, 2010
[Posted on the Truth About IB website under "IB Psychoanalyzed"] <http://truthaboutib.com/breakingnewsopinions.html>

[Emphasis added]

To: Ozark School Board and Administration
From: Steve Akeson, Psy.D.
RE: Ozark High School IB Program
11/28/10

I think it is important to provide some context prior to outlining my concerns regarding the IB program. No writer comes to a task without biases or predispositions. In fact it is these biases and predispositions that are at the heart of my concerns regarding the IB program.

I am the father of three Ozark High School Students. None of them will enroll in IB. One is currently a senior taking classes at OTC through the A+ program. One is a sophomore who will likely take a class or two at OTC through A+ if that is still an option. One is a freshman who will likely take AP classes prior to graduating.

I have my doctorate in Clinical Psychology and my practice includes psychological and neuropsychological evaluation. I teach graduate school and am involved in independent research. I have undergraduate and graduate classes in philosophy as part of my education. I am a Christian with some undergraduate coursework in Religion.

I am currently the Ozark JROTC Booster Club president and initially became aware of IB due to Sergeant White's concerns about the program. I attended a meeting he had to discuss his concerns. I attended the school board meeting at which he raised his concerns. I did not speak at that meeting but chose rather to do some additional research on my own and to flesh out my concerns.

I will not speak to the financial issues raised by others as I have no basis upon which to evaluate the accuracy of these claims and no point of reference for the meaningfulness of the numbers cited. I will speak to the underlying philosophical shift which this curriculum makes when compared with traditional American education.

A few years back President Bill Clinton during a deposition made a statement which most people thought was ridiculous. He stated "It depends on what the meaning of the words 'is' is." On the surface this seems like attorney-speak. But in reality he is applying a basic tenet of post-modern philosophy: words have no inherent meaning. This concept of deconstructionism is too long to go into here but is a foundational concept in post-modern philosophy and education. As such the word "is" has no inherent meaning. What makes this a laughable dodge is that President Clinton used the word "is" immediately after citing it as having uncertain meaning thereby expecting the listener to understand the meaning of the second "is" while citing the questionable meaning of the first "is." The deconstruction or re-defining of words is crucial in understanding and evaluating the IB literature. Much like operational definitions in a research study you must understand them to make sense of the study. Throughout the discussion and the literature of IB the term "rigor" or "rigorous" is frequently used. So what does rigor mean? Traditionally when we were uncertain of a term we would be told to look it up in the dictionary. The dictionary definitions of rigor include:

- 1a (1) : harsh inflexibility in opinion, temper, or judgment : severity (2) : the quality of being unyielding or inflexible : strictness (3) : severity of life : austerity b : an act or instance of strictness, severity, or cruelty
- 2: a tremor caused by a chill
- 3: a condition that makes life difficult, challenging, or uncomfortable; especially : extremity of cold
- 4: strict precision : exactness
- 5a obsolete : rigidity, stiffness b : rigidity or torpor of organs or

tissue that prevents response to stimuli

What is the IB definition of rigor? William Doll's definition of rigor is used by the IB curriculum. According to Doll, rigor is "one's commitment to exploration." When I hear the IB program is rigorous I hear that it is demanding, precise, and difficult.

However, when the IB meaning is inserted it means it is "committed to exploration." I would expect exploration means a person is making a systematic search, however, **how do I know how IB has "deconstructed" exploration since this is not provided. This little shell game of meaning makes communication very loose and speculative when reading post-modern literature or evaluating IB.**

When a person explores and/or evaluates information they do it though their default system of values, perceptions, and beliefs. This is commonly called a worldview. IB makes no qualms about their default position being post-modern as it is often stated "We live in a post-modern world." This is not presented as a debatable point or discussion point but rather as a given. I would argue that point but would concede that Europe is largely post-modern and this philosophy is becoming more prevalent in the US. However, this is not the default philosophy that has existed in America to this point.

What is the traditional American perspective? Russell Kirk in his book The Roots of American Order does an outstanding job of explaining this. Kirk's premise is that US Order is based upon the influence of four great cities:

1. Jerusalem – the source of our Moral Structure.
2. Athens – the source of our Philosophical Structure.
3. Rome – the source of our Legal Structure.
4. London – our immediate cultural progenitor.

I would expand on this to note that Judeo/Christian values are "traditional values" in the US. Greek philosophy pervaded European empiricism which gave rise to the science and technology boom in the United States following World War II. The court system is based upon systems started by Julius Caesar which influenced British Common Law. The philosophical structure for centuries has included Aristotle's On Rhetoric which offered the following three factors that influence reason:

1. Logos – intellectual factors
2. Pathos – emotional factors
3. Ethos – social/ psychological factors

These foundational, or apriori, truths are the bedrock of United States culture and education. Following WWII the moral structure of the US changed from religion based to science based and the influence of the church on society began to wane. This period has been referred to as modernism. **Post-modernism has a very different set of aprior assumptions. There is a de-emphasis on objective truth and an emphasis on subjective experience.** While modernism focuses upon empiricism, order, historical record, study, rigor, and best available evidence; **post-modernism focuses upon subjective experience, deconstruction, and re-interpretation.** While modernism tries to reflect reality **post-modernism "creates reality."**

How does this apply to IB? The Theory of Knowledge is the core to the IB program. It is re-evaluating all spheres of study through the lens of post-modernism. I have no problem with college students studying post-modernism or any other philosophy. I do have a problem with it being the default theory through which all things are evaluated and an even bigger problem with this being required of high school students.

The skill set referred to as executive functioning includes the capacity for judgment, reasoning, and abstract thought. It has long been theorized that these skills develop primarily from the mid teens to mid twenties due to myelination of the frontal lobes. Neuroimaging has confirmed what was previously theorized. These brain circuits are the hardware which need to be in place to benefit from opportunities of critical thinking. You can't run the software if you don't have the hardware. This developmental truth has long been known and is applied in reading readiness at the primary level. However, it is not applied to upper level high school classes and is yet equally relevant. The limited nature of executive functioning is reflected in society through limiting these same persons from being able to sign contracts, limited driver licenses, and other legal restrictions. I would submit that most high school students cannot fully evaluate these complex abstractions. They can memorize or reflect the thoughts of a trusted teacher, author, or parent. **The younger the child the more this program would reflect indoctrination and the less it would reflect education.**

I am also concerned about the influence of UNESCO on the IB program. Some will try to marginalize this concern by stating detractors are suggesting the UN is going to take over the school system. This is absurd and amounts to a straw man argument. **Rather the concern is that the IB program is closely allied to UNESCO and the principles of UNESCO are integrated into the IB program.** In fact the first director of UNESCO was Julian Huxley who is often quoted in IB information. Julian Huxley was a secular humanist, socialist, and president of the British Eugenics Society. His values still permeate UNESCO and influenced IB when it was established. Marie-Thérèse Maurette who ran the international school is credited with establishing much of the structure of IB. Ms. Maurette was a "peace" advocate, **but as with all things IB you need to understand the new post-modern definition of peace. In this case it is not the absence of war but rather the equal distribution of resources to all world citizens. While this sounds good in a Robin Hood sort of way it is in fact redistribution of wealth as last seen in the Soviet Union complete with the corruption inherent in such systems.**

Another focus is **world citizenship or as some call it to become post-national.** Much like the US moved from a focus on states to a focus on nation after the Civil War there is a drive to change the focus from nations to world. This sounds harmless enough until you consider that the leaders of such a society would be even further from the citizens and less accountable. World courts and unelected international appointees would have no accountability to individuals. IB states they are not Anti-American and I would agree they are not overtly anti-American. However, **if the vision they promote was to take hold America would cease to exist as a constitutional republic.**

IB also has an interest in the environment. This is presented as stewardship of resources **but is in fact a way to control wealth. It removes individual rights in use of private resources, production, and consumption.** This is already seen in some cases with private property being taken from private citizens; companies facing heavy regulations and restrictions; and consumers being limited in product choices.

My final point addresses the idea that completing IB will improve college readiness. Most college professors are politically liberal as has been clearly demonstrated by David Horowitz in his research. As such, many have post-modern and socialist leanings. Students who are already indoctrinated in these philosophies would have an advantage in such settings. This is not the outcome study I would suggest. Rather, do these students do better in the post-college world as citizens and employees? If not then doing better in college is meaningless. To illustrate via absurdity: Given the degree of binge drinking on college campuses maybe it would be helpful for high school students to develop a higher tolerance for alcohol as this would also make their adjustment to college smoother.

There are a number of other concerns I won't go into for the sake of brevity. Rather I would like to offer a succinct summary of post-modernism and final summary paragraph.

British journalist Steve Turner wrote the following:

Creed

We believe in Marx Freud and Darwin
 We believe everything is OK as long as you don't hurt anyone to the best of your definition of hurt, and to the best of your knowledge.
 We believe in sex before, during, and after marriage.
 We believe in the therapy of sin.
 We believe that adultery is fun.
 We believe that sodomy's OK.
 We believe that taboos are taboo.
 We believe that everything's getting better despite evidence to the contrary.
 The evidence must be investigated
 And you can prove anything with evidence.
 We believe there's something in horoscopes
 UFO's and bent spoons.
 Jesus was a good man just like Buddha,
 Mohammed, and ourselves.
 He was a good moral teacher though we think
 His good morals were bad.
 We believe that all religions are basically the same-
 at least the one that we read was.
 They all believe in love and goodness.
 They only differ on matters of creation,
 sin, heaven, hell, God, and salvation.
 We believe that after death comes the Nothing
 Because when you ask the dead what happens they say nothing.
 If death is not the end, if the dead have lied,
 then its compulsory heaven for all excepting perhaps
 Hitler, Stalin, and Genghis Kahn
 We believe in Masters and Johnson
 What's selected is average.
 What's average is normal.
 What's normal is good.
 We believe in total disarmament.
 We believe there are direct links between warfare and bloodshed.
 Americans should beat their guns into tractors .
 And the Russians would be sure to follow.
 We believe that man is essentially good.
 It's only his behavior that lets him down.
 This is the fault of society.
 Society is the fault of conditions.
 Conditions are the fault of society.
 We believe that each man must find the truth that is right for him.
 Reality will adapt accordingly.
 The universe will readjust.
 History will alter.
 We believe that there is no absolute truth
 excepting the truth that there is no absolute truth.
 We believe in the rejection of creeds,
 And the flowering of individual thought.
 If chance be the Father of all flesh,
 disaster is his rainbow in the sky and when you hear
 State of Emergency!
 Sniper Kills Ten!
 Troops on Rampage!
 Whites go Looting!
 Bomb Blasts School!
 It is but the sound of man worshipping his maker

Mr. Turner's Creed addresses the foibles of post-modern philosophy in the real world very well. In summary, I encourage the School Board and Administration to engage in a rigorous (real rigor, not deconstructed rigor) review of the IB curriculum and underlying theoretical suppositions prior to advancing this agenda. If after doing so it is your decision to proceed I would still disagree but would believe you have done your due diligence.

IB Diploma Program (DP) – remarks by IB teachers

[Oregon] “Teacher Knows Best,” Aug 18, 2010, Truth About IB website, <http://www.truthaboutib.com/breakingnewsopinions.html> Note to readers: “SL” refers to “Standard Level”; “HL” refers to “Higher Level.”

“I taught IB and AP chemistry and biology at several international schools. IB and AP should not be seen as the same, especially the SL courses, which are very rudimentary in both chem and bio. **The HL courses are only slightly more difficult and only touch on college level topics. These topics are not at the same depth as those in the corresponding AP courses. The IB is getting far too much credit (undeserved) for being at the cutting edge in education.** However, **my biggest problem with IB is their internal assessment portion of the course. The process is contrived, very subjective and is in my opinion an enormous waste of time for both students and teachers.**”

[Maryland] “A place in Public Education,” by tmliz, Sept. 1, 2008, <http://tmliz.blogtownhall.com/> Excerpt: I entered the seminar room about 15 minutes before the lecture began, aware that I would miss the night’s fireworks but interested in hearing how International Baccalaureate Organization (IBO) would expound on “International Mindedness,” one of the organization’s stated goals. At my early-July teacher training in beautiful Montezuma, New Mexico, **this seminar opened my eyes to the fact that IBO is more ideological than educational.** Moreover, it sent me on moral and ethical quest as I began to question the role of public education, the morality of a program such as IBO in our public schools, my appropriate response to the program in my school, and how I will handle the schooling of my own children.

Dr. Steve Hreha, a physicist from Montreal and an IBO lecturer, spoke. His **presentation was rooted in moral relativism, the worldview that morality is relative, or what is true for one person/group is not necessarily true for another person/group. He instructed that we cannot make value judgements regarding cultural practices. Rather, we must seek to understand the cultural backgrounds and reasons for such practices. This worldview has indeed become popular in our current post-modern age;** but it is not the validity of moral relativism with which I must contend. Instead, **my concern lies in the fact that a single worldview is given to IBO teachers (all IBO teachers must attend conferences such as this) as necessary instruction in their respective IBO classes.**

It is a shame when education in skills and thinking is **replaced by the presentation of a single worldview.** Indoctrination cannot, in a society which truly aspires to individual liberty, be substituted for education. . . . [. . .] The irony of **values-based curriculum instruction** is not wasted on this observer, for as a nation, we have spent the last sixty years trying get rid of the teaching of solely one set of values, attempting to clearly delineate, for example, the boundary between church and state. Yet, **under the guise of global citizenry, IBO now does the exact same thing, preaching a gospel of its own values, its own religion.**

IBO operates with the stated goal to develop global citizens, taking stands on everything from environmentalism to international diplomacy to population control. **At my training, in a subject as seemingly objective as Calculus, I was encouraged to fill my curriculum with word problems that demonstrate an underlying agenda for the program – declining animal populations, the dangers of pollutants, global warming, etc.** Would this technique be viewed innocuous by the school board if I were to give word problems that focus on the percentage of international terrorists that is Muslim or examine the statistical the correlation between higher gun control and higher crime levels?

Physics Forums | Thread for: IB (“International Boondoggle”), Feb 10-11, 12:20 PM
<http://www.physicsforums.com/showthread.php?p=3130142>

Excerpt: “. . . It [IB Diploma Program] is **horrifically and unnecessarily expensive.** The tests use up a ridiculous amount of paper (a single multiple choice question on one page is common). **Each and every year, there is at least one egregious error in the exam (often more than that), so bad that the question has to be thrown out completely.** Several questions (such as the friction question) demonstrate one person within the IBO that has a tiny axe to grind, or a unimportant hair to split. One multiple choice question a few years back was: ‘What’s the proper definition of displacement: A--the straight line distance, including direction, between the position of an object and a point of reference; B--the change in position, including direction, of an object relative to a point of reference [C and D were throw-away wrong choices].’ They did the same thing with ‘Latent Heat,’ where if you didn’t make the distinction between that and ‘Specific Latent Heat’ you would get it wrong.

They also change the curriculum around every few years, requiring a teacher to be ‘retrained’ over the summer in some too-hot place like Las Vegas or Ft. Lauderdale. I went to two ‘re-trainings’ in 6 years, and chewed through about \$8000 in flight, food, and hotel, to listen to a guy doing a presentation that I could have done myself (only better).

I taught many students in an AP class (and I went ‘beyond the test’) who went on to great success at MIT, Yale, WPI, RPI, FIT, and WTF -- **a good student will do well if you give them the goods, and those goods do not need to have the IB stamp on them.**”

(The following is from an evaluation by a CSU Professor of Mathematics)

[California] International Baccalaureate Diploma Programme, Mathematics SL

David Klein, Professor of Mathematics, California State University, Northridge, Fall 2007

<http://www.npe.ednews.org/Review/Reviews/v3n4.pdf>

Excerpt: Conclusions

The SL program is clearly laid out, and the syllabus and assessments are well aligned. Two strengths of the Mathematics SL course are its breadth of coverage and focus on problem solving skills. For those students for whom this is the last mathematics course ever to be taken, the curriculum is well chosen. It provides a glimpse into several parts of mathematics along with some practical skills, especially in the area of statistics. On the other hand, **if a student intends to take more mathematics courses at the university level, it is not clear how that student should be placed. What university mathematics courses have as prerequisites a small amount of calculus, but no exposure to complex numbers, almost no geometry, a spotty background in trigonometry, a smattering of linear algebra, and a good bit of statistics? Perhaps more statistics courses. The heavy reliance on calculators and virtually no memorization of formulas add to the deficits.** In fairness to the IBO program, highly motivated students follow the more rigorous HL syllabus. While far more complete, and mathematically advanced, as noted previously there are nevertheless some gaps even at this level. However, students with the ability to complete such a demanding curriculum are likely able to fill in missing topics on their own.

The Mathematics SL course shares many of the defects of mainstream U.S. high school mathematics programs, but unlike other programs its external examination prevents degeneration of the course below the level of its syllabus.

Grades for Mathematics SL

Clarity: B

Content: C

Rigor (Mathematical Reasoning): D.

(The following contains quotes from those who teach combined AP/IB courses)

[California] At BHS, AP/IB Courses Change How Classes are Taught

By Maya Emmons-Bell | Berkeley High Jacket | [Date ?]

http://www.bhsjacket.com/features/bhs_apib_courses_change_how_classes_are_taught

International Baccalaureate and Advanced Placement classes are often thought of as being almost indistinguishable, so much so that they are **often offered at Berkeley High School as combined classes, taught in one classroom.** The two types of courses each provide accelerated learning opportunities and are considered a good way for students to get a taste of college-level material and to boost their transcripts. **However, both programs are distinct with separate curricula. . . .**

Tackling two challenging curricula in the short time allowed between the start of school and the day of the AP or IB test is a very daunting task for both teachers and students. “The AP kids have one reading list and the IB kids have another, with minimal overlap,” said Karla Herndon, BHS Latin teacher. “It forces us to split the class into two sections. It’s difficult because it’s hard for me to get to everyone.”

The lack of overlap is a complaint that students share as well. “It’s kind of annoying because we’re focusing on things that aren’t really part of the IB test and we haven’t covered a lot of material that will be on the test,” said Marnina Wirtschafter, an IB junior in AP/IB Chemistry. IB and AP classes are often combined because of the similar difficulty levels of the two curricula; students who pass either test can earn college credit for their work and while **the approach and depth of the learning required differs, the two courses often share a significant amount of material.**

Aaron Glimme, who teaches AP/IB Chemistry, has nine IB students preparing for the IB test in all his classes combined. **When IB students are such a minority, it’s often difficult for teachers to balance their needs with what the rest of the class needs and the same is true of classes with few AP students. It also makes it impossible to create a separate IB class because a minimum number of students are required before a new course can be created.** IB Biology teacher Nick Pleskac teaches IB Biology this year, but taught combined AP/IB courses last year. “Students are required to know the information and perform the skills on both syllabi. Therefore, teachers need to provide the opportunity to learn this content and these skills. Time becomes the factor. With our limited time, teachers have additional stress and if they are delivering the content [effectively], the students end up with the additional stress.” Pleskac added, **“I do not think the combined course serves students well. [In IB Biology], students have a clearer understanding of what they are expected to learn. I believe the separate AP and IB courses serve students best for biology.”**

While AP and IB courses are similar in difficulty and subject matter, they differ in many respects. IB students trying to earn the IB Diploma are required to take six IB distinct courses covering different

subjects as part of the International Baccalaureate program. **IB classes are usually more analytical and less fact-based than AP classes**, and **students are required to take them in many subjects, instead of being able to choose a few they are interested in. AP classes often focus on breadth of knowledge rather than depth and tend to not delve as deeply into the subject, but cover a larger amount of material.** Each course culminates in a large test at the end of the year, although the AP tests are open to any student willing to pay the test fee, the IB tests are only for students who have participated in the corresponding IB class. The challenge of teaching these separate classes together stems from the different types of preparation needed to ready students for the AP or IB tests.

AP/IB Chemistry teacher Aaron Glimme passes out a large packet of supplementary work to all his IB students days after they finish the last chapter of chemistry subject matter that their AP peers will not be expected to know. Glimme's IB students must also complete a few extra labs in order to meet IB requirements. "IB students need to design a few of their own experiments and labs, but I think this is a valuable skill, so I often have my AP students participate as well," said Glimme. The combination of AP and IB classes does increase the scope of the material learned and also **often provides IB students with the opportunity to take both the AP and IB tests if they choose. Whether or not students' test grades suffer from the combination of AP and IB classes is relatively unknown at this point because of the low number of students at BHS who have participated in combined classes.**

With a limited budget, as well as the fact that **many subjects don't have enough IB kids to justify a separate class**, it seems as though a combined AP/IB classes will continue to be taught at BHS for the foreseeable future.

IB Middle Years Program (MYP) – remarks by IB teachers

"MYP: a Refutation" Author: Kevinmulqueen

The International Schools Review Forum | Oct 31, 2010 1:34 pm

<http://internationalschoolsreview.com/v-web/bulletin/bb/viewtopic.php?t=1322&postdays=0&postorder=asc&start=0>

Excerpts: MYP was vastly unpopular at my school in **Vietnam**, although we did have one or two MYP evangelists (it suited their personalities – made them feel important). MYP is just as unpopular at my present school in **Ghana**.

Most teachers grimly accept MYP and quietly pay lip-service to it. If you sign a contract to work in an MYP school, you have to play the game. Personally, I have played the game by attending the required MYP meetings and by doing the bare minimum of Unit Plans. However, I have also felt compelled to speak out about the essential uselessness of MYP.

[. . .] Why is MYP so unpopular with teachers? Either it is intrinsically flawed or else the way it has been implemented is wrong. Or a combination of both.

This is my seventh year at an MYP school. During this time I, and all the other MYP teachers, have been subjected to endless after-school MYP indoctrination sessions. To compound the agony, when a new MYP coordinator takes over – it's happened to me twice – many things are changed, meaning more meetings and more bureaucracy.

Now let's get to the heart of the matter. In my opinion **MYP has no educational value – even if it is implemented skilfully.**

[. . .] MYP . . . is very very intrusive all through the 5 years of its existence (grades 6-10). (In passing, I've often wondered why, if it is so educationally important, **MYP suddenly stops in Grade 10. There is no articulation between MYP and IB Diploma; MYP is completely forgotten!**). When an MYP teacher teaches a topic or a book, he is supposed to frame the topic in terms of the 5 MYP 'Areas of Interaction': Approaches to Learning, Homo Faber (pretentious Latin for 'creativity'), Community, Health, Environment. **UNDER MYP, AN ENGLISH TEACHER IS NOT FREE TO TEACH PURE ENGLISH.** I am supposed to genuflect before these 5 sacred areas and not only mention them to the students but also fill up a form showing where I have used them in my teaching. In Viet Nam I was also supposed to send MYP 'task assessment' forms home to the parents, indicating what MYP things the students had been doing.

The following by IB MYP teachers are excerpts from comments to the above:

"My current school is not MYP and it's an improvement. . . ." . . . "MYP started out as a good idea but has not delivered what it promised, neither has it listened to suggestions for improvement. There are contradictions between coordinators and moderators and **there is a vagueness to the assessment criteria, a one size fits all in some cases.** Question the merits of MYP and you'll be labelled as dated, a bad teacher or someone who just doesn't get it. The model answer to criticism is usually "maybe you need to go on a workshop". -- Nov 3, 2010 12:17 am

“ . . . **My issue with it [MYP] is that it's not properly aligned with the Diploma Programme.**” . . . “Take for example the Personal Project: a rather interesting assignment that allows students to explore interests, connect with the real world, and produce something of their own for all to see. Great, no? But as a culminating MYP type of activity, shouldn't it really tie all things IB together and provide that bridge toward the DP? . . . The MYP, however interesting in theory or even practice (depending on your school/leadership/whatever), **doesn't really provide the opportunity to hone the skills needed to be successful DP students.**” -- Nov 4, 2010 3:26 am

“ . . . I have yet to come across a moderator or a coordinator who will be a critical thinker towards MYP. I suspect deep down they are but their jobs depend on it. **MYP might include critical thinking in their repertoire buzz terms but the underlying message is clear DON'T CRITICISE MYP.** If you do then you will be open to being misinterpreted, suffer patronizing comments or suggestions you don't have the students interests at heart.” -- Fri Nov 5, 2010 10:37 pm

[Note to readers: “AOI” (mentioned below) refers to “Areas of Interaction”]

“MYP, at the basest level, is a money-making scheme. And that is where the big issue lies. I don't think people who are 'defending' MYP are actually defending the program itself. What they are defending is good teaching practice. I'm not sure why schools need to pay money for that.

I am new to this program, I am not a dinosaur, nor am I resistant to change. I have been trying to wrap my head around it for three months. I have attended the school-based PDs and will be going to another one in Europe next week. What I find is that even the veteran MYP teachers nod their heads in tacit agreement when I get off on one of my rants. Its not the 'teaching philosophy' that I object to. Its the practicality of having **five AOIs, with 6-content based criteria (assessed on a 6 point rubric) and then converting that to a 7 point scale. At that point, what do all of those numbers even mean to a 12 year old kid? Or a 16 year old for that matter?**” -- Nov 9, 2010 1:45 am

IB Primary Years Program (PYP) – remarks by IB teachers

“I work in an IB elementary school in **Virginia**. My school system is implementing IB starting in **primary school (where ALL students are required to participate in the program)** and the program will gradually progress to middle and high school as these kids move up, . . . From what I'm seeing, **the IB program has NO place in elementary school. It takes too much emphasis off learning the basics, it takes the teachers out of the classroom for too many meetings, and it takes our administrators on expensive cross-country business trips. The program is costing my county untold sums of money and I see absolutely no return on the investment.** This program should be offered no earlier than middle school, and should be voluntary. Parents of students who choose to participate should help foot the bill for all the costs of the program.”

– Teresa, **March 20, 2008** (See comment section for "International Baccalaureate is Anti-American & Anti-Christian?", Feb. 22, 2006, About.com Pittsburgh)

<http://pittsburgh.about.com/b/2006/02/22/international-baccalaureate-is-anti-american-anti-christian.htm>

“Having taught in an IB elementary school for the past three years and having read all of the IB employee documents pertaining to the pedagogy, along with three day trainings into the concept of IB, **the anti-American teaching in the primary years program is done in a very subtle way. It's more about the "right way" to be or the "right way to do things" or the "right way to think" and a lot of it is not the American way.** Keeping an "open mind" is always pushed. Anyone who isn't "open minded" isn't considered an enlightened human being.

[. . .] I also learned more about rigor although **I often found it developmentally inappropriate. It's all about taking action, putting these thought processes into action.** My question was always: **Should a 7 year old take action when they don't really understand the issue completely?** I don't think so. Also, **there was so much time spent on the IB stuff and time taken away from the true academics -- very frustrating when you have some low students that you need to help on academics but can't. The parents are all clueless, they have bought into something they don't really understand.**” -- From a private email, Jan 22, 2011 5:43 pm

IB Programs – remarks by current and former educators

[California] Teachers protest IB program

By Mark McDermott | EasyReaderNews.com | Filed under Redondo Beach | March 24, 2011

<http://www.easyreadernews.com/23459/redondo-international-baccalaureate/>

Fifty teachers from Redondo Union High School stormed the Board of Education Tuesday night to protest the implementation of the International Baccalaureate program.

The group included a majority of the school's department heads and some of the longest-tenured and most respected teachers at RUHS. Their concerns ranged from the cost of the program to what they argued was a lack of teacher input and a greater need to address the needs of less high-achieving students.

Linda Dillard, the chair of the school's science department, told the school board that teachers have not been allowed to engage in a "data-driven, fact-finding process" to help determine if the program is a good fit for RUHS.

"The IB program has been dictated to the RUHS teachers by the administration," Dillard said. "...In my 25 years at RUHS, I have never seen a program of this magnitude and economic impact forced upon teachers who are expected to deliver a high quality program without being given any input in the decision making. What do you think the chances of success are?"

[. . .]

. . . opposition to the IB program has emerged from the Redondo Union faculty. In January, **81 teachers signed a petition opposing the program's implementation**. Many of the teachers argue that the school already has a program in place – Advance Placement classes – that meets the needs of the students who would be attracted to IB. Instead, they point to the school's lagging performance in the so-called "A through G" requirements that students need to enroll in the California state university system. According to a district report released last year, only 42 percent of RUHS students are meeting those requirements upon graduation.

History teacher Amber Keller told the board that even if the program attracted more students, it would do so at the expense of those already at the school

"In doing this, we are essentially neglecting the needs of our students at RUHS who need our attention now," she said.

Foreign languages department head Cynthia Leathers questioned spending money on IB in the midst of a budget crisis.

"The district has increased K-12 class size, proposed unpaid furlough days, and required all district employees to contribute more for their health benefits," she said. "What fiscally responsible organization implements expensive programs when there is not enough money to cover the basics?"

Several teachers took exception to the notion that they represented a minority voice at RUHS and were essentially reluctant to embrace change. Math teacher Tim Baumgartner accused Superintendent Steven Keller of perpetuating this notion in public meetings and newspaper accounts.

"I am not afraid of change," Baumgartner said. "We know that RUHS is not perfect, but **IB does nothing to help in the areas where improvement is needed. . . .**"

[California] 50 Redondo Union Teachers Say No to IB

Teachers cite expense of program in a time of budget cuts, and say students who aren't qualified for advanced coursework would get overlooked. | By Ed Pilolla | *RedondoBeachPatch* | March 23, 2011

<http://redondobeach.patch.com/articles/50-redondo-union-teachers-say-no-to-ib>

Excerpt: About 50 teachers from Redondo Union High School attended Tuesday's Board of Education meeting in opposition to the International Baccalaureate program scheduled for implementation at the high school in 2012.

The teachers, including department chairs, said they oppose the cost of the IB program during a time of continued budget cuts. They also said **it wasn't needed at a school with an award-winning Advanced Placement program**.

Excerpt: Cynthia Leathers, the foreign language department chair at RU, said that bringing IB to the school is not appropriate while increasing class sizes, proposing unpaid furlough days and requiring all district employees to contribute more to their health insurance.

"What fiscally responsible organization implements expensive programs when there's not enough money for the basics?" Leathers said.

[Canada] Teachers say program is being forced on them

By Brenda Branswell | *THE GAZETTE* | March 8, 2011

<http://www.montrealgazette.com/business/Teachers+program+being+forced+them/4399683/story.html#ixzz1G7UGrIDv>

Excerpt: Teachers at a Rivière des Prairies elementary school are up in arms that a bid to establish an international baccalaureate program is forging ahead even though **a majority of them oppose the idea.**

Most teachers initially agreed to explore the International Baccalaureate Primary Years Programme at Michelangelo School but a majority have since voted twice to end the experiment - to no avail.

"I think they feel more than duped," said Ruth Rosenfield, head of the Montreal Teachers Association. . . .

[Utah] Park City's International Baccalaureate program may be pushed aside for other initiatives

Principals suggest not seeking re-authorization for middle schools

Douglas Greenwood, Of the Record Staff | *Park Record* | March 15, 2011 http://www.parkrecord.com/ci_17620195

Excerpt: . . . During last Tuesday's board meeting, Treasure Mountain and Ecker Hill **principals Bob O'Connor and Traci Evans recommended not seeking re-authorization for IB, which is scheduled to take place in two years.**

The IB program began at Treasure Mountain as a 60-student pilot in 2002, according to Treasure Mountain IB Coordinator Jamie Duis. **After three years, it expanded school-wide,**. . . .

Excerpt: **"The new common core that's coming down in math and English is very much designed along the same educational framework as IB,"** Duis said. **Some aspects specific to the IB program could still be applied to the curriculum throughout the district without the designation of being an "IB School,"** she added.

Excerpt: "To give these PCSD initiatives the proper attention they deserve to attain successful implementation, **we recommend that Treasure Mountain and Ecker Hill not pursue International Baccalaureate re-authorization,**" O'Connor and Evans said in a letter presented to the school board at the meeting.

The two also requested the program be phased out through the next two years in order to allow those who have invested their time to finish and receive their Middle Years Certificate. **But a few members of the school board showed interest in pulling out earlier because of possible cost-savings to the district.**

School board member Charles Cunningham expressed concern about the **\$120,000 yearly cost to the district for maintaining the program.** President Maurice Hickey suggested . . . skipping a phase out, the district could reallocate those funds elsewhere.

[Arizona] Grand Canyon School takes hard look at IB program

Many teachers frustrated, test scores remain unchanged

Clara Beard, Williams-Grand Canyon News Reporter | *Grand Canyon News* | Feb. 15, 2011 1:53:00 PM

<http://www.grandcanyonnews.com/main.asp?SectionID=1&SubSectionID=1&ArticleID=9167>

Excerpt: GRAND CANYON, Ariz. - "The workload is crushing," said Laura Kelso, Grand Canyon School (GCS) fourth grade teacher.

When the International Baccalaureate (IB) program was adopted, no one could predict those words would eventually echo the sentiment of most teachers at the school, who, after six years of implementing the program, are showing signs of strain.

During the Grand Canyon School Board's Feb. 8 regular meeting, IB was both challenged and supported by teachers and community members. The board's current status review marks the official beginning of an already ongoing debate to either scrap the program or forge ahead.

According to many GCS teachers, the IB program expects educators to go above and beyond their already demanding schedule, which poses questions among some, who wonder whether the extra paperwork and late hours have been worth their efforts.

"I've worked in other schools, I've taught gifted and talented, I've had 72 students," Kelso said. "Never in my life seen the kind of workload that teachers have now. I've been here many mornings at five a.m. and I'm not the first one here. I'm here at ten at night and I'm not the last one here. Something's wrong."

Art teacher Amy McBroom agreed.

"I was a wholehearted believer in the beginning, but as it has continued on every year it becomes more of a nightmare rather than a simplistic idea. It is meant to be flexible, but sometimes I feel like this flexibility is really breaking my back," McBroom said.

The training and planning that teachers must do in order to effectively teach IB methods has cut into valuable time many teachers consider better spent with their students.

"As I am trying to learn IB, I'm finding that it's requiring me to do things two and three times that I'm already doing," McBroom said. **"It's frustrating to me because it's taking away from time I would like to spend doing things with my class because I'm trying to get planning done for IB instead."**

School board member Bess Foster voted against adopting IB in 2006, mostly due to the size of Grand canyon School and the program's cost. When researching the program's success in other schools of similar size, she was concerned with her lack of findings.

"One of the biggest challenges I had was just finding a school our size," she said. "The few schools I did find did not share the same classroom dynamic as us."

[. . .] Arizona's Instrument to Measure Standards (AIMS) testing scores have remained steady at the school over the years, but **IB's promise of improvement has not transpired.**

Former GCS employee Peggy Houghton said her observations over the years have led her to wonder if the students are benefiting from IB, and if test scores reflect it.

"I answered the phone for years, and I know there were lots of parents that didn't even know what the hell it was. IB. Two letters. What is it? I don't understand what it is; I don't know what it is doing for my kid," Houghton said. **"I hear teachers complaining about it, I hear that it is supposed to be great, but what is it and how much does it cost. And why are they still doing it if it doesn't seem to be working."**

Houghton went on to say it is obvious that **staff at the school is frustrated with the program.**

"You are thinkers, you are independent people," she said. "You are communicators. That staff is terribly frustrated. Where is it getting us? Do you hear what you are saying? It is not getting you where you want to get. I just see treading here."

One "benefit" of IB, according to music teacher George Houghton, has been the round about way the program has brought GCS staff closer together.

"In the hallways and during private moments, dislike of IB has always been a topic of discussion," he wrote in comments submitted to the board. . . .

[Missouri] It's time for a change on Ozark School Board

By Ronnie L. White [JROTC teacher, Ozark HS] | CCHeadliner.com | Feb. 2, 2011

http://ccheadliner.com/opinion/article_fb54a9b6-2db8-11e0-9f66-001cc4c002e0.html?success=1

[Nevada] VIDEO: "Incline parent responds to forced IB" [Nevada]

By John Eppolito [former K-12 teacher, parent] | Reno Educational Conference | Jan. 15, 2011

Part 1: <http://www.youtube.com/watch?v=X2MTpcSLgUs&feature=related>

Part 2: <http://www.youtube.com/watch?v=MhtOdeHBO2Q&feature=related>

Part 3: http://www.youtube.com/watch?v=em9Ho_H_OtA&feature=related

[California] High school IB program lauded, criticized

By Mark McDermott | Easy Reader News | Dec 15, 2010

<http://www.easyreadernews.com/international-baccalaureate-redondo/>

Excerpt: Amy Santa Cruz, the president of the **Redondo Beach Teachers Association**, questioned **why the district would spend so much money for a program that will only benefit a small number of students at a time when teachers have effectively taken pay cuts and health care benefit reductions.**

"We are clearly in an economic crisis," she said. "All the staff in RBUSD has had to absorb ever increasing health care costs without having had any raise in over two years or a [cost of living] increase. There are employees in Redondo who have dropped their children off of their health care plan because they cannot afford to keep them on it and pay their other bills."

Five of the eight department heads at RUHS have also expressed opposition to the implantation of the IB program at this time.

"Primarily, we feel we really have not had the process of looking into how and why this program would be a good fit for RUHS," said Linda Dillard, a teacher and the chair of the school's science department. "And I think we are also concerned about the cost of the program."

[Missouri] Ozark Teacher Opposes IB Program

The Ozark School Board voted to implement the International Baccalaureate Program and the application process has begun, but an Ozark teacher is leading the opposition against IB

By Joanna Small | KSPR-TV | Oct 19, 2010.

http://articles.kspr.com/2010-10-19/ib-program_24143116

[Missouri] Ozark High School IB costs more than worth

By Ronnie White, Ozark High School teacher | CCHeadliner.com | Oct. 13, 2010

http://ccheadliner.com/opinion/article_73f75670-d620-11df-a8d0-001cc4c03286.html

[Nevada] International Baccalaureate – the facts don't matter

Guest column by John Eppolito | Special to the *Bonanza* | Aug. 4, 2010

<http://www.tahoebonanza.com/article/20100804/NEWS/100809974> [John Eppolito is an Incline resident, father of four, and former k-12 teacher. He runs the website www.MyInclineVillage.com.]

When it comes to IB in Incline, the Washoe County School District and IB supporters are ignoring the facts.

- In 2010 IHS had 84 graduates — 34 earned honors diplomas, 14 earned advanced diplomas, very impressive!
- In the 2009-10 school year, 80 students took at least one AP class.
- By many measures we currently have the best high school in the Tahoe basin.
- **The district is hoping for 15 IB diplomas over the first two years of IB** (When compared to Aspen and Yosemite, **we can expect between six and two IB diplomas per year**).
- The District has told us they will combine IB/AP classes; and **per the IBO rules, the IB curriculum must be the priority in the classroom. By definition AP = college level and IB = college prep.** In math, social studies and the sciences, the IB and AP curriculum is very different. **With IB we will be watering down the curriculum.** Large successful schools that have both IB and AP (i.e. Granite Bay) do not combine IB and AP classes, except foreign language classes.
- Harry Haaser told the *Bonanza* the task force voted to investigate, not implement, IB, “We were going to set up some focus groups and explore whether the IB curriculum was appropriate for Incline, but instead we jumped right into implementation.”
- The district also **skipped the IBO-required feasibility study.**
- Mr. John Clark told the *Bonanza* he expressed concerns about the method and pace of IB implementation at the Incline campus. He also said the WCSD should slow implementation and concentrate on collecting buy-in from teachers and parents. Mr. Clark also said, “**The majority of teachers do not like IB. They do not want it.**”
- Steve Brown, high school science teacher told the *Bonanza*, “**a large majority of our faculty is hesitant about implementing IB.**”
- The District's PYP application to the IBO states the governing body has made a formal decision to adopt the PYP, yet **there is no record of the school board ever voting to adopt the PYP.**
- This issue has divided our community. At least 274 people (mostly locals) signed a petition saying IB is not a good fit for Incline; it was delivered to the school board in May.”
- Jay Mathews, *Washington Post* education reporter, author of *Newsweek's* Challenge Index, and *Supertest* who is a big IB proponent, told an Incline parent: “**I would NOT recommend a school dump AP if that program is thriving.**” He also said in relation to Incline's AP program it is, “just about perfect.”
- Lisa McLoughlin from TheTruthAboutIB.com, who Jay Mathews calls “the liveliest and most intelligent IB critic in the country,” wrote in a letter to our school board, “The situation in Incline Village is the ugliest, most egregious and controversial attempt to force IB into a public school system that I have witnessed to date.”
- **Since February at least 13 schools announced they will drop IB.** The reasons most often stated are: **cost, lack of student participation in IB, less flexible than AP, no improved student performance, lack of college credit for IB.**
- IB is a UN sponsored program that will be FORCED on all our students.
- **There is no evidence IB will increase graduation rates when forced on all students.** There is no evidence IB will increase enrollment when forced on all students. There is evidence of IB decreasing enrollment when forced in Fairfax County, VA “**Statistical data indicates an exodus from South Lakes coincides with the implementation of the IB program at South Lakes.**” (http://www.fairfaxcaps.org/html/ap_vs_ib.shtml).
- The district has told the fundraisers if they could get the community to fund the required teachers for the first three years, the district will then decide if they will help fund those teachers. Both the Superintendent and Deputy Superintendent's contract will expire the year the district will decide.
- By now the District should have loaned ibiv funds; has the MOU been signed?
- Throughout the US, IB is rarely forced on all students. I have unable to find another district in the US where IB is FORCED on all students and funded privately.
- **IB has divided communities throughout the US and brought several lawsuits.**

The facts are on the side of not implementing IB in Incline, but the district and the IB supporters are not interested in the facts.

[Nevada] Why a large majority of IHS faculty is wary of IB

By Steve Brown [science and AP teacher, Incline High School] | North Lake Tahoe *BONANZA* | **May 18, 2010**
<http://www.tahoebonanza.com/article/20100518/NEWS/100519901/1061&ParentProfile=1050>

[Massachusetts] International Baccalaureate to be delayed until 2013

By Neil Zolot / Correspondent | GateHouse News Service | **June 7, 2009 @ 8:39 PM**

[Note: the following excerpts from the article contain quotes from Marblehead High School English teacher Robin Feins. Feins spoke on behalf of the Faculty Forum during a School Committee meeting about the International Baccalaureate program.]

<http://www.wickedlocal.com/marblehead/news/education/x2085750913/International-Baccalaureate-to-be-delayed-until-2013>

Excerpts: “Dr. Dulac’s announcement about IB at an English core meeting last month disturbed us,” Feins explained. “Dr. Dulac had originally told the faculty of MHS that an IB program had been postponed, and he has maintained the decision to bring IB to MHS will be the teachers’. However, he told the English Department at that meeting that **three teachers would be sent to IB for training next year at a cost of \$10,000.** This is moving forward with the program, not postponing.”

She continued, “**The faculty at MHS wishes to completely postpone IB and not invest any more money in it at all at this time or next year.** The IB program at the High School is geared to fitting a maximum of 40 students, 20 juniors and 20 seniors. This is a rather expensive program to implement, and the faculty wishes to explore it thoroughly to be absolutely certain it’s worth the investment.”

Excerpt: “**IB is not a proven commodity,**” Feins said. “**Teachers who visited the IB school at the Cape earlier this year did not find anything we don’t already do or couldn’t more cost effectively add ourselves for the entire student body. During the training at Rice University, participants were told the IB certificate was not accepted at American colleges and universities; only by taking the diploma track will credit be considered, and this track will cost more money.**”

MCAS scores may also suffer, she noted.

“Our U.S. history course has been divided into sophomore and junior years to accommodate MCAS expectations,” she said. “**Students taking IB their junior year will miss U.S. History II.**”

She also said that **Advance Placement is a superior alternative,** in the teachers’ view.

[Massachusetts] Teachers have concerns about I.B. program

Letter by Robin Feins [teacher, MHS president, Faculty Forum, Marblehead High School]

GateHouse News Service | **Mar 30, 2009 @ 09:53 PM**

<http://www.wickedlocal.com/marblehead/news/education/x1579105997/LETTER-Teachers-have-concerns-about-I-B-program>

[California] School district made right call on IB program

By Jeff McKinnon [former IB teacher at Santa Ynez Valley Union High School] | Santa Ynez Valley News | **Mar. 5, 2010**

http://www.syvnews.com/opinion/editorial/article_cd4ee3bb-0982-5175-b071-e51bccade34f.html

Excerpt: “. . . ABC+ President Michelle De Werd, in addition to being familiar with the brief but contentious history of IB on our campus, polled several of us who had taught it here last summer by e-mail, and she was told **it is a program that serves few, benefits less, and actually creates achievement gaps between our high-end students and groups struggling because of language, social or economic difficulties.**”

[New Hampshire] Be Wary of the International Baccalaureate "Programme"

By Jane Aitken [retired teacher] | GraniteGrok | **March 4, 2009** <http://granitegrok.com/blog/un/>

[Arkansas] Our Concerns with the Implementation of the Magnet Schools and IB program at Jonesboro-- Presentation Before the Jonesboro School Board, Feb. 13, 2007

By Debbie Pelley [retired teacher and an Arkansas Family Coalition representative]

<http://www.wpaag.org/IB%20-%20Jonesboro%20Presentation%20magnet%20schs.htm>

[Arkansas] Jonesboro School District Backs off International Baccalaureate Program (IBP) -- but its philosophy lives on in the magnet school programs

<http://www.wpaag.org/IB%20-%20Jonesboro%20Backs%20off%20IBO.htm>

[Utah] Guest Blog: Perspective on the IB

By Cheryl Bacon Eagar [Director, World Class Education Research; *former teacher, researcher, and mother*. Senator Dayton has invited her to offer her perspective as a guest blogger on the [Senate Site](http://senatesite.com/blog/2008/05/guest-blog-perspective-on-ib.html) | Senate Site | May 23, 2008
<http://senatesite.com/blog/2008/05/guest-blog-perspective-on-ib.html>

Since 2005, the International Baccalaureate Programme (IB) has been under scrutiny in several states. As its history, leadership, mission, partnerships, philosophy, pedagogy and costs become more widely known, the IB program has received mixed reviews.

Concerns about IBO partnerships with the United Nations, UNESCO and the IBO endorsement of The Earth Charter have prompted the International Baccalaureate Organization (IBO) to respond with "Facts vs. Myths" flyers.

In addition, almost no empirical research is available on the effectiveness of IB in comparison to other gifted programs. The only empirical study available shows that the IB program yields no significant difference among IB gifted students compared to students in other gifted programs. Another is merely a survey of graduate perspectives, showing a positive correlation.

In 2007, the IBO encouraged teachers to show evidence to support their IB Programs and provided instructions and criteria on its website. However, again this evidence cannot prove that the IB program has an exclusive lock on higher results compared to other gifted programs. In both studies, gifted IB students were isolated from the students in the general program in homogeneous groupings, which is typical for IB programs.

Likewise, the rate at which colleges and universities may or may not be accepting IB diploma students has no rational, empirical basis to indicate that IB students would not have performed as well in other gifted programs. This IBO-commissioned study is more reflective of college perception and good IBO marketing.

In Utah, sufficient data to examine the costs has not been available, due to lack of tracking and the problem of no state accountability from an international administration.

Over the next few days, I will submit blog entries to address the truth and error in the IBO's responses to concerns that have caused other states and schools to review the program and in some cases to discontinue it, in spite of popularity and growth. (See CA, PA, SC, CA again, MN, and AZ). The citations are from primary sources including the IBO website, IBO leaders, IBO partners or proponents of international education.

The three main areas of concern are:

- 1. History, funding, partnerships, mission, administration and arbitration.**
- 2. Cost, growth, impact on student achievement and college entrance.**
- 3. Philosophy, curriculum, pedagogy and testing.**

The IBO's responses to the following charges may be accessed at the IBO website. Hillcrest and West High Schools also provided me with similar flyers. Here is a summary of the myths that the IBO has addressed in its promotional literature:

Critics have claimed that the IB is "a western system," "a Swiss export," and is "funded by UNESCO." It has been said that "IB Programs are pilot programs for UNESCO and the UN," "developed for the purpose of creating an 'international education system' and that it is "only for private and international schools" and "hasn't moved on since it was launched in 1968."

Additional complaints are that the "IB is very expensive," is "not a well-recognized qualification," is "only for Diploma Programme students," is an "elite club," and is "only for the brightest students."

Some have accused the IBO of promoting "a left-wing agenda, socialism, disarmament, radical environmentalism, and moral relativism, while attempting to undermine Christian religious values and national sovereignty." They believe "the world view taught by IB includes the promotion of the Earth Charter" and find evidence that "America's foundational principles of national sovereignty, natural law and inalienable rights are at odds with the IB curriculum and are not taught."

Others find that IB Programs are "non-academic 'fad' programs and many colleges and universities will not accept IB courses as fulfilling undergraduate requirements for admissions." Some are concerned that the "IB examination assessment is not thorough enough," and others say that "all tests and papers of American [IB] students are sent to Europe/Geneva for grading and evaluation." . .

School Board members comment about IB Programs

(All emphasis added in text)

===== 5/11/11 Update =====

[Connecticut] School Board Member Questions Action of Chairman

Letter to the Editor By Marianna Ponns Cohen [Board of Education member] | Greenwich Patch | Feb. 14, 2011

<http://greenwich.patch.com/articles/school-board-member-questions-action-of-board-chairman>

Introducing the International Baccalaureate (IB) curriculum to Greenwich middle schools and the High School is a critically important decision that must be decided only after careful Board of Education deliberation.

In 2008, before proceeding with IB at New Lebanon School, a committee was formed to evaluate all possible elementary school curriculum options and themes. This committee, after many meetings, reported to the Board, where public comment was given. Only then did the Board vote on IB implementation for this school. I voted for it as part of a racial balancing magnet solution.

To date, none of these legal and common sense requirements to safeguard the public interest have been followed with the significant expansion of IB into our secondary schools.

Only several weeks ago, after my requesting them of the Superintendent, did I see for the first time copies of the International Baccalaureate Organization (IBO) agreements with the District for IB implementation at Western Middle School (WMS). At no prior point in time were these documents circulated to the entire Board.

I was shocked that the **documents include representations to the IBO that the WMS principal, "was able to secure the approval from the Superintendent and the Board of Education to implement the IB Programme" at WMS. I never recollected the Board approving this implementation**, so I reviewed Board minutes. My review makes very clear the Board protocol to approve "implementation of IB" at a given school. **No such protocol has been followed here.**

Yet Chairman [Steven] Anderson signed a March 2010 letter addressed to an IBO representative, stating that he (significantly, not "we") "supported the implementation" of IB in the "Greenwich Public Schools. "Such letter was written on Board stationery, signed by Mr. Anderson as "Chairman of the Board."

Mr. Anderson's signing this Letter was a condition to the IBO even accepting the application of WMS to become an IB school. The IBO wants to know that the "governing body is explicitly supportive of the programme."

While the Board did approve the 2010-2011 budget, which included IB professional training, **it has never voted to approve implementation of IB curriculum in our secondary schools. There has been no Board meeting where there a discussion followed by public comment and a Board vote of: the alternatives considered, their relative pros and cons and feasibility, the implications of IB implementation or required current and future financial commitments.**

Board Policy provides that the Chairperson can only sign "instruments ... to carry out ... the will of the Board." **To date, the "will of the Board" has never been determined and recorded to be "explicitly supportive of the IB programme" at any public meetings.**

Did the Board Chairman and others exceed their authority by not first obtaining explicit Board approval in public view? Would any documents that were signed, as a consequence, be invalid? The Chairman's role requires him to protect the Board's prerogatives to approve significant changes in our schools.

I have very serious substantive reservations about the IB program. We cannot discuss the substantive IB issues, without first ensuring that due process has been followed, allowing for full information and discussion. In the absence of that, one can only draw negative inferences about how IB proponents believe the public is likely to react.

The Board of Education must be transparent and accountable to the public it serves. If the Board does not do so, we are failing in our most basic duty to protect the interests of those who have placed their trust in us.

[Connecticut] IB Deserves a Full Debate in Greenwich

By Marianna Ponns Cohen, Greenwich Board of Education | *The Daily Greenwich* | Jan. 31, 2011

<http://www.thedailygreenwich.com/opinion/ib-deserves-full-debate-greenwich>

The major expansion of the International Baccalaureate program in Greenwich Public Schools being considered by the Board of Education will bring far-reaching changes and could create unintended consequences. So it is important that it stands up to full public disclosure, scrutiny and debate, and that it receives board approval before implementation.

Superintendent Sidney Freund is pushing for expansion of IB to Western Middle School and the ninth and 10th grades at Greenwich High School; he wants to expand IB into 11th and 12th grades shortly thereafter.

Yet Freund has repeatedly said a board vote on IB expansion isn't necessary because IB is not a curriculum, but rather a "framework" of "international thinking." **But it is curriculum, even IB oversight rules say it is. Under Connecticut law, a board vote is required for curriculum.**

In Greenwich, education, especially curriculum and instructional methodology, has largely been under local control, subject to certain federal and state mandates. **With IB, the school board yields inordinate**

control over educational content and methodology by contract to the International Baccalaureate Organization, based in Switzerland.

Though the IB program at the elementary level is generally less intrusive, it becomes increasingly restrictive in the middle and high school years. Loss of educational control was not an issue because Greenwich's IB experience was limited to Dundee, one of its 11 elementary schools.

At the middle and high school levels, the IBO requires that its strictly defined (and controversial) curriculum take precedence over any competing academic offerings. As a result, in other school districts, **IB has squeezed out Advanced Placement courses.** Yet **colleges generally do not provide credits for IB as readily as they do for AP.** And AP is less restrictive and not as costly.

The superintendent said publicly that the district is "several years away" from having a conversation about replacing AP with IB. It is the board's prerogative to decide when to discuss issues that may affect the school district. This conversation cannot be postponed, so that IB replacing AP becomes a foregone conclusion because of overall IB spending in the current budget.

If IB will supplant AP, let us know that now. I need to consider the long-term implications of IB on the delivery of AP, Advanced Learning Programs and the entire district. Parents and the community would want these answers as well.

IB is expensive. For WMS alone, initial IB costs, putting aside significant ongoing costs, were \$270,000. Would expanding IB to another school double those costs? The IBO also requires that districts employ IB curriculum coordinators at each school and ongoing IB professional training. **For 2011-12, the superintendent has budgeted \$165,000 in IB professional training, mainly for the high school.** By 2012, 37 percent of Greenwich Public Schools certified workforce would be trained in IB. Shouldn't the board and public know **if the intent is to convert the entire district to IB?**

We could invest millions in IB at the high school, only to graduate a small number (e.g., 30) of IB diploma high school students (of 2,800), as is common in many IB districts. Significant tax dollars would be spent to benefit a few, **causing further inequities in per pupil expenditures** in our school system. We should know more about other district's experience with this program.

The IBO also requires IB Diploma students to take expensive tests (about \$900 per student), which are graded at its sites, with the final grade in the IBO's discretion. There is little to no local teacher input. Who will pay for such tests – the district or parents? These fees, expenses and costs make IB an increasingly expensive proposition that have caused some school districts to abandon it.

Once introduced, IB is difficult to remove because IBO Rules impose a poison pill. If a school district chooses to terminate IB, it still must pay fees to the IBO and provide IB teaching to IBO-registered students. **The school district must give such students the "opportunity to obtain [IBO]-validated grades."** Also, **when a district has discontinued IB at fully authorized IB schools (which neither Western Middle School nor New Lebanon are yet), expensive lawsuits have ensued.** In a Pennsylvania school district, the ACLU sued on behalf of pro-IB parents to reinstate IB.

Finally, **by signing up to IB, school districts must comply with any prospective changes to the rules governing IB programs, and Swiss law governs any contract between a school district and the IBO. As a consequence, the rules of the game can change, without an open meeting, public say, or a school board or Representative Town Meeting vote in Greenwich.**

Is that what Greenwich wants? Does our school system need more controversial initiatives on the heels of Superintendent Betty Sternberg's tenure and RISE? Rather than adopt an expensive prepackaged curriculum, perhaps the school district should develop its own new curriculum, such as in Scarsdale, N.Y., or improve its existing programs. We need to support student achievement wisely through a focus on the basics — core curriculum and better teaching.

Greenwich deserves a full debate, and needs to know what the implications are of adopting IB wholesale without further question. Nothing less.

[Arizona] Comments made by Governing Board Member Diane Douglas in opposition to continuation of IB Program in PUSD.

Peoria Unified School District #11 – Glendale, AZ; Governing Board Meeting **Oct 14, 2010**

Agenda Item 15-K - Consideration of reauthorization of the International Baccalaureate Program at Ironwood H.S.

I don't think it is any secret that I am a huge proponent of school choice and educational options for all children. [. . .] However, this is one program, one option to which I am vehemently opposed.

I could talk about the fact that, **with the IB program, we, as the elected representatives of this community, are relinquishing our local control to an international organization – not just our own federal government but rather to an international organization;** that the IB teaches how to "think about" Science and Math more so than how to DO Science and Math; that we have no real control over the curriculum and testing and that IB tests are sent all over the world for evaluating and grading; that the IB is an expensive program for the district and our families – more so than A/P. And all that bothers me but not so much as the goals and mission of the program itself

I believe, as elected officials, responsible for the oversight of a public school system in the AMERICAN education system, our duty is to educate our students to be productive, well-educated AMERICAN citizens.

IBO (International Baccalaureate Organization) and UNESCO (United Nations Educational, Scientific and Cultural Organization) – websites state **IB is an “International System of Education.”** IBO says its curriculum is “the best possible” because IB teaches the beliefs and values of the UN as defined in the UN’s Universal Declaration of Human Rights [UDHR]. These are the rights recognized or “granted” by the United Nations – not the God given rights recognized in our Declaration of Independence and protected under our United States Constitution.

From page ix of *Implementing the IB Diploma* “The IBO is an independent organization unfettered by individual national demands.” The IB Program has a separate Governing Board. THIS Governing Board, elected to represent this community, gives up our local control over the curriculum and grading with this agreement. And I see that our board packet doesn’t include the contract – the terms and conditions to which we are agreeing – exactly what authority we are relinquishing.

The IB’s goal to advance global governance and promote world citizenship over U.S. citizenship is made very clear by the words of its directors. **“International Baccalaureate school curriculum remains committed to changing children’s values so they think globally, rather than in parochial national terms from their own country’s viewpoint”,** stated retired IB director-general George Walker.

The IB program doesn’t want to teach our children HOW to think but rather WHAT to think.

When Government, especially a “world government” as the United Nations envisions, becomes the grantor rather than the guarantor of rights then we are all in danger of losing our God given rights as American citizens. That is what the IB program and the United Nations would have us teach our children.

If our community’s goal is for us to take their best and brightest children and turn them against the greatest country on earth – the one that has brought more freedom and greater economic prosperity to our own citizens and others throughout the world – then we should vote to continue the IB program in PUSD. But I don’t believe that is what our community expects of this Governing Board. I believe they would have us be knowledgeable about and protect their children from such programs.

In my opinion, **the International Baccalaureate program should have NO place in the AMERICAN education system.** I believe that continuing this program is a breach of the oath of office each one of us swore upon taking our positions as members of this Governing Board that is - to support and bear true faith and allegiance to the Constitution of the United States. I will vote “NO” to continuing this program.

[Minnesota] "IB Costs and Curriculum" | Oct. 14, 2006

By Dave Eaton, former School Board Member, Minnetonka School District, Minnesota

<http://www.edwatch.org/ppts/Eaton-IB-10-14-06.ppt>

[Nebraska]

“ . . . the International Baccalaureate program, or IB, appears to be in direct violation of Nebraska state law. The law requires curricular control by a locally-elected school board, adherence to Nebraska state standards of learning, parental control over a child’s education, and a pro-America civics orientation for any taxpayer-supported public school.

Members of a local school board who fail to fulfill the American civics requirements of Nebraska State Statute 79-724 (<http://nebraskalegislature.gov/laws/statutes.php?statute=79-724>) **are guilty of a Class III misdemeanor. But the IB curriculum that is under consideration for Central and Lewis and Clark appears to ignore the provisions in the law that require the teaching of civics pertaining strictly to the United States and to the State of Nebraska.**

-- Susan Darst Williams, “Why OPS Should Reject International Baccalaureate Mini-Grants,” *GoBigEd*, June 2009, <http://www.gobiged.com/wfdata/frame401-1044/pressrel6.asp>

[California]

“ For five months, those in our school district who opposed adopting the IBO curriculum openly and honestly shared information with our school staff and community. We attended every school board meeting and talked individually with board members.

The school board voted against the IB program by a 3-2 margin. However, the victory lasted only a few short days. Within 48 hours an emergency meeting of the board was held to reconsider the previous vote. This unprecedented move by our board president created a forum so she could change her vote.”

-- Kristine K. Spadt, “The Spiritual Worldview of the International ,” *Better Education*, Fall 2005.

<http://www.gtbe.org/news/index.php/1/22/186.html> Or download pdf: <http://hisways.org/PDFs/Intl-Baccalaureate-gtbe2005NL.pdf>

Student comments about the IB Diploma Program

(All emphasis added in text)

===== 5/11/11 Update =====

"It is clear to me that the IB program reflects a broader shift in the public school curriculum of many regions of this country, a shift toward a more relativistic, globalist and secular humanist world view," said Tyler Smotherman, Coeur d'Alene High School's student council president. "In my IB classes that I've taken, I've noticed a clear slant toward naturalism, socialism, radical environmentalism, pantheism, buddhism, gay marriage, abortion rights and other topics that could be grossly categorized as progressive or leftist or what have you, and I say grossly because those words are really inadequate."

Smotherman said he has also witnessed hostility toward some ideologies and belief systems like Christianity, American exceptionalism, traditional gender roles, capitalism, "and other topics that can be roughly categorized as more conservative." – Excerpt from "Board meeting sees IB debate" By Maureen Donlan/Staff writer | *Coeur d'Alene Press*: [Idaho] | April 6, 2010 12:00 am | Updated: 9:58 am, Fri Dec 10, 2010. http://www.cdapress.com/news/local_news/article_7113bf6b-fcf9-5cf7-88ef-b20f1c10dd7b.html

"I have to say to my fellow IB students, I'm at a loss here.

I can drum up critiques on IB, I'm not sure why no one else can.

IB teaches us to look at all sides of an issue. I think it's worthwhile to look at the GOOD vs BAD when it comes to IB or any other issue.

I was **disappointed in the American History class**. I'm looking through some of the comments by the opponents of IB and quite frankly **this is the first I've heard these arguments against IB. Now I kind of wish I had heard them PRIOR to signing up for IB.**

It makes me angry that no one told me the GOOD vs BAD about IB prior to signing up.

I dropped out of the diploma program because **I got sick of teaching myself**. I continue to take IB classes, but **I didn't realize that this form of learning can actually put IB students behind AP students**. That is news to me.

I now take AP courses and a couple of IB courses and will be graduating in the Spring.

I would encourage my fellow IB students to stop getting so defensive of IB and really look at the evidence that has been presented. Your knee jerk responses lack an open mind when it comes to discussing this program honestly.

Are there some good things I found with IB? Sure. I think it helps improve your writing skills. I think it gave me additional time to look deeper at some of the issues presented. I found the teachers (or **as they call themselves: Facilitators of learning**) to be wonderful individuals.

"IB is totally overrated, they don't even care if you don't hand in your cas diary, if you don't do group 4 or if you don't hand in enough bio practicals. It also doesn't matter if your music teacher loses your performance tape and you have to re-record your performance, because they grade you on the better one anyway and they don't REALLY listen to them.

It also doesn't matter if you don't meet extended essay deadlines and if you sit exams with complete disregard to the instructions on the paper. They give you the benefit of the doubt.

Also, a word to the wise, **if you're doing a psychology extended essay, MAKE THINGS UP. They consider this 'analysis' as opposed to just vomiting up information**. You really don't have to research anything. They advise you to write on a topic that particularly interests you as you will, in theory, become especially invested in the project. This is also a lie. **It's definitely a better idea to just pick something pretentious that requires minimum research.**

also, if you are doing continuous assessment (in conjunction with IB- instead of exams) then you can just go ahead and not do any continuous assessment, it turns out it makes absolutely no difference.

Generally IB is just one big anti-climax"

-- From a post by _revol_ on 24 Jul 2007, 12:36. http://www.last.fm/group/International+Baccalaureate/forum/24099/_/308386

However, **I do feel I am a bit behind on some of my subjects compared to my AP peers**. I do now see that the subjects discussed in my classes were to the "left" on the political spectrum. While many arguments were made, **the topics themselves were handpicked for us by IB and definitely leaned to the "left"**.

Is that brainwashing? I suppose for some kids they can be swayed. Let's be honest about that. Others come with a set of values and beliefs and cannot be swayed one way or another.

I am an IB student who has always felt the need to look at all sides of an issue before weighing in on an opinion. I think it's wise to keep an open mind to truth and facts. **I find truth and facts going ignored** by the Bedford IB students on this thread.

I think a better approach would have been to actually look at the arguments made against IB. Acknowledge the ones that are honest and truthful. Understand that in a tough economy, every dollar spent on education is valuable to taxpayers.

Taxpayers are angry right now at our government that is saddling us with this enormous debt. Those are issues that face our generation.

If the IB students cannot honestly discuss this program as IB students, then you have missed the point of IB. **You've essentially confirmed what the opponents have been saying!"**

-- Posted by Harold Karns Nov 6, 2010 at 12:02 pm in the comment section of the editorial "Is un-American ideology really infiltrating BHS?," *IB Unleashed*, 10/25/10] <http://bhsunleashed.com/2010/10/25/is-un-american-ideology-really-infiltrating-bhs/comment-page-2/#comments>

[Maryland] "I am a senior at Seneca Valley High School right now, in Montgomery County, sometimes considered Maryland's top school districts. However, that's offset by the fact that my school has the lowest SAT scores in said county. Most students just go to the local community college, with some even being kicked out of there, and a sizeable number fail to graduate. **Yet, we are somehow an IB World School.** Of course, the reasons are actually quite apparent. Having the IB is what keeps this school funded. A far cry from the other IB in our county, Richard Montgomery (a truly rigorous magnet ranking in the top 100 nationally), our school is desperate; the first IB Diploma class will be the year after mine. **We've had 3 different principals in the past 4 years I've attended. The administration is blindly adamant on pushing unqualified kids into AP and IB courses in an attempt to raise our school's rankings.**

Allow me to illustrate with numbers. With a PSAT of 229 and an SAT of 2230, I top both lists in my school, and am the only National Merit Semifinalists. Along with me, there are perhaps 20 others who pass their APs. My AP Language teacher from last year showed me the new numbers. Based on their 10th grade PSAT scores, over half of the incoming students fall in the lowest category, with a 0.3% chance of passing the exam. 0.3%, according to collegeboard's own predictions. Why, then, are these students allowed to even take AP? Might I add that these same students FAILED their HSAs. If you don't know, HSAs are a basic set of tests required in Maryland state for a student to graduate. In other words, even ESOL students, meaning non English-speaking students, are expected to pass. Last year, my year in AP Lang, out of 120 students, passing scores did not even amount to 30%, with only three 5's. The contradiction here is blatant.

As a middle schooler, I concede that my grades were too poor to get into RM, despite more than sufficient test scores. At the time, I saw IB as just one other magnet, all of which share similar elitism. **As a high schooler, the friends I stayed in contact with who went into the IB changed my impression into a more ominous one. However, I only really grew to oppose it after hearing the chatter through my teachers on its dark methodology, and participating in the program myself this year** (though I'm certainly too late to pursue a Diploma). I won't get into the details of other issues with IB such as the cost and ideology. Those are already well documented throughout TAIB. However, I will share this anecdote:

Becoming fed up with the IB, I decided I would resist a bit. Having joined Journalism class this semester, I was presented with an opportunity: wouldn't a news article be perfect for expressing dissent? No one had dared such a thing before, so I thought I might be the first. My initial draft was, admittedly, rhetoric-heavy. However, as my article dealt primarily with the tone and ideology, it was not as if statistics could be used to back me up (my friend decided to write a similar article but with a separate focus on finances), so my main backup consisted of quotes. Aside from my sources amongst teachers and students as well as my own experiences, I thankfully stumbled upon TAIB for direct quotes from IB officials. All was looking well.

After cutting down my article to accommodate the size limit (there was much more I'd have liked to add), I showed

a preliminary draft to a few people, including my current Literature teacher. He in turn showed it to the second Literature teacher (note that there are two, in addition to IB), who after but a brief skim decided to come to me immediately. She ranted about my lack of sources, or at least lack of reliable ones. First of all, my sources were confidential, so she had no way of guessing at their credibility. Second, **my sources included teachers with far more experience than her, in both teaching and IB itself.** She also said how the article quotes were slanted towards students who disliked the IB. Well, in actuality **I only included students who participated in the IB.**

She then spent a few minutes (I was already quite late for my next class, ironically an IB one; she held me back during an in-between period) ranting about how my article should be in the Opinion section, not the Editorial section. First, this was blatant red herring. Second, the newspaper doesn't even have an Opinion section; the Editorial section is reserved for opinionated pieces. Third, I don't decide what section the article goes in, that choice is reserved for the editor in chief, which brings me to my fourth point, that this arrogant teacher has no experience or expertise whatsoever regarding journalism.

She then said how Seneca wasn't a "real IB" anyway. I'm not sure what the point of that comment was, as it only undermined her own argument. Go figure. Anyway, I responded that I was late for class, and if she wanted to really respond, that she should do it in writing herself. I was then scolded for being disrespectful. I'm not sure why, as it was a legitimate suggestion. I'd already asked around, and **other kids, even those in the IB, did not want to write a pro-IB response.** This was because I'd already been asked to find a counterbalancing article by my journalism teacher.

I mentioned this, but they just dodged the point. While I'm the subject of disrespect, I'll say that the behavior of the teacher in this case was the real example of disrespect. To harass a student for having a different opinion without any prior research and then play the high ground is nothing short of pathetic.

Honestly, though, I somewhat expected such a thing to happen. It was the first major resistance to my article. However, I soon found that my article would not be published at all. The editor in chief notified me that the administration had expressed extreme dislike. He told me that **although they had not explicitly forbidden my article from being published, the disapproval was explicit.** He elaborated, saying that it was essentially a threat that if the article was published, the journalism program would be subject to extreme scrutiny in the future, if not removal altogether. I decided that this was not worth that much, so I agreed and let it go.

Most of all, I'm disappointed that the administration is so immature as to resort to such underhanded methods. I'd at least prefer if I had received a proper response to the article, or at least a notification in person, or even an email. But, I was offered no such basic courtesies. Though this will not affect me personally, it will affect the entire school for years to come, including many of my friends. **I wrote the article as an attempt to instill at least some measure of doubt, so that the IB would be watched with a weary eye.** It's not as if I expected them to oust the program instantaneously. It seems, however, that any dissenting opinion is intolerable."

-- Subject: A frustrating confrontation with IB,: James Liu: 3/25/2011 5:54 pm EDT, TAIB forum. <http://truthaboutib.com/forum.html>

"I attended a public school here in the northeast which **adopted many of the philosophies of the IB curriculum many years ago** under a different governing body. Honors classes and tracking were eliminated (but AP classes preserved) and while our curriculum didn't exactly change, the **emphasis was shifted to large scale thesis driven projects covering multiple disciplines (projects combining science / math / history etc)** vs keeping in subject in its own silo. The **projects were largely student driven** and for me fun as I was a curious sort. The challenge under this approach is that it requires keen judgment on the part of the teachers to steer the students back to meaningful projects, otherwise as another commented stated, you end up with embarrassing, unimpressive thesis projects. Needless to say, **this approach also gives the teachers more latitude which allows for personal agendas to creep in. My school also had a fair amount of tension among the teachers and admin as many simply did not want to bother with collaborative projects.**

Actually, looking back, my school did manage to maintain its eye on fundamentals in all disciplines but writing. In writing it seemed concepts and critical thinking ruled, while **grammar and spelling were ignored. . . .**"

-- Posted by Cos Cobber | Feb. 18, 2011 at 11:33 am (Posted in the comment section)

<http://christopherfountain.com/2011/02/18/still-more-on-ib-and-its-agenda/>

“ . . . - The grading on many of the tests, extended essay, and Theory of Knowledge Essay can be subjective.

- In subjects like Physics, the European way of wording problems and presenting information is used, so it's hard at times to understand what they are asking and what they expect from us.

- It's hard to gain college credit for the courses. . . . "

-- Posted by Katie S. Oct 26, 2010 at 11:56 am in the comment section of the editorial "Is un-American ideology really infiltrating BHS?," *IB Unleashed*, 10/25/10] <http://bhsunleashed.com/2010/10/25/is-un-american-ideology-really-infiltrating-bhs/comment-page-2/#comments>
<http://bhsunleashed.com/2010/10/25/is-un-american-ideology-really-infiltrating-bhs/>

“ . . . I think the IB is inefficient. It is well-rounded, but not efficient.

It may suit some. It is great for general knowledge. But those who want general knowledge will get it by themselves.

I also feel that the IB, although well rounded and widely spread around the biggest subjects, it doesn't really fulfill some areas. It leaves some subjects completely superficial. Biggest example is TOK. **TOK is very superficial. TOK tries to be philosophical. It tries to get you to think. But the whole "Areas of Knowledge" and "Ways of Knowing" are not only pointless, but conflict each other.**

Some TOK teachers even feel TOK is a pointless subject, and that's saying something. TOK will not benefit anything. Those who want to study philosophy at Uni will do it, with or without TOK. For the rest, it's a waste of time.

CAS is another one. CAS (Creativity, Action, Service) tries bring out the creative, the active, and the servitude of people. The old system used hours. And basically students wouldn't do CAS activities for the "greater good", but for the freakin' hours. . . . Agreed, some activities are indeed fun and useful, but it shouldn't be a subject that should make or break you; i.e pass or fail your IB. . . ."

-- Excerpt from "Why I think the IB sucks Part 1 – The 6 Subjects," By a Student. For Students. Posted Oct 5, 2009, <http://th3studentsblog.wordpress.com/category/the-ib/> Also posted at the site: "Why I think the IB sucks Part 2 – Coursework," Posted Oct 5, 2009; and "When you get that IB feeling," Posted Sept 17, 2009

[California] High school students knock IB

By Jesse Duarte | Napa Valley Register | March 10, 2011 12:00 am

http://napavalleyregister.com/star/news/local/article_8b306270-4ae5-11e0-b742-001cc4c03286.html

Excerpt: More than 170 high school students are urging the St. Helena School Board to eliminate the International Baccalaureate program in favor of traditional Advanced Placement classes.

A letter signed by 177 high school students — about a third of the student body — says IB is unnecessary, impractical, and less useful to students than AP classes, which have mostly been phased out over the last few years.

[. . .]

The letter claims that IB doesn't benefit the majority of high school students because "only a fraction of (the) student population is enrolled in an IB class."

Only eight high school seniors are enrolled in the IB Diploma Program for juniors and seniors, but 110 students are enrolled in at least one IB class.

"The IB Diploma Program has essentially created an exclusive prep school within a public high school, funded with **moneys that should be available for the benefit of all students,**" the letter argues.

Students say the Diploma Program "isolates students from one another."

"All juniors and seniors in the (diploma) program, and the majority of students taking more than one or two IB classes, are with the same students throughout the school day," the letter states. "This contributes to a lack of student unity, and creates apathy as well as antipathy on campus."

[. . .]

Students say the implementation of IB classes “has cut other much-needed classes, many of which were geared toward a wider array of students,” including vocational courses.

“In addition to cutting classes themselves, IB has eliminated the possibility of new classes in general, e.g., an anatomy/physiology course — SHHS is the only high school in the Napa-Santa Rosa area which does not offer anatomy,” the letter states.

[. . .]

Supporters of IB have said it values critical thinking and analysis more than AP, but students disagree.

“Certainly, IB encourages independent thought and analysis — but only if it results in a conclusion previously prescribed by the program,” students claim. “This serves to hinder true independent thought in students for fear of a failing grade.”

AP is far more likely than IB to be recognized by American colleges and universities, students added.

[. . .], , , **students say that after two years, “it has become painfully obvious that the more parents and students learn of the IB program, the less they want to be involved.”**

The letter concludes that the district should cut its losses rather than “continue to pour time, money and effort into a poor investment.”

[Florida] Gulf High School IB student, parents object to book

By Jeffrey S. Solochek, Times Staff Writer | St. Petersburg Times | In Print: **Sept 16, 2009**

<http://www.tampabay.com/news/education/k12/gulf-high-school-ib-student-parents-object-to-book/1036488>

Excerpt: On the first day of classes, instead of handing English teacher Jan Ledman her 1,500-word paper, Mari turned in a note from her father, Rafael. It said the family agreed that Murakami's book — described in part by *Publisher's Weekly* as a detective story that moves to “explicit sexual fantasy” — was pornographic and that if the assignment had to be based on that novel, the assignment would not be forthcoming.

“If I was just sitting in their school parking lot and reading it to 14- to 16-year-old children, I'm sure the Pasco County Sheriff's Office would want to have a word with me,” Rafael Mercado said of the passage he read.

The decision could cost his daughter dearly.

Deborah Lepley, Gulf High's IB administrator, said **the school had to tell the International Baccalaureate Organization years ago which novels the students would write essays about. If students do not write on the chosen texts, she said, they will get a zero, which could affect their chances to successfully complete an IB diploma.**

Alicia Durbano, a diploma program manager for the International Baccalaureate program, said **once a school selects books for the essay, those are the ones the students must use.** But she stressed that

the list of choices included more than 500 titles, and that it was up to the school to pick appropriately.

Other IB schools around the world have a variety of religions, cultures and backgrounds, Durbano noted. “They make selections of books that really comply with their values and ideals. It is not compulsory to choose those types of books. That is why the list is so large.”

One option for the Mercados, Ledman said, is for the parents to read the book and black out all the offensive words. That's what another family did when it objected to the book two years ago, she said.

But the Mercados have declined that suggestion, saying they have no intention of subjecting themselves to more graphic sex descriptions. Besides, Mari observed, **when the class discusses the book, the details are certain to come out, anyway.**

Excerpt: Mari, a leader in the school's Christian club who's received recruitment letters from Yale and MIT, said she's willing to give up on IB if it comes down to her being required to read *The Wind-Up Bird Chronicle*.

“It's not fair that I have to read something that I'm totally against,” she said. “If I have to drop out of IB, that's something I have to do. I'm not going to read the book.”

[California] Year two: IB pros and cons

By Joseph Mullin | **Oct. 15, 2009** | The Gazette, Granite Bay High School, Granite Bay, CA

Issue Date: Oct 15, 2009 | Issue: 2009-10 Issue 2 | Last Update: Sept 21, 2010

http://my.hsj.org/Schools/Newspaper/tabid/100/view/frontpage/editionid/25605/articleid/300030/Year_two_IB_pros_and_cons.aspx

Excerpt: Oakmont band director Ritchey Hodge recalls the discussions surrounding the adoption of the IB program.

“IB representatives came over from other schools to tell us what it was about,” Hodge said. **“None of those schools run a 4x4 schedule, and when we looked further into (the possibility of IB music,) they kind of laughed at us, (saying) it doesn't work very well with the 4x4 schedule.”**

The truth, Hodge said, is that **IB and the 4x4 block don't jive well with performance and other visual and performing arts classes.** Because most on-campus programs have a performance or practice period during the day, **most IB students don't have room in their schedule to take the IB class and the performance class.**

Despite these concerns, Roseville Joint Union High School District officials still decided to move forward with the adoption of the IB program. Both Granite Bay and Oakmont implemented the IB program at the beginning of last year, officially making both schools IB certified.

Excerpt: . . . critics have raised questions about the cost of having the program at two schools in the same district. Because the RJUHSD only receives additional money from interdistrict transfers, having the IB program at Oakmont and GBHS does not bring in any more money than the district would by having it at one school.

Excerpt: Another difference between the two programs is how they handle elective courses the IB students want to take.

“There’s been greater attention (given) to make sure that all or most (GBHS) IB students get an elective that they can choose,” Padgett said. “That seems to give them more of a normal high school (experience).”

The downside to offering an elective period during the day is that the IB-required Theory of Knowledge course was moved to a zero-period slot, requiring GBHS IB students to come in early to school a couple of days a week.

Oakmont, on the other hand, chose to fit all the IB classes into the school day.

“We work with (the IB students) the four periods of the day,” Mahoney said. “So as soon as 2:35 hits, the students can participate in whatever after-school curricular activities they want to be involved in.”

Excerpt: **There are . . . concerns regarding the effect the IB program has had on other extra-curriculars.**

As the IB programs at GBHS and Oakmont grow, it will begin to affect more and more campus activities. Dan Nunes, an English teacher and the newspaper adviser at Oakmont, says he has seen the effects IB has had on his program.

“My journalism program went from predominantly juniors and senior AP Literature and Language kids (to) 75 to 80 percent sophomore IB students,” Nunes said. “It’s been beneficial in that I know I’m getting a younger crop of kids, but what’s frustrating and saddening to me is that I know that **they’re probably not going to be able to take my class again**, because they have their (IB) goals they have to meet.”

Excerpt: . . . for Hodge and other critics, **having the IB program at two schools in the same district is a mistake – because of the damage that will be done to electives on both campuses.**

“I think it’s ridiculous to have it at two schools,” Hodge said. “Why would you? If you have one school that’s an IB school, we’re probably going to have less electives, and it’s going to affect the whole school, but we know that’s going to happen at this one school.”

In other words, Hodge said, **why do damage to two schools’ elective programs when it can be limited to one school?**

The IB program has had other impacts on school and district policies, much to the dismay of some teachers in some departments.

For example, **an IB student is currently taking government/ economics as an online course without having failed the class before, a practice usually prohibited by school and district policies.**

Normally, online courses can only be taken for credit recovery, not to replace the on-campus version of the course. But government/economics teachers were told at a common assessment meeting three weeks ago that a GBHS IB student was taking the online class.

“The teacher that was teaching (the online course) basically said, ‘Someone’s taking it at your school already,’ which we were never told about,” said GBHS AP government and economics teacher Jarrod Westberg. **“Is this something where the kids that end up going into (the IB) program can find any way out of ... classes not structured with IB?”** It’s definitely a concern.”

“That’s something we’re wrestling with right now, because it wasn’t supposed to be an out,” Dell’Orto said. . . .

Comments

(See comment section for "International Baccalaureate is Anti-American & Anti-Christian?" **Feb. 22, 2006.** About.com Pittsburgh) <http://pittsburgh.about.com/b/2006/02/22/international-baccalaureate-is-anti-american-anti-christian.htm>

“The [IB] physics curriculum just cut out three and a half weeks of physics, replacing it with about four weeks of global warming type stuff.” -- (25) Steve, March 15, 2009 at 4:17 am

[California] Why be IB? Now’s a bad time: Nonsensical move punishes all non-IB students

By Joseph Mullen [a sophomore, is a Gazette senior writer] **4/14/2008 5:06:00 PM**

The Gazette, Granite Bay High School, Granite Bay, CA | Oct. 15, 2009 | Last Update: Sept. 21, 2010

http://my.hsj.org/Schools/Newspaper/tabid/100/view/frontpage/schoolid/35/articleid/2213011/newspaperid/11/Why_be_IB_Now8217s_a_bad_time_Nonsensical_move_punishes_all_nonIB_students.aspx

[Canada] AP vs. IB: Which Should You Take and Why?" by William Song | Youth Canada | Aug. 8, 2008

<http://www.youthcanada.ca/article/ap-vs-ib-which-should-you-take-and-why>

Excerpt: IB offers two main programs: the certificate program and the diploma program. In order to obtain an IB certificate, a candidate has to merely take at least one IB course and write an externally assessed exam at the end of the course in May. The diploma program is generally what is referred to by “IB”, and it consists of several requirements: 6 prescribed courses, a 4000 word Extended Essay, and a philosophy

requirement by the name of Theory of Knowledge. IB courses are divided into 6 main categories, and in order to satisfy the diploma requirements, a candidate must take one of each. Group 1 is the analysis of literature in the candidate's first language. Group 2 is a slight introduction into a second language. Group 3 is a social science, spanning the gamut of courses from History to Geography to Psychology to Anthropology to Economics to Business and Management. Group 4 is an experimental science such as Physics, Chemistry, or Biology. Group 5 is mathematics and computer science, and Group 6 is a visual or performing arts course. Group 6 courses are, however, optional, and a candidate may substitute any other course for the arts course. Courses may be taken at Higher Level (HL) or Standard Level (SL), indicating the difficulty of the course, but a candidate must only take 4HL's and 2SL's or 3HL's and 3SL's.

Excerpt: In terms of difficulty, I would say that AP is slightly more difficult, whereas the workload for IB is significantly greater. Having looked through AP Physics C and AP Calculus BC texts, I can attest to the fact that these courses cover more difficult material than the equivalents of IB Physics HL and IB Mathematics HL. However, whereas AP courses are yearlong courses, IB courses span over two years and cover a lot more material.

Assessment is slightly different in AP and IB. AP scores are solely determined by AP exams written in the month of May. IB scores are determined by both external and internal assessment, usually 80% external and 20% internal. External assessment entails exams written in May being sent out across the world to be graded by certified IB examiners. Internal assessment is assessment by the candidate's teacher, and is heavily monitored to reduce bias. AP exams are graded on a scale of 1-5, whereas IB is graded from 1-7. It is worthy to note, however, that while up to 30% of candidates in a session may score a 5 on some AP exams, less than 10% of candidates are awarded 7's in any IB subject. . . .

[Arizona] Student comment about IB Diploma Program implementation

[The following appeared in the *Arizona Daily Star* online comments. Note: Marica Volpe served as the principal of Cholla High School in Tucson, Arizona. Volpe later left and hired at another local school district that is going through the IB DP application process. Emphasis added]

<http://regulus2.azstarnet.com/comments/index.php?id=180759>

10. Comment by Will H. (Steelers) May 2, 2007 @ 12:34PM

Marica Volpe is ruining Cholla High School. She is . . . forcing the teachers to teach classes that they are either not qualified to teach or that they are over qualified to teach. She is the cause of over **25 Cholla staff not returning next year**. As a Cholla student I believe Marica Volpe is the cause of our school's rapid deterioration, . . . **She has attempted to strong-arm many teachers into teaching classes under the auspices of the new International Baccalaureate program**, and if they refuse she takes from them the classes that they enjoy teaching, such as certain electives and A.P. classes. As a result, we lose some of our best teachers and our favorite classes are handed over to inexperienced teachers. . . .

[Florida] The Disadvantages of IB

By Mirray Wassef | Gator Gazette. Land O'Lakes High School. Land O'Lakes, FL

Issue Date: Oct 1, 2006 | Issue: Fall Last Update: **Jan, 23, 2007**

http://my.hsj.org/Schools/Newspaper/tabid/100/view/frontpage/editionid/7513/articleid/3071/The_Disadvantages_of_IB.aspx

Excerpts: . . . in the first two years (Pre-IB), students are allowed one elective, whereas students who choose the standard high school diploma can choose up to three each year. Students in Pre-IB only have room for one elective, so if any of them want to take two different courses, they have to pick one for freshman year and one for sophomore year.

In IB students' junior year, they are allowed an elective, but are **limited to three choices**: Theatre Arts, Chemistry II, and Physics III. These courses do fit the IB standards, but **no English or History based electives are available**. If someone is not interested in a career in science, and does not care much for acting, what one wanted to take a writing class to improve his writing skills, or if someone else would really like to study a specific course of history, **the IB Program at the school is preventing him from taking courses he is really interested in studying**. One thing about high school that is that students pick the courses they really want to study. **If a student is in IB at here, he is not receiving is not privilege that all the other students have**. For example, instead of having up to fourteen electives, IB students are only allowed two, plus one of the three they have to pick.

"In IB we trust?" by Liam Julian | *The Education Gadfly* | Nov 3, 2005

<http://www.edexcellence.net/foundation/gadfly/issue.cfm?edition=&id=216#2542>

Excerpt: As a 14-year-old, I was drawn to IB by its promises of educational exploration. When I attended freshman orientation, the teachers lavished praise on (and parents practically drooled over) IB's blend of high expectations and achievement. It sounded fantastic: a college-like experience, where

students are encouraged to question their teachers and probe for deeper knowledge, in high school. I trusted the promises and prepared to enter, finally, the world of real academic inquiry.

I soon learned, however, that academic inquiry was constrained by a curriculum that tried to be all things to all people. . . .

Excerpt: The combination of politicized curriculum, obsessive focus on exams instead of learning, and rampant hypocrisy deeply upset me, . . .

“America’s Failing Public School System” by Ashley Anderson | **Sept 16, 2003** | *NewsWithViews.com*
http://www.newswithviews.com/public_schools/public_schools10.htm

Excerpt: ". . . The **Advanced Placement courses have now been replaced with IB classes**,. . . In this class, we were assigned numerous short stories to read, mostly about the myths of other countries, and about their religions. This class bragged it was a higher-level class, in which advanced students could "maximize" their learning capacity. I was busy learning about the religions and cultures of other countries, but never knowing such authors as Henry van Dyke, Washington Irving, O. Henry, or even Henry Wadsworth Longfellow until I attended private school. These authors and others like Mark Twain and Emily Dickinson are purely American, and the basis for all literary writings in America to date. Why were they never taught to me? Even in the so-called advanced classes we never read "Rip van Winkle." Instead, we were assigned books like "The Giver" by Lois Lowry, which gave the details of killing babies and living in a world where no one was special and a person's worth was based on his/her ability to conform to the group. . . ."

[Canada] OPINION: How do I hate IB? Let me Count the Ways

By Matthew F., Port Moody Secondary, Port Moody, BC | *SNN Student Magazine* | **Jan. 2004**

Originally published in the Port Moody Secondary Student Newspaper "BlueShift"

<http://www2.sd43.bc.ca/portmoodysecondary/blueshift/index.htm>

Excerpt: . . . I am proud to be an IB student, and I recommend it to anyone with the talent and the inclination necessary for it.

That being said, the International Baccalaureate Organization (IBO) is not immune from my wrath. They conspire to make an already difficult program more difficult by **keeping students and teachers alike in the dark**. I will relate to you a relatively boring anecdote about how this hatred began. You see, I took Math HL in 2002-2003 – my Grade 11 year. Being one of those strange students who enjoy mathematics, I wanted to take another math course my Grade 12 year, rather than let my math skills stagnate. Through the IB website, I discovered the existence of **Further Mathematics SL**, a course which seemed to fit the bill for my math needs. However, when I tried to find out more about this course, I ran into a brick wall. It seems the **IBO refuses to even allow prospective students to see the syllabus for a given course**. I was forced to ask a friend to find it for me. I finally found the syllabus, talked to the IB coordinator about taking the course, and everything progressed from there. However, the difficulty of what should have been a simple task was ridiculous. If I were to do this for the Advanced Placement (AP) program, this would be simple.

In fact, the AP provides past exams for free on their website. On the other hand, the IBO makes you pay, or beg your teachers/IB coordinator. Want to find out your component marks for IB courses you've already taken? Sorry. You'll have to see your IB coordinator for that, and add to his already ridiculous workload.

Furthermore, **you also do not always see the criterion you are graded against**. For example, the two classes of students who took IB Chemistry SL in 2002-2003 were **graded down 56% on their lab component because they did not know what criteria they were being graded against**. I received 7 on the exam and a 2 on the lab work. There's something wrong there, and it totally undermines the two years of hard work I put into that course.

Excerpt: . . . the **IBO seems to be more concerned about making money than about the best interests of their students**. If they would just be more open about the program, they could eliminate many of the headaches faced by IB students around the world. Considering that they receive in excess of \$150 CDN per exam, as well as exorbitant registration fees, you would think that they could provide a free .PDF detailing their syllabi. Furthermore, would it be so onerous to mail out exam scores instead of having an **online-only database which didn't even work properly in July 2003** and caused me unnecessary hours of agony? . . .

Parent/taxpayer remarks about IB Programs

(All emphasis added in text)

===== 5/11/11 Update =====

VIDEO: Parents address the Bedford School Board, [New Hampshire]

Ann Marie Banfield | Dec 13, 2010 <http://www.youtube.com/watch?v=OTI0osj4W9w>

Parent | Dec. 13, 2010 <http://www.youtube.com/watch?v=OTI0osj4W9w>

AUDIO: Media Chats About International Baccalaureate Program -- WCSDTV.com

Includes: 1) Lisa McLaughlin [<http://truthaboutib.com/>] | Incline Village IB Program | Oct. 21, 2010

2) Bill Manders | 78KKOH AM | Nov. 23, 2010 <http://www.youtube.com/watch?v=Z0WhPhzzwWY&feature=related>

[U.K.] "Parent anger at low exam pass rate" By Becky Thornton | Get Surrey | March 06, 2009

http://www.getsurrey.co.uk/news/s/2046592_parent_anger_at_low_exam_pass_rate

Excerpt: A PARENT is calling on a Camberley secondary school to **investigate why more than three-quarters of students sitting the International Baccalaureate Diploma during the last six years failed to get the full qualification.**

Excerpt: Statistics showed that last year **only one out of ten students passed the IB Diploma, which is equivalent to C passes at A-level.** In 2007, a quarter of students passed, and in 2006 a third of students managed to get the qualification.

Comment section -- 13/03/2009 at 10:19 pauline robertson, camberley wrote: . . . On a wider level students and parents should have the right information to hand when making choices about further education. It is Kings 'duty as a public organisation to publish its results in an open and honest format that is easily understood by students and parents. **No parent should have to resort to the freedom of information act in order to have a clear picture of Kings Internationals past results with the IB Diploma.** It is for this reason that it is now possible to access these results on the Kings College Guildford parent's website. Students and parents need to be properly informed to make the right choices. If they then wish to study the IB Diploma or certificate at Kings at least they are aware of the **limitations of the course.**

[Washington] Comment by Maxim | Posted Mar 27, 2011, 06:30 AM

(See comments section for "Preschools Are Using a Marxist's Theories to Manufacture Collectivists" | *American Thinker* | March 27, 2011. <http://comments.americanthinker.com/read/42323/793475.htm>)

Excerpt: I would like to add that the **International Baccalaureate or I.B. schools endorse the teachings of Lev Vygotsky.** A few years ago an I.B. school was built in our neighborhood in Bellingham, Wa. During the rollout presentation, an information pamphlet was passed out listing endorsements by the I.B., with only the last name Vygotsky. After researching, and concluding Lev was the Vygotsky, I confronted the Principal about the author of the Marxist child psychology theory, only to have him deny knowing who Lev Vygotsky was. Unbelievable! There are over 600 of these schools in the U.S., public schools, that impose this doctrine, mandatory for those that attend these elementary schools or I.B. labeled "Primary years Program". . . ."

[Connecticut] Lawrence Perry and Rebecca Wayland, Feb. 1, 2011, 10:38am

(See comment section for "IB Programs; 'Race to Nowhere'", Jan. 31, 2011.)

<http://greenwich.patch.com/articles/ib-programs-race-to-nowhere>

Important concerns have already been raised about the costs and local control of the IB curriculum. As the father and stepmother of three graduates of the International School at Dundee, we are concerned about the quality of the program. There has been too little discussion or analysis about this issue.

Our experience suggests that **the IB program sacrifices academic rigor in spelling, math, English and critical thinking by reducing the class time available to these important elementary school subjects in favor of group projects. Even repeated spelling mistakes are overlooked in student essays because "we are studying creative writing not spelling." IB values are all too often used for self-justification rather than personal responsibility.** It is bad enough when young children say, "I don't care if that's the way you say it, this is how I like to spell/pronounce/solve it." What's worse is when you hear from IB values-driven parents, "We are risktakers, so we can't help it if we have to keep your child 60 minutes longer than planned." Are these the attitudes we want to foster at our middle schools and high school?

To the extent that the IB curriculum becomes more than just one option among many, it is critical to understand how these trade-offs are valued by those who have deliberately not chosen that path for their children, as well as those that have, and regretted it.

Let us have an informed debate about these issues.

[New York] (See comment section for the article "Flyer Raises Questions Over District's Academic Plans," *HauptpagePatch*, Feb 16, 2011) <http://hauptpage.patch.com/articles/flyer-raises-questions-over-districts-academic-plans>

Comment from IB BEEN THERE, AND I GOT A BAD TASTE IN MY MOUTH | Feb. 17, 2011 8:19 pm

Excerpt By chance I ran into a IB math teacher who happens to have a child attend the school where she teaches. She also has a child at the school where my youngest child attends school so from time to time, I do run into her. This time, again, **the IB teacher is asking me how to help HER with the "IB System". Her daughter is dyslexic and the IB Coordinator will not fill out the forms to allow her daughter extra time on IB exams.** Her daughter has these rights under US law for all of her classroom work and the IB Coordinator refuses to fill out a form for a child with a disability. This is a very easy process. My older son was granted extra time without inquiry from me or my son. While we do live in a different county and it was a different IB Coordinator, the IB Charter spells it out for all to see. The IB Coordinator, who this teacher reports to, should be held accountable...but **there is no one to do it. The district has no responsibility, the US GOVERNMENT, Dept. of Education has NO authority in the IB program...and the IBO will repeat their mantra, "GO BACK TO THE SCHOOL TO RESOLVE YOUR CONCERNS"**. On another note, **her daughter was accepted into Auburn University and guess what...got ZERO college credit for her four years of IB torture.**

Her mother, the teacher, the IB math teacher cannot understand that all the hard work did not result in even a scholarship offer. Don't be blind! Keep your \$\$\$ in the USA.

Comment from IB BEEN THERE, AND I GOT A BAD TASTE IN MY MOUTH | Feb. 19, 2011 9:21pm

Excerpt: We left the New York area and Long Island was as a result of high taxation. Thankfully, schools that are not teaching the IB trash, they still believe that New York, specifically, Long Island is part of the United States...so is Florida... a state that usually is neck and neck with California for the most IB programs. Don't be afraid of the truth...be afraid of the slick IB sales people...we don't need to take our info from Wikipedia to make tests...we don't need to plagiarize a speech...both of which is has been done by the IB program and executives....**we can usually uncover the paid, yes, I said paid contributors by the IBO to these type of forums to invalidate the truth....they show up with a grand entrance but they are quickly exposed to those of us who know their playbook.** I enter my two cents into these forums so that others may not suffer the indignation my family has at the hands of the IBO, et al. **My son has initiated a Federal investigation by the US Department of Education regarding the administration of the IB program and the IB Coordinator who did not follow ADA Regulations.....as mandated by US law...he was not given the accommodations that the IBO had already agreed to and they had put in writing**...some have been burned in the pocketbook, our family on the other hand has walked through the fire, been burned and we will continue to tell others..we must....the truth will set you free...be open to those who have nothing to gain...those of us who care.

[Connecticut] Comment by Diva4ever | Feb. 17, 2011 at 2:12 pm <http://christopherfountain.com/2011/02/17/more-on-ib/>

Having 2 kids graduate from Dundee, I can tell you in the broadest terms that IB claims to improve education by making kids better inquirers, thinkers, risk takers (those are the "hot button" terms). Supposedly IB achieves this by adding depth to the breadth of the existing curriculum.

Case in point: Fifth Graders take part in a Fifth Grade Exhibition, designed to show their exemplary critical thinking skills. In years past, Exhibition has taken the form of an "opera" which one year featured a Gwen Stefani song. A couple of years ago, it became **a series of 3 one act plays--all having a global theme, like animal testing and conservation. Although the powers that be would have you think this was student-driven, this required most of the parents to come to school for 3 hours a day over the course of 2 months!** Apparently even the IB accreditation panel didn't even like this. The following year each child had to study a topic in depth and do a presentation at the end of the year. That idea lead to such diverse presentations as water recycling to girls fashions to Star Trek. **It was really quite ridiculous and a source of embarrassment.**

[Connecticut] Comment by Diva4ever | Feb. 18, 2011 at 1:18 pm
<http://christopherfountain.com/2011/02/18/still-more-on-ib-and-its-agenda/>

Excerpt: I used to be a strong supporter of IB because my children were "lucky" enough to go to Dundee. but after spending 7 years as a parent there and now having children with friends from other feeder schools to Eastern, I've revised my opinion. **I don't think IB gets a good bang for the buck in terms of academic performance.** . . .

[Arizona] Subject: IB in Tucson Unified School District

By Debbie Niwa | Feb 3, 2011 email [Note: the figures cited below are in addition to the regular school expenditures]:

On July 30, 2009, a TUSD administrator gave a presentation to the school board that included a rough estimate to implement an International Baccalaureate program in one high school.[1] The figure was \$100 - \$300 thousand annually for 1 to (possibly) 3 years. Thereafter, "recurring costs" were estimated at \$100 thousand per year. Below is what has transpired since IB was implemented

International Baccalaureate "Diploma Program" costs for CHOLLA HIGH MAGNET SCHOOL

FY 2008-2009: **\$302,487*** (first year of IB program implementation;
student participation: **42 juniors; no seniors**)

FY 2009-2010: **\$619,259*** (second year of IB program implementation;
student participation: **32 seniors; juniors ?**)

(Update: One student from Cholla's (first) IB graduating class (2010) was awarded an IB Diploma)

"Total expenditures are likely higher -- the amount shown here represents only the total of what was contained in the TUSD Budget Books (from Desegregation/OCR monies).

SEE ATTACHED PDF FOR DETAILS. Be prepared to be appalled at what public education dollars are being spent on -- e.g., \$55,715 salary/benefits for an IB school choice "recruiter".

Endnotes: [1] Listen to the audio for the July 30, 2009 TUSD Governing Board meeting. See segment time stamped 24:25 to 25:00 < <http://quill.tusd.k12.az.us/20093007> >

[Connecticut] No Rush on IB

Letter to the Editor By Kay Wall [former PTA Council, Chairman of Academic Challenge Committee, and past Chairman of Connecticut Commission on Academics] | *Greenwich Patch* | Feb. 15, 2011

<http://greenwich.patch.com/articles/former-pta-leader-questions-motives-actions-of-school-board-superintendent>

What Is IB and How Does It Affect You?

There is widespread debate about expanding IB in Greenwich Public Schools. The contrasts among various positions expressed in this paper, let alone in discussions all around town, demonstrate that the Board of Education should not rush to a vote on IB implementation at our secondary schools any time soon.

Apparently, the February 24th Board meeting agenda contemplates the possibility of a vote to reverse engineer approval of IB implementation for Western Middle School. This would deprive board members, parents and taxpayers of the opportunity to understand what IB is really about in secondary schools, and its merits relative to alternatives. Greenwich has only had experience with elementary level IB.

There is an obvious need to separate fact from opinion, using critical thinking and analysis. As of now, I doubt most Board members can answer such basic questions, among others, as: 1) exactly how would IB in our secondary schools affect policies, teacher training and other curriculum; 2) what restrictions are imposed by the IB organization regarding school management and staffing; 3) what are the real IB costs (including opportunity costs and initiative fatigue), by year, and over 5 years, and 4) what have been the experiences, both positive and negative, of other American school districts which have considered, adopted or rejected IB.

It was claimed in a recent editorial that there would not be "loss of local control." An equivalence was made to the New England Association of Schools and Colleges (NEASC) and also to College Board, which includes AP and SAT's. That is like comparing the process involved in getting a driver's license to the process involved in renovating 5 square blocks in downtown Greenwich.

The NEASC is an accreditation organization. There are not endless agreements, "rules and regulations" and strict "marketing" documents (IB's word!). The NEASC accreditation application is two pages. To be accredited, NEASC simply requires that a school adhere to "the school's stated mission and expectations," not anyone else's mission.

College Board products and services are optional and have set standards for traditional American academic subjects, such as English and math. Their focus is on preparation for American colleges and universities. In fact, they have been accepted as the highest standard for generations.

IB (for grades 6-12), on the other hand, requires schools to conform to the IB mission and curriculum direction, subject to their 5-year periodic review of everything a school is doing. Schools must comply with hundreds of pages of IB agreements, "Rules and Regulations" and "IB Standards". And, if a school wants to get out, you have to go to court in Switzerland. Good luck. Expensive to the end.

If our Board tries to push a vote through at the next board meeting, it will tell you several things loud and clear. 1) The Chairman and Vice Chair want to close the door on both board member analysis of IB and further public discussion. 2) It's more important to them to let a new superintendent change Greenwich schools at will than to fulfill the Board's responsibility to conduct due diligence. 3) They want to cover their serious, probably illegal, action, which permitted an agreement to be signed between GPS and the IBO without board approval in 2010. This has resulted in **committing over \$250,000 already to IB ... without Board knowledge or approval.** Please contact your elected officials at every level to help stop this vote.

[New York] Parents: Lack of Communication Built Skepticism Towards IB

District residents believe school officials failed to adequately reach out and inform parents on IB from the beginning.

By Sara Walsh | **March 8, 2011**

<http://hauppauge.patch.com/articles/parents-lack-of-communication-built-skepticism-towards-ib>

Excerpt: Hauppauge parents blamed school district officials lack of transparent communication about the International Baccalaureate program for skepticism, almost outlash against the academic change.

[Arizona] Letter: Now the banner of UNESCO has been shifted to IBO

Letter to the Editor by Gene Birkeland [Cottonwood, AZ] *Verde Independent* | **3/2/2011 7:52:00 AM**

<http://verdenews.com/main.asp?Search=1&ArticleID=40685&SectionID=36&SubSectionID=1192&S=1>

Excerpt: **A "playbook" for IB was drawn up on how to respond to criticism, by an obviously very partisan principal of the International Academy in Bloomfield, MI, in 2005, when the local newspaper featured a story on the anti-American bias of the program. The principal had anticipated such an attack and had "created and maintained support for the IA through his relationships with parents, administrators, and local decision makers."**

This "playbook" began circulation wherever the program exists, where one is supposed to ignore the ramifications of such statements as IBO's "unwavering commitment to prepare students to be citizens in an international community." said Dr. Gerald Tirozzi, Executive Director, Natl Assn of Secondary School Principals.

Many years ago John T. Flynn, journalist, commentator, writer, said UNESCO's "doublespeak" and expressed attitudes lead to the logical conclusion that "If there is anything UNESCO dislikes, it is patriotism. It wants to replace it with what it calls 'world mindedness.'

In order to bring this about, it must wipe out of the minds of our youngsters respect and admiration and love for American traditions and the American way of life and instill in their place respect and admiration and love for all the countries of the world. Logically, this could only mean respect and admiration and love for the socialist and fascist and communist way of life which is prevalent in those countries."

Substitute IB for UNESCO and recognize the UN itself has been under the control of Communists and socialists from its very inception and now the banner of UNESCO has been shifted to IBO.

[Arizona] Letter: A brief history of IBO

Letter to the Editor by Gene Birkeland [Cottonwood, AZ] *Verde Independent* | **Feb. 17, 2011 1:28:00 PM**

<http://verdenews.com/main.asp?SectionID=36&SubsectionID=73&ArticleID=40519>

The sucking sound you will soon hear comes from tax dollars being siphoned out of cities, counties, states and the U.S. national treasury. Complaints are stacking up on the Internet about the high costs associated with the adoption of this international brainwashing program for children. It is, of course, quite deliberate on the part of its protagonists, as the end goal of the program is to create "global citizens." This is not now particularly a secret as it was back in 1951-52-53 when we tackled its predecessor, the UNESCO program in the Los Angeles schools, which ended officially getting thrown out. UNO representatives kept denying this but their writings for and to each other were very open about the end goal – now discretely termed "global government," as if a name change changes the meaning, then it was the New World Order, but "they" didn't want the patriotic public to know until it was too late.

Since then, of course, "they" have been quietly working—and came up with IBO, offshoot of the iniquitous UNESCO. an IBO director, George Walker, said this programme(sic) was the brain child of Marie Therese Maurette, who had, he said, "strong left-wing political views." She determined that **"international mindedness is not acquired by some instinctive process of cultural osmosis. It requires specific interventions; a carefully designed programme (sic) of educational activities.** It is taught not caught." Her words as recorded by Walker.

His time-line puts her in with Mead and Benedict and a whole cabal of other left-wingers in the formation of UNESCO in 1945-46, world government advocates who aided in drawing up the original program, under Julian Huxley. To quote just one of Benedict's UNESCO writings:

"As long as the child breathes the poisoned air of nationalism, education in worldmindedness can produce only rather precarious results. As we have pointed out, it is frequently the family that infects the child with extreme nationalism. The school should therefore use the means described earlier to combat family attitudes that favour (sic) jingoism." Vol V

This is echoed since in the subjects discussed at IBO annual meetings in various exotic locations around the world, including, "Education for Sustainable Development, based on redistribution of resources, disarmament, climate change, along with redistribution of wealth."

In 2005 the above named Walker said education should be directed to creating "the global citizen, the person with the necessary intellectual skills, the cultural understanding," for the "hidden

curriculum that determines the schools values.” (Note the elitism of the attitude.)

In 2006 in a “values education” topic, the speaker labeled “dangerous” any viewpoint that teaches good vs. evil, right vs. wrong, and specifically, the ‘American Way;’ Western Ideas are ‘confused,’ but Asian values, particularly Chinese Confucianism, with universal values should be taught. He equated Christianity as a kind of “fundamentalism” on a par with Islamic Fundamentalism.

A four-year summary of IB statistics from Lake City High school, (Coeur d’Alene, Id.) prepared by the clerk of the school board for a local attorney:

- **Number of students over 4 years -- 1,000**
- **Number of students receiving IB diplomas in 4 years -- 1 (.01 percent)**
- **Money spent (4 years) -- \$1.3 million (\$325,000 per yr average)**
- **Cost per diploma = \$1.3 million**

In the Ozark District, one complainant, JROTC instructor Ron White, pointed out “The annual cost of the IB program for Ozark High School will far exceed the Professional Development budget for Ozark School District that we have been told will be used to pay for IB. The numbers just don’t work.”

Mr. White also pointed out : “The UN world view includes the promotion of the Earth Charter (a religious pantheistic document); the Universal Declaration of Human Rights (which views human rights the same way Communist countries view human rights—our education system is under assault by the ideology expressed and embedded in the IB program.....” The Charter is the object of Maurice Strong and former Soviet leader, Mikhail Gorbachev’s pursuit through Gorbachev’s Green Cross based on U.S. soil at the Presidio, San Francisco.

A U.S. veteran, Ron White, who served in our armed forces, for his pains in caring about the internationalist slant of the program was called, among less polite names, xenophobic and isolationist! No attack on the message, kill the messenger!

Shortly thereafter, on January 25, 2011, Michael Novak, Assistant Director of the Americanism and Children & Youth Division of the American Legion National Headquarters, urged schools to follow the Legion Resolution of 1992 to incorporate solid instruction in American History, civics, English, math and science. The Legion had already denounced UNESCO in its 1952 resolution against its brainwashing textbooks and program nationally.

In about the same time, Beaufort County, SC decided to put the program on probation at Hilton Head High. An analyst found the County schools could save \$1.2 to 1.5 million a year if all 6 schools eliminate the program—the problem being students already in the program have to be allowed to complete it, which makes the elimination process long and drawn out – two years in fact.

A teacher in one IB training session reported IB’s lecturer, Dr. Steve Hreha, a Canadian physicist, saying “morality is relative, i.e., what’s true for one person or group, is not true for others. The goal is to develop global citizens.” A calculus teacher reported he was shown that even in teaching calculus he should demonstrate the underlying agenda: declining animal populations, pollution, global warming, the tenets of Earth Charter with calls for universal health care, equitable distribution of wealth, responsible reproduction, and all the other shibboleths of the radical left currently plaguing the United States. .

There was a certain consistency in reports about IBO ramming through various communities without any preliminary notices to the parents and public, at the same time, quotations from some parents who think internationalism will broaden the minds of their offspring. This has not developed so far, but it does have a tendency to separate children from their parents’ standards of morality and concepts of right and wrong.

[New Hampshire] Committee did not conduct serious analysis on IB

Letter to the Editor [by Ann Marie Banfield, Bedford, NH] | *Bedford Journal* | Feb. 10, 2011

<http://www.cabinet.com/bedfordjournalbedfordletters/908462-308/committee-did-not-conduct-serious-analysis-on.html>

Excerpt: IB hasn’t been criticized in Bedford only, this program has been criticized by School Board members, parents, teachers, students and even state Congressmen.

IB is in partnership with the United Nations. U.S. lawmakers are talking about cutting funding to the U.N. due to the rampant fraud and abuse within the organization.

The head of the House Foreign Affairs Committee, Ileana Ros-Lehtinen, has begun holding hearings to stop funding the U.N. because the U.N. undermines U.S. interests.

Mark Olsen, a Minnesota congressman on the floor of the Minnesota House, referred to IB as indoctrinating against America rather than educating for America. He refers directly to an IB document that supports the United Nations Declaration on Human Rights

(www.ibo.org/diploma/documents/continuum.pdf). A document that states rights and freedoms cannot conflict with the United Nations (Article 29). This contradicts our individual rights as stated in the United States founding documents.

The government is not the guarantor of human rights in the United States. What IB promotes is similar to supporting the constitution in Cuba.

IB has caused so much concern by residents that **IB has a document at their website informing school districts on how to address the criticism. I'm not aware of AP having the need to offer schools a step by step procedure to silence the critics.**

IB refers to organizations and individuals pushing Marxism as good ethical guide on global poverty. An example is Dr. Peter Singer who has publicly stated his support for killing newborn disabled infants (globalengage.ibo.org/files/Global_lesson_ToK_E.doc).

There is strong criticism against this program in a number of communities, however, this has been dismissed as conjecture, opinion and internet clippings. These criticisms were drawn from what IB publicly states in their program and materials.

Unfortunately, the committee also **failed to get a cost analysis of IB vs. AP.** We've been told the costs of IB are "reasonable." How can we be assured of this when there has been no cost analysis on both programs?

Other **schools have dropped IB in favor of the AP Scholars Program to save taxpayer money** (www.islandpacket.com/2011/02/04/1536239/international-baccalaureate-program.html).

While I appreciate the committee attempting to dig a little deeper into the IB program, it is unfortunate we still have no real transparency on how IB is implemented in Bedford.

Will IB in Bedford promote the UNDHR in the program? If not, will Bedford notify IB that we will not be incorporating that agenda in the program, and then make that public?

How does the partnership with the United Nations work with IB? Are Bedford taxpayers funding the U.N. through the IBO?

Can IB identify what part of the U.N. agenda is in their program and how much we will see in Bedford?

Is the Earth Charter, a pro-Marxist document part of the IB program in Bedford? The IBO once publicly endorsed the Earth Charter and has maintained their support for the Earth Charter through the IBO program. What part, if any of the Earth Charter, is part of the IB program in Bedford?

It is unfortunate the Curriculum Committee did not take the initiative to conduct a serious analysis on the criticisms and costs to taxpayers. It would be beneficial if our School Board Members, took this initiative at some point and truly make this program transparent to the community.

[Connecticut] Concern That IB Program Will Replace AP Courses

Sean Goldrick argues that AP classes are more acceptable than IB diplomas. | Greenwich Patch | Jan 30, 2011
<http://greenwich.patch.com/articles/letter-to-the-editor-concern-that-ib-program-will-replace-ap-courses>

Excerpt: Parents in Fairfax County, Virginia, whose school district operates 16 high schools that offer AP programs, and 8 that offer IB, have found **that the per student cost of IB is more than six times higher than that for the AP program.** Those high costs have begun to emerge here in Greenwich as well- tens of thousands of dollars for annual registration fees, hundreds of thousands of dollars in annual teacher training costs mandated by the IB Organization, substantially higher test fees than AP, as well as a steep initial registration fee for each student in addition to the higher test fees. To that add the cost of curriculum materials that must be purchased only from IBO. Further, as Dr. Freund stated at the September BOE meeting, IB "is not for everyone." Indeed, **as parents in Fairfax found, only a tiny fraction of students in any of their IB high schools actually earned an IB Diploma**, far smaller than the percentages in most Fairfax AP schools who qualify as AP Scholars.

Comment posted by Kelly Mann | Posted: Dec. 3, 2010

(See comment section for "Letter: Many unanswered questions on International Baccalaureate program," *Verde Independent*, Nov. 20, 2010. <http://verdenews.com/main.asp?SectionID=1&SubSectionID=73&ArticleID=39323>)

IB is waste of time- my kids are having the 12 behavior profiles forced down their throats as opposed to learning something useful like multiplication or about American History- **no they are bring home assessments they did on themselves**- how they are portraying (risk-taking,caring, knowledgable etc) do we know learn this on our own on this path called life- why do we need 12 years of school to teach us how and what to think according to the United Nations- I can't wait to get my kids out of this school- I love the teachers- the neighborhood but the curriculum and IB garbage or not for us-

[Idaho] Research shows true agenda of IB program

By DUNCAN KOLER/Special to The Press [Duncan Koler is a Hayden Lake resident.]

Posted: April 10, 2010 12:00 am | Updated: 9:58 am, Dec 10, 2010.

http://www.cdapress.com/columns/my_turn/article_da7f4ea1-626e-5e6f-9071-986e0640e3c7.html

I wish to add to The Press' reporting of the April 5, 2010, School Board meeting and the citizens'

comments about IB. Those who spoke against the program did so passionately but respectfully, and included a number of well- and internationally-educated citizens who had done their own research.

The students who spoke for the program stated unequivocally that there was never, ever any left-wing bias in their classes. This stood in stark contrast to CHS Student Body President Tyler Smotherman, who gave a reasoned analysis and offered his observations shared by other CHS IB students he spoke with that the IB program carried a decidedly radical left-wing tilt.

Not once has any proponent of IB disputed the research we have done, and the things we found that UNESCO and the IB Organization ("IBO") say about their education programs. We have provided citations to these UNESCO and IBO writings to all concerned, including the school board. Instead, the pro-IB folks point to the flowery, lofty-sounding marketing pablum put out by IB to sell their program.

The only contentiousness shown at the meeting was by those pro-IB speakers who resorted to name-calling, labeling myself and others opposed to the program as "propagandists" and "extreme right-wingers." I am informed that Trustee Edie Brooks echoed these sentiments after the meeting. Interestingly, Ms. Brooks claimed to be "conservative." Please, let's base our arguments on research and reason, and not resort to name-calling, as some have recently, both at the school board meeting and in The Press.

The defenders of IB (i.e., the IB teachers, their students and the "conservatives" on the board) claim that U.N. globalist curriculum is not reaching our kids through IB, because the curriculum is written locally by our teachers. In other words, they claim the teachers are filtering out the globalist, anti-American, anti-Christian material from IB. Let's review the facts linking the U.N. to the IBO and to our local students:

The U.N. says: (1) we need to downplay nationality in teaching, lest the kids identify too strongly with their country (this was written about in the 1948 UNESCO handbook, "Is There a Way of Teaching for Peace?"); (2) we need to teach "peace" defined by the U.N. as social equity (redistribution of resources); (3) we need to teach "sustainable development" (meaning putting resources out of reach and redistributing others under the guise of environmentalism and social equity); (4) we need to teach local-to-global activism to our kids; and (5) the U.N.'s related Non-Governmental Organizations (called "NGO's") - including IBO, are legally bound to execute UNESCO's educational objectives and to report back to UNESCO on their activities and results.

The IBO says: (1) that IB's goal is to create true global citizens with the ability to persuade others to their way of thinking; (2) that it's "no coincidence" that IB's Diploma Program grew out of the ideas from the 1948 UNESCO handbook's ideas regarding teaching a "special kind of history," teaching community activism and teaching acceptance of others' ideas; (3) Teaching "values" is a fundamental part of the IB/PYP programs, including the "values" of compulsory community service, openness to change, social equity/peace and sustainable development.

Our children say: **(Hayden Meadows PYP 4th graders wrote "Essays to the President" titled, "If I could change the World" over the past two years. These essays are on display in the Hayden Meadows lobby.) Here are some of their suggestions for changing the world: (1) no factories; (2) no cars; (3) no logging or cutting down trees; (4) no building; (5) remove buildings and set more land aside just for animals; (6) stop global warming; (7) free housing for everyone; (8) take away all guns and weapons; (9) make everyone feel equal; and (10) "take the bull by the horns" and start to change the community first, then the nation, then the world. Ironically, the board announced that Hayden Meadows fourth-graders and their teacher were receiving a community service award for their activism in the community at the school board meeting.**

It strikes me that the kids are learning exactly what UNESCO and IB aim to teach, mainly "Can't Do" instead of "Can-Do" American exceptionalism. Not one of the PYP fourth-graders suggested anything like, "find a cure for cancer," or "discover a new clean energy source." Also, **we keep hearing about the need for change, openness to change and to be community activists for change. This sounds eerily familiar. What change?** Draw your own conclusions, but first do your own research.

Where is the school board on all this? On March 1, I presented a formal request to have the IB/PYP program made an agenda item for open discussion at the April 5 school board meeting (i.e., a dialogue between the board and the citizens, instead of 3-minute citizens' comments while the board sits silent). In response, I received a letter denying my request. Instead, the board announced it will hold a public workshop to discuss "Schools of Choice" on May 17 at 5 p.m. at LCHS. They say that workshop will include discussion of IB/PYP.

To summarize, U.N. education is in our schools, and our bright kids are learning their lessons well. In response to legitimate, researched concerns about the U.N.-based curriculum our school board brought to our schools, we have encountered from pro-IB'ers, including school board trustees, demonization and an attempt to hijack and re-frame the issue as one of "choice." Let's take responsibility for our children and demand accountability from our school board - please be there on May 17.

[New Hampshire] Plenty of examples of political influence in IB program

Letter to the Editor [by Ann Marie Banfield] | *Bedford Journal* | Dec. 2, 2010

<http://www.cabinet.com/bedfordjournalbedfordletters/901306-308/plenty-of-examples-of-political-influence-in.html>

Excerpt: **IB uses a "discovery or Inquiry" approach to learning. This is also called**

constructivism. The student constructs knowledge for themselves – unstructured, or self-guided. The teacher is more of a “coach or facilitator”

Taken from an article printed in *Educational Psychologist* called “Why Minimal Guidance During Instruction Does Not Work: An Analysis of the Failure of Constructivist, Discovery, Problem-Based, Experiential, and Inquiry-Based Teaching.” It read, “Although unguided or minimally guided instructional approaches are very popular ... the point is made that these approaches ignore both the structures that constitute human cognitive architecture and evidence from **empirical studies over the past half-century that consistently indicate that minimally guided instruction is less effective and less efficient** than instructional approaches that place a strong emphasis on guidance of the student learning process.”

You can compare that with a more structured approach to learning which is what you would find in an Advanced Placement class or a traditional college prep class where information and concepts are fully explained.

Years of research on constructivism shows overwhelmingly that minimal guidance during instruction is significantly less effective and efficient than guided instruction that is necessary for learning.

The article goes on to conclude: **“This may have negative results when students acquire misconceptions or incomplete or disorganized knowledge.”**

In the *Journal of Science Education*, they report findings from another study that showed “Structure More Effective in High School Science Classes.” This is according to findings from a study conducted by University of Virginia professor Robert Tai and Harvard University researcher Philip Sadler.

They reported: **“Students with a weak math background who engaged in self-structured learning practices in high school may do as much as a full letter grade poorer in college science ... many secondary science classes are turning to a self-structured method of learning with the notion that students will discover science on their own.”** However we can see from these studies, this puts the student in a constructivist classroom at a disadvantage.

So what does this mean for IB students in Bedford? Since we are not currently conducting studies on IB students, we really have no means to measure performance and compare that to students in the AP classes. According to The National Academies Press: there is little evidence available for evaluating the long-term effects of the AP and IB programs.

However given the findings from the studies I listed, this could explain why test scores rose at Independence High School in Charlotte. The *Charlotte Observer* reported that **when IB was removed from the High School many residents prepared for scores to drop. However, the scores actually improved.**

John Tyler High School in Texas also dropped the IB program and conceded that it wasn't any more rigorous than the AP program.

[. . .] With little or no evidence that IB offers any significant advantage for Bedford students, and may actually put them at a disadvantage, it is wise to re-examine the advantages of IB and the costs in this economic climate.

A few years ago, I attended the meeting in Bow with the superintendent, a few teachers and roughly 40 people from the community. Bow considered adopting IB. However, the **Bow parents rejected IB and from the discussions that took place, the main issue the residents had was the added expense.** Keep in mind, this was before the economic problems we face today. During the height of the economy, the Bow taxpayers weren't convinced this program was fiscally responsible.

This program hasn't shown that it offers anything more they would get in an AP class. In fact, according to the studies cited, they may actually be at a disadvantage taking IB over AP. AP doesn't have the additional costs associated with IB and it certainly doesn't come with the numerous criticisms that have cited in the past.

It appears that the editorial staff failed to look at the entire program and the numerous other complaints. It might help to take months and even years like other researchers have done, to get a full understanding of the numerous problems prior to offering support.

[New Hampshire] School Board needs to take closer look at IB test results

Letter to the Editor [by Joan Buchanan, Bedford, NH] | *Bedford Journal* | Dec. 2, 2010

<http://www.cabinet.com/bedfordjournalbedfordletters/901298-308/school-board-needs-to-take-closer-look.html>

At an August School Board meeting, where Bedford High School's International Baccalaureate testing results were revealed, the opinion expressed by the administration and the School Board was that the IB students had performed well and the district was “pleased.” Unfortunately, the district presentation failed to mention key deficiencies in terms of results. Looking at the raw data, I have made the following determinations:

Bedford High IB diploma students, as a group, performed below the national average.

Many IB tests taken by Bedford High School students last year were not eligible for college credit, due to either low scores or a non-qualifying “SL” course level. For example, **72 percent of individual IB tests taken by Bedford students would have been deemed ineligible for college credit at Keene State College, UNH, UConn and Boston University. More than 90 percent of Bedford’s individual IB tests would not have qualified for college credit using the policies of Boston College or Colby College.**

Many citizens are expressing concerns over our IB program. My objection is not with the IB program itself – it is with the disappointing outcomes achieved to date. I am hoping the School Board will take a closer look at the raw data, pose questions to appropriate district personnel and gain a full understanding of our IB results. The board should then re-evaluate the IB program based on the cold, hard facts and not on the district office’s overly optimistic interpretation of those same facts.

As policy makers, the school board has bet the farm on IB. The high school’s Advanced Placement offerings are minimal, severely limiting student options. In fact, our former high school, Manchester West, offers more AP courses than our new high school. If the School Board allows a costly IB program to edge out a free AP curriculum, it must ensure that the IB program produces excellent results as measured by scores achieved and college credits granted. The IB students, their parents, and the taxpayers of our community expect and deserve as much.

[New Hampshire] BTA should support taxpayers

Letter to the Editor [by J.W. Brown, Bedford, NH] | *Bedford Journal* | Nov. 12, 2010

<http://www.cabinet.com/bedfordjournalbedfordletters/899254-308/bta-should-support-taxpayers.html>

I had to laugh at the timing of the two letters in the Bedford Journal last week. One letter was submitted by an IB student in Bedford telling us how IB doesn’t push a political agenda. The fact that IB is a political U.N. program discounts that claim not to mention, all you have to do is wander through the IBO’s website to see the leftist agenda. How the student missed that remains a mystery to me.

Then we read from a Bedford resident who is upset about a book being used that promotes socialism by a self-admitted Marxist.

Now I’m not sure what Kool-Aid flavor the Administrators are serving up at BHS, but one thing is obvious, the students are filling up on it.

I have a suggestion for the taxpayers in Bedford since the school refuses to listen to the ones paying their salaries, vote no on all proposed tax increases put forth by the district. That means no raises, no improvements to the school and no budget increases. If the Administrators are going to force these radical leftist programs on these kids, they can pay for it out of their future raises.

I hope the taxpayers in this town are equally angered by this left-wing radical agenda in our school. The BTA should support the taxpayers and turn down all proposed tax increases until this school changes direction.

One more question, where are the School Board members on this newest revelation? Hopefully not drinking the same Kool-Aid and rubber stamping more of this nonsense!

[Arizona] Many unanswered questions on International Baccalaureate program

Letter [by Frank Ogden, Cottonwood, AZ] | *Verde Independent* | Nov. 20, 2010 1:29:00 PM

<http://verdenews.com/main.asp?SectionID=36&SubsectionID=73&ArticleID=39323>

Excerpt: I encourage all citizens, especially school board members and teachers, to review the documentation, get answers and reject this plan to surrender our control over our children’s education and moral upbringing. By the way, the IB (formerly IBO) claims to be a Non-Governmental Organization (NGO) of the United Nations UNESCO. Imagine, the UN controlling our kids’ education and indoctrination as “world citizens” of the one world government. That’s what IB is all about.

[Arizona] IB siphons funds from programs

Letter to the Editor [by Debbie Niwa, Tucson, AZ] | *Bedford Journal* | Nov. 12, 2010

<http://www.cabinet.com/bedfordjournalbedfordletters/899252-308/ib-siphons-funds-from-programs.html>

The *Bedford Journal* commentary “Is un-American ideology really infiltrating BHS?” (Nov. 5) contains numerous inaccuracies. **The lack of attention to fact is a common problem I have noticed with opinion pieces that seek to defend International Baccalaureate (IB) programs.**

One of the false claims in the op-ed is: “‘peace education’ is not under the control of the United Nations.” . . . I have information from United Nations (UN) and IB sources that contradict such a claim.

The U.N.'s so-called peace education is "an integral part of the (IB) curriculum at all levels" according to an IBO NGO report to UNESCO (United Nations Educational, Scientific and Cultural Organization). (Source: <http://www3.unesco.org/iycp/Report/IBO.pdf>)

(And it should be noted that **as an officially recognized NGO to UNESCO, the International Baccalaureate Organization is bound "to make an effective contribution to the achievement of UNESCO's objectives."** (UNESCO Constitution, 2004 version).

[. . .] I would not want my student in an IB Diploma Program (DP) because he would not receive an adequate education about U.S. history and our U.S. Constitutional Republic form of government. Nor would I want him conditioned to accept the Marxist educational theory and practice that are integral to the IB Theory of Knowledge curriculum, such as: dialectical thinking and the group processes that are tools for transformational Marxism.

I would not want to let go of my parental prerogatives to allow IB to mandate and direct what is acceptable for how my child spends time outside of school (regarding the IB DP Community, Action, Service component). And there are many more reasons why I would not put a child of mine in an IB program; nor would I recommend IB to others.

As a taxpayer, I oppose funding an **overrated program that is often implemented without taxpayer awareness and approval, siphons funds from the education of non-IB students, strains school district budgets, requires higher tax contributions to maintain**, and more.

That there exists the mentality that IB programs are necessary to "see the world" just shows the narrow thinking surrounding IB. After all, the United States is rich with diversity in culture. U.S. citizens have (ancestrally) originated from all parts of the world.

The commentary closes with "Communism? Socialism? Hypocrisy? Perhaps in the future, opponents of IB will laugh at such claims." This left me wondering what BHS IB students do not learn about communism/socialism. One with full knowledge and understanding of communism/socialism would never make such a remark, especially when discussing a program like IB that uses Marxist educational theory and practice!

[New Hampshire] Comment from **Mother of an IB student** | Oct 28, 2010 at 11:23 am
(See comment section: <http://bhsunleashed.com/2010/10/25/is-un-american-ideology-really-infiltrating-bhs/>)

My daughter took an IB class because she didn't have a choice. Please do not assume that if a student takes IB, their parents approve. I do not.

[. . .] This program benefits 20 students out of the entire population in the Bedford School Systems. That's not financially responsible, that's proving to me we have our priorities wrong.

We have too many good teachers going without raises and yet we pay for IB. It's shameful.

If the teachers were smart, they'd do what other IB schools have done and start speaking out against the program.

[Arizona] Has the time finally come to stop funding our own insurrection?

By Linda Bentley | *Sonoran News* | May 12, 2010

<http://www.sonorannews.com/archives/2010/100512/ftpgHB2281.html>

Excerpt: In March, a group from Mesa formed the East Valley Education Action Committee (EVEAC). Only two weeks into their research, they discovered "a lot of information regarding the indoctrination of our school children through the **taxpayer funded International Baccalaureate (IB) school program and the New Global Citizens (NGC) after school program.**"

The EVEAC notes that the IB program promotes world citizenship; views state education standards as being subservient to the worldview of IB.

The International Baccalaureate Organization (IBO) endorses the U.N. Universal Declaration of Human Rights (UDHR), which, through that endorsement, promotes the United Nations along with actions and treaties of the United Nations, including treaties not ratified by the United States, including: Biodiversity Treaty, Treaty on the Rights of the Child, Agenda 21, Kyoto Treaty and the Treaty establishing the United Nations International Criminal Court. According to the EVEAC, by endorsing the UDHR, IBO promotes the United Nations as being the highest court of appeals on human rights and undermines the foundation principles of the United States.

[Nevada] International Baccalaureate is wrong for Incline's schools

By Steve Hanson | Special to the *Bonanza* | North Lake Tahoe *BONANZA* | April 28, 2010

<http://www.tahoebonanza.com/article/20100428/NEWS/100429905/1061&ParentProfile=1050>

I believe the International Baccalaureate Program is wrong for Incline Village schools. It is rare that my beliefs are turned completely around, as I initially was for what seemed like a positive program for our

students. However, upon reading tons of information online, including its official website, the material does not support the proposed results or quality of education that we expect in our community.

I thought this inquiry method would teach students how to think instead of what to think, but it falls short on both points. I thought the IB program could co-exist with the Advanced Placement and GATE programs currently in our schools, but the experience of schools across the nation show a replacement and elimination of these quality programs in a majority of such schools. I thought an IB high school student could earn more college credits than a high school student in AP classes, but that is not the case. I thought the IB program might be a magnet in attracting high quality students from outside our district, but again the evidence in schools across the nation show no such significant result. I thought the IB Diploma would make our students more attractive to colleges and universities, but only a small percentage of students actually earn the diploma; most colleges and universities know little about the program, and have little experience in evaluating such a program for their entrance selections. So where is the advantage?

Finally, I have two more points to make. First, remember, the International Baccalaureate Program is a non-governmental organization based in Switzerland. This international organization is asking permission to enter and control the public, governmental-run education already in our schools and it will need hundreds of thousands of dollars from our community each and every year over many years to make this happen. Please learn more about such a sizable monetary and social investment.

And secondly, we the people of Incline Village have the right to decide if we want the IB program in our schools; it is certainly not a necessity and no educational program should be imposed upon us by a private institution nor by any outside government agency.

Make your voices heard on both sides, and let the honest debate begin.

[Colorado] International Baccalaureate Program (IB) – Indoctrination At A School Near

by Justin Blough | **May 14, 2010**

<http://justinblough.com/2010/05/14/international-baccalaureate-program-ib-indoctrination-school/>

On it's face, with a great oblivious view, the IB program appears to be a great opportunity to parents for their children to advance in education and gain opportunities. That was my impression when my Son's school made the switch, along with the impression of some other parents I have spoken with. The reality is this seemingly positive program has some very troubling roots pushing globalist propaganda to our youth and a direct contribution to the destruction of the Western Culture and the relinquishment of U.S. Sovereignty.

[Idaho] What we have learned about International Baccalaureate (IB)

by Duncan and Aileen Koler | *Idaho Observer* | **March 2010** <http://proliberty.com/observer/20100318.htm>

[Texas]

"I withdrew my child from a public school as it was implementing the IB Program. Like the parents Racine, Wisc. parents in this article, I saw that advanced classes were being eliminated and being replaced with so-called "GT Cluster" classes. **Within a year of the elimination the advanced classes, a third of the high performers in my son's previously ability-grouped advanced class left the district.** There is a term for this ... "Bright Flight".

Will KISD have ability grouped classes if it implements the PYP? My understanding is that such a practice is forbidden by the IBO. Has this prohibition been communicated to the community? Again, it appears that the "lack of education" is centered on KISD administration. Otherwise, we must conclude that KISD administrators are intentionally concealing negative aspects about IB."

-- Comment posted by Anonymous on 05-21-2010 at 10:11 am., see comment section for "KISD board readies for vote on IB program," Helen Eriksen, Ultimate Katy website, posted May 18, 2010 3:05 pm

<http://www.ultimatekaty.com/2010/05/kisd-board-readies-vote-ib-program>

[Virginia] From a Concerned Parent from Fairfax County, Virginia:

<http://www.crossroad.to/text/responses/edu-1.htm>

Excerpt: . . . My own research has made me aware that IB is a result of the International Schools Association (ISA) and UNESCO. The IB North America office . . . is a slick marketing organization that is not only promoting IB to school systems around the nation, it is also promoting itself as the national testing standard. **Some IB exams may now be used as a substitute for NY Regents exams and Virginia Standards of Learning exams.** Go to www.rvcshools.org/Gibs/ and also http://www.iteachnet.com/April97/RPeel_intedcomesofage.html to see the marketing effort.

IBNA is actively marketing the "benefits" of the IB Diploma to American universities and

colleges so that it will be recognized and accepted. Currently, most colleges recognize the Advanced Placement (AP) program. The AP program is usually eliminated in any high school that implements IB. School officials usually **implement IB through the "consensus" process.**

... **Parents need to know what is actually being promoted under the guise of "internationalism," "education for life," and "lifelong learning." Parents are being told that their children cannot possibly learn "critical thinking and writing skills" without the IB program. But that is not its real agenda.**

... Fairfax County has also implemented the middle years program in three schools (grades 7 & 8). All students are exposed to this curriculum in all classes. **The basic framework of this program has children analyze all material by filtering it through five categories** (see www.ibo.org - MYP). **I went to an IB informational meeting at the middle school and a teacher talked about watching a war movie and filtering the information through the five categories.**

She explained to the class that there wouldn't be any notes in the category "community service." I thought of my father who served in WWII fighting to defeat Hitler. Isn't that a form of community service I thought? The teacher went on to actually say "We teach them how to think." I looked around the room. People were nodding like sheep. **IB is a form of outcome based education. It uses the Socratic/dialectic method of teaching in all of its classes, even math and science.** Supposedly all IB classes are the same around the world because all teachers receive the same training and grade using the same "standards." This program is a wolf in sheep's clothing that must be stopped.

Your Comments -- Global Education & IBO - Part 1

Kjos Ministries <http://www.crossroad.to/text/responses/education.htm>

Excerpt: [The correspondence below began with a letter from . . . , Charlene Anderson, to the International Baccalaureate Organization \(IBO\) in Geneva, Switzerland. Notice the questions and answers in bold letters, which help show the relationship between the occult UN leader Robert Muller and the IBO program which is becoming increasingly popular around the world.](#)

Char wrote:

Dear Sir or Madam,

Our middle school is in the process of becoming an IBO school. I have some questions about this process. How long does it take for the "accreditation" process to be complete? Once complete, does the school have any special privileges attached?

One other question: **Robert Muller who is the acknowledged father of education within the U. N. has developed what has become known as "World Core Curriculum". In looking for this information, perhaps you could offer some information as to how IBO compares with this curriculum. Is it similar? If it is not similar, is it close?**

Anything you could tell me would be greatly appreciated.

Ms. Anderson
USA/AMERICA

Date: Mon, 04 Jun 2001 20:16:12 +0200
From: "Ellen Wallace" <ellenw@ibo.org>
To: Char [. . .]
CC: ibna@ibo.org

Dear Ms Anderson,

I'm forwarding your message to our IB North America office, since schools working towards authorization deal

directly with our regional offices. I'm not quite sure if you work at the school; if not, your best source of information is the person at the school who is working with the IBO. I'm not familiar with the world core curriculum but one of my colleagues who works closely with the UN undoubtedly is and I will pass your question to him.

Best wishes,
Ellen Wallace, Geneva

Dear Ms Anderson,

Further to the response of my colleague, Ellen Wallace, who kindly copied her reply to me, I can tell you that **I have the world core curriculum material of Robert Muller who started in 1979 with a small experimental training school in Arlington, Texas. I find that it is remarkably similar to the IB Primary Years Programme (PYP).** We have used very similar terms (without having consulted his work as far as I know) to describe the main PYP transdisciplinary themes; for example, where are we in time and place? Who am I? (Muller: our planetary home and place in the universe; our place in time; the miracle of individual human life, and so on.)

Our three programmes have almost identical aims and objectives to that of Muller, based on intercultural understanding and respect, and the consideration of global issues in an inter-dependent world. Muller's curriculum places more emphasis on spirituality than the IBO curricula, otherwise we are very very close in philosophy.

Best wishes,

Ian HILL
IB Organization
Geneva

Other remarks

(All emphasis added in text)

===== 2/23/10 Update =====

Resources with more information about International Baccalaureate:

Truth about IB website: <http://truthaboutib.com/>

Commentary – International Baccalaureate, Inc. By Peyton Wolcott

http://www.peytonwolcott.com/International_Baccalaureate_Inc.html

MY INCLINE VILLAGE website: <http://www.myinclinevillage.com/>

Newest posts for query "International baccalaureate" | ACR Blog [Pearland, Texas]

<http://anticorruptionrepublican.blogspot.com/search?q=%22International+baccalaureate%22>

International Baccalaureate (IB) Unraveled By Debra Niwa | March 2010 | Download 21-page pdf (w/active links to references); find and click on the document titled "International Baccalaureate (IB) Unraveled:"

http://www.freedomadvocates.org/research_center/ or go here:

<http://www.americandeception.com/index.php?page=usercat&catid=9>. Text online here:

http://www.channelingreality.com/Niwa/IB_unraveled_040610.htm

AMENDMENT NO. 9 OFFERED BY MR. RON PAUL (Texas), July 7, 2004. *Congressional Record*, HOUSE H5297

Mr. PAUL. Mr. Chairman, I offer amendment No. 9.
The CHAIRMAN. The Clerk will designate the amendment.
The text of the amendment is as follows:

Amendment No. 9 offered by Mr. PAUL:

At the end of the bill (before the short title), insert the following:

TITLE VIII — ADDITIONAL GENERAL PROVISIONS

SEC. 801. None of the funds made available in this Act may be used to pay expenses for any United States contribution to the United Nations Educational, Scientific, and Cultural Organization (UNESCO).

The CHAIRMAN. Points of order are reserved. Pursuant to the order of the House of today, the gentleman from Texas (Mr. PAUL) and a Member opposed each will control 5 minutes.

The Chair recognizes the gentleman from Texas (Mr. PAUL).

(Mr. PAUL asked and was given permission to revise and extend his remarks.)

Mr. PAUL. Mr. Chairman, I yield myself such time as I may consume.

This amendment denies funds to UNESCO, and it is an amendment that is identical to what I brought up last year and got a recorded vote on and had a debate on last year.

Last year, I brought it up because we were just getting back into UNESCO. President Ronald Reagan, in 1984, had the wisdom of getting us out of UNESCO because of its corrupt nature, not only because it had a weird, false ideology, contrary to what most Americans believed, but it was also corrupt. He had the wisdom to get us out of it, yet last year we were put back in UNESCO, and I was hoping that we would not fund it.

Last year, the Congress approved \$60 million for this purpose, which was 25 percent of UNESCO's budget. Does that mean we have 25 percent of the vote in UNESCO? Do the American people get represented by 25 percent? How much do we get out of it?

What is the American taxpayer going to get? The American taxpayer gets a bill, that is all. They do not get any benefits from it.

And there is one part of UNESCO that is particularly irritating to me, and it is called the Cultural Diversity Convention. This is an organization that actually is very destructive and will play havoc with our educational system. It also attempts to control our education through the International Baccalaureate Program, and that, too, introduces programs and offers them to our schools. It is not forced, but there are already quite a few schools that have accepted these programs.

Now, let me just give my colleagues an idea of the type of philosophy

they are promoting, but what we as the Congress promote with what the American taxpayers are paying for. Here it is:

"The international education offers people a state of mind, international mindedness. We are living on a planet that is becoming exhausted." And now listen to this, this is what the U.N. UNESCO people are saying about education in the various countries, including ours. "Most national educational systems at the moment encourage students to seek the truth, memorize it and reproduce it accurately." Now, one would think that is not too bad of an idea. "The real world is not this simple," so says UNESCO. "International education has to reconcile this diversity with the unity of the human condition."

I mean, if those are not threatening terms about what they want to do, and yet here we are funding this program and the American taxpayers are forced to pay for it. Now, there are a few of us left in the Congress, I see a couple on the floor tonight, that might even object to the Federal Government telling our States what to do with education, and of course there is no constitutional authority for that. We have the Leave No Child Behind, but it looks like everyone is going to be left behind before we know it.

But here it is not the Federal Government taking over our Federal education system; **this is the UNESCO, United Nations, taking over our educational system.** It does have an influence. Sure, it is minimal now, but **it will grow if we allow this to continue.**

So I ask my colleagues to please vote for my amendment, and I sure hope they allow a vote on this amendment. It was permitted last year, so it surely would be permitted this year.

Mr. Chairman, I reserve the balance of my time.

[. . .]

Mr. PAUL. Mr. Chairman, how much time do I have?

The CHAIRMAN. The gentleman from Texas has 1 minute remaining.

Mr. PAUL. Mr. Chairman, I yield myself the balance of my time and conclude with **another statement from a director of UNESCO, who further explains exactly what they are up to. He said in June that "the program remains committed to changing children's values so they think globally rather than in parochial national terms from their own country's viewpoint". So if we talk about an attack on national sovereignty starting at the lowest level through an educational system, it is right here.**

The chairman, obviously, is not very enthusiastic about this. But my job as a representative is not to follow what other people tell me. My job is to read these bills and to know what they say . . .

[New Hampshire] Committee did not conduct serious analysis on IB

Letter to the Editor [by Ann Marie Banfield, Bedford, NH] | *The Cabinet Press* | Feb 10, 2011

<http://www.cabinet.com/bedfordjournalbedfordletters/908462-308/committee-did-not-conduct-serious-analysis-on.html>

Excerpt: Mark Olsen, a Minnesota congressman on the floor of the Minnesota House, referred to IB as indoctrinating against America rather than educating for America. He refers directly to an IB document that supports the United Nations Declaration on Human Rights (www.ibo.org/diploma/documents/continuum.pdf). A document that states rights and freedoms cannot conflict with the United Nations (Article 29). This contradicts our individual rights as stated in the United States founding documents.

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"Eliminate International Baccalaureate Program -- IB is a needless duplication of services offered by the more effective, efficient and locally controlled Advanced Placement and Concurrent Enrollment programs."
-- *Real State Budget Reform*, A Proposal for Solving Minnesota's Budget Deficit Without Raising Taxes, Prepared by The Minnesota Budget Solutions Coalition www.MinnesotaBudgetSolutions.com, 2009?

IBO - MYP/PYP: PRO'S AND CON'S FACT SHEET

Excerpt from "IBO Task Force Final Report" | Nov 20, 2004 [Owego-Apalachin School District, Owego, New York]
<http://www.oacsd.org/BOE/IBOTaskForce/TaskForce.pdf> or (copy and paste the following url into web browser url window):
<http://web.archive.org/web/20050531090143/http://www.oacsd.org/BOE/IBOTaskForce/TaskForce.pdf>

Cost:

- PRO'S - Satisfies Staff Development Requirements
 - MYP/PYP training costs utilized existing monies set aside for teacher training
- CON'S - Budget Concerns
 - People must focus on cut backs
 - Program costs for 2003/2004 \$71K
 - Teacher Center Program already in existence
 - Additional layers of mgmt required
 - MYP/PYP coordinators for each school

Framework:

- PRO'S - Provides Management/Leadership & accountability
 - IBO Organization manages Program
 - Provides Administrative Infrastructure
 - Strategic Plan required
 - School Visits
 - Enforces
 - Common Planning time
 - Integrated Teaching (5 themes of IBO)
 - Common Teaching Plan per grade
 - IBO Portfolio & Self Assessment
- CON'S - Already have management/leadership
 - Curriculum Mapping Begun
 - Takes Highly experienced out of Programs (High School) to meet IBO requirements
 - Teaming already in place
 - Grading issues
 - Lack of Homework & Test Scores Brought home

Contractural:

- PRO'S [--NONE--]
- CON'S - Governing Law – Swiss Law
 - IBO can not be held accountable for quality of teaching
 - Authorization to teach IB program may be withdrawn if IBO is not satisfied that the school is delivering the program with sufficient quality – Decision is final and **Not** subject to appeal
 - IBO is independent from school
 - In the case of MYP or Diploma Program: It is the sole

right and responsibility of IBO to award MYP Certificate or IB Diploma; NOT the school

Philosophy

- PRO'S - Character Education
- CON'S - Formal agreement to bind school to full acceptance of IBO Philosophy, standards, principles & practices
 - IBO reserves the right to deny participation to any school whose philosophy, policy or practices are judged to be incompatible with those of the IBO
 - Potential Constitutional Violations of 13th Amendments
 - Potential Violation of Federal Law 20 U.S.C. §1232h) Sex or family life education

Language

- PRO'S - Promotes internationalism, common terms
- CON'S - Questionable terminology (Why these terms?)
 - Mother Tongue
 - Homo Faber

Demographics

- PRO'S - More likely to be accepted by Large, Wealthy, Liberal, Diverse (Transient) Communities Vs. Small, Middle Class, Conservative, Traditional (Stable) Communities
- CON'S - See Cherry Hill/Owego Demographics Comparison

Higher Ed

- PRO'S - Most Schools in SUNY system accept IB credit
- CON'S - Community Colleges currently have no policy regarding IB credits
 - AP credits more easily accepted at college level
 - There is no consistence policy for determining credit Giv for IB courses at colleges that accept the IB program

Other Programs:

- PRO'S [--NONE--]
- CON'S - IBO conflicts with programs such as AP, and SUPA
If we were to continue with IBO these other programs would be reduced or eliminated.

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Humans as Resources: Econo-Politics of Global Education

Robin Navarro Montgomery, PhD

President, Christian Ages, Inc.; Professor Emeritus, Southwestern Oklahoma State University

The Journal of Religious and Social Research, Vol. 1 No. 1, Oxford Society of Scholars

(original link no longer active: <http://www.oxnet.com/sofschol/volume%201/vol%201%20montgomerya.htm>)

Find at alternate site: http://www.channelingreality.com/Documents/Humans_as_Resources_Global_Ed.pdf

ABSTRACT

Linking the premises of the third wave global economy to the policies of America **Goals 2000 Education Plan** and the **UN University's global education curriculum**, this study embraces a critical analysis of the value politics underpinning the new world order. The dominant theme focuses on the **expected psycho-political impact on students and societies subjected to the dynamics of the process-based global educational mandate**. It is ultimately argued that the traditional Judeo-Christian heritage provides the proper antidote to the **post modernist global educational strategy of awarding value to humans solely in the context of their role as economic resources**.

INTRODUCTORY IB SEMINAR

As an example of the political slant of IB curriculum, A.C. Flora High School in Richland, VA described the 2002 IB Introductory Seminar given in Danvers, MA "designed for schools from around the world interested in becoming part of the IB Program."

A. C. Flora's Plan for Integrating Global Concerns into the Curricula:

Math Studies curriculum explores problems concerning the weather, environmental protection, conservation, and energy.

In HL Math the students will look at the global population problem, regional population problems, and models for the spread of disease, using data from problem areas such as the African AIDS epidemic.

The statistics unit will examine a variety of problems from a global perspective, such as the disparity of wealth distribution between first and third world countries.

The IB Physics curriculum will integrate global concerns and perspectives in the following ways: when studying electricity and magnetism, students look at power production and the third world, the control of emissions from power producing plants, control of emissions from automobiles, non-point source pollution and countries right to defend against it (for example, Canada's right for compensation from the US for the production of acid rain); when studying the law of conservation of energy, they will examine the oil reserves on earth and the rights of OPEC countries to control the production of oil;

Students will delve into some of the more pressing international pollution concerns, such as global warming, fossil fuels, heavy metals, and other waste products of an increasingly industrialized world.

Because science ... some examples include: environmental concerns (presently the honors level biology classes, which are pre-IB, are researching the Galapagos Islands oil spill from an Ecuadorian tanker. The students are writing persuasive letters to government officials. Worldwide environmental issues will always exist and can be integrated into the lessons.),

In Theory of Knowledge, students will frequently address issues from a multicultural perspective. For example, ethical topics must always be discussed from the perspective of different cultures, such as Muslim, Native American, Western European, African, and so forth. Also, students will seek to identify and examine the validity of cultural stereotypes for example, the common assumption that Europeans use primarily linear rational thought, while people of the Far East think in non-linear, mystical ways.

Students will look at languages in translation and how misperceptions can arise from translation and social and cultural biases.

In Latin SL, an ancient language, students will examine the ancient world as a sounding board to measure and compare the global issues in a modern world. Students will discuss the impact on the Roman world, as well as their own, of such topics as women's rights, slavery, and national imperialism. At A. C. Flora the French classes have continuously integrated global concerns, such as pollution, endangered species, health issues (obesity, aging, AIDS, cloning), space research, human rights, and the death penalty.

Excerpt from "International Baccalaureate Voted Out" By Julie M. Quist, Feb 22, 2006

http://www.citizensforaconstitutionalrepublic.com/j_quist2-22-06.html

From: info@truthaboutib.com Sent: Sat, Jan 1, 2011 10:24 am Subject: Re: Language - Better answer!
From Ellen McClay's "In the Presence of our Enemies": pg. 13

Broadminded, open-minded Americans raised on such slogans as "A man is as good as his word", fail to comprehend "to the Communists, words are tools to achieve effects, not means to communicate, in the search for truth." (28) Slogans have been created to create rational thinking.

Hoover wrote about the **Communist use of language as a weapon in their subversive activities, a study which is important in reading UNESCO material:**

"Mention must be made, to understand this **double talk, of a communist deceptive device called Aesopian language**. This is a roundabout presentation. So it is with the word democracy. **Communists still use Aesopian language - they say one thing and mean another**. In this manner, they fool non-Communists, encouraging them to believe that Communism stands for something desirable. **The word 'democracy' is one of the Communists' favorite Aesopian terms. Full democracy, to the communist will come only when all non-communist opposition is liquidated.**" (29)

28. Dr. Stefan T. Possony, expert witness before House Committee, March 2, 1959

29. Masters of Deceit, The Story of Communism in America - J. Edgar Hoover, Henry Holt & Co. 1948

Teaching our children to hate the country of their birth

Letter by Gene Birkeland, Cottonwood, Arizona | *Verde Independent* 11/23/2010 1:40:00 PM

<http://verdenews.com/main.asp?SectionID=36&subsectionID=1192&articleID=39342>

Congratulations to Frank Ogden for the tenacity and wisdom to burst another UNESCO bubble! In the more than half century since UNESCO first came to my attention I have written, under the nom de plume of Ellen McClay, many articles and two books about this iniquitous agency of the U.N. organized by a crowd ranging from pink to scarlet put together to do exactly what Frank Ogden said -- create chaos and divisiveness among our citizens while yet children, teaching them to hate the country of their birth as well as its founders.

In January, 1953, the LA School Board voted to ban any official or unofficial UNESCO program from that system, but we did not understand then its all pervasiveness so the program continues to this day. Even then many of us were unaware the first set of textbooks had been examined by a California State Senate Committee in 1947 and found to be unfit for use in American schools!

Two more years, 1949, the National Sons of the American Revolution petitioned the Congress for an investigation of subversive textbooks, submitting 53 pages of documentation listing the books by name and author. This was when the American Revolution disappeared from history books, with its heroic struggle to gain independence and establish a new nation under God.

UNESCO says, "Since wars begin in the minds of men, it is in the minds of men the defenses of peace must begin." As phrased by a man who did his best to get the U.S. into the Spanish "civil" war on the Red side! His "defenses" included the destruction of nationalism, patriotism or jingoism, i.e., Clinton's appointee, Strobe Talbott, fellow Rhodes Scholar (just one of several thousand) was quoted by *Time*, predicting "nationhood as we know it will be obsolete. All 'states' (the UN designation of former nations) will recognize a single, global -authority."

One history text, (The Making of Today's World) said, "so-called Christian nations assumed that no non-Christian peoples had any right to land which the Christian nations found and wanted." Another famous quote, "The poison of aggressive nationalism injected into children's minds is as dangerous for world stability as the manufacture of armaments. In one, as in the other, supervision of some kind by an international agency is urgent." (*Towards World Understanding Series* on which UNESCO teaching is based.) These policies were established by the State Department in 1945-46 then under Alger Hiss and Dean Acheson. At the same time the American Education Fellowship called for the "establishment of a genuine world order, an order in which national sovereignty is subordinated to world authority ..."

Well, it took me almost 700 pages just to give the basics and many others have brought up more and probably said it better as well.